

**“ONE CHILD, ONE TEACHER,  
ONE BOOK, ONE PEN  
CAN CHANGE THE WORLD.”**

*Malala Yousafzai*



**Student Name** \_\_\_\_\_  
**Form** \_\_\_\_\_

**Knowledge Organisers  
Cycle A – Year 9**

# How to Use your Knowledge Organiser

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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.

You will be given a minimum of one week to complete your prep tasks for each subject. **You are expected to spend at least 30 minutes on the tasks set each week for each subject.**

Finally, a reminder that prep completion is your responsibility.

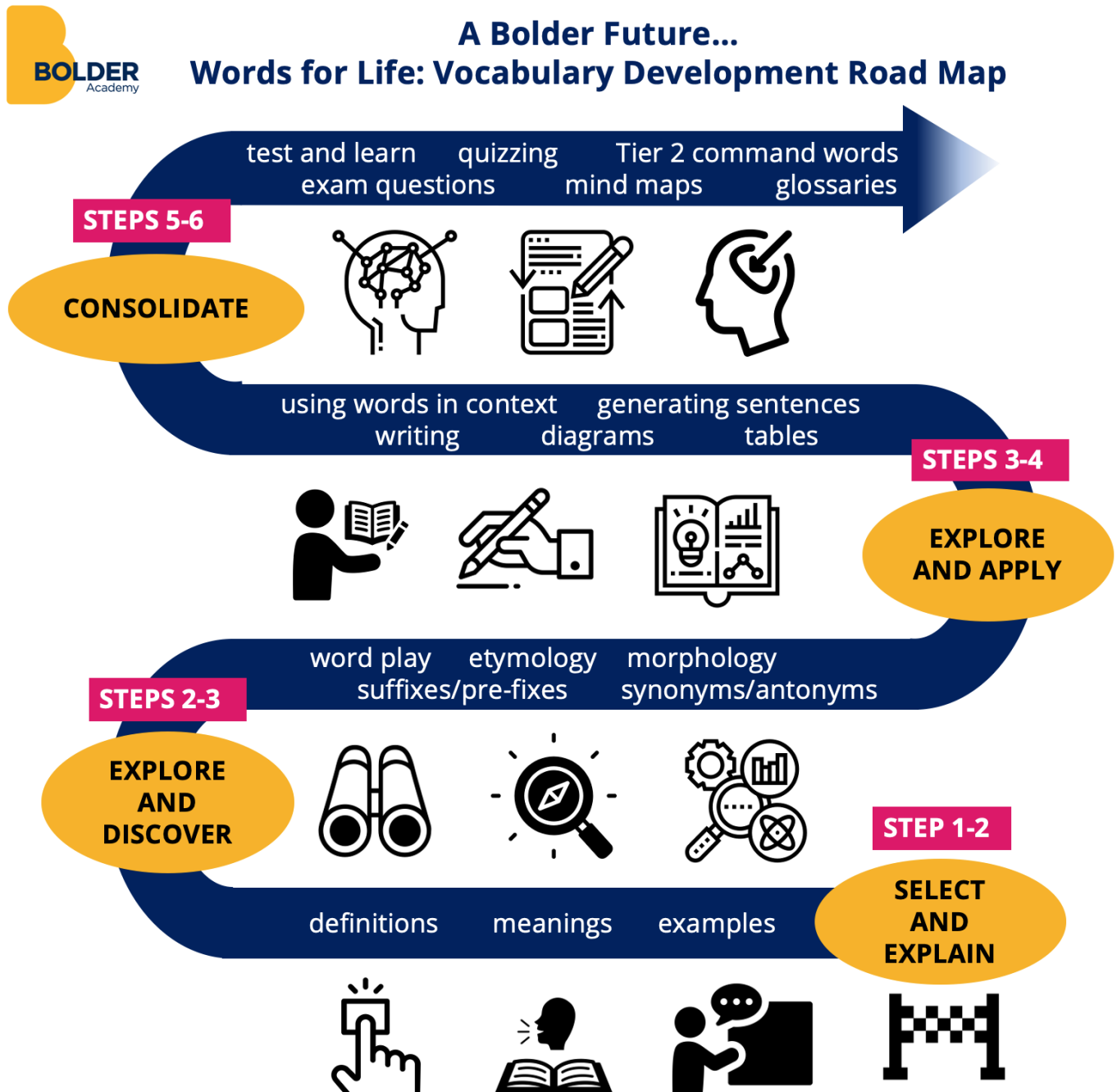
If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

- An email
- A note in your planner
- A 1:1 conversation with your teacher.

# 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.



# Vocabulary Websites

Try using these vocabulary websites to help you with your PREP and also to boost your vocabulary skills. These websites will help with a lot of the activities.

[Describing Words](#) - This website is great for descriptive vocabulary: put in a noun and you get countless descriptive words that you can use in your writing.

[Vocabulary.com](#) - This bumper website has lots of uses, from a dictionary and countless vocabulary questions.

[Visuwords.com](#) - This website creates interesting graphic visuals for your word choices – this is really useful for making word webs and word diagrams.

[Online Etymology Dictionary](#) - With a quick search, you can gain accessible word histories (alongside some very interesting articles) – this will help with your Greek and Latin root tasks.

[Freerice](#) - This unique website is for vocabulary quizzes! The premise of ‘free rice’ sees correct quiz answers activity the World Food Programme donate grains of rice to help end hunger.

[Word Sift](#) - This website is another very helpful tool that can visualise words in different ways.

**Vocabulary is split into three categories. On your knowledge organiser you will see Tier 2 and Tier 3 vocabulary that you need to practice and learn:**

<p><b><u>Tier 1 Words (basic vocabulary)</u></b> <b>Words we use all of the time: <i>dog, cat, house, green, party</i></b> <b>These are words that you will already know!</b></p>
<p><b><u>*Tier 2 Words* (Academic Vocabulary)</u></b> <b>Sophisticated words that fit into lots of subjects.</b></p> <p><i>The better knowledge you have of these words the more success you will have in all subjects! Examples: <b>fundamental, affect, context, evaluate</b> - They help with your writing, reading and speaking. These are the words that make you stronger!</i></p>
<p><b><u>Tier 3 Subject Specific Terminology</u></b> <b>Words that you need to learn specifically for your subjects:</b> <b>These more technical words are usually needed within a specific topic and are really important for classwork/homework and exams!</b> <b>Examples in Science: catalyst, exothermic, dissection</b> <b>Examples in English: dramatic irony, metaphor, tragedy</b></p>

These are the words that you need to practice the most.

# WORD HISTORIES: Etymology

Etymology is the study of the origin of words and the way in which their meanings have changed throughout history.

Did you know that the majority of complex vocabulary has Latin and Greek origins?

For some of your vocabulary tasks you might be asked to look at where words come from and how words are created. Use these tables to help you.

## Common Greek Roots

Greek Root	Definition	Example
anthropo	man; human; humanity	anthropologist, philanthropy
auto	self	autobiography, automobile
bio	life	biology, biography
chron	time	chronological, chronic
dyna	power	dynamic, dynamite
dys	bad; hard; unlucky	dysfunctional, dyslexic
gram	thing written	epigram, telegram
graph	writing	graphic, phonograph
hetero	different	heteronym, heterogeneous
homo	same	homonym, homogenous
hydr	water	hydration, dehydrate
hyper	over; above; beyond	hyperactive, hyperbole
hypo	below; beneath	hypothermia, hypothetical
logy	study of	biology, psychology
meter/metr	measure	thermometer, perimeter
micro	small	microbe, microscope
mis/miso	hate	misanthrope, misogyny
mono	one	monologue, monotonous
morph	form; shape	morphology, morphing
nym	name	antonym, synonym
phil	love	philanthropist, philosophy
phobia	fear	claustrophobia, phobic
photo/phos	light	photograph, phosphorous
pseudo	false	pseudonym, pseudoscience
psycho	soul; spirit	psychology, psychic
scope	viewing instrument	microscope, telescope
techno	art; science; skill	technique, technological
tele	far off	television, telephone
therm	heat	thermal, thermometer

## Common Latin Roots

Latin Root	Definition	Example
ambi	both	ambiguous, ambidextrous
aqua	water	aquarium, aquamarine
aud	to hear	audience, audition
bene	good	benefactor, benevolent
cent	one hundred	century, percent
circum	around	circumference, circumstance
contra/counter	against	contradict, encounter
dict	to say	dictation, dictator
duc/duct	to lead	conduct, induce
fac	to do; to make	factory, manufacture
form	shape	conform, reform
fort	strength	fortitude, fortress
fract	break	fracture, fraction
ject	throw	projection, rejection
jud	judge	judicial, prejudice
mal	bad	malevolent, malefactor
mater	mother	maternal, maternity
mit	to send	transmit, admit
mort	death	mortal, mortician
multi	many	multimedia, multiple
pater	father	paternal, paternity
port	to carry	portable, transportation
rupt	to break	bankrupt, disruption
scrib/script	to write	inscription, prescribe
sect/sec	to cut	bisect, section
sent	to feel; to send	consent, resent
spect	to look	inspection, spectator
struct	to build	destruction, restructure
vid/vis	to see	televise, video
voc	voice; to call	vocalize, advocate

# PREP Timetables

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## 9A

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Geography	French	Culture and Society	History	Computer Science
Subject 2	Science	Maths	English	Physical Education	Creative Arts

## 9B

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Physical Education	Computer Science	French	Geography	Culture and Society
Subject 2	Science	Maths	English	History	Creative Arts

## 9C

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Culture and Society	Spanish	Physical Education	History	Computer Science
Subject 2	Science	Maths	English	Geography	Creative Arts

## 9D

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	History	Geography	Spanish	Culture and Society	Computer Science
Subject 2	Science	Maths	English	Physical Education	Creative Arts

## 9E

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Physical Education	Computer Science	History	Culture and Society	Geography
Subject 2	Science	Maths	English	Spanish	Creative Arts

# 1. SELECT AND EXPLAIN – Word boxes

- Your teacher will tell you which Tier 2 and Tier 3 words to use.
- You must also put each word into a full sentence.
- Your teacher will tell you what to put in each box of your vocabulary boxes.

For example:

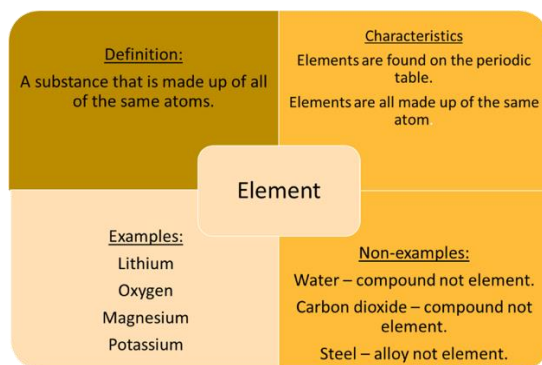
**Definition:** What does the word mean?

**Characteristic or features** – where can you find this word?

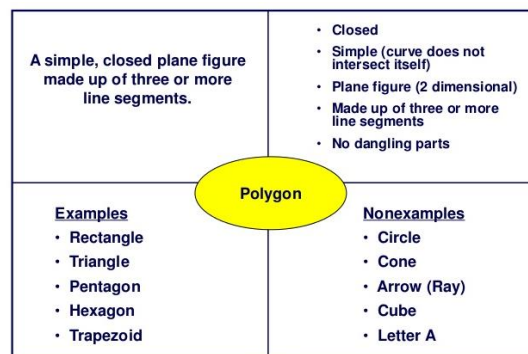
**Examples:** Examples of the word or put it into a sentence.

**Non-examples:** What are not examples of this word – almost like opposites or things that do not match with the word.

Science example:



Maths example:



# 2. SELECT AND EXPLAIN – Word associations

For this activity your teacher will create some word association questions. You need to decide which words could relate to or match the key words. There may be more than one correct answer. You need to explain how and why you are connecting the words together.

