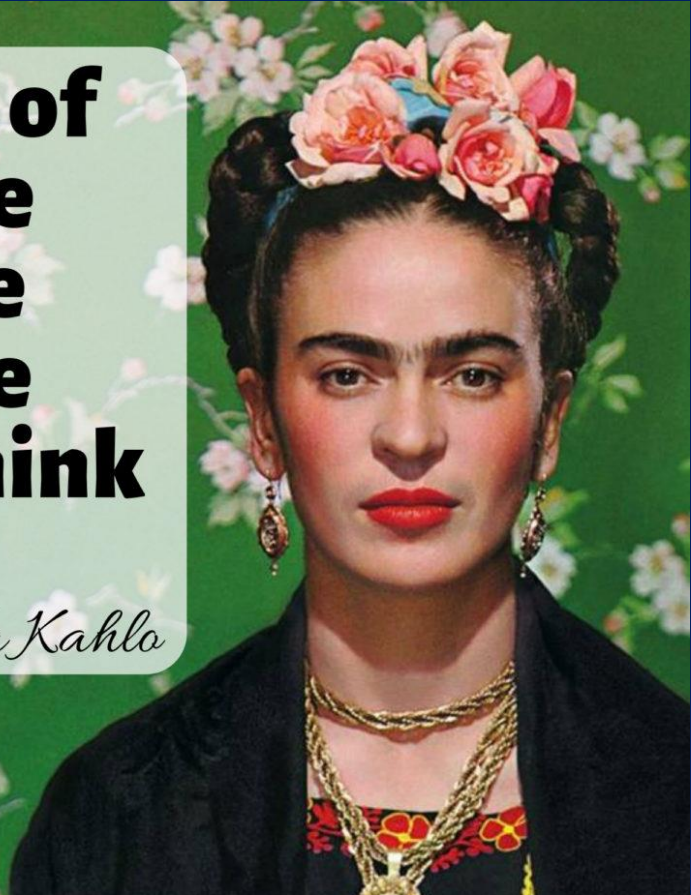


**At the end of
the day, we
can endure
much more
than we think
we can.**

~Frida Kahlo



Student Name _____

Form _____

Knowledge Organisers
Block B – Year 10

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

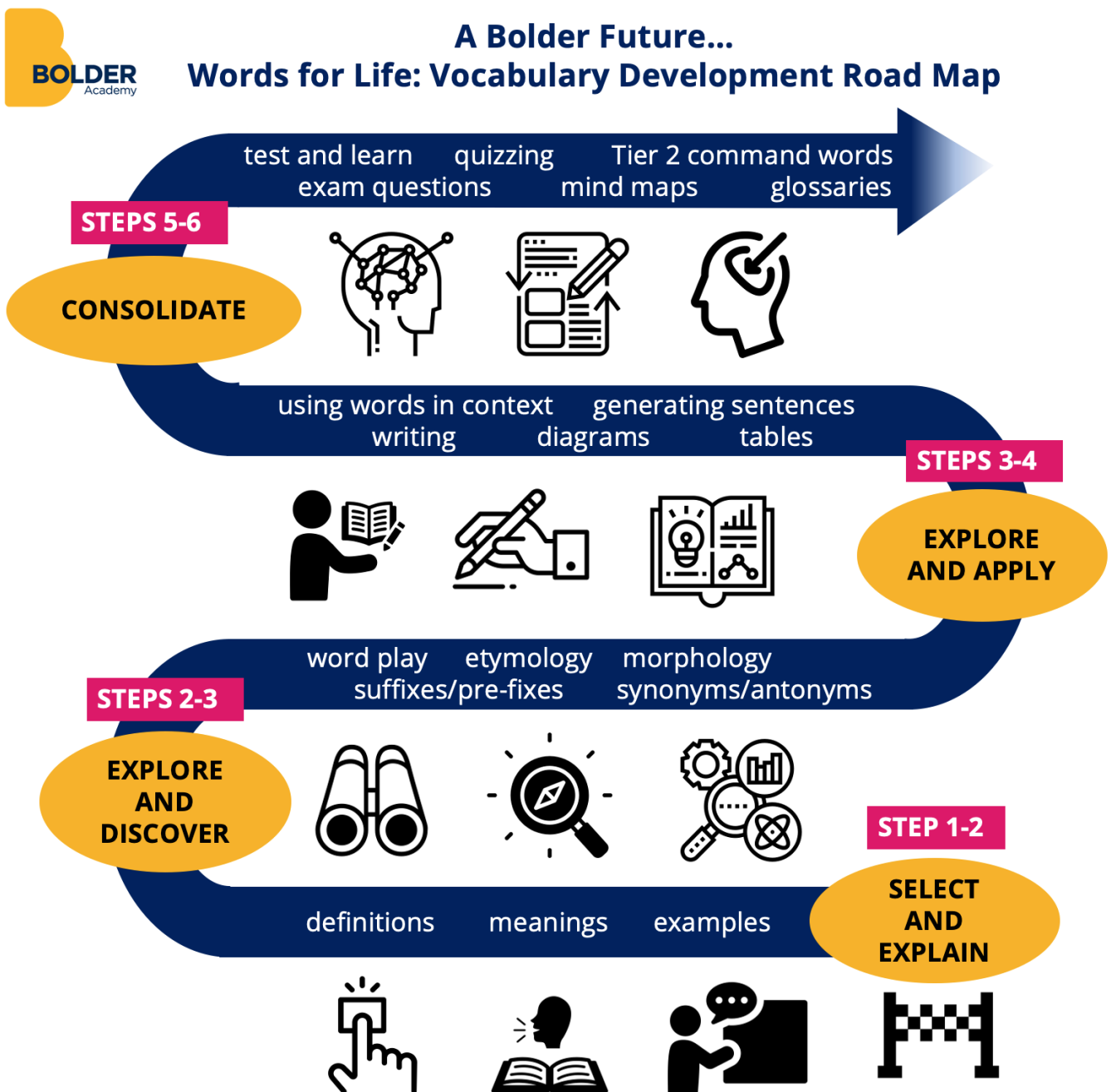
Your Option C subject is the subject you have for 3 periods per week.

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.



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?

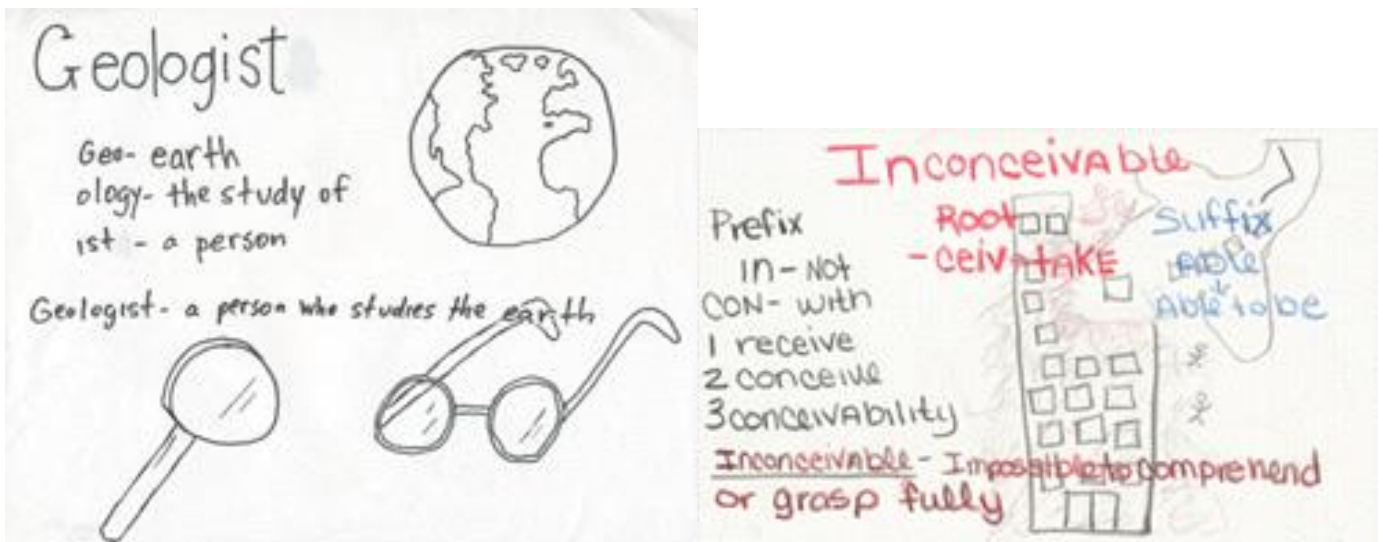
Use it!

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

- 1.
- 2.
- 3.

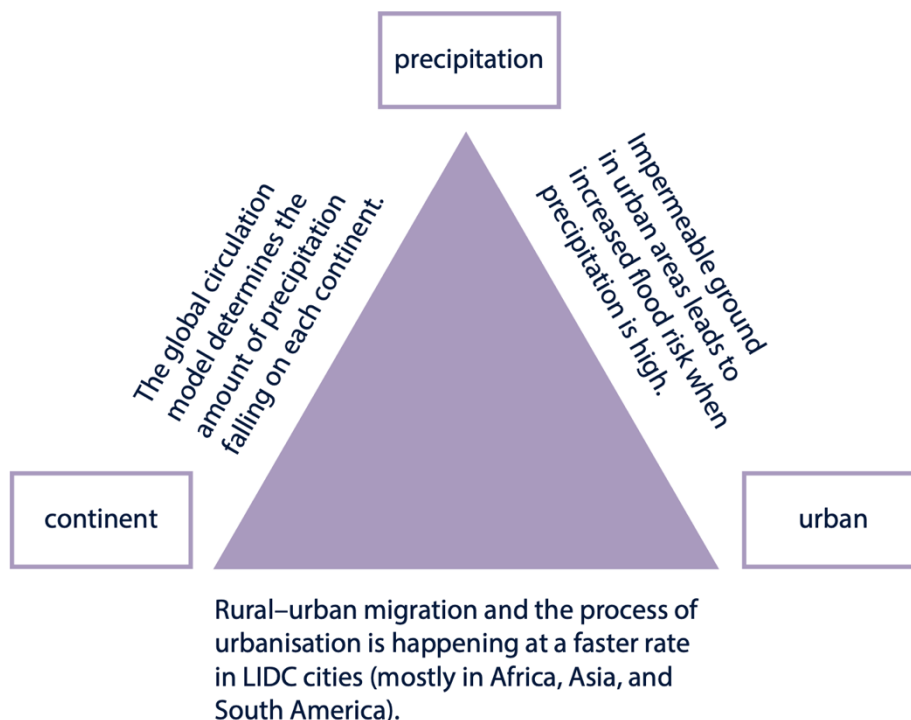
CONSOLIDATE – Vocabulary concept cards

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.



CONSOLIDATE – Triangle Links

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.



Bolder Talk Roles for discussions in lessons

Instigator

The person who starts the discussion.



Will say:

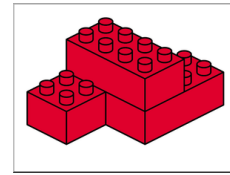
"I would like to start by saying..."

"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..."

Y10 Arabic Knowledge Organiser – Block B

Transport and Travel



| | | |
|----|------------------------------------------|-------------------------------------|
| 1 | How do you get to school? | كيف تذهب إلى المدرسة؟ |
| 2 | I go there by bike but | أذهب إليها بالدراجة لكن |
| 3 | sometimes I go by bus or by train. | أحيانا، أذهب بالحافلة أو بالقطار |
| 4 | Do you prefer the bike or the bus? | هل تفضل الدراجة أي الحافلة؟ |
| 5 | I prefer the bike because it is healthy. | أفضل الدراجة لأنها صحي |
| 6 | However, in the winter I prefer the bus. | ولكن، في الشتاء، أفضل الحافلة |
| 7 | My friend Zayd goes to school by car. | يذهب صديقي زيد إلى المدرسة بالسيارة |
| 8 | According to him it is fast | بالنسبة له، هي سريعة |
| 9 | Where do you travel in your holidays? | أين تسافر في عطلتك؟ |
| 10 | Usually, I travel to Morocco | عادة، أسافر إلى المغرب |
| 11 | To visit my family | لأزور عائلتي |
| 12 | But last year, I bought | لكن السنة الماضي، اشتريت |
| 13 | a cheap ticket to Italy. | تذكرة غير مكلفة للإيطالية |
| 14 | I went by boat and by train also. | ذهبت بالسفينة و بالقطار أيضا |
| 15 | I really liked the experience. | حببت كثيرا التجربة |

Y10 Arabic Knowledge Organiser – Block B

| | | |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------|
| 16 | How did you go to the cinema? | كيف ذهبت إلى السينما؟ |
| 17 | Despite the weather, | بالرغم من ان الطقس |
| 18 | I went walking with my friends. | ذهبت ماشيا مع أصدقائي |
| Clothes  | | |
| 19 | What do you wear in winter? | ماذا ترتدي اترتدين في الشتاء |
| 20 | In winter, I wear a scarf, trousers, boots, gloves and a coat | في الشتاء، أرتدي وشاح، بنطلون، جزمة، قفازات، قميص و معرف |
| 21 | What do you prefer to wear? | ماذا تفضل أن تلبس اتلبسين؟ |
| 22 | When the weather is very hot, | عندما الجو حار جدا |
| 23 | I prefer to wear | أفضل أن ألبس |
| 24 | A t-shirt, shirt and sandals | تي شارت، شورت و شبشب |
| 25 | Whenever I go to school, | كلما أذهب إلى المدرسة |
| 26 | I wear shirt, tie and trousers. | أرتدي قميص، ربطة عنق، بنطلون و سترة |

| Personal pronouns | Plural | Dual | Singular |
|----------------------|--------|-------|----------|
| 3rd person masculine | هم | هما | هو |
| 3rd first feminine | هن | هما | هي |
| 2nd person masculine | أنتم | أنتما | أنت |
| 2nd person feminine | أنتن | أنتما | أنتِ |
| 1st person | | نحن | أنا |

| Attached pronouns | Plural | Dual | Singular |
|----------------------|--------|------|----------|
| 3rd person masculine | هم | هما | ه |
| 3rd first feminine | هن | هما | ها |
| 2nd person masculine | كم | كما | ك |
| 2nd person feminine | كن | كما | كِ |
| 1st person | | نا | ي اني |

| Past tense | Plural | Dual | Singular |
|----------------------|--------|--------|----------|
| 3rd person masculine | فعلوا | فعلا | فعل |
| 3rd first feminine | فعلنَ | فعلتا | فعلتُ |
| 2nd person masculine | فعلتم | فعلتما | فعلتَ |
| 2nd person feminine | فعلتنَ | فعلتما | فعلتِ |
| 1st person | فعلنا | فعلنا | فعلتُ |

| Present tense | Plural | Dual | Singular |
|----------------------|--------|--------|----------|
| 3rd person masculine | يذهبون | يذهبان | يذهب |
| 3rd first feminine | يذهبن | تذهبان | تذهب |
| 2nd person masculine | تذهبون | تذهبان | تذهب |
| 2nd person feminine | تذهبن | تذهبان | تذهبين |
| 1st person | نذهب | نذهب | أذهب |



(Be brave, dig deep and discover)



Recommended texts/websites/writers

Arabic Vocabulary Learning:

- <https://www.madinaharabic.com/arabic-language-course/lessons>
- Quizlet.co.uk (<https://quizlet.com/joshcoop20>)
- <https://www.duolingo.com> Select **Arabic** as the language you want to learn → The app is also available
- <https://www.memrise.com/courses/english/arabic/>



Arabic culture:

- <https://learning.aljazeera.net/en/generallanguage>
- <https://www.britishcouncil.org/school-resources/find/classroom/arabic-language-and-culture-education-pack>
- <http://www.arabalicious.com/useful-websites.html>



GCSE-style Challenge Questions: Answer in Arabic

1. صف لي يومًا عاديًا أو عطلة نهاية أسبوع في منزلك.

