Year 9

KNOWLEDGEABLE AND EXPERT LEARNERS

- Self Quizzing
- Flash Cards
- Mind Maps
- Brain Dumps

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INDEPENDENT LEARNING BOOKLET

NAME: ....

TUTOR GROUP: ....

CONTENTS

- Using Class Charts Instructions
- Accessing SENECA
- Independent Learning log
- Mind Map instructions
- Subject Knowledge Organisers

You will need an A4 application booklet.

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 EXPECTATIONS AND REWARDS:
- You should complete 1 task per day, 5 days a week.
- The tasks will be set on Class Charts to help you keep track of what you need to do.
- You must bring your ILB and application book to school every day.
- You can choose the subject/topic you want to work on.
- Your tutor will check your ILB regularly to see how you are getting on.
- You will be rewarded for going above and beyond expectations.

SUBJECT KNOWLEDGE ORGANISERS CONTENTS

USING CLASS CHARTS

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.

Below, shows you how to log on and track your homework.

Logging in to Class Charts

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

Access code *

Your access code

Please enter the access code supplied by your teacher.

☑ Remember me

2. Click on the Log in button

LOG IN

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

Date of birth
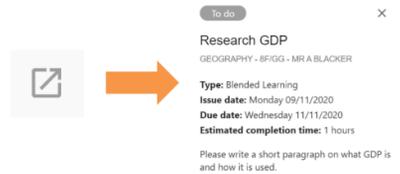
Please enter your date of birth below.

Date of Birth
12/06/2009

OK   CANCEL

Homework

- Select the homework tab on our account.
- This 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 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.
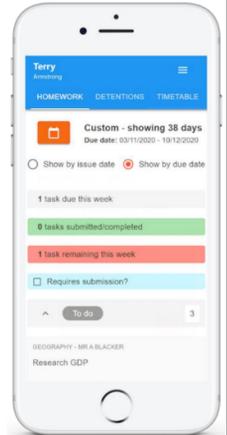
To view a homework task in more detail, click on the expand icon in the bottom right hand corner of the homework tile. A popup will appear that contains the a description of the homework task, the estimated completion time and any links or attachments that may have been included.

Research GDP

GEOGRAPHY · 8F/GG · MR A BLACKER

Type: Blended Learning
Issue date: Monday 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.

Keeping track of homework

To track your homework use the three banners above the homework status. This shows the the number of homework tasks that are due that week, how many of those tasks you have completed and how many tasks you still need to complete.

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

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

1 task due this week

0 tasks submitted/completed

1 task remaining this week

☐ Requires submission?

	Homework ↑↓	Teacher ↑↓	Lesson ↑↓	Issued ↑↓	Due ↑↓	Estimated time ↑↓	Type ↑↓	Feedback ↑↓
⇱	Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
⇱	Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
⇱	Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback

Homework attachment submissions

For certain homework tasks, you may be asked by your teacher to upload your work as an attachment. When viewing a homework task in more detail, you will see the Upload attachment button if your teacher is expecting your work to be uploaded. To submit a homework attachment, click on the Upload attachment button and select the files of your choice. Successfully uploaded files will then appear above the button
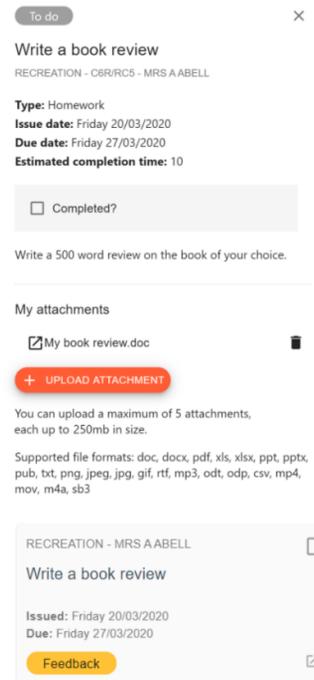
If your teacher leaves feedback on one of your homework attachments, you will see a Feedback icon appear on the associated homework task.

To view the feedback, click on the expand icon in the bottom right hand corner of the homework tile. Your teacher's feedback will appear directly below your homework attachment

To do   ✕

Write a book review

RECREATION · C6R/RC5 · MRS A ABELL

Type: Homework
Issue date: Friday 20/03/2020
Due date: Friday 27/03/2020
Estimated completion time: 10

☐ Completed?

Write a 500 word review on the book of your choice.

My attachments

📄 My book review.doc   🗑

➕ UPLOAD ATTACHMENT

You can upload a maximum of 5 attachments, each up to 250mb in size.

Supported file formats: doc, docx, pdf, xls, xlsx, ppt, pptx, pub, txt, png, jpeg, jpg, gif, rtf, mp3, odt, odp, csv, mp4, mov, m4a, sb3

RECREATION - MRS A ABELL   ☐

Write a book review

Issued: Friday 20/03/2020
Due: Friday 27/03/2020

Feedback

To do

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

Completed

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

Submitted late

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

Not submitted

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

Submitted

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

HOW TO ACCESS SENECA

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

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

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

Login | Sign up

3. Select 'Continue with Microsoft'.

Continue with Microsoft

4. Enter your school email and password.

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

If you need any help accessing SENECA please speak to your class teacher, or Miss Holmes.

SCAN HERE

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

INDEPENDENT LEARNING LOG
MIND MAPS

Expectation this ½ term: Mind maps
1. Create 1 Mind Map a Day

- This should be done once a day , for approximately 20 minutes.
- All your Mind Maps should be evidenced in your application booklet.
- Use this log to track how what subjects you have done (see example)

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
EXAMPLE:	English: KG1 & 2	Science: KG2 & 4	History: KG4 & 5	PSHCE: KG 1 & 2	Drama: KG 1 & 3
23/02/2026					
ILB CHECK (10 Mind Maps) 02/03/2026					
9/03/2026					
ILB CHECK (20 Mind Maps) 16/03/2026					
23/03/2026					

MIND MAPS - INSTRUCTIONS

1.