Sentence starters: **It is clear that the word \_\_\_\_\_ could go with the word \_\_\_\_\_ because.....**

**It is possible that the word \_\_\_\_\_ could go with the word \_\_\_\_\_ because.....**

Science example

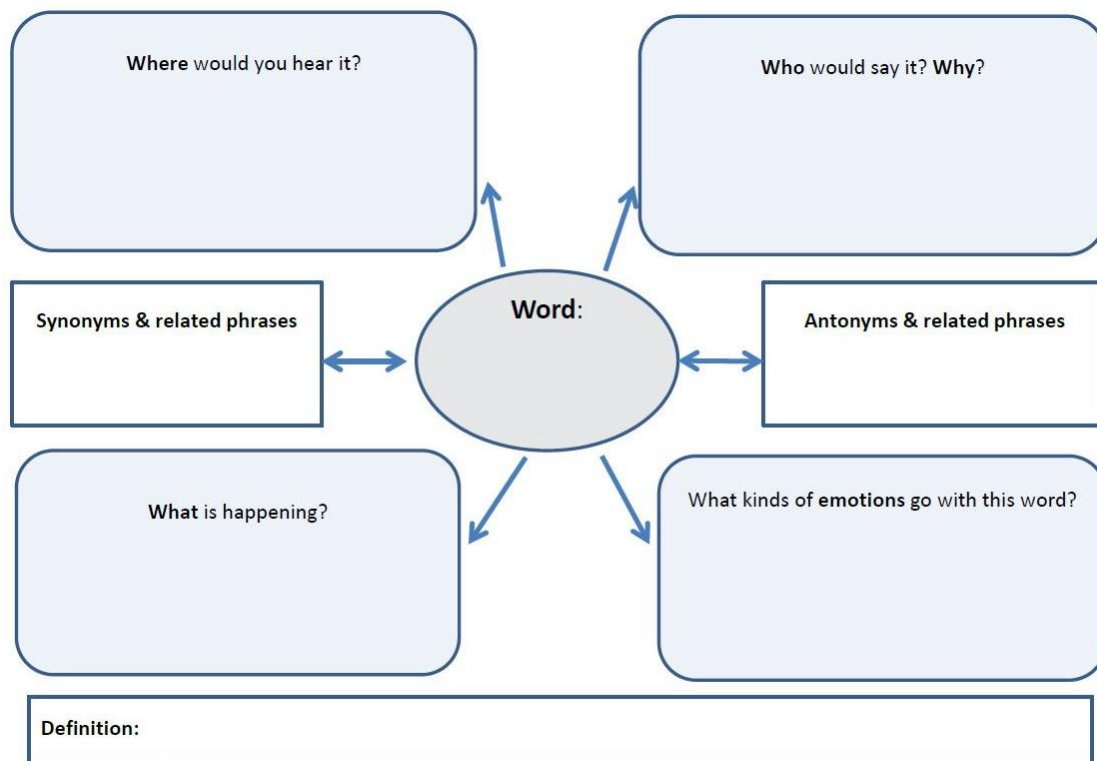
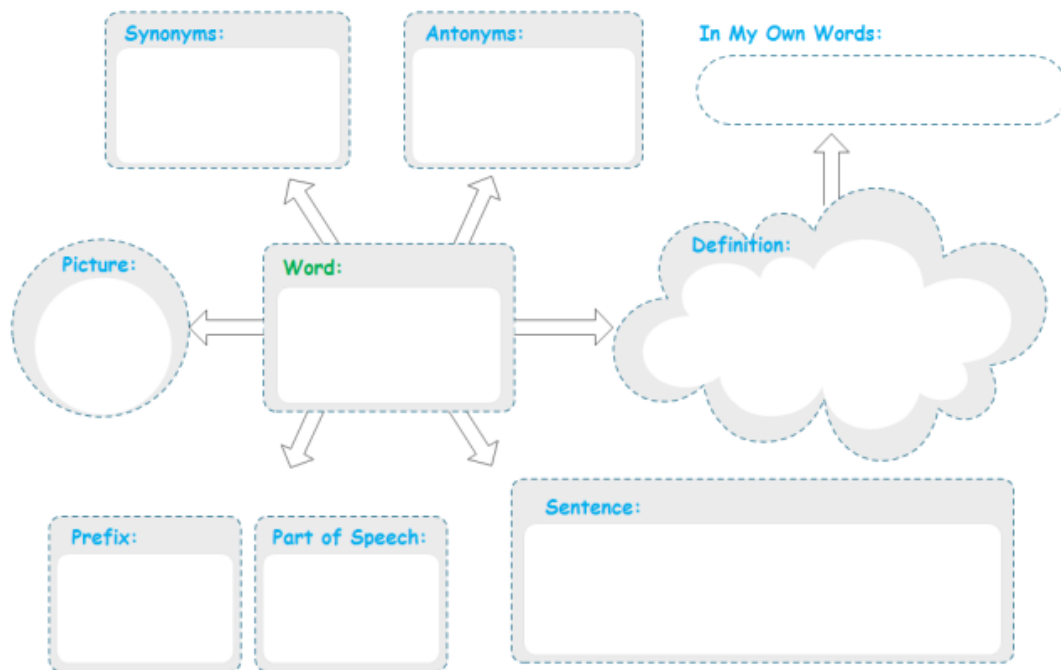
**Take the key words: Element, Compound, Period, Group, Explain, Volume, Dense, Air resistance**

- 1) What word goes with same?
- 2) What word goes with horizontal?
- 3) What word goes with vertical?
- 4) What word goes with tight?
- 5) What word goes with space?
- 6) What word goes with reasons?
- 7) What word goes with friction?



### 3. SELECT AND EXPLAIN – Vocabulary diagrams

Your teacher will tell you which key words to use for these. Make sure you spend time on these and make them detailed – be as creative as you want! The challenge is to make a creative diagram or map with the word. Here are some ideas below:



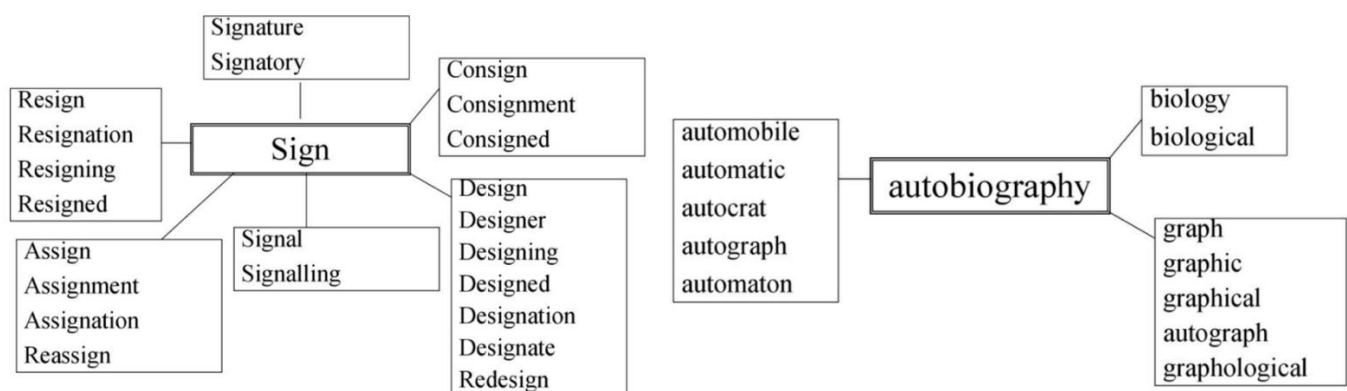
## 4. EXPLORE AND DISCOVER – Synonyms and antonyms

You need to make at least two of these. Your teacher will tell you which words you need to use. Synonyms are similar words. Antonyms are opposite words. Come up with at least 5 for each box – the more you can find the better.

<b>My Word</b>  <b>Taunted</b>	<b>Synonyms</b> <ul style="list-style-type: none"><li>• Teased</li><li>• Mocked</li><li>• Ridiculed</li></ul>
<b>Sentence to remember</b>  The ugly old hermit was tormented by the local village children as she walked through the town.	<b>Antonyms</b> <ul style="list-style-type: none"><li>• Admired</li><li>• Respected</li><li>• Praised</li></ul>

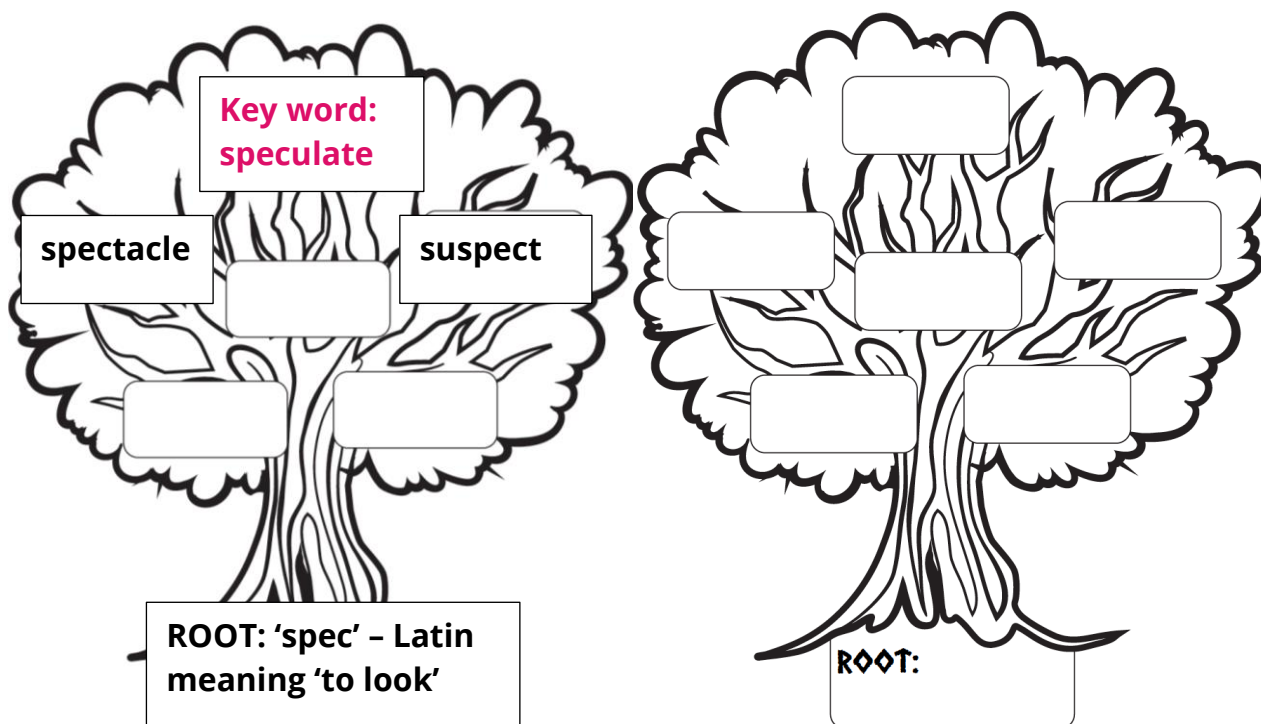
## 5. EXPLORE AND DISCOVER – Word Webs

The challenge is to make as many words as you can from the same word. If you break the words up into parts (root words, suffixes and prefixes) you should be able to make other words from the original word. Look at the examples below to help you. Make as many groups of new words as you can. (Use the vocabulary websites to help you)



## 6. EXPLORE AND DISCOVER – Green and Latin Root word tree

Your teacher will give you a key word from the knowledge organiser to put at the top of your tree. You need to work out what the root word is and then any other words that have the same root word.



## 7. EXPLORE AND DISCOVER – Root word tables

Using the Latin and Greek root words tables in the front of your knowledge organiser can you find the root words for the key words your teacher gives you. Fill in the table with the correct root word.

**Maths example:**

Key word	Root word	Meaning of the root word	Use the word in a sentence	Your own definition of the key word
polygon	Greek: poly	many	A regular polygon has all angles equal and all sides equal, otherwise it is irregular	A polygon is a plane shape with many sides.

Whole Word:	Word Parts:	Literal Definition:
		Dictionary Definition:
Meanings of Word Parts:		
Whole Word:	Word Parts:	Literal Definition:
		Dictionary Definition:
Meanings of Word Parts:		

## 8. EXPLORE AND APPLY – Would you rather?

Your teacher will give you 'would you rather' scenarios based on your subject. You must explain your answers in full sentences: **I would rather.....because.....**

### Science example:

- Would you rather separate different inks from a mixture by **Chromatography** or **Distillation**? Explain why.
- Would you rather light a Bunsen Burner on a **roaring** or **safety** flame? Explain why.
- Would you rather your food travelled down your **Oesophagus** or **Trachea**? Explain why.  
Extension: What is a Trachea?
- Would you rather **evaluate** a practical to improve it or **conclude** a practical to improve it? Explain why.
- Would you rather **explain** why you got your results or **describe** why you got your results? Explain why.

### Music example:

- Would you rather create a monophonic piece of music or a homophonic piece of music? Explain why.
- Would you rather sing acapella or accompanied? Explain why.
- Would you rather learn the harmony or the melody of your favourite song? Explain why.
- Would you rather play a fast or slow tempo song? Explain why.

## 9. EXPLORE AND APPLY– What? So what? Now what?

Your teacher will tell you which words you need to use. Write in full sentences under each heading:

- **What? (What is the word that your teacher has given you?)**
- **So what? (Why are you learning this word? How does it connect to your topic and subject?)**
- **Now what? (How will you use this word – in lessons, in your work, in your speech, in you writing?)**
- **So what does it mean? (What is the dictionary definition and what is your own definition?)**
- **Now in what way can you use the word in your life? (How does this word apply to your life and other subjects?)** English example – Sherlock Holmes

**What?** The word I am learning is deduction.

**So what?** I am learning the word deduction because it is the main detective skill that Sherlock Holmes uses to analyse people when they are involved in an investigation.


**Now what?** I will use this word to explain how Sherlock Holmes carries out investigations and to explain how Arthur Conan Doyle descriptively writes Sherlock's deductions of the main suspects in an investigation. I will also use the word to explain the different methods of analysing a person and how Doyle wanted readers to understand how crimes were being solved in the Victorian era.

**So what does it mean?** Deduction in Sherlock Holmes is the process of logic where you take the information you do know to deduce and work out what you don't. You use the facts to then work out what you don't know.

## 10. EXPLORE AND APPLY – Sentence generators

Your teacher will give you some nouns or a key word from your knowledge organiser. Fill in the table to work out all of the different ways you could use the noun in a sentence related to a topic.

