

Beckfoot School
Knowledgeable
And Expert Learners

Year

2023/24

Jan - Feb

enjoy|earn|succeed

Name:

Tutor group:

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What should you be working on each week?

Homework:

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

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

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

Homework Instructions

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

Logging in to Class Charts

Follow the steps below to access your student account.

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

Access code*
Your access code

Please enter the access code supplied by your teacher.

☒ Remember me

LOG IN

2. Click on the Log in button.

Date of birth

Please enter your date of birth below.

Date of Birth
12/06/2009

OK CANCEL

Keeping track of homework

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

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.

1 task due this week

0 tasks submitted/completed

1 task remaining this week

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

Homework

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

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

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

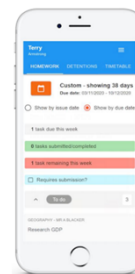
To display tasks in the order they were set, click on the Issue Date button.

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 need to complete 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

How to access My Learning Resources

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



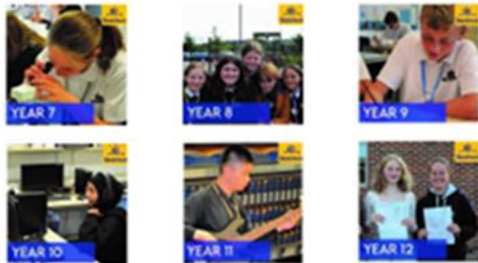
1. Select 'Student Zone' on the homepage of our website



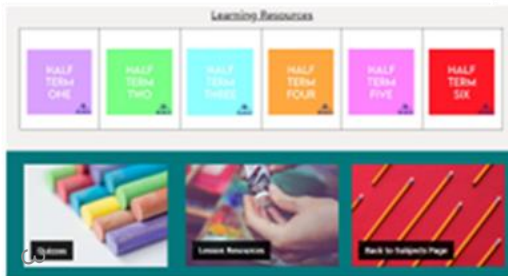
2. Select 'My Learning Resources'

You may be asked to enter your school email address and password here

3. Select your year group



3. Select the subject you want to work on

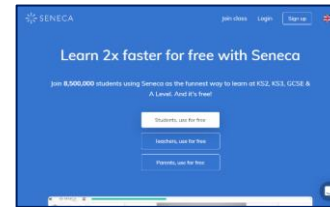


3. Select the relevant half term.

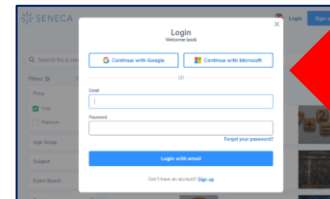
All the resources you need will be here

How to access Seneca

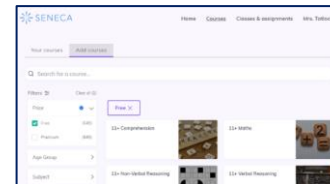
Seneca learning is a free online platform that will help you revise for all your subjects.



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

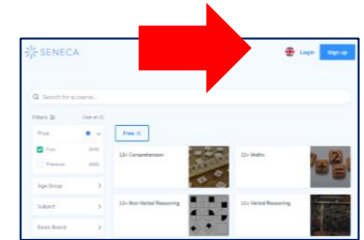


3. Select 'Continue with Microsoft'.

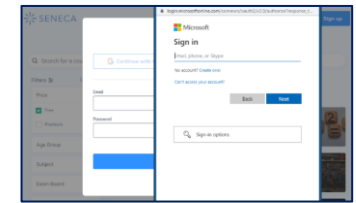


5. Select the course(s) you want to work on.

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



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



4. Enter your school email and password.



SCAN ME

Independent Learning at KS3: Quiz It, Link It, Map It, Shrink It

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

When you have truly learnt something you can:

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

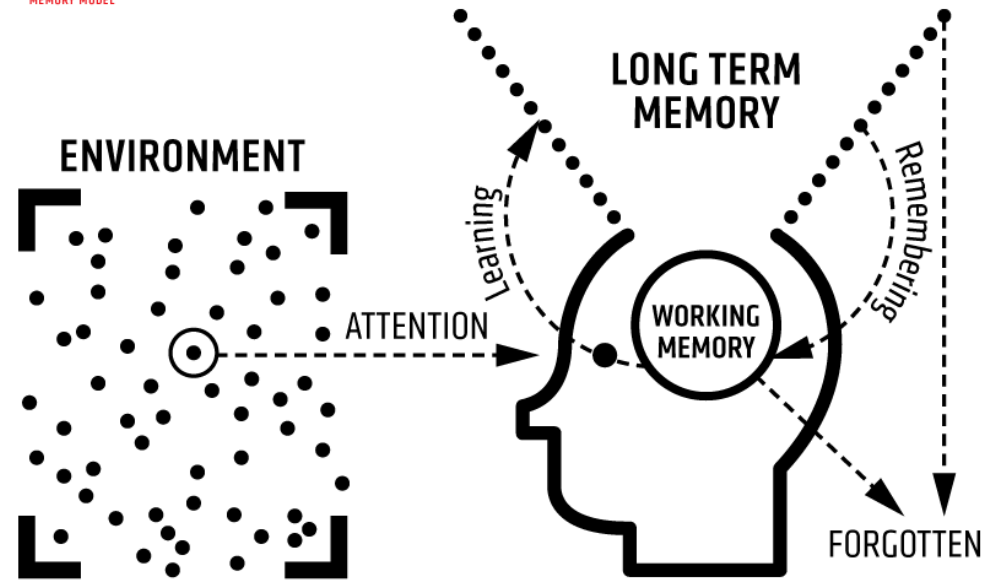
Quiz It, Link It, Map It, Shrink It (QILIMISI) is a structured programme of independent learning and revision activities that will help you to do all of the above. By using your knowledge organisers in multiple different ways, you will go from simply memorising facts, to really understanding them, and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

What we expect from you:

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

What you can expect from us:

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



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

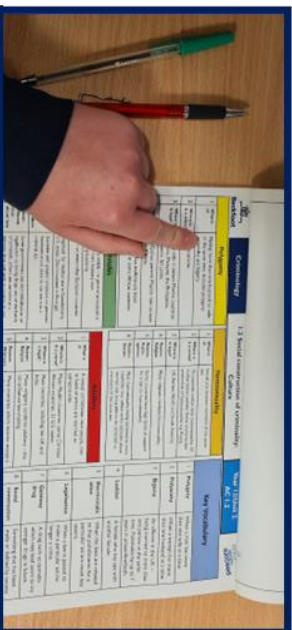
Confident
Communicators

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



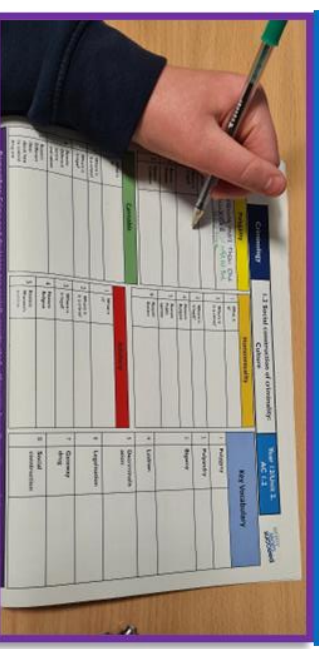
Step 3: WRITE

- 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

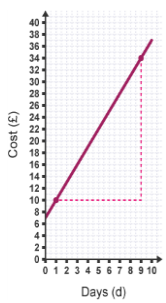
Use this table to help you keep track of the knowledge organisers you have quizzed on and checked this half term. Blank versions follow every organiser.

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	

Number – Percentages

1	Percentage Change	$\frac{\text{Changed by}}{\text{Original amount}} \times 100$
2	Increase or Decrease by a Percentage	Non-calculator: Find the percentage and add or subtract it from the original amount. Calculator: Find the percentage multiplier and multiply.
3	Reverse Percentages	Find the correct percentage given in the question , then work backwards to find 100% Look out for words like 'before' or 'initial'

Algebra – Real Life Graphs

1	<p>The gradient, y-intercept and area under the graph might have a contextual meaning.</p> <p>Example – Graph shows cost of hiring a ladder for various number of days. The gradient shows the cost per day. The y-intercept shows the additional cost/deposit/fixed charge.</p>	
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Algebra – Simultaneous Equations

1	Solve by Substitution	Usually used for quadratic equations – Rearrange and Substitute
2	Solve by Elimination	Usually used for linear equations – same signs subtract, different signs add.
3	Solve Graphically	The solution is found at the points of intersection

Algebra - Quadratics

1	Quadratic	A quadratic expression is of the form $ax^2 + bx + c$ where a , b and c are numbers
2	Factorising Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give b and multiply to give c .
3	Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$
4	Solving Quadratics by Factorising	Factorise the quadratic in the usual way. Solve = 0

Key Vocabulary

1	Multiplier	The decimal by which another number is multiplied
2	Factorise	The reverse of expanding brackets
3	Simultaneous	A set of two or more equations
4	Hypotenuse	The longest side of a right angle triangle

Number – Percentages		
1		
2		
3		

Algebra – Simultaneous Equations		
1		
2		
3		

Algebra – Real Life Graphs		
1		

Algebra – Inequalities		
1		
2		
3		

Key Vocabulary		
1		
2		
3		
4		

Characters

1	The Protagonist	The main character.
2	The Rebels	An secret/underground group working against those in control of society.
3	The Dictator	The leader of the state, who has total control over the people living in the society.
4	Secret Police	Security forces of the dictator, who carry out surveillance of everyone in society.
5	Unreliable Narrator	A storyteller who misleads, lies to or withholds information from the reader.

Conventions

1	Character Goal	What the protagonist needs to accomplish by the end of the story.
2	Conflict	Anything that stops the protagonist achieving their goal.
3	Setting	Where and when the story happens.
4	Exposition	Any important 'back-story' that needs to be understood.
5	Equilibrium	This is the 'normal' state of affairs for the protagonist, where they are at peace.
6	Propaganda	Media used to control the citizens of a society.
7	Restriction	Information, independent thought and freedom are restricted.
8	Surveillance	Citizens are perceived to be under constant surveillance.

Common Themes

1	Environmental destruction	Dystopian world caused by extreme weather, peak oil, loss of forest and natural vegetation, desertification.
2	Nuclear disaster	A world that was previously obliterated and no longer inhabitable.
3	Government control	The government is the cause of the dystopian world.
4	Religious control	Religion controls the population by making them believe their actions are sins/blasphemies.
5	Technological control	Physically controlling citizens using technology, controlling minds or controlling cities.
6	Survival	Quest for survival as a result of one of the other themes.
7	Loss of individualism	Loss of physical appearance, identity and choice.

Examples of utopia and dystopia

1	Robinson Crusoe	A castaway spends 28 years on a tropical island.
2	Brave New World	Citizens are environmentally engineered into an intelligence-based social hierarchy.
3	1984	Imagined future in which the world has fallen victim to perpetual war, government surveillance and propaganda.
4	Noughts and Crosses	An alternative history in which the African people have colonised the European people, with society segregated based on skin colour.
5	Herland	An isolated society of women who reproduce without men in order to create an ideal social order.
6	The Handmaid's Tale	A totalitarian religious state has overthrown the U.S government and categorised women according to their reproductive capabilities.
7	The Road	Journey of a father and son through a post-apocalyptic world.

Key Vocabulary

1	Utopia	An imaginary place that is ideally perfect.
2	Dystopia	An imaginary place that is unpleasant and frightening.
3	Ecotopia	An ecologically ideal form of society.
4	Femtopia	A utopia based on gender equality.
5	Totalitarian	One political party has complete control. No opposing political parties are allowed to officially exist.
6	Autonomy	Individual freedom.
7	Censorship	Suppression of any materials e.g. books, films that are perceived as a threat to security.
8	Communism	All property is owned by the community and each person contributes and receives according to ability and needs.
9	Dictator	Ruler with total power.
10	False utopia	A place that seems to be perfect but its faults are hidden from its inhabitants.

