

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

Year

**2023/24**

**Feb - Easter**

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

## Homework

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

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

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

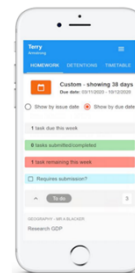
To display tasks in the order they were set, click on the Issue Date button.

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

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

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

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



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

## Homework status categories

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

**Completed:** These are homework tasks that you 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.



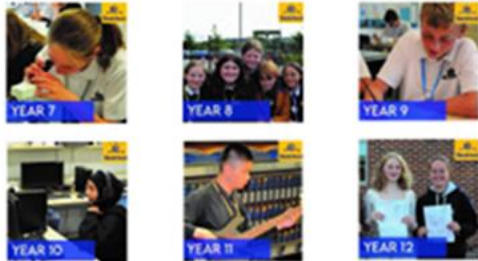
1. Select 'Student Zone' on the homepage of our website



2. Select 'My Learning Resources'

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

3. Select your year group

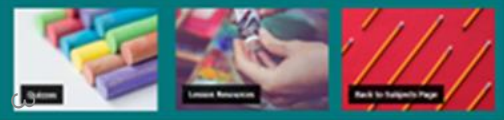


3. Select the subject you want to work on



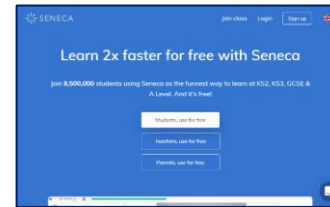
3. Select the relevant half term.

All the resources you need will be here

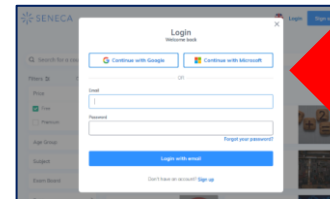


# How to access Seneca

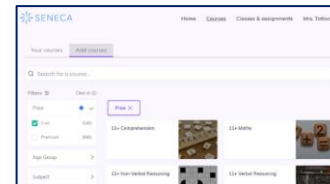
Seneca learning is a free online platform that will help you revise for all your subjects.



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

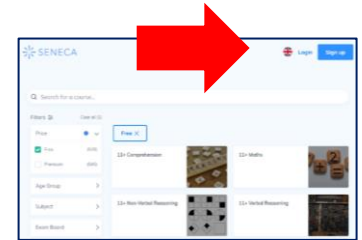


3. Select 'Continue with Microsoft'.

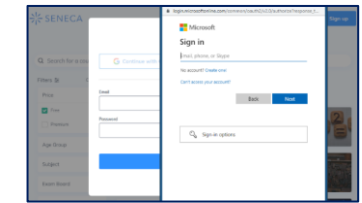


5. Select the course(s) you want to work on.

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

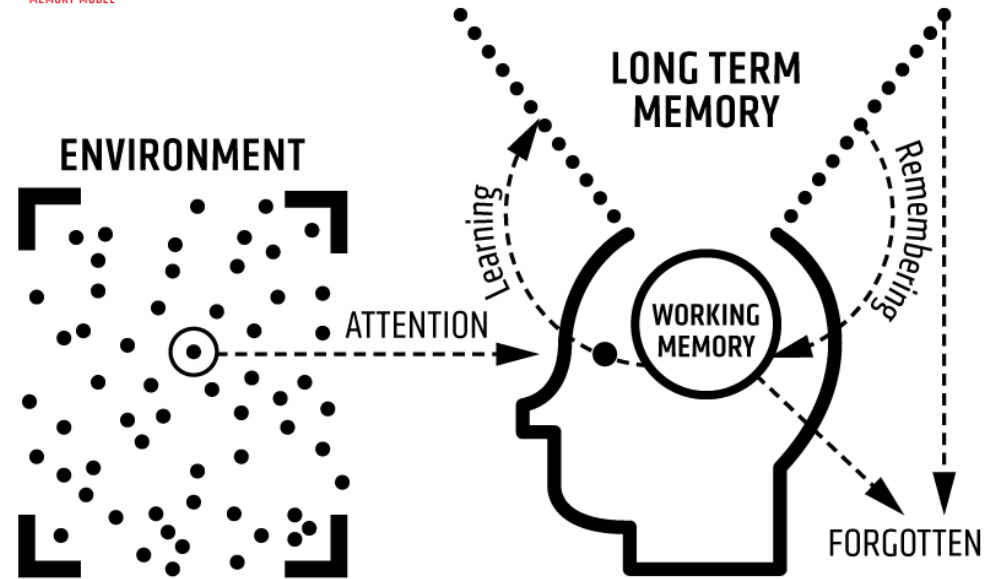
Quiz It, Link It, Map It, Shrink It (QILIMISI) is a structured programme of independent learning and revision activities that will help you to do all of the above. By using your knowledge organisers in multiple different ways, you will go from simply memorising facts, to really understanding them, and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

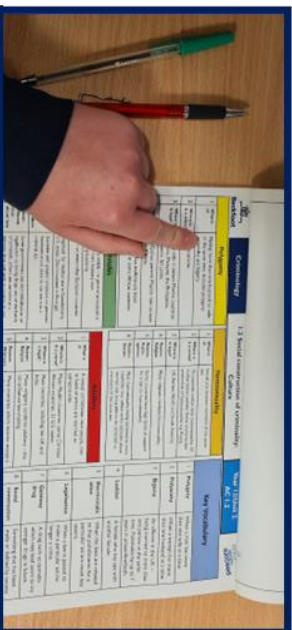
Confident  
Communicators

## 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



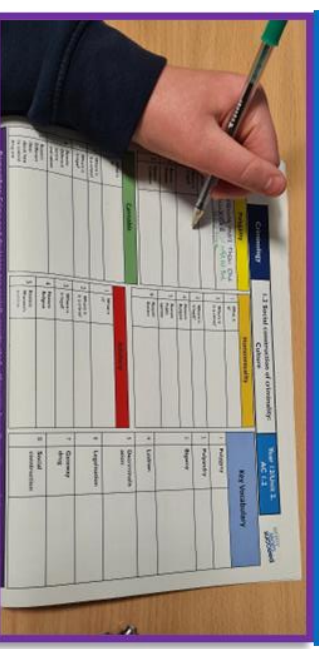
### Step 3: WRITE

- 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 cheating!)



### Step 4: CHECK

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

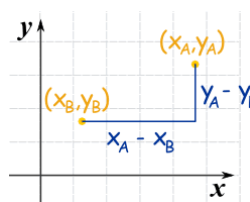
Use this table to help you keep track of the knowledge organisers you have quizzed on and checked this half term. Blank versions follow every organiser.

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

## Algebra – Inequalities

1	Understanding inequality signs	$>$ greater than $<$ less than $\geq$ greater than or equal to $\leq$ less than or equal to
2	Representing inequalities on a number line	$x > 1$ $x \leq 0$
3	Quadratic Inequalities	<p>You should get <b>two pairs of solutions</b></p> <p>Graphically, you should have <b>two points of intersection</b></p>

## Geometry and Measures - Pythagoras

1	Finding the hypotenuse (longest side)	$a^2 + b^2 = c^2$ $3^2 + 4^2 = 25$ $\sqrt{25} = 5$
2	Finding a shorter side	$a^2 = c^2 - b^2$
3	Find the distance between two points	

## Statistics – Statistical Measures

1	<p>Median for grouped data – add up the frequency column, add one to the total and divide by 2, this will tell you where the median value will be found</p>	<p>Half-Way through the Frequency is <math>(18 + 1) / 2 = 9.5</math></p> <table border="1"> <thead> <tr> <th>Cappuccinos</th> <th>f</th> <th>Cumulative f</th> </tr> </thead> <tbody> <tr> <td>0-3</td> <td>2</td> <td>2</td> </tr> <tr> <td>4-7</td> <td>3</td> <td>5</td> </tr> <tr> <td>8-11</td> <td>8</td> <td>13</td> </tr> <tr> <td>12-15</td> <td>3</td> <td>16</td> </tr> <tr> <td>16-19</td> <td>2</td> <td>18</td> </tr> <tr> <td>TOTAL</td> <td>18</td> <td></td> </tr> </tbody> </table> <p>The 9.5<sup>th</sup> position occurs during the 8-11 Interval. In this Interval we pass through 9.5 on the way to reaching 13.</p> <p><b>The Median Class is 8-11</b></p>	Cappuccinos	f	Cumulative f	0-3	2	2	4-7	3	5	8-11	8	13	12-15	3	16	16-19	2	18	TOTAL	18								
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2	<p>Mean for grouped data – find the midpoint of the data multiply it by the frequency.</p>	<table border="1"> <thead> <tr> <th>Cappuccinos</th> <th>Freq</th> <th>Interval Midpoint</th> <th>Freq x Midpt</th> </tr> </thead> <tbody> <tr> <td>0-3</td> <td>2</td> <td>1.5</td> <td><math>2 \times 1.5 = 3</math></td> </tr> <tr> <td>4-7</td> <td>3</td> <td>5.5</td> <td><math>3 \times 5.5 = 16.5</math></td> </tr> <tr> <td>8-11</td> <td>8</td> <td>9.5</td> <td><math>8 \times 9.5 = 76</math></td> </tr> <tr> <td>12-15</td> <td>3</td> <td>13.5</td> <td><math>3 \times 13.5 = 40.5</math></td> </tr> <tr> <td>16-19</td> <td>2</td> <td>17.5</td> <td><math>2 \times 17.5 = 35</math></td> </tr> <tr> <td>TOTALS</td> <td>18</td> <td></td> <td>171</td> </tr> </tbody> </table> <p>MEAN Average = Total of (Freq x Midpt) / Total Frequency  <math>= 171 / 18 = 10</math> cappuccinos per hour</p>	Cappuccinos	Freq	Interval Midpoint	Freq x Midpt	0-3	2	1.5	$2 \times 1.5 = 3$	4-7	3	5.5	$3 \times 5.5 = 16.5$	8-11	8	9.5	$8 \times 9.5 = 76$	12-15	3	13.5	$3 \times 13.5 = 40.5$	16-19	2	17.5	$2 \times 17.5 = 35$	TOTALS	18		171
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TOTALS	18		171																											
4	<p>IQR = UQ – LQ            (Interquartile range =            Upper quartile –            Lower Quartile)</p>	<p>UQ = 75%            LQ = 25%</p> <p>IQR = <math>Q_3 - Q_1</math>  <math>23, 25, 28, 28, 32, 33, 35</math>            IQR = <math>33 - 25</math></p>																												

## Key Vocabulary

1	Hypotenuse	The longest side of a triangle which is located opposite the right angle
3	Locus	A <b>locus</b> is a set of points satisfying a certain condition
4	Stratified Sampling	The researcher divides the population into separate groups, called strata
5	Quartiles	A <b>quartile</b> is defined as a group of values and/or means that divide a data set into quarters, or groups of four

## Number - Decimals

1	Rounding	<div><div>1 ← 1.1 1.2 1.3 1.4   1.5 1.6 1.7 1.8 1.9 → 2</div><div><div>If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number.</div><div>If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number.</div></div></div> <div><div>1.1 ← 1.11 1.12 1.13 1.14   1.15 1.16 1.17 1.18 1.19 → 1.2</div><div><div>If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth.</div><div>If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth.</div></div></div>																												
2	Multiplying decimals	<div><table><tr><td></td><td>3</td><td>4</td><td>5</td></tr><tr><td>×</td><td></td><td></td><td>3</td></tr><tr><td>1</td><td>0</td><td>3</td><td>5</td></tr><tr><td></td><td>1</td><td>1</td><td></td></tr></table><div>1 1</div></div> <div><div>3 2 1 × 3 = 9 6 3</div><table><tr><th>Ones</th><th>tenths</th><th>hundredths</th></tr><tr><td>3</td><td>2</td><td>1</td></tr><tr><td>9</td><td>6</td><td>3</td></tr><tr><td>3</td><td>2</td><td>1</td></tr></table></div>		3	4	5	×			3	1	0	3	5		1	1		Ones	tenths	hundredths	3	2	1	9	6	3	3	2	1
	3	4	5																											
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Ones	tenths	hundredths																												
3	2	1																												
9	6	3																												
3	2	1																												

Algebra - Quadratics		
1		
2		
3		
4		

Geometry and Measures - Pythagoras		
1		
2		
3		

Statistics – Statistical Measures		
1		
2		
3		

Number - Decimals		
1		
2		

Key Vocabulary		
1		
3		
4		
5		



## Drama

1	The Child of the Divide Sudha Bhuchar	In the chaos of border crossing between India and the newly formed Pakistan, a small boy called Pali suddenly finds himself lost and alone. Taken in to a Muslim family he is given a new name, and a new faith - Islam. In his changed world, he learns to find love and forge friendships in the most unexpected of places.
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## Prose

1	Empire of the Sun J.G. Ballard	Semi-autobiographical experiences of an eleven-year-old British boy named Jim living in China during World War II. When the fighting comes to Shanghai, Jim is separated from his parents and sent to a prison camp. It is there that he faces the harsh realities of war and learns important lessons about human nature.
2	Alone in Berlin Hans Fallada	During WWII, a German couple receive news that their only son has been killed in battle. Already disillusioned with the Nazi regime, they begin a campaign of civil disobedience and write messages on postcards urging fellow Germans to resist.
3	Schindler's List Thomas Keneally	The book tells the story of Oskar Schindler, a member of the Nazi Party who becomes an unlikely hero by saving the lives of 1,300 Polish Jews during the Holocaust. It is a non-fiction novel which describes actual people and places, with fictional events, dialogue and scenes added by the author, and reconstructed dialogue where exact details are unknown.
4	The Alchemist Paulo Coelho	Santiago, a young shepherd living in the hills of Andalusia, feels that there is more to life than his humble home and his flock. One day he finds the courage to follow his dreams into distant lands, each step galvanised by the knowledge that he is following the right path: his own.
5	Life of Pi Yann Martel	The protagonist is Piscine Molitor 'Pi' Patel, an Indian Tamil boy who explores spirituality from an early age. He survives 227 days after a shipwreck while stranded on a lifeboat in the Pacific Ocean with a Bengal tiger.

