

**Year 9**

**Knowledge Organiser**

**Spring 2022 - I**

# 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



## literacy mat

### 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.



## literacy mat

### 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*

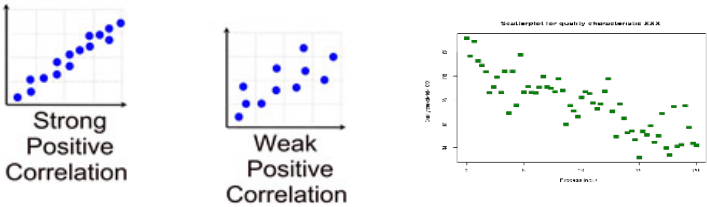
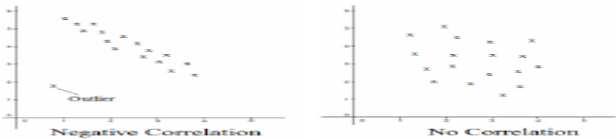
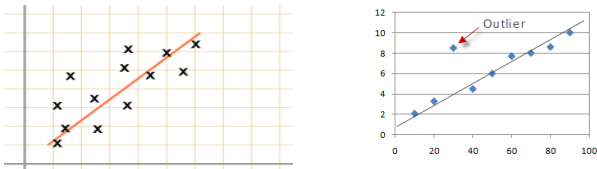
### Your/ you're

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

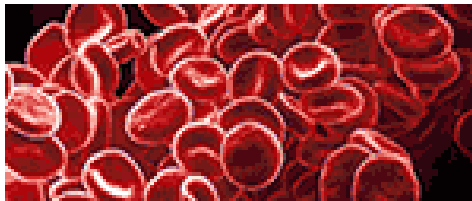


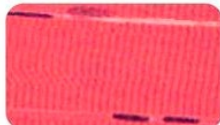
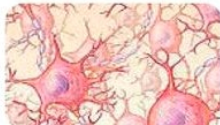

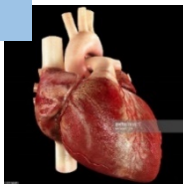








- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for **you are** as in *you're coming over to my house*


Part	Key Learning and Disciplinary Literacy				Links
1	<p><b>Exposition:</b> Introduces the principle character, time period and tone. It may give back story to the character – who they are, how they got to where they are etc.</p> <p><b>Inciting incident:</b> Something happens. The force that sets the story in motion: a complication; a problem; a challenge; an event.</p> <p><b>Rising Action:</b> Continues the action, building tension towards the climax. The basic conflict is complicated by obstacles frustrating the protagonist</p> <p><b>Climax:</b> This is the turning point, the moment of greatest tension. It seals the protagonist's fate, effecting change for better or worse.</p> <p><b>Falling Action:</b> The conflict between the protagonist and antagonist begins to resolve with the protagonist either winning (comedy) or losing (tragedy)</p> <p><b>Catastrophe:</b> The protagonist achieves their logical destruction or victory and solves the problem/conflict.</p> <p><b>Denouement:</b> Conflicts are resolved and normality for the characters is found as tension and anxiety is released. The untying of the complexities of the plot.</p>				<a href="#">SharePoint</a>  
2	<p><b>Description/dialogue</b> - How does the dialogue or description move the narrative forwards? What does it add?</p> <p><b>Flashback/flash forward</b> – Movements in time to add detail or information.</p> <p><b>Foreshadowing</b> – Hinting at what is to come later in the text through suggestion. See withholding information.</p> <p><b>In medias res</b> – Latin meaning into the middle of things – when a story begins in the middle of the plot.</p> <p><b>Motif</b> – A dominant or reoccurring idea or image in a piece of writing.</p> <p><b>Narrative perspective</b> – First Person, Second Person, Third person, Omniscient, partially omniscient,</p> <p><b>Perspective Shift</b> – When the point of view moves between different characters, or different points of view of the same character</p> <p><b>Shift of focus</b> – What the writer focuses on as the text develops and how this changes e.g. inside/outside, small detail to wide picture..</p>				
3	<p><b>First person:</b> A character within the story is telling the story. Some of the main personal pronouns used are <i>I, my, me, we</i>.</p> <p><b>Second person:</b> Not commonly used by writers. The personal pronouns <i>you</i> and <i>your</i> are used throughout</p> <p><b>Third person:</b> The story is being told by the voice of someone who is not a character in the story. The main personal pronouns used are <i>she, he</i> and <i>they</i>.</p> <p><b>Third person omniscient:</b> The story is being told by a voice who shows they know more than the characters in the story – the narrator is all knowing. The main personal pronouns used are <i>she, he</i> and <i>they</i></p> <p><b>Unreliable Narrator:</b> When the perspective offered makes us question the narrator's credibility.</p>				
4	<ul style="list-style-type: none"> <li><b>Direct speech</b> is the writing of speech using exactly the words that the speaker used : <i>'I will go,' she retorted.</i></li> <li><b>Indirect speech</b> or reported speech is the writing of speech using a paraphrasing: <i>She said that she would go.</i></li> <li><b>Speech marks</b> should be placed around the words that are spoken: <i>'We have saved quite a lot of money.'</i></li> <li>At the end of the spoken words, you need a comma, full stop, question mark, or exclamation mark. They should be inside of the speech marks – as they are part of the speech: <i>'I can't wait!' she shouted.</i></li> <li>When direct speech is split up by information about the speaker, a comma, question mark or exclamation mark is needed to end the first piece of speech. A full stop or comma is also needed before the second piece of speech: <i>'Please!' he cried. 'I need you!'</i></li> <li>When the information about who is speaking comes before the direct speech a comma is needed before the speech marks, to introduce the speech: <i>Danni replied, 'It's not a problem.'</i></li> <li>Each time different speaker has speech a new line is needed.</li> </ul>				
5	<p><b>Hyperbole</b></p> <p><b>Imagery</b></p> <p><b>Irony</b></p> <p><b>Juxtaposition</b></p> <p><b>List (of three)</b></p> <p><b>Metaphor</b></p> <p><b>Oxymoron</b></p>	<p>The use of extreme exaggeration.</p> <p>When the writer provides mental "pictures".</p> <p>Like sarcasm, where the opposite is implied.</p> <p>Two ideas together which contrast each other.</p> <p>A number of connected items (three= effect).</p> <p>Something is presented as something else.</p> <p>Contradictory terms together "bittersweet".</p>	<p><b>Pathos</b></p> <p><b>Personification</b></p> <p><b>Repetition</b></p> <p><b>Semantic Field</b></p> <p><b>Simile</b></p> <p><b>Symbolism</b></p> <p><b>Syntax</b></p>	<p>Language used to appeal to the emotions.</p> <p>Giving human traits to something non-human.</p> <p>When a word, phrase or idea is repeated.</p> <p>A set of words from a text related in meaning.</p> <p>Something is presented as like something else.</p> <p>An idea is reflected by an object/character etc.</p> <p>The way words and phrases are arranged.</p>	
6	<p><b>Linear</b></p> <p><b>Non-Linear</b></p>	<p>Events are told chronologically.</p> <p>Events are not told chronologically.</p>	<p><b>Dual</b></p> <p><b>Cyclical</b></p>	<p>Told from multiple perspectives.</p> <p>Ends the same way it begins.</p>	

