

Year 10
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...?



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?

L iteracy mat

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.

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

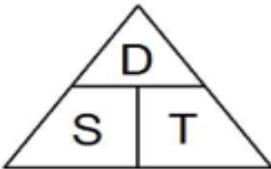
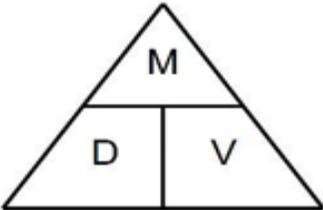
Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

Your/ you're

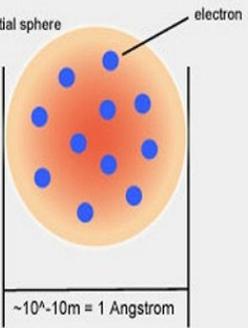
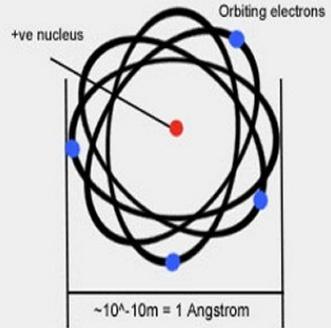
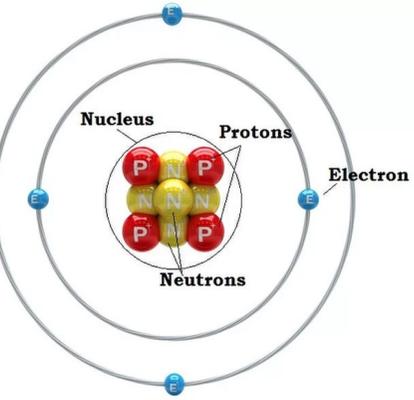
Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **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	Disciplinary Literacy	Links
1	<p>Adjectives – describing words, words which modify the noun. Think carefully about the adjective choice writers make, why that particular word to describe the noun? Then, think about the effect you are trying to create, which adjective can help you do that? Try to avoid</p> <ul style="list-style-type: none"> • Instead of ‘dark’ try... dim, unlit, black, inky, unilluminated, the abyss. • Instead of ‘bright’ try... dazzling, beaming, radiant, vivid, blazing • Instead of ‘happy’ try... glad, joyous, contented, cheerful, blissful, euphoric • Instead of ‘sad’ try... miserable, melancholic, despairing, dismal, forlorn, despondent • Instead of ‘eerie’ try... unnerving, sinister, abnormal, strange, unsettling • Instead of ‘mysterious’ try... secretive, enigmatic, peculiar, curious, inexplicable 	<p>ENGLISH LANGUAGE PAPER 1</p> <p>Q1</p> <ul style="list-style-type: none"> • Read the section carefully. • Do not infer • Do not copy large chunks <p>Q2</p> <ul style="list-style-type: none"> • Only take your ideas from the given section. • What is the writer saying? (link back to the question?) • How are they saying it? (what specific words have been used, what do they suggest?) • Look at adjectives in context • Refer to specific literary devices • Why has the writer tried to create those images? What is the bigger picture? <p>Q3</p> <ul style="list-style-type: none"> • What are we introduced to at the beginning of the text? What effect does that have? • Look for a change or a shift in focus, explain the effect. • What happens at the end? What is the effect? Does it link back to the beginning? • Look for flashbacks, use of dialogue, cyclical narratives <p>Q4</p> <ul style="list-style-type: none"> • Read the statement carefully, decide if, based on the end of the text, you agree or not. • Pick out relevant quotations • Compose them into ‘what, how, why’ paragraphs, explaining if they support the statement or not. • You can agree, disagree or both. • They will usually give you a statement you can agree with. <p>Q5</p> <ul style="list-style-type: none"> • You may be given the option of a story or a description. • Or, you may only be given the choice between two stories or two descriptions. • No matter what the given format – write a description with a plot and character. • You don’t have to write about the given stimulus explicitly. • It is about the quality of your writing. • Make sure you include figurative language devices and have a clear sense of structure. 	<p>SharePoint</p> 
2	<p>Figurative Language – these are devices that writers use to help create certain images in the reader’s mind. These are also devices you should aim to use in your own writing.</p> <ul style="list-style-type: none"> • Simile- <i>Example: He was as timid as an urban fox.</i> • Metaphor- <i>Example: He was a night owl.</i> • Pathetic Fallacy- <i>Example: The sky became cloudy and darkness fell.</i> • Personification- <i>Example: The thorns gripped my shirt as I ran through.</i> • Impressive Vocabulary-<i>Example: Guile, Radiant, Irksome, Serpentine.</i> • Noun, Adjective, Noun- <i>Example: Blood red shoes</i> • Alliteration- <i>Example: Colin can’t catch!</i> • Sensory Language- <i>Example: I could taste blood streaming from my lip.</i> 		
3	<p>Structural Devices – you must also consider the way texts are set out and the order which they follow</p> <ul style="list-style-type: none"> • Analepsis - <i>Flash back</i> • Prolepsis - <i>Flash forward</i> • Shift in focus/ zoom in - <i>Where the writer draws our attention to a specific moment, place, character or detail</i> • Perspective - <i>The viewpoint through which the story is told</i> • Narrative hook - <i>An engaging or intriguing line in the opening of an extract</i> • Cliffhanger - <i>Where the end of a story remains uncertain or unresolved</i> • Resolution - <i>When the story reaches a clear conclusion in the end</i> • Cyclical narrative – <i>where the ending of a story reflect/repeats the beginning</i> • Linear narrative – <i>where the story follows a time order/chronological</i> • Non-linear narrative – <i>where the story does not follow time/chronological order</i> 		
4	<p>Narrative Perspectives</p> <ul style="list-style-type: none"> • First person: A character within the story is telling the story. Some of the main personal pronouns used are <i>I, my, me, we</i>. • Second person: Not commonly used by writers. The personal pronouns <i>you</i> and <i>your</i> are used throughout • Third person: 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>. • Third person omniscient: 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> • Unreliable Narrator: When the perspective offered makes us question the narrator’s credibility. 		
5	<p>Speech</p> <ul style="list-style-type: none"> • Direct speech is the writing of speech using exactly the words that the speaker used : <i>‘I will go,’ she retorted.</i> • Indirect speech or reported speech is the writing of speech using a paraphrasing: <i>She said that she would go.</i> • Speech marks should be placed around the words that are spoken: <i>‘We have saved quite a lot of money.’</i> • 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> • 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> • 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> • Each time different speaker has speech a new line is needed. 	<p>WHAT – what is the writer doing? What inferences can you make?</p> <p>HOW – methods being used</p> <p>WHY – why the writer has used those methods to create that idea</p>	

Speed, Distance, Time	<p>Speed = Distance \div Time Distance = Speed \times Time Time = Distance \div Speed</p>  <p>Remember the correct units.</p>	<p>Speed = 4mph Time = 2 hours</p> <p>Find the Distance.</p> $D = S \times T = 4 \times 2 = 8 \text{ miles}$
Density, Mass, Volume	<p>Density = Mass \div Volume Mass = Density \times Volume Volume = Mass \div Density</p>  <p>Remember the correct units.</p>	<p>Density = 8kg/m³ Mass = 2000g</p> <p>Find the Volume.</p> $V = M \div D = 2 \div 8 = 0.25m^3$
Pressure, Force, Area	<p>Pressure = Force \div Area Force = Pressure \times Area Area = Force \div Pressure</p>	<p>Pressure = 10 Pascals Area = 6cm²</p> <p>Find the Force</p>