## Common Themes

1	Prejudice	6	Loneliness
2	Racism	7	Friendship
3	Feminism	8	War
4	Morality	9	Spirituality
5	Journeys	10	Identity

## Poetry

1	'The Man Who Would be English' Daljit Nagra	The speaker explores what it is like to live in England but not have English heritage. He questions what is meant by identity and what it means to 'belong' to a group of people when you are outside of that identity.
2	'The British (serves 60 million) Benjamin Zephaniah	The speaker uses the extended metaphor of a mixed dish to represent and celebrate the mixture of nationalities living in Britain today.
3	'Unrelated Incidents' Tom Leonard	The speaker explores what it is like to be judged by others because of your accent. The poem is written in a Glaswegian dialect to emphasise his point.
4	'I want to apologise to all the women I have called pretty' Rupi Kaur	The speaker criticises herself for elevating a woman's attractiveness above her intelligence and bravery. This is from Rupri Kaur's <i>Milk &amp; Honey</i> collection which explores violence, loss, femininity and survival.
5	Phenomenal Woman Maya Angelou	Angekou challenges restrictive notions of feminine beauty. The speaker rejects narrow societal beauty standards, and insists instead that real beauty comes from a place of self-confidence and self-acceptance.
6	Wear Your Lipstick Powerfully Stella Nyanzi	Nyanzi encourages women to take advantage of free speech and be brave enough to speak their minds and share their opinions. She presents women as powerful but not realising that they are and calls upon a range of examples that shows just how strong and capable they can be, if they use their voices.
7	Rosa Rita Dove	Dove explores female black experience and social history through her poetry. In 'Rosa' she explores Rosa Parks' experience on a bus and how she resisted segregation by refusing to give up her seat for a white person.
8	I, Too Langston Hughes	First published in 1926, during the height of the Harlem Renaissance, the poem portrays American racism as experienced by a black man. the speaker asserts that he is just as much as part of America as are white people, and that soon the rest of the country will be forced to acknowledge the beauty and strength of black people.
9	Still I Rise Maya Angelou	The speaker's message is loud and clear—no matter the cruelty, regardless of method and circumstance, the victim will rise up. Although written with black slavery and civil rights issues in mind, "Still I Rise" is universal in its appeal; it is an assertion of the dignity and resilience of marginalised people in the face of oppression.

## Key Vocabulary:

1	Extended metaphor	An extended metaphor is a version of metaphor that extends over the course of multiple lines, paragraphs, or stanzas of prose or poetry.
2	Bildungsroman	A bildungsroman is a type of narrative that chronicles the growing up, or coming of age, of the central character.
3	Dialect	A particular form of a language which is peculiar to a specific region or social group.
4	Spirituality	Spirituality involves the recognition of a feeling or sense or belief that there is something greater than yourself, something more to being human than sensory experience,
5	Philosophy	The study of the fundamental nature of knowledge, reality, and existence,
6	The Holocaust	The Holocaust was the World War II genocide of the European Jews. Between 1941 and 1945, across German-occupied Europe, Nazi Germany and its collaborators systematically murdered six million Jews.
7	Free Verse	Poetry that does not rhyme or have a regular rhythm.

## Drama

1 The Child of the Divide  
Sudha Bhuchar

## Prose

1 Empire of the Sun  
J.G. Ballard

2 Alone in Berlin  
Hans Fallada

3 Schindler's List  
Thomas Keneally

4 The Alchemist Paulo  
Coelho

5 Life of Pi Yann  
Martel

## Common Themes

1	6
2	7
3	8
4	9
5	10

## Poetry

1	'The Man Who Would be English' Daljit Nagra
2	'The British (serves 60 million) Benjamin Zephaniah
3	'Unrelated Incidents' Tom Leonard
4	'I want to apologise to all the women I have called pretty' Rupi Kaur
5	Phenomenal Woman Maya Angelou
6	Wear Your Lipstick Powerfully Stella Nyanzi
7	Rosa Rita Dove
8	I, Too Langston Hughes
9	Still I Rise Maya Angelou

## Key Vocabulary:

1 Extended metaphor

2 Bildungstrom an

3 Dialect

4 Spirituality

5 Philosophy

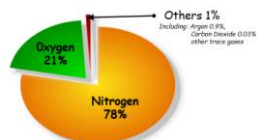
6 The Holocaust

7 Free Verse

## Composition of the Atmosphere

1 The current composition has been stable for the past 200 million years.

The atmosphere is made up of: oxygen 21%, nitrogen 78% and 1% (CO<sub>2</sub>, water vapour, argon)



## Evolution of the Atmosphere

1 4.5 billion years ago Lots of volcanic activity. Atmosphere mostly CO<sub>2</sub>, water vapour condenses to form oceans.

Volcanoes produce nitrogen which formed ammonia. CO<sub>2</sub> dissolves in sea water, reducing amount in atmosphere

2 2.7 billion years ago Cyanobacteria (algae) evolves. This was the first organism that could **photosynthesise**.  
 $6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$

This meant that oxygen levels in the atmosphere increased and carbon dioxide decreased.

3 Between 2.7 billion and 200 million years ago Due to the increased oxygen, more complex life evolved (plants and animals). Carbon becomes locked in these organisms. The organisms die and become buried deep underground. Heat and pressure turn this into **fossil fuels** (coal, oil and gas)

4 200 million years ago The atmosphere has the same stable composition we see today.

5 Present day Humans burn fossil fuels for energy. This releases stored carbon back into the atmosphere.

## Greenhouse Gases (GHG's)

1	The 3 main GHG's are...	Water vapour, carbon dioxide and methane
2	Greenhouse gases in the atmosphere	Absorb and re-emit longwave radiation, causing the greenhouse effect
3	Some human activities release GHG's into the atmosphere.	E.g. burning fossil fuels, agriculture, deforestation

## Greenhouse Effect

1 The greenhouse effect is **essential for life** on Earth, because it keeps the Earth at a warmer temperature. However, too many GHG's in the atmosphere could mean that the Earth's temperature becomes too high.



2	<b>Shortwave solar radiation</b>	Goes from the <b>sun to the Earth</b> (through the atmosphere).
3	<b>Longwave radiation</b>	Is the <b>reflected</b> back from the Earth. Some of this radiation is <b>absorbed by GHG's</b> and re-emitted back to Earth. This causes Earth's surface

## Climate Change

1	Effects	<b>Ice melting</b>	Increases sea levels, can cause flooding and loss of beaches
		<b>Loss of habitats</b>	Extinction of some species and reduced biodiversity
		<b>Extreme weather</b>	Causes droughts leading to forest fires and extreme rainfall leading to flooding
2	Evidence	<b>Global temperatures are rising</b>	This correlates (follows the same pattern) as GHG emissions from human activity.
		<b>Sea ice and glaciers melting</b>	The sea levels are rising and photos and measurements show ice melting over the past several hundred years
		<b>More extreme weather</b>	More extreme weather is being recorded, such as record rainfalls and the hottest months on record. This leads to floods and droughts.

### Composition of the Atmosphere




### Evolution of the Atmosphere

1	4.5 billion years ago	
2	2.7 billion years ago	
3	Between 2.7 billion and 200 million years ago	
4	200 million years ago	
5	Present day	

### Greenhouse Gases (GHG's)

1	The 3 main GHG's are...	
2	Greenhouse gases in the atmosphere	
3	Some human activities release GHG's into the atmosphere.	

### Greenhouse Effect

1		
2	Shortwave solar radiation	
3	Longwave radiation	

### Climate Change

1	Effects		
2	Evidence		



Subject: Science	Topic: Chemistry of the Atmosphere (9)	Year Group: 9
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## Carbon Footprint

1	A carbon footprint...	Measures the amount of GHG's released by something during its life (can be a person, business or object).
2	Can be difficult to measure because...	There's lots of factors to consider which can mean that being precise is difficult.
3	Carbon footprints can be reduced by...	Not using processes that release GHG's (e.g. burning fossil fuels) or offsetting GHG emissions (e.g. planting trees).

## Life Cycle Analysis (LCA)

1	LCA's look at the <b>whole environmental impact</b> of an object during its life (not just GHG's) This is split into 4 stages...	<ul style="list-style-type: none"> <li>- Extracting and processing raw materials</li> <li>- Manufacturing and packaging</li> <li>- Use and reuse</li> <li>- Disposal of the product.</li> </ul>
2	LCA's use value judgements	Although it is possible to quantify (put a numerical value to) aspects of an item's lifecycle (e.g. use of resources, how much waste is produced). It is <b>not easy to quantify the effect</b> of the pollutants, value judgements are used.
3	Value judgements are subjective...	This means that manufacturers may use a selective LCA that only shows <b>some</b> of the impacts of the product on the environment. For value judgements to be reliable, they should be <b>peer-reviewed</b>

## Complete and Incomplete Combustion

1	Complete combustion	Occurs when there is enough available oxygen. Produces just carbon dioxide and water.  Hydrocarbons (fuel) + Oxygen → carbon dioxide + water
2	Incomplete combustion	Occurs when there is not enough oxygen available Produce: Carbon monoxide (a toxic gas), soot (particulates of carbon), and water. May also produce sulphur dioxide and oxides of nitrogen (linked to acid rain).  Hydrocarbon (fuel) + oxygen → carbon + carbon monoxide + water

## Effects of Pollution

1	<b>Carbon monoxide</b>	Colourless, tasteless toxic gas that is difficult to detect.
2	<b>Acid rain</b>	Caused by sulphur dioxide and oxides of nitrogen. Damages plants and buildings.
3	<b>Soot and Global dimming</b>	Soot in the atmosphere can cause respiratory problems. Large amounts also reduce the amount of light reaching the surface of the Earth.

## Key Vocabulary

1	Greenhouse gases (GHG's)	Gases which absorb and re-emit longwave radiation in the atmosphere, leading to the greenhouse effect.
2	Greenhouse effect	The process in which GHG's absorb and re-emit longwave radiation, leading to an increase in the temperature at the Earth's surface.
3	Global warming	The increase in overall global temperature caused by excess levels of GHG's in the atmosphere.
4	Climate change	The change in global weather patterns caused by excess levels of GHG's in the atmosphere.
5	Shortwave solar radiation	Radiation from the sun that is seen as visible light (or near visible light). Contains lots of energy.
6	Longwave radiation	Radiation with a longer wavelength, that is seen as infrared light. Contains less energy than shortwave radiation.
7	Carbon footprint	A process of measuring the amount of GHG's something releases during its lifecycle.
8	Life cycle analysis (LCA)	A process of measuring the overall environmental impact of something during its lifecycle.
9	Value judgements	The scores assigned to the effects of a pollutant. Used in LCA.
10	Pollution	The introduction of contaminants (such as chemical substances) to an environment.
11	Particulates	Solid groups of particles suspended in liquid or gas

### Carbon Footprint

1	A carbon footprint...	
2	Can be difficult to measure because...	
3	Carbon footprints can be reduced by...	

### Life Cycle Analysis (LCA)

1	LCA's look at the <b>whole environmental impact</b> of an object during its life (not just GHG's) This is split into 4 stages...	
2	LCA's use value judgements	
3	Value judgements are subjective...	

### Complete and Incomplete Combustion

1	Complete combustion	
2	Incomplete combustion	

### Effects of Pollution

1		
2		
3		

### Key Vocabulary

1	Greenhouse gases (GHG's)	
2	Greenhouse effect	
3	Global warming	
4	Climate change	
5	Shortwave solar radiation	
6	Longwave radiation	
7	Carbon footprint	
8	Life cycle analysis (LCA)	
9	Value judgements	
10	Pollution	
11	Particulates	

### Making verbs (key irregular verbs)

1	<b>aller</b> to go	<b>faire</b> to do/make	<b>prendre</b> to take
2	je <b>vais</b> I go	je <b>fais</b> I do/make	je <b>prends</b> I take
3	tu <b>vas</b> you go	tu <b>fais</b> you do/make	tu <b>prends</b> you take
4	il/elle/on <b>va</b> he/she/we goes/go	il/elle/on <b>fait</b> he/she/we do/does	il/elle/on <b>prend</b> he/she/we take(s)
5	nous <b>allons</b> we go	nous <b>faisons</b> we do/make	nous <b>prenons</b> we take
6	vous <b>allez</b> you pl go	vous <b>faites</b> you pl do/make	vous <b>prenez</b> you pl take
7	ils/elles <b>vont</b> they m/f go	ils/elles <b>font</b> they m/f do/make	ils/elle <b>prennent</b> they m/f take

### In the future

1	j'irai	I will go
2	je voyagerai	I will travel
3	je partirai	I will leave
4	je resterai	I will stay
5	je ferai	I will do
6	je visiterai	I will visit
7	je rentrerai	I will go back, return

### In the past

1	je suis allé(e)	I went
2	je suis parti(e)	I left
3	je suis rentré(e)	I went back, returned
4	je suis resté(e)	I stayed
5	j'ai joué	I played
6	j'ai visité	I visited
7	j'ai voyagé	I travelled
8	c'était	it was
9	il y avait	there was/were

### Giving opinions

1	Bonne idée!	Good idea!
2	Ce serait super!	It would be great!
3	Quelle horreur!	How awful!
4	Tu rigoles!	You must be joking!
5	Ce serait trop...	It would be too...
6	Ce n'est pas mon truc.	It's not my thing!
7	Ça ne me dit rien	That doesn't appeal to me.
8	Ce serait	It would be
9	Je voudrais + inf	I'd like + to...