Identify knowledge

Select a topic you wish to cover.

Decide which type of mind map you are creating
- **Retrieval**: No material
- **Concept**: Material needed

2.

Topics & Subtopics

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

3.

Branch off

Branch of your subtopics with further detail.

E.g. Key terms, definitions, examples or descriptions.

Try not to fill the page with too much writing.

4.

Review

Is the information on your mind map accurate?

Green pen: Do you need to add anything?

Green pen: Do you need to correct anything?

5.

Revisit it

Use it to help you prioritise your revision; you can **RAG** rate it.

Use it to help you summarise the topic, or use your mind map to teach someone else a topic.

Programming Basics

Algorithm	Set of step-by-step rules or instructions to be followed in order to solve a problem.
Program	A computer program is a set of instructions that can be executed by a computer to perform a specific task.
Storing data User Input	Users can input data as a variable or a constant and store it.
Processing	Programs manipulate data with logical processes.
Printing data	Data can be output using the print statement in Python (Thonny).
Statement	A single instruction.

Programming Constructs

Sequence	A set of logical steps carried out in order.
Selection	Selection is a decision or question. We can do this in Python by using IF ELIF ELSE statements.
Count Controlled Iteration Looping	Repeatedly executes a section of code a fixed number of times FOR.
Condition Controlled Iteration Looping	Repeatedly executes a section of code until a condition is met - or no longer met WHILE.

Data Types

Integer	An integer is a whole number.
Real/Float	A real/float is a number with a fractional part.
Boolean	A Boolean has two possible values: True or False (Yes/No).
Character	A character is any single letter, number or symbol on a computer.
String	A string is used to represent text or a sequence of characters.

Program Coding

Comment # (hashtag)	Annotation in the code of a computer program.
Len	Counting how many characters there are in a string.
Indentation	Denotes code within the loop that is repeated.
Nesting	A programming construct is included within another.
Concatenate	Concatenating means to join or combine things together when printing in Python. We can do this by using the + sign.
Syntax Error	A syntax error is when you make mistakes with the code, this could be misspelt words or missing speech marks and brackets.

Key Vocabulary

Calculation symbols	+ Addition - Subtraction • Multiplication / Division ** Exponentiation
Types of Division Modulus MOD Whole Number Division DIV	/ Real 5/2=2.5 // Integer 5//2=2 (DIV) % Remainder 5%2=1 (MOD)
Comparison IF or WHILE	== Is equal to != Not equal to > Greater than < Less than
Variable	A variable is a store of data/information or a memory location that has a name. The value of a variable can be changed whilst the program is running.
Constant	A constant is a store of data/information or a memory location that has a name. The value of a constant cannot be changed whilst the program is running, it can only be changed whilst writing your program.
Indexing	Indexing means finding the position of a character in a string.
Elements	Elements are individual characters in a string.

Key Vocabulary

1	**HTML** (Hypertext Markup Language) Used to create the actual content of the page, such as written text, tables and images. It uses **tags** to split the content into separate blocks.
2	**CSS** (Cascade Styling Sheets) • CSS explains how the blocks of HTML should be displayed on the screen. • CSS reduces time spent developing a website, as you can style many pages in one go, and keep a consistent feel across the website. • CSS can even help you design a responsive website, meaning it can be adapted to suit different devices.
3	**HTML Tag** HTML tags are the hidden keywords within a web page that define how your web browser must format and display the content. *Most* tags must have **two** parts, an **opening** and a **closing** part. ... Note that the closing tag has the same text as the opening tag, but has an additional forward-slash (/) character.

You can find a full HTML tutorial here:
https://www.w3schools.com/html/

w3schools.com

HTML Syntax

1	**Structure of an HTML page**
	
	```<!DOCTYPE html>```
	```<html>```
	` <head>`
	`  <title>Title goes here</title>`
	`  <link rel="stylesheet" type="text/css" href="mystyles.css">`
	` </head>`
	` <body>`
	`   Main content goes here`
	` </body>`
	```</html>```

2	**Headings**
	
	`<h1>Heading 1</h1>`
	`<h2>Heading 2</h2>`

3	**Paragraphs** `<p>Paragraph Text</p>`
4	**Images** `<img src="pic.jpg">`
5	**Hyperlink** `<a href="page.html">Link Text</a>`
6	**Line Break** ` `

HTML Syntax

7	**Tables**
	
	`<table>`
	` <tr>`
	`   <th>Header 1</th><th>Header 2</th>`
	` </tr>`
	
	` <tr>`
	`   <td>Hello</td><td>☺</td>`
	` </tr>`
	
	` <tr>`
	`   <td>more</td><td>text</td>`
	` </tr>`
	`</table>`

Header 1	Header 2
Hello	☺
more	text

HTML Syntax

8 Unordered List

```
<ul>
  <li>1st list item</li>
  <li>2nd list item</li>
  <li>3rd list item</li>
</ul>
```

9 Ordered List

```
<ol>
  <li>1st list item</li>
  <li>2nd list item</li>
  <li>3rd list item</li>
</ol>
```

You can find a full CSS tutorial here:

https://www.w3schools.com/css/

w3schools.com

Maroon #800000	Red #FF0000	Orange #FFA500	Yellow #FFFF00	Olive #808000
Purple #800080	Fuchsia #FF00FF	White #FFFFFF	Lime #00FF00	Green #008000
Navy #000080	Blue #0000FF	Aqua #00FFFF	Teal #008080	
Black #000000	Silver #C0C0C0	Gray #808080		

CSS Syntax

1 Styling the Body

