BOLDER
Academy

"ONE CHANCE IS ALL YOU NEED."
Jesse Owens

Student Name _____

Form _____

Knowledge Organisers
Block A – Year 10

A **Bolder** future awaits...

Bolder Talk Roles for discussions in lessons

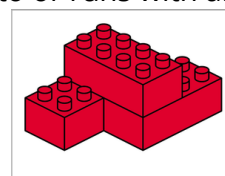## Instigator
The person who starts the discussion.

Will say:
"I would like to start by saying…"
"I think the first thing we should consider is…"
"To begin with let's talk about…"

Builder
Develops, adds to or runs with an idea.

Will say:
"I agree and I'd like to add…"
"Linking to your point…"
"Building on that idea…"

Challenger
Disagrees with or presents an alternative argument.

Will say:
"That's true, but have you considered…"
"You mentioned X but what about…"
"I hear what you're saying, but…"

Clarifier
Makes things clearer and simplifies ideas by asking questions.

Will say:
"What do you mean when you say…"
"Could you tell me more about…"
"Does that mean that…"

Prober/Questioner
Digs deeper into the argument, asks for evidence or justification of ideas.

Will say:
"What evidence do you have to support that?"
"How does that support your argument?"
"How did you come to that conclusion?

Summariser
Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points.

Will say:
"Overall, the main points covered were…"
"In summary…"
"From today's discussion, it's clear that…"

How to Use your Knowledge Organiser

Each week for prep, you will be asked to complete:

➢ **Part A:** A vocabulary activity or writing task to explore and apply new key words from your knowledge organiser.

➢ **Part B:** Your teacher will give you an additional task connected to your subject – for example a challenge task or dig deep task from your knowledge organiser.

Both prep tasks are **compulsory**, you must complete them both.

You should use your knowledge organiser (KO) to help you with your prep tasks and you should always have them in lessons on your desk.

Finally, a reminder that prep completion is your responsibility.

If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

➢ An email, a note in your planner, a 1:1 conversation with your teacher.

Homework Timetables – Year 10

Monday	Tuesday	Wednesday	Thursday	Friday
English	Option A	Option B	Option C	Option D
Science		Maths		

Your Option A subject is the subject you have for 4 periods per week.

This is likely to be either History, Geography, Language or Intervention.
It is the subject marked with an A on your timetable e.g. 10**A**/Hi

Your Option B subject is the subject you have for 4 periods per week. This could be History, Geography, Language or a creative arts subject.
It is the subject marked with an B on your timetable e.g. 10**B**/Gg1

Your Option C subject is the subject you have for 3 periods per week.

Your Option D subject is the subject you have for 2 periods per week.

Words for Life at Bolder: Vocabulary Activities

Each week your teacher will set you vocabulary tasks using vocabulary from your knowledge organiser. You need to check carefully which activity your teacher has set you.

The road map shows you how you will develop your vocabulary and explains the process you go through when you learn new words. Your teacher will set you a variety of strategies leading up to the end of each cycle.

BOLDER Academy

A Bolder Future...
Words for Life: Vocabulary Development Road Map

test and learn   quizzing   Tier 2 command words
exam questions   mind maps   glossaries

STEPS 5-6

CONSOLIDATE

using words in context   generating sentences
writing   diagrams   tables

STEPS 3-4

EXPLORE AND APPLY

word play   etymology   morphology
suffixes/pre-fixes   synonyms/antonyms

STEPS 2-3

EXPLORE AND DISCOVER

STEP 1-2

SELECT AND EXPLAIN

definitions   meanings   examples

Vocabulary Homework Examples

SELECT AND EXPLAIN – KWL

Your teacher will give you a new word or topic that you are going to be learning. You need to research the word and fill in the boxes.

What I **K**now	What I **W**ant to Know	What I Want to **L**earn

Your teacher will give you some new words to learn – create word maps like this to help you learn them.

SELECT AND EXPLAIN – Key words in a text

Your teacher will give you something to read at home, fill in the table to show your understanding of the key words that you find in the text:

Important words in the text	Tick if this is an unknown word	Tick if you already know this word	Meaning of the word	Use the word in a new sentence

EXPLORE AND DISCOVER – Research it, transform it, use it!

WORD:

Etymology
(Research the word origins)

Link It!
Can you link the word to any vocabulary you already know?

Transform it! Transform the word into an image to help you remember it.

Take It Further!
How does this word link to your current topic?

Use it!
Use the word in three different sentences that you can use in your own work:

1.

2.

3.

Create vocabulary concept cards to help you revise for your topic. You could include key information, diagrams, quotations, word parts – anything that will help you remember the words.
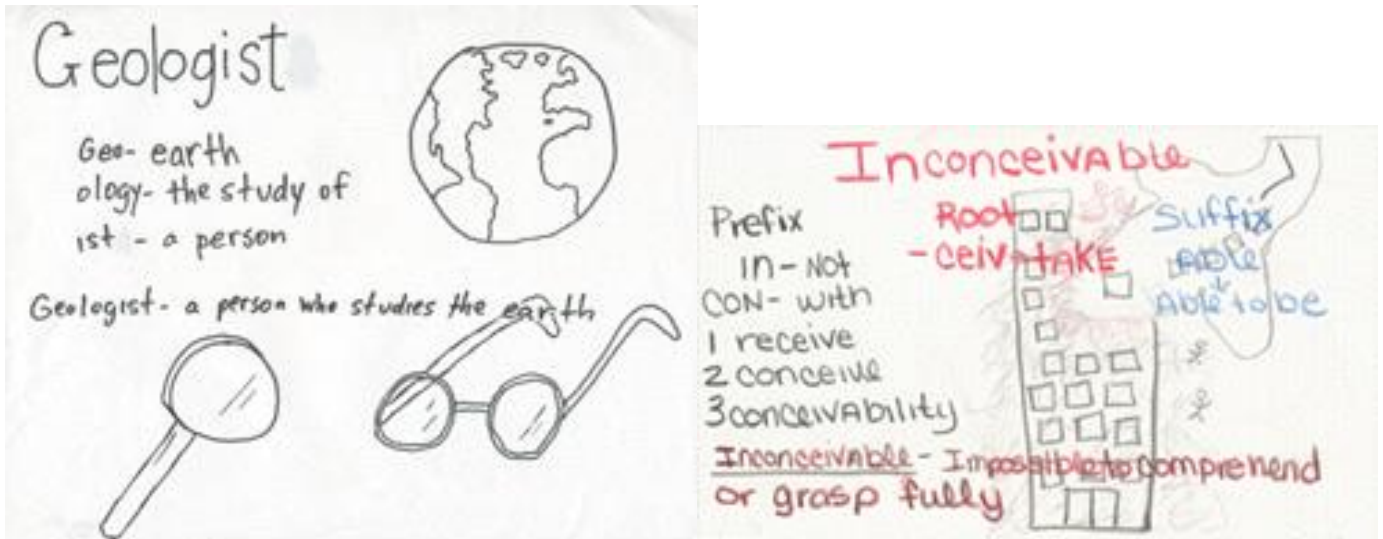
Your teacher will give you three key words. You need to put them into a triangle with the most important word at the top. Write a linking sentence along each of the sides of the triangle.


precipitation

The global circulation model determines the amount of precipitation falling on each continent.

Impermeable ground in urban areas leads to increased flood risk when precipitation is high.

continent

urban

Rural–urban migration and the process of urbanisation is happening at a faster rate in LIDC cities (mostly in Africa, Asia, and South America).
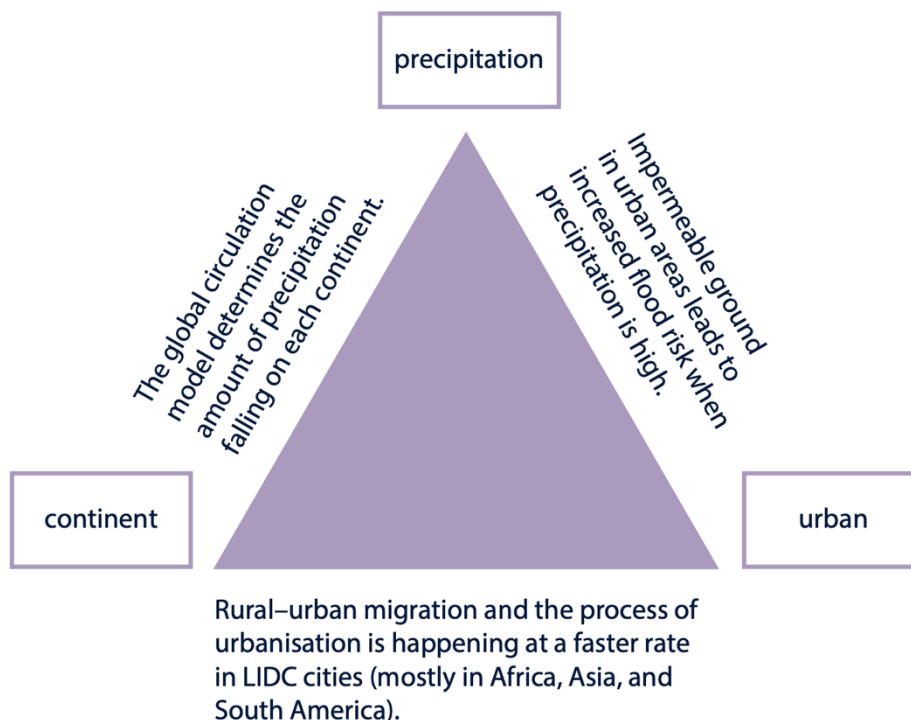
History - Unit 1: Viking Expansion 750-1050

TIER 3 VOCABULARY

1. **Viking** – People from Scandinavia who went 'Viking' or raiding by sea.
2. **Dane** – Vikings mainly from Denmark or Norway who traded and settled west.
3. **Rus** – Vikings mainly from Sweden who traded and settled east.
4. **Norse** – A name linked to the people of Scandinavia, especially Norway.
5. **Midgard** – Viking name for earth – means middle place or middle earth.
6. **Yggdrasil** – A sacred ash tree at the centre of the Viking universe.
7. **Skald** - A Viking poet and mystic.
8. **Runes** – Viking writing.
9. **Runestones** – Stone engraved with Viking writing in runes.
10. **Oral tradition** – Historical stories which are passed on by word of mouth only.
11. **Saga** – Stories written in Iceland about Vikings after the end of the Viking age.
12. (Saga continued)
13. **Assembly** – Like a parliament or council.
14. **Thing** – Local assemblies where Viking freemen met to make decisions.
15. **Althing** – A yearly great thing (assembly) in Iceland.
16. **Geld** – A type of tax paid by Saxons.
17. **Danegeld** – Protection money paid by Saxons to bribe Vikings not to attack them
18. **Mint** – A place where coins are made.

Chronicle – A written record of the past.

The Viking World

Viking Settlements   **Viking Trade routes**

Territories and voyages of the Vikings
Bogdan Giușcă / Wikipedia 2005
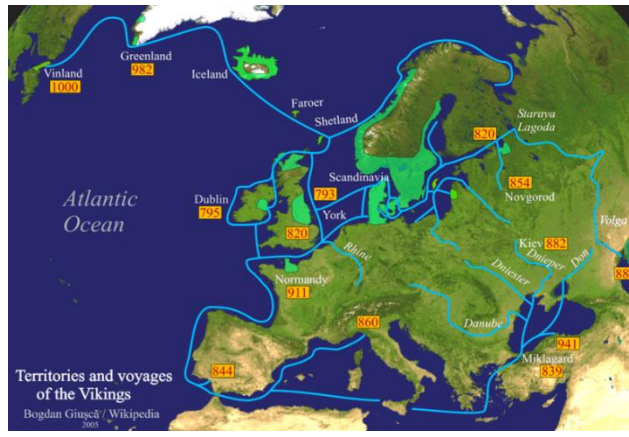
Viking Gods

Key words:

1. **Deity** – A God
2. **Pagan** – Person who believes in more than one god.
3. **Heathen** – Person who does not accept a religions that says there is only one God.
4. **Asgard** – Where the Viking Gods lived.

The Gods

5. **Odin – Viking chief god**
6. **Thor – God of thunder Lightning and Law**
7. **Frey – God of weather and good fortune**
8. **Freya – Goddess of love and magic**

KEY EVENTS 750-1050

| Event	Year
Viking raid on the monastery at Lindisfarne	793
The Oseberg Viking Longship Is buried	800
Viking settlers create the city of Dublin	840
Rus Vikings attack Constantinople	860
Novgorod city is founded by the Rus Viking Ulrich	862
The Great Heathen Army arrives in England	865
Alfred the Great becomes Saxon King. Viking invasion halted	871
Vikings settle in Iceland	874
Danelaw is created in the north and east of England	886
Eric Bloodaxe, Viking King of York is thrown out	954
In new Viking raids on England Viking Cnut becomes King	980-1014
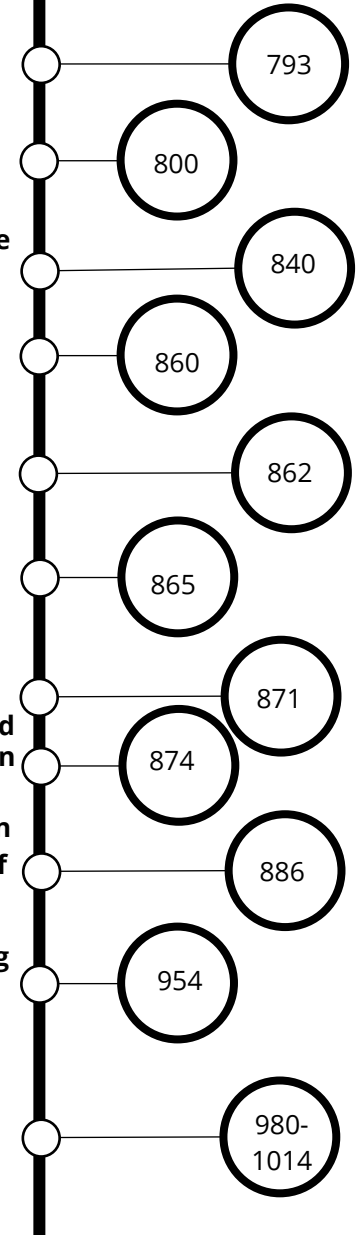
History - Unit 1: Viking Expansion 750-1050

TIER 2 VOCABULARY

1. **Archaeologist –** Study the past by finding and studying remains.
2. **Aristocrat –** A noble person, such as a Lord, Duke or Earl.
3. **Bazaar -** A market.
4. **Cultivable –** land suitable for growing crops.
5. **Culture -** A way of life.
6. **Fertile –** Productive land e.g. crops grow quickly and easily.
7. **Estuary –** The mouth of the river, where the river meets the sea.
8. **Fjord –** Deep sea estuaries along the coast of Scandinavia and Greenland.
9. **Monastery –** The home of a group of monks.
10. **Scandinavia –** Term for modern day Denmark, Norway and Sweden.
11. **Tactics –** Plans of attack
12. **Wharf –** A wooden platform on a river/the sea built for ships to tie up to.

The Eastern World

1. **Abbasid –** Family that ruled Baghdad and the Muslim world 750-1258
2. **Byzantine –** Byzantine Empire – capital city at Constantinople (modern Istanbul)
3. **Caliph –** title of a Muslim ruler
4. **Caliphate –** are ruled by a Muslim Caliph
5. **Dirham –** An Arabic gold coin

Viking society

Chieftain/Overlord

Jarls

Karls

Bondi
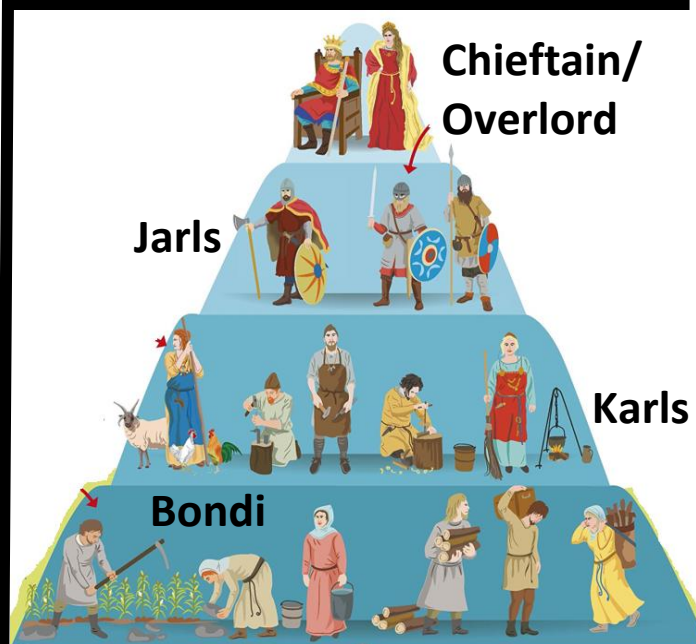
1. **Thrall –** Slave
2. **Vassal –** A person who swore loyalty to an Overlord
3. **Eddas –** Viking folk stories
4. **Amber –** A hard orange substance made from fossilised tree resin. Often used to make jewellery.
5. **Housecarl –** A professional warrior who fought in a Lord or king's bodyguard
6. **Berserker –** A ferocious Viking warrior who wore a bear-skin in battle.
7. **Lid –** A fighting unit in an Overlord's army
8. **Loom –** A machine for weaving cloth
9. **Norns –** Three female creatures who controlled fate (past, present, future). Held everyone's string of life.
10. **Hel –** Place where evil creatures e.g. trolls, lived according to Viking belief.

