

Year 9

Knowledge Organiser

Autumn 2021 - 2

Self Quizzing Question Stems

Knowledge

Can you list 3...?
 Can you recall...?
 How did ____ happen?
 How is...?
 How would you describe/explain?
 What is...?
 When did...? (When did it happen?)
 Which one?
 Who were the main...?
 How would you show...?
 Why did...?

Application

How would you use...?
 What examples can you find...?
 How would you solve ____ using what you've learned?
 How would you organise ____ to show...?
 How would you show your understanding of...?
 What approach would you use to...?
 What other ways would you plan to...?
 What would happen if...?
 What faces would you select to show...?

Synthesis

Do you agree with the actions/outcomes?
 What is your opinion of...?
 How would you prove?...disprove...?
 Can you assess the value or importance...?
 Would it be better if...?
 Why did the characters choose to...?
 What would you recommend...?
 How would you rate...?
 How could you determine...?
 What choice would you have made...?
 Why was it better that...?

Comprehension

Explain what is happening?
 How would you classify...?
 Which is the best answer?
 Can you tell me in your own words?
 What can you say about...?
 How would you compare/contrast...?
 How is ____ alike? How is it different?
 What facts or ideas show...?
 What is the main idea of...?

Analysis

What are the parts or features of ...?
 How is ____ related to ...?
 Why do you think...?
 What is the theme...?
 What motive is there...?
 Can you list the parts...?
 What inference can you make...?
 What conclusions can you draw...?
 Can you identify the different parts of...?
 What evidence can you find...?
 Can you distinguish between...?

Evaluation

What changes would you make to solve...?
 How would you improve...?
 What would happen if...?
 Can you elaborate on the reason...?
 Can you give an alternative...?
 Can you invent...?
 How could you change or modify the plot?
 What way would you design...?
 Suppose you could ____ what would you do?
 Can you predict the outcome if...?
 Can you construct a model of...?

Knowledge, Notes and Quizzes

Can I write in paragraphs?

The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

○Furthermore	○But	Meanwhile
○Whereas	○Since	Nonetheless
○Nevertheless	○Yet	However
○Alternatively	○Therefore	Although
○Consequently	○Besides	Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was bangin'*
- ❖ No informal language *I'm gonna do my homework now*

❖ Other things to consider:

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type



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My work

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

What traffic light am I?
Is my punctuation accurate?

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: ?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
 - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
 - "It's the afternoon!" replied the student.*
 - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

Can I spell accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (*e.g. big elephants cannot always use small exits*)
- ❑ Find the word in a list –
 - Key words list
 - Frequently used words list
 - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write, check
- ❑ Once you've solved it, add the correct spelling to your own word bank.



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Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	()	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

There/ their/ they're

Note: special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*




ITS

Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

Your/ you're

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:






- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for **you are** as in *you're coming over to my house*







Week	AO	Key Learning – Protest	Disciplinary literacy in Art and Design	Definition	Resources
8 & 9	1	<u>Practice outcome (3hrs)</u> Consider Composition of final outcome and have sketches to support Practise with 1-point perspective	Hue	Pure colour	 A4-A3 paper Paint – watercolour block, powder and acrylic Pencil Black biro Fineliner Marker pen Felt pen Collage
			Tint	Pure colour + white	
10	2	<u>Techniques linked to Bob and Roberta Smith</u> Media practise continues in preparation for outcome	Shade	Pure colour + black	
			Warm/Cool	Temperature of the colour	
11 & 12	4	<u>Create outcome</u> Using a range of practiced media and with increasing levels of control , create outcome	One-point perspective	the drawing has a single vanishing point, usually directly opposite the viewer's eye and usually on the horizon line. All lines parallel with the viewer's line of sight recede to the horizon towards this vanishing point.	  SCAN ME
			Hierarchy	is how the text is shown to create an order of importance to the elements of a design so as to direct attention	
13 & 14	4	Creation of outcome, DIRT and evaluation Completion of tasks and extension activities	Outcome	a final product or end result;	
			Evaluation	to judge or determine the significance, worth, or quality of; assess:	

Part	Key Learning
1	<ul style="list-style-type: none">A spreadsheet is an electronic document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations.A formula is an expression telling the computer what mathematical operation to perform upon a specific value. When referring to computer software, formulas are most often used in spreadsheet programs, such as Microsoft Excel.The appearance of contents of a cell is known as its format. It consists of font, font size, font color, alignment, etc.Conditional formatting is a feature in many spreadsheet applications that allows you to apply specific formatting to cells that meet certain criteria. It is most often used as color-based formatting to highlight, emphasize, or differentiate among data and information stored in a spreadsheet.Data validation means checking the accuracy and quality of source data before using, importing or otherwise processing data. Different types of validation can be performed depending on destination constraints or objectives. Data validation is a form of data cleansing.
2	<ul style="list-style-type: none">Macros are programs used to automate frequently used processes or tasks in Excel. A macro records operations and re-uses the sequence of mouse actions or keystrokes of anything you can do in Excel with keystrokes or a mouse.A function is a predefined formula that performs calculations using specific values in a particular order. All spreadsheet programs include common functions that can be used for quickly finding the sum, average, count, maximum value, and minimum value for a range of cells.The LOOKUP function is one of the lookup and reference functions. It is used to return a value from a selected range (row or column containing the data in ascending order)The IF function is one of the most popular functions in Excel, and it allows you to make logical comparisons between a value and what you expect. So an IF statement can have two results. The first result is if your comparison is true, the second if your comparison is false.

During this project you will be working as a **designer**. The designer rarely creates products solely for their own pleasure. In the course of this unit, you will come to understand the relationship between the **client** and **designer**.







You will need to understand the **problem** and **research existing solutions**. You will then follow a **design brief** and **specification** to enable you to create a **range of designs**. These designs will be developed towards a **manufacturable product**. When designing you will need to consider the **ergonomics** of the product to ensure it is comfortable, safe and easy to use. Manufacturers often follow a style of drawing called **orthographic projection**. You will be expected to read this, produce parts to a high **tolerance** and manufacture a working **prototype**. On completion, you will need to **evaluate** work completed against requirements in your **specification** suggesting **modifications** that could be made to improve it. In the workshop, you will build on previous knowledge of **solid timber** and **manufactured board** using a range of hand and machine techniques to realise your outcome.






