

Year 9

Knowledge Organiser

Autumn 2021 - 1

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*

Week	AO	Key Learning - Typography	Disciplinary literacy	Definition	Resources
1	3	Using the KO in Art and Design Observational drawing HPS – Hold, Pressure, Speed Formal elements - COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE	Typography	the style and appearance of printed matter	 ube.com/watch?v = RQONJaGgdg (film about the artist 3mins) https://www.youtube.com/watch?v = RQONJaGgdg (film about Typography 6mins) www.studentartguide.com/articles/realistic-observational-drawings Website about student work - inspirational
			Typeface	a particular design of type – Times New Roman, Arial	
2&3	1	Artist research - zine Bob and Roberta Smith <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 10px;"> THE RULE OF 5 </div> Appropriate Background wash and title 5 images in colour (for HWK) 5 facts about the artist 5 keywords What does the artist do? How does the artist do it? Your comments Experiments in the style of the artist	Perspective	The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other	
			Serif	Is a small decorative flourish on the end of the strokes that make up letters or symbols	
4	2	Typography anatomy of and use 1- and 2-Point perspective	Monochromatic	containing or using only one colour	
			Font	a set of type of one particular face and size	
5	2	Powerful statement research linked to Literacy from English and/ or P4L subject content	Focal point	the place to which the eye is lead within a picture, the main interest.	
6&7	4	Dedicated Improvement and Reflection time (DIRT).	Expressive	effectively conveying thought or feeling	



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

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

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

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Sources and Environmental Issues Metals come from ore which is dug up from the ground. It is then crushed and melted in a blast furnace to purify it. This uses a huge amount of energy which means production of new metals has a big negative impact on the environment. Having said this most metals are good for recycling. They can be classified into two groups:</p> <p>Ferrous Metals - Metals containing iron. Most of these will corrode (rust) and all are magnetic.</p> <p>Non Ferrous Metals - Metals not containing iron. Will not corrode easily and are not magnetic.</p>	<p>Ferrous Non Ferrous Corrosion Ore Bauxite Mining</p>	
2	<p>Marking out This consists of transferring the dimensions from the orthographic drawing to the workpiece in preparation for the next step, machining or manufacture. The use of marking out is to provide guide lines to work to, to provide the only control of the size and shape of the component, and to provide the control of the position and size of any features such as holes required in the component.</p> <p>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.</p>	<p>Scriber Centre punch Steel rule Radius Diameter Circumference</p>	
3	<p>Jigs In this case, a drill jig is a type of clamp that enables you to repetitively drill holes on multiple interchangeable parts by acting as a template to guide the twist drill into the precise location of each component part.</p> <p>Twist drills These are the most common type of drill and are sometimes known as jobber drills. These drills can be used with plastics and metals. Sizes up to 13mm have a straight shank, larger sizes have a taper shank which fits directly into the drilling machine spindle.</p> <p>Countersink drills A countersink produces a chamfer leading into a hole that has been drilled. This allows countersunk screw heads to sit level the surface of the workpiece. The size of the chamfer depends on how deep the countersink is pushed into the hole.</p>	<p>Jig Repetition Tolerance Accuracy Countersink</p>	
4	<p>Health and safety Care must be taken to prevent the risk of injury from debris and metal cuttings, the correct PPE must be worn. Due to the speed that the chuck rotates it is important that all loose clothing is removed and hair tied back. Lots of heat can be generated when drilling, so cutting fluids are used to cool the work and avoid burns when handling it. Before turning the machine on all guards must be in position.</p> <p>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.</p>	<p>PPE Lubricant Malleable</p>	
5	<p>What is tolerance? Have you ever gazed at a wall and admired the gears in a clock? Those gears along with the other multiple moving components in a clock are engineered to ensure they work in unison. Nothing can be manufactured or built to perfection so engineers need to look at the parts, and determine how precise they have to be to still function. A tolerance is a range of how far a dimension can range from it's intended size i.e. 100 +/- 0.5mm means it can range between 99.5mm – 100.5mm.</p>	<p>Accuracy Tolerance Assembly</p>	
6	<p>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.</p>	<p>Grit Emery cloth Wet and dry paper Surface finish Polishing</p>	

