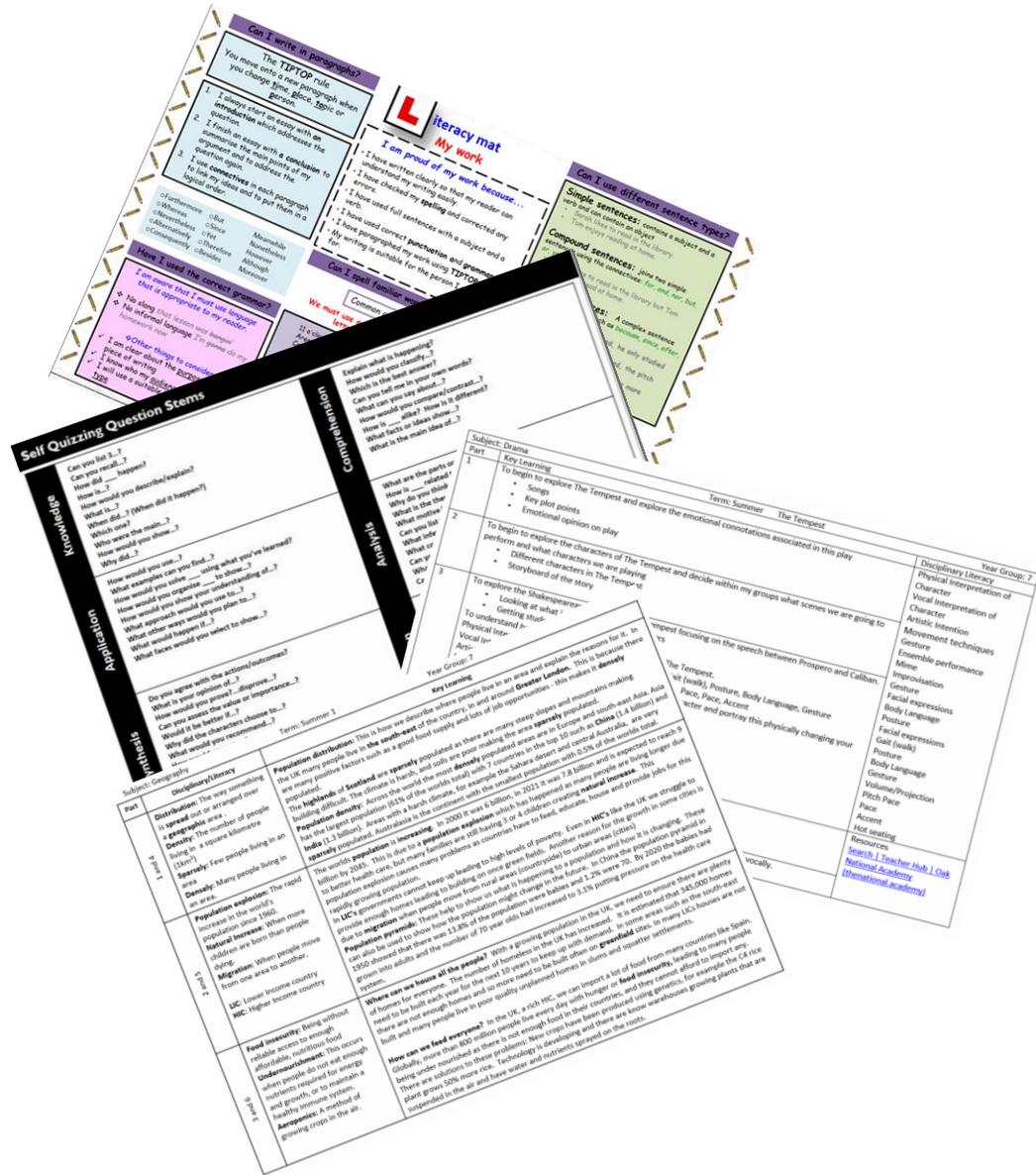


Year 10
Knowledge Organiser
Summer 2022 - 1

Contents Page

| | | | |
|----------------------------------|----|------------------|----|
| Self Quizzing/ Question Stems | 3 | Drama | 22 |
| Notes | 4 | Engineering | 24 |
| Literacy Mat | 5 | Workshop | 25 |
| Literacy Mat | 6 | Fashion | 26 |
| English | 7 | Food Preparation | 27 |
| Maths | 8 | Psychology | 28 |
| Science | 10 | Statistics | 31 |
| P4L | 12 | | |
| Sports Studies | 13 | | |
| Geography | 14 | | |
| History | 15 | | |
| French | 16 | | |
| Art – Graphics | 18 | | |
| Art – Fine Art | 19 | | |
| Business Studies | 20 | | |
| Computing | 21 | | |



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** **e**lephants **c**annot **a**lways **u**se **s**mall **e**xits)
- 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. PLOT | <p>Act 1: Set in April 1912, Brumley, Midlands, UK. The Birling family and Gerald Croft are celebrating Sheila Birling’s engagement to Gerald with a dinner. Mr Birling lectures his son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman who committed suicide, Eva Smith. Mr Birling is shown a photograph of Eva, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila he had an affair with Daisy Renton.</p> <p>Act 2: Gerald explains that he had an affair with Eva, but hasn't seen her since he ended their relationship back in Autumn 1911. Sheila gives her engagement ring back to Gerald. The Inspector turns his attention to Sybil Birling,. She reveals that Eva approached a charity chaired by Mrs Birling to ask for help. Eva was desperate and pregnant but help was refused by Mrs Birling because she was offended by the girl calling herself ‘Mrs Birling’. She tells Eva that the baby's father should be made entirely responsible. She also tells Inspector Goole that the father should be held entirely responsible and should be made an example of.</p> <p>Act 3: Eric is revealed as the father. He stole money from Mr Birling's office to provide money to Eva. The Inspector delivers his final speech. After he leaves, the family begin to suspect that he was not a genuine police inspector. A phone call to the Chief Constable confirms this. Next, they phone the infirmary to be informed that no suicide case has been brought in. Mr Birling, Mrs Birling and Gerald congratulate themselves that it was all a hoax and continue as before. This attitude upsets Sheila and Eric. The phone rings. Mr Birling announces to the family that a girl has just died on her way to the infirmary, a police inspector is coming to question them.</p> | <p>FORM</p> <p>Acts – the way in which individual aspects of the play are divided. Usually signifying a shift in focus.</p> <p>Dialogue – lines spoken between two characters or more.</p> <p>Didactic – When a text is designed to teach the reader/audience a moral lesson.</p> <p>Dramatic Irony – where the audience learn of something important in the plot before the characters on stage do.</p> <p>Monologue – lines spoken by a single character. A monologue usually reveals information important to the development of a character or to the plot.</p> <p>Playwright – the term used to refer to the author of the play.</p> <p>Stage Directions – text provided by the playwright, used to advise the director, actors and stage designer/lighting FX/Sound FX how something should look, sound, etc... <i>usually presented in an italic font.</i></p> | |
| 2. CONTEXT | <p>1912 - Set just before WWI and the sinking of the Titanic. A moment of rising international tensions and industrial expansion. End of Victorian era saw the demise of the rigid class system. Labour Party, founded in 1900, gaining momentum.</p> <p>The Titanic - the Titanic sailed from Southampton and sank in the early hours of 15th April 1912. Priestley clearly wants his audience to see his drama play out against a background of real historical events and he has also chosen a moment in time when Birling’s comments appear particularly ironic.</p> <p>1945 - People were recovering from six years of warfare and uncertainty. Class distinctions greatly reduced as a result of two world wars. Women had a more valued place in society. Desire for social change. Following WW2, Labour Party won a landslide victory over Winston Churchill and the Conservatives.</p> <p>War - economic rivalry between the British Empire and the new German Empire was one of the many causes of the First World War. Post-WW2 the economic effect of having had two wars in quick succession was felt most by those poorer members of society (working – middle classes).</p> <p>Bernard Shaw and H G Wells - Both the noted Irish playwright George Bernard Shaw (1856-1950) and the father of science fiction H. G. Wells (1866-1946) were well-known and outspoken socialists.</p> | <p>STRUCTURE</p> <p>Foreshadowing – Where the writer hints at something yet to happen in the play. Often linked to the device ‘<i>dramatic irony</i>’.</p> <p>Foreshadowing often signifies a warning about something negative later in the plot.</p> <p>Peripeteia – the moment of a sudden reversal in fortune (luck) or circumstances.</p> <p>Anagnorisis – the point at which the character realizes the true nature of their own circumstances.</p> <p>Anadiplosis - (Greek: “doubling” or “repetition,”), structural device where the last word or phrase of one clause, sentence, or line is repeated at the beginning of the next</p> <p>Trope – a significant or recurrent theme (idea).</p> <p>Cyclical narrative - where the ending mirrors the starting point of the narrative.</p> <p>Dichotomy - something divided into two parts. These two parts could be equal, contradictory, or two opposing forces. Oftentimes, writers include dichotomy to create conflict.</p> <p>Juxtaposition - placing two things side by side so as to highlight their differences. Writers use it for rhetorical effect.</p> | |
| 3. THEMES | <p>Wealth, power and influence - The Birlings and the Crofts are representative of the wealthy upper-class. They misuse their social influence to benefit themselves, adversely affecting the vulnerable people in society.</p> <p>Blame and responsibility -Each of the Birlings contribute to a chain of events leading to the death of Eva Smith. What responsibilities do the characters have to each other? To society?</p> <p>Public v private - How do the public lives, the facades, of the Birlings juxtapose their private personas? Why do they behave like this and what are the repercussions?</p> <p>Morality and legality - What are the moral and legal laws of the society depicted in the play? What actions do the characters undertake that are wrong, morally or legally?</p> <p>Class politics - How do the ideologies of capitalism and socialism collide in the play? Which characters are representative of which political allegiance? Is there a correlation between a character’s political beliefs and their behaviours?</p> <p>Prejudice - What are the prejudices held by the Birlings? What are their inherent views regarding class and status and how do they act on these prejudices?</p> <p>Old v young - What differences are evident between the younger and older generation? What are their attitudes towards each other? Which characters change, and how/why?</p> | | |
| 4. METHOD | <p>What: How: Why Where in the text, writer’s name – analytical verb – what statement – quote – device – close analysis – tentative language - why</p> <p>Analytical Verbs</p> <p>Tentative Language</p> | | |

