



Queen Elizabeth's *School*

Year 9 Knowledge Organiser Home Learning Booklet

"My message to kids who feel different? That perspective you have will be what enables you to be a warrior in the future. It'll give you resilience."

Tom Daley

Olympic Gold Medallist



Learning Cycle 3 2024-2025

Name:

Tutor Group:

Respect

We are considerate and we help each other. Treating everyone equally and understanding our differences **makes our world stronger.**

Reflection

We progress by giving careful consideration to what we do. Thinking about our actions in a positive way guides us as we **move forward.**

Resilience

We overcome difficulties and work on things to get better at them. Embracing challenges **helps us to learn.**



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How do I use the Knowledge Organiser booklet for independent home learning?

As a minimum expectation, **every** school day you should be studying from your Knowledge Organiser (KO) booklet for home learning. The timetable on Page 5 in this KO booklet tells you which subjects you should be studying and on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

How does Knowledge Organiser Independent Learning work?

The KO for each subject has the **foundation knowledge** that is required for that topic, for that specific part of the year. Your aim is to make sure that by the end of the topic, you are able to retain all of the knowledge from each subject's KO.

You will be **quizzed** in your **lessons** on knowledge from the KO to support the retention of knowledge over time.

If you are unsure as to how to use the KO booklet, please speak to your Tutor for further guidance.

Method

For every subject there are 12 tasks to complete in the cycle.

You complete these in the booklet in the spaces provide and the extra note pages but if you choose to complete anything on additional paper or in your exercise book, then make sure you bring it in to show your Tutor.

Presentation

You should take **pride** in how you present your work:

Spend at least 15 minutes on **each of the subjects** on your home learning timetable for that day.

Make sure that your work shows that you are trying hard and taking a pride in what you are learning.

Reading and PE logs

You should be reading for 15 minutes per day (including your SPARX Reader) and logging what you are reading.

Any PE activities you take part in also need to be logged – it's important to keep your body as active as your brain!



Homework Weekly Format

All Subjects Year 9 Learning Cycle 3

Week	Task	QR code (if needed for task):	Week	Task	QR code (if needed for task):
1	Look Cover Write Check		7	Test Your Mind	
2	Read through the KO and answer the questions		8	Read through the KO and answer the questions	
3	Word Up		9	Flash Cards	
4	Read through the KO and answer the questions		10	Read through the KO and your Flash Cards for Assessment Week next week	
5	Map Your Mind		11	Key Points from your assessments	
6	Read through the KO and answer the questions		12	Following the assessments www & ebi	

SPARX Reader Parent Videos



SPARX Maths Parent videos





Home Learning Timetable

You are expected to study the subjects shown on your timetable each day. Use at least a page of your home learning exercise book to evidence your work. When you have completed your home learning for each subject, **you must ask a parent or carer to sign the page to show that they have seen it.** It is also good if you talk to your parents/carers about what you are learning. Your class teachers will also check and sign it off as complete.

Monday	Tuesday	Wednesday	Thursday	Friday
English	Headteacher's Page	Science	PSHE	Art
Maths	History	Geography	MFL	Drama
RE	Maths	Music	Tech	Maths

PE log - try to complete three activities per week

Week	PE Activities				Signatures confirming completion of all work	
	1st activity	2nd activity	3rd activity	Any extras?	Parent	Tutor
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						



Year 9 Knowledge Organiser (KO) Home Learning Booklet

Reading Log Use this reading log to record the books you read and how long you have spent reading. You can include whole class reading in the mornings, and you should read for a minimum of 15 minutes more each day.

Week	Mon	Tues	Weds	Thur	Fri	Sat	Sun	Book(s) Read (Title and Author)	Total Time Reading	Parent Comment/ Signature



Thomas Robert Daley OBE (born 21 May 1994) is a British diver and television personality. Specialising in multiple events, he is an Olympic gold medallist in the men's synchronised 10m platform event at the 2020 Olympics, and double world champion in the FINA 10m platform event, winning in 2009 at the age of fifteen, and again in 2017. He is an Olympic bronze medallist in the 2012 platform event, the 2016 synchronised event, and the 2020 platform event. He won the silver medal in the men's synchronised 10-metre at the 2024 Olympics, making him the first British diver to win five Olympic medals. Daley also competes in team events, winning the inaugural mixed team world title in 2015, and repeating the win in 2024, his fourth World title in all. He is an Olympic champion, four-time World Champion, a two-time junior World Champion, a five-time European champion and four-time Commonwealth champion.

Daley started diving at the age of seven and is a member of Plymouth Diving Club, where his talent was identified early, and made an impact in national and international competitions from age nine. He represented Great Britain at the 2008 Summer Olympics where he was Britain's youngest competitor, age fourteen, and the youngest from any nation to participate in a final. In 2009, Daley reached a career-best ranking of number one in the FINA World Aquatics Championships Diving Rankings for the 10m platform. He won two gold medals for England at the 2010 Commonwealth Games, in the 10m synchro diving (with Max Brick) and the 10m Individual Platform competition.

After the 2012 Summer Olympics and a summer of increased sporting interest amongst the UK public, television network ITV approached Daley to have a role in their new celebrity diving reality TV show Splash! Daley made his debut in the show's premiere on 5th January 2013 as a mentor to the celebrity competitors taking part.

At the 2021 FINA Diving World Cup, which was held in Japan as an official test event for the 2020 Tokyo Olympics, Daley won his first World Cup gold with Matty Lee in synchronised 10m platform. He also won gold in the individual 10m platform. At the European Championships held in Budapest, Daley and Lee also won gold in synchronised 10m platform, and a silver in the individual 10m platform. On 26th July, Daley and Lee won the 2020 Olympic gold medal in the Men's synchronised 10m platform diving event. On 7th August, Tom Daley qualified for the final of Men's individual 10m platform diving, improving on his performance in the individual event at Rio 2016. He went on to win bronze in the finals.

Daley created a YouTube channel on 23 August 2010. His channel covers various topics such as vlogs, exercise and food. As of August 2024, Daley has over 1,200,000 subscribers with over 180 million views. On 2nd December 2013, Daley released a YouTube video announcing that he had been in a relationship with a man since early that year. He said: "I've never been happier." Daley said that it had been a tough decision to speak out about his private life.

Daley likes to knit and crochet, hobbies he took up after the pandemic lockdown began. He maintains a separate Instagram account dedicated to his knitting and crochet projects.



Improving Your Vocabulary

Choose words from the vocabulary list below.

For each give the meaning and write a sentence using the key word.

For example: the department employed some temporary staff to help with the volume of work.

- bulk • behalf • unified • commenced • erosion • anticipated • minimal •
- ceases • vision • mutual • norms • intermediate • manual • supplementary •
- incompatible • concurrent • ethical • preliminary • integral • conversely •
- relaxed • confined • accommodation • temporary • distorted • passive •
- subordinate • analogous • military • scenario • revolution • diminished •
- coherence • suspended • mature • assurance • rigid • controversy • sphere •
- mediation • format • trigger • qualitative • portion • medium • coincide •
- violation • device • insights • refine • devoted • team • overlap • attained •
- restraints • inherent • route • protocol • founded • duration •



'10 a day' CHOICES TOWARDS BALANCING OUR MENTAL HEALTH.

It is important that we all take care of our health, including our mental health. **The Ten a Day Choices** approach can really help us to think about this and reminds us what we can do each day to help balance our mental health.

Spend some time thinking about your week. Write notes about the things that you did to help balance your mental health.

How did that work out?

What are you going to focus on doing in the week to come?

- 
Talk about your feelings
- 
Do something you enjoy and are good at
- 
Keep yourself hydrated
- 
Eat well
- 
Keep active in mind and body
- 
Take a break
- 
Stay connected to those you care about
- 
Ask for help
- 
Be proud of your very being
- 
Actively care for others



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. What does Tom Daley do and where is he from? 2. What is the best result he has achieved, what was it and when? 3. What does Tom Daley do as well as diving?	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. What did Tom Daley do on 2nd December 2013? 2. Why do you think he found this difficult? 3. How many medals did Tom win in the different colours?	Week 5: Map your mind	



Week 6: Read through the KO and pick five words from the vocabulary list and write down their meaning:	Week 7: Test your mind	Week 8: Read through the KO and write down another five words from the vocabulary list and find their meaning:
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from Tom's life: 1 2 3	Week 12: Which of the '10 a day' choices do you manage to do?
Week 10: Read through the KO and your flash cards		





ACT ONE KEY QUOTES	
Context	Key Quote
Mrs Birling and her daughter disagree about marriage.	MRS BIRLING: When you're married, you'll realise men have to spend nearly all their time and energy on business. You'll have to get used to that. SHEILA: I don't believe I will.
Birling looks forward to new business opportunities when Sheila marries.	BIRLING: We may look forward to the time when Crofts and Birlings are no longer competing but are working together – for lower costs and higher prices. (4)
Birling's mistaken predictions about the future.	BIRLING: Why, a friend of mine went over this new liner – the Titanic – forty-six thousand eight hundred tons – and every luxury – and unsinkable, absolutely unsinkable.
Birling's philosophy of life.	BIRLING: A man has to look after himself.
Eric disagrees with Eva's dismissal.	ERIC: Why shouldn't they try for higher wages? We try for the highest possible prices.
Sheila disagrees with her father's treatment of his workers.	SHEILA: But these girls aren't cheap labour – they're people.
Goole believes Birling should accept some responsibility for his role in Eva's suicide.	INSPECTOR: What happened to her then may have determined what happened to her afterwards, and what happened to her afterwards may have driven her to suicide. A chain of events.
Goole believes the Birlings should empathise with the working class.	INSPECTOR: It would do us all a bit of good if we put ourselves in the place of these young women counting their pennies , in their dingy little back bedrooms.

What interesting language features are in the Act One key quotes? Click the link to find out: <https://web.microsoftstream.com/video/64b4c0bd-bb17-46f7-8554-68c6cdc00111>

ACT TWO KEY QUOTES	
Context	Key Quote
Gerald encourages Sheila to go to bed to avoid hearing further revelations.	GERALD: Why should you stay? It's bound to be unpleasant and disturbing.
Sheila disapproves of her mother's unwillingness to cooperate with Goole.	SHEILA: You mustn't try to build up a kind of wall.
Gerald is upset about the suicide.	GERALD: (distressed) sorry – I – well, I've suddenly realised.
Sheila is critical of Gerald's behaviour towards Eva.	SHEILA: You were the wonderful Fairy Prince. You must have adored it. GERALD: Any man would have done.
Mrs Birling does not believe Eva would refuse stolen money from the child's father.	MRS BIRLING: As if a girl of that sort would ever refuse money!
Mrs Birling discovers Eric was the father.	MRS BIRLING: I don't believe it. I won't believe it...