### Examples

1	Cette année, je voudrais aller au bord de la mer avec ma famille.	This year, I would like to go to the seaside with my family.
2	L'année dernière, je suis resté(e) à la campagne et j'ai fait des randonnées	Last year, I stayed in the countryside and I went hiking.
3	Quand je pars en vacances, je prends toujours mon portable et mes écouteurs	When I go on holiday, I always take my mobile phone and my earphones.
4	Si possible, je voudrais voir les gorilles en liberté car ce serait génial!	If possible, I would like to see gorillas in the wild because it would be great!
5	C'était un désastre car il a plu tout le temps.	It was a disaster because it rained all the time.
6	Normalement, on fait du camping mais cette fois, on a loué un appartement en ville.	Normally we go camping but this time, we rented a flat in town.
7	À l'avenir j'aimerais essayer des sports extrêmes ou faire un safari en Afrique.	In the future I would like to try extreme sports or go on safari in Africa.

**Making verbs (key irregular verbs)**

1	aller	faire	prendre
2			
3			
4			
5			
6			
7			

**In the future**

1	j'irai	
2	je voyagerai	
3	je partirai	
4	je resterai	
5	je ferai	
6	je visiterai	
7	je rentrerai	

**In the past**

1	je suis allé(e)	
2	je suis parti(e)	
3	je suis rentré(e)	
4	je suis resté(e)	
5	j'ai joué	
6	j'ai visité	
7	j'ai voyagé	
8	c'était	
9	il y avait	

**Giving opinions**

1	Bonne idée!	
2	Ce serait super!	
3	Quelle horreur!	
4	Tu rigoles!	
5	Ce serait trop...	
6	Ce n'est pas mon truc.	
7	Ça ne me dit rien	
8	Ce serait	
9	Je voudrais + inf	

**Examples**

1	Cette année, je voudrais aller au bord de la mer avec ma famille.	
2	L'année dernière, je suis resté(e) à la campagne et j'ai fait des randonnées	
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6	Normalement, on fait du camping mais cette fois, on a loué un appartement en ville.	
7	À l'avenir j'aimerais essayer des sports extrêmes ou faire un safari en Afrique.	



### Talking about the past

1	ich hatte	I had
2	ich war	I was
3	ich durfte (nicht)	I was (not) allowed
4	ich musste	I had to
5	ich konnte	I could
6	es gab	there was

### Using the superlative

1	Älteste	oldest
2	Größte	tallest
3	Kleinste	smallest
4	Intelligenteste	most intelligent
5	Sportlichste	sportiest
6	Lauteste	loudest
7	Musikalischste	most musical
8	Frechste	cheekiest
9	Ungepflegteste	scruffiest

### Modal verb phrases

1	Ich <b>durfte</b> allein in die Schule <b>gehen</b> .	I was <b>allowed to go</b> to school alone.
2	Ich <b>durfte</b> ein Handy <b>haben</b> .	I was <b>allowed to have</b> a phone.
3	Ich <b>durfte</b> keine Schokolade <b>essen</b> .	I was not <b>allowed to eat</b> chocolate
4	Ich <b>musste</b> früh ins Bett <b>gehen</b> .	I <b>had to go</b> to bed early.
5	Ich <b>musste</b> um 18 Uhr zu Hause sein.	I <b>had to be</b> at home by 6 o'clock.
6	Ich <b>musste</b> meine Hausaufgaben <b>machen</b> .	I had to do my homework.

### Imperfect tense

1	arbeitete	worked
2	aß	ate
3	begann	began
4	ging	went
5	kam	came
6	lief	ran
7	sagte	said
8	sah	saw
9	wollte	wanted
10	gab	gave

### Examples

1	Als ich jünger <b>war, hatte</b> ich viele Kuscheltiere. Mein Lieblingsspielzeug war meine Puppe.	When I was younger I had lots of cuddly toys. My favourite toy was my doll.
2	Als ich fünf Jahre alt <b>war, war</b> SpongeBob Schwammkopf meine Lieblingssendung.	When I was five years old, my favourite TV show was Spongebob Squarepants.
3	Mit elf Jahre durfte ich allein in die Stadt gehen.	At 11 years old I was allowed to go into town alone.
4	Mit vier Jahren musste ich um halb acht ins Bett gehen.	At 4 years old I had to go to bed at half past 7.
5	In meiner Grundschule waren die Lehrer und Lehrerinnen sehr nett.	In my primary school the teachers were really nice.
6	In meiner Grundschule gab es keine Hausaufgaben.	In my primary school there was no homework.
7	Als wir klein <b>waren, war</b> mein Bruder der Kleinste und meine Schwester die Lauteste.	When we were small, my brother was the smallest and my sister was the loudest.

### Talking about the past

1	ich hatte	
2	ich war	
3	ich durfte (nicht)	
4	ich musste	
5	ich konnte	
6	es gab	

### Using the superlative

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### Imperfect tense

1	arbeitete	
2	aß	
3	begann	
4	ging	
5	kam	
6	lie	
7	sagte	
8	sah	
9	wollte	
10	gab	

### Examples

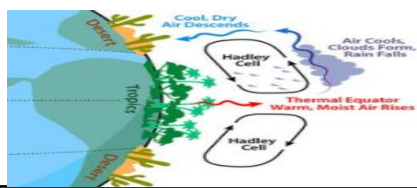
1	Als ich jünger <b>war, hatte</b> ich viele Kuscheltiere. Mein Lieblingsspielzeug war meine Puppe.	
2	Als ich fünf Jahre alt <b>war, war</b> SpongeBob Schwammkopf meine Lieblingssendung.	
3	Mit elf Jahre durfte ich allein in die Stadt gehen.	
4	Mit vier Jahren musste ich um halb acht ins Bett gehen.	
5	In meiner Grundschule waren die Lehrer und Lehrerinnen sehr nett.	
6	In meiner Grundschule gab es keine Hausaufgaben.	
7	Als wir klein <b>waren, war</b> mein Bruder der Kleinste und meine Schwester die Lauteste.	



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 <sup>nd</sup> 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	

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

H. Censorship		
1.	Censors hip	



### 1. Women's Rights

1	Suffragists	<ol style="list-style-type: none"> <li>1. Led by Millicent Garrett Fawcett.</li> <li>2. Campaigned for women to have the vote through peaceful methods such as peaceful protests and writing to MPs.</li> </ol>
2	Suffragettes	<ol style="list-style-type: none"> <li>1. Led by Emmeline Pankhurst.</li> <li>2. Campaigned for women to have the vote through more violent methods such as hunger strikes, smashing windows and setting off bombs.</li> </ol>
3	Has gender equality been achieved?	<ol style="list-style-type: none"> <li>1. Protests around gender equality continued throughout the 20th Century.</li> <li>2. The Equal Pay Act was passed in 1970.</li> <li>3. The Sex Discrimination Act was passed in 1975.</li> </ol>

### 3. Civil Rights

1	Civil Rights in the USA	<ol style="list-style-type: none"> <li>1. America had deep racial divides and in the Southern states the races were segregated.</li> <li>2. Martin Luther King Jr led peaceful protests including sit ins, bus boycotts and marches.</li> <li>3. The Black Panther movement were prepared to use violence if necessary.</li> </ol>
2	Bristol Bus Boycott	<ol style="list-style-type: none"> <li>1. In 1963, a group that aimed to promote the rights of West Indians in Bristol began a boycott of the city buses in response to the treatment of West Indians by the bus company.</li> <li>2. Following the boycott, Parliament passed the Race Relations Act in 1965</li> </ol>
3	Brixton Riots	<ol style="list-style-type: none"> <li>1. After the deaths of 13 black men in a fire, 20,000 black Britons demanded an investigation.</li> <li>2. This was reported as a riot and the police began stopping and searching black people without cause</li> <li>3. This caused tension that exploded into a riot</li> </ol>

### 6. The fight for LGBTQ+ rights

1	What limitations were there on the LGBTQ+ community?	<ol style="list-style-type: none"> <li>1. Before the 1960s, homosexual acts were illegal</li> <li>2. Famous examples of people who were convicted under these laws are Alan Turing and Oscar Wilde</li> <li>3. In 1957, the Wolfden Committee published a report that said homosexuality should be decriminalised, however it would take 10 years before this report was acted upon</li> <li>4. During the 1980s, after the first AIDs case was recorded in the UK, the LGBTQ+ community were targeted by the media and this fuelled hostility, blame and discrimination towards the LGBTQ+ community</li> </ol>
2	How have people campaigned for greater equality?	<ol style="list-style-type: none"> <li>1. In June 1969 the Stonewall Riots in New York, triggered the creation of the UK Gay Liberation Front in 1970.</li> <li>2. The GLF fought for the rights of LGBT people and organized protests</li> <li>3. The GLF helped to found the first Pride march in 1972</li> <li>4. The charity Stonewall was in 1989 to continue fighting against discrimination in law against LGBTQ+ people</li> </ol>

### 6. The fight for disability rights

1	What was life like for people with disabilities?	<ol style="list-style-type: none"> <li>1. The Industrial Revolution made life more difficult for people with disabilities in Britain, as many people were sent to the workhouse as they were poor and unable to work.</li> <li>2. Injured soldiers after WW1 meant that disabilities were becoming more visible in society.</li> <li>3. Rosa May Billinghurst, a wheelchair user, joined the Suffragettes in 1903.</li> </ol>
2	How have people campaigned for greater equality?	<ol style="list-style-type: none"> <li>1. In 1920, 171 blind and visually impaired people demanded more support from the government. In response, the Blind Persons Act was passed.</li> <li>2. A number of acts were passed by the government to support people with disabilities access education and helped them to live more independently.</li> <li>3. In 1995, the Disability Discrimination Act is passed which meant all employers have to make reasonable adjustments to support people with disabilities at work.</li> </ol>

### 5. The 2010 Equality Act

1	What was the 2010 Equality Act?	<ol style="list-style-type: none"> <li>1. The Equality Act replaced a range of different laws about discrimination.</li> <li>2. It stated that people could not be discriminated against on account of the nine protected characteristics.</li> </ol>
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Key Word	Definitions
<b>Boycott</b>	To refuse to use a product or service as a form of protest
<b>Civil Rights</b>	The rights of citizens to political and social freedom and equality
<b>Empire</b>	A group of countries ruled over by a single country
<b>Enfranchisem ent</b>	To be granted the vote or the state of having the vote
<b>Independence</b>	When a country has the right to rule by its own laws and control its own government
<b>NAACP</b>	The National Association for the Advancement of Colored People – a group that fought for black civil rights in America
<b>Non-Violent protest</b>	A form of protest that aims to use peaceful methods
<b>Massacre</b>	A brutal slaughter of many people
<b>Segregation</b>	Enforced separation of black and white people in America
<b>Suffrage</b>	The right to vote in political elections
<b>Suffragette</b>	A campaigner for women's suffrage using militant action
<b>Suffragist</b>	A campaigner for women's suffrage who believes in legal and peaceful methods

### 1. Women's Rights

1	Suffragists	
2	Suffragettes	
3	Has gender equality been achieved?	

### 3. Civil Rights

1	Civil Rights in the USA	
2	Bristol Bus Boycott	
3	Brixton Riots	

### 6. The fight for LGBTQ+ rights

1	What limitations were there on the LGBTQ+ community?	
2	How have people campaigned for greater equality?	

### 6. The fight for disability rights

1	What was life like for people with disabilities?	
2	How have people campaigned for greater equality?	

### 5. The 2010 Equality Act

1	What was the 2010 Equality Act?	
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Key Word	Definitions
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Enfranchisement	
Independence	
NAACP	
Non-Violent protest	
Massacre	
Segregation	
Suffrage	
Suffragette	
Suffragist	

Knowledge Group 1 – Social Justice		
1	What is the teaching of social justice?	That all religions should teach and promote equality within society
2	What issues are incorporated in social justice?	Gender, disability, wealth, sexuality, race,
3	Christians promote social justice because of which parable?	The sheep and the goats.
4	Muslims promote social justice by...	Giving Zakat (alms). This is 2.5% of their wealth every year.
5	The Buddhist teaching that promotes Social justice is....	The right action. If everyone followed this, then there would be no injustice in the world.
6	Sikhs believe in the justice of the brotherhood, this means....	That humankind is equal in spirit and so everyone should be treated equally.

Knowledge Group 2 – Responsibility and freedom		
1	Why do religions believe social justice is their responsibility?	All religions promote the duty of care for one another and believe they should model this belief.
2	Why are human rights important?	They ensure that everyone has rights and should be treated justly.
3	What is a religious citizen?	Someone who is a member of a country and has belief. They believe they belong to both groups as part of their identity.
4	What is religious freedom?	Means you have the right to freedom which is protected by the law.
5	What is freedom from religious persecution?	The right to be legally protected if you are targeted due to your religion.