```
body {
  background-color: cyan;
  color: black;
  margin: 0;
}
```

2 Styling Headings

```
h1 {
  text-align: center;
  color: red;
  margin-left: 20px;
  font-size: 50pt;
}
```

3 Styling Paragraphs

```
p {
  text-align: center;
  color: black;
  margin-left: 300px;
  margin-right: 300px;
  font-size: 17pt;
}
```

4 Images (rounded corner)

```
img {
  border-radius: 15%;
}
```

5 Styling Tables

```
table {
  margin-left:auto;
  margin-right:auto;
  width: 500px;
}

th {
  background-color: #ff0000;
  color: white;
}

td {
  text-align: center;
}
```

6 Styling Unordered List

```
ul {
  list-style-image: url('fries.png');
}

ul {
  background: #3399ff;
  padding: 20px;
}

ul li {
  background: #cce5ff;
  margin: 20px;
}
```

CSS Syntax

7 Styling an Ordered List

```
ol {
  list-style-type: lower-roman;
}

ol {
  background: #ff9999;
  padding: 20px;
}

ol li {
  background: #ffe5e5;
  padding: 5px;
  margin-left: 35px;
}
```

CSS Syntax

8 Styling an Unordered List to make a Navigation Bar

```
/* Unordered list styles */
.navbar ul {
  list-style-type: none;
  margin: 0;
  padding: 0;
  overflow: hidden;
  background-color: #333333;
  position: fixed;
  top: 0;
  width: 100%;
}
/* List item styles */
.navbar li {
  float: left;
}
/* List item hyperlink styles */
.navbar li a {
  display: block;
  color: yellow;
  text-align: center;
  padding: 14px 16px;
  text-decoration: none;
}
/* List item hyperlink hover styles */
.navbar li a:hover {
  background-color: white;
  color: black;
}
```

1. Material Properties

1	Malleable	Can be pressed or hammered into shape
2	Corrosion resistant	Resists oxidization or moisture
3	Ductile	Able to be stretched into wire
4	Hard	Resists scratching

2. Materials; Metals

1	Ferrous metal	A ferrous metal is a metal that DOES contain IRON. Ferrous metals tend to rust and are magnetic Examples include; Iron and Steel
2	Non Ferrous metals	A non ferrous metal DOES NOT contain IRON. Examples include; Aluminium and Copper
3	Alloy	An alloy is a combination of 2 or more metals mixed together to give an existing metal better properties Examples include; Solder, Brass and Bronze

3. Materials; Manufactured Boards

1	Plywood	Strong thin wooden board consisting of two or more layers glued and pressed together with the direction of the grain alternating.

4. Electronic Components

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

5. Tools & equipment

1	Soldering Iron	An electrical tool which applies heat, melting solder allowing you to join metals together.
2	Wire Cutters	Hand held tool used to cut through wires or cables
3	Wire Strippers	A hand-held tool designed to remove insulation from electrical wires.

6. 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

Key Vocabulary

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

| Sand down any finished plywood shapes (P80,P120,P240,P320,P400) | Know the black wire goes to the short leg on the LED. (Red – positive, Black – Negative) |

1. Knowledge is power

1	**Super foods**	Superfoods are foods that are thought to be very good for your health. They usually have lots of nutrients. These nutrients help your body stay healthy and fight off illness. Some Scientists believe that these foods have extra special benefits in boosting our immunity.
2	**Fast foods**	Fast food is a type of mass-produced food that is easy to access, efficient and tasty. Some are sold in restaurants or bought in stores with frozen, preheated or precooked ingredients. Many fast foods contain hidden fats, salt and sugars, so must be consumed occasionally, as a treat.
3	**Cooking Methods**	We cook food to make it safe, tasty and easier to digest. The way that we cook food has an impact on nutrients and some are better than other at retaining them. E.G steaming. Finding the best cooking methods to seal nutrients in is essential to reduce nutrient loss and maximise benefits
4	**Factors affecting food choices**	Many things effect the types of food that we choose to eat. Sometimes the type of food that we choose to eat can lead to an unbalanced and harmful diet. Availability, food access and cost can impact choice. Religious and environmental reasons can limit what we choose to buy.
5	**Eating Disorders**	An eating disorder is a serious mental health condition where a person develops an unhealthy relationship with food, eating, body shape, or weight. It can affect anyone — no matter their age, gender, or background.
6	**Nutrition in life stages**	There are many stage of life that humans experience. Each stage requires certain nutrients to do a job in the body. E.g. Toddlers require calcium for bone development.
7	**Exercise**	Required to burn off the foods we consume. Input v output should be equal for good health
8	**Animal Welfare**	Where animals are reared in a safe, happy and secure environment. They are not mistreated.

2. How to adapt a recipe

1	**Big Mac**	Mince choice, combining, moulding, shaping, cooking methods. Vegan/pescatarian options. Garnish development, leaves, vegetables, Sauces – mayo, chilli,
2	**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. More Fibre fuller for longer Shaping, moulding, securing, glazing, consistent sizing, even cooking. Use food probe
3	**KFC**	Type of potato: Sweet potato, white, new Fish/chicken: Salmon, Pollock, chicken, turkey Coating/seasoning: Cornflakes, rice krispies, bran flakes, paprika, oregano, chilli
4	**Cheesecake**	Type of biscuits: Gingernuts, digestives Filling flavour, Lemon, blueberry. decoration: lemon slices, blueberry cluster, chocolate decoration, strawberry fans, roses.
5	**Taco Bowls**	Using tortilla to make taco bowl. Seasoning, oiling and spice measuring on bowl and dips. Use of beans, lentils, protein.
6	**Curry**	Marinating, tenderising, use of authentic, traditional spices. Cooking techniques, temperature control, chicken. Appropriate vegetable selection
7	**Spring Roll**	Baking rather than deep frying to reduce fat content. Selection of vegetables as filling. Adding authentic spice selection.
