Name: Form:

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the true goal of education."

Martin Luther King, Jr.

Bluecoat Wollaton
believe in yourself, in others, in God

YEAR 10

KNOWLEDGE ORGANISER:

Autumn Term 2023

CONTENTS PAGE:

My timetable

WEEK A	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor 8:30-8:55					
Lesson 1 9:00-10:00					
Lesson 2 10:00-11:00					
Break					
Lesson 3 11:20-12:20					
Lesson 4 12:20-13:20					
Lunch					
Lesson 5 14:00-15:00					
Lesson 6 15:00-16:00					

WEEK B	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor 8:30-8:55					
Lesson 1 9:00-10:00					
Lesson 2 10:00-11:00					
Break					
Lesson 3 11:20-12:20					
Lesson 4 13:00-14:00					
Lunch					
Lesson 5 14:00-15:00					
Lesson 6 15:00-16:00					

Instructions for using your Knowledge Organiser

Every school day you should be studying at least **1** section of your Knowledge Organiser (KO) for homework.

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you **EVERYDAY** to the academy.

Your parents should tick off your homework every evening using the grid in your KO on page 4. Parents should also sign off your reading using the reading log on page 5, this will be checked in your library lesson.

Your KO and exercise book will be checked regularly in form time, failure to show homework for **ALL FIVE** days of the week will result in an after school detention that day.

You will also be tested in your lessons on knowledge from the organisers.

Self-testing

You can use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book. Use the *'How to self-test with the Knowledge Organiser'* booklet to help you. It can also be found here: http://www.bluecoatwollaton.co.uk/learning/knowledge-organisers/

Below are some possible tasks you could do in your workbooks, **no matter which task you do you should always check and correct your work in a different coloured pen.**

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mindmaps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline

- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
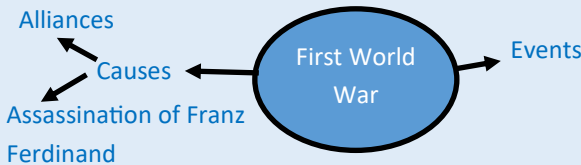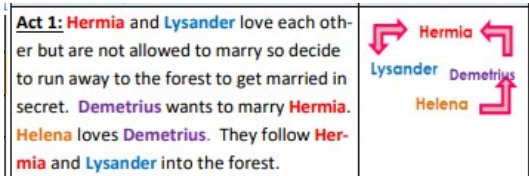- Draw images and annotate/label them with extra information
- Create fact files

Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top left hand side with Subject 1 written in the middle.

- Half way down the page a line should divide it in two with Subject 2 written above the dividing line.

- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.

- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative point.**

How do I self-quiz?

How to use...Flashcards

1. On one side of the flash card, write the word or question.

2. On the other side, write the definition for the word, or answer to the question.

3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.

4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.

You can also use the Leitner Method: **https://www.youtube.com/watch?v=C20EvKtdJwQ**

How to use… Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.

2. Write out the meaning, definition or spelling in the 'Write' column.

3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.

4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✔	
Algorithm	Algorithim	X	Algorithm

How to use… Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.

2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI

3. Then add your knowledge off of these branches. You might even be able to make connections between them.

4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.

Alliances

Causes

Assassination of Franz Ferdinand

First World War

Events

How to use… Explaining a process/ idea further

Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words **because, but**, and **so.** These will help you to:

1. **Because:** helps to explain a reason, cause or why something works.

2. **But:** helps to explain a limitation or problem.

3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

How to… Summarise a process/idea

Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

1. Read through the relevant part of your knowledge organiser as directed by your teacher.

2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.

3. For each part, add **one** main idea.

4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.

How to use… Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.

Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia. Helena loves Demetrius. They follow Hermia and Lysander into the forest.

Hermia

Lysander Demetrius

Helena

Year 10 Knowledge Organiser Schedule: Autumn Term

You are expected to study the subject(s) shown on your timetable each day.

Each day use a page of your exercise booklet to evidence your work.

Timetable for week A:

04/09/2023
18/09/2023
02/10/2023
16/10/2023
13/11/2023
27/11/2023
11/12/2023

	Subject 1	Subject 2
Monday	English	Personal choice
Tuesday	Maths	**A**
Wednesday	Science	RE
Thursday	English	Maths
Friday	Science	Personal choice

For week B:

11/09/2023
25/09/2023
09/10/2023
06/11/2023
20/11/2023
04/12/2023
18/12/2023

	Subject 1	Subject 2
Monday	English	Personal choice
Tuesday	Maths	**B**
Wednesday	Science	**C**
Thursday	English	Maths
Friday	Science	Personal choice

To know which of your options subjects you should study look for your class code (you can find this on your main academy timetable) in the table below. Once you identify your subjects write them onto your homework timetable above. E.g. if you are in **10A/Hi1** you would write **History** in the box with the **A.**

Option A	Options B	Options C
10A/Gg1 - Geography	10B/Ar1– Art	10C/Hs1 - Health and Social
10A/Gg2 - Geography	10B/Dt1—DT	10C/ So1 - Sociology
10A/Hi1 - History	10B/Fn1—Food and nutrition	10C/Gg1 - Geography
10A/Hi2 - History	10B/Hi1—History	10C/Dt1 - DT
10A/Sp1 - Spanish	10B/So1 - Sociology	10C/Pe1 - GCSE PE
10A/Co1- Computer Science	10B/So2—Sociology	10C/ It1 - IT
	10B/Hs1 - Health and Social	10C/St1—Sport

Bluecoat Wollaton
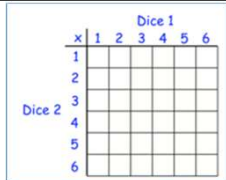believe in yourself, in others, in God

Year 10 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
04/09/2023 Monday	**English Language Post-War and Post-Modern Tier 3 vocabulary**: Create flashcards **for the first 5 terms** with the word on one side and a Frayer diagram on the other side then rehearse saying them out loud. Test yourself by putting the flashcards in a pile with the tier 2 words facing up and (without looking) write down the definition in your KO. Then self- mark your answers by turning the flash cards over to the definition side to see if you were correct.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
05/09/2023 Tuesday	**Maths**: **Task 1.** Use look, cover, write, check to memorise the definition of the words *Frequency, Event, Probability*. **Task 2.** A fair dice is rolled, what is the probability of rolling: *A)* a 6? *B)* an even number? *C)* less than 3? Give your answers as fractions, decimals and percentages.	
	Option A: See the subject page for Geography, Computer Science, History or Spanish. Classes: 10A/Gg1, 10A/Co, 10A/Hi1, 10A/Hi2, 10A/Sp1.	
06/09/2023 Wednesday	**Science**: **B2 Organisation** (Section B): Answer these questions on enzymes – 1)What does carbohydrase break down?, 2)What do proteins get broken down into?, 3)What are lipids made up from?, 4)Which enzyme breaks down lipids?, 5)What happens to enzymes at very high temperatures?, 6)What happens to enzyme reactions at very low temperatures?	
	RE: **Islam: Crime and Punishment (Justice/ Crime/ Aims of punishment) 1** Task 1: Learn five Tier 3 vocabulary terms using the look, cover, write and check method. Task 2: Now write each of those five key words in a sentence. Draw an image to represent its meaning.	
07/09/2023 Thursday	**English Literature Power and Conflict. Tier 3 vocabulary-** It is important when writing about a poem that you can use the correct terminology. Read through the Tier 3 words and colour code them according to your knowledge of them so far. **Red** if you have never heard the word before; **orange** if you have heard the word but can not use it; and **green** if you are already confident with this term. For any words that are orange or red create a set of flashcards with the word on one side and the definition on the other. Quiz yourself until you feel confident with them all!	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
07/09/2023 Friday	**Science**: **C3** (Section A): Make flash cards to learn the spellings and the definitions of the Tier 3 vocabulary words. **Physics**-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

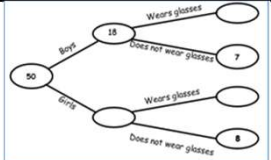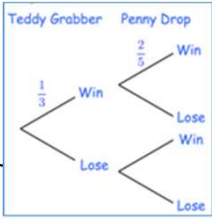| Date	Subjects and Tasks	Signed by parents/ carers once complete
11/09/2023 Monday	**English Language Post-War and Post-Modern. Tier 2 vocabulary**: Learn the Tier 2 vocabulary and create Frayer diagrams for each word. Challenge: Then use these tier 2 words to create a summary of what the Post-War period was like.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
12/09/2023 Tuesday	Maths: **Task 1.** Copy and complete the *sample space* by multiplying the dice numbers. **Task 2.** After rolling both dice and multiplying the numbers, what is the probability of getting: *A)* 2? *B)* 4? *C)* 12? *D)* 7? Give your answers as fractions, decimals and percentages.	
	Option B: See the subject page for Art, DT, Food and Nutrition, History Sociology, Health and Social Care. Classes: 10B/Ar1, 10B/Dt1, 10B/Fn1, 10B/Hi1, 10B/So1, 10B/So2, 10B/Hs1.	
13/09/2023 Wednesday	**Science**: **P1** (Section A): Learn the definitions of the Tier 2 vocabulary using look, cover ,write check, correct.	
	Option C: See the subject page for Sociology, Geography, DT, Health and Social Care, IT, PE, Sport. Classes: 10C/So1, 10C/Gg1, 10C/Dt1, 10C/Hs1, 10C/It1, 10C/Pe1, 10C/St1	
14/09/2023 Thursday	**English Literature Power and Conflict. Tier 2 vocabulary**-read through the Tier 2 terms and create a Frayer diagram for 2 of them. You will be using these words when analysing the poems that we are studying in English Literature and so it's important you know them! You may use the internet to help you if needed.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
15/09/2023 Friday	**Science**: **C3** (Section A): Learn the spellings and the definitions of the Tier 2 vocabulary words. Do this using Look, Cover, Write, Check and Correct. Use the tier 2 words in sentences that *also* use at least one tier 3 word from this page. **Biology**-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

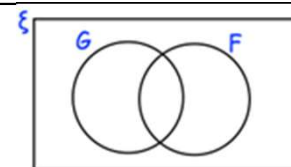| Date	Subjects and Tasks	Signed by parents/ carers once complete
18/09/2023 Monday	**English Language Post-War and Post-Modern. Section 2.** Explain how each historical period relates to the historical period before it and write the title of a literary text that you think best encapsulates that period.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
19/09/2023 Tuesday	**Maths**: Task 1. Copy and complete this frequency tree. Task 2. How many *students* wear glasses? How many *students* do not wear glasses? A *boy* is picked at random, what is the probability that he wears glasses?	
	Option A: See the subject page for Geography, Computer Science, History or Spanish. Classes: 10A/Gg1, 10A/Co, 10A/Hi1, 10A/Hi2, 10/Sp1.	
20/09/2023 Wednesday	**Science**: **B2** (Section C): Look at the diagram of the heart. 1)Oxygenated blood enters the heart from the lungs at the pulmonary vein. Write down a list, in order of all the places and structures the oxygenated passes on its way out of the heart. 2)Deoxygenated blood enters the heart from the body at the vena cava. Write down a list, in order of all of the places and structures that the deoxygenated blood passes on its way out of the heart	
	RE: **Islam: Crime and Punishment (Justice/ Crime/ Aims of punishment) 1** Task 1: Summarise in no more than 20 words, why justice is important to a) Muslims and b) to the victims. Task 2: Create a flow chart to explain the Muslim attitudes on crime and the most common causes of crime.	
21/09/2023 Thursday	**English Literature Power and Conflict. Tier 3 vocabulary-** Go back to the vocabulary you learned in week one and continue to quiz yourself to ensure that these terms really stick! Identify which of these terms you have found in the poems that you've studied so far - write down the quotes and annotate these features and how this helps to explore a key idea or theme in the poem.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
22/09/2023 Friday	**Science**: **P1** (Section B): Write all the energy resources a column in alphabetical order, then without looking write R for renewable or N for non-renewable. Check and correct. **Chemistry**-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
25/09/2023 Monday	**English Language Post-War and Post-Modern.** Learn the terms 'modernism' and 'postmodernism'. Create an image that you think best encapsulates each term.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
26/09/2023 Tuesday	**Maths:** **Task 1.** Copy and complete this tree diagram. **Task 2.** If you play both the Teddy Grabber and the Penny Drop, what is the probability that you: *A)* Win both? *B)* Lose both? *C)* Win at least once? Add your 3 answers together	
	Option B: See the subject page for Art, DT, Food and Nutrition, History Sociology, Health and Social Care. Classes: 10B/Ar1, 10B/Dt1, 10B/Fn1, 10B/Hi1, 10B/So1, 10B/So2, 10B/Hs1.	
27/09/2023 Wednesday	**Science**: B2 (Section C): Look at the gas exchange at the alveoli diagram. Answer these questions: 1)What is the scientific name for the sac which allows air in and out? 2)What is the name of the blood vessel wrapped closely around the alveolus? 3)Which gas moves from the alveolus into the blood? 4)Which gas moves from the blood into the alveolus? 5)How is the blood different from entering to leaving the alveolus?	
	Option C: See the subject page for Sociology, Geography, DT, Health and Social Care, IT, PE, Sport. Classes: 10C/So1, 10C/Gg1, 10C/Dt1, 10C/Hs1, 10C/It1, 10C/Pe1, 10C/St1	
28/09/2023 Thursday	**English Literature Power and Conflict. Section 4: Key Quotations.** Choose three of the poems that are listed in this section and read through the two quotations that you will come across in this poem. Copy these out into your KO book and write a prediction explaining which issues or ideas you believe that poem will discuss and why. Can you identify any of the Tier 3 features you have been learning? Annotate these around the quotations along with themes and ideas.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
29/09/2023 Friday	**Science**: C3 (Section B): Using the guide in section B, calculate the relative formula masses (M_r) of the following compounds: N_2, H_2O, C_2H_6O, $Al(OH)_3$, $(NH_4)_2SO_4$, NH_4NO_3 **Physics**-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz..	

Year 10 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
02/10/2023 Monday	**English Language Post-War and Post-Modern. Section 3:** Read each of the key quotations from Section 3. Explain in your own words what they mean. Challenge: Research the quotes afterwards and find out where they are from.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
03/10/2023 Tuesday	**Maths**: **Task 1.** There are 80 students in year 11. 9 students study French and German. 35 students only study French 2 students do not study French or German. Copy and complete the Venn diagram. **Task 2.** Work out at least 5 probabilities from the Venn diagram and explain carefully what they represent	
	Option A: See the subject page for Geography, Computer Science, History or Spanish. Classes: 10A/Gg1, 10A/Co, 10A/Hi1, 10A/Hi2, 10/Sp1.	
04/10/2023 Wednesday	**Science**: **C3** (Section B): Explain what is meant by concentration of a solution. Use a particle diagram to show a dilute and a concentrated solution.	
	RE: **Islam: Crime and Punishment (Attitudes to punishment/ Forgiveness/ Treatment of Criminals) 2** Task 1: Create a set of flashcards to help you learn five Tier 3 vocabulary words. Task 2: Using these five key words, create five questions where the key word is the answer.	
05/10/2023 Thursday	**English Literature Power and Conflict. Section 5:** Read through the information about a poem that you have read so far and use this information and your notes to create a revision page/poster for this poem. Try to make it as detailed as you can—you will need to research the context further. You could also use the key quotations on your KO.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
06/10/2023 Friday	**Science**: **P1** (Section A): Learn the definitions of the Tier 3 vocabulary using look, cover ,write check, correct. **Biology**-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
09/10/2023 Monday	**English Language Post-War and Post-Modern. Section 5:** Using your previous important learning, explain how An Inspector Calls is a post-war text. Try to include as many examples and references as you can.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
10/10/2023 Tuesday	**Maths**: Complete 6 questions from the sprax clip number 476. Copy out the question and show full working out in your KO book.	
	Option B: See the subject page for Art, DT, Food and Nutrition, History Sociology, Health and Social Care. Classes: 10B/Ar1, 10B/Dt1, 10B/Fn1, 10B/Hi1, 10B/So1, 10B/So2, 10B/Hs1.	
11/10/2023 Wednesday	**Science**: **B2** (Section C): Look at the diagram of a potometer. Describe how it can be used to measure the rate of transpiration in a plant.	
	Option C: See the subject page for Sociology, Geography, DT, Health and Social Care, IT, PE, Sport. Classes: 10C/So1, 10C/Gg1, 10C/Dt1, 10C/Hs1, 10C/It1, 10C/Pe1, 10C/St1	
12/10/2023 Thursday	**English Literature Power and Conflict Section 2— Key Themes**—One of the key themes that poets discuss is conflict Have a go at answering the following question using your knowledge so far: *How do the poets present **internal conflict** in two poems of your choice?*	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
13/10/2023 Friday	**Science: P1** (Section B): Create a table and complete it from section B to show which energy resources cause each environmental problem: Greenhouse gases, Acid Rain, Radioactive Waste, Habitat Damage, Noisy. <u>**Chemistry**</u>-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 1

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
16/10/2023 Monday	**English Language Post-War and Post-Modern. Section 4:** Research and write your own definitions for the highlighted key concepts words (on the right). For each word, then write how you think it relates to the post-war and postmodern era.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
17/10/2023 Tuesday	**Maths**: **Task 1.** For each of the following words write a definition, use it in a sentence, use it in a maths question and draw a representation of it *Trigonometry, Ratio, Right-angle triangle, Complementary angles, Hypotenuse, Adjacent side.* **Task 2.** Draw 5 right different right angle triangles with one angle given, label the 3 sides	
	Option A: See the subject page for Geography, Computer Science, History or Spanish. Classes: 10A/Gg1, 10A/Co, 10A/Hi1, 10A/Hi2, 10/Sp1.	
18/10/2023 Wednesday	**Science**: **C3** (Section B): Using the guide in section B, calculate the concentration (in g/dm^3) of the following substances dissolved in 100 cm^3 of water. 50 g of KBr, 20 g of HNO_3, 35 g of HCl, 17.5 g of NH_3	
	RE: **Islam: Crime and Punishment (Attitudes to punishment/ Forgiveness/ Treatment of Criminals) 2** Task 1: Create a set of five quiz questions based on **Section B** - Attitudes to Punishment and **Section C – Forgiveness.** Leave these quiz questions for a few days then ask a family member to test you on them. Task 2: Explain the Muslim attitude to the treatment of criminals. In your answer, try to use the words **because, but**, and **so.** (See how to page for help.)	
19/10/2023 Thursday	**English Literature Power and Conflict Vocabulary:** Choose a poem that you have studied so far and write a paragraph explaining the key ideas within this poem. You must include at least 2 Tier 3 words and 1 Tier 2 word in your paragraph.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
20/10/2023 Friday	**Science**: **B3** (Section A): Draw a diagram to represent each key word in the tier 3 vocab list. **Physics**-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
06/11/2023 Monday	**English Language Post-War and Post-Modern. Section 4:** Explain how 'conflict' has been presented in some of the texts that you have studied so far. Make your explanation as detailed as possible and try to include some of the Tier 2 vocabulary.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
07/11/2023 Tuesday	**Maths**: **Task 1.** Formula triangles for SOHCAHTOA tell us which ratio to use and how. Copy the triangles and use show what 3 calculations they each represent. **Task 2.** Create a flow chart for how to find the missing angle in a right angles triangle where 2 side lengths are given	
	Option B: See the subject page for Art, DT, Food and Nutrition, History Sociology, Health and Social Care. Classes: 10B/Ar1, 10B/Dt1, 10B/Fn1, 10B/Hi1, 10B/So1, 10B/So2, 10B/Hs1.	
08/11/2023 Wednesday	**Science**: **C3** (Section B): Using the guide in section B, calculate the concentration (in g/dm^3) of the following substances dissolved in 250 cm^3 of water. 250 g of NaCl, 50 g of $Al(OH)_3$, 150 g of $Al(OH)_3$, 17.5 g of NH_4NO_3	
	Option C: See the subject page for Sociology, Geography, DT, Health and Social Care, IT, PE, Sport. Classes: 10C/So1, 10C/Gg1, 10C/Dt1, 10C/Hs1, 10C/It1, 10C/Pe1, 10C/St1	
09/11/2023 Thursday	**English Literature Power and Conflict Section 4: Key Quotations.** Choose 3 poems and copy out the key quotations (these should be different to the poems you chose a few weeks ago). Analyse these quotations in as much detail as you can, explaining what the key words and techniques teach us about the key messages and ideas.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
10/11/2023 Friday	**Science**: **P1** (All Sections): Create a revision page. **Biology**: Complete the Educake task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
13/11/2023 Monday	**English Language Post-War and Post-Modern. Tier 3 vocabulary:** Look again at the terms 'pastiche' and 'satire' and answer the following question including the word 'because'. 'Humour is an important aspect of postmodern literature'. To what extent do you agree?	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
14/11/2023 Tuesday	**Maths**: **Higher.** The Sine rule and cosine rule are used when we are working with non right-angles triangles. Look copy check both the formulas. Research when we should use each one and draw a triangle as an example of this. **Foundation.** Make flash cards about when to use sin, cos or tan when finding side lengths of right angled triangles**.** Research how trigonometry is used outside the classroom, in jobs and the real world. Write three examples of real life applications of trigonometry.	
	Option A: See the subject page for Geography, Computer Science, History or Spanish. Classes: 10A/Gg1, 10A/Co, 10A/Hi1, 10A/Hi2, 10/Sp1.	
15/11/2023 Wednesday	**Science**: **B3** (Section C): Draw the outline of a body and label ways that the body prevents pathogens from entering.	
	RE: **Islam: Crime and Punishment (Capital Punishment/Evil and Suffering) 3** Task 1: Choose any five of the Tier 3 vocabulary and create your own simple definitions using the Religious Studies KO. Task 2: For each word write how you think it relates to the topic of crime and punishment in Islam.	
16/11/2023 Thursday	**English Literature Power and Conflict Section 5:** For each poem there is some important context that we need to know. For the poems you have studied so far, copy out the key context information into your poetry anthologies (or your KO books) and explain how this information links to the ideas in the poem.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
17/11/2023 Friday	**Science**: **P2** (Section A): Make flashcards for the Tier 3 keywords. **Chemistry**-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
20/11/2023 Monday	**English**: **English Language Post-War and Post-Modern. Section 4:** Look at the 6 defined key concepts for this unit. Rank them in order of their important to this genre and explain your number 1 choice in as much detail as you can.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
21/11/2023 Tuesday	**Maths**: T**ask 1.** Copy these triangles into your book and use Trigonometry to work out the missing side lengths of these triangles. **Task 2.** For each of the following words write a definition, use it in a sentence, use it in a maths question and draw a representation of it *Hypotenuse, Adjacent side, Opposite side, SOHCAHTOA* (a) 10cm, 35°, x (b) x, 40°, 8cm (c) x, 70°, 6cm	
	Option B: See the subject page for Art, DT, Food and Nutrition, History Sociology, Health and Social Care. Classes: 10B/Ar1, 10B/Dt1, 10B/Fn1, 10B/Hi1, 10B/So1, 10B/So2, 10B/Hs1.	
22/11/2023 Wednesday	**Science**: **B3** (Section C): There are three processes that white blood cells are involved in for the prevention of disease. Make three flow charts that show these processes (engulfing, antibodies, anti toxins).	
	Option C: See the subject page for Sociology, Geography, DT, Health and Social Care, IT, PE, Sport. Classes: 10C/So1, 10C/Gg1, 10C/Dt1, 10C/Hs1, 10C/It1, 10C/Pe1, 10C/St1	
23/11/2023 Thursday	**English Literature Power and Conflict Section 3:** Key concepts. Create a mind map for each of the four key concepts. On your mind map you should list which poems link to these themes with an explanation how. For example in 'Ozymandias', the poet explores the limitations of power because…'.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
24/11/2023 Friday	**Science**: **C4** (Section B): 1) Write the word equation and balanced symbol equation for: 2) A student added a piece of magnesium ribbon to dilute sulphuric acid. i)the reaction between lithium and water, i)List three ways she could tell that a chemical reaction was taking place (3 marks) ii)The reaction between zinc and dilute hydrochloric acid. ii)Write down the general equation that described the reaction between a metal and an acid. **Physics**-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