2. ما الذي يمكن أن يفعله الشباب في [بلدتك / قرينتك / مدينتك]؟

3. أخبرني قليلاً عن [أنت و عائلتك / أصدقائك / اهتماماتك].

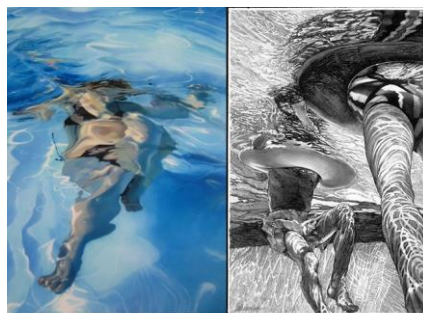
4. ما الأشياء التي أنت متحمس لها؟ لماذا؟

5. ماذا فعلت بالأمس [على الإنترنت / مع أفضل صديق لك]؟

GCSE and NCFE Art Knowledge Organiser – Year 10

| 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 | Monochromatic | 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 | Chiaroscuro | 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 | 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 | Demonstrate | 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. |
| <p><u>Challenge Questions</u></p> <p>In response of an artist's work:</p> <ol style="list-style-type: none"> 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? | | | 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. |



Gillian Lambert



Duarte Vitoria



Janet Fish



Lorraine Shemesh



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.



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

TINT (lighter blue)

SHADE (darker blue)

NEUTRAL (grey)

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 (clear text) vs **ILLEGIBLE** (blurred text)

| | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Abstract art

- Abstract art tends to rely on the associations of form to suggest meaning, rather than employing recognizable motifs to point to particular themes and content.

Conceptual art

- Conceptual art is art for which the idea (or concept) behind the work is more important than the finished art object.



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](#)

Figurative art

- Figurative art describes any form of modern art that retains strong references to the real world and particularly to the human figure

Non-representational art

- **Nonrepresentational art** refers to compositions which do not rely on visual references in the world. Abstract art, nonfigurative art, non-objective art, and nonrepresentational art are related terms, indicating a departure from reality in depiction of imagery in art

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.



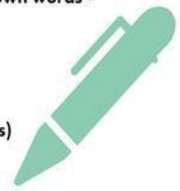
2 USE THE INTERNET, BOOKS & VISITS

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!**



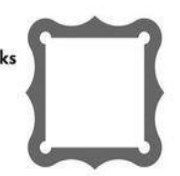
3 ARTIST'S INFORMATION

- 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!

Adjectives

Crisp
Contrasting
Fluid
Delicate
Grainy
Complimentary

Subtle
Pale
Relaxed

Symmetrical
Bleached
Formless
Balanced
Faint
Indistinct
Flowing
Radiant
Slender
Wobbly
Horizontal
Robust
Curvy
Busy
Rough
Monochrome
Tranquil

Uniform
Harsh
Earthy
Saturated
Geometric

Harsh
Lurid
Parallel
Geometric

Dismal
Minimal

Miniature
Intense
Vivid

Scratchy
Repeated
Glassy
Distorted

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

Mellow
Pronounced
Dazzling
Striking
Gloomy
Vertical
Juxtaposed

Translucent
Monumental
Distinct
Dramatic
Layered

IDEAS

- 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

Nouns

Frame
Focus
Background
Tone
Composition
Colour
Surface
Perimeter
Texture
Subject
Element
Emphasis
Brushstroke
Technique
Construction
Depth
Highlight
Scale

Perspective
Viewpoint

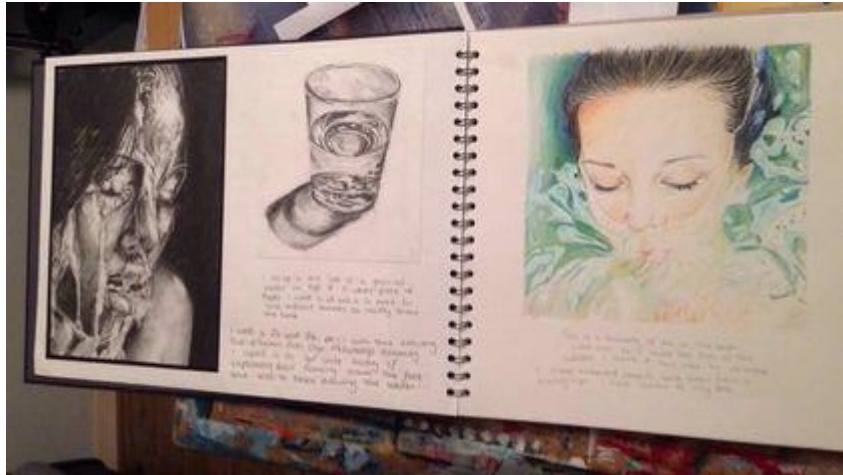
Shadow
Colour

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

★ felt-tip-pen © 2017 ★

STUDENT EXAMPLES



BE STRONG - Knowledge Organiser

Topic: Computing Block B (1-6)

(CPU performance, Data Types, Embedded Systems, Primary and Secondary Memory)

| Tier 2 Vocabulary | | | Tier 3 Vocabulary | | |
|-------------------|----------------------------|----------------------------------------------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Draw E | Produce a diagram. | 1 | CPU performance factors: Cores Clockspeed Cache size cq5, EQ5 | Factors that affect how well the CPU works. A CPU contains one or more processing units, known as cores . Two cores is called dual core, four cores is quad. CPUs with multiple cores have more power to run multiple programs simultaneously (at the same time) Clock speed indicates how fast the CPU can run, it's measured in hertz. Cache is small fast memory that stores frequently used instructions. |
| 2 | Express E | Write the answer in a certain format. E.g. express the answer as a byte- write in 8 bits. | 2 | Data Types: Integer String Float Character Boolean cq1 | Defines the values that the program can take. A whole number A combination of characters. A decimal number A singular item of data – e.g. punctuation symbol, letter, or number. A variable that can have one of two possible values |
| 3 | Suggest E | Present a possible case/solution | 3 | Validation checks: Presence Range Length Format Type | An automatic computer check to ensure data entered is sensible and reasonable. Checks that something is entered, often indicated by a * checks that data fits between a minimum and maximum value. Check that data is of a certain number of characters. Checks that data is entered in a particular way – e.g. date dd/mm/yyyy checks the data type of the data entered. |
| 4 | Amend E | Requires changes/deletion; synonym is modify. | 4 | General purpose system | A computer that can perform multiple tasks e.g. laptops and desktop computers. |
| 5 | Refine E | To make better – e.g. make more efficient, improve or edit. | 5 | Embedded computer | A computer within a bigger system, typically designed to do one main purpose. |
| 6 | Show E | Give steps in a derivation or calculation. | 6 | Primary Memory | Memory that is directly accessed by the CPU- RAM and ROM. |
| 7 | Efficiency | Achieving maximum productivity with minimum effort; the shortest, quickest way to solve a problem. | 7 | Virtual Memory | A section of volatile memory created temporarily on the secondary storage drive. It is created when many processes are running/ RAM is running low. |

Key: **E** – exam command word **C** = Challenge words **CQ** = specific challenge question associated. **EQ** = exam style question
Red text is hints to help avoid misconceptions and remember the knowledge.



BE STRONG - Knowledge Organiser

Topic: Computing Block B (1-6)

(CPU performance, Data Types, Embedded Systems, Primary and Secondary Memory)

| | | | | | |
|----|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8 | Derive/derivation | Obtain / take something from a source. | 8 | Secondary Storage cq6 Eq1 | Non-volatile permanent memory which can be internal or external. Three storage mediums are solid state, optical and magnetic. |
| 9 | Characteristics: Reliability Capacity Portable cq6 | Qualities that describe an object or person. How much you can trust something; how likely something is to perform in the same way. The amount something stores. How easy something is to carry/transport. When something is light and small. | 9 | Testing: EQ4 Iterative testing Terminal/final testing | Checks performed on code/programs. Tests carried out while a program is being developed. Once a module is created, this would be tested. Terminal testing occurs when all the modules are completed and the program is tested as a whole. |
| 10 | Embedded | Fixed firmly and deeply / implanted in another device. | 10 | User authentication cq4 | Verifies/checks the identify of a user trying to gain access. |
| 11 | [non]volatile | Liable to change. Volatile memory requires electricity to store contents. Non-volatile stores without a power supply. | 11 | SQL injection cq4 | Is a type of attack where extra malicious code is added to access/delete/modify data. |
| 12 | Defensive cq4 | Being prepared to defend/protect against an attack. | | | |
| 13 | Robust cq4 | Strong and hard to break; synonym to durable. | 12 | Data: cq2, EQ7 Valid data Erroneous Boundary data | Test data is used to check whether a program is working as expected. Also known as normal data. This is data that the program should be able to accept and process. Invalid data that the program will not process and should not accept. Valid data that falls at the boundary of the possible ranges. |
| 14 | Purpose | An intention/ aim for a task; the end goal. | | | |
| 15 | Maintenance EQ2 | Keeping something in its condition. | | | |
| 16 | Validation EQ3 | Confirming something to be true or correct. Validation checks are performed by the computer. | 13 | Biometrics | The measurement and analysis of unique physical characteristics. |
| 17 | Verification | Establishing the truth or accuracy or something. Verification checks are carried out by a human. E.g. proof reading. | 14 | Errors: cq3 Syntax error Logic error Runtime error | Mistakes that need debugging (fixing) in your code. Syntax errors are errors that do not follow the rules of the programming language, preventing it from running. Logic errors produce a different output to what the programmer expects. Runtime error is an error that is encountered while the program is running - often caused my referring to a variable that doesn't exist. |
| 18 | Syntax | The arrangement of words /phrases; the way a computer program is written. | | | |

Key: E – exam command word **C** = Challenge words **CQ** = specific challenge question associated. **EQ** = exam style question
Red text is hints to help avoid misconceptions and remember the knowledge.



BE STRONG - Knowledge Organiser

Topic: Computing Block B (1-6)

(CPU performance, Data Types, Embedded Systems, Primary and Secondary Memory)

Key Diagrams

Challenge Questions/ Tasks

| Data Type | Type of Data | Memory Usage |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Integer | An integer is a numeric variable without a decimal. Are whole numbers and can be positive, negative or zero, such as: 0, 2, 33, -199 | 2 or 4 bytes. |
| Real (Float) | Real numbers include all of the integer numbers that exist to infinity, plus all of their fractions and decimals. Such as: 1.26, -7.8, 3.14 | 4 or 8 bytes. |
| Char/Character | A character data type is used to store a single alphanumeric character. Where a character can be any letter, number or symbol that can be typed. | 1 byte. |
| String | A string is more useful than the character data type as it can hold a list of characters of any length. Therefore it can represent alphanumeric data and symbols. A string can be null (empty), just one character or many characters. | 1 byte per character in the string. |
| Boolean | A Boolean data type can only represent two values: True or False. | 1 byte. |

- 1 Write all the data types with several examples of each.
- 2 Create a program. Create a test plan for different types of data for the program.
- 3 Find a pair. Create some programs with errors and ask your pair to debug. Identify if the errors are logic or syntax.
- 4 Write a blog/article advising how one can protect their devices from cyber-attacks/threats.
- 5 Find two computers/laptops. Compare their specifications. Which one is better? Why?
- 6 Explain how each of the secondary storage mediums work and compare their characteristics.

Magnetic vs solid-state vs optical



| | 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 |

Exam Style Questions

- What are two items stored in RAM?
- Why is virtual memory needed?
- Why is secondary storage needed on a computer?
- State three embedded computer systems.
- Compare RAM and ROM.
- Name an advantage for each storage medium.
- What is the purpose of testing?

BE STRONG - Knowledge Organiser

Topic: Computing Block B (1-6)

(CPU performance, Data Types, Embedded Systems, Primary and Secondary Memory)

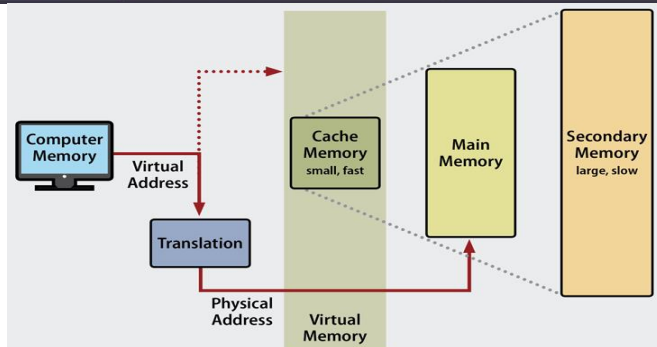
Key Diagrams

OCR Exam Style Questions

| Comparison | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Embedded Systems | General Purpose Systems |
| <ul style="list-style-type: none"> Perform ONLY Few applications that are known at design-time (i.e. special purpose). Not programmable by end user. Fixed run-time requirements (additional computing power not useful). Criteria <ul style="list-style-type: none"> Cost Power consumption Deterministic behavior Meeting time bounds Size | <ul style="list-style-type: none"> Computing a lot of applications (i.e. general purpose). Programmable by end user Faster is better Criteria <ul style="list-style-type: none"> Cost Average speed |

Validation Checks

| | | |
|----------------|------------------------------------------------------|-------------------------------------------------------------|
| Lookup table | Looks up acceptable values in a table | There are only seven possible days of the week |
| Presence check | Checks that data has been entered into a field | In most databases a key field cannot be left blank |
| Range check | Checks that a value falls within the specified range | Number of hours worked must be less than 50 and more than 0 |
| Spell check | Looks up words in a dictionary | When word processing |



- 1 Identify the most suitable storage device for distributing music tracks. Justify your chosen device. (3 marks).
- 2 State two ways you can improve maintainability of code (2 marks).
- 3 Name two examples of validation that a business can implement on their registration page (2 marks).
- 4 Explain how a software company could use iterative and terminal testing on their app design (3 marks).
- 5 Other than clockspeed, describe factors that can affect the performance of a CPU. (4 marks).
- 6 A password must have at least 8 characters to be valid. Create an algorithm that will accept a password if it meets this requirement or rejects it otherwise.
- 7 Complete the definitions for the following types of testing: valid data, invalid data and boundary data (3 marks).