DIG DEEPER

Borrow the books below from the school library!

NEIL PRICE — THE CHILDREN OF ASH & ELM — A HISTORY OF THE VIKINGS

RIVER KINGS — A NEW HISTORY OF THE VIKINGS FROM SCANDINAVIA TO THE SILK ROAD — CAT JARMAN

Listen – Listen to the following History podcasts!

1. **Histories of the Unexpected: Vikings!** Scan the top QR code
2. **Valkyrie: Warrior Women of the Viking World –** Scan the second QR code
3. **Vikings: River Kings–** Scan the third QR code
4. **The History of the Vikings (series) –** Scan the fourth QR code
5. **Vikings in America –** Scan the fifth QR code
6. **Vikings: A History of Northmen –** Scan the sixth QR code

Watch these TV series
The Last Kingdom - Netflix

Vikings – Amazon Prime

Year 10 GCSE Art Knowledge Organiser – Natural Forms

	Tier 2 Vocabulary				Tier 3 Vocabulary		
1	Expressive		Effectively conveying thoughts or feelings. Where the process and style of creation is emphasised rather than the final product. Expression in art might be seen in bold colour, or gestural mark making.	13	Mono-chromatic		Having only one colour. Descriptive of work in which one hue, perhaps with variations of value and intensity, predominates.
2	Genre		Often refers to different types of art work having a particular form, content, technique ie still life genre, a realistic style of painting using everyday life as subject material	14	Avant-Garde		Avant-garde ideas, styles, and methods are very original or modern in comparison to the period in which they happen.
3	Perspective		Refers to the use of a mathematical system to represent three dimensional space on the two dimensional surface of a drawing or painting.	15	Chiaro-scruro		An Italian term which refers to the use of the dramatic contrast of light and dark in a painting.
4	Stylised		To conform you're working process to a particular style. To work only in a manner that has a particular identity.	16	Conceptual Art		An art form in which the underlying idea or concept and the process by which it is achieved are more important than any tangible product.
5	Analyse		To examine in depth, study thoroughly, question, investigate and consider your own opinion or visual investigation of something.	17	En Plein Air		The French term for paintings completed out of doors.
6	Apply		To use knowledge, skills and understanding and to employ appropriate techniques when developing and progressing ideas.	18	Frottage		The process of making rubbings through paper of objects or textures underneath.
7	Demon-strate		To show, exhibit, prove or express such things as subject specific knowledge, understanding and skills.	19	Sgraffito		(in Italian "to scratch") A decorating pottery technique produced by applying layers of colour or colours to leather hard pottery and then scratching off parts of the layer(s) to create contrasting images, patterns and texture and reveal the clay colour underneath.
8	Identify		To recognise links and associations between things such as sources and connections with personal work, accounting for choices and decisions made.	20	Installation Art		A term used to describe large scale assemblages or constructions of mixed media, often designed for a specific site or space.
9	Refine		To improve, enhance and change elements of your work for the better.	21	Maquette		A small scale model or rough draft of an unfinished sculpture.
10	Develop		To take forward, change, improve or build on an idea, theme or starting point.	22	Minimalism		A style that uses pared-down design elements (uncomplicated, kept purposefully simple).

11	Research		To study in detail, discover and find information out.	23	Dadaism		An art movement formed during the First World War in reaction to the horrors and folly of the war, in which the work produced is often satirical and nonsensical.
12	Response		To produce personal work generated by a subject, theme, starting point, or design brief.	24	Cubism		A movement in modern art that emphasised the geometrical depiction of natural forms.
13	Annotation		Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts.	25	Photorealism		A genre of art that encompasses painting, drawing and other graphic media, in which an artist studies a photograph and then attempts to reproduce the image as realistically as possible in another medium.
				26	Post Impressionism		An art movement at the end of the nineteenth century that followed on from Impressionism and included Cezanne, Gauguin and van Gogh.
				27	Realism		Representing a person, location or thing in a way that is accurate and true to life.
				28	Still Life		One of the principal genres (subject types) of Western art – essentially, the subject matter of a still life painting or sculpture is anything that does not move or is dead.
				29	Surrealism		A movement in art and literature that flourished in the early twentieth century. Surrealism aimed at expressing imaginative dreams and visions free from conscious rational control.
				30	Vorticism		An art movement formed by British artists in 1914 in response to the ideas of the modern world originally developed by the Futurists.

Challenge Questions

In response to an artist's work:

1. Why do you suppose the artist made this painting? What makes you think that?
2. In what ways would you render the subject differently?
3. What is your opinion of the artwork? Why?
4. What do you think other people would say about this artwork? Why?
5. How does it inspire you? Does it remind you of anything? How might you respond to it through photography or art?

GEORGIA O' KEEFE

KARL BLOSS-FELDT
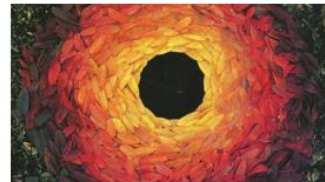
ANDY GOLDSWORTHY

LIAM BRAZIER

COLOR THEORY

THE COLOR WHEEL

RGB adds light to a colour for it to be seen. It is used for computer monitors and is also the color spectrum used by our eyes. Red, green & blue are the primary colours for RGB but are secondary to CMYK.

CMYK is subtractive. It takes away light by adding ink and is used for active print. The primary colours are cyan, magenta, yellow & black. C,M&Y are the secondary colours to RGB.

ANALAGOUS

COMPLIMENTARY

MONOCHROMATIC

TRIAD

SPLIT-COMPLIMENTARY

TETRADIC

HUE
Hue is the colour. It is the dominant wavelength. A hue can have different values, tints, shades and neutrals.

TINT

SHADE

NEUTRAL

VALUE
is the lightness or darkness of a hue. It is very important as it creates CONTRAST!

CONTRAST
Contrast is the varying levels of value. The higher the contrast, the higher the legibility.

SIMULTANEOUS CONTRAST
Putting colors side by side can alter our perception of a colour. Simultaneous Contrast is the effect of this interaction.

WARM COOL

LEGIBLE **ILLEGIBLE**

RED
- Danger, love, passion, blood.
- Increases heart rate & stimulates energy.
- Associated with important signs such as STOP! As well as Aids and the Red Cross.

GREEN
- Nature, fertility, balance.
- Symbolises learning and growth.
- Associated with nature, the environment, recycling and sustainability

BLUE
- Tranquil, clean, sincere.
- Associated with the ocean, sky, male gender.
- Used for info. signage & many computer company logos

CYAN
- Youth, water, sky, turquoise.
- Symbol of protection. Popular for jewellery & youthful fashions.

MAGENTA
- Harmony, love, feminine, spiritual.
- Creative color, heightens intuition. Signature color for anti-bullying campaign Pink Shirt Day and Barbie.

YELLOW
- Sunshine, joy, cheerfulness! Attracts insects, stimulates mental activity and muscle energy.
- Associated with NYC cabs, Post-its, hard hats and warning signs.

Artists inspired by natural forms:

Artists Inspired By Nature - Secrets of Green - A Destination for Urbanists

9 Amazing Artists to Inspire Nature-Related Art Projects - The Art of Education University

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Dig Deeper

Galleries and exhibitions will be a crucial source of ideas and inspiration. Check out the following:

Art and Artists | Tate

Home - National Portrait Gallery (npg.org.uk)

Paintings | The National Gallery, London

What's on | Kew

Wildlife Photographer of the Year 56 exhibition | Natural History Museum (nhm.ac.uk)

What's On · Exhibitions, Events & Courses · V&A (vam.ac.uk)

Resources

Using annotation - Annotating your work - GCSE Art and Design Revision - BBC Bitesize

This padlet will be updated week by week and invite you to interact with your learning and support your sketchbook research.

KS4 Art and Design Knowledge Organiser (padlet.com)

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6 SIMPLE STEPS FOR ARTIST RESEARCH

You will gain valuable marks by producing high quality artist research for each of your art projects

1 CHOOSE AN ARTIST RELEVANT TO YOUR PROJECT
Your chosen artist may be linked to your project through subject matter, materials or ideas. Make sure you explain the connection in your research pages.

2 USE THE INTERNET, BOOKS & VISITS
Use a variety of sources for your research if possible: magazines and books as well as visits can support your research. Remember to put your research into your own words - no copying!

3 ARTIST'S INFORMATION
Include information on :
- when the artist lived or was born (dates)
- where the artist worked or works
- what kind of art they made or make
- any other facts that help you understand their artwork
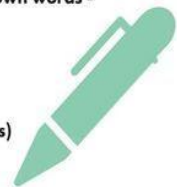
4 ANALYSIS OF IMAGES
Make notes on at least one of the artworks by your chosen artist. Think about how they have used:
- line, tone, shape, texture, colour
- composition, repetition
- position (is it a site specific work?)
- scale (how big it is in reality)
- mood (how it makes the view feel)
- subject matter

5 YOUR OWN OPINION
Use key vocabulary to explain your own thoughts on the artists work (don't just say 'I like it')

6 YOUR OWN PRACTICAL RESPONSE
Create your own high quality practical response to the artist's work

ART VOCABULARY
Words to make your writing about art zing!

Crisp
Contrasting
Fluid
Delicate Subtle Pale
Grainy Relaxed
Complimentary

Frame
Foreground
Focus

Perspective Background
Viewpoint
Tone

Symmetrical Uniform Harsh Lurid
Bleached Earthy Parallel
Formless Saturated Geometric
Balanced
Faint
Indistinct

Composition Shadow
Colour

Adjectives

Nouns

Flowing Dismal Minimal
Radiant
Slender

Surface

Wobbly Miniature Vivid
Horizontal Intense
Robust
Ambiguous
Curvy
Busy
Rough

Element
Perimeter

Texture
Emphasis
Subject

TIPS
* Make your writing fun & interesting to read
* Take time to look closely at the image
* Use evidence from the image to back up your observations

Monochrome Scratchy
Repeated Glassy
Tranquil Distorted

Brushstroke Technique
Construction

Don't overuse these words...
Unique Like
Bold Abstract

How many more descriptive art words can you think of?

Mellow Translucent Opaque
Pronounced Monumental Garish
Distinct Dramatic Layered
Dazzling

Depth
Highlight

IDEAS
Striking
Gloomy
Vertical
Juxtaposed Concealed

- Find 5 new words and look up their meanings
- See how many of these words you can use describing a chosen artwork
- Work in pairs to discuss works using these words

felt-tip-pen © 2017

NEW ZEALAND SHELL STUDIES

Revise the formal elements here:

Joanna Wedrychowska
Watercolour Artist

Citizenship: Theme A: Living Together in the UK

TIER 3 VOCABULARY

1. **Migration** – moving from one area to another.
2. **Immigration** – When people move from one country to another.
3. **Community** – a group of people who are in close contact and who share common interests and values.
4. **Census** – A survey that the government makes so they know about the population.
5. **Refugee** – a person who has been forced to leave their country due to war, persecution or a natural disaster.
6. **Asylum seeker** – someone who claims to be a refugee but has not been assessed.
7. **European Union** – A group of European countries that work together on trade, the environment, economic issues, and social issues.
8. **Commonwealth** – a group of countries—most of these used to be part of the British Empire.
9. **United Nations** – an international organisation which encourages cooperation and peace.
10. **Magna Carta** – a charter (list) of

DIVERSITY AND TOLERANCE IN THE UK

The UK is a very diverse country, and there are laws in place to protect people's diversity. In the UK, citizens are also expected to be tolerant of different people.

KEY STATISTICS

19% of Britain's population is BAME

1.5% of the population are LGBTQ+

13% of the UK population were born in a different country.

59% of the population identify as Christian, **5%** as Muslim, **1.5%** as Hindu.

PREJUDICE AND DISCRIMINATION

In the UK, people are protected by the law against discrimination. Discrimination is when someone acts on their prejudiced views. Discrimination, if not challenged, can lead to persecution.

Persecution: severe suffering

Discrimination: action

Prejudice: thought

UK Net Migration - 1975 to 2020 (Source ONS data)
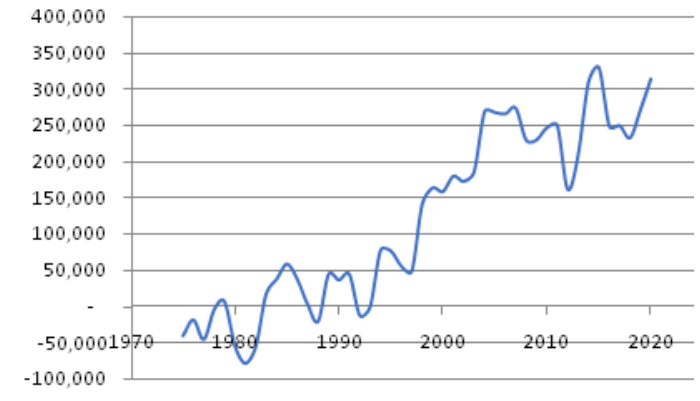
Numbers of people migrating to Britain from 1975-2020.

KEY LEGISLATION (LAWS)

2010 Equality Act: Makes it illegal to discriminate against someone on the grounds of age, disability, gender reassignment, marriage/ civil partnership. Pregnancy, race, religion, sex and sexual orientation.

2015 Consumer Rights Act: We should get what we pay for. Consumers (people who buy something) are protected by Trading Standards Department, Citizens' Advice Bureau and Office of Fair Trading.

1998 National Minimum Wage Act: No-one should be paid below minimum wage in the UK. At the moment, minimum wage is £9.50 for 23+ Year olds (it's less for people under the age of 23).

Human Rights Act 1998: Took on the recommendations of the UNDHR and made it British law. Therefore, no-one could go against people' Human Rights, because this would break the law.

Citizenship: Theme A: Living Together in the UK

TIER 2 VOCABULARY

1. **Minority** – a small part of a larger group of people.
2. **Tolerant** – open-minded/acceptant
3. **Diversity** – the range of groups that make up society.
4. **Economy** – all of the organisations and individuals that buy and sell goods, provide services.
5. **Identity** – who or what something is or who someone is.
6. **Discrimination** – treating someone less favourable because of their colour, religion, gender, ethnicity, or disability.
7. **Racism** – disliking someone for their race or origins.
8. **Convention** – an agreement (between governments).
9. **Declaration** – a document setting out aims and intentions.
10. **Population:** The people living in a country

CHALLENGE

1. How could we encourage more community cohesion in our local community?
2. Should communities be forced to integrate; or be left alone?
3. Is Magna Carta still relevant today?
4. "Local councils have no real power, so we should abolish them." Assess this view.

KNOW YOUR RIGHTS

Type of Right	Description
Human Rights	These are rights that you have just because you are a human being. These rights **cannot** be taken away from you. Everyone has these rights. These include the **right to life, the right to be free from torture etc**.
Political Rights	These are rights that you have because you live in a particular place. For example, **the right to a fair trial or the right to protest**. Whether you have these rights or not depends on the country you live in.
Civil Rights	These are rights you have because you live in a particular place. These rights are about your safety and whether you are protected by the government. This includes things **protection from discrimination because of the colour of your skin, gender, sexual orientation, religious belief or whether you have a disability**.