Part	Key Learning	Disciplinary/Literacy
1	<p><u>Sublimation Printing</u> 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>	Sublimation Natural fibre Synthetic Fibre
2	<p><u>Computer Aided Design (CAD)</u> 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>	Computer Aided Design Adobe Illustrator
3	<p><u>Dyeing Fabrics</u> There are several different ways of dyeing fabrics - Stock or yarn - dyes the fibres before they become fabrics - Piece - dyes pieces of fabric - Garment - dyes clothing once it is made Dyeing usually takes place in large vats before being heated and dried.</p>	Mordant Resist dye
4	<p><u>Patchwork</u> 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>	Bobbin Presser foot
5	<p><u>Plain seams</u> 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>	Raw edge Pinking shears Seam allowance
6	<p><u>Hems</u> 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>	Overlocker Hem

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

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



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

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Natural Hazard - A natural event (for example an earthquake, volcanic eruption, tropical storm, flood) that threatens people or has the potential to cause damage</p> <p>Tectonic hazard A natural hazard caused by movement of tectonic plates (including volcanoes and earthquakes).</p> <p>Hazard risk The probability or chance that a natural hazard may take place.</p>	<p>Natural hazards events like earthquakes and volcanoes that have the potential to do damage humans and property. Hazards include tectonic hazards, tropical storms.</p> <p>World Population growth, More people live close to hazards. Wealth LICs are particularly at risk as they do not have the money to protect themselves. Distance from location People living away from plate boundaries have less risk. Climate change A warmer climate changes weather patterns leading to more intense tropical storms</p> <p>The crust is split into major fragments called tectonic plates. There are 2 types: Oceanic (thin, young, dense). Continental (old, thicker, less dense).</p> <p>The plates move and where they meet you get tectonic activity (volcanoes and earthquakes).</p> <p>2 theories of why plates move: convection currents and ridge push, slab pull.</p> <p>Plates either move against each other (destructive margin) away from each other (constructive) or next to each other (conservative)</p>
2 and 5	<p>Tectonic plate A rigid segment of the Earth's crust which can 'float' across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than oceanic plates.</p> <p>Plate margin The margin or boundary between two tectonic plates.</p> <p>Subducted A geological process in which one edge of a plate is forced downwards underneath another plate into the mantle.</p>	<p>Constructive margins – small earthquakes as plates pull apart. As magma rises Shield volcanoes form e.g. Iceland</p> <p>Destructive margins violent earthquakes, pressure builds and then released as plates are subducted, pressure forces magma up to form composite volcanoes eg the Pacific Rim</p> <p>Conservative margins plates slide past each other. They catch and pressure builds and is then released creating earthquakes eg San Andreas fault.</p> <p>Primary effects are immediate. Secondary effects are a result of the primary effects and are therefore often slightly later.</p> <p>Primary effects of earthquakes include; Property and buildings destroyed, People injured or killed, Ports, roads, railways damaged</p> <p>Secondary effects of earthquakes include; Business reduced as money spent repairing property, Blocked roads hinders emergency services,</p> <p>Primary effects of volcanic eruptions include; Property and farm land destroyed, Air travel halted due to volcanic ash.</p> <p>Secondary effects of volcanic eruptions include; Tourism can increase as people come to watch. Ash breaks down leading to fertile farm land</p>
3 and 6	<p>Planning -Actions taken to enable communities to respond to, and recover from, natural disasters,</p> <p>Prediction- Attempts to forecast when and where a natural hazard will strike, based on current knowledge.</p> <p>Protection- Actions taken before a hazard strikes to reduce its impact, such as educating people or improving building design</p>	<p><u>Richter Scale</u>: Uses scientific seismographs to record earth movements using a logarithmic scale. Same equipment world wide mean that earthquakes can be compared.</p> <p><u>Mercalli Scale</u>: Measures the amount of destruction an earthquake causes. Means appropriate aid can be given. Not accurate as peoples opinion.</p> <p>Areas of tectonic activity are often found at the coast, these areas are good for trade links, import and export jobs opportunities such as along the west coast of the USA.</p> <p>In Iceland the tectonic activity means that there is a source of cheap geothermal power.</p> <p>On Mount Etna on Sicily in Italy the volcanic soil is rich in nutrients meaning that there is great farmland.</p> <p>To attempt to limit the impact of tectonic hazards on these people, plans are often in place for evacuation, attempts are made to predict when these events might happen but are very unreliable. To protect people they are educated about what to do in these hazards. Often buildings are made hazard proof by design.</p>