Characters

1	The Protagonist	
2	The Rebels	
3	The Dictator	
4	Secret Police	
5	Unreliable Narrator	

Conventions

1	Character Goal	
2	Conflict	
3	Setting	
4	Exposition	
5	Equilibrium	
6	Propaganda	
7	Restriction	
8	Surveillance	

Common Themes

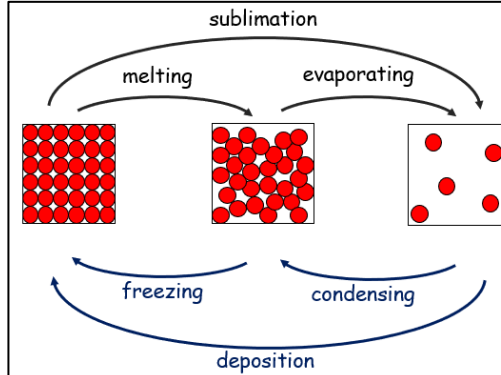
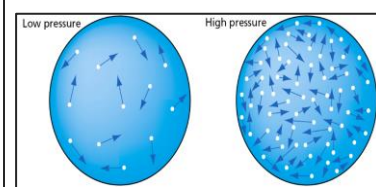
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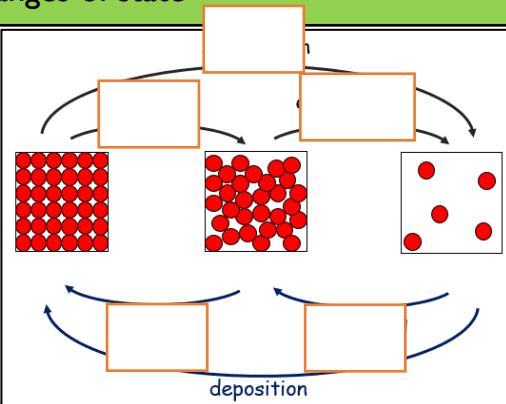
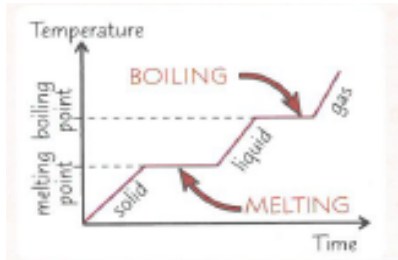
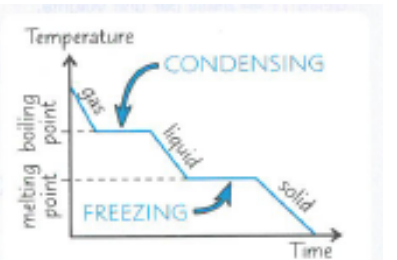
Examples of utopia and dystopia

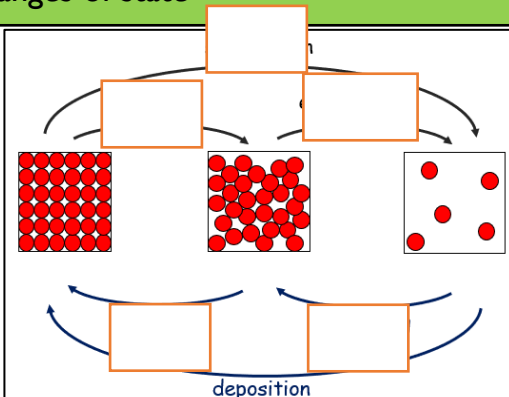
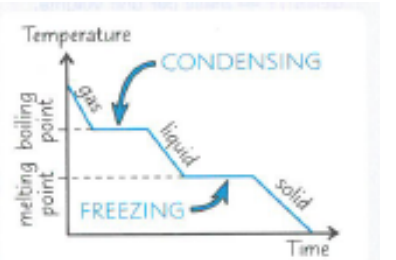
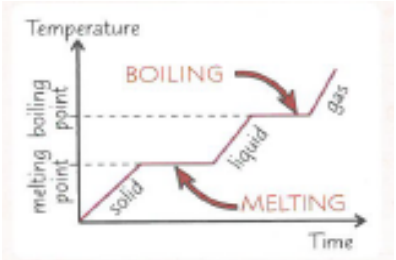
1	<i>Robinson Crusoe</i>	
2	<i>Brave New World</i>	
3	<i>1984</i>	
4	<i>Noughts and Crosses</i>	
5	<i>Herland</i>	
6	<i>The Handmaid's Tale</i>	
7	<i>The Road</i>	

Key Vocabulary

1	Utopia	
2	Dystopia	
3	Ecotopia	
4	Femtopia	
5	Totalitarian	
6	Autonomy	
7	Censorship	
8	Communism	
9	Dictator	
10	False utopia	

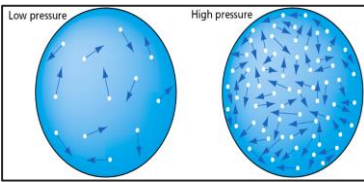
Subject: Science (Physics)		Topic: Particle Model (Physics)	Year Group: 10	Heating graphs	Cooling graphs
Key Vocabulary		Changes of state			
Internal energy	Total energy stored by the particles that make up a system.				
Specific latent heat	The energy required to change the state of 1kg of a substance without changing its temperature.	<div><div>1- particles</div><div>2- Internal energy decreases- energy is transferred away from particles' potential energy store</div></div>			
Specific heat capacity	The amount of energy needed to raise the temperature of 1kg of the substance by 1°C.	<div><div>1- particles</div><div>2- Internal energy increases- energy is transferred to particles' potential energy store</div></div>			
Calculations					
Density = mass / volume		Change in thermal energy = mass × specific heat capacity × temperature change			
Units Density (kg/m³) Mass (kg) Volume (m³)		Units Energy (J) Mass (kg) SHC (J/kg°C) Temperature change (°C)			
Energy = mass × specific latent heat					
Units Energy (J) Mass (kg) SLH (J/kg)		<p>Gas pressure is the force exerted by gas on a surface as the particles collide with it</p> <p>Increasing temperature, increases the pressure due to particles having more kinetic energy and therefore, more collisions with the wall of the container</p>			

Subject: Science (Physics)		Topic: Particle Model (Physics)		Year Group: 10		Heating graphs		Cooling graphs	
Vocabulary		Changes of state							
Energy						1-		1-	
Percent						2-		2-	
Heat									



Change in thermal energy = mass × specific heat capacity × temperature change

Units
 Energy ()
 Mass ()
 SHC ()
 Temperature change ()



Gas pressure is
 Increasing temperature, increases

Density = mass / volume

Units
 Density ()
 Mass ()
 Volume ()

Energy = mass × specific latent heat

Units
 Energy ()
 Mass ()
 SLH ()

Making verbs (verbs ending in -er, -ir, -re)

1	discutER <i>to discuss</i>	finIR <i>to finish</i>	vendRE <i>to sell</i>
2	je discute	je finis	je vends
3	tu discutes	tu finis	tu vends
4	il/elle/on discute	il/elle/on finit	il/elle/on vend
5	nous discutons	nous finissons	nous vendons
6	vous discutez	vous finissez	vous vendez
7	ils/elles discutent	ils/elles finissent	ils/elles vendent

Giving opinions

1	C'est mon rêve	It's my dream
2	Ce serait bien	It would be good
3	Pas vraiment	Not really
4	Ce serait ennuyeux	It would be boring
5	Pourquoi pas?	Why not?
6	Tu rigoles!	You're joking!
7	Ça ne m'intéresse pas	That doesn't interest me
8	Ce serait	It would be
9	À mon avis	in my opinion
10	Je dirais que	I would say that

In the future

1	je ferai	I will do
2	je voyagerai	I will travel
3	je travaillerai	I will work
4	j'habiterai	I will live
5	j'aurai	I will have
6	je serai	I will be
7	j'irai	I will go

In the past

1	j'étais	I was
2	j'avais	I used to have
3	j'aimais	I used to like
4	je faisais	I used to do
5	je jouais	I used to play
6	je regardais	I used to watch
7	je n'aimais pas	I didn't use to like
8	c'était	it was
9	j'allais	I used to go

Examples

1	À l'avenir je veux être professeur parce que c'est mon rêve.	In the future I want to be a teacher because it's my dream.
2	Quand j'étais plus jeune je jouais beaucoup au foot.	When I was younger I used to play lots of football.
3	À l'avenir j'habiterai à l'étranger.	In the future I will live abroad.
4	Mon frère veut être pilote mais ça ne m'intéresse pas du tout.	My brother wants to be a pilot but that doesn't interest me at all.
5	À mon avis apprendre les langues est essentiel si tu veux voyager.	In my opinion learning languages is essential if you want to travel.
6	Quand j'étais plus jeune je n'aimais pas le maths mais maintenant j'adore les maths. Je veux être comptable.	When I was younger I didn't use to like maths but now I love maths. I want to be an accountant.
7	À l'avenir je serai riche et j'aurai une Ferrari.	In the future I will be rich and I will have a Ferrari!

Making verbs (verbs ending in -er, -ir, -re)

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3	tu discutes	tu finis	tu vends
4	il/elle/on discute	il/elle/on finit	il/elle/on vend
5	nous discutons	nous finissons	nous vendons
6	vous discutez	vous finissez	vous vendez
7	ils/elles discutent	ils/elles finissent	ils/elles vendent

Giving opinions

1	C'est mon rêve	
2	Ce serait bien	
3	Pas vraiment	
4	Ce serait ennuyeux	
5	Pourquoi pas?	
6	Tu rigoles!	
7	Ça ne m'intéresse pas	
8	Ce serait	
9	À mon avis	
10	Je dirais que	

In the future

1	je ferai	
2	je voyagerai	
3	je travaillerai	
4	j'habiterai	
5	j'aurai	
6	je serai	
7	j'irai	

In the past

1	j'étais	
2	j'avais	
3	j'aimais	
4	je faisais	
5	je jouais	
6	je regardais	
7	je n'aimais pas	
8	c'était	
9	j'allais	

Examples

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7	À l'avenir je serai riche et j'aurai une Ferrari.	

Using verbs – würden (would)

1	ich würde	I would
2	du würdest	you would
3	er/sie/es würde	he/she/it would
4	wir würden	we would
5	ihr würdet	you (pl) would
6	Sie würden	you (formal) would
7	sie würden	they would

Um...zu (in order to)

1	um Geld zu verdienen	in order to earn money
2	um Erfahrung zu bekommen	in order to get experience
3	um meinen Lebenslauf zu verbessern	in order to improve my CV
4	um selbstständiger zu werden	in order to become more independent
5	um Spass zu haben	in order to have fun
6	um Leute kennenzulernen	in order to meet people

Time phrases

1	zuerst	firstly
2	danach	afterwards
3	später	later
4	in einem Jahr	in one year
5	in drei Jahren	in three years
6	seit	since/for
7	Im Winter/Sommer	in winter/summer
8	In den Ferien	in the holidays

Using adjectives

1	abenteuerlustig	adventurous
2	kühn	daring
3	mutig	brave
4	ängstlich	fearful
5	feige	cowardly
6	verrückt	crazy
7	vorschtig	cautious

Examples

1	Ich würde gern den Mount Everest besteigen weil ich mutig bin.	I would like to climb mount Everest because I am brave.
2	Ich würde nie Fallschirm springen denn ich bin ängstlich.	I would never go skydiving because I am fearful.
3	Ich möchte einen Job haben um viel Geld zu verdienen.	I would like to have a job in order to earn lots of money.
4	Ich möchte einen Teilzeitjob haben um Erfahrung zu bekommen.	I would like to have a part time job in order to get experience.
5	Ich würde gern an der Uni studieren um ein besseren Job zu bekommen.	I would like to study at university in order to get a better job.
6	Ich möchte Fremdsprache lernen um andere Länder zu besuchen.	I would like to learn foreign languages in order to visit different countries.
7	In der Zukunft möchte ich im Ausland leben und neue Leute kennenlernen.	In the future I would like to live abroad and meet new people.

Using verbs – würden (would)

1	ich würde	
2	du würdest	
3	er/sie/es würde	
4	wir würden	
5	ihr würdet	
6	Sie würden	
7	sie würden	

Um...zu (in order to)

1	um Geld zu verdienen	
2	um Erfahrung zu bekommen	
3	um meinen Lebenslauf zu verbessern	
4	um selbstständiger zu werden	
5	um Spass zu haben	
6	um Leute kennenzulernen	

Time phrases

1	zuerst	
2	danach	
3	später	
4	in einem Jahr	
5	in drei Jahren	
6	seit	
7	Im Winter/Sommer	
8	In den Ferien	

Using adjectives

1	abenteuerlustig	
2	kühn	
3	mutig	
4	ängstlich	
5	feige	
6	verrückt	
7	vorschtig	

Examples

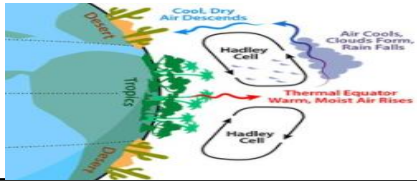
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7	In der Zukunft möchte ich im Ausland leben und neue Leute kennenlernen.	



A. China overview		
1.	Location	China is in East Asia and is the fourth largest country in the world. It is located south of Russia and Northeast of India.