(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**

Jeremy's Kubica: Computational Fairytales - found here:

<http://computationaltales.blogspot.com/>

OCR exam Specification:

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Search 'OCR end of unit quiz followed by spec number e.g. 1.1' for sample questions!

<https://player.quizalize.com/quiz/949acfd6-8f70-4764-bf5e-4f47878d1678>

Recommended purchases: *CGP OCR Computer Science Revision Guide*

Revision websites:

Seneca learning:

<https://app.senecalearning.com/classroom/course/a1ce4570-6e27-11e8-af4b-35cf52f905c2/section/65ac2e24-3b57-4598-b4dc-01e04eddee1b/session/start>

bitsofbytes.co:

<https://www.bitsofbytes.co/>

YouTube: CraigNDave. CSUK, CrashCourse Computer Science

| Tier 2 Vocabulary (Exam Command Words) | | | Tier 3 Vocabulary | | |
|-----------------------------------------------|----------|----------------------------------------------------------------------------------|--------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Analyse | Separate information into components to identify their characteristics. | 1 | Automation | The use of machinery to complete tasks that were previously done by humans. |
| 2 | Apply | Put into effect in a recognised way. | 2 | Robotics | The use of robot arm(s) in manufacture. |
| 3 | Argue | Present a reasoned case. | 3 | Crowdfunding | A method of funding a project or raising money from large numbers of people. |
| 4 | Compare | Identify similarities and differences. | 4 | Virtual media and Marketing | Includes promoting products online and sharing experiences, reviews and recommendations. |
| 5 | Contrast | Identify differences. | 5 | Cooperatives | A business owned by, governed and self-managed by its workforce. |
| 6 | Define | Specify meaning. | 6 | Fair Trade | A movement that aims to achieve fair and better trading conditions and opportunities that promote sustainability for developing countries. |
| 7 | Describe | Set out characteristics. | 7 | Sustainability | Meeting present-day needs without compromising the needs of the future. |
| 8 | Discuss | Present key points about different ideas or strengths and weaknesses of an idea. | 8 | Non-Renewable Resources | Resources that will eventually run out (cannot be grown or replaced). |
| 9 | Evaluate | Judge from available evidence. | 9 | Renewable Resources | Resources that are found naturally and can be replaced (will not run out). |
| 10 | Explain | Set out purpose or reasons. | 10 | Technology Push | R&D of new technology or materials leads to designers using these to design new products. |
| 11 | Identify | Name or otherwise characterise. | 11 | Market Pull | Where products are produced and/or improved in response to customer needs. |
| 12 | Justify | Support a case with evidence. | 12 | Culture | The values, beliefs, customs, and behaviours used by groups and societies to interact with each other and the world. |
| 13 | Name | Give the correct title or term. | 13 | Pollution | The presence in or introduction into the environment of a substance which has harmful or poisonous effects. |
| 14 | Outline | Set out main characteristics. | | | |
| 15 | Which | Select/give the correct information. | | | |

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 solar 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 | 1 st Class Lever | The fulcrum is between the load and effort. |
| 51 | 2 nd Class Lever | The load is between the fulcrum and effort. |

Tier 3 Vocabulary

| | | |
|-----------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 52 | 3 rd 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 | <p>The product below is a wind up torch used by people who hike.</p> <div style="text-align: center;">  </div> <p>Specification:</p> <ul style="list-style-type: none"> • Lightweight. • Battery charged by winding the handle. • Waterproof. • Portable. <p>Evaluate the torch in terms of:</p> <ol style="list-style-type: none"> 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 | <p>Find out more about the AQA GCSE Design and Technology specification:</p> <p>GCSE Design and Technology Specification Specification for first teaching in 2017 (aqa.org.uk)</p> |
| 72 | <p>Test your knowledge and revise using Seneca Learning:</p> <p>Seneca - Learn 2x Faster (senecalearning.com)</p> |
| 73 | <p>Test your knowledge and revise using Mr Hadley’s Quizlet Sets:</p> <p>Learning tools and flashcards - for free! Quizlet</p> |
| 74 | <p>Listen to some revision podcasts on apple podcasts:</p> <p>Revise - GCSE Design Technology on Apple Podcasts</p> |
| 75 | <p>Revise using BBC Bitesize:</p> <p>GCSE Design and Technology - AQA - BBC Bitesize</p> |
| 76 | <p>Practice your technical drawing skills using the Bolder D&T YouTube channel. Go to the GCSE drawing skills playlist:</p> <p>https://www.youtube.com/channel/UCxJbos3MpuHuC_r8YI2moWg</p> |

THEATRE CREATORS

| | |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Playwright | <p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> Writes the script of the play, including dialogue and stage directions. Prepares the script |
| Performer | <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> Appears in a production, e.g. as an actor, dancer, singer. Learns lines and blocking <p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> Creates a performance or assumes a role on stage in front of an audience. Appears before an audience and performs their role(s). |
| Understudy | <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> Learns a part, including lines and movements. Learns the role(s) they are covering. <p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> Takes over a role if there is a planned or unexpected absence. Is prepared to 'go on' in case of an absence. |

| | |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Director | <p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> Oversees the creative aspects of the production. Develops the 'concept' for the production. Reads and studies the play – decides concept. Liaises with designers & stage manager. Casts performers. <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> Rehearses the performers – gives notes and agrees blocking. Rehearses performers. |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



DESIGNERS

| | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Set Designer | <p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> Designs the set of the play and the set dressing (objects placed on the stage). Provides sketches and other design materials. Researches the play/context. Develops set design ideas. <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> Oversees the creation of the set. Ensures the set is built and operates correctly. |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



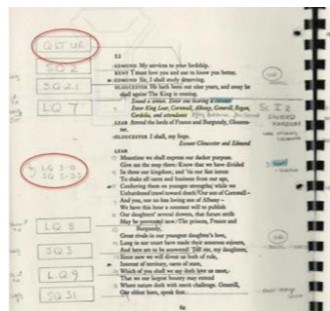
| | |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sound Designer | <p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> Designs the sound required for the performance, this might include music and sound effects. Researches the play/context. Develops sound design ideas. <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> Considers if amplification e.g. microphones are needed. Creates plot sheets and cues for the sound. |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Costume Designer | <p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> Designs what the performers wear on stage. Researches the play/context. Develops costume design ideas. <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> Makes sure that costumes are appropriate for the style and period of the piece. Ensures the costumes fit the performers. Organises costume fittings for performers. |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



CREW

| | |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage Manager | <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> Runs the backstage elements of the play and supervises the backstage crew. Organises the rehearsal schedule. Creates rehearsal schedules and props list. Notes blocking and creates prompt book. <p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> Keeps a list of props and other technical needs. Creates a prompt book. Ensures the smooth running of the show. 'Calls' the show by announcing cues to cast and technicians. |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



| | |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Technician | <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> Operates the technical equipment, e.g. lighting and sound boards, during a performance. Run the technical elements during technical and dress rehearsals. <p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> Operates the technical equipment, e.g. sound board. |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Lighting Designer

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> Designs the lighting effects and states that will be used. Understands the technical capabilities of the theatre. Creates the lighting plot. | <p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> Researches the play/context. Develops lighting design ideas. <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> Creates plot sheets and cues for the lighting. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Puppet Designer

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> Designs the puppets for a production. Considers the style of the puppets and how they will be operated. | <p><u>BEFORE REHEARSALS</u></p> <ul style="list-style-type: none"> Researches the play/context. Develops puppet design ideas. <p><u>DURING REHEARSALS</u></p> <ul style="list-style-type: none"> Makes and provides puppets for rehearsals. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

THEATRE STAFF

| | |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theatre Manager | <p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> Runs the theatre building, including overseeing the Front of House staff. Oversees the operation of Front of House and box office. |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Front of House Staff | <p><u>IN PERFORMANCE</u></p> <ul style="list-style-type: none"> Box Office: where audience members can buy/collect their tickets. Ushers: look after the audience inside the auditorium. Sell programmes and show memorabilia. Show audience members to their seats. Assist audience members with any problems. |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Dig Deeper Questions

Which roles do you think will have to work closely together?
 Why are communication skills so important for each of these roles?
 Which role do you think would be the most challenging role? Why?
 Which role do you think is the most important? Why?




PERFORMANCE SKILLS


Components
1, 2, 3


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.


VOCALS


 **Pitch:** How high or low your voice is.

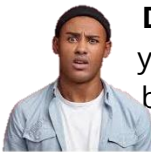
 **Pause:** A break in speaking; a period of silence.

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. 

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


Pace: The speed that you speak at. 


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


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


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. 

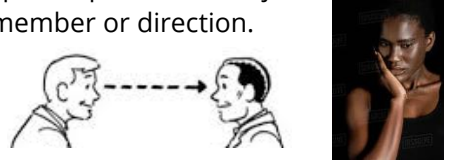
PHYSICALITY


 **Direction:** The position you face or move in.


 **Gait:** The way that you walk.

Tension: How tightly you are holding your muscles. 


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

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

Pace: The speed that you move at. 

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

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

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 Drama Knowledge Organiser – Block B – Twelfth Night by William Shakespeare


| Tier 2 key vocabulary | | Tier 3 key vocabulary | | Challenge tasks |
|-----------------------|-----------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | create Using a stimulus to make a piece of drama. | 1 | religion Beliefs and views of the characters. | 1 Design two costumes from two different time periods for one of the main characters. Justify your reasons with annotations on the design. |
| 2 | develop Refining a piece of drama or theatre review. | 2 | desire and love Strong feeling of wanting something. | 2 Draw a set design for your idea of the staging of Twelfth Night. Justify and annotate your design decisions. |
| 3 | apply Using your knowledge of performance and applying those skills. | 3 | deception The act of hiding the truth. | 3 Research the original performance conditions of when the play was first performed. Write a detailed summary of your findings. |
| 4 | demonstrate The ability to perform your knowledge. | 4 | madness Silly or dangerous behavior or thoughts. | 4 Watch some live performance clips of Twelfth Night (on Youtube) and analyse the way that one of the actors performs one of the characters. |
| 5 | analyse Questioning the text, characters and performance in detail. | 5 | identity Who or what a person is. | 5 Imagine you are a directing Act 1 Scene 1. Explain how you would direct the actor playing Orsino and justify your choices. |
| 6 | evaluate Reviewing your own work as well as theatre makers and coming up with judgements. | 6 | gender Characteristics of men and women and how they are socially constructed. | 6 Imagine you are a directing Act 3 Scene 4. Explain how you would direct the actor playing Malvolio and justify your choices. |

BE BRAVE, DIG DEEP AND DISCOVER


KEY DIAGRAMS

Themes


Desire and Love



Gender




Deception




Symbols


Olivia's Gifts













The Darkness of Malvolio's Prison



Changes of Clothing



Cast of characters

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|  Viola A perfectly marvelous girl |  Sebastian Viola's pretty marvelous twin |  Orsino Duke of Ilyria and hopeless romantic |  Sir Toby Belch Olivia's lusty uncle |  Sir Andrew Aguecheek Toby's foppish friend |
|  Olivia Ilyrian countess, mourning for her brother |  Maria Olivia's clever lady-in-waiting |  Malvolio Olivia's pompous steward |  Feste A clown |  Antonio A seaman |

[Twelfth Night review – National Theatre | The Guardian](#)



















[Summary of Twelfth Night](#)

[Teach Shakespeare](#)







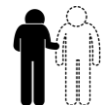







[National Theatre: Twelfth Night - YouTube](#)



YEAR 10 English Knowledge Organiser – Term 2 – Macbeth by William Shakespeare

| Tier 2 key vocabulary | | Tier 3 key vocabulary | | The writer's methods/techniques (AO2) | | | | |
|-----------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1 | ambition  | The desire to be <u>successful</u> , <u>rich</u> , or <u>powerful</u> . | 1 | the supernatural  | Belief in witchcraft was widespread. Shakespeare uses prophecy, hallucinations and ghosts in the play. | 1 | dramatic irony  | When the audience knows more than a character or characters do. |
| 2 | transgression  | Breaking a <u>moral</u> law or a rule of <u>behaviour</u> e.g. a sin or a crime. Going against morals or laws. | 2 | Divine Right of Kings  | The belief that a king's authority had been given to him by God. Macbeth goes against this. | 2 | hamartia  | Tragic flaw; Macbeth's could be that he is easily influenced, has too much ambition or hubris. |
| 3 | treachery  | <u>Behaviour</u> or an action in which someone betrays their country or betrays a person who <u>trusts</u> them. | 3 | tragic hero  | A figure of high status or noble background. This person is good, but suffers a self-inflicted falling out due to flaws in their personality e.g. Macbeth. | 3 | soliloquy  | One character speaking to the audience; Macbeth uses soliloquies to make audience complicit. |
| 4 | fate  | A power that some people <u>believe controls</u> and <u>decides</u> everything that <u>happens</u> | 4 | Jacobean Era  | The time when James I was King of England, between 1603 and 1625. | 4 | Hubris  | The term hubris means extreme arrogance or pride. Hubris leads Macbeth into taking far too courageous actions. |
| 5 | prophecy  | A <u>statement</u> in which someone <u>says</u> they strongly <u>believe</u> that a particular thing will <u>happen</u> . | 5 | kingship  | In Shakespeare's time a King was considered to be god's representative on earth. | 5 | oxymoron  | A phrase made of two or more words that have opposite meanings (loving hate). |
| 6 | ambiguity  | Unclear, <u>confusing</u> , or can be <u>understood</u> in more than one way. | 6 | masculinity vs femininity  | A social construct - femininity is traditionally associated as being weak and masculinity as being strong. Lady Macbeth goes against this. | 6 | pathetic fallacy  | When Shakespeare gives human emotions to things that aren't human, such as objects, weather, or animals. |