Part	Key Learning	Disciplinary/Literacy	Resources
1	In this part, we will be introducing the problem outline . You need to understand how this links to the design brief . A clear understanding of the problem is always a good starting point. A designer then needs to work with the client to establish a design brief . This is a clear statement and sets out the task the designer will attempt to resolve. Designers rarely work in a totally linear manner. They would normally work in a manner that is known as iterative . The iterative design process is revisited and reflected upon at regular points in order to improve and refine design ideas to ensure they best meet the needs of the final user. As designers, we need to understand the key differences between “ needs ” and “ wants ” in a product. A “ need ” is an essential future for the product to function, a “ want ” is a desirable feature.	Iterative design Problem outline Design brief Client	
2	Carrying out a product analysis is when we analyse a product identifying its strengths, weaknesses and suitability for use. When analysing a product you might consider factors such as: the aesthetics or appearance, cost, intended customer, the ergonomics or ease of use, environmental factors, size, safety, function (what it is supposed to do) and material. When the designer has a clear understanding of the task and the way ahead, they need to generate a specification . This is a detailed list of requirements for the product and will focus the designing.	Research Ergonomics Aesthetics Specification	
3	During this part, you will be drawing on your understanding of the problem, any research carried out and your specification to develop a range of possible initial designs . These will be developed by adding details such as: key dimensions, methods of construction, how it will function, materials, joints, finishes etc.	Initial ideas Development Dimensions Construction Function	
4	Timber conversion is the process of changing wood from a tree into a usable material. Natural timber refers to trees which have been cut down and sliced into pieces of wood. Manufactured boards are where wood has been re-manufactured, usually by gluing it together in some way to turn it into a different usable product e.g. plywood or MDF To lamin ate something means to layer it up. Plywood is a laminated board	Manufactured board Natural timber Timber conversion Plywood Laminate	
5	A prototype is an early or initial sample, model, or release of a product built to test a concept or product. Hole saw . This is a saw-toothed device that goes in a drill and is used to cut large diameter holes. The “hole” piece of wood is removed as a circle. We often use these as parts of projects. Forstner bit . This is a large diameter drill bit for wood	Prototype Hole saw Forstner bit	
6	Sanding sealer is used as a finish on wood. This helps protect the wood from stains and marks. It also brings out patterns in the wood grain. Wax can be applied on top of dry sanding sealer. This gives a smooth feel to the surface, it also helps sliding parts move more easily.	Sanding sealer Wax	


Part	Key Learning	Disciplinary/Literacy	Resources
1	Sources and Environmental Issues Metals come from ore which is dug up from the ground. It is then crushed and melted in a blast furnace to purify it. This uses a huge amount of energy which means production of new metals has a big negative impact on the environment. Having said this, most metals are good for recycling. They can be classified into two groups: Ferrous Metals - Metals containing iron. Most of these will corrode (rust) and all are magnetic. Non Ferrous Metals - Metals not containing iron. Will not corrode easily and are not magnetic.	Ferrous Non Ferrous Corrosion Ore Bauxite Mining	
2	Marking out This consists of transferring the dimensions from the orthographic drawing to the workpiece in preparation for the next step, machining or manufacture. The use of marking out is to provide guide lines to work to, to provide the only control of the size and shape of the component, and to provide the control of the position and size of any features such as holes required in the component. An orthographic drawing represents a three-dimensional object using several two-dimensional views of the object. Orthographic projections are working drawings in third angle projection and show each side of a design without perspective i.e. a 2D drawing of a 3D object. They are used to show an object from every angle to help manufacturers plan production.	Scriber Centre punch Steel rule Radius Diameter Circumference	
3	Jigs In this case, a drill jig is a type of clamp that enables you to repetitively drill holes on multiple interchangeable parts by acting as a template to guide the twist drill into the precise location of each component part. Twist drills These are the most common type of drill and are sometimes known as jobber drills. These drills can be used with plastics and metals. Sizes up to 13mm have a straight shank, larger sizes have a taper shank which fits directly into the drilling machine spindle. Countersink drills A countersink produces a chamfer leading into a hole that has been drilled. This allows countersunk screw heads to sit level the surface of the workpiece. The size of the chamfer depends on how deep the countersink is pushed into the hole.	Jig Repetition Tolerance Accuracy Countersink	
4	Health and safety Care must be taken to prevent the risk of injury from debris and metal cuttings, the correct PPE must be worn. Due to the speed that the chuck rotates it is important that all loose clothing is removed and hair tied back. Lots of heat can be generated when drilling, so cutting fluids are used to cool the work and avoid burns when handling it. Before turning the machine on all guards must be in position. When using these drills care must be taken to avoid the drill snatching at the work piece as the tip breaks through the material. This snatching can cause thin materials to buckle or even shatter if they are brittle. It can be avoided by clamping the work firmly and drilling very slowly at the break through point. Using lubricant also avoids the drill snatching and breaking.	PPE Lubricant Malleable	
5	What Is Tolerance? Have you ever gazed at a wall and admired the gears in a clock? Those gears along with the other multiple moving components in a clock are engineered to ensure they work in unison. Nothing can be manufactured or built to perfection so engineers need to look at the parts, and determine how precise they have to be to still function. A tolerance is a range of how far a dimension can range from it's intended size i.e. 100 +/- 0.5mm means it can range between 99.5mm – 100.5mm.	Accuracy Tolerance Assembly	
6	Glass paper / abrasive sheets are supplied in a number of grades, sometimes referred to by grit size or the density of grit, Grits are represented by a number and the higher the number, the finer the grit. This means that you should start with a lower number to remove deep scratches and gradually work up through the grits to the wet and dry papers. These require water to be added to wash away the metal particles (swarf) and will ultimately provide you with a final surface finish that can be buffed using the polishing machine.	Grit Emery cloth Wet and dry paper Surface finish Polishing	

Part	Key Learning	Disciplinary/Literacy
1	<p><u>Sublimation Printing</u></p> <p>A sublimation printer and associated heat press, allows the user to 'sublimate' shapes, patterns and images, on to the surface of materials, such as polypropylene and textiles. It is a straightforward process, whereby a design is produced using CAD software. The design is printed using a sublimation printer, which is very similar to a regular ink jet printer, with the exception that it has been adapted for sublimation ink cartridges. The printed image, is placed on the surface to be sublimated, between the top and bottom plate of a heat press. Pressure and heat is applied (according to the manufacturers recommended time and temperature), turning the printed image into a gas. The gas penetrates the surface of the material and solidifies, produces a permanent image. Once cool, the printed product can be removed.</p>	<p>Sublimation</p> <p>Natural fibre</p> <p>Synthetic Fibre</p>
2	<p><u>Computer Aided Design (CAD)</u></p> <p>Computer Aided Design (CAD) is a vital tool for a Product Designer. CAD software allows a designer to quickly produce 3D images/designs. The design can then be rotated, colour rendered and analysed/evaluated. Then it can be improved. Software such as SketchUp, provided by Google, is ideal for a young designer or a professional.</p>	<p>Computer Aided Design</p> <p>Adobe Illustrator</p>
3	<p><u>Dyeing Fabrics</u></p> <p>There are several different ways of dyeing fabrics</p> <ul style="list-style-type: none"> - Stock or yarn - dyes the fibres before they become fabrics - Piece - dyes pieces of fabric - Garment - dyes clothing once it is made <p>Dyeing usually takes place in large vats before being heated and dried.</p>	<p>Mordant</p> <p>Resist dye</p>
4	<p><u>Patchwork</u></p> <p>Patchwork or "pieced work" is a form of needlework that involves sewing together pieces of fabric into a larger design. The larger design is usually based on repeating patterns built up with different fabric shapes (which can be different colors). These shapes are carefully measured and cut, basic geometric shapes making them easy to piece together.</p>	<p>Bobbin</p> <p>Presser foot</p>
5	<p><u>Plain seams</u></p> <p>Two pieces of fabric are joined together with a running stitch allowing for a seam allowance, which must be measured correctly to the desired width otherwise the garment being sewn will be the wrong size or shape, and needs neatening to prevent fraying (achieved by overlocking or pinking shears)</p>	<p>Raw edge</p> <p>Pinking shears</p> <p>Seam allowance</p>
6	<p><u>Hems</u></p> <p>A hem in sewing is a garment finishing method, where the edge of a piece of fabric is folded and sewn to prevent unravelling of the fabric and to adjust the length of the piece in garments, such as at the end of the sleeve or the bottom of the garment. There are many different styles of hems of varying complexities. The most common hem folds up a cut edge, folds it up again, and then sew it down. The style of hemming thus completely encloses the cut edge in fabric, so that it cannot unravel. Other hem styles use fewer folds.</p>	<p>Overlocker</p> <p>Hem</p>