Knowledge Group 3- Conscience		
1	What is the conscience made up of according to Aquinas?	Ration, conscientia and synderesis
2	What is the synderesis principle?	Do good avoid evil
3	Why does Aquinas believe the conscience is not the voice of God?	Its infallible and can make mistakes- God is perfect so never makes mistakes
4	What 3 parts make up the conscience according to Freud?	Id, Ego and Super Ego
5	How does the conscience link to social justice?	Provides guilt over what is wrong and teaches us justice is right

Knowledge Group 4 – Wealth and Exploitation		
1	What does religion teach about wealth?	That wealth is a gift from God and should be used responsibly.
2	What does the Bible say about wealth?	'For the love of money is a root of all sorts of evil'
3	Which Bible story teaches about wealth?	Matthew 19:24- The parable of the rich young man
4	What does the Quran say about wealth?	'Tell those who hoard gold instead of God's cause that they will have grievous punishment'
5	What is exploitation of the poor?	Misuse of power or money for personal gain. It is a type of corruption.
6	What does religion teach about the exploitation of the poor?	Exploitation goes against religious teachings on equality. Believers should be active in trying to stop exploitation and helping victims of it.

<b>Social justice</b>	Is ensuring that society treats people fairly.
<b>Human Rights</b>	The basic rights and freedoms that all humans should be entitled to.
<b>Responsibility</b>	The duty of care not to harm others.
<b>Equality</b>	The ideas that all humans are of equal value and status.
<b>Prejudice</b>	Holding bias about an individual or group without knowing the facts.
<b>Discrimination</b>	Acting upon prejudice through behaviour and actions.
<b>Freedom of religion</b>	The right to believe or practice whatever religion you choose or don't choose.
<b>Freedom of religious expression</b>	The right to worship, preach and practices one's faith in whatever way one chooses.
<b>Positive discrimination</b>	Treating people more favourably because they have been discriminated against in the past.
<b>Exploitation</b>	Misuse of power or money to get others to do things for unfair reward.
<b>Conscience</b>	a person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour.
<b>Preferential option for the poor</b>	The Christian duty of the privileged to side with the poor in solidarity and act against exploitation.



Social justice is fairness as it manifests in society. That includes fairness in healthcare, employment, housing, and more. In a socially-just society, human rights are respected and discrimination is not allowed to flourish.

Knowledge Group 1 – Social Justice		
1	What is the teaching of social justice?	
2	What issues are incorporated in social justice?	
3	Christians promote social justice because of which parable?	
4	Muslims promote social justice by...	
5	The Buddhist teaching that promotes Social justice is....	
6	Sikhs believe in the justice of the brotherhood, this means....	

Knowledge Group 2 – Responsibility and freedom		
1	Why do religions believe social justice is their responsibility?	
2	Why are human rights important?	
3	What is a religious citizen?	
4	What is religious freedom?	
5	What is freedom from religious persecution?	

Knowledge Group 3- Conscience		
1	What is the conscience made up of according to Aquinas?	
2	What is the synderesis principle?	
3	Why does Aquinas believe the conscience is not the voice of Good?	
4	What 3 parts make up the conscience according to Freud?	
5	How does the conscience link to social justice?	

Knowledge Group 4 – Wealth and Exploitation		
1	What does religion teach about wealth?	
2	What does the Bible say about wealth?	
3	Which Bible story teaches about wealth?	
4	What does the Quran say about wealth?	
5	What is exploitation of the poor?	
6	What does religion teach about the exploitation of the poor?	

Social justice	
Human Rights	
Responsibility	
Equality	
Prejudice	
Discrimination	
Freedom of religion	
Freedom of religious expression	
Positive discrimination	
Exploitation	
Conscience	
Preferential option for the poor	










Social justice is fairness as it manifests in society. That includes fairness in healthcare, employment, housing, and more. In a socially-just society, human rights are respected and discrimination is not allowed to flourish.



## 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: <ul style="list-style-type: none"> <li>Healthy fats: nuts and olive oil</li> <li>Oily fish: salmon and tuna</li> <li>Fruit and vegetables</li> </ul> Foods that have a negative effect <ul style="list-style-type: none"> <li>Sugar</li> <li>Caffeine</li> <li>Processed food</li> </ul>
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	Loaded Biscuits 	Type of biscuits: Gingernuts, digestives Flavour of cream topping: Lemon, blueberry, mango, pineapple Topping/decoration: Crystallised lemon slices, blueberry cluster, chocolate decoration, strawberry fans
6	Loaded Nachos 	Using standard component to make another product, nachos. Seasoning, spice measuring on nacho and dips. Dip techniques, blending, mashing, liquidising, slice, dice, chop. Enzymic browning, use of lemon juice
	Thai Curry 	Marinading, tenderising, use of authentic, traditional spices. Cooking techniques, temperature control, chicken. Accompaniments, rice, noodles, orzo, couscous. Appropriate Vegetable selection

## Key Vocabulary

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

☐ Think how else does food effect our lives.



☐ Research benefits of cooking for yourself.

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

## 1. Knowledge is power

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

## 2. How to adapt a recipe

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	

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### 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	
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## Techniques and processes

1	Tie Dying		
2	Bondaweb		
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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	<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

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	<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	
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### Knowledge Group 1: Wire Frame

1	<b>Human Form (figure)</b>	The artistic study of human body shape.
2	<b>Rule of 8</b>	A method in which the size or length of the head is used to measure the height and width of a figure.
3	<b>Modelling</b>	The building up and shaping of a soft material such as newspaper or Modroc to create a form.

#### 4 Rules of eight breakdown

A. 2 Heads: **Chest**

B. 3 Heads: **Naval**

C. 4 Heads: **Groin**

D. 5 Heads: **Mid Thigh**

E. 6 Heads: **Knees**

F. 8 Heads: **Bottom**

G. 1/2 a head excess for feet to be formed.



### Knowledge Group 2: Modroc

1	<b>Modroc</b>	A fine gauze material bonded with quick drying plaster. Simply dip into water, wrap, shape and smoothen - it will set like rock!
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### Knowledge Group 3: Artists/Periods

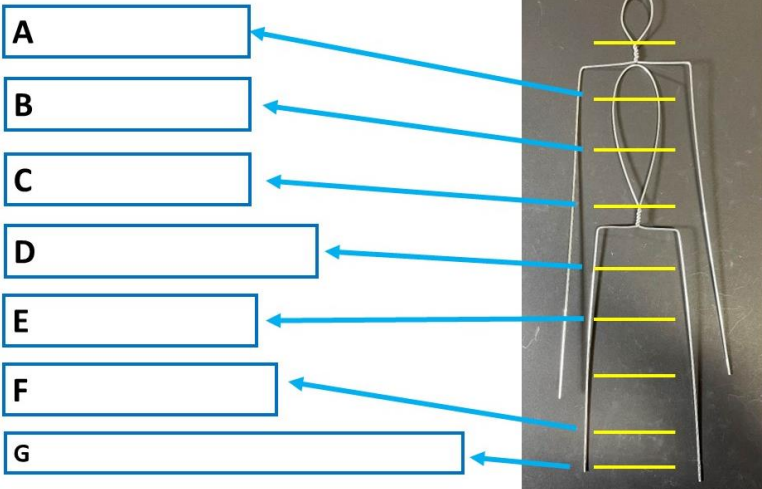
1	<b>Alberto Giacometti</b>	Alberto Giacometti (1901-1966) was a Swiss sculptor, painter, draftsman and printmaker.
2	<b>'Walking Man' sculpture series</b>	Thin figures often interpreted as an expression of fragility, fear, insignificance and loneliness of mankind.



**Knowledge Group 1: Wire Frame**

1	Human Form (figure)	
2	Rule of 8	
3	Modelling	

**4 Rules of eight breakdown**



**Knowledge Group 2: Modroc**

1	Modroc	
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**Knowledge Group 3: Artists/Periods**

1	Alberto Giacometti	
2	'Walking Man' sculpture series	

**1. Disco**

1	<b>Disco</b>	genre of dance music that originated in African American communities in the 1970s. Influences include funk, jazz and soul music.
2	<b>Musicians</b>	Diana Ross, Bee Gees and Earth, Wind and Fire.

**2. Electronic Dance Music (EDM)**

1	<b>EDM</b>	A form of dance music created in the early 1980's, originating in Chicago, USA and created by DJ's and Music Producers.
2	<b>House</b>	A form of EDM started in the 1980s and developed more recently in the 2010s.
3	<b>Musicians</b>	Avicii, Daft Punk and Arful Dodger

**3. Grime**

1	<b>Grime music</b>	a genre of EDM created in London in the early 2000s. It was influenced by garage and jungle.
2	<b>Musicians</b>	Skepta, Dizzee Rascal and Stormzy

**4. Musical characteristics**

1	<b>Rhyming couplets</b>	Ensuring that the lines of the lyrics rhyme in pairs.
2	<b>Slang</b>	Words used in street talk often used in modern musical styles
3	<b>Four to the floor</b>	A bass / kick drum on every beat of the bar.

**5. Music technology**

1	<b>Digital audio workstation (DAW)</b>	A hardware device or software app used for composing, producing, recording, mixing and editing audio
2	<b>Looping</b>	Using music technology to repeat a pattern over and over again.
3	<b>Sampling</b>	A digitally recorded clip of sound from another track, used in a different song.
4	<b>Reverb</b>	An electronically produced echo effect used in both live and recorded music.
5	<b>Multitrack recording</b>	A method of sound recording that allows people to record onto individual tracks, before combining them to create a whole song.
6	<b>Overdubbing</b>	Recording additional sounds onto a track, often to correct previous mistakes.
7	<b>Synthesiser</b>	An electronic musical instrument that uses human made sounds to create music. An example would be a keyboard.
8	<b>Drum machine</b>	An electronic instrument that creates percussion tracks.
9	<b>Roland TR808</b>	An example of an iconic drum machine
10	<b>Layering</b>	Slowly adding more parts into a song to create musical interest.

**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>Bass line</b>	The lowest part in music, provides the harmonic structure of the music.
4	<b>Riff</b>	A repeated musical pattern used in Rock, Pop and Jazz.

**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. Disco**

1	Disco	
2	Musicians	

**2. Electronic Dance Music (EDM)**

1	EDM	
2	House	
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**3. Grime**

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**6. Key Vocab  
Musical elements**

1	Melody	
2	Chords	
3	Bass line	
4	Riff	

**7. Key vocab  
Song structure**

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

## 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 aired on BBC Three in 2011, telling his story and how he found the courage to do it.

## 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.

### Contextual Links :

Everybody's Talking about Jamie Trailer - <https://www.youtube.com/watch?v=4mB-Rlx5er0>

Interview with Director - <https://www.youtube.com/watch?v=rrd-5s2u0Hk>

Film trailer - <https://www.youtube.com/watch?v=CpOeZw7xdI>

## 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

## 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.

## CONTEXT OF THE MUSICAL

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## THEMES

1	Identity	
2	Relationships	
3	Resilience	
4	Respecting Difference / Tolerance	

## MUSICAL THEATRE CONVENTIONS

1	Catchy Music	
2	Orchestra or band accompaniment	
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## KEY TERMS

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3	Drag Queen	

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

Film trailer - <https://www.youtube.com/watch?v=CpOe2w7xdtI>

### Acting Techniques

These can be used in all discipline (Acting, Dance and Singing)

1.	Off Text Improvisation	This is where we perform a scene on the spot, without a script, imagining what happens before or after the text.
2.	Characterisation	Characterisation is the process of developing a role into a character.
3.	Context	<ul style="list-style-type: none"> <li>Where the drama takes place.</li> <li>When the drama takes place</li> <li>What has happened before the drama takes place.</li> <li>What happens after the drama takes place.</li> <li>Which characters are in the scene.</li> <li>Where the characters in the drama are from.</li> <li>The characters relationships with each other.</li> </ul>
4.	The Leading Technique	Actors often use different body parts to lead themselves around the stage depending on who the character is and how they feel.
5.	Levels Of Tension	<p>This means focussing on different states of energy.</p> <ul style="list-style-type: none"> <li>Exhausted – Jellyfish</li> <li>Laid back – Californian</li> <li>Neutral – No story</li> <li>Alert – Mr Bean, curious.</li> <li>Suspense – “Is there a bomb?”, Melodrama.</li> <li>Passionate – “There is a bomb!”, Opera.</li> <li>Tragic – “The bomb is going to go off!”, Petrified.</li> </ul>

### Vocal Techniques

1.	Body Warm-up	Whole body movements and stretches to prepare our muscle and joints, ready to support our voices.
2.	Relaxing the face	Massaging the face and jaw to make sure there is no tension.
3.	Opening the larynx	Making sure there is not strain and tightness in our throats by exercising the vocal chords (yawning is a good technique).
4.	Using your diaphragm	<p>A large muscle under the ribcage. When you breathe in, the diaphragm contracts and air is sucked into the lungs.</p> <p>The diaphragm relaxes when you release air and sound, so that the muscle is helping you to control the output of air.</p>
5.	Breath Control	Making sure you have enough breath to speak/sing your lines.
6.	Resonance	When the voice is vibrating in your body to create different voice sounds and voice qualities. E.g., a nasal voice or a deep powerful voice.
7.	Tongue Twisters	A phrase or sentence which is difficult to say out loud because it involves similar sounds close together. They can help warm-up the face muscles and voice, ready for a performance.