Part	Key Learning		Disciplinary Literacy	
1	Health care services	<p>Types of service; Adult health e.g. hospital Childrens health Mental Health Pharmacy Physiotherapy Dentistry</p>	<p><u>Primary care:</u> GP, A and E, Chemist, Dentist <u>Secondary care:</u> Any service that needs a referral from a specialist such as a GP <u>Tertiary care:</u> A service that is VERY specialized...may not be local e.g. Great Ormond Street.</p>	<p>Service User: someone (however old) who uses a service.</p> <p>Service Provider: The person providing the service, can be the employee or the organization.</p>
2	Social Care services	<p>Types of service; Social care (adult and children)...social workers Adoption and fostering Day care (elderly)</p>	<p>Nursing homes (elderly adults with nursing needs) Residential homes (elderly adults with support needs but who retain some independence with dressing and other daily activities.</p>	<p>Right: something you can expect to have, often by law Care Value: Standards of care that tell us what to deliver to service users...3 for adults and 9 for children.</p>
3	Early years services	<p>Types of service; Childminder Nursery Creche Pre-school</p>	<p>Specialised school e.g. for those with learning needs and/or disabilities School foundation year e.g. ages 4-5.</p>	<p>Adult care values</p> <ol style="list-style-type: none"> <u>Confidentiality</u>...keeping information securely, used by only those who need to and destroyed when not longer relevant. <u>Promoting individual rights and beliefs</u>...understanding and protecting individuality, the rights that each human has and making sure that the things they believe in are NOT ignored. <u>Promoting equality and diversity</u>...recognising the difference between people and accepting this when providing care, whilst challenging those who do not do this.
4	Local, regional and national services	<p>Structure; The Government runs many of the services in health and social care so they manage this from London. They organise national services (ones that are the same everywhere) like the NHS so everyone has the same access.</p>	<p>Regional services are managed in large areas e.g. the SW which controls this smaller area Local services are commissioned by local Primary and Secondary Care Networks so that local areas can select care relevant to their needs.</p>	
5	Statutory, voluntary and private services	<p>One of many ways of dividing services into types; <u>Statutory</u> is provided by the Government by law and is available to all.</p>	<p><u>Private</u> is provided by private business for a fee. You pay to use it...available to those who can afford it. <u>Voluntary</u> (third sector)..free, provided by charities or locals.</p>	
6	Life stages	<ul style="list-style-type: none"> • birth and infancy (0-3 years); • childhood (4-10 years); • adolescence (11-18 years); • adulthood (19-65 years); • old age (65+) 	<p>The needs of individuals and the types of services they can access change over the lifetime and so it is vital to know what typically happens to individuals in each life stage.</p>	<p>Physical: all aspects linked to the body, illness, symptoms and disability Intellectual: How we think and learn Emotional: all areas of feelings Social: relationships with other and feeling connected.</p>