8	**Pizza Bites**	Passata / pesto used to go towards 5 a day. Cheese grated to limit fat content. Grated carrot added and other vegetables. Aubergine / sweet potato used instead of bread

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. Not enough healthy red blood cells to carry enough oxygen around the body.
6	**Osteoporosis**	A condition caused by lack of calcium/vitamin D in the diet. It weakens bones making them fragile and more likely to break.
7	**Antioxidant**	Antioxidants are natural substances that help protect your body's cells from damage. Antioxidants act like protective shields that stop or reduce cell damage.
8	**Well-being**	Well-being is feeling well, feeling positive. Includes having good mental health and high self-esteem.
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	**Food Provenance**	Where food comes from, how it's produced, and how it gets to us. It's the journey food takes — from farm to fork.
13	**Battery Eggs**	come from hens kept in small wire cages, often in large, crowded sheds. Poor care and feed.

☐ 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?

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Techniques and Processes

1	**Block Printing**	The process of creating a printing block, applying a layer of ink with a 'brayer' and transferring a design onto paper or fabric.
2	**Free machine embroidery**	Using a free machine foot on the sewing machine to achieve free motion sewing which creates designs and patterns.
3	**Lamination**	The process of arranging various materials between layers of plastic and applying heat to seal together the layers and create an interesting design.
4	**Digital Repeat patterns**	An image which is repeated multiple times to create interesting patterns. Repeats are mirrored, aligned and repeated to create surface pattern.
5	**Hand drawn Repeats**	The process of creating a motif and repeating to create a block repeat design.

Key Vocabulary

1	**Typography**	Typography is the art and technique of arranging type to make written language legible, readable and appealing when displayed.
2	**Annotation**	Text accompanying images/practical work which explains, describes and justifies.
3	**Motif**	A motif is a recurring fragment, theme or pattern that appears in a work of art.
4	**Mixed Media**	Mixed media art refers to a visual art that combines a variety of media in a single artwork. For example, pencil, paint, collage, ink or fine liner etc.
5	**CAD**	Computer Aided Design is the use of a range of computer software to support the creative/design process of products.
6	**Repeat Reflect Rotate Half drop repeat**	Occurs multiple times A mirror image Move in a circle round an axis Staggering the repeat of an image along a vertical line
7	**Justification**	Presenting a reason, fact or opinion for your choices or actions
8	**Inspiration**	The process of being influenced or stimulated to do something creative

Tools and Equipment

1	**Laminator**	A machine used to provide protection and durability by sealing documents, pictures or materials between two layers of plastic.
2	**Brayer**	A 'roller' that applies a fine, evenly spread layer of ink to a printing block.

Contextual links/Key names

1	**Typography**	Typography and Textile Design are linked through their shared focus on pattern, communication and cultural expression. Surface pattern designers create repeating patterns that are applied to various products and surfaces like wallpaper, wrapping paper, clothing, upholstery, stationary, and much more.
2	**People Powered Press**	The People Powered Press are a community-based arts project in Saltaire. They operate one of the largest printing presses in the world and focus on engaging the local community in creative and collaborative printing projects. The PPP have a mission to make art accessible for everyone.
3	**Morag Myerscough**	Morag Myerscough is a London –based artist and designer. She creates vibrant, large-scale installations that transform public spaces. Her work is bold, colourful and geometric. She uses a lot of typography/lettering and uplifting words and phrases. She often collaborates with local communities to co-create site-specific installations in schools, hospitals, at festivals and in urban spaces.

3	**Template**	A guide used to accurately measure/cut a material
4	**Free machine foot**	A circular foot allowing free motion sewing in all directions
5	**Feed dogs**	Metal teeth like ridges which guide the fabric through the sewing machine. They must be down for FME.
6	**Cotton material**	Woven natural soft material which comes from the cotton plant

CONTEXT OF THE MUSICAL

- Everybody's Talking About Jamie is based on the real story of Jamie Campbell and his mother.
- At 15, Jamie asked a TV company to film his journey as he planned to wear a dress to his school prom, unsure how others would react but determined to be himself.
- The documentary aired on BBC Three in 2011, showing his courage and story.

THEMES

1	Identity	The story explores identity, as Jamie learns who he truly is and stays true to himself despite criticism from others. He expresses himself through Drag.
2	Relationships	The story shows many types of relationships, from supportive friendships like Jamie and Pritti, or Margaret and Ray, to more difficult family dynamics, especially between Jamie and his father.
3	Resilience	How Jamie uses the positivity of those that care and understand him, to power through the resistance of others and achieve his dreams.
4	Respecting Difference	Jamie is comfortable with being gay. He has confidence in this and therefore others accept and respect him.

Warm-up 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	A large muscle under the ribcage. When you breathe in, the diaphragm contracts and air is sucked into the lungs. The diaphragm relaxes when you release are and sound, so that the muscle is helping you to control the output of air.
