



Year 9
Learning Cycle 2

Student Name: _____

Contents

| | |
|-------------------------------------------------------------------------------|----|
| Home Learning timetable - When I am going to complete my home learning? | 3 |
| Summative Assessment Timetable | 4 |
| Summative Assessment Scores | 5 |
| How to Use your Learning Cycle Knowledge Organiser | 6 |
| How to use SORT | 7 |
| Home Learning & Revision Planner | 10 |
| Personal Learning Checklists | 11 |
| English – Protest poetry | 18 |
| English – Romeo and Juliet | 19 |
| Maths – Key words | 22 |
| Maths – Fractions and reciprocals | 23 |
| Maths – Parallel Lines & Polygons | 24 |
| Maths – Indices, powers, roots & standard form | 25 |
| Maths – Solving Linear Equations | 26 |
| Maths – Estimating, Rounding and Bounds | 27 |
| Science – How can I use the Periodic Table? | 29 |
| Science – Experiments | 30 |
| Science – Electricity and Magnetism | 31 |
| Science – Healthy body, healthy mind | 35 |
| Science – Clubs and Reading | 40 |
| Art | 41 |
| Computing – Python programming | 42 |
| Design Technology – Pewter Pendants | 43 |
| Drama – Missing Dan Nolan | 44 |
| Food – Hospitality and Catering Industry | 45 |
| Geography – Almighty Dollar | 46 |
| Geography – Conflict | 48 |
| History – Were all Americans affected equally by the 1929 'Bust' in the USA? | 49 |
| History – How was the idea of 'all men are created equal' applied in the USA? | 51 |
| Music – In the band | 53 |
| PSHE – Choices around Sex and Relationships | 54 |
| Religious Education – What happens after we die? | 55 |
| Spanish | 57 |
| Sport – Basketball | 61 |
| Sport – Football | 62 |

Home Learning timetable - when I am going to complete my home learning

| | Mon A | Tues A | Weds A | Thurs A | Fri A | Mon B | Tues B | Weds B | Thurs B | Fri B |
|-----|----------|-----------|------------|---------|----------|----------|-----------|-----------|-----------|-------|
| 9X1 | Eng | MFL/Nutri | Sci/Drama | Ma/RE | Music | His/DT | Geog | Eng/Art | Comp | |
| 9X2 | Eng | Art/His | Nutri/Geog | Ma/Sci | RE/Drama | Music | Comp/MFL | Eng/DT | | |
| 9X3 | Eng | DT/RE | Sci/Art | Ma/MFL | Nutri | Drama | His | Eng/Music | Comp/Geog | |
| 9X4 | | MFL/Music | Sci/DT | Ma/Geog | Art/Eng | Nutri | His | Drama/RE | Comp | Eng |
| 9Y1 | Ma/DT | His/RE | Eng/Drama | Geog | | Eng/Comp | Sci/Music | Nutri | Ma/MFL | Art |
| 9Y2 | Ma/Drama | His/MFL | Eng/Art | Comp | Geog/RE | Eng | Sci/DT | Music | Ma | Nutri |
| 9Y3 | Ma/Nutri | Geog | Eng/Music | MFL | | Eng/His | Sci/Art | DT/Sci | Ma/RE | Drama |
| 9Y4 | Ma/Art | | Eng/DT | Comp/RE | Geog | Eng/His | Sci/Nutri | Drama | Ma/MFL | Music |

Expected time home learning will take:

| Subject | Homework |
|--------------------------------------------------------------|-------------------------------|
| English (Eng) | 60 minutes (weekly) |
| Mathematics (Ma) | 60 minutes (weekly) |
| Science (Biology/Chemistry/Physics) | 30 minutes (every two weeks) |
| Computing (Comp) | 30 minutes (every two weeks) |
| Spanish (MFL) | 30 minutes (every two weeks) |
| Geography (Geog) | 30 minutes (every two weeks) |
| History (His) | 30 minutes (every two weeks) |
| Creative Learning (Music/DT/Art/Performing Arts) – Creative | 30 minutes (every two weeks) |

My Computer passwords:

| Platform | Username | Password |
|----------|----------|----------|
| | | |
| | | |
| | | |
| | | |

Summative Assessment Timetabl

| | | 17/03/25 | 18/03/25 | 19/03/25 | 20/03/25 | 21/03/25 | 24/03/25 | 25/03/25 | 26/03/25 | 27/03/25 | 28/03/25 |
|--------|-----|----------|-----------|-----------|-----------|----------|-------------|----------|----------|----------|----------|
| Lesson | A | | | | | A | | | | | |
| | Mon | Tue | Wed | Thu | Fri | Mon | Tue | Wed | Thu | Fri | |
| 1 | 9X1 | | | | | | | Science | History | | |
| | 9X2 | | | | Geography | | | History | Science | | RE |
| | 9X3 | | | | | | | Science | | | |
| | 9X4 | | | | | | | Science | | | |
| | 9Y1 | | Music | | | | DT | RE | English | | |
| | 9Y2 | | DT | | | | Drama | | English | | |
| | 9Y3 | | Art | | RE | | Food | | English | | |
| | 9Y4 | | Food | | | | Art | | English | RE | |
| 2 | 9X1 | DT | | Geography | | | | | | RE | |
| | 9X2 | Music | | | | | | | | | |
| | 9X3 | Drama | | | | | | | | | |
| | 9X4 | Food | Spanish | | | | | | History | | |
| | 9Y1 | | | Food | | Art | Mathematics | | Drama | History | |
| | 9Y2 | | Spanish | Music | | Food | Mathematics | | Art | History | |
| | 9Y3 | | Geography | DT | | Drama | Mathematics | | Music | | |
| | 9Y4 | | | Drama | | Music | Mathematics | | DT | | |
| 3 | 9X1 | | | Art | | | Mathematics | Food | Drama | | |
| | 9X2 | | | DT | | | Mathematics | Art | Food | | |
| | 9X3 | | | Music | Geography | | Mathematics | DT | Art | | |
| | 9X4 | | | Drama | Geography | | Mathematics | Music | DT | | |
| | 9Y1 | | | | | | | | | | |
| | 9Y2 | | | | | | | | | | RE |
| | 9Y3 | | | | | | | | | | |
| | 9Y4 | | | | | | | | | History | |
| 4 | 9X1 | | Spanish | | | | English | | | | Music |
| | 9X2 | | Spanish | | | | English | | | | Drama |
| | 9X3 | | Spanish | | | | English | RE | History | | Food |
| | 9X4 | | | RE | | | English | | | | Art |
| | 9Y1 | | Geography | | Spanish | | | Science | | | |
| | 9Y2 | | | | Geography | | | Science | | | |
| | 9Y3 | | | | Spanish | | | Science | | History | |
| | 9Y4 | | Geography | | Spanish | | | Science | | | |

Summative Assessment Scores – Learning Cycle 1

| Subject | Summative Score | Next Steps |
|-------------|-----------------|------------|
| English | | |
| Mathematics | | |
| Science | | |
| Geography | | |
| History | | |
| Spanish | | |

| Subject | Summative Score | Next Steps |
|---------------------|-----------------|------------|
| Art | | |
| Computing | | |
| Drama | | |
| Design Technology | | |
| Music | | |
| Religious Education | | |

How to Use your Learning Cycle Knowledge Organiser

Poltair School believe that the Learning Cycle Knowledge Organiser should be used daily for classwork and home learning. The Learning Cycle Knowledge Organiser will inform students and parents of topics that are being covered in class during each learning cycle, enabling all students to extend their learning outside of the classroom.

Students should be using their Learning Cycle Knowledge Organiser as a revision guide for assessments and using their SORT strategies to revise for each subject prior to assessments.




At Poltair we **SORT** it!

What are the SORT strategies?

| Select | Organise | Recall | Test |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Select your revision materials by topic/subtopic. Traffic light your PLC sheets to identify areas of weakness or gaps (Red/Amber) that need to be prioritised. | Organise and condense any class notes, revision guides and revision. | Use active recall and spaced repetition to memorise your knowledge organisers until you can recall the information e.g.. Look, cover, write or self-testing | Use low stakes online tests/quizzes and answer high stakes past paper/sample questions to check and apply knowledge and understanding |
| Strategies | | | |
| <ul style="list-style-type: none"> • How to use your PLC • How to schedule your home learning and stick to it! • How to select the correct knowledge to study | <ul style="list-style-type: none"> • Cornell Notes • Flash cards • Mind mapping • Revision clocks • Dual coding • Summary | <ul style="list-style-type: none"> • Look cover & test • Leitner system • Blurt it • Transform it | <ul style="list-style-type: none"> • Low stakes • Self-quizzing • Quiz each other • Online quizzes • High stakes • Exam style questions |

How to use SORT

| Step 1: Select | Step 2: Organise | Step 3: Recall | Step 4: Test |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>When you revise for a specific topic use your knowledge organiser, revision guide, website etc to select the key knowledge you need to learn.</p> <p>a. Use the daily planner on page 10 to identify all the times when you will complete your home learning and when you will complete independent revision</p> <p>b. RAG each of the PLCs so you identify your RED topics – the ones that you are unsure of or you do not fully understand</p> <p>c. Write your RED topics into your daily planner for when you will revise that subject.</p> | <p>Organise the knowledge that you have selected using a range of strategies:</p> <ul style="list-style-type: none"> • Flashcards • Mindmaps • Cornell Notes • Revision Clocks • Summary <p>For more details go to the SORT webpage: https://www.poltairschool.co.uk/sort</p>  | <p>Once you have summarized the knowledge, you need to actively memorise it. This is the most important part of the revision process!</p> <p>You could use any of the following strategies to help:</p> <ul style="list-style-type: none"> • Lietner System • Blurt It • Look, say, cover, write, test | <p>The last step in revision is to be confident that you can recall and retrieve the knowledge. To do this you need to test yourself. Quick and simple ways are to ask someone else to quiz you on the knowledge or to complete an online quiz. You can also answer past exam questions.</p> <p>If you can not confidently recall the knowledge you will need to repeat step 3.</p> |



At Poltair we **SORT** it!

ATTENDANCE FOCUS



ATTENDANCE FOCUS



Attendance Reflection Sheet

| | |
|--------------------------------------------------------------------------|--|
| What is your current attendance? | |
| How many sessions have you missed of school? | |
| How many 'I' coded sessions have you had? | |
| How many 'M' coded sessions have you had? | |
| How many 'L' coded sessions have you had? | |
| How many 'U' coded sessions have you had? | |
| How many 'O' coded sessions have you had? | |
| How many days does this equate to so far this year? | |
| If this attendance continued how many days off would you have this year? | |

To improve my attendance, I commit to the following:

| | |
|---------------------------------------------------------|--|
| 1. | |
| 2. | |
| 3. | |
| What attendance do you want to end this term with? | |
| What is your end of year attendance target? | |
| What is our minimum expected attendance to be rewarded? | |

Possible strategies to REACH MY attendance Goals

- I will make attending school every day a priority.
- I will keep track of my attendance and absences.
- I will set my alarm clock for _____a.m.
- I will attend school everyday unless I am truly sick.

- If I am absent, I will contact my teachers to find out what I missed.
- I will set up medical and dental appointments for weekdays after school. If I must make a medical appointment during the school day, I will try to attend school for most of the day.
- When I am struggling with a challenge that is keeping me from school I will confide in an adult at school and seek help.

Revision Planner

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Time | Saturday | Sunday |
|--------------|--------|---------|-----------|----------|--------|--------------|----------|--------|
| 8.30am - 4pm | | | | | | 8.30am - 4pm | | |
| 4pm - 5pm | | | | | | 4pm - 5pm | | |
| 5pm - 6pm | | | | | | 5pm - 6pm | | |
| 6pm - 7pm | | | | | | 6pm - 7pm | | |
| 7pm - 8pm | | | | | | 7pm - 8pm | | |
| 8pm - 9pm | | | | | | 8pm - 9pm | | |

Personal Learning Checklists

English

| Key Ideas | S | O | R | T |
|--------------------------------------------------------------------------------------------|---|---|---|---|
| I understand the viewpoint of a range of protest poets | | | | |
| I can use accurate subject terminology to identify language methods | | | | |
| I can analyse language methods used by protest poets | | | | |
| I can use accurate subject terminology to identify structure methods | | | | |
| I can analyse structure methods used by protest poets | | | | |
| I can write an extended critical analysis of a poem | | | | |
| I can include ideas about historical context and the poet's message to enhance my analysis | | | | |

English

| Key Ideas | S | O | R | T |
|-----------------------------------------------------------------------------------------|---|---|---|---|
| Recalling significant moments in the plot | | | | |
| Understanding characters and how they develop throughout the play | | | | |
| Understanding key themes (love, masculinity, violence) | | | | |
| Identifying and analysing language methods | | | | |
| Identifying and analysing structure | | | | |
| Identifying and analysing features of the play form | | | | |
| Understanding Shakespeare's themes and 'big ideas' and how they develop across the play | | | | |
| Recalling key information about the Elizabethan context | | | | |
| Planning thoughtfully sequenced responses to analysis questions | | | | |
| Writing thesis introductions | | | | |
| Developed what, how, why paragraphs | | | | |
| Using a range of references (including quotations) to support ideas | | | | |
| Using appropriate connectives | | | | |
| Developing analysis with relevant contextual ideas | | | | |
| Using a range of sophisticated vocabulary to enhance analysis | | | | |

Personal Learning Checklists

Maths

| Key Ideas | Sparx Code | S | O | R | T |
|--------------------------------------------------------------------------------------------|------------|---|---|---|---|
| I can find powers & roots | M135 | | | | |
| I can find reciprocals | M216 | | | | |
| I can add & subtract fractions | M835 | | | | |
| I can multiply & divide fractions | M110 | | | | |
| I can find angles in parallel lines | M606 | | | | |
| I can substitute into expressions | M417, M327 | | | | |
| I understand key algebraic vocabulary | M813 | | | | |
| I can collect like terms | M531 | | | | |
| I can expand and factorise single brackets | M237 | | | | |
| I can solve one and 2 step equations | M707 | | | | |
| I can solve equations where the variable is on the denominator and equations with brackets | M634, M902 | | | | |
| I can solve equations with unknowns on both sides | M543 | | | | |
| I can find interior & exterior angles | M653 | | | | |
| I can round using decimal places | M431 | | | | |
| I can round to a given number of significant figures | M994 | | | | |
| I can find the upper & lower bound | U587 | | | | |
| I can calculate using bounds | U225 | | | | |
| I can use positive index laws | M608 | | | | |
| I can use fractional index laws | U985 | | | | |
| I can use negative index laws | M150 | | | | |
| I can write numbers in standard form | M719, M678 | | | | |
| I can convert standard form numbers back to ordinary numbers. | U330 | | | | |
| I can add & subtract in standard form | U290 | | | | |
| I can multiply & divide in standard form. | U264 | | | | |

Science

| Key Ideas | S | O | R | T |
|------------------------------------------------------------------------------------------|---|---|---|---|
| I can recall the parts of the digestive system and state their function | | | | |
| I can recall the role of enzymes and identify enzymes involved in digestion | | | | |
| I can describe the food tests for sugar, starch, protein and fats | | | | |
| I can label the parts of the heart and describe the flow of blood through the human body | | | | |
| I can compare and contrast the differences between aerobic and anaerobic respiration | | | | |
| I can identify the atria and ventricles of the heart | | | | |
| I can identify the pulmonary vein and vena cava of the heart | | | | |
| I can identify the pulmonary artery and aorta of the heart | | | | |

Personal Learning Checklists

Science

| Key Ideas | S | O | R | T |
|-----------------------------------------------------------------------------------------|---|---|---|---|
| I can describe the different pathway that current takes in series and parallel circuits | | | | |
| I can draw series and parallel circuits using symbol components | | | | |
| I can define current | | | | |
| I can define potential difference | | | | |
| I can define resistance | | | | |
| I can calculate potential difference using the equation $V=I \times R$ | | | | |
| I can describe the IV characteristics of a fixed resistor, filament lamp and diode | | | | |
| I can explain the difference between a magnet and electromagnet | | | | |

Art

| Key Ideas | S | O | R | T |
|--------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| I can understand and explain the meaning of the 7 observational drawing key words, tone, texture, shape, scale, line and composition | | | | |
| I can discuss and compare the work of Quentin Blake, Gerald Scarfe and Hogarth | | | | |
| I can understand what a morality tale is? | | | | |
| I understand how to research and select information to develop ideas | | | | |
| I understand how to develop my ideas using the work of political cartoonists to design and create a final outcome | | | | |
| I understand how to use my chosen materials with skill and flair | | | | |

Computing

| Key Ideas | S | O | R | T |
|-----------------------------------------------------------------------|---|---|---|---|
| I know that Python is a high-level coding language | | | | |
| I can explain how selection can be used to make decisions in the code | | | | |
| I know the difference between a syntax error and a logic error | | | | |
| I know that iteration means the part of the code that repeats. | | | | |
| Two examples of iteration are While loops and For loops | | | | |
| I know that Sequence is when one part of the code follows the next. | | | | |
| I can identify variables, strings and lists in Python code | | | | |
| I can use and modify strings and lists in Python code | | | | |
| I know the types of careers which use computing | | | | |

Personal Learning Checklists

Design Technology

| Key Ideas | S | O | R | T |
|----------------------------------------------------------------------|---|---|---|---|
| I can recall and define the tier three vocabulary in this Unit | | | | |
| I can describe what pewter is and why we use it for casting | | | | |
| I can describe the process of casting step by step | | | | |
| I can use hand tools safely and with precision to finish my castings | | | | |
| I can explain what is meant by ethical extraction of metal ores | | | | |
| I can identify key features of different design movements | | | | |

Drama

| Key Ideas | S | O | R | T |
|---------------------------------------------------------------------------------------------------------|---|---|---|---|
| I can use effective physical and vocal skills to interpret my characters | | | | |
| I understand the context of Blood Brothers and how that influences my characterisation | | | | |
| I can carefully consider the staging of my performances, thinking about proxemics and stage positioning | | | | |
| I can make sure that all members of the group have worked collaboratively and effectively | | | | |

Food

| Key Ideas | S | O | R | T |
|---------------------------------------------------------------------------------------------|---|---|---|---|
| I understand the importance of a healthy balanced diet | | | | |
| I can list the roles and responsibilities of an environmental health officer | | | | |
| I can discuss a range of factors that affect consumer choice | | | | |
| I can explain how a quiche sets during the cooking process | | | | |
| I understand the importance of ensuring meat is cooked thoroughly to prevent food poisoning | | | | |
| I can explain how to ensure a hygienic and safe kitchen environment | | | | |
| I can describe how to reduce food waste by using left overs | | | | |

Personal Learning Checklists

Geography

| Key Ideas | S | O | R | T |
|-------------------------------------------------------------------------|---|---|---|---|
| Define key terms and give examples of case studies | | | | |
| Explain the three main industrial sectors, primary, secondary, tertiary | | | | |
| Describe the characteristics of a pre-industrial economy | | | | |
| Describe the characteristics of an industrial economy | | | | |
| Describe the characteristics of a post-industrial economy | | | | |
| Explain Rostow's development model | | | | |
| Describe the advantages of TNCs in Nigeria | | | | |
| Describe the disadvantages of TNCs in Nigeria | | | | |
| Explain why China invests in Africa | | | | |

Geography

| Key Ideas | S | O | R | T |
|---------------------------------------------------------------------------------------|---|---|---|---|
| Name and countries and regions with conflicts | | | | |
| Describe the location of types of conflicts by region | | | | |
| Explain the advantages and disadvantages of dams | | | | |
| Locate Somalia on a world map | | | | |
| Describe the causes of Somalia pirates | | | | |
| Explain the effects of the Somalian pirates | | | | |
| Name the causes and effects of the blood diamond trade | | | | |
| Name regions of child soldiers in Africa | | | | |
| Explain how heroin is transported around the world | | | | |
| Explain the causes and effects of the world trade in heroin and how it can be stopped | | | | |