What interesting language features are in the Act Two key quotes? Click to find out: <https://web.microsoftstream.com/video/5d31bb9c-19f0-4cc5-8972-a5134a6395b2>



ACT THREE KEY QUOTES	
Context	Key Quote
Goole criticises Eric's treatment of Eva Smith.	INSPECTOR: Just used her for the end of a stupid drunken evening, as if she was an animal, a thing , not a person.
Goole believes the Birlings have the chance to change society for the better.	INSPECTOR: One Eva Smith has gone – but there are millions and millions and millions of Eva Smiths and John Smiths left with us.
Goole believes we should recognise our responsibility towards others in society.	INSPECTOR: We are members of one body .
Goole warns of the consequences of mistreating the working class.	INSPECTOR: ...if men will not learn that lesson, then they will be taught it in fire and blood and anguish .
Birling is anxious about the effect of the suicide on his reputation.	BIRLING: (angrily) There'll be a public scandal .
Eric mocks his father's lack of interest in Eva's suicide.	ERIC: (laughing) What does it matter now whether they give you a knighthood or not?
Sheila criticises her parents' unwillingness to change.	SHEILA: You're ready to go on in the same old way .
Birling displays his patronising attitude towards his children.	BIRLING (to his children): Well, go to bed then and don't stand there being hysterical .

What interesting language features are in the Act Three key quotes? Click to find out: <https://web.microsoftstream.com/video/5d31bb9c-19f0-4cc5-8972-a5134a6395b2>



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: MRS BIRLING: When you're married, you'll realise men have to spend nearly all their time and energy on business. You'll have to get used to that. SHEILA: I don't believe I will. 1. Mrs Birling is a wealthy woman living in England in 1912. What do you think of her view of men and of a woman's role in marriage? 2. Sheila is Mrs Birling's daughter and in her early twenties. What do you think of her response to her mother?	Week 3: Word up
Week 4: Read through the KO and answer the following: INSPECTOR: It would do us all a bit of good if we put ourselves in the place of these young women counting their pennies, in their dingy little back bedrooms. 1. Which words make the audience feel sorry for these young women? SHEILA: You were the wonderful Fairy Prince. You must have adored it. 2. What are the connotations of a 'fairy prince'? Why would a working class girl like Eva see Gerald in this way?	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: INSPECTOR: Just used her for the end of a stupid drunken evening, as if she was an animal, a thing, not a person. 1. What are the connotations of 'an animal, a thing'? How does this present Eric's attitude towards Eva? INSPECTOR: We are members of one body. 2. The Inspector is trying to show the Birlings how people should behave towards each other in a society. How does he use the image of a body to represent this?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: INSPECTOR: ...if men will not learn that lesson, then they will be taught it in fire and blood and anguish. 1. What are the connotations of 'fire...blood...anguish'? 2. How might this link to the onset of World War 1 in 1914? How might the broad causes of World War 1 have the same root as the smaller scale actions of the Birlings towards Eva Smith? BIRLING (to his children): Well, go to bed then and don't stand there being hysterical. 3. Why is Birling's attitude towards his children disappointing here? Who has learnt most about social responsibility in the play?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1. 2. 3.	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		



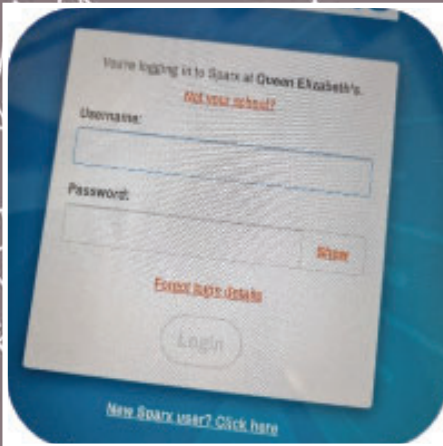


Your teacher will use Sparx Maths to...

- Set you questions on the topics you are learning at school
- See how well you understand the maths topics given to you
- Decide what to teach you next to help you to make progress

What you will need to do:

- Log in to Sparx Maths from a computer or tablet at home
- Answer the questions your teacher has set you
- If you are stuck, use the videos to help you



How to log in to Sparx - new students

- Go to www.sparx.co.uk, click Log in and choose Student login.
- Start typing the name of your school in the **Select Your School** box. Click Continue.
- Click the **New Sparx User?** button at the bottom of the box.
- Fill in your **Name and Date of Birth** and click **Submit**.
- You will be asked to create a password.
- Click **Finish**.

Now you can log in with your Username and Password.

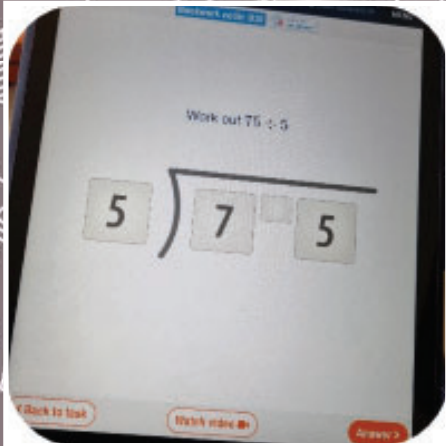


Answering your homework questions.

- Once logged in, you will see your Compulsory Homework.
- Click on the orange arrow and your homework tasks will appear.
- You need to complete these before the due date your teacher has set.

Answering your homework questions: Bookwork Checks

- Just like your teacher, Sparx will check whether you are writing down your answers.
- In a Bookwork Check you will have to input the answer that you wrote down for a particular Bookwork Code.
- If you fail the Bookwork Check, you will have to do the question again.



Example of a Sparx question

Can you see:

- The Bookwork Code?
- Where the help video is?
- Where to enter your answer to the question?

What does good Bookwork look like?

- Clear titles and workings alongside the correct Bookwork code in the margin.
- Remember, you must write down the Bookwork code and the answer you gave.
- Please do not cross out wrong answers!

Answering your homework questions.

- You will immediately see if you have got a question right as Sparx will mark it for you.
- If you get a question wrong you can try a similar question again, and use the videos to help you.
- Try to work independently and not rely on help as this could mean your homework gets harder!

What is XP?

- XP (Sparx Experience Points) are earned for completing questions in your homework.
- You also get twice as much XP for completing XP Boost and Target homework tasks.

Finally, remember that...

It is important that your answers are yours and yours alone. Sparx creates homework that is just right for you.

If someone else:

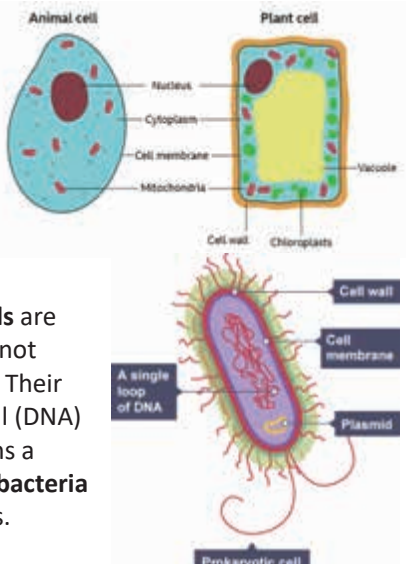
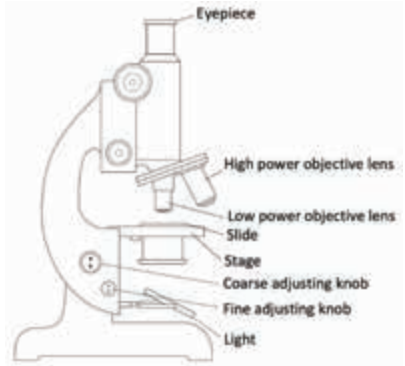
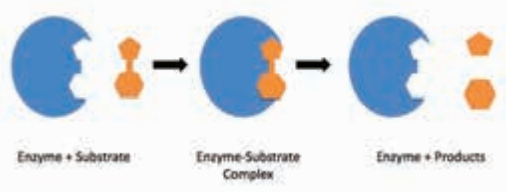
- Does your work for you
 - Tells you the answers
 - Helps you too much
- you will probably get homework that is too hard for you!



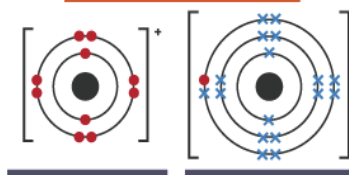
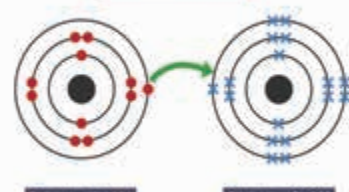
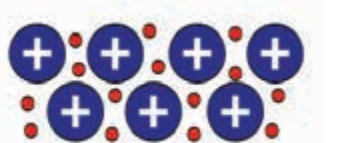
Book code	Working out	Book code	Working out	Book code	Working out



Book code	Working out	Book code	Working out	Book code	Working out

Year 9 Combined Science Cycle 3	Biology – Cells	Biology – Microscopes
Key Vocabulary Enzyme – a protein produced by a living organism that acts as a catalyst to speed up a chemical reaction. Substrate – a substance that is changed during a reaction. Active site – the space in an enzyme where the substrate fits during an enzyme-catalysed reaction. Denature – the shape of the active site has changed so much that the substrate no longer fits and the reaction cannot occur. Eukaryote cells – a cell with a true nucleus. Organisms made up of eukaryote cells are eukaryotes. Nucleus – the organelle that controls what the cells does. Magnification – the number of times the image has been increased in size by the lens on the microscope. Ion – an atom that has lost or gained electrons. Electrostatic force - the attractive force between oppositely charged ions.	Cells are the basic unit of all forms of life. They can be eukaryotic or prokaryotic. Eukaryotic cells have a nucleus e.g. plant and animal cells. Prokaryotic cells are smaller and do not have a nucleus. Their genetic material (DNA) is free and forms a single loop. All bacteria are prokaryotes. 	- Microscopes are used to see and study cells. Light microscopes work by shining light through a spectrum on a slide. The light is then refracted through an objective lens and an eyepiece lens to form a magnified image. Magnification is how many times bigger the image is than the actual object you're looking at. - Magnification is calculated by: $\text{Magnification} = \frac{\text{Image size}}{\text{Object size}}$ Resolution is the ability to distinguish between two separate points. 
Biology – Enzymes	Chemistry – Ionic Bonding	Chemistry – Covalent Bonding
Enzymes are a protein produced by a living organism that act as a catalyst to speed up a chemical reaction. - Enzyme-controlled reactions are affected by temperature and pH. - Increasing the temperature increases the rate of reaction, but only up to the optimum temperature after which the enzyme's protein structure becomes denatured. - A change in pH away from the optimum also denatures the enzyme. 	- The transfer of electrons to gain a full outer shell forming oppositely charged ions that attract due to electrostatic forces of attraction. - Occurs between a metal and non-metals. - Forms substances with high melting and boiling points. - When ionic substances are molten or dissolved in solution they conduct electricity as the ions are free to move and carry current. - Ionic substances will not conduct electricity in their solid form because ions are not free to move and carry the charge. - Transfer or sharing electrons can be shown with a dot and cross diagram. - Strong ionic bonds join many atoms together to form regular repeating lattice structures.	- Covalent bonding takes place to form atoms with full outer shells. - It occurs between non-metal atoms when a pair of electrons is shared between two atoms. - The structure and bonding of substances results in different properties such as melting and boiling point. Covalent bonded substances typically have: Low melting points Low boiling points Poor conductors of electricity - Examples of simple covalent structures include: hydrogen, water, methane, oxygen and carbon dioxide. Monomers are small, simple molecules that can be joined together in a chain to form polymers. Carbon can form up to four covalent bonds, forming long polymer chains.