### Acting Techniques

These can be used in all discipline (Acting, Dance and Singing)

1.	Off Text Improvisation	
2.	Characterisation	
3.	Context	
4.	The Leading Technique	
5.	Levels Of Tension	



### Vocal Techniques

1.	Body Warm-up	
2.	Relaxing the face	
3.	Opening the larynx	
4.	Using your diaphragm	
5.	Breath Control	
6.	Resonance	
7.	Tongue Twisters	



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

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

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

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

Programming basics		
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2	Storing data	
3	Processing	
4	Printing Data	

Programming Constructs		
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Data Types		
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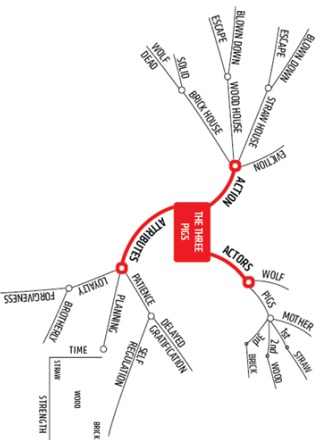
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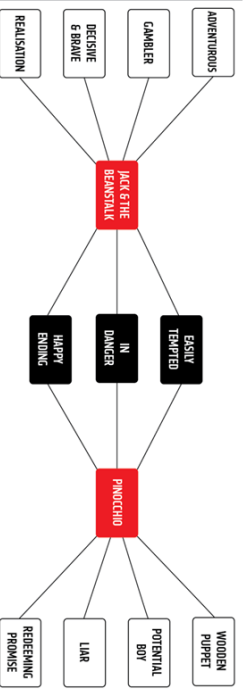
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## Independent Learning: How to – 3 Map It



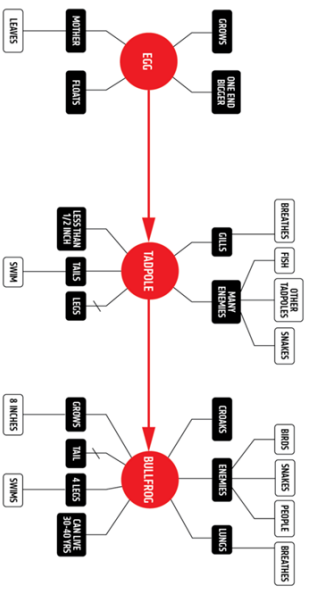
**Mind-maps** are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



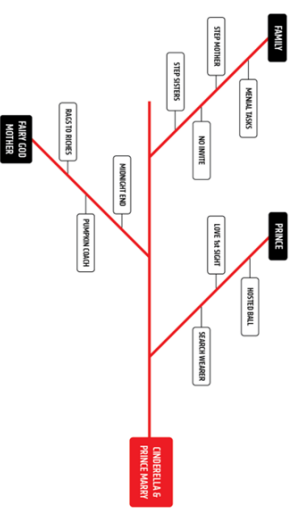
**Double-sprays** are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk' has in common with 'Pinocchio'. The white boxes show what is different about the two stories.

**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.**

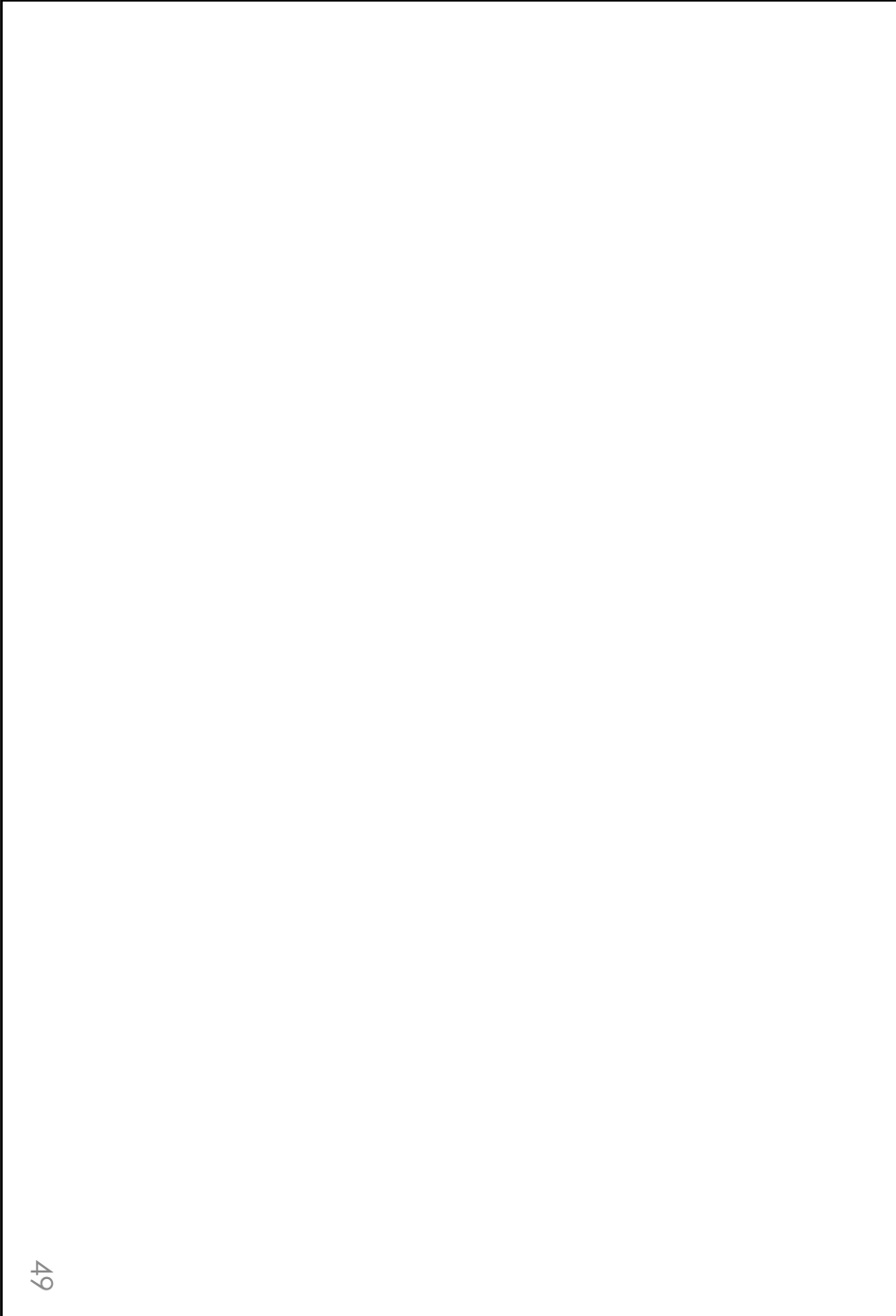
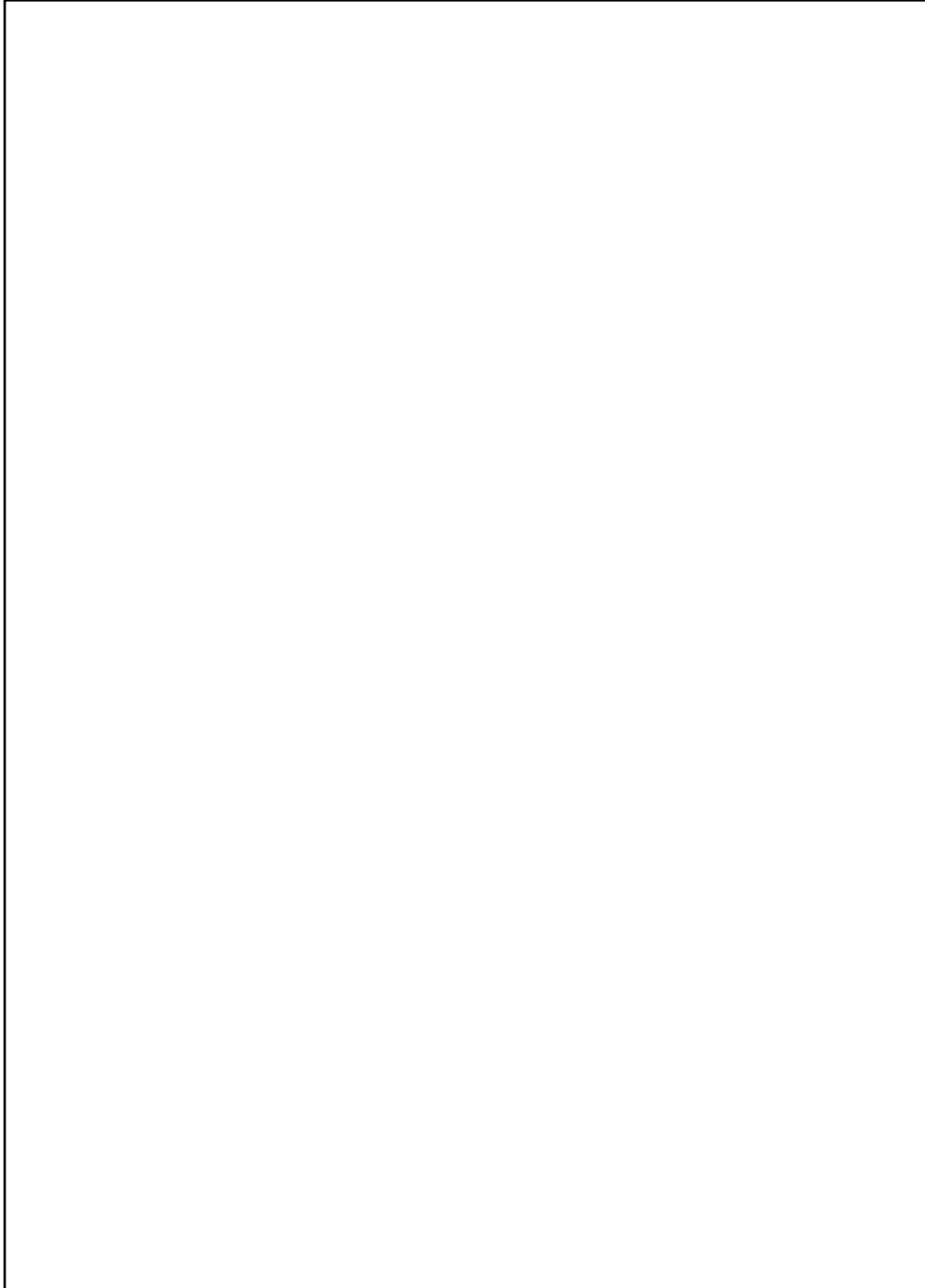
Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