Part	Disciplinary/Literacy	Key Learning: Causes of illness.
1 and 4	<p>Famine - Food shortages.</p> <p>Bubonic – formation of buboes, a swollen inflamed lymph node in the armpit or groin.</p> <p>Pneumonic – infection of the lungs.</p> <p>Black Death – Bubonic plague pandemic, which reached England in June 1348.</p> <p>Great Plague - lasting from 1665 to 1666, was the last major epidemic of the bubonic plague to occur in England.</p>	<p><u>PROBLEMS IN THE MEDIEVAL ERA:</u></p> <p>Living Conditions - houses were crowded together, water was taken from rivers contaminated with waste and floors were covered in straw, Wells were often too close to Cesspools.</p> <p>War- wounds inflicted by a sword could become gangrenous, armies laid siege and starved people to death. At the battle of Towton in 1461 an estimated 22,000 to 28,000 were killed.</p> <p>Famine - happened in 1069 and 1315-1317 where torrential rains ruined planting and harvesting, a bad harvest led to hunger. Only 25% of rural families had enough land to support themselves. Child mortality was high and malnutrition was common.</p> <p>PLAGUES:</p> <p>Bubonic plague- was spread by fleas and black rats, buboes appeared in the armpits and the groins. The Pneumonic plague was spread by people coughing germs onto one another.</p> <p>Black Death - entered Britain in July 1348 through the port of Melcombe on the south coast. Estimates vary, with up to 40% of the UK population killed by the disease.</p> <p>Great Plague - In 1665, around 100,000 people died of the Plague in London, nearly 25% of the population. Wealthy people left the city, just spreading the plague to other areas.</p>
2 and 5	<p>Industrialisation – the development of industries in a country or region on a wide scale.</p> <p>Squalid –extremely dirty and unpleasant, especially as a result of poverty or neglect.</p> <p>Tenements – a house divided into and rented out as separate residences, especially one that is run-down and overcrowded.</p> <p>Epidemics – Widespread occurrence of a disease.</p> <p>Life expectancy - the average period that a person may expect to live.</p>	<p><u>THE EFFECTS OF INDUSTRIALISATION:</u></p> <p>Industrialisation result in the spread of factories and the growth of industrial towns such as Glasgow, Manchester, Birmingham and Sheffield.</p> <p>Manchester Population – 1801-75,000 – 1851-303,000 – 1901-645,000</p> <p>Squalid living conditions meant that outbreaks of disease were common. Tenements were overcrowded, large families lived in cramped conditions. Sewage contaminated drinking water, which led to outbreaks of cholera and typhoid. Cholera originated in Bengal, India and gradually spread across all of the trade routes.</p> <p>Epidemics - 60,000 people died of Cholera in 1848. In Maidstone, Kent 1,800 people caught typhoid.</p> <p>Life expectancy - Young boys were forced to climb up the chimneys and in factories. In 1842, rich people from east London lived on average to 45 whilst labourers lived until the age of 16. 57% of children died before the age of 16.</p>
Part 3 and 6	<p>Spanish Flu – also known as the 1918 influenza pandemic.</p> <p>Pandemic - Disease across whole country/world</p> <p>HIV/AIDS - (Human Immunodeficiency Virus) is a virus that attacks the body’s immune system. AIDS is the late stage of HIV infection that occurs when the body’s immune system is badly damaged because of the virus.</p>	<p><u>BACTERIAL AND VIRAL DISEASES IN THE 20th CENTURY</u></p> <p>Spanish Flu 1918-19- Spread by troops returning back from WW1, a pandemic spread which killed over 40 million people. It infected 20% of the world’s population. It could kill a person within a day and hospitals could not cope. It killed 280,000 people in the UK. It was also known as ‘the Spanish Lady’.</p> <p>The HIV/AIDS threat- In 1981, the first case of HIV was reported in America. It is spread through the exchange of bodily fluids or by sharing needles. By 2000, an estimated 30 million had been infected by the disease and 8 million people had died from it.</p>

