



# Year 10 Knowledge organiser

## Term 1

Creating a community of choices & chances

English  
Drama  
PE  
Science  
Religious Education



Art  
Maths  
Geography  
MFL  
History



# Information

Creating a  
community of  
choices & chances

## What are knowledge organisers?

*Knowledge organisers are essentially a list of the key knowledge that pupils need to know for that upcoming half term or topic area. The purpose of providing students with knowledge organisers is to give them the knowledge they need to know in advance of the lessons. This should allow them to access vital knowledge ahead of lessons and importantly, help parents support their child with their learning at home. A number of subjects use knowledge organisers across the Academy and have included them under resources for their subject areas.*

You should complete at least one hour of Home Learning per school day.

This will consist of:

- *Knowledge Organiser and Online Learning as directed by your teachers.*
- *If you have no tasks set, carry out Knowledge Organiser activities as per the Knowledge Organiser timetable below.*
- *Two periods of 20 minutes reading each week.*

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Maths	Science	History	MFL
Subject 2	Geography	Art	Performing Arts	RE	Design 2 Tech



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Creating a  
community of  
choices & chances

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***All recommended subject reading books are available for you to borrow from the school library.***

I should already know:

- *About the context of Victorian England*
- *About poverty in the 1800s*
- *About the rule of Queen Victoria*
- *About the separation of rich and poor*

I will learn about:

- *The plot for A Christmas Carol.*
- *How Dickens used his own experiences to inform his writing*
- *Dickens’ message behind A Christmas Carol for the Victorian people*

How I will be assessed:  
*I will answer a GCSE question as part of my mock exams where I need to write an analysis of a key character or theme. I will have an extract to help me get started.*

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
<b>Omniscient narrator</b>	A narrator that sees everything, including what a character is thinking and feeling.
<b>Allegory</b>	A story which can be interpreted to reveal a hidden meaning, typically a moral or political one.
<b>Foil</b>	Something or someone with opposite characteristics to the subject, used to balance them out and even to draw attention to their feelings.

Stretch challenge:  
 Complete a thematic analysis of any extract you study and give to your teacher to be marked.

Recommended reading:  
*Charles Dickens: A Life*  
<https://books.google.co.uk/books?id=tXdYBCMdy8cC&printsec=frontcover&dq=%EF%81%BE+Life+of+Charles+Dickens&hl=en&sa=X&ved=0ahUKEwiJofSuwvDpAhUiShUIHTG4C3YQ6AEIKDAA#v=onepage&q=%EF%81%BE%20Life%20of%20Charles%20Dickens&f=false>

## Characters (AO1):

### **1. Ebenezer Scrooge:**

Miserly, mean, bitter, materialistic, unsympathetic, indifferent, cold, selfish, isolated, cynical, charitable, value driven, generous, happy, sociable, transformed.

### **2. Marley's Ghost:**

Materialistic, self-centred, terrifying, haunting, exhausted, direct,

### **3. Bob Cratchit:**

Uncomplaining, tolerant, courteous, deferential, patient, civil, eager, pleasurable, good-humoured, playful,

**4. Fred:** Warm-hearted, empathetic, cheerful, optimistic, even-tempered, insightful, determined,

### **5. Ghost of Christmas Past:**

Contradictory, strong, gentle, quiet, forceful, questioning,

### **6. Ghost of Christmas Present:**

Compassionate, abundant, generous, cheerful, jolly, friendly, severe, sympathetic

### **7. Ghost of Christmas Future :**

Mysterious, silent, ominous, intimidating, frightening,

**8. Tiny Tim:** Frail, ill, good, religious

## Key Quotations (AO1):

### **Stave One**

'He was as tight-fisted as a grind stone' – about Scrooge

'His face was ruddy and handsome, his eyes sparkled' – Fred (presented as the opposite to Scrooge)

'I wear the chain I forged in life' – Ghost of Marley

### **Stave Two**

'It wore a tunic of the purest white... from the crown of its head there sprung a bright clear jet of light' – Ghost of Christmas Past

'A lonely boy was sat reading near a feeble fire' – Scrooge as a young boy

'Your lip is trembling,' said the Ghost, 'And what is that upon your cheek?' – first sign of emotion from Scrooge

**Stave Three**

'There sat a jolly Giant, who wore a glowing torch...it was clothed in one simple green robe' – Ghost of Christmas Present

'God bless us everyone!' – Tiny Tim's positive attitude

'Tell me Tiny Tim will live...' – Scrooge showing compassion.

### **Stave Four**

'The phantom slowly, gravely, silently approached' – Ghost of Christmas Yet to Come

'I fear you more than any spectre I have seen' – Scrooge

'Tell me I may sponge away the writing on this stone!' – Scrooge desperate to change his ways

'I will honour Christmas in my heart' - Scrooge

**Stave Five**

'I'll raise your salary Bob and endeavour to assist your struggling family' – Scrooge changing his ways.

'to Tiny Tim, who did NOT die, he [Scrooge] was a second father' – Scrooge changing his ways

'Wonderful party, wonderful games, wonderful unanimity, won-der-ful happiness!' – repetition shows Scrooge's joy at the end.

## Context (AO3):

### **Dickens' Life**

1. Charles Dickens was born on February 7, 1812 in Hampshire into a middle class family.

2. His dad was imprisoned for debt leading to poverty for the family.

3. Charles was put to work at Warren's Blacking Factory.

4. Dickens found employment as an office boy at an attorneys.

5. A Christmas Carol was written in 1843

### **Industrial Revolution**

1. From 1780 factory owners in Britain began to use coal-fired steam engines to power the machines in big factories, bringing great fortune.

2. People flocked from the countryside to the cities. London's population between 1800 and 1900 from 1 million to 6 million people. This led to over-crowding and hunger, disease and crime. There were no proper drainage / sewage systems. Many families had to share one tap / toilet. Children suffered the most and were exploited by factory owners who forced them to work long hours in dangerous conditions.

### **Charity**

1. Industrial revolution led to a gap between the rich and poor with many struggling to survive relying on the generosity of those better off than themselves.

2. Some philanthropists were keen to enhance the lives of the workers.

### **Education**

1. Dickens believed strongly in the importance of education.

2. As part of his campaign against the treatment of the poor, Dickens worked with a friend called Angela Burdett-Coutts.

3. In 1840s, Dickens and Coutts became involved in the Ragged Schools. The aim was to provide poor children with basic education.

4. Dickens believed that it is through education that one can leave poverty.

### **Religion**

1. Christianity held a strong influence in Victorian Britain, especially amongst the middle / upper classes.

2. Good Christians believed in a strict moral code – attending church regularly, avoiding alcohol and exercise sexual restraint.

## Plot (AO1):

**Preface:** Charles Dickens write a note to his readers to explain that he was entertaining idea to them.

### **Stave One**

1. Introduced to Ebenezer Scrooge on Christmas Eve. He is a lonely miser who won't pay to heat the office properly – meaning Bob Cratchit is very cold.  
2. We learn Jacob Marley, Scrooge's business partner, died exactly 7 years before.  
3. Scrooge is irritated that Christmas Day seems to be interrupting his business.  
4. Scrooge is visited by his nephew Fred, who invites his uncle to Christmas.  
5. Scrooge is visited by two charity workers, asking for donations. Scrooge wants to be left alone.  
6. Scrooge allows Bob to have Christmas Day off.  
7. Scrooge, when he is home, is visited by the Ghost of Jacob Marley – who is joined by three more ghosts to help him change his ways.

### **Stave Two**

1. Scrooge is visited by the Ghost of Christmas Past who takes him to visit his childhood.  
2. Scrooge is taken first to his schoolboy years and he is reminded how he was from Christmas while he was left at school.  
3. We see him with his sister, who one year took him home for the holidays.  
4. Next we are shown Scrooge as a young apprentice, working for Fezziwig, a Christmas ball Fezziwig organised for his employees.  
5. Finally, Scrooge is taken to see his ex-fiancée, Belle. We see the scene where Belle's money has taken over Scrooge's life.  
6. Scrooge cannot bear to see any more and struggles with the spirit.

### **Stave Three**

1. Scrooge is then visited by the Ghost of Christmas Present.  
2. The spirit shows Scrooge how the Cratchit family celebrate Christmas. Scrooge will live. The spirit explain unless there are changes, he will die. The spirit explains earlier words: 'If he is to die, he had better do it, and decrease the surplus population.'  
3. Scrooge is then taken to see how others celebrate Christmas: miners, living in a ship.  
4. He is then taken to Fred's house at Christmas, where they are playing cards.  
5. The spirit then begins to age, and see under the spirit's robes two children who are starving.  
6. The Ghost of Christmas Future then appears.

### **Stave Four**

1. The Ghost of Christmas Future is described.  
2. The spirit takes Scrooge to see a group of businessmen discussing some of the things that have been stolen.  
3. Scrooge is then taken to see Old Joe, where he is in the process of being buried.  
4. Scrooge then returns to Bob Cratchit's house, where it is revealed Tiny Tim is going to die.  
5. Scrooge is then taken to the graveyard and is shown a grave stone for Tiny Tim.  
6. Scrooge falls to his knees and begs that he will change his ways.

### **Stave Five**

1. Scrooge wakes up in his own bed.  
2. Scrooge wonders how much time has passed and calls to a boy. He then tells the poulterer for the prize turkey to give to Bob Cratchit.  
3. Scrooge meets one of the charity collectors from earlier and whispers to him a large donation.  
4. Scrooge then goes to Fred's house and is welcomed in. He enjoys the Christmas.  
5. On Boxing Day, Scrooge arrives early to work, and plays a trick on Bob by saying he is going to raise his salary and promises to help Bob's struggling family.  
6. Scrooge is described to have completely changed and becomes a 'second father' who did not die.

# Year 10 English – Term 1 – A Christmas Carol

## **Characters**

At the beginning of the story, what things does Scrooge value and think are important?

What type of person is Bob Cratchit?

How is Fezziwig shown to be a good character?

Why is Fred a good nephew to Scrooge?

Why does the Ghost of Christmas Yet to Come not talk and dress in black?

How has Scrooge changed by the end of the story?

## **Genre**

What order do the spirits visit Scrooge in? Why?

Who does Scrooge meet at the start and end of the story? Why might Dickens have done this?

Why does the narrator of the story appear friendly at the start?

Why does each ghost appear in their own stave?

## **Dickens' Methods**

The setting at the start of the story is always dark, cold and miserable. Why might Dickens have done this? How is it different at the end?

Why does Scrooge often repeat 'Bah, humbug' when people talk to him?

## **What do the Quotes Tell Us About...?**

Scrooge – *'Are there no prisons? asked Scrooge.'*

Scrooge – *'Hard and sharp as flint, from which no steel had ever struck out generous fire; secret and self-contained, and solitary as an oyster.'*

Bob Cratchit – *'Oh, a wonderful pudding! Bob Cratchit said, and calmly too, that he regarded it as the greatest success achieved by Mrs Cratchit.'*

Scrooge – *'A merrier Christmas, Bob, my good fellow... I'll raise your salary, and endeavour to assist your struggling family.'*

## **Plot**

What impression do we get of Scrooge in the first stave?

Where does the Ghost of Christmas Past take Scrooge?

Why does the Ghost of Christmas Present show Scrooge different people celebrating Christmas Day?

Why is the Ghost of Christmas Yet to Come's visit so upsetting to Scrooge?

Why does the story end with Scrooge caring for Tiny Tim?

## **Themes**

What does Dickens want the readers to learn from A Christmas Carol?

Provide three examples of how social responsibility is shown in the story.

Family is an important theme throughout the story. Find three examples of positive family relationships.

## **Character Relationships**

Describe Scrooge's relationship with his nephew, Fred

What type of relationship did Scrooge have with his sister, Fan?

What are the relationships like in the Cratchit family?

Why does Scrooge take such an interest in Tiny Tim?

Before he changes, does Scrooge have any good friends? Why?

I will learn about:

- *Unit 1 – Indices and Standard form*
- *Unit 2 – Geometric Change*
- *Unit 3 – Sequences*

Recommended self study:

*Complete the following mathswatch clips*

*Unit 1 – 29, 82, 83, 154,*

*Unit 2 – 111, 164*

*Unit 3 – 37, 102, 104, 141*

How I will be assessed:

*I will complete a post-assessment on the three units*

Key words	
Key word	Definition
Surd	A number that can't be simplified to remove a square root (or cube root).
Square	Is the number we get after multiplying an integer (not a fraction) by itself.
Root	Root is the inverse of square. Hence $7^2 = 49$ , the inverse therefore is that the root of $49 = 7$ ( $\sqrt{49} = 7$ )
Compound Interest	Where interest is calculated on both the amount borrowed plus previous interest.

Stretch challenge:

Complete the stretch challenge assignment on mathswatch for each unit

Unit 1 - surds			
No.	Question	Answer	HIGHER ONLY
1.1	A surd is	An irrational root	X
1.2	$\sqrt{a} \times \sqrt{b}$	$\sqrt{ab}$	X
1.3	$\frac{\sqrt{a}}{\sqrt{b}}$	$\frac{\sqrt{a}}{\sqrt{b}}$	X
1.4	$\sqrt{a} + \sqrt{a}$	$2\sqrt{a}$	X
1.5	$\sqrt{a} - \sqrt{a}$	0	X
1.6	$\sqrt{a} \times \sqrt{a}$	$a$	X
1.7	$(\sqrt{a} + 1)(\sqrt{a} - 1)$	$a - 1$	X
1.8	$a \times a$	$a^2$ ("a squared")	
1.9	$a \times a \times a$	$a^3$ ("a cubed")	
1.10	$a \times a \times a \times a$	$a^4$ ("a to the power of 4")	
1.11	$\sqrt{25}$	"The square root of 25 is 5 or -5"	
1.12	$\sqrt[3]{64}$	"The cube root of 64 is 4"	
1.13	Index	The power	
1.14	$a^b \times a^c$	$a^{b+c}$	
1.15	$\frac{a^b}{a^c}$	$a^{b-c}$	
1.16	$(a^b)^c$	$a^{bc}$	
1.17	$a^0$	1	
1.18	$a^{-b}$	$\frac{1}{a^b}$	X
1.19	$\frac{b}{a^c}$	$\sqrt[c]{a^b}$	X
1.20	Standard form	A way of writing very big or very small numbers using powers of 10	
1.21	$10^{-2}$	0.01	
1.22	$10^{-1}$	0.1	
1.23	$10^0$	1	
1.24	$10^1$	10	
1.25	$10^2$	100	
1.26	$10^3$	1000	
1.27	0.0004	$4 \times 10^{-4}$ (the number must be between 1 and 10)	
1.28	40000	$4 \times 10^4$ (the number must be between 1 and 10)	

Unit 2 - % increase and decrease			
No.	Question	Answer	HIGHER ONLY
2.1	% increase	Find the % and add it on	
2.2	% decrease	Find the % and take it away	
2.3	Compound interest	<b>original x % multiplier</b> <small>number of years</small>	
2.4	Compound depreciation	<b>original x % multiplier</b> <small>number of years</small>	
2.5	Convert a fraction to a decimal	Make the denominator 10 or 100 OR divide the numerator by the denominator	
2.6	Convert a decimal to a %	X 100	
2.7	% increase	Find the % and add it on	

Unit 1 - surds			
No.	Question	Answer	HIGHER ONLY
1.1	A surd is		X
1.2	$\sqrt{a} \times \sqrt{b}$		X
1.3	$\frac{\sqrt{a}}{\sqrt{b}}$		X
1.4	$\sqrt{a} + \sqrt{a}$		X
1.5	$\sqrt{a} - \sqrt{a}$		X
1.6	$\sqrt{a} \times \sqrt{a}$		X
1.7	$(\sqrt{a} + 1)(\sqrt{a} - 1)$		X
1.8	$a \times a$		
1.9	$a \times a \times a$		
1.10	$a \times a \times a \times a$		
1.11	$\sqrt{25}$		
1.12	$\sqrt[3]{64}$		
1.13	Index		
1.14	$a^b \times a^c$		
1.15	$\frac{a^b}{a^c}$		
1.16	$(a^b)^c$		
1.17	$a^0$		
1.18	$a^{-b}$		X
1.19	$\frac{b}{a^c}$		X
1.20	Standard form		
1.21	$10^2$		
1.22	$10^1$		
1.23	$10^0$		
1.24	$10^1$		
1.25	$10^2$		
1.26	$10^3$		
1.27	0.0004		
1.28	40000		

Unit 2 - % increase and decrease			
No.	Question	Answer	HIGHER ONLY
2.1	% increase		
2.2	% decrease		
2.3	Compound interest		
2.4	Compound depreciation		
2.5	Convert a fraction to a decimal		
2.6	Convert a decimal to a %		
2.7	% increase		

## Knowledge Organiser Focus: Particle Model of Matter

### I should already know:

- *Particles can be solid, liquid or gas*
- *Solid, liquid and gas are states of matter*
- *Substances change state during melting, freezing, evaporation and condensation*

### I will learn about:

- *Every substance has a melting and boiling point.*
- *It takes a fixed amount of energy to increase the temperature of 1kg of a substance by 1°C.*
- *When substances change state their temperature is constant.*

### How I will be assessed:

*I will complete written tasks about the particle model and how to determine density. I will also complete an end of unit assessment.*

### Key words (tier 2 and 3 vocabulary)

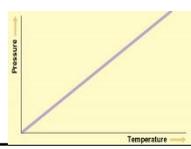
Key term	Definition
<b>The particle theory of matter</b>	The model we use to explain the physical properties of solids, liquids and gases.
<b>Density</b>	The quantity of mass per unit volume of a substance.
<b>Evaporation</b>	the process of turning from liquid into gas.
<b>Condensation</b>	The process of turning from a gas into a liquid.
<b>Specific heat capacity</b>	the heat energy required to raise the temperature of 1kg of a given substance by one degree.
<b>Specific Latent Heat</b>	The heat energy released or absorbed when a substance changes state without a change in temperature.