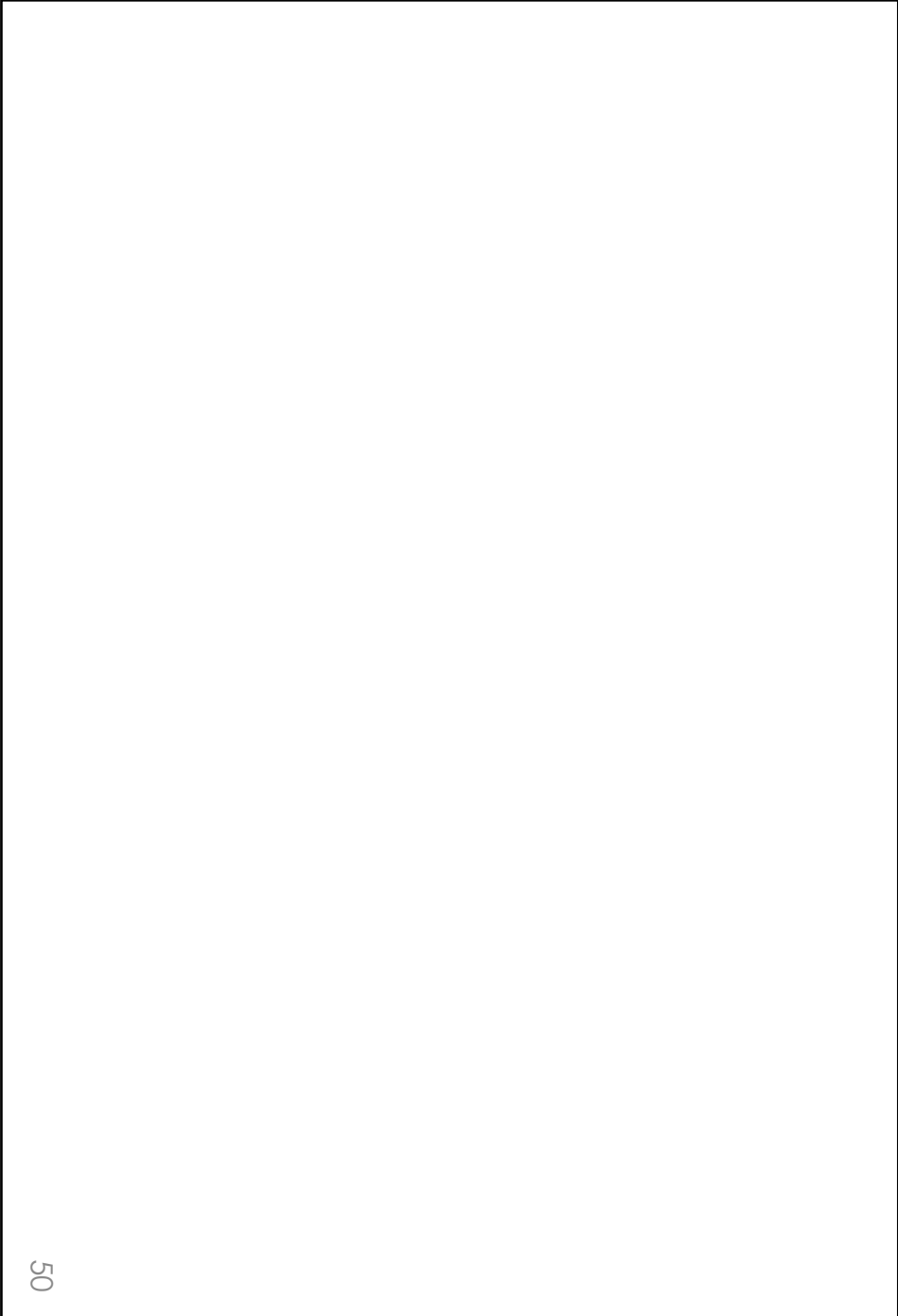
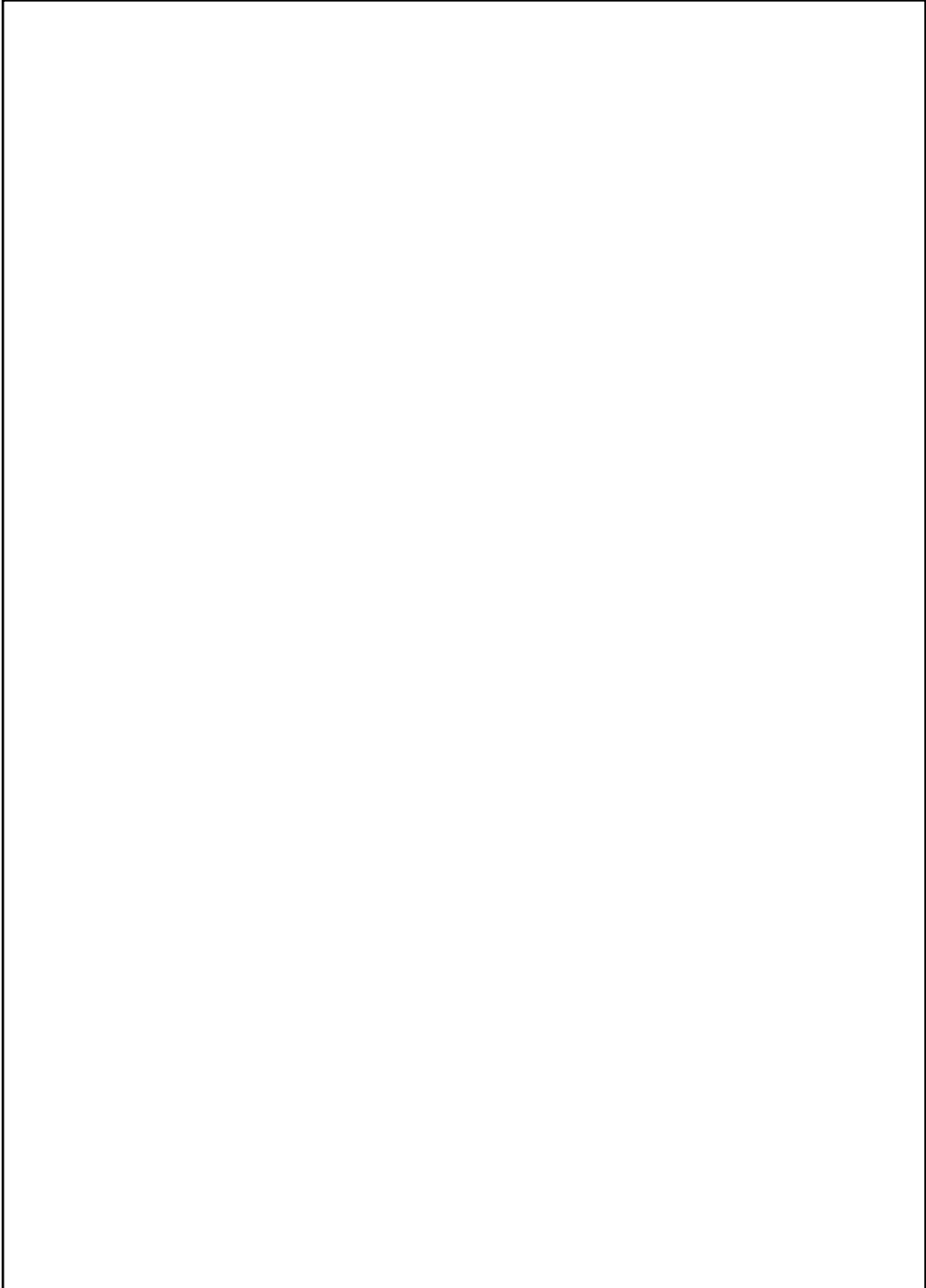


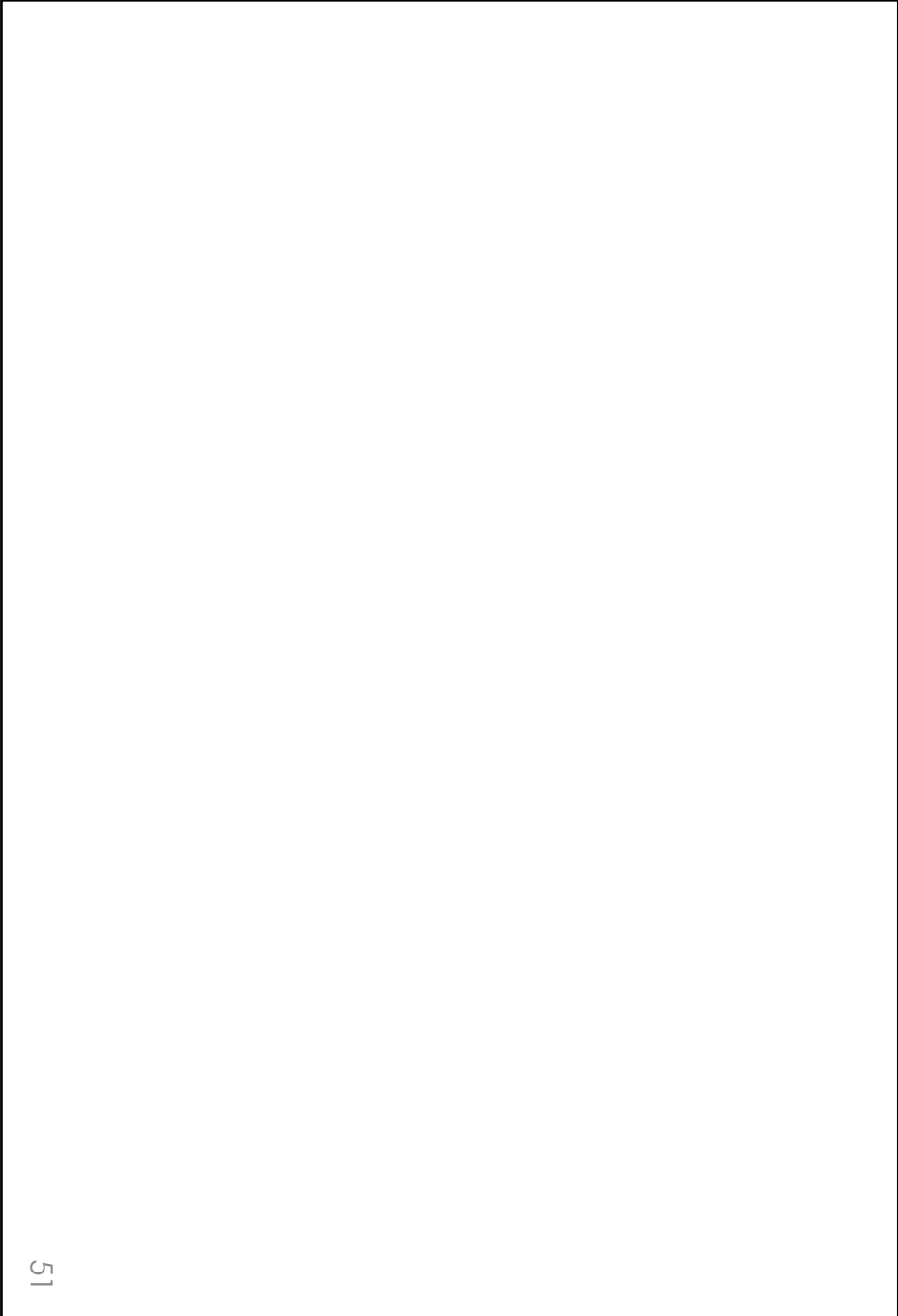
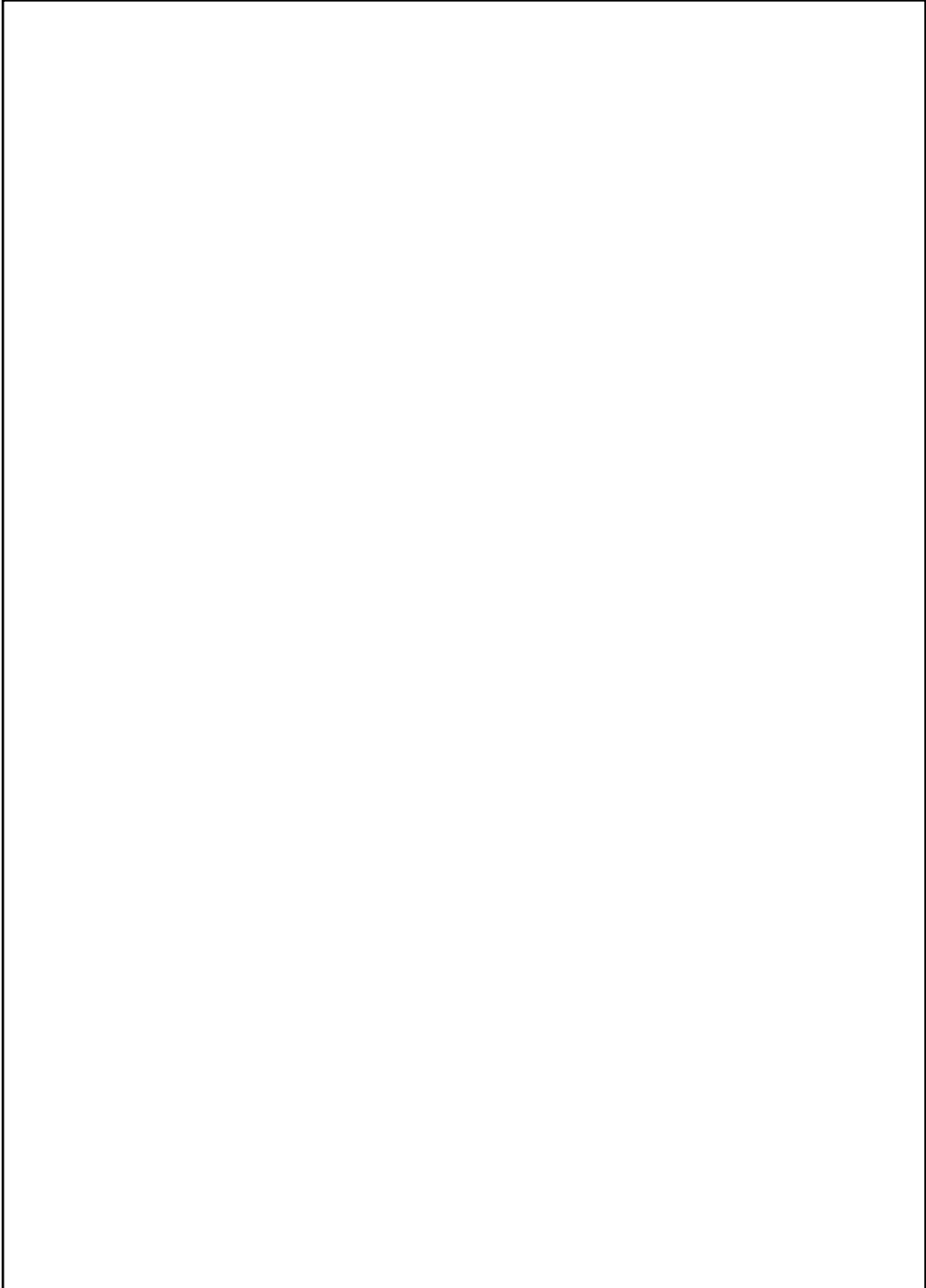
**Flow-sprays** are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