Key Vocabulary	Chemistry – Metallic Bonding and Allotropes	Chemistry – Models
Ionic bonding - a strong electrostatic force of attraction between these oppositely charged ions. Covalent bond - the bond formed when a pair of electrons is shared between two atoms. Intermolecular forces - is the attractive and repulsive forces that arise between the molecules of a substance. Allotrope - a structurally different form of an element (e.g. graphite and diamond are allotropes of carbon). Delocalised electron - an electron that is free to move and carry an electric current. Resultant force - is the force left over when forces acting in opposite directions are cancelled out. Newton's 1st law - an object will move at the same speed and direction unless it experiences a resultant force. Momentum - the tendency of an object to keep moving.	- Atoms in metal are packed closely together to form a giant lattice structure. - Outer electrons are lost from metal atoms, forming a giant lattice of positive ions surrounded by delocalised electrons. - Strong electrostatic attraction between the ions and electrons, resulting in metals having high melting and boiling points. - Carbon atoms can form four covalent bonds and join in different structural ways. These are known as Allotropes of carbons. Examples are: ➤ Fullerenes: C bonded to three other C atoms. Often for nanotubes or 'bucky balls'. Weak intermolecular forces mean low melting point. ➤ Graphene: thin layer of C atoms. Very light but very strong due to intermolecular forces. ➤ Graphite and diamond: giant covalent structure, very strong intermolecular forces, high melting point.	Ionic bonding Ionic bonding in sodium chloride  Covalent bonding Covalent bonding in carbon  Metallic bonding 
Physics – Resultant Force and Newton's 1 st Law	Physics – Newton's 2 nd and 3 rd Law	Physics – Momentum and Stopping Distance
Scalar quantity is a quantity with magnitude (but no direction). Vector quantity is a quantity with magnitude and direction. Resultant force is the force left over when forces acting in opposite directions are cancelled out. Balanced forces occur when the resultant force is zero. Newton's 1st law states an object will move at the same speed and direction unless it experiences a resultant force. - Moving in a circle is a type of acceleration because you are changing velocity (your direction changes even if your speed does not). Centripetal force is a force acting towards the centre of a circle that enables objects to move in a circle.	Mass is the quantity of matter in an object. Measured in kg. Weight is a force caused by gravity pulling downwards measured in N. Gravitational field strength (GFS) is the strength of gravity, which is different on different planets. Measured in N/Kg. On Earth GFS is 10N/Kg. Newton's 2nd law states $\text{Force (N)} = \text{mass (kg)} \times \text{acceleration (m/s}^2\text{)}$ - Acceleration is greater when the force is greater or the mass is smaller. $\text{Acceleration (m/s}^2\text{)} = \text{mass (kg)} / \text{force (N)}$ Newton's 3rd law states for every action there is an equal but opposite reaction force. Action force is the force you push or pull with. Reaction force is a force of the same size but opposite direction to an action force.	- Momentum is the tendency of an object to keep moving. Momentum is calculated $\text{Momentum} = \text{mass} \times \text{velocity}$ - Momentum and force calculation $\text{Force} = \text{change in momentum} / \text{time}$ Conservation of momentum is the total momentum before and after a collision is the same. Stopping distance is the distance travelled from when a hazard is seen to when you fully stop. Thinking distance is the distance travelled from when a hazard is seen to when you brake. Braking distance is the distance travelled from when you brake to when you fully stop. $\text{Stopping distance} = \text{thinking distance} + \text{braking distance}$ - Thinking distance increased by high speed, tiredness, illness, drugs, distractions. - Braking distance is increased by speed, poor brakes, tyres, road conditions.



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: Biology: 1. Describe the difference between eukaryotic and prokaryotic cells. 2. Name the parts of the cell that are in both animal and plant cells. Chemistry: 1. Name the type of bonding that happens between metal and non-metal elements. 2. Define the term 'electrostatic force'. Physics: 1. Explain the difference between mass and weight. 2. Describe the difference between scalar and vector quantities.	Week 3: Word up
Week 4: Read through the KO and answer the following: Biology: 1. State the parts of a plant cell that you would not find in an animal cell. 2. Draw and label an animal cell. Chemistry: 1. Describe the general properties of covalently bonded substances. 2. Give some examples of simple covalent structures. Physics: 1. Give an example of a scalar quantity and a vector quantity. 2. What is the gravitational field strength on earth?	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: Biology: 1. Define the term 'magnification'. 2. Write out the equation for calculating magnification. Chemistry: 1. Define the term 'intermolecular forces'. 2. How many covalent bonds can carbon form? Physics: 1. Write out the equation for calculating acceleration. 2. State the units for acceleration.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Biology: 1. What is an enzyme? 2. Explain what is meant by an enzyme becoming 'denatured'. Chemistry: 1. What is a 'delocalised electron'? 2. Name the three types of allotropes of carbon? Physics: 1. State the equation for calculating momentum. 2. Describe what can increase braking distance.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1. 2. 3.	Week 12: Following the assessment: www: Biology: Chemistry: Physics: EBI: Biology: Chemistry: Physics:
Week 10: Read through the KO and your flash cards ready for the assessment next week		

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Why is this unit important?

Racism still exists across the world today. In 2020, the Black Lives Matter protests began after the death of George Floyd. This event highlighted to the world how unequal society still is.

Emancipation of Slavery

Slavery was abolished (ended) in 1865, however there was still inequality within the USA. For example:

- Jim Crow Laws = Segregation
- Grandfather Clause = Law that meant if a person's Grandfather could not vote they were not allowed to either
- Plessy v Ferguson = A Law that meant facilities had to be separate but equal – however, they were often not equal

Who were the KKK?

The KKK were an organisation formed at the end of the Civil War to prevent African Americans from living equally. They were called the Ku Klux Klan.

The most common action from the KKK was lynching – this means to murder someone for an alleged (apparent) crime, usually done through hanging.

Who were the NAACP?

The NAACP stands for the National Association for the Advancement of Colored People. It was formed in 1909 and was an interracial organisation designed to work for equality in the USA through campaigning to change laws, for example in 1915 they achieved the legal victory of saying the Grandfather Clause was Unconstitutional (against the rules of America).

What was Brown v Board of Education?

In 1954, the Brown v Board of Education decision stated that 'separate education facilities were inherently unequal' – this was a huge victory as it said that there should not be different schools for different races.

Who was Emmett Till?

Emmett Till was a 14 year old boy who was murdered in Mississippi for allegedly whistling at a white woman.

Till was brutally murdered and dumped in a river. His mother insisted on an open casket funeral.

Key words

Tier 2

Racism: the deliberate mistreatment of a person or group based on their race

Abolition: to put an end to a system or practice

Prevent: to stop

Alleged: apparent

Tier 3

Segregation: separating people based on something – we are looking at segregation based on race

Unconstitutional: against the rules of how America should run

Constitution: list of rules for how America should be governed and how it should work

Boycott: stop going to or spending money at a certain place



What happened during the Montgomery Bus Boycott?

Rosa Parks sparked the Montgomery Bus Boycott in 1955 by refusing to give up her seat and move to the 'colored' section of a bus as buses were segregated. The community decided to boycott the bus company to prove that they were valuable members of society and the bus companies needed them to survive. The boycott ended with a victory for the Civil Rights Movement.

What happened to the Little Rock Nine?

In 1957, nine students tried to test the Brown v Board of Education decision but were prevented from entering the 'white' school. It took the army coming to protect the children for them to be able to safely attend.

What were the Freedom Rides?

In 1961, the KKK were given an 'uninterrupted 15 minutes' to attack Freedom Riders on buses. This sparked huge media attention.

March on Washington for Jobs and Freedom

During a protest about equality in the job market, Martin Luther King, Jr. delivered the now famous 'I have a Dream' speech in front of the Lincoln Memorial to show how far America still had to go to achieve equality.

What was the Birmingham Campaign?

In 1964, the African American community economically boycotted the town of Birmingham in Alabama. Teenagers then marched, peacefully, on the streets but were met with significant resistance from local police, for example police dogs were used to attack the protesters.

How was legal equality achieved?

In 1964 the Civil Rights Act was passed that banned discrimination based on race. In 1965, the Voting Rights Act was passed which ended discrimination based on race in terms of voting.

Was Historian David Chalmers correct?

In his book, Backfire, historian David Chalmers argued that the KKK made a 'major unintended contribution' to the Civil Rights Movement due to the rise of the media reporting on events and broadcasting it into people's homes for the first time. Do you agree with this Historian's analysis?

What is the Black Lives Matter (BLM) Movement?

The Black Lives Matter movement seeks to highlight racism, discrimination and inequality facing black individuals. The movement was made famous after the wrongful death of George Floyd in May 2020. George was killed after a police officer, Derek Chauvin, knelt on his neck for 8 minutes 15 seconds and did not remove it when George fell unconscious. This event highlights that whilst the American Civil Rights Movement made huge progress, there is still a significant way to go.