DIG DEEPER

Research - Follow the links to discover about:

Migration: https://www.bbc.co.uk/bitesize/guides/z3p4b82/revision/1

Take a look at what Hounslow Borough Council are doing: https://www.hounslow.gov.uk/site/

Magna Carta: https://www.bl.uk/magna-carta/articles/magna-carta-an-introduction

United Nations: https://www.un.org/en/about-us

Listen – Listen to the following podcasts:

https://play.acast.com/s/departures-400-years-of-emigration-from-britain

https://play.acast.com/s/talking-migration

Watch

Citizenship videos: https://www.bbc.co.uk/bitesize/topics/zxhsr82/resources/1
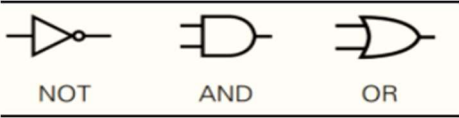
Theme A Revision Videos: https://www.youtube.com/playlist?list=PL2qRqbAYCgSRfI7-ixaSC_V1XzfW5i3lK

BE STRONG - Knowledge Organiser   Topic: Computing Block A (1-6)
(Boolean Logic, Data Storage, CPU Architecture, Programming and Algorithms)

	Tier 2 Vocabulary			Tier 3 Vocabulary	
1	**Analyse** E	Break down in order to bring out the essential elements or structure. Identify parts and relationships, and interpret information to reach conclusions.	1	**Boolean**	A binary variable that can have one of two possible values (0, off) and 1 (on) **CQ1**
2	**Variable**	Not consistent, something that changes; In computing: a temporary storage location, containing a value that can change while the program is running. **constant =** the antonym	2	**Logic Gates** **AND (^)** **NOT (¬)** **OR (v)**	A model of computation implementing a Boolean function. **CQ2** NOT AND OR
3	**Annotate** E	Add brief notes to a diagram, graph or code. E.g. in line 2 selection is being used.	3	**Truth Table**	A diagram in rows and columns showing the outputs from all possible combinations of inputs. **CQ2**
4	**Calculate** E	Obtain (give) a numerical answer showing the relevant stages in the working – e.g. calculate the measurements for a given file. Marks will be awarded for method/working.	4	**Algorithmic Thinking**	Creating a step by step solution to a problem. Algorithms are ways to represent this.
5	**Compare** E	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.	5	**Computational Thinking**	A set of problem solving methods (4 to know), to tackle problems and find a solution.
6	**Convert** E	Change the form, character, or function (the way something works) of something – e.g. convert binary to denary	6	**Flowchart cq3.**	A method of representing algorithms – each symbol has a specific purpose.
7	**Describe** E	Give a detailed account or picture of a situation, event, pattern or process. Typically 2 or 4 mark questions. State a fact and then add further detail. Aim for one sentence per mark.	7	**Data Type:** **String** **Integer** **Character** **Float** **Boolean cq1.**	A particular kind of data item, which is defined by the values that it can take. Multiple characters (e.g. text, sequence of numbers, punctuation etc.) A whole number positive or negative. A singular data item – letter, digit, symbol A decimal number As above – can take one of two possible values – e.g. True or False
8	**Design:** E (likely to be algorithms)	Produce a plan, simulation or model. e.g. draw a flowchart to represent a given scenario.	8	**Operator**	These are defined within programming language and behave generally like function. Common examples include arithmetic, comparison and logical operations. **(+,!=, >)**

9	Discuss: E	Offer a considered and balanced review that includes a range of arguments. Opinions or conclusions should be presented clearly and supported by appropriate evidence.	9	MOD cq3.	Gives the remainder part of division – represented with %.
				DIV	Whole number (integer) division, ignores the remainder, represented with a //.
10	Evaluate E	Assess the implications and limitations. Make judgements about the ideas, works, solutions or methods in relation to selected criteria. Typically longer answered questions.	10	String manipulation	Applying a function to change or evaluate your string – e.g. string.lower() converts the typed data to lowercase. Further examples can be seen in the diagram below.
11	Implications	A conclusion that can be drawn from something stated, even if not explicit (directly mentioned)	11	Programming constructs:	These form the basis for all programs.
12	Identify E	Provide an answer from a number of possibilities. Recognise and state briefly a distinguishing factor or feature (recognizing something as different). State or name mean similar. Shorter answers are normally required here.		Selection	A decision is made between choices, shown in code with if statements.
				Iteration	Code repeats- using a for or a while loop
				Sequence cq3.	Code follows consecutively one instruction, after the other.
13	Justify E	Give valid reasons or evidence to support an answer or conclusion. Use words such as because, as etc.	12	Units/ Measurements Bit Nibble Byte Kilobyte Megabyte Gigabye Terabyte cq4.	Binary digit – 1 or 0 4 bits 8 bits 1024 bytes 1024 KB 1024 MB 1024 GB
14	Valid	Reasonable and acceptable. Not to be confused with accurate.			
15	Representation	The description/portrayal of something.			
16	Decomposition	One of the computational thinking techniques. The breaking down of a problem to smaller more manageable parts.	13	Hexadecimal (hex = 16, dec = 10) cq4.	A base 16 number system (0-9, A-F).
17	Abstraction	Focusing on just the relevant detail and ignoring data that's not important.	14	[Extended] ASCII cq5	Each character is represented by a 7 bit number with a 0 in front to make it up to a byte. Each character is represented by an 8 bit binary number. This gives 256 different possibilities.
18	Generalisation	Identifying patterns and applying to similarities.	15	Unicode cq5	Each letter is represented by a 16-bit or 32-bit binary number, giving twice as many character options as ASCII.
19	State [E]	In exam terms, to give an answer. A condition that something is in, in a given time (relevant to Boolean logic/ binary)	16	Character Set	the characters that are recognised or represented by a computer system

BE STRONG - Knowledge Organiser   Topic: Computing Block A (7-12)
(Boolean Logic, Data Storage, CPU Architecture, Programming and Algorithms)

	Tier 2 Vocabulary			Tier 3 Vocabulary	
1	**Calculate** **E**	Obtain (give) a numerical answer showing the relevant stages in the working – e.g. calculate the measurements for a given file. Marks will be awarded for method/working.	1	**Resolution**	The fineness of detail in a bitmap image and is measured in pixels per inch. The more pixels the greater the resolution. cq1
2	**Compare** **E**	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.	2	**Metadata**	A set of data that describes and gives information about other data. cq1 / eq3
3	**Convert** **E**	Change the form, character, or function (the way something works) of something – e.g. convert binary to denary	3	**Sampling**	a method of converting analogue to digital signals.
4	**Compress**	To reduce the size of cq2	4	**Lossy Compression**	The data in a file is removed and not restored to its original form after decompression cq2
5	**Quality**	The standard of something as measured against other things of a similar kind; the degree of excellence of something.	5	**Lossless Compression**	Applies algorithms to group data so that no data is lost when the image is reconstructed from compressed data. Cq2
6	**Architecture**	The complex or carefully designed structure of something cq3	6	**CPU**	Central processing unit- executes instructions carrying out **the fetch decode execute cycle.** Cq4
7	**Components**	The parts of a whole thing	7	**CPU Factors:** **Cores** **Clockspeed** **Cache**	Cores is the processors, which reads and executes instructions. The number of cycles your cpu executes per second, measured in hertz. A small block of fast memory, storing frequently used data. Cq4
8	**Characteristics**	The feature or quality belonging to something.	8	**Registers:** **MAR**	Temporary fast storage built into the CPU. Memory Address Register
9	**Fundamentals**	Forming a basic, an essential part of.	9	**MDR** **PC**	Memory Data Register Program Counter
10	**Constant**	Something that remains the same	10	**CIR** **ACC**	Current Instruction Register Accumulator

BE STRONG - Knowledge Organiser   Topic: Computing Block A (7-12)
(Boolean Logic, Data Storage, CPU Architecture, Programming and Algorithms)

Key Diagrams	Challenge Questions/ Tasks

www.learncomputerscienceonline.com

Register Symbol	Register Name	Bit Size	Register Function
AC	Accumulator	16 Bits	Stores Data For ALU Operations
PC	Program Counter	12 Bits	Points To Next Instruction
IR	Instruction Register	16 Bits	Stores Instruction
DR	Data Register	16 Bits	Stores Data
AR	Address Register	12 Bits	Stores Address

1	Find some images. Describe its resolution and meta data.
2	Compare the two types of compression. Why is compression needed?
3	Using the diagrams to help draw the Von-Neumann architecture and the CPU model.
4	Explain the factors that affect a CPU.
5	Can you explain each of the registers?
6	Create your own programs based on content taught this year. Can you confidently use each of the constructs?

Exam Style Questions and recommended resources

1. Explain why a quad core processor isn't necessarily twice as fast as the dual core processor.
2. A student is sending a photograph of her work to her teacher. Explain what compression method will be used. Why does her file need to be compressed?
3. How many megabytes are there in 5 gigabytes?
4. Why is metadata included in a file?
5. Sampling intervals and other factors affect the size of a sound file and the quality of its playback. What is meant by a bit rate?
6. How can sound be sampled and stored in digital form?

Recommended resources:
https://sciencerack.com/types-of-cpu-registers/
https://www.bbc.co.uk/bitesize/guides/z7qqmsg/revision/4
Watch trace table videos on YouTube.

BE STRONG   -   Knowledge Organiser   Design and Technology – Year 10

Tier 2 Vocabulary (Exam Command Words)

1	Analyse	Separate information into components to identify their characteristics.
2	Apply	Put into effect in a recognised way.
3	Argue	Present a reasoned case.
4	Compare	Identify similarities and differences.
5	Contrast	Identify differences.
6	Define	Specify meaning.
7	Describe	Set out characteristics.
8	Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
9	Evaluate	Judge from available evidence.
10	Explain	Set out purpose or reasons.
11	Identify	Name or otherwise characterise.
12	Justify	Support a case with evidence.
13	Name	Give the correct title or term.
14	Outline	Set out main characteristics.
15	Which	Select/give the correct information.

Tier 3 Vocabulary

1	Automation	The use of machinery to complete tasks that were previously done by humans.
2	Robotics	The use of robot arm(s) in manufacture.
3	Crowdfunding	A method of funding a project or raising money from large numbers of people.
4	Virtual media and Marketing	Includes promoting products online and sharing experiences, reviews and recommendations.
5	Cooperatives	A business owned by, governed and self-managed by its workforce.
6	Fair Trade	A movement that aims to achieve fair and better trading conditions and opportunities that promote sustainability for developing countries.
7	Sustainability	Meeting present-day needs without compromising the needs of the future.
8	Non-Renewable Resources	Resources that will eventually run out (cannot be grown or replaced).
9	Renewable Resources	Resources that are found naturally and can be replaced (will not run out).
10	Technology Push	R&D of new technology or materials leads to designers using these to design new products.
11	Market Pull	Where products are produced and/or improved in response to customer needs.
12	Culture	The values, beliefs, customs, and behaviours used by groups and societies to interact with each other and the world.
13	Pollution	The presence in or introduction into the environment of a substance which has harmful or poisonous effects.

BE STRONG   -   Knowledge Organiser   Design and Technology – Year 10

Tier 3 Vocabulary

14	Global Warming	A gradual increase in the overall temperature of the earth's atmosphere generally due to the greenhouse effect.
15	CAD	Using computer software to draw, design and model on screen.
16	CAM	Manufacturing products designed by CAD>
17	FMS	Production is organised into cells of machines performing different tasks.
18	JIT	Materials and components are ordered to arrive at the product assembly point just in time for production.
19	Lean Manufacturing	Production focused on reducing waste in manufacturing to minimise costs and maximise efficiency.
20	Planned Obsolescence	Planning or designing a product to have a short life span.
21	Design for Maintenance	Designing products that are more durable and have spare parts available to maintain them.
22	Design for Disassembly	Designing products that can be taken apart so parts can be reused or recycled at the end of the product's life.
23	Environmental Design	Making design decisions so that the product being designed has reduced impact on the environment.
24	Ethical Decisions	The impact hat design decisions have on people and the environment.

Tier 3 Vocabulary

25	Fossil Fuels	A natural fuel formed from the remains of living organisms.
26	Non-Renewable Energy	Coal, natural gas, oil, nuclear.
27	Wind Power	Wind turbines harness wind energy and convert it into electricity.
28	Solar Power	Use of polar panels to harness the Sun's light energy and converting it into electricity.
29	Tidal Power	Relies on changing water levels of the tide to move turbines to generate electricity.
30	Hydroelectricity	Harnessing the flow of water from a reservoir to spin turbines that are connected to generators that generate electricity.
31	Biomass	Growing plants so that they can be burnt, or using decaying plant or animal materials to produce heat.
32	Kinetic Pumped Storage Systems	Used to generate electricity during high/peak demand times in the day.
33	Modern Materials	New materials developed to have properties that are useful when designing and making products.
34	Smart Materials	A material that changes its properties in response to changes in its environment.
35	Thermochromic Pigments	Changes colour in response to changes in temperature.
36	Photochromic Pigments	Changes colour in response to changes in light levels.

Tier 3 Vocabulary

37	Shape-Memory Alloys	Materials that can be bent/deformed and will return to their original shape when heated.
38	Composite Materials	Combination of two or more materials that combine their properties.
39	Technical Textiles	Textile materials and products that are manufactured for their technical and performance properties.
40	System Diagram	A diagram that breaks down an operation into its three main component parts: input, process, output.
41	Input Devices	Electrical and mechanical sensors that use signals from the environment and convert them into signals that can be passed into processing devices.
42	Process Devices	Takes the signal from the input stage of a system and act on it by changing it in some way.
43	Output Devices	Takes the signal from the process device of a system and turns it back into a physical (real world) signal.
44	Mechanism	A device that changes an input motion into a different output motion.
45	Linear Motion	Movement in a straight line.
46	Reciprocating Motion	Movement backwards and forwards in a straight line.
47	Rotary Motion	Movement round in a circle.
48	Oscillating Motion	Movement swinging from side to side.
49	Lever	A mechanism that moves around a fixed point.
50	1st Class Lever	The fulcrum is between the load and effort.
51	2nd Class Lever	The load is between the fulcrum and effort.

Tier 3 Vocabulary

52	3rd Class Lever	The effort is between the fulcrum and load.
53	CAMS	Changes rotary motion into reciprocating motion.
54	Linkages	Used in mechanisms to transfer force and can change the direction of movement.
55	Reverse Motion Linkage	Changes the direction of input so that the output goes the opposite way.
56	Parallel Motion Linkage	The direction of movement and magnitude of the forces are the same.
57	Bell Crank Linkage	The direction of movement is turned through 90 degrees.
58	Crank and Slider Linkage	Changes rotary movement into reciprocal movement.
59	Treadle Linkage	Used rotary input to turn a crank on a fixed pivot.
60	Gear Train	A mechanism that transmits rotary motion and torque.
61	Torque	Turning force that causes rotation.
62	Simple Gear Train	The drive gear causes the driven gear to turn in the opposite direction.
63	Block and Tackle Pulley	A system of two or more pulleys that can be used in combination to reduce effort required to lift or move a heavy load.
64	Belt Drives	Transfer movement from on rotating pulley to another, each held on a shaft.

Example Exam Questions

65 State two reasons why prototyping is beneficial. (2 marks)

66 Explain why some people are in favour of renewable energy sources. (2 marks)

67 Explain why cams and followers are used. (1 mark)

68 Give 5 specification points for a children's toy. (5 marks)

69 The product below is a wind up torch used by people who hike.

Specification:
- Lightweight.
- Battery charged by winding the handle.
- Waterproof.
- Portable.

Evaluate the torch in terms of:

a. Suitability for the user. (4 marks)
b. Aesthetics. (4 marks)
c. Functionality. (4 marks)
d. Ergonomics. (4 marks)

70 What is fair trade and why do some people view it as more ethical? (2 marks)

BE BOLD, DIG DEEP AND DISCOVER

71 Find out more about the AQA GCSE Design and Technology specification:

GCSE Design and Technology Specification Specifcation for first teaching in 2017 (aqa.org.uk)

72 Test your knowledge and revise using Seneca Learning:

Seneca - Learn 2x Faster (senecalearning.com)

73 Test your knowledge and revise using Mr Hadley's Quizlet Sets:

Learning tools and flashcards - for free! | Quizlet

74 Listen to some revision podcasts on apple podcasts:

Revise - GCSE Design Technology on Apple Podcasts

75 Revise using BBC Bitesize:

GCSE Design and Technology - AQA - BBC Bitesize

76 Practice your technical drawing skills using the Bolder D&T YouTube channel. Go to the GCSE drawing skills playlist:

https://www.youtube.com/channel/UCxJbos3MpuHuC_r8Yl2moWg

GCSE Drama Knowledge Organiser – Autumn A

GCSE Command words

Tier 2 Word	Meaning
Analyse	Look at the information provided and break it down to identify and interpret the main points being raised.
Describe	Set out the characteristics of something.
Evaluate	Make a judgment from the evidence available.
Explain	Set out purposes or reasons.
How	State in what ways…
Name	Identify correctly.
What	Specify something.
Why	Give a reason or purpose.