Topic/Skill	Definition/Tips	Example
<b>1. Solve</b>	To find the answer/value of something  Use inverse operations on both sides of the equation (balancing method) until you find the value for the letter.	Solve $2x - 3 = 7$  Add 3 on both sides $2x = 10$ Divide by 2 on both sides $x = 5$
<b>2. Inverse</b>	Opposite	The inverse of addition is subtraction. The inverse of multiplication is division.
<b>3. Rearranging Formulae</b>	Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	Make x the subject of $y = \frac{2x-1}{z}$  Multiply both sides by z $yz = 2x - 1$ Add 1 to both sides $yz + 1 = 2x$ Divide by 2 on both sides $\frac{yz + 1}{2} = x$ We now have x as the subject.
<b>4. Writing Formulae</b>	Substitute letters for words in the question.	Bob charges £3 per window and a £5 call out charge.  $C = 3N + 5$  Where N=number of windows and C=cost
<b>5. Substitution</b>	Replace letters with numbers.  Be careful of $5x^2$ . You need to square first, then multiply by 5.	$a = 3, b = 2$ and $c = 5$ . Find: 1. $2a = 2 \times 3 = 6$ 2. $3a - 2b = 3 \times 3 - 2 \times 2 = 5$ 3. $7b^2 - 5 = 7 \times 2^2 - 5 = 23$

Topic/Skill	Definition/Tips	Example
1. Correlation	Correlation between two sets of data means they are connected in some way.	There is correlation between temperature and the number of ice creams sold.
2. Causality	When one variable influences another variable.	The more hours you work at a particular job (paid hourly), the higher your income <u>from that job</u> will be.
3. Positive Correlation	As one value increases the other value increases.	
4. Negative Correlation	As one value increases the other value decreases.	
5. No Correlation	There is no linear relationship between the two.	
6. Strong Correlation	When two sets of data are closely linked.	
7. Weak Correlation	When two sets of data have correlation, but are not closely linked.	
8. Scatter Graph	A graph in which values of two variables are plotted along two axes to compare them and see if there is any connection between them.	
9. Line of Best Fit	A straight line that best represents the data on a scatter graph.	
10. Outlier	A value that 'lies outside' most of the other values in a set of data. An outlier is much smaller or much larger than the other values in a set of data.	