History

| Key Ideas | S | O | R | T |
|-------------------------------------------------------------------------------------|---|---|---|---|
| I can define the 'Boom and Bust' in the USA | | | | |
| I can explain with examples, what the boom was like for groups of people | | | | |
| I can explain with examples, what the bust was like for groups of people | | | | |
| I can analyse the similarity and difference in the experiences of groups of people | | | | |
| I can name examples of civil rights' struggles in the USA | | | | |
| I can explain with examples, the journey to achieve civil rights for certain groups | | | | |
| I can explain with examples, what life is like now for these groups in the USA | | | | |

Personal Learning Checklists

Music

| Key Ideas | S | O | R | T |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|
| I can understand the different parts of a drum kit | | | | |
| I understand the different parts of a guitar and understand where the frets are | | | | |
| I am able to read guitar tablature | | | | |
| I understand the difference between a number of musical genres | | | | |
| I can work out the order of notes on a guitar using the acronym – Eddie, Ate, Dynamite, Good, Bye, Eddie | | | | |
| I know how to stay in time with others in my group and play accurately at the same time | | | | |

Religious Education

| Key Ideas | S | O | R | T |
|---------------------------------------------------------------------------------------|---|---|---|---|
| I can explain why some people believe life continues after death | | | | |
| I can explain what Christians believe happens after we die | | | | |
| I can explain what Muslims believe happens after we die | | | | |
| I can explain what reincarnation is | | | | |
| I can explain how these beliefs might impact on the lives of the people who hold them | | | | |
| I can define all the key terms for this unit | | | | |

PSHE

| Key Ideas | S | O | R | T |
|-------------------------------------------------------------------------------------|---|---|---|---|
| I can explain the difference between welcome and unwelcome interest | | | | |
| I can describe respect in a variety of different contexts | | | | |
| I can define the term “capacity to consent” | | | | |
| I can identify potential times where someone’s capacity to consent has been removed | | | | |
| I can list some of the most common Sexually Transmitted Infections (STIs) | | | | |
| I can outline symptoms of STIs and identify methods of prevention and/or treatment | | | | |
| I can outline the main types of contraception and explain how they are effective | | | | |
| I can identify where and how to access contraception or how/where to seek support | | | | |

Personal Learning Checklists

Spanish

| Key Ideas | S | O | R | T |
|---------------------------------------------------------------|---|---|---|---|
| I can use the present tense to talk about my school | | | | |
| I can use the future tense to talk about future ambitions | | | | |
| I can use the imperfect tense to talk about the past | | | | |
| I can use deber + infinitive to talk about what I have to do | | | | |
| I can use the conditional tense to talk about my ideal future | | | | |
| I can use the comparative to compare now to the past | | | | |
| I can describe a photo | | | | |

English - Protest Poetry

1. How to Approach an Unseen Poem – SMILE!

| | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S Structure | What is interesting about line length or stanza length ? How does the poem begin and end ? How does the poet use punctuation marks (or lack of!)? |
| M Meanings & messages | What is the poem about ? Who or what does it focus on? What idea(s) are most important? |
| I Imagery | What are the most important images in the poem? How do they support the poet's idea(s)? |
| L Language | Which words are most important? What are their meanings and connotations ? Has the writer used any similes, metaphors or personification ? |
| E Effects | Are their sounds important? What tone does the poet adopt? What does the poet want the reader to think about or realise? What do they want the reader to imagine, picture or feel ? How do they want us to respond ? |

2. What, How, Why Paragraphs

| | |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WHAT is the writer saying about character/ theme/ setting? | Okri shows the inequality in society by including sarcastic details to display differences. 'Pull yourselves from your tennis games and your perfect dinners'. |
| HOW are they revealing information and creating effects for the reader? Quotation? Language methods? | Although he directly addresses them, there is a sarcastic tone used by the stereotype of all wealthy people playing tennis, suggesting that they are distant from the situation. The use of the verb 'pull' shows that the wealthy are reluctant to come and witness the aftermath of the devastation, suggesting that they do not care about the people affected by this tragedy. |
| ZOOM in on key parts of the quote. | |
| WHY have they chosen to do this? Purpose? | The writer has chosen to create this contrast to show his anger at the people who have more power and resources and yet did not prevent this disaster or seem to be doing much about it. |

3. Key Poems

3a = Extract from Grenfell Tower by Ben Okri Nigerian poet Ben Okri's poem about the 2017 Grenfell fire conveys ideas about anger and communicates how a class divide and greed contributed to the deaths of the residents.

3b = Caged Bird by Maya Angelou The poem describes the opposing experiences between a bird that is able to live in nature as it pleases, and a different caged bird who suffers in captivity, as an extended metaphor to convey the divide between the privilege and entitlement of the un-oppressed, and the suffering and emotional resilience of the oppressed.

3c = Hollow by Vanessa Kisuule Kisuule's poem focuses on the toppling of the statue of Edward Colston – a 17th century slaver – in Bristol in 2021.

3d = The Right Word by Imtiaz Dharker The poet explores issues of language and identity; how we see and label other people, and the power of words to influence perceptions and feelings.

3e = Thirteen by Caleb Femi Femi recounts his real-life experience of being questioned by police when only 13 years old. The poem explores issues of racism, innocence and authority.

3f = The White House by Claude McKay This poem is about racism, where the speaker being denied access to the 'White house' is a metaphor for the way white America systemically denies Black people access to equal freedoms and opportunities.

4. Subject Vocabulary

4a = poem (noun) a piece of writing in which the words are arranged in separate lines and are chosen for their beauty and sound.

4b = stanza (noun) a group of lines in a poem; a verse.

4c = language (noun) words or methods (techniques) used by writers to present their meanings or create effects.

4d = structure (noun) The way the poet has organised the poem on the page, including stanza length, line length, title and ending.

4e = connotations (noun) A feeling or idea that is suggested by a particular word.

4f = imagery (noun) The use of language to create vivid pictures in the readers' minds.

4g = metaphor (noun) Comparing one thing to another directly – as if one thing is another – to highlight their similarities.

4h = symbol (noun) A character, idea, image or setting that represents a bigger idea

4i = tone (noun) The attitude a writer shows towards a topic using words.

4j = enjambment (noun) No punctuation at the end of a line of poetry.

4k = caesura (noun) Punctuation in the middle of a line of poetry.

4l = metaphor (noun) Comparing one thing to another directly – as if one thing is another – to highlight their similarities.

4m = extended metaphor (noun phrase) a comparison of two things using a number of examples to highlight the similarities

English - Romeo and Juliet



1. Main Characters

1a = Romeo Montague - the male heir to the dynasty of House Montague, which is in a long-standing feud with House Capulet. A young man of about sixteen, Romeo is **handsome, intelligent, and sensitive**. Though impulsive and immature, his idealism and passion make him an extremely likeable character. He lives in the middle of the violent feud but he is not interested in violence.

1b = Juliet Capulet - a shy and innocent girl at the beginning of the play, but the depth of her character shows as she meets Romeo, defies her father, marries Romeo, and ultimately commits suicide. While appearing quiet and obedient, Juliet displays inner strength, intelligence, bravery, wit, and independence.

1c = Mercutio - With a **lightning-quick wit and a clever mind**, Mercutio is a scene stealer and one of the most memorable characters in all of Shakespeare's works. Though he constantly **puns, jokes, and teases**—sometimes in fun, sometimes with bitterness—Mercutio is not a mere jester. With his **wild words**, Mercutio punctures the romantic sentiments that exist within the play. He **mocks** Romeo's self-indulgence just as he ridicules Tybalt. Unlike the other characters who blame their deaths on fate, Mercutio dies cursing all Montagues and Capulets, believing that specific people are responsible for his death.

1d = The nurse - The Nurse's main role in the play is that of a **secondary mother figure for Juliet**. The Nurse clearly enjoys a closer relationship with Juliet than Lady Capulet does. This isn't surprising, given the amount of responsibility she had in caring for Juliet since her birth. Just as she is a surrogate mother for Juliet, so too is Juliet a surrogate daughter for the Nurse.

1e = Friar Lawrence - He occupies a strange position in Romeo and Juliet. He is a **kind-hearted** Franciscan monk who helps Romeo and Juliet throughout the play. He performs their marriage and gives generally **good advice**. He is the sole figure of **religion** in the play.

1f = Benvolio - The **peacemaker**, amongst a group of hot-headed characters, Benvolio Montague, cousin to Romeo, is a character who significantly moves the plot along, helping Romeo along the way to discover his true love.

English - Romeo and Juliet

2. Plot

2a = Prologue: A sonnet, recited by the chorus, outlines the play. **Act 1 Act I, Scene 1:** Capulet and Montague servants fight in the streets. Benvolio tries to break them up, but Tybalt arrives and challenges him. The Prince arrives and declares that any further fighting will be punished with death. After this, the Montagues discuss Romeo's melancholy state and Benvolio learns Romeo is in love with Rosaline. **Act I, Scene 2:** Paris seeks Capulet's permission to marry his daughter Juliet. Capulet says she is too young, but Paris should try to win her affections at his banquet. Capulet's invitation list is intercepted by Benvolio and Romeo, who decide to attend the event. **Act I, Scene 3:** The Nurse and Lady Capulet tell Juliet about Paris, and she agrees to consider him as a potential suitor. **Act I, Scene 4:** Romeo, Benvolio, and Mercutio arrive at the banquet, and Mercutio banters with Romeo. **Act I, Scene 5:** Romeo and Juliet see each other and fall in love immediately. Tybalt sees Romeo and wants to fight him, but Lord Capulet stops him.

2b = Act 2 Act II, Scene 1: Romeo separates himself from his friends as they leave the party. **Act II, Scene 2:** Romeo listens to Juliet at her balcony, and they exchange vows to marry. Juliet says she will send a messenger to Romeo the next day to arrange the wedding. **Act II, Scene 3:** Romeo goes to see Friar Lawrence to ask for his help with marrying Juliet. The Friar agrees, hoping that their alliance will end their families' feuding. **Act II, Scene 4:** Benvolio and Mercutio discuss Tybalt, who has challenged Romeo to a duel. Romeo arrives and the friends banter about his love. The Nurse appears; Romeo's friends depart. Romeo gives the Nurse a message for Juliet: she is to go to Friar Lawrence that afternoon, and they shall be married. He arranges for the Nurse to receive a rope-ladder for Juliet to lower for him that night. **Act II, Scene 5:** The Nurse returns to an impatient Juliet. She teases her charge by withholding the message but then tells her the good news. **Act II, Scene 6:** Juliet comes to Romeo in Friar Lawrence's cell, and they greet each other joyfully. The Friar prepares to marry them.

2c = Act 3 Act III, Scene 1: Benvolio and Mercutio encounter Tybalt, and Mercutio mocks him. Romeo arrives and refuses to accept Tybalt's challenge to a duel (due to his secret marriage to Juliet). Mercutio thinks this is cowardly so fights on his behalf. Romeo tries to intervene and Mercutio is killed under his arm, cursing the families as he dies. Romeo fights and kills Tybalt to get revenge. At Benvolio's urging, Romeo flees. The Prince appears and interrogates Benvolio. Judging Tybalt to be guiltier than Romeo, he spares the latter the death sentence but banishes him from Verona. **Act III, Scene 2:** Juliet longs for night, when Romeo is to come. The Nurse brings her word of Tybalt's death and Romeo's banishment, and volunteers to bring Romeo to the distraught girl. **Act III, Scene 3:** Romeo is in a state of anger and disbelief, hiding with the Friar. The Nurse arrives with word of Juliet's distress. The Friar chastises Romeo for behaving so foolishly and proposes that, after a night with Juliet, Romeo should flee to Mantua until everything is cleared up. Romeo agrees and leaves. **Act III, Scene 4:** Capulet decides to marry Juliet to Paris in three days to cheer her up. **Act III, Scene 5:** Romeo and Juliet awake after spending the night together and Romeo leaves. Lady Capulet arrives and tells Juliet about her impending marriage. Juliet refuses and her parents fly into a rage. The Nurse advises that Juliet ignore her marriage to Romeo, which no one else knows about, and marry Paris.

2d = Act 4 Act IV, Scene 1: Juliet interrupts Paris talking to Friar Lawrence and, when he leaves, threatens to kill herself if the Friar doesn't help her. He agrees to provide her with a potion that will make her seem to be dead, until Romeo collects her from the family crypt. **Act IV, Scene 2:** Juliet apologizes to her father, promising to obey him and marry Paris. Capulet moves the wedding up a day to the next morning. **Act IV, Scene 3:** Juliet drinks the potion. **Act IV, Scene 4:** Capulet sends the Nurse to awaken Juliet on the morning of her wedding day. **Act IV, Scene 5:** The Nurse finds Juliet dead and the family grieve for her.

2e = Act 5 Act V, Scene 1: Balthasar arrives in Mantua and tells Romeo that Juliet has died. Romeo immediately plans to join her and buy a poison from an apothecary. **Act V, Scene 2:** Friar John reports to Friar Lawrence that he has been unable to deliver Lawrence's letter to Romeo. Lawrence sends John to fetch a crow bar, planning to open the vault and take Juliet into hiding in his own cell until Romeo can be summoned. **Act V, Scene 3:** Paris visits Juliet's tomb at night. Romeo appears with Balthasar, whom he sends away with a letter to Montague. Paris steps forth to challenge him. They fight, and Romeo kills Paris. Romeo then enters the crypt, drinks the poison, and dies. Friar Lawrence arrives tells Juliet what has happened and begs her to flee. She refuses and stays. She kisses her dead lover and stabs herself with his dagger. The watchmen appear, arresting Balthasar and the Friar as the Prince arrives, followed by both families. The Friar explains what has happened, and his tale is confirmed by Balthasar and by Romeo's letter to his father. Montague and Capulet make peace and vow to erect golden statues of the two lovers.

English - Romeo and Juliet

3. Context

3a = Queen Elizabeth I – She was queen while Shakespeare was writing 'Romeo and Juliet', and supported him. Elizabeth I made Protestantism the official religion of England, which angered many Catholics, and led to much conflict. Shakespeare may be referencing this with the two warring families.

3b = Patriarchy – patriarchal societies are ones where men are dominant, and have control over women e.g. by choosing who they would marry.

3c = Nurses – employed by wealthy families to feed and care for their children.

3d = The Church – the play is set in Catholic Verona and Shakespeare might have used the Friar Laurence as vehicle for criticising how the Catholic Church was seen to interfere too much in people's lives.

3e = Fate – the belief that your life is mapped out for you, or 'written in the stars'. Many Elizabethans believed God decided your fate, and that astrology could help you identify your course in life.

3f = Bubonic Plague/Black Death – a plague that killed many people. Sufferers were quarantined in their houses, with a red 'X' painted on the door, and left to die.

4. Authorial Intent

Shakespeare did not invent the story of Romeo and Juliet. He did not, in fact, even introduce the story into the English language. A poet named Arthur Brooks first brought the story of 'Romeus and Juliet' to an English-speaking audience in an epic poem. Many of the details of Shakespeare's plot are lifted from Brooks's poem, including the meeting of Romeo and Juliet at the ball, their secret marriage, the sleeping potion, and the timing of the lover's eventual suicides. Such appropriation of other stories is characteristic of Shakespeare, who often wrote plays based on earlier works. However, he may have chosen to adapt Brooks's poem for the stage to...

4a = To highlight... the subordinate position of women

in a patriarchal society, and particularly the traditional view that daughters were a commodity and could be used in marriage to forge useful alliances.

4b = To recognise... the futility of generational conflict and the human cost of warring and civil unrest.

4c = To question... the idea of agency and fate and make people consider the implications of their actions.

5. Subject Vocabulary

5a = play (noun) A dramatic piece of literature intended to be acted out on stage.

5b = act (noun) A way of dividing a play. Each act is a group of scenes.

5c = scene (noun) A dramatic part of the story of a play, at a particular time and place and a way of dividing acts into smaller parts.

5d = stage direction (noun) An instruction in a play that tells actors how to move or speak, or gives information about the setting, sound effects or lighting.

5e = language (noun) Words or methods (techniques) used by writers to present their meanings or create effects.

5f = symbol (noun) A character, idea, image or setting that represents a bigger idea

5g = imagery (noun) The use of language to create vivid pictures in the readers' minds.

5h = characterisation (noun) The creation or construction of a fictional character.

5i = foreshadowing (noun/verb) An indication or hint of what is to come later in the story.

5j = soliloquy (noun) Two lines of verse (in a poem or a play by Shakespeare) whose final sounds rhyme

5k = motif (noun) A symbolic image, word or idea that is repeated frequently in a text.

6. Vocabulary

6a = masculinity (noun) a set of attributes, behaviours, and roles associated with men and boys

6b = femininity (noun) a set of attributes, behaviours, and roles associated with women and girls.

6c = stereotype (noun) an idea that is used to describe a particular type of person or thing, often unfairly or inaccurately

6d = subvert (verb) to challenge, damage or destroy something



Maths

| Key Terms | Description |
|--------------------|-----------------------------------------------------------------------------------------------------|
| Estimation | A rough calculation carried out without use of a calculator, where all values are rounding to 1s.f. |
| Limits of Accuracy | Upper and lower bounds |
| Truncate | To chop a number and remove the final decimal places without rounding |
| Bounds | The largest, or smallest values which a rounded number may have previously taken |
| Error Interval | The range of values which a number may have taken before being rounded |
| Reciprocal | The reciprocal of a number, is the value which you multiply your original number by, to get 1 |
| Improper Fraction | A fraction where the numerator is larger than the denominator |
| Solving | Finding the unknown value |
| Expression | An algebraic statement including terms and operations |
| Term | A collection of variables and numbers |
| Equation | An algebraic statement with an equals sign in the middle |
| Parallel lines | Lines which have the same gradient and never meet |
| Perpendicular | Where lines meet at right angles |
| Polygon | Any 2D shape with straight sides |
| Interior Angles | Angles inside a polygon |
| Exterior angle | The angle on the outside of a shape: Interior + Exterior Angles always add to 180° |
| Standard Form | A way of writing really big or really small numbers e.g. 560 is 5.6×10^2 in standard form |
| Index or Indices | Powers. For example, 2^3 the 3 is a power or an index |
| Regular Polygon | A polygon that has all sides and all angles equal |

Maths - Fractions and Reciprocals

1. Adding and subtracting Fractions

- Identify the LCM of the denominators
- Use equivalent fractions to convert each fraction to have the LCM as the denominator
- Add/subtract the numerators

$$\frac{1}{2} + \frac{1}{3} = ? \quad \frac{1 \times 3}{2 \times 3} = \frac{3}{6} \quad \frac{1 \times 2}{3 \times 2} = \frac{2}{6} \quad \frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

2. Converting between mixed & improper fractions

To find the numerator:

- Multiply the whole number by the denominator.
- Then add the numerator

$$2\frac{3}{4} = \frac{(4 \times 2) + 3}{4} = \frac{11}{4}$$

3. Reciprocals

- What you multiply a number by to get an answer of 1
- Flip the fraction
- If you have a whole number, think of it as a fraction with denominator 1

$$\frac{3}{4} \times \frac{4}{3} = 1 \quad \text{Reciprocal}$$

$$\frac{6}{1} \times \frac{1}{6} = 1$$

4. Multiplying fractions

$$\frac{3}{4} \times \frac{2}{5} = \frac{3 \times 2}{4 \times 5} = \frac{6}{20} \quad \text{Simplify?} \leftarrow$$

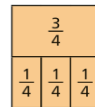
- Multiply the numerators
- Multiply the denominators
- Simplify if you can

5. Dividing fractions

Example

- To divide proper fractions:
- Follow the example.

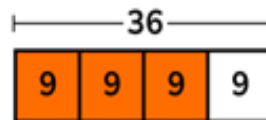
$$\text{Evaluate } \frac{4}{3} \div \frac{2}{5} = \frac{4}{3} \times \frac{5}{2} = \frac{20}{6}$$



This bar model represents. It means how many quarters $\frac{3}{4} \div \frac{1}{4}$ Are there in three quarters?