YEAR 10 English Knowledge Organiser – Term 2 – Macbeth by William Shakespeare

| | | | | | | | | | | | | | | | | | | | | | | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---|---------------------------------------------------------------------------------------------|---|--------------------------------------------------|---|-------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------|---|-----------------------------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------|
| 7 | subversion  | The <u>attempt</u> to <u>weaken</u> or <u>destroy</u> a <u>political</u> system or a government. | 7 | natural order  | The belief that God created a social order for everybody and chose where you belonged. Macbeth disturbs the natural order. | 7 | symbolism  | Blood symbolises the guilt and violence that sits like a permanent stain on the consciences of both Macbeth and Lady Macbeth. | | | | | | | | | | | | | | | |
| 8 | paradox  | A situation when two or more <u>facts</u> or qualities which <u>seem</u> to <u>contradict</u> each other. E.g. 'fair is foul and foul is fair' | 8 | chain of being  | Elizabethans believed that God set out an order for everything in the universe. The king or queen was in charge because God put them there. | 8 | light and dark imagery  | The personification of light and dark in Macbeth is used to symbolise good and evil. | | | | | | | | | | | | | | | |
| 9 | hallucination  | The <u>experience</u> of <u>seeing</u> something that is not <u>really</u> there. | 9 | regicide  | The action of killing a king. | <h3 style="margin: 0;">Challenge tasks</h3> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">1</td> <td>Create a fact file about life in Scotland when the play was set.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Create a character profile for two of the key characters. Include quotations from the text.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Compare and contrast Macbeth, Duncan and Banquo.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Create a character mind map for Macbeth. Include quotations, key scenes, links to themes and context.</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Create a timeline of the 10 key events in the whole play.</td> </tr> <tr> <td style="text-align: center;">6</td> <td>Create a character mind map for The Witches. Include quotations, key scenes, links to themes and context.</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Imagine you are Macbeth at the end of Act 1, Scene 7. Write a diary entry of your thoughts "Despite my doubts, my mind is made up.."</td> </tr> <tr> <td style="text-align: center;">8</td> <td>'Ambition is Macbeth's greatest weakness,' – How far do you agree with this?</td> </tr> </table> | | 1 | Create a fact file about life in Scotland when the play was set. | 2 | Create a character profile for two of the key characters. Include quotations from the text. | 3 | Compare and contrast Macbeth, Duncan and Banquo. | 4 | Create a character mind map for Macbeth. Include quotations, key scenes, links to themes and context. | 5 | Create a timeline of the 10 key events in the whole play. | 6 | Create a character mind map for The Witches. Include quotations, key scenes, links to themes and context. | 7 | Imagine you are Macbeth at the end of Act 1, Scene 7. Write a diary entry of your thoughts "Despite my doubts, my mind is made up.." | 8 | 'Ambition is Macbeth's greatest weakness,' – How far do you agree with this? |
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| 8 | 'Ambition is Macbeth's greatest weakness,' – How far do you agree with this? | | | | | | | | | | | | | | | | | | | | | | |
| 10 | brutality  | <u>Cruel</u> and <u>violent treatment</u> or behavior. | 10 | apparitions  | A ghost or ghostlike image of a person. | | | | | | | | | | | | | | | | | | |
| 11 | Tyrant  | Someone who <u>treats</u> the people they have authority over in a <u>cruel</u> and <u>unfair</u> way. | 11 | bathos  | A sudden change of tone in the play – also known as an anti-climax. | | | | | | | | | | | | | | | | | | |
| 12 | aside  | A remark or passage in a play that is intended to be heard by the audience but not the characters. | 12 | tragic flaw  | A character trait or problem in a character that leads to their downfall. | | | | | | | | | | | | | | | | | | |

| The Plot | |
|--------------|---------------------------------------------------------------------------------------------------------------------------------|
| Act 1 | M and Banquo meet witches, Cawdor executed, Lady M reads letter, taunts M, Duncan arrives |
| Act 2 | M kills Duncan, Malcolm flees, M crowned |
| Act 3 | Banquo suspects M, murder of B, Fleance escapes, M haunted by B's ghost at a banquet |
| Act 4 | Witches show M future kings – sons of Banquo, Macduff's family murdered, Malcolm says he is dishonest to test Macduff's loyalty |
| Act 5 | Lady M sleepwalks, dies, Macduff kills M, Malcolm restored as King |

YEAR 10 English Knowledge Organiser – Term 2 – Macbeth by William Shakespeare

KEY DIAGRAMS



KEY QUOTATIONS

The witches: Fair is foul, and foul is fair, Hover through the fog and filthy air. (*Act I, Scene i*)

Captain: For brave Macbeth—well he deserves that name—
Disdaining fortune, with his brandished steel, Which smoked with bloody execution (*Act I, Scene ii*)

Lady Macbeth: Unsex me here... Take my milk for gall. (*Act I, Scene V*)

Lady Macbeth: Look like the innocent flower, but be the serpent under't. (*Act I, Scene V*)

Lady Macbeth: When you durst do it then you were a man. (*Act I, Scene vii*)

Macbeth: I have no spur to prick the sides of my intent, but only vaulting ambition, which o'erleaps itself, and falls on the other. (*Act I, Scene vii*)

Macbeth: Is this a dagger which I see before me, The handle toward my hand? (*Act II, Scene I*)

Lady Macbeth: a little water clears us of this deed (*Act II, Scene ii*)

Lady Macbeth: What's done is done (*Act III, Scene ii*)

Macbeth: O full of scorpions is my mind, dear wife! (*Act III, Scene ii*)

Macbeth: To-morrow, and to-morrow, and to-morrow, Creeps in this petty pace from day to day, To the last syllable of recorded time (...) Out, out, brief candle! (...) It is a tale Told by an idiot, full of sound and fury, Signifying nothing. (*Act V, Scene v*)

Malcolm: Of this dead butcher and his fiend-like queen (*Act V, Scene ix*)

BE BRAVE, DIG DEEP AND DISCOVER

<https://www.coursehero.com/lit/Macbeth/>
Use this website to revise key themes, context and quotes.



<https://www.bl.uk/works/macbeth> - Use The British Library articles to complete Academic wider reading on Macbeth.



Watch the Macbeth Animated Tales:
https://www.youtube.com/watch?v=qfnUq2_0FOY



Why should you watch Macbeth?
<https://www.youtube.com/watch?v=rD5goS69LT4>



Compare different versions of Macbeth's soliloquies:
<https://www.youtube.com/watch?v=h20g6h8KrZl>



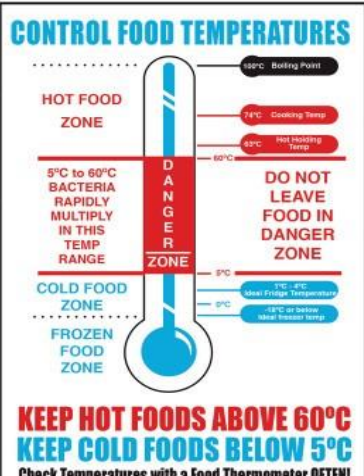
| Tier 2 Vocabulary (Exam Command Words) | | | Tier 3 Vocabulary | | |
|----------------------------------------|----------|----------------------------------------------------------------------------------|-------------------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Analyse | Separate information into components to identify their characteristics. | 1 | Cuisine | Cuisine is a style of food characteristic to a particular country or region, where the food has developed historically using distinctive ingredients, specific preparations and cooking methods or equipment, and presentation or serving techniques |
| 2 | Apply | Put into effect in a recognised way. | 2 | Nutrition Labels | Nutrition labels on food packaging are required by law in the UK. They are often displayed as a panel or grid on the back or side of packaging. |
| 3 | Argue | Present a reasoned case. | 3 | A balanced diet | A balanced diet provides all the nutrients in the correct amounts to meet individual needs. |
| 4 | Compare | Identify similarities and differences. | 4 | The 5 segments of the Eatwell Guide | The Eatwell Guide is divided into five segments: Fruit and vegetables 40% Potatoes, bread, rice, pasta and other starchy carbohydrates 38% Beans, pulses, fish, eggs, meat and other proteins 12% Dairy and alternatives 8% Oils and spreads 1% |
| 5 | Contrast | Identify differences. | | | |
| 6 | Define | Specify meaning. | | | |
| 7 | Describe | Set out characteristics. | 5 | Emulsifiers | Oil and water do not mix. When an emulsifier is added, they mix and do not separate. Emulsifiers are used in mayonnaise and ice cream. One important emulsifier is lecithin (E322) |
| 8 | Discuss | Present key points about different ideas or strengths and weaknesses of an idea. | 6 | Biological raising agent | Yeast is a biological raising agent. It is a living plant (a type of fungus). |
| 9 | Evaluate | Judge from available evidence. | 7 | Peeling | Many fruit and vegetables are peeled before they processed into food products. Acid solutions are used to remove and destroy enzymes that will make the fruit turn brown. |
| 10 | Explain | Set out purpose or reasons. | 8 | Marketing | is identifying consumers' needs and wants, and using that information to supply consumers with products that match their needs and wants. In addition, the food products need to generate sales and profits for food retailers. These are methods used to promote a food product to a consumer. |
| 11 | Identify | Name or otherwise characterise. | | | |
| 12 | Justify | Support a case with evidence. | 9 | The antioxidant vitamins | ACE is a good way to remember the antioxidant vitamins, Vitamins A, C and E which protects the body |
| 13 | Name | Give the correct title or term. | 10 | Vitamin A | is an antioxidant vitamin and is found in the plant sources of vitamin A. These include: Carrots, Sweet potatoes, Tomatoes, Apricots, Mango, Broccoli |
| 14 | Outline | Set out main characteristics. | 11 | Vitamin C | is an antioxidant vitamin and is found in: Citrus fruits (e.g. lemons, oranges, grapefruit) Blackcurrants, Tomatoes Broccoli, Lettuce, Red and green peppers All fresh fruit and vegetables in different amounts |
| 15 | Which | Select/give the correct information. | | | |

Example Exam Questions

| | |
|----|-----------------------------------------------------------------------------------------------|
| 12 | The Government publishes recommendations about diet why? (2marks) |
| 13 | Protein is mainly used by the body for? (3 marks) |
| 14 | Foods containing fat provide the body with which vitamins? (4 marks) |
| 15 | What are the three macronutrients? (4 marks) |
| 16 | Lack of water can cause dehydration. Give four symptoms of dehydration. (4 marks) |
| 17 | What is fair trade and why do some people view it as more ethical when buying food? (2 marks) |

BE BOLD, DIG DEEP AND DISCOVER

| | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 18 | Find out more about the AQA GCSE Food Preparation and Nutrition Past Papers www.learnay.co.uk/food-preparation-and-nutrition/aqa/ |
| 19 | Test your knowledge and revise using Seneca Learning: https://your-school.senecalearning.com/ AQA Food and Nutrition |
| 20 | Bolder Bites Videos https://www.bolderacademy.co.uk/our-curriculum/design-and-technology/bolder-bites |
| 21 | Watch some great videos that explore all of the different cooking techniques. https://www.bbc.co.uk/iplayer/categories/food/featured |
| 22 | Revise using BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zdn9jhw |



Real Spanish omelette

- Ingredients
- 500g new potatoes
- 1 onion, preferably white
- 150ml extra-virgin olive oil
- 3 tbsp chopped flat-leaf parsley
- 6 eggs
- Equipment:
- Frying pan
- Chopping board
- Chopping knife
- Large mixing bowl

- Method
- STEP 1
- Scrape the new potatoes or leave the skins on, if you prefer. Cut them into thick slices. Chop the onion.
- STEP 2
- Heat the extra-virgin olive oil in a large frying pan, add the potatoes and onion and stew gently, partially covered, for 30 mins, stirring occasionally until the potatoes are softened. Strain the potatoes and onion through a colander into a large bowl (set the strained oil aside).
- STEP 3
- Beat the eggs separately, then stir into the potatoes with the parsley and spices and plenty of salt and pepper. Heat a little of the strained oil in a smaller pan.
- STEP 4
- Tip everything into the pan and cook on a moderate heat, using a spatula to shape the omelette into a cushion.
- STEP 5
- When almost set, invert on a plate and slide back into the pan and cook a few more minutes.
- STEP 6
- Invert twice more, cooking the omelette briefly each time and pressing the edges to keep the cushion shape. Slide on to a plate and cool for 10 mins before serving.