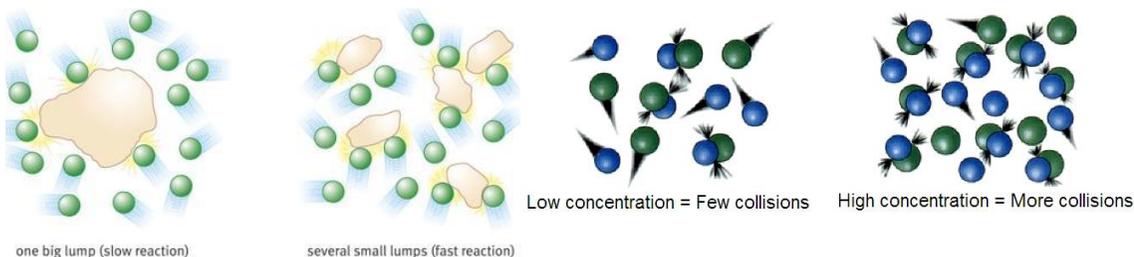
| Topic | Key Learning | Example |
|---|--|---|
| Quadratic | <p>A quadratic expression is of the form</p> $ax^2 + bx + c$ <p>where a, b and c are numbers, $a \neq 0$</p> | <p>Examples of quadratic expressions:</p> x^2 $8x^2 - 3x + 7$ <p>Examples of non-quadratic expressions:</p> $2x^3 - 5x^2$ $9x - 1$ |
| Factorising Quadratics | When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give b and multiply to give c . | $x^2 + 7x + 10 = (x + 5)(x + 2)$ <p>(because 5 and 2 add to give 7 and multiply to give 10)</p> $x^2 + 2x - 8 = (x + 4)(x - 2)$ <p>(because +4 and -2 add to give +2 and multiply to give -8)</p> |
| Difference of Two Squares | An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$ | $x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$ |
| Solving Quadratics ($ax^2 = b$) | Isolate the x^2 term and square root both sides. Remember there will be a positive and a negative solution . | $2x^2 = 98$ $x^2 = 49$ $x = \pm 7$ |
| Solving Quadratics ($ax^2 + bx = 0$) | Factorise and then solve = 0 . | $x^2 - 3x = 0$ $x(x - 3) = 0$ $x = 0 \text{ or } x = 3$ |
| Solving Quadratics by Factorising ($a = 1$) | Factorise the quadratic in the usual way. Solve = 0 Make sure the equation = 0 before factorising. | <p>Solve $x^2 + 3x - 10 = 0$</p> <p>Factorise: $(x + 5)(x - 2) = 0$</p> $x = -5 \text{ or } x = 2$ |
| Parts of a Circle | <p>Radius – the distance from the centre of a circle to the edge</p> <p>Diameter – the total distance across the width of a circle through the centre.</p> <p>Circumference – the total distance around the outside of a circle</p> <p>Chord – a straight line whose end points lie on a circle</p> <p>Tangent – a straight line which touches a circle at exactly one point</p> <p>Arc – a part of the circumference of a circle</p> <p>Sector – the region of a circle enclosed by two radii and their intercepted arc</p> <p>Segment – the region bounded by a chord and the arc created by the chord</p> | |
| Area of a Circle | $A = \pi r^2$ which means 'pi x radius squared'. | <p>If the radius was 5cm, then:</p> $A = \pi \times 5^2 = 78.5cm^2$ |
| Circumference of a Circle | $C = \pi d$ which means 'pi x diameter' | <p>If the radius was 5cm, then:</p> $C = \pi \times 10 = 31.4cm$ |

| Topic | Key Learning | Example |
|---|--|---|
| Quadratic | <p>A quadratic expression is of the form</p> $ax^2 + bx + c$ <p>where a, b and c are numbers, $a \neq 0$</p> | <p>Examples of quadratic expressions:</p> x^2 $8x^2 - 3x + 7$ <p>Examples of non-quadratic expressions:</p> $2x^3 - 5x^2$ $9x - 1$ |
| Factorising Quadratics | When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give b and multiply to give c . | $x^2 + 7x + 10 = (x + 5)(x + 2)$ <p>(because 5 and 2 add to give 7 and multiply to give 10)</p> $x^2 + 2x - 8 = (x + 4)(x - 2)$ <p>(because +4 and -2 add to give +2 and multiply to give -8)</p> |
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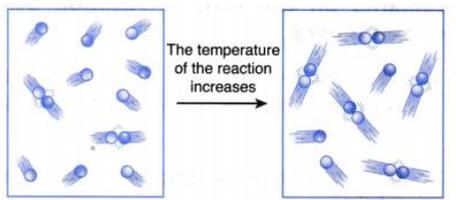
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| Part | Key Learning | Disciplinary/Literacy |
|------|--------------|-----------------------|

Diagrams

Low surface area High surface area

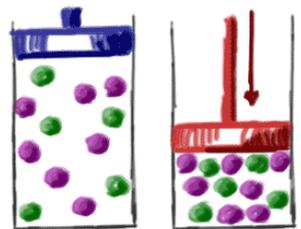


Factors affecting rates of reaction



- At a lower temperature, the particles move slower. Frequency of collision is lower.
- At a higher temperature, the particles move faster. Frequency of collision is higher.

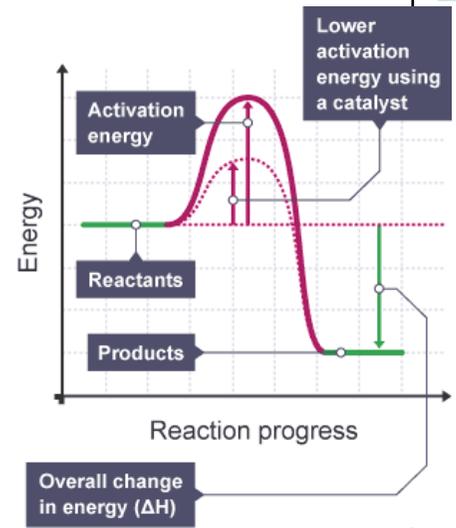
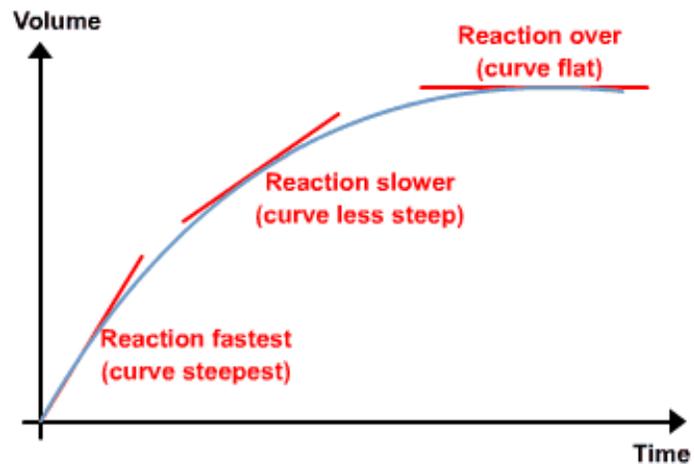
Figure Temperature of a reaction controls the frequency of collision