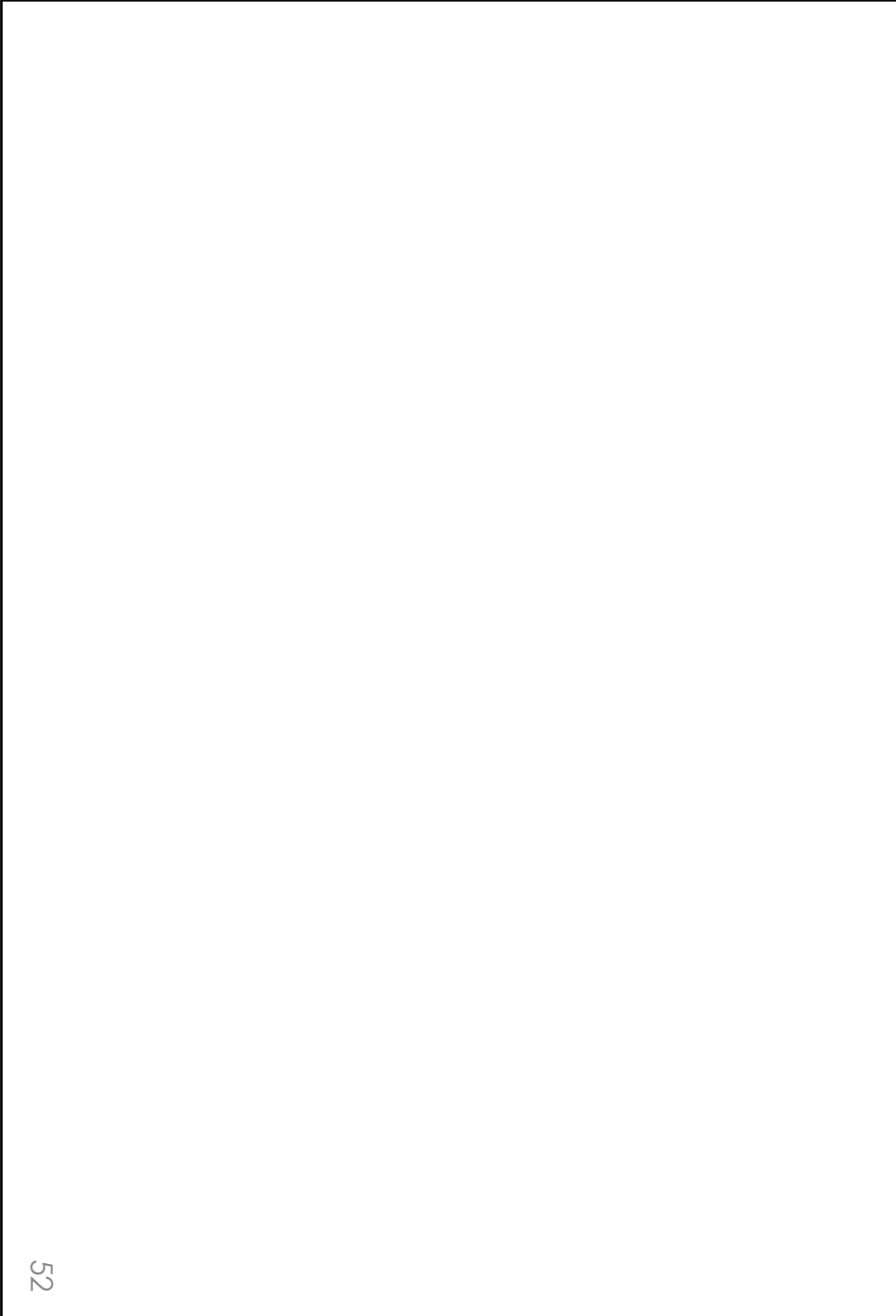
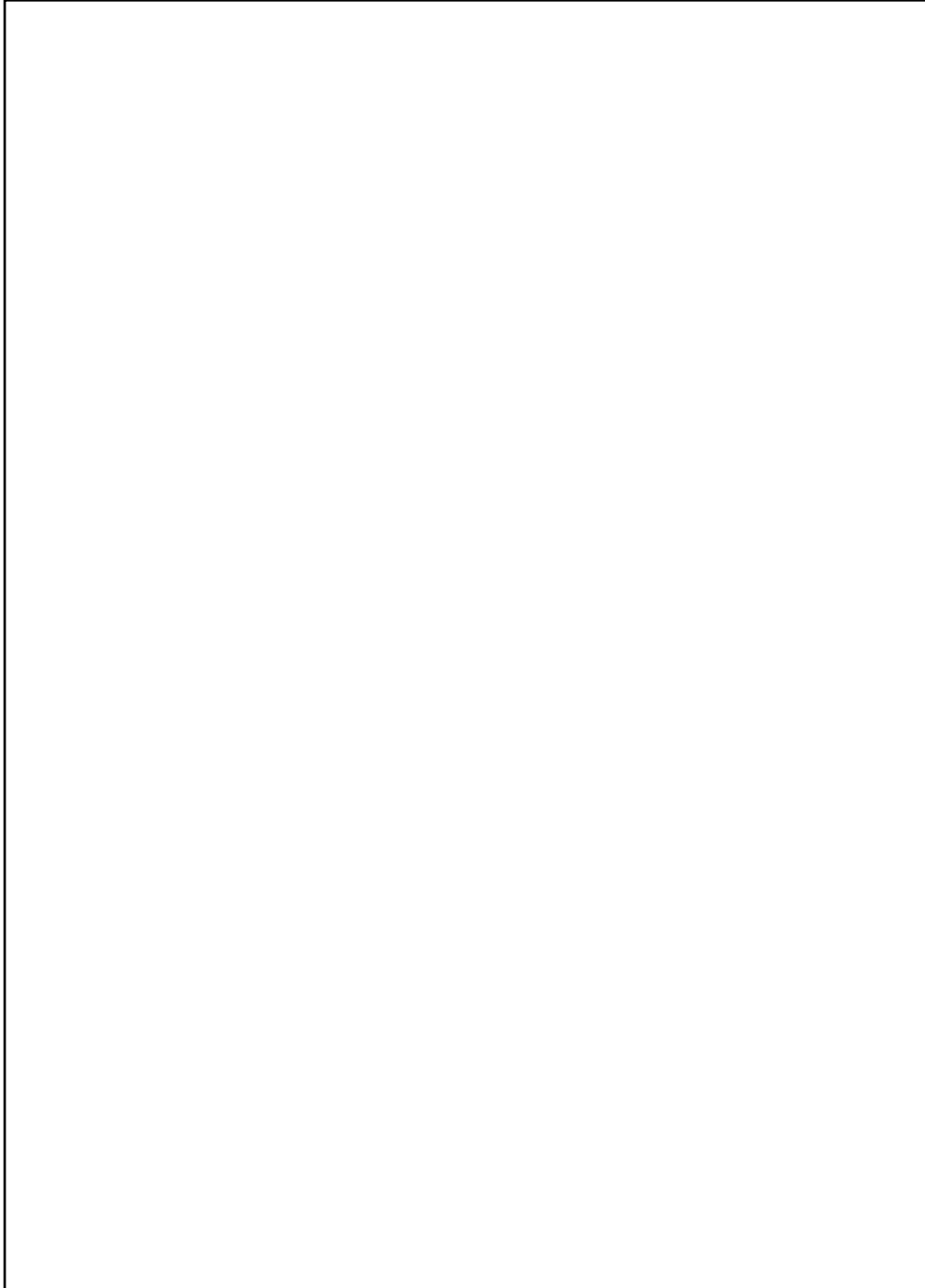


**Fishbone diagrams** are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

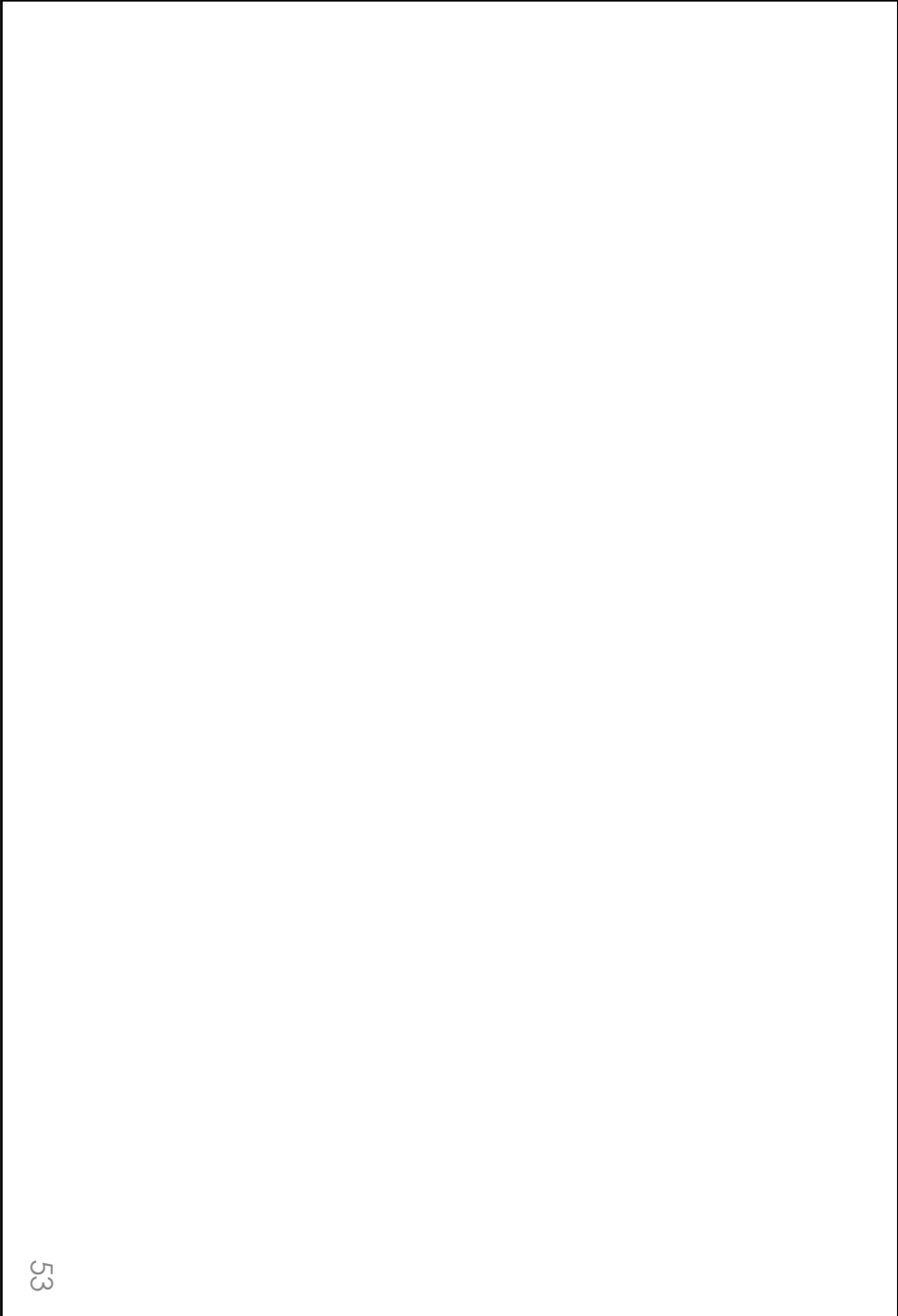
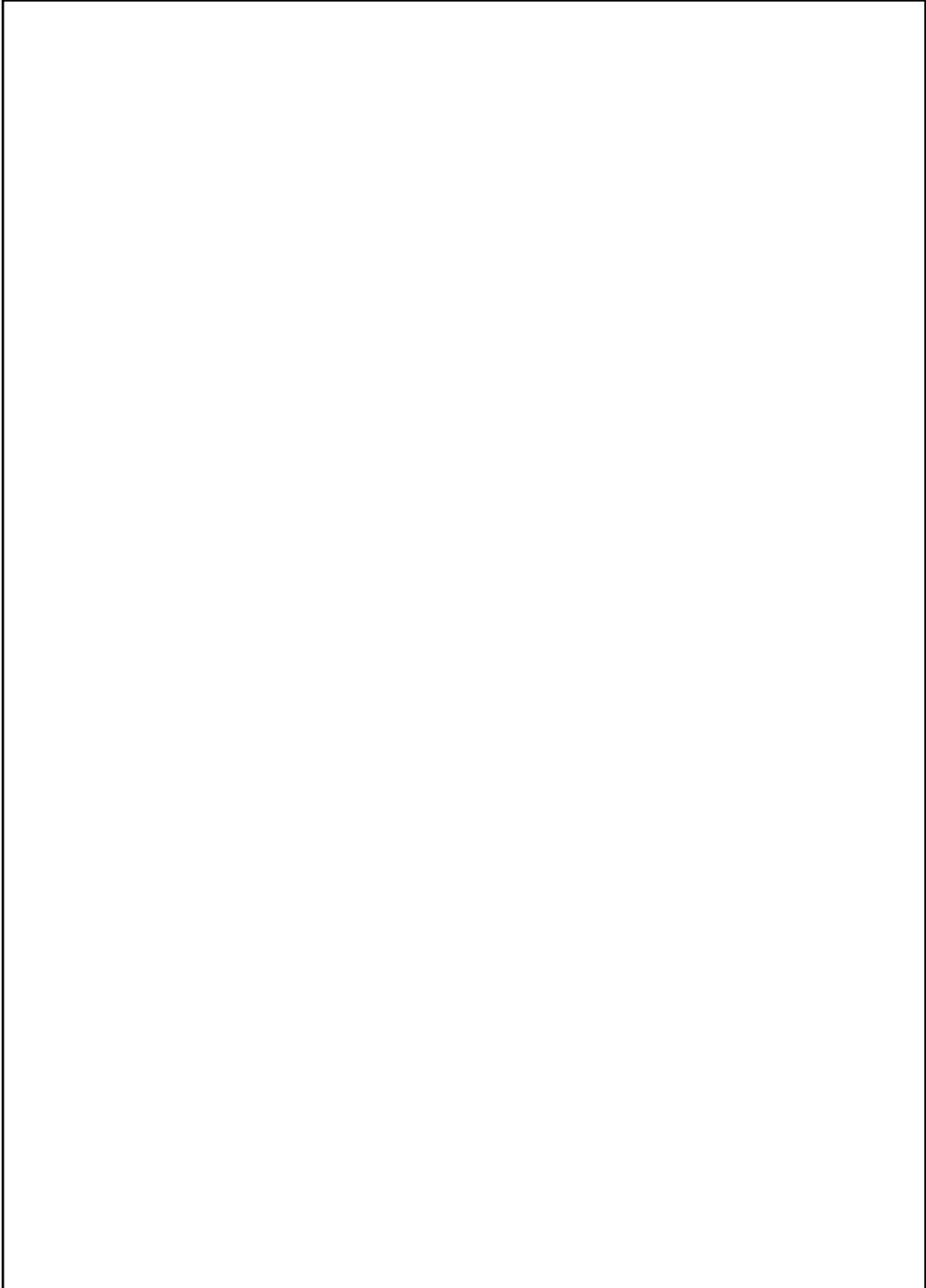