Y10 French Knowledge Organiser – Block B

IDENTITY & CULTURE – *Customs and Festivals*



| | | |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. J'adore Noël, c'est une grande fête de famille | I love Christmas, it is a big party of family | I love Christmas, it's a big family celebration |
| 2. que nous célébrons chaque année à Paris. | that we celebrate each year at Paris | that we celebrate every year in Paris. |
| 3. Je suis allée au marché de Noël à Cologne en Allemagne. | I am gone to the market of Christmas at Cologne in Germany | I went to a Christmas market in Cologne, in Germany. |
| 4. On s'est vraiment bien amusés | One itself is really well amused | We had a really good time |
| 5. et on a acheté des boules de Noel pour décorer la maison et le sapin. | and one has bought some balls of Christmas for to decorate the house and the tree | and we bought some Christmas baubles to decorate the house and the tree. |
| 6. Le 24 décembre, nous nous sommes levés très tôt | The 24 December, we ourselves are got up very early | On the 24 th December we got up very early |
| 7. pour partir chez ma tante passer le réveillon, la veille de Noël. | in order to go to my aunt's house to spend the Christmas Eve dinner, the day before of Christmas | to go to my aunt's house to spend Christmas Eve dinner, on Christmas Eve. |
| 8. Nous avons mangé vers vingt heures puis nous sommes partis à la messe de minuit. | We have eaten around 20 hours then we are left to the Mass of midnight | We ate around 8pm then we went to Midnight Mass. |
| 9. Le vingt-cinq on a mangé le repas de Noël avec la dinde traditionnelle, les huitres et la bûche de Noël. | The 25 December, one has eaten the dinner of Christmas with the turkey traditional, the oysters and the log of Christmas | On the 25 th December, we ate Christmas dinner with the traditional turkey, oysters and the chocolate Yule log. |
| 10. Le vingt-six en France n'est pas un jour férié comme en Angleterre, c'est dommage ! | The 26 in France not is not a day holiday like in England, it is shame! | The 26 th in France is not a bank holiday like in England, it's a shame! |
| 11. Le premier avril est ma fête préférée en France. | The first April is my festival favourite in France | The first of April is my favourite festival in France. |
| 12. J'adore planifier les blagues et les farces avec mes amis. | I love to plan the jokes and the pranks with my friends. | I love to plan jokes and pranks with my friends. |
| 13. Bien sûr, on a pas mal de poissons d'avril pour scotcher dans les dos. | Well sure, one has not bad of fish of April for to stick on the backs. | Of course, we have quite a few "poisons d'avril" to stick on backs. |

| | | |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| 14. Évitez les blagues dangereuses mais essayez une farce originale | Avoid the jokes dangerous but try a prank original. | avoid dangerous jokes but try an original prank |
| 15. Le but c'est de faire rire et non pleurer. | The goal is of to make to laugh and no to cry. | The goal is to make people laugh, not cry. |
| LOCAL AND GLOBAL - Home and Town | | |
| |    | |
| 16. Où habites-tu ? | Where live you ? | Where do you live ? |
| 17. J'habite dans un vieil immeuble | | I live in an old block of flats |
| 18. à Paris, en France. | | in Paris, in France. |
| 19. Dans mon appartement, il y a | In my flat there is | In my flat there is |
| 20. une cuisine et une salle de bains. | a kitchen and a room of bath. | a kitchen and a bathroom. |
| 21. Cependant les fenêtres | | However the windows |
| 22. donnent sur une usine, | give on a factory, | look out onto a factory, |
| 23. donc l'air est souvent sale | | therefore the air is often dirty |
| 24. ce qui ne me plait pas. | that which myself pleases not | which I don't like. |
| 25. Le salon est trop petit | | The living room is too small |
| 26. et je partage ma chambre avec mes frères, | | and I share my room with my brothers, |
| 27. c'est pénible ! | | it is annoying ! |
| 28. J'y habite depuis que je suis né(e). | I there live since that I am born. | I've lived there since I was born. |
| 29. Aimes-tu ta ville ? | Like you your town ? | Do you like your town ? |
| 30. Mon immeuble se trouve près de la gare | My block of flats itself finds close to the station | My block of flats is close to the station |
| 31. et ce n'est pas loin des magasins. | | and it is not far from the shops. |

| | | |
|-------------------------------------------------|--------------------------------------------------|---------------------------------------------------|
| 32. Ces magasins sont ouverts | These shops are opens | These shops are open |
| 33. assez tard le soir | quite late the evening | quite late in the evening |
| 34. et on a un centre sportif. | and we have a centre sports | and we have a sports centre. |
| 35. Cet endroit est mon préféré | | This place is my favourite |
| 36. car c'est gratuit pour les jeunes. | | as it's free for young people. |
| 37. Par contre, cette ville | | On the other hand, this town |
| 38. a besoin d'une zone piétonne. | has need of a zone pedestrian | needs a pedestrian zone. |
| 39. Si j'étais riche, | | If I were rich, |
| 40. j'habiterais dans une maison | | I would live in a house |
| 41. au bord de la mer | at the side of the sea | at the sea-side |
| 42. avec un joli jardin. | | with a pretty garden. |
| 43. J'aimerais ça car, | | I would like that as, |
| 44. il n'y aurait pas beaucoup de circulation | there would be not a lot of traffic | there wouldn't be a lot of traffic |
| 45. donc il n'y aurait jamais d'embouteillages, | therefore there would be never any traffic jams, | therefore, there would never be any traffic jams, |

SCHOOL & WORK : School Opinions



1. Que penses-tu de ton collègue ?




What think you of your school ?

What do you think of your school?

2. Ça dépend.

That depends.

| | | |
|-------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------|
| 3. De temps en temps, j'aime mon collègue | | From time to time I like my school |
| 4. car les profs sont sympa <u>s</u> . | as the teachers are kinds, | as the teachers are kind, |
| 5. mais ils sont aussi assez sévère <u>s</u> . | but they are also quite stricts | but they are also quite strict. |
| 6. Il faut porter un uniforme. | It is necessary to wear a uniform. | You must wear a uniform. |
| 7. Je n'aime ni la cravate ni les chaussures noires | I like neither the tie nor the shoes blacks | I like neither the tie nor the black shoes |
| 8. car ils ne sont pas à la mode | | as they are not in fashion |
| 9. et tout le monde se ressemblent. | and all the world each other resembles | and everyone looks alike. |
| 10. J'étudie pas mal de matières car | I study not bad of subjects as | I study quite a lot of subjects as |
| 11. je viens de commencer mes GCSE | I come from starting my GCSE | I have just started my GCSEs |
| 12. et il faut réussir tous les examens | and it is necessary to succeed all the exams | and you must pass all the exams |
| 13. si on veut aller à l'université. | if one wants to go to university, | if you want to go to university. |
| 14. Qu'est-ce que tu as fait au collège hier ? | What is it that you have done at the school yesterday ? | What did you do at school yesterday? |
| 15. Hier j'ai eu beaucoup de cours, | Yesterday, I have had lots of lessons | Yesterday I had lots of lessons |
| 16. j'ai joué au basket au cour à la récré | I have played to the basketball in the playground at the break | I played basketball in the playground at break |
| 17. et j'ai mangé du poulet. | and I have eaten some chicken. | and I ate some chicken. |
| 18. Ma matière préférée est le dessin | My subject favourite is the art | My favourite subject is art |
| 19. car je m'entends avec le prof. | as I myself hear with the teacher. | as I get on with the teacher. |

| | | |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 20. Mais hier elle m'a donné | But yesterday she me has given | But yesterday she gave me |
| 21. beaucoup de devoirs. | lots of homeworks. | a lot of homework. |
| 22. Donc je dois les faire ce soir | Therefore I have to them do this evening | So I have to do it this evening |
| 23. Sinon, j'aurai une retenue | | if not, I will have a detention. |
| 24. J'aime mieux étudier le français | I like better to study the French | I like studying French better |
| 25. que l'anglais vu que | than the English seen that | than English seeing as though |
| 26. ça va être tellement utile à l'avenir. | | it is going to be so useful in the future. |
| 27. Quels sont tes projets pour l'avenir ? | | What are your plans for the future ? |
| 28. Dans l'avenir, je vais aller | | In the future, I'm going to go |
| 29. à l'université, après avoir fait | | to university, after having done |
| 30. un tour du monde. | a tour of the world. | a world tour. |
| SCHOOL & WORK : Post-16 plans | | |
| |    | |
| 1. Il est important d'avoir de l'ambition pour son orientation. | It is important of to have some ambition for his/her course choices | It is important to have some ambition for your course choices |
| 2. Il est essential d'être réaliste mais aussi de rêver | It is essential of to be realistic but also of to dream | It is essential to be realistic but also to dream |
| 3. Il est dommage de ne pas* aller plus loin, visez haut ! | It is shame of not not to go more far, aim high! | It is a shame not to go further, aim high! |
| 4. Si vous êtes motivé, vous pouvez y arriver* | If you are motivated, you can there arrive | If you are motivated, you can get there |

| | | |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 5. Il est utile de faire un bilan de votre personnalité | It is useful of to do an appraisal of your personality | It is useful to do an appraisal of your personality (e.g. <i>evaluate your personality</i>) |
| 6. ainsi, vous choisirez la bonne filière: le bac général ou le bac professionnel | in this way, you will choose the good pathway: the A-levels general or the A-levels professional | in this way, you will choose the correct pathway: Academic A-levels or Vocational A-levels |
| 7. il est très dur, à 16 ans, de savoir précisément quel job sera le job de votre vie | it is very hard, at 16 years, of to know precisely which job will be the job of your life | it is very hard, at 16 years old, to know precisely which job will be the job of your life |
| 8. définissez les secteurs que vous appréciez: médias, comptabilité, industrie, santé, tourisme... | define the sectors that you appreciate : medias, accountancy, industry, health, tourism... | define the sectors that interest you: media, accountancy, industry, health, tourism |
| 9. allez vers les autres pour obtenir des renseignements : conseillers d'orientation, anciens élèves, profs, parents | go towards the others for to obtain some information: advisers of course choices, old students, teachers, parents | go to others to get some information: careers advisors, former students, teachers, parents |
| 10. renseignez-vous sur les secteurs qui embauchent | inform yourself on the sectors who hire | research the sectors which are hiring |
| 11. quels sont vos points forts et vos points faibles ? | What are your points strongs and your points weaks ? | What are your strengths and weaknesses? |
| 12. je suis fort(e) en langues vivantes et sciences | I am strong in languages livelys and sciences | I am good at modern languages and sciences |
| 13. mais je ne suis pas très ambitieux / ambitieuse | but I not am not very ambitious | but I am not very ambitious |
| 14. je crois que je suis travailleur / travailleuse et organisé (e) | | I believe that I am hardworking and organised |
| 15. je voudrais devenir comptable ou avocat | I would like to become accountant or lawyer | I would like o become an accountant or a lawyer |
| 16. si possible, je veux travailler dans un bureau ou dans une banque* | | if possible, I want to work in an office or in a bank |
| 17. je veux passer le bac et je vais faire les maths | I want to take the A-levels and I am going to do the Maths | I want to take A-levels and I am going to do Maths |
| 18. je ne veux pas continuer mes études parce que je m'ennuie* à l'école | I not want not to continue my studies because I myself bore at the school | I don't want to continue my studies because I get bored at school |
| 19. et j'en ai marre des* examens et du règlement bête | and I of them have sick of exams and of the rule stupid | and I am sick of exams and stupid rules |

| | | |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 20. dans 3 ans, je voudrais faire le tour du monde | in 3 years I would like to do the tour of the world | in 3 years I would like to travel around the world |
| 21. si tu ne vas pas à l'université, c'est le salaire minimum t'attendra | if you not go not to the university, it is the salary minimum you will wait | if you don't go to university, minimum wage is what you will get |
| 22. j'ai lu que si on est diplômé, on gagnera un salaire 25% plus élevé | I have read that if one is diploma'd, one will earn a salary 25% more elevated | I have read that if you have a degree, you will earn a 25% higher salary |
| 23. par rapport à ceux qui ne vont pas en fac | by rapport to those who not go not in university | compared to those who don't go to university |
| 24. quand je quitterai le lycée, j'irai en fac pour devenir plus responsable* | when I will leave the college, I will go in university for to become more responsible | when I leave college, I will go to uni to become more responsible |
| 25. cependant, la vie d'étudiant m'inquiète un peu | however, the life of student me worries a bit | however, student life worries me a bit |
| 26. si on ne comprend pas un truc, il n'y aura pas de profs qui pourront m'aider* | if one not understands not a thing, it not there will have not of teachers who will be able me to help | if we don't understand something, there won't be teachers who will be able to help me |
| 27. on ne trouve pas forcément du travail avec un diplôme | one not finds not necessarily some work with a degree | you don't necessarily find a job with a degree |
| 28. j'ai aussi envie* d'étudier à l'étranger | I have also want of to study at the abroad | I also fancy studying abroad |
| 29. j'ai l'intention de* perfectionner mon anglais | I have the intention of to perfect my English | I intend to perfect my English |
| 30. quand je terminerai mes études, je prendrai une année sabbatique* | when I will finish my studies, I will take a year sabbatical | when I finish my studies, I will take a gap year |

| | | present | perfect | imperfect | future | conditional | subjunctive |
|-------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| REGULAR VERBS | | | | | | | |
| -er verbs jouer <i>to play</i> | je / j' tu il / elle / on nous vous ils / elles | joue joues joue jouons jouez jouent | ai joué as joué a joué avons joué avez joué ont joué | jouais jouais jouait jouions jouiez jouaient | jouerai joueras jouera jouerons jouerez joueront | jouerais jouerais jouerait jouerions joueriez joueraient | joue joues joue jouions jouiez jouent |
| -ir verbs finir <i>to finish</i> | je / j' tu il / elle / on nous vous ils / elles | finis finis finit finissons finissez finissent | ai fini as fini a fini avons fini avez fini ont fini | finissais finissais finissait finissions finissiez finissaient | finirai finiras finira finirons finirez finiront | finirais finirais finirait finirions finiriez finiraient | finisse finisses finisse finissions finissiez finissent |
| -re verbs vendre <i>to sell</i> | je / j' tu il / elle / on nous vous ils / elles | vends vends vend vendons vendez vendent | ai vendu as vendu a vendu avons vendu avez vendu ont vendu | vendais vendais vendait vendions vendiez vendaient | vendrai vendras vendra vendrons vendrez vendront | vendrais vendrais vendrait vendrions vendriez vendraient | vende vendes vende vendions vendiez vendent |
| reflexive verbs s'amuser <i>to enjoy yourself</i> | je tu il / elle / on nous vous ils / elles | m'amuse t'amuses s'amuse nous amusons vous amusez s'amusent | me suis amusé(e) t'es amusé(e) s'est amusé(e)(s) nous sommes amusé(e)s vous êtes amusé(e)(s) se sont amusé(e)s | m'amusais t'amusais s'amusait nous amusions vous amusiez s'amusaient | m'amuserai t'amuseras s'amusera nous amuserons vous amuserez s'amuseront | m'amuserais t'amuserais s'amuserait nous amuserions vous amuseriez s'amuseraient | m'amuse t'amuses s'amuse nous amusions vous amusiez s'amusent |

IRREGULAR VERBS

| | | | | | | | |
|------------------------------------|----------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|
| aller <i>to go</i> | je / j' tu il / elle / on nous vous ils / elles | vais vas va allons allez vont | suis allé(e) es allé(e) est allé(e)(s) sommes allé(e)s êtes allé(e)(s) sont allé(e)s | allais allais allait allions alliez allaient | irai iras ira irons irez iront | irais irais irait irions iriez iraient | aille ailles aille allions alliez aillent |
| avoir <i>to have</i> | je / j' tu il / elle / on nous vous ils / elles | ai as a avons avez ont | ai eu as eu a eu avons eu avez eu ont eu | avais avais avait avons aviez avaient | aurai auras aura aurons aurez auront | aurais aurais aurait aurions auriez auraient | aie aies ait ayons ayez aient |
| devoir <i>to have to / must</i> | je / j' tu il / elle / on nous vous ils / elles | dois dois doit devons devez doivent | ai dû as dû a dû avons dû avez dû ont dû | devais devais devait devions deviez devaient | devrai devras devra devrons devrez devront | devrais devrais devrait devrions devriez devraient | doive doives doive devions deviez doivent |
| dire <i>to say / to tell</i> | je / j' tu il / elle / on nous vous ils / elles | dis dis dit disons dites disent | ai dit as dit a dit avons dit avez dit ont dit | disais disais disait disions disiez disaient | dirai diras dira dirons direz diront | dirais dirais dirait dirions diriez diraient | dise dises dise disions disiez disent |

Exclamations!
 Quelle surprise! (What a surprise!)
 Quel dommage! (What a pity/shame!)
 Quel cauchemar! (What a nightmare!)
 Quel désastre! (What a disaster!)
 Zut alors! (Oh no!)
 Tant pis! (Tough luck!)
 Ce n'est pas juste! (It's not fair!)
 C'est la vie! - (That's life!)