Part	Key Learning	Disciplinary/Literacy												
1	<div><div><b>Diagrams</b></div><div>All living things are made of cells. These cells exist in hierarchical levels that build the organism.</div><div><div><b>Level 1 - Cells</b></div><div>Cells are the building blocks of living things. Different cells are adapted to carry out different roles in the organism,</div><div></div></div><div><div><b>Level 2 - Tissues</b></div><div>A group of cells that are specialised and work together to carry out a specific function is known as a tissue.</div><div><div> Connective tissue</div><div> Epithelial tissue</div><div> Muscle tissue</div><div> Nervous tissue</div></div><div><div><b>Level 3 - Organs</b></div><div>Different types of tissue that work together become organs.</div><div></div></div><div><div><b>Level 4 – Organ System</b></div><div>A group of organs working together to achieve a specific function are known as a system.</div><div><div><b>Human Organ Systems</b></div><div> <b>Skeletal system</b> provides structure to the body and protects internal organs</div><div> <b>Muscular system</b> supports the body and allows it to move</div><div> <b>Digestive system</b> breaks down food and absorbs its nutrients</div><div> <b>Respiratory system</b> takes in oxygen and releases waste gases</div><div> <b>Nervous system</b> controls sensation, thought, movement, and virtually all other body activities</div><div> <b>Circulatory system</b> transports oxygen, nutrients, and other substances to cells and carries away wastes</div></div></div><div><div><b>Level 5 – Organism</b></div><div>Organ systems work together to form an organism.</div><div></div></div></div></div>	<div><b>Tier 3 vocab</b></div> <table><tr><td>Cell</td><td>Building block of all living things.</td></tr><tr><td>Multicellular</td><td>Any organism made of more than one cell</td></tr><tr><td>Organ</td><td>A group of different tissues working together to perform a particular function</td></tr><tr><td>Organ system</td><td>Group of organs working together to perform a function</td></tr><tr><td>Organism</td><td>Individual form of life capable of carrying out the life processes</td></tr><tr><td>Tissue</td><td>Group of similar cells working together to perform a function</td></tr></table>	Cell	Building block of all living things.	Multicellular	Any organism made of more than one cell	Organ	A group of different tissues working together to perform a particular function	Organ system	Group of organs working together to perform a function	Organism	Individual form of life capable of carrying out the life processes	Tissue	Group of similar cells working together to perform a function
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Part	Key Learning: Healthy Living	Disciplinary/Literacy
1	Keeping Fit	<p><b>Obesity</b> – when your Body Mass Index is greater than 30</p> <p><b>Health</b> - a state of complete mental, physical and social well-being; not merely the absence of illness.</p> <p><b>Fitness</b>- is the ability of your body to meet the demands of the environment.</p>
2	The problem with alcohol	<p><b>Binge drinking</b> – drinking lots of alcohol in a short space of time. 6 units for women and 8 units for men</p> <p><b>Unit of alcohol</b> – 10ml of pure alcohol. An adult's liver can safely process this amount of alcohol in an hour. Different drinks will contain different units of alcohol.</p> <p><b>Alcohol % ABV</b> – How much alcohol is in the drink by volume. (Alcohol by volume).</p>  <p>The infographic 'How many units in a drink?' provides a visual guide to alcohol units. It lists 16 different measures of alcohol and their corresponding unit counts. For example, a small bottle (275ml) of lower strength (4%) alcohol pop is 1 unit, while a large bottle (750ml) of higher strength (5.5%) alcohol pop is 4 units. It also includes a 'CHECK THE LABEL' section advising to look for units per 125ml glass, and a 'Know your limits' section with UK Chief Medical Officers' recommendations: 2-3 units a day for women and 3-4 units a day for men.</p>
3	<p>The Dangers of Drugs</p> <p>What are the short and long term affects of taking illegal drugs?</p> <p>What are the harm reduction methods for someone who has taken an illegal drug?</p> <p>Why are some drugs illegal and other drugs restricted by age?</p>	<p><b>Illegal Drug</b> – a drug that is illegal to posses, import, export or unlawfully produce according to the 1971 Misuse of Drugs Act. There are 3 classes of illegal drugs; A, B,C. Class A are considered to be the most dangerous and include cocaine, Ecstasy (MDMA) and heroin.</p>

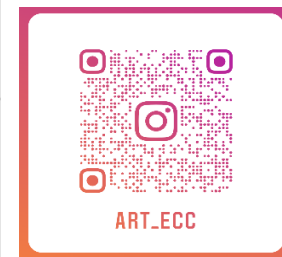
Part	Disciplinary/Literacy	Key Learning
1 and 4	<p><b>Ecosystem</b> - the interaction between plants, animals and their environment, where biotic elements adapt to the conditions.</p> <p><b>Biotic</b>– The living parts of an ecosystem such as plants, animals, insects and bacteria.</p> <p><b>Abiotic</b> – The non living parts of an ecosystem such as air, rock, heat.</p>	<p>The planet can be divided up into different Biomes which have similar characteristics. A biome is a large geographical area of distinctive species, climate and soils. <b>The Tropical Rainforests</b> are located along the equator. They are hot all year, (25C- 30C) with over 200mm of rain per year. Trees form a canopy and there are a huge variety of animals. There is the greatest range of plants.</p> <p><b>Hot Deserts</b> are found along the tropics of cancer and Capricorn, they are hot by day and cold by night. Rainfall is very low less than 250mm per year. Plant species lack variety and they are adapted to drought conditions. Animals are small and nocturnal; except for the camel. <b>The Tundra</b> is found at 65 degrees north of the equator, winters are cold and summers are cool, rainfall is low below 500mm. Plants are small and grow close to the ground and only in summer. Low number of plant species. Within these biomes are small scale ecosystems, where the biotic elements are interdependent and rely on each other. In a food chain for example the producer gets energy from the sun, this is eaten by a primary consumer (herbivore), this is then eaten by a secondary consumer or (omnivore). The Ley is an example of ecological succession; open water becomes reed bed; which then turns into woodland due to build up of silt. Slapton Ley is the largest natural freshwater lake in southwest England.</p>
2 and 5	<p><b>Nutrient cycling</b> - processes where organisms extract minerals from soil or water, before passing them on through the food chain, then, back to the soil and water.</p> <p><b>Decomposer</b> - An organism such as a bacterium or fungus, that breaks down dead tissue, which is then recycled to the environment.</p> <p><b>Global atmospheric circulation</b> - The worldwide system of winds, which transports heat from tropical to polar latitudes.</p>	<p><b>The Tropical Rainforest</b> covers 2% of the world's surface, home half of the global plants and animals.</p> <p>The rainforest works through <b>interdependence</b>. This is where plants and animals depend on each other for survival. Where there can be knock on effects to ecosystems.</p> <p><b>Distribution</b> –Rainforests are located along the equator &amp; between the Tropics of Cancer &amp; Capricorn. They are found in South America, Central Africa &amp; SE Asia. The Amazon is the largest. Rainforest Biomes have the largest Biomass &amp; grow in places that are hot &amp; wet. <b>Climate – HOT and WET!</b> This is because the sun's rays are concentrated at the equator. Warm air evaporates water, rises, cools and condenses forming clouds and it rains. Temperatures rarely fall lower than 22C. Due to the presence of clouds temperatures don't rise above 32C. Most afternoons have heavy showers. At night with no clouds insulation the temperature drops. The atmosphere is humid – the best for plant growth.</p> <p><b>Layers of Rainforest: Emergents</b> – Tallest trees 50m, highest layer. <b>Canopy</b> – Most life is found here, 70% of sunlight reaches the life here.</p> <p><b>Under canopy</b> - trees= 20m high. <b>Shrub</b> –low, shade, small trees.</p> <p><b>The Rainforest Nutrient Cycle</b> - The hot damp conditions on the forest floor allow for rapid decomposition of dead plant materials. This provides a mass supply of nutrients which can be taken up by plant roots. Nutrients are in high demand and do not stay in soil for long. Roots are on soil surface.</p>
3 and 6	<p><b>Biodiversity</b> -The variety of life in the world or a particular habitat.</p> <p><b>Adaption</b> - A characteristic of an organism that has developed to improve its chances of surviving.</p> <p><b>Litter</b> – The accumulation of leaves under a tree which decomposes adding nutrients to the soil.</p>	<p><b>Why are the high rates of biodiversity? Warm and wet climate</b> encourages a wide range of vegetation to grow. There is <b>rapid recycling of nutrients</b> to speed plant growth. Most of the rainforest is <b>untouched</b>.</p> <p><b>Keystone species:</b> (a species that are important of other species) are extremely important in the rainforest ecosystem. Humans are threatening these vital components. <b>Decline in species</b> could cause hunter gatherer tribes being unable to survive as their food supply has been reduced.</p> <p><b>Plants &amp; animals</b> may become <b>extinct</b>. <b>Orangutans</b> have adapted by having long arms so they can swing in the tree canopy to move around quickly. <b>Plants</b> have developed drip tips so that heavy rain can runoff quickly and easily. <b>Lianas</b> these have adapted by climbing up trees to reach the sunlight in the canopy. <b>Trees</b> have developed shallow buttress roots to stabilise them and allow them to absorb nutrients from the leaf litter. Many tribes have developed sustainable ways of survival. The rainforest provides inhabitants with...</p> <ul style="list-style-type: none"> <li>• <b>Food</b> through hunting and gathering.</li> <li>• <b>Natural medicines</b> from forest plants.</li> <li>• <b>Homes and boats</b> from forest wood.</li> </ul>