English Example:

constabulary 	The police force, or officers.
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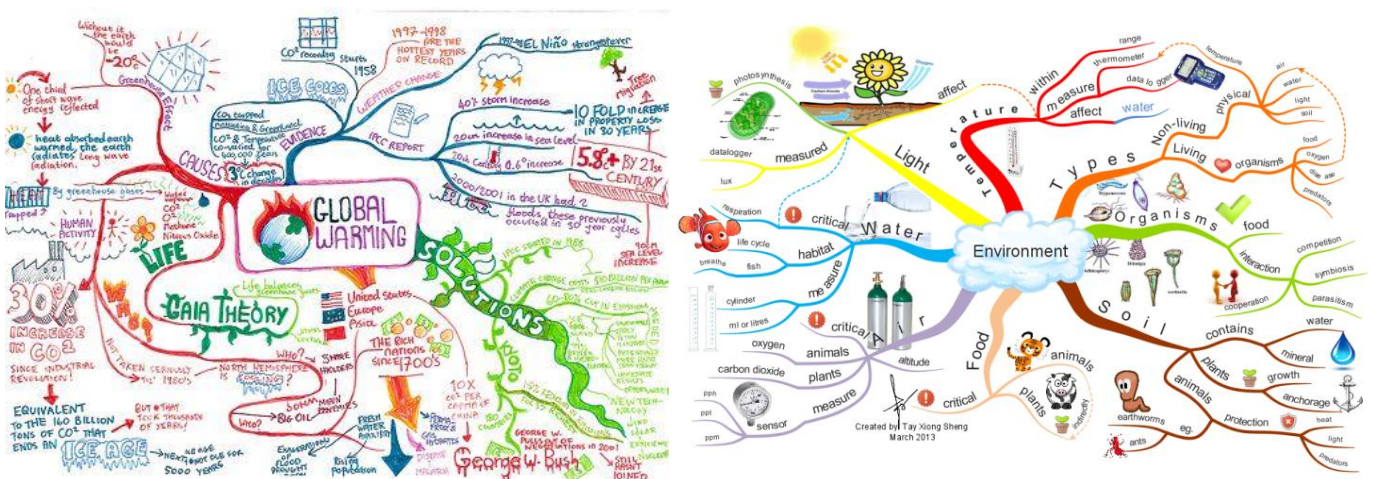
Article	Adjective	Noun	Adverb	Verb	Where or When
The	strong	constabulary	bravely	fought	back at the criminals.
	brave		actively	wanted to	find all of the evidence.
	fierce		violently	hit	the criminal with their batons.

Science example:

Noun	Verb	Adverb	Verb	Where or When
Crohn's disease	will	violently	damage	the small intestine if you do not eat the correct nutrients.
If you have Crohn's disease you	should	actively	avoid	eating gluten.

## 11. CONSOLIDATE – Vocabulary mind map

Using images is one of the best ways to revise and remember your vocabulary. Create a creative mind map using vocabulary that your teacher sets you to help you revise your current topic- include definitions and images.



## 12. CONSOLIDATE – Finding command words in exam questions

Your teacher will give you some example assessment and exam questions with the command words missing.

**Step 1:** Fill in the correct command words for the question (Tier 2 words)

**Step 2:** Explain what each of those command words means for the task.

**Step 3:** Write down 5 steps as to how you would start to answer the question.

### Examples:

**English:** You are performing the role of Titania in A Midsummer Night's Dream. \_\_\_\_\_ how you would use your acting skills to interpret Titania's character in the extract below, and \_\_\_\_\_ why your ideas are appropriate both for this extract and the play as a whole. (Describe, Explain)

### Science

\_\_\_\_\_ aerobic and anaerobic respiration. (compare)  
\_\_\_\_\_ and \_\_\_\_\_ the trends shown in the graph. (describe and explain)  
\_\_\_\_\_ the increase in electricity use between 2011 and 2015. (calculate)  
\_\_\_\_\_ the experiment and suggest how it could be improved. (evaluate)  
\_\_\_\_\_ the graph. (draw)

## 13. CONSOLIDATE – Unpicking exam questions

Your teacher will print this off for you with an assessment style question and you will need to fill in each box.

<b>Underline all the command words in the question.</b> <ul style="list-style-type: none"><li>- Do I know what they are asking me to do/write?</li><li>- What is the definition of each command word?</li><li>- Is there more than one command word, how will this affect your answer?</li></ul>	<b>Planning (the framework for writing)</b> <ul style="list-style-type: none"><li>• What vocabulary or key words do I need to answer this question?</li><li>• What key words should I include in my answer?</li><li>• What sentence starters do I need?</li><li>• What discourse markers should I use?</li></ul>
<b>Exam style question</b>	
<b>Success Criteria:</b> <ul style="list-style-type: none"><li>- Write down 3-5 steps I need to take to answer this question.</li></ul>	<b>Thinking (the content)</b> <b>What do I need to know?</b> <ul style="list-style-type: none"><li>• What do I know about this topic?</li><li>• How does this topic relate to something I already know?</li><li>• What do I feel about this topic? (excited, anxious, curious, nervous)</li></ul>





Coordinates, Linear Graphs, Direct and Inverse proportion, Scales and Standard Sequences, Expanding and Factorising, Changing the subject
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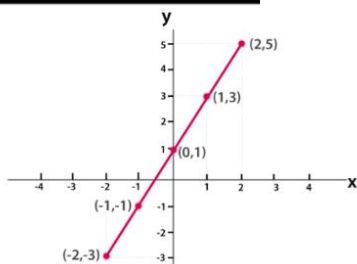
## TIER 2 VOCABULARY

1	<b>Identify</b>	To recognise or select a value.
2	<b>Prove</b>	To show, using evidence, that something is true.
3	<b>Variable</b>	A symbol for a value we don't know yet.
4	<b>Equivalent</b>	Having the same value.
5	<b>Generate</b>	To give more examples.
6	<b>Link</b>	To connect two examples together.
7	<b>Investigate</b>	To examine a problem carefully to find the answer.
8	<b>Contrast</b>	To show the differences between two things.
9	<b>Intercept</b>	When a line crosses another.
10	<b>Interpret</b>	To give a value to.
11	<b>Estimate</b>	To find a value that is close enough to the actual answer.
12	<b>Justify</b>	To show that an answer is correct.

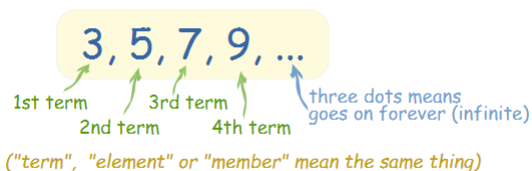
## TIER 3 VOCABULARY

1	<b>Sum</b>	The total; the result of adding.
2	<b>Coordinate</b>	A set of values that show an exact position.
3	<b>Expression</b>	Numbers and symbols grouped together to show the value of something.
4	<b>Product</b>	The result when numbers are multiplied.
5	<b>Factorise</b>	Working out what to multiply to get an expression. E.g. $2y + 6 = 2(y + 3)$
6	<b>Line Segment</b>	The part of a line that connects two points.
7	<b>Quadratic</b>	Where the highest exponent of a variable is a square.
8	<b>Quadrilateral</b>	A 2D shape with four straight sides.
9	<b>Inverse</b>	Opposite in effect; the reverse of.
10	<b>Gradient</b>	How steep a line is.
11	<b>Parallel</b>	Always the same distance apart and never touching.
12	<b>Perpendicular</b>	At right angles (90°) to.

## USEFUL DIAGRAMS



Sequence:



Expand & Simplify...

$$5(x + 3) + 6(x - 4)$$

$$5x + 15 + 6x - 24$$

$$11x - 9$$

## 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-	$\mu$	$10^{-6}$	0.000001	millionth
Nano-	n	$10^{-9}$	0.000000001	billionth

**Examples**

A centimetre cm is one hundredth of a metre  $1\text{cm} = 0.01\text{m}$

A millilitre is one thousandth of a litre  $1\text{ml} = 0.001\text{l}$

A kilogram is one thousand times larger than a gram  $1\text{kg} = 1000\text{g}$

**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**



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





# Challenge

I= Eedi

Think of a number, then subtract 5, next divide by 8, next add 4, and finally multiply by 7.

Jo says you can write this as:  
 $7\left(\frac{n-5}{8} + 4\right)$

Paul says you can write this as:  
 $7((n-5) \div 8) + 4$

Who is correct?

A Only Jo

B Only Paul

C Both Jo and Paul

D Neither is correct

I= Eedi

Expand and simplify:  
 $3(2x + 1) - (3x - 8)$

A  $3x - 5$

B  $3x + 11$

C  $9x - 5$

D  $9x + 11$

I= Eedi

The area of these shapes are equal. Which of these is correct?

5

2x - 2

3

4x + 2

A  $10 + 4x - 4 = 6 + 8x + 4$

B  $5 + 2x - 2 = 3 + 4x + 2$

C  $10x - 10 = 12x + 6$

D  $10x - 2 = 12x + 2$

I= Eedi

2x + 4

x

8

3x - 4

Which of the following statements is incorrect?

A Area =  $3x^2 - 4$

B Perimeter =  $6x + 8$

C  $2x + 4 = 3x - 4$

D  $x = 8$

I= Eedi

Which of the following diagrams could represent  $y = 2 - 3x$ ?

A

B

C

D

I= Eedi

A line has a gradient of 4 and passes through the point (1, 7). What is its equation?

A  $y = 7x + 4$



















B  $y = 4x + 7$




















C  $y = 4x + 6$

D  $y = 4x + 3$

# BE STRONG - English Knowledge Organiser

## Topic: Jane Eyre by Charlotte Bronte

Tier 2 key vocabulary			Tier 3 key vocabulary Pink = The writer's techniques			Vocabulary for analytical writing		
1	<div>rural</div> 	Relating to the countryside, rather than the town.	1	<div>Victorian society</div> 	The period of British history when Queen <i>Victoria</i> ruled; 1837-1901. Jane often describes the oppressive social ideas of Victorian England.	1	<div>suggests</div> 	Explaining what you think a quote could mean and what you interpret from it.
2	<div>antipathy</div> 	A very strong dislike of something or someone.	2	<div>theme</div> 	The central ideas of a novel/text.	2	<div>highlights</div> 	What does the writer draw attention to/what stands out in the quotation.
3	<div>impudence</div> 	The trait of being rude and impertinent.	3	<div>Gothic literature</div> 	Writing that uses elements of fear, horror, death, and gloom, as well as romantic elements and very high emotions.	3	<div>reveals</div> 	Interpreting what the writer is trying to expose or show the reader (in a quotation).
4	<div>intimidation</div> 	Having a frightening, overawing, or threatening effect.	4	<div>theist</div> 	The belief in one God as the creator and ruler of the universe, without rejection of revelation.	4	<div>emphasises</div> 	The particular importance or attention that is given to something.
5	<div>formative</div> 	Relating to the time when someone or something is starting to develop in character.	5	<div>oppression</div> 	Prolonged cruel or unjust treatment or exercise of authority.	5	<div>metaphor</div> 	A word or phrase used to compare two unlike objects, ideas, thoughts or feelings to provide a clearer description.
6	<div>benevolence</div> 	Kindness and generosity.	6	<div>repentance</div> 	The action of showing sincere regret or remorse.	6	<div>tone</div> 	The attitude or approach that the author takes toward the work's central theme or subject.

7	<p>punitive</p> 	Inflicting or intended as punishment.	7	<p>Juxtaposition</p> 	Two things being seen or placed close together with contrasting effect.	7	<p>thesis</p> 	The main idea that you want to discuss throughout an essay.
8	<p>mortality</p> 	The condition of one day have to die, being subject to death.	8	<p>comparison</p> 	The similarities or differences between two things or people.	<b>CHALLENGE TASKS</b>		
9	<p>Endurance</p> 	The power to withstand hardship or stress.	9	<p>symbolism</p> 	The use of symbols throughout a text to represent ideas.			
10	<p>Infliction</p> 	An act causing pain or damage.	10	<p>allusion</p> 	A technique used to make an indirect reference to something that is intended to make you think of particular person or thing.	1	Write a description of the Yorkshire landscape. Focus on the isolated and bleak moorland.	
11	<p>morality</p> 	Distinction between right and wrong or good and bad behaviour.	11	<p>pathetic fallacy</p> 	A technique used to give human emotions or qualities to nature or inanimate objects.	2	Write your own piece of creative writing about an incident of bullying.	
12	<p>Dependent</p> 	Someone who relies on another person to support them financially.	12	<p>Hypocrite</p> 	Someone who says one thing, but does the opposite at another time.	3	Write your own description of the Red Room.	
13	<p>Humiliate</p> 	To make someone feel stupid or ashamed. If something makes you feel stupid or ashamed.	13	<p>comeuppance</p> 	When a villain receives some form of punishment for what they did.	4	Compare Jane Eyre to another famous orphan (could be from a novel or film)	
14	<p>Submissive</p> 	Allowing yourself to be controlled by other people or animals.	14	<p>Nurture</p> 	Care that is given to someone while they are growing and developing.	5	How did Victorians punish children for poor behaviour?	
	<p>meek</p> 	Quiet and unwilling to disagree or support personal ideas and opinions.	15	<p>Governess</p> 	A woman who cares for and supervises a child especially in a private household.	6	Write your own piece of creative writing about childhood fears.	
						7	Write Jane's diary as she thinks about going to school.	
						8	Were there different types of schools during the Victorian era? What were they like? What subjects did students study?	
						9	Write a description of Mr Brocklehurst. Is he a likeable character? Why? Why not?	
						10	Do you think that Mr Brocklehurst and Mrs Reed should be trying to change Jane's personality? Explain your answer using references to the novel.	
						11	What are Jane's opinions of the upper classes and the lower classes?	
						12	The narrator in the novel is an older Jane remembering her childhood. Find a few places where the voice of the older Jane intrudes on the narrative.	