### Required Practical:

Determining Density of regular and irregular shaped objects

### Recommended reading:

*Wonk! Magazine: Lively, contemporary and interesting look at STEM subjects.*



Pressure of a fixed volume of gas increases as temperature increases (temperature increases, speed increases, collisions occur more frequently and with more force so pressure increases).

Temperature of gas is linked to the average kinetic energy of the particles.

If kinetic energy increases so does the temperature of gas.

No kinetic energy is lost when gas particles collide with each other or the container.

Gas particles are in a constant state of random motion.

$$P = m \div V$$

Density = mass  $\div$  volume.

**Density** *Mass of a substance in a given volume*

Freezing	Liquid turns to a solid. Internal energy decreases.
Melting	Solid turns to a liquid. Internal energy increases.
Boiling / Evaporating	Liquid turns to a gas. Internal energy increases.
Condensation	Gas turns to a liquid. Internal energy decreases.
Sublimation	Solid turns directly into a gas. Internal energy increases.
Conservation of mass	When substances change state, mass is conserved.
Physical change	No new substance is made, process can be reversed.

**Kinetic theory of gases**

State	Particle arrangement	Properties
Solid	<i>Packed in a regular structure. Strong forces hold in place so cannot move.</i>	Difficult to change shape.
Liquid	<i>Close together, forces keep contact but can move about.</i>	Can change shape but difficult to compress.
Gas	<i>Separated by large distances. Weak forces so constantly randomly moving.</i>	Can expand to fill a space, easy to compress.

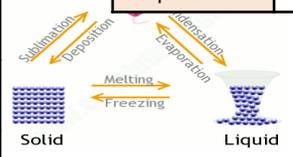
**Particle model**

**AQA PARTICLE MODEL OF MATTER**

**Internal energy and energy transfers**

**Change of state**

Specific Latent Heat	<i>Energy needed to change 1kg of a substance's state</i>
Specific Latent Heat of Fusion	<i>Energy needed to change 1kg of solid into 1 kg of liquid at the same temperature</i>
Specific Latent Heat of Vaporisation	<i>Energy needed to change 1kg of liquid into 1 kg of gas at the same temperature</i> energy needed = mass $\times$ specific latent heat.



$$\Delta E = m \times L$$

	Units
Density	<i>Kilograms per metre cubed (kg/m<sup>3</sup>)</i>
Mass	<i>Kilograms (kg)</i>
Volume	<i>Metres cubed (m<sup>3</sup>)</i>
Energy needed	<i>Joules (J)</i>
Specific latent heat	<i>Joule per kilogram (J/kg)</i>
Change in thermal energy	<i>Joules (J)</i>
Specific heat capacity	<i>Joule per kilogram degrees Celsius (J/kg°C)</i>
Temperature change	<i>Degrees Celsius (°C)</i>
Pressure	<i>Pascals (Pa)</i>

**PHYSICS ONLY:** when you do work the temperature increases e.g. pump air quickly into a ball, the air gets hot because as the piston in the pump moves the particles bounce off increasing kinetic energy, which causes a temperature rise.

Reducing the volume of a fixed mass of gas increases the pressure.

PV = constant.  
 $P_1V_1 = P_2V_2$

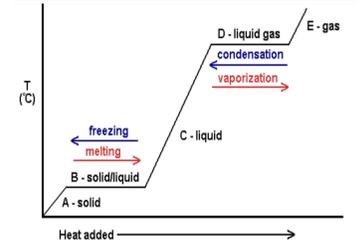
Halving the volume doubles the pressure.

**Specific Heat Capacity**  
*Energy needed to raise 1kg of substance by 1°C*  
Depends on:  
• Mass of substance  
• What the substance is  
• Energy put into the system.

Change in thermal energy = mass  $\times$  specific heat capacity  $\times$  temperature change.

$$\Delta E = m \times c \times \Delta \theta$$

<b>Internal energy</b>	<i>Energy stored inside a system by particles</i>	Internal energy is the total kinetic and potential energy of all the particles (atoms and molecules) in a system.
	<i>Heating changes the energy stored within a system</i>	Heating causes a change in state. As particles separate, potential energy stored increases. Heating increases the temperature of a system. Particles move faster so kinetic energy of particles increases.





**Knowledge Organiser Focus:** England in 1509 (society and government). A Young Henry and his accession to the throne. Henry's character and views on sovereignty and monarchy. His personal style of government. Strengths, weaknesses and aims as monarch.

I should already know:

- *Why did Henry break from Rome*
- *What makes a good/bad king*
- *The importance of religion during the Early Modern Period.*

I will learn about:

- *Henry's early years as king.*
- *Henry's personality and character.*
- *Henry's ambitions and aims as king of England.*

How I will be assessed:

*I will answer a series of GCSE style questions in order for me to show that I understand Henry's Early years as king.*

**Key words (tier 2 and 3 vocabulary)**

Key word	Definition
Divine Right of Kings	The belief that that God has given power to rule any monarch had absolute authority over all his subjects, great and small.
Accession	When a person becomes king or queen.
Renaissance Prince	Henry wanted to impress everyone with the learning and cultural status of his court.
Succession	Producing an heir to the throne to carry on the family bloodline.

Stretch challenge:

Did Henry have the right character and outlook for ruling England? Explore his strengths and weaknesses.

Recommended reading:

[\*\*Henry and His Ministers Revision Guide \(Edexcel\)\*\*](#)

<https://members.gcsepod.com/shared/podcasts/title/12337/75891>

# GCSE History

## Henry and his Ministers

### Term 1

**Knowledge Organiser Focus:** England in 1509 (society and government). A Young Henry and his accession to the throne. Henry's character and views on sovereignty and monarchy. His personal style of government. Strengths, weaknesses and aims as monarch.



Henry was a powerful athlete who excelled in archery and wrestling. His greatest passion was jousting and did so regularly. Surviving records show him to have been brilliant at this.

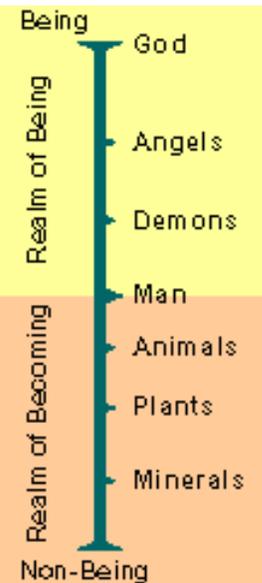
He was also intelligent and a gifted scholar – he spoke French, Spanish and Latin, was a talented musician and composer. He was a good singer and an elegant dancer. He also loved fine clothes and to cover himself with jewels. He was also a deeply religious man.

BUT had a big ego and believed his opinions were the only ones that mattered. He believed he had been appointed by God, this is called **The Divine Right of Kings**. He was very stubborn.

In Tudor England you were ranked based on wealth and social status. There were limited opportunities to move up the social ladder. It was a commonly held view that God was at the top of this 'Great Chain of Being' and everyone was expected to know their place and respect those above them. Most people accepted this and only a few talented individuals moved up the social ladder

Henry VIII's aims as monarch

- Henry wanted to achieve glorious victories in battles aboard and create a magnificent royal court through art, architecture, dress and entertainment.
- Henry wanted to produce a son and be a good servant to God.



### Key features of Henry VIII's government

The King	<ul style="list-style-type: none"> <li>Ruled the country and made all of the important decisions on foreign and domestic policy including war and when parliament should be called.</li> <li>Settled disputes between the nobles and appointed people to important jobs</li> </ul>
Royal Household	<ul style="list-style-type: none"> <li>Nobles and servants provided the king with food, clothing and religious guidance. It also played an important role in government.</li> <li>In the rooms of the Royal Household, the King met with advisors and made important decisions</li> </ul>
Privy Chamber	<ul style="list-style-type: none"> <li>Part of the Royal household</li> <li>Made up of the King's closest friends who looked after his personal needs as well as providing entertainment. These people had huge influence on the king</li> <li>Headed by the Groom of the Stool (who wiped the King's bottom)</li> </ul>
Royal Council	<ul style="list-style-type: none"> <li>A group of advisors from the nobility and the church.</li> <li>Provided guidance on policy</li> </ul>
Court	<ul style="list-style-type: none"> <li>People who were the king's key servant, advisers and friends. They were known as <b>courtiers</b>. They lived in, or near, the same house as the king and entertained him.</li> <li>The size and splendour of the court allowed the King to display wealth and power</li> <li>Attending court required the king's permission</li> </ul>
Parliament	<ul style="list-style-type: none"> <li>Made up of the <b>House of Lords</b> (which included Bishops) and the <b>House of Commons</b>.</li> <li>Its main job was to pass laws requested by the king and approve new taxes for him</li> </ul>
Justices of the Peace	<ul style="list-style-type: none"> <li>Large landowners who kept law and order in their local areas</li> </ul>

**Knowledge Organiser Focus:** England in 1509 (society and government). A Young Henry and his accession to the throne. Henry's character and views on sovereignty and monarchy. His personal style of government. Strengths, weaknesses and aims as monarch.

Describe two features of Henry as a Renaissance Prince **(4 marks)**

Describe two features of Henry's accession **(4 marks)**

Describe two features of Henry's view on government **(4 marks)**

Describe two features of Henry's ambition as a new king **(4 marks)**

Describe two features of Henry's weaknesses as a new king **(4 marks)**



Create a fact file for Henry VIII including all the important aspects of his character and ambitions

**Challeng:** Can you find more information from out of class research?



Create a fact file for Thomas Wolsey including all the important aspects of his character and role within Henry government

**Challenge:** Can you find more information from out of class research?

Quiz:

- 1) Who was meant to be king before Henry?
- 2) Why did the throne get passed to Henry?
- 3) When did Henry become king?
- 4) Who and when did Henry Marry?
- 5) What religion was Henry?
- 6) What religion was the people of England?
- 7) What was the great chain of being?
- 8) What country was England's main enemy?

### I should already know:

- The demographic transition model
- Why some countries are developed vs underdeveloped
- The characteristics of LIC, NEE and HIC's
- The impact money has on the world

### I will learn about:

- The historical and physical reasons for different levels of country development
- Case study countries (Nigeria) and how they are improving their economy
- How the UK has developed past de-industrialisation and continues to adapt
- The challenges that come with a post-industrial economy

### How I will be assessed:

*I will answer a series of GCSE style questions in order for me to show my understanding of the economy*

## Knowledge Organiser Focus: Changing the economy

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Development	The process of change for the better
Development Indicator	A measure of development (e.g. birth rate, death rate, infant mortality rate, literacy rate)
Gross National Income	Total income of a country ( <i>including</i> money earned overseas).
Gross Domestic Product	Total income of a country ( <i>excluding</i> money earned overseas).
Primary	Extraction of raw materials (agriculture, mining, fishing)
Secondary	Manufacturing of raw materials (food processing, clothes, oil refinery)
Tertiary	Selling of services and skills (education, health service, transportation)
Quaternary	Information and research services (ICT, computing, research, consultancy)

### Recommended reading:

*Complete the relevant sections on **GCSEpod** and **Seneca***

<b>Development</b>	The process of change for the better
<b>Development Indicator</b>	A measure of development (e.g. birth rate, death rate, infant mortality rate, literacy rate)
<b>Gross National Income</b>	Total income of a country ( <i>including</i> money earned overseas).
<b>Gross Domestic Product</b>	Total income of a country ( <i>excluding</i> money earned overseas).
<b>Human Development Index</b>	Used by the UN to determine development. It uses <i>quality of education (number of years in school), life expectancy and GNI</i> .
<b>Why is it important to use more than one indicator?</b>	<ul style="list-style-type: none"> <li>➤ Averages are not always reliable as there are inequalities within a country's population. <i>Not everyone earns the same = GPD per capita is not accurate.</i></li> <li>➤ Anomalies could give inaccurate results.</li> <li>➤ HICs sometimes have a high death rate as their population is elderly.</li> </ul>

**CAUSES OF THE DEVELOPMENT GAP – some countries are more developed than others.**

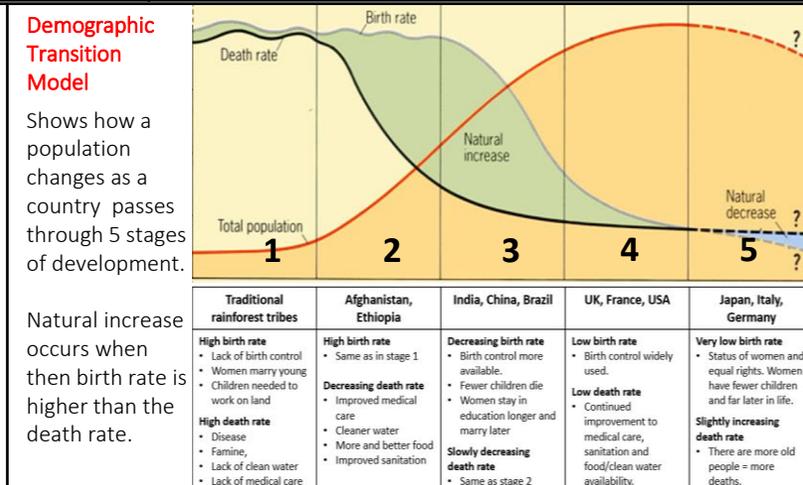
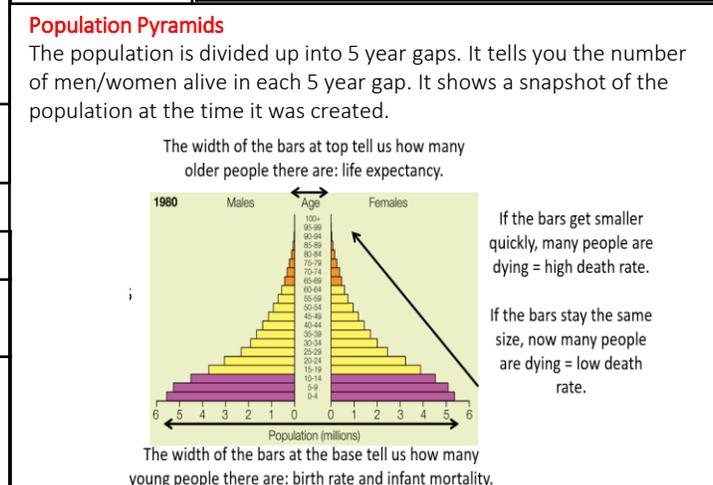
<b>Physical reasons</b>	<ul style="list-style-type: none"> <li>• Extreme climates in LICs = crops cannot be grown if it is too hot/cold or dry/rainy = LICs have fewer goods eat or export = government gets less taxes.</li> <li>• Landlocked countries (no coastline), find it more difficult to export goods.</li> <li>• Countries with many natural hazards (e.g. Philippines, Bangladesh) have to spend a lot of money rebuilding and so have less money for development.</li> </ul>
<b>Economic reasons</b>	<ul style="list-style-type: none"> <li>• Countries with poor trade links find it difficult to make as much money.</li> <li>• LICs sell cheap primary goods and buy expensive secondary goods, whereas HICs sell expensive secondary goods and buy cheap primary goods.</li> <li>• Countries with lots of debt have less to spend on developing their country.</li> </ul>
<b>Historical reasons</b>	<ul style="list-style-type: none"> <li>• Countries that were colonized (ruled by a foreign country) are often at a lower level of development. European countries colonized much of Africa in the 19<sup>th</sup> Century. They controlled the economies of their colonies, removed raw materials and slaves, and sold back expensive manufactured goods. This was bad for African development as it made parts of African dependent on Europe and led to famine and malnutrition.</li> </ul>
<b>Conflict</b>	<ul style="list-style-type: none"> <li>• War can slow development. It kills people = higher death rate. Money is spent on the military and weapons instead of infrastructure and education.</li> </ul>

**IMPACTS/EFFECTS OF THE DEVELOPMENT GAP**

<b>Wealth</b>	The USA's share of global wealth is 35%. Africa's share of global wealth is just 1%.
<b>Health</b>	There is a higher death rate and lower life expectancy in LICs : <i>The UK's life expectancy is 81 years, whereas Chad is 51 years.</i> Infant mortality is much higher in LICs than HICs.
<b>Migration</b>	People leave voluntarily (e.g. for a job or family) or are forced (war). An economic migrant is someone who chooses to leave. A refugee is someone who is forced to leave. Mexico (NEE) borders the USA (HIC). Every year 130,000 Mexicans move to the USA legally and 1000s more illegally to seek for better paid jobs and higher quality of life.