Tier 3 vocab

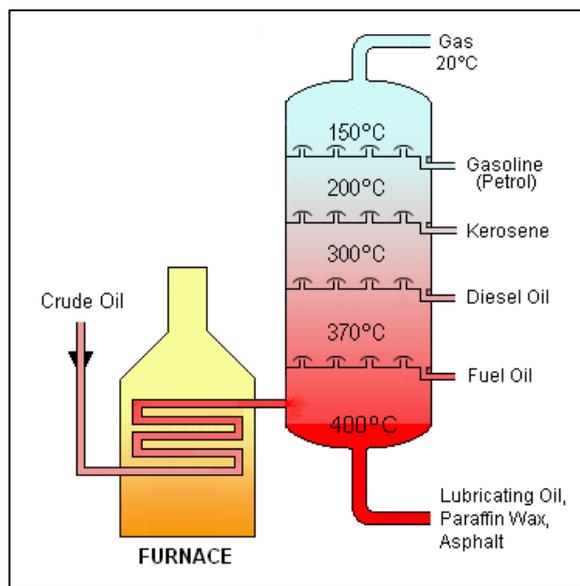
| | |
|---------------------|---|
| Rate of reaction | The speed at which a reaction takes place. This can be worked out in two ways: Mean rate of reaction = quantity of reactant used ÷ time Mean rate of reaction = quantity of product formed ÷ time |
| Activation energy | The minimum energy particles must have to react |
| Catalyst | A substance that speeds up a chemical reaction by lowering the activation energy |
| Enzymes | Molecules that act as catalysts in biological systems |
| Closed system | A system where no substances can get in or out |
| Dynamic equilibrium | System where both the forward and reverse reactions are taking place simultaneously and at the same rate |

1

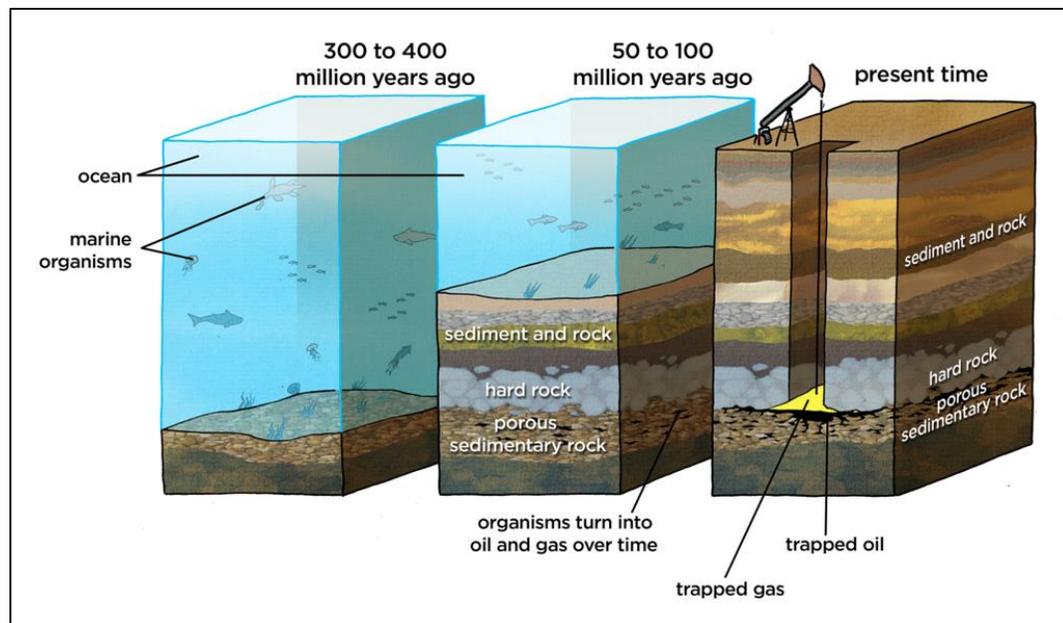


| Part | Key Learning | Disciplinary/Literacy |
|------|--------------|-----------------------|
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Diagrams



1

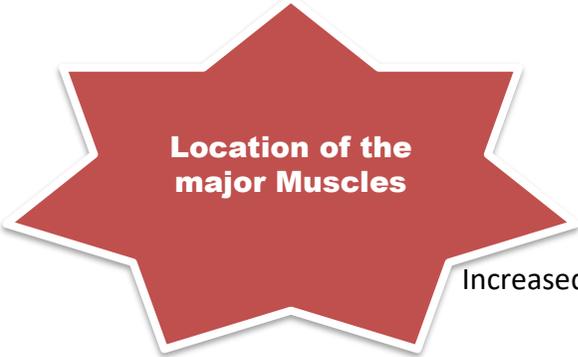


Tier 3 vocab

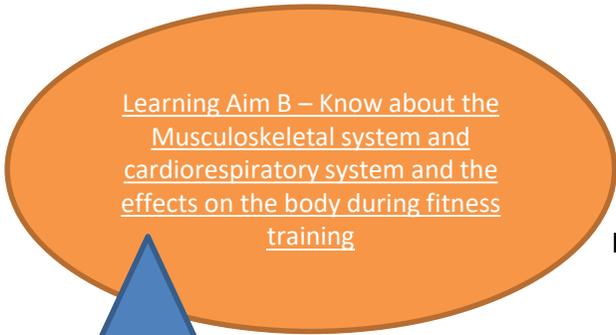
| | |
|-------------------------|--|
| Biomass | A resource made from living or recently living organisms. |
| Hydrocarbon | A compound containing hydrogen and oxygen only. |
| Alkanes | A homologous series of saturated hydrocarbons with the general formula C_nH_{2n+2} . |
| Saturated | A molecule that only contains single covalent bonds. It contains no double covalent bonds. |
| Displayed Formula | Drawing of a molecule showing all atoms and bonds. |
| Homologous Series | A family of compounds with the same general formula and similar chemical properties. |
| Fractional Distillation | A method used to separate miscible liquids with different boiling points. |
| Fraction | A mixture of molecules with similar boiling points. |
| Complete Combustion | When a substance burns with a good supply of oxygen. |
| Flammability | How easily a substance catches fire; the more flammable, the more easily it catches fire. |

| Part | Key Learning | Disciplinary/Literacy | Linked Assessment | Resources |
|------|---------------------------------|---|-------------------|-----------|
| 1 | The Road to democracy | <p>Democracy - A system of government by the whole population or all eligible members of a state, typically through elected representatives.</p> <p>Magna Carta – A royal charter of rights agreed to by King John on 15th June 2015. It is the closest that the UK has to a Constitution</p> <p>Constitution – a set of fundamental principles that determine how a country (or business) is to be governed.</p> <p>Govern – a group of people who have the legal right to conduct the policies and affairs of a state or organisation.</p> | | |
| 2 | Legislation (How Laws are Made) | <p>Legislation – the process of enacting (making) laws</p> <p>Green Paper – The published proposal which presents the Government’s ideas for the law and is then discussed by the public and interested parties (those who may be affected in a positive or negative way)</p> <p>White Paper – a more detailed plan for the law that is after the green paper consultation stage. Members of the Government’s cabinet must vote to move the white paper onto the next stage.</p> <p>Bill – A proposal for a new law or to change an existing law.</p> <p>Act of Parliament – is when the Bill has been agreed by parliament and will then become a law.</p> | | |
| 3 | Parliament | <p>The 3 parts of Parliament - House of Lords, House of Commons, The Monarch</p> <p>The House of Commons – the part of Parliament which includes all MPs.</p> <p>MP – Members of Parliament. People who are elected by a constituency to represent them</p> <p>Constituency – the UK is divided into 650 geographical areas called constituencies. Each constituency is represented in the UK Parliament by one elected person.</p> <p>Government- the political party who has the largest number of MPs and won the General Election</p> <p>General Election – when all the MPs have to be voted into parliament by those eligible to vote. This normally happens every 4 – 5 years.</p> <p>Prime Minister- the leader of the party who runs the Government</p> <p>The Official Opposition – the second largest political party in Parliament.</p> <p>The Cabinet – the senior decision making body of the Government.</p> <p>Back Benchers – MPs who belong to the party who won the election, but have not been given any specific role in the Government</p> <p>The House of Lords- the upper house of Parliament. Membership is based on being appointed or having inherited a peerage (Sir... or Dame... for example). They debate and make suggestions for changing Bills introduced in the House of Commons or vote in agreement of a Bill.</p> <p>The Monarch – The King or Queen of the United Kingdom at the time. They sign off all Acts of Parliament so they can become a new or changed Law. They cannot refuse to sign.</p> | | |

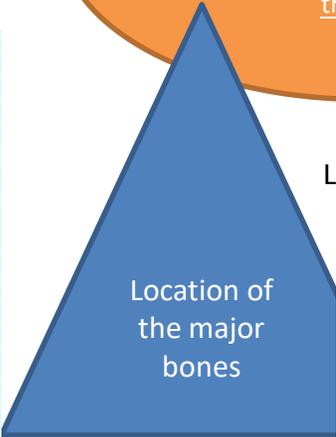
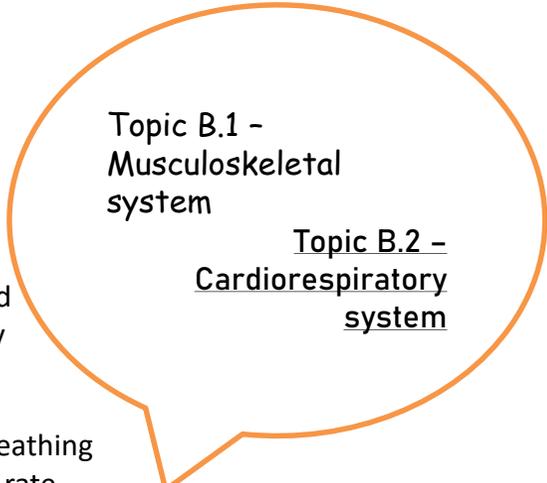
Unit 3 Applying the Principles of Personal Training