6. Fractions of amounts

- Divide by the denominator.
- Multiply by the numerator.



$$\frac{1}{4} \text{ of } 36 = 9$$

$$\frac{3}{4} \text{ of } 36 = 27$$

7. Expressing one quantity as a fraction of Another

- 20p as a fraction of £2. Change the £2 to 200p.
- Write the quantities as a fraction as follows:

$$\frac{20p}{200p} \quad \text{(The p cancels out then reduces to the lowest term).}$$

- $\frac{1}{10}$ So 20p is 1/10 of £2

8. Converting between fractions and %

- Write as a fraction with a denominator of 100.
- Simplify where possible

$$36\% = \frac{36}{100}$$

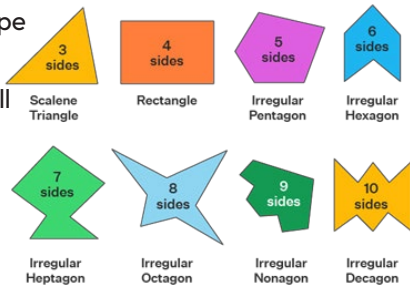
$$\frac{36 \div 4}{100 \div 4} = \frac{9}{25}$$

Maths - Parallel Lines & Polygons

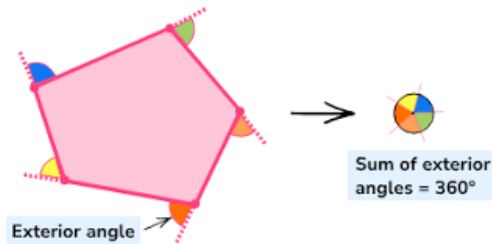
1. Polygons

A polygon is any 2D shape with straight sides

A regular polygon has all equal sides & angles

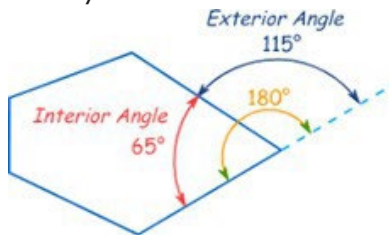


2. Exterior angles in polygons



3. Interior angles in polygons

Interior angles and exterior angles are on a straight line. Meaning that they sum to 180°

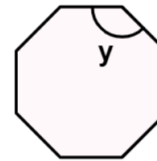


4. Interior angles of polygons

The sum of the interior angles of a polygon is:

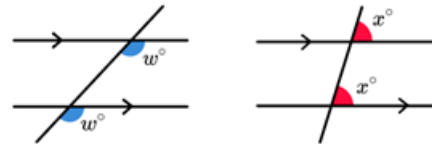
$(n-2) \times 180$ when n is the number of sides

$$\begin{aligned} \text{Angle sum} &= \\ 6 \times 180 & \\ &= 1080^\circ \\ 1080 \div 8 &= 135^\circ \end{aligned}$$



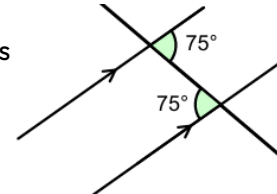
5. Corresponding angles

- Parallel lines are indicated by arrows
- Corresponding angles are equal



6. Alternate angles

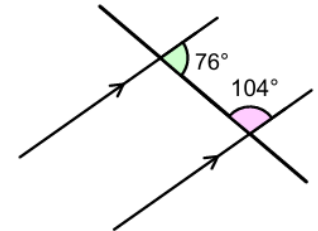
- Alternate angles are Equal



You might find it helpful to visualise these angles as being tucked into the corners of a Z shape

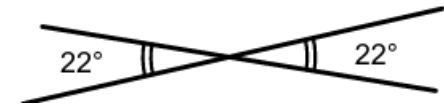
7. Co-Interior angles

- Co-interior angles add up to 180°



8. Vertically opposite angles

- When 2 lines cross the angles that are opposite each other are equal



Maths – Indices, powers, roots & standard form

1. Laws of indices-power law

- When a base is raised to more than one index, multiply the powers. $(2^3)^5 = 2^{15}$

Laws of Indices-Power Zero
Any number to the power zero is 1.

Evaluate 2^0
 $= 1$

2. Law of indices - multiplying

When multiplying with the same base, add the indices.

$$3^{10} \times 3^2 = 3^{12}$$

$$a^m \times a^n = a^{m+n}$$

Write $7^{-2} \times 7^{-4}$ as a power of 7
 $= 7^{-2 + -4} = 7^{-6}$

3. Laws of indices - dividing

When dividing with the same base, subtract the indices.

Write $\frac{2^4}{2^{-3}}$ as a single power
 $= 2^{4 - -3} = 2^7$

$$a^m \div a^n = a^{m-n}$$

4. Negative indices

Any negative power tell us to take the reciprocal of the base and then apply the power.

Evaluate $(5)^{-2}$ Evaluate $(3)^{-3}$

$$= \left(\frac{1}{5}\right)^2 = \frac{1}{25} \quad 3^3 = 27, \text{ so } 3^{-3} = \frac{1}{27}$$

$$a^{-m} = \frac{1}{a^m}$$

5. Fractional indices

If a number has a fractional power you will need to work out a root of the base number

An index of $\frac{1}{2}$ is the equivalent of square rooting, so $9^{\frac{1}{2}} = \sqrt{9} = 3$

Evaluate $27^{\frac{2}{3}}$ $= (\sqrt[3]{27})^2$ $= 3^2$ $= 9$

$$x^{\frac{1}{n}} = \sqrt[n]{x}$$

6. Standard form

When we write very large or very small numbers It is helpful to write them in standard form which is

$$a \times 10^b, \text{ where } a \text{ is between } 1 \text{ and } 10.$$

Write 8,742.6 in standard form. Write 0.052 in standard form

$$= 8.7426 \times 10^3 \quad = 5.2 \times 10^{-2}$$

7. Multiplying in standard form

When **multiplying** numbers in standard form:

$$6 \times 10^3 \times 3 \times 10^5$$

multiply the a's first

then add the indices for the powers of 10

$$= 6 \times 3 \times 10^3 \times 10^5$$

$$= 18 \times 10^8$$

$$= 1.8 \times 10^9$$

8. Dividing in standard form

When **dividing** numbers in standard form:

$$(6 \times 10^3) \div (3 \times 10^5)$$

divide the a's first

then **subtract** the indices for the powers of 10

$$= 6 \div 3 = 2$$

$$= 10^3 \div 10^5 = 10^{-2}$$

$$= 2 \times 10^{-2}$$

Maths - Solving Linear Equations

1. Expanding, factorising, substituting

Factorising

$$3x + 6 \equiv 3(x + 2)$$

Expanding brackets

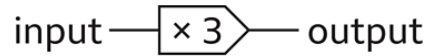
$$3a - 2b \quad (a = 10 \quad b = 4)$$

$$= 3(10) - 2(4)$$

$$= 30 - 8$$

$$= 22 \quad \checkmark$$

4. Function machines



7. 1-step & 2-step equations

$$\begin{array}{l} +24 \\ \div 10 \end{array} \left| \begin{array}{l} 10x - 24 = 82 \\ 10x = 106 \\ x = 10.6 \end{array} \right. \begin{array}{l} +24 \\ \div 10 \end{array}$$

2. Equations with variable on denominator

$$\begin{array}{l} +2 \\ \times y \\ \div 9 \end{array} \left| \begin{array}{l} \frac{108}{y} - 2 = 7 \\ \frac{108}{y} = 9 \\ 108 = 9y \\ 12 = y \end{array} \right. \begin{array}{l} +2 \\ \times y \\ \div 9 \end{array}$$

5. Equations with brackets

1. Expand the brackets
2. Solve as normal

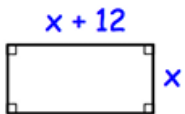
8. Equations with variable on both sides

Subtract the smaller quantity of x's

$$\begin{array}{l} -2y \\ +21 \\ \div 6 \end{array} \left| \begin{array}{l} 2y + 9 = 8y - 21 \\ 2y + 9 - 2y = 8y - 21 - 2y \\ 9 = 6y - 21 \\ 30 = 6y \\ 5 = y \end{array} \right. \begin{array}{l} -2y \\ +21 \\ \div 6 \end{array}$$

3. Forming equations with shape

Perimeter = 56cm



$$x + x + 12 + x + x + 12 = 56$$

$$44x + 24 = 56$$

6. Forming equations with words

I think of a number.
I multiply the number by 3 and then add 5.
The answer is 29.

$$3x + 5 = 29$$

Maths - Estimating, Rounding and Bounds

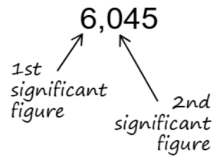
1. Rounding to decimal places

- Count the digits after the decimal point until you identify the d.p specified. This is the digit which may change.
- Go to the next digit after & decide 'is it 5 or above?'
- If yes, round your previously identified number up.
- If no, leave it as it was.

2. Rounding to significant figures-integers

The **first significant figure** of a number is the first non-zero digit

'Trapped zeros' lie between 2 other digits. They are significant.



- Example
- Round to 1 s.f.

3. Error intervals

- This is the range of values which a number could have been before it was rounded.



4. Rounding to decimal places

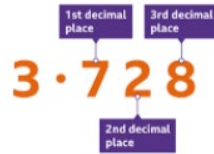
Examples:

a) Round 4.327 to 1 d.p

$$4.3 \overline{) 27} \quad 4.3$$

b) Round 17.0269 to 2 d.p

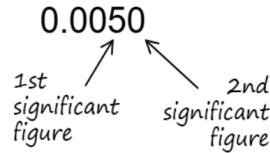
$$17.02 \overline{) 69} \quad 17.03$$



5. Rounding to significant figures-decimals

The zeros at the start of a decimal are **not significant**

The zeros at the end of a decimal **ARE** significant



- Example
- Round to 1 s.f.

6. Calculating with bounds

- Find the bounds first then complete the calculation.

$$3.35 \leq a < 3.45$$

$$4.55 \leq b < 4.65$$

UB is 3.45×4.65

7. Rounding to significant figures

- Start counting from the 1st non-zero digit until you identify the significant figure given.
- Go to the next digit over & decide 'is it 5 or over?'
- If yes, round the previous number up.
- If no, leave it as it was.

8. Estimation

- When estimating calculations round all numbers to 1 significant figure.
- Complete the calculation with rounded numbers.

$$\begin{array}{r} 307 + 991 \approx 1300 \\ 300 + 1000 \\ 1300 \end{array}$$

Maths

| x | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

Square numbers: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144

Cube Numbers : 1, 8, 27, 64, 125

Prime numbers: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47...

Useful features on your calculator:

FACT: this expresses a number as a product of its prime factors

RATIO (menu 4): this will find missing values within equivalent ratios

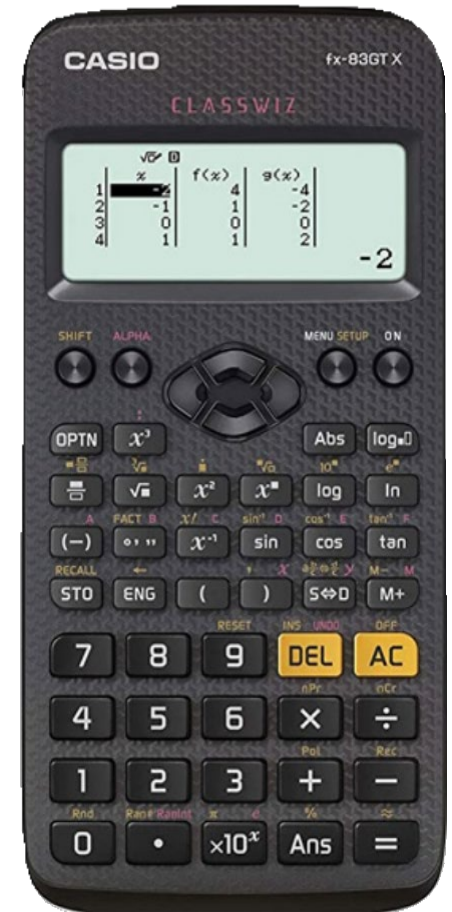
Table (menu 3): This is where you can generate values within a table- useful for plotting graphs and generating terms of a sequence

Statistics (menu 2): this will find all of the averages from a table of data

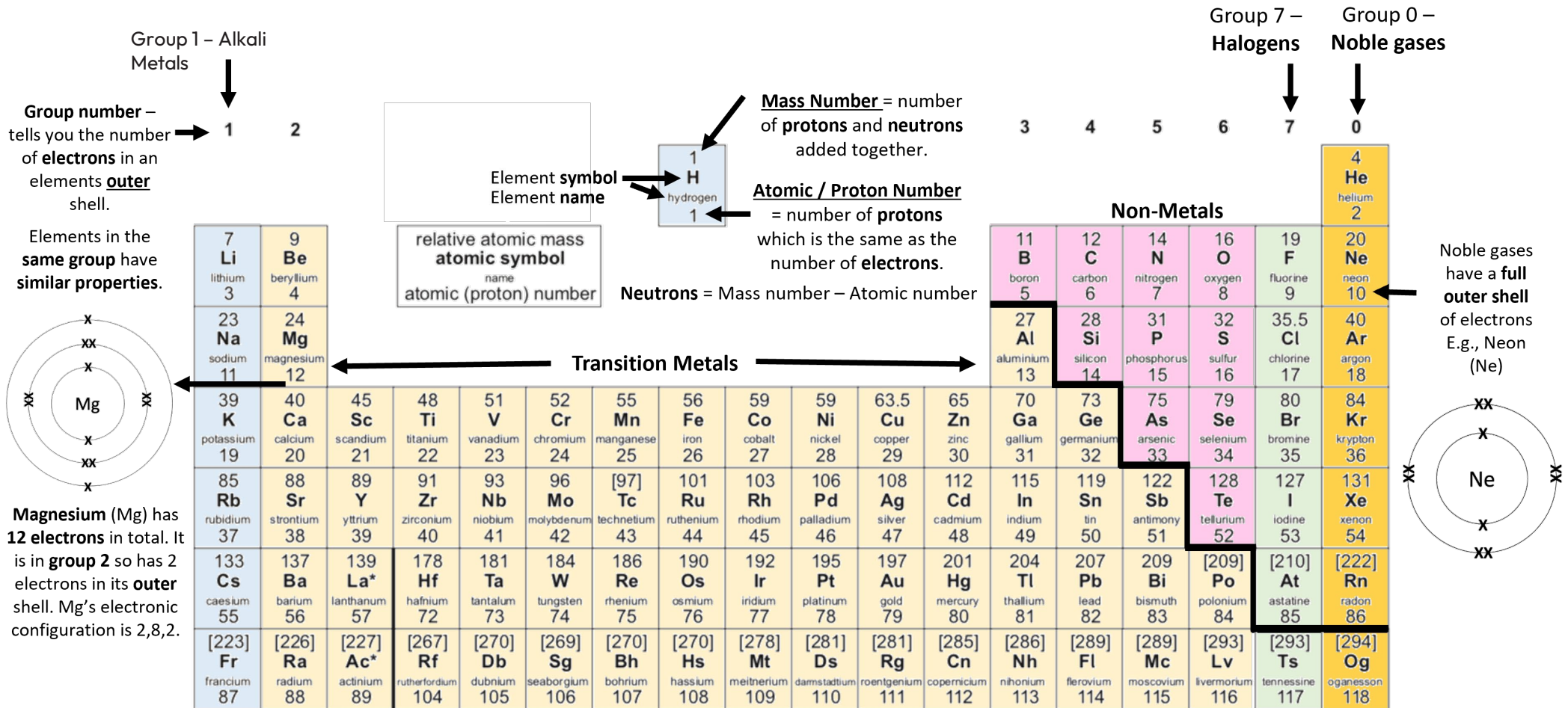
o/m: This is the mean average time button and can do conversions between time units, as well as calculations with different times

Fraction button: can be used for any calculations with fractions

S-D: Converts decimal answers to fractions and vice versa



Science - How can I use the Periodic Table?



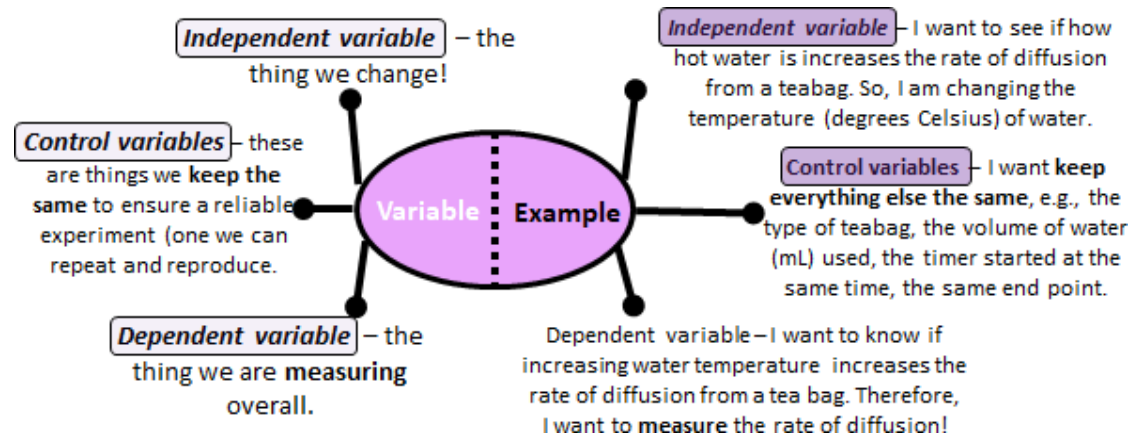
Science - Experiments

| 1. Key Terms | Description |
|----------------------|--------------------------------------------------------------------------|
| Independent variable | The variable you change in an investigation |
| Dependent variable | The variable you measure in an investigation |
| Control variable | The variable you keep the same in an investigation |
| Hypothesis | A prediction of what will happen in an investigation |
| Reliability | We use control variables to ensure a reliable experiment |
| Reproducible | To re-do our experiment and get similar results due to a reliable method |
| Mean | Doing an experiment 3 times then dividing by 3 to get an average |
| Fair test | An experiment where only the independent variable changes |
| Anomalous result | Result that does not fit with the rest of the data |

2. Designing and performing experiments

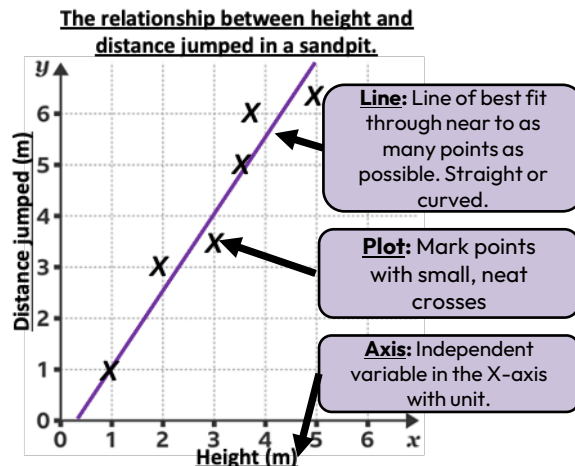
1 Repeatable – The same person gets the same results after repeating the experiment using the same method and equipment.
2 Reproducible – Similar results can be achieved by someone else or using a different method/piece of equipment.
3 Accurate – Results are close to the true answer
4 Precise – data is close to the mean (or the average!)

For data to be **reliable**, it must be **repeatable and reproducible**



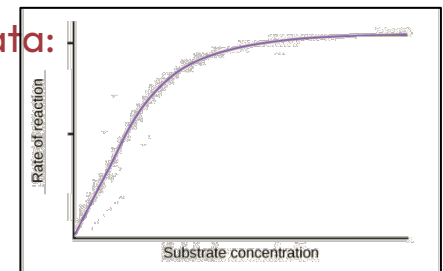
3. Graphs

- Scaling – Even scale
- Plot – Small crosses 'x'
- Line of best fit – on line graphs
- Axis – Titles and units
- Title – Appropriate graph title



4. Drawing conclusions from data:

- State the relationship between the independent and dependent variable, e.g., 'as the time increases the product formed increases.'
- Use statistics to support your answer. 'For example, at 10 minutes there was 50g of product, compared to 160g at 20 minutes'
- Is the graph the same throughout or does it change? Split it into sections and describe each.



Model Answer: As the substrate concentration increases, the rate of reaction increases. For example... The rate increases more rapidly initially, then increases more slowly until the rate stays the same.