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 difference 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.

KEY TERMS

1	Gay	A person who is attracted to people of the same gender.
2	Gender Identify	How someone feels about their own gender, such as feeling like a boy, a girl, both, or neither.
3	Drag Queen	A performer (usually a man, but not always) who dresses in exaggerated feminine clothes and makeup for entertainment.

MUSICAL THEATRE CONVENTIONS

1	Catchy Music	The music is usually in a popular style to entertain the audience.
2	Spoken dialogue	The speech and conversation in the performance.
3	Dance sequences	Musicals usually have big chorus numbers where people dance together.
4	Action songs	Songs which move the plot forward.
5	Ballads	Usually a slow, romantic or reflective song

DANCE PERFORMANCE SKILLS - DREAMS

1.D	DYNAMICS	How the movement is performed e.g. sharp, soft, heavy and having a variation to suit the dance.
2.R	RHYTHM AND TIMING	Picking out beats in music / Performing movements at the correct time as beat suggests or as other dancers are moving. "Being in time"
3.E	EXECUTION AND COMMITMENT	Making sure you finish off all your movements fully and fully immerse yourself into the mood and your character when performing.
4.A	AWARENESS OF SPACE	Having an awareness (knowing) of where other dancers are in relation to you , maintain formation and knowing the correct pathways to transition from one formation to another. Having An awareness (knowing) of set and props on stage. Important to prevent collisions.
5.M	MOVEMENT MEMORY	Being able to remember the movements choreographed without thinking or stalling.
6.S	STAMINA	Ability to keep going with high energy throughout rehearsal / performance without sowing fatigue.

Contextual Links :
Everybody's Talking about Jamie Trailer - https://www.youtube.com/watch?v=4m6-RJz5er0
Interview with Director - https://www.youtube.com/watch?v=arL-53zdDhE
Film trailer - https://www.youtube.com/watch?v=CpOa7w7xdfI

Poetry

1	'To My Coral Bones' Grace Nichols	This poem explores the importance of the poet's Caribbean heritage to her identity. It is about a Caribbean woman who incarnates the spirit of the islands and of the sea. She looks both inwards at the landscape and outwards at the scattered children of the diaspora.
2	'Papatuanuku' Hone Tuwhara	This poem explores the relationship between Maori (the indegnous people of New Zealand) and the land. It was written during the Land March in 1975 when Maori protested against the loss of their traditional rights and land.
3	'I, Too' Langston Hughes	This 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.
4	'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.
5	'Phenomenal Woman' Maya Angelou	Angelou 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	'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 Rupi Kaur's Milk & Honey collection which explores violence, loss, femininity and survival.
7	'Six O'clock News' Tom Leonard	This poem aims to make us think about our prejudices. The speaker reads the news in his regional Glaswegian accent and dialect to suggest that only Standard English/Received Pronunciation is taken seriously or seen as credible.
8	'Listen Mr Oxford Don' John Agard	This poem addresses the issue of language control and who has the authority to decide what is proper and improper English. Agard, speaking in non-standard and Standard English presents himself as a dangerous criminal "mugging the Queen's English."
9	'Search for My Tongue' Sujata Bhatt	The poet explores the internal conflict she feels about losing her Indian cultural identity, specifically her fear of forgetting her mother tongue in her adopted country, England.
10	'BFD or This City' Kirsty Taylor	This poem is about celebrating Bradford – the people, the places, the culture, the heritage and the language. Bradford is the City of Culture for 2025.
11	'Presents from my Aunts in Pakistan' Moniza Alvi	This poem tells the story of a teenage girl conflicted by her mixed-race identity: part English, part-Pakistani. Her aunts in Pakistan send her gifts that represent her feelings, both positive and negative, about the country she has left and the country in which she is living.
12	'The British (serves 60 million)' Benjamin Zephaniah	This poem is a tribute to the cultural diversity and evolution of the British people. The poet uses an extended metaphor of a recipe to describe the various ethnic groups that have shaped Britain's identity throughout its history.
13	'In This Place' Amanda Gorman	The poet takes the reader around the country, stopping in various cities to engage with recent tragedies and highlight the deeds of brave men and women. She celebrates the diversity of the nation and states it is not finished yet and that every place and person has a song/poem to write.

Common Themes

1	Prejudice	5	Language
2	Racism	6	Power
3	Feminism	7	Identity
4	Culture	8	Diversity

Key Poetic Methods:

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	Free Verse	Poetry that does not rhyme or have a regular rhythm.
3	Enjambment	The continuation of a sentence or a phrase from one line of poetry to the next.
4	Tone	The attitude a writer expresses towards a subject.
5	Phonetic Spelling	When words are spelled how they sound so it copies the way something sounds when it's said out loud
6	Anaphora	The repetition of a phrase at the start of successive sentences/clauses.
7	Indent	When a writer leaves a visual space to the left or the write of the text
8	Footnote	Additional information added to the bottom of a text that is not included in the main writing.

Key Vocabulary:

1	Culture	The values, beliefs, systems of language, communication, and practices that people share in common and that can be used to define them as a group
2	Diversity	A range of different qualities, ideas and beliefs.
3	Identity	How we see ourselves in the world and the qualities that make a person who they are.
