June to July

Year 10

KNOWLEDGEABLE AND EXPERT LEARNERS

Self Quizzing

Flash Cards

Mind Maps

Brain Dumps

enjoy learn succeed

INDEPENDENT LEARNING BOOKLET

NAME: .....

TUTOR GROUP: .....

CONTENTS

- Using Class Charts Instructions
- Accessing SENECA
- Independent Learning log
- The Core 4 instructions
- Subject Knowledge Organisers

You will need an A4 application booklet.

HOMEWORK:

- Your teacher will set subject specific tasks, with a deadline, on Class Charts.
- You must complete and hand in the work by the deadline

INDEPENDENT LEARNING EXPECTATIONS AND REWARDS:

- You should complete 3 tasks throughout the week (20 minutes on each task)
- 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.

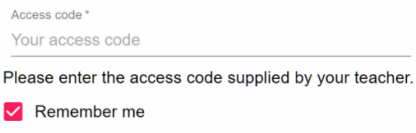
SUBJECT KNOWLEDGE ORGANISERS CONTENTS

USING CLASS CHARTS

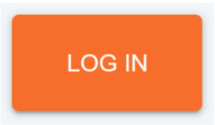
All of your homework will be set by your teachers using the Class Charts System.
You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
Below, shows you how to log on and track your homework.

Logging in to Class Charts

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



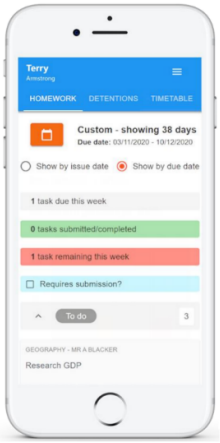
2. Click on the Log in button



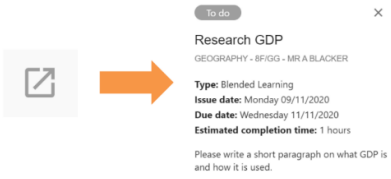
3. Enter your date of birth if prompted and click on the OK button

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.

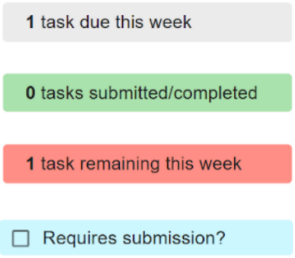


To view a homework task in more detail, click on the expand icon in the bottom right hand corner of the homework tile. A popup will appear that contains the a description of the homework task, the estimated completion time and any links or attachments that may have been included.



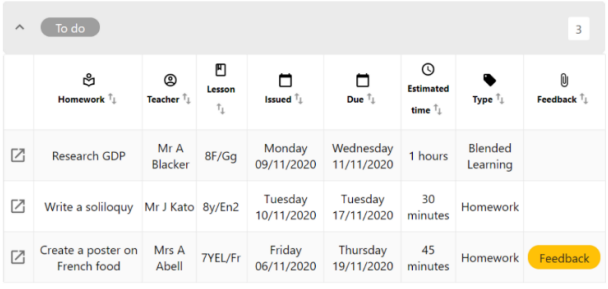
Keeping track of homework

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.



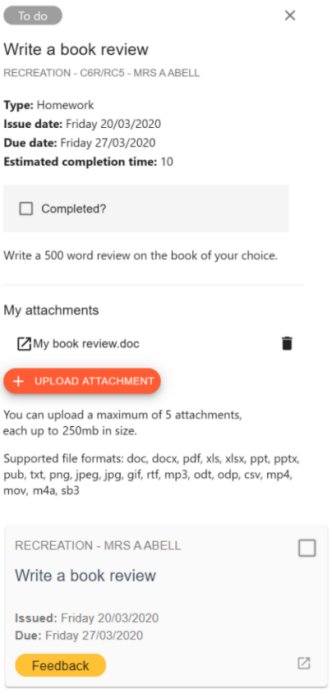
To only see homework tasks that require an attachment submission, tick the checkbox labelled Requires submission.

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.



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
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.

3. Select '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.

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

SCAN HERE

INDEPENDENT LEARNING LOG

THE CORE FOUR

Expectation this ½ term: Choose any of the Core 4 strategies, and complete 3 over the week.

- Three tasks should be completed throughout the week, for approximately 20 minutes.
- All Core 4 tasks 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 (Flash Cards)		History: KG4 & 5 (Mind Map)		Drama: KG 1 & 3 (Self quizzing)
15/06/2026 (3 Tasks Complete)					
22/06/2026 ILB CHECK (6 Tasks Complete)					
29/06/2026 (9 Tasks Complete)					
06/07/2026 (12 Tasks Complete)					

FLASH CARDS - INSTRUCTIONS

1.	**Identify knowledge**	What are you creating flashcards on? Look at one knowledge group at a time.
2.	**Design**	1 Question per flashcard. Making them clear and concise. No extended answer questions.
3.	**Use**	Read the question Say your answer out loud OR Write your answer down Check your answer Quiz yourself on each card at least twice.
4.	**Revisit**	Resist the questions you got wrong. Did you just forget? Or make a small error that can be corrected? Do you need further help from your teacher?
5.	**Review**	How have you performed when you look back at your answers? Which flashcards need to be repeated next time?

SELF QUIZZING - INSTRUCTIONS

1.	**Identify knowledge**	Identify the subject and knowledge groups you are going to cover. Look at one knowledge group at a time.
2.	**Review**	Spend around 5 minutes reviewing the knowledge group you have chosen. Use this time to create questions if you need too. Read it to yourself Highlight keywords
3.	**Cover and answer**	Cover up your knowledge and answer the questions from memory. Take your time and where possible answer in full sentences.
4.	**Revisit**	Go back to the content and self-mark your answers in **green** pen.
5.	**Review**	Review the areas where there were gaps in knowledge, and self-quiz this area again.

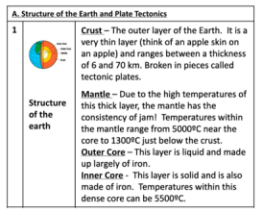
SELF-QUIZZING QUESTIONS

These are taken straight from a knowledge organiser. These are examples of questions in your KO that can help you with self quizzing.

What is happiness?
What is gratitude?
What is vulnerability?
What is courage?

You can directly answer these questions in your application book.

OR



Using your KO, you can create your own questions, such as:

Structure of the Earth
1. What is the Crust?
2. What is the Mantle?
3. What is the Outer Core?
4. What is the Inner Core?

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.

BRAIN DUMPS- INSTRUCTIONS

1.	**Identify knowledge**	Select a topic you wish to cover. Do you have the resources you need? Knowledge organisers Textbooks Lesson materials Set your page up and make sure you have the correct equipment
2.	**Write it down**	Write down everything you can remember about that topic. (with no prompts) Give yourself a maximum of 5 minutes. This is Quick recall.
3.	**Check it**	Once complete and you cannot remember any more use your knowledge organiser to check what you have written down. Use green pen to tick anything correct, or add any information you have missed.
4.	**Review**	**Use your brain dump to:** 1 - Identify your strengths 2 - Identify the areas you need to revise 3 - Write down any key areas you missed 4 - Address how you will move forward on points 2 and 3.
5.	**Revisit it**	Keep your brain dump safe and revisit it. Use your brain dump to RAG rate your knowledge organiser. This will help you prioritise your revision in the future.

English Literature	Romeo and Juliet	Year Group: 10

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Plot Summary		
1	**Prologue**	Sets up main themes and events within the play.
2	**Act 1 Main events?**	• Montagues and Capulets brawl. • Romeo depressed about Rosaline. • Paris wants to marry Juliet. • Juliet's mother and Nurse encourage Juliet to marry Paris. • Romeo attends Capulet party, sees Juliet and falls in love.
3	**Act 2 Main events?**	• Balcony Scene – R&J decide to get married. • Nurse visits Romeo to check his commitment. • Friar Lawrence marries R&J.
4	**Act 3 Main events?**	• Romeo refuses to fight Tybalt. • Mercutio killed by Tybalt and Tybalt by Romeo. • Romeo is banished. • Juliet told she is to be married to Paris. • Capulet flies into a rage after Juliet refuses
5	**Act 4 Main events?**	• Juliet asks Friar Lawrence for help. • Friar Lawrence supplies a potion and a plan. • Juliet agrees to marry Paris. • Wedding plans are underway but Juliet found 'dead' by the Nurse.
6	**Act 5 Main events?**	• Romeo thinks Juliet is dead. He returns to Verona with a poison. • Friar Lawrence discovers Romeo did not get his letter. • Romeo kills Paris at Juliet's tomb, takes poison and dies. • Juliet wakes and finds Romeo, stabs herself. • The feud is over.

Characters					
1	**Romeo Montague**	Young Montague: fall in love with Juliet.	**6**	**Lady Capulet**	Juliet's mother. Often cold towards Juliet.
2	**Juliet Capulet**	Young Capulet: falls in love with Romeo.	**7**	**Nurse**	Juliet's nursemaid, they have a close relationship.
3	**Lord Capulet**	Juliet's father. Loving but also aggressive.	**8**	**Tybalt**	Juliet's ruthless, hot-tempered and vengeful cousin.
4	**Mercutio**	A relative of the Prince and Romeo's loyal best friend.	**9**	**Benvolio**	Romeo's cousin: tries to keep the peace.
5	**Paris**	A rich man determined to marry Juliet.	**10**	**Friar Lawrence**	Man of the Church: counsels both families.

Key Vocabulary		
1	**Petrarchan lover**	A hopeless romantic who obsessively admires an idealised, often unattainable, person.
2	**Hamartia**	Both protagonists can be considered to be tragic heroes: high status, sympathetic characters whose fatal flaws (their impulsiveness) contribute to their inevitable deaths.
4	**Sonnet**	A poem of 14 lines with a strict rhyme scheme, usually associated with love and romance. R&J speak in a shared sonnet when they first meet.
5	**Dramatic Irony**	Some things are revealed to the audience before the characters, increasing tension.

Subject: Maths	Term: Half Term 1- June Part 1	Year Group:10F

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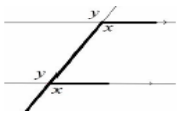
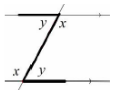
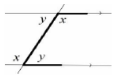
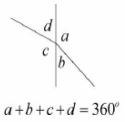
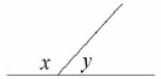
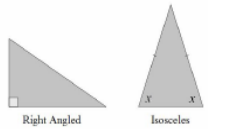
Geometry and Measure – Angles

1	Acute Angle 	**Acute angles** are less than 90°.
2	Obtuse Angle 	**Obtuse angles** are greater than 90° but less than 180°.
3	Reflex Angle 	**Reflex angles** are greater than 180° but less than 360°.
4	Right Angle 	**Right angles** are exactly 90°.
5	Corresponding Angles 	**Corresponding angles are equal**. They look like F angles, but never say this in the exam.
6	Alternate Angles 	**Alternate angles are equal**. They look like Z angles, but never say this in the exam.
7	Co-Interior Angles (Also called supplementary) 	**Co - Interior angles add up to 180°**.

8	Angles at a Point  $a+b+c+d=360^{o}$	**Angles around a point add up to 360°.**
9	Angles on a straight line  $x+y=180^{o}$	**Angles around a point on a straight line add up to 180°.**
10	**Right Angle** Triangles have a **90°** angle in. **Isosceles** Triangles have **2 equal sides** and **2 equal base angles**. **Equilateral** Triangles have **3 equal sides** and **3 equal angles (60°)**. **Scalene** Triangles have **different sides** and **different angles**.	 

Key Vocabulary

1	Integer	A **whole number** that can be positive, negative or zero.
2	Fraction	A number that represents a part of a whole. It consists of a numerator and a denominator. The numerator represents the number of equal parts of a whole, while the denominator is the total number of parts that make up said whole.
3	Reciprocal	To get the reciprocal of a number, we divide 1 by the number. Eg. the reciprocal of 2 is ½
4	Mixed Number	A number formed of both an **integer part** and a **fraction part**. $3\frac{2}{5}$ is an example of a mixed number.
5	Equivalent Fractions	Fractions which represent the **same value**. $\frac{2}{5}=\frac{4}{10}=\frac{20}{50}=\frac{60}{150}$ $etc.$
6	Parallel Lines	Two or more lines which are equal distance apart (Think train tracks)
7	Perpendicular	Lines which cross at a 90 degree angle.