Part	Disciplinary/Literacy	Key Learning: Advances in Medical Knowledge
1 and 4	<p><b>Astrology</b> – the study of the movement and relative position of the planets.</p> <p><b>Four humours</b> - The humours are four liquids: phlegm, blood, black bile and yellow bile. These are each related to the four elements and the four seasons. For example, blood represents Spring, and air (hot and moist).</p> <p><b>Renaissance</b>: Meaning rebirth or renewal, usually refers to the period from 14<sup>th</sup> – 17<sup>th</sup> century where great advances were made in learning, science and art.</p> <p><b>Cauterising</b> - burn the skin or flesh of (a wound) with a heated instrument to stop bleeding or prevent the wound from becoming infected.</p> <p><b>Ligatures</b>: A cord used to tie something very tightly, in this case in order to stop bleeding.</p>	<p><b>Common medical ideas of the Medieval Era</b> Medieval physicians used <b>astrology</b> to help treat patients. They believed the movement of the planets affected people's health. They used 'zodiac man' charts to work out which treatments could be used on certain parts of the body at that time. The theory of the <b>four humours</b> was developed by Hippocrates in Ancient Greece.</p> <p><b>The influence of Vesalius, Paré, and Harvey on Medical Knowledge.</b> During the 16<sup>th</sup> century, there was a '<b>Renaissance</b>' in learning and science. The invention of the mechanical <b>printing press</b> in Germany helped spread new ideas. There were also new inventions like the thermometer and the microscope which helped improved observation.</p> <p><u>Andreas Versalius</u> was a professor of anatomy at Padua university. In 1543 he published his book, 'Fabric of the human body'. He insisted on the dissection of human bodies and so helped improve medical knowledge.</p> <p><u>Paré</u> was an army surgeon who spent years treating wounded soldiers. He discovered that instead of <b>cauterising</b> wounds, it would heal more quickly if covered with bandages and ends of arteries were tied by <b>ligatures</b>. In 1562, he published his 'Five Books of Surgery' which provided the latest research.</p> <p><u>William Harvey</u> studied medicine at Cambridge and Padua. He believed in the importance of observation. He dissected live animals to study the movement of blood to the heart. He realised that blood went away from the heart and then flowed back.</p>
2 and 5	<p><b>Pasteurisation</b> - The partial sterilization of a product, such as milk or wine, to make it safe for consumption and improve its keeping quality.</p> <p><b>Germ theory</b> - 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><b>DNA</b> - A self-replicating material that is present in nearly all living organisms; it is the carrier of genetic information.</p> <p><b>Genetic screening</b> - the sequencing of human DNA in order to discover genetic differences, anomalies, or mutations.</p>	<p><b>Louis Pasteur and Robert Koch</b> <u>Louis Pasteur</u> carried out medical research in Paris. <b>Pasteurisation</b> was discovered - boiling a liquid killed harmful germs. It was used to stop milk, beer and wine from going sour. The <b>Germ theory</b> stated that microbes in the air caused decay and was discovered in 1861. In 1879, he took the germ that caused chicken cholera and injected chickens with a weaker form of the disease. He did the same for anthrax and rabies. <u>Koch</u> was a German doctor who furthered the work of Pasteur. He linked particular germs and microbes to particular diseases. In 1872, he began to study Anthrax. He studied the blood of animals that were affected and those that were not affected, and so discovered the bacteria that caused it. Also, he identified the tuberculosis and cholera germs. Koch was the pioneer of bacteriology and was awarded the Nobel peace prize for his research in 1905.</p> <p><b>The Discovery of DNA and genetic research in the later 20th century</b> The Human Genome project was set up to discover the roles of the 100,000 genes in a single human <b>DNA</b> molecule. It was completed in 2003 and today <b>genetic screening</b> and testing has been used to prevent disease. Work continues on Gene therapy, using genes from healthy people to cure the sick.</p>
Part 3 and 6	<p><b>MRI</b>: Magnetic Resonance Imaging – uses radio waves to build up a detailed picture of organs and tissues within the body.</p> <p><b>Shrapnel</b> - Fragments of a bomb, shell, or other object thrown out by an explosion.</p>	<p><b>The Development of scanning techniques in 20th century</b> In 1895, William Röntgen, discovered x-rays in Germany. The first ever x-ray photograph was of his wife's hand. These discoveries enabled surgeons to look inside the patient without surgery. X-rays were important during WW1, enabling doctors to locate deeply lodged bullets and <b>shrapnel</b>. The second half of the century saw the development of ultrasound and <b>MRI</b> scans. Ultrasound can produce 3D images of inside the body. First used in 1977, <b>Magnetic Resonance Imaging</b> can create pictures of tissues, organs and features inside the body.</p> <p><u>WW1</u>: Mobile x-ray units were set up to check for bullets, <b>shrapnel</b> etc</p>