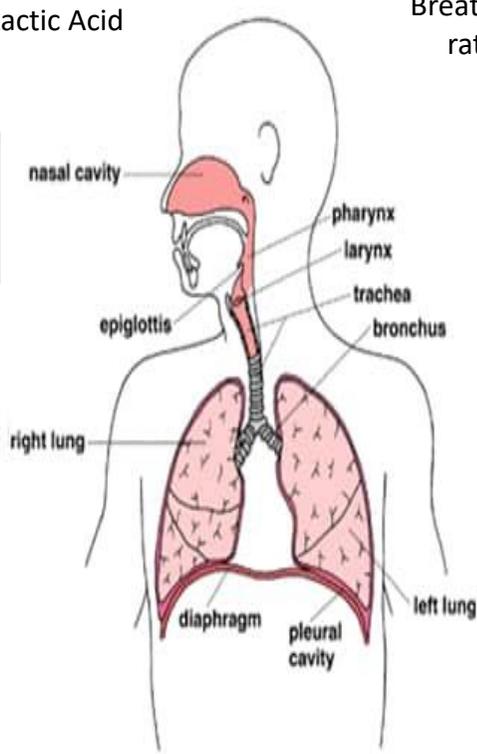
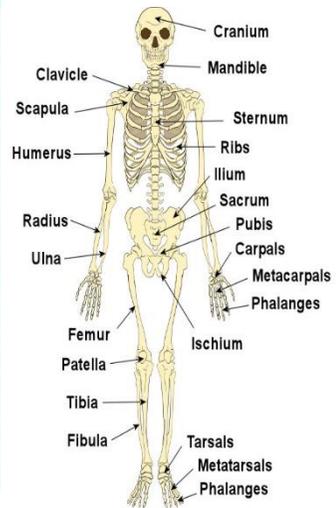
Increased HR



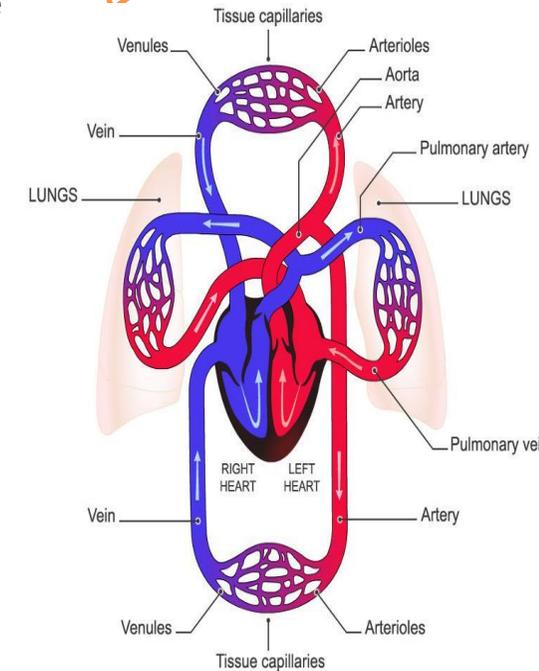
Increased intensity



Lactic Acid



Breathing rate

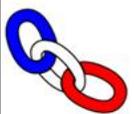


URGO MEDICAL
— Arterial circulation
— Venous circulation

| 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.</p> <p>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). 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. 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.</p> <p>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. 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 1929-2000: Political Change, Social Change and Cold War Rivalry |
|--------------|---|---|
| 1 and 4 | <p><u>POLITICAL CHANGE</u></p> <p>SDI: Strategic Defence Initiative</p> <p>CREEP: The committee to re-elect the president..</p> | <p>Kennedy and the New Frontier: JFK introduced a tax cut and increased the minimum wage. \$900 million was spent on public works schemes. Medicare was introduced to give cheap health insurance to poorer people and cheap loans were given to redevelop inner cities. JFK appointed 5 federal judges including the black American civil rights activist Thurgood Marshal. Johnson and the Great Society: Johnson built on the work of JFK introducing the Civil Rights Act and the Voting Rights Act. Johnson cut taxes, improved highways and railroads. Medicare increased health care for the elderly. The minimum wage was increased to \$1:40 and \$1.5 billion was given to additional education to very young children from poor back grounds. Watergate Scandal :The break in and cover up of the Democratic Party head Quarters in 1972. The burglars were caught and discovered to be members of CREEP. The scandal damaged American’s faith in their politicians and made America a laughingstock. Reagan’s economic policy was called Reaganomics, which cut taxes for wealthier Americans by \$33 billion. Reagan hoped this would create a trickle-down effect to the middle and lower classes. To help pay for this welfare programs were cut by \$20 billion. He increased spending on defense and the doomed Challenger Space programme as well as SDI (Star Wars). This increased the national debt to its highest ever level in 1987. Reagan also received criticism for his attitude towards HIV/Aids which he saw as a lifestyle disease and by starting the “war on drugs” which has been widely seen as a failure. Bush faced many problems when he took over from Reagan. Bush increased several indirect taxes due to the continuing rising budget deficit. Bush did introduce environmental protection through the Clean Air Act and prevented discrimination of disabled people. Clinton - moved the country away from Reaganomics. He was able to reduce the deficit and increased the minimum wage. More than 22 million jobs were created, and free trade was promoted through North American Free Trade Agreement with Canada and Mexico. However, Clinton was embroiled by several scandals most famously with Monica Lewinsky where he was forced to apologize to the American people.</p> |
| 2 and 5 | <p>SOCIAL CHANGE: 1950 – 2000</p> <p>Anti-Hero: a central character in a story, film, or drama who lacks conventional heroic attributes.</p> <p>SDS: Students for a Democratic Society</p> | <p>Changes in Music: The 1950s saw the birth of rock and roll with singers like Elvis. The 1960s saw the emergence of bands like the Beatles, protests singers like Bob Dylan. The Beach Boys adopted a Californian lifestyle. In the 1980s working class artists like Bruce Springsteen railed against the system with songs like Born in the USA. However perhaps the biggest development was in hip hop and rap which by the 90s was mainstream. Changes in Literature: The second half of the 20th century saw the quest for the great American novel that could define what life was like in America such as the Great Gatsby had. In the 1950s To Kill a Mockingbird, The Catcher in the Rye and Rabbit, Run all challenged the norm of the age. Cinema and TV: In the 1950s Drive-ins were very popular and multiplexes in the 60s saw the explosion in the popularity of movies. Method actors like Marlon Brando and James Dean popularized anti-heroes in the Wild Ones and Rebel Without a Cause. There were only 7000 homes with TV’s in 1946 but this had grown to 50 million by 1960. What was portrayed on television became accepted as normal so TV was a very important media form. Youth Culture and counterculture: The emergence of the teenager and rebellion began in the 50s. Fuelled by increased spending power and leisure time a generation gap developed as culture was specifically aimed at this group. Fear of nuclear war, illegal drugs and the introduction of the contraceptive pill saw the rise in the hippy movement. Student protest: Fuelled by the swinging sixties and protests singers, student protests became far more common in the 60s and 70s. Universities became a hotbed of radical activity as young people protested in favour of civil rights, women’s rights and against the draft and war in Vietnam. Feminism: Women made a great contribution to the American war effort in WWII but in 1945 many returned to the traditional house wife roles encouraged by both employers and media. However an increasingly skilled and well educated population were unsatisfied by this role and campaigns for greater equality in pay and freedoms gathered momentum. Betty Friedan wrote in the Feminine Mystique that there was more to life than having a family and being a wife and the National Organisation for Women (NOW) protested against the depiction of women on TV and in beauty pageants. Despite considerable progress women’s earnings remain around 75% of men's.</p> |
| Part 3 and 6 | <p>COLD WAR RIVALRY</p> <p>Communism: a classless system, production is owned communally, private property is limited.</p> | <p>Origins of the Cold War: At the end of WW II the US was very worried about Soviet expansion into Eastern Europe. Truman felt that America had been fooled at the Yalta Conference and warned by Kennan’s Long Telegram he took a much firmer line. At Potsdam he looked to use the threat of the atomic bomb to gain advantages over the Soviet Union. Truman’s idea was to contain the spread of communism (the Truman Doctrine) in Greece and other countries and gifted large amounts of aid to Western Europe through the Marshall Plan. Containment was based on the ‘Domino Theory’, the belief that if one country fell to communism this would trigger the fall of its neighbours.</p> |

Aimes-tu ... (le français / l'anglais...)? Pourquoi? Do you like ... (French / English...) Why ?