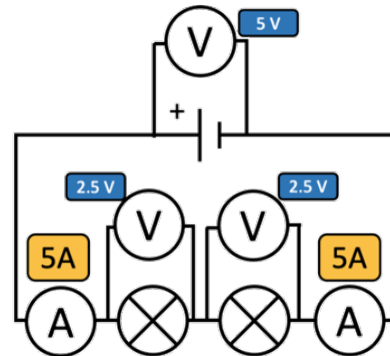
Science - Electricity and Magnetism

| 1. Key Terms | Description |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Series Circuit | A simple loop with components in series (one branch). Electrons have only one route. Current (A) is the same throughout, potential difference is shared between components. |
| Parallel Circuit | An electrical path which branches so current can divide – electrons have ‘choice’ of routes. Current is shared between branches; potential difference is the same throughout the circuit. |
| Current | The rate of flow of charge around a circuit measured in Amps using an Ammeter. |
| Potential Difference | The energy transferred per coulomb of charge transferred between 2 points in a circuit. Measured in Volts using a voltmeter. |
| Resistance | Anything which opposes the flow of electrons (decreases the current), measured in ohms. Resistance = Voltage ÷ Current. |
| Charge | Measured in Coulombs (C). A current of 1A = 1 coulomb of charge flowing per second (the size of the current is the rate of flow of electrical charge). |
| Ohmic Conductor | E.g., A fixed resistor. A component which follows Ohm’s law. The temperature of the wire must remain constant. |
| Electromagnetism | Electromagnetism is induced magnetism when current flows through a wire. This means you can use electromagnets to move materials as you can turn magnetism on and off, you can also change their strength! |

2. Units and Symbols

| | Unit | Unit Symbol | What do I use to find it? |
|----------------------|----------|-------------|-------------------------------------------------|
| Current | Amps | A | Ammeter |
| Charge | Coulombs | C | $Q = I \times t$ (Charge = current x time) |
| Potential Difference | Volts | V | Voltmeter |
| Resistance | Ohms | Ω | $R = V \div I$ (Resistance = Voltage ÷ Current) |

3. Series and Parallel Circuits

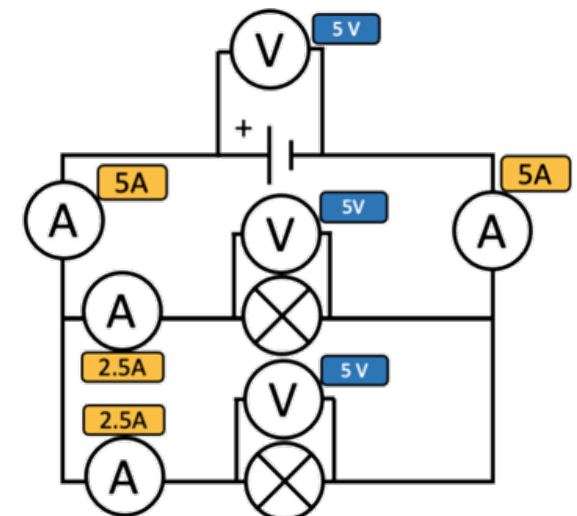


Series Circuits: A simple loop with components in series (one branch). Electrons have only one route.

- Current (A) is the **same throughout**.
- Potential difference (V) is **shared** between components.
- Total potential difference at the cell/battery is the sum of all potential differences across circuit components.

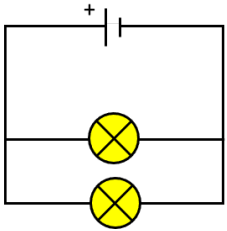
Parallel Circuits: An electrical path which branches so current can divide – electrons have ‘choice’ of routes.

- The components are connected side by side in parallel.
- Current is **shared** between branches
- Potential difference is the **same** throughout.



Science - Electricity and Magnetism

4. Why are parallel circuits more beneficial than series?



1. If one bulb stops working in parallel, there is still a **complete circuit** to the other bulb(s), so they **stays alight**. If this bulb blew (broke) this bulb would stay lit!



2. You can **control** which **branch to turn on individually** in parallel circuits – saves energy.

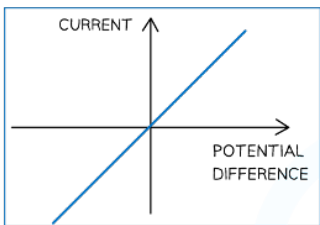


3. Each component in parallel gets full potential difference, so **bulbs will be brighter** than in series where potential difference is shared between components.

5. I-V (Current and Voltage) Characteristic Graphs

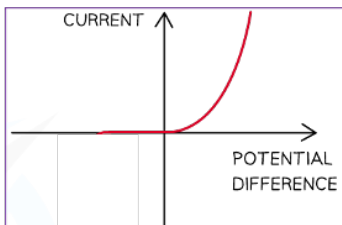
Ohmic Conductor: a component where the **resistance does not change** with **current** or **voltage** (at a **constant temperature**). E.g., a fixed resistor.

1. Ohmic Conductor
e.g., resistor



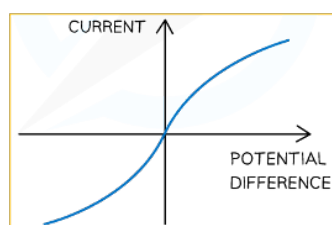
Resistance does **NOT** change with Current and Potential Difference (at a constant temperature).

2. Diode



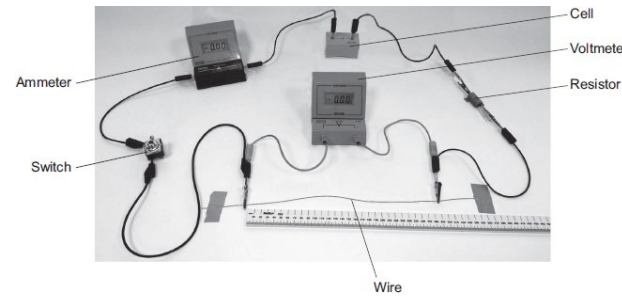
Current only flows in **one direction** as shown.

3. Filament Bulb



As **current increases, resistance increases** → curve.

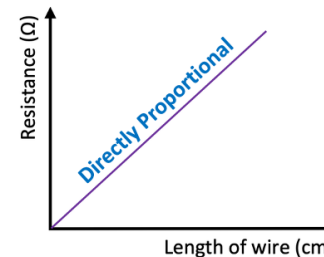
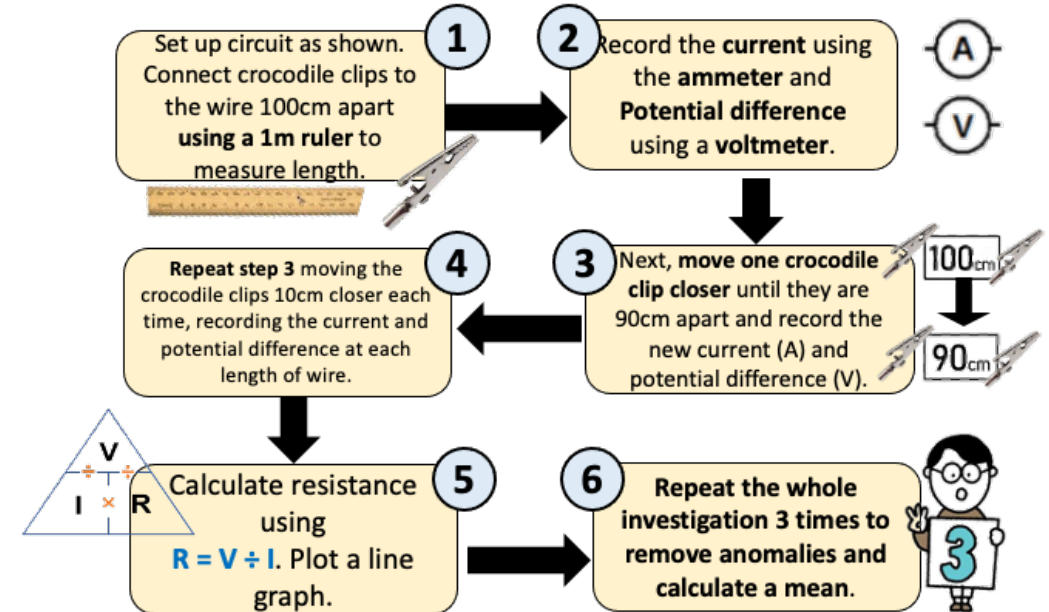
6. Resistance of a Wire: Required Practical



Safety: Ensure you **disconnect the circuit** between each reading to prevent electric shock.

Safety: Ensure the values of current are low to minimise wire heating. High current will **melt the wire**.

How could I write a perfect method?



As wire length **increases**, resistance **increases**.

➤ This is a **directly proportional relationship**

Science - Electricity and Magnetism

7. Resistance Calculations

Question: “Calculate the **resistance** of a bulb, if the current is **0.5 A**, and the potential difference across the bulb is **2 V**.”

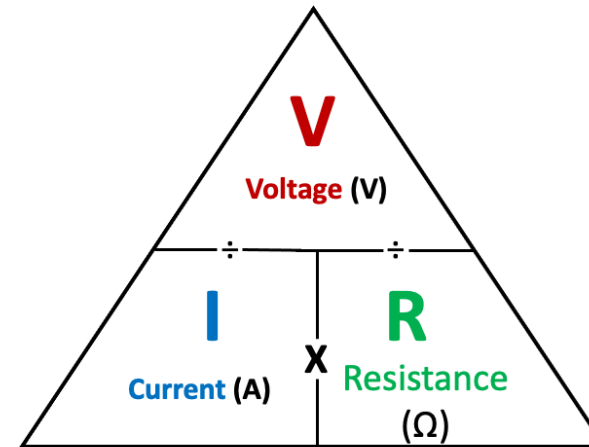
1. Give, Give, Want

- Give: Current = **0.5A**
- Give: Potential Difference (Voltage) = **2V**
- Want: **Resistance in ohms (Ω)**

2. Write equation: **Resistance = Voltage \div Current**

3. Substitute Values: **Resistance = $2 \div 0.5$**

4. Answer with units! **Resistance = 4Ω**



Challenge Question: “Calculate the **resistance** of a bulb, if the current is **1250mA**, and the potential difference across the bulb is **2.4 kV**.”

1. Give, Give, Want

- Give: Current = **1250 mA**
- Give: Potential Difference (Voltage) = **2.4 kV**
- Want: **Resistance in ohms (Ω)**

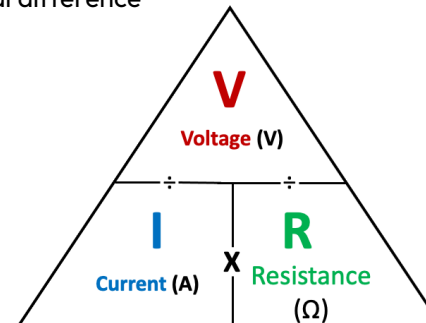
2. Write equation: **Resistance = Voltage \div Current**

3. Extra Step: Conversions! To convert from milliamps (mA) to Amps we $\div 1000$, kilovolts to Volts we $\times 1000$

- **1250 mA $\div 1000 = 1.25$ A**
- **2.4 kV $\times 1000 = 2400$ V**

4. Substitute Values: **Resistance = $2400 \div 1.25$**

5. Answer with units! **Resistance = 1920Ω**



TOP
EXAM
TIPS

If a question is worth **more than 2 marks**, it is likely you must **convert** at least one unit or **re-arrange** the equation!

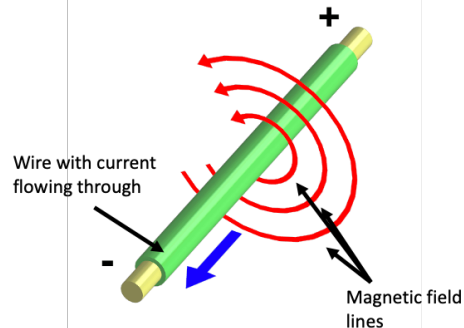
Science - Electricity and Magnetism

8. Magnetism key terminology

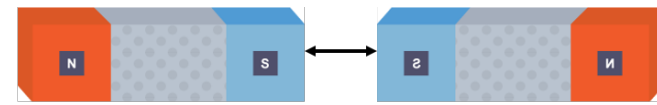
| Key Term | Picture | Definition |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Magnetic Metals | | Steele, Iron, Nickel, Cobalt are magnetic metals – they are attracted by permanent magnets but cannot repel as they do not have poles. |
| Solenoid | | A wire wrapped into a coil. The more coils, the stronger the magnetic strength. |
| Permanent Magnet | | A magnet which produces its own magnetic field, e.g., a bar magnet. |
| Induced magnet | | A material which becomes magnetised when placed in a magnetic field. E.g., iron, steel, nickel. Paper clips are made of steel. |
| Electro-magnet | | A solenoid with an iron core is called an electromagnet. The magnetic field can be turned on and off by turning on/off the electric current. |

9. Magnetic Field Lines in Circular wire.

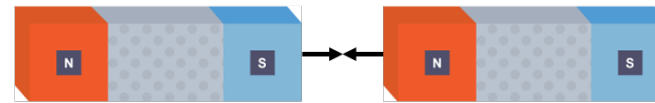
The magnetic field is **circular** around a straight wire. The field is **strongest closest** to the wire.



10. Magnetic Field Lines of a Bar Magnet

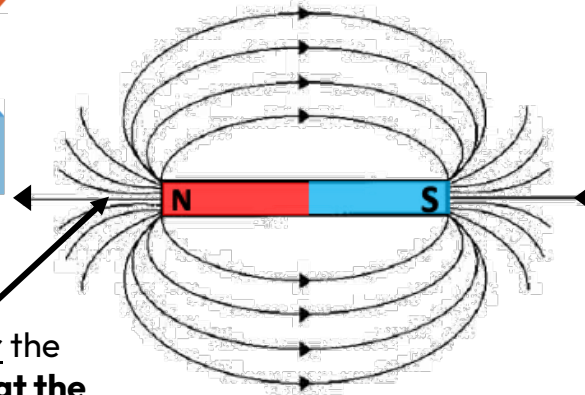


Like charges (**S-S**, or **N-N**) repel.



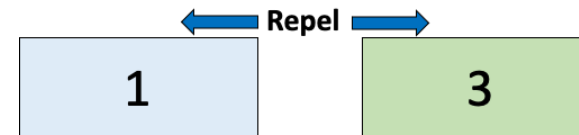
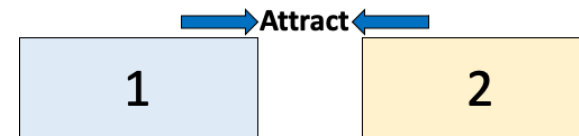
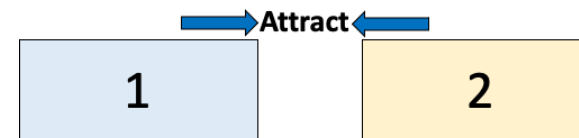
Opposite charges (**S-N**, or **N-S**) attract.

Magnetic Forces flow **N → S**



The **closer** the field lines, the **stronger** the magnetic force. The force is **strongest at the poles**.

11. Bar Magnet Detection



A student has 3 pieces of material– 2 are permanent magnets, 1 is unmagnetized iron. Which bar is iron?

- 1 and 2 **attract only**.
- **1 and 3 repel**.
- **1 and 3 must be bar magnets as only magnets repel**
- **Magnetic metals do not repel** as they have **no poles** so **bar 2 is iron**.

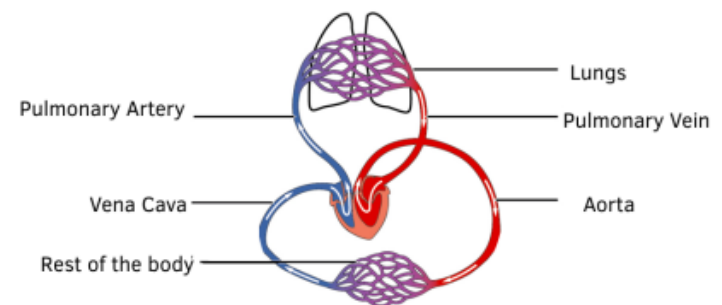
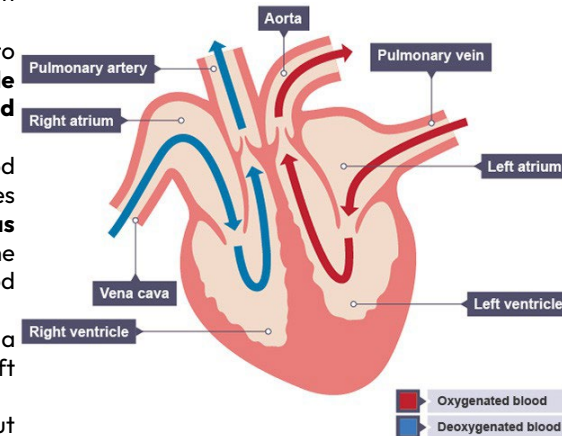
Science - Healthy body, healthy mind

| 1. Key Words | Definitions |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Heart | Made of cardiac muscle, the heart pumps oxygenated blood and glucose around the body to respiring cells and removes waste products of respiration (carbon dioxide). |
| Double Circulatory System | The heart has 2 circulatory systems - the right ventricle pumps deoxygenated blood to the lungs to take in oxygen before oxygenated blood returns to the heart via the pulmonary vein. The left ventricle pumps oxygenated blood throughout the body to respiring cells via the aorta. |
| Heart Chambers | The four heart chambers are the left atrium, right atrium, left ventricle, and right ventricle. |
| Coronary Arteries | Provide oxygenated blood and glucose to the heart cells for respiration. |
| Pulmonary artery | Takes blood away from the heart to the lungs to pick up oxygen via gas exchange at the alveoli. |
| Pulmonary vein | Brings oxygenated blood back to the heart which enters the left atrium. |
| Aorta | When left ventricle contracts blood passes through the aorta - the largest blood vessel in the body. Blood rich with oxygen and glucose is pumped throughout the body to respiring cells. |
| Vena Cava | Deoxygenated blood from respiring cells throughout the body returns to the heart via the vena cava, entering the right atrium. |
| Pacemaker | Cells in the right atrium produce electrical impulses which cause heart cells to contract. |
| Coronary Heart Disease | Coronary arteries are arteries which supply blood to the heart. CHD is where these arteries narrow due to cholesterol build which decreases blood supply to respiring cells of the heart so they get less glucose and oxygen so can undergo less aerobic respiration. This increases the risk of heart attacks. |
| Statins | Statins are a treatment for CHD. Statins reduce the cholesterol level in the bloodstream. |
| Stents | Stents are a treatment for CHD. They are small cylindrical metallic tubes which are inserted into the artery to keep them open. This means the blood supply is maintained, so oxygen and glucose can reach cardiac muscle cells for aerobic respiration. |
| Non-communicable disease | A disease which cannot be spread between individuals. |
| Blood components | The blood contains plasma (55%), red blood cells, erythrocytes, and white blood cells. |

2. The Heart

The heart contracts to pump blood throughout the body:

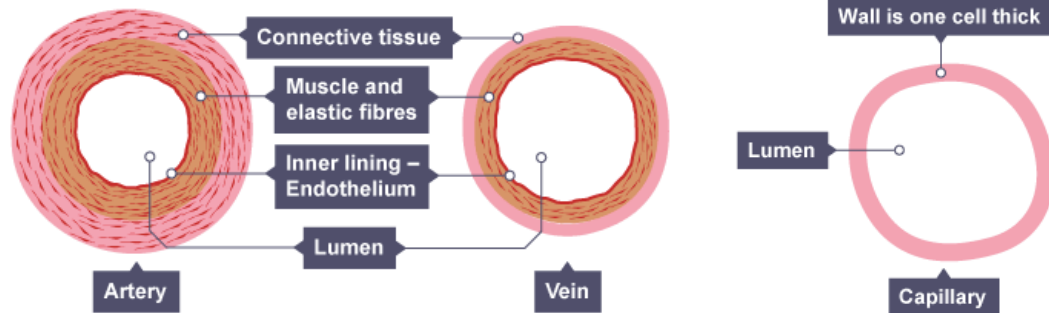
- Deoxygenated** blood enters the heart from the rest of the body through the **vena cava**.
- The blood passes through the vena cava to the **right atrium** and into the **right ventricle** through **heart valves which prevent blood backflow**.
- The ventricle contracts to pump blood through the **pulmonary artery** which takes **deoxygenated** blood to the lungs where **gas exchanges** occurs. CO₂ diffuses out of the bloodstream, and O₂ diffuses into the blood at the **alveoli**.
- Oxygenated** blood returns to the heart via the **pulmonary vein**. The blood enters the left atrium, before entering the left ventricle.
- The **left ventricle** contracts to push blood out of the **aorta** - the **largest blood vessel** in the human body. The aorta takes **oxygenated blood** and **glucose** to **respiring cells** around the body for **aerobic respiration**. The left ventricle wall is thicker with muscle than the right as it has to **pump blood further**.