Characteristics of Performance Texts

Tier 3 Word	Meaning
Genre	The type of story being told, e.g. tragedy, comedy.
Structure	The way a piece of drama is put together.
Style	The way in which the drama is performed, e.g. naturalistic.
Form	A form is the method you select to tell your story and explore themes when presenting your work, e.g. mime, physical theatre.
Subtext	An underlying and often distinct theme in a piece of drama.
Dramatic climax	The most intense/ exciting part of something.
Interaction	Communication or direct involvement with someone or something.
Stage directions	an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.

Dig Deeper Research

Theatre roles:
https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1
Staging:
https://www.bbc.co.uk/bitesize/guides/zjwp2sg/revision/1
Stage positioning:
https://www.bbc.co.uk/bitesize/guides/zm2yt39/revision/1
Stanislavski:
https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1
Brecht and Epic Theatre:
https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1
Berkoff:
https://www.bbc.co.uk/bitesize/guides/znn4vk7/revision/2
Physical theatre:
https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1
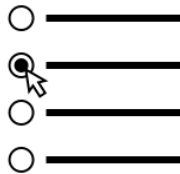
Component 1 – Section A – Multiple choice questions

Q1 (1 mark) Focuses on the **different theatre roles**. You will be asked to identify who would take on a specific role in the theatre.

Q2 (1 mark) Focuses on **suitable staging**. You will be asked to identify types of staging, their layout, or what they are used for.

Q3 (1 mark) Focuses on **types of stage**. You will be asked to look at an image and identify what type of stage is shown.
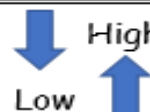
Q4 (1 mark) Focuses on **stage positioning of props and set**. You will be asked to look at an image and identify where a specific prop or item of set is positioned on stage.

PERFORMANCE SKILLS

For the GCSE course, you are required to have a thorough knowledge of a wide range of performance skills, so that you can write about how they can/ have been used as well as being able to use them yourself.

Components 1, 2, 3

VOCALS

Pitch: How high or low your voice is. (High / Low)

Pace: The speed that you speak at.

Pause: A break in speaking; a period of silence.

Diction: The clearness of your voice – the audience being able to understand what you are saying.

Volume: The loudness or quietness of your voice.

Power: The amount of tension in your voice. This is not the same as volume – you can have large vocal power at a low volume. !!!!!!!

Emphasis: 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.

Accent: The way words are pronounced in a local area or country. E.g. Liverpudlian, R.P. 'Jordie', Irish, American South.

Articulation: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word. abcde...

PHYSICALITY

Direction: The position you face or move in.

Pace: The speed that you move at.

Gait: The way that you walk.

Control: Being able to execute a specific and precise movement.

Tension: How tightly you are holding your muscles.

Gesture: A movement (of the head, arm, hand, leg or foot which communicates a specific meaning.

Facial Expression: Using your face to show how a character is feeling.

Eye Contact: Choosing to look at a specific performer, object, audience member or direction.

Posture: The way that you sit or stand; the alignment of your spine. Your physical stance, which conveys information about your character.

Dig Deeper Questions
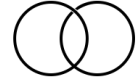
How could you use vocal skills to communicate subtle changes to a character's emotions?

How could you use physical skills to communicate subtle changes to a character's emotions?

Which do you think is the most important vocal skill? Why?

Why do you need to change your characterisation depending on the style of the play?

How can eye contact change the meaning communicated?

How might adding a pause change the meaning of a line?

Which do you think is the most important physical skill? Why?

What makes a successful performance?

Year 10 English Half Term 1: *An Inspector Calls* – J. B. Priestley

	Tier 2 key vocabulary			Tier 3 key vocabulary			Dramatic devices	
1	responsibility	being accountable or to blame for something.	1	socialism	a theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community.	1	stage directions	instructions in the script of a play that tell actors how to enter, where to stand, when to move, and how to speak etc.
2	hierarchy	a system in which members of an organization or society are ranked according to relative status or authority.	2	capitalism	an system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.	2	dramatic irony	when the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.
3	conscience	a person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour.	3	Bourgeoisie	the capitalist class who own most of society's wealth and means of production.	3	cliff-hanger	a shocking revelation at the end of a scene or act.
4	exploit	treating someone unfairly in order to benefit from their work.	4	collectivist	the practice or principle of giving a group priority over each individual in it.	4	setting	the time and place during which the play takes place.
5	social class	the way that society is divided by money and occupation.	5	individualist	someone who believes we are solely responsible for ourselves.	5	tension	a growing sense of expectation within the drama.
6	vulnerable	exposed to the possibility of being attacked or harmed, either physically or emotionally.	6	patriarchy	a system of society or government in which men hold the power and women are largely excluded from it.	6	foreshadowing	a warning or indication of a future event.

Year 10 English Half Term 1: *An Inspector Calls* – J. B. Priestley

7	prejudiced	having or showing a dislike or distrust that is derived from prejudice; bigoted.	7	omniscient	All knowing.	7	juxtaposition	two things being seen or placed close together with contrasting effect.

Characters

The Inspector	Priestley's mouthpiece; advocates social justice
Mr Birling	Businessman, capitalist, against social equality
Mrs Birling	Husband's social superior, believes in personal responsibility
Sheila	Young girl, comes to change views and pities Eva, feels regret
Eric	Young man, drinks too much, regrets actions
Gerald	Businessman, engaged to Sheila, politically closest to Birling
Eva	Unseen in play, comes to stand for victims of social injustice

KEY THEMES

CHALLENGE TASKS

1.	The play was written in 1945, but set in 1912. What is the significance of these dates?
2.	Which political system do you think is better for society? Socialism or Capitalism? Justify your answer.
3.	What influenced Priestley to write the play?
4.	'*We are all responsible for one another*.' Do you agree/disagree with this statement and why?
5.	Who is The Inspector?
6.	Why is the play a 'well-made' play?
7.	What does the ending of the play represent?

Year 10 English Half Term 1: *An Inspector Calls* – J. B. Priestley

PLOT SUMMARY

Inspector Goole investigates Eva Smith's death

Shelia feels responsible for the death

Mr Birling had sacked Eva Smith

Mrs Birling refused to help Eva

Gerald confesses his affair with Eva

Eric was the father of Eva's unborn baby

Inspector Goole is an imposter

The police call the Birlings to investigate
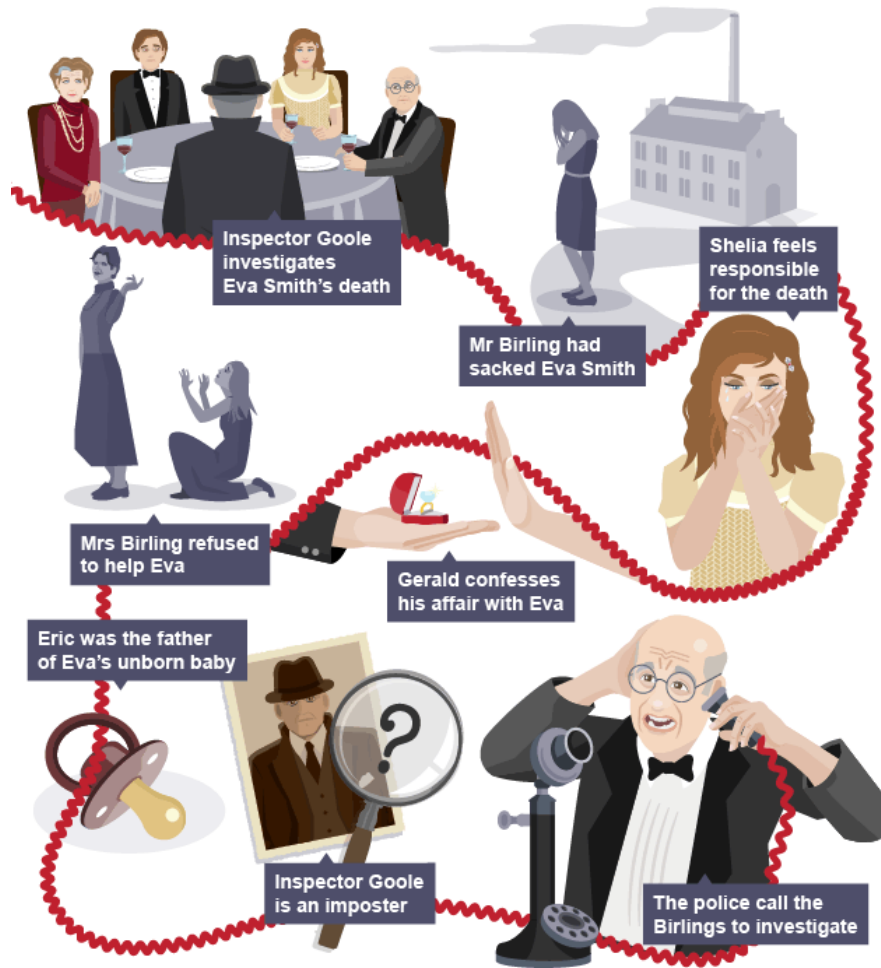
BE BRAVE, DIG DEEP AND DISCOVER

EXPLORE: Visit https://www.bl.uk/works/an-inspector-calls and read the articles about J.B. Priestley and his play.	BRITISH LIBRARY
WATCH: The BBC adaptation of the play: https://www.bbc.co.uk/iplayer/episode/p02z80kq/an-inspector-calls	AN INSPECTOR CALLS
REVISE: Brush up on your knowledge and understanding of the play: https://www.bbc.co.uk/bitesize/topics/zpr639q	BBC Bitesize
CREATE: Re-write a 2021 version of the play!	
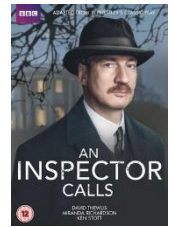
La famille (Family)

SCAN ME Family members **SCAN ME** A good friend **SCAN ME** Relationships **SCAN ME** Physical descriptions

Family members

beau-père – stepdad **belle-mère –** stepmum
demi-frère – stepbrother **demi-sœur –** stepsister
oncle – uncle **tante –** aunt
cousin – cousin **cousine –** cousin (f)
fils – son **fille –** daughter
petit-fils – grandson **petite-fille –** granddaughter
neveu – nephew **nièce –** niece
petit-copain – boyfriend **petite-copine -** girlfriend
mari – husband **femme / épouse –** wife
mes parents - my parents / my relatives

Je déteste – I hate
Je n'aime pas du tout – I really don't like
Je ne supporte pas – I can't stand

A good friend

Un bon ami / Une bonne amie est quelqu'un qui...
A good friend is someone who...

te soutient – supports you
t'écoute – listens to you
te connait bien – knows you well
t'accepte comment tu es – accepts you as you are
t'aime beaucoup - loves you a lot
te donne conseil – gives you advice
te fait rire – makes you laugh

Je pense que je suis un bon ami / une bonne amie car...
I think that I am a good friend because..

Physical Description

Je suis – I am
Il / elle est – he / she is
Ils / elles sont – they are

chauve – bald
grand (e)(s) – tall
petit (e)(s) – short / small
gros (se)(s) – fat
mince (s) - skinny

J'ai – I have
Il / elle a – he/she has
Ils / elles ont – they have

les yeux eyes

bleus – blue	**verts –** green	**marron –** brown

les cheveux hair

bruns – dark brown	**châtain –** light brown	**blondes –** blonde
roux – red	**bouclés –** curly	**raides –** straight
ondulés – wavy	**longs –** long	**courts –** short
fins – thin	**épais -** thick	**en épis -** spiky

Je porte – I wear
Il / elle porte – He/she wears
Ils / elles portent – they wear

des lunettes - glasses
une barbe – a beard
une moustache – a moustache

Family relationships

Je m'entends bien avec...
I get on well with...
Je m'amuse avec ...
I have fun with...
... me manque
I miss ...

car because

il / elle me soutient – he/she supports me
il / elle me connait bien – he/she knows me well
il / elle me fait rire – he/she makes me laugh
il / elle me donne conseil – he/she gives me advice
il / elle me dit la vérité – he/she tells me the truth
il / elle ne me critique jamais - he/she never criticises me
on a beaucoup en commun – we have a lot in common
on a les mêmes gouts – we have the same tastes

Je ne m'entends pas bien avec...
I don't get on well with...
Je me dispute avec...
I argue with...
J'en ai marre de...
I'm fed up with...

il / elle me juge – he/she judges me
il / elle me traite comme un enfant – he/she treats me like a child
il / elle me critique – he/she criticises me
il / elle ne me permet pas sortir – he/she doesn't let me go out
il / elle ne me donne pas de liberté – he/she doesn't give me freedom

Model Text

French	English
Je m'appelle Halima et j'ai **quinze** ans.	My name is Halima and I am **15** years old.
J'ai les cheveux **longs** et **raides** et je ne suis pas ni **grande** ni **petite**.	I have **long, straight** hair and I am neither **tall** nor **short**.
Si j'avais le choix je voudrais avoir **un tatouage** mais **je le ferai quand je serai plus âgée.**	**If I had the choice**, I would like to have **a tattoo** but **I will do it when I am older.**
Dans ma famille on est **cinq** personnes.	In my family there are **five** people.
Généralement **je dirais que** je m'entends bien avec **mes parents bien qu'ils soient** strictes de temps en temps.	Generally **I would say that** I get on well with my parents **although they are** sometimes strict.
Je me ressemble beaucoup à **ma mère**. On a toutes les deux les cheveux châtain.	I look a lot like **my mum**. We both have light brown hair.
Aussi, on s'entends vraiment bien puisque **on a beaucoup en commun** et elle toujours **me soutient**.	Also, we get on really well since **we have a lot in common** and she always **supports me.**
Avant, j'adorais **ma petite sœur** mais maintenant **je la trouve** embêtante et **elle ne m'écoute jamais.**	Before, I used to love **my little sister** but now **I find her** annoying and **she never listens to me.**
Selon moi, un bon ami **doit être** compréhensif et je pense qu'**il est important qu'on a les mêmes gouts**, par exemple **la musique**.	According to me, a good friend **must be understanding** and I think that **it is important that we have the same tastes**, for example **music**.
Je crois que je suis une bonne amie puisque **je soutiens** toujours à mes amis et **je donne de bons conseils**.	I believe that I am a good friend since **I always support** my friends and **I give good advice.**

1

Activities | **Music** | **Sports**

Le temps libre (Free Time)

Activities

J'ai l'habitude de – I tend to **J'adore** - I love **J'aime bien** – I really like **Je kiffe** – I'm crazy about **Je préfère** – I prefer	**me détendre** – relaxing **écouter la musique** – listening to music **faire du sport** – doing sport **aller au cinéma** – going to the cinema **lire des livres / des romans / des magazines / des bandes dessinées** – reading books/novels/magazines/comics **sortir avec mes amis** – going out with my friends **rencontrer mes amis** - meeting up with my friends **faire les magasins** – going shopping **utiliser l'ordinateur** – using the computer **jouer aux jeux- vidéos** – playing video-games **regarder la télé** – watching TV **cuisinier** – cooking	**car** because **parce que** because **puisque** since	**c'est** it is	**amusant** – fun **divertissant** - entertaining **relaxant** – relaxing **ennuyeux** – boring **malsain** – unhealthy **addictif** - addictive
Je déteste – I hate **Je n'aime pas du tout** – I really don't like **Je ne supporte pas** – I can't stand				**je suis accro** – I am addicted **ça me détends** – it relaxes me **ça me fait rire** – it makes me laugh **ça me rends heureux / euse** – it makes me happy **ça m'aide à oublier tout** - it helps me to forget everything **ça m'ennuie à mourir** - it bores me to death **ça ne m'intéresse pas** – it doesn't interest me