Part	Key Learning	Disciplinary/Literacy
1	<p><u>Iterative design</u></p> <p>Iterative design is the process of continual improvement, of a concept, prototype, design or product. It is a cyclic approach to the development of a product, whereby a design is improved by frequent testing, client feedback, focus groups, materials testing, prototype testing, design development and evaluation, until a final refined / developed design is reached. It differs from the linear approach to design, whereby the designer goes through a number of predefined stages, one at a time, until a conclusive design is reached.</p>	Iterative Concept Prototype
2	<p><u>Design problem and brief</u></p> <p>The problem and design brief are sometimes viewed as two different sections of the design process. However, they are very closely related. Before you can start a design project you must find a 'problem' to solve. Sometimes this may be given to you as a question set by the teacher or the Examinations Board and is usually a paragraph of writing. The 'design brief' follows the 'problem' and states clearly how you intend to solve the design problem</p>	Specification Client
3	<p><u>Modelling</u></p> <p>When designing a product there is a time when it is necessary to make a scaled model. This is a useful exercise as it allows the designer to select an idea and make a 3D representation. Usually a designer will make a number of models starting with quick card models progressing to more detailed scaled models manufactured from more expensive materials. Sometimes specialised modelling materials are used to produce hyper realistic models.</p>	Scaled model 3 dimensional
4	<p><u>Boards</u></p> <p>INK JET CARD - A high quality paper, often used when a photograph is printed. The surface is normally gloss or matt, in texture. It is relatively expensive compared to cartridge or photocopying paper. 120 to 400gsm</p> <p>CARDBOARD - is thicker than paper as it is made up of a number of layers, glue or laminated together.</p>	GSM Laminated
5	<p><u>Anthropometrics</u></p> <p>The study of the human body and its movement, often involving research into measurements relating to people. It also involves collecting statistics or measurements relevant to the human body, called Anthropometric Data. When anthropometric data (measurements / statistics) is applied to a product, e.g. measurements of the hand are used to design the shape and size of a handle, this is ergonomics.</p>	Ergonomics Statistics
6	<p><u>Advantages of CAD</u></p> <ul style="list-style-type: none"> Ideas can be drawn and developed quickly. Designs can be viewed from all angles with a range of materials. Some testing and feedback can be done before costly production <p><u>Disadvantages of CAD</u></p> <ul style="list-style-type: none"> Expensive to set up Needs a skilled workforce Difficult to keep up with a constantly changing technology. Computers can fail. 	CAD Modelling

Part	Key Learning	Literacy	Definition	Resources
1	<u>How making popular takeaway dishes is a healthy alternative</u> <ul style="list-style-type: none">• Balanced diet and healthy eating• How to read a nutritional table on packaging• Carbohydrate are sectioned in starches and sugars• Fats are sectioned into saturated and unsaturated fats• Salts are shown as sodium	Balanced diet Macronutrients	a diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health. Provide the body with energy	
2	<u>Analysing the nutrition of takeaway foods</u> <ul style="list-style-type: none">• Learning the correct terms for cuts of vegetables - Julienne• We use an arch shape with our hands when we cut vegetables that will roll• We use a claw hand shape to cut julienne and brunoise when the vegetable has a flat surface.	Julienne	a portion of food cut into short, thin strips	
3	<u>Cook Quesadillas</u> <ul style="list-style-type: none">• Using the hob (conduction heat)• Cut vegetables to thin strips (julienne)• Use an arch and claw grip to cut safely.• Use hygiene rules to prepare and cook food safely and clean down.	Health and Safety Dry Frying Conduction heat	prevent accident or injury in workplaces Frying without oil Transfer of heat between substances in direct contact	
4	<u>How to make Chicken Curry</u> <ul style="list-style-type: none">• Food hygiene for raw chicken – store at 1-5°C cook till core temperature is 85°C• Safe food storage - High risk foods (foods that cause food poisoning) need to be stored in a fridge to prevent bacteria growing to dangerous levels and causing food borne illness.• How to store food in a fridge – ready to eat foods at the top. Meat poultry and fish on the bottom. Fruit and veg in draws below. Milk in the door.• How to cut fine brunoises - Cut fine julienne and then to fine brunoise to cook evenly.	Food hygiene Brunoise Cross contamination	Actions that prevent food-borne illness. A cut of vegetables – finely diced microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.	
5	<u>Cook Chicken Curry</u> <ul style="list-style-type: none">• <u>Using</u> the hob (conduction heat)• Cut vegetables to fine brunoise (fine dice)• Prepare and cook chicken safely	Simmer core temperature	stay just below boiling point while bubbling gently Temperature at the center of foods	
6	<u>How to make Sweet and Sour Chicken –</u> <ul style="list-style-type: none">• By mixing cornflour with water and heating, it gelatinises and thickens liquids. (gelatinisation)• Cooking chicken safely by visual checks to see that it is white all the way though or to measure the core temperature is 85°C	Gelatinisation	gelatinisation occurs when starch granules are heated in a liquid, causing them to swell and burst, which results in the liquid thickening	