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

Part	Key Learning: Identité et culture, leisure						
	Expressions	Verb	Programme	Conjunction	Opinion	Intensifier	Adjective
1	ment Normally pleut When it	J'adore regarder I adore watching	Un documentaire A documentary Un dessin animé A cartoon	parce que because car because	Je pense que c'est I think that it is	vraiment truely très very	émouvant moving passionnant exciting,
2	Je suis avec mes I am with ls The evening e With my	Je regarde... I watch... Je n'aime pas regarder I don't like watching	Un jeu télévisé A game show Un film A film Un feuilleton A soap	puisque Since vu que considering that	Je crois que c'est I believe that it is Je trouve que c'est I find that it is	assez quite super super trop too plutôt rather	captivant captivating cool cool divertissant diverting, fun, entertaining
3	Je vais Between res At 10pm avant le collège before school... en temps e to time end At the jours Everyday	Je ne suis pas fan de I am not a fan of Je déteste regarder I detest/hate watching J'ai une passion pour I have a passion for	Un jeu télévisé A sports programme Une émission de variété/ de sport/ de télé réalité A TV reality show Une série A series La météo The weatherforecast Les informations the news	comme as mais but cependant however donc therefore	Selon moi c'est According to me it is A mon avis c'est My opinion/point of view is		nul rubbish annoying, dull, rasant boring

Disciplinary Literacy

Synonymes - Synonyms

boring: ennuyeux, assommant, fatigant, lassant, fade, monotone, barbant

exciting: intéressant, passionnant, palpitant, captivant, réjouissant, fascinant

fun: amusant, drôle, marrant, comique, rigolo(te), hilarant

great: genial, impeccable, chouette, extra, épatant, superbe, fantastique

rubbish: nul, pénible, odieux, insupportable, atroce, affreux, abominable




Scan me

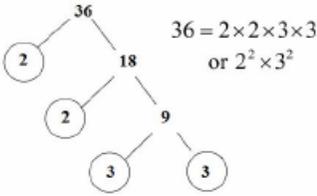
Near Future:



4	Past:	Present:	Future:	Past:	Present:	Future:
	hier le weekend dernier la semaine dernière	aujourd'hui tous les jours souvent rarement quelquefois normalement	demain Le weekend prochain la semaine prochaine	l'année dernière avant-hier l'hiver dernier	de temps en temps en ce moment en été	l'année prochaine ce week-end l'été prochain

Adverbe	Adverb
-c'est vraiment intéressant	- it is truly interesting
-elle joue bien	- she plays well
beaucoup	much
très	very
mal	badly
assez	quite/enough
trop	too/too much
tellement	so
effectivement	indeed
carrément	downright/outright
extrêmement	extremely
vachement	really
extrêmement	extremely
plutôt	rather
un peu	a bit

5	To form the futur proche tense (near future), use the present tense of aller (to go) plus an infinitive.		
6	<p>Je Tu Il/elle/on Nous Vous Ils/elles</p>	<p>Present tense of aller (to go)</p> <p>vais vas va allons allez vont</p> 	<p>Infinitive</p> <p>regarder voir faire avoir Être aller</p>
	<p>English</p> <p>I'm going to watch You're going to see he/she/one is going to do we're going to have to have you're going to be they're going to go</p>		

Part	Key Learning	Disciplinary/Literacy
1	<p>Powers</p> $2 \text{ cubed} = 2^3 = 2 \times 2 \times 2 = 8$	A number can be raised to a specific power by repeatedly multiplying by itself.
2	<p>Roots</p> $8^2 = 64, \text{ so the square root of } 64 = 8$ $\sqrt{64} = 8$	Square roots are the opposite to squaring.
3	<p>Lowest Common Multiple (LCM)</p> <p>The LCM of 3, 4 and 5 is 60 because it is the smallest number in the 3, 4 and 5 times tables.</p>	The smallest number that is in the times tables of each of the numbers given.
4	<p>Highest Common Factor (HCF)</p> <p>The HCF of 6 and 9 is 3 because it is the biggest number that divides into 6 and 9 exactly.</p>	The biggest number that divides exactly into two or more numbers.
5	<p>Product of Prime Factors</p> 	<p>Finding out which prime numbers multiply together to make the original number.</p> <p>Use a prime factor tree.</p> <p>Also known as 'prime factorisation'.</p>
6	<p>Decimal Place</p> <p>In the number 0.372, the 7 is in the second decimal place.</p> <p>0.372 rounded to two decimal places is 0.37, because the 2 tells us to round down.</p> <p>Careful with money - don't write £27.4, instead write £27.40</p>	The position of a digit to the right of a decimal point .