**REDUCING THE DEVELOPMENT GAP**

<b>Aid</b>	A country receives help. It is spent on development projects, for example constructing schools to improve literacy rates, building dams and wells to improve access to clean water. <i>They can stop being effective due to corrupt government or lack of continued funding.</i>	<i>Oxfam's Goat Aid: families are given a goat. It produces milk which can be sold, it's manure can be used as fertiliser, goats bred easily = baby goats (kids) can be sold or eaten.</i>
<b>Debt Relief</b>	HICs reduce the amount of money LICs/NEEs have to pay back = money can be used to develop country (education, water, sanitation). <i>LICs are reliant on HICs.</i>	<i>In 2006, the International Monetary Fund cancelled the debt owed by the poorest 19 LICs.</i>
<b>Investment</b>	TNCs open factories/offices in LICs due to cheap labour. It helps LICs with employment, income and accessing resources. <i>Much of the money goes abroad.</i>	<i>Shell and KFC in Nigeria. Also more than 2000 Chinese companies invest billions in Africa.</i>
<b>Microfinance Loans</b>	Very small loans given to locals in LICs to start small businesses. They help the economy to grow and employment rates to rise. <i>Small scale solution.</i>	<i>Grameen Bank in Bangladesh offer low interest loans of \$100 to develop small businesses. The bank has lent \$11 billion.</i>
<b>Intermediate Technology</b>	Countries and NGOs develop simple, easy to learn, cheap technology to help improve LIC businesses.	<i>Practical Action built an earth dam in Ethiopia = creating a reservoir, providing water for irrigation during the dry season = crops grown.</i>
<b>Fair Trade</b>	<ul style="list-style-type: none"> <li>• Ensures farmers get a fair price for their crops</li> <li>• Invests money in local communities.</li> </ul>	<i>Joins up small farms in Uganda to form co-operatives = farmers save money as they are buying and selling products in larger amounts</i>
<b>Tourism</b>	Jamaica is located in the Caribbean. It suffers from slow development, debt and unemployment. Tourism is one of the main sources of income, with over 1.9 million visitors/yr. People visit Jamaica due to its tropical climate, sandy beaches, exotic wildlife, oceans and for adventure (deep sea diving). Tourists have a good and bad impact.	
	<ul style="list-style-type: none"> <li>✓ 24% of its GDP is from tourism (\$2 billion per yr)</li> <li>✓ Higher incomes = more tax to spend on services</li> <li>✓ 200,000 jobs</li> <li>✓ It has improved Jamaica's infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Most of the profits go abroad</li> <li>❖ Tourists harm ecosystems – coral reefs are damaged and pollution from development.</li> <li>❖ Jobs are seasonal</li> </ul>



NIGERIA IS A NEWLY EMERGING ECONOMY.			NIGERIA'S ECONOMY	
Location	North of the equator in west Africa. It borders four countries (Chad, Cameroon, Niger and Benin). The Atlantic Ocean is found along its southern coastline. Its two largest cities are Abuja and Lagos.		What does Nigeria's economy look like?	Most of Nigeria's income comes from the primary sector (oil extraction, farming), however the secondary and tertiary sectors are rapidly growing.
Population	182 million. Since 1990 the number of people living in cities has increased to over 87 million people.	Nigeria imports....	Telephones, cars, rice and wheat to China, EU, USA, India, Japan	
Nigeria is considered important because...	<ol style="list-style-type: none"> <li>It has the fastest growing economy in Africa. In 2014 it became the world's 21<sup>st</sup> largest economy.</li> <li>It has the highest agricultural output in Africa, employing 70% of the population.</li> <li>It supplies 2.7% of the world's oil, making it the 12<sup>th</sup> largest producer.</li> <li>Political global links, working with the UN within peacekeeping.</li> <li>It is a role model for other African countries who hope to develop.</li> </ol>	Nigeria exports....	Oil, agriculture – rubber, cocoa, cotton to EU, USA, China, India, Indonesia, Brazil	
<b>Nigeria's context</b>		What does manufacturing in Nigeria look like?	Nigeria is industrializing. Currently 10% of Nigeria's economy comes from manufacturing. It is the fastest growing economic sector in Nigeria due to the cheap labour force and improved infrastructure. They make processed foods, clothes, soaps and detergents and leather items.	
Social	<ul style="list-style-type: none"> <li>Multi-ethnic – there are many groups of people who identify with different cultures and traditions (e.g. <i>Yoruba, Hausa and Fulani, Igbo</i>)</li> <li>Multi-faith – there are many religious groups (e.g. <i>Christianity, Islam and traditional African religions</i>).</li> </ul> <p>This social diversity has often resulted in conflicts between different groups.</p>	Why has Nigeria's economy changed?	<ul style="list-style-type: none"> <li>Increased used of farm machinery and better pay/better working conditions in manufacturing industries = decline in primary sector.</li> <li>A more stable government = rise in investment from HICs and TNCs move their factories to Nigeria = rise in secondary manufacturing.</li> <li>Improved trade links and increased number of people who speak English = increase in telecommunications, finance (tertiary sectors).</li> </ul>	
Political	Prior to 1960 Nigeria was a British colony. In 1960 it gained independence. Until 1970 there were power struggles and civil wars as groups tried to gain power. Since 1999 it has had a stable government = lots of foreign investment.	Multiplier effect	When one change = more changes.	
Environmental	<p><b>North:</b> savannah and semi-desert. In the savannah lots of farming occurs (cattle, cotton, millet). Drier in the north.</p> <p><b>South:</b> rainforest. High rainfall and temperatures. Crops – rubber, cocoa, oil palm. It suffers from the tsetse fly so not many cattle.</p>	How has Nigeria's economic change benefitted Nigeria?	<ul style="list-style-type: none"> <li>Better and more regular wages = more disposable income = more money spent in local businesses = improved local economy.</li> <li>Increase in employment and wages = increase in taxes = government has more money to develop healthcare, education, access to food, services &amp; clean water = <ul style="list-style-type: none"> <li>&gt; life expectancy increased from 46 years in 1990 to 52 years in 2013</li> <li>&gt; death rate decreased from 213 per 1000 people in 1990 to 117 per 1000 people in 2013</li> <li>&gt; % of population with safe water increased from 46% in 1990 to 64% in 2013</li> </ul> </li> <li>Successful factories = increase in foreign investments who want to open factories in Nigeria = more jobs = further ec. growth.</li> <li>In 2000 Nigeria was among the least developed nations in terms of wealth and education. In 2011 Nigeria has one of the highest HDI improvements in the world over the last decade.</li> </ul>	
Cultural	Rich culture with famous authors (Wole Soyinka), footballers, musicians (Fela Kuti) and film industry (Nollywood).	How are Nigeria's links with the wider world changing?	<ul style="list-style-type: none"> <li>Nigeria now plays a larger role in international politics.</li> <li>Nigeria has better trading relationships</li> </ul>	
<b>Links with the wider world – Nigeria is linked with a number of African and global groups.</b>		Has development benefited Nigerians?	<ul style="list-style-type: none"> <li>Not everyone.</li> <li>60% of Nigerians (100 million) live on less than 1\$/day, with limited access to clean water, sanitation or reliable electricity.</li> </ul>	
Commonwealth	It has equal status with all countries in the commonwealth, including the UK	What must Nigeria do to further develop?	<ul style="list-style-type: none"> <li>Nigeria must have a consistently stable government to increase foreign investment.</li> <li>Nigeria must gain peace between religious and ethnic groups to avoid conflict</li> <li>Nigeria must impose sanctions to avoid future oil spills in the Niger Delta.</li> </ul>	
African Union	Economic planning and peacekeeping group with Niger, Chad, Benin and Cameroon. It provides troops.			
United Nations (the UN)	In 2013 Nigeria was the 5 <sup>th</sup> largest contributor of troops for peacekeeping.			
ECOWAS	Economic Community of West African States is a trading group			
CEN-SAD	Community of Sahel-Saharan States is a trading group.			

Negative environmental impacts of rapid economic development		
<b>Industrial Growth. More specifically.....</b>	An increase in factories and industrial plants due to industrialisation. As a result.....	<ul style="list-style-type: none"> <li>Water pollution caused by chemical waste from factories in Kaduna, Kano and Lagos.</li> <li>Air pollution caused by factories releasing harmful gases into the atmosphere.</li> </ul>
<b>Growth of oil extraction. More specifically.....</b>	TNCs, such as Shell Oil, drill for oil in the Niger Delta. It is Nigeria's main source of income. As a result.....	<ul style="list-style-type: none"> <li>Oil spills in Niger Delta = fires, air pollution, acid rain, water pollution...etc. For example <b>Bodo Oil Spill (2008-9)</b></li> <li>Leaks in a pipeline = 11 million gallons of crude oil to spill over the land. Farmers and fishermen lost their livelihoods. In 2015 Shell agreed to pay £55 million in compensation to be spent on health clinics and schools.</li> </ul>
<b>Urban Growth. More specifically.....</b>	Increase of people moving to urban areas due to growth of secondary industries (factories) <i>industrialisation</i> . As a result.....	<ul style="list-style-type: none"> <li>Not enough houses = squatter settlements are formed.</li> <li>Not enough services or waste disposal = unhygienic rubbish on ground.</li> <li>Not enough roads = traffic congestion and pollution.</li> </ul>
<b>Growth of commercial farming. More specifically.....</b>	Large farms are created to grow crops to export. This is the main source of employment in Nigeria. As a result.....	<ul style="list-style-type: none"> <li>70-80% of Nigeria's forests have been deforested = many species have disappeared (<i>cheetahs and giraffes and nearly 500 types of plants</i>)</li> <li>Farming has caused land erosion and groundwater pollution due to harmful chemicals leaking into soil and river channels.</li> </ul>

## TRANSNATIONAL CORPORATIONS IN NIGERIA HAVE INCREASED DUE TO GLOBALISATION.

TRANSNATIONAL CORPORATIONS IN NIGERIA HAVE INCREASED DUE TO GLOBALISATION.		Aid in Nigeria	
Globalisation	The increase in links between countries, made easier by improved communications (internet, smart phones) and transport (airplanes, ships).	<b>Types of aid</b>	<ul style="list-style-type: none"> <li>Emergency aid: aid given immediately after a disaster or war (e.g. food, shelter, medical supplies)</li> <li>Developmental long-term aid: aims at improving quality of life over a longer time (e.g. WaterAid, schools, roads, electrical supplies)</li> </ul>
Transnational corporations (TNCs)	A company that has offices/factories in several countries. There are around 40 TNCs in Nigeria, such as KFC, Unilever and Shell Oil.	<b>Aid can be given by....</b>	<ul style="list-style-type: none"> <li>Rich individuals, charities and non-governmental organisations (NGOs) (e.g. Oxfam, WaterAid)</li> <li>Governmental aid from countries (e.g. UK, USA) and International Organisations (e.g. World Bank, International Development Agency (IDA))</li> </ul>
Example of TNC in Nigeria	Shell Oil is an Anglo-Dutch company with its headquarters in the Netherlands. It has been extracting oil from the Niger delta since 1958.	<b>Why does Nigeria need aid?</b>	<ul style="list-style-type: none"> <li>60% of Nigerians (100 million) live on less than \$1/day (£0.63p/day).</li> <li>Nigerians live with limited access to clean water, sanitation and electricity.</li> <li>Birth rates and infant mortality rates are high and life expectancy is low.</li> </ul>
Advantages	<ul style="list-style-type: none"> <li><i>Jobs. Shell provides 65,000 jobs and a further 250,000 jobs in related industries (e.g. companies who make parts for the oil rigs)</i></li> <li>People have a more reliable income to spend in local shops = boosts local economy.</li> <li>Country earns money from increased exported goods and increased taxes.</li> <li>TNCs often invest in the local infrastructure and education.</li> </ul>	<b>This is due to...</b>	<ul style="list-style-type: none"> <li>➤ Corruption by individuals or the government = money is diverted by the government to other projects (e.g. the military or navy)</li> <li>➤ People give aid but insist on where it is spent. This is not always in the best interest of the people.</li> </ul>
Disadvantages	<ul style="list-style-type: none"> <li>Working conditions/wages are bad. Workers work long hours.</li> <li>Oil spills = water pollution = reducing crop production and fishing yields.</li> <li>Much of the profits generated goes abroad to the country where the TNC has their headquarters.</li> <li>Oil Theft and sabotage are big problems in the Niger delta.</li> </ul>	<b>Examples of aid in Nigeria:</b>	
		<b>The World Bank</b>	Gave \$500 million to fund long term business loans in 2014.
		<b>Nets for Life</b>	Provide education and mosquito nets to help prevent malaria.
		<b>UK</b>	Provide a health and HIV programmes, providing health education in rural areas.
		<b>USA</b>	Provide education and protection against the spread of HIV/AIDS.
		<b>Aduwan Centre</b>	In 2010, northern Nigeria, ActionAid and the World Bank, built a new health clinic. This supported people by: <ul style="list-style-type: none"> <li>Local women were trained to educate mothers about the importance of immunising their children against polio and other diseases. <i>Develops skills and knowledge, long term, helps important problem, involves local community</i></li> <li>Tests for HIV and immunises children against polio. <i>Helps important problem.</i></li> </ul>

THE UK'S ECONOMY		Economic Sectors	
How has the UK's economy changed?	<ul style="list-style-type: none"> <li>➤ 1600s: primary (farming)</li> <li>➤ Late 18<sup>th</sup> century: industrialisation resulted in the rise of secondary factories (manufacturing).</li> <li>➤ 1950s: de-industrialisation = decline in factories &amp; manufacturing.</li> <li>➤ 1970s: post industrial economy. Most people work in tertiary and quaternary sectors. This was created after de-industrialisation occurred in the 1950s.</li> </ul>	<b>Primary</b>	Extraction of raw materials (agriculture, mining, fishing)
		<b>Secondary</b>	Manufacturing of raw materials (food processing, clothes, oil refinery)
		<b>Tertiary</b>	Selling of services and skills (education, health service, transportation)
		<b>Quaternary</b>	Information and research services (ICT, computing, research, consultancy)
Why did the UK's economy occur?	Factories moved abroad because: <ul style="list-style-type: none"> <li>➤ It is cheaper and there are less strict environmental laws.</li> <li>➤ Improved international trade links (EU, WTO) makes it easier to do trade between countries.</li> </ul>	<b>Rural Populations in the UK</b> - 19% of the UK's population live in rural areas. This is constantly changing. Changes in the UK's economy is causing changes in rural landscapes.	
Essentially, why did de-industrialization occur in the UK?	<ul style="list-style-type: none"> <li>➤ Improved transport links makes it easier to trade between countries.</li> <li>➤ Improved communications and IT. The internet = people can store information online which can be accessed anywhere in the world</li> </ul>	Rising rural populations Positive impact: Negative impact	Counter-urbanisation (urban to rural migration) has been made possible by improved transport links. People are able to commute from rural areas near cities to urban areas for work (e.g. South Cambridgeshire). <ul style="list-style-type: none"> <li>• <i>Rural businesses do better due to increase in customers, schools have more students.</i></li> <li>• <i>Increase in congestion, petrol prices rise due to higher demand, house prices increase due to higher demand, loss of greenfield sites due to new developments.</i></li> </ul>
What does the UK's post industrial economy look like?	Tertiary and quaternary industries are growing. In 2011 they employed 81% of the UK's workforce – and this proportion is increasing. Important industries include: <ul style="list-style-type: none"> <li>➤ Services (tertiary) – retail, entertainment. Retail is the UK's largest sector employing 4.4 million people.</li> <li>➤ Finance – the UK is home to many global financial institutions like HSBC and Barclays. It employs 1.1 million people in high paying jobs.</li> <li>➤ Research – research and development is increasing in the UK, hiring highly skilled university graduates.</li> <li>➤ Information technology. Over 60,000 people are employed in the IT sector in companies such as Microsoft and IBM.</li> </ul>	Declining rural populations Positive impact: Negative impact	Outward migration has occurred in some regions such as the Outer Hebrides. People are leaving due to a lack of jobs in agriculture. They leave to look for jobs and entertainment. The population of the Outer Hebrides has declined by 50% since 1901. <ul style="list-style-type: none"> <li>• <i>Tourism opportunities as people go to outer Hebrides for peace and quiet and walking.</i></li> <li>• <i>Lack of customers = shops close down, lack of students = schools close down, younger people move away = an elderly population.</i></li> </ul>
		<b>The UK has developed its national and international transport links. This has a number of positive and negative impacts on the UK's economy and people.</b>	
Tertiary sector earns:	79% of the UK's GDP	<b>ROADS</b>	Added 100 new roads and 100 miles of new lanes They have also created <b>smart motorways</b> (e.g. M4), which have varying speed limits & extra lanes.
The Quaternary sector earns:	£3 billion/year. It employs 75,000 highly qualified people.	Positive impact: Negative impact:	<i>Reduces congestion and reduces journey time.</i> <i>Encourages people to drive = more pollution. Extra lanes = loss of habitats.</i>
Science/Business Park	A site on which high-tech industries carry out scientific research.	<b>RAIL</b>	<b>Cross rail:</b> railway from east to west London. They expect 200 million people to use it.
Science park are located.....	On the outskirts of urban areas, such as Cambridge Science Park opened in 2014. It is home to 1500 IT biotechnology companies.	Positive impact: Negative impact:	<i>It will reduce congestion on trains with some people using cross rail instead of tubes. It will also bring an additional 1.5 million people within a 45 minute commuting distance from London's business districts.</i> <i>It will cost £14.8 billion.</i>
Why are they located there?	<ul style="list-style-type: none"> <li>• Good transport links near motorways or airport.</li> <li>• Highly skilled graduates from universities</li> <li>• Close to the city – shops, entertainment options, housing</li> <li>• Edge of the city so more green space and cheaper rent.</li> </ul>	Positive impact: Negative impact:	<b>High Speed 2:</b> rail line from London to the midlands and north. <i>Reduces journey times by up to half the time, helps businesses in the north, reduce congestion on the roads.</i> <i>It will cost £42 billion, will cause visual/noise pollution and affect airlines as more people use the train.</i>
Some disadvantages are...	<ul style="list-style-type: none"> <li>• City can be overcrowded/congested</li> <li>• House prices are expensive in cities</li> </ul>	<b>AIRPORTS</b>	Plans to build a 3 <sup>rd</sup> runway at <b>Heathrow Airport</b> .
		Positive impact: Negative impact:	<i>Boost economy by over £200 billion, improve UK's global links, provide jobs (Heathrow employs 76,000 people).</i> <i>It will cost £18.6 billion, cause pollution (air, visual, noise) &amp; villages will be relocated</i>
Why are the number of Science parks increasing?	<ul style="list-style-type: none"> <li>• There is a large and growing demand for high-tech products. Science parks develop new technology for these products.</li> <li>• The UK has a high number of strong research universities for businesses on science parks to form links with.</li> </ul>	<b>PORTS</b>	<b>London Gateway Port</b> opened in 2013. It can accommodate the largest ships (up to 400m long and carrying 18,000 containers!) Ports transport goods & people (32 million passengers travel through UK ports each year)
		Positive impact: Negative impact:	<i>It will employ 8000 ppl in the port &amp; next door logistics park. It boosts the UK's economy through import/export.</i> <i>It will increase congestion in the surrounding area.</i>