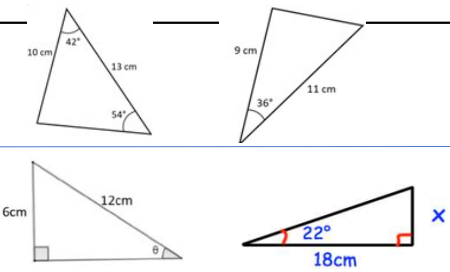| Date	Subjects and Tasks	Signed by parents/ carers once complete
27/11/2023 Monday	**English Language Post-War and Post-Modern. Section 3:** Look again at the key quotations here. Choose one and explain in 5 sentences how this idea links to one of the texts that we have studied in this unit.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
28/11/2023 Tuesday	**Maths**: **Task 1.** For each of the following words write a definition, use it in a sentence, use it in a maths question and draw a representation of it **Right angle, Plot, Sketch, Theta** **Task 2.** Complete a mind map of all the concepts you have learnt for trigonometry	
	Option A: See the subject page for Geography, Computer Science, History or Spanish. Classes: 10A/Gg1, 10A/Co, 10A/Hi1, 10A/Hi2, 10/Sp1.	
29/11/2023 Wednesday	**Science**: **C4** (Section B): Zinc reacts with copper oxide to form zinc oxide and copper. 1)Write a balanced symbol and word equation for the reaction.(1 mark) 2)Explain, in terms of oxygen, why this is a redox reaction. (4 marks) 3)Write the definition of reduction in terms of electrons.(2 marks)	
	RE: **Islam: Crime and Punishment (Capital Punishment/Evil and suffering) 3** **Task 1:** Read each argument for and against the use of capital punishment from Section B from the Muslim perspective and the Humanist and atheist perspective. Now explain which argument you most agree with and why. **Task 2**: Put the following key words from Section C: Halal, Fard, Mandub, Mubah, Haram, Hadith, Shari'ah law into full sentences to show your understanding of them.	
30/11/2023 Thursday	**English Literature Power and Conflict Section 2:** Key themes. Choose a poem to answer the following question: 'How does the poet present injustice in a poem of your choice'? Make sure you include a quotation from the poem to support your ideas and some of the Tier 3 vocabulary.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
01/12/2023 Friday	**Science**: P2 (Section C): Draw and label the wires in the plug with their function at least 5 times. **Biology**-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/carers once complete
04/12/2023 Monday	**English Language Post-War and Post-Modern. Tier 2 vocabulary:** Look again at the term 'colonialism'. How was this theme demonstrated in 'The Jungle Book' and 'The Tempest'?	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
05/12/2023 Tuesday	**Maths**: **Task 1:** Look, cover, check the exact values for trigonometric values. You need to know these or know how to find them. Can you find a way of memorising or deriving them? **Task 2.** Create a full set of flash cards for all of the formulas for trigonometry	
	Option B: See the subject page for Art, DT, Food and Nutrition, History Sociology, Health and Social Care. Classes: 10B/Ar1, 10B/Dt1, 10B/Fn1, 10B/Hi1, 10B/So1, 10B/So2, 10B/Hs1.	
06/12/2023 Wednesday	**Science**: **C4** (Section C): 1.Why is gold found as the metal rather than combined with other elements in compound? 2.Platinum is found in its native state. What does this tell you about its reactivity. Give a use of platinum that depends on this chemical property. 3. Write a word equation and balanced symbol equation for the reduction of zinc oxide by carbon in the furnace, labelling what is reduced and what is oxidised.	
	Option C: See the subject page for Sociology, Geography, DT, Health and Social Care, IT, PE, Sport. Classes: 10C/So1, 10C/Gg1, 10C/Dt1, 10C/Hs1, 10C/It1, 10C/Pe1, 10C/St1	
07/12/2023 Thursday	**English Literature Power and Confict** Create a table with as many themes as you can think of along the top, and the list of poems down the side. Shade in the boxes to show which themes feature in different poems. Which poems have most in common? How do they explore these themes differently?.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
08/12/2023 Friday	**Science**: **P2** (Section C): Look, Cover, Write and Check the Circuit Symbols. **Biology-**complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
11/12/2023 Monday	**English**: **English Language Post-War and Post-Modern. Section 4**-Prejudice. Create a mind map for this key concept and list as many examples from your English studies so far. This should include postmodern examples but also link back to all of the texts that you read at KS3.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
12/12/2023 Tuesday	**Maths**: **Higher:** Write down from memory the cosine, sine and area formulas. Check if you got them right and keep going till you can. Find all of the missing sides and angles in these triangles, round your answers to 3sf where appropriate: **Foundation:** Write a flowchart on how to use SOHCAHTOA and inverse Sin Cos or Tan to find a missing angle in a right-angled triangle. Use Trigonometry to find **both** missing angles and the missing side in these triangles:	
	Option A: See the subject page for Geography, Computer Science, History or Spanish. Classes: 10A/Gg1, 10A/Co, 10A/Hi1, 10A/Hi2, 10/Sp1.	
13/12/2023 Wednesday	**Science**: **B3** (Section B): Turn the drug development flow chart into a comic strip.	
	RE: **Islam: Crime and Punishment (Capital Punishment/Evil and suffering) 3** Create a set of five questions and their answers using the information from section C about the **Non-religious attitudes towards evil and suffering and Muslim responses.** Leave these questions for a couple of days then ask a family member to test you on them.	
14/12/2023 Thursday	**English**: **English Literature Power and Conflict. Key Concepts– Nature–** Create an essay plan answering the question 'How does Wilfred Owen use **nature** to show the effects of war?' You could use the Section 1 Vocabulary section and the Section 4 quotes to help.	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
15/12/2023 Friday	**Science**: **P2** (Section B): Explain the differences between a Series and a Parallel Circuit. **Chemistry**-complete the Seneca task.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	

Year 10 Autumn Term 2

You are expected to study the subject(s) shown on your timetable each day. Each day use **one page** of your exercise book to evidence your work.

Date	Subjects and Tasks	Signed by parents/ carers once complete
18/12/2023 Monday	**English**: **English Language Post-War and Post-Modern. Consolidation:** Write your own plan for a novel that would be classified as either post-war or postmodern. Then write an explanation paragraph using as many of the key concept words as you can to explain how your novel meets the genre.	
	Personal Choice: Pick one of your subjects (this could be one you feel least confident in) and complete a self-planned revision activity using your KO. Look at page 4 to remind you of the best ways to self-quiz.	
19/12/2023 Tuesday	**Maths**: **Task.** Complete 6 questions from sparx clip number U164, "Calculating with Trigonometry and Bearings". Copy each question out and show all working in your KO book.	
	Option B: See the subject page for Art, DT, Food and Nutrition, History Sociology, Health and Social Care. Classes: 10B/Ar1, 10B/Dt1, 10B/Fn1, 10B/Hi1, 10B/So1, 10B/So2, 10B/Hs1.	
20/12/2023 Wednesday	**Science**: B3 (Section A): Write a paragraph which uses each of the words from the tier 2 vocab in the correct context.	
	Option C: See the subject page for Sociology, Geography, DT, Health and Social Care, IT, PE, Sport. Classes: 10C/So1, 10C/Gg1, 10C/Dt1, 10C/Hs1, 10C/It1, 10C/Pe1, 10C/St1	
21/12/2023 Thursday	**English Literature**	
	Maths: Sparx Login to Sparx and select either the 'XP boost' or 'Target' tab on the left side. Select a homework week and complete 6 of these questions. Write out the question and the full worked solution. Think about the knowledge that each question is using and highlight this in your book.	
22/12/2023 Friday	**Science**: C4 (Section B): 1)Write the general equation for the reaction between an acid and a metal. 2)Write a word and balanced symbol equation. Including state symbols for: i)Iron + Sulphuric acid. ii)Zinc + hydrochloric acid. **Physics**-complete the Seneca task.	

Reading/Revision Log

	Week starting	Mon	Tues	Weds	Thurs	Fri	Sat	Sun	Total no. of minutes
A	04/09/2023								
B	11/09/2023								
A	18/09/2023								
B	25/09/2023								
A	02/10/2023								
B	09/10/2023								
A	16/10/2023								
B	06/11/2023								
A	13/11/2023								
B	20/11/2023								
A	27/11/2023								
B	04/12/2023								
A	11/12/2023								
B	18/12/2023								

'The more that you read, the more things you will know.

The more that you learn, the more places you'll go.'

The Periodic Table of Elements

1	2											3	4	5	6	7	0
							1 **H** hydrogen 1										4 **He** helium 2
7 **Li** lithium 3	9 **Be** beryllium 4			**Key** relative atomic mass **atomic symbol** name atomic (proton) number								11 **B** boron 5	12 **C** carbon 6	14 **N** nitrogen 7	16 **O** oxygen 8	19 **F** fluorine 9	20 **Ne** neon 10
23 **Na** sodium 11	24 **Mg** magnesium 12											27 **Al** aluminium 13	28 **Si** silicon 14	31 **P** phosphorus 15	32 **S** sulfur 16	35.5 **Cl** chlorine 17	40 **Ar** argon 18
39 **K** potassium 19	40 **Ca** calcium 20	45 **Sc** scandium 21	48 **Ti** titanium 22	51 **V** vanadium 23	52 **Cr** chromium 24	55 **Mn** manganese 25	56 **Fe** iron 26	59 **Co** cobalt 27	59 **Ni** nickel 28	63.5 **Cu** copper 29	65 **Zn** zinc 30	70 **Ga** gallium 31	73 **Ge** germanium 32	75 **As** arsenic 33	79 **Se** selenium 34	80 **Br** bromine 35	84 **Kr** krypton 36
85 **Rb** rubidium 37	88 **Sr** strontium 38	89 **Y** yttrium 39	91 **Zr** zirconium 40	93 **Nb** niobium 41	96 **Mo** molybdenum 42	[98] **Tc** technetium 43	101 **Ru** ruthenium 44	103 **Rh** rhodium 45	106 **Pd** palladium 46	108 **Ag** silver 47	112 **Cd** cadmium 48	115 **In** indium 49	119 **Sn** tin 50	122 **Sb** antimony 51	128 **Te** tellurium 52	127 **I** iodine 53	131 **Xe** xenon 54
133 **Cs** caesium 55	137 **Ba** barium 56	139 **La*** lanthanum 57	178 **Hf** hafnium 72	181 **Ta** tantalum 73	184 **W** tungsten 74	186 **Re** rhenium 75	190 **Os** osmium 76	192 **Ir** iridium 77	195 **Pt** platinum 78	197 **Au** gold 79	201 **Hg** mercury 80	204 **Tl** thallium 81	207 **Pb** lead 82	209 **Bi** bismuth 83	[209] **Po** polonium 84	[210] **At** astatine 85	[222] **Rn** radon 86
[223] **Fr** francium 87	[226] **Ra** radium 88	[227] **Ac*** actinium 89	[261] **Rf** rutherfordium 104	[262] **Db** dubnium 105	[266] **Sg** seaborgium 106	[264] **Bh** bohrium 107	[277] **Hs** hassium 108	[268] **Mt** meitnerium 109	[271] **Ds** darmstadtium 110	[272] **Rg** roentgenium 111	[285] **Cn** copernicium 112	[286] **Nh** nihonium 113	[289] **Fl** flerovium 114	[289] **Mc** moscovium 115	[293] **Lv** livermorium 116	[294] **Ts** tennessine 117	[294] **Og** oganesson 118

English Language—Year 10, Post-war and Postmodern Fiction

Bluecoat Wollaton
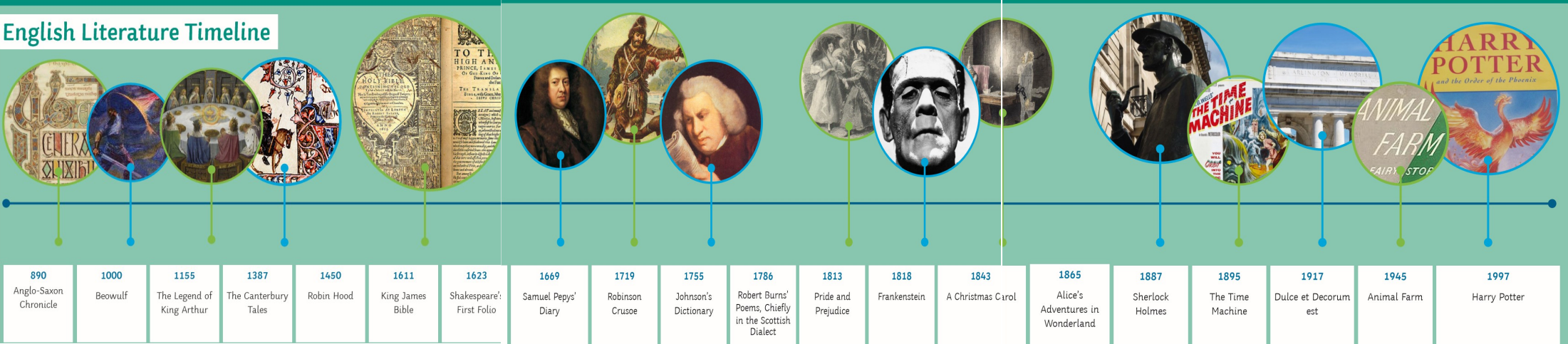believe in yourself, in others, in God

Section 1: Key vocabulary

Tier 3 Vocab	Definition
Allusion	an expression designed to call something to mind without mentioning it explicitly; an indirect or passing reference
Pastiche	an artistic work in a style that imitates that of another work, artist, or period.
Satire	the use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity, particularly in the context of politics and other topical issues.

Previously seen subject terminology	
Metaphor	Symbolism
Sensory language	Semantic Field

Tier 2 Vocabulary	Definition
Colonialism (post-colonialism)	When a country occupies and gains full or partial control over another country, often exploiting the colonized country's resources
Circumnavigate	sail or travel all the way around (something, especially the world).
Contemporary	living or occurring at the same time.
Indigenous	originating or occurring naturally in a particular place; native.
Irascible	having or showing a tendency to be easily angered.
Epoch	a particular period of time in history or a person's life.

Section 2: Key Context & Literary Heritage

	Ancient Myths have helped to form the basis of much western literature and are frequently alluded to throughout the ages
	The **Elizabethan (**1558-1603) & **Jacobean** era was a very important era for theatre and poetry. Shakespeare is a key writer of tragedy and comedy as well as many sonnets
	The Enlightenment (around 1685-1815) built upon the science of the previous Renaissance period. Emphasis was placed on reason, logic & science in writing and philosophy.
	The Romantic era (around 1780—1850) was a movement against the logic of the Enlightenment and also a warning against the growing industrialisation of Britain. Romanticism emphasised the intense and often irrational emotions of the
	The British Empire began in the 16th century, but the Industrial Revolution of the 19th century saw it expand massively as resources were exploited and used to build Britain's wealth. Many writers including Kipling are influenced by colonialism
	WW1 (1914-18) brought seismic changes to society and this was reflected in literature with the formation of Modernist writing. This was a break from traditions that had come before, seeking a new way to express the horror and grief of the war. **WW2** (1939-45) sparked a wave of dystopian/ political novels in the wake of fascism across Europe. It also
	Dystopian Fiction was and is a seminal movement ushered in by the world wars in the early 20th century. It warns
	Post-war and post-modern literature is a far-reaching genre, which encompasses allusions to previous literary movements, writing from different cultures as well as reviewing past events with feminist or post-colonial viewpoints. It looks back over, critiques and adapts all of the contexts and

Modernism

Modernism emerged around the time of the second industrial revolution (1870-1920), which was marked by the decline of stable social classes, the beginning of professionalism, and a sense of urban alienation. It was strengthened Post-WW1 by a new wave introspective narratives and Woolf's stream of consciousness. It considered mental health and was concerned with more liberated narratives.

Postmodernism

Postmodernism generally refers to cultural phenomena that emerged after the Second World War. When exactly postmodernism starts vary according to national contexts and individual critics. Postmodernity: the period after modernity.

Whereas modernism focuses on interiority and psychological, postmodernism recovers the preoccupation with the external and the construction of worlds. Postmodernism uses pastiche, black humour, and parody in order to contest traditional literary conventions.

Section 3: Key Quotes

'Power tends to corrupt, and absolute power corrupts absolutely '

"This is our world, although the people who drew this map decided to put their own land on top of ours. There is no top or bottom, you see."

"There are some things that are so unforgivable that they make other things easily forgivable."

'You need to know where you've been to know where you're

'There are no villains here—there are only people who accept their circumstances and learn to live with them.'

English Literature Timeline

Date	Title
890	Anglo-Saxon Chronicle
1000	Beowulf
1155	The Legend of King Arthur
1387	The Canterbury Tales
1450	Robin Hood
1611	King James Bible
1623	Shakespeare's First Folio
1669	Samuel Pepys' Diary
1719	Robinson Crusoe
1755	Johnson's Dictionary
1786	Robert Burns' Poems, Chiefly in the Scottish Dialect
1813	Pride and Prejudice
1818	Frankenstein
1843	A Christmas Carol
1865	Alice's Adventures in Wonderland
1887	Sherlock Holmes
1895	The Time Machine
1917	Dulce et Decorum est
1945	Animal Farm
1997	Harry Potter

Section 4: Key Concepts

The concepts below are focused on in this unit.

IDENTITY **Our sense of ourselves – what makes us 'us'.**	PREJUDICE **When we make judgements that are unfair, based on wrong assumptions about people. For example, someone might be prejudiced about someone else's race, sexuality or religion. Prejudice is often taught in societies – sometimes without us even realizing!**
ALLUSION **A reference to another text – this can be hinted at or made explicitly.**	GENDER **The group (male or female) that we belong to or identify with. Often literature deals with social constructs and beliefs about perceived 'gender roles' through time.**
BELONGING **The feeling of being wanted, safe and comfortable in a place. This might be a home, society, job or friendship group.**	CONFLICT **A fight or battle between two sides. This can be a literal fight (the conflict in Syria) or it could be an internal conflict – where we face a dilemma or crisis and need to make a decision. Sometimes this could be an ethical conflict – what is the best thing to do between two difficult choices?**

Section 4 cont: Key Concepts

The concepts highlighted are focused on in this unit.

AMBITION	BELONGING	OPPRESSION	HOPE
IDENTITY	ANTITHESIS	PREJUDICE	REVOLUTION
INEVITABILITY	GENDER	DECEPTION	LOSS
HIERARCHY	LOVE	CONFLICT	PERCEPTION
POWER	ADVERSITY	REDEMPTION	HUBRIS
LOYALTY	EXPLOITATION	MORALITY	ALLUSION

Section 5: Previous and Future Learning

Previous important learning	
Dracula (Y8)	Literature reflecting the anxieties of society
Jungle Book (Y8)	Literature considering the impact of colonialism and the way it shapes our identity.
Perspectives (Y9)	How different perspectives are shared through literature
AIC (Y9)	Literature reflecting political and socio-economic concerns of society

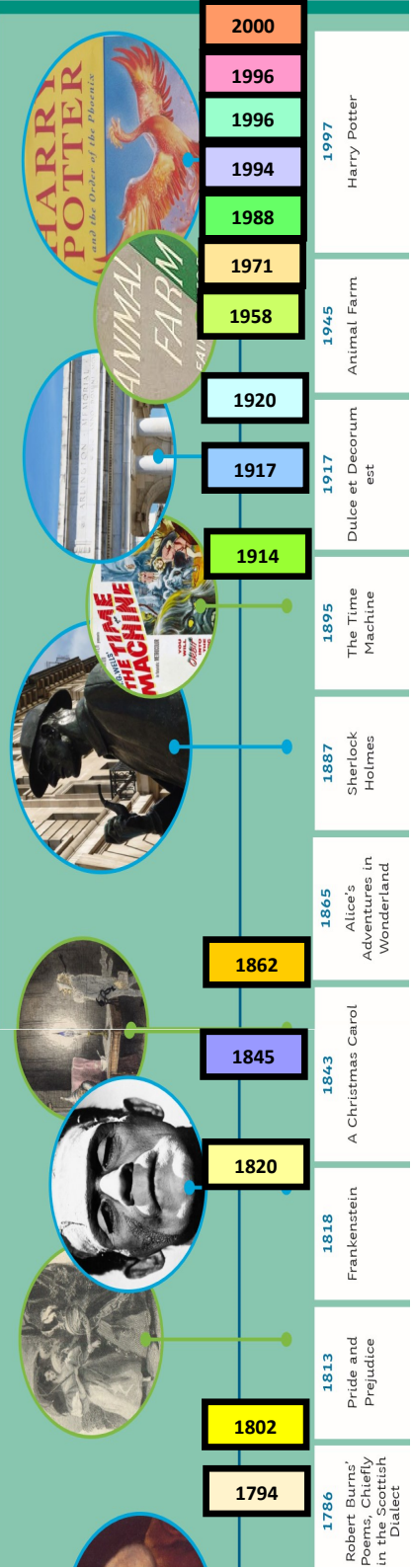| Future important learning	
Expressing voice (Y10)	How do people in society share their voices?
Paper 1 (Y11)	Reading and understanding writers' intentions

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Section 1: Key vocabulary

Tier 3 Vocab	Definition
Dramatic monologue (n)	a poem written in the form of a speech of an individual character
Petrarchan sonnet (n)	14-line poem with an eight-line stanza (octave) rhyming ABBAABBA, and a six-line stanza (sestet) rhyming CDCDCD or CDECDE
Pastoral ode (n)	An elaborately structured poem praising or glorifying nature intellectually as well as emotionally
Ballad (n)	A narrative song or poem
Free verse (n)	Written without a fixed pattern
Stanza (n)	like a paragraph in prose or a *verse* in a song
Meter (n)	the basic rhythmic structure of a line within a work of poetry
Enjambment (n)	the continuation of a sentence or clause across a line break
Caesura (n)	A stop or pause before the end of a line
Quatrain (n)	A four line stanza
Octave (n)	An eight line stanza (or section)
Sestet (n)	A six line stanza (or section)
Anaphora (n)	The repetition of a word or words at the beginning of successive lines or clauses.
Didactic (n)	Intended to teach, particularly in having moral instruction as an ulterior motive.

Tier 2 Vocab	Definition
Patriotic (adj)	Showing a strong love and commitment to your country
Chartered (adj)	A city founded or having its rights and privileges established by means of a charter (a written statement of rights).
Traumatic (adj)	Deeply disturbing or distressing.
Monotony (n)	A lack of variety or interest.
Allusion (n)	An indirect reference to another text or story.
Allegorical (adj)	a story, play, poem, picture, or other work in which the characters and events represent particular qualities or ideas that relate to morals
Marginalised (adj)	Feeling insignificant or like an outsider

Section 2: Key Themes

Humanity	Pride/glory
Nature/natural world	Memory & the past
Loss and absence	Inner conflict
Effects of war/ conflict	Individual experience
Injustice	Power
Freedom	Identity and heritage
Guilt and fear	Realities of war

Section 3: Key Concepts

Power	Conflict
The ability to direct or influence people's behaviours, or to make decisions that are significant and important. It can be used well or it can be abused.	A fight or battle between two sides. This can be a literal fight (the conflict in Syria) or it could be an internal conflict – where we face a dilemma or crisis and need to make a decision.

Prejudice	Belonging
When we make judgements that are unfair, based on wrong assumptions about people. For example, someone might be prejudiced about someone else's race, sexuality or religion. Prejudice is often taught in societies – sometimes without us even realiz-	The feeling of being wanted, safe and comfortable in a place. This might be a home, society, job or friendship group.

Section 4: Key quotes

Poem	Quotes
London	"The mind-forged manacles I hear."
	"sigh, Runs in blood down palace walls. "
Ozymandias	'Sneer of cold command.'
	'Round the decay of that colossal wreck.'
My Last Duchess	'My gift of a nine—hundred—years-old name'
	'I gave commands; then all smiles stopped.'
Charge of the Light Brigade	'Theirs not to make reply; theirs not to reason why; theirs but to do and die.'
	'Into the Valley of Death rode the six hundred.'
The Emigree	'It lies down in front of me, docile as paper.'
	'They accuse me of being dark in their free city.'
Tissue	'Paper that lets the light shine through.'
	'If buildings were paper, I might feel their drift.'
Checking Out Me History	'Bandage up me eye with me own history.'
	'Dem tell me.'
Kamikaze	'Enough fuel for a one way journey into history.'
	'He must have wondered which had been the better way to die.'
Storm on the Island	'We are prepared; we build our houses squat.'
	'Spits like a tame cat turned savage.'
The Prelude	'Heaving through the water like a swan.'
	'But huge and mighty forms, that do not live like living men.'
War Photographer	'A hundred agonies in black and white.'
	'Eyeballs prick with tears between the bath and pre-
Remains	'Probably armed, possibly not.'
	'His bloody life in my bloody hands.'
Poppies	'The world overflowing like a treasure chest.'
	'I listened, hoping to hear your playground voice catch-
Bayonet Charge	'Sweating like molten iron from the centre of his chest.'
	'King, honour. Human dignity etc'
Exposure	'But nothing happens.'
	'What are we doing here?'