Subject: Maths	Term: Half Term 1- June Part 2	Year Group:10F

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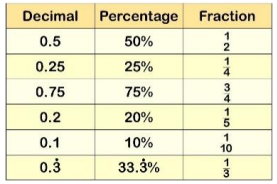
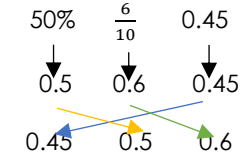
Number - Rounding

1	**Multiplying Decimals**	0.4×0.8 $\times 10 \quad \times 10$ $4 \times 8 = 32$ $32 \div 100 = 0.32$
2	**Dividing Decimals**	$14 \div 0.5$ $\times 10 \quad \times 10$ $140 \div 5 = 28$
3	**Round to a given number of decimal places**	Round 5.68 to 1dp = 5.7
4	**Round to any significant figure**	Round 346 to 1sf = 300
5	**Estimate answers to calculations involving decimals**	$\frac{7.19 \times 19.7}{0.46} = \frac{7 \times 20}{0.5}$ $= 280$

Number – FDP Equivalence

1	**Equivalent fractions, decimals and percentages.**	
2	**Ordering FDP** • **Convert them all into the same form and then compare**	

Decimal	Percentage	Fraction
0.5	50%	$\frac{1}{2}$
0.25	25%	$\frac{1}{4}$
0.75	75%	$\frac{3}{4}$
0.2	20%	$\frac{1}{5}$
0.1	10%	$\frac{1}{10}$
$0.\dot{3}$	$33.\dot{3}\%$	$\frac{1}{3}$

Number – Fractions and Decimals

1	Multiplying Fractions	**Multiply** the **numerators** together and **multiply** the **denominators** together.
2	Dividing Fractions	**'Keep it, Flip it, Change it – KFC'**
3	Adding or Subtracting Fractions	Find the **LCM of the denominators** to find a common denominator. Use equivalent fractions to change each fraction to the **common denominator**. Then just **add or subtract the numerators** and keep the **denominator the same**.
4	Finding the reciprocal	Make the numerator the Denominator and the denominator the numerator. $\frac{1}{2}$ *becomes* $\frac{2}{1}$

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Subject: Maths	Term: Half Term 1 - June	Year Group: 10H

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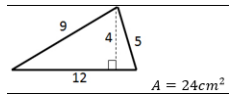
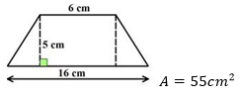
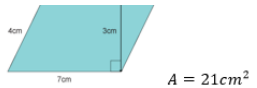
Number – Fractions and Decimals

1	Recurring Decimal	A decimal number that has **digits that repeat forever**. The part that repeats is usually shown by placing a dot above the digit that repeats, or dots over the first and last digit of the repeating pattern. Eg. $\frac{1}{3} = 0.333\ldots = 0.\dot{3}$

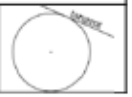
Algebra – Working with Symbols

1	Bracket Expansion	To expand a bracket, **multiply** each term **in the bracket** by the expression **outside** the bracket. $3(m+7) = 3x + 21$
2	Factorise	The **reverse** of **expanding**. Factorising is writing an expression as a product of terms by **'taking out' a common factor**. $6x - 15 = 3(2x - 5)$, where 3 is the common factor.
3	Difference of 2 Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a+b)(a-b)$

Geometry and Measure – Circles and Area

4	Area of Triangle **Base x Height ÷ 2**	
5	Area of Trapezium $\frac{(a+b)}{2} \times h$	Top add the Bottom x half the height 
6	Area of a parallelogram **Base x Perpendicular Height**	

Key Vocabulary

1	Chord	A line which touches the circumference at each end	
2	Arc	A section from the circumference of a circle	
3	Segment	The region of a circle bounded by a chord and the arc subtended by the chord	
4	Sector	The region of a circle bounded by two radii and an arc	
5	Tangent	A line outside a circle which only touches the circumference at one point	

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3	Reciprocal	To get the reciprocal of a number, we divide 1 by the number. Eg. the reciprocal of 2 is ½
4	Expression	Numbers, symbols and operators (such as + and ×) grouped together that show the value of something with no equals sign.
5	Perimeter	Distance around the outside of a shape.
6	Compound Area	An area made up of more than one shape.
7	Area of a Circle	$A = \pi r^2$ which means 'pi x radius squared'.
8	Circumference of a Circle	$C = \pi d$ which means 'pi x diameter'

Subject: Computer Science	**Topic:** Fundamentals of Algorithms	**Year Group:** 10

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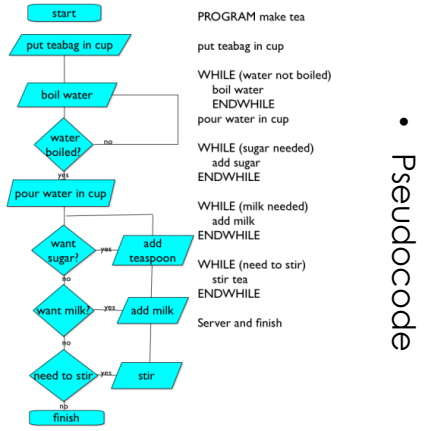
Algorithms

An algorithm is a sequence of step-by-step instructions used to solve a problem or complete a task. There are two ways to write algorithms:

- Flowchart



- Pseudocode

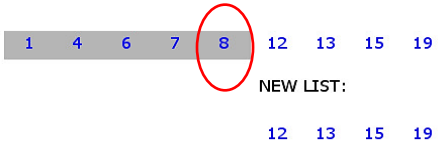
```
PROGRAM make tea
put teabag in cup
WHILE (water not boiled)
    boil water
    ENDWHILE
pour water in cup
WHILE (sugar needed)
    add sugar
ENDWHILE
WHILE (milk needed)
    add milk
ENDWHILE
WHILE (need to stir)
    stir tea
ENDWHILE
Server and finish
```

Searching Algorithms

- **Binary Search**

A binary search finds an item in a sorted list by repeatedly checking the middle value and halving the list.
The list must be sorted.
Faster than linear search.
Removes half the data after each comparison.

- Find the center of the list
- N + 1 / 2
- Compare the middle item

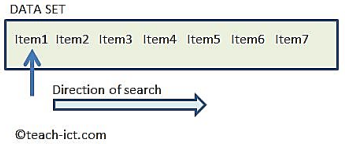


- Discard half of the list
- Repeat until found

Searching Algorithms

- **Linear Search**

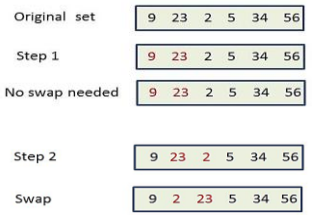
The search starts at the beginning of the list.
Each value is compared in order.
The search stops when the item is found or the end of the list is reached.



Sorting Algorithms

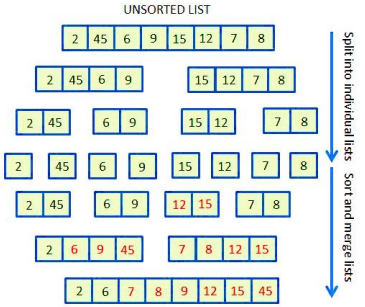
- **Bubble Sort**

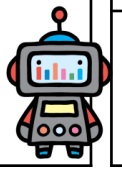
Bubble sort is a sorting algorithm that repeatedly compares and swaps adjacent items until the list is in order.



- **Merge Sort**

Merge sort is a sorting algorithm that repeatedly splits a list into smaller parts, sorts them, and merges them back together in order.





Key Vocabulary

Algorithm	An algorithm is a sequence of ordered instructions that are followed step-by-step to solve a problem. This does not need to be on a computer.
Decomposition	Decomposition is the breaking down of a complex problem into smaller more manageable problems that are easier to solve.
Abstraction	Abstraction allows us to remove unnecessary detail from a problem leaving us with only the relevant parts of a problem thereby making it easier to solve.
Pseudocode	Pseudocode is a set of step by step instructions in the style of a programming language but using plain English.
Flowchart	A diagram showing the steps in an algorithm – there are five flowchart symbols.
Sequence	Sequence means instructions are carried out in the correct order, one after another.
Selection	Selection is the use of decisions in an algorithm. A condition is tested and different actions are carried out depending on whether the condition is true or false.
Iteration	Iteration is the repetition of instructions in a loop. Instructions are repeated either a set number of times or until a condition is met.

Subject: Science (Physics)	Topic: Energy	Year Group: 10

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Energy equations

1	**$E_k = ½ mv^2$**	Kinetic energy = ½ x mass x speed^2
2	**$E_p = mgh$**	Gravitational potential energy = mass x gravitational field strength x height
3	**$Ee = ½ ke^2$**	Elastic potential energy = ½ x spring constant x extension^2
4	**P = E/t**	Power = energy ÷ time
5	**P = W/t**	Power = work done ÷ time
6	**Efficiency = useful energy output ÷ total energy input**	
7	**$\Delta E = mc\Delta\theta$**	Energy change = mass x specific heat capacity x change in temperature

Energy stores and systems

1	**8 stores of energy**	1. Kinetic (movement) 2. Internal (thermal) 3. Chemical (from chemical reactions) 4. Elastic potential (stretched/squashed objects) 5. Gravitational potential (raised objects) 6. Electrostatic (opposite charges) 7. Magnetic 8. Nuclear (energy from an atom).
2	**3 methods of energy transfer**	1. Mechanically – when work is done (force is used). 2. Electrically – when moving charges are involved. 3. Heating – energy is transferred from a hotter object to a cooler object.
3	**Friction and lubrication**	When solid objects move over a surface friction is created which leads to the transfer of thermal energy. Lubrication can be used to reduce friction and therefore heat loss.
4	**Methods of insulation**	Thick walls, loft insulation (reduces convection) cavity walls (reduced convection and conduction) and double glazing (reduced conduction).

Energy resources

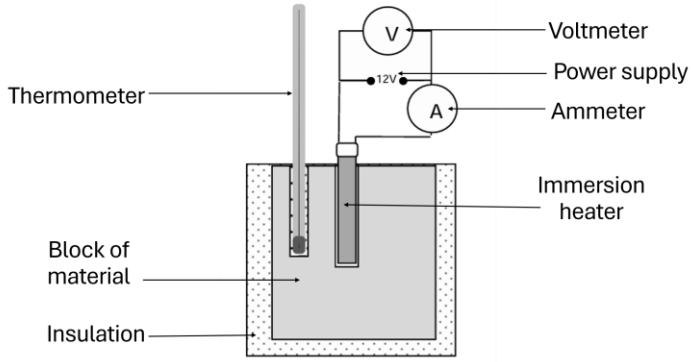
1	3 types of non-renewable energy	Coal, oil and natural gas and all will run out, but give out the most energy.
2	7 types of renewable energy	Solar (from sunlight), Geothermal (heat from earth), Wind (turbines), Hydroelectric (water in dams), Wave, Tidal (river barrages) and Biofuels (burning organic matter).
3	Key advantages	**Renewable** - (will not run out), less pollution produced. **Non-renewable** – meet higher energy demands
4	Key disadvantages	**Renewable** – Impact on environment to build plants, not very reliable, (can't always meet demands) costly so although less pollution not everyone willing to pay higher bills. **Non-renewable** – greenhouse gas emissions of carbon dioxide (cause global warming) and sulphur dioxide (acid rain).

Subject: Science (Physics)	Topic: Energy	Year Group: 10

Required Practical – Specific Heat Capacity

Independent variable – material tested
Dependent variable – Specific heat capacity
Control variables – starting temperature, time taken and insulation.

Linking decrease in one energy store to an increase in temperature and an increase in thermal energy.



PHYSICS ONLY – Required practical – Investigate the effectiveness of materials as thermal insulators.

Independent variable – material tested
Dependent variable – time taken for an object to cool down.
Control variables – starting temperature, size/ thickness of insulation, object that is cooling down.

Key Vocabulary

1	Conservation of energy	Energy can never be created or destroyed just transferred from one store to another.
2	Dissipated	A term used to describe ways in which energy is wasted.
3	System	An object or group of objects.
3	Power	The rate of transfer of energy OR the amount of work done in a given time.
4	Specific heat capacity (SHC)	The amount of energy required to raise the temperature of 1kg of a material by 1°C.
5	Conduction	How thermal (heat) energy is transferred in solids by particles colliding.
6	Convection	How thermal energy is transferred in liquids or gases. Relies on density of particles and convection currents.
7	Insulation	Methods to reduce heat loss from an object.
8	Efficiency	When energy is transferred, some is wasted. The less energy is wasted, the more efficient an object is.

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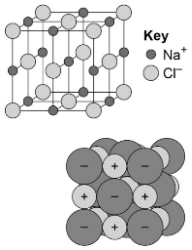
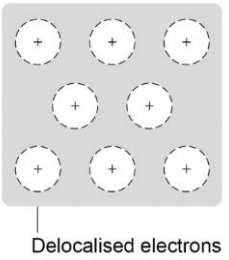
Ionic bonding

1	**Particles involved**	Oppositely charged ions
2	**Elements involved**	Compounds made from metals and non-metals
3	**Caused by**	Transfer of electrons from metal to non-metal, creating oppositely charged ions.
4	**Representation**	

Properties of ionic compounds

1	**Structure**	Giant ionic lattice
2	**Do they conduct electricity?**	When solid, no – ions cannot move. When molten or in solution, yes – ions can move.
3	**Melting and boiling points**	High – strong forces of attraction between oppositely charged ions

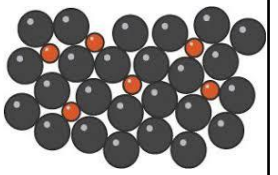
Metallic bonding

1	**Particles involved**	Atoms sharing delocalised electrons
2	**Elements involved**	Metallic elements and alloys
3	**Representation**	

Properties of metals

1	**Structure**	Regular lattice of positive metal ions in an 'sea' of delocalised electrons
2	**Do they conduct electricity?**	Yes, delocalised electrons can move through the metal
3	**Melting and boiling points**	High – strong forces of attraction between positive metal ions and delocalised electrons
4	**Hardness**	Metals are relatively soft – layers can slide. Alloys are hard.

Alloys

1	Structure	Metal atoms mixed with another element (metal or non-metal)
2	Representation	
3	Hardness	Harder than pure metal as layers are distorted and cannot slide

Key Vocabulary

1	**Melting point**	Temperature at which a solid turns to liquid.
2	**Boiling point**	Temperature at which a liquid turns to gas.
3	**Cation**	Positively charged particle
4	**Allotropes**	Different structural forms of an element.
5	**Delocalised**	Electrons that are no longer bound to a single atom, and are free to move

Chemistry | Structure and Bonding | Year 10

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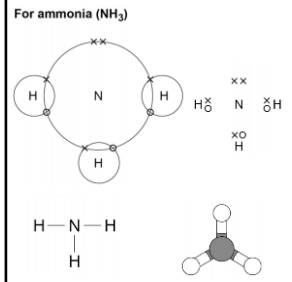
Covalent bonding

1	Particles involved	Atoms sharing a pair of electrons
2	Elements involved	Non-metallic elements and compounds
3	Representation	

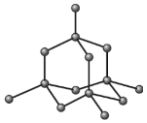
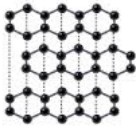
Properties of molecular compounds

1	**Bonding**	Strong covalent bonds between atoms, weak intermolecular forces between molecules.
2	**Do they conduct electricity?**	No, as there are no charged particles.
3	**Melting and boiling points**	Low – weak forces of attraction between molecules

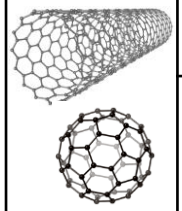
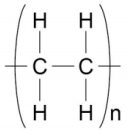
Giant covalent structures

1	**Bonding**	Strong covalent bonds between atoms
2	**Do they conduct electricity?**	Only those with delocalised electrons
3	**Melting and boiling points**	High – strong covalent bonds between atoms

Carbon

	Property	**Explanation**
Diamond 	Hard, high melting point	Every carbon bonded to 4 others with strong covalent bonds.
	Does not conduct electricity	No ions or delocalised electrons.
Graphite/ Graphene 	Soft	Layers of carbon atoms can slide.
	Conducts electricity	Each carbon has a delocalised electron, which can carry charge.