EXAMPLE OF A MODERN INDUSTRY: CAR MANUFACTURING, for example JAGUAR LAND ROVER	
<p>Many UK industries have factories in LICs and NEEs due to cheap labour. There are, however, still some remaining industries in the UK. The car industry is one of the few large-scale manufacturing industries left in the UK. More than 1.5 million new cars are made in the UK every year (e.g. Jaguar Land Rover).</p> <p><b>How does the car industry harm the environment?</b></p>	
Manufacturing	<ul style="list-style-type: none"> <li>Cars are made from steel, rubber, glass, plastic...etc. Making these uses energy = pollution.</li> <li>A huge amount of energy is used to manufacture a car. To generate this energy, pollution is created.</li> </ul>
Lifetime	<p>Most cars run on petrol or diesel. Both are made from oil.</p> <ul style="list-style-type: none"> <li>Drilling and transporting oil can result in oil spills.</li> <li>Using petrol or diesel in cars causes air pollution (carbon dioxide &amp; nitrogen dioxide).</li> </ul>
Disposal	Cars usually end up on the scrapheap. Acid in the car batteries can leak into the ground and harm ecosystems.
How can the car industry be more sustainable?	
Manufacturing	<ul style="list-style-type: none"> <li>The 2003 Government's 'End of Life Vehicle' regulation requires manufacturers to recycle parts = less new materials need to be made = less energy used.</li> <li>Jaguar Land Rover's factory in Wolverhampton uses natural cooling and natural light to reduce energy use. It has solar panels on its roof, which generates 30% of the factory's electricity. Finally almost all waste is recycled.</li> </ul>
Lifetime	Electric and hybrid cars have been developed (e.g. Nissan Leaf) that use electricity to power the car till 30mph and then petrol/diesel after = less pollution. Also they are lighter and so burn less fuel when driving.
Disposal	The 2003 Government's 'End of Life Vehicle' regulation requires manufacturers to take back vehicles that are at the end of their life and dispose of them in an environmentally friendly and safe way. As a result less waste goes to the landfill.

THE NORTH – SOUTH DIVIDE	
<p>The cultural and economic differences between the north and south of England.</p>	
Evidence of the north – south divide	<ul style="list-style-type: none"> <li>On average in the south, there is a longer life expectancy, more jobs, higher wages, higher house prices .</li> <li><i>In 2014, wages were on average 40% less in Huddersfield (north) than London.</i></li> <li><i>2012 life expectancy in Glasgow (north) was 72years, in East Dorset (south) was 83 years.</i></li> </ul>
Why does the divide exist?	<ul style="list-style-type: none"> <li>The lack of employment in the north is partly due to de-industrialisation. There were more factories and coal fields in the north. As a result, when these closed down during de-industrialisation, widespread unemployment occurred in the northern cities.</li> <li>There are more jobs and higher wages in the south due to the creation of a post industrial economy. London is the UK's financial centre and heart of the post industrial economy. Many tertiary and quaternary jobs (with high wages) are in urban areas in the south.</li> </ul>
How are they reducing the divide?	<ul style="list-style-type: none"> <li>Investment in transport connecting the north with south and wider world (HS2, new ports, smart motorways) = better links for businesses in the north helping them to make more money and employ more people.</li> <li>Scotland, Wales and Northern Ireland have their own governments that decide how money can be spent to best improve the local economy and quality of lives.</li> <li>Investment from government and EU to improve businesses and encourage TNCs to open factories in the north (<i>Nissan opened car manufacturing plant near Newcastle in 1984</i>).</li> <li>Local Enterprise Partnerships (LEPs) are created to help local businesses succeed. There are 55 Enterprise Zones in the UK which reduce business tax, make planning rules simpler or improve local infrastructure to help businesses succeed = boost local economy. This will create new jobs, improve infrastructure and develop area).</li> </ul>

## HOW IS THE UK LINKED WITH THE WIDER WORLD?

<b>Commonwealth</b>	<p>The British Empire once covered 1/3<sup>rd</sup> of the world. During the late 20<sup>th</sup> century, most countries gained independence = the creation of the COMMONWEALTH: a group of 53 countries, including India and Canada. The UK maintains its links with Commonwealth countries through trade, migration and culture.</p>
<b>How does this link the UK with the wider world?</b>	<ul style="list-style-type: none"> <li>Countries meet every 2 years to discuss current issues.</li> <li>The UK trades with other Commonwealth countries.</li> <li>Many people of British descent now live in Australia and Canada.</li> <li>The Commonwealth Games is held every 4 years.</li> </ul>
<b>Transport</b>	<ul style="list-style-type: none"> <li>Airports connect the UK with many countries: <i>Canada, USA, South Africa, Singapore and India.</i></li> <li>The Channel Tunnel is a railway line that connects the UK &amp; mainland Europe.</li> <li><b>These have helped import/export routes, as well as made it easier to travel for UK citizens. Having said that, they are incredibly expensive to develop.</b></li> </ul>
<b>Communication</b>	<p>The internet is the biggest contributor to the UK connecting with other countries. It has had a huge impact on businesses and our economy.</p> <ul style="list-style-type: none"> <li>In 2013, on average 183 billion e-mails were sent and received each day. This is 2.1 million every second.</li> <li>In 2014 90% of people in the UK used the internet, compared to just 27% in 2000.</li> </ul>

<b>Trade</b>	<p>USA, Europe and Asia are the most significant trading partners. The UK's overseas exports are worth over £250 billion per year.</p>
<b>European Union</b>	<p>In 1973 the UK joined the European Union. The EU is an economic and political partnership. The EU allows the free movement of people, goods and services between the member countries. It is an important trading group with a total of 28 countries, such as France, Italy, Spain, Germany and Belgium.</p> <ol style="list-style-type: none"> <li>It provides a large market for UK businesses to trade with. These links have no trade or political barriers, making it easier and cheaper to trade with. NO trade of political barriers. Over £130 billion of the UK's exports were to the EU in 2015.</li> <li>Financial support for farmers. In 2015, £18 million was used to support dairy farmers in the UK.</li> <li>Since the early 20<sup>th</sup> century, 10 Eastern European countries have joined the EU. Since, many people from these countries have migrated to the UK looking for better paid work. Some people argued this placed pressure on UK services and housing.</li> <li>The UK support poorer members by paying more money into the EU.</li> </ol>
<b>How does this affect the UK?</b>	
<b>Brexit</b>	<p>In 2020, the UK left the EU. Many people believe this will give the UK the opportunity to do new trade deals with countries outside of the EU helping our economy. They also believe we will spend less money helping other EU countries in debt.</p>

Task – You are currently part of the United Nations and you need to create a plan of action to tackle the lack of development in either a LIC or NEE. Use a real case study (country) to gain realistic facts/figures to try and tackle.

#### *Checklist*

- Pick a LIC/NEE country*
- Research the country to explore the exact economical development issues using accurate statistics*
- Create a short term plan – what can be tackled straight away. What ideas could you put in place?*
- Create a long term plan – what will help the country develop over a longer period of time. What ideas will take a while, but will have a better outcome?*
- There isn't a spending limit, but try and be responsible (e.g. giving countries money doesn't work. All the money ends up at the top and it makes the rich richer and the poor poorer)*
- What challenges will you still need to overcome?*
- How can **you** (a student at OAO) help this become reality?*

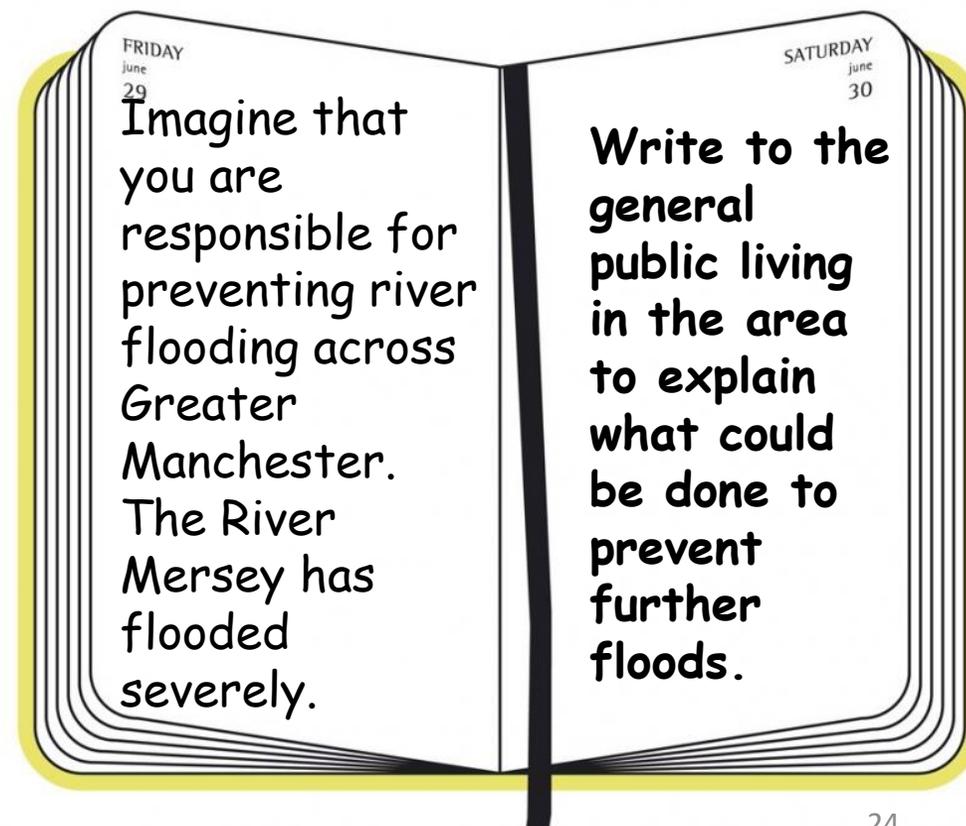
There are four types of erosion that help to shape the rivers channel. *These are...*

*A river transports its load in 4 different ways, depending on the size of the sediment. The four types of river transportation are...*

There are both human and physical causes of flooding. *Human causes include...*

There are both human and physical causes of flooding. *Physical causes include...*

What river features can be found along the River Tees? Can you explain how they are formed?



### I should already know:

- Basic Christian beliefs
- Basic Christian practices
- Christian festivals
- Christian religious books, stories and figures

### I will learn about:

- Christian beliefs about the nature of God
- Christian beliefs about the nature of Jesus
- Christian beliefs in life after death
- Christian beliefs about sin, salvation and atonement
- Christian beliefs about Jesus death and resurrection
- The Nicene Creed

### How I will be assessed.

- With 2 mark questions defining key words
- With 4 mark questions explaining a religious belief
- With 8 mark questions explain a religious belief with a source
- With 15 mark questions analysing a quote from various viewpoints

### Key words (tier 2 and 3 vocabulary):

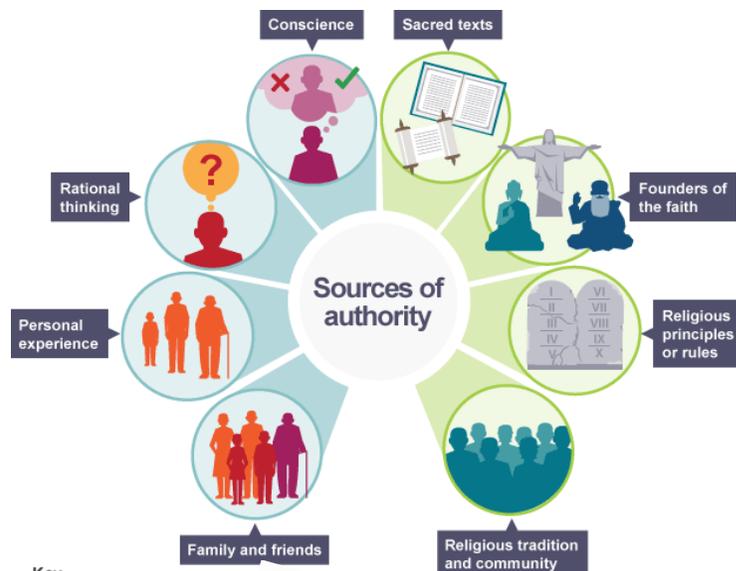
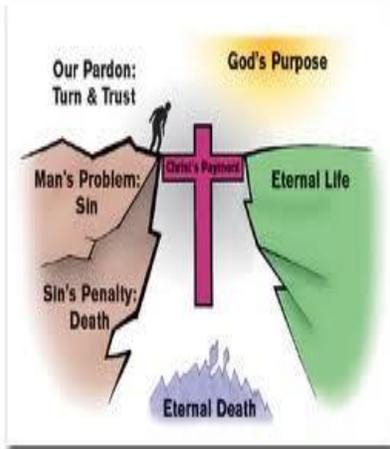
Word	Definition
Omnipotent, Omniscient, Omnipresent, Omnibenevolent	(God) All powerful, all knowing, all present, all good
Incarnation	The belief that God became human in the form of Jesus
The Trinity	The belief that God has three parts- the Father, Son and Holy Spirit
Resurrection	The belief that Jesus rose from the dead, proving he was God
Salvation	The belief that Jesus' death was to save people from sin/hell
The Nicene Creed	A document that states the fundamental beliefs of Christianity
Describe	Talk about it with key words
Explain	Talk about why/how
Evaluate	Talk about its effects

### Stretch challenge:

Consider how you will show evidence for all the Christian beliefs above using sources of authority. Find them in your classwork or research for them, make revision notes and spider diagrams to link them.

### Recommended reading:

- How to be a Bad Christian- Dave Tomlinson
- The Da Vinci Code – Dan Brown
- Comparative Religion for Dummies- William P Lazarus
- \*These can all be borrowed from the school library!*



Key  
 Personal authority  
 Religious authority



## Arguments for Life after Death

- There is a lot of evidence that the mind can affect the body.
- We must have a mind separate from our body. It is not material and so must survive the death of the body.
- All the religions teach that there is life after death, so there must be something.
- The evidence of religious experience and all the reasons to believe in God make it likely that there is life after death.
- Evidence of the paranormal: ghosts etc.
- Evidence from people who have had near death experiences.

# Nicene Creed

We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is, seen and unseen.

We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true God from true God, begotten, not made, of one Being with the Father. Through him all things were made. For us and for our salvation he came down from heaven: by the power of the Holy Spirit he became incarnate from the Virgin Mary, and was made man. For our sake he was crucified under Pontius Pilate; he suffered death and was buried. On the third day he rose again in accordance with the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshiped and glorified. He has spoken through the Prophets.

We believe in one holy catholic and apostolic Church. We acknowledge one baptism for the forgiveness of sins. We look for the resurrection of the dead, and the life of the world to come.

Amen.

## Basic Christian Beliefs

## Key Words

**Monotheistic:** A religion which believes in one God  
**Holy:** Separate and set apart for a special purpose by God  
**Omnipotent:** Almighty – unlimited power  
**Benevolent:** all-loving  
Justice: what is right and fair  
**Trinity:** God the father, Son and Holy Spirit  
**Holy Spirit:** Gods presence in the world  
**God the Son:** Jesus – enables humans to have a special relationship with God  
Creation: God bringing the universe into being  
**The Word:** Jesus – as described in the book of John  
**Genesis:** The first book in the bible which has the creation story in it  
**Incarnation:** God in human form – Jesus.  
**Resurrection:** coming back from the dead  
**Blasphemy:** saying or doing something which goes against God  
**Crucifixion:** Roman method of execution where a person is nailed to a cross  
**Ascension:** 40 days after the resurrection when Jesus returned to God in heaven  
**Afterlife:** What happens when you die  
**Day of Judgement:** God will judge all souls at the end of time  
**Heaven:** Eternal happiness, being in the presence of God  
**Hell:** Eternal suffering, absence of God  
**Purgatory:** Catholic belief in which souls are cleansed in order to enter heaven  
**Sin:** Any action against God  
**Original Sin:** first sin in the world committed by Adam and Eve which means all humans are born with this in them  
**Salvation:** saving the soul from sin and going to heaven thanks to Jesus' sacrifice  
**Grace:** A quality of God which shows to humans that God loves them which they don't need to earn  
**Forgiveness:** pardoning someone for their wrong doing  
**Atonement:** restoring the relationship between people and God through the life, death and resurrection of Jesus  
**Mass:** Ceremony, also called Eucharist, in which the death and resurrection of Jesus is celebrated using bread and wine



# Knowledge Organiser: Christianity Beliefs

## God as omnipotent, loving and just

Christians believe **God is all-powerful**. He has unlimited power and can do anything. *"Nothing is impossible with God"*  
**God is all-loving** he loves humans so wants what is best for them. Guidelines are given for us to live the best lives we can. Christians should love each other treating everyone with care and respect. *"God so loved the world he gave his one and only Son..."* God has unlimited power and authority with complete love and therefore gives justice is a fair way. Christians should try and bring about fairness in the world.