Timeline (left):

2000 · 1996 · 1996 · 1994 · 1988 · 1971 · 1958 · 1920 · 1917 · 1914 · 1862 · 1845 · 1820 · 1802 · 1794

1997 Harry Potter · 1945 Animal Farm · 1917 Dulce et Decorum est · 1895 The Time Machine · 1887 Sherlock Holmes · 1865 Alice's Adventures in Wonderland · 1843 A Christmas Carol · 1818 Frankenstein · 1813 Pride and Prejudice · 1786 Robert Burns' Poems, Chiefly in the Scottish Dialect

Section 5: The Poems			
Poet	**Poem**	**Context**	**Summary**
William Blake	London	Romanticism; social injustice; Industrial Revolution; French revolution.	The narrator walks round the city of London, noticing how miserable people are; they are impoverished and oppressed. He blames people in power as they do not seem to be helping.
Percy Shelley	Ozymandias	Romanticism; political dissent; power and democracy; social revolution; art; historical legacy; travel and colonialism	The narrator hears from a traveller who tells him of a vast, crumbling statue in the desert. The statue's remnants depict an ancient King called Ozymandias who wrote in the stone statue that his power and kingdom would last forever. Now, these remnants are left forgotten in the desert.
Robert Browning	My Last Duchess	Victorian patriarchy; Renaissance Italy; oppression and power; aristocracy and social class; misogyny and prejudice; status and hierarchy; art and artistic expression.	A dramatic monologue from the perspective of the Duke of Ferrara, who is showing an unnamed visitor a painting of his last Duchess. As he speaks, the reader gradually realises that he is hiding the sinister truth of what happened to his last wife. There is a strong suggestion that the Duke became deeply jealous of her beauty and popularity and had her killed. He now admires the perfect artistic form of her which he can control completely and show off to his friends and visitors.
Alfred Tennyson	Charge of the Light Brigade	Crimean War; Victorian Britain; Biblical allusion; war and sacrifice; national identity and patriotism.	This poem explores the military disaster of the Light Brigade in the Crimean War, who mistakenly were told to charge straight into enemy cannon fire. The bravery and obedience of the men is praised but Tennyson subtly also criticises those who sent the disastrous orders.
Carol Rumens	The Emigree	Refugees from conflicts; migration; racism and prejudice; nationalism	The narrator recalls happy memories of her childhood home, which conflicts with her knowledge as an adult of the way her city has been destroyed by oppression and tyranny. They explore the feeling of alienation as she does not always feel welcome in her adopted home which she had to flee to.
Imtiaz Dharker	Tissue	Global politics; historical legacy; religion; multiculturalism; modern politics; conflict	The narrator considers the destruction and disarray of the modern world and muses that it would be better if humanity did not cling on to history and legacy, which can often fuel tensions and conflicts. Instead if the world were more like 'tissue' and we accepted that nothing lasts forever, we would avoid conflict and be happier. Accepting that we cannot hold tightly to anything as all of it is impermanent is a healthier state to live in.
John Agard	Checking Out Me History	Colonialism and post-colonialism; culture and identity; British history and the 'canon'	The poet looks at how we shape our identity from our national history, but that this history has been written without including minority voices. This creates questions and criticisms from the poet who seeks to find a representation of his own history and cultural identity
Beatrice Garland	Kamikaze	Japanese 'kamikaze' and cultural traditions of honour and sacrifice; family and conflict; loss and death; fate	The poem explores a kamikaze pilot who turns back before it's too late—traditionally Japanese kamikaze pilots were expected to use all their weapons and then kill themselves by crashing their plane into enemy territory as one final act of destruction. This pilot does not do this and instead returns home but is shunned by his family.
Seamus Heaney	Storm on the Island	Ireland; agricultural traditions; natural imagery; nature v man	The narrator describes a small isolated cottage that is exposed to the elements in a storm. They describe sheltering in the house from fierce storms and winds in a desolate, harsh landscape.
William Wordsworth	The Prelude	Romanticism; nature and natural world; industrialisation; individuality and spirituality; the Sublime	Comes from a much longer poem that looks at spiritual and moral development. In this section, the poet uses the story of a man sailing in a boat to explore man's relationship with nature.
Carol Ann Duffy	War Photographer	War—particularly 20th century wars and conflicts; journalism and media; PTSD	A war photographer is back home in England developing their photos. As he does this he reflects on the horrors of what he has witnessed and the sharp contrast with the mundane peace of rural England. The suffering he has seen barely registers with the people who read the newspapers in which his photos are published.
Simon Armitage	Remains	War; PTSD and mental health; violence, brutality and death	A soldier recounts a horrific death he encounters while on patrol. The violence and pain of this man's death never leaves him and haunts him in his mind.
Jane Weir	Poppies	War; family relationships; Armistice Sunday; memorial services	A mother thinks back on memories of her and her son, recounting the day he left to go to war. The end of the poem is ambiguous—it is unclear whether the son has died or whether he is still away at war. The mother misses him and thinks back on memories of their past.
Ted Hughes	Bayonet Charge	WW1; nationalism; patriotism; warfare	The poem is about a soldier going over the top in the trenches carrying his bayonet. The poem describes him running and seems to describe him in a dehumanised way—like he is now more animal or machine than human. The poem looks at the impact of war on people and the brutalisation of war.
Wilfred Owen	Exposure	WW1; trench warfare; patriotism	Owen's poem looks at the brutal conditions of trench warfare. The weather and natural world is presented as a terrible threat to the men in the trenches. The conflict seems to be between man and the weather, and Owen uses this to criticise the horrendous conditions soldiers were forced to be in during the War.

Section 1: Key Vocabulary

Tier 3 vocab	Definition
Numerator (n.)	This is the number on top of a fraction.
Denominator (n.)	This is the number on the bottom of a fraction.
Probability tree diagram (n.)	A diagram which helps to calculate probability for two or more successive events
Sample space (n.)	The sample space of an experiment is the set of all possible outcomes for that experiment.
Relative frequency (n.)	The relative frequency of an event is defined as the number of times the event occurs during experimental trials.
Independent event (n.)	Two *events*, A and B, are *independent* if event A occurs and does not affect the probability of event B occurring.

Tier 2 vocab	Definition
Probability (n.)	A numerical measure to show how likely an outcome is.
Likelihood (n.)	A worded measure to show the probability of an event.
Event (n.)	A set of possible outcomes resulting from a particular experiment.
Frequency (n.)	The **frequency** of a particular data value is the number of times the data value occurs.

Concepts you have seen before:

Fractions, Decimals, Percentages, Equivalent Fractions, Adding/Subtracting/Multiplying Fractions/Decimals.

Section 2: Key Facts and Processes

A sample space is used to list all possible outcomes. For example, if two dice were rolled and their results added together, the sample space would look like this:

Second die

+	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10
5	6	7	8	9	10	11
6	7	8	9	10	11	12

First die

There are 36 possible outcomes.

P(total of 2) = 1/36

P(total of 11) = 2/36
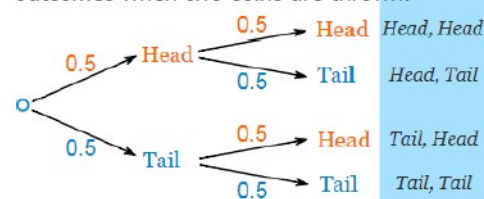
P(total of 7) = 6/36

A frequency tree is used to show two or more events and the number of times they occurred.
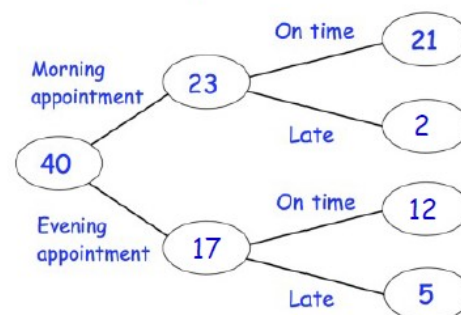
Tree diagrams display all the possible outcomes of an event, and the probability of each one happening. This tree diagram shows the outcomes when two coins are thrown.

Probabilities are calculated by multiplying along branches. The probability of throwing two heads is therefore 0.5 x 0.5 = 0.25

Section 3: Support

A Venn diagram is an illustration that uses overlapping or non-overlapping circles to show the relationship between finite groups of things.
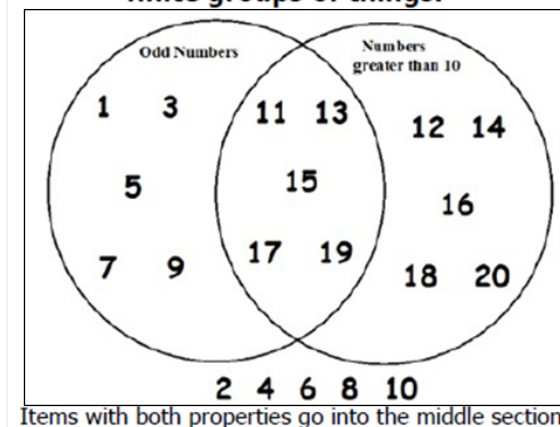
Items with both properties go into the middle section.

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Then type in these codes so you can practise.

Topic	Videos
Sample spaces	U410
Frequency trees	U280
Probability tree diagrams	U558
Venn Diagrams	U476
Venn notation	U748

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Section 1: Key Vocabulary

Tier 3 vocab	Definition
Probability tree diagram (n.)	A diagram which helps to calculate probability for two or more successive events
Sample space (n.)	The sample space of an experiment is the set of all possible outcomes for that experiment.
Relative frequency (n.)	The relative frequency of an event is defined as the number of times the event occurs during experimental trials.
Independent event (n.)	Two *events*, A and B, are *independent* if event A occurs and does not affect the probability of event B occurring.
Mutually exclusive (ad.)	If two events are mutually exclusive, it means that they cannot occur at the same time
Venn diagram (n.)	A diagram representing mathematical data pictorially as circles or closed curves within an enclosing rectangle
Union (n.)	The union of two sets, A and B, is the set of elements which are in A, in B, or in both A and B.
Intersection (n.)	The intersection of two sets, A and B, is the set containing the elements of A that also belong to B.
Tier 2 vocab	Definition
Event (n.)	A set of possible outcomes resulting from a particular experiment.
Frequency (n.)	The **frequency** of a particular data value is the number of times the data value occurs.
Probability (n.)	A measure of how often a particular event will happen

Concepts you have seen before:

Fractions, Decimals, Percentages, Equivalent Fractions, Adding/Subtracting/Multiplying Fractions/Decimals.

Section 2: Key Facts and Processes

Sample spaces

A sample space is used to list all possible outcomes. For example, if two dice were rolled and the results added together, the sample space would look like this:
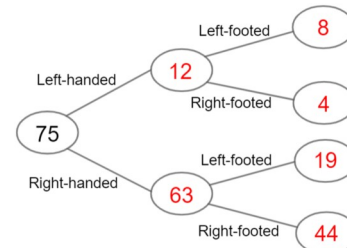

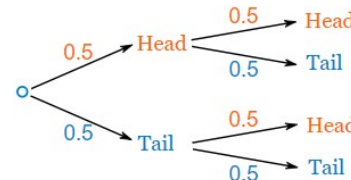There are 36 possible outcomes.

P(total of 2) = 1/36

P(total of 11) = 2/36
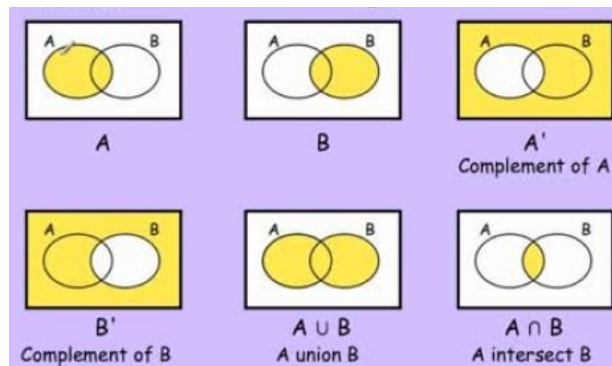
P(total of 7) = 6/36

Frequency trees contain numbers and are used to show two or more events and the **number** of times they occurred. They do **not** include probabilities.

Tree diagrams display all the possible outcomes of an event and the **probability (fraction or decimal, usually)** of each one happening.
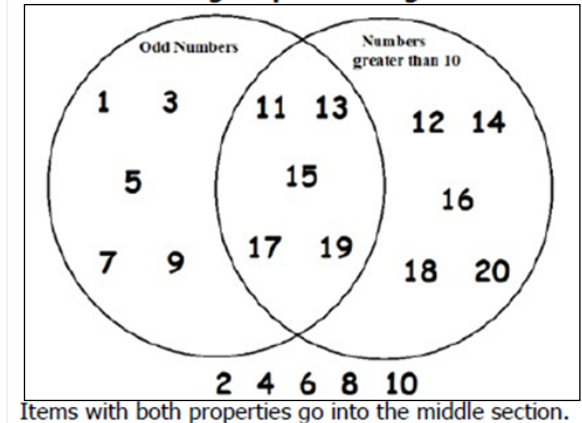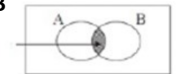

Venn Notation

Section 3: Support

A Venn diagram is an illustration that uses overlapping or non-overlapping circles to show the relationship between finite groups of things.
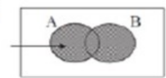
Items with both properties go into the middle section.

Intersection: Where sets *overlap*. This can be written as A ∩ B, or **A AND B**

Union: Two sets *together*. A ∪ B or A **OR** B

The **complement** of A means NOT A. This is written as A'

Topic	Videos
Sample spaces	U4104
Frequency trees	U280
Probability tree diagrams	U558
Venn Diagrams	U476
Venn notation	U748

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Trigonometry (n.)	The mathematical study of triangles.
Hypotenuse (n.)	The longest side of a right-angled triangle.
Adjacent side (n.)	The side next to an angle in a right-angled triangle, but not the hypotenuse.
Opposite side (n.)	The one side not next to an angle in a right-angled triangle.
SOH CAH TOA	An acronym for remembering how to use trigonometry in right-angled triangles. S, C and T represent the trigonometric functions, and H, A and O represent the sides of the triangle.

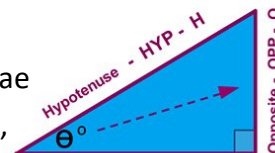| Tier 2 vocabulary	Definition
Right angle (n.)	An angle of size 90°.
Sketch (v.)	Draw a rough graph or diagram, showing the important features.

Concepts you have seen before:

Right angled triangles, ratio, angles in triangles, rearranging equations, substituting into formulae, area of a triangle.

Section 2: Key Facts and Processes

Hypotenuse (H)

Opposite (O)

Angle x

90°

Adjacent (A)
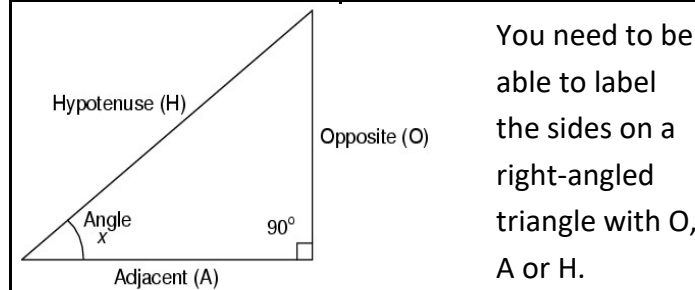
You need to be able to label the sides on a right-angled triangle with O, A or H.

Sine formulae use an angle, the opposite side and the hypotenuse

Hypotenuse - HYP - H

Opposite - OPP - O

θ°

$Sin\,\Theta = \dfrac{OPP}{HYP}$
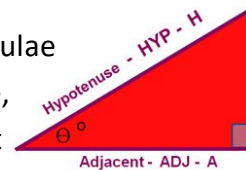
$OPP = HYP \times Sin\Theta$

$HYP = \dfrac{OPP}{Sin\Theta}$

There is a fourth and final Formula for finding the Angle.

It is called the "Inverse "Sine" formula.

$\Theta = Sin^{-1}\dfrac{OPP}{HYP}$

Cosine formulae use an angle, the adjacent side and the hypotenuse)

Hypotenuse - HYP - H

θ°

Adjacent - ADJ - A

These are the four formulas for working with Cosine Triangles.

We also use the special "Cos" and "Cos⁻¹" calculator buttons when solving Cosine Triangles.

$Cos\Theta = \dfrac{ADJ}{HYP}$

$ADJ = HYP \times Cos\Theta$

$HYP = \dfrac{ADJ}{Cos\Theta}$

$\Theta = Cos^{-1}\dfrac{ADJ}{HYP}$

Tangent

Formulae use the opposite and adjacent sides

θ°

Adjacent - ADJ - A

Opposite - OPP - O
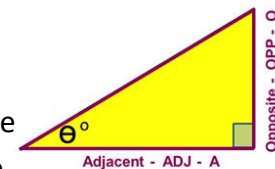
These are the four formulas for working with Tangent Triangles.

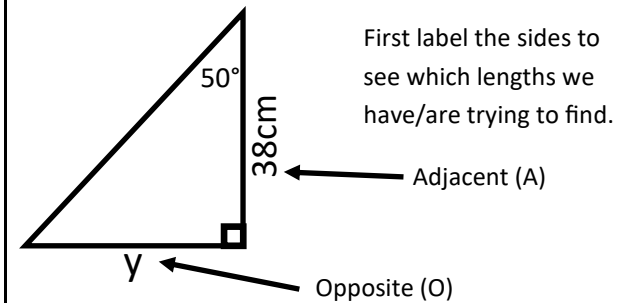We also use the special "Tan" and "Tan⁻¹" calculator buttons when solving Tangent Triangles.

$Tan\,\Theta = \dfrac{OPP}{ADJ}$

$OPP = ADJ \times Tan\Theta$

$ADJ = \dfrac{OPP}{Tan\Theta}$

$\Theta = Tan^{-1}\dfrac{OPP}{ADJ}$

Section 3: Support

Work out the length of y to 1 decimal place.

50°

38cm

Adjacent (A)

y

Opposite (O)

First label the sides to see which lengths we have/are trying to find.

O / S H   A / C H   O / T A
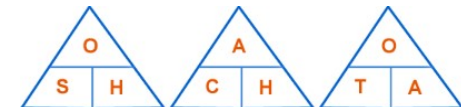
Using the formula triangles above can help us to use the correct trigonometric ratio:

$$\tan\theta = \frac{O}{A} \qquad \tan 50 = \frac{y}{38}$$

$$y = 38 \times \tan 50 = 45.3 \,(to\ 1dp)$$

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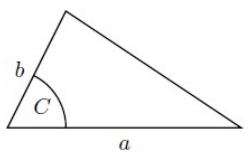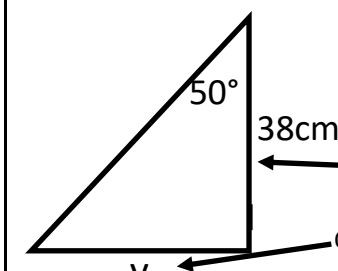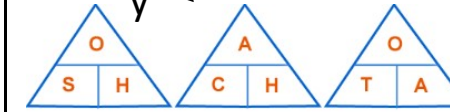
Topic	Videos
Trigonometry (finding a side)	U283
Trigonometry (finding an angle)	U545
Trigonometry (multi-step)	U05
Trigonometry (elevation/	U967

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Trigonometry (n.)	The mathematical study of triangles.
Complementary angles (n.)	Angles which add up to 90° are said to be complementary
Hypotenuse (n.)	The longest side of a right-angled triangle.
Adjacent side (n.)	The side next to an angle in a right-angled triangle, but **not** the hypotenuse.
Opposite side (n.)	The one side not next to an angle in a right-angled triangle.
SOH CAH TOA	An acronym for remembering how to use trigonometry in right-angled triangles. S, C and T represent the trigonometric functions, Sine, Cosine, and Tangent. H, A and O represent the sides of the triangle, Hypotenuse, Adjacent and Opposite

Tier 2 vocabulary	Definition
Sketch (v.)	Draw a rough graph or diagram, showing the important features.
Theta (n.)	A Greek letter with the symbol θ

Concepts you have seen before:

Right angled triangles, ratio, angles in triangles, rearranging equations, substituting into formulae.

Section 2: Key Facts and Processes

How should you properly label a triangle? *There are other methods which can also be useful.*	Label the sides using lowercase letters (a,b,c). Label the angles using uppercase letters (A,B,C). Angles and sides with the same letters must be opposite each other.
The Sine Rule: used to work out the remaining sides of a triangle when two angles and a side are known or when we are given two sides and a non-enclosed angle.	$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$ $$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$
The Cosine Rule: used to find a side from two sides and the included angle OR an angle when given the length of three sides.	$$a^2 = b^2 + c^2 - 2bc\cos A$$ $$A = \cos^{-1}\left(\frac{b^2 + c^2 - a^2}{2bc}\right)$$
What is the trigonometric formula for the area of a triangle? This picture shows what information is needed.	$$\text{Area} = \frac{1}{2}ab\sin C$$

Exact trigonometric values

$\theta°$	$0°$	$30°$	$45°$	$60°$	$90°$
Sin θ	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
Cos θ	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
Tan θ	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	*undefined*

Section 3: Support

Work out the length of y to 1 decimal place.

First label the sides to see which lengths we have/are trying to find.

50°
38cm
Adjacent (A)
Opposite (O)
y

Using the formula triangles above can help us to use the correct trigonometric ratio:

$$\tan\theta = \frac{O}{A}$$
$$\tan 50 = \frac{y}{38}$$

$y = 38 \times \tan 50 = 45.3 \ (to\ 1dp)$

Cosine is the complement of Sine

Sine and Cosine values have a special relationship. **Sin θ = Cos (90—θ)** so the Sine value of an angle is the same as the Cosine value of its **complementary angle.**

Log into **Sparx Maths** for additional support: w**ww.sparxmaths.com** Select '**independent learning'** on the bottom left. Then type in these codes so you can practise.

Topic	Videos
Right-angle trigonometry	U605, U283, U545
Area of a triangle using sine	U592
The sine rule	U952
The cosine rule	U591
3D trigonometry	U170
Trigonometry and bearings	U164

Biology—Year 10, Cell Organisation

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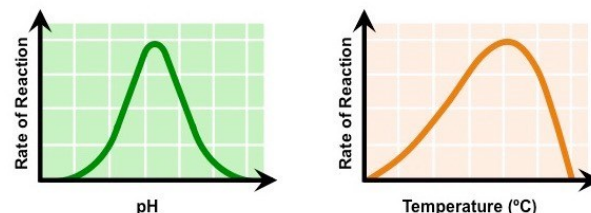
Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Denature (v)	Shape of protein changing.
Catalyst (n)	Increases rate of chemical reaction without undergoing change itself.
Metabolism (n)	The sum of all reactions in a cell or body.
Bile (n)	Fluid which is secreted by liver to aid digestion.
Urea (n)	Waste product formed by excess amino acids being broken down in liver.
Haemoglobin (n)	Protein found in red blood cells that transports oxygen.
Statin (n)	Medicine that reduces cholesterol in blood.
Translocation (n)	Movement of sugars in the phloem.
Transpiration (n)	Movement of water through the plant.

Tier 2 Vocabulary	Definition
Differentiate (v)	When something becomes specialised for a particular function.
Rate (n)	Speed at which something happens.
Specific (adj)	For a particular purpose.
Excess (n)	Having more of something than needed.
Estimate (v)	Roughly calculate.

Section B: Important Ideas / Concepts / Questions

How an enzyme works

Substrate entering active site of enzyme — Enzyme/substrate complex — Enzyme/products complex — Products leaving active site of enzyme

Substrate. Active site. Enzyme changes shape slightly as substrate binds. Products
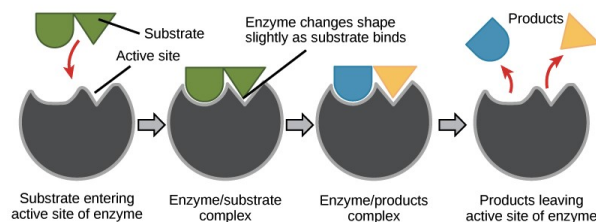
Graphs to show the effect of temperature and pH on enzyme activity

Enzymes work best at an optimum pH and temperature. If the pH is too high or low, the enzyme becomes denatured and reactions can no longer occur. If the temperature is low, the reactions between the enzyme and substrate are very slow, whereas if the temperature is too high, the enzyme can also become denatured.

Different enzymes break down different molecules

Enzyme	Breaks down	Broken down into
Carbohydrase	Carbohydrates	Sugars
Proteases	Proteins	Amino acids
Lipase	Lipids	Fatty acids and glycerol

Section C: Subject Specific

The Heart
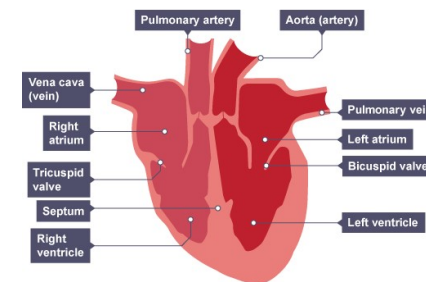
Gas exchange at the alveoli
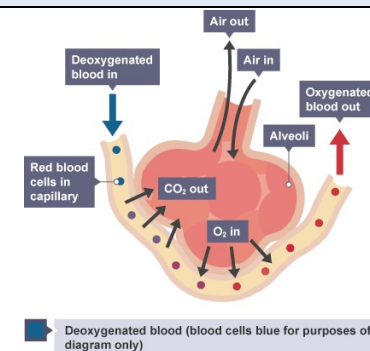
A Potometer measures the uptake of water under different conditions

A Potometer

Concepts you have seen before:

Year 7 Body Systems, Year 8 Plants

Subject: Biology Year 10 Autumn Term 2—B3 Infection and Response

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Section A: Key vocabulary

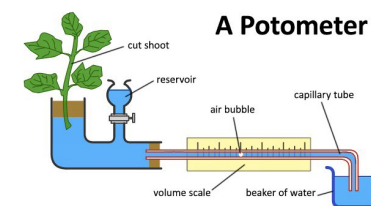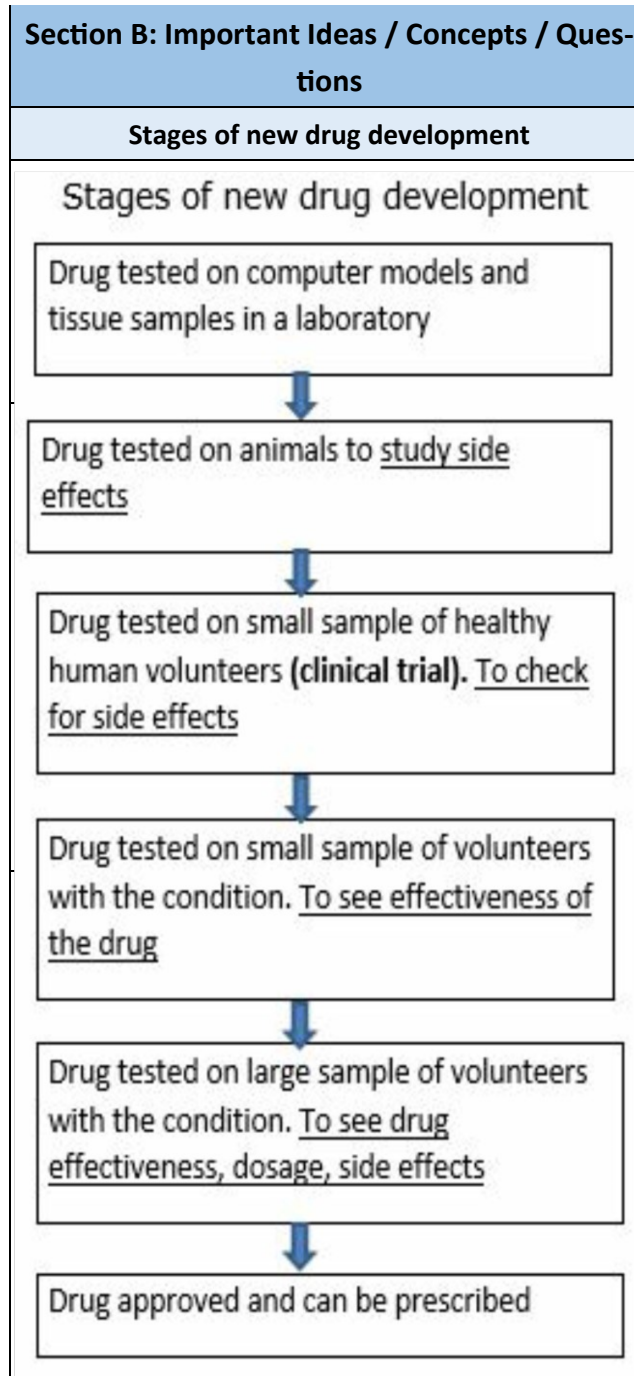| Tier 3 Vocab	Definition
Antigen (n)	Protein on the surface of a microorganism.
Antibody (n)	Protein made by lymphocytes that bind to a specific antigen.
Lymphocyte (n)	Type of white blood cell that makes antibodies and antitoxins.
Phagocyte (n)	Type of white blood cell that engulfs microorganisms.
Vaccine (n)	Injection of a weakened or dead version of a pathogen.
Vector (n)	An organism that spreads a disease but does not cause it.
Aseptic (adj)	Without microorganisms (sterile).