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
|---|--|--|--|-----------------------|---|---|---|--|---|---|-----------------------|
| 1 | Je raffole de <i>I'm crazy about</i> Je suis fan de <i>I'm a fan of</i> Ce qui m'intéresse c'est <i>What interests me is</i> | le français <i>French</i> le théâtre <i>drama</i> l'anglais <i>English</i> la géographie/la géo <i>geography</i> la musique <i>music</i> la technologie <i>DT</i> l'EPS <i>PE</i> l'histoire <i>history</i> l'informatique <i>computing</i> les arts plastiques <i>art</i> les maths <i>maths</i> les sciences <i>science</i> |  | | très <i>very</i> | génial <i>great</i> cool <i>cool</i> bien <i>good</i> intéressant <i>interesting</i> |  | | |  Quel désastre! <i>What a disaster!</i> barbant <i>boring</i> nul <i>rubbish</i> inutile <i>useless</i> dur <i>difficult</i> | |
| 2 | Ce qui m'ennuie c'est <i>What bores me is</i> Il/elle abhorre <i>He/she loathes</i> Il/elle méprise <i>He/she despised</i> | | puisque <i>since</i> vu que <i>since that</i> même si <i>even if</i> donc <i>So</i> sauf que <i>except that</i> | c'est <i>it is</i> | vraiment <i>Really</i> souvent <i>often</i> plutôt <i>rather</i> assez <i>quite</i> un peu <i>a bit</i> | | toutefois <i>however</i> cependant <i>However</i> néanmoins <i>nevertheless</i> par conséquent <i>consequently</i> | je ne supporte pas <i>I can't stand</i> Ça m'énnerve <i>it annoys me</i> Ça me casse les pieds <i>It is a pain</i> il/elle hait depuis toujours <i>he/she has always hated</i> | | | Repeat 2+3+4+ 5 |
| 3 | Ce que j'ai toujours aimé c'est <i>What I've always liked is</i> | | | | on a beaucoup de devoirs <i>we have a lot of homework</i> le / la prof est sympa <i>the teacher is nice</i> le / la prof est sévère <i>the teacher is strict</i> | | par contre <i>on the contrary</i> |  | | | |
| 4 | Le mieux/l c'est <i>The best/</i>  |  | | | | | | | | | |

How do modal verbs and il faut work?

● No matter which tense the modal verb or *il faut* is in, it is always followed by the infinitive. Here are the three modal verbs and *il faut* in different tenses:

| | pouvoir (to able to) | devoir (to have to) | vouloir (to want to) | il faut (it is necessary to) |
|----------------|---|--|---|--|
| present | je peux (I can) tu peux il peut nous pouvons vous pouvez ils peuvent | je dois (I must) tu dois il doit nous devons vous devez ils doivent | je veux tu veux il veut nous voulons vous voulez ils veulent | il faut  |

Unit: School | Teacher Hub | Oak National Academy
[thenational.academy](https://www.thenational.academy)



| Part | Key Learning | | |
|------|---|--|--|
| 1 | J'arrive au collège (I arrive at school) Les cours commencent (Lessons start) | | à sept heures (at 7) à huit heures (at 8) à neuf heures (at 9) |
| | Je fais mes devoirs dans la bibliothèque (I do my home work in the library) | | à midi (at midday) |
| 2 | La pause déjeuner est (Lunch break is) Je vais au club d'échecs (I go to chess club) | | à une heure (at 1) à deux heures (at 2) |
| | Les cours se terminent (Lessons finish) | Je sors du collège (I leave school) Je fais des activités periscolaires (I do after school activities) | à trois heures (at 3) à quatre heures (at 4) à cinq heures (at 5) |
| 3 | Le (The) | premier (1st) troisième (3rd) deuxième (2nd) dernier (last) | cours (lesson) j'ai (I have) |
| 4 | | anglais (English) géographie (geography) musique (music) dessin (art) histoire (history) sciences (science) EPS (PE) informatique (IT) théâtre (drama) français (French) maths (maths) technologie (technology) | |
| 5 | Dans mon collège (At my school) | je dois (I must) on doit (one must) il faut (it's necessary) je peux (I can) on peut (one can) je ne dois pas (I mustn't) on ne doit pas (one mustn't) je ne peux pas (I can't) on ne peut pas (one can't) | faire la queue à la cantine (to queue up in the canteen) lever la main avant de parler (to raise the hand before speaking) porter l'uniforme scolaire (to wear the school uniform) mâcher du chewing gum (to chew chewing gum) porter du maquillage / porter de maquillage (to wear make-up) manger dans les salles de classe (to eat in the classrooms) aller aux toilettes pendant les cours (to go to the toilet during lessons) fumer (smoke) utiliser le portable (to use the mobile phone) |
| 6 | | | |

| Part | Key Learning | Disciplinary literacy | Definition |
|------|--|-----------------------|---|
| 1 | Larger Outcome | Colour Wheel | Primary, secondary, tertiary Colours, Complementary, contrasting and harmonious colours, Hue, tint and shade. |
| 2 | Larger Outcome Contextual Source Dan Mountford | Focus | The center of interest or activity. |
| 3 | Album analysis logo design revisited and refined improved altered. | Colour values | The lights and darks of a colour: |
| | | | Tint – lightened colour, white + colour |
| | | | Shade – darkened colour, Colour + black or grey. |
| | | | Gradient – A gradual change from one colour to another. |
| 4 | Album analysis | Rule of thirds | In the rule of thirds, photos are divided into thirds with two imaginary lines vertically and two lines horizontally making three columns, three rows, and nine sections in the images. Important compositional elements and leading lines are placed on or near the imaginary lines and where the lines intersect. |
| 5 | Pinhole photography Introduction | Leading lines | Leading lines are lines that appear in a photograph that have been framed and positioned by the photographer to draw the viewer's eye towards a specific point of interest |
| 6 | Pinhole photography Introduction | Framing | Place (a picture or photograph) in a frame. "he had had the photo framed, Or Surround so as to create a striking or attractive image. "a short style cut to frame the face" |

Resources

Primary

Secondary

Tertiary

Line – a single long mark made by an implement.

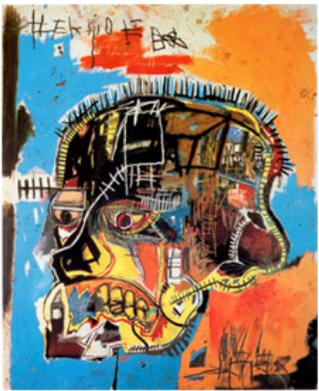
Tone – different degrees of light and dark. You can use a pencil to shade or make colours lighter or darker. This makes drawn objects look real and solid.

Shape – the outline or form of something.

Form – the solid 3D shape.

FORMAL ELEMENTS;
COLOUR, SPACE, LINE,
PATTERN, TEXTURE,
SHAPE, FORM, TONE

[Home / DAN MOUNTFORD \(bigcartel.com\)](http://bigcartel.com)

| Week | AO | Key Learning – Design development for Portrait | Disciplinary literacy in Art and Design | Definition | Resources |
|------|------|---|---|---|---|
| 1 | 3 | Alberto Giacometti one of the most important sculptors of the 20th century. His work was particularly influenced by artistic styles such as Cubism and Surrealism | Abstract | A piece of art that is not realistic. It uses shapes, colours and textures. |  |
| | | | Composition | A whole picture that is balanced and pleasing, an arrangement. | |
| 2 | 3 | Kara Walker an American contemporary painter, silhouettist, print-maker, installation artist, filmmaker, and professor who explores race, gender | Proportion | the relationship of one thing to another in terms of quantity, size, or number; ratio. | |
| | | | Tone | refers to the lightness and darkness of an object to show it is solid subject, and to create depth. | |
| 3 | 1 | Jean-Michel Basquiat was an American artist who rose to success during the 1980s inspired by Jazz music, the book Gray's Anatomy and was instrumental in Graffiti Art | Pattern | A repeated decorative design | |
| 4 | 2, 4 | Next outcome Combining elements from research to create ideas for another outcome | Silhouette | the dark shape and outline of someone or something visible in restricted light against a brighter background. | |
| 5 | 2, 4 | Continue next outcome DIRT – Dedicated Improvement and Refinement Time. | Mixed media | artwork in which more than one medium or material has been used. Materials used to create mixed media art include, but are not limited to, paint, cloth, paper, wood and found objects. | |