## Different Christian beliefs about Creation

Creation in Genesis 1:1-3 - God created the world in 6 days and rested on day 7. *"In the beginning God created the heavens and the earth"* God created the perfect world in the beginning. *"it was good"*  
Creation in John 1:1-3 – *"In the beginning was the word....through him all things were made..."*. The word refers to Jesus and therefore he was present at the beginning of the world and involved in the creation of the world. This also shows the importance of the trinity being involved in the whole creation.

## The Incarnation of Jesus – The Son of God

The Christmas story is the account of Jesus' birth. Some believe that this story shows Jesus had an ordinary birth as someone who was fully human, however was fully God as it says in the bible he was born through the immaculate conception. *"before they came together, she was found to be pregnant through the Holy Spirit"*. This is proof to Christians that Jesus was incarnate. Through the incarnation God showed himself as a human. *"The word became flesh and made his dwelling among us"*. God in human form makes it easier for some to understand his actions, including miracles and resurrection. Jesus is known as the Messiah or special leader. When Jesus was baptised God said, *"You are my son"*. Jesus was asked whether he was the Son of God, he replied, *"I am"*

## The Oneness of God and the Trinity

Christians believe that the Trinity is made up of God the father, the son and the holy spirit. They believe God is three in one. There are not three Gods, but different forms of the same thing.

## The inconsistent Triad

Some people believe that you cannot have an all-loving God, who is all-powerful who allows evil and suffering to exist. Christians believe that God is transcendent (beyond our understanding) and therefore they can trust God when things in the world are not right.

## The Crucifixion

It is believed that Jesus was arrested, tortured and then put to death by Pontius Pilate through crucifixion. As Jesus was fully human he suffered pain as an ordinary human did. *"Father, into your hands I command my spirit"* Jesus forgave the guards who crucified him and one of the criminals who was crucified next to him, *"You will be in paradise with me this day"*. One of the Roman centurions said, "Surely this is the Son of God".  
The crucifixion influences Christians today by accepting Jesus sacrifice they can be forgiven for sin and go to heaven. They can acknowledge that suffering is a part of life and God can understand what it is like for someone to suffer.

## Heaven and Hell

Based on judgement Christians believe that people will go to heaven or hell depending on how they behave and whether they have a belief in Jesus. Heaven is seen as being with God and eternal happiness where there is no suffering. Hell is seen as eternal torment or suffering and being absent from God and where the Devil is.  
Some Christians believe that Heaven is a literal, real place you will go. Other Christians believe it is just being with God, in the same way hell may not be actually real but an absence of God.  
In the book of revelation it mentions people who go to hell will burn in a lake of fire.  
Catholics believe in a place called purgatory in which your soul goes to be cleansed as no-one is ready yet to go to heaven as as humans we are all imperfect.

## The Resurrection and ascension

Jesus was buried in a tomb and left there until Easter Sunday because it was the Sabbath no-one could touch the body until after this. When Mary Magdalene returned to the tomb it was open and empty. An angel appeared and said Jesus had risen from the dead. The resurrection is one of the most important parts of Christianity as it proves Jesus was divine and not just a human. For the next few days and weeks Jesus appeared to several people including his disciples to tell them to spread the news that he had risen and that they should continue his message. The ascension happened 40 days after the resurrection when Jesus went up to heaven. *"He left them and was taken up into heaven."* He told his disciples to carry on his teachings, *"Go and make disciples of many nations, baptising them in the name of the father, Son and Holy Spirit"*. The significance for Christians today is it shows the power of good over evil and that they can be resurrected and therefore shouldn't fear death. God will forgive sins and they can become closer to God. The holy spirit will be there to guide and comfort. The resurrection gives the point to the Christian faith.

## The afterlife and judgement

Christians believe there is another life. Christians believe that they have eternal life but what happens to them depends on their belief in God. Judgement will happen at death or at the day of judgement. The Apostles creed says, *"...he will come to judge the living and the dead..."* The parable of the sheep and Goats shows how people will be judged by God. The sheep are the good and the goats the bad, going to heaven and hell. Jesus also said, *"I am the way the truth and the life, no-one comes to the Father except through me."*  
Treating others well and believing in God is important to guarantee a good afterlife.

## Sin and Salvation

Sin separates humans from God, this can be anything that goes against God or his laws. As humans are not perfect it is impossible not to sin. Christians believe that all are born with sin in them known as Original sin. This is due to Adam and Eve disobeying God and eating the fruit from the tree of knowledge. This action separated humans from God and brought about death into the world. They were tempted by the serpent (devil) and Christians believe that Christians are tempted in life to do bad things. Christians have freewill however they should use this to make the right choices using God and Jesus' teachings to guide them, e.g. The Ten Commandments. Salvation means to be saved from Sin and its consequences, e.g. going to hell. Sin separates us from God and salvation saves us from this. This salvation comes through faith in God and Grace through faith in Jesus.

## The role of Christ in Salvation

Salvation is offered through Jesus, *"For the wages of sin is death, but the gift of God is eternal life in Christ Jesus"*. Jesus' death makes up for original sin. Humans can receive forgiveness for their sins because of Jesus' death and then receive eternal life. His sacrifice provides atonement, which means our relationship with God is restored. This removes the effects of sin and allows humans to get back to God. *"He is the atoning sacrifice for our sins and for the sins of the whole world"*. Jesus paid the price for the sin of all mankind through his death and Christians believe if you put your trust in him you can receive eternal life with God. Salvation is a gift you must choose through belief in Jesus and following his teachings.

### I should already know:

- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- KS3 Basics

### I will learn about:

- Prepositions
- Places of residence and accommodation
- Range of adjectives
- Complex negatives
- Depuis + present tense
- Past Tense consolidation
- Imperfect Tense descriptions

### How I will be assessed:

- Interim translation into English F/H (9 marks)
- Listening F (40 marks)/ H (40 marks)
- Speaking (Conversation) F/H (15 marks)

### Key words (tier 2 and 3 vocabulary):

Word	Definition
Ecoutez	Listen – 3 <sup>rd</sup> person plural/ polite imperative form (command) from 'ECOUTER'
Ecrivez	Write – 3 <sup>rd</sup> person plural/ polite imperative form (command) from 'ECRIRE'
Répondez	Reply – 3 <sup>rd</sup> person plural/ polite imperative form (command) from 'RÉPONDRE'
Décrivez	Describe – 3 <sup>rd</sup> person plural/ polite imperative form (command) from 'DÉCRIRE'
Traduisez	Translate – 3 <sup>rd</sup> person plural/ polite imperative form (command) from 'TRADUIRE'
L'imparfait	Imperfect – A tense that expresses action in the past that has not been completed, that occurred frequently or habitually, or that took place over an indefinite period of time (e.g. I lived/ I have lived)
Le Passé Composé	Perfect – A tense that expresses an action in the past that has been completed in the past (e.g. I used to live/ I was living)

### Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Choose a place in your local area and describe, in French, what you liked/ disliked about it.

### Recommended reading/ watching:

French Imperfect Tense – <https://www.youtube.com/watch?v=L7LkLztdjCA&t=69s>

<https://www.youtube.com/watch?v=PJAq0n6NEkk>

French Perfect Tense – <https://www.youtube.com/watch?v=rW2Ahv8M9OU>

<https://www.youtube.com/watch?v=g1Ms83rLLt4>

GCSEPOD – French Grammar

GCSEPOD – French/ Your Region and Country

# Vocabulaire clé – Organisateur de connaissance

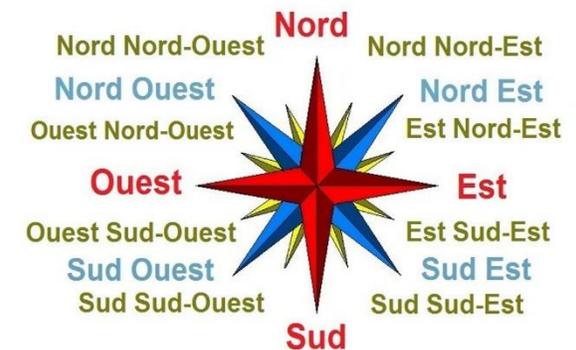
1	Ville	town	14	Cinéma	cinema
2	Bâtiment	building	15	Maison de jeunes	youth club
3	Campagne	countryside	16	commissariat	police station
4	Village	village	17	Bureau de poste	post office
5	Port	port	18	château	castle
6	Endroit	place	19	usine	factory
7	aéroport	airport	20	Grand magasin	department store
8	Parking	parking	21	Église	church
9	Hôtel de ville / mairie	town hall	22	marché	market
10	bibliothèque	library	23	Mosquée	mosque
11	bowling	bowling	24	Musée	museum
12	Espaces verts	Green spaces	25	Terrain de jeux	playground
13	Centre commercial	shopping centre			



**à gauche**

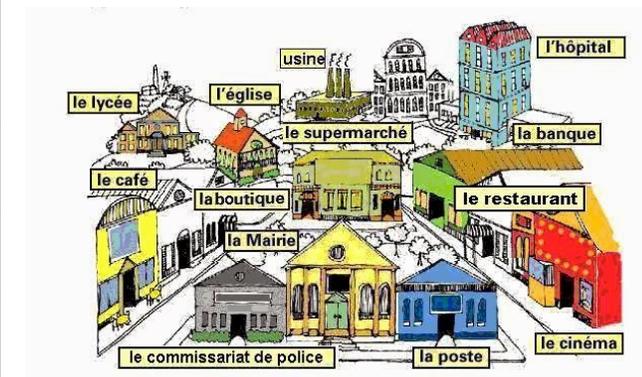


**à droite**



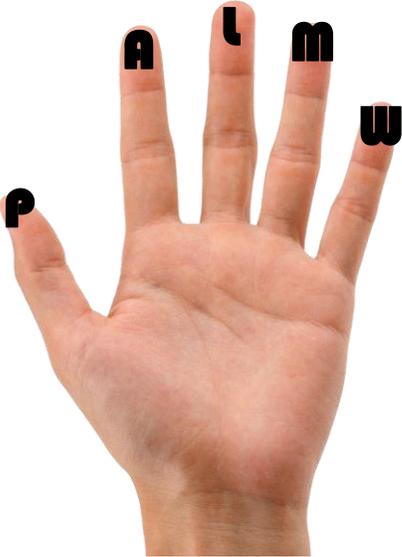
# Vocabulaire clé – Organisateur de connaissance

26	Centre de loisirs	Leisure centre	39	Bruyant	noisy
27	place	square	40	sale	dirty
28	Centre sportif	Sports centre	41	banlieue	Outskirts / suburbs
29	Maison de retraite	Old peoples home	42	Bois	wood
30	Boîte de nuit	Night club	43	Rue	street
31	Théâtre	theatre	44	Lac	lake
32	Magasin	shop	45	Montagne	mountain
33	Joli(e) / beau (belle)	pretty / beautiful	46	ferme	farm
34	Laid / moche	ugly	47	Pont	bridge
35	Grand	big	48	À l'extérieur	outside
36	Petit	small	49	Près	near
37	Touristique	touristy	50	loin	far
38	Industriel	industrial			



# Pratique d'examen: Ecrire (Writing)

Vous envoyez une photo a votre ami(e) français(e).  
Ecrivez **quatre** phrases **en français** pour décrire la photo.



- P** - People  
(Who is in the photo?)
- A** - Action  
(Use either the present or present continuous to say what they are doing.)
- L** - Location  
(Where are they?)
- M** - Mood  
(How are they feeling, in your opinion?)
- W** - Weather  
(What is the weather like?)

1: \_\_\_\_\_  
\_\_\_\_\_ (2 marks)

2: \_\_\_\_\_  
\_\_\_\_\_ (2 marks)

3: \_\_\_\_\_  
\_\_\_\_\_ (2 marks)

4: \_\_\_\_\_  
\_\_\_\_\_ (2 marks)

### I should already know:

- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- KS3 Basics

### I will learn about:

- Prepositions
- Places of residence and accommodation
- Range of adjectives
- Complex negatives
- Desde hace + present tense
- Past Tense consolidation
- Imperfect Tense descriptions

### How I will be assessed:

- Interim translation into English F/H (9 marks)
- Listening F (40 marks)/ H (40 marks)
- Speaking (Conversation) F/H (15 marks)

### Key words (tier 2 and 3 vocabulary):

Word	Definition
Escucha	Listen – 3 <sup>rd</sup> person singular/ polite imperative form (command) from 'ESCUCHAR'
Escribe	Write – 3 <sup>rd</sup> person singular/ polite imperative form (command) from 'ESCRIBIR'
Responde	Reply – 3 <sup>rd</sup> person singular/ polite imperative form (command) from 'RESPONDER'
Describe	Describe – 3 <sup>rd</sup> person singular/ polite imperative form (command) from 'DESCRIBIR'
Traduce	Translate – 3 <sup>rd</sup> person singular/ polite imperative form (command) from 'TRADUCIR'
El imperfecto	Imperfect – A tense that expresses action in the past that has not been completed, that occurred frequently or habitually, or that took place over an indefinite period of time (e.g. I lived/ I have lived)
El pretérito	Perfect – A tense that expresses an action in the past that has been completed in the past (e.g. I used to live/ I was living)

### Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Choose a place in your local area and describe, in Spanish, what you liked/ disliked about it.

### Recommended reading/ watching:

Spanish Imperfect Tense – <https://www.youtube.com/watch?v=oSComsNPSvw>

<https://www.youtube.com/watch?v=FwHjjXDSI1E>

Spanish Preterite Tense - <https://www.youtube.com/watch?v=khZEDEhI3AI&t=66s>

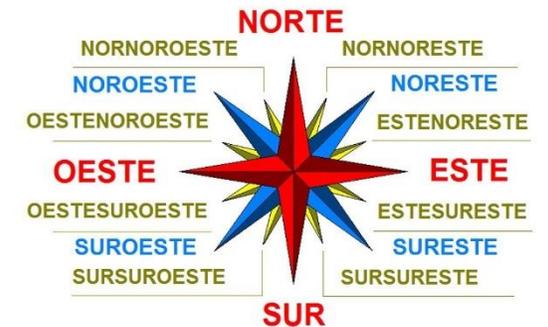
<https://www.youtube.com/watch?v=smlNaB1JTcs>

GCSEPOD – Spanish Grammar

GCSEPOD – Spanish/ Your Region and Country

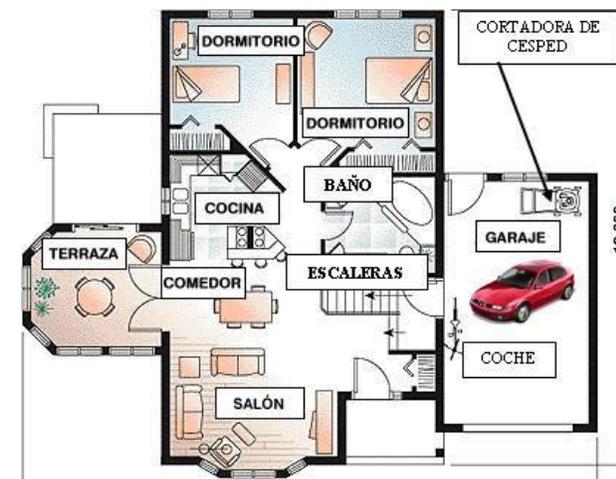
# Vocabulario clave – Knowledge Organiser

1	ciudad	town	14	cine	cinema
2	edificio	building	15	club de jóvenes	youth club
3	campo	countryside	16	comisaría	police station
4	pueblo	village	17	Correos	post office
5	puerto	port	18	estanco	castle
6	lugar	place	19	fábrica	factory
7	aeropuerto	airport	20	grandes almacenes	department store
8	aparcamiento	parking	21	iglesia	church
9	ayuntamiento	town hall	22	mercado	market
10	biblioteca	library	23	mezquita	mosque
11	bolera	bowling	24	museo	museum
12	espacios verdes	Green spaces	25	parque infantil	playground
13	centro comercial	shopping centre			

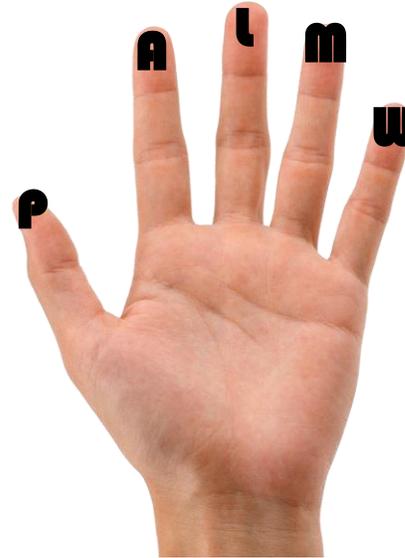


# Vocabulario clave – Knowledge Organiser

26	Polideportivo	Leisure centre	39	ruidoso	noisy
27	plaza	square	40	sucio	dirty
28	Plaza de toros	Bull ring	41	afueras	Outskirts / suburbs
29	residencia para ancianos	Old peoples home	42	bosque	wood
30	sala de fiestas	Night club	43	calle	street
31	teatro	theatre	44	lago	lake
32	tienda	shop	45	montaña	mountain
33	bonito / hermoso	pretty / beautiful	46	granja	farm
34	feo	ugly	47	puente	bridge
35	grande	big	48	afuera	outside
36	pequeño	small	49	cerca	near
37	turístico	touristy	50	lejos	far
38	industrial	industrial			



Decides colgar esta foto en Facebook para un amigo español.  
Escribe **cuatro** frases **en español** que describen la foto.