Other giant structures

Fullerenes 	Structure	Molecules of carbon atoms with hollow shapes
	Uses	Fullerenes – drug delivery. Nanotubes – strengthen composite materials.
Polymers 	Structure	Repeating monomers connected by strong covalent bonds
	Properties	Relatively high melting points due to strong intermolecular forces.

Nanochemistry (chemistry only)

1	**Nanoscience**	Study of particles between 1 and 100 nm in size.
2	**Nanometre**	A billionth of a metre (1×10^{-9} m)
3	**Uses of nanotechnology**	Medicine, electronics, cosmetics, catalysts.
4	**Advantages**	Wide range of applications due to increased surface area to volume ratio and therefore reactivity
5	**Disadvantages**	Long-term impact on health not fully understood.

Subject: Biology	Topic: **Infection and Response**	Year Group: 10

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Viral diseases

Example	Symptoms	How it spreads	Prevention/ treatment
Measles	Fever and red skin rash	Inhaling airborne droplets from coughs and sneezes	Prevented with a vaccine
HIV	Initially, flu-like illness. Then virus attacks immune system.	Spread by sexual contact or exchange of bodily fluids	Barrier contraception. Treated with antiretroviral medication
TMV (plant disease)	Plant pathogen causes discolouration (mosaic) in leaves and affects growth.	Contact between plant matter	Remove and destroy (e.g. burn) affected plant matter

Bacterial diseases

Example	Symptoms	How it spreads	Prevention/ treatment
Salmonella	Vomiting, diarrhoea, stomach cramps, fever	Bacteria on undercooked food, such as chicken	Good food hygiene (thoroughly cooking foods, such as chicken) Vaccinating poultry
Gonorrhea	Thick yellow/ green discharge from genitals. Can lead to infertility.	Sexually transmitted disease (STD)	Barrier contraception. Treated with antibiotics (though some strains of gonorrhoea are antibiotic resistant)

Fungal diseases

Example	Symptoms	How it spreads	Prevention/ treatment
Rose black spot (plant disease)	Black spots on leaves	Water or wind spreading fungus spores.	Fungicides Remove and destroy (e.g. burn) affected plant matter

Protist diseases

Example	Symptoms	How it spreads	Prevention/ treatment
Malaria	Severe fever	Mosquitos act as a vector which spread the malaria protist when they bite humans	Mosquito nets, insect repellent, draining standing water (as mosquitos breed in standing water)

Knowledge: Human Defence System

Skin	Acts as a barrier and produces antimicrobial secretions
Nose	Traps particles that contain pathogens
Trachea	Secretes mucus which traps pathogens
Stomach	Produces acid which kills pathogens
White blood cells	Help defend against pathogens by: phagocytosis (engulfing pathogens), making antibodies and antitoxins

Key Vocabulary

1	Communicable Disease	A disease that can be passed on to others
2	Non Communicable Disease	A disease that cannot be passed on to others.
3	Pathogen	Microorganisms that cause infectious diseases.
4	Bacteria	Reproduce rapidly in body and may produce poisons (toxins).
5	Virus	Live and reproduce in cells, causing cell damage.

Subject: Biology	Topic: **Infection and Response**	Year Group: 10

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Antibiotics and painkillers	
Antibiotics	Treat bacterial disease by killing bacterial cells
	Cannot treat viral pathogens
Penicillin	The first antibiotic, discovered by Alexander Fleming
Painkillers	Treat symptoms of disease but do not kill pathogens
Antibiotic resistance	Greater use of antibiotics has led to the emergence of strains of bacteria that are resistant to antibiotics. 1. Bacteria which have higher resistance to antibiotics are able to survive and reproduce, 2. Bacteria with low resistance to antibiotics are killed off. 3. Only bacteria with high resistance to antibiotics remain in the population – the population of bacteria is now antibiotic resistant.

Vaccination	
1	Small quantity of dead or inactive pathogen is injected into the body
2	White blood cells produce antibodies
3	If the same pathogen re-enters the body white blood cells can produce antibodies quickly, and in larger quantities.
4	Antibodies prevent infection
5	If a large proportion of the population is immune, the spread of the pathogen is reduced greatly.

Developing new drugs	
Drugs are tested for	• Efficacy(does it work?) • Dosage (how much should a person take?) • Safety (Are there any side effects? Is taking too much of the drug toxic?)
Stage 1: Pre-clinical trials	1. Drugs are tested on cells/ tissues 2. Drugs are tested on animals
Stage 2: Clinical trials (testing on humans)	1. Drugs are tested on a small group of healthy volunteers 2. Drugs are tested on a small group of ill patients 3. Drugs are tested on a large group of ill patients

Origins of medication		
Drug	Treats	Originally from
Digitalis	Heart disease	Foxgloves
Aspirin	Painkiller	Willow
Penicillin	Antibiotic	Penicillium mould

Subject: TRIPLE SCIENCE ONLY (Biology)	Topic: Infection and Response	Year Group: 10

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Monoclonal Antibodies

Definition: Identical copies of one type of antibody produced in laboratory

1	A mouse is injected with pathogen.
2	Lymphocytes produce antibodies.
3	Lymphocytes are removed from the mouse and fused with rapidly dividing mouse tumour cells .
4	The new cells are called hybridomas
5	The hybridomas divide rapidly and release lots of antibodies which are then collected.

Uses of monoclonal antibodies

Pregnancy tests	Measure the levels of hormones in the blood
Detecting pathogens	Can detect very small quantities of chemicals in the blood
Detecting molecules	Fluorescent dye can be attached so it can be seen inside cells or tissues
Treatment of diseases (e.g. cancer)	Bound to radioactive substance, toxic drug or chemical. Cancer cells are targeted to normal body cells are unharmed

Detection and prevention of plant diseases

Detection	Identification
1-Stunted growth	• Reference using gardening manual or website • Laboratory test for pathogens • Testing kit using monoclonal antibodies
2- Spots on leaves	
3- Area of decay	
4 -Growths	
5- Malformed stems/leaves	
6 - Discolouration	
7 - Presence of pests	

BIOLOGY ONLY – Required practical – culturing microorganisms

1	Bacteria multiply by simple cell division (binary fission), approximately once every 40mins. Bacteria can be grown in nutrient broth solution or as colonies on an agar plate gel.
2	Aseptic techniques to prepare an uncontaminated culture: • Sterilising equipment used to create agar plate • Working near a Bunsen burner to create a convection current of sterilised air. • Sealing the lid of the agar plate at two sides, to allow oxygen to still enter, allowing for aerobic respiration.
3	Required practical: Antibiotics and antiseptics can be used to inhibit the growth of bacteria and zones of inhibition can be calculated. Measure diameter of zone of inhibition (area around antibiotic disc that bacteria hasn't grown) with a ruler. Larger zone of inhibition = more bacteria killed by antibiotic = more effective antibiotic.

Plant defenses

Chemical	Antibacterial substances and toxins made by the plant.
Physical	• Thick waxy layers on leaves • Cell walls stop pathogens entering
Mechanical	• Thorns • Leaves curling up if touched

Subject: French	Topic: Oracy J2J	Year Group: 10

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Section one : Role-Play

1	I go	Je vais
2	I play	Je joue
3	I go out	Je sors
4	I eat	Je mange
5	at the weekend	le weekend
6	with	avec
7	Do you like?	Tu aimes…?

Section two: Reading aloud – key sounds

1	désol**é**	ay
2	es**t**	ay – silent t
3	La pollu**tion**	sion
4	beaucou**p**	silent p
5	La pai**x**	silent x
6	ma**ç**on	ç - s
7	Les g**ens**	on & silent s

Section three: Photo Card

1		In the 1st photo there is	Sur la première photo il y a
2		In the 2nd photo there is	Sur la première photo il y a
3		You can see	On peut voir
4		They are in the process of	Ils sont en train de
5		On the right	A droite
6		On the left	A gauche
7		In the middle	Au milieu

Section four : Photo Card

1	people	des personnes
2	a man	un homme
3	a woman	une femme
4	a light	une lumière
5	a tree	un arbre
6	a building	un bâtiment

Section five : Photo Card

1	It is inside	C'est à l'intérieur
2	It is outside	C'est à l'extérieur
3	It is nice weather	Il fait beau
4	They are smiling	Ils sourient
5	They are wearing	Ils portent
6	They are talking	Ils parlent

Subject: German	Topic: Oracy J2J	Year Group: 10

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Section one : Role-Play

1	I go	Ich gehe
2	I play	Ich spiele
3	I do	Ich mache
4	I eat	Ich esse
5	every day	jeden Tag
6	with friends	mit Freunden
7	How do you find?	Wie findest du…?

Section two: Reading aloud

1	m**ei**ne	eye
2	d**ie**	ee
3	l**au**t	ow
4	Fr**eu**nd	oy
5	**Sp**ort	shp
6	gro**ß**	ss
7	**w**eil	v
8	B**ä**r	Air
9	m**ö**chte	eugh
10	**v**iele	f

Section three: Photo Card

1	In the 1st photo there is	Auf dem ersten Foto gibt es
2	In the 2nd photo there is	Auf dem zweiten Foto gibt es
3	There is	Es gibt
4	it's inside	es ist drinnen
5	it's outside	es ist draußen
6	in the background	im Hintergrund
7	in the foreground	im Vordergrund
8	Es gibt ein Handy	There is a phone

Section four : Photo Card

1	people	Leute
2	a man	einen Mann
3	a woman	eine Frau
4	children	Kinder
5	trees	Bäume
6	a building	ein Gebäude
7	vielleicht ist es ein Park	perhaps it's a park
8	vielleicht ist es eine Schule	perhaps it's a school

Section five : Photo Card

1	sie spielen	they are playing
2	sie chatten	they are chatting
3	sie essen	they are eating
4	sie trinken	they are drinking
5	sie tragen	they are wearing
6	sie lächeln	they are smiling

Subject: Business **Topic: What is Business 1.1** **Year Group: 10**

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1.1.1 The dynamic nature of business

1	What do we know?	1. Business need to keep evolving
2	Why do new Business ideas come about?	- Changes in technology. - Changes in what consumers want. - Products and services becoming obsolete.
3	How do new ideas come about?	1. Innovation 2. Original new ideas

Key Word	Definitions
Entrepreneur	A person who sets up a business or businesses, taking on financial risks in the hope of profit
Dynamic	Ever changing – businesses need to be dynamic and keep innovating their products/services
Invention	Coming up with a completely new idea
Goods	A product that you can physically tough
Services	A system supplying a need such as transport
Usp	Unique selling point is what makes one business different from another
Profit	Total revenue – total costs

1.1.2 Risk and reward

1	What do we know?	1. The higher the risk the higher the reward 2. Business must take a risk if they want to be rewarded
2	Examples of Risk	1. Business failure 2. financial loss 3. lack of security
3	Examples of Rewards	1. Business success 2. Profit 3. Independence
4	How to minimise risk	1. Carrying out market research to find out what customers want 2. Writing a **business plan** to identify potential problems 3. Ensuring that there is sufficient money available
5	What does Business success look like	1. A growing business 2. A positive reputation 3. Winning business awards 4. Becoming a well-known business person

1.1.3 The role of business enterprise

1	What is the role of an Entrepreneur	1. organises resources 2. makes business decisions 3. takes risks.
2	What is the purpose of Business activity?	1. To produce goods 2. To produce services 3. To meet customer needs and wants 4. To add value
3	What does an Entrepreneur need to be able to make goods or services	1. Capital (money) 2. Enterprise (take risks) 3. Land (a physical area) 4. Labour (staff)
5	Methods to add value	1. convenience, 2. branding, 3. quality, 4. design, 5. unique selling points.

Key Word	Definitions
Risk	a situation involving exposure to loss
Reward	A fair return on a risk taken
Independence	Free from control of others
Needs	Something that is a basic human essential
Wants	Things that make us happy
Innovate	Turning a new idea in to a product or service
Obsolete	No longer exists or is needed

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What are factors of production?

- Firms use factors of production and convert them into goods and services

What are the rewards for each factor of production?

- Land – earns rent
- Labour – wages
- Capital – profit
- Enterprise – Profit, dividends

The reward goes to whoever owns/controls the factor of production

Scenario	Explanation
A government decides to build a new hospital instead of a motorway.	This is an example of opportunity cost – the next best alternative (motorway) is forgone to build a hospital due to scarce resources.
A student chooses to go to university instead of getting a job.	This represents a choice involving opportunity cost – the income from the job is sacrificed to obtain higher education.

Economic resources – Factors of production

Land – natural resources such as agriculture, fishing, forestry, oils

Labour – the skills available and characteristics of the workforce

Capital – investment in man-made aids to production such as factories and machinery

Enterprise – the risk undertaken by an entrepreneur in transforming the other factors of production into output in order to gain a reward, normally profit

Keyword	Definition
Needs	Items essential for survival, such as food, water, shelter and clothing.
Wants	Non-essential items people desire to improve their quality of life, such as mobile phones or designer clothes.
Economic Activity	The production, distribution and consumption of goods and services.
Scarcity	The basic economic problem arising from limited resources and unlimited wants.
Opportunity Cost	The next best alternative foregone when a decision is made.

Making choices

Resources (such as the factors of production) are scarce.
This is the problem of scarcity.
Scarcity means there isn't enough of something, in this case the factors of production.

However, human wants are unlimited.

Because of scarcity and unlimited wants, choices have to be made.