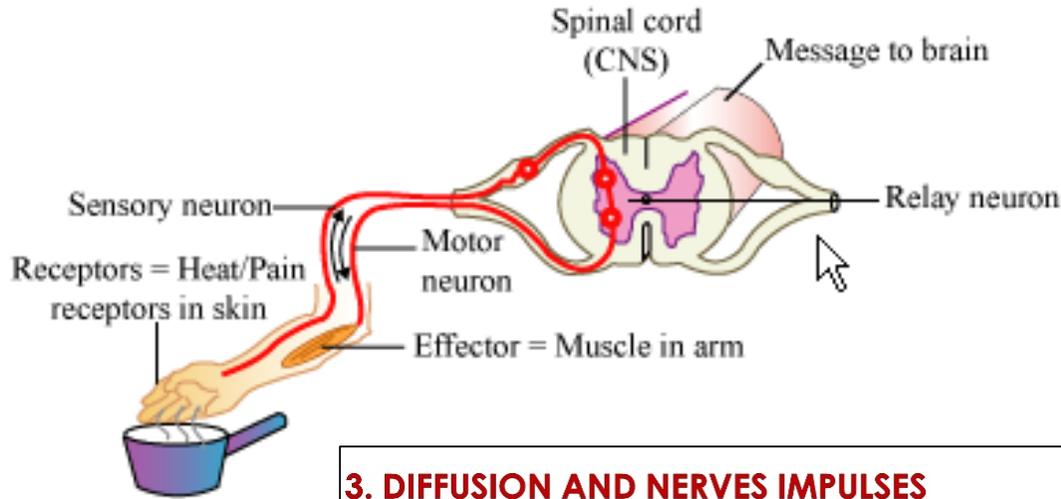
Topic/Skill	Definition/Tips	Example															
<p>1. Histograms</p>	<p>A visual way to display frequency data using bars.</p> <p>Bars can be unequal in width.</p> <p>Histograms show frequency density on the y-axis, not frequency.</p> $\text{Frequency Density} = \frac{\text{Frequency}}{\text{Class Width}}$	<table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th>Height(cm)</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>$0 < h \leq 10$</td> <td>8</td> </tr> <tr> <td>$10 < h \leq 30$</td> <td>6</td> </tr> <tr> <td>$30 < h \leq 45$</td> <td>15</td> </tr> <tr> <td>$45 < h \leq 70$</td> <td>5</td> </tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th>Frequency Density (FD)</th> </tr> </thead> <tbody> <tr> <td>$8 \div 5 = 1.6$</td> </tr> <tr> <td>$6 \div 20 = 0.3$</td> </tr> <tr> <td>$15 \div 15 = 1$</td> </tr> <tr> <td>$5 \div 25 = 0.2$</td> </tr> </tbody> </table>	Height(cm)	Frequency	$0 < h \leq 10$	8	$10 < h \leq 30$	6	$30 < h \leq 45$	15	$45 < h \leq 70$	5	Frequency Density (FD)	$8 \div 5 = 1.6$	$6 \div 20 = 0.3$	$15 \div 15 = 1$	$5 \div 25 = 0.2$
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<p>2. Interpreting Histograms</p>	<p>The area of the bar is proportional to the frequency of that class interval.</p> $\text{Frequency} = \text{Freq Density} \times \text{Class Width}$	<p>A histogram shows information about the heights of a number of plants. 4 plants were less than 5cm tall. Find the number of plants more than 5cm tall.</p> <p>Above 5cm:</p> $1.2 \times 10 + 2.4 \times 15 = 12 + 36 = 48$															
<p>3. Cumulative Frequency</p>	<p>Cumulative Frequency is a running total.</p>	<table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th>Age</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>$0 < a \leq 10$</td> <td>15</td> </tr> <tr> <td>$10 < a \leq 40$</td> <td>35</td> </tr> <tr> <td>$40 < a \leq 50$</td> <td>10</td> </tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th>Cumulative Frequency</th> </tr> </thead> <tbody> <tr> <td>15</td> </tr> <tr> <td>$15 + 35 = 50$</td> </tr> <tr> <td>$50 + 10 = 60$</td> </tr> </tbody> </table>	Age	Frequency	$0 < a \leq 10$	15	$10 < a \leq 40$	35	$40 < a \leq 50$	10	Cumulative Frequency	15	$15 + 35 = 50$	$50 + 10 = 60$			
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<p>4. Cumulative Frequency Diagram</p>	<p>A cumulative frequency diagram is a curve that goes up. It looks a little like a stretched-out S shape.</p> <p>Plot the cumulative frequencies at the end-point of each interval.</p>																
<p>5. Quartiles from Cumulative Frequency Diagram</p>	<p>Lower Quartile (Q1): 25% of the data is less than the lower quartile.</p> <p>Median (Q2): 50% of the data is less than the median.</p> <p>Upper Quartile (Q3): 75% of the data is less than the upper quartile.</p> <p>Interquartile Range (IQR): represents the middle 50% of the data.</p>																

Part	Key Learning	Disciplinary/Literacy	
1	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Plum Pudding Model</p>  <p>+ve potential sphere</p> <p>electron</p> <p>~10⁻¹⁰m = 1 Angstrom</p> </div> <div style="text-align: center;"> <p>Nuclear Model</p>  <p>+ve nucleus</p> <p>Orbiting electrons</p> <p>~10⁻¹⁰m = 1 Angstrom</p> </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.
	<p>Atomic Mass = # of Protons + # of Neutrons</p>	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
	<p>4</p>	Electronic structure	The arrangement of electrons in the energy levels of an atom.
	<p>2He</p>	Ion	An electrically charged particle containing different numbers of protons and electrons.
	<p>Atomic Number = # of Protons</p>	Group	The name given to each column in the periodic table.
5		Element	A substance containing only one type of atom.
6		Compound	A substance made from different elements chemically bonded together.
		Period	The name given to a row in the periodic table.
		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.
		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
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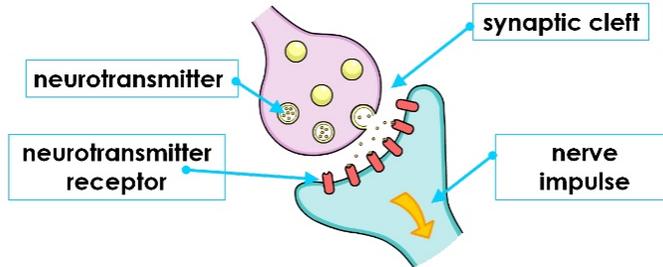
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DIAGRAMS



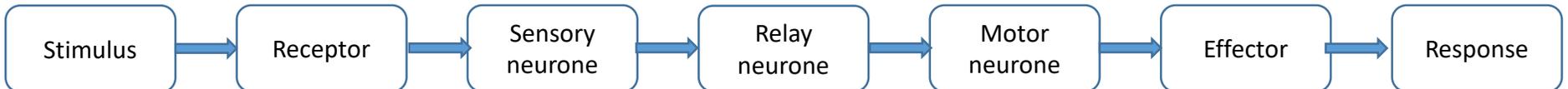
3. DIFFUSION AND NERVES IMPULSES

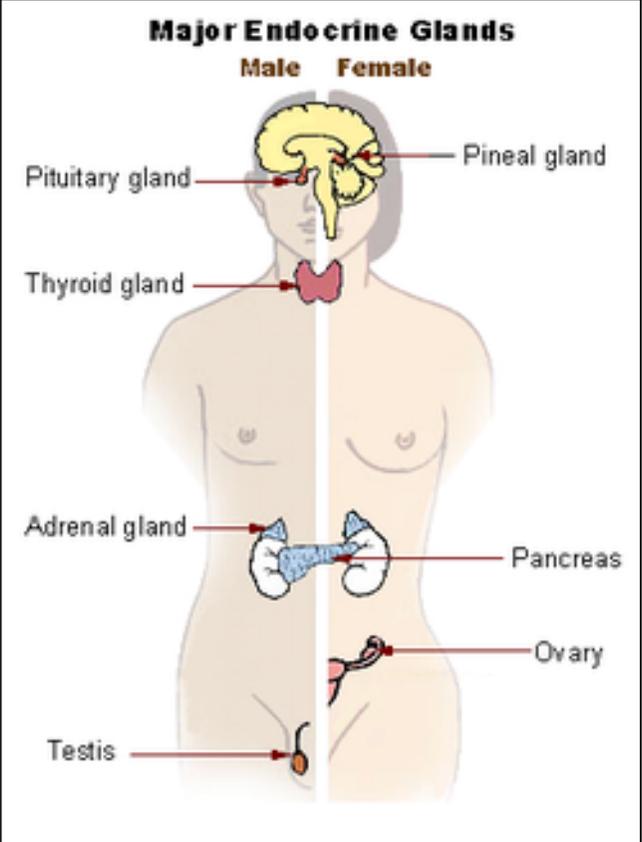
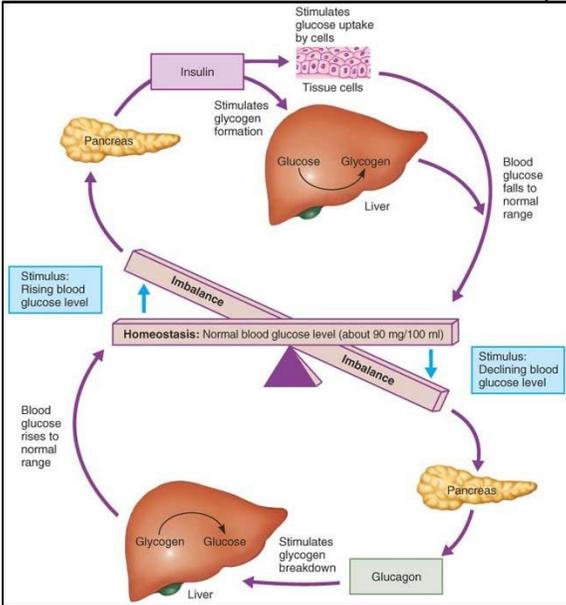
A **synapse** is a junction between two neurones across which electrical signals must pass.