**P** - People  
(Who is in the photo?)

**A** - Action  
(Use either the present or present continuous to say what they are doing.)

**L** - Location  
(Where are they?)

**M** - Mood  
(How are they feeling, in your opinion?)

**W** - Weather  
(What is the weather like?)

1: \_\_\_\_\_  
\_\_\_\_\_ (2 marks)

2: \_\_\_\_\_  
\_\_\_\_\_ (2 marks)

3: \_\_\_\_\_  
\_\_\_\_\_ (2 marks)

4: \_\_\_\_\_  
\_\_\_\_\_ (2 marks)

What will be covered in this project?

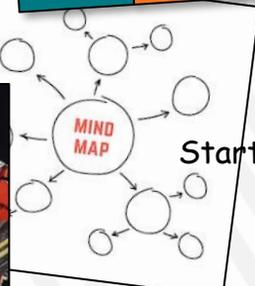
- In depth study of Art Deco
- Artist research
- Experimentation & development using a range of media and techniques
- Creating a successful design sheet

I should already know:

- How to skilfully apply a range of media
- The journey of a GCSE project - artist research, development, design, final outcome

ART

THE GCSE JOURNEY



Starting point with theme of project. Mind map ideas

Research appropriate artists linking to theme. Start with a pencil drawing before moving on to appropriate media

Experiment with a range of media and techniques to develop ideas, linking to artists and themes. Refine ideas and annotate as you go

Design a minimum of two final outcomes using your journey. Select the strongest design, annotate and create samples to practice

Create final piece

Assessment Objectives

**A01** EXPLORE  
 ANNOTATE  
 BEGIN TO LINK A  
 THEME IMAGES  
 TO YOUR CHOSEN ARTISTS WORK  
 WRITTEN ANALYSIS  
 LINK ARTISTS WORK TO  
 IDEAS AND ARTWORK  
 ARTISTS  
 RESEARCH

**A03** IDEAS  
 IDEAS LINKING TO  
 ARTISTS WORK  
 ALL ARTWORK  
 LINKING TOGETHER  
 PLANS, DESIGNS  
 IN A RANGE OF  
 DIFFERENT MEDIA  
 OBSERVATIONAL  
 DRAWINGS  
 PLANS  
 EXPLANATIONS  
 ANNOTATION

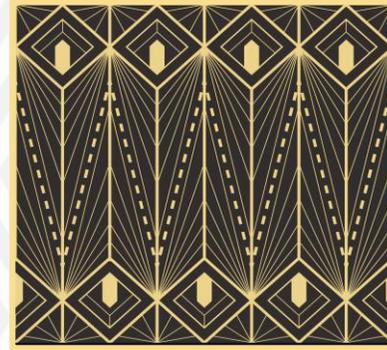
**A02** EXPERIMENT  
 WITH A  
 LINKING TECHNIQUES  
 TO ARTISTS  
 AND THEMES  
 TEXTILES  
 CLAY  
 DRAWING  
 RANGE  
 OF MEDIA  
 WATERCOLOUR  
 MIXED MEDIA  
 PHOTOGRAPHS  
 OIL PASTEL  
 PEN AND INK

**A04** FINAL  
 MEANINGFUL  
 INFORMED  
 RESPONSE  
 LINK BETWEEN  
 VISUALS AND ARTISTS  
 PRESENTATION  
 PIECE OF WORK  
 SHOW UNDERSTANDING  
 LINKS  
 TO ARTISTS WORK  
 RELEVANT

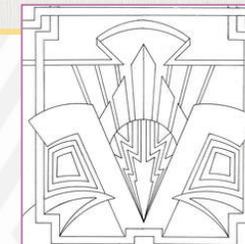
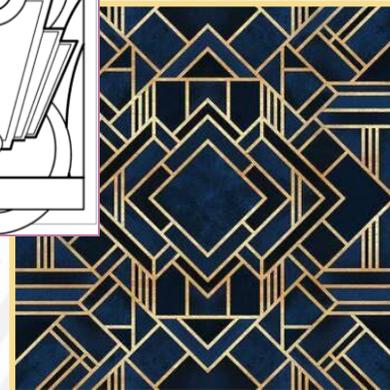
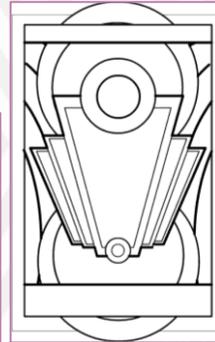
# ART DECO

## KEYWORDS

- Symmetrical
- Bold
- Geometric
- Angles
- Decorative
- Stylish
- Repeat
- Pattern
- Elegant



**Research Questions**  
 Why did Art Deco begin?  
 Where did it begin?  
 What are the key features?  
 What are the main colours featured?

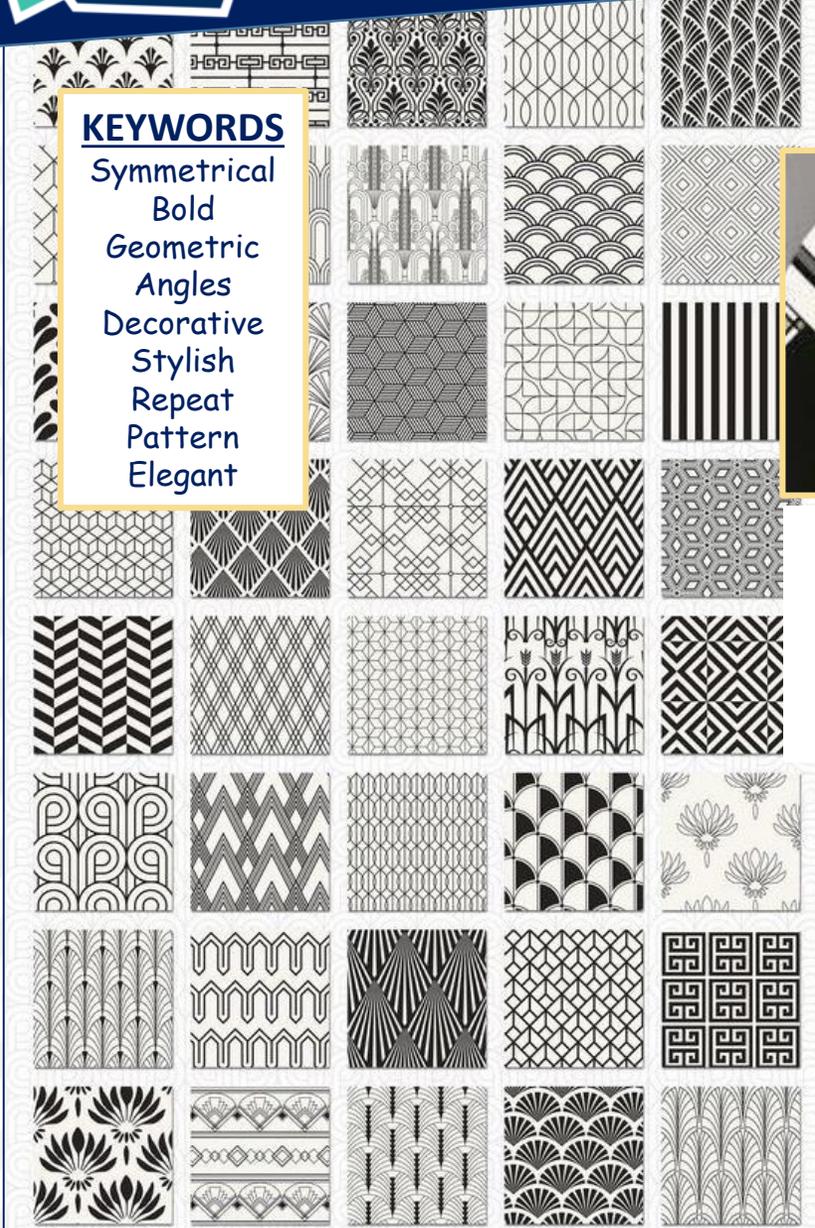


## What is Art Deco?

A decorative art style prominent throughout the 1920s, 1930s and 1940s.

## Art Deco Artists/Designers

- Sonia Delaunay
- Luibov Popova
- William Van Allen
- Micklyn Le Feuvre
- Charles Catteau
- Elisabeth Fredriksson
- William Van Allen
- Jean Dupres
- Georges Lepap



# ANNOTATION IN ART

## Media

- Pencil
- Pencil Crayon
- Watercolour Paint
- Acrylic Paint
- Oil Pastel
- Chalk Pastel
- Graphite
- Charcoal
- Watercolour Pencils
- Drawing Ink
- Printing Ink
- Fabric
- Felt
- String
- Clay
- Brusho
- Mod-roc
- Wire
- Grey board
- Paper
- Thread
- Beads & buttons

## Techniques

- Drawing
- Blending Paint
- Painting Consistently
- Pencil Shading
- Sgraffito
- Mono-printing
- Poly-printing
- Blending
- Stick & Ink
- Hand Stitching
- Machine Stitching
- Collage
- Tissue Glaze
- Stencilling
- Cardboard relief
- Quilling
- Paper-cutting
- Wax Resist

**Composition**  
Layers, overlap, repeat, side by side, busy, simple, background, symmetry

**Colour**  
Bold, vibrant, blended, pale, consistent, dull, solid, bright, contrasting, primary, secondary, warm, cool, tone

**Pattern**  
Symmetrical, geometric, repeated, intricate, detail, complicated

**Line**  
Straight, curved, broken, dotted, horizontal, diagonal, vertical, zig zag, curly, spiral, wavy, thin, thick, bold

**Form**  
Structure, 3D, ceramic, cardboard, mod-rock, sculpture, shape, height, size, depth

**Texture**  
Rough, smooth, soft, bumpy, hard, grainy, uneven, waxy, silky, matte, shiny, metallic, wooly, sheer, sharp, corrugated

**Shape**  
2D, geometric, organic, symmetrical, large, small, enlarged, abstract, irregular

**Sentence starters for annotating own work:**  
I created this piece because...  
The media I have used is...  
I was inspired by...  
To develop this piece further I could...  
I think ..... worked particularly well on this piece because...  
To improve my work, I could...

**Sentence starts for writing about an artists work:**  
In this artwork I can see...  
The colours used are...  
The media used is...  
I think the artist was inspired by...  
The texture of the work looks...  
The artwork reminds me of...  
The artwork makes me feel...  
The artwork inspires me because...

# Year 10 Design Technology – Term 1

I should already know:

- Why CAD/CAM is used in Design Technology and its advantages and disadvantages.
- Different examples of CAD/CAM.

I will learn about:

- How designers and manufacturers use Planned Obsolescence.
- New and emerging technologies.
- Manufacturing and Automation.
- Fair trade and Cooperatives.

How I will be assessed:

*I will answer a series of GCSE style questions in order for me to show that I understand new and emerging technologies in design.*

Knowledge Organiser Focus: Theory content for unit 2,4 and 5&6

## Key words (tier 2 and 3 vocabulary)

Key word	Definition
Just in Time (JIT)	Manufacturing items only when needed.
Planned Obsolescence	Designing products to have a life span.
Computer Numerically Controlled (CNC)	The use of computers to control cutting and shaping machines and a key computer aided manufacture (CAM) technique.
Crowdfunding	Crowdfunding uses websites to advertise products as investment opportunities, where people can choose to back a project with a financial donation if they think it will be viable.

Stretch challenge:

Name 3 products which have planned Obsolescence built in?

Recommended reading:

BBC Bitesize – Design Technology

<https://www.bbc.co.uk/bitesize/examspecs/z4nfwty>

Unit 1 - New and Emerging Technologies

1. CAD – Computer Aided Design

Advantages of CAD	Disadvantages of CAD
Designs can be created, saved and edited easily, saving time	CAD software is complex to learn
Designs or parts of designs can be easily copied or repeated	Software can be very expensive
Designs can be worked on by remote teams simultaneously	Compatibility issues with software
Designs can be rendered to look photo-realistic to gather public opinion in a range of finishes	Security issues - Risk of data being corrupted or hacked
CAD is very accurate	 <p>CAD Software</p>
CAD software can process complex stress testing	

2. CAM – Computer Aided Manufacturing

Advantages of CAM	Disadvantages of CAM
Quick – Speed of production can be increased.	Training is required to operate CAM.
Consistency – All parts manufactures are all the same.	High initial outlay for machines.
Accuracy – Accuracy can be greatly improved using CAM.	Production stoppage – If the machines break down, the production would stop.
Less Mistakes – There is no human error unless pre programmed.	Social issues . Areas can decline as human jobs are taken.
Cost Savings – Workforce can be reduced.	



Laser Cutter



Robots



Barcode Scanner



AGV – Automated Guided Vehicle

3: Production Techniques

3.1 Flexible Manufacturing Systems (FMS) :

involves an assembly of automated machines commonly used on short-run batch production lines where the products frequently change.

3.2 Lean Manufacturing: It aims to manufacture products just before they are required to eliminate areas of waste including:

- Overproduction
- Waiting
- Transportation
- Inappropriate processing
- Excessive inventory
- Unnecessary motion
- Defects

3.3 Just In Time (JIT) : Items are created as they are demanded. No surplus stock of raw material, component or finished parts are kept.

Advantages of JIT	Disadvantages of JIT
No warehousing costs	Reliant on a high quality supply chain
Ordered secured before outlay on parts is required	Stock is not available immediately off-the-shelf
Stock does not become obsolete, damaged or deteriorated	Fewer benefits from bulk purchasing

4. Scales of Production

**One off:** when you make a unique item

**Batch:** when you make a few/set amount

**Mass:** when you make thousands

**Continuous:** open ended production

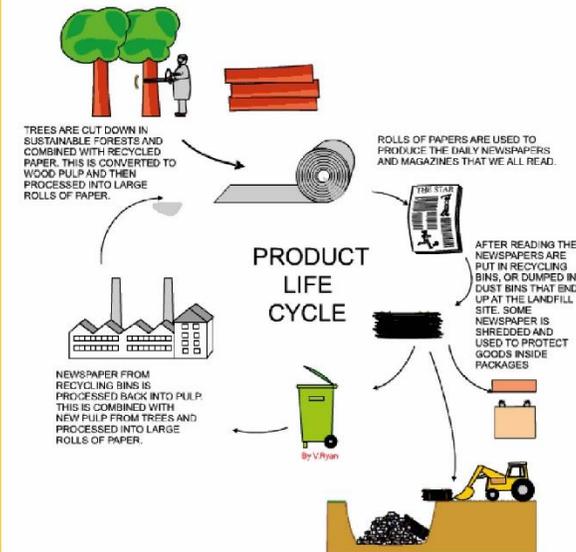
5: Informing Design Decisions

5.1 Planned obsolescence - Planned obsolescence is when a product is deliberately designed to have a specific life span. This is usually a shortened life span.

5.2 Design for maintenance - Products are often designed to be thrown away when they fail... This can be achieved by designing products that can be repaired and maintained.

5.3 Disposability – Some products are designed to be disposable.

5.4 Product Lifecycle -



7: KEY WORD FOCUS

You should be able to explain the meaning of each of these words by the end of this rotation.

CNC	Computer Numerical Control
EPOS	Electronic Point Of Sale (Barcodes)

Unit 1 - New and Emerging Technologies

**New and emerging technologies**

New technologies are those that are currently being developed or will be developed in the next 5 to 10 years, and which will alter the business and social environment.

Examples:

Fuel-cell vehicles

Zero-emission cars that run on hydrogen



Additive manufacturing

The future of making things, from printable organs to intelligent clothes



**Industry - Automation and the use of robotics**

As industry has grown new and emerging technologies have changed the way designers, architects and engineers work.

Intelligent machines and robotics have replace machine operators and engineers.

The development of work now almost always involves the use of **Computer Aided Design (CAD)**.

This software can carry out complex tasks such as virtual stress testing this is called **Computer Aided Testing (CAT)**.

Designs can be produced to look 3D so customers ca give opinions before **prototyping** begins.

**Enterprise**

An idea that is developed into a business proposal for a product that has commercial viability. Products developed in this way require a patent to protect the idea so that other companies cannot use it without permission this is called a registered trademark.



**Buildings and the place of work**

The development of the internet has changed how data is transferred. This has lead to people being able to work together remotely (from different buildings or countries).

Projects can be sent to machines using **computer aided manufacturing (CAD)** techniques including **computer numerical control (CNC)** machines such as laser cutters and rapid prototyping (RPT) machines such as 3D printers.

Physical layout of buildings for production should be logical to increase efficiency. This will reduce unproductive time, movement and waste materials.

**Crowdfunding**

Funding a project or venture by raising money from a large number of people who each contribute a relatively small amount, typically via the Internet.

**Virtual marketing and retail**

Virtual marketing the use of search engines positioning and ranking, banner advertising, e-mail marketing and social media in order to reach a wider audience to promote a product.



Here is an example of a simplified production line that might produce wooden blocks.