Key concepts

Opportunity cost	The opportunity cost of a decision is the next best alternative foregone (sacrificed)
Scarcity	Land, labour, capital is scarce. Resources to fulfil our wants and needs are scarce
Trade offs	When more of one thing leads to less of another
Economic choices	Decisions that involve an opportunity cost e.g. Studying for an hour tonight means an hour less playing PS5
Needs	Something that is essential for survival e.g. Food, clothing, shelter
Wants	Things that are not essential but we would love to own or buy e.g. a big house, a sports car

Subject: Geography	Topic: Hazards (Tectonics)	Year Group: Year 10

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Natural Hazards and Risk

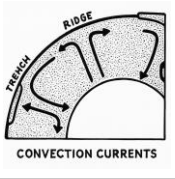
1	Natural Hazard	A natural hazard is any natural event that has the potential to endanger human life, economy and property.
2	Types of Natural Hazard:	
Tectonic		Earthquakes, Volcanoes, Tsunamis
Meteoro-logical		Tropical Storms, Flooding
Biological		Forest Fires, Disease
3	Hazard Risk	Hazards will be worse/more risk if: -There are higher populations -Due to climate change -If the area is poorer (LIC)

Distribution of Hazards

1	Distribution	Spread of something/ where things are found
2	Earth-quakes	Found along plate boundaries. E.g., down the West Coast of North and South America
3	Anomalies	Not on plate boundaries usually due to mining or digging for oil/fracking
4	Volcanoes	Found along plate boundaries. E.g., around the Pacific Ocean (Ring of Fire)
5	Anomalies	Not on plate boundaries due to hotspots (weak/thin layers of the Crust the magma breaks through)

Tectonic Processes

1	Plate Tectonic Theory	The idea that the Earth's crust is divided up into tectonic plates
2	**Evidence for this:**	
Jigsaw		Continents fit together like a jigsaw (e.g. South America and Africa)
Fossils		Fossils from plants and animals are found across different continents
5	Convec-tion Currents	This is the movement of the magma in the mantle- rising from the core (hot) and cooling towards the crust, then sinking

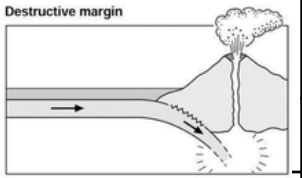


Causes of an Earthquake

1	Earthquake	Short intense period of shaking of the Earth's crust caused by tectonic movement
2	Focus	Point directly on the Earth's crust where the earthquake starts
3	Epicentre	Point directly above the focus on the top of the crust (surface)
4	Magnitude	The amount of energy released by an earthquake event, measured on the Richter scale
5	Richter Scale	A logarithmic scale that measures earthquakes (10-fold increase in energy on the scale as it increases by 1) E.g. 7.6 is 10 times bigger than a 6.6

Plate Boundaries

1 Destructive Plate Margin/Boundary



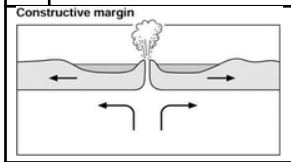
Mariana Trench- South American and Nazca Plates
Hazards include:
- Volcanoes
- Earthquakes

Plates move towards each other, denser (heavier plate) subducts

Crust sinks into the mantle and melts, friction created between plates causes earthquakes

Extra magma from melted crust causes pressure to build up, released as volcano

2 Constructive Plate Margin/Boundary



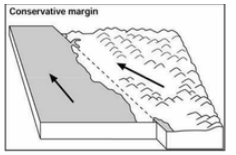
Mid-Atlantic Ridge- North American and Eurasian Plates
Hazards include:
- Earthquakes
- Volcanoes

Plates move away from each other and creates a gap in the crust

Magma rises to fill the gap and cools/hardens creating new crust- volcano

Movement of the plates sometimes sticks/slips and causes earthquakes

3 Conservative Plate Margin/Boundary



San Andreas Fault Line- North American and Pacific plates
Hazards include:
- Earthquakes

Plates move side by side/one faster than the other

Friction/pressure builds up between the plates

This is then released as they slip as an earthquake- NO VOLCANOES!

Subject: Geography	Topic: Hazards (Tectonics)	Year Group: Year 10

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CASE STUDY: L'Aquila, Italy (Earthquake)

1	Where?	Italy, which is a **HIC**. On a destructive plate margin.
2	When?	2009
3	Magnitude?	6.3 magnitude
4	Deaths? Cost?	308 deaths $15 billion in damage
5	Primary Effects	10,000 buildings collapsed
6		Gas and water pipes were broken
7	Secondary Effects	Created 'red zones' in the city centre- loss of business
8		Broken water pipes caused landslides in nearby towns
9	Immediate Responses	Italian Red Cross were searching and rescuing within the hour
10		Money provided by the Italian Government to help pay rent
11	Long-Term Responses	New housing built for over 20,000 residents
12		Investigations into why some buildings weren't built to withstand the earthquake

Comparing Earthquakes (HIC v LIC)

1	Wealth	Italy has more money and will therefore be better prepared and able to recover/reduce their impacts than Nepal
2	Magnitude	Nepal had a bigger magnitude- therefore are expected to have worse impacts
3	Buildings	More buildings will fall in Nepal due to not having the money to build them earthquake proof
4	Deaths	More deaths in Nepal due to more damage and destructive and lack of education
5	Aid	Nepal relied on a lot more aid from other countries so will recover/respond slower
6	Cost	Italy will cost more due to them having more to lose, spending more money on their cities

Why Live in Areas at Risk?

1	Despite the risks, some people still live in these areas at risk of tectonic hazards:	
2	Energy	Geothermal energy from volcanoes, e.g. in Iceland is an opportunity
3	Farming	Ash from volcanoes creates very fertile soils, good for farmers
4	Mining	Lots of minerals are found in volcanic areas, e.g. sulphur
5	Tourism	There are lots of people who want to see these places and therefore this creates lots of jobs in tourism

CASE STUDY: Nepal (Earthquake)

1	Where?	Nepal, which is an **LIC**. On a collision (same as destructive) plate margin.
2	When?	2015
3	Magnitude?	7.8 magnitude
4	Deaths? Cost?	8,841 deaths $10 billion in damage
5	Primary Effects	138000 buildings collapsed
6		Lots of rice seeds and stores of seeds were destroyed
7	Secondary Effects	Lack of food led to a famine
8		Triggered an avalanche on Mt Everest (killed 20 more)
9	Immediate Responses	Search and Rescue teams were deployed from other countries (UK), took 24 hours to arrive
10		Temporary shelters set up for the homeless (over 200,000)
11	Long-Term Responses	Stricter building laws put in place to protect buildings
12		Ministry of Tourism extended passes to try and attract more visitors

1.1 Types of Care

Health care settings	Dental practice, GP surgery, Health centre, Hospital, Nursing home, Optician, Pharmacy, Walk-in centre
Health Care Examples	• Visiting the dentist twice a year for a check-up or A&E (Accident and Emergency) for a sports injury • Pregnant woman visiting the hospital for an ultrasound scan on her unborn baby
Social care settings	Residential home, Retirement home, social services department, support group, community centre, day centre, food bank, homeless shelter.
Social Care Examples	• An individual staying at a homeless shelter or struggling to cope with a physically disabled child • Dementia resident cannot care for themselves in their own home, now living in a residential care home.

1.2 The Rights of service users

Choice	• Choosing which activities they participate in • Choosing what to eat • Choosing the type of treatment
Confidentiality	• Service users have a duty of care to protect service users' personal information (verbal and written) • Service providers cannot discuss service users care with their family and friends not directly involved in their care. Conversations should be in a private room (cannot overhear) • Keep personal information secure in a locked cupboard or filing cabinet. Computers should be password protected. Providers need a log in with a secure email/ password to access data/wear a security badge
Consultation	• Service users should be involved in all decisions that are made about them. • Service providers must find out and respect the service users' opinions, beliefs and concerns to build trust. • Service users involved in decision-making will feel more in control reducing fears or worries they have.
Equal and Fair treatment	• Every service user can access health and social care services, regardless of who they are (not unfairly because of their colour, age, gender, money available or ability to care for themselves. • Misconception - we should treat everyone in the same way, but this means some will be disadvantaged. E.g., providing information in large print, different language, braille.
Protection from abuse and Harm	• Includes health and safety, safe working practices and knowledge of what to do if you have concerns. • Service providers have a duty to prevent harm and abuse - have a clear complaints procedure. • Staff should monitor behaviour, be vigilant and receive the correct training to be able to recognise signs of abuse and how to report them. Harm - Can occur in unsafe or inaccessible to service users (inadequate lighting, slippery floors, missing handrails equipment not checked regularly, procedures not followed) Abuse - Can occur deliberately or accidentally (racism, lack of training, sexual orientation) it could be cruel comments, physical action or isolation.

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Key Terms	
Consultation	Service providers share information with service users and vice versa, so care decisions can be made together.
Empowerment	Relates to the control or 'power' a service user feels they have over their life
Holistic approach	Consider the emotional and psychological needs as well as the physical health

1.3 The benefits to service users' health and wellbeing when their rights are maintained	
Empowerment - Control or 'power' will support the resident to feel stronger and more confident therefore more independent and self-reliant in making their own decisions	
Independence and self-reliance	Promoting self-worth and self-confidence. Contributing to self-esteem.
Feelings of Control	Ensuring their rights are met giving them a sense of control e.g., Am I okay to listen to your chest?
Choice	To increase their understanding and increase their self-esteem.
High self-esteem - if rights are maintained they will feel valued and respected increasing their self-esteem	
Feeling valued	Feeling worthy of care. More likely to ask for additional support in the future.
Feeling respected	Asking their preferred name and listening to them properly, developing a partnership
Positive mental Health	This contributes to a person's self-esteem and self-worth, allowing people to cope with change better Take a holistic approach considering how the person feels about their care.
Service users' needs are not met - care should be specific and well planned to the service user.	
Appropriate care or treatment	Service users receive care that is appropriate to their needs e.g. lifts, wide doorways and ramps.
Improvements in physical or mental health	Service users' health and wellbeing will benefit
Trust - service users will feel safe and confident with the care provided.	
Safety from harm	Trusting relationships will allow confidence to develop because they feel safe and secure
Best interests	Care should have their best interest at heart. Gives reassurance and confidence in their care. Staff training makes service users safe
Confidence in the care received	They will feel worthy, valued, respected and safe. Trust is linked to confidentiality where conversations are not overheard. This creates confidence.

Subject: History | Topic: American people and the 'Boom' | Year Group: 10

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1. Political situation in the 1920s

1	Which party was in charge?	1. The Republican party
2	What were the Republican policies?	1. Laissez-faire – the government shouldn't interfere with businesses 2. Isolationism – the USA should focus on themselves 3. Low taxes – allowed people to have more disposable income 4. Tariffs – taxes on imported goods pushed people to buy American goods

2. Why did America Experience a Boom?

1	Natural Resources	1. America had lots of natural resources like coal and iron. This meant they didn't need to import materials for production
2	Joining WWI late	1. The USA didn't join WWI until April 1917, so they didn't experience the same loss of men and resources that other countries did
3	Republican Policies	1. Republican policies benefited big businesses and allowed them to make as much money as possible – this fed into the US economy
4	The Stock Market	1. Businesses sold shares on the stock market, which gave them investment to grow 2. Ordinary people increased their wealth by buying and selling these shares
5	Mass Production	1. Henry Ford developed the assembly line to make his cars faster and cheaper 2. Other manufacturers adopted this method 3. It created jobs and encouraged more people to buy products as they were cheaper
5	Consumerism	1. Due to higher employment and lower taxes, more people had disposable income 2. Advertising and hire purchase encouraged everyone to buy the newest and latest products

Key word	Definition
Assembly Line	A production line in a factory where goods are produced in large numbers
Buying on the Margin	A method of buying shares where an investor pays 10% of the share price and repays the rest with their profits
Constitution	The system of laws a country is governed by
Consumer Society	a society centred on buying the newest goods and services
Economic boom	A time when businesses are doing well, sales are high, wages are rising and unemployment is low
Flapper	Usually rich young women who shocked older women with their independent behaviour
Hire Purchase	A way of buying goods by paying in small instalments over a long time
Isolationism	The idea that America should not play an important role in European concerns
Jazz	Popular music style associated with the 1920s
Laissez-faire	A government policy of not getting involved in people's lives
Mass Production	The process of producing goods in large quantities, using machinery
Prohibition	When the production, sale and transporting of alcohol was banned
Republican	One of 2 major political parties in America; seen as more conservative
Share	A part of a business that is sold to get investment in the company
Speculation	Gambling on the stock market, often with borrowed money
Stock Market	Where stocks were bought and sold
Tariffs	A tax added onto the price of goods

Subject: History Topic: American people and the 'Boom' Year Group: 10

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3. How did popular culture change in the 1920s?

1	Why did culture change?	1. People had more freedoms and disposable income to spend on leisure activities
2	What new pastimes were there?	1. New crazes like mahjong, dances like the Charleston and even sitting on flag poles became popular
3	How did cinema change in the 1920s?	1. Cinema became increasingly popular 2. By 1929 100 million tickets were sold per week 3. Celebrities like Clara Bow and Rudolpho Valentino became popular and people tried to copy their lifestyle 4. The Hays Code was a set of strict rules about what couldn't be in movies
4	How did radio and music change?	1. Due to mass production, the radio was more affordable 2. Sports got a bigger following as it was broadcast on the radio 3. By 1922, there were over 500 radio stations compared to 1 in 1921 4. Jazz became the most popular form of music. 5. Jazz was disapproved of by the older generation who thought it encouraged immoral behaviour
5	How did life change for women?	1. In 1920, women gained the right to vote in the US 2. This encouraged women to look for other freedoms in life. 3. Women began to dress and act more freely – they were called flappers
6	What was a flapper like?	1. They wore lots of make up and jewellery 2. They cut their hair short 3. They wore short skirts 4. They smoked and drank in public
7	Who disapproved of the flappers?	1. The older generations disapproved of the way the flappers lived 2. There was even an anti-flirt league set up to try to persuade women not to act in this new way

4. What was Prohibition?

1	What was Prohibition?	1. A ban on producing, selling, transporting or importing alcohol between 1920 and 1933.
2	Why was it introduced?	1. Concerns that alcohol was having a bad effect on the nation's morality and health. 2. Many religious organisations believed alcohol contributed to social problems. 3. People in rural areas worried that alcohol fuelled crime and violence in towns. 4. Many German immigrants brewed beer and were unpopular after WW1, so buying beer was seen as unpatriotic.
3	Why was it hard to enforce?	1. It was difficult to police – there were over 18,600 miles of coast for only 3000 Prohls to police 2. Many people wanted to continue drinking 3. Gangs were involved in running speakeasies and selling moonshine 4. Gangs were able to bribe police, agents, border guards and judges.