Music

J'adore écouter I love listening to **Normalement j'écoute** Normally I listen to	**la rap / la musique pop / le rock / le jazz / la musique classique / la musique électronique / la danse / le hip-hop** **la musique de...** - ...'s music	**car** because **parce que** because **puisque** since	**ça me détends** – it relaxes me **ça me donne envie de danser / chanter** – it makes me want to dance / sing **j'aime la parole** – I like the lyrics **... chante bien** - ... sings well
Je déteste – I hate **Je n'aime pas du tout** – I really don't like **Je ne supporte pas** – I can't stand			
Je joue – I play **Il / elle joue** – he/she plays **Ils / elles jouent** –they play **Je chante** – I sing	**du piano** – the piano **du clavier** – the keyboard **de la batterie** – the drums **de la guitare** – the guitar	**de la trompette** – the trumpet **de la flute** – the flute **de la clarinette** - the clarinet	
Assister à un concert – to go to a concert **Chanter** – to sing **Une chanson** – a song **Un chanteur / une chanteuse** – a singer		**Mon chanteur préféré est / Ma chanteuse préférée est** – My favourite singer is **Mon groupe préféré est** – My favourite group is **Un spectacle** - a show **Une tournée mondiale** – a world tour	

Sport

Je suis – I am **J'étais** - I was	**fan de** – a fan of **membre d'un club de** – a member of a … club **fou / folle de** – crazy about	**Random**	**courir** – to run **s'entrainer** – to train **marquer un but** – to score a goal **participer** - to take part / participate **un match de** – a … match **la saison** – the season
Je joue – I play **Il / elle joue** – he/she plays **Ils / elles jouent** –they play	**au foot / au rugby / au tennis / au criquet / au hockey / au basket** **au hand** - handball **au volley** - volleyball		
Je fais – I do **Il / elle fait** - he / she does **Ils / elles font** – they do	**du judo / du karaté / du cyclisme / du skate** – skateboarding **/ du canoë /** **du tir à l'arc** - archery **/ du patinage sur glace** – ice skating **de la voile** – sailing **de la danse** – dancing **de la gymnastique** – gymnastics **de la rame** – rowing **de la natation** - swimming **de l'athlétisme** - athletics **de l'escalade** - climbing **de l'équitation** – horse riding		

Model Text

Model Text		
Pendant mon temps libre **j'ai l'habitude de me détendre**	During my free time **I tend to relax**
ou quelquefois **rencontrer avec mes amis** puisque **c'est divertissant.**	or sometimes **meet up with my friends** since **it is entertaining.**
À mon avis, **sortir avec les amis me fait rire**	In my opinion, **going out with my friends makes me laugh**
et **m'aide à oublier tout**	and **helps me to forget everything**
cependant je ne **fais** jamais **du cyclisme**	however I never **do cycling**
puisque **ça m'ennuie à mourir**	since **it bores me to death**
bien que je sache que c'est sain.	**although I know that** it is healthy.
En plus, j'adore écouter la musique	In addition, I love listening to music and
j'écoute toujours **la musique d'Adele**	I always listen to **Adele's music**
car **elle chante bien** et **j'adore les paroles.**	because **she sings well** and **I love the lyrics.**
Je ne joue pas d'instrument mais dans le futur	I don't play an instrument but in the future
je vais apprendre à jouer **de la batterie.**	I am going to learn to play the drums.
Quand j'étais petit(e) j'étais fan de Paris St Germain	**When I was younger I was** a fan of Paris St Germain
parce que je jouais beaucoup de **foot**	because I used to play a lot of **football**
mais **je ne le joue plus.**	but **I don't play it anymore.**
Maintenant je préfère voir un match.	Now I prefer to watch a match.

2

La télé, le cinéma et des modèles

TV/Film				
	J'ai l'habitude de voir – I tend to watch **J'adore** - I love **J'aime bien** – I really like **Je kiffe** – I'm crazy about	**les jeux télévisés** – game shows **les émissions de sport**– sports programmes **les émissions musicales**– music programmes **les émissions policières** – crime series **les émissions de téléréalité** - reality TV **les feuilletons**– soaps **les comédies** – comedies **les actualités** - the news **les dessins animés** – cartoons **les documentaires** - documentaries	**parce qu'ils sont** because they are	**amusants / es**– fun **divertissants / es**– entertaining **informatifs / ves** – informatives **addictifs / ves**- addictive **passionnants / es** – exciting **relaxants / es** - relaxing **formidables** – great **incroyables** – incredible **drôles / rigolos** - funny
	Je déteste – I hate **Je n'aime pas du tout** – I really don't like **Je ne supporte pas** – I can't stand	**les films romantiques**– romantic films **les films d'action**– action films **les films d'horreur**– horror films **les films d'aventure** – adventure films **les films animés** – animated films **les films de science-fiction**- sci-fi films **les films de fantaisie**– fantasy films **les films étrangers** – foreign films		**ennuyeux / euses** – boring **monotones** – boring **répétitifs / ves** – repetitive **ridicules** - silly **nuls / nulles** – rubbish **enfantins / es** – childish **une perte de temps**– a waste of time

Pros and cons of the cinema			
	J'aime aller au cinéma car I like going to the cinema because…		**l'ambiance est mieux / plus relaxant** – the atmosphere is better / more relaxing **l'image est mieux / plus détaillé** – the picture is better / more detailed **le son est mieux / plus fort**– the sound is better / louder **la nourriture est mieux / plus délicieuses** – the food is better / more delicious **les sièges sont mieux / plus confortables** – the seats are better / more comfortable
	Je préfère regarder des films chez moi car I prefer watching films at home because…	**au cinéma** in the cinema	**il y a trop de personnes** - there are too many people **il y a trop de monde** - there are too many people **il y a trop de bruit**- there is too much noise **les billets sont très chers** - the tickets are very expensive **les sièges ne sont pas confortables** – the seats are not comfy **la nourriture est très chère** - the food is very expensive **les autres spectateurs m'embêtent** – the other audience members annoy me **il faut faire la queue** – you have to queue
			on peut pauser quand on veut – you can pause when you want **on peut parler pendant le film** – you can talk during the film

Role models				
	J'admire à… - I admire … **…. est un bon modèle** – …. Is a good role model **Mon inspiration est…** - My inspiration is… **Un bon modèle est quelqu'un qui…** - A good role model is someone who…	**car** because	**il / elle soutient des organisations caritatives**- he/she supports charities **il / elle récolte de l'argent pour…** - he/she raises money for… **il / elle a beaucoup de talent**– he / she has a lot of talent **il / elle travaille pour protéger des animaux**– he / she works to protect animals **il / elle utilise sa célébrité pour aider les autres**– he/she uses their fame to help others	
			lutte pour he/she fights for **lutte contre** he/she fighs against	**la pauvreté** – poverty **la homophobie** – homophobia **les droits de femme / refugiés** - women's / refugee rights
			il / elle ne se comporte pas mal – he / she doesn't behave badly **il / elle ne se soûle jamais** – he / she never gets drunk	

Model Text		
	J'ai l'habitude de passer au moins cinq heures par jour **en regardant** la télé.	**I tend** to spend at least **5** hours per day **watching** the TV.
	J'adore les **émissions de téléréalité** car ils sont **passionnants**	I love **reality shows** because they are **exciting**
	mais aussi ils sont **addictives.**	but they are also **addictive.**
	En plus je kiffe **les comédies**	**Also** I'm crazy about **comedies**
	cependant **ce que j'aime plus ce sont les documentaires**	however **what I like the most are documentaries**
	étant donné qu' ils sont informatifs y **éducatifs**	**given that** they are **informative** and **educational**
	et j'adore apprendre des nouvelles choses.	and I love to learn new things.
	De temps en temps je vais au cinéma car **ils disent que**	Sometimes I go to the cinema because **they say that**
	l'image est mieux sur le grand écran	**the picture is better on the big screen**
	mais je préfère regarder des films chez moi car au cinéma	but I prefer watching films at home, because in the cinema
	il y a trop de monde et les sièges ne sont pas confortables	**there are too many people** and **the seats are not comfy**
	et à la maison **on peut pauser le film.**	and at home you can pause the film.
	Il y a plein d'acteurs que j'aime mais mon préféré c'est	There are lots of actors that I like but my favourite is
	Emma Watson puisque elle soutient des organisations caritatives	**Emma Watson since she supports charities**
	et **lutte pour les droits de femme.**	and **fights for women's rights.**
	Elle est une bonne modèle.	She is a good role model.

3

	Challenge Questions (Respond to these questions including phrases from the knowledge organiser)
1)	Décris à ton meilleur copain / ta meilleure copine.
2)	Est-ce que tu es accro à ton portable ?
3)	Qu'est-ce que tu as fait le weekend dernier ? Qu'est-ce que tu vas faire le weekend prochain ?
4)	Write a film review in French about a film you have seen.
5)	Qui est ton modèle ? *Make a poster in French using the vocabulary on page 3.*

1 Role play

Your teacher or partner will play the part of your French friend and will speak first.

You should address your friend as *tu*.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question.

Tu parles avec ton ami(e) français(e) de tes loisirs.
- Tes activités le weekend (**deux** renseignements).
- ? Télévision.
- Opinion sur la télévision.
- Tes programmes préférées.
- !

[15 marks]

	Exam Style Questions
1)	**Paper 1 & 3** Go to: https://www.bbc.co.uk/bitesize/examspecs/z799hbk and practice listening and reading exam questions on one of the topics (1) Me, Family and Friends (2) Socialising, Interests and Role Models (3) Social Media and Technology (4) Sports and Exercise
2)	**Paper 2, Task 2**: *Décris la photo* (Write a description of the photo.
3)	**Paper 2, Task 1**: Look at the role-play and use 10 minutes to prepare what you have to say. Record yourself on https://vocaroo.com and send to your teacher.
4)	**Paper 4** Write responses to these bullet points. • Est-ce que tu t'entends bien avec ta famille? • Qu'est-ce que tu as fait récemment avec ta famille? • Quand tu serais plus ages, est-ce que tu voudrais avoir des enfants? • Quels sont les avantages d'aller au cinema?

	Dig Deeper: (Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers)
1)	Use https://vocaroo.com to record your answers to any of the challenge questions.
2)	Research social media in **Mali.** Send your teacher a word document with your main points OR make a mind map of your findings and be ready to share with the class.
3)	Watch this video of French people describing their role models. https://www.youtube.com/watch?v=iD85UmI8ipI
4)	Watch a French TV show on Netflix or Disney Plus etc. to review vocabulary from previous cycles.

4

Tier 2	Vocabulary Meaning
Calculate	Use numbers given in the question to work out the answer
Conclude	Look at both sides of an idea and come to a decision
Define	Say the meaning of something
Describe	Recall some facts about the topic
Evaluate	Make points for and against an idea and come to a conclusion
Identify	Establish who or what something is
Label	Point out or write the correct names on the diagram
Select	Carefully choose as being the best or most suitable
Which	Deciding between options

Upgrade questions

- NHS https://www.nhs.uk
- Great Ormond Street Hospital https://www.gosh.nhs.uk/teenagers/staying-healthy/healthy-eating/
- BBC sport https://www.bbc.co.uk/sport
- Revision https://www.bbc.co.uk/bitesize/examspecs/zxbg39q
- Revision https://www.echalk.co.uk/PE/PE.html
- Revision https://app.senecalearning.com/dashboard/join-class/opt5tjta73

Tier 3	Vocabulary Meaning
Aerobic	Exercising between 60-80% of your maximum heart rate, think endurance, long distance, moderately paced events
Anaerobic	Exercising above 80% of your maximum heart rate, think explosive actions
Exercise	When you take part in an activity where you are not competing or trying to beat anything or anyone
Serotonin	The chemical which is released in your brain which makes you feel good and happy when you are exercising
Aesthetic appreciation	Something that makes you say wow, when you watch a performance, often leaves you feeling as though you wish you could do that
Diet	What a person eats and drinks on a day to day basis
Sedentary lifestyle	When someone doesn't exercise, generally doesn't move a lot, causes negative lifestyle experiences and illnesses
Energy balance	Linked to body weight. To maintain the same weight, to lose weight and to gain weight.
Overweight	Weighing more than they should
Obese	Weighing more than they should plus having higher than 30% body fat

Rio 2016 top 10 highlights

Topic recap which should be watched at the end of the unit

Unit 1 Edexcel A Geography Knowledge Organiser

Tier 2 Language	
Contribute	give (something) in order to help achieve or provide something
Interdependence	the dependence of two or more people or things on each other
Value	the regard that something is held to deserve; the importance, worth, or usefulness of something
Conservation	seeks the sustainable use of nature by humans, for activities such as hunting, logging, or mining
Adaptations	the act or process of changing to better suit a situation
Opportunities	a time or set of circumstances that makes it possible to do something.
Challenges	something which makes a factor more difficult
Development	the process of developing or being developed to improve something
Landscape	characteristic of one person or thing, and so serving to distinguish it from others.
Engineering	the branch of science and technology concerned with the design, building, and use of engines, machines, and structures
Sustainability	Sustainability is the practice of using natural resources responsibly, so they can support both present and future generations.

Tier 3 Language	
Sedimentary rocks	Sedimentary rocks are formed on or near the Earth's surface. Formed by the compacting and cementing of lose sediments.
Igneous rocks	Formed form when hot, molten rock (magma) crystallizes and solidifies.
Metamorphic	Were once igneous or sedimentary rocks, but have been changed (metamorphosed) as a result of intense heat and/or pressure within the Earth's crust.
Human process	A change made by humans.
Physical process	A change occurring naturally.
Erosion	Erosion is the geological process in which earthen materials are worn away and transported by natural forces such as wind or water .
Transportation	Transportation is the movement of material across the Earth's surface by water, wind, ice or gravity.
Deposition	Deposition is the laying down of sediment carried by wind, flowing water, the sea or ice.
Weathering	Weathering describes the breaking down or dissolving of rocks and minerals on the surface of the Earth.
Hard Engineering	Hard engineering involves building artificial structures, which try to control natural processes at a local scale.
Soft Engineering	Soft engineering is where the natural environment is used to help reduce coastal erosion and river flooding .