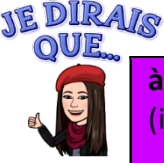

Part	Key Learning	Literacy	Definition	Resources
7	<u>Cook Sweet and Sour Chicken</u> <ul style="list-style-type: none"> Use fine brunoise cut for all vegetables Handle chicken safely checking the core temperatures is 75g Thicken sauce using cornflour to gelatinise. Store high risk foods in the fridge 	High risk foods	Foods that are ready to eat, foods that don't need any further cooking, and foods that provide a place for bacteria to live, grow and thrive are described as high-risk foods . Examples of high-risk foods include: cooked meat and fish. gravy, stock, sauces and soup	
8	<u>Learn how to make kofta and understand how meat coagulates</u> <ul style="list-style-type: none"> Analyse the nutrition of a takeaway kofta to see if it has the recommended daily allowance of salt (6g), fat (70g) and sugar (90g) Proteins coagulate when heated. This is why meat contracts and shrinks during cooking. Watch how Kofta is made and how it coagulates during cooking. 	Analyse Coagulation	examine (something) methodically and in detail. When proteins are heated they tighten/ shrink becoming solid. This is seen in meat when it is cooked.	
9	<u>Cook Kofta</u> <ul style="list-style-type: none"> Shape and cook kofta using oven (convection cooking) or grill (radiation cooking) Meat will coagulate when cooked. 	Convection cooking Radiation cooking	convection refers to a method of heat transfer where food is heated by a moving heat source such as hot air inside an oven . radiation is the process where heat and light waves strike and penetrate your food	
10	<u>Learn how to make Jerk Chicken</u> <ul style="list-style-type: none"> Convection cooking using the oven to heat the air and cook food. Marinating tenderises meat making it soft and giving flavour. The acidity in the yogurt breaks down the protein in the meat. 	Marinade Denaturisation	Marination is the process of immersing foods in a liquid often made with oil, seasonings, and an acid or enzymatic component, to flavor and tenderize food When acid tenderises meats	
11	<u>Cook jerk chicken</u> <ul style="list-style-type: none"> Tenderise chicken meat with the acidity of the marinade Use health and safety / food hygiene to prepare chicken safely 	Health and safety Food hygiene		
12	<u>Assessment</u> <ul style="list-style-type: none"> Applying healthy eating guidelines to nutritional tables Cutting techniques Safe food storage Food science – gelatinisation/ Coagulation/ Marinating Method of cooking 			

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Introduction to Eduqas Drama GCSE Component 1 Devising Theatre 40% of qualification. Students are required to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.</p> <p>Students respond to Exam board Stimuli: Learners will work in groups in response to one of the stimuli below:</p> <ol style="list-style-type: none"> 1. 'Because...it all decays! All your precious memories...everything you are... everything you think you are...you cannot hang onto it ...it fades ... until there is just a vague smudge of what you were'. (100 – Imaginary Body) 2. 'Starz in their Eyes' – Just Jack 3. 'Run to the fire; don't hide from it' – Meg Whitman 4. Image by Brazilian pop artist Lobo = <p>Brainstorm ideas for each stimuli!</p>	 <p>Conventions, forms, strategies, Alter ego Back story, Chorus/chorus work voice Conscience corridor (also known as 'conscience alley' or 'thought tunnel') Flashback, Forum theatre, Freeze-frame, Hot-seating, Improvisation, Narration, Narrator, Pace, Pause, Pitch. Rehearsal techniques, Role reversal, Role transfer, Sculpting Soundscape, Split screen Tableau(x), Tempo, Thoughts in the head or thought tracking. Analytical, structural and theatrical terms Alienation. Anti-climax.</p>	<p>GCSE Drama Eduqas</p> <p>GCSE Drama - Eduqas - BBC Bitesize</p>
2/3	<p>Rehearsal Response to chosen Stimuli: devise a piece of original theatre in response to one of the above stimuli, using either the techniques of an influential theatre practitioner or theatre company or the characteristics of a genre of drama.</p> <p>Students create and develop ideas to communicate meaning to an audience by: • researching and developing ideas using the techniques or characteristics of the practitioner or genre • rehearsing, amending and refining the work in progress. Students should consider the following when devising their piece of theatre: • structure • theme/plot • form and style • language/dialogue. Learners choosing performing should consider how meaning is communicated through the following, as appropriate to the piece of theatre: • performance conventions • use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust) • relationships between performers and audience • design elements including lighting, sound, set and costume • the physical and vocal interpretation of character.</p>	<p>Staging: Arena staging Aside Audience Auditorium Devising/devised work Dramatic irony Dramatic tension End on staging Epic theatre Fourth wall Genre Monologue Naturalism Physical theatre Promenade staging Proscenium Realism Style Subtext Theatre in the Round Thrust stage Traverse stage Devising, Improvisation. Characterisation Still Image/Freeze Frame Role-Play Split Stage Vocal Skills Tone of voice, Pitch, Pace, Pause, Volume</p>	<p>Styles, genres and practitioners - GCSE Drama Revision - BBC Bitesize</p>
4	<p>Produce a portfolio of supporting evidence which demonstrates the research, creation and development of ideas. This is a working record and therefore should be compiled during the process and edited to ensure an appropriate focus. The evidence should focus on three stages which are significant to the development of the devised piece of theatre. The three stages should demonstrate: 1. how ideas have been researched, created and developed in response to the chosen stimulus 2. how ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning 3. how ideas have been developed, amended and refined during the development of the devised piece. For each stage, candidates must provide illustrative material (as listed below) and a commentary, which may include annotations on the illustrative material. The commentary for each stage should be approximately 250 – 300 words and total 750 to 900 words for the complete portfolio.</p>		
5	<p>Performance The length of the piece will depend on the number of actors in the group and should be as follows: Group of two actors: 5-10 minutes Group of three actors: 7-12 minutes Group of four actors: 9-14 minutes Group of five actors: 11-16 minutes. Each actor must interact with other performers and/or the audience for a minimum of five minutes. Performer's must change their facial expression and body language to create their chosen character. How has your body and face portrayed your chosen character? How have you fulfilled the stimuli?</p>		
6	<p>Written Evaluation 3 main sections to the evaluation in:</p> <ol style="list-style-type: none"> 1. Analyse and evaluate either their interpretation of character/role or their realisation of design in the final performance. 2. Analyse and evaluate how either their own performance skills or their own design skills contributed to the effectiveness of the final performance 3. Analyse and evaluate their individual contribution to the final performance, including how effectively they fulfilled their initial aims and objectives (referring back to stimulus and practitioner/genre). 		