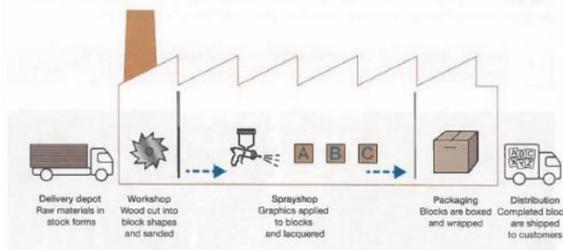


Image from AQA

**Co-operatives**

A farm, business, or other organization which is owned and run jointly by its members, who share the profits or benefits.

**Fairtrade**

Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.



# Film Studies

## Year 10 – Term 1

### Knowledge Organiser Focus:

Narrative Theories & District 9 (Blomkamp, 2009)

#### I should already know:

- *Genre & Generic Conventions*
- *Elements Of Film Form*
- *Auteur Theory*
- *Aesthetics & Attack The Block*
- *Representation & Tsotsi.*

#### I will learn about:

- *Todorov's Narrative Theory*
- *Propp's Spheres Of Action*
- *Levi-Strauss' Binary Oppositions*
- *District 9*
- *Apartheid Reflected In Film*

#### How I will be assessed:

*I will answer a sample GCSE exam question that combines my knowledge of District 9 with either Contexts, Narrative Theories or Film Form.*

Key word	Definition
Apartheid	A policy or system of segregation or discrimination on grounds of race.
Enigma	A person or thing that is mysterious or difficult to understand.
Segregation	The action or state of setting someone or something apart from others.
Xenophobia	Dislike of or prejudice against people from other countries.

#### Stretch challenge:

Write a comparative analysis discussing the representation of poverty, ethnicity, culture and discrimination in Tsotsi and District 9. Consider the use of Johannesburg in both films.

#### Recommended reading:

*Xenophobia, Racism Drive Alien Relocation in District 9*

<https://www.wired.com/2009/08/xenophobia-racism-drive-alien-relocation-in-district-9/>

### Contexts

Social	Society structured in terms of class & privilege with the white men at MNU being the most 'power', whilst the refugee aliens having the least autonomy.
Political	Political decisions drive the narrative; those in power such as the government, MNU and even Obsesandjo seek to oppress & further their own causes by exploiting those who have no power.
Cultural	The film establishes a world where the aliens are seen as outsider & scavengers; they are segregated and demonised. The aliens idea of fun; de-railing trains, starting fires & eating rubber, are all seen as savage in the same way that the Nigerian gangs once were.
Historical	D9 is an allegorical and metaphorical examination of apartheid. 'White' & 'Black' segregation and discrimination is broadly replaced with humans and 'prawns'.
Institutional	Blomkamp was originally due to make a Halo adaptation but instead was hired to make a feature length version of ALIVE IN JO'BURG. \$30m budget.
Technological	CGI used throughout however, many practical effects also used with props such as alien weaponry.

### Characters

Wikus Van Der Merwe	<b>Protagonist:</b> The first character we see and who we experience the narrative with. Sympathetic, selfish (to being with). He transforms from human to alien and becomes less selfish and more empathetic.
Christopher Johnson	<b>Protagonist:</b> CJ – Alien, sidekick, mentor & scientist. Wikus knocking on his door is the inciting incident. Wants to get aliens home.
Piet Smith	<b>Antagonist:</b> Wikus' father-in-law and head of MNU. Position of power. Condemns Wikus to death and lies to daughter about him.
Sarah Livingston	<b>Narrator:</b> One of the 'talking head's at the start of the film. Provides the backstory for MNU & Aliens' arrival. Provides important information and shapes the narrative.



### Todorov's Narrative Structure



### Key Sequences

<b>The Opening</b>	<p>Film opens with a ‘talking head’ style interview with Wikus, our protagonist. He introduces himself and MNU briefly via a monologue that provides exposition in a montage style using ellipsis in the editing. We then have a voice over of Grey Bradnam who provides further exposition as we see images from Johannesburg before we see Grey on screen again as a talking head. We then have ‘found footage’ as a flashback of the time the humans met the aliens. Another talking head from Sarah Livingston helps to provide further exposition before we see more archive footage that helps establish the first act.</p>
<b>The Final Scene</b>	<p>This denouement presents the finale to the main story of the film highlighting how it is a linear narrative structure. Throughout this scene, intercutting is used to show the different perspectives of the alien ship leaving and we get the framing device of the talking heads again explaining the possible fate of Wikus. On screen text provides further details and the omniscient viewpoint is shown through the use of many very high angle shots of the city and the population. The end of the scene provides a new equilibrium as we discover that Wikus has become an alien and has left a metal flower for his wife Tania.</p>

### Themes & Issues

<b>Invasion</b>	<p>Whilst the aliens are the most obvious example of ‘invasion’, this can also be seen via MNU ‘invading’ District 9 and anyone ‘invading’ the Nigerian’s shop.</p>
<b>Segregation</b>	<p>Used as a narrative device to create conflict when one group enters an area designated for another group or when a group are forced into a specific area. Also used as a metaphor to reflect real-life segregation in apartheid.</p>
<b>Xenophobia</b>	<p>Fear &amp; distrust of that which is perceived to be foreign or strange. Often explained as the dislike or prejudice against people from other countries, this would also apply to the distrust and dislike people have of the aliens. Of course, this is also something which is a metaphor for the xenophobic actions taken by the government during apartheid.</p>

### Podcast Revision

Specific episodes of the *Farrand On Film* podcast designed to aid revision for this topic are as follows:

- Genre: Sci-Fi
- Required Learning: District 9
- Commentaries: District 9



**Section A: Global English language film (produced outside US)**

Answer **question 1** on **one** of the following films:

- *Rabbit-Proof Fence* (Noyce, Australia, 2002)
- *Slumdog Millionaire* (Boyle, UK, 2008)
- *District 9* (Blomkamp, South Africa, 2009)
- *An Education* (Scherfig, UK, 2009)
- *Song of the Sea* (Moore, Eire, 2014).

1. (a) Identify **one** aspect of **cinematography** in your film. [1]
- (b) Briefly explain what this example of cinematography suggests to the audience. [4]
- (c) Explore how your film uses aspects of cinematography to highlight the film's political context.

In your answer, you should consider:

- how cinematography reflects the political context
- the significance of how the cinematography conveys key themes from the film
- how cinematography evokes a responses from the audience in at least **one** key sequence

[15]

Any element of film form could be featured here – Cinematography, Sound, Editing, Mise-En-Scene or (most likely) **NARRATIVE**.

To cover all bases, you could re write the exam question, change the element of film form, answer it & repeat!

BE READY FOR CONTEXTS!!

**Section A: Global English language film (produced outside US)**

Answer **question 1** on **one** of the following films:

- *Rabbit-Proof Fence* (Noyce, Australia, 2002)
- *Slumdog Millionaire* (Boyle, UK, 2008)
- *District 9* (Blomkamp, South Africa, 2009)
- *An Education* (Scherfig, UK, 2009)
- *Song of the Sea* (Moore, Eire, 2014).

1. (a) What do you understand by the social context of a film? [2]
- (b) Briefly describe the main social context of your chosen film. [3]
- (c) Explore how the narrative of your chosen film reflects its social context.

In your answer, you should consider:

- how key characters reflect the social context
- how the social context is built into the narrative
- at least one example from the film's narrative which demonstrates its social context. [15]

THEY COULD POP UP FOR  
ANY FILM/QUESTION!

### I should already know:

- *Coaching awards required*
- *Some barriers to participation and user groups in sport*
- *Values promoted through sport*
- *The importance of safeguarding and safety in sport*

### I will learn about:

LO1: Understand the issues which affect participation in sport

LO2: Know about the role of sport in promoting values

LO3: Understand the importance of hosting major sporting events

LO4: Know about the role of NGBs in sport

### How I will be assessed:

*Past paper exam questions*

*External examination*

### Key words (tier 2 and 3 vocabulary)

Key word	Definition
Barriers	Factors that may make participation particularly difficult
Etiquette	The unwritten rules concerning players behaviour
Biennially	Occurs every second year
Promotion	Involves any type of marketing used to persuade a targeted audience
Gamesmanship	Bending the rules, making use of dubious methods that are not strictly outside of the rules to gain an advantage
User Groups	The different groups of people who face barriers to participation
Ethics	The normal principles that govern a persons behaviour
Legacy	The long term effects and positive impact of having hosted a major sporting event for its people and its provision of sporting activities

### Recommended reading:

OCR Cambridge National Sport Studies Level ½ Textbook

Sport England articles

Olympic articles

**R051 Contemporary Issues in Sport**

Knowledge Required

<p><b>LO1</b></p>	<ul style="list-style-type: none"> <li>• the different user groups who may participate in sport</li> <li>• the barriers these groups face to participation</li> <li>• solutions to these barriers</li> <li>• the factors which can impact on the popularity of sport within the UK, with specific examples</li> <li>• current trends in the popularity of different sports in the UK</li> <li>• growth of new/emerging sports and activities in the UK</li> </ul>
<p><b>LO2</b></p>	<ul style="list-style-type: none"> <li>• values which can be promoted through sport</li> <li>• the Olympic and Paralympic movement</li> <li>• other initiatives and events which promote values through sport</li> <li>• the importance of etiquette and sporting behaviour of both performers and spectators</li> <li>• the use of performance enhancing drugs in sport</li> </ul>
<p><b>LO3</b></p>	<ul style="list-style-type: none"> <li>• the features of major sporting events</li> <li>• the potential benefits and drawbacks of cities/countries hosting major sporting events</li> <li>• the links between potential benefits and drawbacks and legacy</li> </ul>
<p><b>LO4</b></p>	<ul style="list-style-type: none"> <li>• what governing bodies in sport do</li> <li>• governing body promotion, development, infrastructure, policies and initiatives, funding and support</li> </ul>

What have you understood?

L01	
Name the 8 different people/groups that take part in sport.	
Name the barriers to participation in sport (TWERRC)	
Name the solutions to the barriers to participation (APP)	
Name the factors that effect the popularity of sports in the UK (MS RAPPERS)	

L02	
Name the 7 Sporting Values.	
Define the 4 following words: Etiquette, Gamesmanship, Sporting Behaviour, Sportsmanship.	
What effects can PEDs have on sporting performance?	
Name 2 initiatives that promote values through sport.	

What have you understood?

L03	
Define the 4 following words: Annually, Biennially, Recurring, Regular	
Describe how hosting a major sporting event can create a legacy.	
Describe 1 benefit and 1 drawback of hosting a major sporting event.	
Explain 1 link between benefits and drawbacks of hosting a major sporting event.	

L04	
What is an NGB?	
Name the roles of NGBs (PISFID)	
How would an NGB promote their sport effectively?	
What do NGBs need to consider in terms of infrastructure?	

I should already know:

- *The basics of jazz dance technique*
- *How to be safe in the dance studio*

I will learn:

- *The physical skills of performance*
- *The interpretive skills of performance*
- *How to analyse my performance skills*
- *How to improve my physical and interpretive skills*
- *How to create a training programme to improve*
- *How to review my progress*

How I will be assessed:

*You will perform 2 jazz dance pieces, complete a skill audit and review your progress*

### Key words (tier 2 and 3 vocabulary)

Key word	Definition
Collaborate	Work jointly in class or on a dance performance
Reflect	Think deeply or carefully about something
Efficiently	Perform in a way that achieves maximum productivity with minimum wasted effort or expense
Analyse	examine your dance performance carefully and in detail to explain and interpret it

Stretch challenge:

Watch some performances focussing on jazz dance technique – this will help you understand the style in more detail and be able to communicate this to the audience

Recommended viewing:

Bob Fosse Choreography – specifically All That Jazz.  
Why is Fosse’s style of dance so unique?



### Technical skills, including:

- action content
- dynamic content
- relationship content
- timing content
- rhythmic content
- movement in a stylistically accurate way.

### Mental skills and attributes (during performance), including:

- movement memory
- commitment
- concentration
- confidence
- safe execution
- mental rehearsal
- systematic repetition
- rehearsal discipline.

### Physical skills and attributes:

- posture
- alignment
- balance
- coordination
- control
- flexibility
- mobility
- strength
- stamina
- extension
- isolation.

### Interpretive skills, including:

- projection
  - focus
  - spatial awareness
  - facial expression
  - phrasing.
- For duet/trio performance only:
- musicality
  - sensitivity to other dancers
  - communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).

### Check your progress by...

- watching yourself in a mirror
- filming yourself and watching back
- or asking a friend or teacher to watch you and give feedback.

**Physical Skills Can Be Excellent For Aesthetic Movement, Sometimes Creating Interest.**

**Interpretive skills are things that dancers need to help engage and communicate with the audience during their performance**

## Year 10 RSL Dance – Term 1

Below are 10 different Physical Skills that are important to developing your technique for the performance.

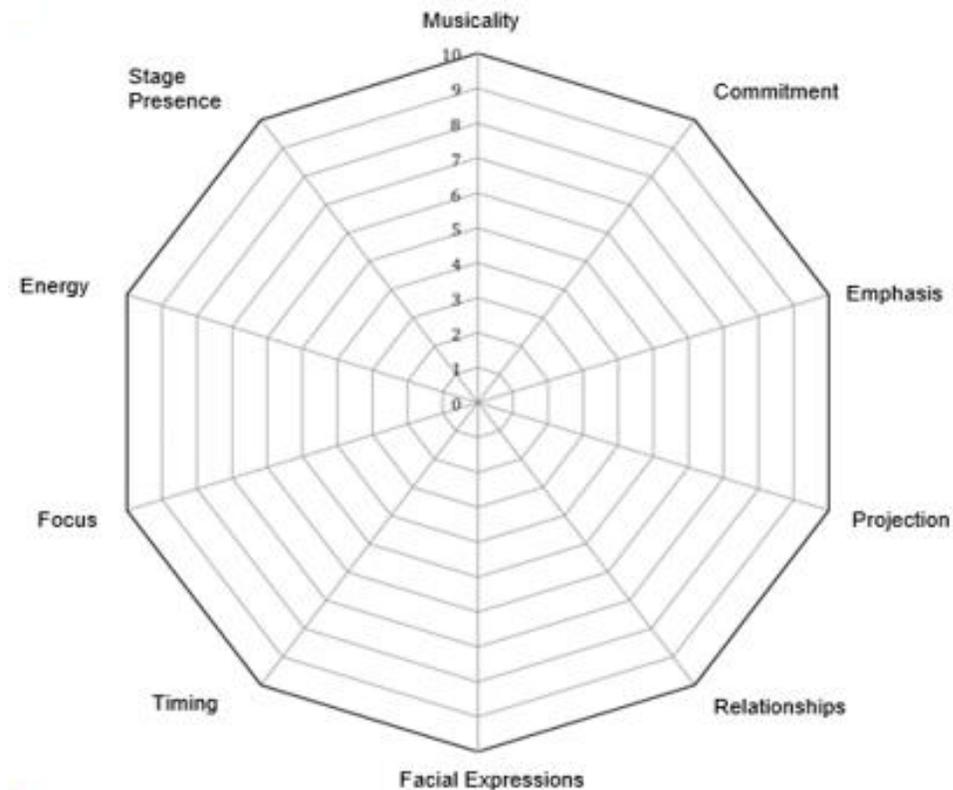
Review your progress that you have made during this term



## What have you understood?

Below are 10 different Interpretive Skills that are important to developing your technique for the performance.

Review your progress that you have made during this term



#### I should already know:

- The functions of nutrients
- Dietary needs of specific groups of people
- Unsatisfactory nutritional intake
- The impact of cooking methods on nutritional value

#### I will learn about:

- AC1.1 – Describe functions of nutrients in the body
- AC1.2 – compare nutritional needs of specific groups
- AC1.3 – Explain characteristics of unsatisfactory nutritional intake
- AC1.4 – Explain how cooking methods impact on nutritional value

#### How I will be assessed:

Controlled Assessment

#### Recommended viewing

##### GCSE Pod number:

FOOD-01-001	<b>Protein</b>
FOOD-01-002	<b>Fats</b>
FOOD-01-003	<b>Carbohydrates</b>
FOOD-02-001	<b>Fat soluble vitamins</b>
FOOD-02-002	<b>Water soluble vitamins</b>
FOOD-02-003	<b>Minerals: Calcium, Iron, Sodium</b>
FOOD-02-005	<b>Water</b>
FOOD-03-001	<b>Making informed choices part 1</b>
FOOD-03-002	<b>Making informed choices part 2</b>
FOOD-03-003	<b>Making informed choices part 3</b>
FOOD-03-004	<b>Energy needs</b>
FOOD-03-006	<b>Cardiovascular disease/stroke/obesity</b>
FOOD-03-007	<b>Bone/dental health/anaemia/diabetes</b>

### Key words (tier 2 and 3 vocabulary)

Performance descriptors	Meaning
<b>In-depth</b>	To write about all the majority points, giving detailed and thorough explanations and examples that demonstrate knowledge and understanding.
<b>Independently</b>	On your own, without help.
<b>Credible</b>	With evidence or justification to back up something that has been written, example a book reference, an interview, the results of a survey, etc.
<b>Clear/clearly</b>	Easy to understand. To the point. In a way that is easy to see or understand. Covering most of the main information.
<b>Compare</b>	Identifies similarities and differences between things.
<b>Describe clearly</b>	To write about the features and characteristics of a topic, place, activities, item or person, in a clear and detailed way.
<b>A range</b>	Add variety; not everything.
<b>Some</b>	Adverb: small amount, not everything included.
<b>Outline</b>	Set out the main types, features or characteristics of something. This could be presented as a simple list
<b>Explain</b>	To write about something in a clearway, given the purpose of it, or reason for it. Using examples to illustrate your answer, to show that you understand what you were writing about.
<b>Limited range</b>	Without fullness/scope. Only covering limited parts of the assessment criteria.
<b>Describe</b>	To write about the features and characteristics of a topic, place, activity, item or person in a simple way without much detail.