Opinions
 Je pense que - (I think that)
 Je crois que (I believe that)
 Je dirais que - (I would say that)
 Je ne supporte pas - (I can't stand)
 J'adore - (I love)
 Je déteste (I hate)
 Je dois dire que- (I must say that)
 À mon avis - (From my point of view)

Connectives
 Et (and)
 Cependant (however)
 Donc (Therefore/as a result)
 Aussi (also)
 Mais (but)
 En plus (in addition)
 Parce que (because)
 Vu que (given that)

Questions
 Et toi? (And you - informal?) Et vous? (And you - formal)
 Est-ce que tu aimes...? - (Do you like...?)
 Est-ce que tu vas à ...? - (Do you go to?)
 Qu'est-ce que tu en penses? - (What do you think about that?)
 Tu dirais quoi? (What would you say)
 C'est comment...? - (What is Like?)

Uber-cool Phrases
 Soyons honnêtes - (Let's be honest)
 Mon ami dit que- (My friend says that)
 J'ai toujours aimé- (I have always liked)
 Comme tout le monde le sait- (As everyone knows)
 Il est nécessaire d'être/d'avoir - It is necessary to be/to have

Use EQUATACO-Speak more fluently

Adverbs:
ly in English = -ment in French
 Totalement: totally
 Absolument: absolutely
 Franchement: frankly/really
 Normalement: normally
 Actuellement: Currently
 (Mal)heureusement: (un)fortunately

Adjectives
-ique = ic (English)
 athlétique (athletic)
 artistique (artistic)
 excentrique (eccentric)
 fantastique
 sarcastique
 romantique

Tenses

| | | |
|------|---------------|--------|
| | Present (Now) | Future |
| Past | | |

PAST Je suis allé(e) a + infinitive (I went to + inf)
PRESENT J'aime + infinitive (I like + inf)
FUTURE Je vais + infinitive (I'm going to + inf)

GCSE-style Challenge Questions: Answer in French

- Comment célébrez-vous la nouvelle année?
- Quelles sont les règles dans ton collège. Tu les trouves juste? Pourquoi/pas?
- Que voulez-vous devenir à l'avenir et pourquoi?

(Be brave, dig deep and discover)

Recommended texts/websites/writers






French Vocabulary Learning:

- Senecalarning.com → French KS4 → 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_grat_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.

| | | | | | |
|---|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Landscape | An extensive area of land regarded as being visually and physically distinct. | 1 | Abrasion (or corrasion) | The wearing away of cliffs by sediment flung by breaking waves |
| 2 | Arch | A wave-eroded passage through a small headland. This begins as a cave formed in the headland, which is gradually widened and deepened until it cuts through. | 2 | Attrition | Erosion caused when rocks and boulders transported by waves bump into each other and break up into smaller pieces |
| 3 | Beach | The zone of deposited material that extends from the low water line to the limit of storm waves. The beach or shore can be divided in the foreshore and the backshore. | 3 | Beach nourishment | The addition of new material to a beach artificially, through the dumping of large amounts of sand or shingle. |
| 4 | Deposition | Occurs when material being transported by the sea is dropped due to the sea losing energy. | 4 | Bar | Where a spit grows across a bay, a bay bar can eventually enclose the bay to create a lagoon. Bars can also form offshore due to the action of breaking waves. |
| 5 | Erosion | The wearing away and removal of material by a moving force, such as a breaking wave. | 5 | Beach profiling | Changing the profile or shape of the beach. It usually refers to the direct transfer of material from the lower to the upper beach or, occasionally, the transfer of sand down the dune face from crest to toe. |
| 6 | Waves | Ripples in the sea caused by the transfer of energy from the wind blowing over the surface of the sea. The largest waves are formed when winds are very strong, blow for lengthy periods and cross large expanses of water | 6 | Chemical weathering | The decomposition (or rotting) of rock caused by a chemical change within that rock; sea water can cause chemical weathering of cliffs |

| Command word | | Definition | Sentence starters | | |
|-------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe  | | Set out characteristics.  | The social/economic/environmental effects were.... The feature/landform is.... The process is..... The process works by.. From the photo, I can see.... The trend of the graph is.... | 7 | Transportation The movement of eroded material. |
| Compare | | Identify similarities and differences | One similarity is... One difference is... However... On the other hand... Alternatively... | 8 | Soft engineering Managing erosion by working with natural processes to help restore beaches and coastal ecosystems. |
| Explain  | | Set out purposes or reasons. | This happens because... This demonstrates... This is caused by... Therefore... This will result in... | 9 | Hard engineering The use of concrete and large artificial structures by civil engineers to defend land against natural erosion processes |
| To what extent  | | Judge the importance or success of (strategy, scheme, project)  | On the one hand, ____ is successful or important.... To some extent.... This is not successful or important because....For example... because.... However, the scheme/project is positive or successful because... Evidence for this is.. | 10 | Headlands and bays A rocky coastal promontory made of rock that is resistant to erosion; headlands lie between bays of less resistant rock where the land has been eroded back by the sea. |
| | | | | 11 | Longshore drift The zigzag movement of sediment along a shore caused by waves going up the beach at an oblique angle(wash) and returning at right angles(backwash). This results in the gradual movement of beach materials along the coast. |
| | | | | 12 | Hydraulic power The process by which breaking waves compress pockets of air in cracks in a cliff. The pressure may cause the crack to widen, breaking off rock. |
| | | | | 13 | Mechanical weathering Weathering processes that cause physical disintegration or break up of exposed rock without any change in the chemical composition of the rock, for instance freeze thaw. |

Revision books to buy:



Revision:



Upgrade your knowledge:



Coastal Defences

Hard Engineering Defences (T3)

Groynes



Wood barriers prevent longshore drift, so the beach can build up.

- ✓ Beach still accessible.
- ✗ No deposition further down coast = erodes faster.

Sea Walls



Concrete walls break up the energy of the wave. Has a lip to stop waves going over.

- ✓ Long life span
- ✓ Protects from flooding
- ✗ Curved shape encourages erosion of beach deposits.

Gabions or Rip Rap



Cages of rocks/boulders absorb the waves energy, protecting the cliff behind.

- ✓ Cheap
- ✓ Local material can be used to look less strange.
- ✗ Will need replacing.

Soft Engineering Defences

Beach Nourishment



Beaches built up with sand, so waves have to travel further before eroding cliffs.

- ✓ Cheap
- ✓ Beach for tourists.
- ✗ Storms = need replacing.
- ✗ Offshore dredging damages seabed.

Managed Retreat



Low value areas of the coast are left to flood & erode.

- ✓ Reduce flood risk
- ✓ Creates wildlife habitats.
- ✗ Compensation for land.

Practise exam questions (low stakes):

Compare the characteristics of constructive and destructive waves (4 marks).

Describe the process of freeze-thaw weathering (3 marks)

Describe one way slumping affects coastal landscapes (2 mark)

Explain how a sand dune is formed (4 marks)

Practise exam questions (high stakes):

Explain how different types of rock determine the UK's landscapes (4 marks)















Describe the effects of weathering and mass movement on a cliffed coastline (6 marks)

Choose an example of a distinctive coastal landform to illustrate the erosive power of the sea (6 marks)

Describe the processes involved in the formation of a spit (6 marks)

History – Year 10 - The Norman Conquest 1065-1087

TIER 3 VOCABULARY

- 1  **Anglo-Saxons** – people who lived in and ruled England before the Norman Conquest.
- 2  **Bayeux Tapestry** – a Norman embroidery telling the story of the Norman Conquest.
- 3  **Castle** – a large defensive fortification built from wood or stone for noblemen.
- 4  **Chronicle** – a written account by a chronicler, often by a monk.
- 5  **Conquest** – taking over land by military force.
- 6  **Domesday Book** – a manuscript which holds records of England from the Domesday Survey.
- 7  **Fyrd** – the army set up for the Anglo-Saxon Kings.
- 8  **Harrying** – carrying out lots of attacks to oppress an enemy.
- 9  **Interpretation** – A version of history, or the past, that has been constructed (put together) by someone later – they were not there when it happened.
- 10  **Motte and Bailey** – a type of Castle brought to England by the Normans. They were typically wooden.
- 11  **Normans** – people from Normandy, in Northern France. Descended from Vikings.
- 12  **Oppression** – controlling people through cruelty, violence and power.
- 13  **Rebellion** – an uprising by people (rebels) against their ruler.
- 14  **Witan** – powerful nobles who advised the Anglo-Saxon Kings.

Key Diagrams

Diagram A

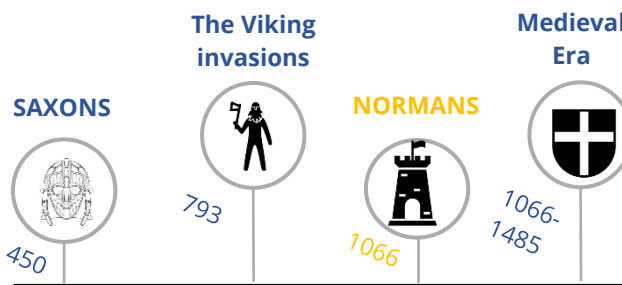
A map showing some of the key castles which were built during the reign of the Normans between 1066 and 1106. In total they built over 500 castles.



Diagram B

A map showing the key events of 1066 leading to the coronation of William the Conqueror.

CHRONOLOGY



KEY EVENTS

- 1042 Edward the Confessor becomes King of England
- Jan 1066 Edward the Confessor dies without an heir
- Jan 1066 Harold Godwinson, Earl of Wessex, is crowned King
- Sept 1066 Harald Hardrada invades Northern England and wins the Battle of Fulford.
- Sept 1066 Godwinson defeats Hardrada at Stamford Bridge, in the north.
- Sept 1066 William of Normandy invades the South of England.
- Oct 1066 William defeats Godwinson at the Battle of Hastings.
- Dec 1066 William is crowned King of England
- 1070 The Harrying of the North
- 1085 William orders the Domesday Survey, which becomes the Domesday Book.
- 1087 William dies and William II becomes King

The Norman Conquest 1065-1087

TIER 2 VOCABULARY

Archaeologist – someone who studies history through finding remains and artefacts in the ground.

Architecture – the design of a building.

Archive – historical records and documents.

Baron – a powerful nobleman (lord).

Cathedral – a very important Church

The Church – the organisation who control religion.

Economic – to do with money.

Historian – someone who studies the past using evidence.

Knight – an important soldier who serves a Baron and King.

Manor – land belonging to a nobleman.

Nobleman – powerful lord such as BRON

Peasant – poorest people in society, usually farmers.

The Pope – head of the Catholic Church.

Rebel – someone who fights against a ruler.

Saint – a person whom the Church decides has lived a life of great holiness.

CHALLENGE

1. How far Anglo-Saxon England a dark age?
2. Who was the strongest claimant in 1066?
3. What was William's most effective method of gaining and maintaining control of England?
4. How far did the Normans bring a truckload of trouble to England?
5. What legacy have the Norman's left in England?

KEY HISTORICAL WORKS

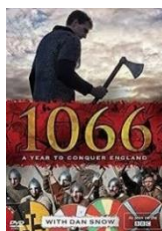
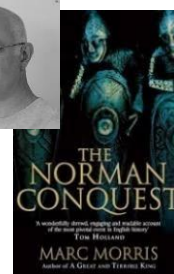
Simon Schama

There are times and places where history comes at you with a rush; violent, decisive and bloody; a **truck load of trouble**. Wiping out everything that gives you your bearing in the world: law, customs, loyalty and language. Hastings is one of those places... Here **one kind of England was annihilated and another kind of England set-up in its place.**



Want to challenge yourself further?

Why not read about another historian's interpretation of the Norman Conquest. Marc Morris' *The Norman Conquest* (2010) is in the library!



Why not watch Dan Snow's epic ***1066: A year to Conquer England*** on BBC iPlayer!
<https://www.bbc.co.uk/iplayer/episode/b08h7zsb/1066-a-year-to-conquer-england-series-1-episode-1>

Scan the QR Code or type in the link to watch the drama-documentary.

DIG DEEPER

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

Harald Hardrada was part of the Varangian Guard!