5. Organised Crime & the success of Prohibition

1	What was the role of organised crime?	1. Gangs ran illegal bars called speakeasies and became very wealthy. 2. 'Organised crime' was able to develop as gangs grew wealthy through fixing gambling events, racketeering and running brothels. 3. Al Capone made $10 million per year from racketeering
2	Did it work?	1. There were around 200,000 speakeasies in the USA. 2. In New York the number of establishments selling alcohol actually rose during Prohibition. 3. Deaths from alcohol rose from 98 to 8000 by 1926 4. Prohibition actually created a rise in crime through the growth in gangsters, organised crime and police corruption. 5. Prohibition lacked popular support
3	Why did some oppose it?	1. They argued that it threatened people's individual rights and encouraged disrespect for the law. 2. They said re-legalisation of alcohol could create legal jobs within the brewing industry. 3. The government could organise the sale and tax of alcohol, taking power out of the hands of criminals.

6. Immigration Tension

1	Why did people move to America?	1. There were plenty of industrial jobs in America. 2. Much of Europe was poor and life was hard and unfulfilling. 3. American living standards were higher and wages were better. 4. There were fewer obstacles for working-class people to improve their lives and many were attracted to the 'American Dream'. 5. Some groups faced political or religious persecution in Europe.
2	What was the impact?	1. Large ethnic areas developed in cities, for example Little Italy in New York, as various groups from southern Europe moved in large numbers. 2. Many immigrants were often resented as they were poor, did not speak English well, and had unfamiliar religious traditions (e.g. Jewish/Catholic). 3. WWI made Americans more suspicious of foreigners, especially those with Russian links due to the Communist revolution of 1917 in Russia.
3	What was life like for immigrants?	1. Some became very wealthy or successful by starting businesses. 2. For many, working and living conditions remained very difficult. 3. Many immigrants lacked education and would take any job available. 4. This meant that many Americans felt immigrants were 'stealing' jobs.
4	How did the government limit immigration?	1. The 1917 Literacy Act banned immigrants over 16 who could not read a sentence of 40 words. 2. The 1921 Immigration Quota Law limited the maximum number of new immigrants per year to 350,000. 3. The 1924 National Origins Act allowed only 150,000 immigrants per year.

Key word	Definition
Bootlegger	People who smuggled alcohol in their boots into the USA
Jim Crow Laws	Laws that discriminated against black people and enforced segregation
KKK	A racist organisation popular in the 1920s
Lynch	To kill without a trial – usually by hanging
Melting Pot	A place where different peoples are mixed together.
Racism	Prejudice or discrimination against a racial group
Racketeering	An illegal activity in which gangsters demand payment from a businessman or shopkeeper in return for 'protection'
Segregate	To keep black and white people separate
White Supremacy	The belief that white people are better that other races

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6. The Red Scare & Sacco and Vanzetti

1	What was the Red Scare?	1. In 1917, there was a Communist Revolution in Russia. Communism worried people because it contradicted American ideas of freedom and individual wealth. 2. With many immigrants from Russia and Easter Europe arrived in, people feared communism gaining popularity in America.
2	How did the Red Scare affect the US?	1. In July 1919 a Communist suicide bomber attacked the house of US Attorney General A. Mitchell Palmer. 2. Later in 1919, an unidentified bomber blew up 30 people in New York. Communists were suspected. 3. Palmer was in charge of the US legal and police systems. He vowed to get rid of Communists. 4. Around 6000 suspected Communists in 33 cities were arrested during the 'Palmer Raids'. However, little evidence of Communist plots was found. This period of Communist paranoia became known as the 'Red Scare'
4	Who were Sacco and Vanzetti?	1. Sacco and Vanzetti were Italian anarchists who were found guilty in May 1921 of robbing a shoe factory and killing two people in April 1920. 2. There was no conclusive evidence, but they were found guilty and sentenced to death. 3. Both spoke little English and it was claimed that they did not understand the charges. 4. The judge said even if they had not committed that specific crime they were 'the enemy' and 'morally to blame'.
5	Why was their case so important?	1. It was reported worldwide and there were huge protests against the verdict. 2. Protestors said the men were innocent and had been found guilty because of their race and their politics. 3. Despite this, Sacco and Vanzetti were executed by electric chair in August 1927.

7. Racial Tension

1	What was life like for African Americans?	1. Black people in the South faced discrimination and segregation under the Jim Crow laws. 2. They had to use separate restaurants, hotels, swimming pools and cemeteries as white people. Lots of effort was expended on stopping them voting. These laws also stopped inter-racial marriage 3. Many judges, sheriffs and police supported the Jim Crow laws.
2	Why did they leave the South?	1. Nearly 2 million African Americans left the southern states in the hope of a better life away from segregation/ 2. By the 1920s the African American population of Chicago and New York had more than doubled since 1900
3	What was life like in the North?	1. They still experienced racism in the north – they were the last to be hired for particular jobs and the first to be fired. 2. They occupied the worst housing in the worst areas of cities. 3. Black workers were often underpaid or unable to get jobs in certain industries or workplaces. 4. In 1919 there was a race riot in Chicago after an African American youth entered a 'whites-only'beach
4	What was the Black Renaissance?	1. Harlem in New York became famous as a centre for black poets, writers, artists and creativity 2. White customers were attracted to these areas due to their vibrant and lively nightclubs and music venues. 3. Some African Americans entered politics. WEB DuBois set up the NAACP in 1910, which worked to improve black rights
5	What was the KKK?	1. A white supremacist terror group founded in the 1860s by Southern Civil War veterans. 2. By 1925, their popularity had reached 5 million. Most of their members were poor white people 3. They felt African-Americans and immigrants were taking their jobs
6	What did they do?	1. They attacked and intimidated the people they believed to be inferior. Their tactics included whipping, kidnapping and lynching They had many supporters in important places, like the police force and judges 2. Their popularity decreased after a local Klan leader was found guilty of rape and murder. Within a year membership fell to 300,000

Subject: RE	Topic: Crime and Punishment	Year Group: 10

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Knowledge Key concept : Crime							
	Define		Explain		Evidence		
1	What is crime?	Action which breaks the law; can be against the person (eg murder), against property (eg vandalism), or against the state (eg treason).	Responses to people committing crime	Seek help to reform the person, use places such as prison for rehabilitation. Punishment such as prison	Explain one religious scripture	'let everyone be subject to the governing authorities' Bible NT	You must follow the law of your country as well as your religion
2	What is hate crime?	Crime against a person because of race, gender, sexuality etc.	How do religions respond to hate crime?	Hate crime is not accepted and should be punished Victims should be supported	Explain one religious scripture	'made in the image of God' 'neither male nor female in the kingdom of heaven'	Christians believe everyone is made equal by God and is special therefore no one should be cruel to another.
3	What is Murder?	Unlawfully killing another person	How do religions respond to murder?	Punishment such as prison or going to hell	Explain one religious scripture	'do not kill' 10 commandments	Killing another is a great sin and should be punished.. This is a command from God.
4	What is theft?	Taking something without the owner's consent.	How do religions respond to theft?	Punishment then reformation, help the person if its through desperation	Explain one religious scripture	'do not steal' 10 commandments	Taking what is not yours is wrong in accordance with Gods commands

Knowledge Key concept : Reasons for Crime							
	Define		Explain		Evidence		
1	What are good intentions?	When an action intents to have a good consequence	What is the impact or influence?	You will be rewarded for thinking positively and for always having a good intention, even if the action is wrong.	Explain one religious scripture	'Allah hears your hearts intentions' Quran	God is omniscient so knows your thoughts and intentions as well as sees your actions.
2	What are evil intentions?	Having the desire or thought to intentionally harm someone else	What is the impact or influence?	You will be severely punished for bad intentions even if you do not go through with the actions. Thoughts matter.			

Subject: RE	Topic: Crime and Punishment	Year Group: 10

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Knowledge Key concept : Reasons for Crime							
Define			Explain		Evidence		
3	What is upbringing?	The environment a child lives in, and the instructions they receive, while they are growing up; can be a cause of crime.	Why is it a reason for crime?	People may be brought up thinking crime is acceptable.	Explain one religious scripture	'Anyone who does not do what is right is not a child of God' Bible	You are in control of your own actions and if you chose to do bad you will be punished
4	What is poverty?	The state of being without the things needed for a reasonable quality of life; can be a cause of crime.	Why is it a reason for crime?	May use crime to better their lives e.g.: selling drugs for money	Explain one religious scripture	'Better is a poor man who walks in his integrity than a rich man who is crooked in his ways' Bible	Being poor is not sinful but doing bad actions as. You are judged on good deeds not material possessions
5	What is metal illness?	A medical condition that can cause changes to a person's behaviour; can be a cause of crime.	Why is it a reason for crime?	People are less aware of their actions and the consequences.	Explain one religious scripture	"Come to me, all you who are weary and burdened, and I will give you rest." – Bible	God will support all those who are struggling and sick. He will show compassion and love
6	What is addiction?	Being addicted to/dependent on a particular substance; can be a cause of crime (eg stealing money to pay for illegal drugs).	Why is it a reason for crime?	Desperation for drugs may take over their desire to be moral.	Explain one religious scripture	'Do not cast yourself into destruction with your own hands' Quran	If you commit crime due to an addiction, then you have brought on the bad deed yourself- you should not give in to desires and addiction
7	What is greed?	Wanting or desiring something or more of something.	Why is it a reason for crime?	People want what they don't have so take it instead	Explain one religious story	The parable of the rich man	A rich man who worships money will not get into money. Greed is against the 10 commandments.
8	What is an unjust law?	A legal requirement within a society that is believed to be unfair; a cause of crime if a person believes they cannot follow (or must act against) a law they believe is unjust.	How do people oppose an unjust law?	They believe the law is wrong so will break it. E.g. stealing from the rich	Explain one religious scripture	'let everyone be subject to the governing authorities' Bible NT	Religious people must always uphold the law and

Subject: Drama	TOPIC: PERFORMING FROM A TEXT (June)	Year Group: Year 10

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Characterisation & Rehearsal Techniques

1	**Off Text Improvisation**	Making up a scene on the spot, without a script, imagining what happens before or after the text.
2	**The Leading Technique**	Using different body parts to lead (push forward) when moving in character.
3	**Seven Levels Of Tension**	How much we relax or tense our muscles to show a character. 1. Exhausted – Heavy, like a jellyfish 2. Laid back – No worries, relaxed on a sunny beach 3. Neutral – No story, blank 4. Alert – Curious, lost something, confused 5. Suspense – Suspicious, Cautious 6. Passionate – Melodramatic, despair 7. Tragic – Grief, petrified, frozen with fear
4	**Tempo and Rhythm**	Walking/moving/speaking at different speeds and on different beats to explore how it communicates your character's mood/personality.
5	**Emotion Graph**	Plotting a character's different emotions throughout the play on a graph to show their emotional journey.
6	**Role on the Wall**	An outline of a person. On the inside, you write the character's inner thoughts and feelings. On the outside, you write what other people see about the character.
7	**Status Game**	Giving your character a number status (from 1 -10) and exploring how they act with others OR an object (e.g. a chair) who are of different status
8	**Hot Seating**	Asking a character questions about their background, situation or motivation.

Warm-Up Exercises

1	**Relaxing the face**	Massaging the face and jaw to make sure there is no tension.
2	**Larynx**	Larynx = Voicebox We reduced tension and strain in the larynx by gently sirening and yawning.
3	**Breath Control**	We use our diaphragm to support our breathing so we have enough breath when speaking our lines.
4	**Body Movement**	Begin with aerobic exercise to increase heart-rate. Move onto warming up the joints with circular motions. Finish with stretches (60 seconds each).
5	**Exploring 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.
6	**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.

Contextual links: - Warm up videos from The National Theatre

- *AnActor'sWarm-Up \| Voice \| National Theatre - YouTube*
- *Vocal Warm-Up \| #1 Breathing \| National Theatre (youtube.com)*
- *https://www.youtube.com/watch?time_continue=3&v=0E9-UHcwgVA*

Subject: Performing Arts	Topic: PERFORMING FROM A TEXT (June)	Year 10

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PHYSICAL SKILLS - **GGSPEED**

1.	**G**	**G**ESTURES	Using your hands and arms to communicate
1.	**G**	**G**AIT	The pattern or manner of how a person walks
2.	**S**	**S**TANCE	Where you place your feet and legs.
3.	**P**	**P**OSTURE	How you hold your body, using your back and head.
4.	**E**	**E**XPRESSION	How parts of your face are positioned.
5.	**E**	**E**YE CONTACT	Where you are looking. For example, into somebody's eyes or looking at the audience.
6.		**D**YNAMICS	How you move. For example, sharply / smoothly.

VOCAL SKILLS - **DEPARTT**

1.	**D**	**D**ICTION AND PROJECTION	How clear your speech is Projection means making your voice heard
2.	**E**	**E**MPHASIS	Making words stand out
3.	**P**	**P**ITCH	How high or low your voice is
4.	**A**	**A**CCENT	The way you pronounce your words to show where you are from
5.	**R**	**R**HYTHM	How the speech flows and where have pauses
6.	**T**	**T**ONE	The emotion behind the speech
7.	**T**	**T**EMPO	How fast or slow the speech is

SPACE AND BLOCKING - **PLEASED**

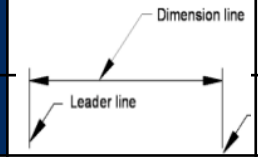
1.	**P**	**P**ROXEMICS	The distance between actors / objects / the audience (how close or far away they are)
2.	**L**	**L**EVELS	How high or low an actor is positioned
3.	**E**	**E**NTRANCES	Where an actor comes onto the stage
4.	**A**	**A**UDIENCE	Where the people watching are positioned and being aware of what they can see
5.	**S**	**S**ET AND PROPS	How the actor uses and moves around the furniture and objects on stage
6.	**E**	**E**XITS	Where an actor goes off the stage
7.	**D**	**D**IRECTION	Which way an actor is facing e.g. up stage / down stage / left / right / centre

HIGH LEVEL PERFORMANCE SKILLS FOR DETAILED CHARACTERISATION - **QUIT**

1. Q	**Q**UALITY	How the voice sounds – the **colour** of the voice. For example: nasal, breathy, hoarse, squeaky.
2. U	**U**NIQUE TRAIT	Characters often have a '**trait**', something that they do which is unique to them.
3. I	**I**NTONATION AND INFLECTION	**Intonation** – The change of **pitch** and **tone** in person's voice throughout a phrase / sentence. **Inflection** – The change of **pitch** within a word.
4. T	**T**ENSION	How **tense** the body or voice is. This relates to the **muscles** in our body. When our muscles are 'tense' they are contracted.