The heart has its own supply of oxygenated blood. **Coronary arteries** branch off the aorta and surround the heart to ensure the cardiac muscle cells get **sufficient oxygen** and **glucose** necessary for **aerobic respiration** to release energy for **contraction**.

Science - Healthy body, healthy mind

3. Blood Vessels: Arteries, Veins, and Capillaries



Arteries take blood **away** from the heart:

- **Thick layer of muscle** and elastic fibres to contract to maintain **high blood pressure**.
- **Narrow lumen** to maintain **high** blood pressure
- **Thick connective tissue** to **withstand** high blood pressure

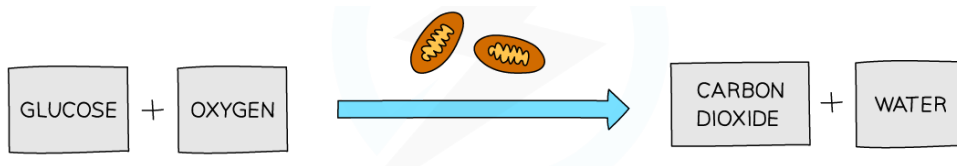
Veins bring blood **back** to the heart:

- **Larger lumen diameter** and **thin muscle** and **elastic fibre layer** to decrease blood pressure
- **Veins have valves** to prevent the backflow of blood when returning to the heart under low pressure.

Capillaries are **between** **arteries** and **veins**:

- **Gas exchange** happens at the **capillaries**
- **Once cell thick** to optimise diffusion of oxygen and glucose **from the blood into respiring cells**, and **carbon dioxide** out of the cells into the blood.
- Largest lumen diameter to **decrease blood pressure** which increases diffusion time.

4. Aerobic Respiration



The heart pumps **oxygen** and **glucose** throughout the whole body via the **aorta**.

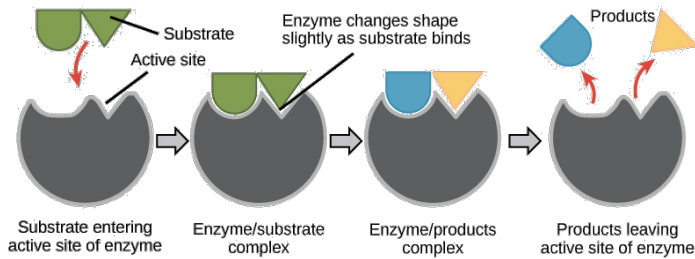
- Oxygen (O₂) and glucose is used by every cell in the body in **aerobic respiration** to **release energy** by the breakdown of glucose in the **mitochondria**.
- Carbon Dioxide (CO₂) is a **waste product** of respiration which is removed by the bloodstream in the **cytoplasm**.

5. Digestive Enzymes – Key Terms

| Key words | Image | Definition |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enzyme | A diagram showing a green substrate molecule fitting into the active site of a grey enzyme molecule. | Enzymes are proteins which are biological catalysts – they speed up the rate of reactions without being used up. |
| Active Site | A diagram showing the specific region of an enzyme where a substrate binds. | The part of an enzyme where the substrate binds. These are substrate-specific. |
| Substrate | A diagram showing a substrate molecule approaching an enzyme's active site. | The molecule taking part in enzymatic reactions which binds to an enzyme's active site as it is complementary . E.g., carbohydrate, protein, and fats. |
| Protease | A diagram showing a protease enzyme breaking a protein chain into smaller amino acid products. | Protease enzymes break down protein substrates into amino acid products in the stomach. Produced in the stomach, pancreas, and small intestine. |
| Carbohydrase | A diagram showing a carbohydrase enzyme breaking a starch molecule into smaller sugar products. | Carbohydrase enzymes like amylase break down starch substrates into sugars products like maltose. Found in the salivary glands (mouth), small intestine and the pancreas. |
| Lipase | A diagram showing a lipase enzyme breaking a fat molecule into fatty acids and glycerol products. | Lipase enzymes break down fat substrates into fatty acids and glycerol products. Produced in the pancreas and small intestine. |
| Lock and key model | A diagram illustrating the lock and key model where a substrate fits perfectly into an enzyme's active site, forming an enzyme-substrate complex. The substrate then changes shape to form products, which are released from the active site. | A model which theorises that a substrate binds into an enzyme's active site as it is complementary to it which makes the enzyme specific . This forms an enzyme-substrate complex (ESC) . The enzyme breaks down of the substrate which forms an enzyme-product complex . The smaller products are then released from the active site . |

Science - Healthy body, healthy mind

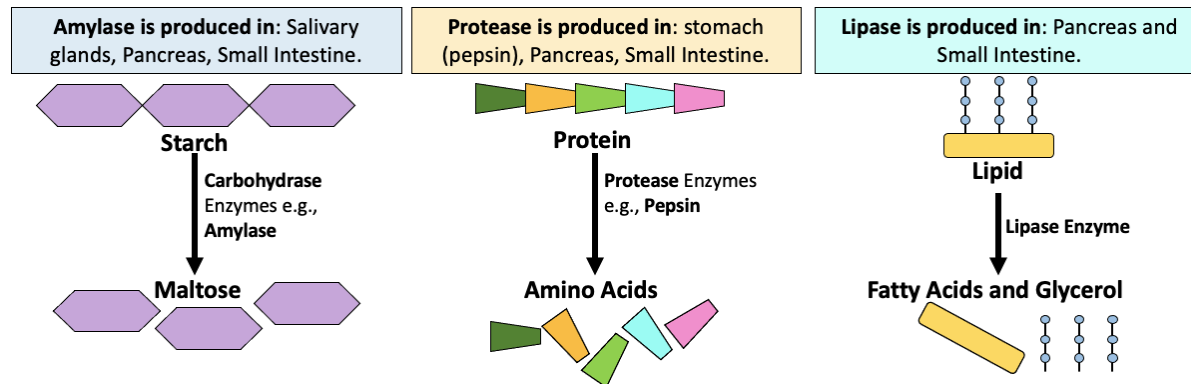
6. Enzymes: How do they work?



The Lock and Key Model:

1. Enzymes are **proteins** which have an **active site** with a **specific shape complementary** to a specific **substrate** so the substrate can **bind** into it.
2. The substrate binds to the enzyme's active site to form an **enzyme-substrate complex**.
3. The enzyme **catalyses** the breakdown of the substrate into **products** to form an **enzyme-product complex**.
4. The **products leave** the active site of the enzyme which **remains unchanged**.

7. Digestive Enzymes



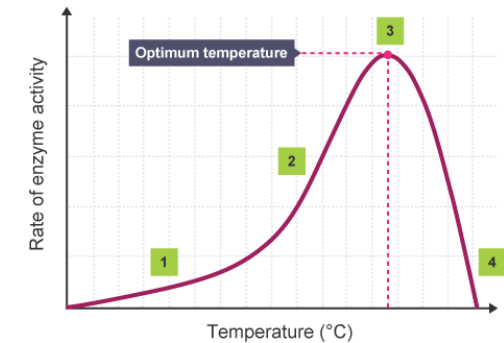
Starch, proteins, and fats are **BIG** molecules so cannot pass through the walls of the digestive system.

- Enzymes break down **BIG** substrates into smaller products like amino acids, maltose, and fatty acids and glycerol. These molecules are soluble and can pass easily through the walls of the digestive system so they can be absorbed into the bloodstream.

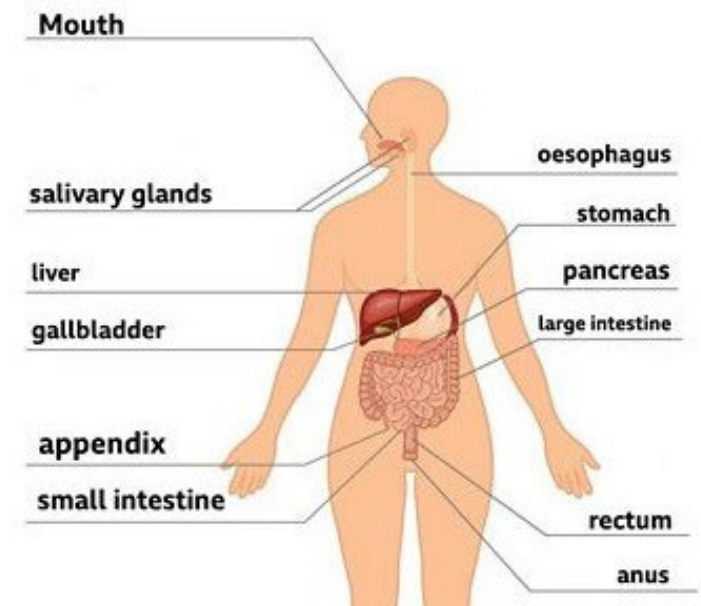
8. Digestive Enzymes

The effect of temperature on enzyme activity:

1. At low temperatures enzyme and substrate have low kinetic energy so particles collide less often so there will be fewer successful collisions.
2. As the temperature increases, enzymes and substrates gain more kinetic energy so more successful collisions (ESC's) so there are more enzyme-substrate complexes.
3. Optimum temperature is where the maximum number of ESC's are formed **per unit time**.
4. If the temperature increases **above the optimum**, the enzyme changes shape (**denatures**) so the reaction rate decreases.






9. Digestion

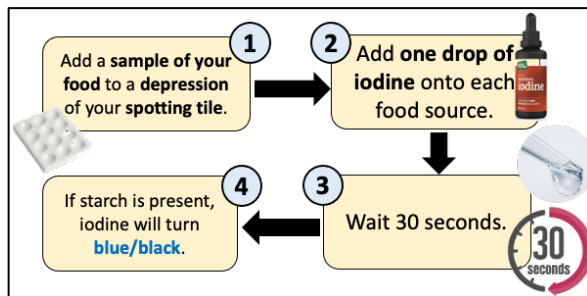


Science - Healthy body, healthy mind

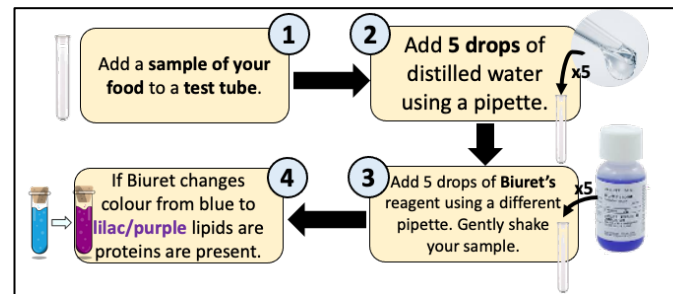
10. Food Tests

| Food test | Reagent | Positive Result | Image |
|----------------------------------------------------------------------------------------------|------------|---------------------|-------------------------------------------------------------------------------------|
| Starch  | Iodine | Orange → Blue/Black |  |
| Sugar  | Benedict's | Blue → Brick Red |  |
| Protein  | Biuret | Blue → Lilac/Purple |  |
| Lipid/Fats  | Ethanol | Colourless → Cloudy |  |

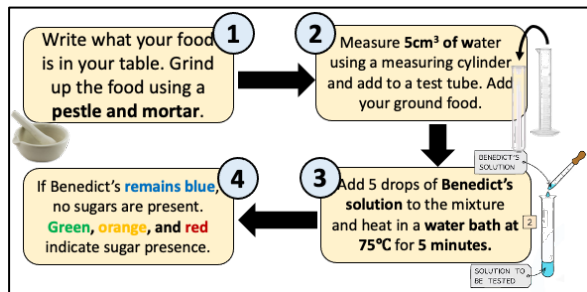
1. Test for Starch - Iodine



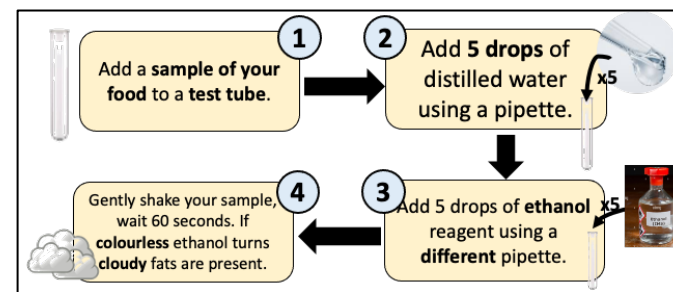
2. Test for Sugar - Benedict's



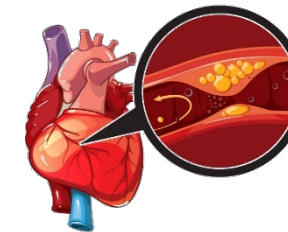
3. Test for Protein - Biuret



4. Test for Lipids (fats) - Ethanol



11. Non-Communicable Diseases - Coronary Heart Disease (CHD)



Coronary arteries supply the heart muscle with **oxygenated** blood.

- These arteries can become blocked by the build up of **cholesterol** in the blood stream.
- This cholesterol can build up and cause the arteries to narrow which **decreases blood flow** to the heart muscle.
- Less blood → **less oxygen and glucose** → **less aerobic respiration**.

➢ This can cause a **heart attack**.

Risk Factors increase your risk of getting a disease. **For CHD these include:**

1. **High cholesterol** diet (consumption of excess fatty foods)
2. **Lack of exercise** – reduces cholesterol levels
3. Smoking, stress, and salt which increase your **blood pressure**.
4. Genetic factors.

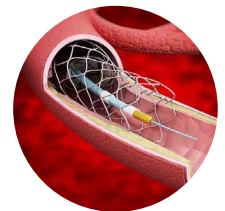
Treatments:

Statins are tablets taken daily which **reduce cholesterol levels** in the blood.

- **Pros:** decreases CHD risk.
- **Cons:** must **remember** to take them; don't tackle the cause of the issue; linked to **adverse side effects** like long term memory loss and liver damage.








Stents: small metallic cylindrical tubes inserted into the artery to keep them open/prevent them closing.

- **Pros:** **keeps artery open** so blood can flow to cardiac muscle so **oxygen** and **glucose** in the blood can diffuse into respiring cells for aerobic respiration; last a **long time**.
- **Cons:** doesn't decrease blood cholesterol, **surgical risks** (e.g., risk of infection).



Science

| Unit | Topic | Link | QR Codes | Revised? |
|------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------|
| Physics: Electricity and Magnetism | Static Electricity | https://www.bbc.co.uk/bitesize/guides/z9s4qhv/revision/1 |  | |
| Physics: Electricity and Magnetism | Series Circuits | https://www.bbc.co.uk/bitesize/guides/zqvq4qt/revision/6 |  | |
| Physics: Electricity and Magnetism | Parallel Circuits | https://www.bbc.co.uk/bitesize/guides/zqvq4qt/revision/7 |  | |
| Physics: Electricity and Magnetism | Resistance in a Wire Required Practical | https://www.bbc.co.uk/bitesize/guides/zpdtv9q/revision/4 |  | |
| Physics: Electricity and Magnetism | LDRs and Thermistors | https://www.bbc.co.uk/bitesize/guides/zqxb4qt/revision/8 |  | |
| Physics: Electricity and Magnetism | Magnets | https://www.bbc.co.uk/bitesize/guides/zpt9v9q/revision/1 |  | |
| | | https://www.bbc.co.uk/bitesize/guides/zpt9v9q/revision/2 |  | |
| Physics: Electricity and Magnetism | Electromagnets | https://www.bbc.co.uk/bitesize/guides/zc3dxfr/revision/1 |  | |

| Unit | Topic | Link | QR Codes | Revised? |
|-------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------|
| Biology: Healthy Body, Healthy Mind | Digestive Enzymes | https://www.bbc.co.uk/bitesize/guides/z89mk2p/revision/6 |  | |
| Biology: Healthy Body, Healthy Mind | Amylase Required Practical | https://www.bbc.co.uk/bitesize/guides/z89mk2p/revision/7 |  | |
| Biology: Healthy Body, Healthy Mind | Food Tests | https://www.bbc.co.uk/bitesize/guides/zxcrsrd/revision/5 |  | |
| Biology: Healthy Body, Healthy Mind | Blood Vessels | https://www.bbc.co.uk/bitesize/guides/zqnsrwx/revision/5 |  | |
| Biology: Healthy Body, Healthy Mind | The Heart | https://www.bbc.co.uk/bitesize/guides/zqnsrwx/revision/2 |  | |
| Biology: Healthy Body, Healthy Mind | Non-Communicable Diseases | https://www.bbc.co.uk/bitesize/guides/z372ng8/revision/2 |  | |
| | | https://www.bbc.co.uk/bitesize/guides/zsncsr/revision/8 |  | |
| | | https://www.bbc.co.uk/bitesize/guides/zsncsr/revision/9 |  | |

Science - What enrichment opportunities can enhance my understanding of science?

1. Science reading opportunities

Reciprocal Reading
The Fab 5

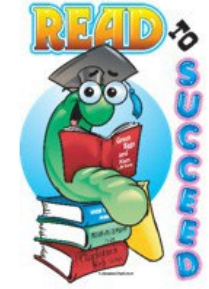
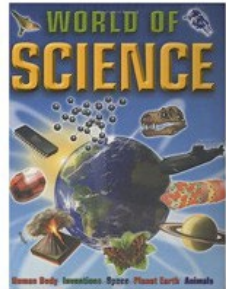
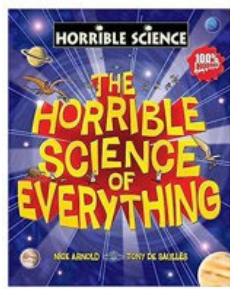
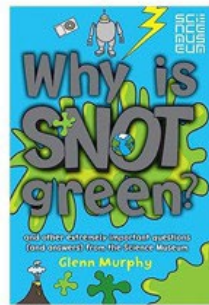
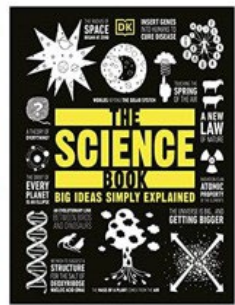
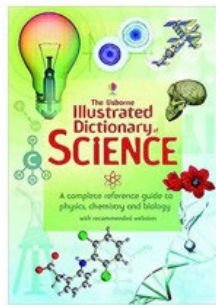
PREDICT
I think... I predict...
I wonder...
I imagine... I suppose...

QUESTION
I wonder... Who? What? Where?
When? Why? How? What if?
What does?

CLARIFY
I'm not sure of this word... section... image...
diagram... label...
what does this mean?
I think I recognise this word...
does it link to... can I have help with a synonym...

TALK THE TEXT
Why is this text important?
How does it link to my learning?
What key information can I take from the text?

SUMMARISE
Label the key points / Paragraphs...
bullet point key ideas...
highlight key words...
The most important part is...
next... also... finally...