FORMAL ELEMENTS; COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE

| Part | Key Learning | Disciplinary/Literacy | Resources | | | | | | | | | | | | | |
|--|--|-----------------------|---|---|---------------------------------|------------------------------|------------------------------------|-----------------------|-------------------------------------|--|--------------------------------|--|---------------------------|--|---|---|
| 1 | <p>Technology in Business (2.1) How ICT use supports business operations:</p> <ul style="list-style-type: none"> • Exchange information with stakeholders • Employees have more flexibility • Can store large files/data/information <p>Impact of improved ICT use:</p> <table border="1"> <thead> <tr> <th>Location</th> <th>Data</th> </tr> </thead> <tbody> <tr> <td>Can be spread out</td> <td>Amount of data stored increased</td> </tr> <tr> <td>Working from home capability</td> <td>Target customers more specifically</td> </tr> <tr> <td>Call centres overseas</td> <td>Meet customers needs- enhancing rep</td> </tr> <tr> <td>Transferring calls between departments</td> <td>Hardware/software need reduced</td> </tr> <tr> <td>Fewer staff required to complete tasks</td> <td>Trends easier to identify</td> </tr> </tbody> </table> | Location | Data | Can be spread out | Amount of data stored increased | Working from home capability | Target customers more specifically | Call centres overseas | Meet customers needs- enhancing rep | Transferring calls between departments | Hardware/software need reduced | Fewer staff required to complete tasks | Trends easier to identify | <p>ECOMMERCE</p> <ul style="list-style-type: none"> • All devices (computers, laptops, and so on) • Access to internet is necessary • Less costly • More functions Available <p>MCOMMERCE</p> <ul style="list-style-type: none"> • Mobile devices (smartphones, tablets, iPads) • Launched with internet or cellular data • More costly (with additional expense of data or internet) • Simplified functions | <p>ICT (Information and Communication Technology): the computing and communication system that a business might use to communicate with stakeholders.</p> <p>M-commerce (Mobile Commerce): is the buying and selling of products using handheld devices.</p> <p>E-Commerce (Electronic Commerce): is the buying and selling of products using electronic systems.</p> <p>Cloud Computing: a term used to store large amounts of data that is provided by businesses, stored over the internet.</p> <p>Intranet: communication networks accessible by employees only.</p> | <p>BBC Bitesize</p> <p>https://www.bbc.co.uk/bitesize/guides/z7jfnrd/revision/1</p> |
| Location | Data | | | | | | | | | | | | | | | |
| Can be spread out | Amount of data stored increased | | | | | | | | | | | | | | | |
| Working from home capability | Target customers more specifically | | | | | | | | | | | | | | | |
| Call centres overseas | Meet customers needs- enhancing rep | | | | | | | | | | | | | | | |
| Transferring calls between departments | Hardware/software need reduced | | | | | | | | | | | | | | | |
| Fewer staff required to complete tasks | Trends easier to identify | | | | | | | | | | | | | | | |
| 2 | <p>Ethical and environmental considerations (2.2) Business operations often come with caveats that they must consider. Things like:</p> <ul style="list-style-type: none"> • Ethical conduct • The environment • Sustainable production <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="background-color: #90EE90; padding: 10px; border: 1px solid black;"> <p>Ethical activities e.g.,</p> <ul style="list-style-type: none"> • Donating significant amounts of profit to charities • Setting up businesses in areas with high levels of unemployment </div> <div style="background-color: #ADD8E6; padding: 10px; border: 1px solid black;"> <p>Legal activities (but unethical) e.g.,</p> <ul style="list-style-type: none"> • Selling foods high in fat/sugar • Paying managers lucrative wages while other employees are paid minimum wage </div> <div style="background-color: #D2B48C; padding: 10px; border: 1px solid black;"> <p>Illegal activities e.g.,</p> <ul style="list-style-type: none"> • Child labour • Paying below the national minimum/living wage </div> </div> | | <p>Ethics- refers to whether a business decision is morally right or wrong.</p> <p>Fair trade- products that are brought for a higher price so a proportion of the sales value can improve working conditions in the country of origin.</p> <p>Sustainability- this refers to the methods of production that is used without causing long term damage to the environment.</p> <p>Social responsibility: an approach which manages the interests of all groups in society.</p> | <p>BBC Bitesize</p> <p>https://www.bbc.co.uk/bitesize/guides/z66rbdm/revision/1</p> | | | | | | | | | | | | |

| Part | Key Learning | Disciplinary/Literacy | Resources |
|------|---|-----------------------|-----------|
| 1 | <ul style="list-style-type: none"> • Developing a functional user interface: showing the outputs, inputs and the navigational methods • Factors affecting choice of user interface: performance/response time, ease of use, user requirements, user experience, accessibility and storage space • How hardware and software affects user interfaces: operating systems/platforms, screen type/size, types of user input, hardware resources available and emerging technologies | | |
| 2 | <ul style="list-style-type: none"> • Showing the key aspects of a user interface: awareness of intended device, how the requirements have been met, the overall look/feel and the ease of use • User accessibility needs: visual, hearing, speech, motor and cognitive needs • User skills: expert, regular, occasional and novice user skills and demographics: age, beliefs/values, culture and past experiences | | |
| 3 | <ul style="list-style-type: none"> • Refining the user interface: presenting the interface to potential users, gaining feedback, refining the interface, documenting changes | | |

| Part | Key Learning | Disciplinary Literacy |
|------|--|--|
| 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:</p> <p>Learners will work in groups in response to one of the stimuli which will be sent to us from Eduqas Exam board:</p> <ol style="list-style-type: none"> 1. A Quote from a text 2. A Song 3. A Painting 4. A spoken quote from history <p>Brainstorm ideas for each stimuli individual, share ideas and create a Devised piece of theatre</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> |
| 2 | <p>Rehearsal Response to chosen Stimuli: devise a piece of original theatre in response to one of the above stimuli, using either the techniques of an influential theatre practitioner or theatre company or the characteristics of a genre of drama.</p> <p>Students create and develop ideas to communicate meaning to an audience by: • researching and developing ideas using the techniques or characteristics of the practitioner or genre • rehearsing, amending and refining the work in progress. Students should consider the following when devising their piece of theatre: • structure • theme/plot • form and style • language/dialogue. Learners choosing performing should consider how meaning is communicated through the following, as appropriate to the piece of theatre: • performance conventions • use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust) • relationships between performers and audience • design elements including lighting, sound, set and costume • the physical and vocal interpretation of character.</p> <p>Create Monologue and well as Group work.</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</p> <p>Devising, Improvisation. Characterisation Still Image/Freeze Frame Role-Play Split Stage Vocal Skills</p> |
| 3 | <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> | <p>Tone of voice, Pitch, Pace, Pause, Volume</p> |

| | | |
|---|--|--|
| 4 | <p>Performance The length of the piece will depend on the number of actors in the group and should be as follows: Group of two actors: 5-10 minutes Group of three actors: 7-12 minutes Group of four actors: 9-14 minutes Group of five actors: 11-16 minutes. Each actor must interact with other performers and/or the audience for a minimum of five minutes. Performer's must change their facial expression and body language to create their chosen character. How has your body and face portrayed your chosen character? How have you fulfilled the stimuli? Group and Monologue Performance</p> | <p>Resources GCSE Drama Eduqas GCSE Drama - Eduqas - BBC Bitesize Styles, genres and practitioners - GCSE Drama Revision - BBC Bitesize</p> |
| 5 | <p>Performance The length of the piece will depend on the number of actors in the group and should be as follows: Group of two actors: 5-10 minutes Group of three actors: 7-12 minutes Group of four actors: 9-14 minutes Group of five actors: 11-16 minutes. Each actor must interact with other performers and/or the audience for a minimum of five minutes. Performer's must change their facial expression and body language to create their chosen character. How has your body and face portrayed your chosen character? How have you fulfilled the stimuli? Group and Monologue Performance</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 | 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. 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. 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> |  |