Tier 2 Vocab	Definition
Communicable disease (n)	A disease that can be spread between organisms.
Non-communicable disease (n)	A disease which can not be spread between organisms.
Pathogen (n)	A micro-organism which causes disease.
Disease (n)	A condition caused by any part of the body not working properly.
Antibiotics (n)	Drugs that kill bacteria.
Incubation Period (n)	Time taken from being infected to showing symptoms.
Antiseptic (adj)	Kill pathogens on the skin.

Section B: Important Ideas / Concepts / Questions

Stages of new drug development

Stages of new drug development

Drug tested on computer models and tissue samples in a laboratory

↓

Drug tested on animals to study side effects

↓

Drug tested on small sample of healthy human volunteers (clinical trial). To check for side effects

↓

Drug tested on small sample of volunteers with the condition. To see effectiveness of the drug

↓

Drug tested on large sample of volunteers with the condition. To see drug effectiveness, dosage, side effects

↓

Drug approved and can be prescribed

Section C: Subject Specific

Body defence mechanisms

1. Barriers to infection-the human body has a number of barriers to prevent pathogens entering.

Lysozyme in tears and other secretions
Skin surface (physical barrier), fatty acids, normal flora
Rapid pH change
Removal of particles by cilia in nasopharynx
Mucus lining trachea
Stomach (pH 2)
Normal flora
Flushing of urinary tract

2. If pathogen enters the body there are 3 ways white blood cells prevent them causing disease.

1. Phagocytes engulf Microorganisms

Bacteria
White blood cell (phagocyte)
Pseudopodia engulf bacteria
Bacteria are digested

Lymphocytes produce antibodies

Foreign bodies (e.g viruses) in body
Lymphocyte multiplies and produces antibodies
Antibody
Receptor sites
Antibodies inactivate viruses

3. Producing antitoxins to counteract toxins from invading bacteria.

Concepts you have seen before:

Year 9 Health and Disease : Primary and secondary defences

Chemistry—Year 10, Quantitative Chemistry

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Avogadro constant (n)	The number of atoms, molecules, or ions in a mole of any substance (i.e., 6.02×10^{-23} per mol).
Concentration (n)	The amount of a substance dissolved in a given volume of liquid.
Limiting reactant (n)	The reactant in a chemical reaction that when used up causes the reaction to stop.
Mole (n)	The amount of substance in the relative atomic or formula mass of a substance in grams.
Relative atomic mass A_r (n)	The average mass of the atoms of an element compared with carbon-12 (which is given a mass of exactly
Relative formula mass M_r (n)	The total of the relative atomic masses, added up in the ratio shown in the chemical formula, of a substance.

Tier 2 Vocabulary	Definition
Deduce (v)	arrive at (a fact or a conclusion) by reasoning; draw as a logical conclusion.
Conservation (n)	Preservation of a resource or quantity.

Concepts you have seen before:

Year 8 Materials, Year 9 Periodic Table and Reactivity

Section B: Important Information

Calculating Relative Formula Mass (M_r)

1. Using the molecular formula, work out how many of each different type of atom is present in the molecule.

   e.g. Na_2CO_3 contains 2 Na atoms, 1 C atom and 3 O atoms.

2. Find the atomic masses (A_r) of each of the different types of atoms in the formula using the periodic table.

   $A_r(Na) = 23$, $A_r(C) = 12$, $A_r(O) = 16$

3. Add together the relative atomic masses of all the atoms in the formula.

   $Mr(Na_2CO_3) = (2x23) + 12 + (3x16) = 46 + 12 + 48 = $ **106**

Calculating Concentrations

Concentration can be calculated using the following equation.

$$concentration\ (g/dm^3) = \frac{amount\ of\ solute\ (g)}{volume\ of\ solution\ (cm^3)} \times 1000$$

e.g Concentration 50g of sodium hydroxide (NaOH) dissolved in 200cm³ of water.

Concentration = (50 / 200) x 1000 = 0.25 x 1000 = **250 g/dm³**

Calculating Moles *(Higher only)*

Use the following equation: **Moles = mass ÷ M_r** (or A_r for atoms)

e.g. For 212g of Na_2CO_3 the number of moles = 212 ÷ 106 = **2 moles**

The equation can be rearranged as **mass = moles x M_r**

e.g for 5 moles of Na_2CO_3 the mass = 5 x 106 = **530g**

Section C: Worked Examples

Using Balanced Symbol equations to work out reacting masses *(Higher only)*

If you have a solution containing 100g of sodium hydroxide, how much sodium sulfate would it form in the following reaction:

$$2NaOH + H_2SO_4 \rightarrow Na_2SO_4 + 2H_2O$$

Moles of NaOH can be calculated using its mass (100g) and M_r (40)

Moles = 100 ÷ 40 = 2.5 moles

From the balanced equation, we can see 2 amounts (or moles) of NaOH would make 1 amount/mole of Na_2SO_4. This means there is a <u>molar ratio</u> of 2:1.

Using the molar ratio, 2.5 moles of NaOH would make 1.25 moles of Na_2SO_4.

Now you know the moles of Na_2SO_4 this can be multiplied by its M_r to give the mass.

1.25 x 142 = 177.5g

The previous steps are summarised in the table below following the order of the arrow.

Substance	NaOH	Na₂SO₄
Mass	100g	**177.5g** =
M_r	40	142 **x**
Moles	2.5	2.5 ÷ 2 = 1.25
Molar ratio	2 ÷2	1

Chemistry. Year 10 Autumn Term– C4 Chemical Changes

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Oxidation (n)	A gain of oxygen, or loss of electrons, by a substance in a chemical reaction.
Reduction (n)	A loss of oxygen, or gain of electrons,
Ion (n)	Charged particle formed when an atom, or group of atoms, loses or
neutralisation (n)	A reaction between an acid and a base or alkali producing a salt plus
smelting (n)	The process of applying heat to ore in order to extract a base metal.
hydrogen ion (n)	created when a hydrogen atom loses or gains an electron.

Tier 2 Vocabulary	Definition
Displacement (n)	Reaction in which a more reactive element displaces a less reactive ele-
Solutions (n)	A mixture formed when one substance dissolves in another.

Concepts you have seen before:

Year 8 Chemical Reactions, Year 9 Periodic Table and

Section B: Important Information

The Reactivity Series

Order of Reactivity	Reaction with water	Reaction with dilute acid
Potassium	fizz, giving off hydrogen gas, leaving an alkaline solution of metal hydroxide	explode
Sodium		
Lithium		
Calcium		fizz, giving off hydrogen gas and forming salt
Magnesium	very slow reaction	
Aluminium		
Zinc		
Iron		
Tin	slight reaction with steam	react slowly with warm acid
Lead		
Copper	no reaction, even with steam	No reaction
Silver		
Gold		

Redox Reactions

OILRIG— Oxidation is Loss (of electrons), Reduction is Gain (of electrons)

Redox—Reduction and oxidation happening at the same time.

Redox reactions

Reduction   Oxidation

gain of electrons   loss of oxygen

redox= reduction and oxidation happening together

magnesium oxidised   copper oxide

to magnesium oxide   reduced to copper

$Mg + CuO \rightarrow MgO + Cu$

Metals & Acid Reactions as Redox Reactions (HT)

- Metal-acid reactions are **redox reactions**

- Redox means reduction and oxidation at the same time

- If we analyse the ionic equation for the reaction between zinc and hydrochloric acid: **$Zn + 2HCl \rightarrow ZnCl_2 + H_2$**

The ionic equation is:

$Zn + 2H^+ \rightarrow Zn^{2+} + H_2$

Section C: Metal Extraction

Metal	Method of extraction
Most Reactive	
Potassium	Extracted by electrolysis of the molten metal compound as they are more reactive than carbon.
Sodium	
Calcium	
Magnesium	
Aluminium	
(carbon)	Copper, lead, Iron and zinc often found combined with oxygen as metal oxides. Because carbon is more reactive than each of these metals, carbon is used to extract the metals from their oxides.
Zinc	
Iron	
Tin	
Lead	
(Hydrogen)	
Copper	
	Metal oxide + carbon $\rightarrow$ metal + carbon dioxide
Gold	Found as pure elements.
Platinum	
Least reactive	

Reactions of Acids with Metals

Acid	Sulfuric Acid	Hydrochloric Acid
Magnesium	$Mg + H_2SO_4 \rightarrow MgSO_4 + H_2$	$Mg + 2HCl \rightarrow MgCl_2 + H_2$
Zinc	$Zn + H_2SO_4 \rightarrow ZnSO_4 + H_2$	$Zn + 2HCl \rightarrow ZnCl_2 + H_2$

Only metals above hydrogen in the reactivity series will react with dilute acids. The more reactive the metal then the more vigorous the reaction will be. Metals that are placed high on the reactivity series such as potassium and sodium are very dangerous and react explosively with acids. When acids react with metals they form a salt and hydrogen gas:

The general equation is:

Subject: Physics. Year 10 Autumn Term—P1 Energy

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Section A: Key vocabulary

Tier 3 Vocab	Definition
Gravitational Potential Energy	A falling object loses energy in its gravitational store. An object being raised gains energy in its
Kinetic Energy	The amount of energy stored because an object is in motion
Elastic Potential Energy	The energy stored when something is stretched (**J**).
Spring Constant	Force needed to stretch a spring
Gravitational Field Strength	The gravitational force on a mass of 1 kilogram in **N**.

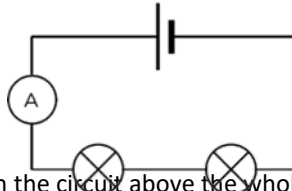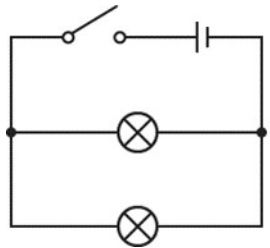| Tier 2 Vocab	Definition
Extension	The increase in length of an object
Mass	How much matter there is in an
Velocity	Speed (**m/s**) in a given direction.
Renewable	Energy from natural sources which is replenished so it never
Fossil Fuels	Coal, oil, and gas are all examples. When burnt they release carbon

Section B: Energy Resources

Non-Renewable Environmental Impact

Coal	Produces carbon dioxide, a greenhouse gas and sulphur dioxide which contributes to acid
Oil	Produces carbon dioxide, nitrogen dioxide and sulphur dioxide.. If it is spilt it can be disastrous
Gas	Produces carbon dioxide.
Nuclear Power	Produces radioactive waste which

Renewable Environmental Impact

Biofuel	Large areas of land needed which
Wind	Can be noisy and turbines are
Hydroelectricity	Large areas of land needed which
Geothermal	Drilling under can release harmful
Tidal	Can effect habitats
Waves	Can effect habitats.
Solar	None.

Concepts you have seen before:

Year 7 Energy, Year 8 Forces

Section C: Calculations

Kinetic Energy = 0.5 x mass x velocity^2

Doubling mass doubles kinetic energy

KE x2

KE x4

Doubling velocity *quadruples kinetic energy* (*double velocity squared*)

An object's store of gravitational potential energy is increased by:

How much mass the object has.

The amount of gravitational force applied to an object per kilogram.

The height of the object from the ground.

Worked Example

A bungee jumper is attached to a bungee rope which has a spring constant of 124 N/m and is stretched 3m. Calculate the amount of energy in this elastic store.

C	Spring constant = 124 N/m
	Extension = 3 m
E	Elastic Energy=0.5 x spring constant x (extension)^2
M	Elastic Energy = 0.5 x 124 x (3 x 3)
U	**558 J**

Section A: Key vocabulary

Tier 3 Vocabulary

Tier 3 Vocabulary	Definition
Ammeter	Measures the current in a circuit.
Voltmeter	This equipment measures the potential difference in a circuit.
Series	This is when the components are placed in a line one after the other.
Parallel	This is when the components are placed in separate branches.
Current	The rate at which charge flows in a circuit.
Potential Difference	Difference in electrical energy between two parts of a circuit.

Tier 2 Vocabulary	Definition
Conductor	Materials, such as metals, that a current can pass through (electrons flow easily).
Insulator	Materials, such as plastic, do not allow a current to flow. They coat cables to prevent shocks.
Pin	The three pins of a plug go into the wall socket. They connect the circuit to the cables inside.

Section B: Electrical Circuits

Series Circuits

If a bulb breaks in the circuit above the whole circuit stops working.

Potential difference is **shared** between all components.

Current is the **same** at any point in the circuit.

Ammeters are placed in **series** to measure the current in a circuit.

Parallel Circuits

If either bulb breaks in this circuit the other bulb will still work.

Potential difference is the **same** across all components.

Current is **shared** between branches.

Voltmeters are placed in **parallel** to measure potential difference.

Concepts you have seen before:

Year 8 Electricity and Magnetism

Section C: Electricity in the home

Plugs

It is important you remember the positions of the different coloured cables in a plug.

Blue	Left pin, neutral wire
Stripe	Top pin, earth wire
Brown	Right pin, live wire

Earthing

The earth wire connects to the ground, so if there is a fault (e.g. the live wire touches the case of the appliance), current flows into the ground and not through you.

Religious Studies—Year 10, Islam: Crime and Punishment 1

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Section A: Key Vocabulary

Tier 3 vocabulary	Definition
Hadith (n)	Sayings and actions of the Prophet Muhammad
Shari'ah (n)	The holy law of Islam which covers all aspects of Islam.
Fard (v)	Actions which are allowed because the Qur'an or Hadith don't forbid them.
Halal (a)	That which is permitted
Haram (a)	That which is forbidden
Vicegerents (n)	A person responsible for enforcing justice on earth on Allah's behalf
Moral evil (n)	Actions done by humans which cause suffering
Natural evil (n)	Suffering caused by natural events such as earthquakes
Freewill (n)	Humans are free to make their own choices

Tier 2 vocabulary	Definition
Justice (n)	The proper administration of the law, everybody being treated fairly
Laws (n)	Rules made by parliament, enforced by the police and courts
Crime (n)	An illegal act, punishable by law
Victim (n)	Those who have suffered from a crime
Protection (n)	To look after or make sure a person or item is safe
Compensation (n)	Paying someone back for a wrong they have done

Section B: Justice

The Nature of Justice

Justice means rewarding the good and punishing the bad, making sure that what is right is what happens in society. The way to make sure there is justice in society is to have laws.

Non-religious attitudes to justice

Atheists and Humanists believe that justice is important because justice makes sure that:

- People are rewarded for their labour;

- The weak are protected from the strong (if there were no laws on stealing, murder and rape, life would be chaotic, brutal and unjust!)

Why is Justice important to Muslims?

-The Qur'an describes God as just. As God himself is just, then justice must be of the highest importance for Muslims.

Surah 16:90 - "God commands justice, the doing of good… and He forbids all shameful deeds and injustice."

-The Prophet is shown as acting justly and telling Muslims to treat everyone justly and equally.

- Muslims believe it is part of their role as vicegerents (stewards) of God's world to behave justly by following the Shari'ah Law.

Why do Muslims believe justice is important for the victim?

- The Qur'an teaches that the victims of crime should

Concepts you have seen before: Judgement Day, predestination and equality.

Section C: Crime

A crime is an act against the law.
Common causes of crime:
- **Poverty**

- **Upbringing**

- **Drugs**

- **Low Self Esteem**

What are the Muslim attitudes to crime? Muslims are against crime because misdeeds are breaking the laws of God. They try to remove the cause of criminality and alleviate the problems of crime:

Poverty - Islam tries to deal with the issue of poverty by banning the use of interest and gambling and encouraging other Muslims to share their wealth.

- **Alcohol and Drugs** – these are haram (not allowed) in Islam so should not be an issue.

Section D: Aims of Punishment

	Meaning	Why is it important to Muslims?
Protection	To protect society	Part of a Muslim's role as a vicegerent (steward) is to create a stable society and prevent further crimes.
Deterrence	To discourage people from committing crime	Many Hadd punishments take place in public to deter others from committing crime.
Retribution	Criminals should 'pay' for their crimes	Muslims believe that criminals should pay for their crime in a proportionate way.
Reformation	To change and become a better person	Muslims want criminals to reform and change their ways so that on the Day of Judgement, they can go to Heaven and not Hell.

Religious Studies—Year 10, Islam: Crime and Punishment 2

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Hadd punishments (n)	Punishments set out by the Qur'an
United Nations (n)	An international organisation, founded in 1945 to increase cooperation between countries
Declaration of Human Rights (n)	Sets out fundamental human rights which should be universally protected
Sin (n)	An action that breaks the laws of God
Restorative justice (n)	The rehabilitation of offenders through reconciliation with the victim

Tier 2 Vocabulary	Definition
Punishment (n)	The proper administration of the law, everyone being treated fairly.
Liberty (n)	People are free to do anything that is not against the law
Human Rights (n)	Basic rights and freedoms that belong to every person in the world
Trial (n)	A formal examination of evidence by judge, typically before a jury, in order to decide guilt in a case of a criminal
Torture (n)	The action or practice of inflicting pain or suffering on someone as a punishment or in order to force them to do or say something

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Section B: Attitudes to punishment

Punishment is a penalty inflicted on an offender for breaking the law.

Different types of punishment:

- Imprisonment

- Suspended sentence

- Community service

- Fine: A monetary penalty

- Compensation Order

Muslim teachings about Punishment:

Islam teaches that criminals should be punished for their crimes and the Qur'an sets down specific punishments for certain crimes. Islam teaches that Muslims should not commit crimes because any crime is a sin against God. Those who commit crimes will not only be punished by the law, but also face the judgement of God on the Last Day

Section C: Forgiveness

Allah is merciful and forgiving: "In the name of God the Compassionate, the Merciful". (Bismillah)

Allah forgives people and Muslims believe they should try to do this too: "If anyone does evil or wrongs his own soul, but afterwards seeks God's forgiveness, he will find Him most forgiving and merciful." Surah 4:110

Muhammad taught that people should try to forgive those who have wronged them or offended them. The Qur'an teaches that a life can be taken for a life, supporting capital punishment. However, it also says that if a killer is forgiven by the victim's family and can pay compensation to the family, their life can be spared.

Muslims believe that on the Day of Judgement, if a person is truly sorry for their sins, Allah will forgive them.

Section D: Treatment of criminals

Human Rights

The Universal Declaration of Human Rights was proclaimed by the United Nations in 1948. It set out fundamental human rights to be universally protected which all members of the United Nations agreed to. These rights include:

- Freedom from torture and degrading treatment;

- the right to liberty– people are free to do anything that is not against the law;

- The right to a fair trial – trials are made in public and judgements are made by impartial people;

- The right not to be punished for something that was not a crime when you did it;

- Freedom of thought, conscience and religion.

Muslim attitudes to the treatment of criminals:

1. Muslims believe that criminals should be treated fairly. Punishment should aim at both reforming criminals and bringing in restorative justice.

2. Muslims countries with Shari'ah justice systems believe that criminals should be punished according to the Hadd punishments set out in the Qur'an.

Islam and the use of torture: All Muslims are opposed to the use of torture.

Islam and Fair Trial

Muslims countries adopting the Western-type legal system operate a jury where twelve ordinary members of the public decide whether the accused is guilty. However, Muslim countries operating Shari'ah law and do not use a jury. Crimes against God prosecuted as Hadd crimes and all other criminal matters treated as disputes between individuals.

Concepts you have seen before:

Judgement Day Christianity, Christian forgiveness, Equality,

Religious Studies—Year 10, Islam: Crime and Punishment 3

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Capital Punishment	The legally authorised killing of someone as punishment for a crime.
Mubah	Actions which are permitted because nothing is said about them in the Qur'an or the hadith
Mandub	Actions which a Muslim will be rewarded for doing, but not punished if they do not do them
Natural evil	Suffering caused by natural events such as earthquakes
Omnipotent	God is all-powerful
Omnibenevolent	God is all-loving
Omniscient	God is all-knowing

Tier 2 Vocabulary	Definition
Evil	Cause of human suffering
Suffering	Pain or distressed experienced by humans
Permitted	Officially allow someone to do something

Concepts you have seen before:

Humanist and Atheist views, Human Rights, Good and
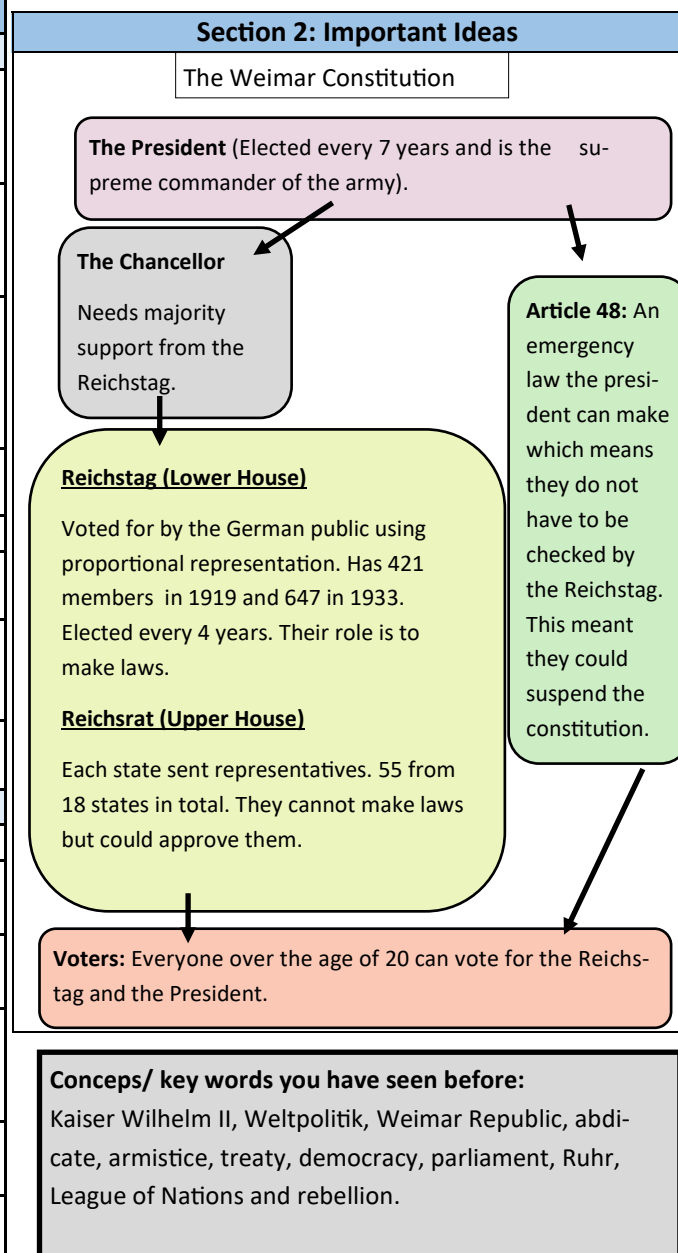
Section B: Capital Punishment

The Nature of Purpose of Capital Punishment

Capital Punishment is punishment which takes away a criminal's life. There are several methods of capital punishment still in use around the world, such as lethal injection, electrocution, hanging, firing squad, stoning and decapitation (cutting off someone's head).