3. Science discovery Websites

Spectacular Science
National Geographic

<https://kids.nationalgeographic.com/videos/topic/spectacular-science>



Discover Natural History Museum

<https://www.nhm.ac.uk/discover.html>



Cornwall Wildlife Trust

<https://www.cornwallwildlifetrust.org.uk/>



KS3 Science Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>



Science Experiments for Kids

<https://www.science-sparks.com/>



Eden at home

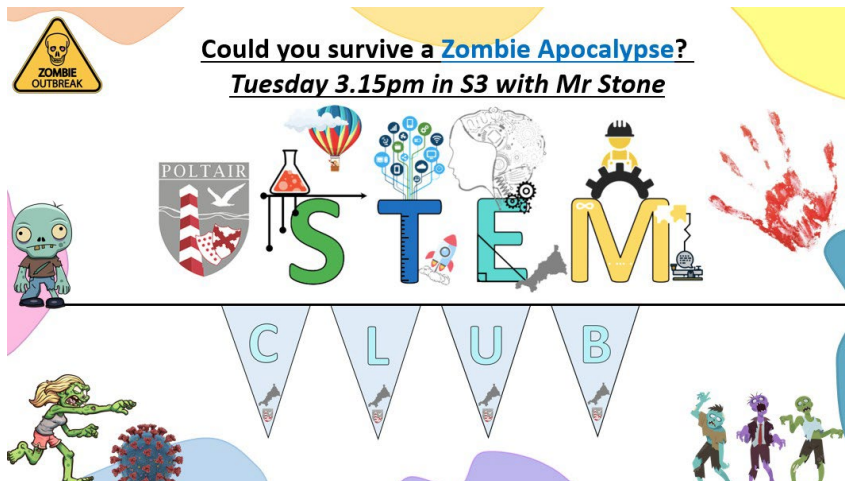
<https://www.edenproject.com/learn/eden-at-home>



2. STEM club

ZOMBIE OUTBREAK

Could you survive a Zombie Apocalypse?
Tuesday 3.15pm in S3 with Mr Stone



STEM CLUB

NASA

<https://www.nasa.gov/>



Art

1. Tier Three Vocabulary

| Key Words | Definitions |
|--------------------|---------------------------------------------------------------------------------------------------------|
| Propaganda | An image that is designed to change people's perception, ideas or opinion about a situation. |
| Portrait | A picture, painting, photograph or drawings of a person face. From the side is called a profile. |
| Visual Brainstorm | Unpicking imagery from text using drawings rather than words. |
| Political Cartoon | Cartoon like illustration that makes comment on a current political story. |
| Ink | Vibrant liquid used by artists for its spontaneous qualities. |
| Idea Development | Drawings, plan, ideas for the final outcome. This will be refined through experimentation of materials. |
| Contextualisation | The message, meaning or story behind the idea. |
| Resource Materials | Images from newspapers, magazines, internet or photographs that are collected to develop ideas from. |

2. What will I learn?

You will look at German Expressionism which was an artistic movement in the early 20th century that emphasized the artist's inner emotions rather than attempting to replicate reality. You will research and develop a portrait inspired by your emotions, further extending your understanding of empathy in art.

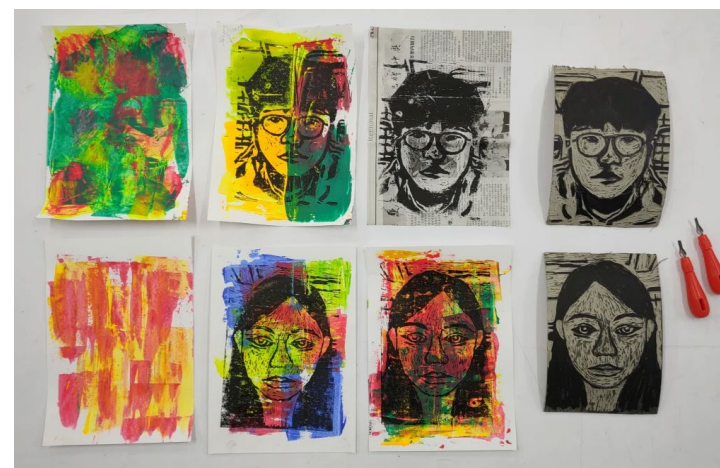
3. What do I need to know?

How to select and present information to develop ideas. How to empathise with different people and situations.



Kathe Kollwitz

Obama Campaign poster 2008.
Sheperd Fairey



4. What will I do?

You will develop a lino printed portrait using colour, tone and line.

Computing - Python Programming

1. Python

Python is a high-level language (it must be translated for a computer to understand)

A variable is a named memory address that holds a value. The value held in a variable can change

```
print("Year of birth?")
birth_year = input()
age = 2020 - birth_year
print("You are", age, "years old")
```

print displays the words in "..." on the screen

input() waits for the user to type something

Use **if** to select a route through the code

Operators can be used to change data, eg 2020 - the age you entered

2. Python - Iteration - to repeat an action in the code

| count-controlled | condition-controlled |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <pre>total = 0 for count in range(5): number = int(input("Type in a number: ")) total = total + number print("The total is: ") print(total)</pre> | <pre>total = 0 answer = "yes" while answer == "yes": number = int(input("Type in a number: ")) total = total + number answer = input("Any more numbers? yes/no ") print("The total is: ") print(total)</pre> |

| | |
|--------------|------------------------------------------------------------------------------------------------------|
| Logic Error | A fault in the logic or structure of the problem which means it doesn't produce the output expected. |
| Syntax Error | An error in a programming language caused by not using the correct syntax, eg spelling incorrectly. |

3. Python Strings

A **string** is sequence of characters often stored as a variable in a computer program. These characters can include numbers, letters and symbols.

```
greeting = "Hello"
print(greeting)
print(greeting[0])
```

4. Python Lists

Lists are used to store multiple items in a single variable. Each item has an index number.

```
Property = ["House", "Cottage", "Flat"]
print(Property)
Print(property[1])
```

5. Jobs in Computing

Computer studies develops understanding of both computer programming and theory. You will study the key aspects of programming, data structures, algorithms, program design and how computer programs work in a range of contexts. It can open the door to many career paths:

- Programmer
- Web designer
- Engineer
- NHS
- Automotive
- Lawyer
- Space technologies
- Computer Games Developer
- Data Scientist
- IT Manager
- Network Engineer



Design Technology - Pewter Pendants

| 1. Key Words | Definitions |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ferrous | Metallic objects that contain iron |
| Non-Ferrous | Metallic objects that DO NOT contain iron |
| Alloy | A material made from two or more substances, one of which must be a metal |
| Cast | An object made by shaping molten (melted) metal in a mould |
| Mould | A hollow container used to give shape to molten metal |
| Melting-Point | The temperature at which a substance changes state from solid to liquid |
| Wet-And-Dry paper | An abrasive paper that has been treated so that it can be used wet or dry, without tearing. It is used to make rough surfaces smooth and/or polish materials |
| Ore | A rock that contains enough of a valuable metal to make extracting the metal worthwhile financially |
| Design Movement | A style that designers use when making products. Popular design movements include Art Deco, Art Nouveau and Steampunk |

4. Ethical Extraction of Metals

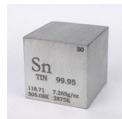
Some metal ores are extracted in countries where the health and safety rules are not properly enforced to try to save money. This leads to bigger profits for the companies, but puts the workers in danger whilst mining or quarrying them. Laws to protect the environment are also not followed, so habitats are destroyed, rivers get polluted and drinking water can become contaminated. Cornwall has large deposits of tin ore, strict laws on health & safety and the environment, so choosing to buy tin from Cornwall is described as a more ethical choice.

2. What is Pewter?

Pewter is an alloy, meaning that it is made from a mixture of elements, some of which are metals.

In the past (during Medieval times), pewter was made containing the metal lead. Nowadays, we know that lead can be poisonous, so modern pewter is lead-free (contains no lead).

What metals are used to make pewter now?



85–99% tin

With the remainder being:



Copper



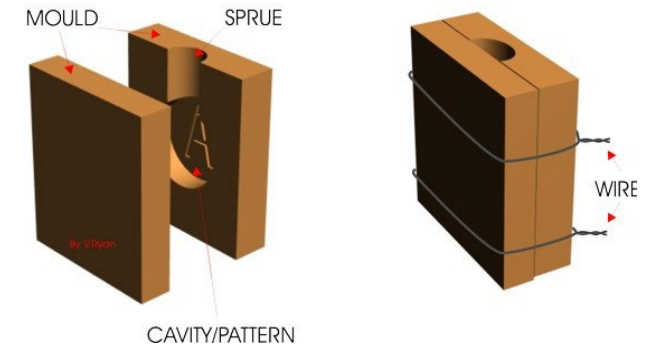
Bismuth

5. Casting Safety

1. Only a member of staff can pour the molten metal into the mould.
2. All moulds must be completely dry before the molten metal can be poured into it.
3. The moulds must remain in the brazing hearth area until cooled.
4. When filing or machining cast metal, the work must be held in a vice.

3. Casting

Moulds are used to form the molten metal into a shape. The pewter is melted and the molten metal is then carefully poured into the mould. The mould is set in sand in case any of the molten pewter runs down the side of the mould. The mould should never be placed on a cold surface or allowed to get wet. If molten metal comes in contact with a cold or wet surface it will 'splatter' violently. Anyone close to the area will be in serious danger.



6. Links and further reading

Shaping and casting metals:

<https://www.bbc.co.uk/bitesize/guides/z6d48mn/revision/9>



Casting Pewter

<https://technologystudent.com/equip1/pewter2.htm>



Revise: Mindmap Maker

[is.gd/mindmapmaker](https://www.is.gd/mindmapmaker)



Drama – Missing Dan Nolan

| 1. Key Words | Definitions |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Direct Address | Speaking directly to the audience and breaking the fourth wall. |
| Montage | A series of short self-contained scenes grouped immediately after each other. |
| Multi-roling | Playing more than one role or characters. |
| Narration | Adding a spoken commentary for the audience about the action onstage. |
| Placards | A sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner. |
| Still Image | A frozen picture, like a tableau. |
| Structure | The order of the performance. It might be linear (chronological) or episodic (time jumps around). |
| Target Audience | Who a performance is aimed at. Could be an age group or geographical group. |
| Technique | A device that is used in a performance to help achieve a goal. |
| Thought tracking | When a character steps out of a scene to address the audience about how they're feeling. |
| Verbatim | The exact words, as they were said, are repeated. Verbatim theatre uses the words of real people in the performance. |

3. Context

Missing Dan Nolan, written by Mark Wheeler, is based on the true story of Dan Nolan, a fourteen-year-old boy who went fishing in Hamble (between Southampton and Portsmouth) on the night of 1st January 2002. Late that evening the boys became separated and, although the other three arrived home safely, Dan never returned.

Wheeler wrote this play as he was shocked not only by the situation, but the lack of media coverage the story received. He offered to write a Docudrama that would take the format of a reconstruction of Dan Nolan going missing. He subsequently interviewed various people and used verbatim techniques to develop a reconstruction of the events leading to the disappearance of Dan. The verbatim text is made up from interviews with Dan's parents, sister, his friends and the policeman linked to the investigation.

"I am so pleased the text has, is and continues to, spread such an important message amongst (I can say it now as I'm late twenties), youngsters, and so lovely it's done in Dan's memory" – Clare, Dan's sister.

2. Theatre in Education (TIE)

Theatre in Education (TIE) productions have a clear **educational aim** and objective and are often aimed at school aged children to educate around certain themes.

These productions typically operate on a low budget, and because they are designed to be portable, TIE shows have simple, representational sets and costumes, allowing for quick and easy setup in various locations.

The performances explore issues from multiple perspectives, showing the impact of actions on a range of people, and frequently involve audience participation to deepen engagement.

TIE productions rarely use a fully naturalistic style, often incorporating **direct address** or **narration** to connect with the audience directly. Costumes are usually minimalistic and symbolic, particularly when actors take on **multiple roles**.

To educate the audience further, these shows may include factual information, figures, or statistics relevant to the topic, and they often carry a **strong moral or message** throughout the performance.

4. Tie Techniques

- Episodic structure
- Verbatim
- Placards
- Still images
- Stereotypical / recognisable characters
- Representational characters
- Minimal props/set
- Educational message / moral throughout
- Direct audience address
- Narration
- Flashback
- Flashforward
- Facts and figures
- Pose questions to the audience
- Montage
- Multi-roling

| | |
|---------|--------------------------------------------------------------------------------------------------------------|
| Dan | Fourteen-year old boy who went missing after going fishing on the night of the 1 st January 2002. |
| Pauline | Mother of Dan who carries most of the story. |
| Greg | Dan's father. |
| Clare | Dan's younger sister who is around the age of 13. |
| Sarah | A friend of Dan |
| Thom | A friend of Dan |
| Joe | A friend of Dan |

5. Link & Further Reading

Interview: An interview with Willy Russell

[is.gd/willyrussellinterview](https://www.is.gd/willyrussellinterview)



Video: Blood Brothers Characters
[is.gd/bloodbrotherscharacters](https://www.is.gd/bloodbrotherscharacters)

Revise: Mindmap Maker
[is.gd/mindmapmaker](https://www.is.gd/mindmapmaker)



Food - Hospitality and Catering Industry

| 1. Key Terms | Description |
|-----------------|----------------------------------------------------------------------------------------------------------|
| Commercial | An establishment makes a profit such as café, hotel, bed and breakfast |
| Non-commercial | An establishment doesn't make a profit such as hospitals, prisons, school |
| Residential | An establishment which offers accommodation to stay such as a hotel, hospital, prison, bed and breakfast |
| Non-residential | An establishment that doesn't offer accommodation such as café, restaurant |
| Sustainability | The ability to exist and develop without depleting natural resources for the future |
| Menu Planning | The process of planning a menu for a specific target market |
| Table d'hote | A menu that offers a multi-course meal, with multiple options for each course, at a fixed total price |
| A la carte | A restaurant offers you a choice of individually priced dishes for each course |

4. Sustainability of Fish

Sustainable fishing involves allowing fish stocks to repopulate our seas. This means fewer fish are caught at any one time, ensuring there will be enough fish for the future.

Catching fewer fish can be achieved through a better design of fishing nets that have holes that allow smaller fish to escape. Smaller fish can then grow and repopulate the oceans.



2. Hospitality and Catering Establishments

| Residential | Non-Residential | Non-Commercial residential establishments |
|----------------------|-------------------------------------|-------------------------------------------|
| Hotels | Restaurants | Hospitals |
| Guest houses | Cafes | Residential homes |
| Holiday parks | Fast food outlets | Prisons |
| Public houses (pubs) | Wine bars | Armed services |
| B & B's | Delicatessen and salad bar | |
| | Take away | |
| | School meals and transport catering | |



5. Celebrations

Religious factors can have a major influence on what foods we buy.

For example, Muslims will not eat meat such as beef or lamb that has not been slaughtered by the halal method, while those of the Jewish religion will only eat foods that are Kosher.

Where we are from, and our culture will also influence our food purchases.

For example, Polish or Chinese consumers will tend to purchase foods they are familiar with.



3. Reduce Global Warming in the Hospitality and catering industry

Lights on sensors in areas not used by guests, to reduce amount of energy being used



Key cards that switch on electricity in the room, to avoid guests leaving lights on unnecessarily



Lids on saucepans when boiling or simmering food



Only boil the water that is required in the kettle



Use the ovens on the minimum temperature to avoid additional energy being used



6. Links and Further Reading

Video: Sustainable fishing
<https://www.youtube.com/watch?v=OlsA8xQ7WbQ>



Article:
is.gd/sustainabilityinhotels



Revise: Mindmap Maker
is.gd/mindmapmaker



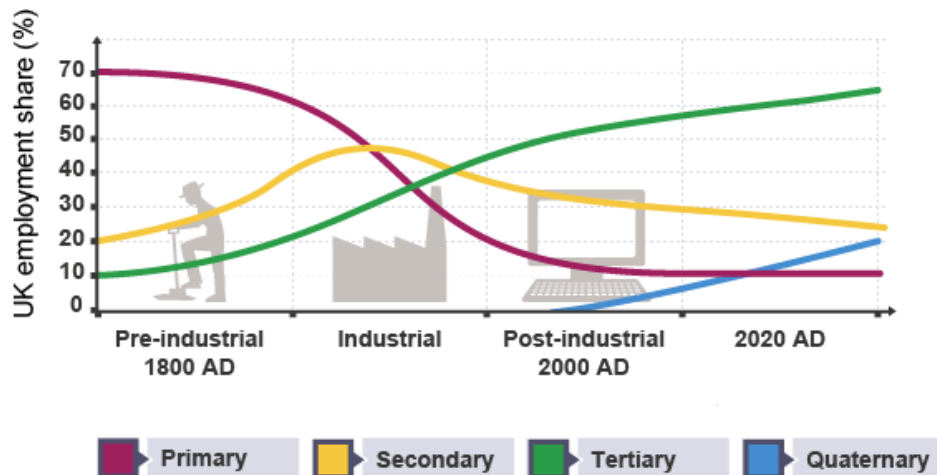
Geography - Almighty Dollar

| 1. Key Terms | Description |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Remittances | Money sent by people living and working overseas back to their country of origin - usually sent back to their families |
| Foreign savings | Foreign savings can flow into countries and provide a supplement to domestic savings. They include aid, private FDI and capital flows |
| Overseas development assistance | Development aid from one government to another for example in the form of humanitarian assistance |
| Portfolio investment | Financial capital flowing from one country into another into bonds and equities (shares) |
| Brain drain | The movement of highly skilled or professional people from their own country to another country where they can earn more money |

2. Types of Economies

| | Pre-industrial era | Industrial era | Post-industrial era |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | <ul style="list-style-type: none"> • Primary employment (agriculture) dominant • Tertiary is least significant • Primary declines as secondary and tertiary increases | <ul style="list-style-type: none"> • Manufacturing peaks when tertiary and primary cross • Primary declines to least significant industry • Tertiary increases • All sectors significant | <ul style="list-style-type: none"> • Tertiary is highest • Secondary and primary decrease with primary least significant • Quaternary emerges and increasing |
| Explanation | <ul style="list-style-type: none"> • Agriculture is dominant as many people work in subsistence farming due to lack of infrastructure and technology • Agriculture vital for food supply • Economy works on a local scale | <ul style="list-style-type: none"> • Technology and infrastructure is improving leading (factory system) to an industrial revolution • Mechanisation in rural areas and migration to urban areas for jobs | <ul style="list-style-type: none"> • Tertiary is highest due to increasing wealth and demand for skills • Manufacturing declined due to outsourcing of jobs to countries like China and foreign imports • Quaternary emerges due to increased wealth |

3.



4. What are the Advantages of TNC's in Nigeria

- Brings work to the country and uses local labour
- Improves the levels of education and technical skills of local people
- Brings inward investment and foreign currency to the country
- Increased gross national product/personal income can lead to an increased demand for consumer goods and the growth of new industries and services
- Improvements in roads, airports and services

Geography - Almighty Dollar

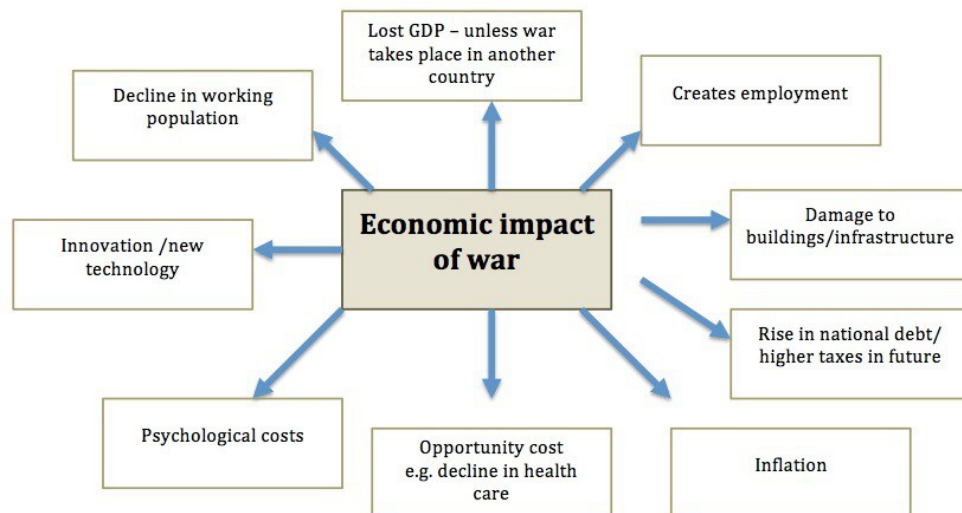
5. What are the disadvantages of TNC's in Nigeria?