Standard conventions in **BS 8888** and how these are applied

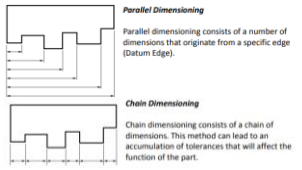
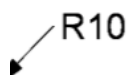
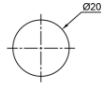
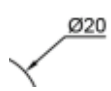
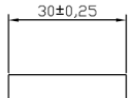
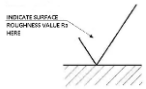
Meaning Of Line Types:

Outlines		Visible outlines & edges
Hidden Detail		Hidden outlines and edges.
Centreline		Chain thin: Centre lines and lines of symmetry.
Projection, Leader Line		Continuous thin line
Dimension		Continuous thin line

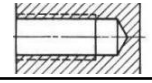
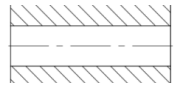
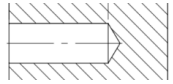
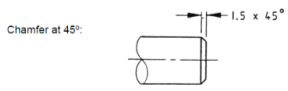
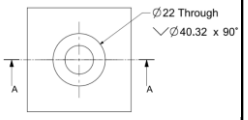
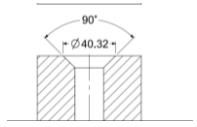
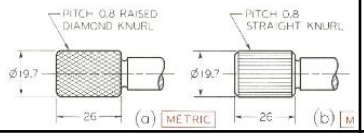
Abbreviations

Across Flats	AF	Width across flats is **the distance between two parallel surfaces on the head of a screw or bolt, or a nut.**
Centre Line	CL	Centre lines denote **a circular feature such as a shaft or a hole**. Or a plane of symmetry.
Diameter	∅	
Drawing	DRG	
Material	MATL	
Square	SQ	❑ If preceding a dimension

Standard Conventions For Dimensions

Linear Measurements		
Radius		
Diameter		
Tolerances		∅ 16±0.1
Surface Finish		Known as a 'tick' symbol.

Representation Of Mechanical Features

Threads	**Male** 	**Female** 
Holes	**Through Hole** 	**Blind Hole** 
Chamfers		**A Symmetrical Sloping Surface At An Edge Or Corner**
Countersinks	**Countersink Plan view** 	**Countersink Side view** 
Knurls		**Knurling** is a manufacturing process, whereby a pattern of straight, **angled or crossed lines** is rolled into the material

Subject: Fine Art	Topic: Observations	Year 10: J2J

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Knowledge Group 1: Mediums		
1	Grades of pencil	Graphite pencils are classified as either soft black (B), hard (H), hard black (HB), and firm (F). The degree of these qualities is then further classified by numbers, the higher the number the higher the intensity.
2	"B" Pencils	Pencils which feature softer and darker graphite.
3	Prismacolour Pencil Crayons	High-quality coloured pencils with soft, easy to blend cores that artists use to create rich colours, smooth shading and detailed drawings.

Key Vocabulary		
1	Observational drawing	Observational drawing is drawing what you see and typically implies drawing from life.
2	Key Concept	The main idea, message or theme that an artwork explores and communicates to the viewer.
3	Relief (sculpture)	A type of sculpture where shapes and figures are raised from a flat background surface rather than standing freely in space.
4	Tonal Modelling	Tonal modelling is a means for the artist to create a sense of three-dimensional form in a drawing or painting.
5	Hatching	Artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.
6	Cross-hatching	A method of line drawing that describes light and shadow. Light is represented with the openness of the lines, while shadow is recorded using the density of crossed lines.
7	Contour-hatching	When the lines follow the contours of the subject recording form.
8	Highlights	The areas on an object where light is hitting.
9	Shadows	The darker areas on an object where light is not hitting.
10	Depth	The perceived distance between the background and the foreground of a composition
11	Detail	A distinctive feature on a piece of art which can be seen most clearly up close.
12	Implied texture	Texture in art that cannot be felt by touch, but which resemblance is instead achieved through the masterful use of artistic tools and materials.
13	Realism	Art Style that aims to show people objects and scenes as they appear in real life with accurate detail and observation.

Subject: Graphics	Topic: Sculpture to Sound	Year 10: J2J

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Knowledge Group 1. Photoshop Tools		
1	Layer Stack	The order of layers in Photoshop that controls what appears in front of behind allowing designers to build and edit images in separate organised ways.
2	Free Transform (Ctrl T)	An action tool used to scale, rotate, flip, skew, distort, and warp images all using the free transform command.
3	Hand Tool	Used to move around and navigate different areas of an image without changing the artwork itself.
4	Marquee Tool	Selection tool used to select rectangular, elliptical or single-row areas of an image so they can be edited, moved or adjusted.
5	Rulers (Ctrl R)	Digital rulers used to overlay precise and measured lines.
6	Eye dropper tool	Tool used to sample and select a colour from an image so it can be used elsewhere in the design.
7	Rasterize	Process of converting a vector shape or text into pixels so it can be edited like a normal image but it will lose scalability.

Knowledge Group 2. Presentation		
1	Consistency (presentations)	The use of the same visual style, layout, colours, fonts and design elements throughout a project to create a clear and professional appearance.
2	Margins & Borders	Evenly spaced, minimal and consistent. Always aligned.
3	Balanced Composition	Content carefully positioned to look well-balanced and visually pleasing.
4	Alignment	Arrangement in a straight line or in correct relative positions
5	Constrain Proportions	Scaling whilst keeping original proportions (aspect ratio – not squashing or stretching.)

Key Vocabulary		
1	Design Brief	A clear statement that outlines what you need to design, who it is for and the purpose of the final outcome.
2	Typography	Art of arranging and designing text using different fonts, sizes, spacing and layouts to communicate a message clearly and effectively.
3	Font Style	Refers to the visual design of text such as bold, italic or decorative variations which changes how written words look and feel in a design.
4	Aspect Ratio	The ratio of the width to the height of an image or screen.
5	High Resolution	A large amount of detail. This would contain a lot of pixels to create.
6	Search Engine Tools	Built in search engine (Google, Bing etc.) tools that enable content to be filtered.
7	Assessment Objectives (DRRP)	Four areas that measure how well you develop ideas, experiment and refine work, record observations and create a final personal outcome.

Knowledge Group 3 Research		
1	Investigating	The process of gathering and exploring information, images and ideas to help develop understanding and inspire your creative work.
2	Critical Reflection	The process of carefully thinking about and evaluating your own work explaining what works well, what could be improved and why you made certain creative decisions.
3	Contextual Analysis	

Design & Technology: H&C	PRACTICAL Topic: Unit 2 AC 3.1 – 3.3	Year Group: 10

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Health & Safety		
1	**Personal Hygiene**	Consideration for personal cleanliness and PPE such as hairnet, handwash, apron.
2	**Equipment Hygiene**	Consideration to identify unclean equipment before using to prepare foods. These must be washed before using.
3	**Environment Hygiene**	Evaluating your immediate work area to highlight any unclean surface areas before you start to prepare foods. E.g. worktops, sinks.
4	**Hazard Analysis**	Identifying possible hazards that could occur during preparing, cooking or storage of foods.
5	**Knife skills**	Using appropriate skills to ensure sfe preparation of foods. E.g. bridge, claw, filleting, chiffonade
6	**Appropriate equipment selection**	Being able to identify, choose and select the correct piece of equipment for the job. E.g. zester, pasta winder, grater, colander
7	**Safe storage**	Helps to preserve the quality and nutritional value of the foods and saves money. Proper food storage can prevent harmful bacteria multiplying.
	Temperature zones	A range of temperature zones that inform us how bacteria act within foods. E.g. danger zone = 5-63C = germs grow Freezing = -18C = germ dormant (sleep) Boiling = 121C = germs are killed

Sweet Garnish techniques		
1	**Tuile**	A tuile is a baked wafer, French in origin, generally arced in shape, that is made most often from dough, often served as an accompaniment of other dishes
2	**Quenelle**	A quenelle is a presentation technique which makes a three-sided oval shape out of soft, malleable dish components, like pâté, cream Chantilly or ice cream.
3	**Coulis**	A coulis is a form of thin sauce made from puréed and strained vegetables or fruits
4	**Piping**	Use icing with a solid structure add into a piping bag and squeeze to create shapes, rosettes and lines. Choices of nozzles can benefit the decoration.
5	**Honeycomb**	Honeycomb, also referred to cinder toffee, is a light, airy sweet made from sugar, golden syrup and bicarbonate of soda
6	**Chocolate curls**	Made with melted chocolate that is spread thinly. Leve to cool then use a blade to slowly scratch off curls.
7	**Edible soils**	This can be made with almost any ingredients you want, as long as the result is a mixture of edible items that resembles soil.
8	**Caramelising**	Caramelisation is the browning of sugar, a process used extensively in cooking for the resulting sweet nutty flavour and brown colour

Design & Technology: H&C	PRACTICAL Topic: Unit 2 AC 3.1 – 3.3	Year Group: 10

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Savoury Garnish techniques		
9	**Crouton**	Is a piece of re-baked bread, often cubed and seasoned. Croutons are used to add texture and flavour to salads
10	**Veloute**	means velvet, and the sauce is just that. Velvety, full of flavour, Creamy, French sauce made without dairy.
11	**Dauphinoise**	A dish of finely sliced potatoes baked in milk, cream and cheese served as accompaniment.

Savoury Garnish techniques		
12	**Jus**	Juices that occur during the cooking process (in particular when roasting meat**)**
13	**Puree**	To change the texture of solid food so that it is smooth. Used to as décor.
14	**Tempura**	a popular Japanese dish in which food (most commonly seafood, vegetables, or sushi) is lightly battered and deep fried to create a light, crispy coating.
16	**Sauces**	Panada = Thick to combine ingredients Coating = coats the back of a spoon Pouring = Glazes the back of a spoon

Key Vocabulary		
1	**Gelatinisation**	A process of breaking down starch in the presence of water and heat,
2	**Setting**	The time that it takes until a liquid reaches a state of firmness.
3	**Emulsification. (Mayonnaise)**	To combine two ingredients together which do not ordinarily mix easily. E.g. vinegar and oil
4	**Julienne**	A knife technique used to prepare vegetables by cutting them into matchstick-shaped pieces
5	**Brunoise**	Is the finest dice and is derived from the julienne cut. Used in fine garnish
6	**Garnish**	Is an item of food used as a decoration or embellishment to a prepared food dish or drink.
7	**Glazing**	Is reducing a cooking liquid until it coats your vegetables with a deeply flavoured, glossy and beautiful sauce.

Music	Topic: The building blocks of music	Year Group: 10/11

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1. Music notation

1	Stave /Staff	The five lines and four spaces that music is written on.
2		Bass Clef used for notating notes for low-sounding instruments, or the left-hand part of piano music.
3		Tenor Clef where middle C is on the fourth line. It is used for instruments such as the cello
4		Treble Clef used for notating notes for high-sounding instruments, or the right-hand part of piano music.
5	**Bar line**	The vertical line on a stave that divides the music into bars.
6	**Repeat marks**	Indicated by a double bar line and two dots, an instruction to the player to play a section of music again
7	**Slur**	A curved line joining notes together, showing they must be played smoothly.
8	**Tie**	A curved line between two notes of the same pitch, showing that the note should be held for the value of both notes together.

2. Intervals and degrees of the scale.

1	Semitone	The smallest step in Western music, white to black note on a keyboard.
2	Tone	Also called a major 2nd interval, the distance between two notes that are two semitones apart, e.g. C–D.
3	Tonic	The first note of a scale.
4	Supertonic	The second note of a scale.
5	Mediant	The third note of a scale.
6	Subdominant	The fourth note of a scale.
7	Dominant	The fifth note of a scale.
8	Submediant	The sixth note of a scale.
9	Leading note	The seventh note of a scale.
10	Sharp (♯)	A symbol showing that the note must be raised by a semitone.
11	Flat (♭)	A symbol showing that the note must be lowered by a semitone.
12	Natural (♮)	A symbol that cancels a sharp or flat.

3. Key vocabulary - Rhythm

1		Crotchet = 1 Beat
2		Quaver = ½ Beat
3		Minim = 2 Beats
4		Semibreve = 4 Beats
5		Rest = Rest for 1 beat (Crotchet rest)
6		Rest = Rest ½ beat (Quaver rest)
7	**Dotted note**	A note that is held for its full length plus an extra half. E.g. A dotted crotchet would last for 1 ½ beats.
8		A pause, meaning the player/s hold the note on for longer – normally twice as long.
9	**G.P.**	Grand pause, meaning the players hold silence for as long as needed.
10	**Triplet**	A group of three notes played in the time of two. A group of triplet quavers would fit into the same amount of time as two normal quavers.

Other points of interest: Every piece of music we work on will use these terms, so it is really important you learn them. Some interesting rhythmic pieces to listen to include Clapping Music by Steve Reich and Take 5 by Dave Brubeck.

Music	Topic: Organisation of sounds – Melody and form and structure.	Year Group: 10/11

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1. Melody

1	**Arch shaped**	First half goes up, second half goes down or vice versa.
2	**Arpeggio/Triadic**	A chord with the notes played one at a time.
3	**Ascending**	Going down
4	**Conjunct**	Melody that moves by mainly by step.
5	**Descending**	Going down
6	**Disjunct**	Melody containing leaps.
7	**Ornamentation**	Musical decoration, including trills, turns, mordents, acciaccaturas and appoggiaturas.
8	**Riff**	A short, repeated musical pattern in rock, pop and jazz.
9	**Fanfare**	Music usually played by trumpets or other brass instruments to announce the arrival of an important person or the start of an event.
10	**Imitation**	Parts copy each other, normally overlapping
11	**Interval**	The distance between two notes.
12	**Leap**	Distance between two notes which is larger than one step.
13	**Melodic device**	A composing technique where the melody is developed/altered in several different ways, e.g. sequence, imitation.
14	**Ostinato**	A short, repeated musical pattern in classical music.
15	**Scalic / step wise**	Notes moving up or down through a scale.
16	**Sequence**	A motif or phrase which is repeated at a higher or lower pitch.
17	**Theme**	A musical idea, often a melody, that forms the basis for a piece.