Unit 1 Edexcel A Geography Knowledge Organiser

1) **Identify /State/ Name** - *Recall or select a piece of information. You do not need to use full sentences.*

(1) **Define** - *State the meaning of a term in a sentence.*

(1/2) **Calculate** - *Produce a numerical answer. Show your relevant workings.*

(2/3) **Draw/plot** - *You will usually need to complete a graph that has been started for you.*

(2/3) **Describe** - *Give the main characteristics of something or the main steps in the processes. You don't need to say why this thing is happening.*

(3) **Compare** - *Find similarities and differences of the two elements given in a question. You answer must include both of the elements you are comparing*

(2/3/4) **Explain -** *Provide an explanation of how or why something occurs. These answer will need extending to score full marks. Using phrases like - 'this means that'; 'as a result' or 'because of this'*

Geography Exam Command Words

Assess

Definition	How to structure an answer
Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.	**Main**: paragraph per factor stating how important each is (very, some, little) **Conclusion**: overall which factor is the most important?
Marks for this command word: 8	

Examine

Definition	How to structure an answer
Break something down into individual components/processes and say how each one individually contributes to the question's theme/topic and how the components/processes work together and interrelate.	**Main**: paragraph per factor on how it contributes to the question **Conclusion**: how factors work together and overall answer to question
Marks for this command word: 8	

Evaluate

Definition	How to structure an answer
Measure the value or success of something and ultimately provide a substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.	**Main**: paragraphs that agree on success/value. Paragraphs that say not successful or valuable. **Conclusion**: which argument do you agree with eg. success/ unsuccessful
Marks for this command word: 8	

Discuss

Definition	How to structure an answer
Explore the strengths and weaknesses of different sides of an issue/question. Investigate the issue by reasoning or argument.	**Main**: paragraphs on ideas that agree/strengths. Paragraphs on ideas that disagree/weaknesses **Conclusion**: overall which do you agree with?
Marks for this command word: 12	

BBC Bitesize

Seneca Learn

Physics and maths tutor

Autumn	Circle theorems	Probability	Developing algebra
	Circle theorems • Review of angles • Deriving circle theorems • Using circle theorems to find missing angles	**Probability** • Expectation • Combinations • Conditional probability • Independent events	**Developing algebraic thinking** • Manipulating expressions • Understand the difference between expressions, identities, equations • More quadratic equations • Linear and non-linear inequalities • Finding solutions to non linear simultaneous equations • Recurring decimals

TIER 2 VOCABULARY

1	Bisect	Cut in half
2	Congruent	Same shape and size, but we are allowed to flip, slide or turn
3	Intersect	To cross over (have some common point)
4	Equidistant	The same distance (from each other, or in relation to other things)
5	Recurring	Something that happens over and over again
6	Prove	To show using evidence that something is true
7	Substitute	Replace the letters with their values
8	Circle	A round plane figure whose boundary (the circumference) consists of points equidistant from the center
9	Justify	Explain why something is reasonable or appropriate
10	Outcome	Something that follows as a result or consequence
11	Arrange	Place each item in a particular place or location
12	List	Write things down or say them one after the other
13	Sort	Put items into different groups based on what they are like
14	Plot	Graphical technique for representing a data set, usually as a graph showing the relationship between two or more variables

TIER 3 VOCABULARY

1	Radius	A segment whose endpoints are the center of a circle and a point on the circle
2	Chord	A segment whose endpoints are 2 points on a circle
3	Secant	A line that intersects a circle in 2 points
4	Diameter	A chord that passes through the center of a circle
5	Tangent	A line that intersects a circle in exactly 1 point
6	Semicircle	An arc whose endpoints are the endpoints of a diameter. It has a measure of 180˚
7	Concentric Circles	Circles with the same center
8	Inscribed	A polygon is inscribed in a circle if its sides are chords of the circle
9	Circumscribed	A polygon is circumscribed about a circle if its sides are tangent to the circle
10	Combination	A technique that determines the number of possible arrangements in a collection of items where the order of selection does not matter
11	Permutation	A combination where the order of selection matters
12	Expression	Phrase that combines numbers and/or variables using mathematical operations
13	Identity	An equation which is always true, no matter what values are substituted
14	Equation	A mathematical statement consisting of an equal symbol between two algebraic expressions that have the same value
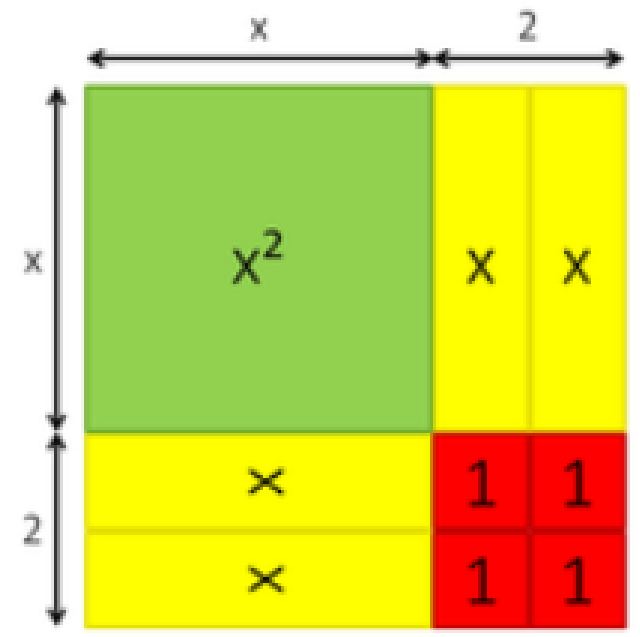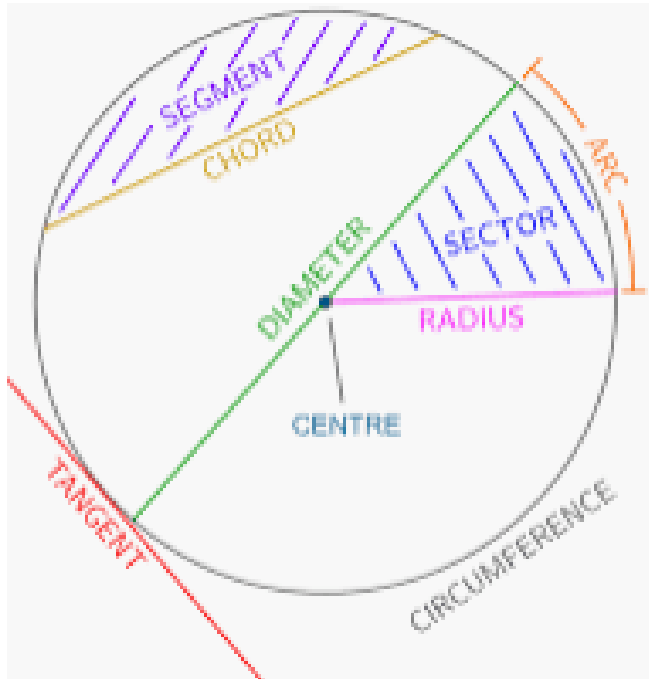
$$x^2 + 4x + 4 = (x + 2)^2$$

Venn Diagrams notation

A

B

A'
Complement of A

B'
Complement of B

A ∪ B
A union B

A ∩ B
A intersect B

2
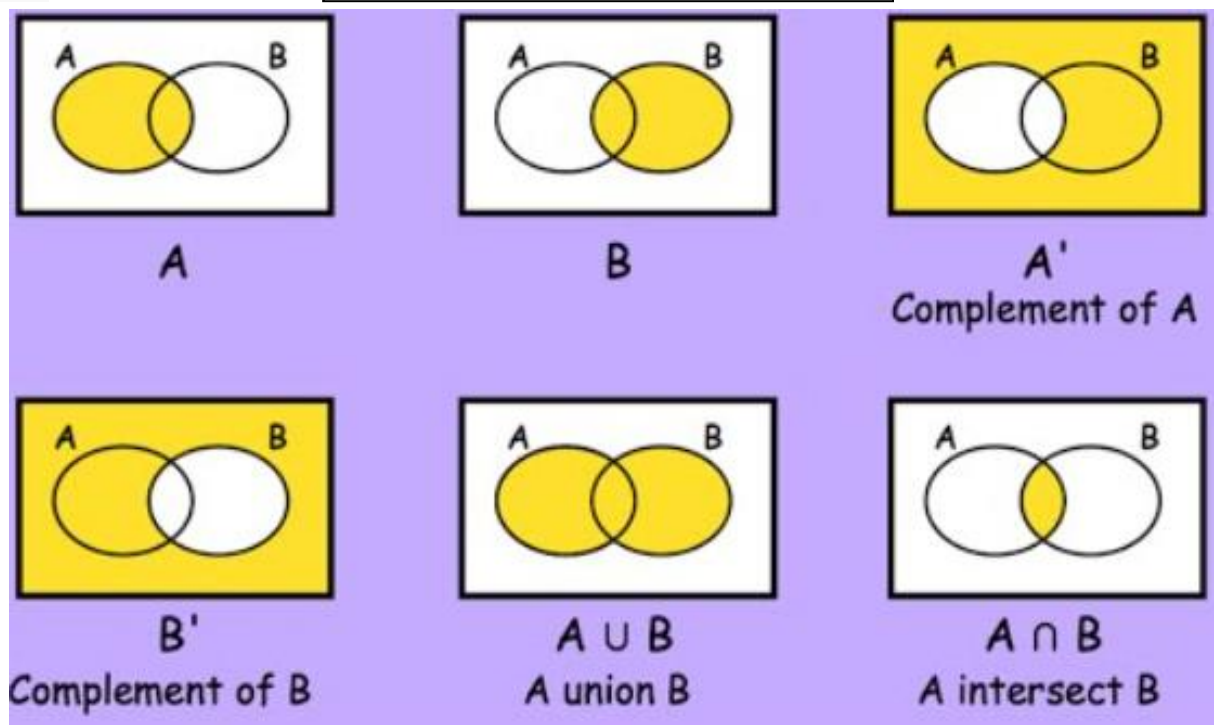
ETYMOLOGY

Number	Greek Prefix	Latin Prefix	Examples
0, zero		Nul-	Null, nil
1, one	Mono-	Uni-	Monotone, unicycle, uniform
2, two	Di-	Bi-, du-	Bicycle, bisect, bilingual, dioxide, duo, double,
3, three	Tri-	Tri-	Tricycle, triangle, triathlon, tripod
4, four	Tetra-	Quad- Qua-	Quadrilateral, tetrahedron
5, five	Penta-	Quin-	Pentagon, quintuplet
6, six	Hexa-	Sext-	Hexagon, sextuplet
7, seven	Hepta-	Sept-	Heptagon, septuagenarian
8, eight	Octo-	Oct-	Octagon, octopus
9, nine	Ennea-	Nona- Novem-	Novena, nonagon
10, ten	Deca-	Deci – Decem-	Decade, decimal, decagon
100, one hundred	Hecto-	Cent-	Century, centurion, cent
1000, one thousand	Kilo-	Milli- Mille-	Kilogram, Kilometre, millennium
½ Half	Hemi-	Semi-	Hemisphere, semicircle
¼ Quarter		Quart-	Quarter, Quartile
Many	Poly-	Multi-	Polygon, multiplication

Did you know?
During Roman times the year had 10 months with the first month as March. Some of the months were named after Gods or important people while others were just numbered. Can you use the prefixes in the table to work out which months were numbered?

Understanding Units of Measurement

Prefix Name	Prefix Symbol	Base 10	Decimal	English word
Tera-	T	10^{12}	1 000 000 000 000	trillion
Giga-	G	10^{9}	1 000 000 000	billion
Mega-	M	10^{6}	1 000 000	million
Kilo-	k	10^{3}	1 000	thousand
Hecto-	h	10^{2}	100	hundred
Deca-	da	10^{1}	10	ten
		10^{0}	1	one
Deci-	d	10^{-1}	0.1	tenth
Centi-	c	10^{-2}	0.01	hundredth
Milli-	m	10^{-3}	0.001	thousandth
Micro-	μ	10^{-6}	0.000001	millionth
Nano-	n	10^{-9}	0.000000001	billionth

Examples
A centimetre cm is one hundredth of a metre 1cm = 0.01m
A millilitre is one thousandth of a litre 1ml = 0.001l
A kilogram is one thousand times larger than a gram 1kg = 1000g

Did you know?
The word for one thousand comes from Italian
"mille – thousand" "-oné – big" . A millioné was a 'big thousand' or a thousand thousand.

DIG DEEPER

Read The Everything Kids: Maths Puzzle Book by Meg Clements – puzzles, games and trivia.

Listen to the podcast on mathematics, logic and puzzles with Chaim Goodman-Strauss and Kyle Kellmas series – The Math Factor
https://mathfactor.uark.edu

Watch the documentary: The Story of 1 – history of numbers presented by Terry Jones, directed by Nick Murphy

Question 1 (answer options):

- A 32°
- B 26°
- C 64°
- D 58°

In the diagram shown below:

- ABE is a tangent to the circle centre O
- Angle DBE is 58°

Calculate the size of angle CAB.

Question 2:

In the following construction, O is the centre of the circle and lines l_1 and l_2 are tangents to the circle at points B and C respectively. Given that angle α is 40°, find the value of x.

$\alpha = 40°$

a. 160°   b. 140°   c. 90°   d. 100°

Question 3:

Shamila picks a marble from bag 1, then a marble from bag 2. What is the probability that she picks two black marbles?

A. $\frac{4}{9}$

B. $\frac{1}{2}$

C. $\frac{1}{5}$

D. $\frac{2}{5}$

Bag 1   *Bag 2*

Ark

Question 4:

A class of students drew this Venn diagram to show how many of them have a cat, dog, hamster, or no pets.

Given that a random student in the class has a hamster, what is the probability that they have a cat?

Cat   3   6   Dog
5
1
2   4
3   No pets
Hamster   7

- A $\frac{3}{31}$
- B $\frac{11}{31}$
- C $\frac{3}{10}$
- D $\frac{2}{10}$

Question 5:

The following graph shows

$$y = x^2 - 1$$
$$y = x + 3$$

How many solutions to the simultaneous equations are there?

- A 2
- B 1
- C None
- D Try substituting

Question 6:

Which of the following is the correct solution to this inequality ?

$$8 - 2x < 3$$

- A $x > -2.5$
- B $x < -2.5$
- C $x < 2.5$
- D $x > 2.5$

GCSE Religious Studies – Islam Beliefs Knowledge Organiser

BOLDER Academy

Tier 3 Vocabulary:

Muslim	One who has submitted to the will of Allah.
Islam	The name of the religion followed by Muslims.
Allah	The Arabic name for God.
Tawhid	The Oneness and unity of God.
Monotheistic	A religion that believes there is only one God.
Supremacy	Supreme power or authority; a quality of God.
Qur'an	The holy book revealed to Muhammad by the angel Jibril.
Sunnah	The teachings and deeds of Muhammad.
Sunni	Muslims who believe in the successorship to Muhammad of Abu Bakr, Umar, Uthman and Ali.
Shi'a	Muslims who believe in the Imamate, the successorship of Ali.
Immanent	The idea that God is present in and involved with life on earth and in the universe; a quality of God.
Transcendent	The idea that God is beyond and outside life on earth and the universe; a quality of God.
Omnipotent	Almighty, having unlimited power; a quality of God.
Beneficent	Benevolent, all-loving, all-good; a quality of God.
Merciful	The quality of God that shows compassion or forgiveness to humans, even though he has the power to punish them.
Fairness	The idea that God treats people fairly and impartially without favour or discrimination.
Justice (Adalat in Shi'a Islam)	The idea that God is just and fair and judges human actions, rewarding the good and punishing the bad.
Angels	Spiritual beings believed to act as messengers of God.
Day of Judgement	A time when the world will end and every soul will be judged by God, and either rewarded or punished.
Jibril	The Arabic name for Gabriel, the archangel who brought God's message to the prophets, particularly to Muhammad.

Key Teachings & Quotes:

Tawhid: "Say, 'He is God the One, God the Eternal. He begot no one nor was He begotten. No one is comparable to Him.'" (Qur'an 112: 1-4)

Six articles of faith in Sunni Islam:
1. Tawhid
2. Angels communicate God's message to humans
3. Authority of the Qur'an and other holy books
4. Muhammad is the most important prophet
5. The Day of Judgement is when humans will be judged and sent to heaven or hell
6. The supremacy of God's will

Five roots of 'Usul ad-Din in Shi'a Islam:
1. Tawhid
2. Prophethood - accepting Muhammad is the last prophet
3. The justice of God (Adalat)
4. The Imamate - accepting that the 12 Imams are the leaders of Islam and that they guard the truth of the religion without error (they are infallible)
5. After death people will be resurrected to be judged by God

Mika'il	The Arabic name for Michael, the archangel of mercy who rewards good deeds and provides nourishment to people.
Predestination	The idea that God knows or determines everything that will happen in the universe.
Akhirah	Everlasting life after death.
Resurrection	Rising from the dead or returning to life.
Heaven	The state of eternal happiness in the presence of God; also called paradise.
Hell	The state of total separation from God.
Prophet	A person who proclaims the message of God.
Risalah	Communication between man and Allah in the form of books, angels and prophets.
Prophethood	When God make someone a prophet to communicate his message to people.
Iblis (Satan)	A spiritual being, created from fire, who was thrown out of paradise for refusing to bow to Adam.
Ka'aba	The black, cube-shaped building in the centre of the Grand Mosque in Makkah (Mecca); the holiest place in Islam.
Id-ul-Adah	A Muslim festival that celebrates the prophet Ibrahim's willingness to sacrifice his son for God.
Hajj	The Annual pilgrimage to Makkah (Mecca) that every Muslim should try to make at least once in their life.
Caliph	A person considered to be a political and religious successor to the prophet Muhammad, and the leader of the Sunni Muslim community.
Imam	1. A person who leads communal prayer; 2. In Shi'a Islam, the title given to Ali and his successors.
Imamate	The divine appointment of the Imams.
Torah	The five books revealed by God by Moses.
Psalms	A holy book revealed by God to David.
Gospel	A holy book revealed by God to Jesus.
Scrolls of Abraham	A holy book revealed by God to Abraham.

The Imamate: After Muhammad died, the Muslim community had to choose a successor. Abu Bakr, who was Muhammad's father-in-law and closest friend, became the Caliph. Sunnis agree that the rightful successor to Muhammad was Abu Bakr. They recognise two further leaders who came after, then recognise a fourth leader, Ali (Muhammad's cousin). Sunnis accept all four leaders, including Abu Bakr and Ali, as the rightful successors of Muhammad.