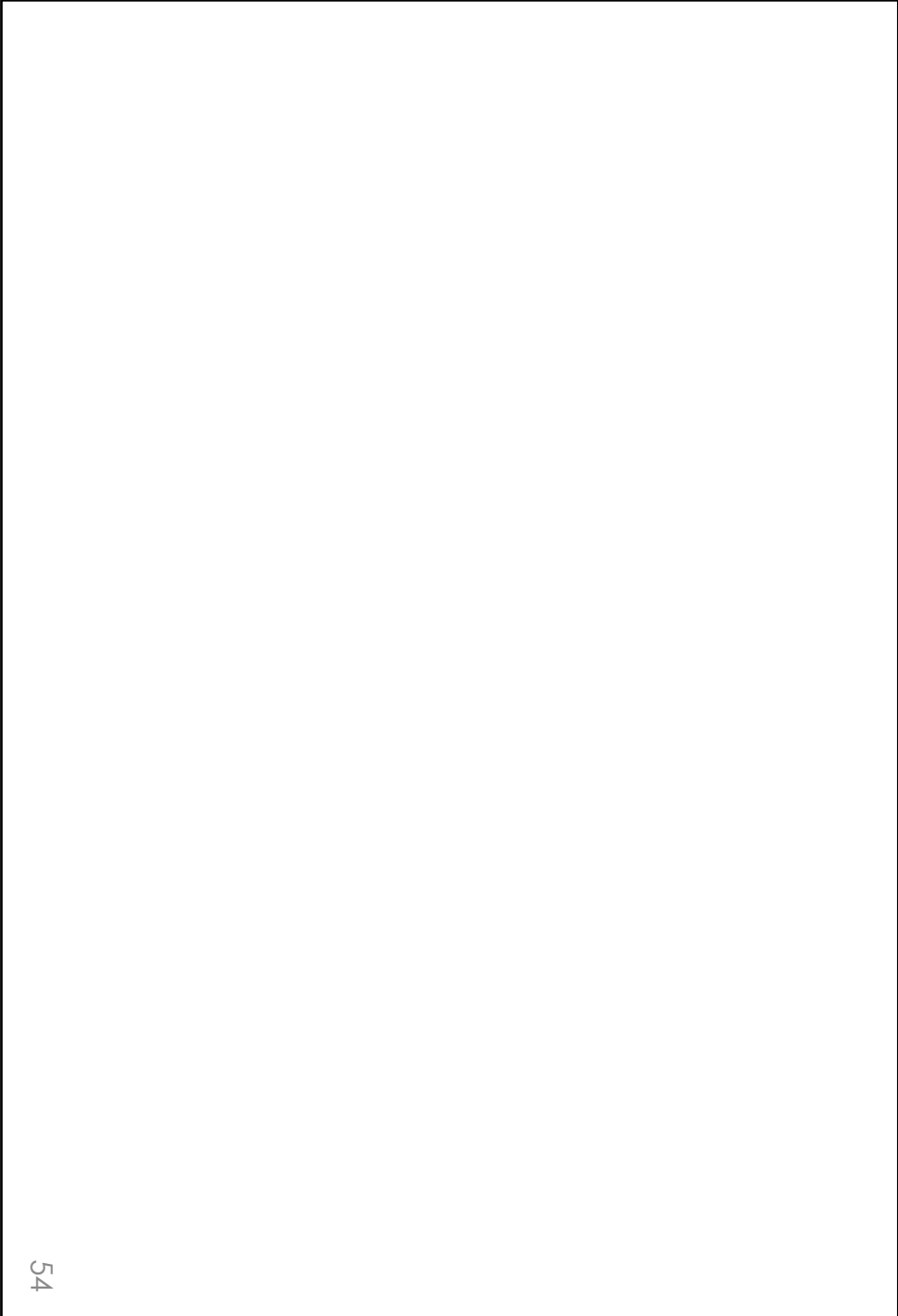
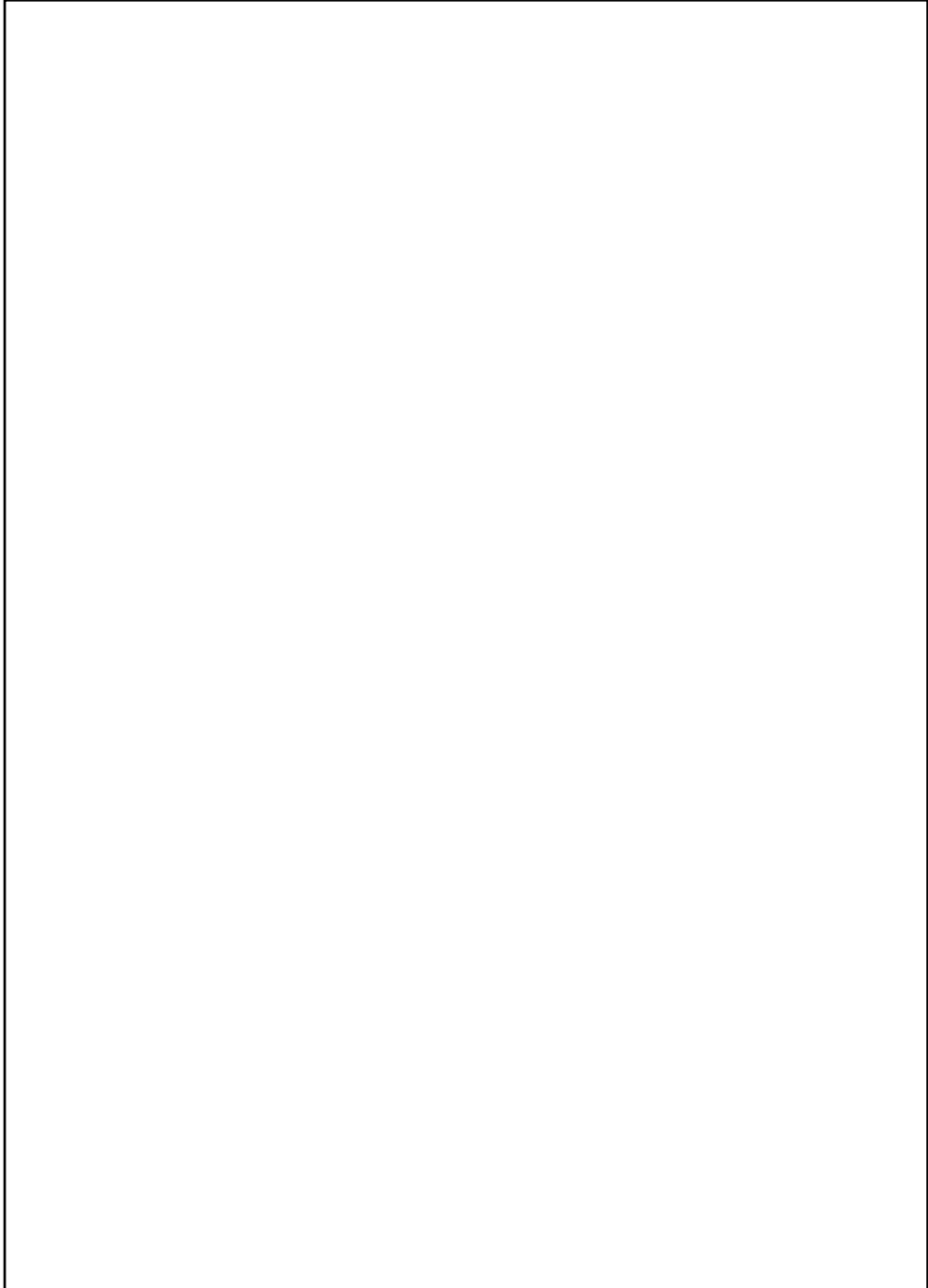












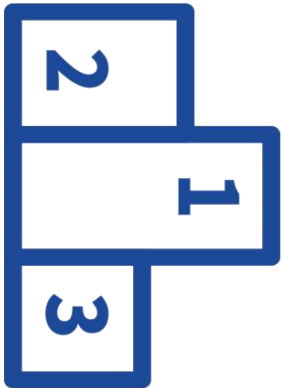
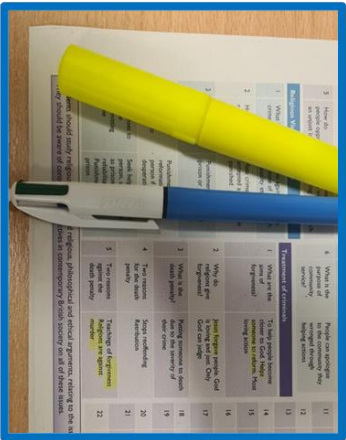
Independent Learning: How to 4 – Shrink It



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



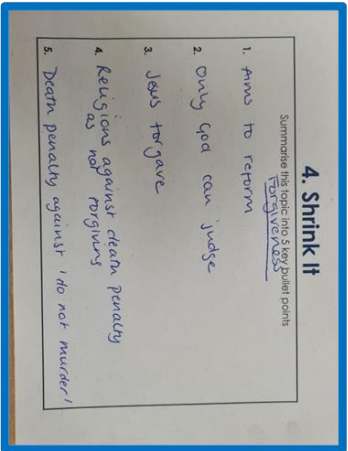
2. **Highlight** (or underline) the things you think are most important



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



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



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

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

**Shrink It**

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

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

**Shrink It**

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

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

**Shrink It**

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

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

**Shrink It**

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

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



# 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?

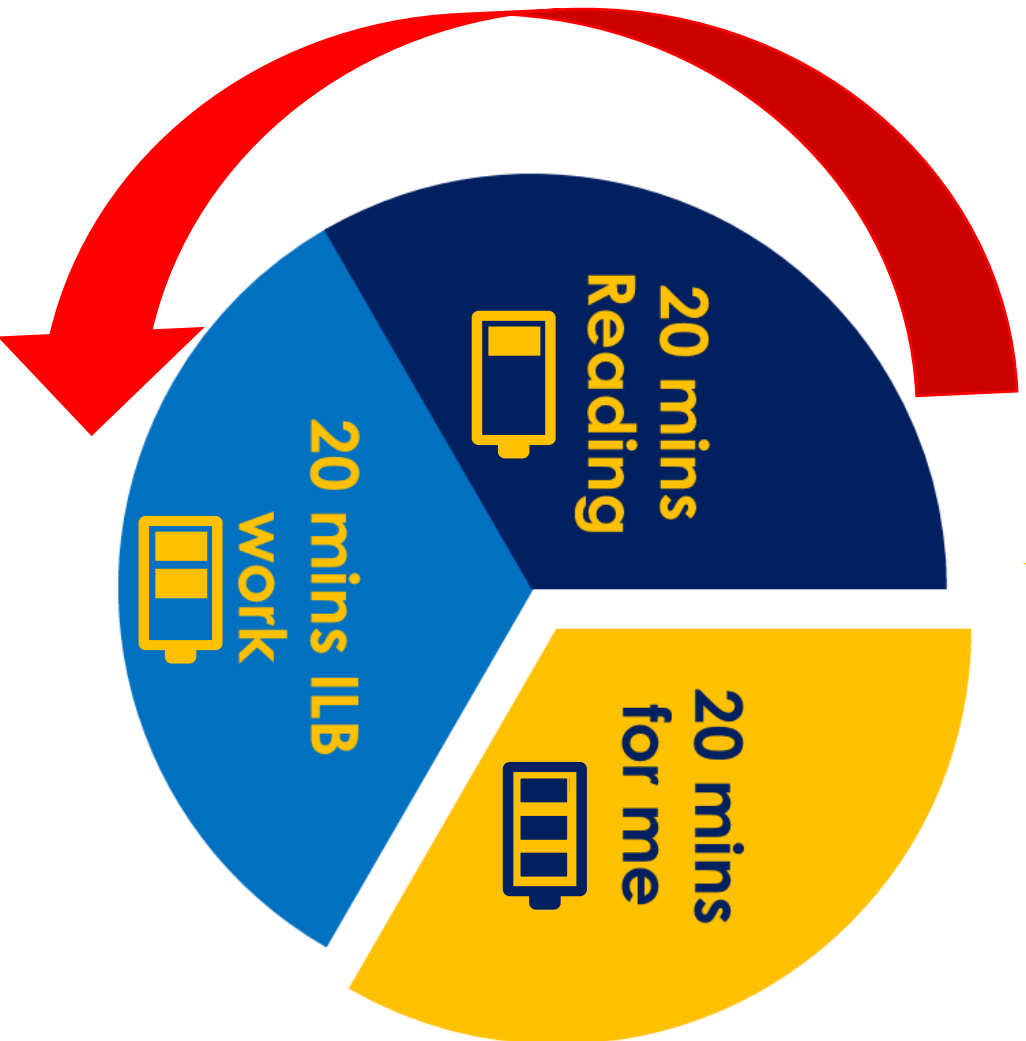
What emotions did I experience during the task?

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