## KEY DIAGRAMS AND QUOTES

**"I will never call you aunt again as long as I live; I will never come to see you when I am grown up."**

**"Even for me life had its gleams of sunshine."**

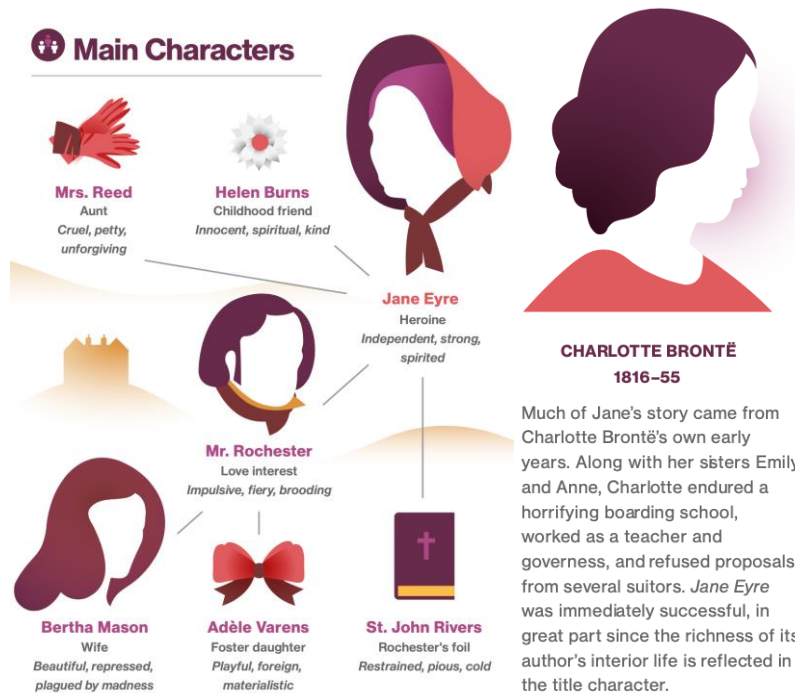
**"I stood lonely enough; but to that feeling of isolation I was accustomed; it did not oppress me much."**

**"For it becomes my duty to warn you that this girl, who might be one of God's own lambs, is a little cast-away..."**

**"I desired liberty; for liberty I gasped; for liberty I uttered a prayer; it seemed scattered on the wind then faintly blowing."**

**(Who says these quotes? What do these quotes reveal? Can you analyse them?)**

### Main Characters



### RESEARCH:

Research the Bronte sisters – why are they so famous as sisters and individually?

<https://www.bronte.org.uk/the-brontes-and-haworth/haworth>

### WATCH:

Watch how they created The National Theatre production of *Jane Eyre* – how did they adapt it for the stage?

Watch these scenes from the 2011 film version. What do you notice about Jane and Rochester's relationship?



### LISTEN:

Listen to this podcast: *Jane Eyre – In Our Time*. What key facts do you learn?



### READ:

Read an article where famous female writers discuss *Jane Eyre*. Why is the novel so famous still today?





## Science Question Words

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

## Units



Quantity being measured	Unit in words and symbols	Quantity being measured	Unit in words and symbols
<b>Length</b>	metre m	<b>Temperature</b>	degrees Celsius °C
<b>Mass</b>	gram g	<b>Speed</b>	metres per second m/s
<b>Time</b>	second s	<b>Area</b>	square metres m <sup>2</sup>
<b>Force</b>	Newton N	<b>Volume</b>	cubic metres m <sup>3</sup>

## Calculate

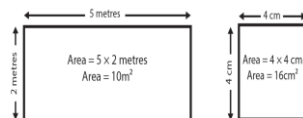
### How to work it out.



The area of a rectangle



Height x Width = area of a rectangle  
(cm) (cm) (cm<sup>2</sup>)

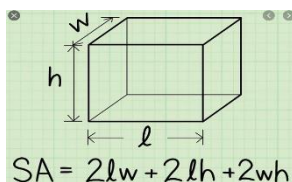


The Surface Area of a cuboid



**Cube:**  
Area of one side x 6 = **Surface Area**

**Cuboid:**  
(2 x length x width) + (2 x length x height) + (2 x width x height) = **Surface Area**



## Experimental Words

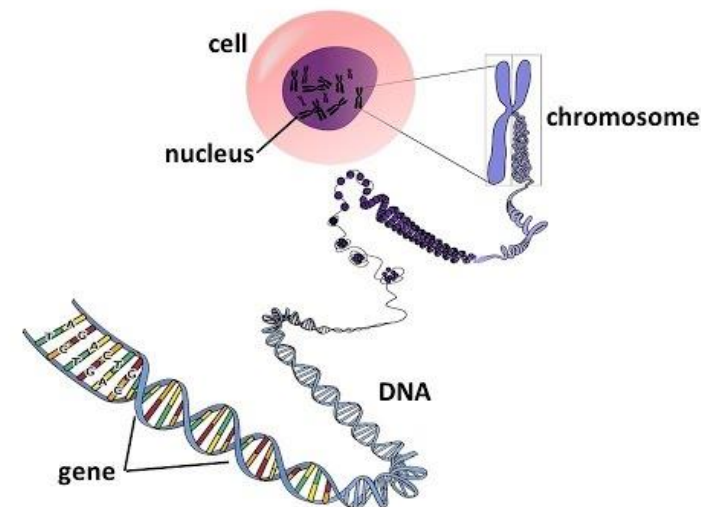
Tier 3 Word	Meaning
<b>Accurate</b>	Close to the true value.
<b>Reliable</b>	The original experimenter repeats the investigation using same method and equipment and obtains the same results. Also known as <b>repeatable</b> .
<b>Precise</b>	Values are close together and close to the from the mean.
<b>Variables</b>	These are physical, chemical or biological quantities.
<b>Control Variable</b>	Control variable are the parts of the practical that have to be kept constant or monitored.
<b>Dependent Variable</b>	Dependent variable is the part of the practical that is measured.
<b>Independent Variable</b>	Independent variable is the part of the practical that is changed on purpose.
<b>Prediction</b>	A prediction suggests what will happen in the future.
<b>Fair Test</b>	A fair test is occurs when only the independent variable affects the dependent variable.
<b>Anomalies</b>	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)

## Labelled Diagram

The cell contains a nucleus

In the nucleus the DNA is coiled into 46 chromosomes (in humans)

A section of DNA is known as a gene.








## Genetics & DNA

Tier 3 word	Meaning
<b>DNA</b>	Deoxyribonucleic acid – the molecule that contains the genetic code of an organism.
<b>Gene</b>	A section of DNA that codes for a protein.
<b>Mutation</b>	A change in the genetic material of an organism.
<b>Variation</b>	The differences between organisms.
<b>Extinct</b>	The permanent loss of an entire species from an area or the world.
<b>Chromosome</b>	A structure made of DNA in the nucleus. Humans have 23 pairs of chromosomes in their body cells.
<b>Fossil</b>	The remains or traces of organisms that live long ago.
<b>Biodiversity</b>	A measure of the variety of all the different species in an area.

### The steps of natural selection

<b>1</b>	Mutation in the DNA.
<b>2</b>	Mutation in the DNA causes variation.
<b>3</b>	Variation means some animals are better adapted to their environment.
<b>4</b>	Organisms more suited to the environment survive.
<b>5</b>	These organisms pass adaptations to offspring.
<b>6</b>	Over time a new species is formed.

### Fossils

Organism cannot decay: amber, ice or peat.	Mineralisation: parts of an organism replaced by minerals that don't decay	Preserved traces of an organism: footprints, burrows, root traces
		

**C**

### Challenge Questions

- Research MRSA – why is it such a concern to doctors?
- Compare Darwin's and Lamarck's Theories of Evolution – how are they different?
- Describe the main extinction events that have taken place throughout Earth's history.

Deep Dive:



Join the genetic engineering debate here to see whether you are for or against!



## Atomic Structure

Tier 3 word	Meaning
<b>atom</b>	A small particle from which all substances are made.
<b>compound</b>	A substance that contains two or more elements bonded together.
<b>element</b>	A simple substance, made up of only one type of atom.
<b>mixture</b>	Contains more than one element or compound but are not joined together
<b>molecule</b>	Two or more atoms joined together in group of a set size.
<b>periodic table</b>	A special list of all known elements.
<b>pure</b>	A single substance that does not have anything else in it.

### The History of the Atom – Discovery Timeline

<b>Early ideas</b>	Atoms initially were thought to be tiny spheres that cannot be divided.
<b>Plum Pudding Model</b>	JJ Thompson suggested that the atom is a ball of positive charge with negative electrons embedded in it.
<b>The Nuclear Model</b>	Results from the alpha scattering experiment found that the mass is concentrated at the centre of the atom and that the nucleus is charged.
<b>Discovery of neutrons</b>	Neils Bohr adapted the nuclear model to include electrons orbiting the nucleus at specific distances.
<b>Discovery of protons and neutrons</b>	Scientists found evidence of positive particles in the nucleus and named these protons. It was only later in 1932 that James Chadwick discovered neutrons.

**C**

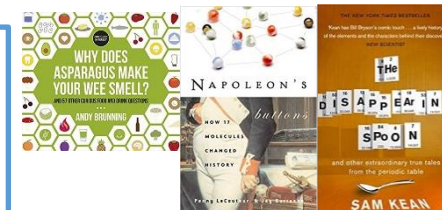
### Challenge Questions

- How did the alpha scattering experiment lead to increased knowledge of the atom?
- Draw the electron structures of the first 20 elements.
- Research how the electron structure of Francium makes it so reactive.

Deep Dive:

Have a read of the following books:

- 1) The disappearing spoon
- 2) Why does asparagus make your wee smell?
- 3) Napoleon's Buttons: 17 molecules that changed





## TIER 3 VOCABULARY

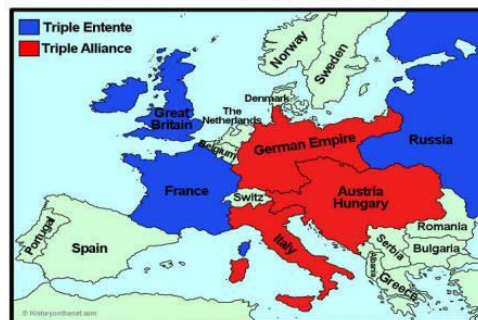
- 1  **Militarism** - The belief that a country should keep a strong military and be prepared to use it to defend national interests.
- 2  **Imperialism** - Extending a country's influence by building a large overseas empire – usually using military force.
- 3  **Nationalism** - A feeling of being superior to other countries and following your own national interest above all else.
- 4  **Arms Race** - A race between rival countries to build up their weapons
- 5  **Colony** - A country/territory under the complete control and occupied by another country or state.
- 6  **Dreadnought** - A type of battleship introduced in 1906, larger, faster and equipped entirely with large-calibre guns.
- 7  **Balkans** - The Balkans are a group of countries in southeast Europe – key countries in WWI are Bosnia, Serbia and Austria - Hungary.
- 8  **Blank Cheque** - Given by Germany to Austria-Hungary signalling that they would be given unlimited support and resources.
- 9  **Ultimatum** - A final demand. In this case given by Austria-Hungary to Serbia.

## THE ALLIANCE SYSTEM

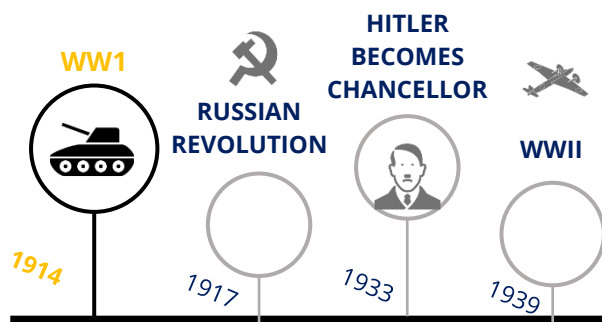
**Alliance** | **The Triple Alliance (1882)**  
Germany  
Austria - Hungary

**Entente** | **The Triple Entente (1907)**  
UK  
France  
Russia

World War One Alliances 1914



## CHRONOLOGY



## WORLD WAR ONE CAUSES

Signing of the Triple Alliance

1882

First Moroccan Crisis

1905-1906

Britain begins developing the Dreadnought

1906

Signing of the Triple Entente

1907

Second Moroccan Crisis

1911

Assassination of Franz Ferdinand (28<sup>th</sup> June)

1914

Austria-Hungary are given the blank cheque by Germany (July)

1914

Austria-Hungary issue an ultimatum to Serbia, it leads to the declaration of war.