Shi'as believe Muhammad chose Ali as his successor rather than having a bloodline successor. After Ali's death, Shi'a Muslims were led by twelve imams, whom they believe were spiritual successors to Muhammad rather than having any family connection to him. This was the beginning of the imamate.

Tier 2 vocabulary – exam command words:

2 mark questions ask you to **'give'** two: State two things (no need to write in sentences)

4 mark questions ask you to **'explain'** two things: Describe in detail (PEE+PEE)

- If asked for **'similar'** explain two things that are like each other
- If asked for **'contrasting'** explain two things that are different from each other

5 mark questions as you to **'explain'** two things: Describe in detail (PEE+PEE)

- You must **'refer to a source of belief'** in your answer. This means that you need to use a quote or a teaching (e.g. Tawhid) in your answer.

12 mark questions as you to **'evaluate'** a statement: Show both sides and reach a conclusion

- Explain (PEEL) why some people agree with the statement (x3)
- Explain (PEEL) why some people disagree with the statement (x3)
- Explain (PEEL) why you agree or disagree with the statement.
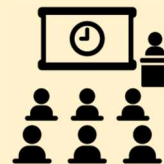
Challenge questions:

'For Muslims, following the example of Muhammad is more important than following the teachings of the Qur'an.' Evaluate this statement (12 marks)

'The best way of understanding God is to describe God as transcendent.' Evaluate this statement (12 marks)

Dig Deeper: Read: *Islam: The Essentials* (Pelican Books) by Tariq Ramadan

Oak Academy lessons on Islam Beliefs and Teachings

BBC Bitesize Revision on Islam Beliefs and Teachings
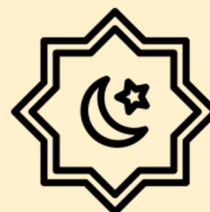
Muhammad received the final revelation of Islam from God, given through the Angel Jibril. He is known as the last and greatest of the prophets, **'he is God's Messenger and the seal of the prophets'** (Qur'an 33: 40)

The Qur'an is the word of God, which was revealed to Muhammad via the angel Jibril over a period of around 22 years. It contains the foundation of every believer's faith, and is the most sacred text of Islam. **'This is the Scripture in which there is no doubt, containing guidance for those who are mindful of God.' (Qur'an 2:2)** The Qur'an is considered to be an infallible source of authority for Muslims, providing them with guidance on the truth.

SCIENCE BE STRONG - Knowledge Organiser – Y10 Block A

Science Command Words

Tier 2 Word	Meaning
Calculate	Use numbers given in the question to work out the answer.
Conclude	Look at both sides of an idea and come to a decision.
Define	Say the meaning of something.
Describe	Recall some facts or processes in a scientific way.
Evaluate	Make points for and against an idea and come to a conclusion.
Explain	Say the reasons for something happening.
Label	Point out the correct names on a diagram.
Measure	Find the amount, size or degree of something.
Predict	Give a likely outcome.
Plan	Write a method.

Units

Quantity being measured	Unit in words and symbols		Quantity being measured	Unit in words and symbols	
Length	metre	m	Temperature	degrees Celsius	°C
Mass	gram	g	Speed	metres per second	m/s
Pressure	Pascal	Pa	Density	square metres	m²
Force	Newton	N	Volume	cubic metres	m³

Experimental Words

Tier 3 Word	Meaning
Reliable	The original experimenter repeats the investigation using same method and equipment and obtains the same results. Also known as **repeatable**.
Variables	These are physical, chemical or biological quantities.
Control Variable	Control variable are the parts of the practical that have to be kept constant or monitored.
Dependent Variable	Dependent variable is the part of the practical that is measured.
Independent Variable	Independent variable is the part of the practical that is changed on purpose.
Anomalies	These are values in a set of results which are judged not to be part of the variation caused by random uncertainty (an odd one out)

Maths Challenge

Quantity measured	Name of unit	Symbol
length	metre	m
mass	kilogram	kg
time	second	s
force	newton	N
area	square metres	m²
volume	cubic metres	m³
temperature	degrees Celsius	°C
speed	metres per second	m/s
current	ampere or amp	A
energy	joule	J
voltage	volt	V
pressure	pascal	Pa
power	watt	W
frequency	hertz	Hz

$x - 4 = 9$ → $x = 13$ Addition and subtraction are inverse operations $x + 7 = 12$ → $x = 5$

$mx = l$ → $x = \frac{l}{m}$ Multiplication and division are inverse operations $\frac{x}{r} = 12$ → $x = 12r$

$x^2 = w$ → $x = \sqrt{w}$ Finding the square root of a number is the inverse operation of squaring that number $\sqrt{x} = a$ → $a = x^2$

Unit 2: Electricity

Equations to Learn

charge flow = current × time	$Q = I\,t$
potential difference = current × resistance	$V = I\,R$
total resistance = resistance of component 1 + resistance of component 2	$R_T = R_1 + R_2$
power = current × potential difference	$P = I\,V$
power = (current)² × resistance	$P = I^2R$
energy transferred = power × time	$E = Pt$
energy transferred = charge flow × potential difference	$E = QV$

Values
Equation
Substitute
Rearrange
Answer
Units

SCIENCE BE STRONG - Knowledge Organiser – Y10 Block A

Chemistry: Separating Mixtures and Organic Chemistry

Tier 3 Word	Meaning
Distillation	Separation of a liquid from a mixture by evaporation followed by condensation.
Chromatography	The process whereby small amounts of dissolved substances are separated by running a solvent along a material such as absorbent paper.
Alkane	A saturated hydrocarbon that has no double bonds between the carbon atoms
Alkene	Unsaturated hydrocarbon which contains a double carbon-carbon bond.
Homologous Series	A group of related organic compounds that have the same functional group. For example the molecules of the homologous series of alcohols all contain the -OH group.
Cracking	The reaction used in the oil industry to break down large hydrocarbons into smaller more useful ones. This occurs when the hydrocarbon vapour is either passed over a hot catalyst or mixed with steam and heated.
Fractional Distillation	A way to separate liquids from a mixture of liquids by boiling off the substances at different temperatures and then condensing and collecting the liquids

Biology: The Heart and Non-Communicable Diseases

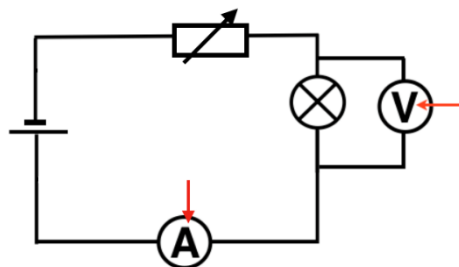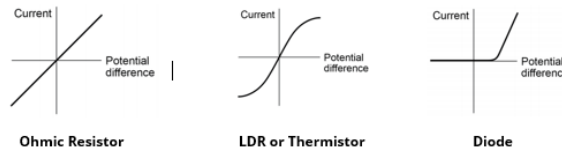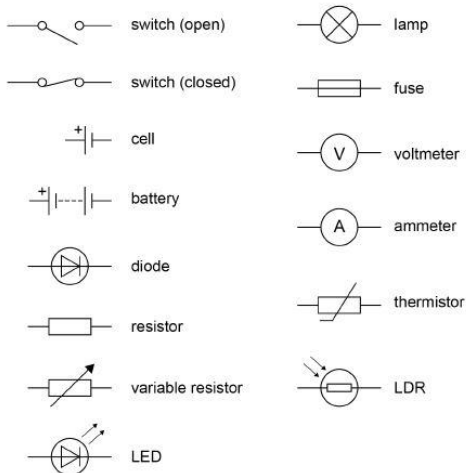| Tier 3 Word	Meaning
Artery	A vessel that carries blood at high pressure away from the heart
Blood	A tissue containing red, white blood cells, platelets and plasma.
Cancer	A non-communicable disease caused by changes in the cell that lead to uncontrolled growth and division.
Capillary	A very thin blood vessel that is used for exchange of substances.
Coronary Heart Disease	A disease caused by the build-up of fatty deposits inside the coronary artery, reducing blood flow to the heart tissue.
Heart	An organ that pumps blood around the body in a double circulatory system.
Non-Communicable disease	A disease which cannot be spread between individuals.
Statins	A class of drugs that are used to reduce blood cholesterol levels which slows down the rate of fatty material deposit.
Stent	A tube that can be surgically implanted into blood vessels to keep them open
Vein	A blood vessel that carries blood at a low pressure back to the heart.

SCIENCE BE STRONG - Knowledge Organiser – Y10 Block A

Physics: Electricity

Tier 3 Word	Meaning
Electrical Current	Electric current is the flow of electric charge around a circuit. It is measured in amperes using an ammeter. (Amperes / Amps A). Charge is measured in Coulombs (C).
Electrons	Tiny negatively charged particles that around the nucleus of an atom
Amperes	The unit for current
Coulomb	The units for charge
Potential Difference	Potential difference is the energy transferred to a particular component. Potential difference is measured in volts (V).
Resistance	Resistance is the opposition to current.
Resistor	a component that can be placed into a circuit to increase the resistance and lower the current.
Thermistor	Will decrease the resistance of a circuit when exposed to high temperatures
Light Dependent Resistor	Will increase the resistance when exposed to high light intensities
Diode	Ensure that the current flows in one direction and maintains a constant resistance.

Deep Dive
Here are some websites and links to support and upgrade your learning!

Tier 2 vocabulary

Outline - write the main points of the topic

Describe - tell me everything about all the features you are describing

Carry out – physically complete the practical task correctly and in order

Evaluate - Using knowledge which is available to you, make our own judgement on a topic

Documentary's to support this unit

1. **Through my fathers eyes -** Ronda Rousey, a former Olympian and the first-ever female UFC champion.

2. **Unstoppable -** When Bethany Hamilton was 13 years old, she was attacked by a shark while surfing. She lost her left arm in the attack but not her passion for surfing — just a month later, she was back on the board.

3. **Cheer –** A Netflix series which follows the ups and downs of a Cheerleading team, looking to become the Texas state champions for a 15th time, how hard can it be?

Websites

Fitness testing

https://www.topendsports.com/testing/guide-conduct.htm

https://www.brianmac.co.uk/conditon.htm

https://www.ifafitness.com/book/

https://www.free-power-point-templates.com/articles/workout-chart-for-excel/

Training plans

https://www.slideshare.net/klharrison/principles-of-training-and-training-zones-16224739?qid=3ca8e64d-3a11-475b-a4a5-204fbe14c715&v=default&b=&from_search=10

https://www.nerdfitness.com/blog/how-to-build-your-own-workout-routine/

Sports Science – RO42 - Applying principles of Training – Tier 3 vocabulary

Learning Outcome 1: Know the principles of training in a sporting context

Progression	Increasing frequency, intensity, time, type, adherence
Specificity	Skills which are used in relation to a sport
Reversibility	When you may become injured your fitness regresses
Moderation	Taking age, gender, environment and experience in to account when you are exercising
Variance	things done to avoid boredom with training and exercise sessions

Learning Outcome 3: Be able to conduct fitness tests

Protocols	Guide lines set by the fitness industry
Maximal	Working to exhaustion
Sub maximal	Working below maximum effort
Validity	Making sure the test actually measures what it should
reliability	Making sure the conditions are the same for each test
Normative data	Data being compared to results

Learning Outcome 2: Know how training methods target different fitness components

Aerobic	Utilising oxygen when exercising
Anaerobic	Fuelling the body without oxygen with exercising
Methods of training	A specific type of training
Components of fitness	A certain part of a persons fitness that needs to change to increase performance

Learning Outcome 4: Be able to develop fitness training programmes

Training programme	A plan for a period time which supports and increases a persons fitness
Aim	What is the purpose of the training programme?
Goal setting	Having a target which isn't too easy or too hard
Self reflection	Thinking about everything you have done with the training plan and identifying strengths and areas of improvement

La familia (Family)

Family members

padrastro – stepdad
madrastra - stepmum
hermanastro/a – stepbrother/sister
tío – uncle   **tía** – aunty
primo – cousin (m)   **prima** – cousin (f)
bisabuelo – great-grandad   **bisabuela** – great-nan
sobrino – nephew   **sobrina** – niece
hijo – son   **hija** – daughter **esposa** - wife
nieto – grandson   **nieta** – granddaughter
novio – boyfriend   **novia** - girlfriend

A good friend

Un buen amigo es alguien que... - a good friend is someone who...

te apoya – supports you
te escucha – listens to you
te conoce bien – knows you well
te acepta como eres– accepts you as you are
te quiere mucho – loves you a lot
te da consejos – gives you advice
te hace reír – makes you laugh

Physical descriptions

Soy – I am **Es** – he/she is **Son** – they are	**calvo** – bald	**alto** – tall	**bajo** – short	**gordo** – fat	**delgado** - slim

Tengo – I have
Tiene – he/she has
Tienen – they have

Los ojos - eyes 👀	**azules** – blue	**marrones** – brown	**verdes** - green
El pelo - hair	**moreno** – dark brown **rubio** – blonde **castaño** – brown **rojo** – red **rizado** – curly **liso** – straight **ondulado** – wavy **corto** – short **largo** – long **fino** – fine **de punta** – spiky		

la piel blanca/morena – fair/dark skin   **los dientes prominentes** – big teeth
pecas – freckles   **Un tatuaje** – a tattoo

Llevo – I wear/ have
Lleva – he/she wears/has
Llevamos - we wear/have

gafas – glasses
barba – a beard
bigote – a moustache

Family relationships

Me llevo bien con... - I get on well with
Me divierto con... – I have fun with
Echo de menos a... - I miss

Me apoya – he / she supports me
Me acepta como soy – he/she accepts me as I am
Me hace reír – he / she makes me laugh
Me conoce bien – he / she knows me well
Me da consejos – he/she gives me advice
Me dice la verdad – he/she tells me the trught
Nunca me critica – he / she never criticises me
Tenemos mucho en común – we have a lot in common
Guarda todos mis secretos – he / she keeps all my secrets

No me llevo bien con... - I don't get on well with
Me peleo con... – I argue with
Estoy harto de... - I am fed up of

Me juzga – he/she judges me
Me trata como un niño / niña – he/she treats me like a child
No me deja salir – he/she doesn't let me go out
No me da libertad – he/she doesn't give me freedom
No me escucha – he/she doesn't listen to me

Wow!

Ojalá tuviera un hermano/una hermana – If only I had a brother/sister
Nos peleamos como el perro y el gato – we fight like cat and dog
Somos uña y carne – we're inseparable
Lo que más me gusta es (que)... - the thing I like the most is (that)...
Lo que menos me gusta es (que)... - the thing I like the least is (that)...

Family members	A good friend	Family relationships	Physical descriptions

Háblame de tu familia (Model Text)

Spanish	English
Me llamo María y tengo **quince** años.	My name is Maria and I am **15**.
Tengo el pelo **largo** y **rubio** y no soy ni **alto** ni **bajo**.	I have **long blond** hair and I'm neither **tall** nor **short**.
Si tuviera la opción, quisiera tener **un tatuaje** pero **lo haré cuando sea mayor**.	**If I had the option** I would like to have **a tattoo** but **I will do it when I'm older**.
En mi familia somos **cinco**.	In my family there are **five** people.
En general **diría que** me llevo bien con **mis padres aunque sean estrictos** a veces.	In general **I would say that** I get on well with my **parents even though they are strict** sometimes.
Yo **me parezco mucho** a **mi madre**. Las dos tenemos el pelo **castaño**.	**I look a lot like my mum**. We both have **brown** hair.
También nos llevamos superbien ya que **tenemos mucho en común** y siempre **me apoya**.	Also, we get on really well because **we have a lot in common** and **she** always **supports me**.
Antes adoraba a **mi hermana menor** pero ahora **la encuentro molesta** y **nunca guarda mis secretos**.	Before I loved my **little sister** but now **I find her annoying** and **she never keeps my secrets**.
Para mí un buen amigo **debe ser comprensivo** y creo que **es importante que tengamos intereses en común**, por ejemplo **la música**	For me a good friend **should be understanding** and I believe that **it's important that we have common interests**, for example **music**.
Creo que soy una buen amiga ya que siempre **apoyo** a mis amigos y **doy consejos buenos**.	**I believe that** I am a good friend because I always **support** my friends and **I give good advice**.