Part	Key Learning SharePoint Resources	Disciplinary Literacy
1	<p>Plot summary</p> <p>1 The Sound of the Shell – During WW2, plane carrying evacuees crashes on an island. Piggy (P) meets Ralph(R) and they find a conch shell. R made leader; Jack (J) made leader of hunters.</p> <p>2 Fire on the Mountain – Beastie first mentioned. Signal fire rages out of control and kills boy with birthmark.</p> <p>3 Huts on the Beach – P focuses on building shelter; J and choir prefer hunting. Simon (Si) disappears and finds peaceful, aromatic part of island.</p> <p>4 Painted Faces and Long Hair – J and others paint their faces – say it's for camouflage but it reveals their savage identity.</p> <p>5 Beast from Water – beastie discussed. J starts to rebel against the rules/democracy.</p> <p>6 Beast from Air – Sam + Eric (S+E) mistake the parachutist for the beast</p> <p>7. Shadows and Tall Trees – The boys fight and separate. Storm begins.</p> <p>8 Gift for the Darkness – J sacrifices pig's head to beast</p> <p>9 A View to a Death – Si thinks the head talks to him; it realises his paranoia. S killed by the boys.</p> <p>10 The Shell and the Glasses – P, S+E avoid talking about Si's death. J and hunters steal P's glasses.</p> <p>11 Castle Rock – P+R go to get P's glasses. P killed by Roger.</p> <p>12 Cry of the Hunters – R runs for his life. Fire engulfs the island and a naval officer comes to investigate. The boys are rescued.</p>	<p>Evacuee = a person evacuated from a place of danger, such as children in Britain WW2</p> <p>Conch = large seashell</p> <p>Camouflage = hide or disguise, blend with surroundings</p> <p>Engulf = sweep over (something) so as to surround or cover it completely.</p> <p>Allegory = story that relates to another context</p> <p>Morality = some behaviour is right, and that other behaviour is wrong</p> <p>Savagery = an act of cruelty or violence</p> <p>Universal = collective, entire, general, common</p> <p>Accountable = willingness to accept responsibility</p> <p>Autocracy = government in which one person possesses unlimited power</p> <p>Mob mentality = people act the same way or adopt similar behaviors as the people around them — often ignoring their own feelings in the process</p> <p>Human nature= ways of thinking, feeling and acting which humans have naturally</p> <p>Innocence = not guilty, lack of corruption, purity</p> <p>Responsibility = be in charge of something or being accountable</p> <p>Liberation = freedom</p> <p>Instinct = internal, fixed pattern of behaviour or feeling, impulse</p> <p>Hierarchy = a system in which members of an organization or society are ranked according to relative status or authority.</p> <p>Civilisation= he society, culture, and way of life of a particular area. Considered to be most 'advanced'.</p> <p><i>To what extent do you agree...? – what evidence is there to support? What evidence is there to contradict?</i></p>
2	<p>Key characters -Ralph – Anglo Saxon word for council: leader, tall, rational, blonde hair. Piggy – nickname only (never learn his real name): glasses-wearing, asthma- suffering, low class, bullied. Jack – 'one who takes over' – tall, intimidating, red hair. Simon – 'one who listens' – small, shy, 'queer', spiritual, black hair. Roger – 'one with a spear' – secretive, sadistic, Jack's sidekick. Sam and Eric – twins, always together. The Littluns – collective name of the younger boys</p>	
3	<p>Key themes - Democracy vs dictatorship, civilisation vs savagery, the loss of innocence, consequences of war, individual vs community, good vs evil, human nature (the natural desires we have in us: to be selfish, savage and immoral), communication (or lack of it)</p>	
4	<p>Context</p> <ul style="list-style-type: none"> The people of Britain had just been through the Second World War. Food was still being rationed in Britain. It was feared that there might be a nuclear war between Western countries and the Soviet Union. Golding worked as a teacher in a boys' school and said he understood young boys with 'awful precision.' Golding served in the Navy during WW2. He came to the conclusion that all human beings had the capacity for incredible evil, even children. Britain was having to come to terms with the loss of the British Empire. Public schools (where most of the boys on the island went to) still produced most of Britain's leaders and top professionals. The class system was very much existent in Britain. Nazi Germany had adopted a system of rewarding the strong and attacking the weak. The adults the boys wish could help them are the same ones who are fighting the war that has led to the boys being stranded. 	

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Volcano : An opening in the Earth's crust from which lava, ash and gases erupt.</p> <p>Management : Methods of monitoring, planning, prediction and responding to natural hazards</p> <p>Primary effects - Initial impacts of a natural event on people & property, caused directly by it.</p>	<p>Eyjafjallajökull (E15) Eruption, located in northern Europe, Iceland 2010 Causes: The North-American and Eurasian plates move apart on a constructive margin. Effects: The thick ice cap melted causing major flooding. No reported deaths. Airspace closed across Europe, with at least 17,000 flights cancelled. Cost insurers £65m to cancelled flights. Management</p> <p>Iceland had a good warning system with texts being sent to residents within 30 minutes. Large sections of European airspace were closed down due ash spread over the continent. Airlines developed ash monitoring equipment.</p> <p>Mt Merapi (meaning Mountain of Fire) Island of Java, Indonesia, south east Asia, 2010. One of the most densely populated parts of Java, over 11,000 people living on the slopes of the mountain. Most people are poor farmers who depend on the richness of the soil for their living. Causes: Destructive plate margin, Subduction zone. The Indo-Australian Plate being subducted beneath the Eurasian Plate - part of the Pacific Ring of Fire. Primary effects Volcanic bombs and heat clouds, with temperatures up to 800°C, spread over 10km. Pyroclastic flows travelled 3 km down the heavily populated mountain sides. Volcanic ash fell up to 30 km away. Bronggang a village 15 km away was buried under 30cm of ash. Secondary effects Ash clouds caused major disruption to aviation across the region. Vegetable prices increased because of the damage to crops. Heavy rain on 4th November caused lahars, washing ash and rock down into towns and destroying bridges.</p>
2 and 5	<p>Tsunami : A series of waves in a water body caused by the displacement of a large volume of water.</p> <p>Displacement : when an object enters water, it pushes out water to make room for itself.</p> <p>Epi centre – The place directly above the focus of an earthquake, where the energy from seismic waves is greatest.</p>	<p>Tsunami – causes: underwater earthquakes at destructive plate boundaries. An oceanic plate is subducted into the mantle beneath a continental plate. Friction occurs and causes the plates to stick. Energy accumulates, like that of a compressed spring. When the energy exceeds the friction, the plates snaps back into position. This movement displaces the water above causing a wave to form. The waves can travel quickly over large distances. When the waves reach shallower water the following happens: 1) the shallow water slows the waves 2) the height of the waves can increase by several metres 3) the waves get closer together. Water retreating is a sign that a tsunami is approaching a coast. Shortly after this happens, the waves reach the shore. This is the trough of the wave following behind.</p> <p>2011 earthquake off the Pacific coast of Tōhoku: On Friday, March 11, 2011, at 2.46 PM, a magnitude 9.0 earthquake occurred at the point where the Pacific plate slides beneath the North American plate. The epicentre was 30km below the Pacific Ocean seabed and 129km off the east coast of Honshu, Japan. This triggered a tsunami. Waves were generated and travelled across the Pacific Ocean.</p> <p>Effects - The wave travelled as far as 10 km inland in Sendai. The massive surge destroyed three storey buildings where people had gathered for safety. A state of emergency was declared at the Fukushima nuclear power plant, where a cooling system failed and released radioactive materials into the environment.</p>
3 and 6	<p>Monitoring :Recording changes, e.g. earthquake tremors around a volcano.</p> <p>Planning :Actions taken to enable communities to respond to, and recover from, natural disasters.</p> <p>Prediction :Attempts to forecast when and where a natural hazard will strike.</p>	<p>Managing Volcanic eruptions, monitoring. Seismometers are used to detect earthquakes. Thermal imaging and satellite cameras can be used to detect heat around a volcano. Gas samples may be taken, and chemical sensors used to measure sulphur levels. In March 2010 on Mt. Merapi, the first signs of eruption were shown by Tiltmeters which showed the volcanic dome had begun to bulge. In September there was increased earthquake activity, white plumes of smoke were seen rising above the volcano's crater. Protection - Creating an exclusion zone around the volcano. Being ready and able to evacuate residents. Having an emergency supply of basic provisions, such as food. Trained emergency services and a good communication system. Managing Earthquakes and Tsunamis - A system of buoys which can monitor wave height has been established in Tsunami prone areas. However, these are expensive and difficult to maintain, meaning those around Indonesia are no longer operational. NASA use satellite imagery which can measure waves over 1 metre. These systems can provide an early warning system. This is dependent on having a good communication network. Protection Japan recently unveiled a newly-installed, upgraded tsunami warning system. Earthquake engineers examined the damage, looking for ways to construct buildings which are more resistant to quakes and tsunamis. Studies are ongoing.</p>