1914

Britain enters WWI (4<sup>th</sup> August)

1914

The July Crisis – alliances are triggered and WWI starts, chain reaction as countries declare war on one another from 28<sup>th</sup> July to 6<sup>th</sup> August 1914

## TIER 2 VOCABULARY

- 1 **Cause** – a person or thing that gives rise to an action.
- 2 **Trigger** – starts something that is primed to happen.
- 3 **Outbreak** – the start of something. E.g. the outbreak of war or the outbreak of a pandemic.
- 4 **Guilty** – to blame for something.
- 5 **PM** – Short for Prime Minister.
- 6 **Cabinet** – A group of advisors who support the Prime Minister with decision making.
- 7 **MP** – Member of Parliament, who has been elected by the people to represent their views.
- 8 **Responsible** – To be blamed or credited with an action. E.g. The Blank Hand Gang were responsible for the assassination of the Archduke.
- 9 **Culpable** – Deserving of blame.

## CHALLENGE

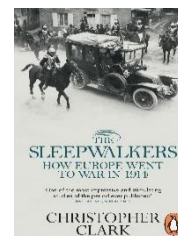
1. How crucial was the arms race in causing war to start in 1914?
2. Was Austria-Hungary justified in sending the ultimatum to Serbia?
3. Why do some historians argue Britain went to war over a 'scrap of paper'?

## KEY HISTORICAL WORKS

### Christopher Clark

"The protagonists of 1914 were sleepwalkers, watchful but unseeing, haunted by dreams, yet blind to the reality of the horror they were about to bring into the world."

"Ferdinand and his wife Sophie Chotek arrived at Sarajevo railway station. Thirty-seven days later, it was at war. The conflict that began that summer mobilized 65 million"



You will read extracts from this book in Cycle A lessons.



Which Historian do you agree with?

Read this BBC History Article, where 10 historians put forward their arguments.

Who do you find most convincing?

Which country do you think was ultimately responsible for war?

Which historian do you agree with least?

<https://www.bbc.co.uk/news/magazine-26048324>

## DIG DEEPER

**Research - Follow the links to discover what was happening around the world!**

The Russo-Japanese War  
<https://drive.google.com/file/d/1whDpGC-Z-IQ87CgIS2I3HNghpR-LE62s/view>

The Russian Revolution  
[https://drive.google.com/file/d/1B8CRmeXejWMSF4WR\\_Gg\\_ECR0Mog-bbqM/view?usp=drive\\_open](https://drive.google.com/file/d/1B8CRmeXejWMSF4WR_Gg_ECR0Mog-bbqM/view?usp=drive_open)

The collapse of the Ottoman Empire  
<https://drive.google.com/file/d/1qNBDtvbvlk3oz9weCjBjDQgim2yglxxz/view>

The Alpine Front  
<https://drive.google.com/file/d/1kBPe20LLCj6TVQByY42zKUQflls1yfV4/view>

**Listen - Listen to the following History Extra podcasts on World War One**

The Legacy of the First World War  
12/06/2014

Roman Slavery and the man who started World War One  
May 2014



WW1 Rations and the French Revolution  
December 2009

**Watch - Watch the following films about the First World War**

War Horse (2011)  
Josef (2011)





Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>Coast</b>	The point where land and sea meet.	1	<b>Swash (also known as 'forewash')</b>	Water that rushes up the beach (water moving towards the beach).
2	<b>Constructive waves</b>	<i>Constructive (from the words 'to construct' = to build).</i> These are waves that build up the beach by depositing (dropping) material, such as sand.	2	<b>Backwash</b>	Water that flows back to the sea (water moving away from the beach).
3	<b>Destructive waves</b>	<i>Destructive (from the words 'to destroy' = to break down).</i> These are waves that break down the beach by eroding (taking away) material, such as rock and sand.	3	<b>Fetch</b>	The distance the wind blows across the water.
4	<b>Erosion</b>	The process in which rock is broken down and removed by water.	4	<b>Mechanical (physical) weathering</b>	The breaking down of rocks due to physical processes e.g. freeze-thaw.
5	<b>Weathering</b>	The process in which rock is removed in situ by physical, chemical, and biological factors.	5	<b>Chemical Weathering</b>	The disintegration of rocks due to chemical changes e.g. due to acid rain.
6	<b>Physical Landform</b>	A feature of the landscape that has been formed by erosion, transportation, and deposition.	6	<b>Biological Weathering</b>	Plant roots grow in cracks and animals burrow causing the rocks to weaken and break down.
7	<b>Process</b>	A process is a series of actions or steps that cause something to take place. There are four erosional processes.	7	<b>Hydraulic Power</b>	Waves smash into rocks, forcing water air to get trapped in cracks. The force of the water breaks down material.
8	<b>Features</b>	Features are key factors of something, for example if associated with a meander it could be a bend in the river.	8	<b>Abrasion</b>	Sandpapering effect of pebbles grinding over a rocky platform, causing it to become smooth.
9	<b>Management</b>	In this unit, management refers to how to prepare and look after river areas prone to flooding.	9	<b>Attrition</b>	Rocks in the sea knock against each other causing them to become smaller and rounder.
<b>Graph Types</b>			10	<b>Solution</b>	Dissolved chemicals and material such as limestone or chalk.
1	<b>Hydrograph</b>	A graph showing the rate of water flow (discharge) versus time at a specific point in a river.	11	<b>Saltation</b>	The bouncing motion of particles along the ocean floor, as they are too heavy to be carried by the water
2	<b>Bar Graph</b>	To show Discrete Data (numbers), allows for easy comparisons. 	12	<b>Suspension</b>	Light particles which are carried within the water.
3	<b>Line Graph</b>	To show correlation (relationships) between data sets. For example: change over time. 	13	<b>Traction</b>	Large rocks rolled along the seabed.

## Challenge Questions

- Describe the differences between constructive and destructive waves. Use a diagram to support your answer. [4 marks]
- If erosion outweighs weathering on a cliff face, what will the cliff face look like? Draw a sketch to show this. [2 marks]
- Identify and describe THREE processes of erosion. [6 marks]
- Describe TWO types of weathering. [4 marks]
- What is longshore drift? Use a diagram to support your answer. [3 marks]
- Describe two ways eroded material may be transported along a beach [4 marks]
- Draw a quick sketch of a coastal cliff, add the following labels: [5 marks]
  - Wave-cut notch
  - Wave-cut platform
  - Cliff top
  - Cliff face
  - Overhang

## Dig Deeper

### Sites which are useful for revision:

<https://www.internetgeography.net/topics/coasts/>  
<https://www.bbc.co.uk/bitesize/topics/z6bd7ty>  
 Seneca: <https://app.senecalearning.com/courses/login>

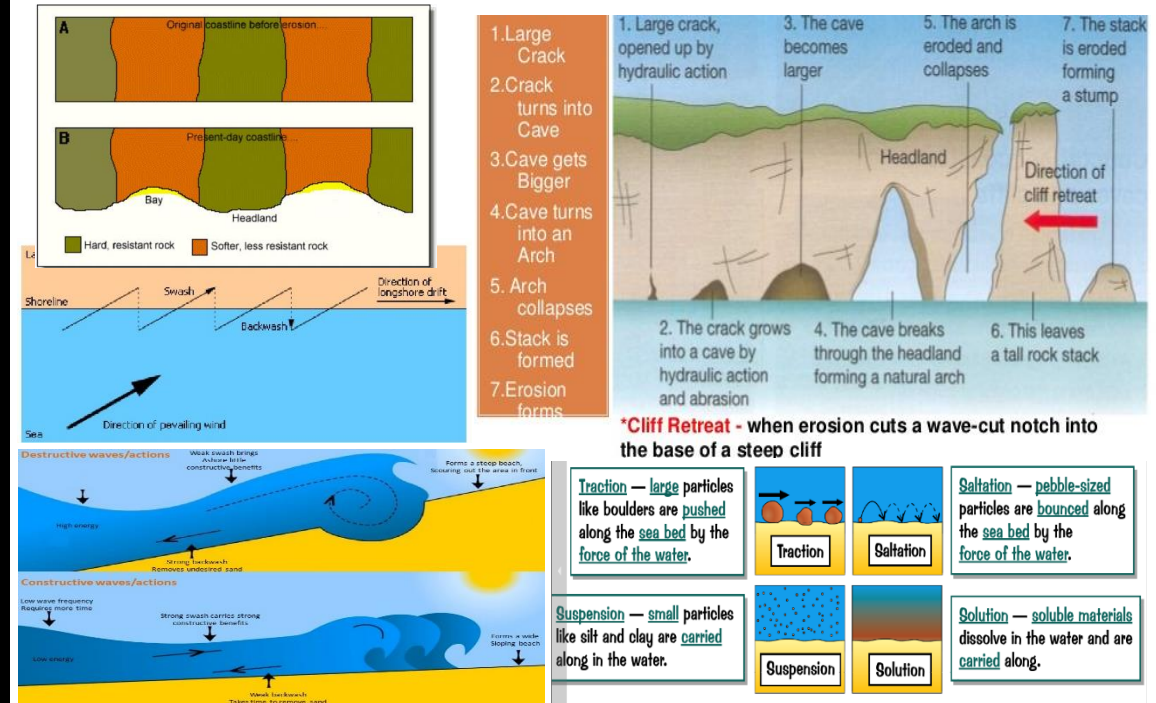
### Sites for added challenge:

<https://www.bbc.co.uk/bitesize/topics/zs3ptyc>  
<https://www.s-cool.co.uk/gcse/geography/coasts/revise-it/coastal-transportation-and-deposition>

### Videos:

<https://www.bbc.co.uk/bitesize/guides/zct8bk7/video>  
<https://www.bbc.co.uk/iplayer/search?q=coasts>  
<http://www.bbc.co.uk/learningzone/clips/living-with-coastal-erosion-in-happisburgh-east-anglia-pt-1-2/7361.html>

## Key Concepts



**Hard Engineering:** Using artificial structures to control natural processes e.g.

- Sea wall-concrete or rock barrier
- Gabions- wire cages filled with rocks
- Groynes-Wooden or rock structures built out to sea from the coast
- Rock armour- Piles of large boulders

**Soft Engineering:** More environmentally friendly methods that work with natural processes to protect the coast e.g.

- Beach nourishment-adding sand to the beach,
- Reprofiling-making the beach steeper,
- Dune regeneration-Marram grass being replanted to help stabilise sand dunes,
- Managed retreat-Allowing the sea to flood over low-lying land























**Lyme Regis**-Small coastal town on the south coast of England. **Problem**-The coastline is eroding more rapidly than any in Europe. **Solution**-Sea walls were built, rock armour was extended, and a large beach was created. **Cost**-£43.4 million. **Advantage**-The defences have protected the area against stormy winters. **Disadvantage**-Increased tourists has led to traffic congestion, causing conflict with the local people.

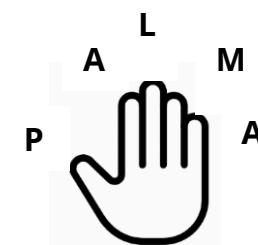
**Swanage**- Dorset on the south coast of England. **Landforms**-Headlands, harbours, and saltmarshes. **Famous stack**-Old Harry **Headland formation**-When hard and soft rocks erode at different speeds. **Spits**-Deposition caused by longshore drift. **Saltmarshes** form behind them. **Spits curve** when there are changes in the wind and wave direction. **Bars**-It stretches from one side of a bay to another, forming a lagoon behind it.

# BE STRONG - Spanish Knowledge Organiser

## Topic: La comida



¿Qué te gusta comer o beber?					
					
VERB (opinion)	Definite Article + NOUN SINGULAR		ILLUSTRATION (saying why...)	ADJECTIVE SINGULAR M/F	
<b>Me encanta</b> (I love)	<b>el agua</b> (the water)	 <b>la leche</b> (milk)		<b>porque es</b> (because it is)	<b>asqueroso</b> (disgusting) <b>delicioso</b> (delicious)
<b>Me gusta mucho</b> (I like a lot)	<b>el arroz</b> (rice)	 <b>la miel</b> (honey)			<b>dulce</b> (sweet)
<b>Me gusta</b> (I like)	<b>el café</b> (coffee)	 <b>el pan</b> (bread)			<b>duro/a</b> (hard)
<b>Me gusta un poco</b> (I like a bit)	<b>la carne</b> (meat)	 <b>el pescado</b>			<b>grasiento/a</b> (greasy)
<b>No me gusta</b> ( I don't like)	<b>el chocolate</b>	 <b>el pollo asado</b> (roast chicken)			<b>malsano/a</b> (unhealthy)
<b>Odio</b> (I hate)	<b>la fruta</b> (fruit)	<b>el queso</b> (cheese)			<b>picante</b> (spicey)
<b>Prefiero</b>	<b>la ensalada verde</b> (green salad)				<b>refrescante</b> (refreshing)
					<b>rico/a</b> (delicious rich)
					<b>saboroso/a</b> (tasty)
					<b>sano/a</b> (healthy)
VERB (opinion)	Definite Article + NOUN PLURAL		ILLUSTRATION	ADJECTIVE PLURAL M/F	
<b>Me encantan</b>	<b>los chocolates</b>	<b>las naranjas</b> (oranges)	 	<b>porque son</b> (because they are)	<b>asquerosos/as</b> (disgustings)
<b>Me gustan mucho</b>	 <b>las gambas</b> (prawns)	 			<b>deliciosos/as</b> (deliciouses)
<b>Me gustan</b>	<b>los plátanos</b>				<b>dulces</b> (sweets)
<b>Me gustan un poco</b>	<b>las hamburguesas</b>	 			<b>duros/as</b> (hard)
<b>No me gustan</b>	<b>los huevos</b> (eggs)		<b>los tomates</b>		<b>grasientos/as</b> (greasy)
<b>Odio</b>					<b>malsanos/as</b> (unhealthy)
<b>Prefiero</b>	<b>las manzanas</b>	 	<b>las verduras</b> (vegetables)		<b>picantes</b> (spicey)
					<b>refrescantes</b> (refreshing)
					<b>ricos/as</b> (delicious)



**People:** *En la foto hay...X personas*

**Action:** *Las personas comen*

**Location:** *Está en España*

**Mood:** *Está contento.*

**Additional Information:** *Hace sol*

1. Adjectives ending in 'o' change to 'a' in the feminine.
2. However, the adjectives in 'e' never change.
3. All adjectives add an "S" for plural

¿Qué bebes? ¿Qué comes?