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



Week	AO	Key Learning – Portrait, 20 <sup>th</sup> Century Art	Disciplinary literacy in Art and Design	Definition	Resources
1	1	<u>Initial artist research</u> Who are they? When and where were they born? What do they do and how?	<b>Composition</b> <b>Abstract</b>	the arrangement and layout of artwork/objects. a piece of art that is not realistic. It uses shapes, colours and textures.	 watercolour paint, inks, newspaper, glue, stencils, stamps, scissors pastel, crayon, Pencil and pen.
2 + 3	1	<u>Artist research presentation</u> <b>Your selected artist</b> <u>Include The Rule of 5</u> <ol style="list-style-type: none"> <li>Title in a relevant style.</li> <li>Introduce the artist – relevant facts</li> <li>Images of their work</li> <li>Analyse the artwork using the formal elements and add your own opinion.</li> <li>Your own experiments in their style</li> </ol>	<b>Mark-making</b> <b>Mixed media</b>	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat. A variety of media (paint, pen, pencil collage) used in a work of art.	
4	2	<u>Experiments in their style</u> Using a range of media and carefully chosen inspiration create a pastiche (copy) of a piece of the work	<b>Collage</b> <b>Contemporary</b>	A collage may include magazine and newspaper clippings, paint, portions of other artwork or texts, photographs, glued to a piece of paper or canvas. belonging to or occurring in the present.	
5		<u>Analysing the work to understand What and How?</u> FORMAL ELEMENTS; COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE	<b>20<sup>th</sup> Century Art</b>	Artwork created by artists between 1900 - 1999	
6 + 7		<u>Outcome and DIRT</u> Have created an artist research page and experiments linked to their chosen artist Look at <a href="http://www.studentartguide.com">www.studentartguide.com</a> for other ideas	<b>Portrait</b>	a painting, photograph, sculpture, or other artistic representation of a person, in which the face and its expression is predominant.	



Part	Key Learning
1	<div><ul style="list-style-type: none"><li><b>Pre-production</b> is the work done on a product, especially a film or broadcast program before full-scale production begins. Elements of video production such as the script, casting, location scouting, equipment and crew, and the shot list all happen during pre-production. Pre-production is the planning stage.</li><li>The <b>file format</b> is the structure of a file that tells a program how to display its contents. For example, media is often saved as JPEG (Joint Photographic Experts Group) or even as a GIF (Graphics Interchange Format).</li><li>In computer graphics, a <b>raster graphic</b> is a dot matrix data structure that represents a generally rectangular grid of pixels (points of color), viewable via a computer display, paper, or other display medium. Example is the fish on the right.</li><li><b>Vector graphics</b> are computer graphics images that are defined in terms of points on a Cartesian plane, which are connected by lines and curves to form polygons and other shapes.</li></ul></div> <div><div><p>VECTOR</p></div><div><p>RASTER</p></div></div>






Part	Key Learning	Disciplinary/Literacy
1	<p><b><u>Sublimation Printing</u></b></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><b><u>Computer Aided Design (CAD)</u></b></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><b><u>Dyeing Fabrics</u></b></p> <p>There are several different ways of dyeing fabrics</p> <ul style="list-style-type: none"> <li>- Stock or yarn - dyes the fibres before they become fabrics</li> <li>- Piece - dyes pieces of fabric</li> <li>- Garment - dyes clothing once it is made</li> </ul> <p>Dyeing usually takes place in large vats before being heated and dried.</p>	<p>Mordant</p> <p>Resist dye</p>
4	<p><b><u>Patchwork</u></b></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><b><u>Plain seams</u></b></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><b><u>Hems</u></b></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><b><u>Iterative design</u></b></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><b><u>Design problem and brief</u></b></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><b><u>Modelling</u></b></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><b><u>Boards</u></b></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><b><u>Anthropometrics</u></b></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><b><u>Advantages of CAD</u></b></p> <ul style="list-style-type: none"> <li>Ideas can be drawn and developed quickly.</li> <li>Designs can be viewed from all angles with a range of materials.</li> <li>Some testing and feedback can be done before costly production</li> </ul> <p><b><u>Disadvantages of CAD</u></b></p> <ul style="list-style-type: none"> <li>Expensive to set up</li> <li>Needs a skilled workforce</li> <li>Difficult to keep up with a constantly changing technology.</li> <li>Computers can fail.</li> </ul>	CAD Modelling