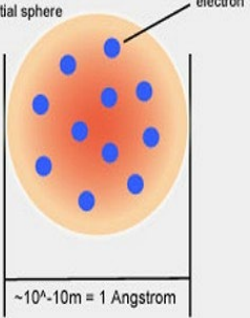
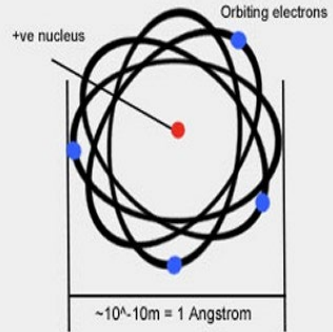
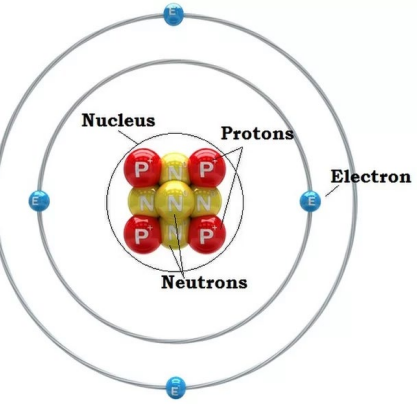
Part	Disciplinary/Literacy	Key Learning: Attempts to prevent illness & disease.
1 and 4	<p>Miasma - Bad smells thought to cause disease.</p> <p>Flagellants - a person who subjects themselves or others to flogging, either as a religious discipline.</p> <p>Philosophy - the study of the fundamental nature of knowledge, reality, and existence.</p> <p>Alchemy - An ancient branch of philosophy of how to change basic substances.</p> <p>Physicians - a person qualified to practice medicine.</p> <p>Apothecaries - People who prepare or sell medicines.</p> <p>Soothsayer - a person supposed to be able to foresee the future.</p>	<p>EARLY METHODS OF PREVENTION OF ILLNESS & DISEASE: Travellers had to spend up to 1 month outside the town walls in the quarantine. Infected families were boarded inside their homes, some held scented flowers to avoid bad air or miasma, some took potions like theriac (an ointment) in an attempt to kill off the plague. Flagellants whipped themselves so that God would not punish them. ALCHEMY, PHYSICIANS, SOOTHSAYERS: Alchemy came to Europe in the late middle ages with ancient writings translated into Latin. It was a mixture of science, philosophy and mysticism (the belief there is a hidden meaning). Alchemists attempted to find the 'elixir of life' to make a person immortal for life. In doing so, they produced hydrochloric acid and nitric acids whilst discovering the elements: arsenic, antimony and bismuth. These discoveries laid the foundation for the development of chemistry.</p> <p>Physicians trained at medical school in Italy or Paris and used a variety of methods including urine charts, 'zodiac man' charts and other odd methods. Apothecaries experimented with herbs to find medicines.</p> <p>As there were very few trained doctors in England, most people depended on the 'wise woman' or soothsayer. They would collect plants and herbs, special stones and carry them in a willow basket. They would make special charms to protect against evil. Mother Shipton was a famous fifteenth century soothsayer.</p>
2 and 5	<p>Cholera - infectious disease caused by drinking/eating contaminated water.</p> <p>Scurvy - Vitamin c deficiency.</p> <p>Smallpox - Contagious viral disease, with fever and pustules usually leaving permanent scars.</p> <p>Inoculation – involves spreading a small dose of the disease from an infected wound</p> <p>WHO – World Health Organisation, advise & support international public health & medicines.</p>	<p>APPLICATION OF SCIENCE IN THE PREVENTION OF DISEASE IN THE LATE 18th AND 19th CENTURIES:</p> <p>Helped by the development of the microscope in 1590, modern science began to develop. The ideas of the ancient writers, like the Four Humours Theory were proved wrong. New discoveries like the foxglove plant as a utensil to treat heart disease by William Withering were made. During the eighteenth century, there was a focus on the thesis 'prevention is better than cure', fresh air and exercise were all the range for those that could afford it. It was a time of fads, vegetarianism became popular as did teetotalism. John Snow discovered the cause of cholera in 1854 and James Lind discovered the cause of scurvy in 1753. VACCINATION: Smallpox was spread by coughing, sneezing or contact with an infected person. In the eighteenth century, two methods of preventing this disease were discovered: inoculation and vaccination. Inoculation involved spreading a small dose of the disease from an infected wound. This was popular yet not completely safe, some patients died as they contracted a fatal form of the disease. In 1796, Edward Jenner developed a safer method to prevent smallpox. He experimented with milkmaids (who had cowpox) and first tested the vaccine on a small boy, James Phipps. He called it vaccination after the Latin word 'vacca' (cow). Since 1977, there has been no cases of smallpox and in 1979, the WHO declared smallpox extinct. In the twentieth century other diseases have been eliminated such as polio and measles.</p>
Part 3 and 6	<p>Germ theory - The theory that certain diseases are caused by the invasion of the body by microorganisms, organisms too small to be seen except through a microscope.</p> <p>TB - Tuberculosis a bacterial infection spread through inhaling tiny droplets from the coughs or sneezes of an infected person.</p> <p>Rabies - Spreads by the saliva of infected animals and leads to brain inflammation.</p>	<p>THE DISCOVERY OF ANTIBODIES:</p> <p>In 1861, Pasteur published his germ theory which proved that bacteria caused diseases. This idea was taken up by Robert Koch in Germany, who began to isolate the specific bacteria that caused particular diseases, such as TB and cholera. It was Koch who realised that antibodies could help destroy bacteria and build up immunity against disease. However, back in France it was Pasteur who developed the first vaccines since Jenner, with vaccines for chicken cholera, anthrax and rabies.</p> <p>In World War One, 10 million vaccine doses were produced for troops being sent to the Western Front. As a result, deaths from typhus fell to 0.14 per 1,000, compared to 14 per 1,000 for the Boer War 15 years earlier.</p>