4	Feminism	A belief in equality between men and women.
5	Dialect	A particular form of a language which is peculiar to a specific region or social group.
6	Accent	The way words are pronounced based on where you come from, e.g. the UK has lots of regional accents such as Mancunian, Geordie, Glaswegian.
7	Spoken Word Artist	A person who performs their poetry out loud. They will often focus on how they pronounce words and where they put emphasis in words.
8	Dual Heritage	Having a family background in which parents come from two different countries, cultures, religions or ethnic groups.
9	Multiculturalism	The existence of multiple cultures in a single society.
10	Mother Tongue	The first language or native language of a speaker.

Present Tense

1	Je suis	I am
2	Je sors	I go out
3	Je fais	I do/make
4	Je vais	I go
5	Je joue	I play
6	Je prends	I take
7	Je rencontre	I meet
8	Je mange	I eat
9	Je bois	I drink
10	Je passe	I spend
11	Je travaille	I work
12	Je voyage	I travel
13	Je vois	I see
14	Je dors	I sleep
15	c'est	it's

Il y a

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

Perfect Tense

1	J'ai été	I have been
2	Je suis sorti(e)	I went out
3	J'ai fait	I did/made
4	je suis allé(e)	I went
5	J'ai joué	I played
6	J'ai pris	I took
7	J'ai rencontré	I met
8	J'ai mangé	I ate
9	J'ai bu	I drank
10	J'ai passé	I spent
11	J'ai travaillé	I worked
12	J'ai voyagé	I travelled
13	J'ai vu	I saw
14	J'ai dormi	I slept
15	c'était	it was

Imperfect Tense

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

Future Tense – I will…

1	Je serai	be
2	Je sortirai	go out
3	Je ferai	do
4	J'irai	go
5	Je jouerai	play
6	Je prendrai	take
7	Je rencontrerai	meet
8	Je mangerai	eat
9	Je boirai	drink
10	Je passerai	spend
11	Je travaillerai	work
12	Je voyagerai	travel
13	Je verrai	see
14	Je dormirai	sleep
15	ce sera	it will be

Conditional Tense – I would like to…

1	Je voudrais être	be
2	Je voudrais sortir	go out
3	Je voudrais faire	do
4	Je voudrais aller	go
5	Je voudrais jouer	play
6	Je voudrais prendre	take
7	Je voudrais rencontrer	meet
8	Je voudrais manger	eat
9	Je voudrais boire	drink
10	Je voudrais passer	spend
11	Je voudrais travailler	work
12	Je voudrais voyager	travel
13	Je voudrais voir	see
14	Je voudrais dormir	sleep
15	ce serait	it would

Structures with infinitives

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

Sentence Starters

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

Signposting Time Frames

1	l'année dernière	last year
2	la semaine dernière	last week
3	de bonne heure	early
4	ce matin	this morning
5	cet après-midi	this afternoon
6	ce soir	this evening
7	la semaine prochaine	next week
8	l'année prochaine	next year
9	dans l'avenir	in the future

Fancy Phrases

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

Connectives

1	et	and
2	ou	or
3	où	where
4	parce que	because
5	car	because
6	mais	but
7	en revanche	however
8	de plus	furthermore

Frequency

1	tout le temps	all the time
2	de temps en temps	from time to time
3	une fois par semaine	once a week
4	deux fois par mois	twice a month
5	ne…jamais	never
6	d'abord	firstly
7	souvent	often
8	quelquefois	sometimes

Intensifiers

1	un peu	a bit
2	assez	quite
3	surtout	especially
4	vraiment	really
5	beaucoup	much/ a lot
6	en général	generally
7	carrément	totally
8	plutôt	rather

Adjectives

1	célèbre	famous
2	rapide	quick
3	passionnant	exciting
4	sain	healthy
5	malsain	unhealthy
6	bien-payé	well-paid
7	fatigant	tiring
8	cher	expensive

Describe Myself and Others

1	beau/belle	handsome/beautiful
2	joli/jolie	pretty
3	vieux/vieille	old
4	heureux/heureuse	happy
5	travailleur/travailleuse	hardworking
6	lunatique	moody
7	égoïste	selfish
8	pénible	annoying/a pain
9	affreux/affreuse	awful
10	marrant/marrante	funny
11	drôle	funny
12	malade	ill

Subject: Geography	Topic: South West China	Year Group: 9	BECKFOOT SCHOOL enjoylearnsucceed

A. China overview

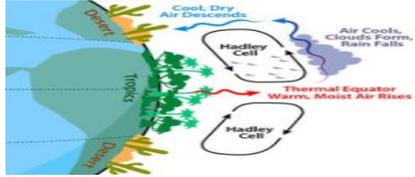| 1.	Location	China is in East Asia and is the fourth largest country in the world. It is located south of Russia and Northeast of India.

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 Taklaman Desert

1.	Location	The Taklamakan 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 Taklamakan 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 Baxtrain 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 2nd 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.

Present Tense

1	ich gehe	I go
2	ich fahre	I travel
3	ich lese	I read
4	ich mache	I do/make
5	ich wohne	I live
6	ich sehe	I see
7	ich verdiene	I earn
8	ich studiere	I study
9	ich höre	I listen
10	ich kaufe	I buy
11	ich schlafe	I sleep
12	ich esse	I eat
13	ich bleibe	I stay
14	ich schwimme	I swim

There is

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

Past Tense

1	ich bin gegangen	I went
2	ich bin gefahren	I travelled
3	ich habe gelesen	I read
4	ich habe gemacht	I did/made
5	ich habe gewohnt	I lived
6	ich habe gesehen	I saw
7	ich habe verdient	I earned
8	ich habe studiert	I studied
9	ich habe gehört	I listened
10	ich habe gekauft	I bought
11	ich habe geschlafen	I slept
12	ich habe gegessen	I ate
13	ich bin geblieben	I stayed
14	ich bin geschwommen	I swam

Imperfect Tense

1	ich war	I was/I used to be
2	ich hatte	I had/I used to have
3	es war	It was
4	ich konnte	I could
5	ich durfte	I was allowed

Future Tense – I will…

1	Ich werde gehen	go
2	Ich werde fahren	travel
3	Ich werde lesen	read
4	Ich werde machen	do/make
5	Ich werde wohnen	live
6	Ich werde sehen	see
7	Ich werde verdienen	earn
8	Ich werde studieren	study
9	Ich werde hören	listen
10	Ich werde kaufen	buy
11	Ich werde schlafen	sleep
12	Ich werde essen	eat
13	ich werde bleiben	stay
14	ich werde schwimmen	swim

Modal Verbs

1	man muss + infinitive	you must …
2	man darf + infinitive	you are allowed …
3	man kann + infinitive	you can …
4	man soll + infinitive	you should …

Conditional Tense – I would like to…

1	Ich möchte gehen	go
2	Ich möchte fahren	travel
3	Ich möchte lesen	read