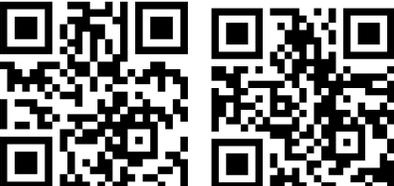
KEY VOCABULARY

integer, digit, positive, negative, decimal, operation, estimate, power, roots, factor, multiple, primes, square, cube, even, odd

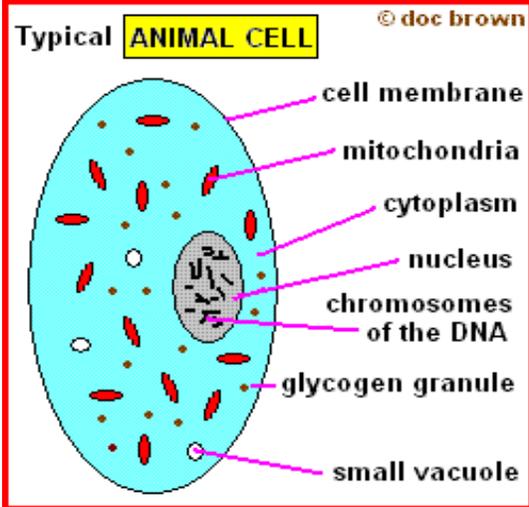
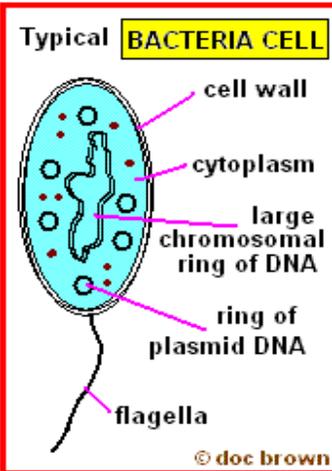
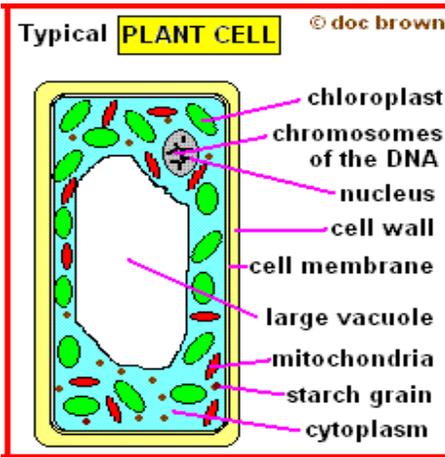
Part	Key Learning	Disciplinary/Literacy
1	<p>Significant Figure</p> <p>In the number 0.00821, the first significant figure is the 8.</p> <p>In the number 2.740, the 0 is not a significant figure.</p> <p>0.00821 rounded to 2 significant figures is 0.0082.</p> <p>19357 rounded to 3 significant figures is 19400.</p>	<p>The significant figures of a number are the digits which carry meaning (ie. are significant) to the size of the number.</p> <p>The first significant figure of a number cannot be zero.</p> <p>In a number with a decimal, trailing zeros are not significant.</p>
2	<p>Rules of Surds</p> $\sqrt{48} = \sqrt{16} \times \sqrt{3} = 4\sqrt{3}$ $\sqrt{\frac{25}{36}} = \frac{\sqrt{25}}{\sqrt{36}} = \frac{5}{6}$ $2\sqrt{5} + 7\sqrt{5} = 9\sqrt{5}$ $\sqrt{7} \times \sqrt{7} = 7$	$\sqrt{ab} = \sqrt{a} \times \sqrt{b}$ $\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$ $a\sqrt{c} \pm b\sqrt{c} = (a \pm b)\sqrt{c}$ $\sqrt{a} \times \sqrt{a} = a$
3	<p>Rationalise a Denominator</p> $\frac{\sqrt{3}}{\sqrt{2}} = \frac{\sqrt{3} \times \sqrt{2}}{\sqrt{2} \times \sqrt{2}} = \frac{\sqrt{6}}{2}$ $\frac{6}{3 + \sqrt{7}} = \frac{6(3 - \sqrt{7})}{(3 + \sqrt{7})(3 - \sqrt{7})} = \frac{18 - 6\sqrt{7}}{9 - 7} = \frac{18 - 6\sqrt{7}}{2} = 9 - 3\sqrt{7}$	<p>The process of rewriting a fraction so that the denominator contains only rational numbers.</p>