- Local labour force usually paid and have to work long hours
- Very few local skilled workers employed
- Most of the profits go overseas (outflow of wealth)
- GNP grows less quickly than that of the parents company's headquarters, widening the gap between developed and developing countries
- Big schemes can increase national debt
- Decisions are made outside the country, and the firm could pull out at any time
- Insufficient attention to safety and health factors and the protection of the environment

7. Conflict

Conflict can also occur at a number of different scales, from local to global

| Scale | Example |
|---------------|------------------------------------------------------------------------------------------------------------------|
| Local | A disagreement over the choice of sea defence for a coastal agreement |
| Regional | Groups of people with different opinions over the building of a new reservoir |
| National | A civil war over the political control of a country |
| International | A political or armed conflict over the control of a territory |
| Global | Disagreement between nations over the environmental issues such as how to deal with the threat of climate change |



6. Why is China investing in Nigeria?

- Economic Growth in China 9% per annum
- No longer able to supply the consumption requirements
- Gaining economical and political power in the world
- China's 2003 National Energy Strategy and Policy remarked: "oil is the key factor in the creation of public wealth, and also one kind of most important commodity influencing the global political pattern, economic order and military operations"

Advantages & Disadvantages Of Dams

What is Dam?



A dam is a construction that is based on waterways, streams or estuary for rationing water. It straightforwardly assists with providing occupants with satisfactory water for utilization, modern and water system purposes.

Advantages

- Generation of power
- Irrigation facility
- Water to drink
- Reservoirs
- Means of transportation
- Flood control

Disadvantages

- Submergence Problem
- Dams failure
- Wastage of Water
- Environment impact



Geography - Conflict

1.

Select 3 ways you would protect your ship and explain why to your partner...

Secure ship- electric fence around the ship delivering a 9,000 volt shock

Emergency alarm- to inform shipping company and authorities

Razor wire around accessible parts of the ship

Bridge and accommodation to be secured

Hired armed security teams

High powered hoses and water cannons

Tracking device for ship

24 hour look outs

Trailing ropes and cargo nets

Install high powered flood lights

Advice given to cargo ships in pirate waters

3.

Child Soldiers Facts

- 300,000 child soldiers are fighting around the world and every year the number grows as more children are recruited for use in active combat
- Both boys and girls may be sent to the front line of combat or into minefields ahead of older troops
- Some have been used for suicide missions or forced to commit atrocities against their own families and neighbors
- Others serve as porters, cooks, guards, servants, messengers, or spies
- An AK-47 assault rifle costs as little as the price of a chicken in Uganda or a bag of maize in Mozambique
- The use of children to fight adults' wars is not limited to a single country or continent, but has become a worldwide problem
- The problem is most critical in Africa and Asia

2.



History - Were all Americans affected equally by the 1929 'Bust' in the USA?

Historical Skills we will develop in this Enquiry;

- ✓ Our understanding of similarity and difference
- ✓ Our ability to use our knowledge to explain the past

Historical knowledge and explanation:

- Using argument, knowledge, similarity and difference
- Using suitable evidence, assessing it properly, and making conclusions based on this evidence
- Create an explanation of past events using the knowledge and facts of issues, events, groups and how their lives might be the same or different depending on who they are or over time
- Tells you about the past and why the past was as it was

<https://uta.pressbooks.pub/historicalresearch/part/thinking-historically/>

Scan to access a guide to Historical writing



<https://www.historytoday.com/archive/head-head/what-history>

Scan for a *History Today* article about 'What is History?'



Photo of Sacco and Vanzetti. Italian immigrants who were politically radical and were executed in August 1927, for a crime which it is probable they did not commit.



<https://www.history.com/topics/inventions/henry-ford>



Scan for more detail on the life and work of Henry Ford

Source from a newspaper in the USA 1920. It says; The supposed emigrant dumping site. The statue of Liberty: 'Mr Wisdom, if you are going to make this island a garbage heap, I am going back to France.'

| 1. Key Terms | Description |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Boom | A time period where the economy of a country develops quickly and many people become richer |
| Bust | Where the economy of a country collapses |
| Isolationism | USA's policy after WWI to keep their politics and business and investment within the USA |
| Capitalism | A system under which businesses are owned privately and people can make a profit |
| Communism | A theory that society should be completely equal, with all businesses and land owned by everyone equally |
| Red scare | When communism (Reds) were called a threat (not necessarily a real threat) and they were heavily watched and persecuted for their political beliefs. |
| Patriarchy | A system of society or government where men are in control/have the most power |
| Flapper | A woman (mainly upper class) who wore short dresses, short hair, make-up and went out drinking, smoking and enjoying themselves |
| Immigration | International movement of people to a destination country where they are not usual residents or where they are not a national, so they can settle as permanent residents |
| Stock Market | The place where stocks and shares (a small part of a company) are bought and sold |
| Wall Street | A street in New York where the stock market is based |
| Economic Depression | When a country's economy declines and businesses close leading to high unemployment |

History - Were all Americans affected equally by the 1929 'Bust' in the USA?

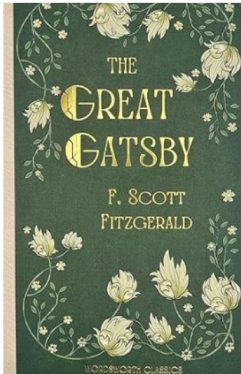


Bringing the past back to life at Poltair!

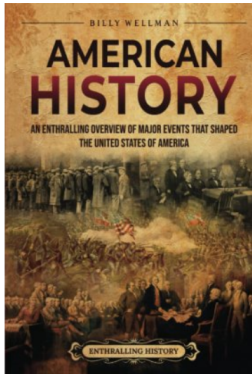
Reading like a historian



The Great Gatsby,
F. Scott Fitzgerald
(Author)



American History: An Enthralling Overview of Major Events that Shaped the United States of America (U.S. History), Billy Wellman (Author)



These are **suggestions** of reading that might help boost your history knowledge for the current enquiry.

Anything you can read linked to our enquiry questions is amazing and if you tell your teacher what you've been reading and make suggestions to us for books students might like then we will be rewarding you with Merits!

Remember to check out the library; there are some fantastic history books in there too!



Flappers enjoying themselves in the 1920s



The sign says; '\$100 will buy this car. Must have cash. Lost all on the stock market'

Core Knowledge

| Question | Answer |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 What was the 'Boom' in the USA? | It was a time when the economic position was doing especially well (booming) |
| 2 What were some of the reasons for the economic boom? | The end of WWI and money owed to the USA by Europe, a return to isolationism, buying goods only from the USA, tariffs (taxes) on anything that came into the USA |
| 3 What was it like for business owners and those creating new factories in the boom? | Great, they made lots of money. Key businessmen like Henry Ford (cars) became well known and wealthy |
| 4 What was this time like for workers? | Work and hours could still be tough but pay was OK and they did have space income to purchase goods they might want (cars, fridges, hoovers) |
| 5 What was it like for women in the boom? | Upper class women often did well with new career opportunities and added social freedoms. Working class women saw little change in their lives |
| 6 What was the boom like for African Americans? | Little change in their position in a positive way, huge presence of the Ku Klux Klan and segregation. Jazz and other music did become very popular |
| 7 What was the boom like for immigrants to the USA? | Often difficult as immigration was limited, lots of criticism of immigrant groups for spreading radical ideas; such as the famous Sacco and Vanzetti case |
| 8 What did the economic bust mean for working class Americans? | Serious economic issues, savings and jobs lost, many families struggling to survive. |
| 9 What did the bust mean for African Americans? | Very little change in their position, still struggling in poverty and experiencing racism |
| 10 What did the bust mean for big business owners and bankers? | Banks closed as they lost so much on the stock market and had been investing the money of their customers. Big businessmen like Henry Ford did lose money and have issues with sales but many made it through the bust |

History - How was the idea of 'all men are created equal' applied in the USA?

Historical Skills we will develop in this Enquiry;

- ✓ Our understanding of change and continuity
- ✓ Our ability to use interpretations to explore and explain the past

Historical analysis and interpretation:

- Is about argument, interpretation, and consequence
- Involves using suitable evidence, assessing it properly, and making conclusions based on this evidence
- Is the process by which we describe, analyse, evaluate, and create an explanation of past events
- Is based on primary [firsthand] and secondary [scholarly] historical sources
- Moves historical research from being a chronicle of events to providing a larger understanding of why things were as they were in the past
- Tells you about the past and why the past was as it was

Key Individuals



Oglala Sioux tribe member who campaigned as part of AIM for Indigenous American civil rights and recognition in the USA

Russell Means



Figurehead of the non-violent protest movement that began in 1950s America

Martin Luther King



Part of the Nation of Islam, becomes a vocal supporter of black rights in the USA. Eventually splits from the Nation of Islam and is assassinated by its members.

Malcolm X



Writes; The Feminine Mystique a feminism book challenging the stereotypes of women's roles

Betty Friedan

| 1. Key Terms | Description |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Civil Rights | Peoples' rights to political and social freedom and equality |
| Indigenous | The people (and animals/plants) who are native to a country or place |
| AIM | American Indian Movement (AIM), founded in 1968 in Minneapolis, Minnesota. Originally formed in response to police brutality and racial profiling, AIM grew rapidly in the 1970s and became the driving force behind the Indigenous civil rights movement. |
| Occupation of Alcatraz | Indigenous Americans took over Alcatraz Island after the prison closed as a stand for their rights |
| Non- violent protest | Using ways of making a point about issues in society without violence or causing damage. This was used by the civil rights movement led by Martin Luther King |
| Black Power | Phrase first used by Stokely Carmichael A development of the ideas of Malcolm X the movement emphasized the ideas of racial pride and became a social and cultural movement. |
| Feminism | The idea that there should be social, economic and political equality of the sexes |
| Patriarchy | A system of society or government where men are in control/have the most power |
| Roe Vs Wade | A significant case of law that made abortion legal in the USA |

History - How was the idea of 'all men are created equal' applied in the USA?

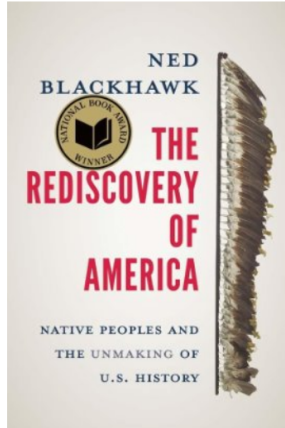


Bringing the past back to life at Poltair!

Reading like a historian



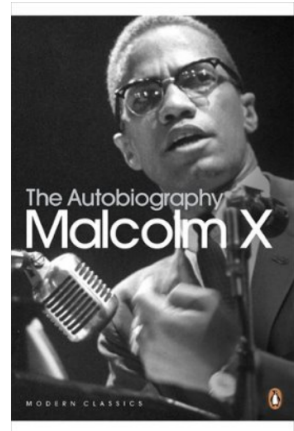
The Rediscovery of America: Native Peoples and the Unmaking of U.S. History, Ned Blackhawk (Author)



These are **suggestions** of reading that might help boost your history knowledge for the current enquiry.

Anything you can read linked to our enquiry questions is amazing and if you tell your teacher what you've been reading and make suggestions to us for books students might like then we will be rewarding you with Merits!

Remember to check out the library; there are some fantastic history books in there too!



The Autobiography of Malcolm X, Alex Haley (Author)

<https://www.history.com/topics/native-american-history>



Scan to access more information about Native American History

<https://www.smithsonianmag.com/smithsonian-institution/rank-and-file-women-black-panther-party-their-powerful-influence-180971591/>



Scan to access more information about the impact and importance of women in the Black Panther Party

Core Knowledge

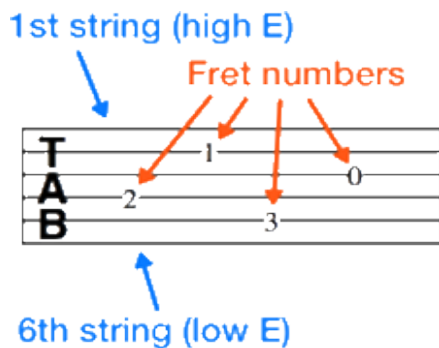
| Question | Answer |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 What were the names of <i>some</i> of the indigenous tribes in the USA? | Sioux, Chyenne, Arapaho, Apache, Navajo |
| 2 Why were the indigenous people protesting in the 1960s-1980s and even today? | Forced off their land into reservations, culture destroyed. Life on reservations was and is awful, high unemployment rates, high poverty levels, issues of alcoholism etc. |
| 3 Who was Rosa Parks? Why is she significant? | Refused to give up her seat to a white person on a bus. Her arrest sparked the Montgomery Bus Boycott and resulted in de-segregation of transport |
| 4 Why was Martin Luther King so important? | MLK became the leader of the non-violent moment, encouraging other black Americans to protest of their legal rights to equality |
| 5 What are the Nation of Islam? | A version of Islam (Muslims) their leader in the USA in the 1960s was Elijah Mohammad and he preached that black people were superior and promoted self-help and a strict code of discipline |
| 6 Why was Malcom X significant? | He was an excellent public speaker, very different ideas and attitude to MLK initially. He promoted self-defence for black Americans opposing the 'turn the other cheek' views of MLK |
| 7 Why was there a feminist movement in the 1960s and 1970s? | There were changes in attitude after WWII and then advances in the way people lived and in contraception, so women began to call for equality |
| 8 Why has Roe Vs Wade been in the news again recently? | Another court case has had the ruling overturned and now many states are once again making abortion illegal |
| 9 What is the Black Lives Matter Movement? | Set up in 2013 after more examples of police brutality. It is dedicated to fighting racism and anti-black violence |
| 10 What is the Dakota access pipeline? | A crude oil pipeline that was/is partially built on Sioux reservation lands. It was halted in 2020 |

Music - In the Band

| 1. Key Words | Definitions |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Tablature (Tab) | The musical language guitarists and bassists can use to read music |
| Fret | The spaces separated by thin pieces of metal that help separate the notes and pitches on a guitar/bass guitar/ukulele etc. |
| Genre | The category or style of music that the song or piece of music belongs to due to it sharing characteristics with other pieces of music |
| E-A-D-G-B-E Eddie, Ate, Dynamite, Good, Bye, Eddie | --- Eddie, Ate, Dynamite, Good, Bye, Eddie --- The acronym to help remember the order of the strings on a guitar |
| Ensemble | A group of musicians playing a piece of music together |
| Chords | When two or more notes are played at the same time to create a harmony |
| Harmony | When a combination of sounds are played at the same time in order to create a pleasing sound |

2. Reading Tablature

Tablature (or tab) is the method lots of guitarists and bass guitarists use to know what notes to play. The diagram is a visual representation of the guitar's neck, strings, and fretboard. The bottom line represents the lower thicker E string, and the numbers represent what number fret you put your finger on.



3. What is a Musical 'Genre'?

There are many different types of musical genres (which is pronounced 'jahn-ruh') each with their own unique characteristics, instrument choices, and sounds.

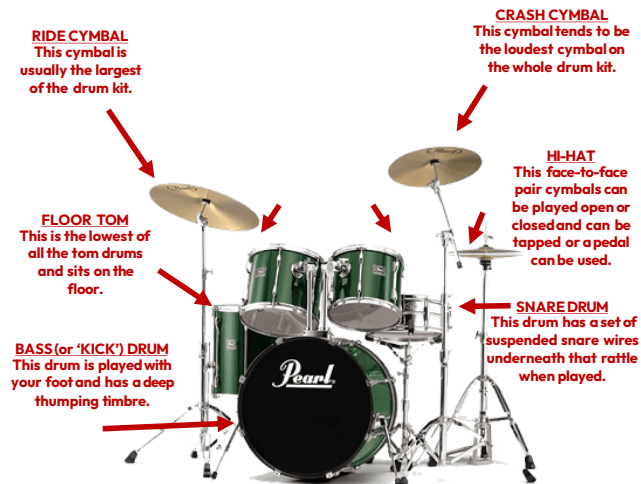
All music tends to fall into one, two or sometimes even three different genres and these are categorised by things that make them like other styles of music. For example, Green Day and Foo Fighters both fall into the genre 'Rock' because Rock music uses heavy guitars, has a strong beat and similar structures to each other.



Take a look at the article below to learn more!

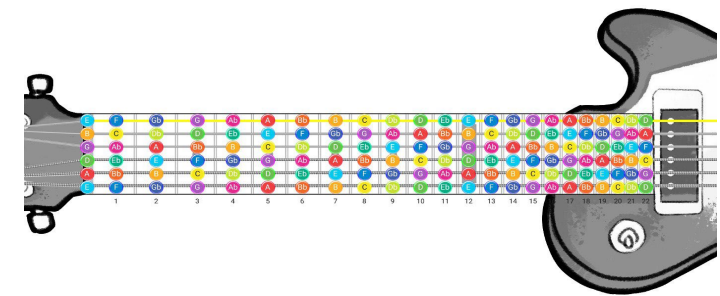
is.gd/whatisgenre

4. The Drum Kit



5. The Fretboard

Each string is made up of a note (E-A-D-G-B-E) and we use the acronym (Eddie, Ate, Dynamite, Good, Bye, Eddie) to help remember the order of the strings. When you make the string shorter by putting your finger on the frets you create a higher note. So, for example, the note above E is an F, so by putting your finger on the E string in the 1st fret you make an F sound as you've made the string shorter and the pitch higher.



6. Links and Further reading

Article: What Is A Music Genre?

is.gd/genrearticle

Lesson: School of Rock – Piano Chords

is.gd/pianochords

Revise: Flash Card Maker

is.gd/flashcardmaker

PSHE - Choices around Sex and Relationships

| 1. Key Terms | Description |
|----------------------------------------|---------------------------------------------------------------------------------------------------------|
| Readiness | The state of being fully prepared or totally willing to do something. |
| Intimacy | A close familiarity or friendship between 2 or more people. |
| Consent | The act of giving permission for something to happen or agreeing to do something. |
| Freedom | The power to act, speak or think as you want to as an individual. |
| Capacity | The ability or power to do or understand something. |
| Sexually Transmitted Infections (STIs) | An infection that is predominantly spread by unprotected sexual contact. |
| Asymptomatic | When a condition produces or shows no symptoms or effects of carrying the condition. |
| Contraception | The act of preventing pregnancy or spread of STIs by use of device, medication, procedure or behaviour. |
| Fertilisation | The process of an egg and sperm cells fusing together to begin the process of reproduction. |

2. Readiness

People develop at different rates and therefore the moment at which they are ready to engage in sexual relationships will differ. There is no “right time” to begin thinking about intimacy and sexual interactions but being confident enough to wait until you feel ready. Just because some people are beginning to have sexual thoughts, does not mean you are supposed to be also. It is vital that you feel ready yourself and that you then enthusiastically consent to any sexual activity. It is healthy to have conversations with the people in these relationships to further understand where each other stand in regards to this to maintain a positive, understanding relationship.

4. Sexual Health

When engaging in sexual activity, your sexual health is important to monitor and keep track of. Sexually Transmitted Infections (STIs) can be spread through sexual acts, particularly should they be unprotected. You should therefore take any actions necessary to monitor and protect your sexual health. These actions could include keeping on top of your hygiene and cleaning yourselves regularly. But it also could include ensuring sex is protected, you are regularly testing for STIs and then seeking appropriate support dependent on the outcomes. Some STIs can be asymptomatic and therefore the carrier is unaware that they have it. By testing often, you are monitoring this and can then take required next steps and support from professionals. Contraception can help our sexual health by preventing the spread of STIs whilst also preventing pregnancy. We will cover a variety of methods of contraception. This will include hormonal forms of contraception and outline the potential side effects that they may cause.

3. Freedom and Capacity to Consent

The ability to consent in sexual activity is paramount. Every sexual interaction should be consensual from both parties and this also means that people can withdraw their consent at any time. The legal age of consent in the UK is 16. However, there are some instances where people lose the freedom or capacity to consent. You may not have the freedom to consent should you be in a coercive relationship or feel as if you are under pressure to say yes. This may take away your confidence to say no, in the worry that something else could happen as a consequence. Alternatively, the capacity to consent refers to your ability to give your consent with a clear-thinking mind. Should someone be under the influence of alcohol or drugs, have a severe learning difficulty or health condition, or even just be asleep, they no longer have the capacity to give consent as their brain is not thinking clearly and therefore you cannot give an informed decision to enthusiastically give your consent. This is vital to acquire before sexual activity, because should someone then come to say they did not consent, the other person involved could face severe consequences due to an absence of a capacity to consent.