B. The Giant panda		
1.	Where do they live?	Giant Panda's are found in the mountainous region of in the West of China.
2.	Habitat	Panda's live in the Bamboo forest high in the mountains 1200-3400 metres above sea level.
3.	Adaptations	The Giant panda has thick fur to help keep warm in the cold mountains. It has strong legs to help it climb and strong facial muscles to help it chew the tough bamboo.
4.	Risk of extinction	The Giant panda is at risk of extinction due to loss of habitat for agriculture and timber. China owns all the Panda's and zoos pay rent to China for these animals, to rent one panda for a year it costs \$1 million a year. The money is then used to protect Pandas in china.

C. Threats to biodiversity		
1.	Biodiversity	It refers to all the variety of life that can be found on Earth (plants, animals, fungi and micro-organisms) as well as to the communities that they form and the habitats in which they live..
2.	Threats	The biggest threat to biodiversity in China is due to habitat loss. Lots of habitat is cut down for resources and to make space for agriculture.
3.	Illegal threats	Sadly 53% of the animal products in Chinese medicine comes from protected species. Illegal hunting and trade in animal products is threat to protected species.

D. The Taklamam Desert		
1.	Location	The Taklamam desert is located in Asia in the country of China. It is located in western China.
2.	Formation of desert	
3.	Adaptations to a desert.	The Bactrian Camel has been able to adapt to the lack of food in the Taklamam desert. The Bactrian camel has adapted by having two humps which they use to store fat. Due to the hard climate, there is little vegetation, the camel is able to store fat in the humps that can be converted water and energy so that the camel can survive in the desert for long periods where there is little vegetation in the desert. Therefore, the Bactrian camel has been able to adapt to climate of the desert.

E. Desertification		
1.	Desertification	The process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture.

F. Workshop of the world		
1.	Open door policy	In 1979 the Chinese Government created the 'Open Door Policy', they opened their borders and invited Trans National Corporations (TNC's) large international companies to come and work in China
2.	Positive impacts	The Policy lifted 300 million people out of poverty and has lifted China to the 2 nd largest economy.
3.	Negative impacts	The policy has increased air and waste pollution, as well as sweatshops where people work in poor and hazardous conditions.

G. China Population		
1.	Total population	China has a population of 1.4 Billion.
2.	One Child policy	In 1979 the one child policy was introduced, all couples in China are only allowed one child by law.
3.	Pros of the policy	The policy prevent 4 million births and stopped a famine
4.	Cons of the Policy	The policy affected the human rights of citizens, caused population imbalance and an ageing population.

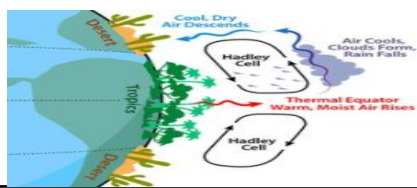
H. Censorship		
1.	Censorship	The suppression or prohibition of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.



A. China overview		
1.	Location	

B. The Giant panda		
1.	Where do they live?	
2.	Habitat	
3.	Adaptations	
4.	Risk of extinction	

C. Threats to biodiversity		
1.	Biodiversity	
2.	Threats	
3.	Illegal threats	

D. The Taklamam Desert		
1.	Location	
2.	Formation of desert	
3.	Adaptations to a desert.	

E. Desertification		
1.	Desertification	

F. Workshop of the world		
1.	Open door policy	
2.	Positive impacts	
3.	Negative impacts	

G. China Population		
1.	Total population	
2.	One Child policy	
3.	Pros of the policy	
4.	Cons of the Policy	

H. Censorship		
1.	Censorship	

1. What was China like before communism?

1	Politically weak	China was a divided country where politicians bickered over power rather than trying to help the country as a whole.
2	High Inequality	1. Around 80% of the population lived in poverty. 2. Women were seen as second-class citizens.
3	Landlordism	Landlords dominated rural China. They were often unfair to the poor people who rented from them.

2. How did the CCP win the civil war?

1	Why was there a civil war?	After WW2 the GMD and CCP fought to take control of China. They had different beliefs on how the country should run.
2	Why did the CCP win?	1. The CCP promised to take land from landlords and give it to peasants. This meant lots of people supported them.
3	Why did the GMD lose?	1. The GMD's government was very corrupt and ran its territory poorly. 2. GMD troops were poorly supplied and equipped.

Key Vocabulary

1	Communism	A political idea where the government controls all resources in a country so it can be shared equally.
2	Maoism	Mao's version of communism.
3	Landlord	A person who owns property that they rent out.
4	Capitalist	A person who believes a government's primary concern should be allowing people to make money.
5	Peasants	A group in society that were usually poor and worked in farming.
6	Working Classes	A group in society that were usually poor and worked in factories.
7	Communist	A person who supports communism. The idea that the working classes should take over a country and run it for their own benefit.
8	Land Reform	Sharing out land in a country. Usually taking from the rich and giving to the poor.

3. Who was Mao?

1	Who?	Mao Zedong was the founding leader of Communist China.
2	Why was he important?	1. Led the Communists through the Civil War. 2. Led the PRC to early successes due to land reform. 3. Pushed for the 'Great Leap Forward' which ended in disaster. 4. Pushed for the 'Cultural Revolution' which saw unrest in China.
3	Impact?	<ul style="list-style-type: none"> To begin with he improved the lives of millions of Chinese people via land reform. Became paranoid as he came more powerful and refused to listen to criticism. This led to various bad decisions that cost millions of lives.

4. How did Communism change China?

1	Politically	The CCP took control of China. People could only vote for the CCP. Criticism was dealt with harshly.
2	Economically	Land and property was controlled by the government.
3	Socially	Women were seen as more equal to men. Many women began working in stereotypically male jobs.
4	For the better	For millions of people their standard of living increased.
5	For the worse	1. Millions of people were killed by the government for being seen as too critical. 2. Millions of people were killed by famine due to mismanagement of the economy.

Key Individuals/Organisations

1	Mao Zedong	The leader of Communist China
2	CCP	Chinese Communist Party
3	PRC	People's Republic of China. The official name of Communist China.
4	GMD	Known as the GMD/KMT/Kuomintang/Nationalists. They controlled China before the Communists.
5	Red Guards	Groups of students who formed their own militias to support Mao's ideas in the Cultural Revolution.
6	PLA	People's Liberation Army. Communist China's army.

1. What was China like before communism?

1	Politically weak	
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3	Landlordism	

2. How did the CCP win the civil war?

1	Why was there a civil war?	
2	Why did the CCP win?	
3	Why did the GMD lose?	

Key Vocabulary

1	Communism	
2	Maoism	
3	Landlord	
4	Capitalist	
5	Peasants	
6	Working Classes	
7	Communist	
8	Land Reform	

3. Who was Mao?

1	Who?	
2	Why was he important?	
3	Impact?	

4. How did Communism change China?

1	Politically	
2	Economically	
3	Socially	
4	For the better	
5	For the worse	

Key Individuals/Organisations

1	Mao Zedong	
2	CCP	
3	PRC	
4	GMD	
5	Red Guards	
6	PLA	

Knowledge Box 1		
1	Who was Buddha?	The enlightened one – he left his rich life behind to seek truth.
2	Four Sights?	The Buddha saw a sick man, old man, a dead man and a holy man.
3	Suffering?	Buddhism is about confronting that all life is suffering.
4	Why suffer?	We attach to impermanent things like money and get upset when they run out
5	Sangha?	The Buddhist community

Knowledge Box 2		
1	Five precepts?	Refrain from taking life, do not take what is not given, refrain from sexual misconduct, refrain from wrong speech and refrain from intoxication.
2	4 Noble Truths?	The truth of suffering, the origin of suffering, the end of suffering and the path to end suffering.
3	Mediation?	Visual way to demonstrate beliefs
4	Zazen?	Sitting meditation with legs crossed in lotus position.
5	Eightfold path?	8 elements of life that all Buddhists should follow.

Knowledge Box 3		
1	Anicca?	Nothing stays the same, everything is constantly changing.
2	Samsara?	The cycle of life, death and rebirth.
3	Karma?	Positive or negative energy that affects rebirth.
4	Nirvana?	Escaping samsara though achieving enlightenment.

Knowledge Box 4		
1	Hell?	A place of horrible torture until bad karma is worked off.
2	The environment?	Always treat it with respect and compassion
3	Animal experimentation?	Wrong as all life should be valued and goes against first precept.
4	Abortion?	Intention is important, each situation judged separately.
5	Euthanasia?	Acceptable is life is leading to greater suffering.

Key Word	Definition
Ahmisa	Principle of non-violence
Anatta	Having no soul
Akusala	Unskilful actions
Dukkha	Suffering
Enlightenment	Having full knowledge and truth
Mandala	A circular figure representing the universe
Meditation	Concentration to achieve inner peace
Merit making	Actions that result in good outcome e.g.. kindness
Monastery	Building where monks live
Mudra	Symbolic hand symbols
Ordained	Being made into a monk
Rupa	Buddhist statue used in meditation

There are around 530 million followers of Buddhism around the world. Buddhism began in the late 6th century BC. China has the most amount of Buddhists in its population, around 102, 000, 000 are Buddhist there







Knowledge Box 1			Knowledge Box 3		Key Word	Definition
1	Who was Buddha?		1	Anicca?	Ahmisa	
2	Four Sights?		2	Samsara?	Anatta	
3	Suffering?		3	Karma?	Akusala	
4	Why suffer?		4	Nirvana?	Dukkha	
5	Sangha?		Knowledge Box 4		Enlightenment	
Knowledge Box 2			1	Hell?	Mandala	
1	Five precepts?		2	The environment?	Meditation	
2	4 Noble Truths?		3	Animal experimentation?	Merit making	
3	Mediation?		4	Abortion?	Monastery	
4	Zazen?		5	Euthanasia?	Mudra	
5	Eightfold path?				Ordained	
					Rupa	
<p><i>There are around 530 million followers of Buddhism around the world. Buddhism began in the late 6th century BC. China has the most amount of Buddhists in its population, around 102, 000, 000 are Buddhist there</i></p>						



1. Knowledge is power

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

2. How to adapt a recipe

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

Key Vocabulary

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

☐ Think how else does food effect our lives.







☐ Research benefits of cooking for yourself.

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

1. Knowledge is power

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2. How to adapt a recipe

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Key Vocabulary

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Formal Elements

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

Contextual links/Key names

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

Key Vocabulary








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




Techniques and processes

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






Tools and Equipment

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

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









Contextual links/Key names		
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Key Vocabulary		
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Techniques and processes		
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Tools and Equipment		
1	Heat press	
2	Dyes	
4	Bondaweb	
5	Acrylic paint	
6	Free machine foot Feed dogs	
7	Cotton material	

1. Tools & equipment

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

2. Electronic Components

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

5. Process; Soldering

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

4. Materials; Manufactured Boards

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

Key Vocabulary









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

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






☐ Know about Series Circuits & Parallel Electrical Circuits

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

1. Tools & equipment

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

2. Electronic Components

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

5. Process; Soldering

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

4. Materials; Manufactured Boards

1	Medium Density Fibreboard (MDF)	
2	Plywood	
3	Chipboard	
4	Hardboard	
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Key Vocabulary

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Knowledge Group 1 Draw & laminate

1	Urban Landscape	An artistic representation, such as a drawing or painting of the physical aspects of a city or urban area. It is the urban equivalent of a landscape.
2	Outline	A drawing or sketch restricted to line without shading or form.
3	Seamless	Smooth and continuous, with no apparent gaps or spaces between one part and the next.
4	Overlap	Extend over so as to cover partly.
5	Abstract Shapes	Depictions of real things without being exact representations.
6	Perspective	Art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.
7	Laminate	Technique involving a thin layer of paint which is scraped onto a mixed media surface.
8	Transparent (after laminating)	Allowing light to pass through so that objects behind can be distinctly seen.
9	Foreground	The area of the picture space nearest to the viewer.

Knowledge Group 2 Mixed Media

1	Mark-Making (expressive)	A term used to describe the different lines, patterns, and textures that are made visible as a manifestation of applied or gestural energy.
2	Compositional flow	Flow is about movement and direction, and leading the eye from one part of a composition to another in the direction you want it to move.
3	Expressive	Exploring shape, pattern and colour in an abstract way.
4	Collage	Technique and the resulting work of art in which pieces of paper, are arranged and stuck down onto a supporting surface.
5	Sellotape transfer	Technique for turning photocopies into transparent images, which you can then be layered into collage art.
6	Structure Gel	Acrylic based medium which is used to glue materials or laminate a plastic surface making it workable.
7	Typography	Art of arranging type to make written language legible, readable and appealing.

Knowledge Group 3: Artists/Periods

1	Andy Mercer	An artist from Lancaster (UK) known mainly for his cityscapes using urban textures and imagery.
2	Mark Bradford	An American visual artist born in Los Angeles. He is recognised for his collaged painting works.