102 countries around the world have abolished the death penalty for all crimes, and it was abolished in the UK in 1970. Seven have abolished it but retain it for special circumstances. The USA, Japan and Singapore are the only countries to retain it. These countries believe that its purpose is to deter people from committing murder, to protect society from dangerous people and to act as retribution for those who have taken a life.

Muslim attitudes and teachings about Capital Punishment

Islam allows capital punishment for three offences: murder, adultery and apostasy (giving up or denying your religious faith).

Most Muslims agree with Capital Punishment because…	Some Muslims do not agree with Capital Punishment because…
It is a punishment set down by God in the Qur'an which is the word of God.	The use of Capital Punishment is recommended by the Qur'an but is not compulsory.
Muhammad made several statements agreeing with the use of Capital Punishment.	Capital Punishment does not reduce crime rates and in addition to this the wrong person may be convicted and

Surah 6:151: 'Take not life, which God hath made sacred, except by way of

Most Humanists disagree with Capital Punishment because…	Some Atheists would agree with Capital Punishment because…
Murderers who know they are going to be killed if caught are more likely to kill more people to avoid being caught.	If people know that they will lose their life if they murder someone, it will act as a deterrent and there will be fewer murderers.
Human life is the most important thing there is, so no one has the right to take it.	Human life is the most important thing there is, and the value of human life can only be shown by giving those who take human life the worst possible

Section C: Non-religious attitudes towards evil and suffering and

Muslim attitudes to good, evil and suffering

In Islam good actions are known as **'halal'**. Good ac subdivided into :

- **Fard**– Actions which must be performed for a person to be regarded as good e.g. performing the Five Pillars.

- **Mandub**– Actions which a Muslim will be rewarded for doing, but not punished if they do not do them.

- **Mubah**– Actions which are permitted because nothing is said in the Qur'an about them or the **Hadith**, e.g. watching television.

Evil actions are called **haram**. Any action that is forbidden in the Qur'an, Hadith or **Shari'ah law** is **haram** (e.g. drinking alcohol) and is regarded as being evil.

Non-Religious attitudes to Evil and Suffering

Many atheists and humanists believe that a good God would have designed a world without natural evil. They cannot believe in a God that would create such horrible diseases, and believe that evil and suffering are either the fault of humans misusing their free will or the fault of accidental nature.

Muslim answers to why people suffer

Muslims argue that because God is so much greater than humans, they cannot understand his motives and therefore must just accept what God does. The Qur'an says that God is good and so there must be good reasons for evil and suffering.

Humans can, and will, be questioned about their evil actions because they have been born with a natural instinct to understand the difference between right and wrong. Muslims believe that life is a test and a true Muslim will remain faithful through the trials of his life.

Muslims respond to evil and suffering by helping those who suffer, either practically or by prayer, because help suffering and fighting evil will be rewarded by God Day.

History—10A (1), Democracy to Dictatorship: Germany and Growth of Democracy

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Section 1: Key Vocabulary

Tier 3	Definition
Article 48 (n)	An emergency law which allows the president to suspend the constitution and pass laws without asking the Reichstag.
Free Corps (n)	A right-wing group of ex-soldiers who threw a rebellion in 1920 to overthrow the left-wing government.
Reparations (v)	A fine the German government was forced to pay due to its involvement in the First World War. Germany was ordered to pay £6.6 Billion to the winning nations.
Spartacist League (n)	German communists who wanted a revolution like the one that had happened in Russia in 1917.
Reichstag (n)	The main elected German parliament.
Weimar Republic (n)	The name given to Germany's democratic system between 1913 and 1933.
Diktat (n)	Nickname given by many Germans to the hated Treaty of Versailles; translated as 'dictated [forced] peace.'
Red Rising (n)	Left-Wing voters revolt in March 1920, the the Ruhr region of Germany.

Tier 2	Definition
Abdicate (v)	To give up the throne of a country.
Chancellor (n)	In Germany, the chief minister or Prime Minister of the Government.
Constitution (v)	Set of rules by which a country is governed by.
Socialism (v)	A system of government which supports democracy and greater government involvement in the economy and society.
Trade Unions (n)	Association of workers formed to protect their interests.
Democratic Republic (n)	A system of running a country in which all adults have the right to vote for the government they want.
Unify (v)	To become united, or one.
Hyperinflation (v)	Sudden, dramatic rise in prices.

Section 2: Important Ideas

The Weimar Constitution

The President (Elected every 7 years and is the supreme commander of the army).

The Chancellor
Needs majority support from the Reichstag.

Article 48: An emergency law the president can make which means they do not have to be checked by the Reichstag. This meant they could suspend the constitution.

Reichstag (Lower House)
Voted for by the German public using proportional representation. Has 421 members in 1919 and 647 in 1933. Elected every 4 years. Their role is to make laws.

Reichsrat (Upper House)
Each state sent representatives. 55 from 18 states in total. They cannot make laws but could approve them.

Voters: Everyone over the age of 20 can vote for the Reichstag and the President.

Conceps/ key words you have seen before:
Kaiser Wilhelm II, Weltpolitik, Weimar Republic, abdicate, armistice, treaty, democracy, parliament, Ruhr, League of Nations and rebellion.

Section 3: Chronology

1871	German states **unify** to become Germany.
1881	Kaiser Wilhelm II becomes leader of Germany.
1915	500 women protest German Parliament for involvement in the First World War.
1918	**Mutiny (revolt)** in Kiel. German navy followed to follow orders.
9 Nov 1918	Kaiser Wilhelm II abdicates and secretly leaves Germany never to return.
11 Nov 1918	Germany surrender, ending the First World War.
6 Jan 1919	Left-wing Spartacists protest against the new Weimar Government.
Jan 1919	Left-Wing Ebert wins the election becoming the German President.
May 1919	Right-Wing Free Corps protest the Weimar Government. `
1922	Germany ordered to pay £6.6. billion over the next 66 years.
Jan 1923	**France and Belgium invade** German land called the Ruhr when they don't pay reparations.
1923	**Hyperinflation.** A loaf of bread is worth 201 billion marks.
Nov 1923	**Munich Putsch.** Hitler and the Nazi party rise against the government.
1924	German currency changes to **Rentenmark then Reichsmark**.
1925	Germany signs Locarno Pact with Britain, France, Belgium and Italy promising never to invade each other.
1925	Germany joins the League of Nations.

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Section 1: Key Vocabulary

Tier 3	Definition
Wall Street Crash (n)	October 1929 when millions tried to sell their shares in companies at the same time causing a drop in shre prices.
Reichsbanner (n)	Organisation formed by members of the SDP, German Centre Party and German Democratic Party in 1924. Aim to defend democracy.
Gestapo (n)	Part of the SS and Nazi Germany's secret police force, created by Herman Goering in 1933 and controlled by Himmler.
Enabling Act (n)	Passed in 1933 allowing Nazis to make their own laws without consulting the Reichstag.
Der Fuhrer (n)	Supreme leader, the title adopted by Adolf Hitler.
Concentratio n Camp (n)	Camp in which people are held under harsh conditions and without the freedoms of the rest of society.

Tier 2	Definition
Radical (n)	Very different or extreme idea or approach.
Propaganda (n)	Systematic spreading of ideas and information in order to influence people's thinking and actions, often through the use of media such as posters, film, radio and newspapers.
Mass Rallies (v)	Huge meeting of people, united for a common cause or occasion.
Cabinet (n)	The group of committee of senior politicians responsible for controlling government policy.
Police State (n)	Country controlled by a political police force; the government has strict controls over people's lives, especially by means of a secret
Coalition (n)	Government where two or more political parties combine to rule.
Dictator (n)	Ruler with total control over how a country is governed.
Proportional Representati on (n)	Political system in which percentage of votes is the same as the percentage of representation in parliament.

Section 2: Important Ideas

Who voted for the Nazi Party?

Farmers: Farmers had been hit hard by the depression; people not buying as much food and farmers had to lower prices. Nazis promised higher prices for crops and higher status in society. Common enemy in communists.

Women: Nazis said they supported family life, good morals and self-discipline. Some women agreed with Hitler when he said 'our youth have been exposed to a flood of muck and filth…'. The Nazis promised to look after the youth.

Middle Class: Small business owners, banks, doctors ad managers voted in large numbers. Nazis promised to increase wages adnd instil law and order adding to the stability of their jobs and lives.

Soldiers and young: Hitler was a soldier who had experience of conflict in the First World War. He promised to tear up the Treaty of Versailles. Young people wanted to be a part of the new future for Germany building new homes, joining the army and building motorways.

Upper classes and factory owners: Did not support all values of the Nazi Party but wanted the return to traditional values. Hitler promised them they could run factories how they want, would commission new weapons and battleships as well as remove the communist threat.

Ideas/ key words you have seen before: Trade Unions, autocracy, election, democracy, dictatorship, Reichstag, chancellor and president.

Section 3: Chronology

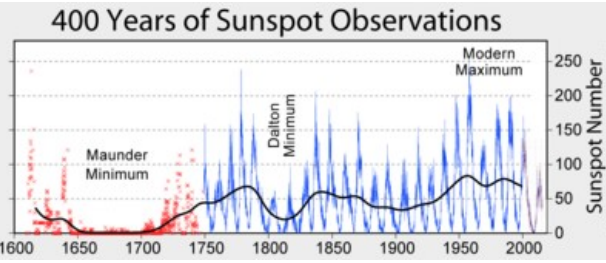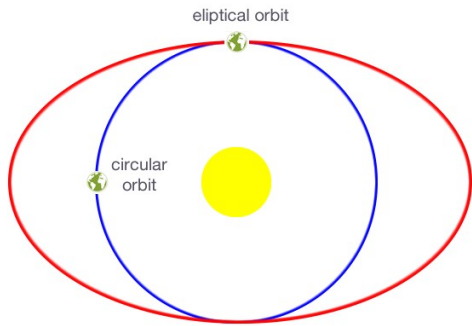|	
1929	Wall Street Crash in New York.
1930	Election results see Nazi Party seats rise to 107 from 12 in 1928 showing increase in party support.
July 1932	Election results see Nazi Party seats rise to 230.
July 1932	Chancellor Heinrich Bruning resigns and is replaced by Franz von Papen.
Nov 1932	Election results see Nazi Party decrease to 196.
Jan 1933	Hitler appointed as Chancellor of Germany.
Feb 1933	Hitler arranged another election for March 1933.
Feb 1933	Reichstag catches fire and is burnt down. Communist Marinus Ven der Lubbe was arrested.
Feb 1933	Protection Law introduced increasing Hitlers power.
March 1933	'Protection of the People and State' decree introduced banning communists from taking part in elections. 4,000 communists thrown in prison and their newspapers closed down.
March 1933	Enabling Act passed allowing Hitler to pass laws without the need of the Reichstag's approval.
April 1933	Secret police called the Gestapo are formed and the first concentration camp at Dachau is opened.
May 1933	All trade unions are banned. Leaders are arrested.
July 1933	All political parties are banned with the exception of the Nazi Party. Passed 'Law Against the Formation of New Parties' which stated that anyone trying to set up or run a party would go to prison for three years.
June 1934	Night of the Long Knives. Hitler purges the party of all those who might overthrow him.
Aug 1934	President Hindenburg dies, Hitler takes over his role and makes the army swear an oath of loyalty to him and not Germany. Hitler gives himself the title of Der Fuhrer.

A Block Tuesday	TASKS
	Year 10A block sheet 1 — History —Democracy to Dictatorship: Germany and Growth of Democracy—Autumn 1
05/09/2023	**Key Words summary** 1. **Write out** the following key words in your knowledge book: **Article 48, Free Corps, Reparations, Spartacist League, Reichstag, Weimar Republic, Diktat, Red Rising, Abdicate and Chancellor**. You should have 10 words in total. 2. Now **write a summary** of each definition alongside each word. Your summary definition must be no more than 3 words per key word. 3. Now **check your summary** definitions. Have you included words such as 'the, is, a, of'? If so, an you replace them with more meaningful key words
19/09/2023	**Look, cover, write, check and correct** 1. **Draw a table** for 'Look, Cover, Write, Check and Correct' as on your 'How do I self-quiz?' page. 2. In the 'Look, Cover' column, **write out** the dates from the timeline for Germany and the Growth of Democracy. 3. **Write out, from memory**, what you think happened on those dates. Then check them against the timeline on the knowledge organiser. Put a 'tick' or a 'cross'. 4. If you got the answer wrong, **write in the correct answer** in the 'Correct' column.
03/10/2023	**Flashcards** 1. On one side of the flashcards **write the following words**: **Reichstag, Weimar Republic, Abdicate, Chancellor, Constitution, Socialism, Trade unions and Unify**. You should have 8 flash-cards in total. 2. On the other side, **write out the definitions** for each word using the knowledge organiser page. 3. Now put them in a pile. For each card, **test if you can remember the definition**. Tick the flashcard if you get it right, a cross if you get it wrong. 4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.
17/10/2023	**Mind maps** 1. Write out "Weimar Constitution " in a bubble in the centre of your section. 2. Off of the main bubble, write out important categories to organise your ideas. E.g. Article 48 3. Then add your knowledge off of these branches. You might even be able to make connections between them. 4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.
14/11/2023	**Key Words summary** 1. **Write out** the following key words in your knowledge book: **Wall Street Crash, Reich banner, Gestapo, Enabling Act, Der Fuhrer, Concentration Camp, Radical, Propaganda, Mass Rallies and Cabinet**. You should have 10 words in total. 2. Now **write a summary** of each definition alongside each word. Your summary definition must be no more than 3 words per key word. 3. Now **check your summary** definitions. Have you included words such as 'the, is, a, of'? If so, an you replace them with more meaningful key words
28/11/2023	**Look, cover, write, check and correct** 1. **Draw a table** for 'Look, Cover, Write, Check and Correct' as on your 'How do I self-quiz?' page. 2. In the 'Look, Cover' column, **write out** the dates from the timeline for Germany and the Growth of Democracy. 3. **Write out, from memory**, what you think happened on those dates. Then check them against the timeline on the knowledge organiser. Put a 'tick' or a 'cross'. 4. If you got the answer wrong, **write in the correct answer** in the 'Correct' column.
12/12/2023	**Mind maps** 1. Write out "Who voted for the Nazi Party" in a bubble in the centre of your section. 2. Off of the main bubble, write out important categories to organise your ideas. E.g. Article 48 3. Then add your knowledge off of these branches. You might even be able to make connections between them. 4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Western Front (n)	A line of trenches ranging from the sea to
ANZAC (n)	Australian and Newlands troops.
Depth-Charge (n)	A bomb dropped into the water that exploded at a certain depth to destroy U-Boats.
Zeppelin (n)	Large bomber airship
Q-Ship (n)	Heavily armed warship disguised as a supply ship that lured U-boats into making attacks before firing on them.
No man's land (n)	An area of land between two countries or armies that is not controlled by anyone.

Tier 2 vocabulary	Definition
War of Attrition (n)	To wear down the enemy's strength until resistance was no longer possible. Idea created in 1916 by the German commander Falkenhayn.
Blockade (n)	Prevent access to an area.
Stalemate (n)	A point were neither side are winning.
Over the top (n)	The order given to soldiers in the trenches to charge over the top of them towards the enemy.
Poison Gas (n)	First poison gas attack was in April 1915 by the Germans. They released chlorine gas in No Man's Land which wafted into the British trenches.
Reconnaissance (n)	The observation of an area to spot an enemy.
Convoy (v)	Supply ships sailing close together in large groups protected by warships.

Section B: Important Ideas / Concepts/ Questions

Key Battles of the Western Front

The main battles in World War One took place on the **Western Front**, an area of land mainly in France. Three main battles that took place in this area were;

Verdun

Verdun was fought in February 1916 between the French and the Germans. This 6 month battle lead to the war of attrition. By July 700,000 men had lost their lives.

Somme

The **Battle of the Somme** took place in July 1916 and was fought by the English and the Germans. It began mainly to relieve pressure for the French at Verdun. Between July and November 1916, 1.25 million men loss their life. This is a controversial battle with **General Haig** being the leader for the British, causing public outrage.

Passchendaele.

The **Battle of Passchendaele** , July 1917, highlights key **technological changes in warfare** with artillery killing 10,000 Germans in one stroke. The weather condition at Passchendaele was very muddy which caused lots of problems during the battle.

The war on other fronts

World War One didn't just take place on the Western Front.

Gallipoli 1915

This saw a land invasion from the British, French and the ANZAC forces. This was lead by **Winston Churchill** and was seen as a huge failure for Britain as they were ambushed by the Turkish soldiers on the beaches.

Jutland in May 1916

This was the only battle at sea during World War One. The key players in this battle were Germany and Britain. During this battle **England lost 14 ships and 6000 sailors** whereas Germany lost **13 ships and 2500 sailors**.

Section C: Subject Specific

Sept 1914	Battle of the Marne: Battle which took place in September 1914 by the river Marne in France. France were pushing Germany back. Argued to be a turning point in the war.
Oct 1914	The Race to the Sea: An attempt to 'out flank' (get around the end off) the French troops; took place on 12th October. German troops moved towards the sea and British and French troops attempted to
Nov 1914	Trench warfare began
April 1915	First poison gas attack
Feb 1915	Gallipoli Campaign started
Feb1916	Battle of Verdun: The German attempt in February
May 1916	Battle of Jutland: Major sea battle in First World
July 1916	Battle of the Somme: Battle in July 1916 aimed to
April 1917	America enters the First World War
July 1917	Battle of Passchendaele: Battle in July 1917 also
1916- 1917	The blockade of Germany begins
March	Germany launch the Spring Offensive
Aug1918	The Allies launch the Hundred Days Offensive

Concepts you have seen before: Offensive, treaty, Allies, war, troops,

B Block Tuesday	TASKS Year 10—History— GCSE —Autumn 1 part 1
12/09/2023	**Section A: Key Vocabulary** **TASK:** Use these key words in a sentence. Tier 3—> Western Front, ANZAC and No mans land. Tier 2—> Blockade, Stalemate and Poison Gas. **CHECK:** Check the definition, Have you used them correctly?
26/09/2023	**Section B: Important Ideas.** **TASK:** Create a timeline of the key battles. Include: Key people, places, dates and statistics. **CHECK:** Check the description in Section B. Have you included all the examples?
10/10/2023	**Section C: Subject Specific** **TASK:** Use the timeline to create 5 flash cards on 5 of the key events mentioned. Stick them in your book in chronological (time) order. **CHECK:** Do your cards match the timeline?
07/11/2023	**Section A: Key Vocabulary** **TASK:** Create 3 synonyms and 3 antonyms for the following Tier 2 and 3 words: Unify, Diktat and Reparations. **CHECK:** Have you used the synonyms and antonyms correctly? Add any that you could not think of and correct spelling.
21/11/2023	**Section B: Important Ideas / Concepts/ Questions** **TASK:** Read through the structure of the Weimar Constitution. Now cover it and recreate the structure from memory. **CHECK:** Check the information on Section B. Did you remember all the details? Add anything you have forgotten in a different pen or pencil.
05/12/2023	**Section C: Subject Specific** **TASK:** Read through the Chronology of early German democracy. Create flashcards about 5 key events. Then test yourself **CHECK:** . Do your cards match the timeline? Did your responses include all the detail?
19/12/2023	**Section A: Key Vocabulary** **TASK:** Look at the key terms in Section A. Test yourself on 3 Tier 3 and 3 Tier 2 key terms and their definitions. **CHECK:** Check the definition, have you used them correctly? If not re write them using the correct definition.

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Section A: Key Vocabulary

Tier 2	Definition
Adaptation	Actions taken to adjust to natural events such as climate change, to reduce potential damage, limit the impacts, take advantage of opportunities, or cope with the consequences.
Mitigation	Action taken to reduce or eliminate the long-term risk to human life and property from natural hazards, such as building earthquake-proof buildings or making international agreements about carbon reduction targets.
Agriculture	An alternative term for farming.
Deforestation	Removing or cutting down of trees.

Tier 3	
Solar output	The energy released by the sun
Climate change	A long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature.
Orbital changes	Changes in the pathway of the Earth around the Sun.
Quaternary period	The period of geological time from about 2.6 million years ago to the present. It is characterized by the appearance and development of humans and includes the Pleistocene and Holocene Epochs.

Section B: Key Learning

Causes of climate change

400 Years of Sunspot Observations

Natural Causes
- Deforestation
- Use of fossil fuels
- Agriculture

eliptical orbit

circular orbit

Human Causes
- Solar output
- Orbital changes
- Volcanic activity

Effects of climate change

Drought becomes more likely, putting pressure on food and water supplies in Sub-Saharan Africa due to higher temperatures and low rainfall.

Flood risk can increase as rainfalls become heavier rain– around 70% of Asia at risk of flooding.

Seas become warmer and more acidic. This can cause bleaching of coral and the reduction of food supplies which affects populations of animals such as

Changes to the climate is having an affect on health. For example in Europe heat waves may increase the number of deaths or increases in hot and humid regions as they remain hotter for longer each year.

Section C: Managing climate change

Mitigation

Alternative energy production

Some energy types create very little carbon dioxide and can therefore be used to reduce the carbon dioxide released into the atmosphere. Examples include solar, wind, tidal or hydroelectric power.

Carbon capture

Carbon dioxide is a waste product of the burning of fossil fuels, for example in power stations or factories. This carbon dioxide is collected and pumped deep underground to be stored in rock.

Planting trees (Afforestation)

Trees take in carbon dioxide from the atmosphere to use in photosynthesis. When leaves fall off trees they also add carbon to the soils. By planting more trees we can increase the amount of carbon removed from the atmosphere.

International agreements

Countries can and have made agreements between themselves to commit to releasing less carbon. One example is the Kyoto Protocol (1997) where 192 countries signed up to reduce their greenhouse gas emissions.

Adaptation

Change in agricultural systems

It is possible to change the types of crops being grown in an area. An example of this is growing grapes in southern England. Another way may be in use technology to develop crops which are more resistant to extreme weather such as drought.

Managing water supply

Climate change is causing more severe droughts and floods due to unreliable rainfall and periods of water shortage. Damming of rivers or even the creation of artificial glaciers in mountainous areas which fill up during winter and provide water as they melt in the summer.

Reducing risk from rising sea levels

It is possible for urban areas to change or adapt to the changes in sea level. This may involve the building flood barriers such as the Thames Barrier. In some areas, such as Bangladesh, people have adapted their home building to be raised above floods

Geography   Section A: Natural hazards   Weather hazards

Section A: Key Vocabulary

Tier 2	Definition
Economic impact (n)	The effect of an event on the wealth of an area or community .
Environmental impact (n)	The effect of an event on the landscape and ecology of the surrounding area
Extreme weather (a)	This is when a weather event is significantly different from the average or usual weather pattern, and is especially severe or unseasonal.
Responses (v)	This is how people react immediately after the event or in the weeks, months or years after an event.
Management strategies (v)	Techniques of controlling, responding to, or dealing with an event.
Impacts (n)	The problems or opportunities created by an event , often negative.

Tier 3	Definition
Global atmospheric circulation (n)	The worldwide system of winds, which transports heat from tropical to polar latitudes. In each hemisphere, air also circulates through the entire depth of the troposphere which extends up to 15 km.
Tropical storm (n)	An area of low pressure with winds moving in a spiral around the calm central point called the eye of the storm. Winds are powerful and rainfall is heavy.
Depression (n)	An area of low air pressure.

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Section B: Key Learning

Is UK weather becoming more extreme?

Extreme Weather is not new to the UK. However, the frequency of extreme weather in the UK is increasing. Since the 1980s, UKs temperatures have increased by about 1°C and winter rainfall has increased. There have been more weather records broken in recent years than ever before.

Temperature	Rainfall
December 2010 coldest on record for 100 years. Warmest April was 2011. Highest temperature was 38.5°C in Kent in August 2003. Lowest temperature was -27°C in Scotland in 1995.	Highest two-day record of rainfall (405mm) was in 2015. Highest three – four-day rainfall records were both in 2009. Highest monthly total rainfall was 1296mm in 2015. Serious flooding has become more frequent in winters.

Structure of tropical storms

How might climate change affect tropical storms?

Climate change is expected to increase atmosphere and sea surface temperatures, and affect the tropical storms in the following ways:

Distribution: The location of tropical is not expected to change significantly, but there may be more in areas such as the South Atlantic and parts of the subtropics as sea surface temperatures increase.

Frequency: The overall frequency of tropical storms is expected to remain the same or decrease. However, the frequency of category 4 and 5 storms (strongest) is expected to increase, whilst the frequency of 1-3 storms (weaker) is expected to decrease.

Intensity: Since 1970s the number of the most severe category 4 or 5 tropical storms has increased. Every 1-degree Celsius increase in sea surface temperatures will mean a 3-5% increase in wind speed.

Previously seen concepts— Cause, impact and management of hazards. Formation of hazards. Rivers and weather learning.

Section C: Examples

UK weather hazards—Somerset Levels 2014

Causes	Management strategies
Wettest January on record. 350mm of rain in Jan and Feb Land surrounding the area is very high and steep meaning that the Levels are sitting in the bottom of a bowl. Some rivers haven't been dredged for 20 years	Plans for a tidal barrage at Bridgewater. £20million flood action plan launched by Somerset county council. Temporary pumping stations made permanent. Roads repaired with flood resistant material.

Impacts
Social— 600 houses flooded
Local roads cut off by floods
Many people had power supplies cut off
Economic
16 farms evacuated
Costs in excess of £10 million
Over 1,000 livestock evacuated.
Environmental
Floodwaters heavily contaminated with sewage and other pollutants including oil and chemicals.