1

El tiempo libre (Free-Time)

Activities

Suelo – I tend to **Me encanta** – I love **Me mola** – I like **Me chifla** – I'm crazy about **Prefiero** – I prefer **Mi pasión es** – my passion is **No aguanto** – I can't stand **No soporto** – I can't stand **Odio** – I hate	**descansar** – relaxing **escuchar música** – listening to music **hacer deporte** – doing sport **ir al cine** – going to the cinema **leer libros/revistas/periódicos** – reading books/magazines/papers **salir con mis amigos** – going out with friends **quedar con amigos** – meeting with friends **ir de compras** – going shopping **montar en bici/monopatín** – riding my bike/skateboard **usar el ordenador** – using the computer **ver la tele** – watching tv **jugar con los videojuegos** – playing video games **cocinar** – cooking	**porque** – because **ya que** – because **dado que** – because	**es** – it is	**divertido** – fun **entretenido** – entertaining **relajante** – relaxing **sano** – healthy **aburrido** – boring **malsano** – unhealthy **adictivo** - addictive
			soy adicto/a... - I'm addicted **me ayuda a relajarme** – it helps me to relax **me hace reír** – it makes me laugh **me ayuda a olvidarme de todo** – it helps me to forget everything **necesito comunicarme con otra gente** – I need to have contact with other people **me aburre como una ostra** – it bores me to death **no me interesa** – it doesn't interest me	

Music 🎵

Me encanta escuchar – I love to listen to **Suelo escuchar** – I tend to listen to	**el soul/el rap/ el dance/ el hip-hop/el pop/el rock/el jazz/** **la música clásica/electrónica** **la música de...** - ...'s music	**porque** – because **ya que** – because **dado que** – because	**me relaja** - it relaxes me **me hace cantar / bailar** – it makes me sing / dance **tiene ritmo / melodía** – it has rhythm / melody **me encanta la letra** – I love the lyrics
Toco – I play **Toca** – he/she plays **Tocan** – they play	**El teclado** – the keyboard **La batería** – the drums **La guitarra** – the guitar	**el piano** – the piano **la flauta** – the flute **la trompeta** – the trumpet	

Asistir a un concierto – to attend a concert　　**Mi cantante favorito/a es...** - my favourite singer is...
Cantar – to sing　　　　　　　　　　　　　　　　**Mi grupo favorito es...** - my favourite band is...
Una canción – a song　　　　　　　　　　　　　　**un espectáculo** – a show
Un cantante – a singer　　　　　　　　　　　　　**una gira mundial** – a world tour

Sport

Soy – I am **Era** – I was	**aficionado/a de** – a fan of **hincha de** – a fan of **fanático/a de** – a ___ fanatic **miembro de un club de...** - a member of a ____ club	**Random**	**correr** – to run **entrenar** – to train **marcar un gol** – to score a goal **participar** – to participate **un partido** – a match **la temporada** – the season
Juego - I play	**al badminton/fútbol/rugby/tenis/hockey/croquet/béisbol** **al balonmano** – handball　　**al baloncesto** – basketball　　**al voleibol** – volleyball		
Hago – I do	**judo** – judo　　**karate** - karate　　**atletismo** – athletics　　　**baile** – dance **boxeo** – boxing　　**ciclismo** – cycling　　**equitación** - horse riding **escalada** – climbing　**gimnasia** – gymnastics　　**natación** – swimming **remo** – rowing　　**vela** – sailing　　**patinaje sobre hielo** – ice skating **tiro con arco** – archery　　**piragüismo** - canoeing		

Activities　　　　**Music**　　　　**Sports**

¿Qué haces en tu tiempo libre? (Model Text)

En mi tiempo libre **suelo descansar**	In my free time **I tend** to **relax**
o, a veces, **quedar con amigos** en el centro	or, sometimes, **meet my friends** in town
para **ir de compras** ya que es **entretenido**.	to **go shopping** because it's **entertaining**.
En mi opinión, **salir con mis amigos** **me hace reír**	In my opinion, **going out with my friends** **makes me laugh**
y **me ayuda olvidarme de todo**	and **helps me to forget everything**
sin embargo nunca **monto en bici**	however I never **ride my bike**
ya que **me aburre como una ostra**	**because** **it bores me to death**
aunque sé que es **sano**.	**although I know that** it's **healthy**.
Además, me encanta escuchar música y	**Moreover**, I love listening to music and
suelo escuchar **la música de Adele**	**I tend** to listen to **Adele's music**
dado que **canta bien** y **me encanta la letra.**	**because** **she sings well** and **I love the lyrics.**
No toco un instrumento pero en el futuro	I don't play an instrument but in the future
voy a **aprender** tocar la **batería**.	I'm going **to learn** to play the **drums**.
Cuando era joven era hincha de **FC Barcelona**	**When I was younger** I was a fan of **Barcelona FC**
porque jugaba mucho el **fútbol**	because I played loads of **football**
pero **ya no**.	but I **don't anymore**.
Ahora prefiero ver un partido.	Now I prefer to watch a match.

La tele, el cine, los modelos a seguir (TV, Cinema, Films, Role Models)
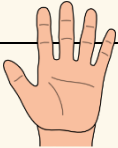
TV/Film	**Suelo ver –** I tend to watch **Me encantan -** I love **Me molan –** I like **Me chiflan –** I'm crazy about **Prefiero –** I prefer	**los concursos** – game shows **los programas de deporte** – sports programmes **los programas de música** – music programmes **los series policiacas** – crime series **los realitys / la telerrealidad -** reality TV **las telenovelas** – soaps **las comedias** – comedies **las noticias** - the news **los dibujos animados** – cartoons **los misterios** – mysteries **los documentales** - documentaries	**porque son** because they are	**divertidos / as** – fun **entretenidos / as** – entertaining **informativos / as** – informatives **adictivos / as** - addictive **emocionantes** – exciting **apasionantes** – exciting **fenomenales** – great **increíbles** – incredible **relajantes** – relaxing
	No aguanto – I can't stand **No soporto** – I can't stand **Odio** – I hate	**las películas de amor** – romantic films **las películas de acción** – action films **las películas de terror** – horror films **las películas de aventura** – adventure films **las películas de animación** – animated films **las películas de ciencia-ficción** - sci-fi films **las películas de fantasía** – fantasty films **las películas extranjeras** – foreign films		**aburridos / as** – boring **monótonos / as** – boring **repetitivos / as** – repetitive **tontos / as** - silly **malos / as** – rubbish **infantiles** – childish **una perdida de tiempo** – a waste of time

Pros and cons of the cinema8	**Me gusta ir al cine porque…** I like going to the cinema because…	**el ambiente es mejor / más relajante** – the atmosphere is better / more relaxing **la imagen es mejor / más detallada** – the picture is better / more detailed **el sonido es mejor / más fuerte** – the sound is better / louder **la comida es mejor / más rica** – the food is better / more delicious **los asientos son mejores / más cómodos** – the seats are better / more comfortable	
	Prefiero ver películas en casa porque… I prefer watching films at home because…	**en el cine** in the cinema	**hay demasiadas personas** - there are too many people **hay demasiada gente** - there are too many people **hay demasiado ruido** - there is too much noise **las entradas son muy caras** - the tickets are very expensive **los asientos no son comodos** – the seats are not comfy **la comida es muy cara** - the food is very expensive **los otros espectadores me molestan** – the other audience members annoy me **tienes que hacer cola** – you have to queue
			se puede pausar cuando quieras – you can pause when you want **se puede hablar durante la peli** – you can talk during the film

Role models	**Admiro a…** - I admire … **…. es un buen modelo a seguir** – …. Is a good role model **Mi inspiración es …** - My inspiration is… **Un buen modelo a seguir es alguien que…** - A good role model is someone who…	**porque** because	**apoya a organizaciones benéficas** - he/she supports charities **recauda fondos para…** - he/she raises money for… **tiene mucho talento** – he / she has a lot of talent **trabaja para proteger los animales** – he / she works to protect animals **usa su fama para ayudar a los demás** – he/she uses their fame to help others	
			lucha por he/she fights for **lucha contra** he/she fighs against	**la pobreza** – poverty **la homofobia** – homophobia **los derechos de la mujer / los refugiados** - women's / refugee rights
			no – he / she doesn't **nunca** – he / she never	**se comporta mal** - behaves badly **se emborracha** – gets drunk

TV/Film   Cinema   Role models

	TV/Film	Cinema
Model Text	**Suelo** pasar al menos **cinco** horas enfrente de la tele cada día.	**I tend** to spend at least **5** hours per day in front of the TV.
	Me encantan **las realitys** porque son **emocionantes**	I love **reality shows** because they are **exciting**
	pero también son **adictivos.**	but they are also **addictive.**
	Además me chiflan **las comedias**	**Also** I'm crazy about **comedies**
	sin embargo lo que más me gustan son los documentales	however what I like the most are documentaries
	dado que son informativos y educativos	given that they are informative and educational
	y me encanta aprender nuevas cosas.	and I love to learn new things.
	A veces voy al cine porque dicen que	Sometimes I go to the cinema because they say that
	la imagen es mejor en la gran pantalla	the picture is better on the big screen
	pero prefiero ver pelis en casa, porque en el cine	but I prefer watching films at home, because in the cinema
	hay demasiadas personas y los asientos no son cómodos	there are too many people and the seats are not comfy
	y en casa se puede pausar la película.	and at home you can pause the film.
	Hay muchos actores que me gustan pero mi favorito es	There are lots of actors that I like but my favourite is
	Emma Watson ya que apoya a organizaciones benéficas	Emma Watson since she supports charities
	y lucha por los derechos de la mujer.	and fights for women's rights.
	Es un buen modelo a seguir.	She is a good role model.

Challenge Questions (Respond to these questions including EQUATACO phrases)	
1)	Describe a tu mejor amigo o a un miembro de tu familia.
2)	¿Estás enganchado a tu móvil? Write a paragraph.
3)	¿Qué hiciste el fin de semana pasado con tus amigos? Qué vas a hacer este fin de semana.
4)	Write a film review in Spanish about a film you have seen.
5)	¿Quién es tu modelo a seguir? Make a poster about your role-model and write your response to this question in Spanish.

Exam Style Questions	
1)	**Paper 1 & 3** Go to: https://www.bbc.co.uk/bitesize/examspecs/z799hbk and practice listening and reading exam questions on one of the topics (1) Me, Family and Friends (2) Socialising, Interests and Role Models (3) Social Media and Technology (4) Sports and Exercise
2)	**Paper 2, Task 2**: *Describe la foto* (Write a description of the photo using PALMAD.
3)	**Paper 2, Task 1** : Look at the role-play and use 10 minutes to prepare what you have to say. Record yourself on https://vocaroo.com and send to your teacher.
4)	**Paper 4** Write responses to these bullet points. • ¿Te llevas bien con tu familia? • ¿Qué hiciste con tu familia recientemente? • Cuándo seas mayor, ¿te gustaría casarte o tener hijos? • ¿Cuáles son las ventajas de ir al cine? **PALMAD:** **P**hysical description **A**ction **L**ocation + weather **M**ood **A**ntes (Before)

A – Role play

Look at the role play card and prepare what you are going to say.

Topic: Daily life

Instructions to candidates:

You are talking to your Spanish exchange partner about food. The teacher will play the role of your Spanish friend and will speak first.

You must address your Spanish friend as *tú*.

You will talk to the teacher using the five prompts below.
• where you see – ? – you must ask a question.
• where you see – ! – you must respond to something you have not prepared.

The third bullet point is always in the past tense. Remember to use the **preterite** to say what you did, but the **imperfect** to describe something in the past.

Task
Estás hablando con tu amigo/a español/a sobre la comida.
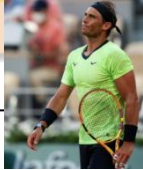1 Cena – qué hora (normalmente)
2 Comida preferida – razón
3 !
4 ? Comida inglesa – opinión
5 ? Plato español – recomendación

Remember that you don't get extra marks in the role play for giving a complex answer, so keep it simple!

Make sure you give a reason, and don't forget to make adjectives agree with the noun.

You could ask an open question like 'What do you think of …?' or a closed question such as …?'

How could you turn this into a question? (¿Qué …?)

Dig Deeper: (Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers)	
1)	Use https://vocaroo.com to record your answers to any of the challenge questions.
2)	Research social media in **Cuba.** Send your teacher a word document with your main points OR make a mindmap of your findings and be ready to share with the class.
3)	Research the following Spanish-Speaking potential role models: Shakira, Rafael Nadal, Messi, Oscar de La Renta, Isabel Allende, Frida Kahlo or find your own!
4)	Watch a Spanish TV show on Netflix, Disney Plus OR find some episodes of Mi Vida Loca on Youtube to review vocabulary from previous cycles.

How do we revise using knowledge organisers?

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RECORD IT
Try reading information and key vocabulary out loud, record it on your phone and listen back to it!

POST IT NOTES
Use post it notes – write out as many key words, dates and facts that you can remember in a minute.

FLASH CARDS
Write the key words, dates or facts on one side and the explanation/definition on the other side. Test your memory by asking someone to quiz you on either side of the flash card.

PRACTICE
Sometimes re-writing notes and writing out key facts and information repeatedly can really help it stick.

RAG RATE
Use red, orange and green to highlight and colour code how confidently you can remember facts and key words.
RED – I need to revise the most.
AMBER – I need to go over.
GREEN – What I have mastered.

LOOK, SAY, COVER, WRITE, CHECK
LOOK at your knowledge organiser and take the information in.
SAY the facts and key words out loud.
COVER your knowledge organiser.
WRITE down everything you can remember on a blank piece of paper.
CHECK what you know and did not know.

REVISING EXAM QUESTIONS
Box the question
Observe the marks available
Line key vocabulary
Do your best (do not give up)
Extend your vocabulary
Re-read your work and your answers

READ ALOUD
Practice reading out facts, key words and information out loud – it really helps you to remember it.

SKETCH IT
Draw pictures to represent facts, words or dates. It could even be a symbol that helps you to remember a difficult word.

Q&A
Make up questions, where the answers are on your knowledge organiser. Write different questions that will help you to remember the answers.

TEACH IT
Teach someone the facts or get someone to test you. Test someone else on the questions you would be asked.

SPEAK STRONG AND WRITE BRAVELY!

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Academic Verbs – these are very helpful when you are analysing

Inference:

suggests   implies   indicates
shows   expresses demonstrates
symbolises represents
illustrates   reveals   signifies
insinuates

Writer's purpose:

establishes   creates   constructs
devises   develops   epitomises
outlines   encapsulates

Comparison:

contrasts   contradicts
juxtaposes   reinforces   refers
alludes to   opposes   supports
develops

Discourse Markers – These are helpful in discussions and your writing

Sequencing Arguments	Contrasting and counter Arguments	Adding information and furthering arguments	Concluding Arguments	Introducing evidence
To begin with… In the first place… First and foremost…. Primarily… Firstly… Secondly… Thirdly… Lastly… Finally… After this it can be seen….	Others might argue… Conversely… However… Although… On the other hand… Whereas… Contrasting with… On the contrary… Nevertheless… In comparison… Nonetheless… Even though…. In contrast….	Many people believe… In addition to this… Similarly… Equally… Likewise… Also… Moreover… What's more… Furthermore… In the same way… For example… For instance… Likewise…	Admittedly… Certainly… In conclusion… Finally… Consequently… Subsequently… Therefore… Thus… We can conclude that… Finally, it can be seen… Above all…. Most of all….	For instance, … Such as… In the case of… As illustrated by… As revealed by… This can be seen when… This is/was demonstrated when… Evidence of this can be found…..

SPEAK STRONG AND WRITE BRAVELY!

BOLDER Academy

"I'm stuck for something to say!" BE BRAVE

- Could you repeat the question please?
- Please could you come back to me in a minute?
- Please can I have some more thinking time?
- Could you clarify the last point please?
- Please can I have a sentence starter to help?
- Could you simplify the question for me?
- Could you give me an example?

Phrases to help you respond: BE STRONG

- I have another example of that...
- ____ said ____, but I disagree because...
- I think I can clarify that last point
- I'd like to offer an alternative answer
- To build on what ___ said,

Answering questions – How sure are you?

Try NOT to say:
'I think that'
'My answer is'
'I don't know'

How sure are you? BE BRAVE	Statement of Claim – What point are you trying to make when you answer a question?
Almost certain!	It is certain that... It seems clear that... X is definitely...
I'm fairly sure...	It appears probable... It is usually the case that... In the majority of cases... The results suggest it is likely that... It is most likely that....
Hmm...	Conceivably,... It is possible that... Occasionally,... It may be the case that... The answer might be....however.....