Knowledge Group 1 Draw & laminate

1	Urban Landscape	
2	Outline	
3	Seamless	
4	Overlap	
5	Abstract Shapes	
6	Perspective	
7	Laminate	
8	Transparent (after laminating)	
9	Foreground	

Knowledge Group 2 Mixed Media Techniques

1	Mark-Making (expressive)	
2	Compositional flow	
3	Expressive	
4	Collage	
5	Sellotape transfer	
6	Structure Gel	
7	Typography	

Knowledge Group 3: Artists/Periods

1	Andy Mercer	
2	Mark Bradford	

1. Music for the Screen

1	Film Genres	Different styles of films including Horror, Comedy, Romance, Thriller etc.
2	Diegetic	Music that is hear by the characters in the scene.
3	Non Diegetic	Music that only the audience / viewer can hear
4	Atmosphere	The mood the music creates. Fitting to the scene
5	Foley	The art of making sound effects
6	Silent Film	The first type of film with no sound. Musicians would play along live in theatres

2. Music for the Stage

1	Musical Theatre	A form of theatrical, performance that combines songs, spoken dialogue, acting and dance
2	Libretto	The overall text including spoken and sung parts
3	Plot	The story of the music told with both spoken work and song
4	Broadway	Popular area for Musical theatre in New York
5	West end	Popular area for Musical theatre in London

3. Compositional Techniques

1	Underscore	Music played quietly under the dialogue in a scene
2	Motif	A short musical Phrase
3	Leitmotif	A musical phrase associated with a character or place on screen
4	Mickey-Mousing	When the music is precisely synchronised with events on screen. often found in comedy films
5	Ostinato	Repeating patterns in the music
6	Atonal Music	Music with no sense of Key. Usually used in horror films
7	Orchestration	Writing or adapting the music for an Orchestra
8	Crescendo	Increasing in loudness
9	Diminuendo	Decreasing in loudness
10	Dissonance	A clash of notes used to create tension

4.Key Vocab Musical elements

1	Dynamics	Volume of the music
2	Rhythm	A pattern of notes of different lengths
3	Structure	The sections of the music and how it is put together
4	Melody	The main tune, played on instruments or sung.
5	Instrumentation	The instruments used in the piece
6	Texture	The layers of instruments. Thick or Thin
7	Timbre	The character or quality of the sound or instrument
8	Harmony	Multiple pitches played at the same time
9	Syncopation	A rhythm that plays on the off beat / in the gaps of the beat
10	Chords	Two or more notes played at once.

5. Word setting

1	Syllabic	Word set to syllables
2	Melismatic	A group of notes sung to one syllable
3	Word Painting	The Music reflects the lyrics of the song

1. Music for the Screen

1	Film Genres	
2	Diegetic	
3	Non Diegetic	
4	Atmosphere	
5	Foley	
6	Silent Film	

2. Music for the Stage

1	Musical Theatre	
2	Libretto	
3	Plot	
4	Broadway	
5	West end	

3. Compositional Techniques

1	Underscore	
2	Motif	
3	Leitmotif	
4	Mickey-Mousing	
5	Ostinato	
6	Atonal Music	
7	Orchestration	
8	Crescendo	
9	Diminuendo	
10	Dissonance	

**4. Key Vocab
Musical elements**

1	Dynamics	
2	Rhythm	
3	Structure	
4	Melody	
5	Instrumentation	
6	Texture	
7	Timbre	
8	Harmony	
9	Syncopation	
10	Chords	

5. Word setting

1	Syllabic	
2	Melismatic	
3	Word Painting	

CONTEXT OF THE MUSICAL

Everybody's Talking About Jamie is inspired by the story of Jamie Campbell and his mother, Margaret Campbell.

When Jamie was 15 he wrote to a TV documentary company asking them to make a programme about him. He wanted to wear a dress to his end-of-year prom. He didn't know what reaction he would get, from his fellow class mates, or even the school and teachers, but he wanted to do it to be true to himself. The documentary

KEY TERMS

1	Gay	Refers to someone who is romantically and sexually attracted to people of the same gender identity as themselves.
2	Gender Identify	Refers to a person's sense of being masculine or feminine, or both or neither. Gender identity does not necessarily relate to the sex a person is assigned at birth. A person's gender identity is made up of the outward signs they present to the world around them. This could include their choice of name and preferred pronoun, their style of dress and appearance, and/or their mannerisms.
3	Drag Queen	A person (usually male, but not always) who uses drag clothing and makeup to imitate and often exaggerate the female gender for entertainment purposes.

THEMES

1	Identity	The idea of finding out who you really are and being true to yourself is an important theme. The lead character, Jamie, is on a journey to discover who he is and who he wants to be, despite the adversities of his school mates, teacher and his father. It is his inner passion to share his authentic self with the world, and prove that he can stand up and take the criticism and arrogance.
2	Relationships	The production presents a number of different relationships, from strong friendships between Pritti and Jamie, and Margaret and Ray, to difficult family structures in Jamie's relations with his father, and his parents' past together.
3	Resilience	How Jamie uses the positivity of those that care and understand him, to power through the resistance of others.
4	Respecting Difference / Tolerance	Jamie is comfortable with being gay. He has confidence in this and therefore others accept and respect him. The characters of Pritti and Margaret really highlight their understanding and compassion towards their friend and son.

MUSICAL THEATRE CONVENTIONS

1	Catchy Music	The music is usually in a popular style to entertain the audience.
2	Orchestra or band accompaniment	A group of musicians play throughout to create mood and atmosphere and engage the audience.
3	Spoken dialogue	The speech and conversation in the performance.
4	Dance sequences	Musicals usually have big chorus numbers where people dance together.
5	Action songs	Songs which move the plot forward.
6	Ballads	Usually a slow, romantic or reflective song

Physical Skills

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

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

Everybody's Talking about Jamie Trailer - <https://www.youtube.com/watch?v=dmb-Ru3e0f0>

Interview with Director - <https://www.youtube.com/watch?v=crd-5sZuDHk>

Film trailer - <https://www.youtube.com/watch?v=Cp0s2w7xd0I>

CONTEXT OF THE MUSICAL

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KEY TERMS

1	Gay	
2	Gender Identify	
3	Drag Queen	

THEMES

1	Identity	
2	Relationships	
3	Resilience	
4	Respecting Difference / Tolerance	

MUSICAL THEATRE CONVENTIONS

1	Catchy Music	
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3	Spoken dialogue	
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6	Ballads	