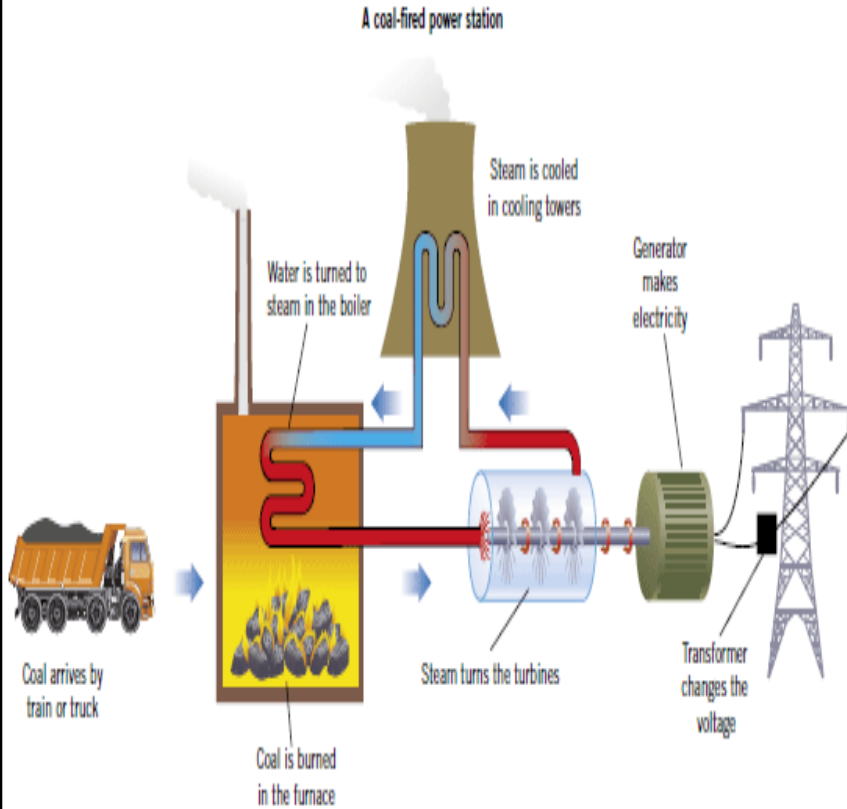
Part	Key Learning: A Paris on peut... In Paris you can (present tense)								Resources			
1	Prepositional start A Paris – In Paris A Londres -In London Pendant les grands vacances – During the summer holidays En juillet – In July	Verb on peut – you can j’aime I like elle déteste she hates Il adore he loves	visiter to visit	Noun		Preposition + noun en ville in a town à la plage at the beach dans la mer in the sea dans le lac in the lake à la montagne in the mountains en forêt in a forest	With avec mon frère with my brother avec mon père with my dad avec ma sœur with my sister avec ma mère with my mum avec ma famille with my family avec mes parents with my parents avec mes grands-parents with my grandparents avec mes amis with my friends seule on my own	Past: hier le weekend dernier la semaine dernière l’année dernière avant-hier l’hiver dernier Present: aujourd’hui tous les jours souvent rarement quelquefois Normalement de temps en temps en ce moment en été Future: demain Le weekend prochain la semaine prochaine l’année prochaine ce week-end				
2				faire to do, to make	un tour en segway a tour on a segway les magasins shopping du vélo cycling du VTT mount’ biking					un safari a safari une balade en bateau a boat trip du tourisme sightseeing de la natation swimming des châteaux de sable sandcastles de nouveaux amis new friends		
3				jouer to play	au foot football au volley volleyball					à la pétanque French bowls aux cartes cards		
4			manger to eat	des glaces ice cream des crêpes pancakes des gaufres waffles	la cuisine de la région the local food au restaurant in a restaurant au café in a cafe							
			acheter to buy	des cartes postales postcards	des cadeaux some presents des souvenirs souvenirs							
5			voir to see	La Joconde -The Mona Lisa	les Pyramides du Louvre The Pyramids at the Louvre							
			prendre to take	des photos - photos	le métro pour aller au Louvre The underground to go to the Louvre							
				aller to go	au théâtre -to the theatre au cinéma - to the cinema	à un concert to a concert au marché (de puces) to the (flea) market						
6			<div><div></div><div>à mon avis/pour moi, c’est (in my opinion/for me, it is)</div><div>vraiment époustouflant really breathtaking très impressionnant very impressive</div><div>mais but</div><div>un peu cher a little expensive trop chargé too busy</div></div>									

Topic/Skill	Definition/Tips	Example
1. Expression	A mathematical statement written using symbols, numbers or letters,	$3x + 2$ or $5y^2$
2. Equation	A statement showing that two expressions are equal	$2y - 17 = 15$
3. Identity	An equation that is true for all values of the variables An identity uses the symbol: \equiv	$2x \equiv x+x$
4. Formula	Shows the relationship between two or more variables	Area of a rectangle = length x width or $A = L \times W$
5. Simplifying Expressions	Collect 'like terms'. Be careful with negatives. x^2 and x are not like terms.	$2x + 3y + 4x - 5y + 3 = 6x - 2y + 3$ $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$
6. x times x	The answer is x^2 not $2x$.	Squaring is multiplying by itself, not by 2.
7. $p \times p \times p$	The answer is p^3 not $3p$	If $p=2$, then $p^3=2 \times 2 \times 2=8$, not $2 \times 3=6$
8. $p + p + p$	The answer is $3p$ not p^3	If $p=2$, then $2+2+2=6$, not $2^3 = 8$
9. Expand	To expand a bracket, multiply each term in the bracket by the expression outside the bracket.	$3(m + 7) = 3m + 21$
10. Factorise	The reverse of expanding. Factorising is writing an expression as a product of terms by 'taking out' a common factor.	$6x - 15 = 3(2x - 5)$, where 3 is the common factor.

Part	Key Learning	Disciplinary/Literacy
1	Money Matters: Spending Money Needs and Wants	<p>Needs: things you really cannot do without. What things would this include? Water, food, housing, clothes, warmth.</p> <p>Wants: things or services that you would like to buy if you can afford to.</p>
2	Money Matters Ways to Pay	<p>CASH – Coins were first used in the 7th Century BCE (over 2700 years ago) and notes first appeared in China thousands of years before that.</p> <p>CARDS – Since paying for things using a card first appeared in the 1950s, there has been a rapid growth in the different types of cards used to access money.</p> <p>Debit Cards – When you make a payment or withdraw cash with a debit card, the money is taken straight out of your bank account electronically if you have enough money there. You cannot borrow money using a debit card.</p> <p>Benefits of using a debit card – you don't have to pay interest to the bank as the money is your to spend as you wish.</p> <p>Credit Cards – available in the UK from the age of 18 years old, these allow you to instantly borrow money up to a certain amount (credit limit). When you buy something with a credit card, the amount you have spent is added to the total amount you have already borrowed.</p> <p>Benefits of using a credit card – it gives you greater protection if something goes wrong. E.g. if the business you spent with goes bankrupt or an online order is not delivered. You can claim between £100 and £30,000 from the credit card company (based on the value of what you spent).</p>
3	Money Matters Budgeting	<p>Budgeting is the process of managing your money. It is used to manage the balance between your INCOME and your EXPENDITURE.</p> <p>Budget is the amount of money you plan to spend.</p>
4	Money Matters Value for Money	Price Comparison website – a website that compares the same product or service across different retailers to show consumers which has the cheapest price
5	Money Matters Consumer rights	LOAF acronym: Last, Of satisfactory quality, As described and Fit for purpose