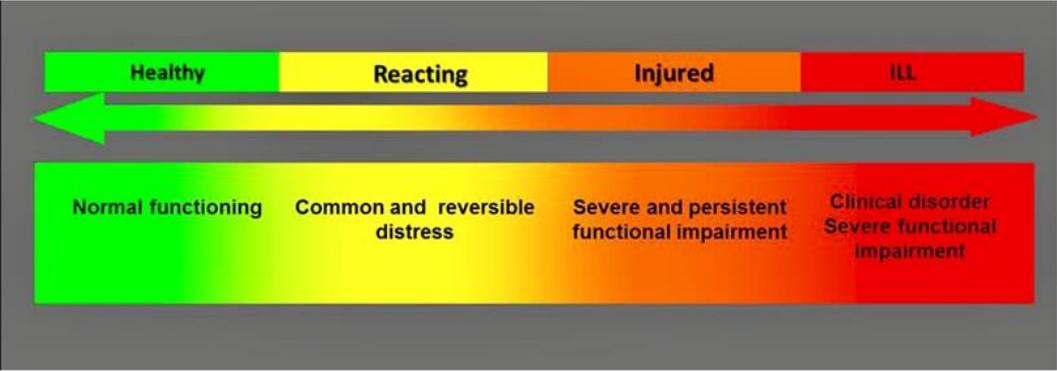
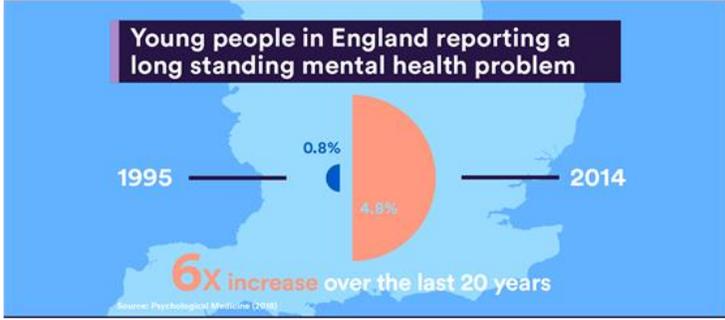
| Part | Key Learning | Disciplinary/Literacy | | | Resources |
|--------|--|--|---|--|---|
| Week 1 | <p>Cutting and Joining Materials</p> <p>In this part, you will revise tools and equipment used to cut and join various materials.</p> <p>Components can be jointed using either temporary or permanent methods. Temporary joints can be disassembled without causing damage to components and potential re assembled. Permanent methods will cause damage to the components and potential the surrounding area if separated.</p> <p>Jigs and clamps can be used to hold parts whilst working on them or whilst glue is drying.</p> | Metal Notcher Tin snips Hacksaw File Wood Tenon saw Bandsaw Coping saw | Sander Joints Dowel joint Lap joint Rebate joint Finger joint Weld Nuts / bolts Rivets | PVA Araldite Tensol Jigs Templates Clamps Knock down fittings Flat pack |  |
| Week 2 | <p>Wood skills – Lap jointed box</p> <p>In this part, you will use CAD / CAM to construct a basic box using plywood. It will be drawn using 2D design, cut on the router and assembled and finished by hand. Techniques covered in this part are frequently used by students in Year 11.</p> <p>We will also revise commercial methods used to manufacture flat pack furniture</p> | Lap joint PVA Rebate Router Knock down fittings | | |  |
| Week 3 | <p>Wood skills – Mortise and tenon joint</p> <p>In this part you will the mortiser to cut a mortise and tenon joint. You will mark out and cut the joint using hand tools.</p> <p>The mortise is the hole cut with the mortiser, the tenon is the part that sticks out and is cut with a tenon saw. A well cut joint will “hold” together without adhesive.</p> | Mortise Tenon Marking knife Mortise gauge | Tenon saw Sash clamp PVA Mortiser | Haunch |  |
| Week 4 | <p>In this part, we will look at various other materials that might come up in an exam context. Fabrics can either be natural such as wool, cotton, linen and silk. Others are synthetic and are usually made from oil based plastics. These include acrylic often used for knitted jumpers, nylon for products like tents, and polyester used for school clothing. We will also cover modern, smart and composite materials</p> | Thermoforming Thermosetting Soft / hard wood Ferrous metals Non ferrous metals | Thermo-chromic pigment Photochromic pigment D30 | Nitinol (shape memory alloy) Composite material Smart material |  |
| Week 5 | <p>Plastics are used to manufacture a vast number of products. Many “solid” items are injection moulded by injecting plastic into a mould. Examples are school chairs and pen components. Bottles are made by blow moulding, yoghurt pots are often mad by vacuum forming. Larger items can be rotationally moulded. You also need to understand about gears, levers and linkages</p> | Vacuum former Blow moulding Rotational moulding | Strip heater Tensol cement Load / effort / fulcrum | Gears Levers Linkages |  |

| Part | Key Learning | Disciplinary Literacy |
|------|---|---|
| 1 | <p>Plain weave - the simplest weave where one weft yarn passes under and over one warm yarn. E.g. calico.</p> <p>Knitted - A knitted fabric is made from interlocking loops, using one or more yarns.</p> <p>Bonded - These fabrics are made directly from fibres and not from yarns. They are held together by applying heat which melts the fibres together or by applying glue.</p> <p>Felted - These fabrics are made using wool fibres. The fibres have scales which lock onto each other when moisture, heat and movement is applied.</p> | <p>Additive: a substance added to something in small quantities to improve or preserve it.</p> <p>Synthetic: Man-made</p> |

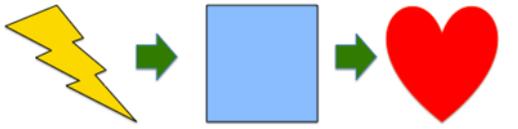
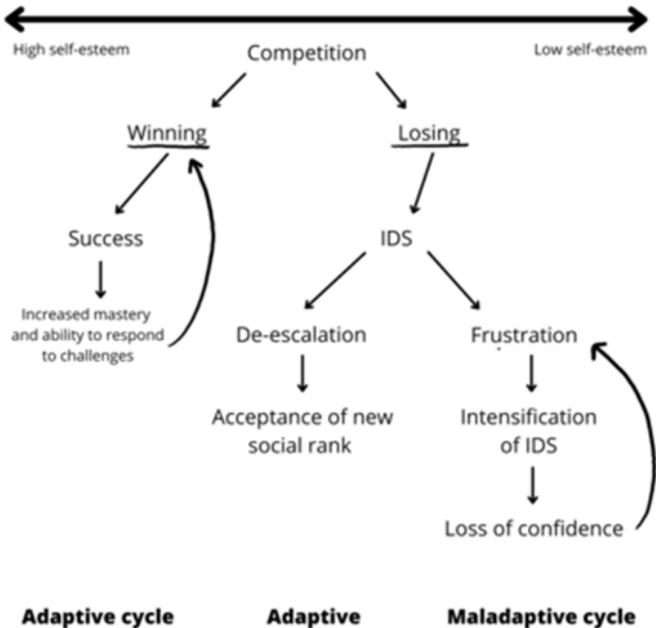
| | | |
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| 2&3 | <p>Surface Treatments to fabric</p> <p>printing - inkjet printing onto specially treated paper can be heat pressed onto fabric to provide a permanent image</p> <p>flame retardant - chemical additives can be sprayed onto fabric to slow down its burn time</p> <p>water repellent - silicone-based chemicals can be sprayed onto provide a protective barrier</p> <p>crease resistant - a resin can be applied to stop creases setting</p> <p>stain resistant - a silicone-based spray can stop stains being absorbed into the fabric</p> <p>calendering - calendering sends fabric through heated rollers and makes it smooth</p> <p>brushing - fabric is sent through a series of fine wire-toothed rollers, which gives it a soft, fluffy surface</p> <p>embossing - synthetic fibres are sent through heated, decorative rollers pressing the pattern texture into the fabric</p> <p>biostoning - adding a cellulose enzyme to the washing process causes a stonewashed, distressed effect mainly used on denim</p> <p>mercerising - especially used on cotton, sodium hydroxide is added to the fibres making them swell to give a shiny appearance</p> | <p>Natural: From a plant or animal</p> <p>Fibre: A thin, hair like structure used to make fabrics.</p> <p>Yarn: Fibres which have been pun together to produce a strand.</p> |
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| 4/5/6 | Pattern mark | Meaning of the mark | Why it is important | | | |
|-------|--------------|--|---|--|--------------------------|--|
| | | Straight grain or grain lines | Template must be parallel to the selvedge edge, so the garment hangs as intended or lies flat | | Dots | Indicates the position of a component or shaping technique |
| | | Place on folded edge | The edge of the template needs to be on a folded edge of the fabric, as the piece is symmetrical | | Notch | Indicate how pieces fit together and how to match a pattern, such as stripes |
| | | Adjustment lines to lengthen and shorten templates | The templates can be adjusted here to get a more personalised fit | | Position of button | Transfer the mark onto the fabric for correct placement on the garment |
| | | Cutting lines in various sizes | Cut along the desired size | | Position of button holes | Transfer the mark onto the fabric for correct placement on the garment |
| | | Stitching line | This is where stitches should be when joining pieces - if not adhered to, the product will not fit together | | Position of dart | The dots need to match up to create the dart |
| | | Seam allowance | The distance of the stitching line to the fabric edge, usually 1.5 cm | | | |
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| Part | Key Learning | Disciplinary/Literacy | Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 & 2 | <p>Fats and Oils Fats - Fats tend to be firm, solid or hard at room temperature, whereas oils are liquid.</p> <p>Fats can come from both animal and plant sources.</p> <p>Uses of fats in cooking: Colour – Butter and margarine give a golden colour to cakes, biscuits and pastries. Flavour – Butter gives all baked products a rich flavour Texture – melt in the mouth – shortening Emulsions – Egg yolk added to oil and vinegar stop salad dressings separating.</p> <table border="1"> <tr> <th>Animal Fat</th> <th>Butter</th> <th>Ghee</th> <th>Lard</th> <th>Suet</th> </tr> <tr> <td>Description</td> <td>Made from churning milk to separate out and solidify the cream into butterfat.</td> <td>Made by removing the milk solids from butter, producing a clear fat.</td> <td>Made from rendered pig fat.</td> <td>Hard fat surrounding kidneys of cows and sheep. The fat is shredded into thin strands.</td> </tr> <tr> <td>Uses</td> <td>Adds flavour and colour to baked foods. Must be mixed with oil when frying to prevent burning.</td> <td>Used widely in Indian cooking for frying and gives food a nutty flavour.</td> <td>'Shortens' pastry. Good for frying/roasting foods.</td> <td>Suet pastry, steamed puddings and dumplings</td> </tr> <tr> <th>Vegetable Fat</th> <th>Margarine</th> <th>Spreads</th> <th colspan="2">Cookeen/Trex</th> </tr> <tr> <td>Description</td> <td>Vegetable oils are hydrogenated to form a solid fat.</td> <td>Margarine blended with vegetable oil so it remains soft and spreadable.</td> <td colspan="2">Vegetable oils are hydrogenated to form a solid, white fat.</td> </tr> <tr> <td>Uses</td> <td>Baking and as a butter alternative</td> <td>Spreading on bread and baking</td> <td colspan="2">A lard alternative for pastry.</td> </tr> </table> <p>Oils</p> <ul style="list-style-type: none"> • Come from different plant sources such as sunflowers, rapeseed maize and soya beans. • 'Vegetable' oil is a blend of different oils. • Most oils cope well with high heats for frying and roasting. • Oils from walnuts, avocados, almonds, sesame and flax seeds add flavour when used in salad dressings and marinades. • Fats and oils are extremely energy dense. Over consuming will lead to weight gain, obesity and coronary heart disease. • To reduce fat intake choose lean cuts of meat and low fat products. Eat fewer ready prepared foods and do not fry or roast foods. • Fat provides the body with 'good' omega 3 and omega 6 fatty acids and vitamins A, D, E and K. | Animal Fat | Butter | Ghee | Lard | Suet | Description | Made from churning milk to separate out and solidify the cream into butterfat. | Made by removing the milk solids from butter, producing a clear fat. | Made from rendered pig fat. | Hard fat surrounding kidneys of cows and sheep. The fat is shredded into thin strands. | Uses | Adds flavour and colour to baked foods. Must be mixed with oil when frying to prevent burning. | Used widely in Indian cooking for frying and gives food a nutty flavour. | 'Shortens' pastry. Good for frying/roasting foods. | Suet pastry, steamed puddings and dumplings | Vegetable Fat | Margarine | Spreads | Cookeen/Trex | | Description | Vegetable oils are hydrogenated to form a solid fat. | Margarine blended with vegetable oil so it remains soft and spreadable. | Vegetable oils are hydrogenated to form a solid, white fat. | | Uses | Baking and as a butter alternative | Spreading on bread and baking | A lard alternative for pastry. | | <p>Hydrogenated - Liquid fat or oil that has been changed to a solid, at room temperature, by the addition of hydrogen.</p> <p>Shortening - Butter, lard or other fat that remains solid at room temperature, used for making pastry or bread.</p> <p>Saturated - Fat in which all of the carbon atoms in the fatty acid molecules are linked by single bonds. This type of fat is mostly from animal sources and can be bad for your health.</p> <p>Monounsaturated - Fat that contains one double bond in the molecule. This fat is associated with keeping cholesterol levels low. Examples include red meats and avocados.</p> <p>Polyunsaturated - Fat that contains several double bonds or even triple bonds in the molecule. Salmon, Flaxseeds and Walnuts are all examples.</p> <p>Anti-oxidant - Can prevent or slow down damage to our body, which otherwise can lead to diseases such as heart disease and cancers. They also improve the immune system.</p> | <p>Scan the QR code below for the ingredients lists</p>  <p>SCAN ME</p> |
| Animal Fat | Butter | Ghee | Lard | Suet | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Description | Made from churning milk to separate out and solidify the cream into butterfat. | Made by removing the milk solids from butter, producing a clear fat. | Made from rendered pig fat. | Hard fat surrounding kidneys of cows and sheep. The fat is shredded into thin strands. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Vegetable Fat | Margarine | Spreads | Cookeen/Trex | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Description | Vegetable oils are hydrogenated to form a solid fat. | Margarine blended with vegetable oil so it remains soft and spreadable. | Vegetable oils are hydrogenated to form a solid, white fat. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Uses | Baking and as a butter alternative | Spreading on bread and baking | A lard alternative for pastry. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | <p>Sugar is processed from sugar cane or sugar beet. They produce sweet liquids which are refined into molasses and syrup or dried into crystals. White sugars include granulated, caster and icing. Brown sugars include soft brown, demerara and muscovado. Syrups are liquid sugar and include honey, golden syrup, maple syrup and black treacle.</p> <p>Sugar is used to sweeten and add colour and texture to foods such as pastries, cakes and biscuits.</p> <p>Sugar is often described as having 'empty calories', meaning that it adds no nutrients to the diet. All sugar is classed as a carbohydrate which provides energy for the body. The energy from sugar is digested and absorbed relatively quickly in the body. 'Hidden sugar' can be found in readymade foods including savoury foods such as bread, soup and sauces.</p> | <p>Caramelisation— a change in the structure of sugar when heat is applied to give a brown colour.</p> <p>Preservation—keeping food in its present state.</p> <p>Fermentation—helps to speed up the action of the yeast</p> <p>Aeration—adding air into a mixture</p> <p>Monosaccharides - Simple carbohydrates (Mono means one – Saccharide means sugar)</p> <p>Disaccharides - A carbohydrate made from two sugar molecules</p> |  <p>SCAN ME</p> <p>Scan the QR code above Love food, love science website</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 & 5 | <p>Sweeteners & Sugar in cakes investigation NEA 1 experimental work</p> <p>Artificial sweeteners are synthetically produced food additives which offer sweetness without calories, so provide no energy. They are so intensely sweet that they must be diluted with fillers to give a similar sweetness and bulk as sugar. Examples include: aspartame, saccharin, sucralose.</p> | <p>Sweetness— to flavour foods and make them more acceptable</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Sub-topics</p> <p>Defining mental health</p> | <p>Disciplinary/Literacy</p> <p>We all have mental health. Your mental health affects how you feel, think and act. It refers to your emotional, psychological and social wellbeing.</p> <p>One way of defining mental health is by looking at it on a scale.</p>  |
| <p>The prevalence of mental health problems</p> | <p>Prevalence means how common something is. Mental health problems are on the rise in the United Kingdom, particularly mood disorders.</p>  |
| <p>Changes in attitudes towards mental health</p> | <p>An attitude is your feelings towards something. Recent data shows that since 2011, 2 million people have improved their attitude towards people with mental illnesses.</p> |