Physical Skills

1	Physical skills – In drama we use: GSPEED	
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Vocal Skills

1.	Vocal Skills – In drama we use: DEPART	
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Contextual Links :

Everybody's Talking about Jamie Trailer -

<https://www.youtube.com/watch?v=4mb-RU5er0>

Interview with Director -



<https://www.youtube.com/watch?v=ep-5sZuDH4>

Film trailer -

<https://www.youtube.com/watch?v=Cp0s2w7xdII>

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

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

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

Key Vocabulary

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

Network protocols and Security

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

Networks

Types	
Connection	
Addresses	~~~~~
Topologies	
Bus Topology	
Star Topology	~~~~~
	~~~~~

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

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

Data Types		
1	Integer	An <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
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Programming basics		
1	Algorithm	
2	Storing data	
3	Processing	
4	Printing Data	

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

Data Types		
1	Integer	
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5	String	

Program Coding		
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Key Vocabulary		
1	Programming language	
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4	Calculation symbols	
5	Types of Division	
6	Comparison IF or WHILE	
7	Variable	
8	Constant	
9	Len	

## Independent Learning: How to 2 – Link It

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

**Compare and contrast:**

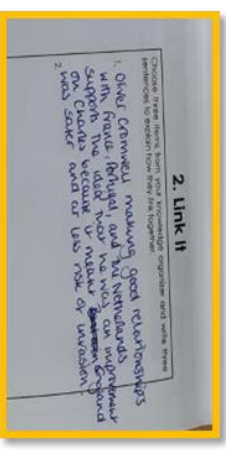