VERB	NOUN	Time Phrases
<b>Beber = to drink</b>		
<b>Bebo</b> I drink	<b>agua</b>	<b>a menudo</b>
<b>Bebes</b> You drink	<b>chocolate</b>	(often)
<b>Bebe</b> He/she drinks	<b>caliente</b> (hot chocolate)	<b>a veces</b>
<b>Bebemos</b> We drink	<b>té</b> (tea)	(sometimes)
<b>Bebéis</b> You drink	<b>zum de fruta</b> (fruit juice)	<b>de vez en cuando</b>
<b>Beben</b> They drink	<b>zum de manzana</b>	(from time to time)
<b>Comer = to eat</b>		
<b>Como</b>	<b>arroz con carne</b> (rice with meat)	<b>nunca</b>
<b>Comes</b>	<b>cereales con leche</b> (cereal and milk)	(never)
<b>Come</b>	<b>una tostada</b>	<b>raramente</b> (rarely)
<b>Comemos</b>	<b>pescado</b>	<b>todos los días</b> (every day)
<b>Coméis</b>	<b>pollo asado</b>	<b>porque es</b>
<b>Comen</b>	<b>huevos</b> (eggs)	+ adjective singular
<b>Desayuno</b> (I have breakfast)	<b>manzanas</b>	<b>OR</b>
<b>Almuerzo</b> (At lunch I eat)	<b>plátanos</b>	<b>porque son</b>
<b>Meriendo</b> (At tea time I eat)	<b>paella</b>	+ adjective plural
<b>Ceno</b> (At dinner I eat)	<b>tortilla de patatas</b>	
<b>Tomo</b> (I take = I have)		

Un diálogo en un restaurante en España

PERSON SPEAKING		VERB PHRASE	INFINITIVE
<b>CLIENTE</b>	<b>¡Buenos días!</b>	<b>¿Puedo</b> (I can)	<b>pedir?</b>
<b>CAMARERO</b> 	<b>¡Si por supuesto!</b> (Yes of course!)	<b>¿Qué quieres...</b> (what do you want)	<b>pedir?</b> (to order)
		<b>¿Qué te gustaría</b> (What would you like)	<b>comer?</b>
		<b>¿Qué quiere...</b>	<b>beber?</b>
		<b>¿Qué le gustaría</b>	<b>tomar?</b> (to take)
<b>CLIENTE</b>	<b>Bueno..Well</b>	<b>Quiero</b> (I want) <b>Me gustaría</b> (I would like) <b>Voy a</b> (I'm going to)	<b>pedir X</b> (X = food or drink) <b>comer X</b> <b>beber X</b> <b>tomar X</b>



**Dig Deeper:** Find out more about the Spanish-Speaking world of food. Try some recipes


























- 1 <https://readon.myon.co.uk/library/search.html> (search the below books)
  - a. **Spain: A Benjamin Blog and His Inquisitive Dog Guide: What food is mentioned in the book?**
  - b. **Meriendas Saludables (listen to the book in Spanish!)**
- 2 What are the following foods and which Spanish-speaking country do they come from: Guacamole? Ceviche? Hormigas Culonas?
- 3 Find a traditional recipe for all 20 Spanish-speaking countries.
- 4 What are tapas? What types of tapas do you find in Spain?
- 5 Watch Vigilio Martinez A Chef's Table on Netflix.to find out more about food in Peru.

**Challenge Questions (write your answers following the POINT structure)**

1	Qué desayunas?	4	Te gustan los animales? (Cycle B)
2	Qué te gusta beber?	5	Hablame de tu escuela. (Cycle C)
3	Te gusta la comida sana?	6	Hablame de tu carácter (Cycle B)

# BE STRONG - French Knowledge Organiser

## Topic : 'On est différents?' – France and Britain

		 <b>French</b> 	<b>Literal English</b>	 <b>Standard English</b> 
1.		Coucou! C'est Agathe. Je rentre de Londres	<i>Hey! It's Agathe. I come back from London</i>	Hey! It's Agathe. I'm back from London.
2.		Il y a pas mal de différences entre la France et la Grande-Bretagne.	<i>There are not bad of differences between the France and the Great Britain.</i>	There are quite a few differences between France and Great Britain.
3.		Par exemple, ici en France, on roule à droite,	<i>For example, here in France, we drive to right,</i>	For example, here in France, we drive on the right,
4.		mais là-bas, on roule à gauche.	<i>But here low, they drive to left</i>	But there, they drive on the left.
5.		De plus, chez nous, on ne porte pas d'uniforme à l'école.	<i>Moreover, in our place, we not wear of uniform at school.</i>	Moreover, in our country, we do not wear a uniform at school.
6.		Par contre, vous devez porter un uniforme.	<i>However, you have to wear a uniform.</i>	However, you have to wear a uniform.
7.		Je ne suis pas d'accord avec ça !	<i>I am not of agree with that!</i>	I do not agree with that!
8.		En revanche, chez vous, les cahiers sont gratuits,	<i>On the other hand, in your place, the exercise books are free,</i>	On the other hand, in your country, exercise books are free
9.		tandis qu'en France, il faut les acheter.	<i>whereas in France, you must them buy.</i>	whereas in France, we must buy them.
10.		Ce n'est pas juste!	<i>It not is fair!</i>	It's not fair!
11.		En quatrième, on étudie la littérature de Victor Hugo.	<i>In fourth, we study the literature of Victor Hugo.</i>	In Year 9, we study literature by Victor Hugo.
12.	<b>1802</b>	Il est écrivain. Il est né en mille huit cent deux	<i>He is a writer. He is born in thousand eight hundred two</i>	He is a writer. He was born in 1802
13.		et il a écrit <i>Les Misérables</i> .	<i>and he has written Les Misérables</i>	and he wrote <i>Les Misérables</i> .
14.		Tu sais quoi ? La France, on l'appelle aussi	<i>You know what? The France, we it call also</i>	Do you know? France, we also call it
15.		L'Hexagone à cause de sa forme.	<i>the Hexagon to cause of it's shape.</i>	the Hexagon due to it's shape.
16.		La France est deux fois plus grande que la Grande-Bretagne.	<i>The France is two times more big than the Great Britain.</i>	France is two times bigger than Great Britain.
17.		Aussi, la Seine est plus longue que la Tamise.	<i>Also, the Seine is more long than the Thames.</i>	Also, the river Seine is longer than the river Thames.
18.		Ma tante, Céline, travaille en tant que	<i>My Aunty, Celine, works in so that</i>	My aunty, Celine, works as
19.		conductrice de train chez Eurotunnel.	<i>conductor of train place Eurotunnel</i>	a train conductor for Eurotunnel.
20.		Au travail, elle doit parler en français et anglais.	<i>At work, she has to speak in French and English .</i>	At work, she has to speak in French and English
21.		Elle est passionnée par son travail	<i>She is passioned by her work.</i>	She is passionate about her job.
22.		A l'avenir, j'aimerais devenir pilote !	<i>At the future, I would like to become pilot!</i>	In the future, I would like to become a pilot!



## Challenge Questions: Translate the sentences into French



- 1 **She** was born in 1883. **She** is the most famous fashion designer in the world. **Her** name is Coco Chanel. She died in 1971.
- 2 In France **they have** two months of summer holidays **whereas in** Great Britain, **we have** six weeks – It's not fair!
- 3 Great Britain is **as populated as** France – there are **around** 60 million inhabitants. However, Great Britain is **smaller than** France.



(Be brave, dig deep and discover)  
Recommended texts/websites/writers



### French Vocabulary Learning:

- Senecalearning.com → French KS3 → French AQA (For Bilingual students and Challenge)
- Quizlet.co.uk
- <https://www.duolingo.com> Select **French** as the language you want to learn → The app is also available
- <https://www.memrise.com/courses/english/french/>



### French culture:

- [https://www.britishcouncil.org/sites/default/files/the\\_great\\_french\\_language\\_challenge.pdf](https://www.britishcouncil.org/sites/default/files/the_great_french_language_challenge.pdf)
- <https://lyricstraining.com/fr> → The app is also available
- <https://www.culturetheque.com/exploitation/GBR/accueil-portal.aspx> → LOTS AND LOTS of **FREE** French magazines, comic, audio books, articles and film guides.



## BE STRONG - Drama Knowledge Organiser

### Seven States of Tension

- 1) Catatonic – Completely relaxed. If you have to move or speak it's a real effort
- 2) Californian – Everything you say is cool, relaxed, probably lacking in credibility
- 3) Natural – Normal behaviour. You are totally present and aware. It is the state of tension before something happens.
- 4) Alert – Look at things. Sit down. Stand up. Indecision. Mr Bean.
- 5) Melodrama – more tension than normal. The crisis is about to happen. All the tension is in the body, concentrated between the eyes.
- 6) Passionate – Bigger than melodrama, really scared, or overly happy amazingly excited act very, very over the top.
- 7) Tragic – so tense can't even move – petrified, so incredible excited.



### Dig Deeper – Further Reading

**BBC BITESIZE- Explorative strategies**

<https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/1>

**BBC BITESIZE – Konstantin Stanislavski**

<https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1>

**BBC BITESIZE – Physical Theatre**

<https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1>

Make sure you check out your local theatre: *Richmond Theatre, The Orange Tree theatre, Rose Theatre, Lyric Hammersmith, National Theatre*

## Topic: 'Movie Mayhem'

### Tier 2 Vocabulary

<b>Climax</b>	The most intense and exciting part of something.
<b>Anti-climax</b>	When the most intense of exciting part of something is expected but does not happen.
<b>Mannerism</b>	A gesture or way of speaking or behaving.
<b>Vocal</b>	Using vocal techniques to create a character such as volume, pace, pitch, and tone.
<b>Physical</b>	Using physical techniques to create a character such as movement, action, body language and gesture.
<b>Justify</b>	To show yourself to be right by explaining your reasons.
<b>Describe</b>	To give a detailed account of something.
<b>Analyse</b>	To look at something very closely in order to explain it.
<b>Evaluate</b>	To explain how good or bad something is.

### Tier 3 Vocabulary

<b>Synchronised Movement</b>	Two or more people create movements at the same time.
<b>Thought-tracking</b>	A character steps out of the scene to address the audience about their feelings and thoughts on a situation.
<b>Still image/ freeze frame</b>	A frozen picture that communicates meaning.
<b>Marking the moment</b>	Highlighting the most important moment in a scene in order to draw the audience's attention to something significant.
<b>Role on the wall</b>	Writing on the outside of a character outline what other character's think of you and writing on the inside of your character outline what your character thinks of themselves.
<b>Devising</b>	To create an original piece of drama.
<b>Explorative Strategy</b>	Something you can use to explore the issues in a text and characters to develop a better understanding of the drama you are creating.
<b>Soundscape</b>	Create many different sounds to create an atmosphere that reflects the situation you are creating.
<b>Konstantin Stanislavski</b>	A key practitioner who developed a naturalistic approach to acting.
<b>Cross-cutting</b>	To change the focus between two scenes.
<b>Stimulus</b>	Using an image, sound, prop or any type of text to generate ideas.
<b>Tension</b>	When you create mental and emotional strain for the audience.
<b>Physical Theatre</b>	A form of theatre that puts emphasis on movement rather than dialogue.

## Writing a drama evaluation:

### Start by introducing:

- What the performance was called/about
- A brief summary of the plot
- How well you think the performance went

Then use **PEEL** to evaluate any of the areas below (unless specified otherwise)

- Physical or Vocal Skills (Choose from your Knowledge Organiser)
- Use of staging/stage space/spatial awareness
- Use of props/lighting/sound
- The overall structure of the performance.

**Conclude with:** How successful the performance was overall and why.

**P oint:** What is the area you will be evaluating and what is the **point** of your paragraph?

**E xample:** Give a **specific** example of what acting skills were used – paint a picture of this moment using

**E xplain:** **Explain** the effect of this moment on the audience – why were these acting skills used?

**E valuate:** Now **evaluate** – was this moment effective? Why/why not?

**L ink:** **Link** it back to the original point and draw the paragraph to a conclusion – how **successful** was the moment?