2. Form and structure

1	**Call and response**	A phrase is played by a soloist and then others play a phrase back in reply.
2	**Retrograde**	Musical device where the music is played 'backwards', from the last note to the first.
3	**Strophic**	A vocal form where the same music is used for each verse.
4	**Ternary**	A three-part (ABA) form where the A section is heard twice with a contrasting middle section between them.
5	**Through-composed**	A vocal form where the music is not repeated for each verse, but changes to reflect the mood of the lyrics.
6	**Binary**	A musical structure with two contrasting sections, A and B
7	**Rondo**	A structure where the main theme is heard at least three times, alternating with contrasting sections, e.g. ABACA in its simplest form.
8	**Verse and chorus**	A structure with verse and chorus sections, often called strophic.
9	**Introduction**	Opening section of a piece.
10	**Sonata form**	A large-scale three-part structure with exposition, development and recapitulation, used for the first movements of many sonatas, symphonies and concertos.

Wider listening: For melodies in a range of styles then listen to Mozart (conjunct), Chopin (mixture of conjunct and disjunct) and Schoenberg (disjunct).

Music	Topic: Organisation of sounds – Harmony and Tonality.	Year Group: 10/11

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1. Harmony

1	**Anticipation**	A note played just before the rest of the chord enters.
2	**Appoggiatura**	A clashing note that then drops in pitch to be part of the chord.
3	**Auxiliary notes**	An extra note played above or below a note in a chord, and then it returns to the note of the chord.
4	**Diminished 7th**	Four-note chord consisting of minor 3rds, e.g. A–C–E flat–G flat.
5	**Diminished triad**	Three-note chord consisting of two minor 3rds, e.g. A–C–E flat.
6	**Dissonance**	Chords that have notes that clash.
7	**Drone**	Two notes held for a long time.
8	**Imperfect cadence**	Chord progression at the end of a phrase (I/II/IV–V), the music sounds like it will carry on.
9	**Interrupted cadence**	Chord progression at the end of a phrase (V – VI), a 'surprise' sound as it suddenly carries on.
10	**Perfect cadence**	Chord progression at the end of a phrase (V– I), a final ending.
11	**Plagal cadence**	Chord progression at the end of a phrase (IV–I), a gentle 'amen' sound.
12	**Suspension**	A 3 step chord progression. Preparation sounds a note, dissonance with a clashing note and resolution.
13	**Ground Bass**	A bass line that repeats throughout a whole piece.
14	**Cadence**	Chord progression that signifies the end of a musical phrase.
15	**Chord**	Two or more notes played together.
16	**Chord sequence**	The order the chords are played in.
17	**Harmony**	The chords used in a piece.
18	**Murky Bass**	A term used in eighteenth-century piano music, where the left hand plays slow-moving chords in octaves.
19	**Pedal**	Held or repeated note used in music.

Wider listening: For harmony in a range of styles then listen to Bach (set up the system we know), Beethoven (challenged the system we know) and Webern (new ideas).

3. Tonality

1	**Chromatic**	Harmony where the notes of chords are outside the key. E.g. in C major, chords with sharps/flats.
2	**Dominant**	Key starting on the 5th note of a scale and containing one more sharp or one fewer flat.
3	**Major**	A happy sounding key.
4	**Minor**	A sad sounding key.
5	**Modal**	Music based on scale systems such as Ionian or Aeolian, popular in renaissance, world and jazz music.
6	**Modulation**	When a piece of music changes key.
7	**Pentatonic**	A five-note scale often using only degrees 1, 2, 3, 5and 6 of the major scale.
8	**Relative major**	Has the same key signature as minor key, but the tonic is three semitones higher.
9	**Relative minor**	Has the same key signature as major key, but the tonic is three semitones lower.
10	**Atonal**	Music that is without any key or home-base.
11	**Key**	In Western classical music, sounds that are organised into major or minor keys.
12	**Tonality**	The mood of the music.
13	**Tonic**	Home key, where a piece usually starts and ends.

Music	Topic: Organisation of sounds – Texture and Sonority and music technology terms.	Year Group: 10/11

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1. Texture

1	**Basso Continuo**	A type of instrumental accompaniment in the baroque period played by a bass and chord instrument.
2	**Chordal / Tutti**	A musical texture where the parts move together at the same time, e.g. a hymn.
3	**Dominant pedal**	Repeated or held note (5th note of scale).
4	**Fugal**	Instruments come in one after the other, imitating each other.
5	**Homophonic**	Musical texture where there is a tune supported by harmony.
6	**Imitative**	Texture where a melody or phrase is heard again immediately in a different part.
7	**Monophonic**	One single melody is heard, either in unison or octaves.
8	**Polyphonic**	More than one tune playing at the same time.
9	**Tonic pedal**	Repeated or held note (Root note of scale).
10	**Unison**	More than one instrument playing the same part together.
11	**Accompaniment**	Part that supports the tune.

2. Texture continued

12	**Heterophonic**	Two or more parts playing different versions of the same tune, at the same time.
13	**Solo**	A leading part in piece for one instrument.
14	**Texture**	The layers in the music.
15	**two-part texture**	Music that consists of two independent melodic lines.

3. Sonority and Music technology terms

1	**Staccato**	Playing detached notes.
2	**Articulation**	How the notes are played e.g. legato or staccato.
3	**Legato**	Notes played smoothly.
4	**Chorus**	Effect created when several sounds of almost the same timbre are heard as one.
5	**Multitrack recording**	A studio technique where sounds can be recorded separately and then combined, allowing the sound engineer to adjust each one on its own.

4. Sonority and Music technology terms

7	**Overdubbing**	A musician plays over the top of a guide track and records final versions of the recording.
8	**Pitch shift**	A recording technique where a note that has been recorded is raised or lowered, often to correct the tuning.
9	**Retake**	Repeating a recording of an audio or video section.
10	**Sonority**	A word used to label sound, which could be an instrument, a combination of sounds or the tonal quality of a performer.
11	**Staccatissimo**	Music that is extremely separated and detached.
12	**Studio effects**	Musical effects, such as distortion, added in the recording studio.
13	**Timbre**	The sound of a particular instrument or voice.
14	**Track**	(1) One of the songs on a CD or record. (2) One of the separately recorded parts in a multitrack recording.

Music	Topic: Organisation of sounds – Tempo, metre and rhythm and dynamics.	Year Group: 10/11

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1. Tempo

1	**Accelerando**	Speeding up gradually
2	**Allegro**	A fast and lively tempo.
3	**Andante**	Walking pace
4	**Grave**	A very slow tempo
5	**Largo**	A slow tempo
6	**Moderato**	A medium tempo
7	**Presto**	A fast tempo
8	**Pulse / Beat**	The regular, underlying beat in music.
9	**Rallentando**	Slowing down gradually.
10	**Tempo**	The speed of the music
11	**Vivace**	A very fast tempo.

2. Metre

1	**Alla Breve**	The time signature of two minim beats per bar (2/2).
2	**Compound time**	Time signatures where the beat is a dotted note dividing easily into three quavers.
3	**Simple time**	Time signatures where the beat is a single note, such as a minim, crotchet or quaver.
4	**Metre**	How many beats in a bar.
5	**Irregular metre**	Time signatures outside the normal duple, triple and quadruple metres.

3. Rhythm/rhythmic devices

1	**Rubato**	Literally means 'robbed', speeding up a part of the bar to slow down another.
2	**Shuffle**	Rhythmic pattern for drummers in 4/4 time where the beats are played in triplets.
3	**Syncopation**	Music that emphasises the off beat.
4	**Triplets**	A rhythmic figure, indicated by a '3' where three equal notes are played in the time of two of the same note value.
5	**Accented**	Beats in a bar which have a stronger emphasis than others, e.g. the first beat of a bar has a natural emphasis.
6	**Duration**	The length of a note or rest.
7	**Dotted rhythm**	A rhythm created when note lengths are increased by half their value.
8	**Pause**	Note or chord held for longer than written, normally twice the length.
9	**Swung rhythm**	A relaxed rhythm used in jazz where the beat has a triplet feel.
10	**Anacrusis**	Phrase that starts before the first beat of the bar.
11	**Cross rhythm**	Instruments playing different rhythms that cross each other. E.g. quaver vs triplet
12	**Scotch snap**	A note played quickly on the beat, followed by a longer note 3 times its length.
13	**Free time**	A type of rhythm that has no regular metre or constant pulse.

4. Dynamics

1	*pp*	Pianissimo = Very soft & very quiet
2	*p*	Piano = Soft & Quiet
3	*mp*	Mezzo Piano = Medium soft & quiet
4	*mf*	Mezzo Forte = Medium loud
5	*f*	Forte = Loud
6	*ff*	Fortissimo – Very loud
7	**Crescendo**	Getting louder
8	**Diminuendo**	Getting quieter
9	**Terraced dynamics**	Abrupt and sudden changes from forte to piano and vice versa, a key feature of Baroque music instruments.

Wider listening: For great examples of pieces that feature changes in tempo, dynamics and rhythms listen to pieces from the Romantic period and the nationalist composers of Russia.

Music	Topic: Organisation of sounds – Performance matters and types of musical work	Year Group: 10/11

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1. Performance matters

1	**Glissando /Slide**	Slide over a series of notes, commonly found in piano, harp and string music.
2	**Improvisation**	Making music up as you go along, jazz does it a lot!
3	**Phrasing**	Often shown by a curved line over the music, it is like a musical sentence.
4	**Melisma**	Singing technique where two or more notes are sung on one syllable.
5	**Hammer on**	Guitar technique where the left hand strikes the string percussively, causing the note to sound on its own.
6	**Pizzicato**	Plucked strings
7	**Pull off**	A guitar technique where the left hand releases a note while it is still sounding, causing a lower note to sound.
8	**Double stopping**	Playing of two notes together on a stringed instrument, either by bowing or plucking.
9	**Doubling**	The same part played by two instruments, either in unison or in octaves.

2. Performance matters continued

1	**Dynamics**	The volume of the music.
2	**Harmonics**	A flute like sound created on a string instrument by lightly touching the string.
3	**Range/tessitura**	The span of notes possible on an instrument/voice.
4	**Tab**	A way music is written for guitar, with six lines representing the string, and numbers representing frets.
5	**Tremolo**	Rapidly repeating the same note.
6	**Wah wah**	Effect used on guitar and brass where there is a closed and open sound that quickly changes
7	**Word painting**	Feature of vocal music depicting the literal meaning of the lyrics, e.g. a descending run on the lyric 'down'

3. Types of musical work

1	**Sonata**	Work for solo instrument, in 3 or 4 movements.
3	**Cantata**	A medium-length multi-movement work for soloists, choir and orchestra, often with a religious text.
4	**Chorale**	Type of hymn for four voice parts – soprano, alto, tenor and bass.
5	**Concerto Grosso**	A Baroque form which contrasts a groups of soloists against the main body of the orchestra, usually in three movements.
6	**Gigue**	A quick Baroque dance, usually in compound metre and frequently used as the last movement in a suite.
7	**March**	Music with a strong rhythmic beat designed to synchronise walking steps, often used in military music.
8	**Prelude**	A piece that is often used to open a work, often followed by a fugue.
9	**Solo concerto**	A piece for a soloist with accompaniment.
10	**Suite**	A set of dances used in the Baroque period.

Wider listening: For great examples of guitar techniques, look at Andy McKee. For word painting listen to Baroque or Vaughan-Williams. For suites listen to Handel.

Music	Topic: Organisation of sounds – Musical Genres and Styles, Instrumental music 1700-1820 and vocal music.	Year Group: 10/11

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1. Genres

1	**Fusion**	Music that combines two or more styles.
2	**Musical theatre**	A stage performance that includes singing, talking, acting and dancing.
3	**Rock**	A genre of popular music that emerged in the 20th century.
4	**Jazz**	A general term to 20th century improvisatory music.
5	**Oral tradition**	Music passed down generations by playing and listening, rather than writing it down.
6	**Samba**	A dance and music style with African and Brazilian influences.

2. Musical periods

1	**Renaissance**	Music period from1400 and 1600. Byrd and Pallestrina
2	**Baroque**	Music period from 1600-1750. Bach and Handel.
3	**Classical**	Music period from 1750-1820. Mozart and Haydn.
4	**Romantic**	Music period from 1820-1900. Wagner and Chopin.

3. Instrumental music 1700-1820

1	**Alberti Bass**	Accompaniment style found in the left hand of many Classical piano works, where the chord is split into four notes – low, high, medium, high.
2	**Counter point**	The combination of two or more independent melodic lines.
3	**Figured Bass**	A type of Baroque musical shorthand where numbers are written below a continuo part to indicate the harmonies.
4	**Fortepiano**	The first type of piano, invented and popular in the classical period.
5	**Fugue**	A complex polyphonic genre for any number of parts, where a theme is stated and copied by others.
6	**Harpsichord**	A Baroque stringed keyboard instrument.
7	**Movement**	An independent, self-contained piece which is part of a larger work such as a symphony concerto or sonata.
8	**Overture**	Opening orchestral section of an opera.
9	**String quartet**	A small ensemble made up of two violins, a viola and a cello.
10	**Symphony**	Large-scale work for orchestra, usually in four movements (fast–slow–dance–fast).

4. Vocal music

1	**Chorus**	The catchy, repeated section of a song that comes between the verses.
2	**A cappella**	Choral music that is sung without any accompaniment.
3	**Accompaniment**	Music played by the instruments backing the melody.
4	**Aria**	A song, usually found within a larger work, such as an opera or oratorio.
6	**Four-part harmony**	Music written for soprano, alto, tenor and bass voices, each singing a different part and sounding together as chords.
7	**Oratorio**	Piece based on the bible for soloist, choir and orchestra.
8	**Recitative**	A style of setting words to music where the singer followers the natural inflections of speech, often with sparse accompaniment.
9	**Round**	Song which can be sung by two or more singers with staggered entries, and often repeated.
10	**Syllabic**	Singing only one note per syllable.
11	**Vocal counter point**	The combination of two or more independent sung melodic lines.

Wider listening: For Baroque music listen to Bach, Vivaldi and Handel and for vocal music listen to songs by Mendelssohn, Schubert, Sheeran or Adele!