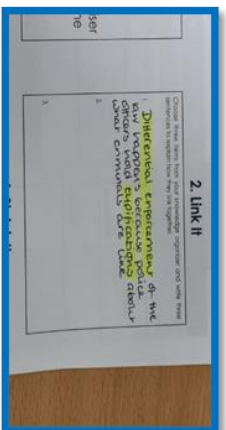
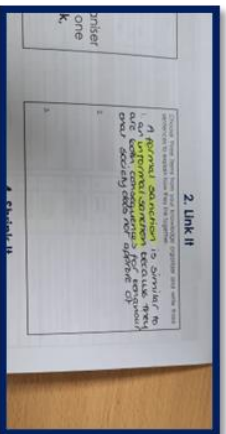
- x is similar to/different from y because...
- x is more/less ... than y because...

**Cause and effect:**

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

**Support/refute:**

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



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

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

**Link It**

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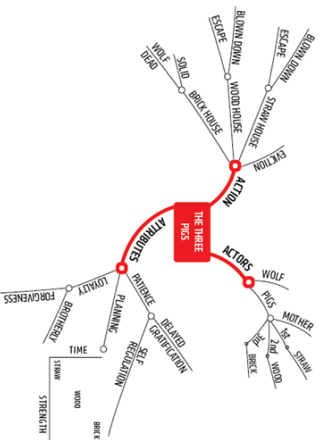
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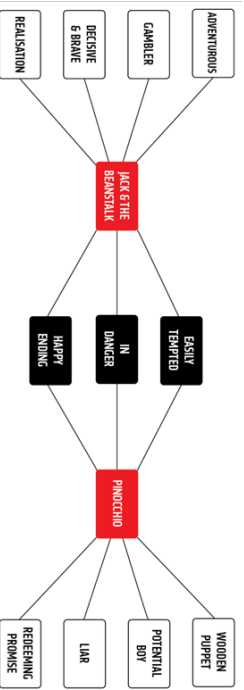
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## Independent Learning: How to – 3 Map It



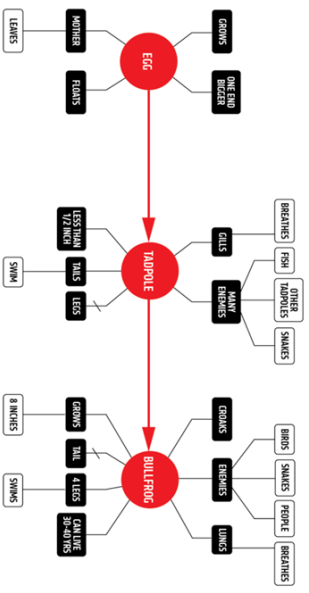
**Mind-maps** are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



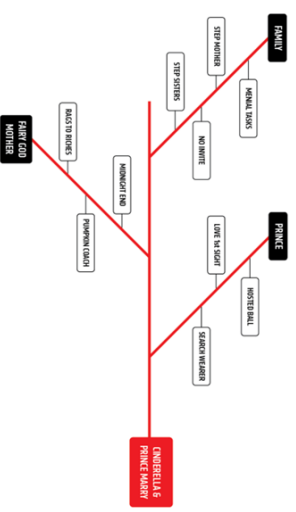
**Double-sprays** are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk' has in common with 'Pinocchio'. The white boxes show what is different about the two stories.

**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.**

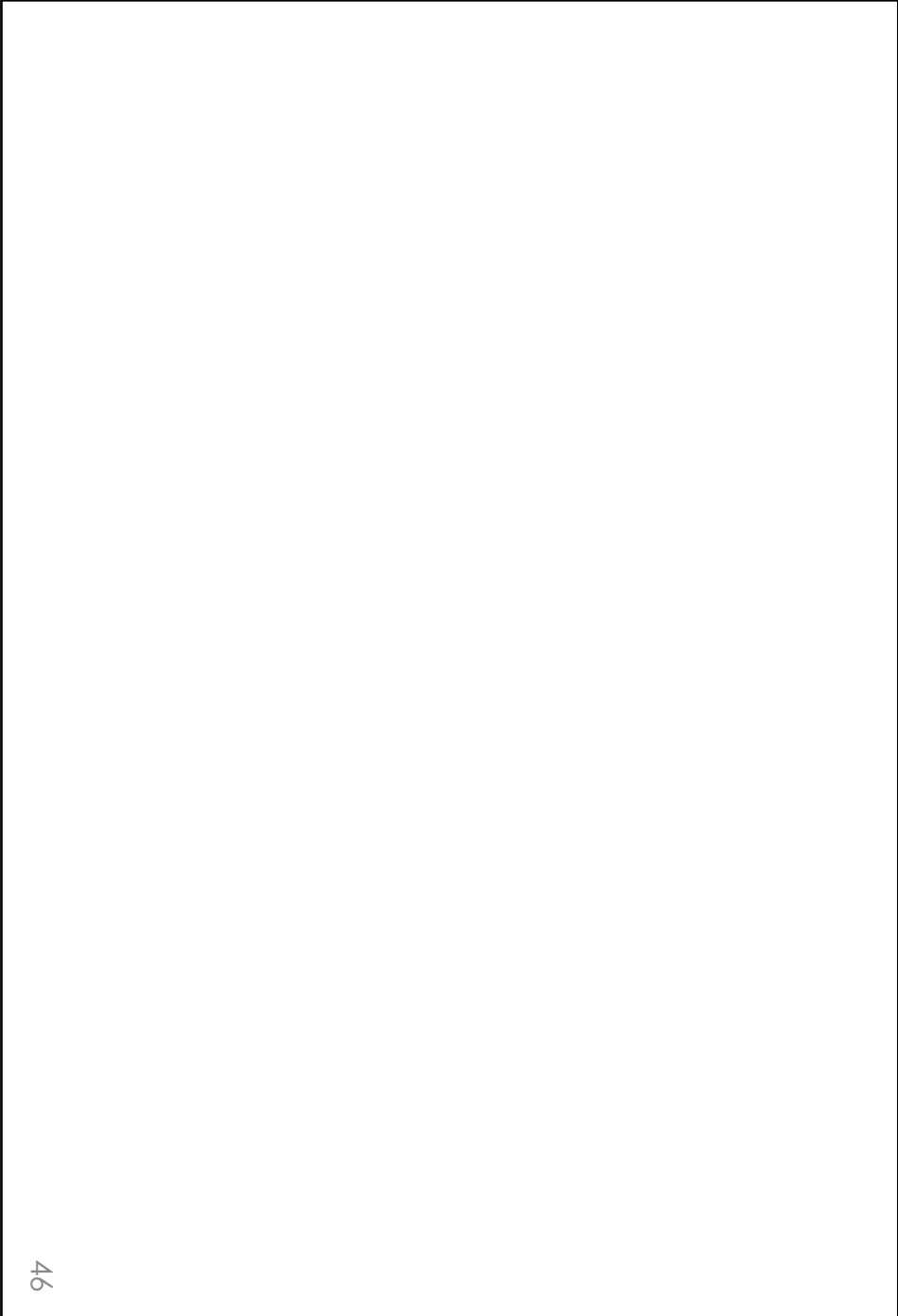
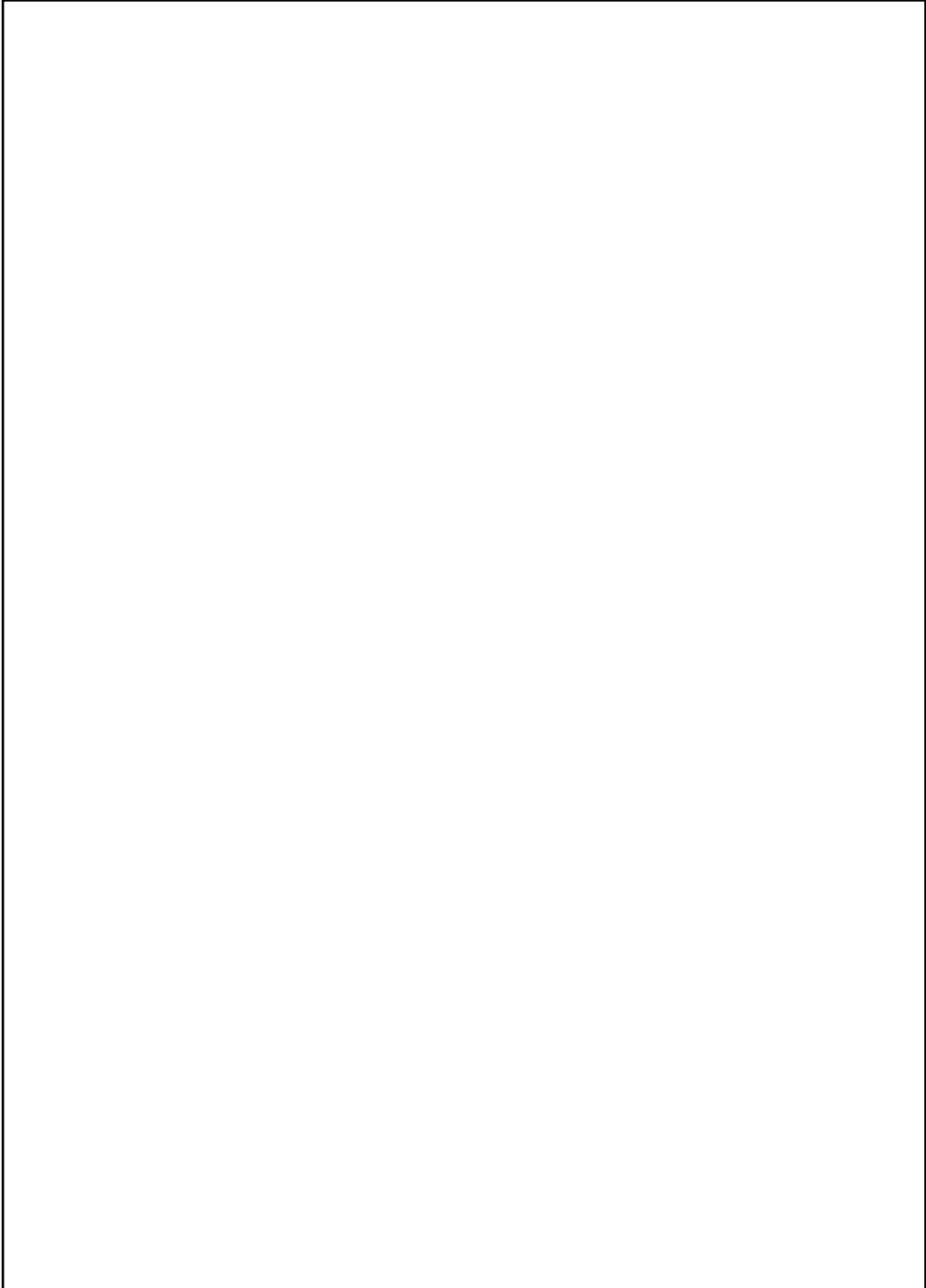
Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

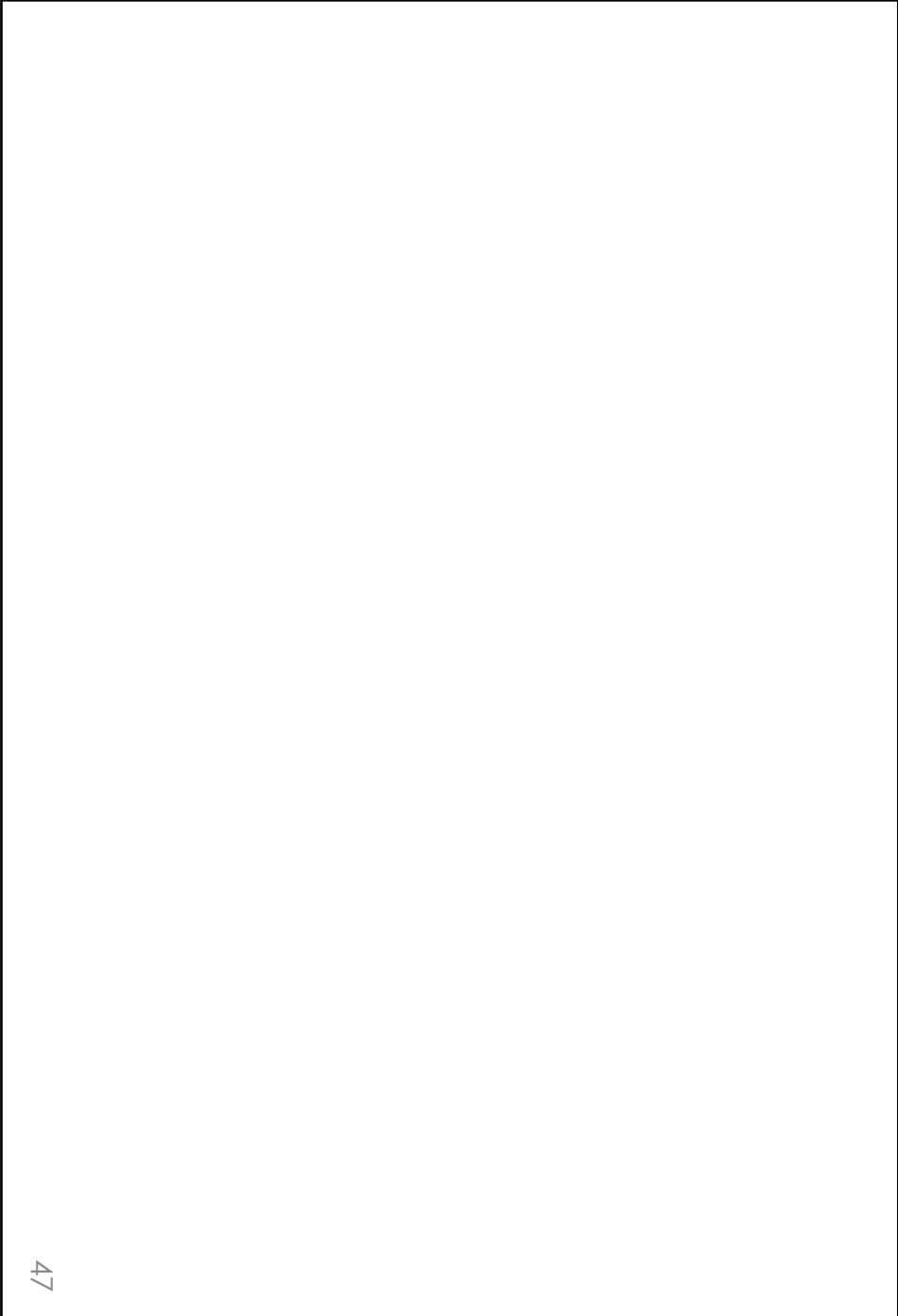
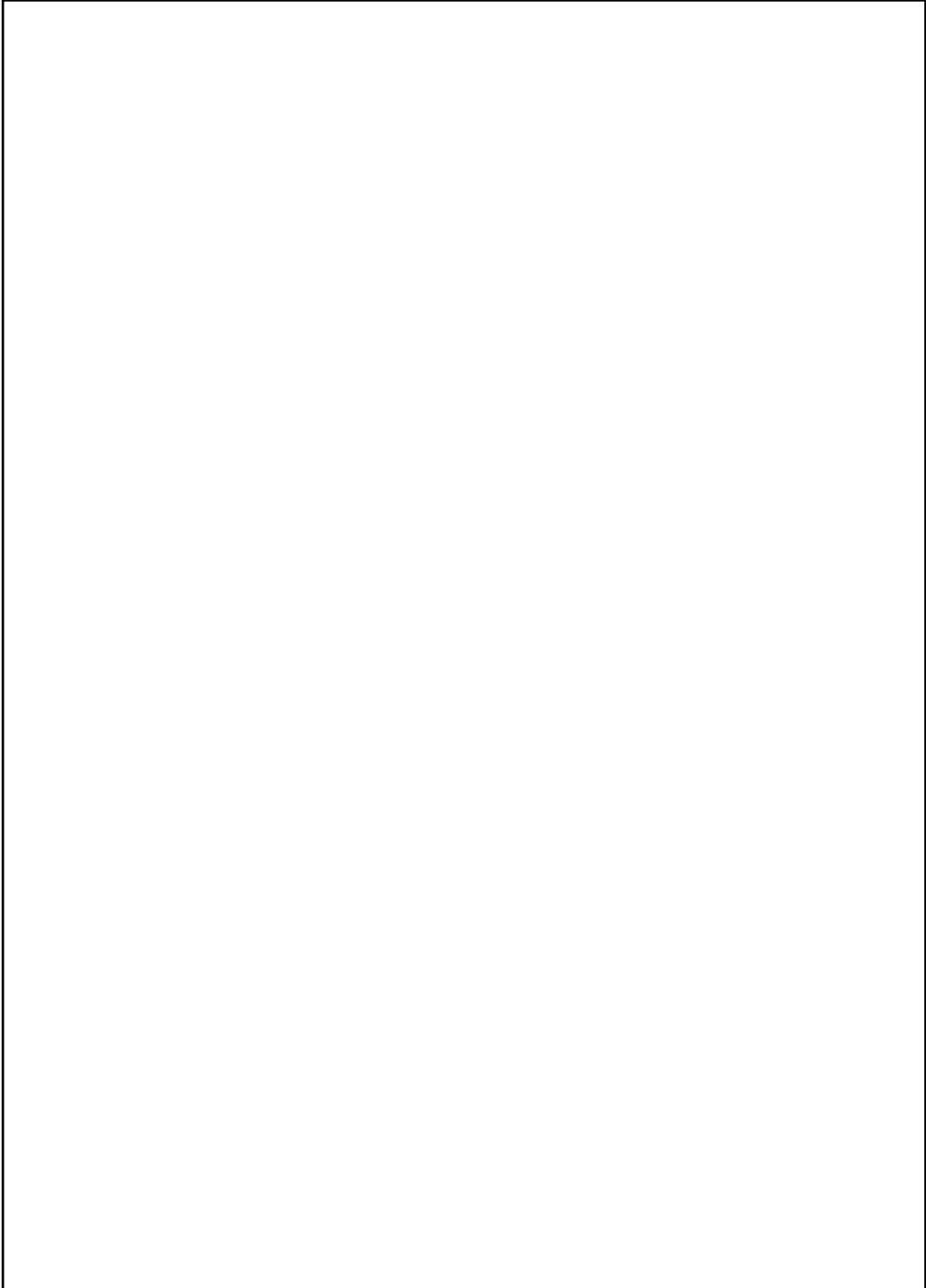


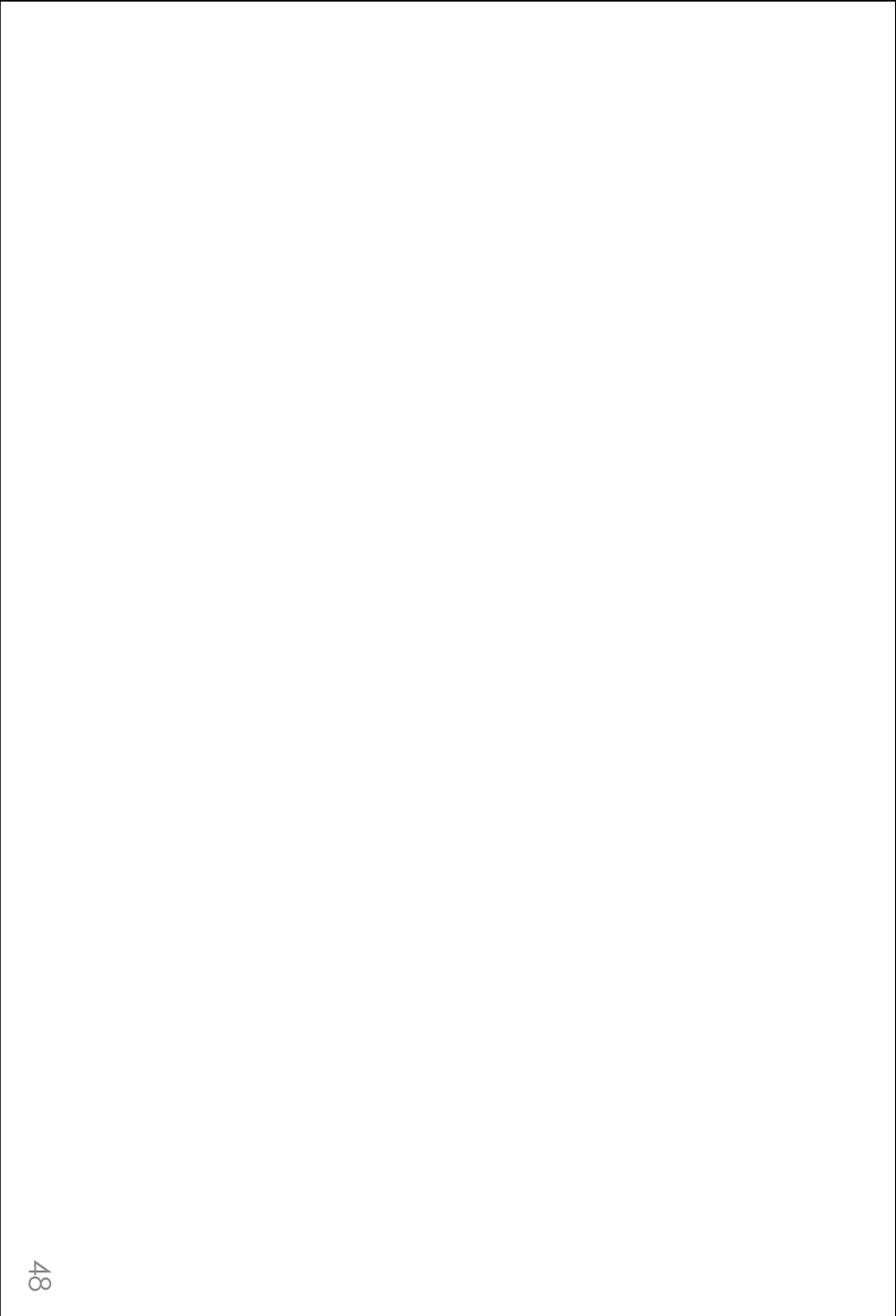
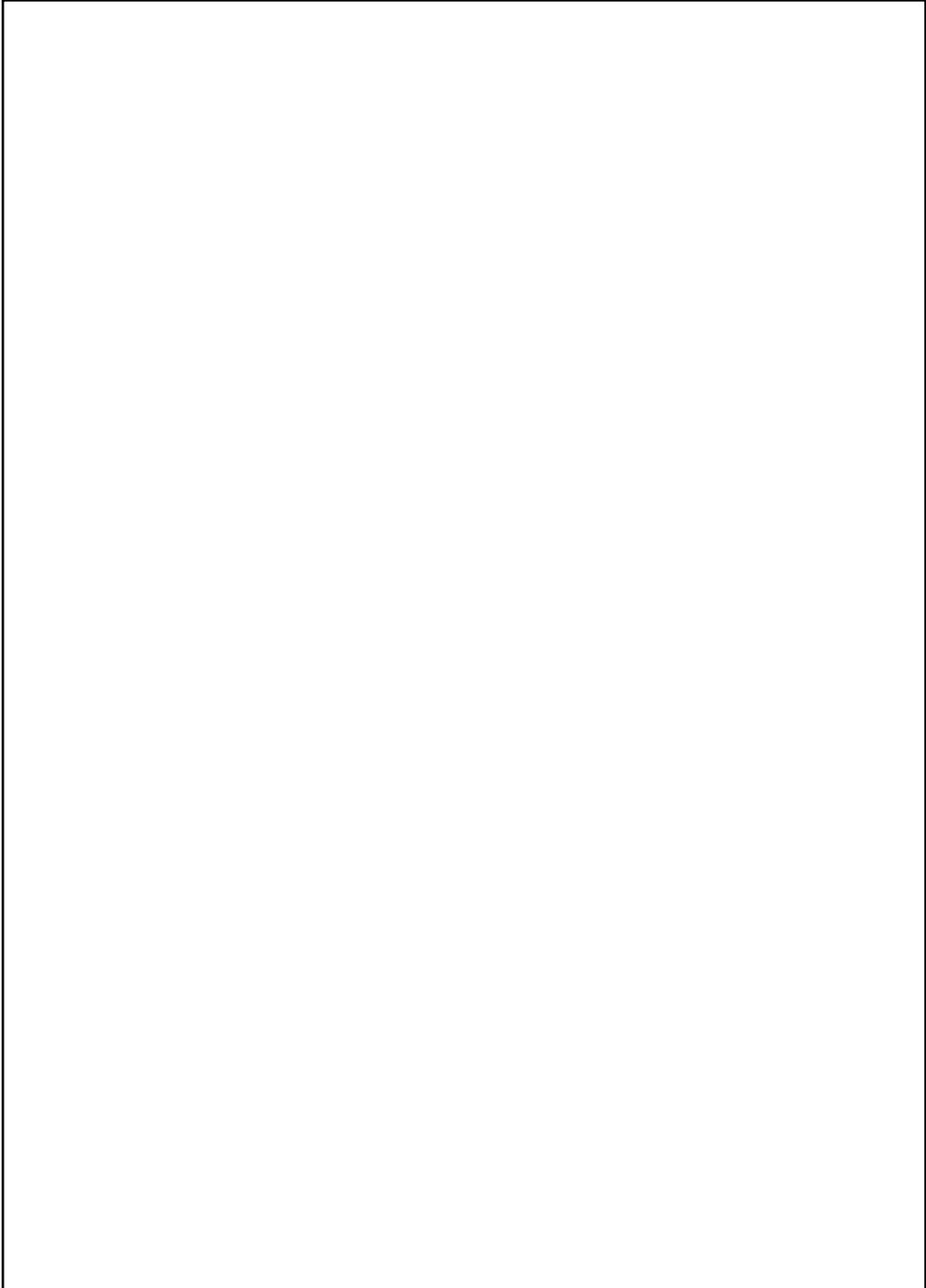
**Flow-sprays** are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

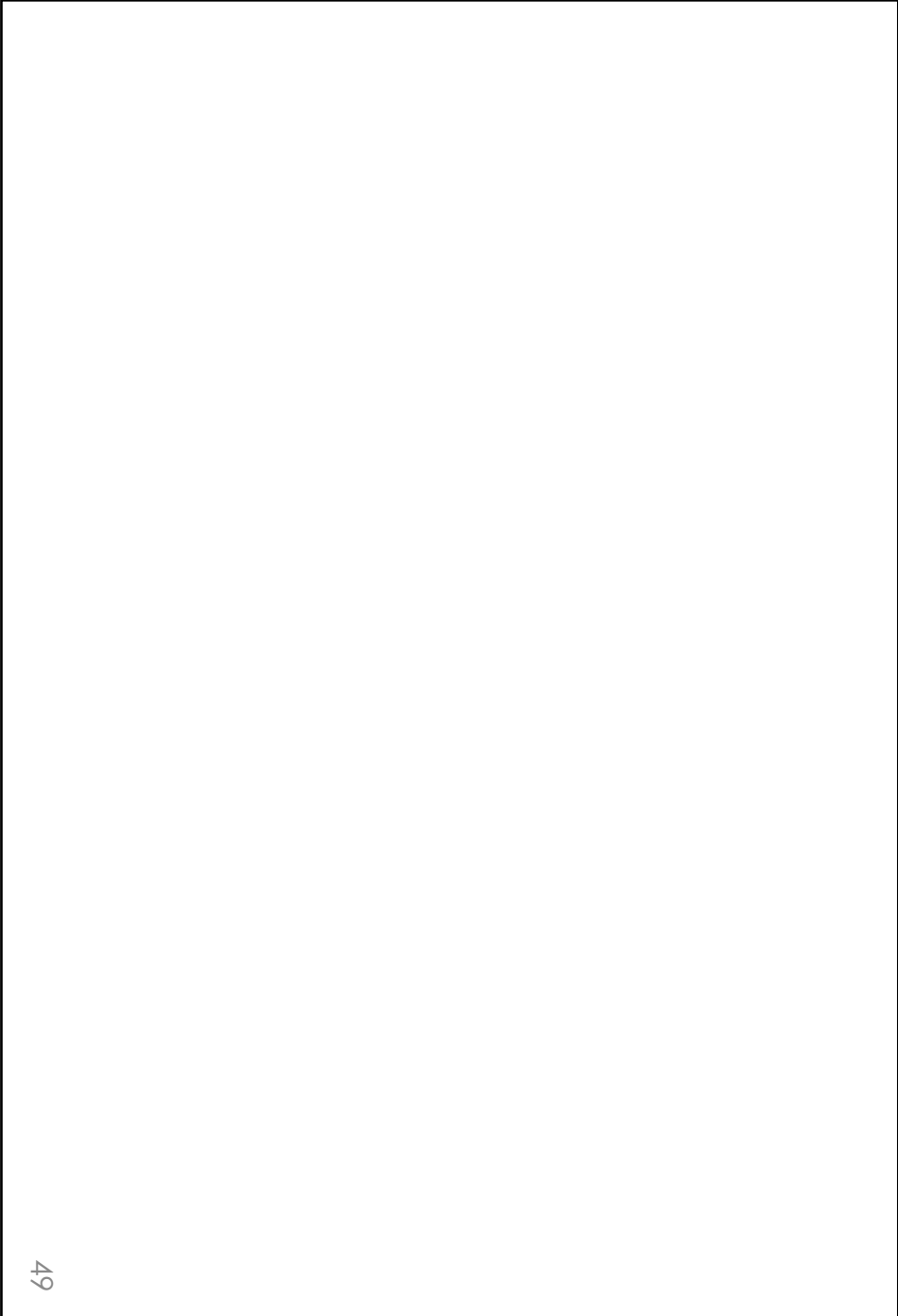
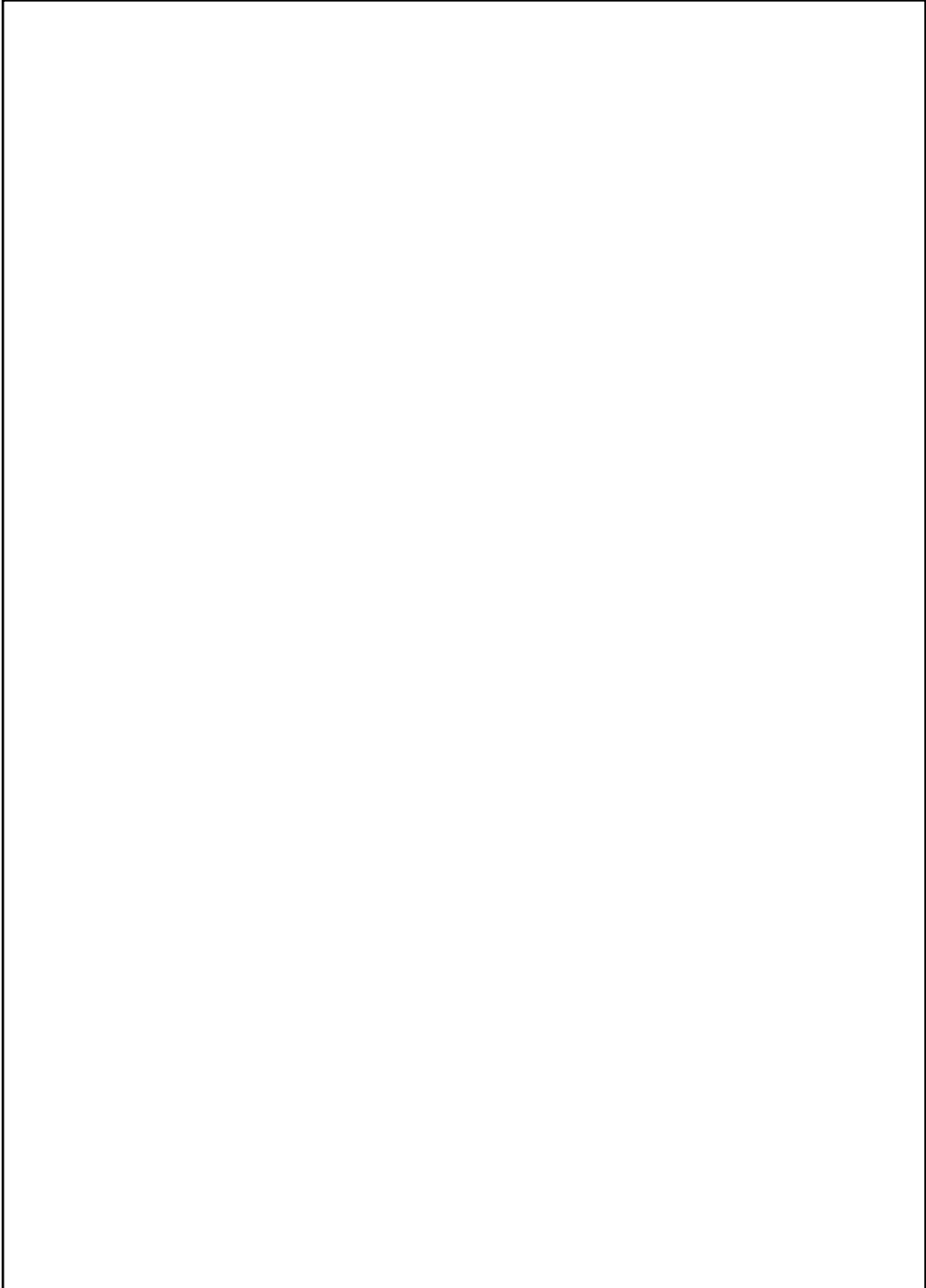


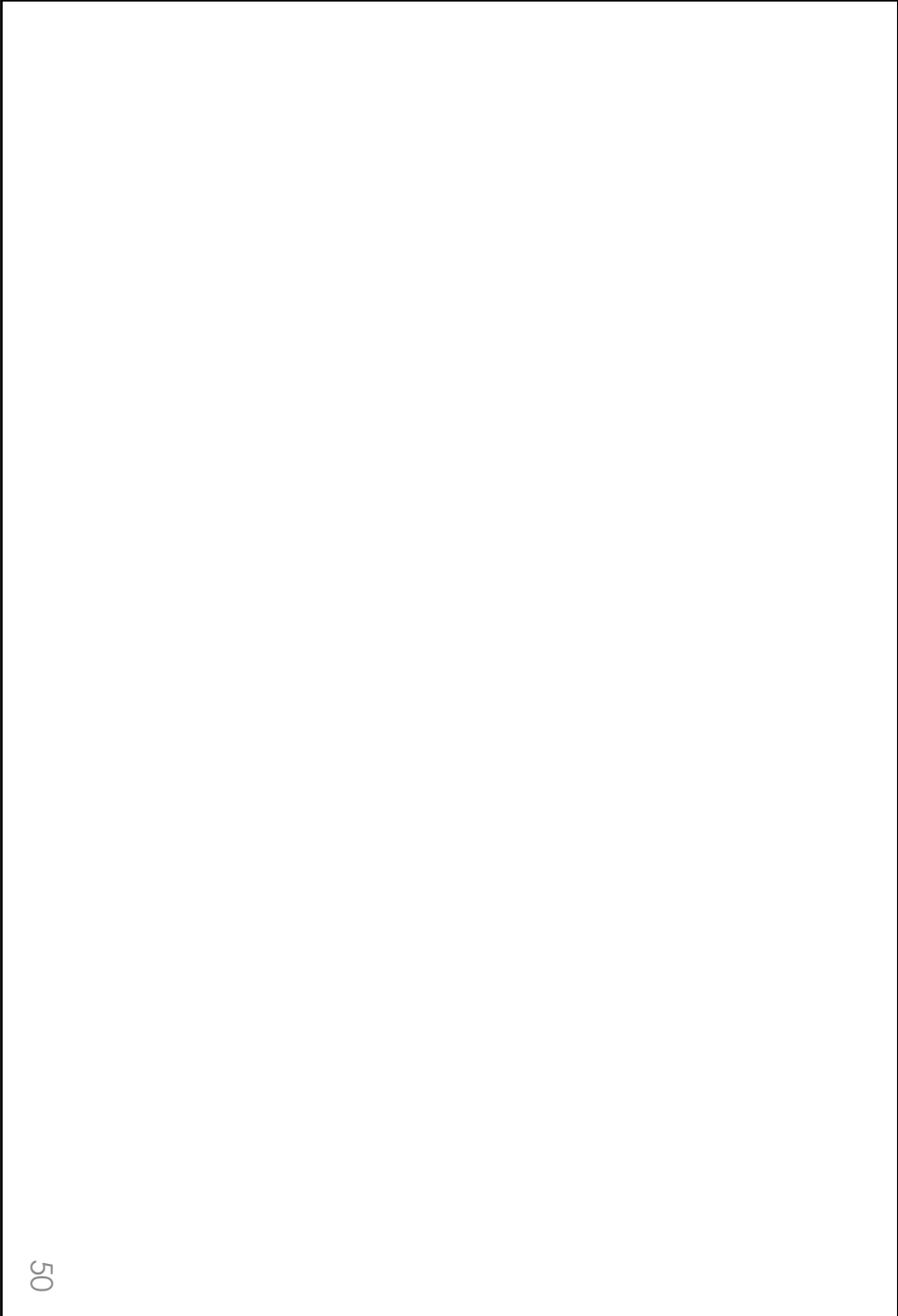
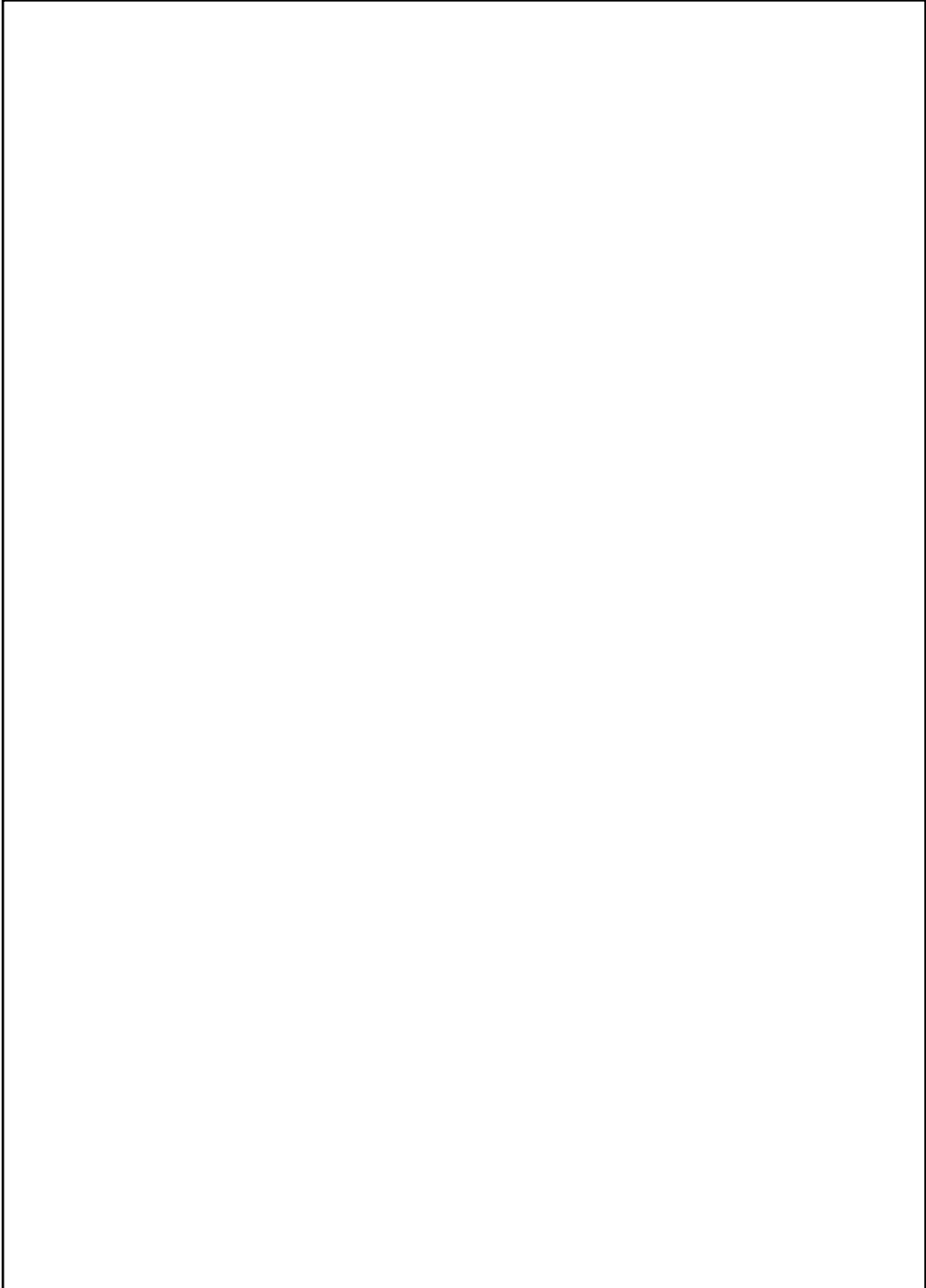
**Fishbone diagrams** are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

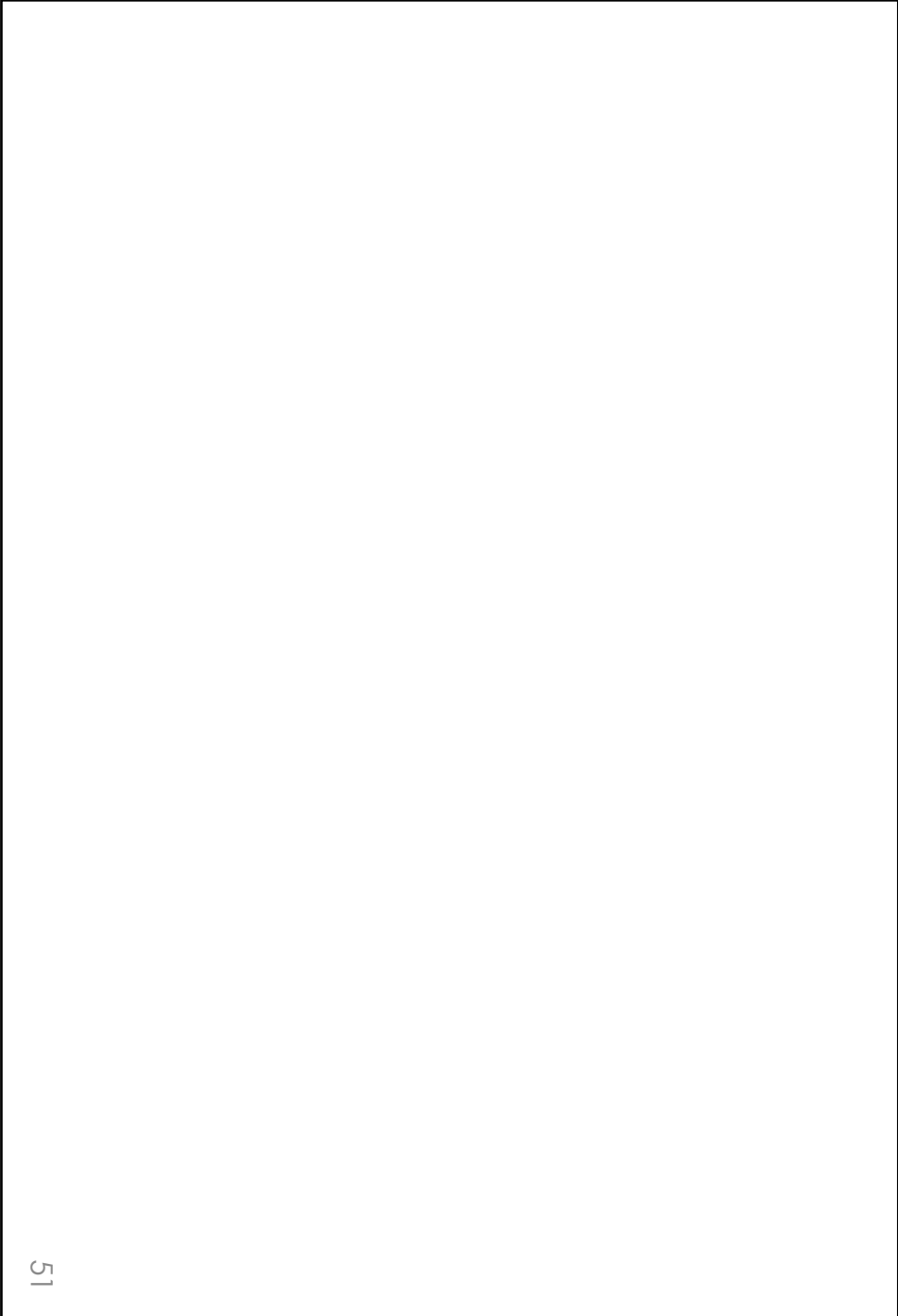