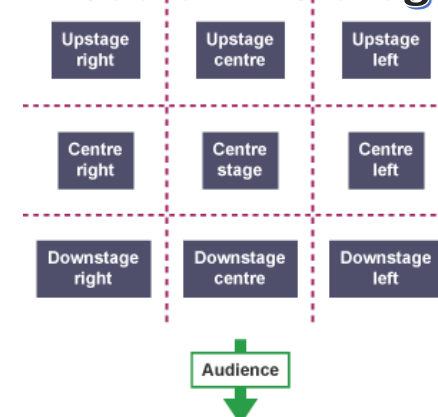
## TOP TIPS FOR CREATING:

- ✓ Be co-operative! (Take part and follow the instructions of your team members)
- ✓ Listen respectfully to others' ideas
- ✓ Share your own ideas and make contributions
- ✓ Stay in your working space
- ✓ Plan your time effectively and structure your rehearsal
- ✓ Think about where your audience will be and rehearse with this in mind
- ✓ Make sure everyone knows what they are doing
- ✓ Practice your transitions (the moments between a scene change)

## TOP TIPS FOR PERFORMING:

- ✓ Perform with confidence – do not be embarrassed!
- ✓ Stay in role at ALL times, even if something goes a bit wrong!
- ✓ Make eye contact with the audience to engage them
- ✓ Project your voice loudly and clearly
- ✓ Use a range of vocal and physical skills to show strong and convincing characterisation!
- ✓ Make sure you are facing the audience, so they can see your facial expressions
- ✓ Don't shuffle about – move with purpose!

## Areas of the Stage



**Remember:** The stage is always from the **actor's** point of view, as they are the ones standing on the stage. Demonstrate good **spatial awareness** by using all areas of the stage, where appropriate.





## Challenge Questions

1. Describe how one or more actors in a play that you have seen (or a film/ TV show you have watched) used their vocal and physical skills to interpret their role in the performance. Analyse and evaluate how successful they were in communicating their role to the audience.
2. Describe how a play that you went to see used lighting and/ or sound to create a mood or atmosphere. Analyse and evaluate how successful it was in creating mood or atmosphere for the audience.



## Topic: Fanfares

## TIER 3 VOCABULARY

- 1  **Fanfare** – A short ceremonial tune to announce a time or person
- 2  **Fermata** – A pause symbol in musical notation
- 3  **Harmonic series** – The sequence of pitches made by brass instruments
- 4  **Canon (round)** – Each part plays the same melody, starting at different times
- 5  **Dotted rhythm** – A rhythmic pattern that contains one long note followed by a short note.
- 6  **Commission** – to order something to be produced

## MAKE YOUR OWN BRASS INSTRUMENT



Use things from home (or cheap bits from the shop) to make your own brass instrument!

**Ask an adult for help!**

**Be careful with sharp objects!**



## ACTIVE LISTENING (Challenge)

Each of the questions below should be used when completing listening homework.



- 1 Who composed this piece of music? When did they compose it?
- 2 Which instruments can you hear in this piece of music?
- 3 What is the tempo of this piece? You should use an Italian music term.
- 4 Describe the structure of this piece of music.
- 5 What is the time signature of this piece of music?
- 6 Describe the tonality of this piece of music.



## How to actively listen

Sit down in a quiet space. Focus on the music.  
Listen specifically for one musical element at a time.

## DIG DEEPER

musictheory.net



## Listening exercises to help with the theory of music

bandlab.com



## Two options for DAWs to create music using a computer

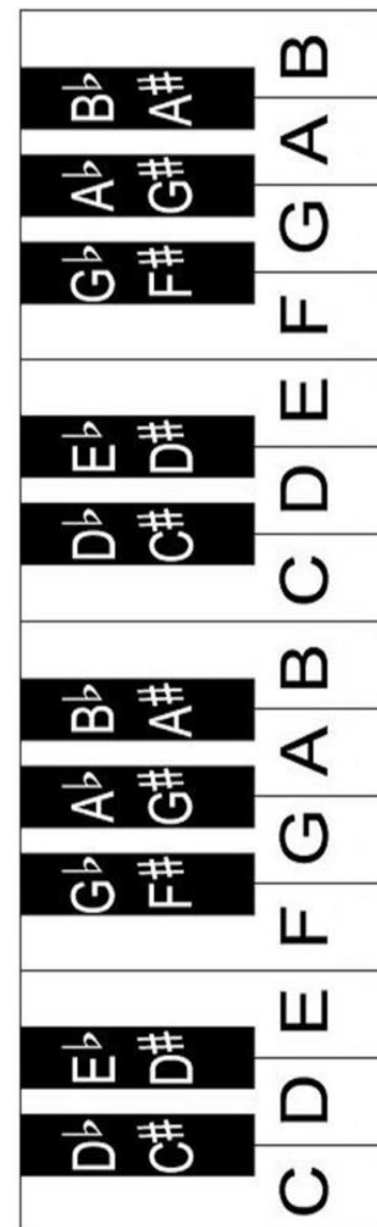
noteflight.com  
flat.io











## Two options for composing using musical notation

music-timeline.appspot.com

Music history, with listening examples



## TIER 2 VOCABULARY

- ①  **Compose** – to write a new piece of music
- ②  **Perform** – to play a piece of music to an audience
- ③  **Rehearse** – to prepare for a future performance
- ④  **Ensemble** – a group of musicians that perform together
- ⑤  **Appraise** – to listen to and assess how effective a piece of music is
- ⑥  **Scale** – A series of musical notes placed in order of pitch
- ⑦  **Interval** – The pitch difference between two notes
- ⑧  **Brass** – Instruments that use lip vibrations to produce sound
- ⑨  **Imitation** – When one instrument copies another
- ⑩  **Valve** – A device that changes the direction or flow of air

## MUSICIANS IN FOCUS (Challenge)

George Frideric Handel



Aaron Copland



Joan Tower



- 1) **Who** is the musician?
- 2) **What** are they most famous for?
- 3) **When** did they live?
- 4) **Where** were they born/where did they live?
- 5) **How or why** does this musician link to your learning?

## MAD T-SHIRT (The Elements of Music)

MELODY	ARTICULATION	DYNAMICS
The main tune	How it's played	How loud or soft it is
TEXTURE	STRUCTURE	HARMONY
Layers of sound	The order of the sections	The chords that are used
INSTRUMENTATION	RHYTHM	TEMPO
Instruments used	Pattern of notes in time	The speed of the music

## BE STRONG - PE Knowledge Organiser

## Topic: Methods of Training

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>EXAMINE</b>	Look in close detail and establish the key facts and important issues surrounding a topic.	1	<b>F.I.T.T. PRINCIPLE</b>	Frequency, Intensity, time and type. Use this principle when planning a programme.
2	<b>JUSTIFY</b>	You need to explain the basis of your argument by presenting the evidence that informed your outlook.	2	<b>AEROBIC TRAINING</b>	In aerobic exercise, which is steady and not too fast, the heart is able to supply enough oxygen to the muscles. Aerobic training improves cardiovascular fitness.
3	<b>ANALYSE</b>	To examine in detail in order to explain the findings.	3	<b>ANAEROBIC TRAINING</b>	Anaerobic exercise is performed in short, fast bursts where the heart cannot supply enough oxygen to the muscles. Anaerobic training improves the ability of the muscles to work without enough oxygen when lactic acid is produced.
5	<b>IDENTIFY</b>	To recognise and name something or somebody.	4	<b>METHODS OF TRAINING</b>	Specific training methods can be used to improve each fitness factor.
6	<b>EXPLAIN</b>	Describing it in more detail.	5	<b>CIRCUIT TRAINING</b>	Circuit training involves performing a series of exercises in a special order called a circuit. It can be designed to improve speed, agility, coordination, balance and muscular endurance.
7	<b>DISCUSS</b>	Requires an in-depth answer that takes into account all aspects of the debate concerning a research topic or argument.	6	<b>CONTINUOUS TRAINING</b>	Continuous training involves working for a sustained period of time without rest. It improves cardio-vascular fitness.
8	<b>DEFINE</b>	To describe something exactly.	7	<b>CROSS TRAINING</b>	Cross training involves using another sport or activity to improve your fitness. It happens when an athlete trains in a different environment.
9	<b>EVALUATE</b>	Reflecting on or assessing how effective a performance was.	8	<b>FARTLEK TRAINING</b>	Fartlek training or 'speed play' training involves varying your speed and the type of terrain (ground) over which you run, walk, cycle or ski. It improves aerobic and anaerobic fitness.
			9	<b>INTERVAL TRAINING</b>	Interval training involves alternating between periods of hard exercise and rest. It improves speed and muscular endurance.
			10	<b>WEIGHT TRAINING</b>	Weight training uses weights to provide resistance to the muscles. It improves muscular strength, muscular endurance and power.
			11	<b>ALTITUDE TRAINING</b>	Altitude training is aerobic training high above sea level, where oxygen levels are lower. It is used to increase aerobic fitness quickly.



## Why not challenge yourself?

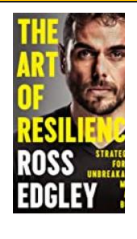
1. Identify which method of training a middle distance runner best needs to improve their performance
2. Using the F.I.T.T. principle, design a programme for a Netball or Football player.
3. How do you calculate your maximum heart rate.
4. Research and explain what is meant by target zones and thresholds of training
5. How can we link components of fitness with methods of training

## Why not read a book:

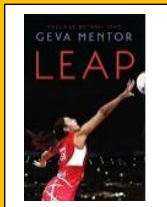


Faster than Lightning – Usain Bolt

The Art of Resilience - Ross Edgley



Leap – Geva Mentor



## Dig Deeper

### Further Research:

<https://www.bbc.co.uk/bitesize/guides/z2b9q6f/revision/3> - Principles and methods of training.

### Watch:

[The English Game \(Netflix\)](#) - Two 19th-century footballers on opposite sides of a class divide navigate professional and personal turmoil to change the game — and England — forever.

[The Dawn Wall \(Youtube\)](#) - Legendary free climber Tommy Caldwell tries to get over heartbreak by scaling the Dawn Wall of El Capitan in Yosemite National Park.

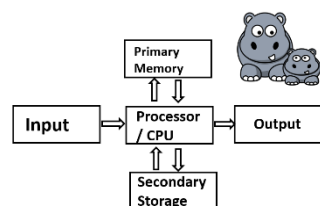
Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>Identify/ State E</b>	Give/provide an answer.	1	<b>Secondary Storage</b> <i>Optical, magnetic, SS</i>	Non-volatile storage, which can be internal or external to a computer. Storage technologies are split in to: optical, magnetic and solid state. <b>CQ1</b>
	<b>Describe E</b>	Provide detail to your answer.	2	<b>CPU / Processor</b> <i>brain of the computer</i>	Central processing unit controls everything. It controls all the computer's activity. <b>CQ2</b>
2	<b>Evaluate E</b>	State what is good and bad with what you are describing.	3	<b>Motherboard</b>	The motherboard is the computer's main circuit board. It's a thin plate that holds the CPU, memory, etc. The motherboard connects [in]directly to all parts of the computer. <b>CQ2</b>
3	<b>Internal/ External</b>	Something that is inside/outside.	4	<b>Power Supply Unit</b>	The power supply unit in a computer converts the power from the wall outlet to a type of power that the computer needs. <b>CQ2</b>
4	<b>Characteristic</b>	Something that describes an object. <b>CQ1,3</b>	5	<b>Network Card</b>	This allows your computer to communicate over a network and access the internet. It can connect via an Ethernet cable or a wireless connection (Wi-Fi). <b>CQ2</b>
5	<b>Portability</b> <i>Part of triple PCDS</i>	It is easy to carry/transport. <b>CQ1,3</b>	6	<b>Peripheral device</b> <i>Think of your peripheral vision</i>	Hardware which is outside the CPU. This could be an input, output or storage device.
6	<b>Capacity</b> <i>Part of triple PCDS</i>	How much something can store. <b>CQ1,3</b>	7	<b>Application Software</b>	Software which adds extra functionality or tools to a user. <b>CQ5</b>
7	<b>Durability/ Robust</b> <i>Part of triple PCDS</i>	To be able to withstand pressure or damage → difficult to break. <b>CQ1,3</b>	8	<b>Utility Software</b>	Software which optimises the use of a computer; it improves its performance. The program/app is designed for users. <b>CQ4</b>
8	<b>Optimise</b>	To make the best or most effective use of something.	9	<b>Binary / Machine code.</b>	A series of 1's and 0's. It is a low-level language ( <b>C</b> ) and it is the only language a computer can understand. <b>CQ6,7</b>
9	<b>Logic</b> <i>Comes from Greek word Logos- meaning reason, idea or word.</i>	Describes something which comes from clear reasoning. <b>CQ8</b>	10	<b>Translators ( C )</b>	Converts high-level language ( <b>C</b> ) into machine code. <b>CQ6,7</b>
10	<b>Algebraic notation ( C )</b>	To represent [mathematical] ideas concisely. <b>CQ8</b>	11	<b>Logic Gates</b> <i>AND, OR, NOT</i>	The basic building blocks of a digital system; it is an electronic circuit which has one or more inputs and one output. <b>CQ8</b> <b>AND – looks like a D ; NoT- Triangle; OR- Badge</b>
13	<b>Concise</b>	Giving a lot of information clearly, in a few words. <b>CQ9</b>	<b>Key: E</b> – exam command word <b>C</b> = Challenge words <b>CQ</b> = specific challenge question associated. <b>red text</b> is hints to help avoid misconceptions and remember the knowledge.		





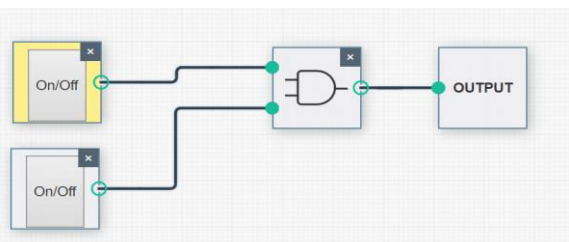
## Key Diagrams

**You can't forget your previous learning! Ensure you keep your KO safe year on year.**



	Magnetic HDD	Solid State Drive (SSD)	Optical Media
Cost	Medium	High	Very Low
Capacity	High	Medium	Very Low
Durability	Medium	High	Medium
Reliability	Medium	High	Low
Portability	Medium	High	Very High
Speed	Medium	High	Slow

Here is a logic diagram, showing how an **AND gate** works.



**Why is the output off? Draw the Truth table.**

**Experiment yourself here:**

<https://academo.org/demos/logic-gate-simulator/>

### Converting between binary and denary

128	64	32	16	8	4	2	1
1	0	0	0	0	0	1	1

- Write the numbers from 1 to 128 on top, doubling each time.
- Whichever number has a 1 underneath needs to be counted; the 0 is ignored.
- Here we can see we need to add  $128+2+1$  so our number must be 131. **Can you make up some more examples for a friend to complete?**



**Test your binary knowledge with a fun game here!**

## Challenge Questions/ Tasks

- A photographer wants to send wedding photos to her client. Suggest a suitable **storage technology** for her and justify your choice.
- You have learnt about **some hardware** inside a computer. Can you find out about some more?
- I teach you a way to remember the **main characteristics** to consider. What is it? Can you create your own?
- A **software developer** is struggling with her code. She is developing **utility software**. Explain what this means with an example.
- A nurse is looking at some **application software** to keep track of his patients' details. Explain what **application software** means and provide a suitable recommendation for him.
- We saw **that translators** converted high level languages into low level. Compare and contrast high level and low level languages. Find examples.
- There are different types of **translators**. Compare and contrast an interpreter with a compiler.
- Find a friend and write some expressions in **algebraic notation**. Can you draw the correct **logic gates** for each other?
- In Cycle D we looked at using software. How can the word **concise** be applied to our learning here?
- How many links can you make with the words above? Can you create a mind map to illustrate this?

**(Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers**

**Be  
Brave  
Kind  
And  
Strong**

- <https://edu.gcfglobal.org/en/computerbasics/inside-a-computer/1/> - **Explore inside a computer here and through a TEDED here: <https://www.youtube.com/watch?v=AkFi90IzmXA> – searching inside a computer Bettina Bair will provide the correct link.**
- [https://www.youtube.com/watch?v=\\_0KIfGxp37E&t=258s](https://www.youtube.com/watch?v=_0KIfGxp37E&t=258s) – **search computer science Tutor secondary storage to discover more about technologies.**
- <http://the.computing.cafe/8e35d438/0ad728cd> - **Find out more about how computers work and pioneers here**
- [https://tools.withcode.uk/keywords/subject/ks3\\_computing](https://tools.withcode.uk/keywords/subject/ks3_computing) - a great website where you can play games and revise computing knowledge.
- Computingpoetry.weebly.com – my website to help revise and learn the content. Can you add some illustrations to go on the site? Can you work out the riddles?

## TIER 2 VOCABULARY

- 1 **Destruction:** the action or process of causing so much damage to something that it no longer exists or cannot be repaired.
- 2 **Temple:** a building devoted to the worship of a god or gods.
- 3 **Worship:** the feeling or expression of reverence and adoration for a deity.
- 4 **Consequences:** a result or effect of an action.
- 5 **Action:** the fact or process of doing something, typically to achieve an aim.
- 6 **Soul:** the spiritual or immaterial part of a human being or animal, regarded as immortal.
- 7 **The Good:** that which is morally right; righteousness.
- 8 **Evil:** profoundly immoral and wicked.
- 9 **Knowledge:** awareness or familiarity gained by experience of a fact or situation.
- 10 **Evaluate:** to weigh up the pros and cons to a statement or argument and draw up a conclusion
- 11 **Assess:** a synonym of evaluate
- 12 **Summarise:** to take out the key information of a text and write a shortened version in your own words

## TIER 3 VOCABULARY

- 1 **Vedas:** Indian scripture, consisting of the Rig Veda, Sama Veda, Yajur Veda, and Atharva Veda, which codified the ideas and practices of Vedic religion and the basis of Hinduism.
- 2 **Mandir:** a Hindu temple.
- 3 **Trimurti:** The triad of the three gods Brahma, Vishnu, and Shiva.
- 4 **Brahma, Shiva, Vishnu:** Three Gods in Hinduism
- 5 **Reincarnation:** a person or animal in whom a particular soul is believed to have been reborn.
- 6 **Resurrection:** (in Christian belief) the rising of Christ from the dead.
- 7 **Moksha:** the transcendent state attained as a result of being released from the cycle of rebirth.
- 8 **Cycle of Samsara:** the cycle of death and rebirth to which life in the material world is bound.

## What we will look at this cycle!

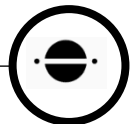
Introduction to Hinduism



The Soul in Hinduism and Christianity



The phenomenon of Karma in Hinduism



Reincarnation in Hinduism and Resurrection in Christianity



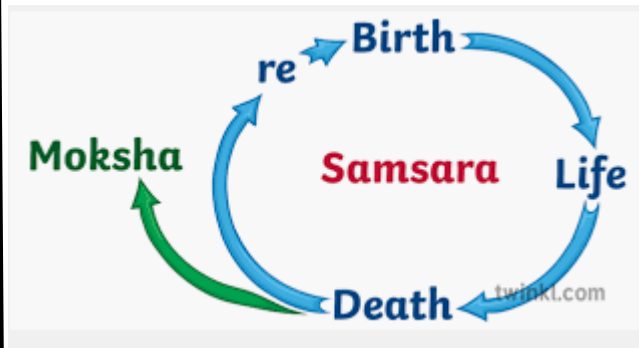
The Hindu Festival of Diwali



## KEY DIAGRAMS

### The Cycle of Samsara!

Do you remember what Moksha is?



## DIG DEEPER



**Research - Follow the links to discover more about Cycle A!**

Hinduism:

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p>

What is Karma?

<https://www.bbc.co.uk/bitesize/guides/zmvhsrd/revision/1>

Reincarnation and Resurrection

<https://prezi.com/p8ighi6ut9it/reincarnation-vs-resurrection/>



**Listen - Listen to the following podcasts**

Hinduism:

<https://www.bbc.co.uk/programmes/b03k289f00DgwNQ&hl=en-GB&ved=2ahUKEwjg7pWbhJPpAhUU1wKHd4uCXsQjrkEegQICxAG&ep=6>



**Watch - Watch the following video clips:**

Karma:

<https://www.youtube.com/watch?v=odlZDiez0xU>

Cycle of Samsara:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3>

## CHALLENGE TASKS PER WEEK

1. Create a poster about the Hinduist religion. Make sure you include key beliefs, rituals and festivals of the faith.
2. Do you believe in the Hindu concept of karma? Why? Why not? Write a short paragraph.
3. What are the main differences between Christian resurrection and Hindu reincarnation? Write an extended answer giving both the similarities and differences.
4. Does belief in the cycle of Samsara help us to live a better life? Watch the video on this issue, and explain to a family member your answer to this question.
5. "The soul is the most important part of the human". Do you agree? Write a short paragraph explaining your reasons.
6. Create a poster in which you explain to someone the key features of the Diwali celebration
7. Choose one of the topics seen in cycle A and create a lesson to teach a Year 6 class.



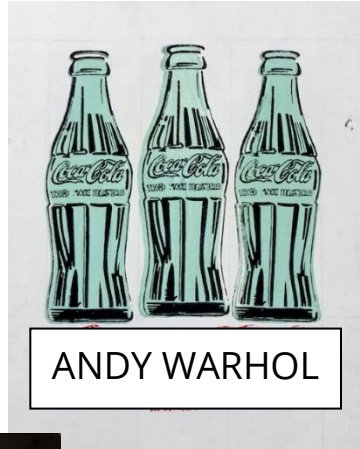
## BE STRONG –Art Knowledge Organiser

## Topic: Still Life and Pop Art

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>Arrangement</b>	This describes the organisation of objects placed together.	1	<b>Still Life</b>	A work of art depicting inanimate subject matter- objects that do not move.
2	<b>Overlapping</b>	Layering objects on top of one another.	2	<b>Composition</b>	This describes the positioning of different elements in an artwork.
3	<b>Perspective</b>	Creating an impression of height, width and depth when drawing on a 2D surface.	3	<b>Tonal Value</b>	This is how light or dark something is compared to other things around it.
4	<b>Proportion</b>	This describes the size of different parts of a picture in relation to each other.	4	<b>Negative Space</b>	This is the empty or open space around and between objects that helps to define their shape.
5	<b>Contrast</b>	The striking difference between two things near or next to each other.	5	<b>Gradual Blending</b>	Using your medium skilfully to smoothly change from one tone/colour to another.
6	<b>Distance</b>	The length of the space between two points or objects.	6	<b>Form</b>	This is a 3 dimensional shape created using tone.
7	<b>Foreground</b>	The part of a picture that is nearest to the observer.	7	<b>Dimensions</b>	Measurements of an object in a particular direction- height, width and depth.
8	<b>Background</b>	The part of a picture that appears furthest from the observer.	8	<b>Aesthetic</b>	A term to describe the beauty of art- aesthetically pleasing is art that you feel looks appealing.
9	<b>Birdseye View</b>	A view from a high angle looking down.	9	<b>Mark making</b>	This describes the range of ways you can make a mark.
10	<b>Consumerism</b>	This is the idea that it is good and desirable to buy and use a lot of goods.	10	<b>Typography</b>	The design and style of letterforms as a type of Graphic Art.
<b>Challenge Questions</b>			11	<b>Pop Art</b>	An Art movement in which everyday objects were used as subject matter due to a rise in consumerism.
1. Why is the artist Caravaggio famous for his use of chiaroscuro? 2. Why was the advent of Pop Art considered as a revolution in the art world? How did consumerism affect this? 3. Is there any point to Photorealism? Why not just take a photo? What does the artist and the observer gain from this type of art?			12	<b>Chiaroscuro</b>	The use of highly contrasting light and dark areas to create the illusion of 3D forms on a flat surface.
			13	<b>Abstract</b>	Art that does not attempt to represent reality.
			14	<b>Representational</b>	Something that looks realistically like what it is meant to be.
			15	<b>Photorealism</b>	A style of art in which paintings and drawings are so painstakingly realistic that they look like a photograph.



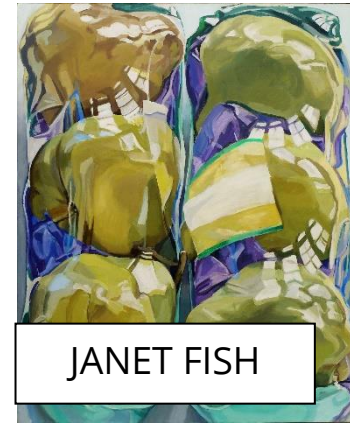
CARAVAGGIO



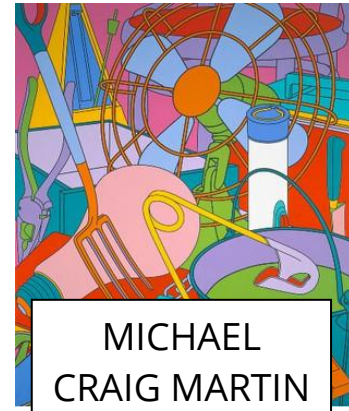
ANDY WARHOL



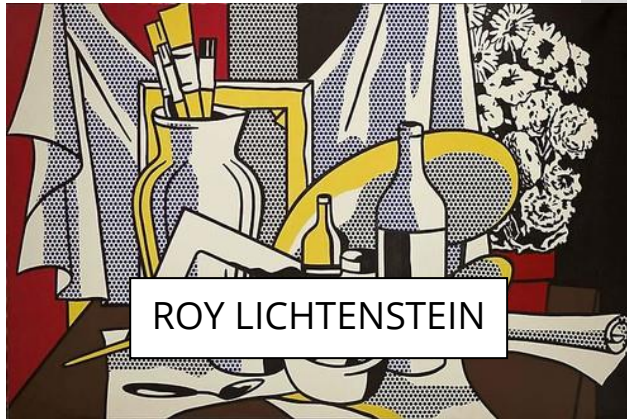
SARAH GRAHAM



JANET FISH

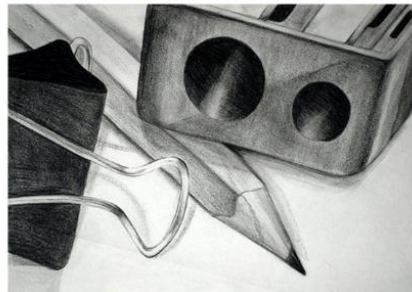


MICHAEL  
CRAIG MARTIN



ROY LICHTENSTEIN

## COMPOSITION IDEAS



CLOSE UP  
COMPOSITION



RULE OF THIRDS  
COMPOSITION



TRIANGULAR  
COMPOSITION

### Dig Deeper

Explore the work of still life artists by visiting exhibitions at Art galleries. If you cannot go in person take Virtual Tours on gallery websites.

<https://www.tate.org.uk/visit/tate-modern>

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

<https://www.moma.org/>