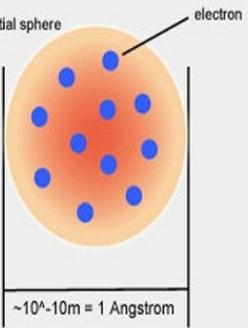
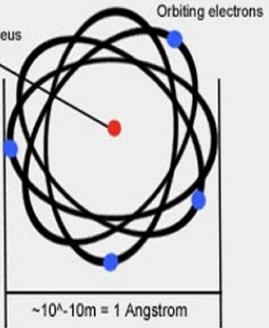
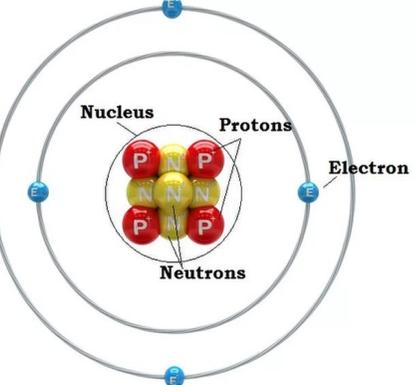
KEY VOCABULARY

integer, digit, positive, negative, decimal, operation, estimate, power, roots, factor, multiple, primes, square, cube, even, odd, surd, rational, irrational, standard form, simplify

Part	Key Learning	Disciplinary/Literacy	Linked Assessment	Resources
1	Shariah Law - how is Shariah Law different to UK Law?	<p>Shariah Law – a religious system of law that is based upon Islamic teaching.</p> <p>Qur'anic – based upon the Qur'an.</p>		
2	Capital Punishment - The Arguments for and against the Death Penalty	<p>Capital Punishment – when a Court sentences a criminal to death.</p> <p>Capital Offence – a crime for which the death penalty might be used.</p>		
3	Prison – Does Prison Work? Do we need to reform prisons?	<p>Aims of Punishment:</p> <p>Protection – protecting members of society</p> <p>Deterrent – make people think twice before committing a crime</p> <p>Reformation – Prison might help criminals become better people.</p>		
4	Forgiveness - Is there any point to forgiving people?	<p>Forgiveness - the act of forgiving someone for a perceived wrong.</p> <p>Reconciliation – between two people (or nations) who have quarrelled is the process of their becoming friends again.</p>		
5	Good and Evil – What do we mean by “evil”?	<p>Evil - something or someone considered morally wrong; wicked; often linked to the idea of a malevolent force</p>		