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	<p>In this part, we will be introducing the <b>problem outline</b>. You need to understand how this links to the <b>design brief</b>.</p> <p>A clear understanding of the problem is always a good starting point. A <b>designer</b> then needs to work with the <b>client</b> to establish a <b>design brief</b>. This is a clear statement and sets out the task the designer will attempt to resolve.</p> <p>Designers rarely work in a totally linear manner. They would normally work in a manner that is known as <b>iterative</b>.</p> <p>The <b>iterative design process</b> 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.</p> <p>As designers, we need to understand the key differences between “<b>needs</b>” and “<b>wants</b>” in a product. A “<b>need</b>” is an essential future for the product to function, a “<b>want</b>” is a desirable feature.</p>	<p>Iterative design</p> <p>Problem outline</p> <p>Design brief</p> <p>Client</p>	
2	<p>Carrying out a <b>product analysis</b> is when we analyse a product identifying its strengths, weaknesses and suitability for use.</p> <p>When analysing a product you might consider factors such as: the <b>aesthetics</b> or appearance, cost, intended customer, the <b>ergonomics</b> or ease of use, environmental factors, size, safety, function (what it is supposed to do) and material.</p> <p>When the designer has a clear understanding of the task and the way ahead, they need to generate a <b>specification</b>. This is a detailed list of requirements for the product and will focus the designing.</p>	<p>Research</p> <p>Ergonomics</p> <p>Aesthetics</p> <p>Specification</p>	
3	<p>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 <b>initial designs</b>. These will be <b>developed</b> by adding details such as: key dimensions, methods of construction, how it will function, materials, joints, finishes etc.</p>	<p>Initial ideas</p> <p>Development</p> <p>Dimensions</p> <p>Construction</p> <p>Function</p>	
4	<p><b>Timber conversion</b> is the process of changing wood from a tree into a usable material. <b>Natural timber</b> refers to trees which have been cut down and sliced into pieces of wood. <b>Manufactured boards</b> 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. <b>plywood</b> or <b>MDF</b></p> <p>To <b>lamine</b> something means to layer it up. <b>Plywood</b> is a <b>laminated board</b></p>	<p>Manufactured board</p> <p>Natural timber</p> <p>Timber conversion</p> <p>Plywood</p> <p>Laminate</p>	
5	<p>A <b>prototype</b> is an early or initial sample, model, or release of a product built to test a concept or product.</p> <p><b>Hole saw</b>. 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.</p> <p><b>Forstner bit</b>. This is a large diameter drill bit for wood</p>	<p>Prototype</p> <p>Hole saw</p> <p>Forstner bit</p>	
6	<p><b>Sanding sealer</b> 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.</p> <p><b>Wax</b> 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.</p>	<p>Sanding sealer</p> <p>Wax</p>	