4	Ich möchte machen	do/make
5	Ich möchte wohnen	live
6	Ich möchte sehen	see
7	Ich möchte verdienen	earn
8	Ich möchte studieren	study
9	Ich möchte hören	listen
10	Ich möchte kaufen	buy
11	Ich möchte schlafen	sleep
12	Ich möchte essen	eat
13	ich möchte bleiben	stay
14	ich möchte schwimmen	swim

Connectives

1	auch	also
2	oder	or
3	mit	with
4	ohne	without
5	weil	because
6	jedoch	however

Sentence Starters

1	Meiner Ansicht nach	in my opinion
2	Meiner Meinung nach	in my opinion
3	Ich würde sagen, dass	I would say that

Signposting Time Frames

1	letztes Jahr	last year
2	letzte Woche	last week
3	gestern	yesterday
4	normalerweise	normally
6	heute	today
7	nächste Woche	next week
8	nächstes Jahr	next year
9	in der Zukunft	in the future

Comparatives & Superlatives

1	besser/beste	better/best
2	reicher/reichste	richer/richest
3	größer/größte	bigger/biggest
4	älter/älteste	older/oldest
5	kleiner/kleinste	smaller/smallest
6	jünger/jüngste	younger/youngest

Question Words

1	wer	who
2	was	what
3	wann	when
4	wo	where
5	warum	why
6	wie	how
7	wie viel	how much

Frequency

1	immer	always
2	ab und zu	now and then
3	oft	often
4	zuerst	first of all
5	einmal pro Woche	once a week
6	nie	never
7	manchmal	sometimes
8	zweimal pro Jahr	twice a year
9	seit	since/for
10	jetzt	now

Intensifiers

1	viele	many
2	zu	too
3	extrem	extremely
4	ziemlich	quite
5	sehr	very
6	nicht	not
7	nur	only

Adjectives

1	behrühmt	famous
2	bescheiden	modest
3	erfolgreich	successful
4	reich	rich
5	glücklich	happy
10	sauber	clean
11	stark	strong
12	unterhaltsam	entertaining
13	altmodisch	old fashioned
14	kitschig	corny
16	gemein	mean
17	neu	new
18	einfach	easy
22	streng	strict
24	bunt	colourful

Prepositions

2	unter	under
3	auf	on
4	zwischen	between
5	vor	in front of
6	hinter	behind
7	neben	next to
8	gegenüber	opposite
9	mit	with

Fancy Phrases

1	Das hat Spaß gemacht / Das wird Spaß machen	That was fun / That will be fun
2	Es hat sich gelohnt	It was worth it
3	Ich freue mich darauf!	I am looking forward to it
4	Ich habe es toll gefunden	I found it great

1. What was China like before communism?

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

3. Who was Mao?

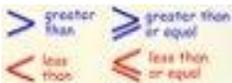| 1	Who?	Mao Zedong was the founding leader of Communist China.
2	Why was he important?	1. Led the Communists through the Civil War. 2. Led the PRC to early successes due to land reform. 3. Pushed for the 'Great Leap Forward' which ended in disaster. 4. Pushed for the 'Cultural Revolution' which saw unrest in China.
3	Impact?	• To begin with he improved the lives of millions of Chinese people via land reform. • Became paranoid as he came more powerful and refused to listen to criticism. • This led to various bad decisions that cost millions of lives.

2. How did the CCP win the civil war?

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

4. How did Communism change China?

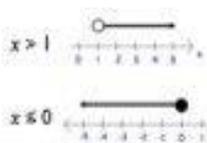| 1	Politically	The CCP took control of China. People could only vote for the CCP. Criticism was dealt with harshly.
2	Economically	Land and property was controlled by the government.
3	Socially	Women were seen as more equal to men. Many women began working in stereotypically male jobs.
4	For the better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

Key Vocabulary

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

Key Individuals/Organisations

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

Algebra – Inequalities

1	Understanding in equality signs	> greater than ≥ greater than or equal < less than ≤ less than or equal
2	Representing inequalities on a number line	$x > 1$; $x \leq 0$
3	Quadratic Inequalities	You should get **two pairs of solutions** Graphically, you should have **two points of intersection**

Number - Decimals

1	Rounding	1 ← 1.1 1.2 1.3 1.4 ‖ 1.5 1.6 1.7 1.8 1.9 → 2 If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number. If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number. 1.1 ← 1.11 1.12 1.13 1.14 ‖ 1.15 1.16 1.17 1.18 1.19 → 1.2 If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth. If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth.
2	Multiplying decimals	3 . 4 5 × 3 = 1 0 . 3 5 3.21 × 3 = 9.63

Geometry and Measures - Pythagoras

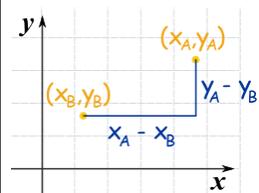| 1	Finding the hypotenuse (longest side) $a^2 + b^2 = c^2$	$a^2 + b^2 = c^2$ $3^2 + 4^2 = 25$ $\sqrt{25} = 5$
2	Finding a shorter side	$a^2 = c^2 - b^2$
3	Find the distance between two points	(x_A, y_A), (x_B, y_B), $y_A - y_B$, $x_A - x_B$

Statistics – Statistical Measures

1	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	Half-Way through the Frequency is (18 + 1) /2 = 9.5 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. The 9.5th position occurs during the 8-11 Interval. In this Interval we pass through 9.5 on the way to reaching 13. The Median Class is 8-11
2	Mean for grouped data – find the midpoint of the data multiply it by the frequency.	Cappuccinos, Freq, Interval Midpoint, Freq x Midpt: 0-3, 2, 1.5, 2 x 1.5 = 3; 4-7, 3, 5.5, 3 x 5.5 = 16.5; 8-11, 8, 9.5, 8 x 9.5 = 76; 12-15, 3, 13.5, 3 x 13.5 = 40.5; 16-19, 2, 17.5, 2 x 17.5 = 35; TOTALS 18, 171. MEAN Average = Total of (Freq x Midpt) / Total Frequency = 171 / 18 = 10 cappuccinos per hour
4	IQR = UQ – LQ (Interquartile range = Upper quartile – Lower Quartle)	UQ = 75% LQ = 25% $IQR = Q_3 - Q_1$ $23, 25, 28, 28, 32, 33, 35$ $IQR = 33 - 25$

Key Vocabulary

1	Hypotenuse	The longest side of a triangle which is located opposite the right angle
3	Locus	A **locus** 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 **quartile** is **defined** as a group of values and/or means that divide a data set into quarters, or groups of four

1. Disco

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

2. Electronic Dance Music (EDM)

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

3. Grime

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

4. Musical characteristics