Part	Key Learning			Disciplinary/Literacy
1	<u>Social</u> Everything can be learnt from others. We copy and imitate. We learn by watching. We expect rewards.	<u>Cognitive</u> Our understanding of the world is linked to language and ideas. We build a map of the world (a schema) which helps us make sense of it.	<u>Individual differences</u> A belief that each person acts and thinks differently BUT even though there are differences there are also similarities	Aim: idea for a study or a reason
2	We learn from role models (especially the same gender) <u>Behavioural</u> Everything can be learnt This is conditioning It was tested by Pavlov and Skinner.	<u>Developmental</u> As we grow we change/develop. The brain, the mind, behaviour and attitude often shifts as ability grows. It links closely to the cognitive area of psychology	<u>More keywords:</u> Method: the way that a study is conducted including the type of test, the location and the sample. Lab experiment: a carefully designed test in controlled laboratory conditions which will test the hypothesis Observation: a different way to test the hypothesis by watching what people do Sample: a small selection of people/things to be tested	Hypothesis: a testable statement set by the researcher
3	It is reinforced with rewards and punishment People learn to react a specific way to a stimulus e.g. a firebell			Confederate: a person who takes part in a study as an actor Participant: a person recruited to be part of a study
4	<u>Nature vs nurture</u> Nature says all behaviour is down to biology, genetics and evolution. Nurture believes it is all down to environment, how you are cared for and experience	<u>Reductionism vs holism</u> Reductionism is breaking behaviour down into individual parts whilst holism looks at all the things that affect an individual and their behaviour	<u>Individual vs situational</u> Individual explanations look at the person and specifically their personality as the reason for their behaviour. Situational considers the situation that each individual is in at the time that the behaviour occurs and also considers whether they are alone or part of a group.	DV (dependent variable): factors that the researcher manipulates to see the result
5	<u>Free will vs determinism</u> Free will suggests we can all make a choice whilst determinism suggests this controlled by genes or experiences.			IV (Independent variable): the variable being tested by the hypothesis
6	Research requires a sample of the population to be tested, an idea, a place to conduct the study e.g. a laboratory (lab study), a hypothesis and a standardised procedure (so it can be repeated in the future if needed).			Extraneous variable: unexpected factors the researcher didn't choose to manipulate but might have an effect the variable being changed to test the DV

Part	Key Learning	Disciplinary/Literacy	
1	<div> <div> Plum Pudding Model  </div> <div> Nuclear Model  </div> </div>	Atom	A particle with no electric charge made up of a nucleus containing protons and neutrons and surrounded by electrons.
2		Proton	A positively charged particle found in the nucleus of an atom.
		Neutron	A neutral particle found in the nucleus of an atom.
		Electron	Negatively charged particles found on energy levels (shells) surrounding the nucleus inside atoms.
		Nucleus	Central part of an atom containing protons and neutrons.
		Energy level (shell)	The region an electron occupies surrounding the nucleus inside an atom.
		Atomic number	Number of protons in an atom.
		Mass number	Number of protons plus neutrons in an atom.
		Isotope	Atoms with the same number of protons but a different number of neutrons.
3	<div> <p>Atomic Mass = # of Protons + # of Neutrons</p> <p>4</p> <p>2He</p> <p>Atomic Number = # of Protons</p> </div>	Relative atomic mass	The average mass of atoms of an element taking into account the mass and amount of each isotope it contains. RAM = Total mass of atoms / total number of atoms
		Electronic structure	The arrangement of electrons in the energy levels of an atom.
4		Ion	An electrically charged particle containing different numbers of protons and electrons.
		Group	The name given to each column in the periodic table.
		Element	A substance containing only one type of atom.
		Compound	A substance made from different elements chemically bonded together.
		Period	The name given to a row in the periodic table.
5		Alkali metals	The elements in Group 1 of the periodic table.
		Noble gases	The elements in Group 0 of the periodic table.
		Halogens	The elements in Group 7 of the periodic table.
		Diatomic molecule	A molecule containing 2 atoms.
		Halides	Compounds made from Group 7 elements.
6		Mixture	More than one substance that are not chemically bonded.
		Solvent	The liquid that a solute dissolves in.
		Solution	A solute dissolved in a solvent.
		Soluble	A substance that will dissolve.
		Insoluble	A substance that will not dissolve.
		Solute	The solid that dissolves in a solvent.

Part	Key Learning	Disciplinary/Literacy	
1	 <p>A coal-fired power station</p> <p>Coal arrives by train or truck</p> <p>Coal is burned in the furnace</p> <p>Water is turned to steam in the boiler</p> <p>Steam turns the turbines</p> <p>Generator makes electricity</p> <p>Transformer changes the voltage</p> <p>Steam is cooled in cooling towers</p>	Specific heat capacity	The energy needed to raise the temperature of 1kg of a substance by 1°C.
		Dissipate	To scatter in all directions or to use wastefully. When energy has been dissipated it means we cannot get it back. The energy has spread out and heats up the surroundings.
		Non-renewable energy resources	Energy resources which will run out, because they are finite reserves, and which cannot be replenished.
		Renewable energy resources	Energy resources which will never run out and (or can be) replenished as they are used.
		Alternative energy resource	Resources other than fossil fuels. The resources may or may not be renewable. Nuclear power is not a renewable energy resource, but tidal power is. Alternative energy resources do not contribute to global warming.
		Biofuel	Fuel produced from biological material. Biofuels are provided by trees such as willow that can be grown specifically as energy resources.
2	<p><u>Energy Equations</u></p> <p>Efficiency (%) = (useful energy out ÷ total energy in) x 100.</p> <p>GPE = mgh Gravitational Potential Energy = mass x gravity x height.</p> <p>$E_e = \frac{1}{2}ke^2$ Elastic potential energy = 0.5 x spring constant x extension²</p> <p>$KE = \frac{1}{2}mv^2$ Kinetic Energy = 0.5 x mass x velocity².</p> <p>W = F x d work done = force x distance.</p> <p>W = E work done = energy transferred.</p> <p>P = E ÷ t power = energy ÷ time.</p> <p>$E = c \times m \times \theta$ energy = specific heat capacity x mass x change in temperature.</p>		

My Diary :							
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	01/11/2021	02/11/2021	03/11/2021	04/11/2021	05/11/2021	06/11/2021	07/11/2021
2	08/11/2021	09/11/2021	10/11/2021	11/11/2021	12/11/2021	13/11/2021	14/11/2021
3	15/11/2021	16/11/2021	17/11/2021	18/11/2021	19/11/2021	20/11/2021	21/11/2021
4	22/11/2021	23/11/2021	24/11/2021	25/11/2021	26/11/2021	27/11/2021	28/11/2021
5	29/11/2021	30/11/2021	01/12/2021	02/12/2021	03/12/2021	04/12/2021	05/12/2021
6	06/12/2021	07/12/2021	08/12/2021	09/12/2021	10/12/2021	11/12/2021	12/12/2021
7	13/12/2021	14/12/2021	15/12/2021	16/12/2021	17/12/2021		

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
01/11/2021			
02/11/2021			
03/11/2021			
04/11/2021			
05/11/2021			
08/11/2021			
09/11/2021			
10/11/2021			
11/11/2021			
12/11/2021			
15/11/2021			
16/11/2021			
17/11/2021			

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
18/11/2021			
19/11/2021			
22/11/2021			
23/11/2021			
24/11/2021			
25/11/2021			
26/11/2021			
29/11/2021			
30/11/2021			
01/12/2021			
02/12/2021			
03/12/2021			
06/12/2021			
07/12/2021			
08/12/2021			

My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
09/12/2021			
10/12/2021			
13/12/2021			
14/12/2021			
15/12/2021			
16/12/2021			
17/12/2021			

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