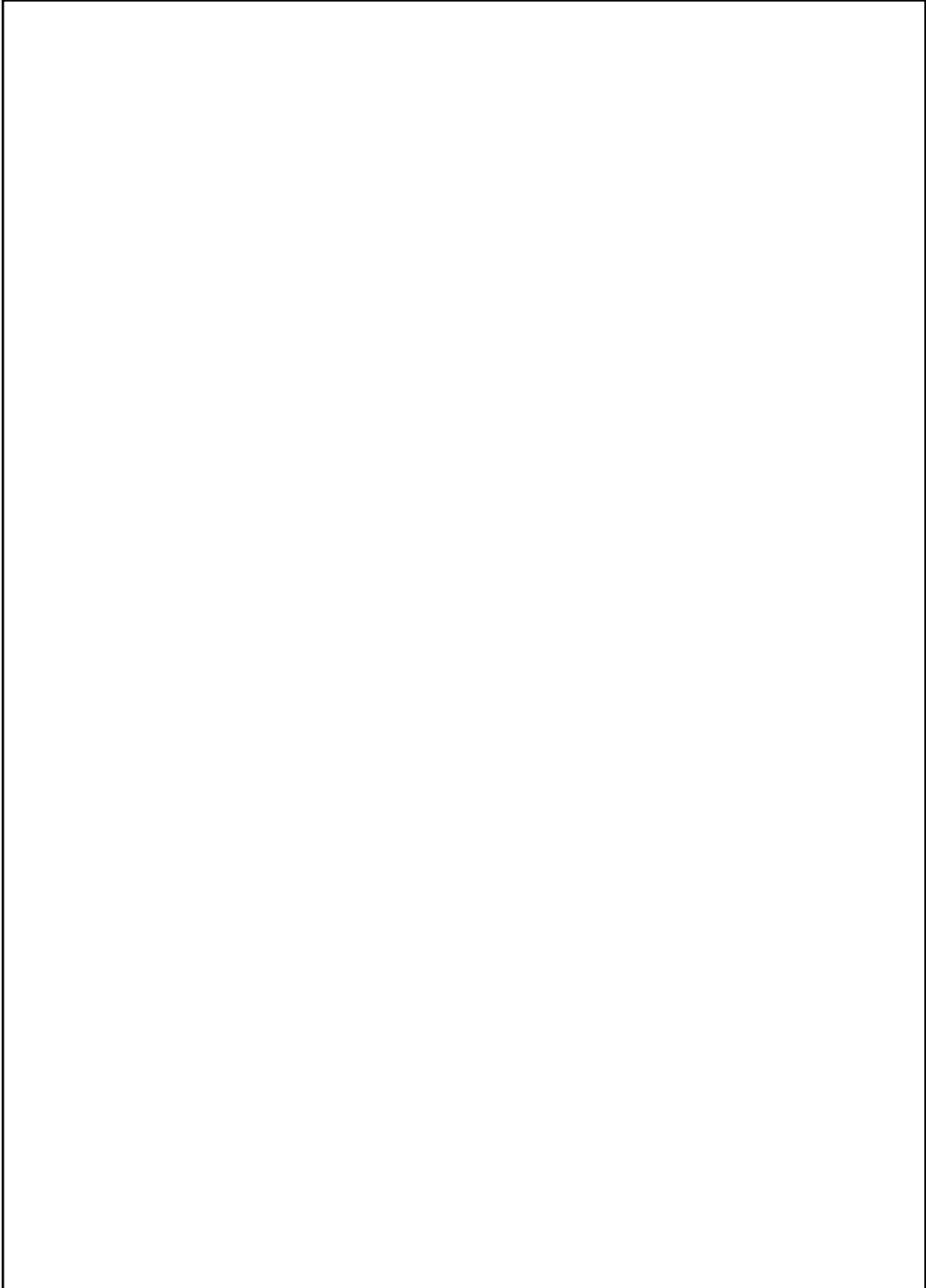














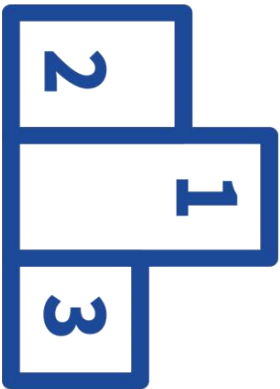
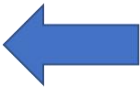
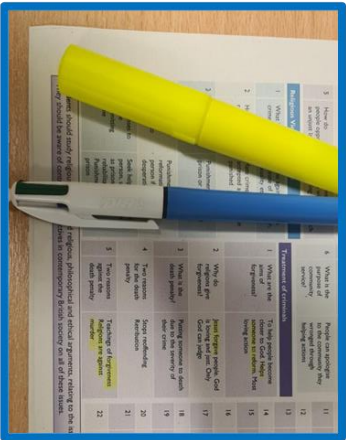
Independent Learning: How to 4 – Shrink It



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



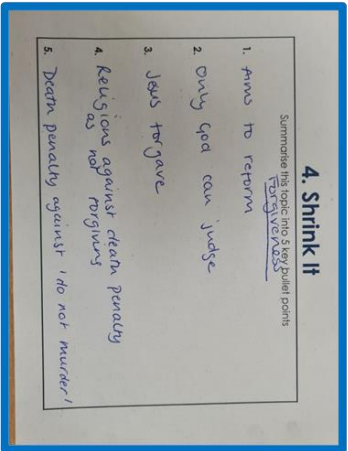
2. **Highlight** (or underline) the things you think are most important



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:.....

# Read Like a Beckfooter

## Vocabulary

Do you understand the words of the text?

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

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

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

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

## Comprehension

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

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

To achieve these things:

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

Remember: not every text has implied meaning.

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

## Summarising

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

Follow these steps:

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

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

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



# Reflect Like a Beckfooter

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

## Before a task, ask yourself:

### Comprehension

What is this task about?  
What do I understand about it?

What am I being asked to do?

### Connection

What do I already know about this?  
Have I seen anything like this before?

How is this similar or different to other tasks I have done?