Key dates

1865 – Abolition of Slavery in the USA
1865 – KKK first formed
1909 – NAACP formed
1915 – Second Wave of the KKK
1954 – Brown v Board of Education
1955 – Death of Emmett Till
1955 – Montgomery Bus Boycott
1957 – Little Rock Nine
1961 – Freedom Rides
1963 – March on Washington
1964 – Birmingham Campaign
1964 – Civil Rights Act
1965 – Voting Rights Act
2020 – Death of George Floyd and the start of the BLM movement



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. Who were the KKK? 2. What does KKK stand for? 3. What was their most common action and what does this mean? 4. What does NAACP stand for? 5. When was it formed? 6. What was their key legal victory in 1915?	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. When was the Brown v Board of Education decision? 2. What did it state? 3. Why was this a victory? 4. Why was Emmett Till murdered? 5. What did his mother do to raise awareness about this?	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: 1. What was the Montgomery Bus Boycott? 2. Who started it and when? 3. How did it end? 4. What happened to the Little Rock Nine? 5. What were they trying to test?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 1. At what event did Martin Luther King, Jr. deliver the 'I have a Dream' speech? 2. Why did he deliver this at the Lincoln memorial? 3. What did the Birmingham Campaign do? 4. What did the Civil Rights Act ban and when was it? 5. What did the Voting Rights Act ban and when was it?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1. 2. 3.	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Geography Tier 2 Words	Local Conflict
Prolonged: Continuing for a long time or longer than usual. Controversy: A lot of disagreement or argument about something. Exploit: Developing and using resources to the greatest possible advantage, usually for profit. Ownership: The act, state, or right of possessing something. Inequality: Difference between two or more places, or groups of people - often used to imply an unfair difference.	Studentification in Exeter: In university towns or cities, students tend to cluster in particular areas (hotspots). This is often due to the types of houses that are found in parts of cities; terraced houses are easier to convert and rent out and are often cheaper. During holiday times places can be quiet without students there, and during term time antisocial behaviour can cause conflict. Den Brook Wind Farm: Den Brook Wind Farm, North Tawton - became fully operational in November 2016. The wind farm has an installed capacity of 18 megawatts of renewable electricity. This is sufficient to meet the annual average needs of approximately 9,000 UK homes. In response, the Den Brook Valley Action Group was established to oppose the plan. A key concern was the potential impact of noise on local residents. Additional Information: https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/z3bgvwx#zr4ysk78
Geography Tier 3 Words	National Conflict
Conflict: To come into disagreement or to oppose. Resources: Anything that we use becomes a resource. Stakeholders: Groups or individuals involved in, or interested in, changes to a local area. Fracking: The process of extracting gas from gas shale where fluids at high pressure are injected to fracture the shale rock, allowing the gas to escape. Studentification: Where students cluster together in particular areas. E.g., Pennsylvania, Exeter and change the surrounding environment. Water Insecurity: No reliable access to adequate quantities of acceptably clean water.	Fracking in the UK: In the UK there are shale gas deposits. Shale gas is obtained using a process known as fracking, which involves cracking large rocks underground. There is a lot of discussion about whether or not this process should be used, with concerns around damage to land and the release of harmful gases. HS2: Work on a new super-fast railway line, known as HS2, has begun. Phase 1 of the project will be between London and Birmingham, while the second phase will extend the route further north to Manchester and Leeds. But HS2 is quite controversial. Those who support the project say it will improve transport times, create jobs and help the country's economy. Critics of it though, are worried about how it will impact wildlife, the countryside, their homes and how much it will cost. October 2023 Update: https://www.bbc.co.uk/news/uk-politics-66998692 Inequality in the UK: It has long been recognised that there is a north-south divide in the UK. Although government spending on public services is roughly even across the country, many businesses are choosing to set up in the south because this is where the big name businesses are and the infrastructure is already in place. This creates a large wealth divide, and those living in the north of the country can experience lower incomes, higher unemployment and a lower standard of living than those living in the south.



INTERNATIONAL CONFLICT	
Water Conflict in Bolivia Shrinking glaciers, extreme droughts and management challenges threaten Bolivia's water supply. In the past, these shortages have led to controversy; in 1999, for example, a series of protests that became known as the Cochabamba Water War led the government to reverse the privatisation of the city's water.	
Suez Canal blockage The Suez Canal connects the Mediterranean and Red Sea and provides the shortest sea link between Europe and Asia. On the 23rd March 2021 cargo ship the Ever Given became wedged in the canal. An alternative route going around Africa would have extended a ship's journey by 11 days. This affected both the Egyptian economy and global shipping companies.	
Blood Diamonds in Sierra Leone Sierra Leone is one of Africa's few countries with large diamond mines. The West African country is renowned for its constant conflicts fuelled by a desire to control the diamond fields. In this regard, the renaming of the minerals as blood diamonds is associated with deaths and atrocities committed against the civilians living within the minefields.	

Somalia Land Mines The people of Somalia have suffered decades of armed conflict, beginning with the Ogden War in 1977 and continuing today with the ongoing civil war. Thousands of landmines and explosives have been used, leaving a deadly legacy that threatens lives and destroys futures.		
Pirates Modern pirates tend to attack cargo ships and fishing vessels, which have commodities readily sellable on the black market. A recent trend has been frequent kidnappings of crew members to be exchanged for ransom money. In 2009 the cargo ship Maersk Alabama was hijacked off the coast of Somalia.		
		
Local - Devon	National - UK	Global - World



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. What is conflict? Give three examples. 2. What is the difference between local, national and global? 3. Describe the conflicts caused by students in Exeter. 4. Define inequality. 5. State an environmental impact of the Den Brook wind farm.	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. Define stakeholders. 2. What is HS2? 3. Describe a social impact of HS2. 4. Name a global conflict. 5. Explain what happened in 1999 in Bolivia. 6. What is fracking?	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: 1. Define exploit. 2. How are diamonds mined in Sierra Leone linked with conflict? 3. Explain an economic impact of the Suez Canal blockage. 4. What happened to the Maersk Alabama? 5. Outline an environmental impact of fracking.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 1. Define controversy. 2. Describe how Somalia has been affected by landmines. 3. State a national conflict. 4. What is a social impact of the water conflict in Bolivia? 5. Name a local conflict.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2 3	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





KEY WORDS

Buddha - 1. One who is fully awake or enlightened. 2. The Buddha = Siddhartha Gautama.

Anicca - The impermanent nature of all things, everything is constantly changing moment by moment.

Anatta - No independent or permanent self.

Dukkha - Suffering (including unavoidable sufferings of life like old age, sickness and death)/unsatisfactoriness.

Skandhas - The five elements that make up a human being: form, perception, mental formations/impulses and consciousness (the thoughts and feelings which make us aware that we exist).

Samatha - Calmness or breathing meditation.

Vipassana - 'Insight' meditation enabling the individual to see the true nature of things.

Enlightenment - The state of having developed wisdom to see life as it really is.

Karma / Kamma - 1. Actions that influence one's future. 2. The law of cause and effect.

Mahayana - 'Great Vehicle' (The progressive Buddhist Tradition of Eastern Asia).

Theravada - 'The Way of the Elders' (The main school of Buddhist Tradition in South - East Asia).

Samsara - 1. The ordinary, ever changing world. 2. The cycle of rebirths.

Four Sights - Siddhartha Gautama saw sickness, death, old age and a holy man.

Tanha - Desire, craving, wanting.

Three Poisons - The causes of human unhappiness: greed, hatred and ignorance.

Nirvana - The state of peace achieved when suffering and its causes are overcome.

Three Marks of Existence - Dukkha, Anicca and Anatta.

The Five Precepts

1. I undertake the precept to refrain from destroying living creatures.
2. I undertake the precept to refrain from taking that which is not given.
3. I undertake the precept to refrain from sexual misconduct.
4. I undertake the precept to refrain from incorrect speech.
5. I undertake the precept to refrain from intoxicants which lead to carelessness.

Dhammapada 183 To avoid all evil, to cultivate good, and to cleanse one's mind - this is the teaching of the Buddhas.

The Six Perfections

- | | | |
|---------------|-------------|---------------|
| 1. Generosity | 3. Patience | 5. Meditation |
| 2. Morality | 4. Energy | 6. Wisdom |

Dhammapada 1 Mind precedes all mental states. Mind is their chief; they are all mind-wrought. If with an impure mind a person speaks or acts suffering follows him like the wheel that follows the foot of the ox.

Dhammapada 5 Verse 5: Hatred is never appeased by hatred in this world.

The Five Aggregates (Skandhas)

The Buddha taught that people are made up of five parts. These are called the five aggregates (skandhas). They are:

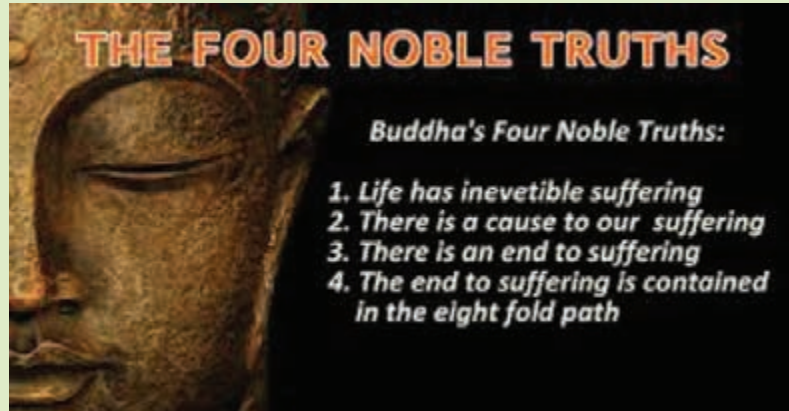
1. Form (our bodies)
2. Sensation (our feelings)
3. Perception (our recognition of what things are)
4. Mental formations (our thoughts)
5. Consciousness (our awareness of things)

The Buddha said that these parts are constantly changing. Therefore the 'self' - which is the sum of all these parts - is also constantly changing.

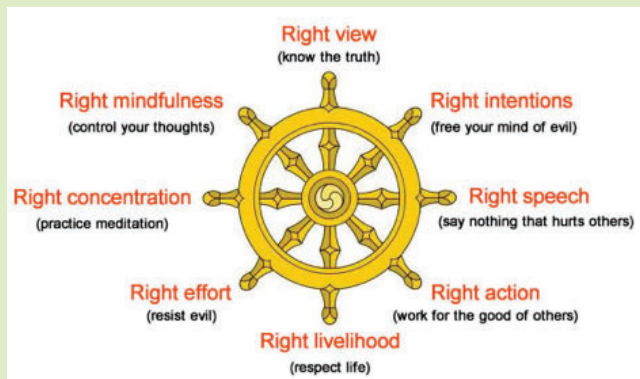




The Four Noble Truths



1. The truth of suffering is Dukkha. Accepting that all life is impermanent and imperfect, and that it involves suffering (frustration or dissatisfaction).
2. The truth of the origin of suffering is Samudaya. Knowing that there are things in life that cause suffering, for example desire, which is the need for things to be a certain way.
3. The truth of the end of suffering is Nirodha. Understanding that suffering can be ended if we detach ourselves from craving and desire.
4. The truth of the path to the end of suffering is Magga. Knowing that there is a way to end suffering: the Noble Eightfold Path.