| Sub-topics | Disciplinary/Literacy |
|---|--|
| Schizophrenia | Schizophrenia is a severe mental illness where contact with reality and insight are reduced. |
| The psychological theory – Social Drift | <p>People with schizophrenia drift to the bottom of society as displaying clinical symptoms takes away any status the person may have.</p> <div data-bbox="660 269 1593 714" data-label="Diagram"> </div> |
| The biological theory – Neurochemical and abnormal brain structures | <p>Schizophrenia is associated with low levels of dopamine. Dopamine is a chemical messenger that passes messages around the brain. Schizophrenia may also be caused by low blood flow to the frontal lobe in the brain.</p> <div data-bbox="646 948 1794 1329" data-label="Image"> </div> |

| Sub-topics | Disciplinary/Literacy |
|--|---|
| Depression | Depression is a common mental disorder. It is characterised by persistent sadness and a lack of interest or pleasure in previously rewarding or enjoyable activities. |
| The psychological theory – The ABC Model | <p>This model believes that people with depression think irrationally.</p> <div data-bbox="1396 234 1960 654" style="border: 1px solid green; padding: 10px; text-align: center;"> <p>A B C</p> <p><i>The Actual Event, Activity, or Adversity.</i> <i>The Belief System.</i> <i>The Consequential Feeling.</i></p>  </div> |
| The biological theory – The Social Rank Theory | <p>This theory suggests that depression is adaptive.</p> <div data-bbox="1328 668 1984 1296" style="text-align: center;">  <p>Adaptive cycle Adaptive Maladaptive cycle</p> </div> |

| Part | Key Learning | Disciplinary/Literacy | Resources |
|------------------------|---|-----------------------|-----------|
| Measures of Dispersion | <ul style="list-style-type: none"> • The standard deviation is a measure of how much all the values deviate from the mean value, or how spread out they are • Standard deviation = $\sqrt{\frac{\sum(x-\bar{x})^2}{n}}$ or $\sqrt{\frac{\sum fx^2}{\sum f} - \left(\frac{\sum fx}{\sum f}\right)^2}$ • Summary statistics summarise the data. The mean, median, mode, standard deviation, range and interquartile range are all summary statistics. • A box plot represents the maximum and minimum values, the median and the upper and lower quartiles for a set of data • An outlier is any value that is more than 1.5 times the interquartile range below the lower quartile or more than 1.5 times the interquartile range above the upper quartile. <ul style="list-style-type: none"> • Small outlier is less than $LQ - 1.5 \times IQR$ • Large outlier is more than $UQ + 1.5 \times IQR$ • Another definition of an outlier is a value more than 3 standard deviations from the mean | | |
| Distributions | <ul style="list-style-type: none"> • A distribution can be symmetrical, or have positive skew or negative skew. • For a set of data: <ul style="list-style-type: none"> • Mean > median > mode could indicate positive skew • Mode > median > mean could indicate negative skew • Skew = $\frac{3(\text{mean} - \text{median})}{\text{standard deviation}}$ • If a sample is representative of a population, you can use the mean, median, range and IQR of the sample to estimate these statistics for the population. • In a distribution: <ul style="list-style-type: none"> • 50% of the data in a distribution is less than the median, and 50% is greater than the median • 25% of the data is less than the lower quartile • 25% of data is greater than the upper quartile • 50% of the data is between the lower and upper quartiles | | |

My Diary :

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

My Homework

| Week | | | | | | |
|------------|--|--|--|--|--|--|
| 25/04/2022 | | | | | | |
| 02/05/2022 | | | | | | |
| 09/05/2022 | | | | | | |
| 16/05/2022 | | | | | | |
| 23/05/2022 | | | | | | |