Part	Key Learning	Disciplinary/Literacy	Resources
1	<b>Sources and Environmental Issues</b> 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: <b>Ferrous Metals</b> - Metals containing iron. Most of these will corrode (rust) and all are magnetic. <b>Non Ferrous Metals</b> - Metals not containing iron. Will not corrode easily and are not magnetic.	Ferrous Non Ferrous Corrosion Ore Bauxite Mining	
2	<b>Marking out</b> 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	<b>Jigs</b> 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. <b>Twist drills</b> 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. <b>Countersink drills</b> 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	<b>Health and safety</b> 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	<b>What Is Tolerance?</b> 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	Literacy	Definition	Resources
1	<u><b>How making popular takeaway dishes is a healthy alternative</b></u> <ul style="list-style-type: none"> <li>• <b>Balanced diet</b> and <b>healthy eating</b></li> <li>• How to read a nutritional table on packaging</li> <li>• <b>Carbohydrate</b> are sectioned in starches and sugars</li> <li>• <b>Fats</b> are sectioned into saturated and unsaturated fats</li> <li>• <b>Salts</b> are shown as sodium</li> </ul>	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><b>Analysing the nutrition of takeaway foods</b></u> <ul style="list-style-type: none"> <li>• Learning the correct terms for cuts of vegetables - <b>Julienne</b></li> <li>• We use an arch shape with our hands when we cut vegetables that will roll</li> <li>• We use a claw hand shape to cut julienne and brunoise when the vegetable has a flat surface.</li> </ul>	Julienne	a portion of food cut into short, thin strips	
3	<u><b>Cook Quesadillas</b></u> <ul style="list-style-type: none"> <li>• Using the hob (conduction heat)</li> <li>• Cut vegetables to thin strips (<b>julienne</b>)</li> <li>• Use an arch and claw grip to cut safely.</li> <li>• Use hygiene rules to prepare and cook food safely and clean down.</li> </ul>	Health and Safety Dry Frying Conduction heat	prevent accident or injury in workplaces Frying without oil <b>Transfer of heat</b> between substances in direct contact	
4	<u><b>How to make Chicken Curry</b></u> <ul style="list-style-type: none"> <li>• <b>Food hygiene</b> for raw chicken – store at 1-5°C cook till core temperature is 85°C</li> <li>• Safe food storage - High risk foods (foods that cause <b>food poisoning</b>) need to be stored in a fridge to prevent bacteria growing to dangerous levels and causing <b>food borne illness</b>.</li> <li>• 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.</li> <li>• How to cut fine <b>brunoises</b> - Cut fine julienne and then to fine brunoise to cook evenly.</li> </ul>	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><b>Cook Chicken Curry</b></u> <ul style="list-style-type: none"> <li>• <u>Using</u> the hob (conduction heat)</li> <li>• Cut vegetables to fine brunoise (fine dice)</li> <li>• Prepare and cook chicken safely</li> </ul>	Simmer  core temperature	stay just below boiling point while bubbling gently Temperature at the center of foods	
6	<u><b>How to make Sweet and Sour Chicken –</b></u> <ul style="list-style-type: none"> <li>• By mixing cornflour with water and heating, it gelatinises and thickens liquids. (gelatinisation)</li> <li>• 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</li> </ul>	Gelatinisation	<b>gelatinisation</b> 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><b>Cook Sweet and Sour Chicken</b></u> <ul style="list-style-type: none"> <li>Use fine <b>brunoise</b> cut for all vegetables</li> <li>Handle chicken safely checking the <b>core temperatures</b> is 75g</li> <li>Thicken sauce using cornflour to <b>gelatinise</b>.</li> <li>Store <b>high risk foods</b> in the fridge</li> </ul>	High risk foods	<b>Foods</b> that are ready to eat, <b>foods</b> that don't need any further cooking, and <b>foods</b> that provide a place for bacteria to live, grow and thrive are described as <b>high-risk foods</b> . <b>Examples of high-risk foods</b> include: cooked meat and fish. gravy, stock, sauces and soup	
8	<u><b>Learn how to make kofta and understand how meat coagulates</b></u> <ul style="list-style-type: none"> <li><b>Analyse</b> the nutrition of a takeaway kofta to see if it has the recommended daily allowance of salt (6g), fat (70g) and sugar (90g)</li> <li>Proteins <b>coagulate</b> when heated. This is why meat contracts and shrinks during cooking.</li> <li>Watch how Kofta is made and how it <b>coagulates</b> during cooking.</li> </ul>	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><b>Cook Kofta</b></u> <ul style="list-style-type: none"> <li><b>Shape</b> and cook kofta using oven (<b>convection cooking</b>) or grill (<b>radiation cooking</b>)</li> <li>Meat will <b>coagulate</b> when cooked.</li> </ul>	Convection cooking  Radiation cooking	<b>convection</b> refers to a method of heat transfer where <b>food</b> is heated by a moving heat source such as hot air inside an <b>oven</b> . <b>radiation</b> is the process where heat and light waves strike and penetrate your <b>food</b>	
10	<u><b>Learn how to make Jerk Chicken</b></u> <ul style="list-style-type: none"> <li><b>Convection cooking</b> using the oven to heat the air and cook food.</li> <li><b>Marinating tenderises</b> meat making it soft and giving flavour.</li> <li>The acidity in the yogurt breaks down the protein in the meat.</li> </ul>	Marinade  Denaturisation	Marination is the process of immersing <b>foods</b> in a liquid often made with oil, seasonings, and an acid or enzymatic component, to flavor and tenderize <b>food</b> <b>When acid tenderizes meats</b>	
11	<u><b>Cook jerk chicken</b></u> <ul style="list-style-type: none"> <li>Tenderise chicken meat with the acidity of the <b>marinade</b></li> <li>Use <b>health and safety</b> / <b>food hygiene</b> to prepare chicken safely</li> </ul>	Health and safety Food hygiene		
12	<u><b>Assessment</b></u> <ul style="list-style-type: none"> <li>Applying healthy eating guidelines to nutritional tables</li> <li>Cutting techniques</li> <li>Safe food storage</li> <li>Food science – gelatinisation/ Coagulation/ Marinating</li> <li>Method of cooking</li> </ul>			

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p><b>Introduction to Eduqas Drama GCSE</b> Component 1 Devising Theatre 40% of qualification. <b>Students are required to devise a piece</b> 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. Students respond to Exam board Stimuli:</p> <p>Learners will work in groups in response to one of the stimuli below:</p> <ol style="list-style-type: none"> <li>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)</li> <li>2. 'Starz in their Eyes' – Just Jack</li> <li>3. 'Run to the fire; don't hide from it' – Meg Whitman</li> <li>4. Image by Brazilian pop artist Lobo =</li> </ol> <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><a href="#">GCSE Drama   Eduqas</a></p> <p><a href="#">GCSE Drama - Eduqas - BBC Bitesize</a></p>
2/3	<p><b>Rehearsal Response to chosen Stimuli:</b> 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><b>Staging:</b> 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</p>	<p><a href="#">Styles, genres and practitioners - GCSE Drama Revision - BBC Bitesize</a></p>
4	<p><b>Produce a portfolio of supporting evidence</b> 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>	<p>Devising, Improvisation. Characterisation Still Image/Freeze Frame Role-Play Split Stage Vocal Skills</p>	
5	<p><b>Performance</b> 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.</p> <p>How has your body and face portrayed your chosen character? How have you fulfilled the stimuli?</p>	<p>Tone of voice, Pitch, Pace, Pause, Volume</p>	
6	<p><b>Written Evaluation</b> 3 main sections to the evaluation in:</p> <ol style="list-style-type: none"> <li>1. Analyse and evaluate either their interpretation of character/role or their realisation of design in the final performance.</li> <li>2. Analyse and evaluate how either their own performance skills or their own design skills contributed to the effectiveness of the final performance</li> <li>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).</li> </ol>		