Tropical storm—Typhoon Haiyan, 2013—Category 5

Primary effects	Secondary effects
About 6300 people killed – most drowned from the storm surge. Over 600 000 people displaced and 40 000 homes damaged or flattened – 90% of Tacloban city destroyed. Tacloban airport was badly damaged. 30 000 fishing boats destroyed. Strong winds damaged power lines and crops.	14 million people affected, many homeless Flooding caused landslides and blocked roads, cutting off aid to remote communities. Ferry services and flights disrupted for weeks, slowing aid relief efforts. Shortages of water, food and shelter affected many people, including outbreaks of disease.

Immediate responses	Long-term responses
International governments and aid agencies responded. US aircraft and helicopters assisted with search and rescue and aid delivery. Over 1200 evacuation centres set up to help the homeless. Field hospitals were set up.	The UN and countries including the UK donated financial aid, supplies and medical support. 'Cash for work' – people paid to clear debris and rebuild the city. Aid agencies such as Oxfam supported replacement of fishing boats.

Geography—Changing Economic World   Economic development and quality of life

Section A: Key vocabulary

Tier 3	Definition
Development (n)	The progress of a country in terms of economic growth, technology and welfare.
Development gap (n)	The differences in levels of development between the world's richest and poorest countries.
Human Development Index (n)	HDI—Development measure using GDP per capita, life expectancy and education level. Given as an index figure.
Transnational Corporation (n)	TNC—A company that operates in more than one country. E.g. Google, Apple, Coca Cola.
Primary industry (n)	The extraction of raw materials from the earth, e.g. mining, farming
Secondary industry (n)	Manufacturing raw materials, e.g. factories
Tertiary industry (n)	The service sector, e.g. teacher, shop worker, call centre worker.
Quaternary industry (n)	The knowledge sector, including scientific research, development and IT.

Tier 2	Definition
Colonialism (n)	When a powerful country controls other countries and uses its resources to increase its own power and wealth.
Disparities (n)	Big differences
Limitations (n)	Restrictions, restraints or barriers.
Migration (n)	Movement (from one place to another)
Quality of life (n)	The degree to which a person is healthy, comfortable and able to enjoy life.

Section B: Key ideas

Causes of uneven development

Physical	Economic	Historical
Climate	Poor trade links	Colonialism
Poor farming land	Debt	Conflict
Landlocked	Lack of education	
Few raw materials	Economy based on primary products	
Lack of safe water	Corrupt government	
Natural hazards	Poor health and water quality	

Strategies to reduce the development gap

Aid	A form of help given from one country to another. This could be in the form of money or goods.
Debt relief	Debt is money owed. Debt relief means that (usually a country) is let off paying part of or all of their debts.
Fair trade	When producers in LICs are given a better price for the goods they produce.
Industrial development	Introducing new industries to an area to improve the economy.
Intermediate technology	Simple, easily learned and maintained technology used in a range of economic activities serving local needs in LICs
Investment	Putting money into something for a profit.
Microfinance loans	Very small loans given to people in LICs to help start a small business
Tourism	A holiday or visit.

Section C: Key information

Demographic Transition Model

A model showing how populations change over time in terms of their birth rates, death rates and total population size.

The Gambia: example of how tourism in an LIC can be used to reduce the development gap.

How does The Gambia attract tourists?	Beaches; a range of ecosystems; historical sites; all year round warm climate; culture; English speaking; 6 hour flight from UK.
How does tourism reduce the development gap?	Multiplier effect: tourist spending positively impacts The Gambia. Poverty rates declined, improvements in health (HIV/AIDS). Tourism contributes to 20% of GNI
Is tourism sustainable?	Health crises (Ebola, 2015 and Coronavirus 2020) impact tourism; corrupt leader Jammeh refused to step down in 2017 and British tourist told not to visit.

Words you have seen before: LIC (low income country), **HIC** (high income country), **NEE** (newly emerging economy), **development measures,** such as **adult literacy rate, birth rate, life expectancy.** See year 8 autumn knowledge organiser.

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Introduction to Nigeria

Location and importance

•West Africa, North of the Equator

•Largest population of Africa – 184 million

•NEE; largest economy in Africa

•By 2020 should be one of the top economies

•Youthful educated population – skilled workforce for manufacturing and services

Wider context

•1960 Gained independence from the UK

•1967 – 1970 civil war then 28 years of military government. 1998 to now stable democratic govt.

•500 ethnic groups – South is Christian (Igbo and Yuroba), North is Muslim (Hausa). Some ethnic boundaries broken by rapid urbanisation

•South is tropical rainforest (cocoa and oil palm crops) and North is savannah (peanuts grown)

•Issues in the north with extremist group Boko Haram – want Sharia law and own government. 17,000 dead.

Changing industrial structure

•60% live on less than US$1.25 a day. Growing inequality

•GNI 2006 – US$110 billion, GNI 2015 US$560 billion

•Money earned from Services 52%, Manufacturing 7%, Oil and gas 14%, Agriculture 22%, Other 5%

•Nollywood – 3rd largest film industry in the world

•70% employed in agriculture

•Rapid increase in telecommunications and retail

•Manufacturing increasing – processed food, leather, textiles, soap, detergents

TNCs and economic development

•Oil was found in 1950s; 14% GNI, 95% export earnings

•Oil processing led to chemical industries, e,g, soap, plastics

•Increased standard of living due to multiplier effect

TNC advantages	TNC disadvantages
Investment, jobs, international links, new technology, positive multiplier effect	Leakage of profits, low wages, environmental damage, can withdraw investment, political influence

•Many oil TNCs based in Niger delta

•Oil extraction has led to damage to wetland and coastal ecosystems which people rely on

Shell in Nigeria

•65,000 directly employed and 250,000 indirectly employed

•Issues include oil spills, toxic fumes, militant groups disrupting supplies, oil theft and sabotage

Changing relationship with wider world

•Part of OPEC, African Union, UN, ECOWAS (Economic Community of West African States) and CEN-SAD (Community of Sahel Saharan States)

•Trading relationship with UK for over 300 years.

•Exports : oil, gas, rubber, cocoa and cotton

•Imports : machinery, chemicals, transport equipment, phones, rice and wheat

•Main imports from China and there is growing Chinese investment in Nigeria

•American companies investing and operating here too – GE, Walmart, Microsoft

Aid and impacts of development

International aid

•2009 – 2013: 60 million mosquito nets distributed

•UK gives US$300 million year of aid

•Receives 4% of aid given to Africa

•Most successful projects are community based

•Problems include government corruption, government diverting money, donors have political influence, promoting commercial self interest

Environmental impacts of economic development

•Oil pollution	•Chemical waste
•Air pollution	•Desertification
•Water pollution	•Traffic congestion
•Loss of habitats	•Squatter settlements
•Destruction of forests	•Waste disposal

Impacts of economic development on QoL

•Rated 152/187 countries in terms of HDI.

•New jobs =more income and increased QoL

•Large differences between north and south; rural and urban; educated and uneducated

•Lack of access to safe water, sanitation and reliable electricity supply

•Key challenges include continuing stable government, pollution of the Niger delta, desertification, religious conflict between north and south, Boko Haram extremist group

A Block Tuesday	TASKS Year 10A — Geography
05/09/2023	**Weather hazards—climate change: Section A** Create flashcards for the keywords and their definitions
19/09/2023	**Weather hazards—Climate change: Section C** Create a table highlighting mitigation and adaptation strategies for climate change. Two columns: strategy + how it works
03/10/2023	**Weather hazards: Section A** Create Frayer diagrams for any key vocabulary you do not feel confident on
17/10/2023	**Weather hazards: Section B—structure of tropical storms** Draw a detailed annotated diagram showing how a tropical storm forms
14/11/2023	**Changing Economic World: Section B** Choose two causes of uneven development from each column (six in total) and explain how it limits a country's development
28/11/2023	**Changing Economic World: Section C** Draw a Demographic Transition Model. Annotate it to show how and why population, death rate and birth rate change throughout the five stages.
12/12/2023	**Case study of a NEE: Nigeria** Create a fact file about Nigeria, including the following headings: Introduction, TNCs, impacts of development

C Block Wednesday	TASKS Year 10C — Geography
13/09/2023	**Weather hazards—climate change: Section A** Create flashcards for the keywords and their definitions
27/09/2023	**Weather hazards—Climate change: Section C** Create a table highlighting mitigation and adaptation strategies for climate change. Two columns: strategy + how it works
11/10/2023	**Weather hazards: Section A** Create Frayer diagrams for any key vocabulary you do not feel confident on
8/11/2023	**Weather hazards: Section B—structure of tropical storms** Draw a detailed annotated diagram showing how a tropical storm forms
22/11/2023	**Changing Economic World: Section B** Choose two causes of uneven development from each column (six in total) and explain how it limits a country's development
06/12/2023	**Changing Economic World: Section C** Draw a Demographic Transition Model. Annotate it to show how and why population, death rate and birth rate change throughout the five stages.
20/12/2023	**Case study of a NEE: Nigeria** Create a fact file about Nigeria, including the following headings: Introduction, TNCs, impacts of development

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Section A: Key Vocabulary

Tier 3 Vocab Recap:

Conditional—Reflexive—Modal verb—Direct Object Pronoun
Irregular verb—Stem-changing verb—Imperfect tense—
Reflexive opinions—Adjectival agreement

Tier 3 Vocabulary	Definition
Comparative (n)	We use comparatives to make comparisons when we talk about two things, whether they are similar or different. E.g. I like Spanish more than English.
Superlative (n)	Superlatives express the extreme, or highest/lowest degree of quality. E.g History is my least favourite subject.

Tier 1—Key Questions	Meaning
¿Qué vas a estudiar en el futuro?	What are you going to study in the future?
¿Qué te gustaría hacer en el futuo?	What would you like to do in the future?

Tier 1—Key Nouns (n) Subjects

El instituto (school)	La aula (classroom)
El comedor (dining hall)	La piscina (pool)
El patio (yard)	La biblioteca (library)
El salón de actos (hall)	Los muebles (furniture)
El gimnasio (gym)	Los laboratorios (labs)
El campo de fútbol (football pitch)	La cancha de baloncesto (basketball court)
La pista de tenis (tennis court)	Las pizarras interactivas (interactive whiteboards)

Section B: Key Grammatical Points

Asking Questions

To ask questions, follow the question word with a verb.

E.g. ¿Cuándo termina la clase de inglés?

Sometimes people wonder what to do with the '**Do**…/ **Does**…' in the English question…simply replace this with the upside question mark and start the question with a verb!

E.g. ¿Llevas uniforme? Do you wear uniform?

¿Qué? (What?)	¿Dónde? (Where?)	¿Por qué? (Why?)
¿Cuándo? (When?)	¿Adónde? (Where to?)	¿Quién? (Who?)
¿Cuál? (Which?)	¿De dónde? (Where from?)	¿Cómo? (How?)
¿Desde hace? (Since when?)	¿Cuánto? / ¿Cuántos? (How much/How many?)	¿A qué hora? (At what time?)

The Near Future Tense

When constructing the near future tense, you need to use the verb

IR (to go) and then add on **a + infinitive**

E.g. Voy a estudiar—I am going to study

Voy a…	I am going to…	**Vamos a…**	We are going to…
Vas a…	You are going to…	**Vais a…**	You (pl) are going to…
Va a…	He/She/It is going to…	**Van a…**	They are going to…

The Conditional Tense

An easy way to use the conditional tense when talking about future plans is to use '**Me gustaría + infinitive.**

E.g. Me gustaría estudiar—I would like to study

You can also refer to other people very easily by changing the pronoun:

Me gustaría - I would like	**Nos gustaría** - We would like
Te gustaría - You would like	**Os gustaría** - You (plural) would like
Le gustaría - He/She would like	**Les gustaría** - They would like

Section C: EATTACO Vocabulary

Tenses / Verbs (v)

Useful verbs in the future

Voy a estudiar	I am going to study
Voy a practicar	I am going to practise
Voy a vivir (en)	I am going to live (in)
Voy a ir (a)	I am going to go (to)
Voy a continuar	I am going to continue
Voy a apuntarme (al)	I am going to sign up (to)
Voy a dejar	I am going to stop
Va a asistir	He/She is going to attend
Va a visitar	He/She is going to visit
Va a conseguir	He/She is going to get
Vamos a aprender a	We are going to learn
Vamos a hacer	We are going to do
Vamos a tener	We are going to have
Va a ser	It is going to be

Verbs followed by an infinitive

Se puede	One/You can
Se debe	One/You must
No se debe	One/You must not
No se debería	One/You should not
No se permite	You are not allowed to
Está prohibido	It is prohibited
Hay que	It is necessary to
Tenemos que	We have to

Spanish — GCSE Module 1 — Las Ciudades—Year 10 — Summer 2

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Section A: Key Vocabulary

Tier 3 Vocab Recap:

Plural—Reflexive—Modal verb—Direct Object Pronoun Irregular verb—Stem-changing verb—Imperfect tense— Reflexive Opinions—Adjectival Agreement— Comparative– Superlative

Tier 3 Vocabulary	Definition
Idiom (n)	A phrase/saying with a meta-phorical (not literal) meaning, which has become accepted in common usage E.g. It's raining cats and dogs
Qualifier (n)	A qualifier is a word that limits or enhances another word's meaning E.g. very / quite/ a little

Tier 1—Key Questions	Meaning
¿Cómo es tu ciudad?	What is your city like?
¿Por dónde se va al/ a la…?	How do you get to...?
¿Qué haremos mañana?	What will we do tomorrow?

Tier 1—Key Nouns (n) Subjects

la panadería (bakery)	la carnicería (butcher's)
la zapatería (shoe shop)	la pastelería (cake shop)
la frutería (greengrocer's)	la librería (book shop)
la papelería (stationery shop)	la pescadería (fishmonger's)
la cafeteria (café)	la peluquería a hairdresser's)
la joyería (jeweller's)	la tienda de ropa (clothes shop)
la farmacia (pharmacy)	el banco (bank)
el cine (cinema)	la bolera (bowling alley)

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Section B: Key Grammatical Points

The Future Tense

With the future tense (I will….) you keep the infinitive stem and add on these endings to the -ar, -er and -ir verbs.

	-AR –ER and –IR verbs	Example
I	-é	visitaré
You	-ás	visitarás
He/She/It	-á	visitará
We	-emos	visitaremos
You (pl)	-éis	visitaréis
They	-án	visitarán

Giving directions

¿Para ir al / a la…? ¿Por dónde se va al / a la…?	¿Dónde está el / la…? ¿El / La … está cerca / lejos?
Sigue todo recto	Cruza la plaza la calle
Gira a la derecha a la izquierda	Coge el autobús número 37
Toma la primera calle a la derecha la segunda calle a la izquierda la tercera calle a la derecha	Está cerca / lejos en la esquina al final de la calle al lado del museo enfrente de la piscina a la derecha a la izquierda a mano derecha a mano izquierda
Pasa el puente los semáforos	

Polite form of address (Usted)

In Spanish, you use the polite form of address (usted) with an adult you don't know. This takes the third person form.

¿Puede usted ayudarme, por favor? (Can you help me, please?)

Section C: EATTACO Vocabulary

Amounts/Qualifiers

tan	so
tanto/a / tantos/as	so much/ so many
lo/la	it
los/las	them
muy	very
un poco	a little
bastante	quite
demasiado	too/too much
más/menos	more/less
mejor/peor	better/worse

Adjectives

histórico	historical
moderno	modern
bonito	pretty
feo	ugly
tranquilo	quiet
ruidoso	noisy
turístico	touristy
industrial	industrial
acogedor	welcoming
atractivo	attractive
pintoresco	picturesque
famoso por / conocido por	famous for / known for

Week Beginning	TASKS: Spanish — El Insti (continued) and Las Ciudades — Year 10 – Summer 1 and 2
17/04/2023 (10A— Tue 18th Apr) (10B— Tue 25th Apr)	**Revision of Question Words — El insti—Summer 1** Make flashcards for the different question words in the grammar section. Learn these during the week, little and often. Construct 5 sentences using any of these question words. Challenge: Answer the questions too!
01/05/2023 (10A— Tue 2nd May) (10B— Tue 9th May)	**Revision of the verbs followed by an infinitive — El Insti—Summer 1** Recap these verbs (in Section 3) using the Look/Cover/Write/Check method. Then write a short paragraph describing the rules at your school. Aim to write at least 40 words. Use your EATTACO to help you.
15/05/2023 (10A— Tue 16th May) (10B— Tue 23rd May)	**Q+ A—El Insti– Summer 1** Answer these two Key Questions from Section 1 - _¿Qué vas a estudiar en el futuro?_ and _¿Qué te gustaría hacer en el futuro?_ Aim to write at least 40 words for each answer. Use your EATTACO to help you. Challenge: Refer to a friend in the 3rd person too.
05/06/2023 (10A— Tue 6th June) (10B— Tue 13th June)	**Flashcards — Summer 2 - (Cities)** Make flashcards for the <u>Tier 1 Nouns </u>(Section 1 column) and the <u>Adjectives</u> (Section 3 column). Write the Spanish on one side and the English on the other side. Make sure you revisit these every day during the week, little and often, so that you don't forget them. Challenge: Write 5 sentences using any of these nouns and adjectives—can you use three in the same sentence?
19/06/2023 (10A— Tue 20th June) (10B— Tue 27th June)	**Look, Cover, Write, Check — Summer 2 (Cities)** Write out the directions (in Section 2). Then use the method 'Look, Cover, Write, Check' to learn these key phrases. Challenge: Construct 5 full sentences using these verbs and linking them to the nouns in Section 1- use your EATTACO to help you.
03/07/2023 (10A— Tue 4th July) (10B— Tue 11th July)	**Mind Map and Q+A — Summer 2 (Cities)** Make a mind map answering the key question _¿Cómo es tu ciudad?_ Think of all the positives and negatives of your city —add the words to your mind map (use the places from section 1 nouns/adjectives from section 3 to help you get started). Challenge: Construct a short paragraph of 40-90 words answering the question. Use your EATTACO to help you.
24/07/2023 (10A— Tue 25th July) (10B— Holidays)	**Revision of the Future Tense — Summer 2 (Cities)** Explain the '<u>future tense</u>', using the notes in the grammar section and copy out the table to remember the endings. Challenge: Construct 5 sentences in the future tense in Spanish, using as many different forms of the verbs as possible.

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Section 1: Key Vocabulary

Tier 3 vocab	Definition
Feral Children	Children who are taught the norms and values of society through primary socialisation. Sometimes abandoned.
Primary Socialisation	Learning the norms and values from your family and carers.
Secondary Socialisation	Learning the norms and values from the media, education, religion and peers.
Canalisation	Giving boys and girls different toys seen as acceptable for their gender.
Manipulation	Expecting different behaviours from boys and girls, such as boys shouldn't cry.
Role Model	Someone who you look up to and imitate/copy.
Gender Role Socialisation	How we learn our gender roles through the agents of socialisation.
Verbal appellations	How teachers and parents might speak to children differently based on their gender.
Social Class	A category you are put into based on your job or occupation, such as a teacher would be considered middle class.
National identity	How you see yourself based on the country you were born. It might effect the team you support in the world cup, for example.

Tier 2 vocab	Definition
Status	A level of importance that someone has
Norms	The unwritten informal rules surrounding how people should behave
Culture	A learned way of life shared by a group, including traditions, customs and language.
Values	The beliefs and behaviours that we see as important
Roles	The part played by someone in a particular situation, such as a mother.
Identity	How you see yourself or how others see you.
Society	A group of people who share a common territory and culture.
Sanctions	Positive or negative actions used to encourage or discourage certain behaviours.
Peer group	Friendship group
Mass Media	Something that sends messages to a large audience, such as TV, social media, radio.
Role conflict	When two roles compete with each other, a father who is a teacher for example.

Section 2: Important ideas

Key concepts

Questions:

1. What is the nature vs nurture debate?

2. What makes up our identity?

3. What is status?

4.. What are the main agents of socialisation?

5. What is cultural diversity?

Answers:

1. a debate about whether behaviour is learned or instinctive.

2. Aspects such as class, gender, ethnicity and nationality.

3. The level of importance and respect that we or our job has in society.

4. family, education, mass media, peers, religion and workplace.

5. How cultures are different and can change across the world and through time. Sociologists use this to support the 'nurture' idea.

Gender Socialisation

6. What is the role of the family in gender role socialisation?

7. What is the role of schools in gender role socialisation?

8. How does the media affect gender role socialisation?

9. How do peer groups/ friends have a role in gender socialisation?

Answers:

6. Family can teach us gender differences through being role models, canalisation, verbal appellations and manipulation.

7. Schools teach gender roles through different sports, expecting different uniforms and speaking to boys and girls differently.

8. Disney films, superhero films, video games and cartoons teach children definite gender differences.

9. peers might sanction boys and girls if they do not follow gendered norms, for example clothing and hair.

Section 3: Case Studies and Theories

Ann Oakley

Feminist sociologist who believes that one of the reasons women are seen as unequal to men in society is due to gender socialisation. She suggests that parents give their children toys depending on what gender they are, and this affects their behaviour and opportunities in life.

Oxana

Oxana is an example of a feral child. Her parents neglected her and she lived with dogs until she was 8. They provided her love and affection and she copied their behaviour. She couldn't walk or talk, instead she ran around on all fours.

Genie

Genie was born in 1957 in the USA. Her father hid her away in a room in their house from the age of 20months until she was 13 years old. She was locked in a room at all times. No one ever spoke to Genie, so she hadn't learnt how to speak.

Feminism

A group of sociologists that believe that society is not fair or equal but is run by men for the benefit of men and to the detriment of women. There are several types of feminists, such as radical, liberal and post-modern.
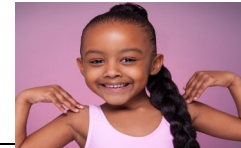
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Dates	TASKS Year 10—Sociology—Introduction to Sociology —Autumn Term
12/09/2023 Tuesday 13/09/2023 Wednesday	Write out the first 4 tier 2 words in a PE structure. What examples/ evidence can you add to the definition.?
26/09/2023 Tuesday 27/09/2023 Wednesday	.Look at the tier 2 and 3 words we have covered so far. Explain which 3 key terms you have found the most interesting learning about and why.
10/10/2023 Tuesday 11/10/2023 Wednesday	Look, cover, write and check the questions and answers to the first part of section 2. Were you right?
07/11/2023 Tuesday 08/11/2023 Wednesday	Use the case studies of feral children and what you learnt in lesson to explain why most sociologists tend to agree with the 'nurture' side of the nature vs nurture debate
21/11/2023 Tuesday 22/11/2023 Wednesday	Write a PEED paragraph to explain Oakley's findings on canalisation and manipulation
05/12/2023 Tuesday 06/12/2023 Wednesday	
19/12/2023 Tuesday 20/12/2023 Wednesday	

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Section A: Key vocabulary

Tier 3	Definition
Infancy	0-2 years. The development of fine and gross motor skills.
Early Childhood	3-8years. Learning to play (solitary, parallel, social).
Adolescence	9-18years. Peer groups develop, emotions are effected by hormones, building relationships, the onset of puberty.
Early Adulthood	19-45years. Starting a family, having attained full growth or maturity.
Middle Adulthood	46-65years. An individual in the transitional age span between young adult and elderly, potential onset of midlife crisis..
Later Adulthood	65+years. Importance of finding meaning and satisfaction in life, potential onset of dementia.

Tier 2	Definitions
Relationship changes	Altering the way that two or more people connect with each other.
Life circumstances	Factors that play a part in determining aspects of an individual's life.
Expected life events	A major event that changes a person's status or circumstances, such as giving birth, marriage, divorce, death of spouse, loss of job.
Unexpected life events	Events that take individuals by surprise as they do not know that they are going to happen, they are unplanned. Some examples are having an accident or an unexpected death.

Section B: Important Ideas

Puberty	A change in the body where the brain releases hormones and sexual characteristics develop.
Menopause	Physiological changes including the gradual end of menstruation and shrinkage of sexual organs.
Gross motor skills	Gross motor skills are used to control larger muscle groups in the body.
Fine motor skills	Fine motor skills are used to control hands and fingers.
Milestones	A significant stage or event in the development of something.
Abstract thinking	Thinking about something that might not even be there or even exist.
Bonding	Forming an attachment with a parent or carer.
Attachment	Attachment is the close emotional connection between people.
Self-esteem	How much a person likes/values/accepts/ themselves.
Contentment	Contentment is about feeling satisfied and happy with what you have and what you have achieved.
Self-image	Self-image is how an individual will think and feel about themselves and how they imagine other people see them.

Words and themes you have seen before:

Command words: describe , identify, evaluate , analysis, critically analyse

Section C:

Pick a case study

Case Study 1: Sarah is 10 years old and entering adolescence. Sarah's behaviour is changing as she starts secondary school and is forming new friendships at school. Sarah and her friends are into fashion and imitate fashion models. Peggy is concerned that Sarah is being influenced by the media.

Case Study 2: Anna's grandparents, Mary and James, live in a small house on the edge of the town. They are both in their early seventies and have retired from work. James used to work in a factory which made glass fibre insulation. Recently James suffered a mild heart attack.

Case Study 3: Maisie, 28 years old. Married to Dan who is 30 years old. Maisie and Dan are planning to start a family. They live in Grimsby. They realise this decision has a massive impact on many areas of their lives.