The Three Root Poisons

- The poisons are emotions: greed, hatred and ignorance
- Represented by three animals a pig, a snake and a cockerel
- They are depicted at the centre of the Wheel of Life or samsara
- They are like the axle of the wheel; they keep it turning
- Being attached to the 3 poisons will mean that beings remain trapped in the cycle of samsara
- They are depicted biting each other's tails to show that they feed each other



The Buddha, also known as Siddhartha Gautama, was born around 2,500 years ago in Nepal. His teachings and understanding of the world around him are widely accepted as the foundations of Buddhism.



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. What is the name of the first Buddha? 2. How is vipassana meditation different to samatha meditation? 3. How many parts do Buddhists believe people are made up of? 4. What animals represent the three poisons? 5. What are the four things the Buddha saw when he left his palace?	Week 3: Word up
Week 4: Read through the KO and answer the following: 1. What does the Buddha teach about the self? What is it always doing? 2. How do the concepts of anatta and anicca link together? 3. What is the first Noble Truth of Buddhism? 4. What is the fourth moral precept? How might a Buddhist put it into practice?	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: 1. What is tanha? 2. What is the first moral precept? How might Buddhists carry it out? 3. Why are three poisons depicted at the centre of the wheel of Samsara? 4. What is Nirvana? 5. What links anicca, anatta and dukkha together?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 1. What does the word Buddha literally mean? 2. What does the word dukkha mean? 3. What is the second moral precept of Buddhism? How might Buddhists carry it out? 4. What is Nirodha? 5. What part of the eightfold path means to resist evil?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2 3	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Key Terms

Line	Line is the path left by a moving point. A line can be horizontal, diagonal or curved and can also change length.
Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in.
Observational Drawing	Drawing from direct observation involves carefully looking at the subject and noticing and recording the shapes, details and tones that you see.
Morphing	Morphing refers to transitioning two different images by distorting and warping them to make it appear as if one object is transforming into another.
Juxtaposition	Juxtaposition refers to putting together two or more contrasting, unrelated or unexpected elements together in a work of art. In Surrealism, juxtaposition was often used as a way to create dreamlike and often unsettling images. Example: The Lobster Phone by Salvador Dali.
Media	The materials and methods used to produce a piece of art or design.
Photomontage	A collage artwork that includes cut or torn and pasted photographs or photographic reproductions. You can use images from magazines to make a photomontage.
Composition	How the elements of the artwork are put together and arranged.
Annotation	Key information alongside your work. A record of your experiences, thoughts and emotions connected to an image.
Refinement	Developing and modifying to improve and adapt your work. Not just repeating using a different media.



Steps to Success

Artist Links (AO1): You need to be able to produce your own research and look at work by both past and contemporary artists, craftworkers and designers to inspire you. You should try different materials and techniques to copy all or part of the artist's work showing you have analysed their style visually. If their work is bright and colourful your work and media should reflect their style.

Experimenting and exploring different techniques

(AO2): You need to explore your ideas using any media, or combination of media that you like, reviewing, modifying and refining your work as it progresses. Demonstrate how creative and versatile you are, showing a growing range and depth of skill with different techniques.

Observational recording (AO3): You can use any media to record what you see. The key is to focus on control, accuracy and neatness with whatever you are using. Think carefully about the composition and show that you can use both primary and secondary sources aiming for quality not quantity.

Final outcome (AO4): You need to present a personal response that shows strong links to the artists you have looked at, and draws together AO1,2 and 3 in an original way. The work should be unique to you showing what you have learned and the skills you have gained.

Salvador Dalí

Salvador Dalí is a Spanish artist and Surrealist icon best known for his painting of melting clocks titled 'The Persistence of Memory' (painted in 1931). Melting clocks rest in an eerily calm landscape. Dalí is renowned for his technical skill, precise brushwork, and the striking and bizarre images seen in his work.



Dalí depicted a dreamworld in which commonplace objects are juxtaposed, deformed, or otherwise metamorphosed in a bizarre and irrational fashion. Dalí portrayed those objects in meticulous, highly realistic detail and usually placed them within bleak sunlit landscapes that were reminiscent of his Catalan homeland.

What is a Photomontage?

A collage artwork that includes cut or torn and pasted photographs or photographic reproductions. You can use images from magazines to make a photomontage.

A photomontage can also be made on a computer using Photoshop. You will be making a Surreal photomontage in your lessons.

Health and Safety

Moving around the room

- No Running.
- Stop immediately and listen when your teacher asks for your attention.
- Wash hands after using materials.
- Active listening to all instructions.
- Work safely with sharp tools such as craft knives and scissors.
- Tidy up all equipment and your workspace.



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following using full sentences: Who is Salvador Dalí? What is the name of Salvador Dalí's most well known painting and when was it made? Write down three words that you would use to describe the painting. Do you like/dislike the painting and why?	Week 3: Word up
Week 4: Read through the KO and answer the following: Which materials and equipment do you think Salvador Dalí uses to make his Artwork? What do you see in Salvador Dalí's famous painting? (Subject matter, colours used, is it detailed and is it realistic?).	Week 5: Map your mind	



Week 6: Read through the KO and answer the following: There are four steps to success outlined in your knowledge organiser. In your own words please explain AO1 and AO2.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: There are four steps to success outlined in your knowledge organiser. In your own words please explain AO3 and AO4.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2 3	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Week 1		Week 2		Week 3		Week 4		Week 5	
ennuyeux	boring	célibataire	single	adopté	adopted	proche	nearby, close	fatigué	tired
neuf/neuve	new	traditionnel	traditional	séparé	separated	frais, fraîche	fresh	l'énergie	energy
embêtant	annoying	cher	expensive	handicapé	disabled	l'entrée	entrance, starter	la maladie	illness
inquiet inquiète	worried, anxious	queer/gay	queer/gay	né	born	l'eau	water	la cigarette	cigarette
inquiétant	worrying, disturbing	non-binaire	non binary	la tante	aunt	la boisson	drink	la drogue	drug
bavard	talkative	hétéro	heterosexual	la belle-mère	stepmother	la cuisine	cooking	la tête	head
sérieux	serious	bi(sexuel)	bisexual	la cousine	cousin (f)	la boulangerie	bakery	l'oreille	ear
paresseux	lazy	transgenre	trans	l'émission	TV/radio programme	la promesse	promise	la gorge	throat
fier/fière	proud	l'indépendance	independance	l'oncle	uncle	le gâteau	cake	le rendez-vous	appointment
seul	alone	l'association	association	le beau-père	stepfather	le légume	vegetable	le souci	worry
joli	pretty, attractive	le mariage	mariage	le cousin	cousin (m)	le dîner	dinner	le petit-déjeuner	breakfast
la colère	anger	le PACS	civil partnership	le couple	couple	le vin	wine	l'alcool	alcohol
la copine	friend	l'autre	other	le mari	husband	discuter (de)	to talk about	le bras	arm
l'identité	identity	le passe-temps	hobby	le membre	member	inviter	to invite	le coeur	heart
la personnalité	personality	le sentiment	feeling	remplir	to fill	rencontrer	to meet	éviter (de)	to avoid (inf)
le copain	friend	essayer	to try	rire	to laugh	encourager (à)	to encourage (+inf)	essayer (de)	to try (inf)
s'appeler	to be called	aider (à)	to help (to)	grandir	to grow up	chatter	to chat	arrêter (de)	to stop (inf)
ressembler à, se ressemble	to look like, to look alike	garder	to keep	réunir, se réunir	to gather, to meet	s'entendre	to get on	avoir mal à	to hurt
se disputer	to argue	adopter	to adopt	plus...que	more...than	il manque	we miss	appeler	to call
surtout	especially	se marier	to get married	moins...que	less...than	il vaut mieux	It's best to + inf	fumer	to smoke
		séparer, se séparer	to separate, to break up	aussi...que	as...as	il vaut la peine de	it is worth + inf	vapoter	to vape
		aucun	... not a ...	pas encore	not yet			qui	who, that, which
Theme 1, Unit 1:		Identity and relationships with others					Verbs are in GREEN		
							Feminine nouns are in PINK		
Theme 1, Unit 2:		Healthy living and lifestyle					Masculine nouns are in BLUE		
							Adjectives are in AMBER		



Week 6	Week 7		Week 8		Week 9		Week 10	
<i>Revision of first five weeks of vocabulary</i>	sain	healthy	la partie	part, game, match	grave	serious, grave	noir	black
	équilibré	well-balanced	la nourriture	food	conscient	conscious, aware	brun	brown
	végan	vegan	les frites	fries	occidental	western	court	short
	végétarien	vegetarian	la main	hand	assis	sat	britannique	British
	médical	medical	la bouche	mouth	interdit	not allowed	américain	American
	la forme	form, shape	l'œil / les yeux	eye/eyes	nécessaire	necsessary	familial	family
	le régime	diet	les cheveux	hair	l'étude	study	égal	equal
	le traitement	treatment	le poulet	chicken	l'habitude	habit	affreux	awful
	le risque	risk	le fast-food	fastfood	le tabac	tobacco	spécial	special
	l'adolescent	teenager	le soutien	support	le mode	way	terrible	terrible
	l'adulte	adult	l'accident	accident	l'esprit	mind, spirit	la confiance	confidence
	le soin	care	mort	dead	le conseil	advice	la communication	communication
	courir	to run	lu	read	conseiller	to advise	l'aide	help
	se relaxer	to relax	bu	drank	recommander	to recommend	la naissance	birth
	se coucher	to go to bed	couru	ran	peser	to weigh	la mort	death
	se lever	to get up	connu	known	inclure	to include	la jeunesse	youth
	se concentrer	to focus	nourrir	to feed	dépendre de	to depend on	la génération	generation
	améliorer	to improve	casser, se casser	to break, to injure oneself	en étant	(while/by) being	la crise	crisis
	nager	to swim	me/m	(to) me	en ayant	(while/by) having	le danger	danger
	mener	to lead	te/t'	(to) you	en faisant	(while/by) doing	communiquer	to pass on, communicate
	risquer de	to risk + inf	lui	(to) her/him/it	également	also, too, as well, equally	promettre de	to promise (inf)
	actuellement	at present, at the moment	vous	(to) you (pl)	la plupart (de)	most, the majority (of)	passer. se passer	to pass/spend time, to happen



Week 1: Look, Cover, Write, Check this week's vocabulary. There will be a 'Do Now' activity each week related to the vocabulary you learn the week before. https://www.youtube.com/watch?v=LLZvCymL4rU	Week 2: Look, Cover, Write, Check this week's vocabulary	Week 3: Look, Cover, Write, Check this week's vocabulary
Week 4: Look, Cover, Write, Check this week's vocabulary	Week 5: Look, Cover, Write, Check this week's vocabulary	Week 6: Go back over your vocabulary from the past five weeks and create flaschards https://youtu.be/scZVLCB1aX0



Week 7: Look, Cover, Write, Check this week's vocabulary	Week 8: Look, Cover, Write, Check this week's vocabulary	Week 9: Look, Cover, Write, Check this week's vocabulary
Week 10: Look, Cover, Write, Check this week's vocabulary	Week 11: Flash cards of your vocabulary https://youtu.be/scZVLCB1aX0 Make sure you bring these into school to show your tutor and teacher	Week 12: Following the assessment: www - ebi -





Scripted Performance and Physical Theatre

Drama Year 9 Learning Cycle 3

In Drama, a script requires the performer to use their imagination to bring the characters to life and the play from the page to the stage. Sometimes, a non-naturalistic approach is needed, as with the play we are studying.