Subject Topic	Introduction to the Btec Music course	Performance pathway or Technology Pathway	Performance Session Perform part of your piece on your chosen instrument <b>OR</b> Show the class your Music sample on the DJ Deck, Garage Band or DJ app on the ipads
Key Learning	<div>Looping</div> <div>Turntable</div>  <div>Bass</div> <div>Treble</div> <div> <b>PRS</b> – Performing rights society   <b>MU</b> – Musicians union   <b>BECTU</b> - Broadcasting, Entertainment, Communications and Theatre Union   <b>MU</b> – Musicians union         </div>	<div>           Performance and creative Roles            Management and Promotion roles            Recording Roles            Media and other roles            How and why workers are employed in the industry            Getting a break and starting out            Importance of individual roles and responsibilities            How individual roles and responsibilities interrelate            How the Industry relies on entrepreneurs, the self-employed and small enterprises            How to get paid         </div> <div> <b>Agency</b> - A music agent is a person who is responsible for booking shows for bands.   <b>Record Company</b> - Record labels are companies that market recorded music and corresponding videos   <b>NI</b> – National insurance         </div>	<div>           Equipment            Recording sessions            Health and safety         </div>  <div> <b>Reaper</b> – Software that is used for editing   <b>Schedule</b> – Keeps everyone aware what is being recorded and when   <b>Jack to Jack lead</b> – used to connect electric guitars to amplifiers         </div>
Linked Assessment	Low stakes test	Mock exam paper	Performance
Resources	Link to SharePoint <b>Link to :-</b> Music Industry facts every musician needs to know :- <a href="https://www.thebalancecareers.com/music-industry-facts-every-musician-needs-to-know-2460726">https://www.thebalancecareers.com/music-industry-facts-every-musician-needs-to-know-2460726</a>	<b>Setting up a recording Session</b> <a href="https://www.izotope.com/en/blog/music-production/18-tips-for-running-a-great-recording-session.html">https://www.izotope.com/en/blog/music-production/18-tips-for-running-a-great-recording-session.html</a>	

Part	Key Learning	Disciplinary/Literacy
1	<p><u>Social</u> Everything can be learnt from others. We copy and imitate. We learn by watching. We expect rewards. We learn from role models (especially the same gender)</p>	<p>Aim: idea for a study or a reason</p> <p>Hypothesis: a testable statement set by the researcher</p> <p>Confederate: a person who takes part in a study as an actor</p> <p>Participant: a person recruited to be part of a study</p>
2	<p><u>Behavioural</u> Everything can be learnt This is conditioning It was tested by Pavlov and Skinner. It is reinforced with rewards and punishment People learn to react a specific way to a stimulus e.g. a firebell</p>	
3	<p><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>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</p>	
4	<p><u>Individual differences</u> A belief that each person acts and thinks differently BUT even though there are differences there are also similarities</p>	<p>More keywords: 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</p>
5	<p><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>Free will vs determinism</u> Free will suggests we can all make a choice whilst determinism suggests this controlled by genes or experiences.</p>	
6	<p><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</p>	
6	<p><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.</p>	<p>DV (dependent variable): factors that the researcher manipulates to see the result</p> <p>IV (Independent variable): the variable being tested by the hypothesis</p> <p>Extraneous variable: unexpected factors the researcher didn't choose to manipulate but might have an effect the variable being changed to test the DV</p>



My Diary :							
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1		04/01/2022	05/01/2022	06/01/2022	07/01/2022	08/01/2022	09/01/2022
2	10/01/2022	11/01/2022	12/01/2022	13/01/2022	14/01/2022	15/01/2022	16/01/2022
3	17/01/2022	18/01/2022	19/01/2022	20/01/2022	21/01/2022	22/01/2022	23/01/2022
4	24/01/2022	25/01/2022	26/01/2022	27/01/2022	28/01/2022	29/01/2022	30/01/2022
5	31/01/2022	01/02/2022	02/02/2022	03/02/2022	04/02/2022	05/02/2022	06/02/2022
6	07/02/2022	08/02/2022	09/02/2022	10/02/2022	11/02/2022	12/02/2022	13/02/2022
7	14/02/2022	15/02/2022	16/02/2022	17/02/2022	18/02/2022	19/02/2022	20/02/2022

# My Homework

Week						
03/01/2022						
10/01/2022						
17/01/2022						
24/01/2022						
31/01/2022						
07/02/2022						
14/02/2022						

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

Date	Book Title	Pages	Main Events
04/01/2022			
05/01/2022			
06/01/2022			
07/01/2022			
10/01/2022			
11/01/2022			
12/01/2022			
13/01/2022			
14/01/2022			
17/01/2022			
18/01/2022			
19/01/2022			
20/01/2022			

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

Date	Book Title	Pages	Main Events
21/01/2022			
24/01/2022			
25/01/2022			
26/01/2022			
27/01/2022			
28/01/2022			
31/01/2022			
01/02/2022			
02/02/2022			
03/02/2022			
04/02/2022			
07/02/2022			
08/02/2022			
09/02/2022			
10/02/2022			

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

Date	Book Title	Pages	Main Events
11/02/2022			
14/02/2022			
15/02/2022			
16/02/2022			
17/02/2022			
18/02/2022			

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