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Section A: Key vocabulary

Physical factors

Genetic disorders:

Genetic disorders include: Downs syndrome, cystic fibrosis, Tourette's and haemophilia. It can cause:

Distress	Infections
Feel different from their peers	Mobility issues
May lead to social isolation	Missed school

Predisposition to other conditions:

For example, coronary heart disease can be caused by a combination of both genetic and environmental factors. You can inherit heart disease, but lifestyle factors such as alcohol, diet, and smoking can increase risk

Ill health

Illness may be acute (short-term) or chronic (long-term) A chronic illness may cause other injuries, for example if you suffer from osteoporosis, you are more likely to suffer a broken bone.

Diet

Effects of overeating/undereating

Obesity	High blood pressure	Cancer
Heart disease	Stroke	Depression
Eating disorders	Anaemia/rickets	Tiredness

Exercise

Positive effects of exercise:

Improve strength	Relieve stress	Increase your socialisation
Improve flexibility	Improve concentration	Maintain weight
Improve stamina		

Alcohol

Negative effects of alcohol:

Heart disease	Weight gain	Depression
Cancer	Liver disease	Hangovers
Stomach ulcers	Risk of stroke	Poor judgement

Nicotine

Negative effects of smoking:

Cancer	Emphysema	Pneumonia
Infertility	Bronchitis	Greater chance of getting ill
Heart disease	Stroke	

Substance abuse

Possible effects of taking illegal drugs:

Addiction	Low self-esteem	Insomnia
Paranoia	Mood swings	Relationship issues
Aggressiveness	Anxiety	Mental health issues

Section B: Important Ideas

Environmental factors

Positive effects

Good location of housing will be close to amenities, outdoor space, work, relaxing and quiet

Outdoor space allows us to meet friends and exercise

Good living conditions provides warmth, space, prevents illness and stress

Access to facilities supports leisure activities

Negative effects

Air pollution can irritate the eyes and severely affect people with asthma

Noise pollution can cause high blood pressure, stress and sleeplessness,

Poor living conditions may be cold, damp and dirty, cramped, and a greater chance of illness

High level of traffic increases the risk of accident

Building security may increase stress and anxiety

Social emotional and cultural factors

Positive effects

Socialise regularly gives a feel good factor

Spend time with others to make friends and interact with others

Supportive relationships an reduce stress, make us feel secure, improve confidence, improve self-image and feel a belonging

Part of a community allows social integration & opportunity to make friends

More educated individuals are more likely to be aware to look out for signs and symptoms and which services are available

Being religious can give a support network, give a sense of pride and a greater sense of enlightenment

Negative effects

Unsupportive relationships can make us sad and upset, make us feel lonely and insecure, give us stress and anxiety

Isolation can be emotionally upsetting & make you feel threatened

Feeling sad or worried because of bereavement

Stress through work, relationship issues, redundancy, stuck in traffic

Stress can cause, sleeplessness, high blood pressure, anxiety, insecurity, headaches, heart disease, loss of appetite

Gender, age, education and culture may affect the willingness to seek help and access services

Economic factors

Positive effects

Wealth allows:

A healthy diet	Make new friends	Raise self-esteem
Learning opportunities	Sense of security	Buy luxuries
Socialise with friends	Better housing	Have a garden

Negative effects

Poverty allows:

More chance of being ill	Do less well at school
Fewer social opportunities	Earn less money when adults
Miss out on school trips	

Section C

Impact of life events

Starting school/new job

Opportunities to build new friendships and relationships	Anxiety about learning new routines and building relationships
Develop independence & new skills	You may feel insecure when leaving parents for the first time
Improve self-esteem	
Learn new skills	

Marriage/partnership

Feel secure and content	Loss of independence
Develop intimate relationship	Have to share
Improve self-esteem	

Moving house

Excited by a new challenge	Anxiety and stress at the physical and mental pressure of moving
Develop new friendships	Possible loss of close friends
Discover new areas	

Becoming a parent

Feel confident	Worry about responsibility
Improved emotional wellbeing	Feel tired
Develop a strong attachment	Loss of independence

Retirement

Reduced stress	Loss of relationships
Socialise more with family/friends	Negative self-image and purpose
More time for activities/hobbies	Lose fitness and mobility
	May feel isolated from work friends

Accident/injury or ill health

N/A	Loss of mobility
	Depression/ self-confidence
	Restriction in social activities

Bereavement

N/A	Low self confidence
	Loss of friends
	Unable to cope/function at work
	Depression

Exclusion from school

May remove stress that caused exclusion	Low self-esteem
	Loss of friends/loneliness
	May effect learning

Imprisonment

Opportunity to Learn	Depression and low self-esteem
Develop new skills	Fear and anxiety
Make different life choices	Loss of social contact/feels isolated
Improves self-awareness	Loss of independence

Redundancy

Opportunities to take on new challenges and train for a new job	Can lower self-image & self esteem
Increased opportunity to socialise as more free time	Feel isolated from work friends
	Loss of earnings impact on lifestyle choices and ability to socialise

Dates	TASKS
	Year 10—H&SC
12/09/2023 Tuesday 13/09/2023 Wednesday	Using Tier 3 words—mind map, the different human life stages and key events that happen in these stages.
26/09/2023 Tuesday 27/09/2023 Wednesday	Using Tier 2 words— write down the key words and three examples for each: e,g relationship changes: Getting married, divorced.
10/10/2023 Tuesday 11/10/2023 Wednesday	Section B: Put five of the key words into a sentence, showing your knowledge of the key word.
07/11/2023 Tuesday 08/11/2023 Wednesday	Using Section C: Answer 1 (one) of the case studies
21/11/2023 Tuesday 22/11/2023 Wednesday	Section A—Pick a factor affecting development and explain how it would impact an individual (positively or negatively)
05/12/2023 Tuesday 06/12/2023 Wednesday	Section B—Mind map the three main factors and then break this down further. E.g. Economic—wealth = more opportunities - and Poverty = poor diet
19/12/2023 Tuesday 20/12/2023 Wednesday	Section C: explain why 1 (one) of those factors could impact an individual and their family (Positively or negatively)

Art—Component 1—Autumn Term

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Line	the path left by a moving point. For example, a pencil or a brush dipped in paint.
Colour	the property possessed by an object of producing different sensations on the eye as a result of the way it reflects or emits light.
Tone/Value	This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears.
Shape	an area enclosed by a line. It could be just an outline or it could be shaded in.
Texture	This is to do with the **surface quality** of something, the way something feels or looks like it feels.
Pattern	A design that is created by repeating lines, shapes, tones or colours
Form	a **three dimensional shape**, such as a cube, sphere or cone.

Tier 2 Vocabulary	Definition
Analyse	examine (something) methodically and in detail, typically in order to explain and interpret it.
Content	the message given by the piece of art. It involves the subject, the techniques used to make the piece, the colorus used, and anything that was used by the artist to make a statement and give a message.
Process	Techniques that involve a series of actions or steps taken in order to achieve a particular end. Eg print-making.
Develop	selecting ideas, visual elements, compositions and techniques from your initial work and using them in new ways.
Investigation	Explore areas of visual art in great depth, through research and practical applications.
Demonstrate	Show / prove/ present your understanding.
Critical	expressing or involving an analysis of the merits and faults of a work of art . Questioning ideas and assumptions.
Sources	A primary source is one that you study directly from first-hand experience. Eg and object or photograph you have taken yourself. A secondary source is material produced by others. Such as images find online or in magazines.

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Section B: Artist Analysis

Describe

What can you see?

What is in the foreground?

What is in the background?

What is the subject content? e.g. flowers, a portrait.

Analyse

How is the work organised? (composition)

How has the artist used the formal elements?

How has the artist used their chosen media?

What is the composition of the piece? How has it been put together?

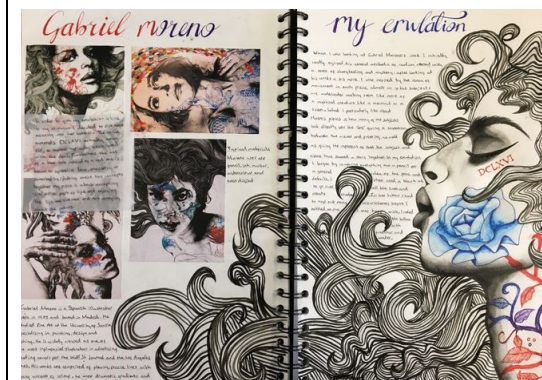### Judge (Give an opinion)

The artist's work is successful because…

The artist's work is effective because…

I have chosen this artist because…

This artist links with other themes/artists/ research in my project because...

Section C: Subject Specific

Artist Research– Showing your understanding of an Artist's work or style

Presentation– Your research and study will form a double page. Keep it simple. Use a similar style/ colours as the artist.

Biographical information- Birth, death, education,style,important works, quotes.

Images of relevant artwork– 4-6 good quality images.

Social, historical and economical influences– what was happening in the world at the time this was produced? Did this influence the art?

Artistic influences– Who or what influenced their work? Did they influence anyone else?

Copied images/artist study– 1 large study for each artist and smaller studies.

Analysis– use the Describe, Analyse, Judge framework to write about their artwork.

| Dates	TASKS
	Year 10—Art—Autumn Term
12/09/2023 Tuesday	Demonstrate that you can develop ideas from different starting points. Produce a mind map on the theme of Change. The ideas from this mind-map will later be presented in your sketchbook.
26/09/2023 Tuesday	Learn the correct spelling and definitions for each of the formal elements. Draw a diagram to represent each one.
10/10/2023 Tuesday	Explain what each of these words mean when analysing an artwork: Describe, Analyse, Judge
07/11/2023 Tuesday	Choose any artwork that inspires you. It doesn't have to be related to your theme. Analyse the artwork using the Describe, Analyse, Judge framework in section 2.
21/11/2023 Tuesday	Look at the tier 2 vocabulary and answer the following questions: What do you use a source for in art? What is the difference between a primary and secondary source? Give examples of a primary and secondary source. What do you think the advantages are of using primary sources rather than secondary? What problems might you encounter in the development of your art if you only use second hand sources?
05/12/2023 Tuesday	Learn the five key elements of artist research. Use Look, cover, write, check and correct.
19/12/2023 Tuesday	Using the Describe, Analyse, Judge framework in section 2, write about a favourite piece of work by your chosen artist for GCSE Art. This will be eventually be used as part of your artist research page.

# Computer Science— Year 10, 2.4 Boolean Logic

Section A: Key vocabulary

Tier 3 Vocabulary	Definition
AND (^) *(n)*	Takes two inputs. For an AND gate to give an output of 1, both inputs must be 1
OR (V) *(n)*	Takes two inputs. For an OR gate to give an output of 1, either of the inputs must be 1.
NOT (¬) *(n)*	A NOT gate takes an input and outputs the opposite
Logic *(n)*	A system designed to perform a specific task according
Logic Diagram *(n)*	A method of expression Boolean Logic in a diagrammatic form using a set of standard symbols representing the various Logic Gates such as AND NOT OR.
Expressions *(n)*	A written form of a logic circuit diagram using algebraic symbols to represent AND, OR and NOT gates
Logic Gates *(n)*	The physical switches inside an electronic device which are able to perform the calculations a computer
Truth Table *(n)*	A tabular representation of the possible inputs and outputs from a given logic gate, or collection of gates

Tier 2 Vocabulary	Definition
Boolean *(n)*	Mathematical *TRUE or FALSE*
DIV *(v)*	Integer Division. To divide a number by another, but only return the *number of full sets. [10 DIV 3 = 3]*
MOD *(v)*	Modulus division. To divide a number by another, but only return the *remainder [10 MOD 3 = 1]*
Operator *(n)*	A mathematical symbol in computing

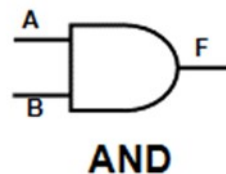## Section B: Logic diagrams and Truth tables

These gates take inputs (usually labelled A, B, etc) and provide a single output. In this case labelled F, but could be another letter. Each gate is shown with its TRUTH TABLE
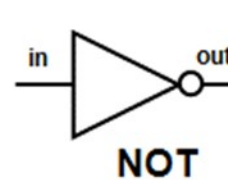
Input	Output
I	F
0	1
1	0

NOT
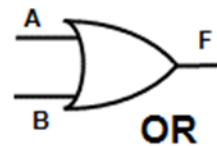
Inputs		Output
A	B	F
0	0	0
1	0	1
0	1	1
1	1	1

OR

Inputs		Output
A	B	F
0	0	0
1	0	0
0	1	0
1	1	1

AND

Section C: Expressions and combined gates

Logic diagrams can be written as expressions such as

F= A AND B
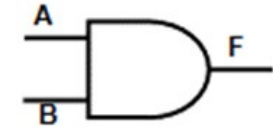
Combined gates and Truth tables
– Logic gates can be combined in any order to provide a range of computational possibilities.

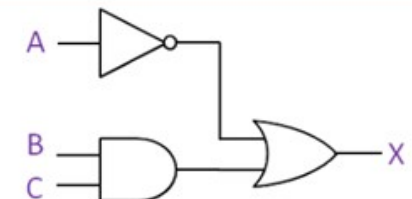Find the result / output of the Boolean expression in the **brackets first**

P = NOT (A OR B)

The result of A OR B gets inverted

A	B	P
0	0	1
0	1	0
1	0	0
1	1	0

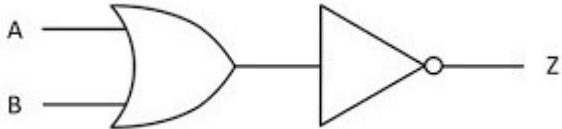**More complex Logic Diagrams**

(NOT A) OR (B AND C)

Concepts you have seen before: Mathematical operators, DIV, MOD, Boolean data types, Binary transistors, logical and computational thinking.

Computer Science— Year 10, 1.5 Systems Software

Bluecoat Wollaton
believe in yourself, in others, in God

Section A: Key vocabulary

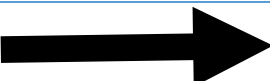| Tier 3 Vocabulary	Definition
Command Line interface *(n)*	The most simple form of user interface where users type commands into a prompt.
Disk *(v)* **Defragmentation**	Defragmentation reorganises fragmented files on the hard drive to bring them together.
Drivers *(n)*	A driver is a piece of software which provides communication between the CPU and a peripheral device.
Graphical User Interface *(n)*	Most modern computers have a GUI, which uses icons to represent the programs and files.
Operating System *(n)*	An operating system is an example of Systems Software. It manages the computer hardware and applications .
Processor *(n)*	A part of a computer, such as the CPU, that performs calculations or other manipulations of data .
Systems Software *(n)*	A type of computer program that is designed to run a computer's hardware and application programs
Utility software *(n)*	Software designed to help to analyse, configure, optimise or maintain a computer.
Tier 2 Vocabulary	Definition
Compression *(v)*	Allows files to be made smaller by use of compression algorithms (lossy or lossless).
Encryption *(v)*	In order to keep data secure data can be encoded so it cannot be read without a private access key.
Multitasking *(v)*	To deal with more than one task at the same time.
Peripheral *(n)*	Connected to, but not part of a computer system.
Software *(n)*	The programs used to direct the operation of a computer.

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Section B: Functions of an Operating System

User Interface	The point of human-computer interaction and communication in a device. This can include display screens, keyboards, a mouse and the appearance of a desktop. There are 3 types: GUI, menu driven or
Memory management	The OS controls available memory, moving programs to and from secondary storage to RAM. The CPU can only carryout 1 task at a time, but the OS alternates between the programs to make it appear that
Peripheral management	Computers must communicate with a range of external devices such as printers, monitors and scanners (peripherals). The OS uses drivers to correctly pass data to the device and ensure correct function.
User management	Multiple users can have accounts on the same computer, each with their own files, settings and applications, protected with passwords. The OS will ensure that only users who are granted permissions
File management	Computers store files and data in hierarchical folder systems. This is efficient and allows for quick navigation.

Section C: Utility Software

| **Defragmentation**	Over time, as new files get added, old ones deleted, the parts of files get separated around the HDD (**A to B**). This separation causes computer slow-down. In order to improve performance, disk defrag applications shuffle file parts back into order, and moves all free space to the	A: File A, File B, File C, Free Space B: File A, File B, File C, File A, Free Space C: File A, File B, File C, Free Space
Data compression	This is a process in which the size of a file is reduced by re-encoding the file data to use fewer bits of storage than the original file. This can either be done by permanent removal of data (**LOSSY**), used for Media files such as images and videos, or through the reorganisation of the existing data using a algorithm (**LOSSLESS**), used for text files and programs that need all their data to function.	
Encryption	Many organisations need to ensure that data they store is secure and cannot be accessed or viewed by unauthorised people. An encryption utility can be used to secure data by scrambling the contents of the file so that it is unreadable without the key.	

Concepts you have seen before:
Software, peripherals, compression, memory.

Date	TASKS
	Computer Science—Year 10
05/09/2023 Tuesday	Create a 6 question quiz on Tier 3 vocabulary. Go back and complete the quiz, making sure you spend the time to mark and review you success.
19/09/2023 Tuesday	Section B: Draw each logic gate (AND, OR and NOT) and write out the truth table for each one.
03/10/2023 Tuesday	The following diagram shows the expression NOT(A AND B). Draw out a truth table for it.
17/10/2023 Tuesday	Write down 5 examples of the functions DIV and MOD in use. Use the examples on the KO to support you.
14/11/2023 Tuesday	Choose 5 words from the tier 3 word list. Spend some time dual-coding pictures to their definitions.
28/11/2023 Tuesday	Create flashcards for the functions of an operating system. Ensure you use these to revise the terms.
12/12/2023 Tuesday	Summarise the descriptions of the three examples of utility software included in section 3. Include a diagram for each one.

Y10 IT— Design Tools/HCI - Autumn 1

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Section A: Key vocabulary

Tier 3 vocab	Definition
HCI (n)	Human-Computer Interface (HCI) is the interaction between computer platforms and how humans use them. For instance, buttons on a kiosk would enable a human to withdraw money at an ATM.
Embedded System (n)	A computer system that is designed to form a specific function. An embedded system may form part of a bigger system.
Wireframe (n)	A wireframe is a design tool that is used to plan out how an application may look when created. It shows the location and general size of buttons, text boxes and input fields.
Interaction method	The method that is used to interact with a computer system. E.g. voice control or use of a controller.
Visualisation Diagram (n)	A rough drawing or sketch of what the final product will look like. It may also include some indication of colour and size of the product.
Flowchart (n)	A flowchart is a type of diagram that represents a workflow or process. It does this by using specific shapes that are shown in section B.

Tier 2 vocab	Definition
Design tool (*n*)	A form of tool which is used to support visual planning of the project.
Mind Map (*n*)	Used to present ideas to an audience based on a central theme.
Software (n)	The programs and applications that are on computers. E.g. Chrome or Calendar.
Hardware (n)	The physical components of a computer system. E.g. Screen, mouse and graphics card.
Node (*n*)	A branch which is directly connected to the central theme.
Sub-node (*n*)	A branch from a node that allows the user to expand on their ideas.

Concepts you have seen before:
Mind Map, Flowcharts, hardware & software.

Section B: Flowchart Symbols

Start/Stop	Used at the start and end of a flowchart.
Input/Output	Indicates the inputs and outputs of a system.
Process	General instructions and calculations carried out by the computer.
Decision	Where a question/decision is asked. Must have two lines coming out of the box: Yes/No or True/False
→	Used to connect flowchart symbols to show the direction of flow in the program.

1

2

3
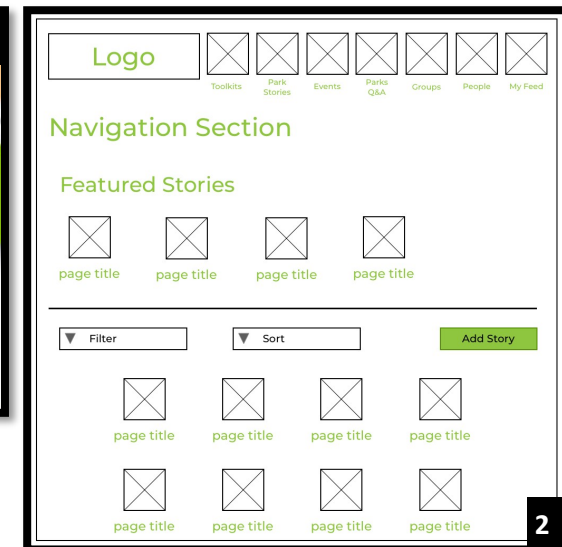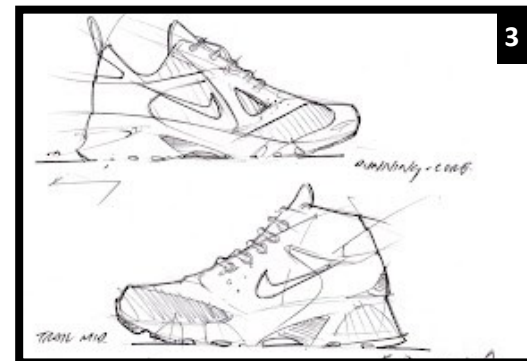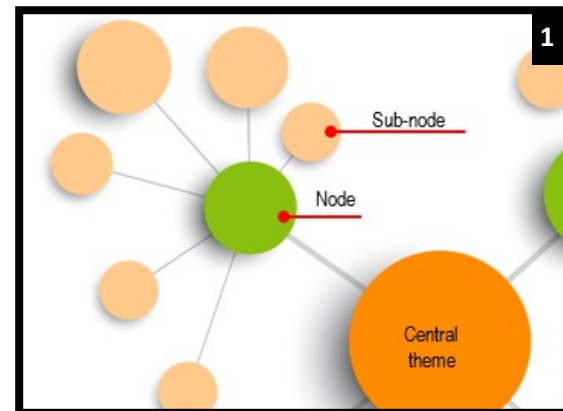
1) **Mindmap**

2) **Wireframe**

3) **Visualisation diagram**

Y10 IT— Spreadsheets - Autumn 2

Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Cell (n)	A rectangular box in a **worksheet** that can contain data
Cell range (n)	A collection of selected **cells.** For example (B2:D2).
Cell reference (n)	A name given to each cell made up of the **column** letter and **row** number of that cell.
Conditional formatting (v)	Conditional formatting is allows you to apply specific formatting to cells that meet certain criteria.
Formatting tools (n)	A set of tools that allow the style of a cell to be changed.
Data type (n)	The type of value being stored in the cell.
Modelling (v)	Using a computer to predict and investigate a real life situation.
Workbook (n)	A spreadsheet file made up of worksheets
Worksheet (n)	A single page within a workbook
Conditional formatting (v)	Makes it easy to highlight certain values or make particular cells easy to identify.

Tier 2 Vocabulary	Definition
Chart (v)	A graphical representation of a table or data in order to show trends, patterns and relationships.
Column (n)	A vertical collection of cells. Each column has a letter to represent it.
Formula (n)	A set of instructions to be carried out.
Row (n)	A horizontal collection of cells. Each row has a number to represent it.
Validation (n)	Preventing invalid data being entered into a cell. E.g. you could reject invalid dates or number greater than 1000.
Function (n)	A named formula built into a spreadsheet to perform a task.

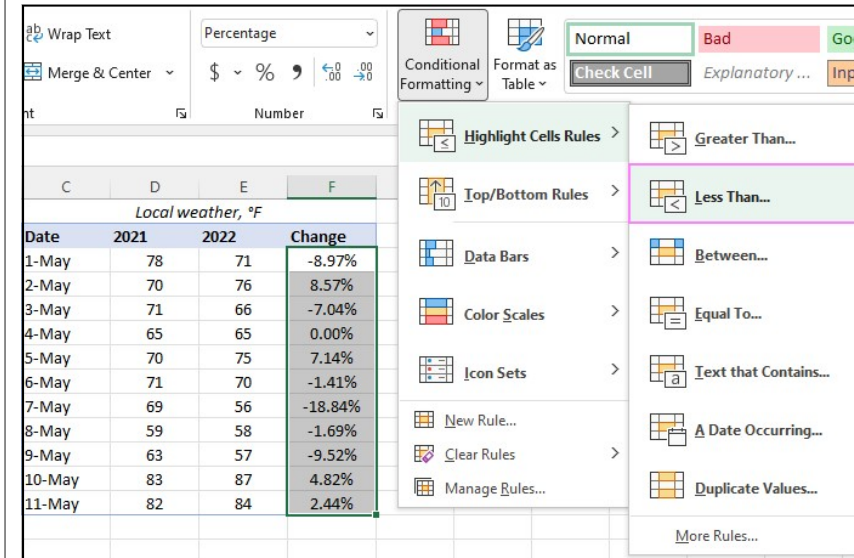**Concepts you have seen before:** Row, column, chart, cell, spreadsheets, formula, function.