A: Key Terms	
Script	The written text of a play, film or broadcast.
Physical Theatre	The use of movement and gesture to represent something in a non-naturalistic way.
Stage Directions	Unspoken information contained in the script giving the performer details as to what they should do, where in the space and how. Usually written in italics.
Ensemble	Group of performers who work together, multi-roling. Ensemble actors have to make quick choices in their characterisation, snap in and out of characters, and make each one distinctive.
Non-naturalistic	Non-naturalism is a broad term for all performance styles that are not dependent on the life-like representation of everyday life.

B. Curious Incident of the Dog in the Night Time

Director Marianne Elliott's **'life-affirming and unmissable'** (Time) smash-hit production brings Mark Haddon's best-selling novel to thrilling life on stage. TRAILER: https://youtu.be/u12_QmgZr4U

Christopher, fifteen years old, stands beside Mrs Shears' dead dog. It has been speared with a garden fork, it is seven minutes after midnight and Christopher is under suspicion. He records each fact in the book he is writing to solve the mystery of who murdered Wellington. He has an extraordinary brain. He is exceptional at maths, while everyday life presents some barriers. He has never ventured alone beyond the end of his road, he detests being touched and he distrusts strangers. When he falls under suspicion for killing his neighbour's dog, it takes him on a journey that upturns his world.

C. Physical Theatre and Frantic Assembly

Co-founders Scott Graham (current Artistic Director) and Steven Hoggett have together created breath-taking and dynamic choreography to animate Christopher's world and share his singular viewpoint with the audience as he makes his way through Swindon to London.

Physical theatre is used to help the audience see the world through Christopher's eyes.

In the production, Christopher for example talks about what it would be like to be an astronaut. As he describes it the ensemble lift Christopher and help create the illusion that he is floating through space.





Creating a Character

Drama Year 9 Learning Cycle 3

Working with the script: The Curious Tale of the Dog in the Night Time, you will explore how an actor creates a character in performance using their physical and vocal skills and their imagination, as well as stage directions.

A. Performance Skills to Create a Character

Physical Skills

Gesture	Use of hands, head, shoulders to convey a message (shrug, thumbs up, nod are all examples of a gesture).
Facial Expression	Use of face to communicate emotion.
Body Language	Used to show how a character feels. This video is helpful to explain in more detail: https://www.youtube.com/watch?v=1sfM-xx7tHI
Stance	The way an actor stands.
Posture	The way the upper body is held (upright or slouched are examples).
Gait	A person's walk.
Eye Line/Eye Contact	Where the actor is looking. Secure eye contact suggests confidence, for example.

B. A Performer's Voice is Used to Create Character and Show Emotion

Vocal Skills

Tone	Used to show a character's emotion (angry, sad, happy, excited are examples).
Pitch	The height or depth of the note of the voice.
Pause	A moment of silence (sometimes to show hesitation, sometimes to think, sometimes to breathe).
Emphasis	Stress given to a word or words when speaking to indicate particular importance.
Pace	Speed of speech being spoken.

C. Understanding the Characters Within the Play

You can explore the characters in the play via this revision guide: <https://www.bbc.co.uk/bitesize/guides/zx2x6sg/revision/1>

Who is Christopher Boone?

<https://www.bbc.co.uk/programmes/p01jyvc0>

Christopher Boone: Autism

Christopher's exact condition is never explicitly stated by any character in the novel, but he shares many traits associated with Autism Spectrum Disorder. Christopher says he goes to a "special school" and has "behavioural problems." His reported behavioural problems include groaning, refusing to speak for days at a time, and aversion to physical touch, all of which are associated with autism and Asperger's Syndrome. Christopher says, "I didn't understand about other people having minds," meaning he has a hard time imagining the mental states and emotions of others, which is one of the key traits of a person living with ASD.



Week 1: Look, Cover, Write, Check (first half) Scripted Performance and Physical Theatre Section A. Key Terms:	Week 2: Find the answers Watch the trailer in and read Section B. The Curious Incident of the Dog in the Night Time What examples of physical theatre do you see in the trailer? Why does the play use physical theatre, do you think? What strikes you about the set? Why? Answer these questions here and in the space overleaf.	Week 3: Read Section C about Physical Theatre in play. Then watch: https://www.bbc.co.uk/programmes/p01jykzy and find the answers: What does Marianne Elliott say about creating a gestural sequence? What is this instead of? What does the actor say you have to be in performing a physical theatre sequence, because it can feel a bit foolish to start with? What is the purpose of Physical Theatre in the play? What does it help the director and cast achieve and the audience, do?
Week 4: Watch 15 minutes of this documentary: My Curious Documentary https://www.youtube.com/watch?v=AmicDPSxRPs	Week 5: Watch 15 minutes of the documentary: My Curious Documentary https://www.youtube.com/watch?v=AmicDPSxRP	Week 6: Watch 15 minutes of the documentary: My Curious Documentary https://www.youtube.com/watch?v=AmicDPSxRP



Week 7: Look, Cover, Write, Check Read Creating a Character Section A. Key Terms	Week 8: Look, Cover, Write, Check Read Creating a Character Section A. Key Terms	Week 9: Read Section C, explore the characters using the revision guide and watch the links about the character of Christopher Boone.
Week 10: Watch 15 minutes of the documentary: My Curious Documentary https://www.youtube.com/watch?v=AmicDPSxRPs	Week 11: Watch 15 minutes of the documentary: My Curious Documentary https://www.youtube.com/watch?v=AmicDPSxRPs	Week 12: What Went Well/Even Better If Following the assessment performance: Write 3 WWW and EBI reflections: Following the assessment: www 1 2 3 ebi 1 2 3





Pop Ballads of the 1970s, 1980s and 1990s

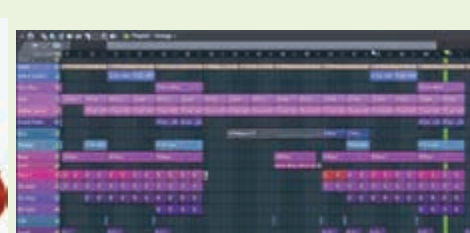
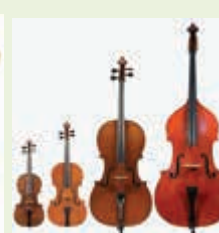
Music Year 9 Learning Cycle 3

Pop Ballads originated from Folk Music, usually being a story sung to simple musical accompaniment sung by wandering minstrels in the 15th Century. Although Pop Ballads are now often performed on stage to huge audiences, they still manage to maintain the intimacy of a performer telling a moving story through music. Pop Ballads were often written and performed by Singer-Songwriters who often accompany themselves on the guitar or piano.

<u>Lyrics</u> Tell stories often with a sentimental romantic theme telling some kind of love story, often with a romantic “twist” right at the end to keep people listening.	<u>Tempo & Metre</u> Slow and Moderate Tempo (<i>Moderato, Andante, Adagio, Lento</i>) to emphasise the meaning of the words. 70-100 bpm. 4/4 Time Signature. Ritardandos and Tempo Rubato used.	<u>Harmony & Tonality</u> Chord Progressions (guitar and/or piano) such as I, V, VI, IV. Slow Harmonic Rhythm. Often use Chord Inversions, Repeating Block Chords, Broken Chords or Arpeggios. Modulation in final chorus. Chords II, III and IV used more.	<u>Melody</u> Mainly Diatonic melody sung by the lead singer. Duos/Trios also common and often sing in Close Harmony.	<u>Dynamics</u> Start off quite soft – <i>Mezzo Piano (mp)</i> – usually increasing towards the chorus with a Crescendo often ending in a louder, fully-scored final Chorus.
<u>Rhythm</u> Accompanying drum patterns on the Snare Drum often feature Syncopated Rhythms accenting the 2 nd and 4 th beats of the bar.	<u>Texture</u> Homophonic (Melody & Accompaniment) Texture – a solo singer accompanied by simple instruments or large band. Texture often builds towards the end becoming thicker for a big final ‘climax’ in the last Chorus.	<u>Articulation</u> The main vocal melody, performed by the lead singer and the accompanying chords are normally performed Legato – smoothly throughout.	<u>Accompaniment</u> The Accompaniment of a Pop Ballad always supports the Lead Singer! The story is the most important part and the lead vocals should be clear and unhidden. Backing vocalists and accompanying instruments support	<u>Form & Structure</u> Verse-Chorus Form. Verses in Strophic Form. Bridge/Middle 8 (8, 16, 24 or 32 bars) often features new material before a Modulation in the final Chorus. Parts of the Verse or Chorus can be repeated for emphasis or effect.
<u>Vocal Performance & Technique</u> Expressive and Emotional Vocal Performance is key to a Pop Ballad: A Cappella, Vibrato, Falsetto, Melisma, Portamento, Riffing, Ritardandos, Tempo Rubato, Large Vocal Ranges, Long Held Notes.	<u>Technology</u> Heavy Reverb on the vocals often used to create a warm sound.	<u>Venue</u> Pop Concert, Radio, TV, CD, MP3 Download Internet Sites, YouTube.	<u>Artists, Bands & Performers</u> Billy Joel, Lionel Richie, Chris de Burgh, Celine Dion, Mariah Carey, Elton John, Bette Midler, Take That, The Carpenters, Sting, Extreme, Seal, Robbie Williams, Lionel Richie, George Michael, Eric Clapton.	

Instrumentation – Typical Instruments, Timbres and Sonorities

No “set list” of instruments which accompany Pop Ballads but often featured are: Guitars (Acoustic, Electric and Bass), Drum Kit, Vocals (Lead and Backing Singers – often called BVOX), Piano, Electric Piano, Saxophone and Strings – either live orchestral or synthesised “Lush String Pads” using Music Technology.