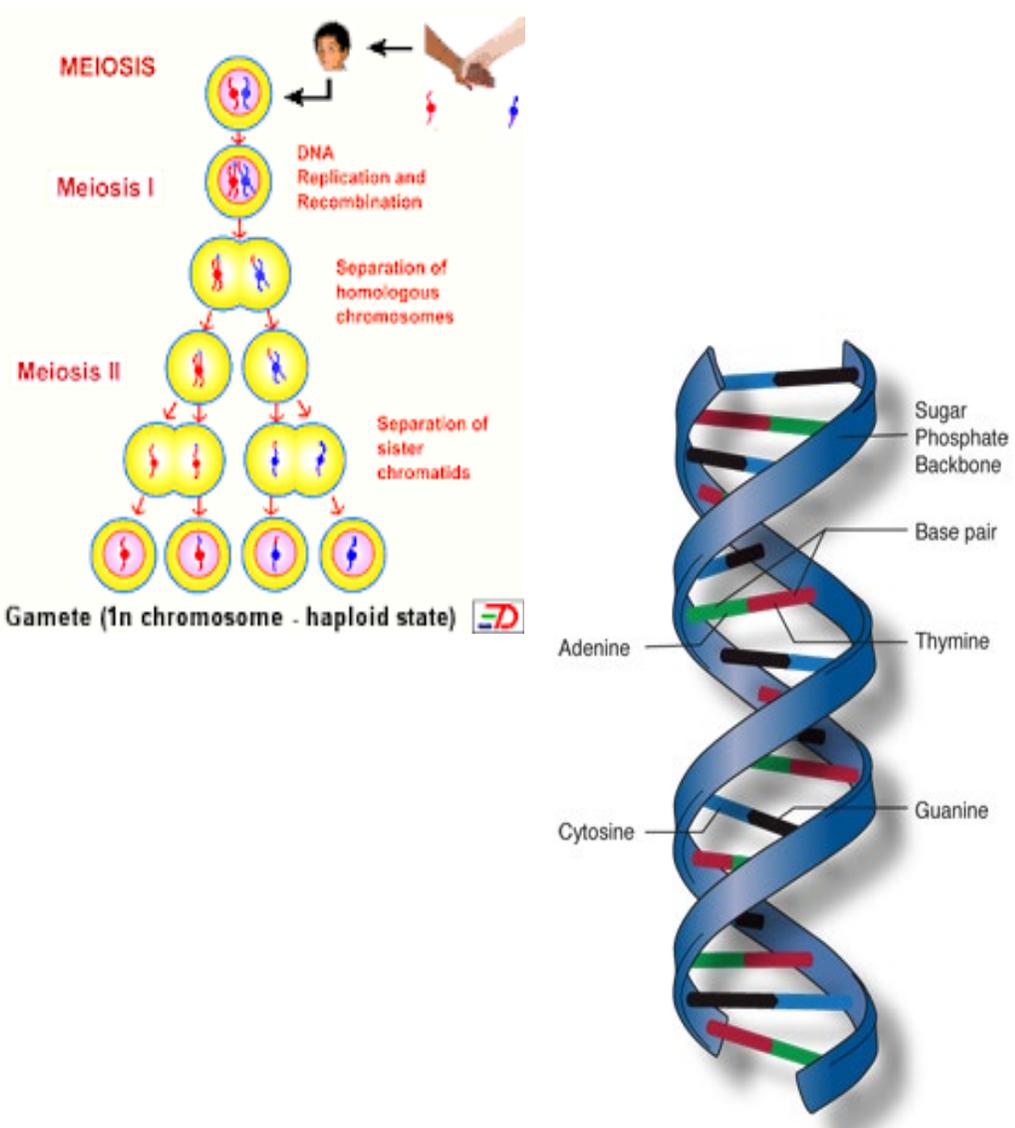
Neurotransmitter molecules diffuse from vesicles towards the neurotransmitter receptors, moving from an area of high concentration to low concentration.

Homeostasis	The maintenance of a constant internal environment
Central nervous system (CNS)	The brain and spinal cord. Sometimes referred to as the coordinator
Neurones	Nerve cells – they link receptors and effectors to the CNS. Sensory neurones carry impulses from receptors to the CNS, relay neurones carry an impulse within the CNS and motor neurones carry the impulse from the CNS to an effector
Receptor	A cell or group of cells that detect a change and generate a nervous impulse
Effector	A muscle or gland that brings about a response
Synapse	A gap between neurones
Neurotransmitters	Chemicals which diffuse across the synapse and initiate a nervous impulse in the next neurone
Reflex response	An automatic response that you do not think about
Reflex Arc	The pathway of neurones in a reflex arc



Part	Key Learning	Disciplinary/Literacy																
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Part	Key Learning: Healthy Relationships, Healthy Sex	Disciplinary/Literacy	Linked Assessment	Resources
1	Why is pornography a problem for young people?	Pornography – The production of sexually explicit material, normally for profit. It is illegal to sell pornography to anyone under the age of 18.		
2	What is consent?	Consent – to be able to freely agree to something, including having sex. If someone is drunk or intoxicated by drug taking they are unable to consent to sex.		
3	What does a healthy relationship look like?	Abuse – when someone is trying to force you to do something or they behave in a way that means you feel frightened or unsafe. Coercive control – using assaults, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten someone and will make a person dependent by isolating them from support, exploiting them, depriving them of their independence and controlling their everyday behaviour.		
4	How does the media influence behaviour in relationships?	Sexism – someone is treated differently as a result of their gender Gender stereotypes – treating all people of the same gender in the same way, regardless of the individual		

Unit 3 Applying the Principles of Personal Training

Personal Goals

- S – Specific
- M – Measurable
- A – Achievable
- R – Realistic
- T – Time-related
- E – Exciting
- R – Recorded

Lifestyle and Physical Activity History
Medical History Questionnaire
s

Learning Aim A - Design a personal fitness training programme

Maximum HR = 220-age (years)
 Training zones to CV health and fitness 60-85%
 Borg Rating of Perceived Exertion (RPE)

Aims and Objectives of what you want to achieve in your selected activity.

Goals
 Short-term
 Medium-term
 Long-term

Personal information	Aiding your training programme design
Selection	Appropriate training method, activity for improvement, maintaining the selected component of fitness
Safe Design	Appropriate method, selection of appropriate combination of activities - meeting personal training needs, goals , aims and objectives
Basic principles of training	F – Frequency I – Intensity T – time T – Type This will include application of the Principles of training
WARM UP	Warm up (light, continuous PA to prepare the body from a state of rest to a state of exercise!)
COOL DOWN	Cool down (light, continuous PA to return the body to a state of rest – reducing the HR, removal of Lactic Acid and prevent blood pooling)
Creative Design	Prevent and avoid barriers to training occurring, programme enjoyable, must include – interesting, different exercise activities to maintain motivation and commitment and to prevent BOREDOM!
Intensity	Target zones and training thresholds

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Newly Emerging Economies (NEEs) - Countries that have begun to experience high rates of economic development, usually with rapid industrialisation. Infrastructure - facilities (e.g. buildings, roads, power supplies) needed for the operation of a society</p> <p>Sanitation - Measures designed to protect public health, including the provision of clean water and the disposal of sewage and waste.</p>	<p>Location: Lagos is in South West Nigeria, on the coastline with the Gulf of Guinea and close to the western border with Benin.</p> <p>Importance: One of the biggest and fastest growing megacities in the world with a population over 15 million. Rapid growth has led to the expansion of the city to the north & west of the lagoon. 80% of Nigeria's industry is in Lagos - West Africa's main financial centre. Global transport links with an international Airport & Seaport.</p> <p>Causes of growth: Rapid population growth in 1970s due to oil being found in the region. This causes a lot of Rural-to-Urban migration. Push factors; low wages, changing climate, poor services. Pull factors; well paid jobs, higher standard of living, education, medical care. Natural increase is high due to the youthful population – most migrants are young and begin families in the city.</p> <p>Opportunities in Lagos: Social –Growing industries -fashion, finance & film. Education and healthcare services are more available. 68% of the population in Lagos have a secondary level of education. 3 x new helicopters for Police to help reduce crime rate. Resources, Water, Energy – 2 new power stations planned, access to borehole & public taps (better than in the rural areas).</p> <p>Economic - There are more jobs in Lagos than anywhere else in Nigeria, formal & informal economy. Evo – Atlantic = new financial hub 150 000 jobs. Nollywood – 3rd largest film industry in the world.</p>
2 and 5	<p>Formal economy - This refers to the type of employment where people work to receive a regular wage which are taxed.</p> <p>Informal economy - This type of employment comprises work done without the official knowledge of the government and therefore without paying taxes. It is common in many LICs.</p> <p>Squatter settlement - Poor-quality housing, lacking in amenities such as water supply, electricity, which often develops spontaneously and illegally in a city in an LIC.</p>	<p>Challenges of urban growth in Lagos:</p> <p>Unreliable electricity - regular power shortages & cuts. Many wealthy people have their own generators for homes & businesses.</p> <p>Traffic congestion – growth in car ownership means more pollution, delays and fatal accidents. Plans for integrated transport, ferry network, bus lanes, new airport, walking and cycling facilities as well as better urban planning to reduce journey times. High Crime rates – the gap between the wealthy and poor is growing, this increases social tensions and can force people to turn to crime, especially in the squatter settlements and slums areas. Poverty – 60% of the population live in squatter settlements and work in the informal economy. Most live on less than \$1.25 per day. Slums are lacking in facilities, waste pollutes the water supply in the Lagoon. Waste and Pollution – Only 40% of waste is collected in the city. Air pollution is 5x higher than recommended levels. Waste pollutes the Lagoon area and can poison fish & people.</p> <p>Problems in Lagos: Growing population, increasing population density, rising sea levels, poor water supply, unreliable power supplies</p> <p>Urban planning in Lagos: Makoko Floating School, 2014 Solar panels, natural ventilation, playground / green area, floating platform, local building material, collects rainwater and stores it making it sustainable. Traffic management To solve congestion the Bus Rapid Transit (BRT) system was introduced (Bus lanes) as an integrated transport system</p>
3 and 6	<p>Economic Opportunities - Chances for people to improve their standard of living through employment.</p> <p>Social Opportunities - Chances for people to improve their quality of life, for instance access to education and health care.</p>	<p>Location Birmingham is a city in the West Midlands. The population of the city is 1.1 million, largest in the UK outside of London. Importance. Birmingham has over 500 parks, more trees than any city in Europe. It has 5 Universities over 75,100 students and many international students. Birmingham is the UK's second city. Causes of growth : Migration. international migrates from Ireland, Pakistan and the Caribbean came in 1900-1960 to work in factories. Today Birmingham welcomes refugees from Syria and Iraq and has a multi cultural identify.. House prices are cheaper than London at £186,000 compared to £450,000.</p> <p>There were 3,600 young people aged 18-34 who moved to Birmingham</p> <p>Social: opportunities The shopping areas of Bullring and Mail box Economic: opportunities Services = 88% of employment. Financial, retail, Universities and health make up the majority of this. Jaguar Landrover and Cadbury are based in the city. It has main roads (M1, M5, M6) rail and air links. HS2 will come into the centre of Birmingham.</p>

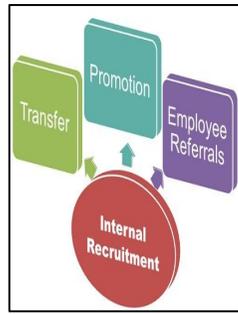
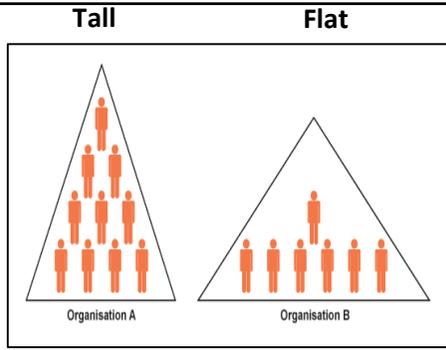
Part	Disciplinary/Literacy	Key Learning: USA: Economic downturn and recovery AND Impact of the Second World War.
1 and 4	<p>Relief: Assist against poverty.</p> <p>Recovery: Boost the economy to increase employment.</p> <p>Reform: Welfare provision for the unemployed, old, sick, disabled and destitute.</p>	<p>Relief, Recovery and Reform: The New Deal was aimed at dealing with the immediate problems caused by the Depression. Roosevelt explained his policies through a series of fireside chats on the radio and outlined how he would prime the pump. This involved closing the banks and declaring a bank holiday while they were investigated and only allowing those safe to reopen. This restored confidence in the system. Alphabet Agencies were set up to deal with a range of issues such as Tennessee Valley Authority which increased electricity or the Civilian Conservation Corps which planted trees. These gave important jobs and focused on specific areas of need. The Second New Deal: By the end of 1934 there were still 10 million Americans out of work. In 1935 Roosevelt outlined his second New Deal. The Works Progress Administration organised \$4.8 billion relief programme, The Wagner Act strengthened the unions by introducing collective bargaining. Under the Fair Labour Standards Act the minimum wage and maximum hours were introduced and 300,000 workers received a pay increase. In addition child labour was banned. A Social Security system was introduced which gave people access to unemployment benefit and a pension.</p>
2 and 5	<p>Conscription: Join armed forces involuntarily.</p> <p>Armament: the process of equipping military forces with weapons for war.</p>	<p>Opposition to Second New Deal: Key individuals like Huey Long the Governor of Louisiana and Catholic priest Charles Coughlin criticised the New Deal for not doing enough or sharing out the wealth unequally. Politicians, especially Republicans who represented wealthier Americans believed that it was interfering too much in American business and was a form of socialism. The most serious opposition came from the Republican dominated Supreme Court that ruled against FDR in the Sick Chickens case of 1935 which ruled many of the NRA rules illegal and US v Butler which declared the AAA illegal. WW2: Roosevelt declared that America should become the "Arsenal of Democracy" in WW II. Big Business became involved in the war effort as mass production was turned towards armament manufacturing. Conscription opened up jobs to groups such as blacks and women who had been overlooked by the New Deal. By the end of the war 50% of world manufacturing took place in the USA and GDP had increased to \$300,000 million by 1950. There was almost full employment and the USA had fully recovered.</p>
Part 3 and 6	<p>Baby boom: Increase in birth-rate.</p> <p>Suburbs: an outlying district of a city, especially a residential one.</p>	<p>The Affluent Society: In the years following the war America underwent huge changes. There was a growing focus on luxury goods as many households owned a TV and a car. Swimming pools became more common and America became a far wealthier place. There was a growth in the population known as the baby boom and many new families moved to growing suburbs as a safer, cheaper and cleaner place to live. Towns like Levittown seemed to symbolize the American dream and were built using mass production models so they were far more affordable than homes before the war. However this was not the story for all Americans and many still struggled. 29% of the population lived below the poverty line and many black and Hispanic people faced discrimination and racism. There was no national health service and pensions were not as generous as those in Europe. Black Americans - WW2 highlighted the racism faced by many blacks who still had to join a segregated army. Black soldiers were treated far better in Britain however black soldiers were not allowed into combat with the marines and many were only allowed to be cooks and labourers. The Tuskegee airmen became the first black pilots and won great acclaim and the 761st Tank Battalion known as the Black panthers took part in the Battle of the Bulge. Discrimination was worst in the navy with Blacks often given the most dangerous jobs such as loading ammunition onto ships.</p>

Part	Key Learning: Accro à la technologie					Resources																																															
1	Time phrase	Opinion	Activity/Infinitive	Conjunctions	Justifications	 https://www.languageonline.org.uk/French/Modal_Verbs/Index.htm https://quizlet.com/gb/592549889/quand-jetais-petit-flash-cards/																																															
	Du matin au soir <i>From pm to night</i> En général <i>In general</i> Tous les jours <i>Every day</i> Chaque jour <i>Each day</i> De temps en temps <i>From time to time</i> Souvent <i>Often</i>	je suis fan de <i>I'm a fan of</i> j'ai une passion pour <i>I have a passion for</i> ça m'intéresse de <i>It interest me to</i> ce que je préfère c'est <i>what I prefer is</i> Je ne supporte pas de <i>I can't stand</i> ça m'ennuie de <i>it bores me to</i>	regarder des émissions en ligne <i>to watch programmes via streaming</i> écouter de la musique en ligne <i>to listen to music online</i> jouer à jeux en ligne <i>to play games online</i> surfer sur internet <i>to surf on internet</i> aller sur les réseaux sociaux <i>to go on social media</i> regarder des vidéos marrantes <i>to watch funny video</i> faire des achats <i>to buy things</i> envoyer des messages sur WhatsApp <i>to send messages on WhatsApp</i> trouver des sites intéressants <i>to find interesting websites</i>	parce que <i>because</i> puisque <i>Since</i> vu que <i>seen that</i> étant donné que <i>given that</i> même si <i>even if</i> cependant <i>However</i> toutefois <i>however</i>	c'est divertissant <i>It's entertaining</i> c'est éducatif <i>It's educational</i> c'est utile <i>It's useful</i> c'est rapide <i>It's quick</i> c'est pratique <i>It's practical</i> c'est bon marché <i>It's cheap</i> c'est barbant <i>It's boring</i> c'est affreux <i>It's awful</i> ...on peut rester en contact avec des gens du monde entier <i>you can stay in touch with people across the whole</i> ...on peut poster des messages <i>you can post messages</i> ...on peut commenter sur les photos <i>you can comment on photos</i>		je regarde <i>I watch</i> tu regardes <i>you watch</i> il / elle regarde <i>he / she watches</i> nous regardons <i>we watch</i> vous regardez <i>you watch</i> ils / elles regardent <i>they watch</i> je veux <i>I want</i> tu veux <i>you want</i> il veut <i>he wants</i> je peux <i>I can</i> tu peux <i>you can</i> il peut <i>he can</i>																																														
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3	Modal Verbs 	Adverbs	Infinitive + justifications																																																		
4	il faut/il ne faut pas <i>You/ we must (not)</i> Tu dois <i>You/ we must</i> Je peux <i>I can</i> Je voudrais <i>I would like</i>	toujours <i>always</i> souvent <i>often</i> (ne)jamais <i>never</i>	avoir un mot de passe sur donner son adresse parler aux inconnus devenir accro	<i>have a safe password</i> <i>give your address</i> <i>talk to strangers</i> <i>become addicted</i>																																																	
5	Useful verbs 		<table border="1"> <tr> <td>Le courriel</td> <td>email message</td> <td>L'ordinateur portable</td> <td>laptop</td> </tr> <tr> <td>La cyber-intimidation</td> <td>cyber-bullying</td> <td>La page d'accueil</td> <td>homepage</td> </tr> <tr> <td>Le curseur</td> <td>cursor</td> <td>Rapide</td> <td>fast</td> </tr> <tr> <td>Les dangers</td> <td>dangers</td> <td>Les renseignements</td> <td>information</td> </tr> <tr> <td>Les écouteurs</td> <td>headphones</td> <td>Le réseau social</td> <td>social network</td> </tr> <tr> <td>L'écran (tactile)</td> <td>(touch) screen</td> <td>La souris</td> <td>mouse</td> </tr> <tr> <td>L'email</td> <td>email</td> <td>La tablette</td> <td>tablet</td> </tr> <tr> <td>Facile</td> <td>easy</td> <td>La technologie</td> <td>technology</td> </tr> <tr> <td>La fiche</td> <td>file</td> <td>Le (téléphone) portable / Le mobile</td> <td>mobile phone</td> </tr> <tr> <td>La flèche</td> <td>arrow key</td> <td>Un texto</td> <td>a text</td> </tr> <tr> <td>Le forum</td> <td>chat room</td> <td>Le traitement de texte</td> <td>word processing</td> </tr> <tr> <td>L'inconvénient</td> <td>disadvantage</td> <td>Utile</td> <td>useful</td> </tr> </table>		Le courriel	email message	L'ordinateur portable	laptop	La cyber-intimidation	cyber-bullying	La page d'accueil	homepage	Le curseur	cursor	Rapide	fast	Les dangers	dangers	Les renseignements	information	Les écouteurs	headphones	Le réseau social	social network	L'écran (tactile)	(touch) screen	La souris	mouse	L'email	email	La tablette	tablet	Facile	easy	La technologie	technology	La fiche	file	Le (téléphone) portable / Le mobile	mobile phone	La flèche	arrow key	Un texto	a text	Le forum	chat room	Le traitement de texte	word processing	L'inconvénient	disadvantage	Utile	useful	https://www.bbc.co.uk/bitesize/guides/zxnhpv4/revision/2
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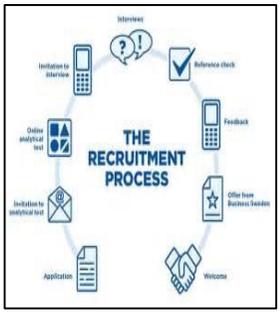
Week	AO	Key Learning – Coast development	Disciplinary literacy in Art and Design	Definition	Resources
1	1	Introduction to Rex Ray Rule of 5 1. Title in a relevant style. 2. Introduce the artist – relevant facts 3. Images of their work 4. Analyse the artwork using the formal elements and add your own opinion. 5. Your own experiments in their style	Composition	the arrangement and layout of artwork/objects.	 <p>watercolour paint, inks, glue, stencils, stamps, scissors, pastel, crayon, Pencil and pen.</p>
			Abstract	a piece of art that is not realistic. It uses shapes, colours and textures.	
2+3	2	Plan next outcome – layers inspired by Rex Ray Variety of Compositions Mark-making and creating printed layers Acrylic and watercolour techniques Use of squeegee	Mark-making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	<p>www.photopea.com</p> <p>Look at www.studentartguide.com for other ideas</p> 
			Mixed media	A variety of media (paint, pen, pencil collage) used in a work of art.	
4	2	Evaluation of Compositions Combination of elements Reminder of What does Rex Ray do? How does Rex Ray do it?	Collage	A collage may include magazine and newspaper clippings, paint, portions of other artwork or texts, photographs, glued to a piece of paper or canvas.	
5		Outcome evidenced and created Intro to Photopea and digital outcome developed	www.Photopea.com	An excellent digital art website, very similar to Photoshop. Free access on phone/ tablet. Save as a jpeg.	
6 + 7		Intro to Photopea and digital outcome developed DIRT and Evaluation	Jpeg.	Format of saving for digital images including photographs.	

Part	Key Learning	Disciplinary literacy	Definition	Resources
1	Kara Walker, rule of 5 Artist Research page Jim Crow silhouettes	Silhouette	A silhouette is the image of a person, animal, object or scene represented as a solid shape of a single colour, usually black, with its edges matching the outline of the subject. The interior of a silhouette is featureless, and the silhouette is usually presented on a light background, usually white, or none at all.	
2	continued	stereotype	In social psychology, a stereotype is a generalized belief about a particular category of people. It is an expectation that people might have about every person of a particular group.	Kara Walker Paintings, Bio, Ideas TheArtStory Kara Walker born 1969 Tate Kara Walker: Harper's Pictorial History of the Civil War: On Loan from SAAM – YouTube Get Started in Lino Printing Hobbycraft
3	Silhouettes photoshoot	segregation	The enforced separation of different racial groups in a country, community, or establishment. "an official policy of racial segregation"	
4	Silhouette photoshoot Layer with outcome	Glyphs hieroglyphs	a hieroglyphic character or symbol. The term glyph is used in typography, architecture and archaeology. Broadly, the term means any kind of purposeful mark, such as a simple vertical line incised on a building, a single letter in a script, or a carved symbol	
5	Glyphs Lino print	Modernism	a style or movement in the arts that aims to depart significantly from classical and traditional forms. "by the post-war period, modernism had become part of art history"	
6	Continued and lino printed and logo design	Expressionism	a style of painting, music, or drama in which the artist or writer seeks to express the inner world of emotion rather than external reality.	
		Abstract	relating to or denoting art that does not attempt to represent external reality, but rather seeks to achieve its effect using shapes, colours, and textures. "abstract pictures"	

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Organisational structures (4.1) <i>Purpose and types of structures:</i></p> <ul style="list-style-type: none"> Organisational charts Tall structures Flat structures <p>Job roles include: Directors- establish overall goals. Managers- Work towards achieving goals. Team leaders- Delegate tasks to help work towards goals. Operatives- Carry out basic duties.</p>	<p>Span of control: Number of employees managed by directly by another. Hierarchy: Layers of authority within a business. Delayering: The removal of one or more levels of hierarchy. Chain of command: The line of authority where communication passes.</p>	<p>BBC Bitesize https://www.bbc.co.uk/bitesize/guides/z4fw8xs/revision/1</p>
2	<p>Recruitment and Selection (4.2) <i>Reasons for recruiting new staff are:</i></p> <ul style="list-style-type: none"> Starting a new business Expansion Employees leaving 	<p>Retention: The proportion of a workforce who remain with a business over a period of time. Job analysis: The collection and interpretation of information about a job. Contract of employment: A legal document stating hours of work, rates of pay and other conditions of employment.</p>	<p>BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zvfw8xs/revision/1</p>
3	<p>Motivating employees (4.3) <i>Reasons why people work:</i></p> <ul style="list-style-type: none"> Money Opportunity Meet personal needs (Maslow) 	<p>Motivation: The range of factors that influence people to behave in a certain way. Job enrichment: Designing a job to give interesting tasks. Fringe Benefits: Additional perks that are offered on top of an employees salary.</p>	<p>BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zjdspg8/revision/1</p>
4	<p>Training (4.4) <i>The importance of training:</i></p> <ul style="list-style-type: none"> Improves productivity Motivated employees Increases employee retention Quality improves 	<p>Training: A range of activities giving employees job-related skills and knowledge. Retention: Keeping hold of the services of staff. Productivity: The amount of output a business produces via its workforce.</p>	<p>BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zh6cguw/revision/1</p>



- External Recruitment Methods**
- Advertising
 - Employment Agencies
 - Job Fairs/Virtual Job Fairs
 - Executive Search Firms
 - Target Research
 - Internships
 - Professional Associations
 - Open Houses
 - Event Recruiting
 - Sign-on Bonuses
 - Company Database
 - Target Internet sites



- Benefits:**
- Increased productivity
 - Improved recruitment and selection
 - Improved retention rates

Part	Key Learning
1	<ul style="list-style-type: none"> • Waterfall project management maps out a project into distinct, sequential phases, with each new phase beginning only when the previous one has been completed. The Waterfall system is the most traditional method for managing a project, with team members working linearly towards a set end goal. • Iterative project management is an approach that breaks the process of developing a large application into smaller parts. Each part, called “iteration”, represents the whole development process and contains planning, design, development, and testing steps.
2	<ul style="list-style-type: none"> • A Gantt chart is a chart in which a series of horizontal lines shows the amount of work done or production completed in certain periods of time in relation to the amount planned for those periods. • The program evaluation and review technique (PERT) is a statistical tool used in project management, which was designed to analyze and represent the tasks involved in completing a given project. • The critical path method (CPM), also known as critical path analysis (CPA), is a scheduling procedure that uses a network diagram to depict a project and the sequences of tasks required to complete it, which are known as paths.
3	<ul style="list-style-type: none"> • Basic project planning tools: task lists, graphical descriptions, written descriptions and mood boards • Planning the project basics: aims and objectives, audience and purpose • Defining the project requirements: user requirements, output requirements, input requirements and user accessibility requirements • Project constraints and risks: time, resources, task dependencies, security and contingency planning • Planning project timescales: overall timescales, when tasks will be completed, key milestones and resources

Part	Key Learning	Disciplinary/ Literacy
1	<p>Technology Push: Technology Push is when research and development in new technology, drives the development of new products.</p> <p>Market Pull: The term 'Market Pull', refers to the need/requirement for a new product or a solution to a problem, which comes from the market place. The need is identified by potential customers or market research. A product or a range of products are developed, to solve the original need.</p> <p>Market pull sometimes starts with potential customers asking for improvements to existing products. Focus groups are often central to this, when testing a concept design or an existing product.</p>	<p>Modern Material – A material developed through the invention of new or improved processes or materials.</p>
2	<p>Manufacturing Specification:</p> <p>The Manufacturing Specification is an alternative to producing separate sheets for the manufacturing flow chart, sequence drawing and final 3D drawing. It is a concise sheet, which summaries each of these design sheets.</p>	<p>Technical Textiles – A material which have been developed purely for its functional use.</p>
3	<p>Quality control (QC) is the system of checks throughout the manufacturing process to make sure each step is completed to a high standard.</p> <p>Quality control checks might be carried out:</p> <ul style="list-style-type: none"> •before manufacture to ensure fabric has no faults or misprints •during manufacture to ensure seams are sewn straight, stitching is even in length and neat •after manufacture to ensure components are sewn on straight and sewing is strong <p>Although quality control checks can increase waste, with faulty products being thrown away, if a factory develops a reputation for being reliably high in quality, money is saved in the long term through products being reordered.</p>	<p>Smart Material – A material which reacts to its environment. The change is reversible.</p>
4	<p>Batch Production:</p> <p>When tens, hundreds or even thousands of the same product, are manufactured on a production line, this is called Batch Production.</p> <p>Batch production takes place on a production line. A production line is one stage of manufactured followed by another stage. A production line can be made up of several or hundreds of different stages.</p> <p>Companies tend to order batches of products. Customers usually order one.</p>	<p>Dye sublimation – Sublimation ink is can convert a solid to a gas without going through a liquid form. It is initiated using heat and controlled with pressure and time.</p>
5	<p>Thermochromic – A material which undergoes a reversible change of colour when heated or cooled.</p> <p>Hydrochromic – A material which undergoes a reversible change of colour when exposed to water.</p> <p>Photochromic – A material which undergoes a reversible change of colour when UV light is applied.</p> <p>Polymorph – A thermoplastic material that can be shaped and reshapes any number of times. It can be heated in hot water and when it reaches 62 degrees centigrade the granules form a mass of clear material.</p>	<p>Dye sublimation – Sublimation ink is can convert a solid to a gas without going through a liquid form. It is initiated using heat and controlled with pressure and time.</p>
6	<p>Nomex – A flame resistant material. It withstands intense heat and is worn by fire fighters and Formula 1 racing car drivers for protection.</p> <p>Kevlar – A tightly woven fabric that have great impact resistance. It is used in racing tyres, racing sails, gardening gloves and bulletproof vests.</p> <p>Microfibres – Much thinner than human hairs. They can be coiled to provide a very warm, soft or absorbent material that can be used in winter clothes or cleaning cloths.</p> <p>Rhovy1 – An antibacterial material that have antibacterial agents integrated in to the fibre itself.</p>	<p>Staple fibre – A short fibres</p> <p>Filament Fibre – a long, continuous fibre.</p>

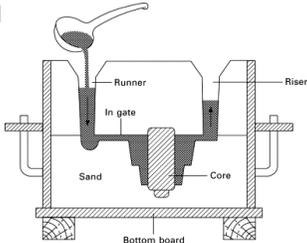
Subject: Design Technology Metal Candle Holder

Term: Spring term 1

Year Group: 10

During this project, you will be using various engineering and metal based techniques to produce a candle holder from an existing drawing. You will be working to close tolerances, learning about the properties of different metals and why they are used in specific situations.

In the manufacture, you will experience a range of processes including sand casting, sheet metal work and fabrication techniques. You will use a centre lathe, join parts together by welding and brazing components, cut a screw thread and investigate appropriate finishes for metal as well as the reasons why they are used.

Part	Key Learning	Disciplinary/Literacy	Resources
1 Casting	<p>In this part, you will be working in the foundry to create a casting. This is where a wooden pattern is packed into sand in a flask to form a mould. The mould is then taken apart and the pattern removed. The flask is made up of 2 parts, the top is known as the cope and the bottom the drag. Pattern parts need to have a taper or draft angle on them of at least a few degrees to ensure they can be removed from the sand (Remember making sand castles at the beach. When you tipped your bucket upside down, the sides of the bucket were angled to allow the bucket to come off your castle). Aluminium metal is heated in the crucible. Molten metal is poured into a runner where it goes through the mould and out of the riser. The aluminium needs to cool until it solidifies. Some shrinkage will occur as the metal cools</p> 	[Sand] Casting, Foundry, Aluminium, Alloy, Cope, Drag, Taper / Draft, Flask, Gate, Pattern, Mould, Runner / riser, Shrinkage, Crucible	
2 Sheet Steel	<p>Steel is a ferrous metal. Ferrous metals contain iron, non ferrous do not contain iron. FE is the chemical symbol for iron in the periodic table. The top part of your candle holder is made from steel. You will mark this out using Engineer's blue, Engineer's square scribe and dividers. Sheet steel is cut using a notcher or tin snips. Thicker sections of metal are held in a vice and cut using a hacksaw. Centres of holes are marked before drilling with a centre punch, this prevents the drill bit slipping and helps you work more accurately. Emery cloth is used like sand paper to clean up metal.</p>	Steel, Ferrous / non ferrous, Engineer's blue, Scriber, Sheet material, Centre punch, Dividers, Notcher, Vice, Tin snips, File, Emery cloth, Engineers square, Hacksaw	
3 Joining metals	<p>Materials are joined together using a variety of permanent and non permanent methods. When welding metals, the material is melted and fused together. Spot welding works by passing an electrical current through the metals. Steel does not conduct electricity as well as other metals, this causes resistance in the circuit, heating the area between the electrodes. Clamping pressure causes the individual parts to fuse together at that spot. Brazing is different to welding. When brazing, brass, a non ferrous metal is melted around the joint, holding the components in place (a bit like blue tack). Flux is used to prevent the metals from oxidising when heating. Metals can be joined together mechanically using nuts and bolts. Threads can be cut in a hole using a tap so a bolt can be screwed into it or on the outside of a rod using a die so it can screw into a hole.</p>	Permanent / Non permanent, Spot weld, Fuse [together], Resistance, Brazing, Brass, Flux, Oxidise, Tap, Tap wrench, Cutting paste. Thread	
4 Turning	<p>Centre lathes are used to turn metal. Work is usually mounted in a chuck and rotated towards a cutter. Lathes can be used for accurate drilling, fitting and facing off metal. A turned piece can be cut off by parting it from the part held in the chuck. Metals have finishes applied for various reasons. These include appearance, preventing oxidisation or rusting and electrical insulation. Dip coating is the process of heating metals and dipping them in polyethene granules. The thermo plastic granules melt with the heat and stick to the steel creating a waterproof, smooth coating.</p>	Centre lathe, Parting off, Chuck, Chuck key, Dip coating, Thermo plastic, Polythene	

Please note, the order in which the below topics are covered may alter depending on workshop availability.

Part	Key Learning	Disciplinary/ Literacy	Resources
1	<p>Brazing - Used for joining steel by melting a brass rod on the hot steel. As the brass melts, it forms a joint. Brazing is a slow and safe way to learn about joining metal with heat. During the process of brazing, the joining metal is melted and filled into the joint of the two parent metals by capillary action - that is the ability for liquids to flow in narrow spaces, without the help of gravity. The liquid metal is protected from oxidation during its liquid stage by a flux. The liquid metal is then cooled to join the pieces together.</p> <p>A flux is a material that keeps the metal from oxidising during its liquid stage. The flux flows into the joint during the joining stage and is usually made of a material that prevents oxides to form, such as borax.</p>	<p>Capillary action Annealing Ferrous Brazing Flux Oxidation</p>	
2	<p>Drilling - There are two types of machine drill, the bench drill and the pillar drill. The bench drill is used for drilling holes through materials including a range of woods, plastics and metals. It is normally bolted to a bench so that it cannot be pushed over and that larger pieces of material can be drilled safely.</p> <p>The larger version of the machine drill is called the pillar drill. This has a long column which stands on the floor. This can do exactly the same work as the bench drill but because of its larger size it is capable of being used to drill larger pieces of materials and produce larger holes.</p>	<p>Chuck Spindle speed Chuck guard Machine vice</p>	
3	<p>Centre lathe - Metal can be turned in a lathe, which can be hand operated or controlled via a computer on a computer numerical controlled (CNC) lathe. A lathe spins the work at high speed as a cutting tool is introduced to the metal to produce round and cylindrical shapes. Round pieces of metal are held in a lathe using a three-jaw chuck, and metal that is not round is held by a four-jaw chuck.</p>	<p>3 Jaw chuck Carriage Tailstock Lubricant Swarf</p>	
4	<p>Sand casting - Sandcasting can be used to cast larger and more complex shapes as it uses a two-part mould. A former is made, usually by hand, and is placed in the 'green' sand, which is packed tightly around the former before it is removed. This is repeated on the other part of the mould. Two holes are made in the sand, one for the molten metal to be poured into (the runner) and one for the metal to come up and out the other side (the riser). Once they are both ready, parting powder is applied to the sand and the two moulds are placed together, one on top of the other. The molten metal, often aluminium in schools, is poured into the runner until it comes up to the riser when the cavity in the sand is full of metal</p>	<p>Casting flask Cope and drag Runner and riser Strickling off Fettling</p>	
5	<p>Milling - Metal can be shaped using a milling machine - a very versatile tool for smoothing a surface or edge and for cutting grooves and profiles. Milling machines can work either horizontally (horizontal milling machine) or vertically (vertical milling machine) - both machines perform the same tasks; the main difference is the direction the cutting tool is held.</p>	<p>Axis End mill Vertical mill</p>	
6	<p>Bending and riveting - A rivet is often used to hold sheet material to another metal structure, eg some 'off-road' cars have their body held to the structure using a rivet. Nuts and bolts work by tightening a nut along a threaded bolt so that the sheet material is compressed in place. Screws work in a very similar way - as a screw is turned it drives deeper into one material as it compresses another in place.</p>	<p>Rivet Rivet snap Rivet gun</p>	

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Cereals and how they are processed into flour Examples of cereals include Wheat, Rice, Oats, Maize and Barley. Cereals are often referred to as staple foods. Staple foods form a large part of the diet and are usually starchy foods that grow well and can be stored for consumption throughout the year. Wheat is the main staple crop in the UK. Wheat is used in food production, primarily flour, bread, biscuits, cake, pastry, pizza and breakfast cereals. Cereals are a good source of starchy carbohydrate and protein. Fat is also found in whole grain as is a range of B vitamins and vitamin E. Fibre is also present in the bran. Grains are an essential element in a healthy diet and eating high-fibre whole grains may help to reduce the risk of heart disease and type 2 diabetes and control blood cholesterol.</p>	<p>Cereal – an edible grass Grain – the edible part of the cereal Endosperm – the main part of the grain, a starch and protein supply. Germ – source of fat and B vitamins. It is where the new plant grows. Wholegrain – 100% of the grain, nothing has been removed. Primary processing – the conversion of raw materials into food commodities – eg milling of wheat grain into flour. Fortification – vitamins and minerals are added to foods.</p>	<p>Scan the QR code below for the ingredients lists</p>  <p>SCAN ME</p>
2	<p>Bread Bread is made from strong flour, yeast, salt and water. Fat is often added to extend the shelf life while sugar is added for sweetness, colour and to feed the yeast. The type of flour used to make bread is strong flour, which is high in a protein called gluten. Gluten forms when water is added to flour and mixed. Bread dough needs gluten to support the gas bubbles of carbon dioxide that are created during the making process to give bread a light texture. Yeast is used in leavened bread. Yeast produces carbon dioxide gas and rises the bread. Yeast is killed by too much sugar, salt and heat.</p>	<p>Prove – leaving dough to rise Gluten – Stretchy protein found in flour. Fermentation – The process when yeast converts sugars to give off carbon dioxide gas. Unleavened bread - bread without a raising agent. Leavened bread – Bread with a raising agent</p>	
3	<p>Pasta Pasta is a food that contains starch, a carbohydrate which provides energy for our bodies. Starch is a complex carbohydrate, providing slower release of energy than simple carbohydrates such as sugars. Pasta especially wholemeal pasta is a source of fibre. Durum wheat flour is used to make pasta as it is high in protein, holds its shape during cooking, making a stretchy dough. It produces a grainy, yellow coloured semolina on milling. Durum wheat makes a good quality pasta because it requires less water to make the dough, making it easier to dry the pasta. Basic pasta dough is made from 00 flour, salt, eggs, oil and water. Pasta is available in different shapes and varieties</p>	<p>Al dente – firm to the bite Extruded – pasta dough is pushed through a mould to shape it. Secondary processing – converting primary processed foods into other food productions - eg flour into biscuits.</p>	
4	<p>Rice Rice is classified as a cereal grain. When rice is harvested the grains of rice are milled. For brown rice the outer husk is removed and the bran layer remains. For white rice the outer husk is removed and the bran and germ – this process is called polishing. Rice is usually boiled or steamed. It can be fried, but does need to be boiled first. There are many different types of rice including short grain, long grain, arborio and brown rice. Cooked rice is classed as a high risk food because it contains a toxin producing bacteria called bacillus cereus. Rice should be cooled down to 5C within 90 minutes and stored in the fridge. Rice should be reheated to 121C to ensure any toxins are killed.</p>	<p>Polishing – the process when milling white rice: the outer husk is removed and then the bran and germ.</p>	
5	<p>Maize (corn), Oats, Barley Rye and other cereals The cereals listed above are common staple foods around the world. They provide both energy and fibre within the diet. These cereals can be processed into other products such as cornflakes (maize), granola (oats), popcorn (maize).</p>	<p>Coeliac disease – an auto-immune condition where a person has an adverse reaction to gluten. Staple food – forms a large part of the diet, usually from starchy foods.</p>	
6	<p>Preventing Food Poisoning in cereals To ensure cereal crops do not become a source of food poisoning bacteria it is important that the harvested crops are stored in suitable containers. Storage should be in a cool, dry place and free from pests. Fungi may produce mycotoxins which are toxic to humans. Rodents and birds can transfer disease and mites can carry fungal spores and bacteria such as salmonella. Bacillus cereus is a spore forming bacteria present in cooked rice.</p>	<p>Bacillus cereus – a type of pathogenic bacteria that produces toxins associated with poor hygiene in cooked rice. Salmonella – pathogenic bacteria found in raw egg.</p>	

Part	Key Learning	Disciplinary Literacy																																
1	<p>Introduction to New Component; Component 2 Performing from a text</p> <ul style="list-style-type: none"> • Learners in groups of 2-4 participate in a performance based on TWO 10 minute extracts from a performance text of their own choice (Before year 2000) • Learners will be assessed on their acting skills. • A written intention sheet must be complete by each learner 500 words maximum. • Performance exam takes place in front of a visiting examiner • Performance exam during time of lockdown will be sent to the examiner <p>Note: Your chosen script must come from a published play before the year 2000. If you cannot find a suitable monologue you can take mini speeches from one character within a play and add them together to create a monologue adding NO words of your own. You can use Shakespeare or a Theatre play you have seen</p>	<p>Gesture – the actions used by an actor to show what the character is feeling or what they are doing. Facial expressions – changes made to the face to show how the Character is feeling. Body Language – the emotion shown by an actors movement or position of their body. Posture – the position that a character is sitting or standing in. It helps to show their emotions. Cue Stage Directions Playwrite Act Climax Setting Characters</p>																																
2/3	<p>Research of text ideas below BUT You can choose your own text written before 2000</p> <table border="1" data-bbox="167 722 1317 1332"> <thead> <tr> <th>Date</th> <th>Play</th> <th>Playwright</th> <th>About</th> </tr> </thead> <tbody> <tr> <td>1606</td> <td>Macbeth</td> <td>William Shakespeare</td> <td>After murdering King Duncan and seizing the throne, Macbeth becomes consumed with guilt and paranoia as the tyrannical ruler of Scotland</td> </tr> <tr> <td>1979</td> <td>Blue Remembered Hills</td> <td>Dennis Potter</td> <td>A group of children (all played by adults) left alone without adult supervision in the countryside. This play shows the cruel side of childhood.</td> </tr> <tr> <td>1983</td> <td>Blood Brothers</td> <td>Willy Russell</td> <td>A superstitious mother pregnant with twins is forced to give one up as she is too poor to keep both. What will happen when the twins meet?</td> </tr> <tr> <td>1989</td> <td>Hard to Swallow</td> <td>Mark Wheeler</td> <td>A tragic story about a young woman struggling with anorexia and the effects it has on those closest to her.</td> </tr> <tr> <td>1947</td> <td>An Inspector Calls</td> <td>J. B. Priestly</td> <td>A suicide has led to the investigation of the Birling family one evening. This play uncovered the events which led to the suicide. Who is responsible?</td> </tr> <tr> <td>1993</td> <td>Terraces</td> <td>Willy Russell</td> <td>Football glory! But how to celebrate it? Should Danny give into peer pressure and paint the town yellow!? Or should he follow his own conscience.</td> </tr> <tr> <td>1977</td> <td>Confusions</td> <td>Alan Ayckbourn</td> <td>Five interlinked short plays which stereotypes human behavior in a comic way. Underlying each play is a theme of loneliness.</td> </tr> </tbody> </table>	Date	Play	Playwright	About	1606	Macbeth	William Shakespeare	After murdering King Duncan and seizing the throne, Macbeth becomes consumed with guilt and paranoia as the tyrannical ruler of Scotland	1979	Blue Remembered Hills	Dennis Potter	A group of children (all played by adults) left alone without adult supervision in the countryside. This play shows the cruel side of childhood.	1983	Blood Brothers	Willy Russell	A superstitious mother pregnant with twins is forced to give one up as she is too poor to keep both. What will happen when the twins meet?	1989	Hard to Swallow	Mark Wheeler	A tragic story about a young woman struggling with anorexia and the effects it has on those closest to her.	1947	An Inspector Calls	J. B. Priestly	A suicide has led to the investigation of the Birling family one evening. This play uncovered the events which led to the suicide. Who is responsible ?	1993	Terraces	Willy Russell	Football glory! But how to celebrate it? Should Danny give into peer pressure and paint the town yellow!? Or should he follow his own conscience.	1977	Confusions	Alan Ayckbourn	Five interlinked short plays which stereotypes human behavior in a comic way. Underlying each play is a theme of loneliness.	<p>Setting Climax Resolution Cliff hanger? Improvisation/Role Play Vocal skills Tone of voice Pitch Pace Pause Volume General drama terminology/vocabulary Devising Improvisation Characterisation</p>
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<p>4</p>	<p>Rehearsal; Physical Interpretation of Character: Facial expressions, Gait (walk), Posture, Body Language, Gesture Vocal Interpretation of Character: Volume/Projection, Pitch, Pace, Pace, Accent Artistic Intention of your ability to physical interpret your character and portray this physically changing your body language, facial expression and voice.</p>	<p>Blocking Props Dramatic Irony Split Stage Hot-seating Still Image Role-Play Thought tracking Movement techniques Gesture Facial expressions Body Language Posture</p>
	<p>Rehearsal; Learning Lines- Read the lines out loud, Little and often, learn 5 to 10 lines at a time, Record yourself saying the lines then listen back, Walk around and add action while learning lines this will help you with developing your character and linking an action to your lines, Learn lines before yours so you know your que, read the whole script first so you understand what they are saying to you and you can make senses of the tone and atmosphere to say the lines in and if you do have someone who can help read lines with you at home please do.</p>	<p>Cue: A prompt for an actor to say their lines Line: Spoken dialogue</p>
	<p>Hot-seating Hot-seating is when you are asked questions in character and you have to answer them in character. We use hot seating in Drama as it helps to understand your character and their background and get you to think about who they are. Open ended questions are better to ask as it draws out more information.</p>	<p>Stage Directions: instructions that the playwright has written to tell the actors what to do Playwrite: The person who wrote the play/script Act: Like a chapter, referring to sections of the play Climax: The moment before the plot is resolved often with the most action and or/tension Setting: Where characters live or travel to</p> <div data-bbox="1466 958 1866 1243" style="text-align: center;"> <p>STAGE DIRECTIONS</p> </div>

Week Beginning	4/1/22 10/1/22 Organising a Music concert Group 1	17/1/22 24/1/22 Introducing Live Sound Group 1	31/1/22 7/2/22 Organising a concerts group 1 Introducing live sound group 1
Subject Topic	Part 1: Plan, develop and work towards organising a music concert within a group.	Introducing Live Sound Part 1: Planning for your live music event	Part 3: Review the management process of organising a music concert
Key Learning	<div data-bbox="188 362 526 654" style="border: 1px solid green; padding: 5px;"> Target Audience Artistic intention Type of audience Health and Safety Time constraints Time constraints </div> <div data-bbox="532 362 721 839" style="border: 1px solid black; padding: 5px;"> Audience intention= How can you make the concert attractive to your audience? Constraints Restrictions on time to complete the work </div> <div data-bbox="188 658 526 991" style="border: 1px solid blue; padding: 5px;"> Production Meeting Developing advertising ideas Monitoring progress of advertising Products Adjusting plans, where necessary, </div> <div data-bbox="188 995 671 1125" style="border: 1px solid black; padding: 5px;"> Collaborate – work with others Secure – Well practised, confident in own ability and skills </div>	<div data-bbox="741 362 1172 753" style="border: 1px solid red; padding: 5px;"> Roles and responsibilities Stage planning Legal considerations Equipment requirements Understanding health & safety precautions Manual handling Personal protection requirements </div> <div data-bbox="741 758 1172 862" style="border: 1px solid green; padding: 5px;"> Part 2: Demonstrate understanding of Health & Safety </div> <div data-bbox="741 866 1172 996" style="border: 1px solid purple; padding: 5px;"> <ul style="list-style-type: none"> • Risk assessment • Electrical safety </div> <div data-bbox="741 1001 1431 1125" style="border: 1px solid black; padding: 5px;"> Risk assessment - The process of evaluating the risks to to setting up for a concert. Electrical safety - Electrical safety is a system of organizational measures and technical means to prevent harmful and dangerous effects on workers from </div> <div data-bbox="1178 362 1431 996" style="border: 1px solid black; padding: 5px;"> Legal considerations- laws that have to be followed and taken into consideration eg. copyright. Manual handling- The term manual handling covers a wide variety of activities including lifting, lowering, pushing, pulling and carrying. PPE equipment – Personal protection equipment </div>	<div data-bbox="1452 362 1980 629" style="border: 1px solid purple; padding: 5px;"> <ul style="list-style-type: none"> • Strengths and weaknesses of your organising • Management of relationships • Use of resources • Artistic merits • Audience response • Suggest how you could make improvements </div> <div data-bbox="1452 634 1980 725" style="border: 1px solid purple; padding: 5px;"> Part 3: Set up and use live systems </div> <div data-bbox="1452 729 1980 911" style="border: 1px solid orange; padding: 5px;"> <ul style="list-style-type: none"> • Setting the PA system up safely • Sound check • Operating live sound safely • De-rigging </div> <div data-bbox="1452 915 1980 1125" style="border: 1px solid black; padding: 5px;"> Artistic merits - The artistic quality of the concert Analyse – Identify separate factors and say how they are related and how each one contributes to your topic </div>
Linked Assessment	Low stakes test Portfolio	Low stakes test Portfolio	Low stakes test Portfolio
Resources	Link to SharePoint https://www.youtube.com/watch?v=Avaa4_702eM - Setting up a PA system for a band https://www.youtube.com/watch?v=eKt_a_uC4YM - Health and safety	https://www.youtube.com/watch?v=w3x4rqQkF-Y&list=PLNeHS3oeH2407BRHJRpaWBaEfCdeHzxcg https://www.youtube.com/watch?v=w3x4rqQkF-Y&list=PLNeHS3oeH2407BRHJRpaWBaEfCdeHzxcg - Venues Y10 Music vocabulary book on sharepoin	

Key Learning	Disciplinary/Literacy	Resources
<p><u>Chapter 1: Criminal Psychology</u></p>	<ul style="list-style-type: none"> • Psychological applications: Applied research is an important tool in the process of understanding the human mind and behavior. Thanks to this kind of research, psychologists are able to investigate problems that affect people's daily lives. This kind of research specifically targets real-world issues. • Punishment: a physically or psychologically painful, unwanted, or undesirable event or circumstance imposed as a penalty on an actual or perceived wrongdoer. • Prison: a building in which people are legally held as a punishment for a crime they have committed or while awaiting trial. • Fine: A fine or mulct is a penalty of money that a court of law or other authority decides has to be paid as punishment for a crime or other offense. • Community service: A punishment used on criminals whose crimes fall short of deserving a prison sentence. A criminal is sentenced to carry out unpaid work in their local area. • Deterrent: a thing that discourages or is intended to discourage someone from doing something. • Rehabilitation: Criminal rehabilitation is essentially the process of helping inmates grow and change, allowing them to separate themselves from the environmental factors that made them commit a crime in the first place. The idea is to treat each of the major contributing factors in order to help give an inmate the ability to live a crime-free life after they are released from prison. • Pro-social behaviour: behavior through which people benefit others. • Restorative practice: Restorative justice brings those harmed by crime or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. 	<p>https://www.youtube.com/watch?v=hC5xwQjowzQ&list=PLQAElvdb3KRYjsWHHkh69NrSisflvjYbZ</p> <p>https://www.ocr.org.uk/qualifications/gcse/psychology-j203-from-2017/assessment/</p>

Part	Key Learning
Histogram	<ul style="list-style-type: none"> A histogram is similar to a bar chart but, because the data is continuous, there are no gaps between the bars. To draw a histogram for unequal class widths, adjust the height of the bars so the area of the bar represents the frequency. The height of each bar represents the frequency density. Frequency density = $\frac{\text{frequency}}{\text{class width}}$ You can compare data from histograms if they have the same class intervals and the same frequency density scales.
Frequency Polygon	<ul style="list-style-type: none"> A frequency polygon joins the midpoints of the tops of the bars of a histogram with straight lines. A frequency polygon may be drawn with or without a histogram.
Cumulative Frequency	<ul style="list-style-type: none"> Cumulative frequency is the running total of the frequencies from each class interval. For discrete data, you can draw a cumulative frequency step polygon. Plot cumulative frequencies against the upper class boundaries, Join the steps with straight lines. For grouped continuous data, you can draw a cumulative frequency diagram. Plot the cumulative frequencies against the upper class boundaries. Join the points with a smooth curve or straight lines. Cumulative frequency diagrams can be used to estimate or predict other values
Distribution	<ul style="list-style-type: none"> The shape of a distribution is the shape formed by the bars in a histogram, or by a frequency polygon, or by the rows of a stem and leaf diagram A distribution can be symmetrical, or have positive skew or negative skew.
Misleading Diagrams	<ul style="list-style-type: none"> Three-dimensional diagrams make comparisons difficult as data proportions appear distorted. Diagrams without clear scales, labels or keys may be misleading
Averages	<ul style="list-style-type: none"> The median is the value of the $\frac{1}{2}(n + 1)$ observation Mean = $\bar{x} = \frac{\sum x}{n}$ <ul style="list-style-type: none"> \bar{x} is the mean of all x values $\sum x$ is the sum of all the x values n is the number of data values The mode or modal class is the data item with the highest frequency For grouped data, we can estimate the median using Linear Interpolation.

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