<https://drive.google.com/file/d/1nLk2xeBN3elobqNn7tU9HE1QMtISD3Dc/view>



The Song Dynasty ruled China

<https://drive.google.com/file/d/1I3zKcrVhm1kqLX6Trg2blhd5hDOlxheE/view>



Listen - Listen to the following Dan Snow History Hit podcasts



Watch - Watch the videos about the Norman Conquest

Ten Minute History - 1066 and the Norman Conquest (YouTube)

The Norman Conquest – BBC Teach (YouTube)

William the Conqueror and the Norman Conquest (YouTube)





Year 10: Autumn Term (September to December)

| | Circle theorems | Probability | Developing algebra |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | Circle theorems <ul style="list-style-type: none"> Review of angles Deriving circle theorems Using circle theorems to find missing angles | Probability <ul style="list-style-type: none"> Expectation Combinations Conditional probability Independent events | Developing algebraic thinking <ul style="list-style-type: none"> 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

TIER 3 VOCABULARY

| | | | | | |
|----|-------------|----------------------------------------------------------------------------------------------------------------------------|----|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Bisect | Cut in half | 1 | Radius | A segment whose endpoints are the center of a circle and a point on the circle |
| 2 | Congruent | Same shape and size, but we are allowed to flip, slide or turn | 2 | Chord | A segment whose endpoints are 2 points on a circle |
| 3 | Intersect | To cross over (have some common point) | 3 | Secant | A line that intersects a circle in 2 points |
| 4 | Equidistant | The same distance (from each other, or in relation to other things) | 4 | Diameter | A chord that passes through the center of a circle |
| 5 | Recurring | Something that happens over and over again | 5 | Tangent | A line that intersects a circle in exactly 1 point |
| 6 | Prove | To show using evidence that something is true | 6 | Semicircle | An arc whose endpoints are the endpoints of a diameter. It has a measure of 180° |
| 7 | Substitute | Replace the letters with their values | 7 | Concentric Circles | Circles with the same center |
| 8 | Circle | A round plane figure whose boundary (the circumference) consists of points equidistant from the center | 8 | Inscribed | A polygon is inscribed in a circle if its sides are chords of the circle |
| 9 | Justify | Explain why something is reasonable or appropriate | 9 | Circumscribed | A polygon is circumscribed about a circle if its sides are tangent to the circle |
| 10 | Outcome | Something that follows as a result or consequence | 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 | Arrange | Place each item in a particular place or location | 11 | Permutation | A combination where the order of selection matters |
| 12 | List | Write things down or say them one after the other | 12 | Expression | Phrase that combines numbers and/or variables using mathematical operations |
| 13 | Sort | Put items into different groups based on what they are like | 13 | Identity | An equation which is always true, no matter what values are substituted |
| 14 | Plot | Graphical technique for representing a data set, usually as a graph showing the relationship between two or more variables | 14 | Equation | A mathematical statement consisting of an equal symbol between two algebraic expressions that have the same value |

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 $1\text{cm} = 0.01\text{m}$

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
<https://mathfactor.uark.edu>

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



Challenge

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.

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 x is 40° , find the value of x .

a. 160° b. 140° c. 90° d. 100°

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. $\frac{2}{5}$

Ark

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?

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

The following graph shows

$$y = x^2 - 1$$

$$y = x + 3$$

How many solutions to the simultaneous equations are there?

A B C D

2 1 None Try substituting

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

$$8 - 2x < 3$$

A B C D

$x > -2.5$ $x < -2.5$ $x < 2.5$ $x > 2.5$



| Tier 2 | Vocabulary Meaning |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assess | Requires reasoned argument of factors to reach a judgement regarding their importance/relevance to the question context |
| Analyse | Break something down into its component parts |
| Define | Say the meaning of something |
| Describe | Recall some facts about the topic |
| Discuss | Requires exploration of the issue/situation/problem that is being assessed in the question context, articulating different and contrasting view points. |
| Identify | Establish who or what something is |
| Label | Point out or write the correct names on the diagram |

Be brave, dig deep and discover

Copy and paste these links to a web browser

- Skeletal system - <https://www.livescience.com/22537-skeletal-system.html>
- Human Anatomy - https://www.bbc.co.uk/science/humanbody/body/factfiles/skelet_on_anatomy.shtml
- Muscular System - <https://www.innerbody.com/image/musfov.html>
- Game <https://www.anatomyarcade.com/index.html>
- Revision <https://app.senecalearning.com/dashboard/join-class/opt5tjta73>



| Tier 3 | Vocabulary Meaning |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exercise | A form of physical activity done to maintain or improve health and/or fitness – not competitive sport |
| Muscle Fibre Types | Muscle fibres make up the skeletal muscle. The different fibre types are type I, type IIa and type IIx |
| Type I muscle fibres | Slow twitch muscle fibres, suited to low intensity aerobic work |
| Type IIa muscle fibres | Fast twitch muscle fibres, suited to anaerobic work, which can be improved through endurance training to increase resistance to fatigue |
| Type IIx muscle fibres | Fast twitch muscle fibres, suited to anaerobic work such as 100m sprint. These can generate more power and force than any other fibre type but fatigue quickly. |
| Flexion | When the joint angle decreases |
| Extension | When the joint angle increases |
| Joint | A place where two bones meet |
| Ligaments | Tough connective tissue joining bones together |
| Tendons | Tough connective tissues joining muscle and bones together |



Topic overview. It that can be watched at any point during the topic.



SCIENCE BE STRONG - Knowledge Organiser - Y10 Block B

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 m ² |
| Force | Newton N | Volume | cubic metres m ³ |

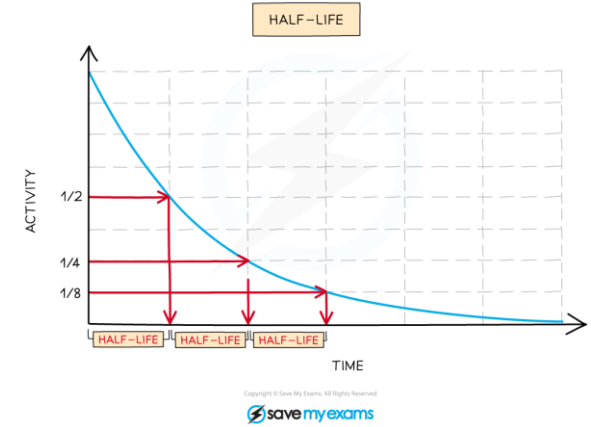
Experimental Words

| 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 | m ² |
| volume | cubic metres | m ³ |
| 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 |



Values
Equation
Substitute
Rearrange
Answer
Units

just to look nice
not significant (any zero at start)

0.0560

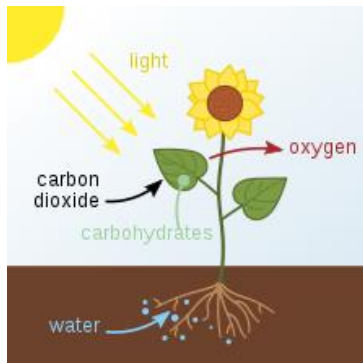
1st significant digit
2nd significant digit
3rd significant digit

| | | |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| $x - 4 = 9$ $+4$ $+4$ $x = 13$ | <p>← Addition and subtraction are inverse operations →</p> | $x + 7 = 12$ -7 -7 $x = 5$ |
| $mx = l$ $+m$ $+m$ $x = \frac{l}{m}$ | <p>← Multiplication and division are inverse operations →</p> | $\frac{x}{r} = 12$ $\times r$ $\times r$ $x = 12r$ |
| $x^2 = w$ $\sqrt{\quad}$ $\sqrt{\quad}$ $x = \sqrt{w}$ | <p>← Finding the square root of a number is the inverse operation of squaring that number →</p> | <p>Square</p> $\sqrt{x} = a$ \square \square $a = x^2$ |

SCIENCE BE STRONG - Knowledge Organiser - Y10 Block B

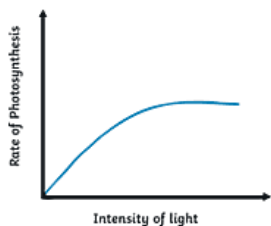
Biology: Bioenergetics

| Tier 3 Word | Meaning |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aerobic respiration | A form of respiration that uses oxygen to release energy from molecules like glucose – represented by the following equation: Glucose + Oxygen → Carbon dioxide + water |
| Anaerobic respiration | A form of respiration that releases energy from molecules like glucose without using oxygen– represented by the following equation: Glucose → Lactic Acid |
| Cellular respiration | An exothermic reaction which is continuously occurring in living cells. |
| Limiting factors | A factor that limits the rate of a reactions when there is not enough of it. |
| Photosynthesis | An endothermic reaction in which energy is transferred from the environment to the chloroplasts by light. |
| Inverse Proportion | A relationship between two variables where as one value increase, the other value decreases at the same rate. |

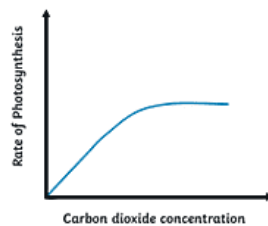


| Aerobic respiration | Anaerobic respiration |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This uses oxygen. It yields the most energy. Most of the reactions that make up aerobic respiration occur in the mitochondria. | Occurs when there is not enough oxygen. It does not yield as much energy as aerobic respiration. It is only used as a last resort, for example during a sprint where it is difficult to breathe in enough oxygen. The oxidation of glucose is complete. |
| $C_6H_{12}O_6 + O_2 \rightarrow CO_2 + H_2O$ | |
| $C_6H_{12}O_6 = \text{glucose}$ $O_2 = \text{oxygen}$ $CO_2 = \text{carbon dioxide}$ $H_2O = \text{water}$ | In animals: Glucose ($C_6H_{12}O_6$) → Lactic acid In plant and yeast cells it is called fermentation: Glucose ($C_6H_{12}O_6$) → Ethanol + Carbon dioxide (CO_2) This reaction is used to make bread and alcoholic drinks. |

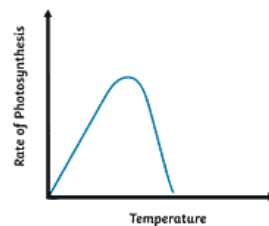
Light



Carbon Dioxide



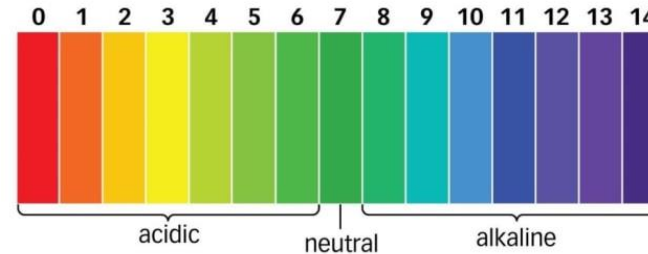
Temperature



Chemistry: Chemical Changes

| Tier 3 Word | Meaning |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| extraction | Extraction techniques are used to separate a desired substance when it is mixed with others |
| displacement | A chemical reaction in which a more reactive element displaces a less reactive element from its compound. |
| oxidation | A reaction involving the gain of oxygen. (loss of electrons) |
| reduction | A reaction involving the low of oxygen. (gain of electrons) |
| The reactivity series | Metals are arranged in order of their reactivity in a reactivity series. This can be used to predict products in reactions. |

| Tier 3 Word | Meaning |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Acid | Acids produce hydrogen ions (H+) in aqueous solutions. They have a pH range of 0-6. |
| alkali | Alkalis produce hydroxide ions (OH-) in aqueous solutions. They have a pH range of 8 - 14. |
| crystallisation | A separation technique used to produce solid crystals from a solution by evaporating a solvent. |
| filtration | A separation technique used to separate solids from liquids. |
| neutralisation | The reaction when an acid and base react to form water and salt. |
| pH Scale | The pH scale, from 0 to 14, is a measure of the acidity / alkalinity of a solution and can be measured using universal indicator. |
| universal Indicator | A mixture of dyes that change colour gradually over a range of pH and is used for testing acids and alkalis. |

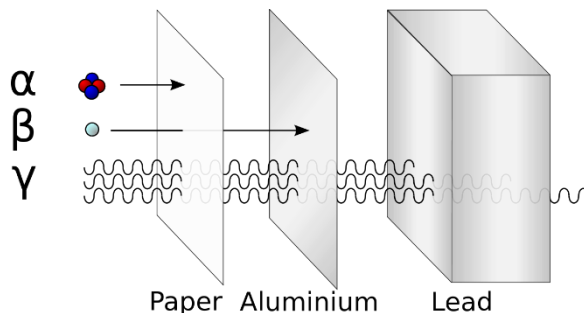
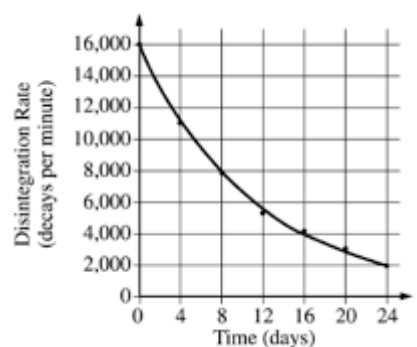


| most reactive | | |
|---------------|----|----------------|
| potassium | K | |
| sodium | Na | |
| calcium | Ca | |
| magnesium | Mg | |
| aluminium | Al | |
| carbon | C | |
| zinc | Zn | |
| iron | Fe | |
| tin | Sn | |
| lead | Pb | |
| hydrogen | H | |
| copper | Cu | |
| silver | Ag | |
| gold | Au | |
| platinum | Pt | least reactive |

SCIENCE BE STRONG - Knowledge Organiser - Y10 Block B

Physics: Radioactivity

| Tier 3 Word | Meaning |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alpha particle | A positively charged particle containing two protons and two neutrons |
| Beta particle | A high speed electron that a nucleus emits when a neutron converts into a proton. |
| Gamma rays | Electromagnetic radiation emitted from a nucleus |
| Activity | The rate at which an unstable nucleus decays |
| Electrons | A negatively charged subatomic particle in an atom. They orbit the nucleus in energy shells. |
| Geiger-Muller Tube | A detector that measures the count-rate of radioactive sample. |
| Half-Life | The time it takes for the numbers of unstable nuclei of an isotope in a sample to halve or the time it takes for the initial count rate of a sample of the isotope to halve. |
| Ions | Atoms with a resultant charge due to the loss or gain of electrons |
| Irradiation | The process of an object being exposed to nuclear radiation. The object doesn't become radioactive. |
| Contamination | The unwanted presence of radioactive atoms on other materials. It is hazardous due to the decay of the contaminating atoms. |
| Radioactive Decay | The random process involving unstable nuclei emitting radiation to become more stable. |



Deep Dive

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

Useful websites

<https://www.dogonews.com/category/science>
<https://www.sciencenewsforstudents.org/>
<https://sciencejournalforkids.org/>
<https://edu.rsc.org/eic/section/the-mole?adredir=1>
<https://cellfiemagazine.wixsite.com/blog>
<https://informationisbeautiful.net/beautifulnews/>
<https://www.positive.news/environment/renewal-why-clean-energy-should-power-the-new-normal/>
<https://www.tweentribune.com/>
<https://www.nationalgeographic.com/>

Useful podcasts

<https://www.bbcearth.com/podcast/>
<https://www.rebelgirls.com/pages/podcast>

Other fun websites

<https://scaleofuniverse.com/>
<https://phet.colorado.edu/>
<https://www.biointeractive.org/classroom-resources/how-animals-use-sound-communicate>

Useful revision websites

<https://www.savemyexams.co.uk/>
<https://www.revisely.co.uk/gcse/science/aqa>
<https://www.bbc.co.uk/bitesize/examspecs/z8r9q7h>
<https://www.youtube.com/watch?v=mKYQ-K23Mr4>
<https://www.aqa.org.uk/subjects/science/gcse>

BE STRONG - Knowledge Organiser

Las vacaciones (Holidays)

Topic: Block B Mi área, las vacaciones y el colegio

| | | | | | | |
|-------------------------|-----------------------------------------------------|-----------------------------------------|----------------------------|---------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------|
| Countries and transport | Voy a - I go to | Y - and | viajo en - I travel by | avión - plane | porque es - because it is | cómodo - comfortable |
| | Vamos a - we go to | | viajamos en - we travel by | autocar - coach | | caro - expensive |
| Weather | Hace - it is | sol - sunny | viento - windy | buen tiempo - nice weather | nadar - to swim | esquiar - to ski |
| | Hizo - it was | calor - hot | frío - cold | mal tiempo - bad weather | | |
| Activities | Hay - it is | tormentas - stormy | nubes - cloudy | niebla - foggy | visitar monumentos - visit monuments | sacar fotos - to take photos |
| | Había - it was | nadar - to swim | | esquiar - to ski | | |
| Past holidays | Fui a/en... I went to/by | y - and | visité - I visited | vi - I saw | nadé - I swam | esquié - I skied |
| | Fuimos a/en... - we went to/by | | descansé - I relaxed | esquíé - I skied | saqué - I took | |
| Past holidays | Me alojé en... - I stayed in.. | un accidente - an accident | un retraso - a delay | | una avería - a breakdown | esperar mucho tiempo - wait a long time |
| | Nos alojamos en... - we stayed in | | un pinchazo - a puncture | | | |
| Past holidays | Por desgracia tuve/tuvimos - Unfortunately I/we had | esperar mucho tiempo - wait a long time | | ir al hospital/la comisaría - go to the hospital/the police station | | llamar a un mecánico - call a mechanic |
| | Tuve/ tuvimos que - I/we had to | el equipaje - the luggage | | la cartera - the wallet | | las llaves - the keys |
| Past holidays | Perdí/perdimos - I/we lost | la maleta - the suitcase | | las llaves - the keys | | el equipaje - the luggage |
| | Cuando llegamos... - when we arrived | Era muy tarde - it was very late | | estaba cansado/a - I was tired | | La recepción ya estaba cerrada - the reception was already closed |



Countries + transport



Activities



Past holidays



Disasters

| | | |
|--------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Las vacaciones (Model Text) | Cada año voy de vacaciones a Chipre con mis padres | Every year I go on holiday to Cyprus with my parents |
| | y viajamos en avión ya que es rápido y cómodo . | and we travel by plane because it's fast and comfortable . |
| | Me chifla Chipre ya que siempre hace calor | I love Cyprus because it's always hot |
| | y solemos ir a la playa y tomar el sol | and we tend to go to the beach and sunbathe |
| | aunque puede ser un poco aburrido . | although it can be a bit boring . |
| | Acadbo de ir a Paris con mi clase y | I've just been to Paris with my class and |
| | nos alojamos en un albergue juvenil . | we stayed in a youth hostel . |
| | Lo pasé bien pero el primer día tuve un accidente | I had a good time but on the first day I had an accident |
| | y tuve que ir al hospital . | and I had to go to hospital . |
| | Además, perdí mi pasaporte . | Moreover, I lost my passport . |
| ¡Qué desastre! | What a disaster! | |
| Siempre he soñado con ir a Egipto | I've always dreamed of going to Egypt | |
| dado que me encanta la cultura y la historia . | because I love the culture and the history . | |
| Me gustaría ir en el futuro con mis amigos y | I'd like to go in the future with my friends and | |
| visitaríamos muchos monumentos históricos. | we would visit lots of historical monuments. | |
| Lo peor es que cuesta un ojo de la cara. | The worst thing is that it costs an arm and a leg. | |
| ¡Ojalá tuviera más dinero! | If only I had more money! | |

Mi ciudad (My city)

| | | |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| My city | <p>En mi ciudad/pueblo hay... - In my city/town there is...</p> <p>Mi ciudad/pueblo tiene... - My city/town has...</p> | <p>un ayuntamiento - a town hall un bar/muchos bares - a bar/lots of bars un castillo (en ruinas) - a (ruined) castle un cine - a cinema un mercado - a market una piscina - a swimming pool un supermercado - a supermarket una playa - a beach un museo - a museum una plaza mayor - a town square un parque - a park una plaza de toros - a bull ring un polideportivo - a sports centre</p> |
| | <p>Es una ciudad/un pueblo _____ - It's a _____ city/town</p> | <p>histórico/a - historic moderno/a - modern tranquilo/a - calm/quiet ruidoso/a - noisy animado/a - lively aburrido/a - boring turístico - touristy industrial - industrial famoso/a - famous conocido/a por... - known for...</p> |
| | <p>Está situado - it's situated...</p> | <p>al lado del río - next to the river está rodeado de... - it's surrounded by</p> |
| | <p>Tiene unos impresionantes paisajes naturales - it has some amazing natural landscapes Tiene varios influencias culturales - it has various cultural influences Tiene el bullicio de la ciudad - it has the hustle and bustle of the city Es mi ciudad natal - it's my home town Hay mucho que hacer/hay mucha marcha - there's lots to do No hay nada que hacer - there's nothing to do Hay una zona peatonal - there's a pedestrian zone</p> | |
| Activities | <p>Se puede... - you can</p> | <p>estar mucho tiempo al aire libre - spend a lot of time in the open air subir la torre - go up the tower hacer un recorrido en autobús - do a bus tour disfrutar de las vistas - enjoy the views apreciar la arquitectura variada - appreciate the variety of the architecture aprovechar del buen tiempo - make the most of the good weather probar platos típicos - try local dishes practicar deportes acuáticos - do water sports practicar senderismo - go hiking/trekking ir de compras - go shopping</p> |
| Shops | <p>Un estanco - a tobacconist's Un banco - a bank Una cafetería - a café Una carnicería - a butcher's Una farmacia - a pharmacy/chemist's Una frutería - a greengrocer's Una joyería - a jeweller's Una librería - a bookshop Una panadería - a bakery</p> | |



Places in town



Town descriptions



Activities



Shops

¿Dónde vives? (Model Text)

| | |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Vivo en Liverpool , una ciudad grande | I live in Liverpool , a big city |
| que está situado en el noroeste de Inglaterra . | which is situated in the Northwest of England |
| al lado del río Mersey . | next to the river Mersey . |
| Vivo en las afueras y | I live in the outskirts and |
| me chifla mi barrio porque hay mucho para los habitantes. | I love my neighbourhood because there is lots for the residents. |
| Por ejemplo, se puede visitar los museos, hacer un recorrido en autobús o ir de compras | For example, you can visit the museums, go on a bus tour or go shopping |
| ya que hay un centro comercial enorme. | because there is an enormous shopping centre. |
| También hay un lago donde se puede hacer esquí acuático. | Also, there is a lake where you can go water skiing. |
| Desafortunadamente no hay piscina . | Unfortunately there is no swimming pool . |
| ¡Qué pena! Me flipa hacer natación. | What a shame! I'm crazy about swimming. |
| En mi opinión Liverpool es muy turística dado que | In my opinion Liverpool is very touristy because |
| hay muchos museos , dos catedrales | there are lots of museums , two cathedrals |
| y es conocido por los Beatles | and it's known for the Beatles |
| y el fútbol . ¡Hay dos estadios de fútbol! | and football . There are two football stadiums! |
| Tiene el bullicio de la ciudad y | It has the hustle and bustle of a city and |
| varios influencias culturales. | various cultural influences. |
| Es mi ciudad natal | It's my home town |
| y me encanta. | and I love it. |

El colegio (subjects, teachers, school facilities)

| | | | | |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School subjects | Estudio - I study | el arte dramático/el teatro - drama el dibujo - art el español - Spanish el inglés - English la biología - biology la educación física - PE la física - physics el francés - French el alemán - German la geografía - geography la historia - history la informática - computing la química - chemistry la religión - RS la tecnología - technology la sociología - sociology las matemáticas - maths las ciencias - science las empresariales - business las lenguas/los idiomas - languages | porque - because es - it is son - they are | me interesa - interests me me aburre - bores me me fascina - fascinates me me importa - is important to me fácil - easy difícil - difficult duro - hard útil - useful inútil - useless práctico - practical creativo - creative relevante - relevant relajante - relaxing exacto - precise lógico - logical exigente - demanding |
| | Mi asignatura preferida es... - My favourite subject is... Me chifla - I'm crazy about Prefiero - I prefer | | | me aburre como una ostra - it bores me to death es pan comido - it's a piece of cake mejor que... - better than peor que... - worse than tan...como... - as...as... |
| Teachers | El/la profesor/a de (ciencias) - My (science) teacher | es - is | paciente - patient tolerante - tolerant listo - clever trabajador(a) - hardworking simpático - nice | impaciente - impatient severo/estricto - harsh/strict tonto - silly/stupid perezoso - lazy antipático - mean/unpleasant |
| | | enseña bien - teaches well explica bien - explains well tiene buen sentido del humor - has a good sense of humor tiene expectativas altas - has high expectations crea un buen ambiente de trabajo - creates a good working atmosphere nunca se enfada - never gets angry me hace pensar - makes me think nos da consejos/estrategias - gives us advice/strategies nos pone muchos deberes - gives us a lot of homework | | |
| School facilities | En mi instituto hay... - in my school there is mi insti tiene - my school has Mi escuela primaria tenía - my primary school had En mi escuela primaria había - in my primary school there was... | un salón de actos - a hall un comedor - a canteen un campo de fútbol - a football pitch un patio - a yard/playground un gimnasio - a gym una piscina - a pool una biblioteca - a library una pista de tenis - a tennis court unos laboratorios - some science labs muchas aulas - lots of classrooms menos/más exámenes - more/less exams más oportunidades para hacer deporte - more sports opportunities | | |
| | Mi insti es... - my school is... | mixto - mixed masculino - all boys privado - private | femenino - all girls público - state school | |
| | Las clases comienzan a las _____ - classes start at _____ o'clock Las clases terminan a las _____ - classes end at _____ o'clock La hora de comer/el recreo dura _____ minutos - lunch/break lasts _____ minutes El día escolar es muy largo - the school day is really long | | | |



Subjects



Teachers



School facilities









¿Qué estudias? Model text

| | |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Estudio <u>diez</u> asignaturas incluso | I study <u>10</u> subjects including |
| El <u>inglés</u> , las <u>matemáticas</u> , las <u>ciencias</u> y el <u>dibujo</u> . | <u>English</u> , <u>maths</u> , <u>science</u> and <u>art</u> . |
| Mi asignatura preferida es | My favourite subject is |
| La <u>biología</u> ya que <u>me fascina</u> | <u>biology</u> because it <u>fascinates me</u> |
| y me gustaría trabajar como <u>biólogo marino</u> en el futuro. | and I would like to work as a <u>marine biologist</u> in the future |
| aunque puede ser muy <u>difícil</u> | although it can be very <u>hard</u> . |
| Además me chifla <u>el dibujo</u> porque | Moreover I'm crazy about <u>art</u> because |
| soy una persona <u>creativa</u> y lo encuentro <u>relajante</u> | I'm a <u>creative</u> person and I find it <u>relaxing</u> |
| y la profe es <u>paciente</u> | and the teacher is <u>patient</u> |
| y <u>crea un buen ambiente de trabajo</u> | and <u>creates a good working atmosphere</u> |
| mientras que mi profe de <u>matemáticas se enfada mucho</u> | whereas my <u>maths</u> teacher <u>gets angry loads</u> |
| y <u>nos pone muchos deberes</u> . | and <u>gives us lots of homework</u> . |
| También, no aguanto <u>el inglés</u> dado que | Also I can't stand <u>English</u> because |
| me aburre como una ostra. | it bores me to death. |
| Cuando era más joven estudiaba <u>la tecnología</u> | When I was younger I used to study <u>technology</u> |
| pero no me gustaba ya que | but I didn't like it because |
| era <u>duro</u> y <u>inútil</u> y | it was <u>hard</u> and <u>useless</u> and |
| no me interesaba nada. | it didn't interest me at all. |

BE STRONG - Knowledge Organiser

Topic: Block B Mi área, las vacaciones y el colegio

| Challenge Questions (Respond to these questions including EQUATACO phrases) | |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1) | Describe el área donde vives. |
| 2) | ¿Qué haremos mañana? Write a paragraph. |
| 3) | Create a dialogue of you and your best friend going shopping. |
| 4) | Write an article of the pros and cons of living in your city / town. |
| 5) | ¿Qué estudias? Make a poster about your subjects 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) School & (4) Daily life. |
| 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. TRecord yourself on https://vocaroo.com and send to your teacher. |
| 4) | Paper 4 Write responses to these bullet points.  <ul style="list-style-type: none"> ¿Qué tiempo hace normalmente en verano y en invierno? Lo que hay en tu zona para los turistas. Cómo han mejorado la zona recientemente. Tus ideas para mejorar tu ciudad / pueblo en el futuro. |

PALMAD:
P Physical description
A Action
L Location + weather
M Mood
A Antes (Before)
D Después (After)

A – Role play

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

Topic: Travel and tourist transactions
Instructions to candidates:
 You are talking to a travel agent in a tourist office in Spain. The teacher will play the role of the agent and will speak first.
 You must address the agent as *usted*.
 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

Task
Usted está en una oficina de turismo en España. Habla con el/la agente sobre una excursión

- Excursión – reservar
- Día preferido
- !
- ? Autocar – hora (salir)
- ? Otra excursión

Be specific. Name a city or specific attraction that you want to visit...

You can keep your answer short here.

Anticipate the question. What might you be asked by a friendly travel agent?

Start your question with 'At what time...'. Which form of the verb do you need?

What verb can you use here to ask 'Is there / are there...?'

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 Spain or Colombia . 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 cities and villages: Nerja, Zaragoza, Córdoba, Bogotá, Medellín, Barranquilla & La Palma or find your own! |
| 4) | Watch a Spanish TV show on Netflix, Disney Plus (Encanto) OR find some episodes of Mi Vida Loca on Youtube to review vocabulary from previous cycles. |



SPEAK STRONG AND WRITE BRAVELY!

"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,

Fillers that I SHOULD NOT USE: BE KIND

Like
isn't it that
Literally
basically
obviously
Innit
yeah
actually

These phrases are very informal and are not part of academic speech.

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.....

Answering questions -
How sure are you?

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

SPEAK STRONG AND WRITE BRAVELY!

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..... |

How do we revise using knowledge organisers?

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.