### Strategy

Do I know any strategies that would be appropriate for this task?

Which strategy would be most helpful to me now?  
Have I used this strategy before?

Was it successful?

How can I ensure I am successful this time?

## During a task, ask yourself:

### Reflection (during the task)

How is this going?

What mistakes do I often make in this kind of task?

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

Am I motivated to complete this task to a high standard?

What can I do to improve my motivation level right now?

## After a task, ask yourself:

### Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

Is this work better than I have done in the past?

How do I know?

How did my motivation level affect my performance in the task?

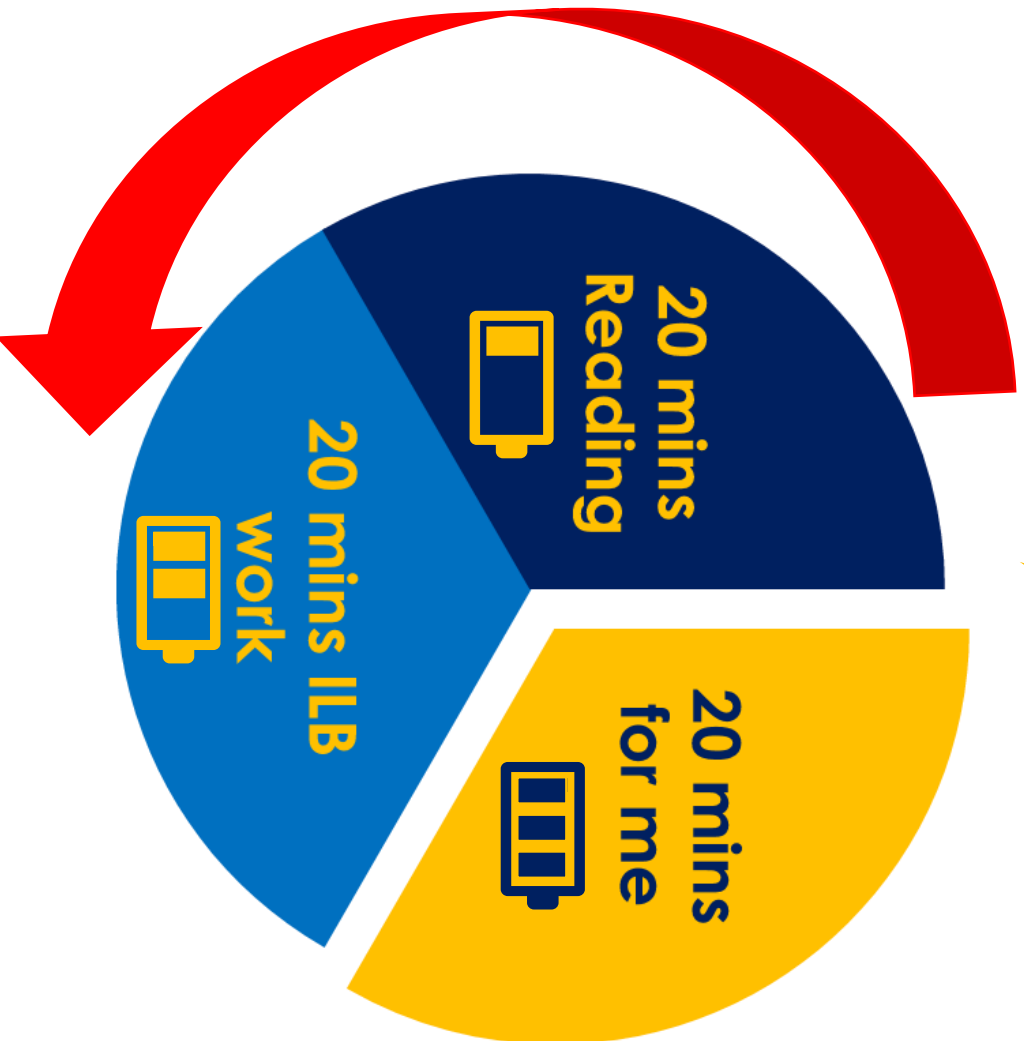
What emotions did I experience during the task?

Why?

How can I motivate myself in a different way in the future?

Explain

# The Beckfoot Power ⚡ Hour



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

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

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

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

# Communication Pages

Date	To	From	Message	Please sign to acknowledge



# Learn Like a Beckfooter Rewards

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

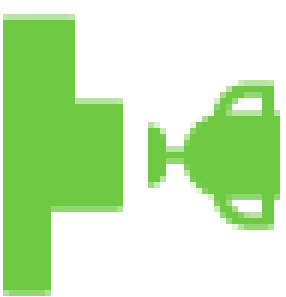
Our **minimum** expectations of KS3 students for their independent learning are as follows:

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

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

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

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



1 – 2

additional tasks

3 – 4

additional tasks

5

additional tasks

10 points

20 points

50 points