5. Harmful Sexual Behaviour

We are aware that as relationships continue to develop and become to get more intimate, there will be times where behaviours can be harmful, or relationships can be unhealthy. It is important to understand that if you are in a relationship where you have differing levels of readiness or priorities, this could cause interactions between people that potentially lead to more significant situations. By having clarity in conversations and being open and honest about feelings and readiness for progression during the relationship, we maximise the chances of maintaining positive relationships which could help to avoid any harmful sexual behaviours. Should you feel uncomfortable in a relationship, it is important to know where to seek support. You'll find signposted support opportunities at the end of all your lessons as well as at the bottom of the page.

6. Links to External Support

BROOK

www.brook.org.uk

0808 802 1234



Childline

www.childline.org.uk

0800 1111



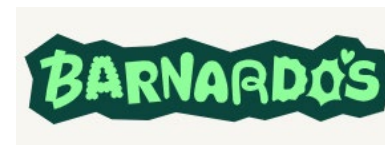
NHS

www.nhs.uk



Barnardo's

www.barnardos.org.uk



Religious Education – What happens after we die?

| 1. Key Words | Definitions |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resurrection | Coming back from the dead |
| Reincarnation | To be reborn into a new life after death |
| Soul | The part of the person that some people believe continues after the body has died |
| Spirit | A supernatural being or essence, such as a ghost. |
| Immortality | The ability to live forever |
| Afterlife | Continued existence after death |
| Heaven | Belief that after death Christians can enter a state of being with God for eternity. |
| Hell | Belief in a place of eternal suffering, or a state after death of being in separation from God. |
| Akhira | Belief in an afterlife in Islam |
| Barzakh | Waiting in the grave until the Day of Judgement (Muslim belief) |
| Day of Judgement | The belief that on a certain day, Allah will end the world and resurrect everyone who has ever lived to judge whether they should go to heaven or hell |
| Jannah | The Islamic word for Heaven. Believed to be a paradise where those who have been faithful to Allah will be rewarded |
| Jahannam | The Islamic word for Hell. Believed to be a place of fiery torment where those who have sinned will be punished |
| Karma | The belief that our actions have consequences in the next life |
| Samsara | The cycle of birth, life, death and rebirth |
| Moksha | For Hindus, the escape from Samsara a reunion with Brahman (God) |
| Nirvana | For Buddhists, the escape from Samsara through achieving Enlightenment |

2. Why do people believe in an afterlife?

There are lots of different beliefs about what happens after we die. Some people think that there is no afterlife and when we die, that is the end, however many others believe that our existence continues after the death of our bodies. Some people believe we go to Heaven or Hell, others believe we are reincarnated into another life, and some believe we continue to exist as ghosts or spirits.

There are many different reasons that people may believe that there is an afterlife, including:

- Many people claim to have experienced ghosts/spirits
- Religious texts and teachings state that there is an afterlife
- Some people claim to be able to remember past lives
- Some people claim to have had near-death experiences
- There must be more to this life than just the short physical existence that we have
- Belief in an afterlife helps people to feel better about the idea of death



Scan the QR code to watch Norwegian musician Torbjørn Dyrud discuss why he finds the idea of near-death experiences comforting (Please note the video contains discussion of cancer and chemotherapy).

As you watch think about the following questions:

- ❖ Are accounts of near-death experiences proof of an afterlife?
- ❖ Could there be another explanation for the phenomenon?
- ❖ Does belief in an afterlife only exist to make people less scared about death?

3. Christian beliefs about life after death

For Christians, Jesus's resurrection proves that there is an afterlife, and the sacrifice of his death makes it possible for people to access this afterlife through their relationship with him. ('For God so loved the world that he gave his only son, that whoever believes in him shall not perish, but have eternal life' John 3:16)

Christians believe that if someone believes in Jesus and lives a good life then they will be rewarded with an eternal life in Heaven. For many Christians, Heaven is not necessarily a physical place, rather it is a state of being united with God.

Belief in Heaven allows Christians to not fear death since they believe that it is not the end and they will be with God in the afterlife. It can also provide them with comfort when someone dies since they may believe that person is with God and they will be reunited with them in the future.

If someone does not lead a good life, or does not have a relationship with Jesus, many Christians believe that they will go to Hell after they die. Some Christians believe this is a literal place where people will be punished for their sins, however many Christians believe that if there is a Hell it is more metaphorical and is a state of separation from God.

Some Christians do not accept the idea of Heaven since they do not believe that a loving God would punish people in this way, whereas others would argue that God is just and fair and it is therefore right that someone should face punishment for their actions as this ensures justice.

Religious Education – What happens after we die?

4. Muslim beliefs about life after death

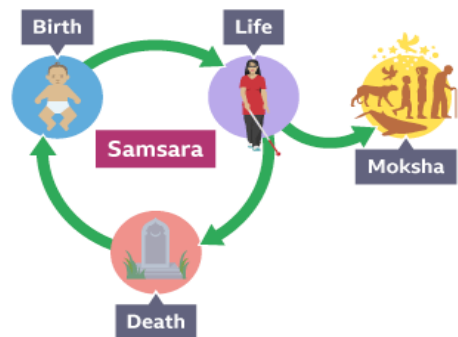
Belief in life after death and the Day of Judgement is a fundamental belief for all Muslims meaning it has an important impact on their lives. Muslims believe that this life is a test and that their life after death is the most important life, therefore their actions on earth should help them to achieve a positive afterlife. For Muslims, because the Qur'an describes heaven and hell as physical places, this is what they believe they are, because they take the Qur'an literally as it is considered the word of Allah.

Muslims believe that when someone dies, they enter a state of barzakh. This is a period of waiting in the grave. At some point in the future, Allah will bring about the end of the world and all people will be resurrected from their graves to face the Day of Judgement. On this day, people will be judged based on their actions. If the good deeds they have done during their lifetime outweigh the bad, they will go to heaven. If the bad deeds outweigh the good, they will go to hell.

5. Reincarnation

Hindus, Buddhists and Sikhs believe in the cycle of Samsara: the cycle of birth, life, death and rebirth into a new life. When a person dies, their soul, or essence, is born again as another living thing. The actions that a person has carried out in their lifetime contribute towards their karma and it is a person's karma that determines what their next life will be. If someone has led a good life, there is more chance of them being reborn as a human with a good life. If someone has led a bad life, there is more chance of them being reborn as an animal (and therefore being unable to gain positive karma) or as a human with a difficult life.

The ultimate aim for followers of the dharmic faiths is to achieve escape from samsara. If someone lives a good enough life then it is believed to be possible to escape the need for reincarnation. For Hindus, this means moksha – returning to Brahman and for Sikhs this would be a return to Waheguru. For Buddhists, since they do not necessarily believe in an eternal god, achieving enlightenment and escaping samsara means their energy returns to the universe.



6. Religious Studies at GCSE

This term, one of your lessons will be your taster session which will help you decide which subjects you would like to study in Key Stage 4.

What is GCSE Religious Studies?

There are 2 parts to the GCSE.

Paper 1 involves an in-depth study of Christianity and Islam. For this paper we will look at key beliefs and religious practices and their influences on the followers of the 2 religions.

Paper 2 involves studying 4 ethical themes:

- **Religion and families** – this includes beliefs about marriage, divorce, sexual relationship, contraception and the role of families
- **Religion and life** – this includes beliefs about the origins of the universe and life on Earth (including the Big Bang and Evolution), use of animals for food, abortion and euthanasia
- **Religion, peace and conflict** – this includes beliefs about war and its causes
- **Religion, crime and punishment** – this includes beliefs about how criminals are treated, corporal punishment, the death penalty and forgiveness

What skills will GCSE Religious Studies help me develop?

Religious Studies will help you develop a number of skills that are highly valuable to employers and for future study, including:

What careers will GCSE Religious Studies be useful for?

Religious Studies is useful in any career that involves working with people from different backgrounds, communicating your ideas and opinions, thinking critically or showing empathy for others.

- | | | |
|-------------|----------------|-----------------|
| • Law | • Armed forces | • Retail |
| • Medicine | • Psychology | • Hospitality |
| • Politics | • Paramedic | • Civil Service |
| • Teaching | • Care worker | • Social Worker |
| • Childcare | • Youth worker | • Police Force |

Scan here for more information about the benefits of studying Religion and where it could take you.



Spanish

1. Classroom language

| | |
|--------------------------------------|----------------------------------------|
| ¿Cómo se dice ... en español/inglés? | How do you say... in Spanish/ English? |
| ¿Cómo se escribe...? | How do you spell...? |
| ¿Cómo se pronuncia? | How do you pronounce (it)? |
| ¿Me das? | Can you give me...? |
| ¿Puedes repetir? | Can you repeat that? |
| ¿Puedo ir a mi clase de música? | Can I go to my music class? |
| (No) entiendo | I (don't) understand |
| Lo siento | I'm sorry |
| (Casi) he terminado | I have (almost) finished |
| por favor | please |
| gracias | thank you |
| Objetos en la clase | Classroom objects |
| un bolígrafo | a pen |
| una regla | a ruler |
| un cuaderno | an exercise book |

2. Question words

| | |
|------------|------------|
| qué | what |
| cómo | how |
| por qué | why |
| dónde | where |
| adónde | where to |
| de dónde | from where |
| cuándo | when |
| cuánto/a | how much |
| cuántos/as | how many |
| cuál | which |
| quién | who |

Phonics - Sound Symbol Correspondence (SSCs)

These sounds never change!

a = cat e = egg i = feet o = hot u = woo

ca - ce - ci - co - cu

Stick your tongue out like the English /th/ for /ce/ and /ci/ and also z, /que/ = ke - /qui/ = key

ga - ge - gi - go - gu

Soft /g/ sound, except for /ge/ and /gi/ these are pronounced like a Spanish /j/ in the back of your throat. Soft /gue/ = get and /gui/ = geese

h = silent, ll = like an English y, v like an English b, ñ = ny, roll your rs if they come at the beginning of a word, or are a double rr

Spanish

3. Week 1 – School subjects

| ¿Qué estudias? | What do you study? |
|---------------------|---------------------|
| estudiar | to study |
| aprender | to learn |
| el teatro | drama |
| las ciencias | science |
| el comercio | business studies |
| el dibujo | art |
| los idiomas | languages |
| la educación física | PE |
| la religion | RE |
| la tecnología | DT |
| activo | active |
| animado | lively / animated |
| práctico | practical |
| inútil | useless / pointless |
| útil | useful |
| duro | hard / difficult |
| fácil | easy |
| emocionante | exciting |
| alegre | happy |
| estricto | strict |
| trabajador | hard working |
| me da igual | i don't mind |
| la clase | class |
| el curso | course |
| los estudios | studies |

4. Week 2 – School description

| ¿Qué hay? | What is there? |
|-----------------------|-----------------------|
| en mi instituto hay.. | In my school there is |
| mi colegio tiene.. | My school has |
| un patio | a playground |
| un gimnasio | a gym |
| una piscina | a pool |
| una biblioteca | a library |
| un campo de fútbol | a football field |
| una oficina | an office |
| el edificio | a building |
| público / privado | state/private |
| nuevo | new |
| antiguo | old |
| moderno | modern |
| amplio | spacious |
| pequeño | small |
| no es / son ni...ni.. | it is neither...nor |
| tampoco | neither |
| un alumno | a pupil |

5. Week 3 – School uniform

| ¿Qué llevas? | What do you wear? |
|-----------------|-------------------|
| llevar | to wear |
| poner | to put on |
| una camisa | a shirt |
| una corbata | a tie |
| una chaqueta | a jacket / blazer |
| una falda | a skirt |
| una camiseta | a t-shirt |
| un sombrero | a hat |
| un vestido | a dress |
| unos pantalones | trousers |
| unos zapatos | shoes |
| cómodo | comfortable |
| práctico | practical |
| caro | expensive |
| necesario | necessary |

Useful acronyms

ESO (Educación Secundaria Obligatoria) secondary education

| | |
|------------------------------|-----|
| año siete / primero de E.S.O | Y7 |
| año ocho / segundo de E.S.O | Y8 |
| año nueve / tercero de E.S.O | Y9 |
| año diez / cuarto de E.S.O | Y10 |
| año once / quinto* de E.S.O | Y11 |

Spanish

6. Week 4 – School rules

| Las normas | The rules |
|-------------------|---------------------|
| las reglas | the rules |
| no se permite | it is not permitted |
| tenemos que | we have to |
| está prohibido | it is forbidden |
| (no) se debe | one must (not) |
| (no) se debería | one should (not) |
| usar el móvil | use a mobile phone |
| amenazar | threaten |
| grabar | record |
| mandar mensajes | send messages |
| llevar joyas | wear jewellery |
| ser puntual | to be on time |
| el comportamiento | behaviour |

7. Week 5 – Ideal school

| En mi insti ideal | In my ideal school |
|------------------------------------------|---------------------|
| si fuera posible | if it were possible |
| me gustaría | I would like |
| habría | there would be |
| tendría | it would have |
| podría | I could / it could |
| The conditional tense – no chop just add | |
| I | ía |
| You | ías |
| He / she / it | ía |
| We | íamos |
| You (plural) | íais |
| They | ían |

8. Week 3 – School uniform

| Tus planes | Your plans |
|-------------------------|-----------------|
| el bachillerato | A Levels |
| la opción | choice |
| el éxito | success |
| el intercambio | exchange |
| la libertad | freedom |
| el trabajo | work |
| la nota | grade / mark |
| las prácticas laborales | work experience |
| la prueba | test |
| el examen | exam |

9. Week 7 – Future Aspirations

| Tus sueños | Your dreams |
|-----------------------|---------------------------|
| viajar | to travel |
| tomar un año sabático | to take a sabbatical year |
| formar una familia | to start a family |
| tener hijos | to have children |
| trabajar | to work |
| como voluntario | as a volunteer |
| con niños | with children |
| en el extranjero | abroad |
| tener hijos | to have children |

10. Week 8 - The Imperfect tense

| ¿Qué hacías? | What did you do? | |
|-------------------------------------|---------------------------|---------|
| iba | I used to go / I went | |
| era / era / eran | I was / it was/ they were | |
| veía | I used to see | |
| había | there was / were | |
| The imperfect tense – chop and swap | | |
| | -ar | -er -ir |
| I | aba | ía |
| You | abas | ías |
| He / she / it | aba | ía |
| We | ábamos | íamos |
| You (plural) | abais | íais |
| They | aban | ían |

11. Week 9 – Describing a picture

| Describe la foto | Describe the photo |
|------------------------|-----------------------------|
| hay | there is / are |
| veo / puedo ver | I see / I can see |
| está / están | he/ she is / they are |
| en el salón / el campo | in the lounge / countryside |
| en la ciudad / oficina | in the town / office |
| hace calor / sol | it is hot / sunny |
| llueve | it is raining |
| nieva | it is snowing |
| un hombre | a man |
| una mujer | a woman |

Spanish

12. Week 10 – Comparing Schools

13. Week 11 – Developing our answers

14. Week 12 – Easter

| Comparisons | |
|---------------|--------------------|
| más ... que | more ... than |
| menos ... que | less ... than |
| tan ... como | as ... as |
| mejor que | better than |
| peor que | worse than |
| Superlatives | |
| lo mejor | the best thing |
| lo peor | the worst thing |
| lo más ... | the most ... thing |
| lo bueno | the good thing |
| lo malo | the bad thing |

| High-level connectives | |
|------------------------|-----------------|
| porque | because |
| dado que | because / as |
| puesto que | |
| ya que | however |
| no obstante | |
| Asi que | So / therefore |
| asimismo | Also / likewise |
| además | furthermore |
| 1. | |
| 2. | |
| 3. | |

| La Pascua | Easter |
|------------------------------|---------------------------|
| la Semana Santa | Holy Week |
| <i>la Cuaresma</i> | <i>Lent</i> |
| la primavera | Spring |
| el chocolate | chocolate |
| el huevo | egg |
| el conejo | rabbit |
| las hojas de <i>palmeras</i> | palm leaves |
| una vela | a candle |
| un paso | a float (in a procession) |
| <i>un cruz</i> | <i>cross</i> |
| <i>un crucifijo</i> | <i>a crucifix</i> |
| las flores | the flowers |
| <i>un Nazareno</i> | <i>a penitent</i> |
| <i>un capirote</i> | <i>a conical hat</i> |

15. Preparing for the speaking assessment

Before the assessment:

Experiment with the following techniques to revise the vocabulary and structures in this knowledge Organiser

- Use the look-cover-write-check technique to test yourself
- Create flashcards with the English on one side and the Spanish on the other – test yourself and get a friend to test you
- Practise bringing the vocabulary together to create your own written and spoken answers
- Give the Knowledge Organiser to a friend and get them to test you
- Practise the vocabulary on Quizlet

During the test:

- Describe the people, location and activity
- Remember the rule of 3 – develop your answer
- Give an opinion, a reason and a contrasting opinion
- Be brave! Say something! More marks are awarded for communication than anything else – just go for it!

Sport – Basketball

Key Knowledge, Skills and Tactics

1. Lay-up (pressured) - being able to perform a lay-up (a one-handed shot off the backboard when dribbling towards the basket) when under pressure from surrounding defenders attempting to win possession back from you.
2. Rebounding - collecting the rebound after a shot comes off of the backboard or rim, to maintain possession and continue the attack, or alternatively as the defender, regain possession of the ball and begin building your own attack.
3. Attacking plays – A style of set plays created as an attacking collective to run through patterns of play. Patterns of play mutually understood by all members of the team.
4. Defensive strategies – tactics created by the squad/team regarding how they will go about defending the basket, regaining possession of the ball and stopping the opposition from shooting.
5. Offensive strategies – tactics created by the squad/team regarding how they are going to work opportunities to shoot towards and score through the basket and outwitting the defenders.

Key Vocabulary

Confidently perform
Using non-dominant hand
Fast break
Offensive and defensive formations
Comprehend rules



Sport - Football

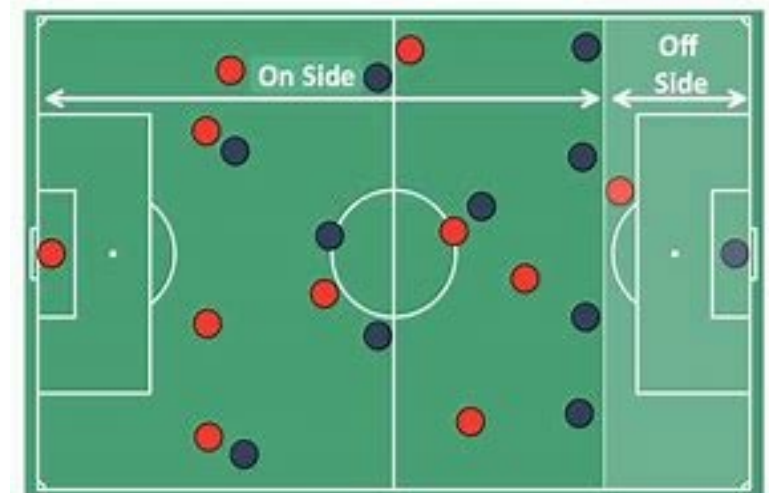
Key Knowledge, Skills and Tactics

1. Passing and controlling (Lifting, longer, attacking and defending) - the passing of a ball from yourself to a teammate but managing to lift the ball off of the floor and have it travel through the air. Helpful for passing longer distances or over opponents. Understanding how these passes may change in an attacking or defending scenario and also how can these passes be defended when the opposition attempt one against you.
2. Volleying - striking the ball in the air before it bounces. Often used as a form of shot after a teammate has crossed the ball to you but can also be used as a pass or defensive skill.
3. Goalkeeping and shooting - Learning how to act as the goalkeeper to save shots and keep the ball out of the goal. This taking place whilst attackers are attempting to shoot against a goalkeeper and discover ways in which they can make it harder for the goalkeeper to save the ball.
4. Throw ins/corners/set plays - Building skills of restarting the play from a dead-ball situation. Combining skills with strategies to maintain possession of the ball and attempt to build scoring opportunities. Understanding that the people not taking the set piece are equally, if not more, important than the one individual taking it.
5. Crossing (width) - the style of pass used to get the ball into the attacking box when the ball is out wide on the flanks. Typically performed by wingers and midfielders towards strikers. Being able to move the ball out wide to your wingers and then move towards the goal to receive a cross in return.



Key Vocabulary

Tactics
Confidently perform
Precision
Signals
Awareness
Replicate
Competition



Notes Pages