	✓	✓	✓
	F	T	S
Nutrient			
Carbohydrate			
Protein			
Fat			
Vitamin A			
Vitamin B group			
Vitamin C			
Vitamin D			
Vitamin E			
Calcium			
Iron			
sodium			
Water			

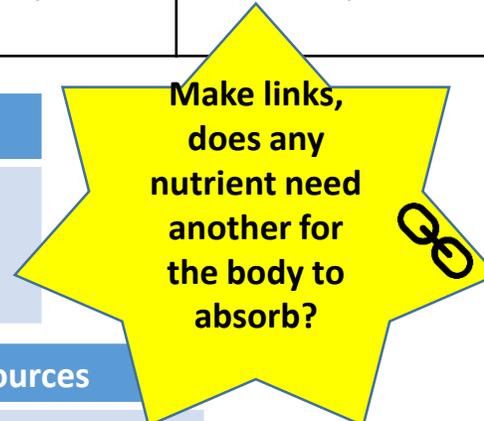
Key	Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit
F Function	LO1 Understand the importance of nutrition in planning menus	AC1.1 Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describes functions of a range of nutrients in the human body.	Describes clearly functions of a range of nutrients in the human body
T Types					
S Sources					

Key words	✓
Starch	
Sugar	
Dietary fibre	
Non starch Polysaccharides –NSP	
High biological Value –HBV	
Low biological value – LBV	
Protein complementation	
Saturated fats	
Unsaturated fats	
Essential fatty acids	
Water soluble vitamins	
Fat soluble vitamins	
Antioxidants	

### How to begin

Choose how you would like to present your work, you could do this in paragraphs, I prefer a table format like the one below.

Nutrient	Function	Food sources
Identify the nutrient here	Describe clearly the function and the different types in full sentences	List 3-5 for each type of nutrient



### Lets start writing!

The function of ..... is.....  
 ..... is needed in the body for .....

There are ..... types of ..... these are .....

	Specific groups	✓
1.	Pre-school Children	
1.	Children	
1.	Teenagers	
1.	Adults	
1.	Elderly	
2.	Choose 2 of the above for a comparison	
3.	Medical	
3.	Ethical	
3.	Religion	

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Understand the importance of nutrition in planning menus	AC1.2 Compare the nutritional needs of specific groups	<b>Outlines</b> nutritional needs of two specific groups, Comparison may be implied	<b>Compares</b> nutritional needs of two specific groups giving clear reasons for similarities and differences	<b>Compares</b> nutritional need of two specific groups giving <b>clear</b> reasons for similarities and differences.	<b>Compares</b> nutritional needs of two specific groups giving <b>clear</b> and <b>in-depth</b> reasons for similarities and differences

### What you need to do

1. Write a paragraph explaining body developments at each life stage, include how active they are and identify specific nutrients they may need include reasoning? (include a title for each paragraph)
2. Complete a comparison of two life stages.
3. Introduce other factors within the life stages that will affect nutritional requirements. Write a paragraph for each specific groups of people.

### Words you can include:

	✓		✓
The Eatwell Guide		Absorb	
Heart disease		Antioxidants	
Obesity		Rickets	
Diabetes		growth	
High blood pressure		development	
Cancer		active	
Tooth decay and gum disease		Physical activity	
Skeleton peak bone mass		essential	
Osteoporosis		Scurvy	
Anaemia			

### Lets start writing!

.....need.....because/for.....  
 .....girls need more.....than.....because  
 Women should have.....than.....  
 In comparison.....need.....whereas.....  
 Other factors .....

	✓	✓	✓
	D	E	R
Nutrient			
Boiling			
Simmering			
Steaming			
Poaching			
Grilling			
Baking			
Roasting			
Vitamin E			
Calcium			
Iron			
sodium			
Water			
Dietary fibre			

Key	
D	Deficiency
E	Excess
R	Related to specific groups

**Make links, does any nutrient need another for the body to absorb?**

**Learning Outcome**  
LO1 Understand the importance of nutrition in planning menus

**Assessment criteria**  
AC1.3 Explain characteristics of unsatisfactory nutritional intake

**Level 1 Pass**  
Outlines key characteristics of unsatisfactory intake. Evidence is mainly descriptive with limited reasoning.

**Level 2 Pass**  
Explains with clear reasoning characteristics of unsatisfactory nutritional intake. There is evidence of some reasoning and relating characteristics to specific groups..

**Level 2 Merit**  
Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.

**How to begin**  
Choose how you would like to present your work, you could do this in paragraphs, I prefer a table format like this one.

Suggested words	✓	Suggested words	✓
Obesity		Scurvy	
Type 2 diabetes		Anaemia	
Heart disease		High blood pressure	
Rickets		Dementia	
Osteoporosis		Brain development	
Stroke		Heart attack	
Immune system		Strain	
Poisonous			

Nutrient	Unsatisfactory nutritional intake
Identify the nutrient here	Explain how the body is affected by having an excess or deficiency of a particular nutrient. Relate your explanations to specific groups, e.g. Not enough calcium and vitamin D will result in rickets in children and osteoporosis in the elderly. (More detail will be required than this example, you need to explain why)

**Lets start writing!**

Eating too much..... Too much ..... Eating too many ..... Not getting enough..... A lack of..... The consequence of..... Both.....and.....need/require	can lead too..... can cause..... can result in..... can affect this can result in..... The body will lose.....
--	---

Cooking method	✓✓	
	E	R
<b>Water based</b>		
Boiling		
Simmering		
Steaming		
Poaching		
<b>Dry heat</b>		
Grilling		
Baking		
<b>Oil based</b>		
Roasting		
Stir frying		

Key
E = explanation
R = reason

**How to begin**

Choose how you would like to present your work, you could do this in paragraphs, I prefer a table format like the one below.

Cooking method	Impact on Nutritional Value
Method	Explain what happens to the nutrients and why it happens.



**Lets start writing!**

.....is a ..... cooking method

This is a .....

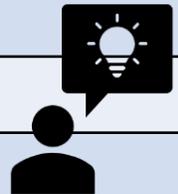
This method decreases/increases the..... because/by

However, .....

The effect of .....

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass
LO1 Understand the importance of nutrition in planning menus	AC1.4 Explain how cooking methods impact on nutritional value	<b>Outlines</b> how cooking methods impact on nutritional value. Evidence is mainly descriptive with little reasoning.	<b>Explains</b> how a range of cooking methods impact on nutritional value. Reasoned statements are presented.

Points to remember.
Water soluble vitamins dissolve in water, they are also heat sensitive.
Fat soluble vitamins dissolve in fat, a small amount of fat aids the bodies ability to absorb them.
Protein becomes more digestible when cooked, overcooking makes it less digestible.
Small amounts of minerals will dissolve in water
Starch softens when cooked making it more digestible
Fat is increased in certain cooking methods and reduced in others.
Water based cooking method have little effect on omega-3 fatty acids



	✓	✓	✓
	F	T	S
Nutrient			
Carbohydrate			
Protein			
Fat			
Vitamin A			
Vitamin B group			
Vitamin C			
Vitamin D			
Vitamin E			
Calcium			
Iron			
sodium			
Water			

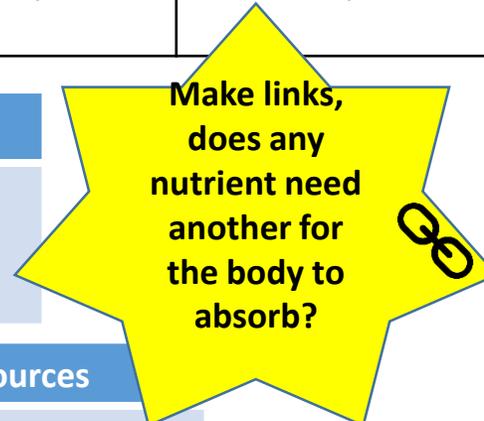
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F Function	LO1 Understand the importance of nutrition in planning menus	AC1.1 Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describes functions of a range of nutrients in the human body.	Describes clearly functions of a range of nutrients in the human body
T Types					
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Key words	✓
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Protein complementation	
Saturated fats	
Unsaturated fats	
Essential fatty acids	
Water soluble vitamins	
Fat soluble vitamins	
Antioxidants	

### How to begin

Choose how you would like to present your work, you could do this in paragraphs, I prefer a table format like the one below.

Nutrient	Function	Food sources
Identify the nutrient here	Describe clearly the function and the different types in full sentences	List 3-5 for each type of nutrient



### Lets start writing!

The function of ..... is.....  
 ..... is needed in the body for .....

There are ..... types of ..... these are .....

## Conjunctions and other Connective Devices

Opposition	Reinforcing/in addition	Explaining/listing	Cause and effect	Time
<ul style="list-style-type: none"> <li>-however</li> <li>-nevertheless</li> <li>-on the other hand</li> <li><b>-but</b></li> <li>-instead</li> <li>-in contrast</li> <li>-looking at it another way</li> <li><b>-although</b></li> <li>-the main reason against</li> <li>-some people do not believe for instance</li> <li>-the evidence for this suggests</li> <li>-disagree</li> <li>-whereas</li> <li>-as long as</li> </ul>	<ul style="list-style-type: none"> <li>-besides</li> <li>-anyway</li> <li>-after all</li> <li>-many people believe</li> <li>-this is an important issue because</li> <li>-one reason is</li> <li>-furthermore</li> <li>-also</li> <li>-moreover</li> <li>-in addition</li> <li>-a further point</li> <li>-claim that...</li> </ul>	<ul style="list-style-type: none"> <li>-for example</li> <li>-in other words</li> <li>-for instance</li> <li>-first of all</li> <li>-finally</li> <li>-in conclusion</li> <li>-after much thought</li> <li>-the main reason for this</li> <li>-in the end we decided</li> <li>-I believe that</li> </ul>	<ul style="list-style-type: none"> <li>-therefore</li> <li>-consequently</li> <li>-as a result</li> <li>-thanks to this</li> <li>-because of this</li> <li>-this causes</li> <li>-so</li> <li>-the reason that</li> <li>-this results in</li> <li>-when</li> </ul>	<ul style="list-style-type: none"> <li>Prior (at the beginning)</li> <li>-at first</li> <li><b>-before</b></li> <li>In the beginning</li> <li>-until then</li> <li>-up to that time</li> <li>-firstly</li>   <li>Following (afterwards)</li> <li>-just then</li> <li>-next</li> <li>-in due course</li> <li>-in the end</li> <li>-after that</li> <li>-later</li> <li>-finally</li> <li>-eventually</li> <li>-a month later</li>   <li>Parallel (at the same time)</li> <li>-in the mean time</li> <li>-simultaneously</li> <li>-concurrently</li> <li>-meanwhile</li> </ul>
but...	and...	so...	because...	then... <sup>59</sup>

**Overview:**

- You will be able to evaluate and compare how drama is created and presented in three different styles/genres/shows.
- You will be able to analyse the roles and responsibilities in relation to these performance styles.
- You will select and analyse extracts of the plays demonstrating the interrelationship of processes, techniques and approaches.

- You will create a factsheet for each practitioner/company and for each professional work/play.
- Ensure you research the different roles within performing arts and also the history of theatre.



**Learning Aim A: Examine professional practitioners' performance work: you will examine 3 live or recorded performances and look at the:**

- Acting styles.
- Creative intentions: themes, issues, style, genre, contextual influences, influences of other practitioners.
- Purpose: educate, entertain, inform, provoke, challenge viewpoints or raise awareness.
- Performance roles: actor, dancer, singer.
- Non-performance roles: writer, director.
- Responsibilities: rehearsing, performing, creating, refining and managing self and others.
- Skills: physical, vocal, musical, managing, directing, communication, creative, organisational.

**Learning Aim B: Explore the interrelationships between constituent features of existing performance material. You will explore processes, techniques and approaches that make up a performance.**

- Processes: responding to stimulus, exploring and developing ideas, discussions, setting tasks, sharing ideas and intentions, teaching material to performers, developing performance material, organizing and running rehearsals, refining and adjusting material, providing notes/feedback.
- Techniques: rehearsal, production, technical rehearsal, dress rehearsal, performance, post-performance review.

## Learning Aim A (Theory based) : Research each of the plays below.

**Play:** The Curious Incident of the Dog in the Night-time  
**Company:** Frantic Assembly  
**Genre:** Physical theatre  
**Rehearsal techniques:**  
**Intensive physical warm up**  
**Trust** – exercises building trust between company  
**Hymns hands** – placing hands on yourself and partner to create a sequence/story  
**Round/by/through** – using your body to go round your partner, through a part of them or stand/lean by them  
**Chair duet** – bring 2 techniques together to create a story  
**Flying** – lifting technique



**Play:** Blood Brothers  
**Playwright – Willy Russell**  
**Genre:** Epic Theatre  
**Rehearsal techniques:**  
**Episodic structure** – story is self-contained in short episodes  
**Gestus** – an action which defines a character  
**Multi-role play** – playing more than one character  
**Juxtaposition** – Two contrasting things positioned closely together  
**Breaking the fourth wall** – directly addressing the audience.



**Play:** Billy Elliot  
**Playwright:** Lee Hall  
**Genre:** Naturalism  
**Rehearsal techniques:**  
**Magic If-** considering how your character would react to particular situations  
**Given Circumstance** – who, where, what, why, when  
**Objectives** – what your character wants to achieve,  
**Whole body engagement** – using every part of the body to tell the story  
**Use of silence** – finding the subtext



## Learning Aim B (Practical based)



**ANTONIN ARTAUD**  
1896 - 1948

Highlight the "UNDERLYING BRUTALITY OF LIFE!" Shatter "FALSE REALITY"

- Involving the audience
- Deliberate cruelty
- Stylised movement (visual poetry)
- No scenery, just symbolic objects
- Words stripped of meaning
- Improvising the play (no script)
- Assaulting the senses (to release audience emotions)
- Sounds (cries, screams, noises to make the audience uncomfortable)
- Non-verbal language
- Confronting images
- Strong lighting
- Mood
- Small stage / enclosed audience
- Puppets

The audience should be in "VORTEX" trapped, powerless & "PHYSICALLY AFFECTED"

Words are insufficient to express meaning

"IMPOSSIBLE THEATRE"

Theatre should be a force for the "LIBERATION OF THE HUMAN SUBCONSCIOUS"

"AVANTE-GARDE THEATRE"

Theatre made up of a "UNIQUE LANGUAGE" halfway between "THOUGHT" & "GESTURE"

"EXTRAORDINARY REALITY" not tainted by morality or cultural ideas

"SPECTACLE" to shock the spectator into seeing the busyness of his world'

# THEATRE OF CRUELTY



**CONSTANTIN STANISLAVSKI**  
1863 - 1938

Remember: there are no small parts, only small actors'

Developed acting method, 'THE SYSTEM' which later evolved to 'METHOD ACTING'

'SENSE MEMORY' Train sense memory to have real reactions on stage

The audience should connect 'EMOTIONALLY' with the characters

The aim of Naturalistic Theatre is for the actors & audience to 'CONNECT' with the characters

Actors should understand character 'OBJECTIVES', 'SUBTEXT' & 'GIVEN CIRCUMSTANCE'

Founded Moscow Art Theatre

Unwanted tension must be released or it will block 'PURE EXPRESSION'

'THE MAGIC IF' Actors question themselves and their character to achieve truthful pursuit of characters' emotions

To create a 'REAL WORLD' experience, theatre should have realistic sets and costumes and scene changes should be hidden

'EMOTIONAL MEMORY' Relate the actors' own emotional experiences to their character

'SPIRITUAL REALISM' Theatre of Living Experience

# NATURALISM

It is important to keep a journal of the activities, tasks and workshops you have undertaken and use this to monitor your development across the component and course.

### SHORT TERM TARGETS AND DRAMA LOG BOOKS (per workshop)

You MUST complete the following at the end of every workshop

#### Lesson objective

*What did I hope to improve on today?*

*What have we done today? Describe in detail everything that took place in today's workshop.*

**Identify and describe** strength of the workshop, and **explain** why?

**Identify and describe** a weakness of the workshop, and **explain** why? **How** could you improve on this?

**What progress** have you made so far and why?



**BERTOLT BRECHT**  
1898 - 1956

Theatre as a forum for "POLITICAL IDEAS"

A play should provoke "RATIONAL SELF-REFLECTION" and a "CRITICAL VIEW" of the action on stage

'Art is not a mirror to reflect reality, but a hammer with which to shape it'

Remind the audience (spectator) that the play is a "REPRESENTATION OF REALITY"

"SOCIAL INJUSTICE" and "MORAL" messages

Spectators should "NOT EMOTIONALLY IDENTIFY" with the characters or action

Emotion causes the audience to become complacent

"DISTANCING EFFECT" (VERFREMDUNGSEFFECK) 'make the familiar strange'

- Narration
- Use of white masks
- Songs interrupting action
- Breaking the fourth wall
- Visible scene changes
- Speaking in 3<sup>rd</sup> person
- Projections / signs
- Multi / split roles
- Minimal sets / costumes / props
- Fractured narrative
- Harsh / bright lighting
- Speaking stage directions
- Spass (silly comedy)
- Gestus (clear gestures)

# EPIC THEATRE