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

Part	Key Learning	Disciplinary/Literacy		
1	<p>SIMPLIFIED DIAGRAMS OF TYPICAL CELLS <i>A comparison but NOT to scale</i></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; border: 1px solid red; padding: 5px;"> <p>Typical ANIMAL CELL © doc brown</p>  </div> <div style="width: 50%; border: 1px solid red; padding: 5px;"> <p>Typical BACTERIA CELL © doc brown</p>  </div> <div style="width: 50%; border: 1px solid red; padding: 5px;"> <p>Typical PLANT CELL © doc brown</p>  </div> </div>	<p>Eurakryotic cells</p> <p>Eukaryote</p> <p>Prokaryotic cells</p> <p>DNA</p> <p>Ribosome</p> <p>Respiration</p> <p>Diffusion</p> <p>Organelle</p> <p>Mitochondrion</p> <p>Chloroplast</p> <p>Cytoplasm</p> <p>Nucleus</p> <p>Cell membrane</p> <p>Vacuole</p> <p>Cell wall</p> <p>Photosynthesis</p> <p>Turgid</p> <p>Biconcave</p> <p>Ova</p> <p>Axon</p> <p>Phloem</p> <p>Xylem</p> <p>Electron microscope</p> <p>Resolution</p>	<p>Cells that contain a nucleus</p>	<p>An organism that is made of eukaryotic cells</p> <p>Single-celled organisms that do not contain a nucleus</p> <p>Deoxyribonucleic acid – the genetic information found in all living organisms</p> <p>A cell organelle that makes proteins</p> <p>The release of energy from glucose</p> <p>The net movement of particles from an area of high concentration to an area of lower concentration</p> <p>A part of a cell with a specific function</p> <p>A cell organelle in which respiration occurs</p> <p>A cell organelle in which photosynthesis occurs</p> <p>Jelly like substance in cells where chemical reactions occur</p> <p>A cell organelle found in eukaryotes containing their genetic material</p> <p>Structure surrounding the cell that controls what moves in and out of the cell</p> <p>Found in plant cells, filled with cell sap, keeps the cell turgid</p> <p>Made from cellulose and provides structural strength the some cells (not animal cells)</p> <p>Chemical reaction that happens in chloroplasts that stores energy in glucose</p> <p>Describes a swollen cell</p> <p>Describes a shape with a dip that curves inwards on both sides</p> <p>Eggs</p> <p>The extension of a nerve cell along which the electrical impulses travel</p> <p>Tubes of living cells that carry sugars to all cells in plants</p> <p>Tubes of dead plant cells through which water flows</p> <p>A microscope that uses electrons in place of light to give higher magnification</p> <p>The smallest distance between two separate points</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>  </div> <div style="text-align: center;"> <p>Nuclear Model</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.
3	<p style="text-align: center;">Atomic Mass = # of Protons + # of Neutrons</p>	Electron	Negatively charged particles found on energy levels (shells) surrounding the nucleus inside atoms.
4	<div style="text-align: center;"> <p>4</p> <p>2He</p> <p>2</p> <p style="text-align: center;">Atomic Number = # of Protons</p> </div>	Nucleus	Central part of an atom containing protons and neutrons.
5		Energy level (shell)	The region an electron occupies surrounding the nucleus inside an atom.
6		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.
		Relative atomic mass	The average mass of atoms of an element taking into account the mass and amount of each isotope it contains. RAM = Total mass of atoms / total number of atoms
		Electronic structure	The arrangement of electrons in the energy levels of an atom.
		Ion	An electrically charged particle containing different numbers of protons and electrons.
		Group	The name given to each column in the periodic table.
		Element	A substance containing only one type of atom.
		Compound	A substance made from different elements chemically bonded together.
		Period	The name given to a row in the periodic table.
		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.

My Diary :

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

My Homework

Week

08/09/2021

13/09/2021

20/09/2021

27/09/2021

04/10/2021

11/10/2021

18/10/2021

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

Date	Book Title	Pages	Main Events
08/09/2021			
09/09/2021			
10/09/2021			
13/09/2021			
14/09/2021			
15/09/2021			
16/09/2021			
17/09/2021			
20/09/2021			
21/09/2021			
22/09/2021			
23/09/2021			
24/09/2021			

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

Date	Book Title	Pages	Main Events
27/09/2021			
28/09/2021			
29/09/2021			
30/09/2021			
01/10/2021			
04/10/2021			
05/10/2021			
06/10/2021			
07/10/2021			
08/10/2021			
11/10/2021			
12/10/2021			
13/10/2021			
14/10/2021			
15/10/2021			

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

Date	Book Title	Pages	Main Events
18/10/2021			
19/10/2021			
20/10/2021			
21/10/2021			
22/10/2021			