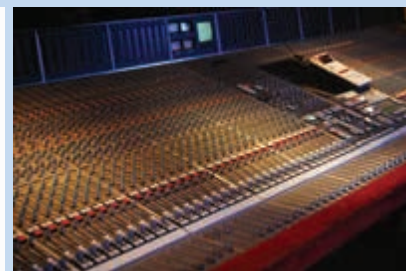


Solo Artists often change their music from album to album. They perform in a wide range of venues for small and large audiences and their styles of music include: Rock, Rap, Indie, Electronic Music, Dance Music and Conventional Pop Music. Each singer has been influenced with their own individual sound and character, depending on the kind of message and image they want to express. Typically a performance may feature a gradual build-up or increase in terms of instrumentation, texture and dynamics as the song progresses.

<u>Vocal Performance & Technique</u>	<u>Technology</u>	<u>Venue</u>	<u>Artists, Bands & Performers</u>
In addition to AutoTune, other vocal effects such as Panning and Filters (e.g. ‘telephone’ or ‘phasing’ by changing the EQ of a sound to distort it in some way) are applied during production.	Digital Technology becoming more sophisticated with a wide range of Digital Effects (Reverb, Echo, Delay and Distortion still used). Recording Techniques allowing producers much greater control over their music. AutoTune – a device or facility for tuning something, especially a computer program which enables the correction of an out-of-tune vocal performance. Sampling – sections or loops taken from other recordings Drum Loops – electronically creates using technology and then repeating it. Advanced Recording Software and Computer Sequencers (ProTools GarageBand, Logic). Overdubbing resulting in more complex and thick musical textures. Highly polished production using computers.	Can range from medium to large sized arenas. Touring now a main income stream for artists instead of simply to promote a new album. Music videos are now as important as the music itself meaning solo artists could achieve different outcomes from each album/track and therefore “reinvent” themselves and their music.	George Michael, Beyoncé, Sam Smith, Kylie Minogue, Robbie Williams, Eminem, Taylor Swift, Adele, Calvin Harris, Madonna, Michael Jackson, Britney Spears, KT Tunstall, Amy Winehouse, Bruno Mars, Justin Bieber.

Instrumentation – Typical Instruments, Timbres and Sonorities

Ranges from traditional “Pop Instrumentation” such as Voice, Drums, Electric Bass and Guitar, Keyboards alongside Electronic Instruments such as Samplers and Synthesisers





Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: 1. How do lyrics keep the listener interested? 2. What is bpm? 3. How many bpm is the tempo moderato? 4. What are 'syncopated rhythms'? 5. Describe 'homophonic texture'	Week 3: Word up Re-define keywords from: Harmony and Tonality Melody Dynamics
Week 4: Read through the KO and answer the following: 1. Why are choruses or verses sometimes repeated? 2. Why is heavy reverb used? 3. Name three expressive vocal techniques. 4. What is an accompaniment? 5. What is a crescendo?	Week 5: Map your mind.	



Week 6: Read through the KO and answer the following: Describe the tonality/timbre or the following instruments: 1. Electric Guitar 2. Drum Kit 3. Bass Guitar 4. Synthesised String Sound 5. Backing Vocals	Week 7: Test your mind	Week 8: Read through the KO and answer the following: 1. Alongside Autotune, what other effects can you put on a recorded vocal? 2. What is 'sampling'? 3. What happens to the texture when overdubbing is used? 4. Generally, do the texture or instruments decrease or increase during a song? 5. Name three typical instruments found in pop music.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Key points from your assessments 1 2 3	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Keywords		Extruded	Pasta is forced through a die to achieve a special pasta shape e.g. spaghetti, macaroni.
Gelatinisation	When flour is mixed with a liquid and heated the mixture will thicken, this is called gelatinisation . The starch grains swell and split open. It forms a gel when cooled.	Primary Processing	A conversion of raw materials into food commodities e.g. milling of wheat grain in to flour.
Starch	Starch is simply a long chain of sugar molecules all joined together – a bit like a bead necklace where each sugar molecule is a bead. When you put a starchy food in your mouth, it is broken down by an enzyme in your saliva called salivary amylase .	Secondary Processing	Converting primary processed foods into other food products, e.g. flour into biscuits.
Coagulate	Where eggs form a solid state due to heat being applied. The physical reaction is where the white goes from being transparent to opaque at 60 degrees. Coagulation is irreversible.	Fortification	The adding of vitamins and minerals to food to make them healthier. Some foods have to be fortified by law.
Caramelisation	When sucrose (sugar) is heated above its melting point it undergoes a physical change to produce caramel. This happens more readily without water; however syrups will caramelise with rapid heating.	Macronutrients	A class of chemical compounds which humans consume in the largest quantities.
Function	How an ingredient works in relation to the end product. One example is how flour builds bulk in bread or pastry.	Micronutrients	Nutrients required in small quantities to facilitate a range of physiological functions.
Fibre (NSP)	A complex carbohydrate that is not digested in the small intestine. Can be in soluble and insoluble form.	Energy	The strength the body needs to function and sustain physical and mental activity.
Balanced Diet	A diet which provides all the necessary nutrients in the correct amount to meet the body's needs.	Water Soluble Vitamins	Vitamins B and C that dissolve in water.
Basic Metabolic Rate (BMR)	The number of kilojoules the body uses to stay alive each day.	Fat Soluble Vitamins	Vitamins A, D, E, K that dissolve in fat.

Gelatinisation

Starch granules do not dissolve in liquid.

The liquid must be heated so the particles will swell up.

At 60°C the liquid is absorbed by starch. The particles swell up to 5x their size.

At 80°C the particles burst, releasing starch molecules.

These trap water so the liquid thickens. We call this gelatinisation.

Gelatinisation is complete at 100°C when all the particles have burst.

When the gel cools it becomes solid.

The functions of eggs in cooking:

- ❖ Binding ingredients together
- ❖ Coating foods to protect them during frying
- ❖ Thickening liquids
- ❖ Enriching dishes
- ❖ To aerate/trap air
- ❖ To glaze
- ❖ To garnish
- ❖ Used as the main protein source in a dish

The Milling of Wheat

Clean – This stage removes everything that isn't wheat with water and magnets.

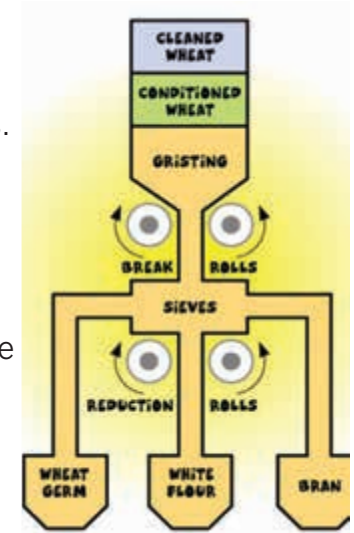
Conditioning – Soaking the wheat in water softens the bran (outer coat). This makes it easier to break down into the different types of flour later on.

Gristing – This stage mixes in other wheats to make the correct blend for the flour.

Break rolls – The break rolls break down the wheat to remove the bran and end up with white flour.

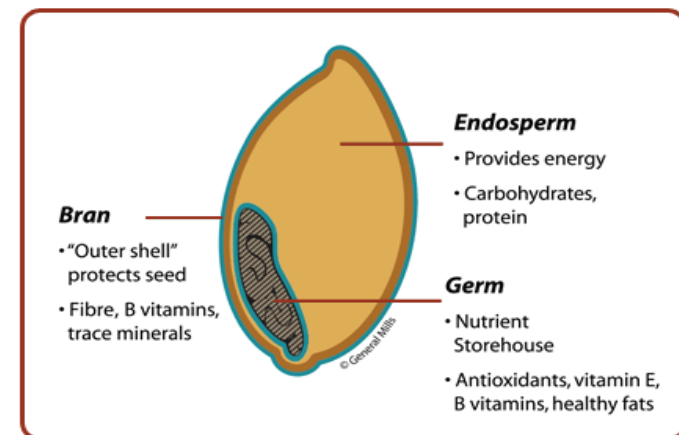
Sieves – Sieves remove anything other than white flour.

Reduction rolls – Reducing the grain size to make a fine white flour.

Fortification

Foods are fortified to improve and enhance their nutritional content. Some foods are fortified with additional nutrients by law to improve the health of the nation.

Fortified Food	Nutrients
White flour	Calcium
Margarine	Iron and Vit B complex
Breakfast cereals	Vitamins A and D

The Structure of the Wheat grain



Week 1: Look, Cover, Write, Check.

Week 2: Read through the KO and answer the following:

Week 3: Word up

Explain in detail the process of gelatinisation.

Week 4: Read through the KO and answer the following:

Give examples of the use of eggs in cooking. What is coagulation?

Week 5: Map your mind.



Week 6: Read through the KO and answer the following: How is wheat turned into flour? Explain the steps of the milling process.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Using an example, explain caramelisation.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Keyword Spelling Test Coagulation Caramelisation Gelatinisation Micronutrients Macronutrients Primary Secondary Soluble Metabolic Vitamins	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Keywords		Serif	A slight projection finishing off a stroke of a letter in certain typefaces, e.g., TIMES NEW ROMAN	Paper Sizes and Weights	
Vector Graphic	Vector graphics are graphical representations of mathematical objects such as lines, curves, polygons (controlled by nodes).	Polyline	The Polyline tool is used to draw shapes. To form a shape, you click to add a point and then, releasing the mouse, pull the handle in the desired direction and click to add the next point.	A5 = 148 x 210 mm	Paper is measured in GSM (Grams Per Square Metre).
		Fountain Fill	A <i>fountain fill</i> is a smooth progression of two or more colours that adds depth to an object.	A4 = 210 x 297mm	A3 = 297 x 420mm
CAD	CAD refers to the use of computer software in the design of things such as cars, buildings, machines, etc. CAD is an abbreviation for 'computer aided design'.	Bitmap Graphic	A bitmap is a digital image composed of a matrix of dots measured in dpi (dots per inch). When viewed at 100%, each dot corresponds to an individual pixel on a display. In a standard bitmap image, each dot can be assigned a different colour. The standard resolution for an internet bitmap image is 96 dpi.	Research and 5Ws	
				Who is the target market?	
				Why is this needed?	
				Where will it be seen/used?	
				What must go in it?	
				When will it be used?	
				How is it manufactured?	
CNC	Computer Numerical Control. This means a computer converts the design produced by Computer Aided Design software (CAD), into numbers.	Manufacturing	Is the production of products for use or sale using labour and machines, tools, chemical and biological processing, or formulation, and is the essence of secondary industry.	Colour Categories and Terminology	
		CAM	Computer-aided manufacturing (CAM) is an application technology that uses computer software (CAD) and machinery to facilitate and automate manufacturing processes.	RGB (Colour Fusion)	
				CMYK (Colour Separation)	
Net	Flat plan of 3D item.	Iterative	Relating to repeating a process to continuously improve an outcome. Explore – Create – Evaluate.	PMS (Pantone Matching System)	
				Designers	
Sans-Serif	A style of type without serifs, e.g., Arial	Evaluation	Using the design brief and specifications you test your product to see if it is FIT-FOR-PURPOSE.	Robert Sabuda - Matthew Reinhart - Charles and Ray Eames - Philippe Starck - Margaret Calvert - James Dyson	



Seven Principles of Design

Designers each have their own idea of the basic principles of design, but these can generally be categorised into the following topics:

- **Balance**
- **Proximity**
- **Alignment**
- **Emphasis/Hierarchy of importance**
- **Repetition/Consistency (Includes Typeface, Colour and Size)**
- **Contrast**
- **White Space**

Production Methods

There are five main types of production system used in manufacturing. Each one is suitable for a different scale of production.

- **One-off production** is when **only one** of the product is made.
- **Batch production** is when a **set quantity** is made.
- **Mass production** is when a **very large number** of the product is made, usually on a production line.
- **Continuous-flow production** is when **many thousands** of products are made.
- **Just in time production** is when a company **only buys enough stock to cover its immediate needs**.

The History of Type

It is thought that the typographical principle, that is the creation of a complete text by reusing identical characters was realised as long ago as 1850 BC in Greece.

The Phaitos Disc

A disc fired from clay that has hieroglyphic like symbols stamped into it. It was discovered in 1908 and has been the subject of great debate since.



Modern Movable Type

At the same time as the mechanical printing press, movable type was invented in mid - 15th century Europe by the German goldsmith Johannes Gutenberg.

Serif

conservative and highly legible.

Scripts

hand written.

Sans-Serif

casual and legible.

novelty

immediate tone setting and hard to read.



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: What are the seven design principles?	Week 3: Word up
Week 4: Read through the KO and answer the following: Explain 'one off production' give an example of a product that would be produced in this method of production.	Week 5: Map your mind.	



Week 6: Read through the KO and answer the following: Explain 'batch production' give an example of a product that would be produced with this method of production.	Week 7: Test your mind	Week 8: Read through the KO and answer the following: Explain 'mass production' give an example of a product that would be produced in this method of production.
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Keyword Spelling Test Evaluation San-serif Iterative Proximity Alignment Consistency Typeface Hierarchy	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Name	Image	Use
Tri Square		A tri square is a woodworking tool used for marking and measuring a square piece of wood. The square refers to the tool's primary use of measuring the accuracy of a right angle (90 degree angle); to try a surface is to check its straightness or correspondence to an adjoining surface.
Vice		A vice holds material in place while cutting and sanding takes place.
Marking Gauge		A marking gauge is sometimes known as a scratch gauge. It is used in woodworking and metalworking to mark out lines for cutting or other operations. The purpose of the gauge is to scribe a line parallel to a reference edge or surface.
MDF		MDF – MDF or Medium Density Fibreboard is an engineered wood product made by breaking down hardwood or softwood residuals into wood fibres, combining it with wax and a resin binder, and forming it into panels by applying high temperature and pressure. Large-scale production of MDF began in the 1980s, in both North America and Europe.
Softwood Pine		Pine (Softwood) wood is a frequently used material for fine and economic construction projects alike. The properties of pine make it a popular choice because of its easy cultivation and widespread availability. Pine wood is used in the construction of furniture, cabinetry, window frames, panelling, floors and roofing. When Pine wood is grown, it can be cultivated on plantations to promote certain qualities in the wood like higher resin content.
Hardwood Teak		Teak - Teak wood is a dense, close-grained type of hardwood that is sourced from the Tectona grandis tree, native to South and Southeast Asia. Teak is originally golden in colour and has a smooth grain and texture. It's high in natural oils and rubber, meaning it's strong, durable, and virtually impervious to extreme weather conditions and rotting, even if left untreated.
Coping Saw		A coping saw is a type of bow <i>saw</i> used to cut intricate external shapes and interior cut-outs in woodworking or carpentry. It is widely used to cut mouldings to create coped rather than mitre joints.



Vacuum Forming Process

Vacuum forming is a simplified version of thermoforming, where a sheet of plastic is heated to a **forming** temperature, stretched onto a single-surface mould, and forced against the mould by a **vacuum**. This process can be used to **form** plastic into permanent objects such as turnpike signs and protective covers.

Keywords		Butt Joint	A butt joint is the simplest of joints and although simple and easy to construct, is not very strong due to the lack of surface area.
Tongue and Groove	Tongue and groove is a method of fitting similar objects together, edge to edge, used mainly with wood, in flooring, parquetry, panelling, and similar constructions.	Steel Rule	Metal ruler with measurements on both sides showing Centimetres and Millimetres. The metal rule has a flat edge where the measurements begin at 0.
Deciduous	Term/category used for Hardwood trees	Mitre Joint	A mitred butt joint is a butt joint but instead of the joints being at right angles, the joints are at 45-degree angles.
Coniferous	Term/category used for Softwood trees.	Wastage	Part of the material that is shaded, this indicates it is to be removed.
Tenon Saw	A saw used for cutting straight lines in wood.	Mortise and Tenon	Mortise and tenon joints are strong and stable joints.
Finger Joints	Type of joint where opposite material is cut from two pieces of wood. These then slot together.	Pins	Small steel devices that are sharpened at one end and have a flattened or rounded head.
Pin Hammer	Small hammer used for hammering pins into material.	Dovetail	Dovetail joints are finger-like joints between two pieces of wood enable a tight, strong, and long-lasting fit.
G-Clamp	A G-shaped clamp used to hold products in place while they adhere or	Grit Paper	Or Silicone Carbide Paper. It is an abrasive paper that removes material to improve aesthetic qualities. Grit paper is available in different sizes, the smaller the number, the rougher the paper. The higher the number the smoother the paper.

PVA - Poly-Vinyl Acetate



Poly-Vinyl Acetate, sometimes known as wood glue, is a water-based adhesive. It is from the polymer or plastic family. It is mainly used on porous materials such as wood, paper, textiles, and some building stone such as sandstone. It is odourless, non-toxic and white in colour, although it does dry colourless.

JIGS



A jig acts as a template that shows the user where to drill. It is used for accuracy in the manufacturing of products as the placement of drill holes can be replicated on duplicate products. An example of where a jig is used is on kitchen cupboards. It can be used to ensure the handles are in the same place on all doors.



Week 1: Look, Cover, Write, Check.	Week 2: Read through the KO and answer the following: What is a jig? Why are they needed in some processes or the production of certain products?	Week 3: Word up
Week 4: Read through the KO and answer the following: Explain why a mitre joint could be stronger than a simple butt joint?	Week 5: Map your mind.	



Week 6: Read through the KO and answer the following: What is PVA? What would PVA be used for? What materials can you use PVA with?	Week 7: Test your mind	Week 8: Read through the KO and answer the following: What are the differences between hardwood and softwood?
Week 9: Flash cards Make sure you bring these into school to show your tutor and teacher	Week 11: Keyword Spelling Test Mitre Mortise Dovetail Coniferous Deciduous Acetate Vinyl Template Carbide Silicone Cultivated	Week 12: Following the assessment: www ebi
Week 10: Read through the KO and your flash cards ready for the assessment next week		





Important Definitions:

Health - A state of complete mental, physical and social wellbeing.

Fitness - The ability to meet the demands of the environment.

Exercise - A form of physical activity done primarily to improve health and/or fitness.

Performance - The action of performing a task/action.

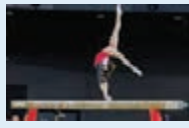
Energy Systems:

Aerobic respiration: means with O₂ - this is the usual process for releasing energy for your muscles. The CV system helps bring GLUCOSE and O₂ to the muscles where respiration (the equation above takes place) to release energy. The waste products are taken away.

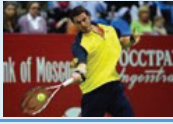
Aerobic Exercise is any exercise where your heart rate is between 65% and 85% of its max.

Anaerobic respiration: Anaerobic means without O₂ - This is usually when your muscles have to work extremely hard and your body cannot deliver enough O₂ to the muscles. This is usually intense exercise.

Health Related Components of Fitness

Component	Definition	Sporting Example
Body Composition	The percentage of a body that is fat, muscle, bone and water.	
Muscular Strength	The amount of the force muscles can generate against a resistance.	
Muscular Endurance	The ability to use voluntary muscles, over long periods of time without getting tired.	
Flexibility	The range of movement at a joint.	
Cardiovascular Fitness (Aerobic Endurance)	The ability of the heart and circulatory system to meet the demands of the body for a long period of time.	

Skill Related Components of Fitness

Component	Definition	Sporting Example
Coordination	The ability to move two or more body parts at the same time.	
Reaction Time	The time taken for a response to occur after a stimulus.	
Agility	The ability to change direction at speed.	
Balance	The ability to keep the body steady when in a static position or when moving.	
Speed	The time taken to cover a set distance/ complete a movement.	
Power	The ability to combine speed and strength.	



Healthy Lifestyle Bingo - How many can you tick off in one day? One week? One month? Challenge yourself!

Go for a walk and get some fresh air	Try a new activity	Reduce your screen time
Have a picnic in the park with friends	Do some yoga	Brush your teeth twice a day
Drink 2 litres of water a day	Eat five portions of fruit and veg	Aim for at least 60 minutes of moderate to vigorous activity every day
Wear sun cream	Go swimming	Attend a community event

Fitness Challenge- How many can you complete? How many times? More ideas here www.youthsporttrust.org

How many burpees can you complete in 60 seconds?	How many times can you skip in 60 seconds?	How many star jumps can you complete in 60 seconds?	How many times can you tap up a tennis ball on a racket in 60 seconds?	How many times can you pass the ball around your waist in 60 seconds?	How many times can you pass a ball through both of your legs in 60 seconds?
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Signposting and Support

If you are worried, have questions, or concerns, about anything at all then we are here to help. Talk to your Tutor, your Head of Year, a trusted adult or a health professional outside of school.

You can report a safeguarding or behaviour concern on the school website at anytime.

Childline
www.childline.org.uk

NHS
www.nhs.uk

NHS Live Well
www.nhs.uk/live-well

British Board of Film Classification
www.cbbfc.co.uk

Talk to Frank
www.talktofrank.com/get-help

Young Minds
www.youngminds.org.uk

Mind
www.mind.org.uk

Careerpilot
www.careerpilot.org

How many can you tick off?

I relaxed	
I listened	
I was a good friend	
I am getting better at something	
I solved a problem	
I made someone happy	
I read a good book	
I had a great sleep	

If it doesn't challenge you, it doesn't change you.
Fred Devito



Notes