Music	Topic: Organisation of sounds – Music for stage and screen.	Year Group: 10/11

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1. Music for stage and screen

1	**Action songs**	Songs involving movement, often linked to the meaning of the lyrics.
2	**Character song**	A song where the lyrics reflect the mood or image of the singer.
3	**Cue**	A signal given by a conductor or band leader to indicate the entrance of a player.
4	**Diegetic music**	Music which characters hear in a piece.
5	**Film score**	Original music which is composed to accompany a movie.
6	**Leitmotif**	A short musical idea linked to a person, place or feeling.
7	**Libretto**	The words or text for the music of an opera or oratorio.
8	**Mickey-Mousing**	A movie technique that synchronises the music and the acting.
9	**Non-diegetic music**	Music which characters don't hear in a piece.
10	**Orchestration**	The art of writing or arranging music for a variety of instruments.
11	**Underscoring**	Soft music in movies heard as background to dialogue or visuals.

2. Fusions

1	**Groove**	The 'feel' of the music, created mainly by the rhythm.
2	**Bolero**	A Spanish dance in moderate tempo and with three beats per bar.
3	**Cubop**	A genre that combines Cuban traditional music with bebop.
4	**Danzon**	A genre of Cuban instrumental dance music with complex rhythms.
5	**Experimental music**	Twentieth-century music that bypassed normal boundaries and tried to achieve something brand new.
6	**Idiomatic**	Music that is well suited to a particular instrument.
7	**Jazz fusion**	Genre that combines elements of Jazz with other popular styles.
8	**Salsa**	Popular Latin American dance and musical style
9	**Aeolian Mode**	A scale system going from A-A using the white notes.
10	**Bebop**	A jazz style featuring complex rhythms and melodies with an emphasis on improvisation.

3. Fusion continued

1	**Celtic**	Term generally used to describe the distinctive sound of Irish and Scottish music.
2	**Dorian mode**	Scale system from D-D using the white notes.
3	**Electronic dance music**	Term for music produced for clubs and raves – often combined with other styles to create fusions.
4	**Folk Rock**	Genre that combines folk songs with modern styles.
5	**Latin Jazz**	A genre that combines jazz and Latin American rhythms.
6	**Loop**	Where a sample is digitally repeated continuously.
7	**MIDI**	Musical instrument digital interface. A device used to transfer musical information between electronic instruments and computers.
8	**Son**	A Cuban song and dance genre that combines Hispanic and African music.
9	**Folk music**	Songs, dances or instrumental melodies of a particular region or country.
10	**Worldbeat**	Genre that combines traditional world music elements with Western styles such as pop and rock.

Wider listening: For stage and screen listen to Lloyd Webber, Schwartz, Hans Zimmer and John Williams. For fusions listen to Dizzee Gillespie and Afrocelt sound system

Subject: Photography	**Topic: Forces** (Artist Research/Force of Nature)	Year 10: J2J

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Knowledge Group 1. Consistency

1	**Title**	Name of the artist. Displayed formally. Size 28.
2	**Composition**	Content carefully positioned to look well-balanced and visually pleasing.
3	**Margins & Borders**	Evenly spaced, minimal and consistent. Always aligned.
4	**Images**	High resolution with an original aspect ratio (not stretched or squashed). Search for 'large' images on google.
5	**Font/ Typography**	Art of arranging type to make written language legible, readable and appealing.

Knowledge Group 2. Photography Content

1	**Contact Sheet**	A sheet with 35 thumbnail sized photographs. Annotated in green and red pen.
2	**Sketching/ Drawing**	Part of A03. Drawing to plan out ideas before photographing.

Knowledge Group 3. Critical Reflection

1	**Contextual Analysis (Analysing the work of artists)**	Annotations or keywords from a critical and analytical perspective about the artist's work. This will consist of a *Personal Response* and reflections on the *Aesthetics, Meaning* and *Context.*
2	**Critical Reflection (Analysing your work as it develops)**	The process of reflecting critically on your work as it develops. Annotations should explain how you have gone from one idea to the next. *(What, How, Why?)*

Knowledge Group 4. Photography Content

1	**Force of Nature**	The interaction between nature and the manmade environment. Techniques developed: Aperture, depth of field and focus.
2	**Experimentation**	Experiment with a range of different photography techniques and different media. e.g. Photoshop, collage, sewing, painting etc.

Key Vocabulary

1	**Artist Study**	A student's response emulating the techniques and approaches of the artist.
2	**Digital Image**	An image made of pixels. Printed text, photographs and artwork. Amount o pixels define high quality.
3	**Macro Setting**	A mode on an analogue or digital point-and-shoot camera that enables shooting close up.
4	**Consistency**	The consistency of measurement techniques. Same font, style, spacing, etc
5	**Aperture**	The opening that controls the amount of light the camera receives.
6	**Worm's-eye view**	Low to the ground shot, subject above horizon.
7	**Birds eye view**	An elevated view of an object from above, with a perspective as though the observer were a bird.
8	**High Resolution**	A large amount of detail. This would contain a lot of pixels to create.
9	**Depth of field**	The distance between nearest and furthest object, a focused image.
10	**Typography**	The style and appearance of printed matter.
11	**Focus**	How clear the image is e.g. blurry/not blurry.

Subject: Art Textiles	**Topic: Structures (**Photography, Leeds visit and repeat patterns)	Year 10: J2J

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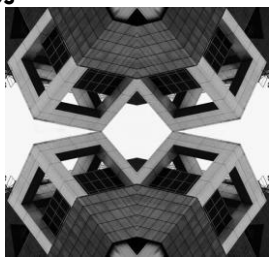
1. Process of creation

1		Use a primary photograph of a structure.
2		Abstract to create a pattern: Repeat Half drop Reflect Rotate
3		Transfer the image onto polyester fabric using the sublimation printer and the heat press.

2. Technical knowledge

1	**Repeat**		A rigid motion of repeating a motif over and over along horizontal or vertical lines.
2	**Half drop**		A rigid motion where every other line of the motif is staggered.
3	**Reflect**		A rigid motion where the original motif is reflected across a line or axis.
4	**Rotate**		A motion where the original motif is rotated around a single point.

3. Key Vocabulary

1	**Pattern**	A repeating motif.
2	**Sublimation Printer**	A printer that prints images onto paper, the images can be transferred using heat onto fabric/wood or metal.
3	**Heat Press**	A piece of equipment that heats up and can be used to transfer images onto fabric/wood or metal.
4	**Helder Santos** 	A Portuguese graphic designer
5	**'Shift'**	A repeating pattern.
6	**Primary Image**	An image you have taken yourself. (This could be a primary photographs you have taken)
7	**High Resolution**	An image that is not distorted or pixelated.
8	**Distorted**	Something that is not clear to the eye.
9	**Pixelated**	An image that appears to have lots of small dots or sections.
10	**Contact Sheet**	35 photographs that are annotated to say which are good and why and which are not so good and why.

Subject: **GCSE PE**	Topic: **1.1 – Applied Anatomy and Physiology**	Year Group: **10/11**

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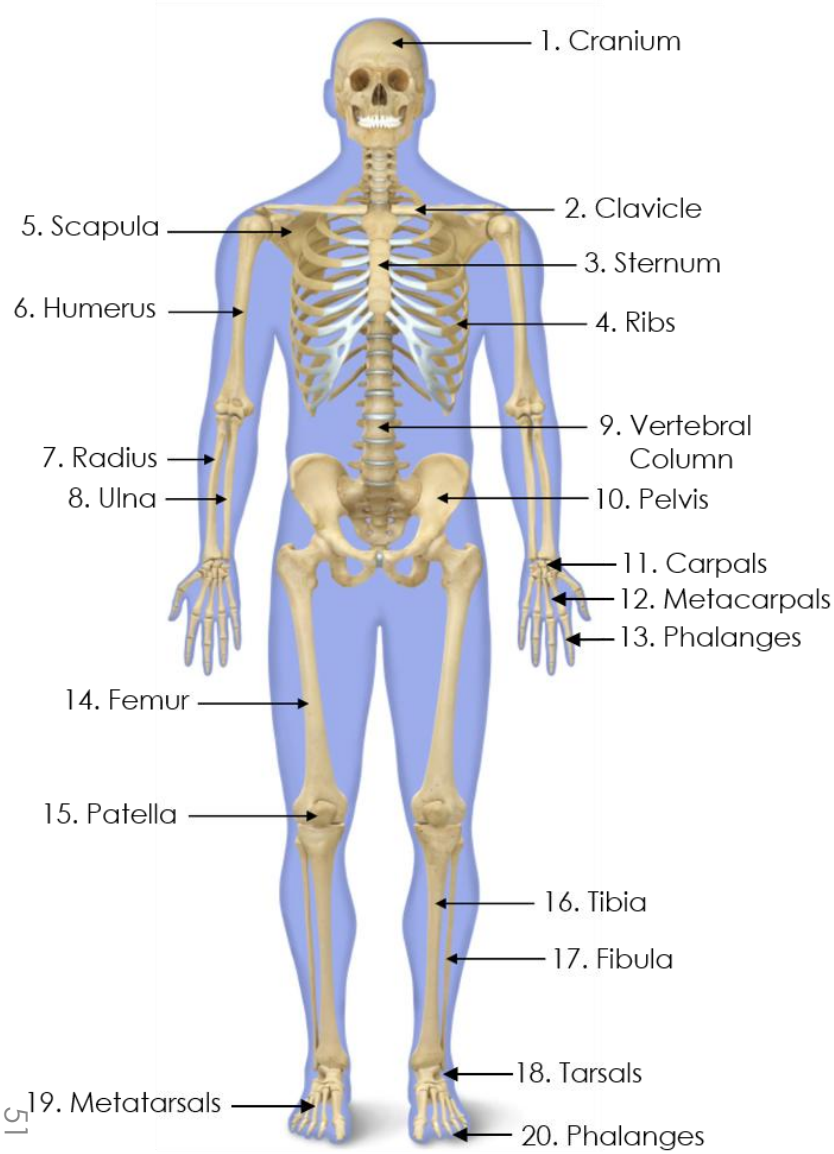
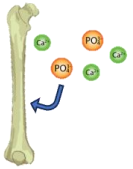
1.1.a The structure and function of the skeletal system

KG1 – Location of major bones



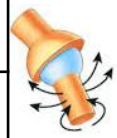
KG2 – Functions of the skeleton

	Function	Description
21	 Support	Skeleton provides a supportive framework Supports the muscles and organs of the body
22	 Posture	Vertebral column keeps us upright and gives us good posture
23	 Protection	Our skeleton provides a rigid structure to protect our vital organs
24	 Movement	Joints allow our skeleton to move. Bones allow attachment for skeletal muscles/tendons. Bones act as levers for muscles to pull on.
25	 Blood cell production	Blood cells are produced in the marrow of long bones
26	 Storage of minerals	Bones store minerals such as calcium, potassium and iron

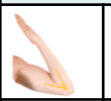
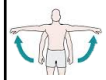
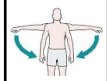
Subject: **GCSE PE**	Topic: **1.1 – Applied Anatomy and Physiology**	Year Group: **10/11**

1.1.a The structure and function of the skeletal system

KG3 – Types of Synovial Joints

	Definition				
27	Synovial Joint	A freely moveable joint where two or more bones articulate			
	Types of Synovial Joint	Description	Joint	Articulating bones	
28	 Hinge Joint	Allows movement in one plane only	 Elbow	Humerus	Radius / Ulna
29			 Knee	Femur	Tibia
30	 Ball and Socket Joint	A ball shaped bone that fits into a socket of another bone.	 Shoulder	Scapula	Humerus
31		Allows a large range of movement	 Hip	Pelvis	Femur

KG4 – Movement Types

	Movement type		Description	Hinge Joint	B&S Joint
32		Flexion	Decreasing the angle of a joint	✔	✔
33		Extension	Increasing the angle of a joint	✔	✔
34		Rotation	Turning a joint around the longitudinal axis		✔
35		Abduction	Moving a joint away from the centre line		✔
36		Adduction	Moving a joint towards the centre line		✔
37		Circumduction	A combination of Flexion, Extension, Rotation, Abduction and Adduction A continuous circular movement of a limb		✔

KG6 – Components of a Joint

	Type		Description	Function
42		Ligament	Strong bands of connective tissue that connects bone to bone	Keep joints stable
43		Cartilage	Tough, flexible tissue found on the ends of articulating bones	Reduces Friction Acts as a shock absorber
44		Tendon	Tough bands of tissue that connects muscle to bone	Transmits force of the muscle to pull on bones

PSHCE	Living in the wider world – Beckfoot, Britain and Beyond:	Half term 6

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Managing Change

Types of change	**Expected Change** • Moving into Year 9 • Growing older • Starting a new school year • Learning new *subjects* • *Joining* a new club or team	**Unexpected Change** • Illness • Family separation • Losing a pet • Moving house suddenly • An accident
Why might someone fear change?	Rejection Loss of control Loss Unknown Criticism Failure	

How might we feel stress & change?

Body	Mind	Feelings
Headaches	Worrying thoughts	Anxiety
Feeling tired	Difficulty concentrating	Frustration
Stomach aches	Forgetfulness	Mood changes

What can you do to help you adapt to change?

Control - you can only control what you can control
Laugh - keep your sense of humour
Act don't react - take ownership of the change
Anticipate - expect setbacks so you can be prepared
Perspective - identify what is staying the same
Prepare - break the change down into smaller chunks
Similar Experiences – use the tips learnt previously

British Values

What are the 5 British Values?

SMSC

1	**Spiritual**	Ability to be reflective about your own beliefs (religious or otherwise) and perspective on life.
2	**Moral**	Ability to recognise the difference between right and wrong and to readily apply this understanding in your own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
3	**Social**	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic background.
4	**Cultural**	Understanding and appreciation of the wide range of cultural influences that have shaped your own heritage and that of others.

British Governance

1	**What is a political party?**	A political party is a group of people who share a common view on issues.
2	**What do political parties do?**	Run the country, represent voters, help people understand politics
3	**What is an election?**	A time when people vote in order to choose someone for a political or official job
4	**Basic voting rules**	You have to be 18 years old on the day of the election 'polling day'. You must be either a British, Irish, Commonwealth or EU citizen*. You can register to vote from the age of 16. You must be registered at an address in the area you want to vote in. You can't vote if you are serving a prison sentence.

Notes

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Notes