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

5. Music technology

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

6. Key Vocab Musical elements

1	Melody	The main tune, played on instruments or sung.
2	Chords	Two or more notes played at once.
3	Bass line	The lowest part in music, provides the harmonic structure of the music.
4	Riff	A repeated musical pattern used in Rock, Pop and Jazz.

7. Key vocab Song structure

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

Other musical styles linked to this: Garage, Hip-Hop, Soul, Funk, New Wave, Rock.

Knowledge Box 1

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

Knowledge Box 2

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

Knowledge Box 3

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

Knowledge Box 4

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

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

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

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Structure of the Atom

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

Models of the Atom through time

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

Nuclear Radiation

1	Structure	Alpha - Beta - Gamma -	- 2 Protons + 2 Neutrons / stopped by paper or few cm in air - High energy electron / stopped by thin metal or a metre in air - Electromagnetic wave / stopped by thick lead and concrete
2	Decay equation	Alpha – Beta – Gamma –	- Mass number -4 and Atomic number -2 - Mass number no change and Atomic number +1 - No change
3	Ionising power	Alpha – Beta – Gamma –	- Strongly ionising due to 2+ charge - Moderately ionising due to 1- charge - Weakly ionising due to no charge
4	Decay examples	Alpha – Beta –	$^{219}_{86}$ radon $\longrightarrow$ $^{215}_{84}$ polonium $+ ^{4}_{2}$ He $^{14}_{6}$ carbon $\longrightarrow$ $^{14}_{7}$ nitrogen $+ ^{0}_{-1}$ e

Key Vocabulary

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

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_2, water vapour, argon) | Others 1% Including: Argon 0.9%, Carbon Dioxide 0.03% other trace gases Oxygen 21% Nitrogen 78% |

Evolution of the Atmosphere

1	4.5 billion years ago	Lots of volcanic activity. Atmosphere mostly CO_2, water vapour condenses to form oceans. Volcanoes produce nitrogen which formed ammonia. CO_2 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.** $6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$ 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.	Long Wavelength Short Wavelength
2	**Shortwave solar radiation**	Goes from the **sun to the Earth** (through the atmosphere).
3	**Longwave radiation**	Is the **reflected** back from the Earth. Some of this radiation is **absorbed by GHG's** and re-emitted back to Earth. This causes Earth's surface

Climate Change

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

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 **whole environmental impact** of an object during its life (not just GHG's) This is split into 4 stages…	- Extracting and processing raw materials - Manufacturing and packaging - Use and reuse - Disposal of the product.
2	LCA's use value judgements	Although it is possible to quantify (put a numerical value to) aspects of an items lifecycle (e.g. use of resources, how much waste is produced). It is **not easy to quantify the effect** of the pollutants, value judgements are used.
3	Value judgements are subjective…	This means that manufacturers may use a selective LCA that only shows **some** of the impacts of the product on the environment. For value judgements to be reliable, they should be **peer-reviewed**

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	**Carbon monoxide**	Colourless, tasteless toxic gas that is difficult to detect.
2	**Acid rain**	Caused by sulphur dioxide and oxides of nitrogen. Damages plants and buildings.
3	**Soot and Global dimming**	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

The impact of media on relationships

1	**What are distorted expectations?**	Information that is incomplete, biased or just plain incorrect.
2	**Effects of viewing explicit materials on a relationship**	Exposure to explicit content can distort your thoughts and make you believe inappropriate things to be true. Most people would not like you to behave in many of the ways shown in explicit content, be it sexual, violent, racist, sexist, etc.

Types of relationships: healthy and unhealthy relationships

1	**Characteristics of a healthy relationship**	Respect, honesty, trust, good communication, not being scared of each other, equality

Managing relationships: Ending of friendships

1	**Why might a relationship come to an end?**	New people Changing interest Jealousy Poor communication One person giving more time than the other
2	**Emotionally mature ways to end a friendship**	Know that not all friendships are meant to be "forever." Don't forget the good parts. Appreciate the support system you still have. Don't be afraid to talk about it. Be realistic about your role in it. Set boundaries for yourself.

Misogyny and Misandry

1	**What is sexism**	When a person is treated unfairly or judged based on their sex
2	**How to challenge sexism**	Be critical of the media, report it
3	**How to protect yourself from sexism**	Have high self-worth and develop this, have high expectations of yourself and others

Family planning: Contraception

1	**What is contraception?**	Method or barrier to stop STI's and unwanted pregnancy's. Some females take it to support periods and hormone imbalances.
2	**Why do people use contraception?**	Not ready yet for a baby Medical concerns (physical or mental) Choice to be child free Sexual health It's a right and choice Prevent passing conditions Supporting heavy periods and hormonal imbalances Issues such as Acne
3	**What is consent?**	Permission for something to happen or agreement to do something.

Notes

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