Section B: Conditional Formatting

1. In your spreadsheet, select the cells you want to format.

2. On the *Home* tab, in the *Styles* group, click *Conditional Formatting*.

From a set of inbuilt rules, choose the one that suits your purpose. As an example, we are going to highlight values less than 0, so we click *Highlight Cells Rules > Less Than…*

In the dialog window that appears, enter the value in the box on the left and choose the desired format from the drop-down list on the right (default is *Light Red Fill with Dark Red Text*).
When done, Excel will show you a preview of formatted data. If you are

Date	2021	2022	Change
1-May	78	71	-8.97%
2-May	70	76	8.57%
3-May	71	66	-7.04%
4-May	65	65	0.00%
5-May	70	75	7.14%
6-May	71	70	-1.41%
7-May	69	56	-18.84%
8-May	59	58	-1.69%
9-May	63	57	-9.52%
10-May	83	87	4.82%
11-May	82	84	2.44%

Local weather, °F

Section C: Common Formulas and Functions

Operator	Condition Name	Excel Formula
+	Addition	= A1 + B1
-	Subtraction	= A1 – B1
<>	Not Equals To	=A1 <> B1
=	Equals To	=A1 = B1
:	Range	= SUM(A2:B6)
,	Union	= SUM(A2:A6, A2:B3)

IF	one of the logical **functions**, to return one value if a condition is true and another value if it's false. For example: =IF(A2>B2,"Over Budget","OK") =IF (A2=B2,B4-A4,"")
Count IF	=COUNTIF (Where do you want to look?, What do you want to look for?)

= SUM	Adds a range of cells together
= AVERAGE	Finds an average for a range of cells
= MIN	Returns the smallest value in range
= MAX	Returns the highest value in range
= COUNT	Counts cells if they meet a condition

Data Validation	
Number	To display numbers.
Currency	Used for monetary values.
Accounting	Lines up the currency symbols and decimal points.
Date	Displays dates in a date format.
Percentage	Multiplies the call value by 100 and displays the result with a percentage symbol.

| Dates	TASKS Y10—IT
13/09/2023 Wednesday	Create a 6 question quiz on **Tier 3** vocabulary. Go back and complete the **quiz,** making sure you spend the time to mark and review you success.
27/09/2023 Wednesday	Imagine you a movie producer, draw a **Mindmap** to produce a new movie. The **central node** must be the name of the movie and the **sub-nodes** much correspondent to the actors in the movie, the storyline and plot and settings/places where the movie will be filmed. Add colour to make your Mindmap as attractive as possible.
11/10/2023 Wednesday	Can you choose **THREE** words from the **tier 2 vocabulary** list and explain each using a **Freya diagram** with the word, description, diagram to show its meaning and its antonym.
08/11/2023 Wednesday	**Answer** the following questions: 1)What is a **spreadsheet** and why is it **useful**? 2) Write the **formula** to subtract cell the content of A1 from D1, multiply the content of F3 by F4 and divide the content of A3 by A9. 3) List **THREE** functions that perform calculations on data within a spreadsheet and explain what they calculate.
22/11/2023 Wednesday	What is a **data type** in Excel? Explain when you might use **data validation** in a spreadsheet? Can you create a **table** showing all the different data types and what sort of data they refer to.
06/12/2023 Wednesday	Create a **Mindmap** of all the **tier 3** vocabulary words. Make this as attractive as possible and add colour to highlight key information.
20/12/2023 Wednesday	**Define conditional formatting** and state why it is useful. Give **ONE** example of when you have applied conditional formatting to a spreadsheet. Define a macro and give **TWO** examples of when you might need to create a **macro**. (Illustrate your ideas using sketches if you wish)

GCSE PE —AA&P Skeletal & Muscular System—Autumn Term 1

Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Articulating Bones (n)	The bones that move within a joint
Meniscus Cartilage (n)	Cartilage in the knee that acts as shock absorbers
Synovial Joint (n)	Freely moveable joint where two or more bones meet
Agonist (prime mover) (n)	The muscle that works to create movement
Antagonist (n)	The muscle that works op-
Fixator (n)	A muscle which acts as the
Antagonistic Pair (n)	Two muscles working together to produce move-

Tier 2 Vocabulary	Definition
Describe (v)	Give a clear, straightforward description which includes
Explain (v)	Make your point clear by providing sufficient detail.
Analysis (v)	Detailed examination of the elements or structure of something.

Section B: Functions of MSK

Functions of the skeletal system	Shape, Movement, Protection, Blood Production, Store Minerals.
Types of Synovial Joints	Hinge, Ball & Socket, Pivot, Gliding, Saddle.
Movements at a Joint	Flexion, Extension, Rotation, Abduction, Adduction, Circumduction.
Components of a Joint	Ligament, Tendon, Cartilage.
Types of Muscle	Involuntary, Cardiac, Voluntary (skeletal).
Muscle Origin	The end of the muscle attached to a bone that is
Muscle Insertion	The end of the muscle attached to the bone that

Concepts you have seen before: Warm Ups, Injuries, Performance, Movement

Section C: MAPS
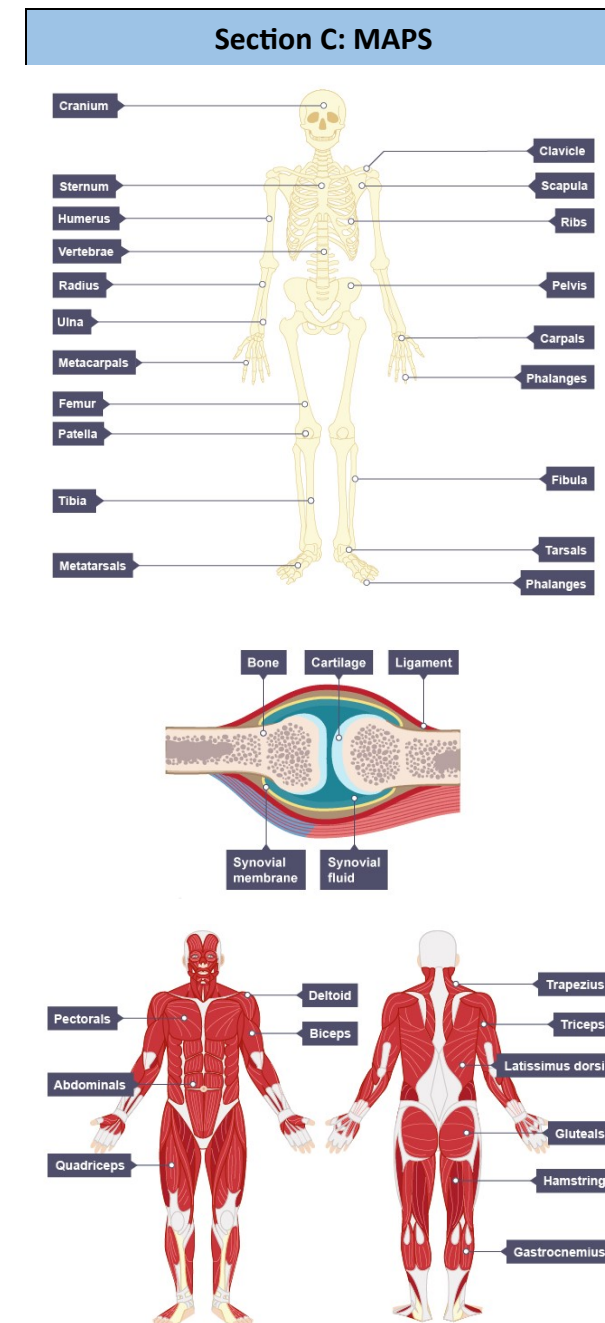
GCSE PE —Socio-Cultural Influences—Autumn Term 2

Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Sportsmanship (v)	Behaviour that shows fair play & respect for opponents.
Etiquette (v)	An accepted way of behaving in a particular situation.
Gamesmanship (v)	The use of unethical methods to win or gain advantage in a game or sport (legal).
Discrimination (v)	The unfair treatment of individuals whereby opportunities are not available to all
Deviance (v)	Human behaviour that is against your society's norms & values (Illegal).
Role Model (n)	Someone to be looked up to, an example to follow.
Sponsorship (n)	The giving of money or goods to performers in order to get good publicity.
Tier 2 Vocabulary	Definition
Identify (v)	Establish or indicate who or what (someone or something) is.

Section B: Participation in Sport

Participation Rates	The number of people within a group who are involved in sport compared to those who aren't.
Commercialisation	The influence of commerce, trade or business on an industry (e.g. sport) to make a profit.
Sport England	This organisation tries to help communities develop sporting habits for life.
Main factors affecting participation	Age, Gender, Ethnicity, Religion, Culture, Family, Disability, Cost.
Strategies to improve participation	Promotion—convincing people to participate, Provision—facilities, equipment & coaching, Access—giving people the opportunity to participate.
The Golden Triangle	The links between the relationship between sponsorship, sporting events & the media. All three factors influence one another.
Types of Media	Social, Internet, TV/Visual, Newspapers/Magazines, Radio

Section C: NGB's and PEDs

Sports that have no/minimal adaptions → Adapted sports and activities ← Disability sports
Swimming — Adapted dance — Boccia

National Governing Bodies (NGB's) are independent organisations that govern each sport. They oversee the delivery & development at national level, including rules, grassroots opportunites & elite performers & often access funding from Sport England to do so.

ENGLAND ATHLETICS — TheFA — Swim England — LTA TENNIS FOR BRITAIN — England netball — ENGLAND RUGBY

Drugs in Sport—Illegal drug use is known as doping. Performance –enhancing drugs are likely to have a detrimental effect on sportspeople & the sport. Three categories are Steroids, Beta Blockers & Stimulants.

Concepts you have seen before: Participation, Teamwork, Racism, Demographic, NGB's

Date	GCSE PE
13/09/2023 Wednesday	Option C – GCSE PE - KO 1 - Create a series of flash cards for section A & B
27/09/2023 Wednesday	Option C – GCSE PE - KO1 - Cover, look, write, check Section A vocabulary
11/10/2023 Wednesday	Option C – GCSE PE – KO1 Look at Section 3 – Copy the Maps in this section so that you can label them on command
08/11/2023 Wednesday	Option C – GCSE PE – KO2 - Create a series of flash cards for section A & B
22/11/2023 Wednesday	Option C – GCSE PE – KO2 - Cover, look, write, check Section A & B vocabulary
06/12/2023 Wednesday	Option C – GCSE PE – KO2 – Create a report, using your knowledge from you Knowledge Organiser to show how participation can be affected by certain factors. Write in continuous pros. It should be three quarters of a side of A4.
20/12/2023 Wednesday	Option C – GCSE PE – KO2 – You have been asked to come up with a campaign to promote sport at BWA. Create a poster that highlights the benefit of playing sports using a strategy from your KO.

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Individual Sport (n)	A single Performer competing against one or more other performers.
Team Sport (n)	Two or more players working together towards a shared goal of winning.
Skill (v)	Learned combination of Movements
Techniques (v)	The ways to perform skills within an activity or sport
Choreography (v)	Dance equivalent to
Reaction Time (v)	Time taken to decide what to do.
Arousal (v)	Physical and Mental state of alertness or excitement.

Tier 2 Vocabulary	Definition
Anxiety (v)	Negative emotional state with feelings of worry, nervousness and apprehension
Hazard (v)	Something that can cause harm.
Anticipation (v)	Ability to predict what an opponent will do.

Section B: Important Concepts to consider

Composition (v)	This is how you arrange and and create a sequence of situations or actions. It is often associated with artistic Individual sports and activities but it can be
Optimal Level of arousal (v)	As arousal increases, a performer must use specific strategies to control their levels of arousal. If not controlled, performance will suffer.
Mental Rehearsal (v)	A method for controlling arousal is mental rehearsal. This can involve the performer picturing themselves performing the skill perfectly before attempting it.
Contribution (v)	When performing you must not be concerned with only your own performance. You must be aware of other team members and opponents. This can mean covering a teammate, performing a different role or being a captain.

Inverted-U Theory (Yerkes & Dodson)   toolshero

www.toolshero.com

Section C: Subject Specific

The 'inverted U' theory **proposes that sporting performance improves as arousal levels increase but that there is a threshold point**. Any increase in arousal beyond the threshold point will worsen performance. At low arousal levels, performance quality is low.

Concepts you have seen before:

- **Skill Development**
- **How to perform a drill/ practice**
- **Repetition**
- **Consistency**

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Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Simple Skill (v)	A skill or movement that requires little to no concentration and involves basic movement.
Complex Skill (v)	A skill or movement that requires more concentration and decision making. This can be due to it involving many body parts.
Open Skill (v)	A skill that takes place in a changing and unpredictable environment.
Closed Skill (v)	A skill or movement that takes place in a predictable environment and will stay the same at all times.
Skill Continuum	Motor or movement skills can be classified on a continuum. A continuum is a range or sliding scale between two extreme points.

Tier 2 Vocabulary	Definition
Quantitative (v)	Data that is objective and quantified as a number.
Qualitative (v) 71	Data which is subjective, involving opinions.

Section B: Concepts to Improve performance

Whole Practice (v)	This is when you complete a skill as a complete action without breaking it down. Whole practice works best with closed and open skills.
Part Practice (v)	This is when you break the entire skill down in to manageable sections. You practice each part separately and is often used when teaching complex skills.
Fixed Practice (v)	This is when you practice a skill or movement repeatedly and in the same way. This is often linked with closed skills.
Variable Practice (v)	Is when you vary the skill in different situations. It allows for different scenarios to present itself as they would in a live game or match.
Progressive Drills (n)	These practices get harder and harder each time they are performed. They allow a coach to move a performer on to the next level when they are ready.

Section C: Technology in Performance

Video Anlaysis (v)	Videoing performance is used more and more to identify strengths and weaknesses. It can then create and action plan for improvement.
Activity Trackers (n)	This is wearable technology that tracks information from your physical activity. They use varying metrics to aid performers. You may even have an Apple Watch®!

Concepts you have seen before:

- **What is a skill?**
- **Why are skills important?**
- **How Practice affects performance.**

Date	CNAT SPORT
13/09/2023 Wednesday	Option C – CNAT Sport – KO1 - Cover, look, write, check Section A vocabulary
27/09/2023 Wednesday	Option C – CNAT Sport – KO 1 - Create a series of flash cards for section A & B
11/10/2023 Wednesday	Option C – CNAT Sport – KO1 – Write a report that explains the key components of Performance. It should be in continuous pros and be approx 1 side of A4
08/11/2023 Wednesday	Option C – CNAT Sport – KO2– Look at KO for Autumn 2 – Create Flash Cards for Section A.
22/11/2023 Wednesday	Option C – CNAT Sport – KO2 – Create a poster to explain the practice methods that are involved in Sport
06/12/2023 Wednesday	Option C – CNAT Sport – KO2 – Using Practice methods in Section B, create a mini training programme for a sport of your choice. Remember to apply the concepts in Section B.
20/12/2023 Wednesday	Option C – CNAT Sport – KO2 – Create 10 questions to quiz your classmates about Practice Methods

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Concepts you have seen before:
Design movements, modelling, material properties, development, testing and evaluation

Section A: Key vocabulary

Tier 3 Vocabulary	Definition
Bauhaus (n)	Design movement started in 1919. With a minimalistic style
Art Deco (n)	Style of the 1920s and 1930s with geometric patterns
Arts and Crafts (n)	Design movement from 1860 as a reaction against poor-quality mass-produced goods
User centred design (n)	Design strategy focused on the users needs, wants and constant feedback
Iterative design (n)	A design strategy based on testing, evaluating and developing

Tier 2 Vocabulary	Definition
Philosophy (n)	a theory or attitude
Resources (n/v)	a stock or supply
Minimalism (n)	the use of simple, massive forms
Form (n)	shape
Function (v)	The way something works
Feedback (n)	Opinions used to improve
Model (v)	Make a quick 3D representation
Prototype (v)	Make a realistic, life-size representation

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Section B: Important Ideas / Concepts/ Questions

History
Bauhaus was an influential art and design movement that began in 1919 in Weimar, Germany. The movement encouraged teachers and students to pursue their crafts together in design studios and workshops. The Bauhaus moved from Weimar to Dessau in 1925–6 where Gropius created a new building for the school. In 1932 it moved to Berlin where it was closed in 1933 by the Nazis.

Design Philosophy
The Bauhaus Movement was based on a strong philosophy that craftsmen and artists should work alongside each other freely. However, there are other principals of the movement…
- Form follows function
- True materials
- Minimalism
- Emphasis on technology
- Smart use or resources
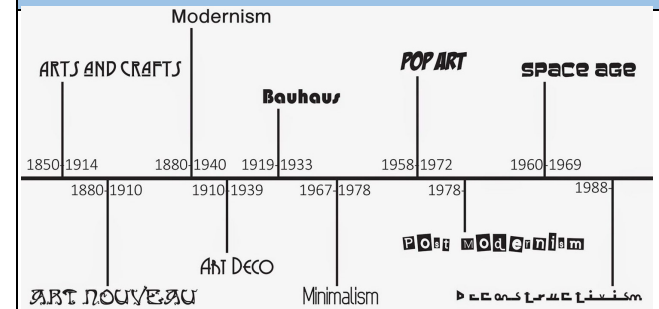- Simplicity and Effectiveness
- Constant development

https://art.art/blog/10-bauhaus-principles-that-still-apply-today

Key Designers
- Ludwig Mies Van Der Rohe
- Marcel Breuer
- Mart Stam
- Walter Gropius

Modelling
A physical model allows a person to see and handle a product unlike viewing it on a screen through computer aided design (CAD). Computer aided manufacture (CAM) models made on a 3D printer using a CAD drawing are very accurate but also expensive, time-consuming and limited to 3D-printable materials. Product designers can use easy-to-form and easily accessible materials, eg balsa, jelutong and cardboard, to create cheap models quickly and cheaply.

Section C: Subject Specific

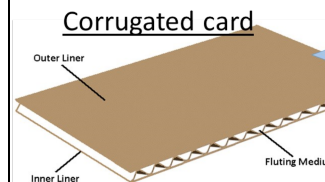Timeline: ARTS AND CRAFTS 1850-1914, 1880-1910; ART NOUVEAU; Modernism; Bauhaus 1919-1933; ANT DECO 1880-1940, 1910-1939; POP ART 1958-1972, 1967-1978; Minimalism; SPACE AGE 1960-1969, 1978-; Post modernism 1988-; DECONSTRUCTIVISM

Wassily chair

Barcelona Chair

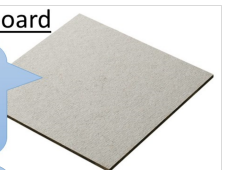F51 Armchair

MR chair

Corrugated card
Outer Liner, Inner Liner, Fluting Medium
- Cheap material
- Thick for sturdiness
- Reinforced by fluting
- Easy to cut

Grey board
- Cheap material
- Neutral colour
- Thick and strong
- Comes in large sheets
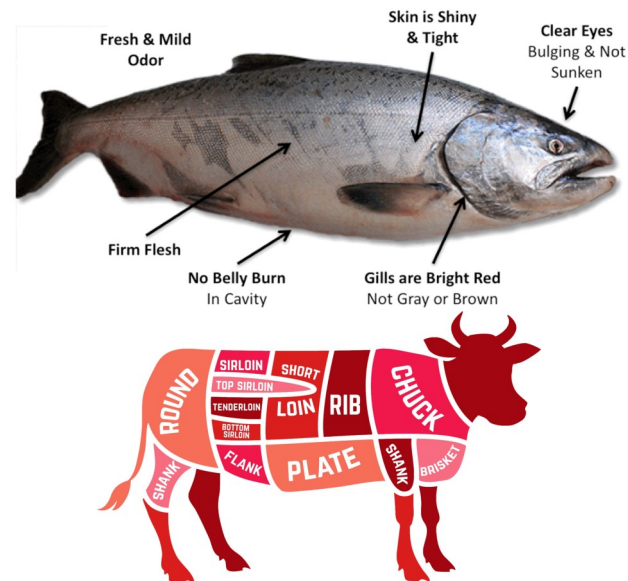
Inkjet card
- Slightly more expensive
- Bleached white for printing
- Comes in a variety of sizes and thicknesses

Week Beginning	TASKS **Design and Technology— Chair Project**
12/09/2023 Tuesday 13/09/2023 Wednesday	Use Section C to write an description and opinion on Bauhaus design in general. Justify your opinions.
26/09/2023 Tuesday 27/09/2023 Wednesday	Explain in detail what you think 5 of the design philosophy bullet points in Section B mean in relation to design.
10/10/2023 Tuesday 11/10/2023 Wednesday	Using all sections explain the difference between modelling and prototyping. Discuss and justify (explain why!) materials that could be used for each.
07/11/2023 Tuesday 08/11/2023 Wednesday	Use section A to compare and discuss at least 2 benefits each for User centred design and Iterative design. Don't forget to fill half a page!
21/11/2023 Tuesday 22/11/2023 Wednesday	Create a product analysis on one of the chairs in Section C use as many words as you can from ACCESS FM as you can. You don't have to draw the picture of the chair but will have to name it.
05/12/2023 Tuesday 06/12/2023 Wednesday	Write yourself 10 questions using the information from all sections of the KO. Hide the KO and answer the questions. Mark them after correcting any mistakes in a different colour.
19/12/2023 Tuesday 20/12/2023 Wednesday	Write a paragraph to summarise your project/learning in DT this half term, use as many words as possible from the KO page and underline them in a different colour to show where you have used them.

Food Preparation & Nutrition—Year 11, Protein, Meat and Fish

Section 1: Key Vocabulary

Tier 3 vocab	Definition
HBV	High Biological Value, proteins that provide all amino acids
LBV	Low Biological Value, proteins which only contain some of the amino acids
Protein complementation	Combining two or more forms of LBV to get all of the amino acids
Slaughter	When an animal is killed for consumption
Marinades and rubs	All meats can have seasoning rubbed into the their surface or be soaked in a liquid. They can tenderise the meat and add flavour.
Canned (tinned) meat	Meat sealed, cooked and stored in tins. Meats including corned beef or ham.
Mechanical action	The meat can be beaten with a hammer to separate the fibres and tenderise the meat.
Salting	Meat can be soaked in brine. Can be applied to brisket, ox tongue, bacon and ham.

Tier 2 vocab	Definition
Reared	Bring up, care for until the animal is ready for slaughter
Cow	Beef, veal
Sheep	Lamb, mutton
Pigs	Pork, bacon, gammon, ham, sausages
Poultry	Birds for eating; turkey, chicken
Livestock	Four legged animals reared for eating eg cows, sheep, pigs
Offal	Internal organs of an animal used for food eg; tongue, kidneys, liver
Game	Non-domesticate animal hunted for food eg; deer, pheasant
Veal	Meat from a cow under 1 year old
Mutton	Meat from a sheep over 3 years old
Seafood	Animals found in the sea which can be eaten
75°c	The core temperate meat needs to be cooked to

Section 2: Key Content: Macronutrient Sources and function

Macro	Protein
Function	There are 8 which are essential for adults and 12 for children. HBV protein foods contain all the essential amino acids. LBV have one or more missing. High Biological Value (HBV) protein: Meat, fish, poultry, eggs, Quorn, milk, soya, Quinoa Low Biological Value (LBV) protein: Tofu, beans, nuts, seeds, grains eg wheat
Source	It is needed for growth and repair, the production of body chemicals eg enzymes and hormones Complementary proteins – eating a mixture of LBV proteins in order to get all the essential amino acids eg Beans on toast

Section 3: Key Content: Fish and Meat

Keyword	Definition
Freshwater fish	Fish from freshwater eg; trout
Saltwater fish	Fish from the sea eg; haddock, cod, tuna, mackerel
Crustaceans	Animals with an exoskeleton eg; crabs, lobsters, shrimps, prawns, crayfish
Calamari	Octopus and squid
Shell fish	Animals with an exoskeleton that can be eaten eg: clams, mussels, scallops, winkles, razor clam and oysters
Nutritional value of fish	•Fish provides as much protein as meat. •The flesh of white fish contains no fat. •The livers contain vitamins A and D. •The flesh of oily fish contain vitamins A and D, and omega-3 (unsaturated fatty acids, essential for health). •Small bones in sardines, herring and tinned salmon provide phosphorous and calcium.

Quality checks

•Lean meat should be bright red, with small flecks of white fat (marbled). Fat should be firm, brittle in texture, creamy white in colour and odourless. Fat from older animals and dairy breeds is a deeper yellow.

Meat muscle has:

75% water   20% protein   5% fat

Concepts you may have seen before:

Nutrition; sources and functions of ingredients. How food is reared and caught. Farm assurance schemes eg Red Tractor

Week Beginning	TASKS Year 10-Meat, Fish and Alternatives- Autumn Term
12/09/2022	For the Tier 2 words, use read cover, write check and correct to learn the words and their definitions. Ensure you self check after revising them and see how many you have memorised.
26/09/2022	Use the information in Section 2, create a set of flash cards with the macro-nutrient on one side and the function in the body on the back of the card. Test yourself 1
10/10/2022	Use the information in Section 3, and draw a mind map for each nutrient in the centre, the next set of concepts linking to the nutrient should be the functions of the nutrient in the body (recap from the previous task) Then extend the mind map further to show the food sources of these nutrients.
07/11/2022	Use the Tier 2 words, create a set of flash cards with the macro-nutrient on one side and the function in the body on the back of the card. Test yourself
21/11/2022	Use the information in Section 3, and draw a mind map for each nutrient in the centre, the next set of concepts linking to the nutrient should be the functions of the nutrient in the body (recap from the previous task) Then extend the mind map further to show the food sources of these nutrients.
05/12/2022	Create flash cards for the Tier 3 words. Test yourself, when you are confident you understand the word then focus on learning the ones that you are unsure of.
19/12/2022	Write a paragraph to summarise your learning over the Term—include as many tier 2 and 3 words as possible, and the key words from prior learning to connect to your studies from Year 7, 8 or 9.

Your 5 pieces of equipment you need for learning every day: