Year 10 Knowledge Organiser Term 2

Oasis Academy Oldham

Creating a community of choices & chances

English

Art

Maths

Drama

PE

Geography

Science

MFL

Religious Education

History

Creating a community of choices & chances

What is the Head Start Booklet?

This head start booklet has been created in order for you to get a head start on your learning in preparation for your return to school in September.

Imagine going into your History, English or Science lesson and already having some knowledge of the topics you are going to cover. There are also link to education sites such as GCSE Pod and BBC Bitesize to help with your learning.

You should aim to complete at least one hour of home learning per school day. This will consist of:

- *Completing the activities that are set out for each subject on the knowledge organiser.*
- *Use the strategies on the next page for recalling and retaining the content you have learned.*
- *Try to complete 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 Tech

Why not create your own timetable like the one above?

How to use your knowledge organiser

Creating a community of choices & chances
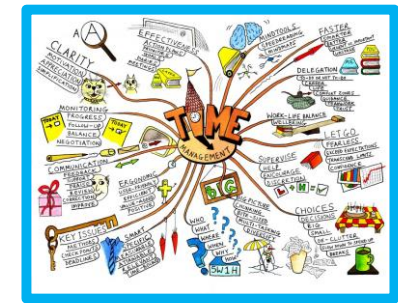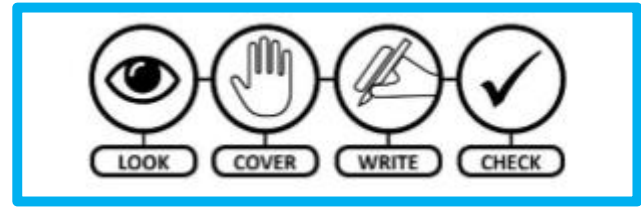
- Look, cover, write, check.

How to do it: https://www.youtube.com/watch?v=LLZvCymL4rU

- Key words and definitions.

How to do it: https://www.youtube.com/watch?v=v8F1imMEBHU

- Mind maps.

How to draw mind maps: https://www.youtube.com/watch?v=tIpK1-yKWk0

- Flash cards

How to make them: https://www.youtube.com/watch?v=24mwa4gh8Pk

Information

GCSE Pod is an excellent platform that our school has access to and brings your school subjects to life in a series of 3-4 minute pods for you to watch and build your content knowledge. You can also use the strategies on the previous page to recall and retain the content you have learned.

https://www.gcsepod.com/

BBC Bitesize is a free online study support resource designed to help with learning, revision and homework! Bitesize provides support for learners aged 5 to 16+ across a wide range of school subjects. It also supports children and young people's wellbeing and career choices.

https://www.bbc.co.uk/bitesize

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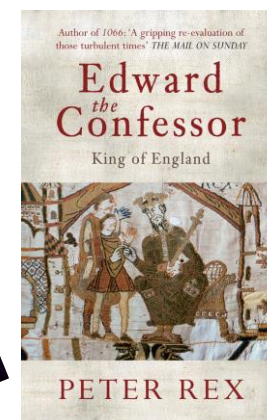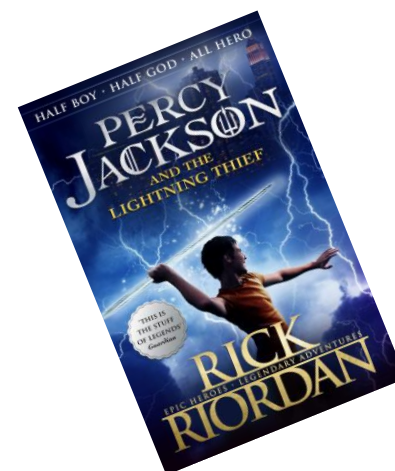
All recommended subject reading books are available for you to borrow from the school library.

Home learning

We hope you will agree that we all want the best for our students and that a broad and balanced education will open many doors for them in the future. With this in mind we have a programme of home learning which will enable our learners to build on the subjects they study in school. Whilst we do not want to overwhelm our students we are aware that home learning is important as it improves your child's thinking and memory and will also help your child to develop positive study skills and habits that will serve them well throughout their life.

Below is our home learning timetable for Term 2 and includes all subjects.

Week	Subject	Week	Subject
Week 16 (b)	English, Maths, Science	Week 22 (b)	English, Maths, Science
Week 17 (a)	Humanities and IT, Wellbeing and English	Week 23 (a)	Creative, MFL and English
Week 18 (b)	English, Maths, Science	Week 24 (b)	English, Maths, Science
Week 19 (a)	Creative, MFL and English	Week 25 (a)	Humanities and IT, Wellbeing and English
Week 20 (b)	English, Maths, Science	Week 26 (b)	English, Maths, Science
Week 21 (a)	Humanities and IT, Wellbeing and English	Week 27 (a)	Creative, MFL and English

Year 10/11 English – Power and Conflict Poetry.

I should already know:
- *Key technical vocabulary used to analyse poems – e.g. stanza, simile, caesura.*
- *That I must analyse the language and structure of the poems for the exam.*
- *This is part of the English Literature exam.*

I will learn about:
- *How to compare two poems and write an exam response.*
- *The theme, language and structure used in a variety of poems.*
- *How to effectively analyse the use of language and other poets' methods.*

How I will be assessed:
I will answer a GCSE style question, which I will answer in an essay style, to show my understanding of how a poet explores a theme in one poem and compares with another.

Key words (tier 2 and 3 vocabulary).	
Key word	**Definition**
Monologue.	A long speech by one person.
Colloquial.	Words and phrases that are informal.
Juxtaposition.	Two contrasting images or ideas that are placed together.
Romantics.	Poets who revelled in the beauty of nature.

Stretch challenge:
Consider which poem can be compared to the other poems in the Anthology for the exam. E.g. War Photographer with Remains or Exposure.
Learn 3 key quotes for each of the poems.

Recommended reading:
AQA Power and Conflict Poetry study guides.
- *York notes.*
- *Spark notes.*
- *CPG notes.*
- *Mr. Bruff - Power and Conflict Poetry on YouTube.*

Power and Conflict Poetry: Knowledge Organiser

Shelley's *Ozymandias* In the opening lines of Ozymandias, Shelley uses the decaying statue as a metaphor to explore the fragility of human accomplishments and how they are gradually consumed by the natural world.

Browning's *My Last Duchess* In the opening of My Last Duchess, an exploration of the violent objectification of women, Browning traces the speaker's desire to exert full physical and psychological control over his dead wife through her portrait.

Blake's *London* Blake opens the poem with the speaker mourning the loss of his city: the wonder and wild beauty of London is shown to be lost to rationalism, modernity and work.

Rumen's *The Emigrée* In the opening lines of The Emigrée Rumens contrasts the idealised and nostalgic memories of the speaker's home with the reality of the place now "sick with tyrants".

Agard's *Checking Out Me History* In the opening lines of Checking Out Me History Agard reveals the destructive nature of a British school system that has silenced the voices of its previous colonial subjects.

Wordsworth's *Extract from The Prelude* As The Prelude opens, Wordsworth presents nature as a submissive, and even sensual pleasure: the speaker seems to exude confidence and control.

Heaney's *Storm on The Island* Unlike the Romantic poets, Heaney describes the landscape as bleak and inhospitable, something to be endured in order to survive

Dharker's *Tissue* In the opening stanzas Dharker uses the metaphor of "tissue" to explore the connections that paper creates between individual nostalgia, personal relationships and wider human history.

Tennyson's *Charge of The Light Brigade* Tennyson presents the Battle of Balaclava in Charge of The Light Brigade as a solemn and unified journey which is both dramatic and exciting.

Owen's *Exposure* Owen opens the poem by establishing that, despite the rapid and terrifying mechanisation of warfare during WWI, it is the elements which cause soldiers the most suffering.

Hughes's *Bayonet Charge* Hughes opens the poem in medias res, disorienting the reader by throwing them straight into the action and forcing them to share the soldier's experience.

Armitage's *Remains* Armitage starts the poem almost mid-conversation: it is as if the narrator is confiding in a third party, a psychiatrist, family member or the reader.

Garland's *Kamikaze* Garland opens the poem with the speaker imagining a woman's father preparing to "embark" on a kamikaze mission during the final, desperate days of WWII.

Weir's *Poppies* Weir opens Poppies by revealing the conflict between nostalgia, parental pride and modern perceptions of remembrance with subtle yet violent imagery of war.

Duffy's *War Photographer* Duffy opens War Photographer in a moment of personal reflection: she explores the dual role of the photographer's work, to rearrange and give order to the chaos of war, whilst also to change and heal the world like a priest.

Year 10/11 English – Power and Conflict Poetry.

Writing about a poem: Write 3 paragraphs about poem of your choice.
Here is how you can structure your answer:
Introduction: Explain the theme of the poem.
Development: Analyse a language feature from a quote in the poem following the 7 steps.
Analyse a structural feature of the poem in the same way.

Creative writing: Use one of the power of nature poems to write a piece of descriptive writing.

Transactional writing: Argue for or against the patrol being right to shoot the robbers in Remains or the moral dilemma in Kamikaze.

Research: What and when was the Crimean war?
Why were British soldiers patrolling in Iraq in Remains?
Who were the Romantics?
The lives of the poets and their motives for writing the poems.

Language features: Ensure that you can identify and explain the key language features that a poem may contain, such as verbs, adjectives, similes, metaphors and why the poet is using them.

Structural features: Ensure that you can identify and explain the key structural features that a poem may contain, such as caesura, juxtaposition, linear or cyclical.

Notes: Make notes on each poem's theme, language and structure and which poems you can compare to each other.

Exam practice: Try answering timed exam questions and compare different themed poems such as nature, identity or conflict.

Year 7 English – Term 3 – Abrahamic Allusions – Home Learning

Week	Home learning
Every week	Revise key knowledge using your Macbeth and A Christmas Carol quizzing booklet
Every week	Watch GCSE Pod videos on the poems you are learning, Macbeth and A Christmas Carol
Every week (optional extra)	Read at least x30 pages in your reading book / read x5 newspaper articles on https://www.theguardian.com/uk

Maths Year 10 – HT3

I will learn about:
- *Unit 6 – Algebraic reasoning*
- *Unit 7 – Geometric reasoning*

Recommended self study:

Complete the following mathswatch clips

Unit 6 – 7, 135a, 135b, 136, 137, 138, 139
Unit 7 – 48, 49, 50, 148, 181a, 182

Key words	
Key word	**Definition**
Equation	An equation says that two things are equal.
Identity	An equation that is true no matter what values are chosen.
Consecutive numbers	Numbers which follow each other in order, without gaps, from smallest to largest.
Adjacent	Lying next to each other.
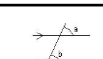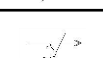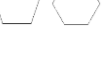
How I will be assessed:
I will complete a post-assessment on the three units

Stretch challenge:
Complete the stretch challenge assignment on mathswatch for each unit

Unit 6 – algebraic reasoning

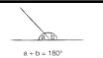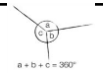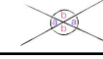| No.	Question	Answer	Example	HIGHER ONLY
6.1	What is an identity?	An equation that is true for all values of the variables	$2x \equiv x + x$	
6.2	$a^b \times a^c$	a^{b+c}	$2^3 \times 2^4 = 2^7$	
6.3	$\dfrac{a^b}{a^c}$	a^{b-c}	$\dfrac{2^7}{2^3} = 2^4$	
6.4	$(a^b)^c$	a^{bc}	$(2^3)^4 = 2^{12}$	
6.5	Even number	2n		X
6.6	Odd number	2n + 1		X
6.7	Consecutive numbers	n, n +1, n + 2, n + 3		X
6.8	Consecutive even numbers	2n, 2n + 2, 2n + 4, 2n + 6		X
6.9	Consecutive odd numbers	2n + 1, 2n + 3, 2n + 5		X
6.10	$y = mx + c$	$m = gradient$ $\dfrac{Difference\ in\ y}{Difference\ in\ x} = \dfrac{y_2 - y_1}{x_2 - x_1}$ $c = y\ intercept$ (where the line crosses y axis)		
6.11	To find the mid-point	$(\dfrac{x1+x2}{2}, \dfrac{y1+y2}{2})$		
6.12	Parallel lines	Have the same gradient	$y = 3x + 4$ $y = 3x - 6$	
6.13	Perpendicular lines	Gradient $= -\dfrac{1}{gradient}$	$y = 3x + 4$ $y = -\dfrac{1}{3}x - 6$	
6.14	Three equations of motion are…	$v = u + at$ $s = ut + \dfrac{1}{2}at^2$ $v^2 = u^2 + 2as$		X
6.15	≤	Less than or equal to	←●	
6.16	<	Less than	←○	
6.17	≥	Greater than or equal to	●→	
6.18	>	Greater than	○→	

Unit 7 – geometric reasoning

No.	Question	Answer	Example	HIGHER ONLY
7.1	Adjacent angles on a straight line sum to…	180°		
7.2	Angles around a point sum to…	360°		
7.3	Vertically opposite angles are…	Equal		
7.4	Interior angles in a triangle…	sum to 180°		
7.5	Interior angles in a quadrilateral…	sum to 360°		
7.6	All angles in an equilateral triangle…	are 60°		
7.7	Alternate angles…	are equal		
7.8	Corresponding angles…	are equal		
7.9	Co-interior angles…	add up to 180		
7.10	Polygon	Any 2D shape formed with straight lines		
7.11	Regular polygon	A 2D shape formed with equal straight lines and equal interior angles		
7.12	Interior angles	The angles inside a polygon		
7.13	Sum of interior angles	(number of sides – 2) x 180°		
7.14	Exterior angles	The angles outside a polygon		
7.15	Exterior angles…	Sum to 360°		
7.16	Interior and exterior angles…	Sum to 180°		

Unit 6 – algebraic reasoning

No.	Question	Answer	Example	HIGHER ONLY
6.1	What is an identity?		$2x \equiv x + x$	
6.2	$a^b \times a^c$		$2^3 \times 2^4 = 2^7$	
6.3	$\dfrac{a^b}{a^c}$		$\dfrac{2^7}{2^3} = 2^4$	
6.4	$(a^b)^c$		$(2^3)^4 = 2^{12}$	
6.5	Even number			X
6.6	Odd number			X
6.7	Consecutive numbers			X
6.8	Consecutive even numbers			X
6.9	Consecutive odd numbers			X
6.10	$y = mx + c$			
6.11	To find the mid-point			
6.12	Parallel lines		$y = 3x + 4$ $y = 3x - 6$	
6.13	Perpendicular lines		$y = 3x + 4$ $y = -\dfrac{1}{3}x - 6$	
6.14	Three equations of motion are…			X
6.15	$\leq$			
6.16	$<$			
6.17	$\geq$			
6.18	$>$			

Unit 7 – geometric reasoning

No.	Question	Answer	Example	HIGHER ONLY
7.1	Adjacent angles on a straight line sum to…			
7.2	Angles around a point sum to…			
7.3	Vertically opposite angles are…			
7.4	Interior angles in a triangle…			
7.5	Interior angles in a quadrilateral…			
7.6	All angles in an equilateral triangle…			
7.7	Alternate angles…			
7.8	Corresponding angles…			
7.9	Co-interior angles…			
7.10	Polygon			
7.11	Regular polygon			
7.12	Interior angles			
7.13	Sum of interior angles			
7.14	Exterior angles			
7.15	Exterior angles…			
7.16	Interior and exterior angles…			

Maths Year 10 – HT4

I will learn about:
- *Unit 9 – Plans and Elevations*
- *Unit 10 – Volume and Surface Area*
- *Unit 11 – Loci*
- *Unit 12 – Further Trigonometry*

Recommended self study:

Complete the following mathswatch clips

Unit 9 – 51
Unit 10 – 53, 54, 55, 56, 114a, 114b, 115, 117, 119.
Unit 11 – 165.
Unit 12 – 168, 173, 195a, 196b, 201, 202, 203, 218.

How I will be assessed:
I will complete a post-assessment on the three units

Key words	
Key word	**Definition**
Plan	A drawing of something as viewed from above.
Cube Number	The result of using a whole number in a multiplication three times.
Locus	The set of all points that share a property.
Trigonometry	Trigonometry is the study of triangles: their angles, lengths and more.

Stretch challenge:
Complete the stretch challenge assignment on mathswatch for each unit

Unit 9 – plans and elevations

No.	Question	Answer
9.1		

Unit 11 – loci

No.	Question	Answer
11.1	The four tests for congruence are	SSS ASA SAS RASH
11.2	Triangles are similar if…	All angles are the same (AAA) They are an enlargement of each other

Unit 10 – volume and surface area

No.	Question	Answer
10.1	What is the area of a rectangle?	= length x width
10.2	What is the area of a triangle?	$=\frac{1}{2}$base x perpendicular height
10.3	What is the area of a trapezium?	$\frac{1}{2}(a+b)\times h$ "Half the sum of the parallel sides times the difference between them"
10.4	What is the area of a parallelogram?	=base x perpendicular height
10.5	What is a prism?	A 3D solid which has the same 2D shape running all the way through it
10.6	What is the volume of a prism?	Area of cross section x length
10.7	How do you find the surface area of a 3D solid?	The sum of the area of all the 2D faces
10.8	What is the volume of a cone?	$\frac{1}{3}\pi r^2 h$
10.9	How do you find the surface area of a cone?	$\pi r l + \pi r^2$
10.10	How do you find the volume of a square based pyramid?	$=\frac{1}{3}\times area\ of\ base\times h$
10.11	What is the volume of a sphere?	$\frac{4}{3}\pi r^3$
10.12	What is the surface area of a sphere?	$4\pi r^2$
10.13	Area scale factor	LSF^2
10.14	Volume scale factor	LSF^3

Unit H12 – further trigonometry (HIGHER ONLY)

No.	Question	Answer
12.1	Cosine Rule	$a^2 = b^2 + c^2 - 2bc\ \cos A$
12.2	Area of a triangle	Area $=\frac{1}{2}absinC$
12.3	Sine Rule	$\frac{a}{sinA}=\frac{b}{sinB}=\frac{c}{sinC}$

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Unit 9 – plans and elevations

No.	Question	Answer
9.1		

Unit 11 – loci

No.	Question	Answer
11.1	The four tests for congruence are	
11.2	Triangles are similar if…	

Unit 10 – volume and surface area

No.	Question	Answer
10.1	What is the area of a rectangle?	
10.2	What is the area of a triangle?	
10.3	What is the area of a trapezium?	
10.4	What is the area of a parallelogram?	
10.5	What is a prism?	
10.6	What is the volume of a prism?	
10.7	How do you find the surface area of a 3D solid?	
10.8	What is the volume of a cone?	
10.9	How do you find the surface area of a cone?	
10.10	How do you find the volume of a square based pyramid?	
10.11	What is the volume of a sphere?	
10.12	What is the surface area of a sphere?	
10.13	Area scale factor	
10.14	Volume scale factor	

Unit H12 – further trigonometry (HIGHER ONLY)

No.	Question	Answer
12.1	Cosine Rule	
12.2	Area of a triangle	
12.3	Sine Rule	

Knowledge Organiser Focus: Home Learning

Week	Home learning
Week 16	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 18	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 20	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 22	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 24	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task
Week 26	Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task

Year 9 Science – Biology

I should already know:

- *Why scientists publish their results from investigations.*
- *That drugs can be used to treat diseases.*

I will learn about:

- *A range of pathogens, diseases they cause and how spread of disease can be prevented or reduced.*
- *The role of antibiotics and painkillers in the treatment of disease.*
- *How drugs are discovered and developed.*

How I will be assessed:

I will complete written tasks how organisms defend against disease; antibody production in response to a vaccine and how drug trials are performed. I will also complete an end of unit assessment.

Key words (tier 2 and 3 vocabulary)

Key term	Definition
Pathogen	Disease causing microorganism responsible for the spread of communicable diseases.
Vaccine	Dead or inactive pathogenic material used in vaccination to develop immunity to a disease in a healthy person.
Preclinical testing	Carried out on a potential medicine in a laboratory using, cells, tissues and live animals.
Clinical trials	Test potential new drugs on healthy and patient volunteers.
Placebo	A medicine that does not contain the active drug being tested. Used in clinical trials of new medicines.
Causal mechanism	Explains how one factor influences another through a biological process, demonstrating a link between them.

Required Practical(s):
None.

Recommended reading:
The Scientific Teen Magazine: By teens, for teens covering topics in Science, Technology, Engineering, and Math are written by young adults ages 13-19.

'All microorganisms are pathogens'. Is this statement correct? Explain giving reasons and examples.

Explain how draining stagnant water pools and using mosquito nets help to control the spread of malaria.

Describe the immune response to immunisation.

Compare the spread of bacteria and viruses in infectious diseases.

Consider the statement: 'The bigger the fire, the more firemen present. Therefore more firemen cause bigger fires'. Using any presentational format you wish, communicate the difference between **correlation** and **causation** using as many examples as possible.

Does vinegar prevent microbial growth?

Devise an experiment to spray different concentrations of vinegar on slices of bread and observe the effect upon the growth of microbes. Observe and record your results. Photographs often tell a thousand words in experiments such as this one! Don't forget to share your findings with the science team!

Be science safe! Keep each bread slice in a separate, tightly sealed sandwich bag or similar. This will also prevent cross contamination
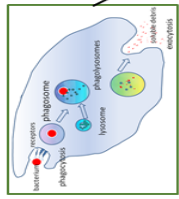
Phagocytes	**Phagocytosis**	Phagocytes engulf the pathogens and digest them.
Lymphocytes	**Antibody production**	Specific antibodies destroy the pathogen. This takes time so an infection can occur. If a person is infected again by the same pathogen, the lymphocytes make antibodies much faster.
	Antitoxin production	Antitoxin is a type of antibody produced to counteract the toxins produced by bacteria.
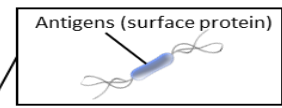
Antigens (surface protein)

Pathogens are identified by white blood cells by the different proteins on their surfaces **ANTIGENS.**

White blood cells are part of the immune system

Immune system

Non-specific defence systems

The human body has several non specific ways of defending itself from pathogens getting in

	Nose	Nasal hairs, sticky mucus and cilia prevent pathogens entering through the nostrils.
	Trachea and bronchus (respiratory system)	Lined with mucus to trap dust and pathogens. Cilia move the mucus upwards to be swallowed.
	Stomach acid	Stomach acid (pH1) kills most ingested pathogens.
	Skin	Hard to penetrate waterproof barrier. Glands secrete oil which kill microbes

AQA GCSE INFECTION AND RESPONSE part 1

Human defence systems

Detection and identification of plant diseases (bio only)

Detection	Identification
Stunted growth	
Spots on leaves	Reference using gardening manual or website, laboratory test for pathogens, testing kit using monoclonal antibodies.
Area of decay	
growths	
Malformed stem/leaves	
Discolouration	
Presence of pests	

Plants have several ways of defending themselves from pathogens and animals

Physical	**Mechanical**
Thick waxy layers, cell walls stop pathogen entry	Thorns, curling up leaves to prevent being eaten
Chemical	
Antibacterial and toxins made by plant	

Nitrate ions needed for protein synthesis – lack of nitrate = stunted growth.

Magnesium ions needed to make chlorophyll – not enough leads to chlorosis – leaves turn yellow.

Bacteria may produce toxins that damage tissues and make us fell ill

Pathogens may infect plants or animals and can be spread by direct contact, water or air

Viruses	Bacteria (prokaryotes)	Protists (eukaryotes)	Fungi (eukaryotes)
e.g. cold, influenza, measles, HIV, tobacco mosaic virus	**e.g. tuberculosis (TB), Salmonella, Gonorrhoea**	**e.g. dysentery, sleeping sickness, malaria**	**e.g. athlete's foot, thrush, rose black spot**
DNA or RNA surrounded by a protein coat	No membrane bound organelles (no chloroplasts, mitochondria or nucleus). Cell wall. Single celled organisms	Membrane bound organelles. Usually single celled.	Membrane bound organelles, cell wall made of chitin. Single celled or multi-cellular

Pathogens are microorganisms that cause infectious disease

Pathogens

Communicable diseases

Viruses live and reproduce inside cells causing damage

Pathogen	**Disease**	Symptoms	Method of transmission	Control of spread
Virus	**Measles**	Fever, red skin rash.	Droplet infection from sneezes and coughs.	Vaccination as a child.
Virus	**HIV**	Initially flu like systems, serious damage to immune system.	Sexual contact and exchange of body fluids.	Anti-retroviral drugs and use of condoms.
Virus	**Tobacco mosaic virus**	Mosaic pattern on leaves.	Enters via wounds in epidermis caused by pests.	Remove infected leaves and control pests that damage the leaves.
Bacteria	**Salmonella**	Fever, cramp, vomiting, diarrhoea.	Food prepared in unhygienic conditions or not cooked properly.	Improve food hygiene, wash hands, vaccinate poultry, cook food thoroughly.
Bacteria	**Gonorrhoea**	Green discharge from penis or vagina.	Direct sexual contact or exchange of body fluids.	Use condoms. Treatment using antibiotics.
Protists	**Malaria**	Recurrent fever.	By an animal vector (mosquitoes).	Prevent breeding of mosquitoes. Use of nets to prevent bites.
Fungus	**Rose black spot**	Purple black spots on leaves.	Spores carried via wind or water.	Remove infected leaves. Spray with fungicide.

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AQA GCSE INFECTION AND RESPONSE part 1
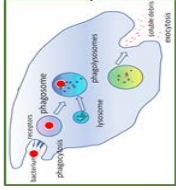
Phagocytes engulf the pathogens and digest them.

Specific antibodies destroy the pathogen. This takes time so an infection can occur. If a person is infected again by the same pathogen, the lymphocytes make antibodies much faster.

Antitoxin is a type of antibody produced to counteract the toxins produced by bacteria.

White blood cells are part of the immune system

Immune system

Pathogens are identified by white blood cells by the different proteins on their surfaces **ANTIGENS.**

Non-specific defence systems

Human defence systems

	Nasal hairs, sticky mucus and cilia prevent pathogens entering through the nostrils.
	Lined with mucus to trap dust and pathogens. Cilia move the mucus upwards to be swallowed.
	Stomach acid (pH1) kills most ingested pathogens.
	Hard to penetrate waterproof barrier. Glands secrete oil which kill microbes

Pathogens may infect plants or animals and can be spread by direct contact, water or air

	Detection	Identification
		Reference using gardening manual or website, laboratory test for pathogens, testing kit using monoclonal antibodies.

Plants have several ways of defending themselves from pathogens and animals

Thick waxy layers, cell walls stop pathogen entry	Thorns, curling up leaves to prevent being eaten

Antibacterial and toxins made by plant

Nitrate ions needed for protein synthesis – lack of nitrate = stunted growth.

Magnesium ions needed to make chlorophyll – not enough leads to chlorosis – leaves turn yellow.

Bacteria may produce toxins that damage tissues and make us fell ill

Pathogens are microorganisms that cause infectious disease

Pathogens

Communicable diseases

|			
DNA or RNA surrounded by a protein coat	No membrane bound organelles (no chloroplasts, mitochondria or nucleus). Cell wall. Single celled organisms	Membrane bound organelles. Usually single celled.	Membrane bound organelles, cell wall made of chitin. Single celled or multi-cellular

Viruses live and reproduce inside cells causing damage

Pathogen	*Disease*	Symptoms	Method of transmission	Control of spread
		Fever, red skin rash.	Droplet infection from sneezes and coughs.	Vaccination as a child.
		Initially flu like systems, serious damage to immune system.	Sexual contact and exchange of body fluids.	Anti-retroviral drugs and use of condoms.
		Mosaic pattern on leaves.	Enters via wounds in epidermis caused by pests.	Remove infected leaves and control pests that damage the leaves.
		Fever, cramp, vomiting, diarrhoea.	Food prepared in unhygienic conditions or not cooked properly.	Improve food hygiene, wash hands, vaccinate poultry, cook food thoroughly.
		Green discharge from penis or vagina.	Direct sexual contact or exchange of body fluids.	Use condoms. Treatment using antibiotics.
		Recurrent fever.	By an animal vector (mosquitoes).	Prevent breeding of mosquitoes. Use of nets to prevent bites.
		Purple black spots on leaves.	Spores carried via wind or water.	Remove infected leaves. Spray with fungicide.

AQA INFECTION AND RESPONSE

Discovery and drug development

Traditionally drugs were extracted from plants and microorganisms

Most new drugs are synthesised by chemists in the pharmaceutical industry.

Digitalis	Aspirin	Penicillin
Extracted from foxglove plants and used as a heart drug	A painkiller and anti-inflammatory that was first found in willow bark	Discovered by Alexander Fleming from the *Penicillium* mould and used as an antibiotic

Drugs have to be tested and trialled before to check they are safe and effective

New drugs are extensively tested for:	Efficacy	Make sure the drug works
	Toxicity	Check that the drug is not poisonous
	Dose	The most suitable amount to take

Preclinical trials - using cells, tissues and live animals - must be carried out before the drug can be tested on humans.

Double blind trial: patients and scientists do not know who receives the new drug or placebo until the end of the trial. This avoids bias.

Clinical trials use healthy volunteers and patients

Stage 1	Stage 2	Stage 3	Stage 4
Healthy volunteers try small dose of the drug to check it is safe record any side effects	A small number of patients try the drug at a low dose to see if it works	A larger number of patients; different doses are trialled to find the optimum dose	A double blind trial will occur. The patients are divided into groups. Some will be given the drug and some a placebo.

A placebo can look identical to the new drug but contain no active ingredients

Antibiotics and painkillers

Antibiotics have greatly reduced deaths from infectious bacterial disease

antibiotics	e.g. penicillin	Kill infective bacteria inside the body. Specific bacterial infections require specific antibiotics.
Painkillers and other medicines	e.g. aspirin, paracetamol, ibuprofen	Drugs that are used to treat the symptoms of a disease. They do not kill pathogens

Bacteria can mutate

Sometimes this makes them resistant to antibiotic drugs.

Antibiotics cannot be use to treat viral pathogens

It is difficult to develop drugs to kill viruses without harming body tissues because viruses live and reproduce inside cells

Vaccination

Used to immunise a large proportion of the population to prevent the spread of a pathogen

Vaccination	Small amount of dead or inactive form of the pathogen	1st infection by pathogen	White blood cells detect pathogens in the vaccine. Antibodies are released into the blood.
		Re-infection by the same pathogen	White blood cells detect pathogens. Antibodies are made much faster and in larger amounts.

A person is unlikely to suffer the symptoms of the harmful disease and it's spread in a population is prevented

Created more side effects than expected (fatal in some cases) and are not as widely used as everybody hoped when first developed.

Monoclonal antibodies (Biology only HT)

Monoclonal antibodies	Identical copies of one types of antibody produced in laboratory	1. A mouse is injected with pathogen
		2. Lymphocytes produce antibodies
		3. Lymphocytes are removed from the mouse and fused with rapidly dividing mouse tumour cells
		4. The new cells are called hybridomas
		5. The hybridomas divide rapidly and release lots of antibodies which are then collected

Specific to one binding site on the antigen. Can target specific chemicals or cells in the body

Monoclonal antibodies can be used in a variety of ways

Diagnosis	Detecting pathogens	Detecting molecules	Treatment
e.g. pregnancy test – measure the level of hormones	Can detect very small quantities of chemicals in the blood	Fluorescent dye can be attached so it can be seen inside cells or tissues	Bound to radioactive substance, toxic drug or chemical Cancer cells are targeted to normal body cells are unharmed

AQA INFECTION AND RESPONSE

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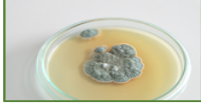
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Knowledge Organiser Focus:
Particle Model of Matter

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 1ºC.*
- *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**
The particle theory of matter	The model we use to explain the physical properties of solids, liquids and gases.
Density	The quantity of mass per unit volume of a substance.
Evaporation	the process of turning from liquid into gas.
Condensation	The process of turning from a gas into a liquid.
Specific heat capacity	the heat energy required to raise the temperature of 1kg of a given substance by one degree.
Specific Latent Heat	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.

Knowledge Organiser Focus: The Particle Model of Matter

Draw particle model diagrams for Solid, Liquid and Gas in the boxes.

SOLID	LIQUID	GAS

A

B

C

D
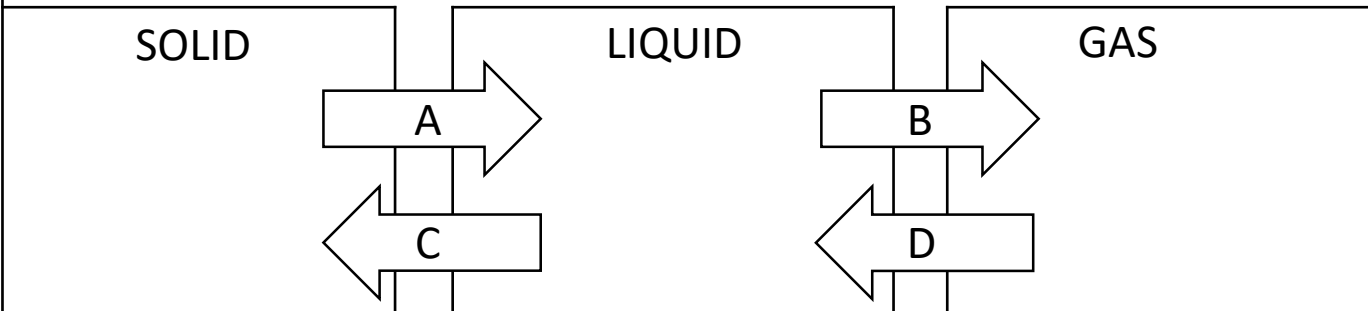
Name the changes of state represented by the arrows above:

A: B:

C: D:

The specific heat capacity (c) of water is 4200J/kg°C.

This means it take _____ J of energy to raise the temperature of ____kg of water by _____°C.

Latent heat.
Explain why the graph has two flat sections.
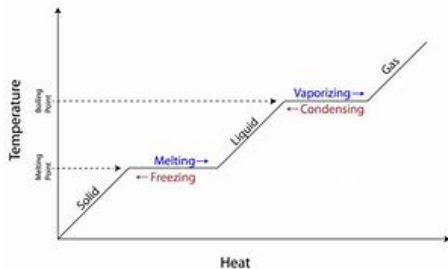
Science at home!
Hold an ice cube in your hand.
What does it feel like?
What happens?
Describe what is happening to the particles.
Where is the energy coming from?
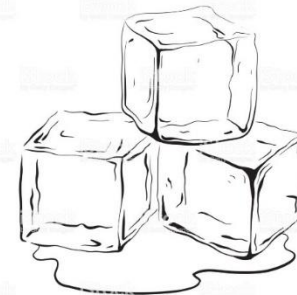
Use the Equation!
How much energy is used to heat 5kg of water by 10°C? Remember c = 4200J/kg°C.

Stretch and Challenge:
Particles gain energy as they change from solid, to liquid to gas. Explain how we can tell this from the arrangement and movement of the particles.

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

	Units
Density	*Kilograms per metre cubed (kg/m³)*
Mass	*Kilograms (kg)*
Volume	*Metres cubed (m³)*
Energy needed	*Joules (J)*
Specific latent heat	*Joule per kilogram (J/kg)*
Change in thermal energy	*Joules (J)*
Specific heat capacity	*Joule per kilogram degrees Celsius (J/kg°C)*
Temperature change	*Degrees Celsius (°C)*
Pressure	*Pascals (Pa)*

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.

Kinetic theory of gases

Particle model

Pressure

AQA PARTICLE MODEL OF MATTER

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.

Halving the volume doubles the pressure.

PV = constant.

$P_1V_1 = P_2V_2$

P = m ÷ V

Density = mass ÷ volume.

	Density	*Mass of a substance in a given volume*

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 **X** specific heat capacity **X** temperature change.

ΔE= m **X c X** Δθ

Internal energy and energy transfers

Change of state

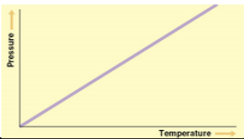| Freezing	Liquid turns to a solid. Internal energy decreases.
Melting	Solid turns to a liquid. Internal energy increases.
Boiling / Evaporating	Liquid turns to a gas. Internal energy increases.
Condensation	Gas turns to a liquid. Internal energy decreases.
Sublimation	Solid turns directly into a gas.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

Specific Latent Heat	*Energy needed to change 1kg of a substance's state*
Specific Latent Heat of Fusion	*Energy needed to change 1kg of solid into 1 kg of liquid at the same temperature*
Specific Latent Heat of Vaporisation	*Energy needed to change 1kg of liquid into 1 kg of gas at the same temperature*

Energy needed = mass **X** specific latent heat.

ΔE= m X L
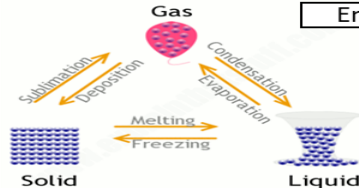
Internal energy	*Energy stored inside a system by particles*	Internal energy is the total kinetic and potential energy of all the particles (atoms and molecules) in a system.
	Heating changes the energy stored within a system	Heating causes a change in state. As particles separate, potential energy stored increases. Heating increases the temperature of a system. Particles move faster so kinetic energy of particles increases.
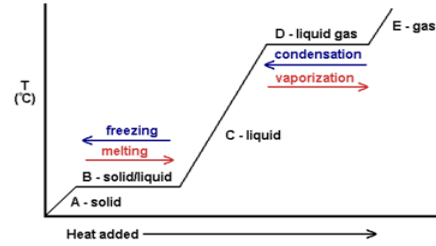
Week	Home learning
Week 16	Complete your assigned homework task set on Microsoft Teams
Week 18	Complete your assigned homework task set on Microsoft Teams
Week 20	Complete your assigned homework task set on Microsoft Teams
Week 22	Complete your assigned homework task set on Microsoft Teams
Week 24	Complete your assigned homework task set on Microsoft Teams
Week 26	Complete your assigned homework task set on Microsoft Teams

Knowledge Organiser Focus: Who was Thomas Wolsey and how did he manage Henry's affairs.

I should already know:
- *Henry's early years as king.*
- *Henry's personality and character.*
- *Henry's ambitions and aims as king of England.*

I will learn about:
- *Henry's Chief Advisor Thomas Wolsey.*
- *How Thomas Wolsey rose to power from a low birth.*
- *Thomas Wolsey's domestic and foreign policy.*

How I will be assessed:
I will answer a series of GCSE style questions in order for me to show that I understand how Thomas Wolsey rose to Power.

Key words (tier 2 and 3 vocabulary)	
Key word	**Definition**
Lord Chancellor (Chief Minister)	The most important post in Henry's government, responsible for advising the king on all matters.
Cardinal	A senior leader in the Roman Catholic Church
Domestic Policy	All policies that are focused within the country and kingdom.
Foreign Policy	All policies that are related to other countries outside the kingdom.

Stretch challenge:
Why did Wolsey become so unpopular with many of the nobility?

Recommended reading:
Henry and His Ministers Revision Guide (Edexcel)
https://members.gcsepod.com/shared/podcasts/title/12337/75891

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Knowledge Organiser Focus: Who was Thomas Wolsey and how did he manage Henry's affairs.

The Rise of Cardinal Wolsey, 1509- 25

1486 Went to Oxford University

1501 Became a Chaplain to the Archbishop of Canterbury

1508 Appointed to the Royal Council

1514 Appointed the Bishop of Lincoln and then the Archbishop of York (2nd most powerful position in Catholic church)

1515 Henry appoints Wolsey as Lord Chancellor and Chief Minister

1471

1471 A butcher's son, born about 1471 in Ipswich

1498 Became a priest

1507 Became the Royal Chaplain to Henry - Now at court

1513 Planned war on France which Henry wanted

1515 The Pope appoints Wolsey as a cardinal (The most powerful position in Catholic church)

1515

For 15 years Wolsey juggled the most demanding roles in England. As a cardinal and archbishop he was the leading churchmen in England.

His major role was as the King's Chief Minister, managing parliaments, raising taxes, leading diplomatic negotiations, planning military campaigns, drafting new laws and many other tasks. This meant that he did the hard work of government, allowing King Henry to spend his time jousting, hunting and in all his other enjoyments.
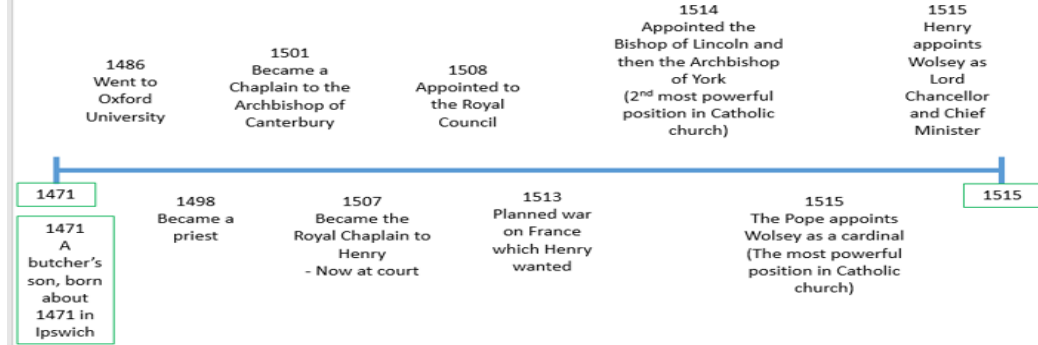
He was able to do this because he was intelligent, with great stamina and energy to work long hours on the kings business. He was extremely loyal to the King. He was a skilled negotiator and had the ability to charm and persuade people to agree with him. He could also lose his temper deliberately and use bad language to over-awe those who disagreed with him.

Wolsey enjoyed and took pride in showing off his great wealth. By 1520 he was the King's wealthiest subject and spent his money lavishly on buildings, jewels and clothing. The spending gave his rivals the opportunity to accuse him of extreme greed and of trying to rival the King's magnificence.

It is important to remember that Wolsey was the king's leading advisor, an archbishop and cardinal. In these roles he was expected to live as magnificently as he could. He also needed a huge income to pay all the people who worked for him, including lawyers and administrators who did government business for him and all different kinds of servants needed to keep his houses running.

Wolsey's Reforms

Justice
- Justice didn't work as the rich people always won
- Wolsey used the **Star Chamber,** a royal court set up by Henry VII
- Many people thought he wanted revenge on the upper classes, who had often treated him badly because of his low birth.
- He also punished those he had a grudge against.

Enclosure
- Enclosure meant fencing off land and it caused poverty in rural areas.
- In 1517 he set up an enquiry into enclosure. He brought 260 court cases against landowners.
- He became very unpopular amongst wealthy landowners of England
- In 1523 angry landowners stopped him from investigating further
- Wolsey achieved very little and Enclosure continued to take place.

Finance
Henry wanted to follow an aggressive foreign policy to ensure that he became one of the greatest kings in Europe. However, the current taxation system was no longer working (direct taxation).
Wolsey's solution was to improve the system of taxation with a **subsidy**. This was based on an up to date assessment of a person's personal income, similar to our current system today. Wolsey also made use of other pre existing methods such as forced loans, clerical taxation and fifthteen and tenths.
The problem was it was difficult to keep pace with Henry's spending and taxes were very unpopular with the people.

The Amicable Grant 1525
- Henry VIII wanted to invade France but had no money
- Wolsey passed a tax without asking parliament
- People had to pay 1/6 of their income – they had 10 weeks to find the money
- In 1525 men in Suffolk fought back
- The collection was stopped
- Wolsey did not attempt to pass taxes again

The Eltham Ordinances
- The King's palaces were dirty, people were badly behaved and money was wasted
- So Wolsey drew up a list of rules known as the Eltham Ordinances. These included sacking servants who were sick or not needed, Meal were at set times, Dogs were banned (except small spaniels).
- It was 79 chapters long!

Knowledge Organiser Focus: Who was Thomas Wolsey and how did he manage Henry's affairs.

Describe two features of the Amicable Grant

(4 marks)

Describe two features of the Eltham Ordinances

(4 marks)

Describe two features of Thomas Wolsey

 (4 marks)

Describe two features of the Field of the Cloth of Gold

(4 marks)

Describe two features of the Treaty of London

(4 marks)

Sentence starters

One feature of ……. was ……….

This was important because…………..

One feature of ……. was ……….

This was important because…………..

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Year 10: Half Term 2

The Divine Right of Kings was…	
Henry VIII became king in …	
His older brother died in 1502, he was called…	
Henry VIII first wife was called…	
The most powerful noble was called…..	
Henry had two chief ministers, they were called…	
The pope awarded Henry the title…	
The church owned…	
Monks and nuns used to live in…….	
The pilgrimage of Grace was….	
The Amicable Grant was……..	

Three ambitions that Henry VIII had as king were:
1.
2.
3.

Complete the sentence: Wolsey failed to secure an annulment for Henry because:

Knowledge Organiser Focus: Who was Thomas Wolsey and how did he manage Henry's affairs.

Quiz – Circle the correct the answer:

- **What does Royal Almoner mean?**

Provides food for the poor
Head of Henry's star chamber

- **What does Alter Rex mean?**
Other king
Other law

- **Who were the leaders of France and Spain during Henry's reign?**
Francis I & Charles V
Charles I & Francis V

- **Why was Wolsey hated by the nobility?**
Low Birth
The red garments he wore

- **Who was Catherine of Aragon?**
Henry VIII first wife
Henry VIII third wife

- **What was the Amicable Grant?**
A tax disguised as a gift
An invite to one of Henry's lavish parties

- **What was the divine right of kings?**
God given right to rule
Destiny to Conquer France

- **Who was Thomas Wolsey?**
Henry's first Chief Minister
Henry's second Chief Minister

- **Who was Thomas Cromwell?**
Henry's first Chief Minister
Henry's second Chief Minister

- **Who was the Duke of Norfolk?**
A high ranking noble
The leader of Henry's government

- **Who was Martin Luther?**
A German monk who suggested 99 points to improve the Catholic church
A man who managed to get equal rights for Black Citizens in the United States of America

- **What was the Battle of the Spurs (1513)?**
Henry VIII's victory against the French
Henry VIII's victory against the Spanish

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I will learn about:
- Why people live in cities
- Why people are attracted to urban areas from the countryside (rural)

Rio De Janerio –
- Location of Rio/Brazil
- The importance of Rio (Local and global)
- Challenged
- Opportunities
- Sustainable development project

Manchester –
- Location of Manchester/UK
- The importance of Manchester (Local and global)
- Challenged
- Opportunities
- Sustainable development project

Stretch challenge:
Ask your geography teacher for the 'Urban Challenges challenge worksheets'

Recommended reading:
TV – BBC iplayer – Planet Earth

How will I be assessed:
End of topic assessment
Exam questions throughout the scheme
Microsoft team homework

Urbanisation is…..	The increase in people living in towns and cities
More specifically…..	In 1950 33% of the world's population lived in urban areas, whereas in 2015 55% of the world's population lived in urban areas.
By 2050…..	It is predicted 70% will be living in urban areas.
Urban growth	The increase in land covered by cities
Urban growth is caused by…..	Natural increase and rural to urban migration.
Urbanisation results in the creation of….	Megacities
A megacity is…	An urban area with over 10 million people living in it. For example Mumbai, Tokyo and Mexico City.
Natural increase is…..	If a country has a higher birth rate than death rate, the population will naturally increase. This type of population is often found in stages 2 and 3 of the DTM where there is a high number of young adults (18-35 years) who are having lots of children and few older people who are dying due to improved healthcare. Therefore urban growth is common in NEEs.
Rural to urban migration is…	The movement of people from the countryside to cities. It is caused by push factors (pushing people out of rural areas) and pull factors (pulling people to cities).
Push factors are….	Factors that push people out of an area. Negative factors that make people want to leave an area.
Pull factors are….	Factors that pull people out of an area. Negative factors that make people want to leave an area.
Rural to urban migration push factors make people want to leave rural areas. Examples include…..	- Farming is hard and poorly paid - Increased use of machinery in farming = less people needed to word = unemployment - Dry land in rural areas caused by desertification = land cannot be farmed - Fewer doctors, hospitals, schools and transportation routes
Rural to urban migration pull factors make people want to move to urban areas. Examples include…..	- More highly skilled, better paid jobs - Range of entertainment opportunities - More and better doctors and hospitals - More schools and better education - Better transportation routes/public transport

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EXAMPLE OF AN URBAN AREA IN AN LIC OR NEE: RIO DE JANEIRO is located in Guanabara Bay, on the south-east coast of Brazil. It lies next to the Atlantic Ocean. It is the cultural capital of Brazil and 2nd largest city, with a population of 12.5 million.

Rio is important at a range of levels:
- At the REGIONAL level it provides schools, hospitals, universities, employment, leisure and recreation. It is important due to its art and culture scene. It also is an important transport hub with airports and docks.
- At the NATIONAL (country) level it is home to many of Brazil's largest company headquarters, including mining, oil and telecommunications. Rio is a major centre specialising in clothing, processed food, chemicals and pharmaceuticals.
- At the INTERNATIONAL level, it hosts international events such as the 2014 World Cup and 2016 Olympics, as well as many of its companies trading internationally.

These factors have attracted a multicultural population, with people from all over the world moving to Rio to live: *South Korea, China, UK, USA, Portugal, Argentina and Bolivia.*

Urban growth in Rio de Janeiro has created many social and economic opportunities:	
Opportunity	Evidence in Rio
JOBS	• Rio provides >6% of all jobs in Brazil. • Rio is home to many manufacturing industries, (pharmaceuticals, clothing, furniture and processed foods) and service industries (banking, insurance). • As Rio grows there are many jobs in construction
BUSINESS OPPORTUNITIES	• The growth of urban industrial areas can increase economic development. It will attract businesses to the area. • Rio produces 5% of Brazil's GDP.
EDUCATION	• Rio provide grants to poor families to encourage children to attend school. • Rio have many volunteers who help in schools. • There are adult classes to help adults gain skills = better jobs
SERVICES	• Rio has a new nuclear generator and hydro-electric power station = more energy produced. • 60km of new electricity lines = better access to energy • By 2014, 95% of Rio had access to a mains water supply. This was due to 7 new water treatment plants and 300km of new water pipes being laid. • 12 new sewage works have been built and 5km of sewage pipes installed in badly polluted areas.
HEALTHCARE	• Some areas in Brazil (Barra de Tijuna) have a life expectancy of 80 years old. Brazil (as a country) has an average life expectancy of 63 years. • Medical staff go into favelas and offer emergency medication to people's homes.
ENTERTAINMENT	• One of the world's top tourist destinations - The Statue of Christ the Redeemer, stunning natural surroundings and entertainment.
TRANSPORT	• It has two major airports and five shipping ports • Public transport, toll roads and one way systems to control traffic

Urban growth in Rio has also created many social, economic & environmental challenges	
Challenge	Evidence in Rio
Lack of healthcare	In 2013 only 55% of the city had a local family health clinic.
Lack of education	Only 50% of children continue education past 14 years old. Lack of schools, teachers and funding.
Lack of water supply	37% of water is lost due to leaky pipes and illegal access = people do not have access.
Lack of energy	Due to rapid population growth and illegal tapping onto electricity lines there are frequent blackouts.
Unemployment	Many people are unemployed in Rio,
Air pollution	Cars & growth of factories = 5000 deaths per year. Very little flat land in Rio means all roads are concentrated in small areas of flat land = congestion. In the past 10 years the number of cars has increased by 40%.
Solution:	Expanding metro (public transport) and creating toll roads that you pay to use = less cars on roads.
Water pollution	200 tonnes of raw sewage & 50 tonnes of industrial waste pour into Guanabara Bay each day. Also oil from oil spills (e.g. Petrobas oil refinery) and fuel from ships goes into the water.
Solution:	12 new sewage works and 5km of sewage pipes installed and ships are fined for discharging fuel in bay.
Waste pollution	A lack of waste disposal = rubbish on streets.
Solution:	New biogas power plant makes energy from rubbish. It consumes 30 tonnes of rubbish each day.
Creation of squatter settlements (favelas)	These are illegal settlements on the outskirts of cities. Characteristics: • Poorly built homes using basic materials • Houses built on steep slopes = landslides (e.g. 2010: 224 killed and 13,000 lost their homes) • 30% no electricity, 50% no sewage system and 12% no running water. • 20% are unemployed. Those who are, are often employed in informal sector (e.g. street vendor), which are poorly paid (<£60/month), no contract, no taxes paid. • Drug gangs are common & police is rare (murder rate is 20 per 1000people) • High population densities (37,000 per km²) + a lack of waste disposal = spread of diseases. This is made worse by a lack of healthcare. As a result there are high death rates and a very high infant mortality rate of 50 per 1000 people.

URBAN PLANNING: improving quality of life in favelas. The Favela Bairro Project is an example of an URBAN PLANNING scheme that improves the quality of life for the urban poor. It works on developing Complexo do Alemão, a favela in northern Rio de Janeiro.
- Roads have been improved and paved
- Improved access to water pipes and sanitation
- Hillsides strengthened to prevent landslides
- New healthcare, leisure and education facilities
- New cable car was built, connecting the favela to Bonsucesso Station, where trains go to city centre, however it closed in 2016 due to a lack of government funding.
- 100% mortgages provided for locals to buy homes
- A Pacifying Police Unit (UPP) was set up = less crime

Successful because: access/mobility is better = access to jobs in city centre, improved healthcare, education, access to services, 100% mortgages = more people can buy homes, less crime, fewer landslides.

Unsuccessful because: new infrastructure not maintained and residents did not have skills to fix it, area improved = increase in demand to live there = increase in rent = poorest had to move, budget of US$1 billion could not help all favelas.

Population Distribution	The way something is spread out over an area.
Industrialisation	Growth of secondary manufacturing
De-industrialisation	Decline of secondary manufacturing
Post industrial economy	Economy is mainly tertiary and quaternary industries
Brownfield site	Land that has previously been built on
Greenfield site	Land that has never previously been built on
International Migration	The movement of people across countries.
Urban Growth	The increase in land covered by urban areas.
Urban Sprawl	Unplanned growth of urban areas into the surrounding rural area
Urban Greening	Increasing the amount of green space in a city.
Social Inequalities	Some areas have more opportunities than others.
Rural-urban Fringe	The area on the edge of a city, where it meets the countryside.
Green Belt	Protected land at the rural-urban fringe where building is restricted.
Dereliction	Areas that are abandoned and become run down
Urban Regeneration	The reversal of urban decline through redevelopment, aiming to improve the local economy
Social Deprivation	When a person or area is deprived of services and amenities.

Choropleth map showing the UK's population distribution:

There is a dense population....	In the south east. More specifically 32% live in the south east.
There is a sparse population......	In the north of England, Scotland and Wales.
This is because....	It is warmer, *less rainfall, flatter land in the SE. In central Scotland and Wales its is colder, more rainfall and mountainous.*
How many people live in urban areas?	82%
People live in urban areas because of job opportunities. More specifically...... This is because.....	Most secondary, tertiary and quaternary jobs are located in urban areas. ➢ Industrialisation in 18th and 19th centuries = factories opened in urban areas = urbanisation. ➢ 1950s: de-industrialisation = growth of tertiary and quaternary jobs which are located in urban areas.
People live in urban areas due to social opportunities. More specifically......	➢ More entertainment options (restaurants, theatre, cinemas, shopping), better healthcare, education, housing...etc.

CASE STUDY OF AN URBAN AREA IN THE UK: MANCHESTER

Population in 2019 **Predicted population in 2030**	*2.6 million (Greater Manchester)* Increase by 10%
Demographic of population	Natural increase and migration from other cities of young people in their 20s & 30s for university and work
Positive impacts of immigration	*Culture (food – curry mile). Festivals (Manchester Carnival – Afro).*
Negative impacts of immigration	*Language barrier, segregation of groups of people (e.g. Prestwich – Jews and Asian – Longsight)*

EXAMPLE OF URBAN REGENERATION: SPINNINGFILEDS – MANCHESTER

Location	*North-east of Manchester City Centre along the banks of the River Irwell*
Why did the area go into decline?	In the 19th century, Spinningfields was where the urban poor struggled to survive during the industrial revolution. In the 1960-70's, newer office block were built on site, but there were still disused industrial buildings in the area.
What happened?	• The old Magistrates' Court was demolished into green space – which now hold the Oast house. Screenfields – an outdoor cinema, which also held 2000 people to watch Andy Murray's 2012 Wimbledon victory. XYZ – feature an events space, co-work area, café and restaurant • £1.6 billion spent
Improvements of the development	• There are numerous cafes, bars, restaurants and the theatre in the area that are booming especially so at lunchtimes and weekend evenings. There are also a number of high-class apartment blocks; however, the number of affordable housing is an area of concern. • New businesses = jobs = money. Good communication and transport links with the rest of Manchester • The areas of public space have been successively sacrificed to make way for building developments. There is now no green space at all in the Spinningfields area.

Manchester is located in North West England and has a population of 530000. It is of regional, national and international importance. The city grew during the Industrial Revolution.

- **National importance:** *London one of the UK's largest cities and is home to many jobs, tourism, world class universities (University of Manchester), iconic buildings and architecture (tallest building in UK). Excellent transport links (M6).*
- **International importance**: *Manchester United & City – football/tourism. Manchester Airport – links to North America. Names the 'leading European business destination'. 2nd successful UK city for FDI (foreign direct investment).*

URBAN GROWTH AND CHANGE IN MANCHESTER HAS CREATED A NUMBER OF OPPORTUNITIES

SOCIAL OPPORTUNITIES	• **Culture**: Nightlife (Northern Quarter, Castlefield, Deansgate Locks). • **Entertainment**: theatres e.g. the Lowry, cinemas and entertainment complexes eg Printworks. • **Music**: Manchester Arena, Manchester Academy etc. • **Sport**: Old Trafford. • **Transport System:** Trams, Oxford Road bus corridor.
ECONOMIC OPPORTUNITIES	**JOBS**: • **Global Companies**: Home to Kellogg's. • **Universities:** Attract business and investment in research. • **Media:** Media City home to BBC and ITV. • **In 2016** there were 1.4 million jobs • **Average wage** = £26,7000 • **The tertiary sector** (e.g.)Media city in Salford generates £16.2 billion annually • **The quaternary sector** – University of Manchester for research
ENVIRONMENTAL OPPORTUNITIES	**MANCHESTER HAS AN INTEGRATED TRANSPORT SYSTEM. This makes it easier to use public transport = less cars = less pollution.** • Manchester is continuing to adapt to its integrated transport system that links difference forms of public transport = makes it easier to use (All 3 train stations is connected via walking paths and free buses). • **The new tram line** connecting Manchester to Trafford city (2040 plans for more new tram lines) to help tourism and increase income **URBAN GREENING: MANCHESTER HAS INCREASED AND PRESERVED OPEN GREEN SPACES.** • **20.4%** of Manchester is green space. • Plans to improve **Piccadilly gardens** and implement green roofs and fund allotments in the city Benefits of green spaces: *trees produce oxygen, reduce the risk of flooding, provide habitats for wildlife and provide spaces for recreational use (healthy).* Strategies to protect our green space: connecting green areas to make them more accessible, creating new green spaces To be able to **increase recycling** and generate renewable energy, Manchester City Council is helping Greater Manchester control change.

URBAN GROWTH AND CHANGE IN MANCHESTER HAS CREATED A NUMBER OF CHALLENGES

DERELICT AREAS	During the industrial revolution (industrialisation), many factories opened in urban areas = people moved to urban areas for new jobs = urban growth. However, in the 1950s de-industrialisation occurred because factories moved abroad due to cheap labour. As a result many factories closed down and people moved away from the area = many inner city areas, such as Miles Platting/Oldham, became abandoned, run-down and deprived.
SOCIAL INEQUALITY	Some areas in Manchester are more deprived than others. This is know as *social inequality.* It is due to a lack of investment from the government. It can have a number of knock on effects, affecting exam results, employment, income, health...etc.E.g. the gap between Moss Side and Didsbury.

Moss Side	West Didsbury
Average 50% non-white ethnicity	Average 20% non-white ethnicity
25 % achieve a C in Eng/Maths GCSE	60% achieve a C in Eng/Maths GCSE
2500 ASBOs per year	1000 ASBOs per year
Highest amount of claiming benefits	Most housing – occupied and owned
Life expectancy - 74	Life expectancy - 80

|
| **URBAN SPRAWL** | Many people want to live in urban areas due to better jobs, higher incomes, more entertainment options, education...etc. Unfortunately, there are not enough houses for the demand. Manchester's population is growing every year however not enough homes are being built.

There are two options of where to build new homes:
1. Building on **brownfield sites**: redeveloping derelict land in city centres.
   • *Reduces urban sprawl and habitat loss, more public transport = less cars = less pollution*
   • *More expensive*
2. Building on **greenfield sites**: building new homes on land that has never been built on before. Usually on the outskirts of urban areas (**rural-urban fringe**). This results in urban sprawl. Urban sprawl is the unplanned growth of urban areas into the surrounding rural areas.
   • *Cheaper, more space, cleaner air,*
   • *Green land and habitats are lost and more cars are used due to less public transport = pollution*
To protect greenfield sites on the edges of urban areas, Manchester has created a **green belt**, on which there are very strict planning controls to prevent further urban sprawl. |
| **POLLUTION** | **Air pollution**
Manchester suffers from significant air pollution. The main cause is cars and heating systems in homes. Long term exposure to air pollution causes 4000 premature deaths a year in Manchester.

➢ *Solution: improvements to public transport (new tram lines, integrated transport system)*
Waste pollution
Manchester Water Disposal Authority aim to reduce household waste by 50% 2025 with 60% recycled= reduce environmental problems (production of methane and water and ground pollution).

➢ *Solution: increase or recycling and using waste to produce energy – help support communities* |

SUSTAINABLE URBAN PLANNING

Sustainable cities are cities that meet the needs of the people who live in them today, without meaning that future generations do not have their needs met. Basically it means behaving in a way that does not irreversibly damage the environment or use up resources faster than they can be replaced. There are many things that cities can do to be more sustainable.

				TRAFFIC MANAGEMENT STRATEGIES

Sustainable cities focus on:
1. **Preventing the overuse of water**
2. **Preventing the overuse of electricity and generating energy from renewable energies.**
3. **Urban greening – creating and protecting green spaces within the city. Green spaces provide clean air, habitats and prevent flooding during intense rainfall. They also create a relaxing space for people and encourage exercise.**

In 1970 Freiburg set itself the goal to become a sustainable city. It is located in south-west Germany.

Traffic congestion can lead to a number of problems: *air pollution, health problems (e.g. asthma), accidents, increased journey times, noise and visual pollution, loss of habitats, cost of fuel…etc.*

Therefore **traffic management strategies** are used to **reduce the risk of traffic congestion.**

	EXAMPLES IN FREIBURG	EXAMPLES IN MANCHESTER		
SUSTAINABLE WATER SUPPLY AND USE	**Collecting and recycling water:** • Water harvesting systems collect rainwater to reuse. • Water from the River Dreisam is used in Frieburg. **Prevent overuse of water:** • Dual flush toilets are used that use less water to flush. • Water meters remind residents how much water they are using = people use less water.	Many homes in Manchester use: ➢ Water meters ➢ Dual flush systems ➢ Eco friendly appliances that use less water (e.g. washing machines, dishwashers)	**Cycle routes**	Lanes along main roads where people cycle, with some new cycle paths that exclude cars (cycle superhighways). There are many benefits of cycling. • *Increase exercise, improve health, reduce air pollution, reduce stress, reduce congestion.* • The number of people cycling in Manchester has increased from 1.9% to 2.1% from 2001-2011 Transport for Greater Manchester aspire to have an increase of 300% in the levels of cycling across the region by 2025. • Greater Manchester Cycling Campaign is a volunteer-run groups that works to make cycling enjoyable and quicker. • Mobike started in 2017 where you could hire bikes via the app. Unfortunately it was suspended by 2018 due to high vandalism.
SUSTAINABLE ENERGY SUPPLY AND USE	Freiburg plans to be 100% powered by renewable energy by 2050. This will require many residents to half their current use of energy. **Renewable energies** • It is one of the sunniest cities in Germany so solar power is used. There are approximately 400 solar panels installations in the city, including at the railway station and football stadium. These produce 10 million kilowatts of electricity per year. *Freiburg's solar valley employs 1000 people in solar technology, in the production of solar panels, developing solar technology, such as solar cooling technology.* • Other renewable energies that Freiburg uses include biomass and biogas. **Prevent overuse of energy:** • The government provide incentives to encourage people to become more energy efficient, by allowing homeowners to sell any excess energy to the national grid.	Many energy companies provide energy from only renewable sources (e.g. Scottish Power). Many homes and businesses have solar panels on their roofs. Many homes use energy meters to monitor their energy use.	**Bus**	Buses have been improved to make journeys shorter & more enjoyable = more people to use public transport. ➢ *TFGM has a fleet of 1010 environmental friendly diesel-electric hybrid buses and 3 full electric buses* ➢ *Information boards used at >2500 bus stops that tell customers when the next bus is due – makes it easier for passengers.* ➢ *New bus routes and more buses used at peak hours.* ➢ *Buses have priority = bus lanes = quicker journey times.*
			Park & ride	In Greater Manchester there are 77 destinations for park and ride for trains and trams. People park their car in free car parks on the outskirts of the city and then take the train/tram into the city centre. One bus with 40 passengers causes less congestion than 20 cars with 2 people in each They have social, economic and environmental impacts: *Less cars in the city = less congestion = less pollution (air, visual, noise), less time wasted in traffic, less accidents, less space needed in the city centre for car parks.* E.g. Hollinwood Metrolink park and ride
URBAN GREENING	• Afforestation – 75% of the deforested trees are re-grown every year. • River Dreisam provides natural habitats for animals and vegetation. • 44,000 trees have been planted in the city = 40% of the city is	20.4% of London is green space. Plans to improve Piccadilly gardens and implement green roofs and fund allotments in the city	**Integrated transport system**	Greater Manchester is developing their integrated transport system ready for 2040 – Connecting an extra 3 million residents to the city, resulting in 600,000 more journeys every day. A system that links different forms of public transport to make journeys easier = more people use public transport = less cars = less congestion and pollution. Passengers are able to use bank cards to pay for journeys on all forms of pubic transport = easy to use = more people use it. *e.g. Piccadilly station connects trains, tube, buses, cycle routes to each other.*

Knowledge Organiser Focus: Home Learning

Week	Home learning
Week 17	https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUMlRPV1hQNlZBWTg1SzdaUE5KN1EyTkRaQi4u
Week 21	https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUMllES1lZUFE4M1VLRFhDRVpGQlAyMk5KVC4u
Week 25	https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUOElSNEEzTzhDN09QRUtXVVo2RktQNVhDTC4u

Knowledge Organiser Focus: What do Muslims believe?

I should already know:
Basic Christian beliefs
Basic Christian practices
Christian festivals
Christian religious books, stories and figures

I will learn about:
Muslims beliefs about the nature of God
Muslim beliefs about the Prophets
Muslim beliefs in life after death
Muslims beliefs about angels
Muslims beliefs about predestination

How I will be assessed.
With 3 mark questions defining key words
With 4 mark questions explaining a religious belief
With 5 mark questions explain a religious belief with a source
With 12 mark questions analysing a quote from various viewpoints

Key words (tier 2 and 3 vocabulary):

Word	Definition
Tawhid	One God, All powerful, all knowing, all present, all good
Risalah	The belief in the messages of the prophets
Malaikah	The belief that Allah appointed angels to deliver messages
Akhirah	The belief in life after death
Al Qadr	The belief that Allah has predestined plans for everyone
Revelation	The messages revealed by Allah contained in the holy books
Sunni and Shia	The different denominations within Islam
Explain	Talk about why/how
Evaluate	Talk about its effects

Stretch challenge:
Consider how you will show evidence for all the Muslim 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:
Comparative Religion for Dummies- William P Lazarus
Islam for Dummies-
Oak National Academy – KS4 > Islamic beliefs/Islamic practices
These can all be borrowed from the school library!

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Topic	Muslim View	Importance	Impact on Muslims Today
The Ten Obligatory Acts	**Most important duties for a Shi'a Muslim:** 1. **Salah** (Prayer), 2. **Sawm** (Fasting during Ramadan), 3. **Hajj** (Pilgrimage to Makkah), 4. **Zakah** (Giving to charity), 5. **Khums** (20% tax), 6. **Jihad** (Striving for Allah), 7. **Amr Bil Ma'roof** (Encouraging good actions), 8. **Nahi anil munkar** (Discouraging evil actions), 9. **Tawalla** (associating with good people), 10. **Tabarra** (disassociating with evil people.	• They are a way of guiding the practices of Shi'a Muslims. • They are a way to show commitment to Islam through actions (not just words). • They enable Muslims to connect with Allah so that they can become pure, help others and be blessed with a good afterlife.	• These are considered to be as important as Jews and Christians consider the 10 commandments. • Shi'a Muslims have a duty to perform each action to the best of their ability. • They help to shape individuals but also to help others and to impact society.
Shahadah	**Declaration of Faith (2 or 3 parts):** 'I bear witness that there is none worthy of worship expect Allah alone and He has no partner.' – **(Tawhid)** 'And I bear witness that Muhammad is His servant and His Messenger' – **(Risalah)** (+'And I bear witness that Ali is the Friend of God - **Shia**)	• **First pillar of Islam** to show its prominence above all of the other pillars. • It is the testimony a person declares to enables them to remember their important commitment to their faith and to Allah. • Rewards are promised for putting Allah first.	• Recited to converts, new born babies, throughout someone's life and during burial. • It enables Muslims to connect with and be reminded of Allah. • A person who repeats the Shahadah is called Shahid (one who bears witness).
Salah	**Prayer 5 times a day + Second Pillar of Islam** • Important to worship regularly to show devotion to God • Obligatory for all Muslims from an early age. • Can be in Mosque or home. **Jummah** (Friday @ Mosque)	• Directed by the prophets including Muhammad. • P. Muhammad showed people how to pray. • Aimed to communicate directly with Allah (who desires a personal relationship)	• Times: 1. **Fajr** 2. **Zuhr** 3. **Asr** 4. **Maghrib** 5. **Isha** • Performed facing Makkah (**Quiblah**) • Ablution (Wudu) completed before prayer. • Movements known as **Rak'ah**.
Sawm	• Third Pillar of Islam meaning Fasting. • This happens during the month of Ramadan. • Food, Smoking, sexual activity and Bad thoughts are forbidden during daylight.	• Laylat al Qadr (Night of Power) took place during Ramadan and was when the first words of the Qur'an were revealed from Allah to Muhammad via Jibril. • Only the elderly, young, pregnant and unwell are exempt.	• It helps Muslims to learn self discipline. • To appreciate what Allah has provided. • To remember the importance of the Qur'an, revealed during Ramadan.
Zakah and Khums	• Zakah is the third pillar of Islam – Giving to charity. Normally giving 2.5% of one's wealth each year. • Khums is a Shi'a obligatory act – 20% of surplus income.	• Both duties are contained in the Qur'an and have long traditions in Islam. • They aim to support poor and the Ummah.	• Both are duties to the respective types of Muslims. • Wealth is a gift from Allah and is only material. • It helps Muslims grow spiritually and links to judgement.
Hajj	• Hajj is the 5th Pillar of Islam and annual pilgrimage to Makkah. • It follows the journeys of important figures in the history of Islam (Ibrahim, Hagar, Ishmael, Adam & Muhammad)	• All Muslims are obligated to make this journey once in their lifetime if they are physically fit and can afford to. • It allows Muslims to focus on their religion without distractions and visit the centre of Islam (Makkah).	• Allows Muslims to show commitment to Allah and can help them to reach Al Jannah. • Strengthens the Ummah and individual faith. • Enables a Muslim to seek forgiveness from Allah.
Jihad	• Jihad means **'struggle'** and is split into two types: • Lesser Jihad is the **outward struggle** to defend Islam. • Greater Jihad is the **inner struggle** to be a better Muslim.	• Both are mentioned in the Qur'an. • Muhammad was a role model for both types. • Muhammad highlighted the greater jihad.	• Sometimes the religion of Islam will need defending but the Greater Jihad is called so because all Muslims must focus on doing good deeds and overcoming evil.
Celebrations & Commemorations	• Id-ul-Fitr – End of Ramadan – celebrating an end to fasting. • Id-ul-Adha – Festival of sacrifice – Remembering Abraham's willingness to sacrifice his son for Allah. • Ashura and Id-ul Ghadeer (Shi'a only) also important.	• Remember past events and important people within Islam. • To have a cycle of special days and events that are marked during the year.	• To strengthen the Ummah and unite Muslims together around the world. • To share common Muslim beliefs and ...

Linked Topics

Topic	Muslim View	Importance		Impact on Muslims Today
Muslim Beliefs	• There are many schools of Islam who believe in the same beliefs and practices. • Some differ – e.g. Sunni and Shi'a.	Muslim beliefs are influenced by the following: Allah, Holy books (e.g. Qur'an and Hadith), Angels, Prophets (e.g. Prophet Muhammad - ProMo) Shariah law, The Ummah, 5 pillars.		
The Six Beliefs	• 6 beliefs are the main beliefs of Sunni Muslims: **Tawhid, Malaikah, Akhirah, Holy books, al-Qadr, Nubuwwah** (prophethood) • Shi'a Muslims accept some in their 5 roots.	• The 6 beliefs unite all Sunni Muslims • They help Sunni Muslims understand Islam better. • They support Sunni Muslims in how they should live their lives • The 6 beliefs support what beliefs they should have.		• Muslims will recite the Tawhid in their prayers each day. • They read the Qur'an and look to it for advice. • Muslims live their lives knowing that Allah will judge them on their actions in their life.
The Five Roots of Usul as'Din	• 5 roots are main beliefs of Shi'a Muslims: **Tawhid, Adl** (Allah's justice), **Nubuwwah, Imamah** (successors of Muhammad), **Mi'ad** – Judgement and resurrection.	• These unite Shi'a Muslims as they are the key beliefs. • The 5 roots help Shi'as understand Islam better.		• Shi'a Muslims will try to be aware of these beliefs so that they can become better Muslims and understand Allah and His teachings.
The Nature of Allah	• Islam is a monotheistic religion – One God. • Allah is understood by reading the Qur'an • 8 characteristics: **Tawhid** (one), **Immanence** (Closeness), **Transcendence** (beyond understanding), **Omnipotence** (Powerful), **Beneficence** (loving), **Mercy, Fairness and Justice, Adalat** (just)	Muslims feel that the characteristics of Allah help: • Understand him better and follow his teachings. • Strengthen their relationship with Allah. • Encourage Muslims to strive to be better.		• Allah is hard to understand because His is God, but the 99 names given to him help Muslims reflect on the roles he has and how this influences their lives. • They will follow the way He wants them to live their lives.
Risalah	• Risalah is the belief in messengers of Allah: Prophets. These include: **Adam, Ibrahim, Isma'il, Musa, Dawud, Isa, Muhammad**	• Prophets have been acting for Allah for 1000s of years. • Muslims believe there are nearly 124,000 prophet but only 25 are mentioned in the Qur'an (these are **Rasuls**)		• Muslims follow the teachings of prophets when they read the Qur'an or learn about their history. • Some important occasions involved prophets (Night of Power) and these are commemorated by Muslims today.
Holy Books	• Muslims recognise 5 holy books (**Kutub**), although the Qur'an is the most important for Muslims, some Judeo-Christian books hold importance. **Kutub** – Qur'an, **Sahifah** - Scrolls, **Injil** - Gospel, **Zabur** – Psalms and **Tawrat** - Torah	• The Qur'an was believed to have been revealed by Allah to Muhammad over 23 years. • The Qur'an (meaning 'recitation') is written in Arabic as it was when Muhammad heard it • The Qur'an is split into Surahs (chapters) and is used for prayer and guidance.		
Malaikah	• Angels of Allah are messengers for God. • They do not have free will or physical bodies but can take on human form when needed.	**Jibril** – Revealed the message of the Qur'an to ProMo **Izra'il** – Angel of death – reminding Muslims of judgement **Mika'il** – Angel of Mercy and sustenance – rewards those who live good lives		• Jibril – Muslims focus on the teachings of the Qur'an • Izra'il – They live their life with judgement in mind. • Mika'il – Muslims see it is possible to be rewarded after death
Al-Qadr	• Al Qadr or predestination is important as it is the concept of fate or destiny – Muslims think that Allah can know and control everything. • Accepted as one of 6 beliefs by Sunnis but not fully accepted by Shi'a Muslims.	Muslims focus their ideas of al Qadr on the day of judgement. • Once this day comes there is nothing more they can do. • Everything is the will of Allah. Reacting the right way to this will mean a reward of judgement day. • People are responsible for their own sins.		• Muslims want to live good lives to ensure reward in the afterlife • They are constantly aware of their thoughts and actions in line with Allah and their obligations. • They try to help others as it suggests in teachings.
Akhirah	• Akhirah is life after death and is one of the most important beliefs in Islam. **Death→Barzakh→Judgement→Al Jannah or Jahannam**	• Muslims believe in resurrection of all bodies for judgement. • Barzakh is the stage between death and judgement. • Two angels inspect the record of a person's life at judgment. • Al Jannah is paradise and Jahannam is Hell.		• Muslims are aware that Allah is always watching. • They will remember to ask for forgiveness from sin. • Every action they perform is a way of worshipping God • They try to be good Muslims.
Similarities and differences between Christian and Muslim views on Life after death	**Similarities** • Life is a test • Places of eternal reward and eternal punishment • Resurrection	**Differences** • Christians accept sacrifice of Jesus to forgive the sins of humans. Muslims believe only the sinner can ask for forgiveness. • Purgatory not the same as Barzakh. • Christians		

Linked Topics

Knowledge Organiser Focus: Holidays (Theme 2)

I should already know:
- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Self and Family)
- Theme 2: Local, National, International and Global Areas of Interest (Town and Region)

I will learn about:
- Countries
- Transport
- Accomodation
- Present tense Consolidation
- Advanced Opinions
- ALLER Consolidation
- Perfect Tense Consolidation
- On peut + infinitive
- Preposition 'y'
- Importance of holidays

How I will be assessed:
- Interim translation into French F (10 marks)/ H (12 marks)
- Reading F (28 marks)/ H (26 marks)
- Speaking (Role-play) F/H (15 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
Je vais	I go – 1st person singular present tense from irregular verb 'ALLER'
se baigner/ nager	to swim – infinitive form: present tense (je me baigne/ je nage)
Je reste/ Je loge	I stay – 1st person singular present tense from verbs 'RESTER/ LOGER'
J'aimerais/ Je voudrais + infinitive	I would like + infinitive – 1st person singular conditional tense from verbs 'AIMER/ VOULOIR' + infinitive (…er/ …ir/ …re)
donné que	given that (connective)
Le présent	A tense that expresses a certain action in the present (e.g. I travel)
Le parfait	A tense that expresses a certain action in the past (e.g.I travelled)

Stretch challenge:
- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- You have €1,000, plan your ideal holiday around France, or a French speaking country

Recommended reading/ watching:
Virtual Tour of the French Speaking World
GCSEPOD – French Grammar
GCSEPOD – French Edexcel/ Travel and Tourism
All-In – French Homework Challenges
Quizlet - https://quizlet.com/_93fwcc?x=1qqt&i=192vgg

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Knowledge Organiser Focus: Holidays (Theme 2)

Translate each of the phrases below, then decide which tense it is and colour each box in the correct corresponding colour.

Je vais	Je vais aller	Se baigner	Nous sommes allés	Je vais voyager
J'aime	Je fais	Nous allons nager	Je voudrais	Je suis allé(e)
C'est	C'était	Je vais faire	Ce serait	Je suis resté(e)
Il faisait du soleil	Nous sommes restés	Je voyageais	Je me détends	Il y a
J'ai aimé	J'allais	Passer	Il y avait	Je nagerais
Aller	Il y aura	Je me suis baigné	Faire	J'avais

Infinitive (to go)
Present tense (I go)
Imperfect tense (I used to go)
Perfect tense (I went)
Conditional (I would go)
Near future (I am going to go)

40 Word Writing Task

P resent
Normalement/ De temps en temps/ Toujours/ ne … jamais/ Tous les jours

	ER	IR	RE
1.	E	S	S
4.	ONS	ISSONS	ONS

J'ai / Je suis / Je vais

O pinion
J'aime / La bonne/ mauvaise chose
Je déteste / Je crois que
Je préfère / J'imagine que
J'estime que / Je ne supporte pas

Me fait … / Me fait sentir…
rire / exciteé.e
pleurer / content.e
sourire / triste

plus/ moins
(adjectif)
que

F uture
L'année prochaine/ L'après-demain/ Dans trois semaines/ À l'avenir/ Quand je serais plus agé.e.s

	ALLER	Infinitive
1.	JE VAIS	
4.	NOUS ALLONS	

	ER/IR/RE
1.	AI
4.	ONS

Si je pouvais, je voudrais …
Si j'avais la chance, j'aimerais…
Si c'était possible, j'aurais …

How do I best answer the bullet points?

- P.O.F
- Correct tense for each bullet point
- Two tenses – Present and Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

90 Word Writing Task

P ast
Il y a deux années/ La semaine dernière/ Le weekend dernier/ Il y a trois jours

ER	IR	RE
PP	é	i	u

Auxiliary verb	AVOIR	ÊTRE
1: Je (I)	'ai	suis
4: Nous (we)	avons	sommes

J'ai eu / Je suis allé.e / J'ai pris

Quand j'étais jeune/ Antes/ Quand j'avais… ans

	ER/IR/RE
1: Je (I)	ais
4: Nous (we)	ions

Il y avait / J'étais / J'avais

P resent
Normalement/ De temps en temps/ Toujours/ ne … jamais/ Tous les jours

	ER	IR	RE
1.	E	S	S
4.	ONS	ISSONS	ONS

J'ai / Je suis / Je vais

O pinion
J'aime / La bonne/ mauvaise chose
Je déteste / Je crois que
Je préfère / J'imagine que
J'estime que / Je ne supporte pas

Me fait … / Me fait sentir…
rire / exciteé.e
pleurer / content.e
sourire / triste

plus/ moins
(adjectif)
que

F uture
L'année prochaine/ L'après-demain/ Dans trois semaines/ À l'avenir/ Quand je serais plus agé.e.s

	ALLER	Infinitive
1.	JE VAIS	
4.	NOUS ALLONS	

	ER/IR/RE
1.	AI
4.	ONS

Si je pouvais, je voudrais …
Si j'avais la chance, j'aimerais…
Si c'était possible, j'aurais …

How do I best answer the bullet points?

- P.P.O.F
- Correct tense for each bullet point
- Three tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

Translations

1. Next year I am going to go to France with my family.

2. Last year I went to Italy and I stayed in a modern hotel.

3. I would like to go to the USA because there is a lot to do.

4. I like to go to the beach and swim.

5. There was a gym and a swimming pool in the hotel.

J'habite … (I live …)
Je vais en vacances … (I go on holiday …)

en + feminine country, e.g.
en Angleterre/France/Belgique/Autriche
(in/to England/France/Belgium/Austria)

au + masculine country, e.g.
au pays de Galles/Royaume-Uni
(in/to Wales/the UK)

aux + plural country, e.g.
aux États-Unis/Pays-Bas
(in/to the United States/the Netherlands)

⭐ To ask if the hotel has Wi-Fi or a swimming pool, start with *Est-ce que vous avez …?*

G *Using the* **nous** *form and notre/nos* › *Pages 200 and 216*

The *nous* form almost always ends in *-ons*. The only exception is *nous sommes* (we are), from the verb *être*.
Nous proposons des chambres avec …
We offer rooms with …
Use **notre/nos** to say 'our'.
notre parc   **notre** terrasse   **nos** chambre**s**

⭐ Use *votre/vos* to say 'your'.
votre chambre   your room
vos enfants   your children

des cafards   *cockroaches*

G *Reflexive verbs* › *Page 201*

Reflexive verbs have a **reflexive pronoun** (*me*, *te*, *se*, etc.) in front of the verb. The verb is conjugated as usual.
Je **me** *douche.*   I am having a shower.
Tu **te** *baignes.*   You go swimming.
On **se** *lève?*   Shall we get up?

J'y suis allé(e) pour	le déjeuner/le dîner.	C'était	délicieux/bien cuit.
Le service était	lent/exceptionnel.	La nourriture	était froide/trop salée.
Le serveur/la serveuse	était/n'était pas	poli(e).		n'était pas cuite.
J'ai pris	le plat du jour/un steak/ …	Je recommande/Je ne recommande pas ce restaurant.	

en bas   *downstairs/below*

⭐ You will need to use different tenses in the extended writing task. Remember to use:
• the present tense to say what you normally do and to give your opinion
• the near future tense to say what you are going to do
• the perfect tense to say what you did in the past (you can also use *c'était* and *il y avait* to describe things in the past).

⭐ The pronoun **y** means 'there'. You need to be able to recognise and understand it. In the present tense, *y* goes in front of the verb:
*J'***y*** vais toujours en avion.* I always go **there** by plane.

G *Questions with inversion* › *Page 204*

When asking questions, you can put the **question word** at the end.
Tu loges **où**?   *Tu pars en vacances* **avec qui**?
You can also use **inversion**: put the question word first and swap the order of the subject (e.g. *tu*) and the verb.
Où **loges-tu**?   *Avec qui* **pars-tu** *en vacances*?

⭐ You may have to work out some new words from the context. For example, in the phrase *la nourriture était froide*, replace *la nourriture* with 'beep': 'beep was cold'. What would make sense?

⭐ **En** means 'some', 'of it' or 'of them'. You need to recognise it and understand it. It goes in front of the verb.
*J'***en*** veux.* I want some.

⭐ '15h00' said out loud is *quinze heures*.

compris   *included*

G *More on the comparative* › *Page 215*

You use comparative adjectives to compare things:
plus + adjective + *que*   more … than
plus pratique que   more practical than
moins + adjective + *que*   less … than
moins cher que   less expensive than
The word for 'better' is *mieux*.

ce serait   *it would be*
il y aura   *there will be*

quelque chose de différent   *something different*

⭐ Use words and phrases like *d'habitude*, *normalement* and *tous les ans*, and linking words like *mais* and *puis* to make your writing more interesting and less like a list.

j'ai dû aller …   *I had to go …*
voler   *to steal*

⭐ Listen carefully for the prices and platform numbers. For higher numbers, it can help to write them out as words and then convert them into figures afterwards, e.g. *soixante-quatre* → 64.

le lendemain   *the next day*

En général, je …	
Cette année,	Donc
j'ai oublié mon passeport.	j'ai raté l'avion.
j'ai pris un coup de soleil.	j'ai dû aller chez le médecin.
j'ai cassé mon appareil photo.	j'ai perdu mes photos.
j'ai été malade.	j'ai vomi.
on m'a volé mon sac.	j'ai dû aller au commissariat.
il a plu tous les jours.	il n'y avait rien à faire.
il y avait des cafards dans notre chambre.	on a dû chercher un autre hôtel.
Quelle catastrophe!/Quelle horreur!/ Quel dommage!	
La prochaine fois, je vais …	faire plus attention. mettre de la crème solaire. aller en vacances en Espagne. loger dans un camping.

G *Using three time frames*

Use the **present tense** to say what you normally do.
Use the **perfect tense** to say what happened in the past.
Use the **near future tense** to say what you are going to do.

present	perfect	near future
je vais	je suis allé(e)	je vais aller
je fais	j'ai fait	je vais faire
je passe	j'ai passé	je vais passer

Use the **imperfect tense** to say 'was' or 'were'.
c'était … it was …   *il y avait …* there was/there were …

Moi, je voyage toujours	en car en train en avion en voiture	parce que c'est	plus	rapide/confortable/pratique/ vert/aventureux.
	à vélo à moto		moins	ennuyeux/fatigant/cher.
			mieux pour	l'environnement/la planète.

⭐ Listen carefully for the tenses used.
present: *je fais*   *je vais*   *je me repose*
perfect: *j'ai fait*   *je suis allé(e)*   *je me suis reposé(e)*

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Y10 French: HT3

What is included?
- Homework Tracker
- Knowledge Organisers
- Homework Activities

Knowledge Organiser Focus: Home Learning

MFL

Year 11	Week	Dates	Title
Term 2			
Semaine 16	B	w/b 4.1.21	Vocabulary 1, translation and reading
Semaine 17	A	w/b 11.1.21	Vocabulary 2, gap fill and reading
Semaine 18	B	w/b 18.1.21	Vocabulary 3, gap fill and reading
Semaine 19	A	w/b 25.1.21	Vocabulary 4, gap fill, and photocard
Semaine 20	B	w/b 1.2.21	Reading questions
Semaine 21	A	w/b 8.2.21	Translation and conjugation (photocard and 90 words)

Deberes – Homework: Instructions
- For each week, you need to complete the translations using the knowledge organisers to help.
- Using the vocabulary, complete the activities on the two pages after the translation exercise.
- The homework should take no longer than an hour to complete. You could spread it over 5 days and spend 20 minutes on it!
- All work will be self marked in class and your score recorded by your teacher.

Y10 French HT4

I should already know:
- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Self and Family)
- Theme 2: Local, National, International and Global Areas of Interest (Town and Region)

I will learn about:
- Subjects and extended opinions
- Direct Object Pronouns
- Comparatives
- Superlatives
- Rules and uniform
- On + 3rd person present conjugation consolidation
- Perfect Tense consolidation
- Il faut/ il ne faut pas

How I will be assessed:
- Interim translation into English F (9 marks)/ H (9 marks)
- Writing F (50 marks)/ H (60 marks)
- Speaking (Conversation) F/H (15 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
en seconde	in Year 11
réussir un examen	to pass an exam – infinitive form
la rentrée	the return to school
l'école primaire/ le collège	primary/ secondary school
permettre	to allow/ permit – infinitive form
il faut/ il ne faut pas + infinitive	you must/ you must not + infinitive - command
Le parfait	A tense that expresses a certain action in the past (e.g.I studied)

Stretch challenge:
- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Create a prospectus for your ideal school, in Spanish

Recommended reading/ watching:
French Perfect Tense - https://www.youtube.com/watch?v=rW2Ahv8M9OU&t=118s
GCSEPOD – French Grammar
GCSEPOD – French Edexcel/ School
Quizlet - https://quizlet.com/_93g3mu?x=1qqt&i=192vgg

Knowledge Organiser Focus: My studies (Theme 3)

40 Word Writing Task

Normalement/ De temps en temps/ Toujours/ ne … jamais/ Tous les jours

P resent

	ER	IR	RE
1.	E	S	S
4.	ONS	ISSONS	ONS

J'ai
Je suis
Je vais

O pinion

J'aime — La bonne/ mauvaise chose
Je déteste — Je crois que
Je préfère — J'imagine que
J'estime que — Je ne supporte pas

Me fait … / Me fait sentir…
rire / excitée.e
pleurer / content.e
sourire / triste

plus/ moins
(adjectif)
que

F uture

L'année prochaine/ L'après-demain/ Dans trois semaines/ À l'avenir/ Quand je serais plus agé.e.s

	ALLER	Infinitive
1.	JE VAIS	
4.	NOUS ALLONS	

	ER/IR/RE
1.	AI
4.	ONS

Si je pouvais, je voudrais …
Si j'avais la chance, j'aimerais…
Si c'était possible, j'aurais …

How do I best answer the bullet points?

- P.O.F
- Correct tense for each bullet point
- Two tenses – Present and Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

90 Word Writing Task

Il y a deux années/ La semaine dernière/ Le weekend dernier/ Il y a trois jours

Quand j'étais jeune/ Antes/ Quand j'avais… ans

	ER	IR	RE
PP	é	i	u

Auxiliary verb	AVOIR	ÊTRE
1: Je (I)	'ai	suis
4: Nous (we)	avons	sommes

J'ai eu
Je suis allé.e
J'ai pris

	ER/IR/RE
1: Je (I)	ais
4: Nous (we)	ions

Il y avait
J'étais
J'avais

P ast

Normalement/ De temps en temps/ Toujours/ ne … jamais/ Tous les jours

P resent

	ER	IR	RE
1.	E	S	S
4.	ONS	ISSONS	ONS

J'ai
Je suis
Je vais

O pinion

J'aime — La bonne/ mauvaise chose
Je déteste — Je crois que
Je préfère — J'imagine que
J'estime que — Je ne supporte pas

Me fait … / Me fait sentir…
rire / excitée.e
pleurer / content.e
sourire / triste

plus/ moins
(adjectif)
que

F uture

L'année prochaine/ L'après-demain/ Dans trois semaines/ À l'avenir/ Quand je serais plus agé.e.s

	ALLER	Infinitive
1.	JE VAIS	
4.	NOUS ALLONS	

	ER/IR/RE
1.	AI
4.	ONS

Si je pouvais, je voudrais …
Si j'avais la chance, j'aimerais…
Si c'était possible, j'aurais …

How do I best answer the bullet points?

- P.P.O.F
- Correct tense for each bullet point
- Three tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

Translate each of the phrases below, then decide which tense it is and colour each box in the correct corresponding colour.

J'étudie	J'ai fait	Je m'intéresse à	Je voudrais	J'ai arrêté
J'aimais	Ils sont	Je vais étudier	Nous apprenons	J'ai participé
Ils étaient	Je porterais	Je suis fort(e) en	Ça me fait penser	Je portais
Il y avait	Il y aurait	J'étudierais	Nous avons eu	Je suis
Je vais participer	Je vais continuer	C'est	Je vais	Il y a
J'allais	J'ai gagné	Je préfère	J'étudiais	Je lis

Infinitive (to go)	
Present tense (I go)	
Imperfect tense (I used to go)	
Perfect tense (I went)	
Conditional (I would go)	
Near future (I am going to go)	

Translations

1. My ideal school would have a modern gym and a swimming pool.

2. Next year I am going to go to drama club.

3. I used to study History but I stopped. Now I study Geography.

4. I love RE because it makes me think.

5. In my primary school the teachers were more tolerant.

⭐ Give plenty of opinions. Use adjectives and make them <u>agree</u>:
*il y a une grand**e** cantine; les vestiaires sont sale**s**.*

⭐ Listen carefully to the 'unprepared' question. What question word is used? Make sure you give the information that is asked for.

⭐ Be sure to pick a word that can fit grammatically. Before you start the task, think about which options are <u>possibilities</u> for each gap.

Je trouve ça	raisonnable juste logique	parce que/qu' car	c'est/ce n'est pas dangereux. c'est/ce n'est pas important. on n'est pas des bébés. il faut respecter les autres. la mode/la religion n'a pas de place à l'école. l'école, c'est pour apprendre.
	injuste ridicule frustrant		

cache-cache *hide and seek*

⭐ Lessons in French schools usually last for an hour.

Note that *une heure* means 'one hour' or 'a lesson', but *il est une heure* means 'it is one o'clock'.

une école mixte a mixed school
une école publique a state school
une école privée a private school
une école pour filles/garçons a school for girls/boys

G **Direct object pronouns** > Page 219

To say 'him', 'her', 'it' or 'them', you need a direct object pronoun. This comes <u>before</u> the verb.

*Je **le** déteste.* I hate **him/it**.
*Je **la** déteste.* I hate **her/it**.
*Je **les** aime.* I like **them**.

The pronouns *le* and *la* shorten to *l'* before a vowel.

*Je **l'**adore.* I love **him/her/it**.

Ma matière préférée est X J'adore/J'aime X Je n'aime pas/Je déteste X	parce que/qu' car	c'est	facile/difficile/utile/inutile/intéressant/ ennuyeux/fascinant/passionnant.
		je suis	fort(e)/faible/doué(e)	en X.
		le/la prof est	bon(ne)/marrant(e)/sympa/gentil(le)/ patient(e)/impatient(e)/sévère.
		on a trop de devoirs.	
Mon prof de X s'appelle … et	je l'adore/je l'aime bien/je ne l'aime pas. je le déteste/je la déteste.		

bien aménagé(e) *well equipped*

a	Le redoublement est une bonne idée.	*Repeating a year is a good idea.*
b	L'uniforme scolaire est pratique.	*School uniform is practical.*
c	Les horaires sont plus raisonnables.	*The hours are more reasonable.*
d	On n'étudie pas la religion.	*You/We/They don't study RE.*
e	Les vacances sont plus longues.	*The holidays are longer.*

G **Using** il faut *and* il est interdit de > Page 212

il faut it is necessary to/you must …
il est interdit de it is forbidden to/you must not …

Both expressions are followed by the infinitive.

*Il faut **être** à l'heure.* You must **be** on time.
*Il est interdit de **manquer** les cours.* You must not **skip** lessons.

⭐ Remember to use 'a' or 'some' when needed.
*Il y a **une** cantine.*
There is a canteen.
After *il n'y a pas de*, you just use the noun.
*Il n'y a pas de **piscine**.*
There isn't a swimming pool.

⭐ When listening for whether somebody agrees or disagrees, listen out for adjectives that show a point of view, e.g. *juste* (fair), *injuste* (unfair).

Point culture

In France, each class elects a *délégué(e) de classe* or class representative. This student represents his or her class at the *conseil de classe*, a meeting held to discuss the progress of all the students in the class. French schools also have a school council, called *le conseil d'administration*.

G **The present tense: ils and elles** > Pages 200 and 202

Ils and *elles* both mean 'they'.
For regular *-er* verbs, the *ils/elles* ending is **-ent**:
*ils port**ent**.*
The *-ent* verb ending is silent: *ils portent* sounds the same as *il porte*.

Remember that these verbs are irregular:
*avoir → ils/elles **ont***   *être → ils/elles **sont***
*aller → ils/elles **vont***   *faire → ils/elles **font***

The possessive adjective 'their' is *leur(s)*:
leur école (their school), *leur**s** stylo**s*** (their pen**s**).

G **School subjects with aimer/adorer/détester** > Page 198

Use *le/la/l'/les* with school subjects after verbs like *j'adore, j'aime, je n'aime pas* and *je déteste*.

*J'adore **la** géographie.* I love geography.

a	Je joue dans l'orchestre.	*I play in the orchestra.*
b	Je suis membre du club informatique.	*I am a member of the IT club.*
c	Je vais jouer dans l'équipe de hockey.	*I am going to play in the hockey team.*
d	Je vais participer à un échange scolaire.	*I am going to take part in a school exchange.*
e	J'ai récolté de l'argent pour une association caritative.	*I raised money for a charity.*
f	J'ai gagné un prix pour mes efforts en classe.	*I won a prize for my efforts in class.*

G **The imperfect tense** > Page 217

midi *midday, 12 noon*

The imperfect tense is used to describe what things <u>were like</u> in the past or what <u>used to</u> happen. You need to be able to recognise the imperfect endings, e.g. *chanter* (to sing):

je chant**ais**	I used to sing
tu chant**ais**	you used to sing
il/elle/on chant**ait**	he/she/we used to sing
nous chant**ions**	we used to sing
vous chant**iez**	you used to sing
ils/elles chant**aient**	they used to sing

The key verbs that you need to be able to **use** are:
*avoir → j'**av**ais* (I had/I used to have)
*être → j'**ét**ais* (I was/I used to be)
*faire → je fais**ais*** (I did/made/I used to do/make)

Je suis membre	de	l'équipe de foot/basket/badminton. l'orchestre/la chorale.
	du	club de théâtre/d'échecs/de français. conseil d'administration.
J'ai gagné		un prix pour mes efforts en classe/sport. un match/championnat de foot/basket. un concours de slam/danse.
J'ai participé à		un spectacle/un échange/une sortie scolaire.
J'ai organisé		un concert/un concours de chant.
J'ai récolté de l'argent pour une association caritative.		

Point culture

In France, religion and education are completely separate. State schools in France do not teach religious education. All religious symbols, including crosses and headscarves, are banned in French state schools.

En Grande-Bretagne,	la journée commence à …h et finit à …h	mais en France,	la journée commence …
	on porte/on étudie …		ils portent/ils n'étudient pas …
	on ne redouble pas		ils redoublent.
Je préfère le système britannique/français car		le redoublement (n')est (pas) une bonne idée, etc.	

G **Giving opinions in different tenses**

present	*C'est …*	It **is** …	amusant/passionnant/top/motivant/ génial/super. un grand succès/une belle surprise.
past	*C'était …*	It **was** …	
future	*Ça va être …*	It **is going to be** …	

Les sorties scolaires sont une	bonne	idée parce que/qu'	on se fait de nouveaux amis. on s'amuse bien ensemble.
	mauvaise		c'est ennuyeux/c'est trop cher.

À l'école primaire,	Maintenant,	
j'avais …	j'ai …	beaucoup de temps libre/beaucoup d'amis/trop de devoirs …
j'allais …	je vais …	au zoo/à la piscine/au club d'échecs …
j'étais …	je suis …	dans une chorale/délégué(e) de classe/membre de l'équipe de basket …
je faisais …	je fais …	du judo/de la danse …
je jouais …	je joue …	à cache-cache/au foot/au hand/au rugby …
je chantais …	je chante …	dans la chorale
je participais …	je participe …	au spectacle de Noël …

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Y11 French: HT4

What is included?
- Homework Tracker
- Knowledge Organisers
- Homework Activities

Knowledge Organiser Focus: Home Learning

MFL

Year 11	Week	Dates	Title
Term 2			
Semaine 22	B	w/b 22.2.21	Vocabulary 1, translation and reading
Semaine 23	A	w/b 1.3.21	Vocabulary 2, gap fill and reading
Semaine 24	B	w/b 8.3.21	Vocabulary 3, tangled translation and reading
Semaine 25	A	w/b 15.3.21	Vocabulary 4 gap fill and photocard
Semaine 26	B	w/b 22.3.21	Reading questions
Semaine 27	A	w/b 29.3.21	Translation and conjugation Writing (photo and 90 words)

Deberes – Homework: Instructions
- For each week, you need to complete the translations using the knowledge organisers to help.
- Using the vocabulary, complete the activities on the two pages after the translation exercise.
- The homework should take no longer than an hour to complete. You could spread it over 5 days and spend 20 minutes on it!
- All work will be self marked in class and your score recorded by your teacher.

Y10 Spanish HT3

I should already know:
- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Self and Family)
- Theme 2: Local, National, International and Global Areas of Interest (Town and Region)

I will learn about:
- Countries
- Transport
- Accomodation
- Present tense Consolidation
- Advanced Opinions
- IR Consolidation
- Perfect Tense Consolidation
- Se puede + infinitive
- Adverb 'allí'
- Importance of holidays

How I will be assessed:
- Interim translation into Spanish F (10 marks)/ H (12 marks)
- Reading F (26 marks)/ H (26 marks)
- Speaking (Role-play) F/H (15 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
voy	I go – 1st person singular present tense from irregular verb 'IR'
está lloviendo	it is raining – 3rd person singular present continuous form: present tense (estar) plus present participle (llover) from 'ESTAR LLOVIENDO'
me quedo/ me alojo	I stay – 1st person singular present tense from reflexive verbs 'QUEDARSE/ ALOJARSE'
me gustaría + infinitive	I would like + infinitive – 1st person singular conditional tense from reflexive verb 'GUSTARSE' + infinitive (…ar/ …er/ …ir)
dado que	given that (connective)
El tiempo presente	A tense that expresses a certain action in the present (e.g.I travel)
El pretérito	A tense that expresses a certain action in the past (e.g.I travelled)

Stretch challenge:
- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- You have €1,000, plan your ideal holiday around Spain, or a Spanish speaking country

Recommended reading/ watching:
Virtual Tour of the Spanish Speaking World
GCSEPOD – Spanish Grammar
GCSEPOD – Spanish/ Local, National, International and Global Areas of Interest/ Travel and Tourism
GCSEPOD – Spanish/ Local, Area, Holiday and Travel/ Holidays
GCSEPOD – Spanish/ Your Area, Holidays and Travel/ Tourism and Travel

Knowledge Organiser Focus: Holidays (Theme 2)

40 Word Writing Task

P resent					
	Normalmente/ De vez en cuando/ Siempre/ Nunca/ Todos los días				

	AR	ER	IR
1.	O	O	O
4.	AMOS	EMOS	IMOS

Tengo
Soy
Voy

O pinion	
Me gusta	Lo bueno/ malo
Odio	Creo que
Prefiero	Imagino que
Opino que	No aguanto

Me hace …	Me hace sentir …
reír	emocionante
llorar	contento
sonreír	triste

más/ menos
(adjetivo)
que

F uture	
	El año que viene/ Pasado mañana/ Dentro de tres semanas/ En el futuro/ Cuando sea mayor

	IR	A	Infinitive
1.	VOY	A	
4.	VAMOS	A	

	AR/ER/IR
1.	É
4.	EMOS

Si pudiera, quisiera …
Si tuviera la oportunidad, me gustaría …
Si fuera posible, tendría …

How do I best answer the bullet points?

- P.O.F
- Correct tense for each bullet point
- Two tenses – Present and Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

Translate each of the phrases below, then decide which tense it is and colour each box in the correct corresponding colour

Voy	Voy a ir	Tomar el sol	Fuimos	Voy a viajar
Me gusta	Hago	Vamos a nadar	Me gustaría	Fui
Es	era	Va a ser	Sería	Me alojé
Hacía sol	Nos alojamos	Viajaba	Descanso	Hay
Me gustó	iba	pasar	Había	nadaba
ir	habrá	Tomó el sol	hacer	tenía

Infinitive (to go)
Present tense (I go)
Imperfect tense (I used to go)
Preterite (I went)
Conditional (I would go)
Near future (I am going to go)

90 Word Writing Task

P ast	
	Hace dos años/ La semana pasada/ El fin de semana pasado/ Hace tres días

	AR	ER/ IR
1.	É	Í
4.	AMOS	IMOS

Tuve
Fui
Saqué

	Cuando era joven/ Antes/ Cuando tenía … años

	AR	ER/ IR
1.	ABA	ÍA
4.	ÁBAMOS	ÍAMOS

Había
Era
Tenía

P resent	
	Normalmente/ De vez en cuando/ Siempre/ Nunca/ Todos los días

	AR	ER	IR
1.	O	O	O
4.	AMOS	EMOS	IMOS

Tengo
Soy
Voy

O pinion	
Me gusta	Lo bueno/ malo
Odio	Creo que
Prefiero	Imagino que
Opino que	No aguanto

Me hace …	Me hace sentir …
reír	emocionante
llorar	contento
sonreír	triste

más/ menos
(adjetivo)
que

F uture	
	El año que viene/ Pasado mañana/ Dentro de tres semanas/ En el futuro/ Cuando sea mayor

	IR	A	Infinitive
1.	VOY	A	
4.	VAMOS	A	

	AR/ER/IR
1.	É
4.	EMOS

Si pudiera, quisiera …
Si tuviera la oportunidad, me gustaría …
Si fuera posible, tendría …

How do I best answer the bullet points?

- P.P.O.F
- Correct tense for each bullet point
- Three tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

Translations

1. Next year I am going to go to Spain with my family.
   _____

2. Last year I went to Italy and I stayed in a modern hotel.
   _____

3. I would like to go to the USA because there is a lot to do there.
   _____

4. I like to sunbathe and swim.
   _____

5. There was a gym and a swimming pool in the hotel.
   _____

- Use your imagination – don't just say what you can see in the photo!
- Extend your sentences by giving extra details (e.g. when, who with, etc.).
- Try to use some verbs in the 'we' form.
- Mention something that went wrong.
- Try to add an opinion phrase to every answer.
- Include negative phrases (e.g. *No tenía ni… ni…*).
- Use the **preterite** for saying what you did (e.g. *Descansé en…*).
- Use the **imperfect** for descriptions in the past (e.g. *Era…, Había…, Estaba…*).

el teleférico   cable car

Don't expect to hear the answer options in Spanish. You have to listen out for **clues** (e.g. *restaurante, desayuno*) and then decide which **theme** (e.g. meals) they relate to. Before you listen, try to predict which words you might hear for each option.

Use **usted** (polite form of 'you') in formal situations (e.g. at a hotel). It uses the same verb endings as the '**he/she/it**' form of the verb.

¿Cómo se llama usted?   What are you (polite singular) called?

Often the word **usted** is omitted.

¿Puede repetir, por favor?   Can you repeat, please?

Look at how Enrique uses sequencers to structure his writing:
primero (first), **luego** (then), **después** (after), **más tarde** (later), **finalmente** (finally)

el parador   luxury hotel, usually in a historic building

ESPAÑA — Alicante, Cádiz, Málaga

The first part of the picture-based task always asks you to describe the photo. Concentrate on giving details such as:
- who / what is in the photo
- where they are
- what the weather is like

The second part of the task always asks for your opinion. Make sure you include reasons.

When listening for positive and negative opinions listen for clues such as **lo mejor** / **lo peor** (the best / worst thing). **Demasiado** (too) usually suggests a negative opinion.

Phrases like **pero** (but), **sin embargo** (however) or **por un lado… por otro lado** (on one hand… on the other hand) may suggest a mixed opinion.

según   according to
en el extranjero   abroad
el alojamiento   accommodation

Can you work out the pronunciation of these words?

norte
oeste — este
sur

To talk about what you are going to do use the **near future tense**.
Voy a ir a Francia.   I'm going to go to France.
Vamos a ver un partido.   We are going to watch a match.

soy   voy   tengo
somos vamos tenemos

Use the **present tense** to say what usually happens.
Tomo el sol.   I **sunbathe**.
Use the **preterite tense** to say what you did / what happened.
Visité el pueblo.   I **visited** the town.
Use the **imperfect tense** to describe what something was like.
El pueblo era pequeño.   The town **was** small.

Me alojé / Me quedé   I stayed
Por eso   So / Therefore
No tenía ni… ni…   It didn't have either… or…

To write a longer, more interesting piece of work:
- Use connectives such as **pero** (but), **sin embargo** (however), **también** (also) and **donde** (where).
- Say what you did not do (**No**…).
- Include opinion phrases such as **en mi opinión**.

Remember that the texts and questions will usually use different words to express the same thing. Look at the questions and try to predict what clues you might find in the text. For example, the first question says that you haven't got much money. What information might you look for in the texts?

¿Cuál es el problema?
¿Qué habitación es?
¿Cómo se llama usted?

Quiero	hablar con el director cambiar de habitación un descuento
El ascensor / El aire acondicionado / La ducha / La luz	no funciona
La habitación	está sucia
Hay	ratas en la cama
No hay / Necesito	papel higiénico (un) secador / toallas champú / jabón

Alemania   Germany

Cuando	hace buen tiempo…
	hace mal tiempo…
	hace calor…
	hace frío…
	hace sol…
	hace viento…
	llueve…
	nieva…

Remember how the **present tense** works:

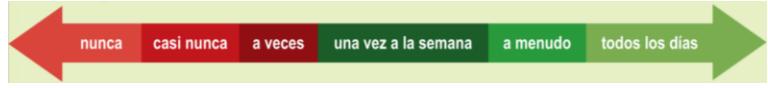|	regular		
	nad**ar** (to swim)	le**er** (to read)	viv**ir** (to live)
(yo)	nad**o**	le**o**	viv**o**
(tú)	nad**as**	le**es**	viv**es**
(él/ella/usted)	nad**a**	le**e**	viv**e**
(nosotros/as)	nad**amos**	le**emos**	viv**imos**
(vosotros/as)	nad**áis**	le**éis**	viv**ís**
(ellos/ellas/ustedes)	nad**an**	le**en**	viv**en**

Some verbs change their stem: **jue**go (*jugar* – to play)
Some verbs are irregular: **voy** (*ir* – to go), **hago** (*hacer* – to do/make), **salgo** (*salir* – to go out), **veo** (*ver* – to see/watch)

nunca | casi nunca | a veces | una vez a la semana | a menudo | todos los días

Use the **preterite tense** to talk about completed actions in the past.

visit**ar** (to visit)	beb**er** (to drink)	sal**ir** (to leave / to go out)	**irregular verbs**
			ir (to go) / **ser** (to be)
visit**é**	beb**í**	sal**í**	**fui**
visit**aste**	beb**iste**	sal**iste**	**fuiste**
visit**ó**	beb**ió**	sal**ió**	**fue**
visit**amos**	beb**imos**	sal**imos**	**fuimos**
visit**asteis**	beb**isteis**	sal**isteis**	**fuisteis**
visit**aron**	beb**ieron**	sal**ieron**	**fueron**

Other irregular verbs in the preterite include:
hacer (**hice** – I did / made) and **ver** (**vi** – I saw / watched).

Some verbs have a spelling change in the 'I' form only:
jugar → *jug**u**é*   I played
sacar → *sa**qu**é*   I took (photos)

¿Qué tiempo hizo?
Hizo… buen tiempo / mal tiempo
        calor / frío / sol / viento
Llovió / Nevó

dado que / ya que   since / given that

To say what you did in the past you use the **preterite tense**.
Fui a la playa.   I **went** to the beach.
To describe things in the past you use the **imperfect tense**.
El hotel estaba en la costa.   The hotel **was** on the coast.
Tenía una piscina.   It **had** a swimming pool.

era   it was (descriptions)
estaba   it was (location)
tenía   it had
había   there was / were

Use a variety of ways to give opinions about the past:
Lo pasé…   fenomenal / bien / mal / fatal
Fue…   inolvidable / flipante / horroroso
¡Qué…   miedo! / guay! / desastre!

Listening out for the word **y** can help you to understand higher numbers:
| 49 | *cuarenta y nueve* | forty and nine |
| 259 | *doscientos cincuenta y nueve* | two hundred fifty and nine |

Take care with numbers over a hundred.
100	*cien*
110	*ciento diez*
200	*doscientos*
500	*quinientos*

When reading extracts from novels, plays or poems there will be some language that you don't know. Don't panic – you are not expected to understand every word! Use the questions to give you clues about the information you are looking for. Also, use your common sense.

G *Verbs of opinion*

The verbs *gustar, encantar, chiflar* and *molar* all work like this:
Me gusta bailar.   I like dancing.
Te gusta leer.   You (singular) like reading.
Le gusta comer.   He/She likes eating.

If you use a noun you need to add the word *a*:
A mi padre le chifla cocinar.   My Dad loves cooking.

These key verbs are irregular in the **present tense** (i.e. they don't follow the normal pattern).

	ser (to be)	**tener** (to have)	**ir** (to go)
(yo)	**soy**	**ten**go	**voy**
(tú)	**eres**	**tie**nes	**vas**
(él/ella/usted)	**es**	**tie**ne	**va**
(nosotros/as)	**somos**	**ten**emos	**vamos**
(vosotros/as)	**sois**	**ten**éis	**vais**
(ellos/ellas/ustedes)	**son**	**tie**nen	**van**

Y10 Spanish HT3

What is included?
- Homework Tracker
- Knowledge Organisers
- Homework Activities

Knowledge Organiser Focus: Home Learning

Year 11	Week	Dates	Title
Term 2			
Semana 16	B	w/b 4.1.21	Vocabulary 1, translation and reading
Semana 17	A	w/b 11.1.21	Vocabulary 2, gap fill and reading
Semana 18	B	w/b 18.1.21	Vocabulary 3, gap fill and reading
Semana 19	A	w/b 25.1.21	Vocabulary 4, translation and photocard
Semana 20	B	w/b 1.2.21	Reading questions
Semana 21	A	w/b 8.2.21	Translation and conjugation Writing

Deberes – Homework: Instructions
- For each week, you need to complete the translations using the knowledge organisers to help.
- Using the vocabulary, complete the activities on the two pages after the translation exercise.
- The homework should take no longer than an hour to complete. You could spread it over 5 days and spend 20 minutes on it!
- All work will be self marked in class and your score recorded by your teacher.

Y10 Spanish HT4

I should already know:
- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Self and Family)
- Theme 2: Local, National, International and Global Areas of Interest (Town and Region)

I will learn about:
- Subjects and extended opinions
- Direct Object Pronouns
- Comparatives
- Superlatives
- Rules and uniform
- 3rd person present conjugation consolidation
- Imperfect Tense
- Conditional Tense
- Se debe + infinitive
- Hay/ No hay

How I will be assessed:
- Interim translation into English F (9 marks)/ H (9 marks)
- Writing F (50 marks)/ H (60 marks)
- Speaking (Conversation) F/H (15 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
El cuarto de la ESO/ año once	Year 11
aprobar un examen	to pass an exam – infinitive form
la vuelta al colegio	the return to school
la escuela primaria/ secundaria	primary/ secondary school
permitir	to allow/ permit – infinitive form
El imperfecto	A tense that expresses an uncertain action in the past (e.g.I used to study
El tiempo condicional	A tense that expresses an uncertain action in the future (e.g.I would study)

Stretch challenge:
- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Create a prospectus for your ideal school, in Spanish

Recommended reading/ watching:
Spanish Imperfect Tense – https://www.youtube.com/watch?v=oSComsNPSvw&t=7s
Spanish Conditional Tense - https://www.youtube.com/watch?v=fdQoZqJkyng&t=4s
GCSEPOD – Spanish Grammar
GCSEPOD – Spanish Edexcel/ School
Quizlet - https://quizlet.com/_923b7a?x=1jqt&i=192vgg

G Verbs with an infinitive

To describe rules, use these structures followed by the **infinitive**:

Se debe	You/One must
No se debe	You/One must not
Está prohibido	It is forbidden
No se permite	You are not allowed
*Está prohibido **correr** en los pasillos.*	It is forbidden to run in the corridors.
*No se debe **ser** agresivo o grosero.*	You/One mustn't be aggressive or rude.

⭐ Use the tense of the verb to work out whether a sentence refers to the present or the past.

Remember, you use the **imperfect tense** to <u>describe things</u> in the past.

Present tense	Imperfect tense
Es muy grande.	*Era* muy pequeño.
It is very big.	**It was** very small.
Hay muchos exámenes.	No *había* exámenes.
There are lots of exams.	**There weren't** any exams.

una chaqueta de punto   *a cardigan*

⭐ Listening tasks often include *distractors*. Always listen to the end before choosing an answer. Listen out, too, for things expressed in different words to the ones on the page. Finally, listen out for *no* which completely changes the meaning.

G Asking questions

To form questions, follow the question word with the verb.

Vamos a llegar al aeropuerto.   ¿Cuándo **vamos a llegar**?
We are going to arrive at the airport. When are we going to arrive?

Remember to use an inverted question mark at the start of each question, and a 'tilde' on each question word.

Negatives are often used in a 'sandwich', around the verb.

No hay **nada**.   There **isn't anything**.
No tenemos **ni** tabletas   We **don't** have **either** tablets
  ni ordenadores.   **or** computers.

Tampoco (not either) and **nunca** (never) often go in front of the verb.

Tampoco hay piscina.   There **isn't** a swimming pool **either**.
Nunca estudia.   He/She **never** studies.

A direct object pronoun replaces the **noun** which has just been mentioned.

It agrees with the noun it replaces:

	masculine	feminine
singular	**lo** (him / it)	**la** (her / it)
plural	**los** (them)	**las** (them)

It usually goes before the verb:

*Toco **el saxofón**. **Lo** toco.*
I play **the saxophone**. I play **it**.

⭐ After **no hay** most Spanish speakers don't use *un/una/unos/unas*.

No hay ~~una~~ piscina.   There isn't a swimming pool.

Estoy de acuerdo.	I agree.
No estoy de acuerdo.	I disagree.
En mi opinión,…	In my opinion…
Pienso que / Creo que…	I think that…
Es justo.	It's fair.
Es injusto / No es justo.	It's unfair / It's not fair.
¡Qué va!	No way!

Remember to make colour adjectives agree with the noun.

ending	singular		plural	
	masculine	feminine	masculine	feminine
–o	blanc**o**	blanc**a**	blanc**os**	blanc**as**
–e	verd**e**	verd**e**	verd**es**	verd**es**
consonant	azul	azul	azul**es**	azul**es**

Naranja, **rosa** and **violeta** often do not change, but some people add an –s with plural nouns.

A colour followed by **claro** (light) and **oscuro** (dark) always takes the masculine singular form:

*un**os** calcetines **azul claro**, un**as** medias **azul oscuro***

⭐ Vary your writing by including details about your school routine, for example, what time lessons start and finish, when break is, where you are going to have lunch.

¿Qué opinas de los clubs extraescolares?	
Son	divertidos / geniales / interesantes
Te ayudan a	aprender cosas interesantes hacer nuevos amigos

⭐ Remember to use **el/la/los/las** with opinions about nouns and to make adjective endings agree with the noun.

G Opinion verbs

Interesar works like **gustar** and **encantar**.
(Singular noun) **Me** *interesa* el inglés.   English interest**s** me.
(Plural noun) ¿**Te** *interesan* las ciencias? Do sciences interest **you**?

Odiar and **preferir** don't need *me*, *te*, etc.
Odio la religión. Prefiero la música.   I hate RE. I prefer music.

💬 When reading aloud, apply the pronunciation patterns you know.
E.g. *ll* in *ll*evar and *pasillo* as in *camello*, and *u* in *u*sar, *p*u*ntual* and *durante* as in *búfalo*.

el acoso   *bullying*

To make comparisons, use the following:

más (+ adjective) *que*…	more… than…
menos (+ adjective) *que*…	less… than…
mejor que…	better than…
peor que…	worse than…
tan (+ adjective) *como*…	as… as…

*Mi profe de español es **más severo que** mi profe de dibujo.*
My Spanish teacher is **stricter than** my art teacher.

*Mi profe de ciencias es **tan serio como** mi profe de inglés.*
My science teacher is **as serious as** my English teacher.

demasiado	too
muy	very
bastante	quite
poco	not very

asistir	*to attend*
la ropa de calle	*normal clothes*

mejorar mi técnica	*improve my technique*
el fútbol sala	*futsal*

G Desde hace

To say how long you've been doing something use **desde hace** and the <u>present tense</u> of the verb.

¿**Desde hace** cuánto tiempo <u>tocas</u> el piano?
How long have you been playing the piano?

<u>Toco</u> el piano **desde hace** seis años.
I have been playing the piano **for** six years.

⭐ To say you do things on certain days use **los**:
Los viernes tengo matemáticas.

To say 'in the morning' or 'in the afternoon' use **por**:
Por la mañana tenemos dibujo.
Por la tarde hay tres clases.

la obra de teatro	*play*
el periodismo	*journalism*

⭐ With texts that include dialogue, it's important to work out who says each line to help you pinpoint the correct information to answer each question.

Use the **near future tense** to say what you are going to do. Use the present tense of **ir** + a + **infinitive**.

voy		
vas		
va		*visitar*
vamos	*a*	*comer*
vais		*salir*
van		

Knowledge Organiser Focus: My studies (Theme 3)

40 Word Writing Task

Present

Normalmente/ De vez en cuando/ Siempre/ Nunca/ Todos los días

	AR	ER	IR
1.	O	O	O
4.	AMOS	EMOS	IMOS

Tengo Soy Voy

Opinion

Me gusta	Lo bueno/ malo
Odio	Creo que
Prefiero	Imagino que
Opino que	No aguanto

Me hace …	Me hace sentir …
reír	emocionante
llorar	contento
sonreír	triste

más/ menos (adjetivo) que

Future

El año que viene/ Pasado mañana/ Dentro de tres semanas/ En el futuro/ Cuando sea mayor

	IR	A	Infinitive
1.	VOY	A	
4.	VAMOS	A	

	AR/ER/IR
1.	É
4.	EMOS

Si pudiera, quisiera …
Si tuviera la oportunidad, me gustaría …
Si fuera posible, tendría …

How do I best answer the bullet points?

- P.O.F
- Correct tense for each bullet point
- Two tenses – Present and Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

90 Word Writing Task

Past

Hace dos años/ La semana pasada/ El fin de semana pasado/ Hace tres días

	AR	ER/ IR
1.	É	Í
4.	AMOS	IMOS

Tuve Fui Saqué

Cuando era joven/ Antes/ Cuando tenía … años

	AR	ER/ IR
1.	ABA	ÍA
4.	ÁBAMOS	ÍAMOS

Había Era Tenía

Present

Normalmente/ De vez en cuando/ Siempre/ Nunca/ Todos los días

	AR	ER	IR
1.	O	O	O
4.	AMOS	EMOS	IMOS

Tengo Soy Voy

Opinion

Me gusta	Lo bueno/ malo
Odio	Creo que
Prefiero	Imagino que
Opino que	No aguanto

Me hace …	Me hace sentir …
reír	emocionante
llorar	contento
sonreír	triste

más/ menos (adjetivo) que

Future

El año que viene/ Pasado mañana/ Dentro de tres semanas/ En el futuro/ Cuando sea mayor

	IR	A	Infinitive
1.	VOY	A	
4.	VAMOS	A	

	AR/ER/IR
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Si pudiera, quisiera …
Si tuviera la oportunidad, me gustaría …
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How do I best answer the bullet points?

- P.P.O.F
- Correct tense for each bullet point
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- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

Translate each of the phrases below, then decide which tense it is and colour each box in the correct corresponding colour

Estudio	Hice	Me interesa	Me gustaría	Dejé
Me gustaba	Son	Voy a estudiar	Aprendemos	Asistí
eran	Tendría	Me chifla	Me hace pensar	Llevaba
Estaría	Habría	Ayuda	Tuvimos	Soy
Voy a asistir	Voy a continuar	Está	Voy	Hay
iba	Gané	Sé	Estudiaba	Leo

Infinitive (to go)
Present tense (I go)
Imperfect tense (I used to go)
Preterite (I went)
Conditional (I would go)
Near future (I am going to go)

Translations

1. My ideal school would have a modern gym and a swimming pool.

2. Next year I am going to attend the drama club.

3. I used to study history but I dropped it.

4. I love RE because it makes me think.

5. In my primary school the teachers were more tolerant.

Knowledge Organiser Focus: My studies (Theme 3)

What is included?
- Homework Tracker
- Knowledge Organisers
- Homework Activities

Knowledge Organiser Focus: Home Learning

MFL

Year 11	Week	Dates	Title
Term 2			
Semana 22	B	w/b 22.2.21	Vocabulary 1, translation and reading
Semana 23	A	w/b 1.3.21	Vocabulary 2, gap fill and reading
Semana 24	B	w/b 8.3.21	Vocabulary 3, tangled translation and reading
Semana 25	A	w/b 15.3.21	Vocabulary 4 gap fill and photocard
Semana 26	B	w/b 22.3.21	Reading questions
Semana 27	A	w/b 29.3.21	Translation and conjugation Writing (photo and 90 words)

Deberes – Homework: Instructions
- For each week, you need to complete the translations using the knowledge organisers to help.
- Using the vocabulary, complete the activities on the two pages after the translation exercise.
- The homework should take no longer than an hour to complete. You could spread it over 5 days and spend 20 minutes on it!
- All work will be self marked in class and your score recorded by your teacher.

ART

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

How I will be assessed: This project is the first of two projects that will form your GCSE portfolio. It will be worth 60% of your overall GCSE grade. You will be assessed in line with GCSE marking criteria.

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

AO1 EXPLORE ANNOTATE BEGIN TO LINK A THEME IMAGES TO YOUR CHOSEN ARTISTS WORK WRITTEN ANALYSIS LINK ARTISTS WORK TO IDEAS AND ARTWORK RESEARCH

AO2 EXPERIMENT WITH A LINKING TECHNIQUES TO ARTISTS DRAWING RANGE AND THEMES OF MEDIA TEXTILES WATERCOLOUR CLAY MIXED MEDIA OIL PASTEL PEN AND INK PHOTOGRAPHS

AO3 IDEAS IDEAS LINKING TO OBSERVATIONAL ARTISTS WORK DRAWINGS ALL ARTWORK PLANS LINKING TOGETHER PLANS, DESIGNS EXPLANATIONS IN A RANGE OF ANNOTATION DIFFERENT MEDIA

AO4 FINAL MEANINGFUL PIECE OF WORK INFORMED SHOW UNDERSTANDING RESPONSE LINKS LINK BETWEEN TO ARTISTS WORK VISUALS AND ARTISTS PRESENTATION RELEVANT

What is Art Deco?

A decorative art style of the 1920s, 1930s and 1940s. It is characterised by bold geometric shapes, strong colours and comes in the form of architecture, fashion and household objects.
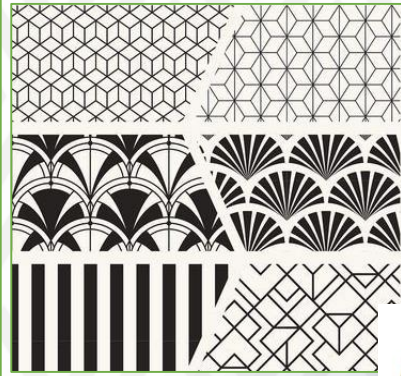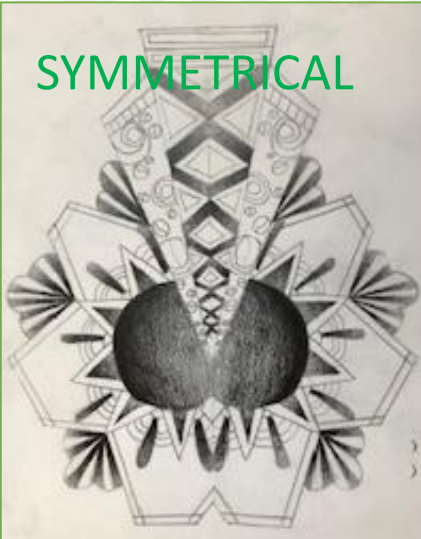
Week	Home learning All pupils should be using their Art Pack to complete unfinished class work independently
Week 19	Independent research based on Art Deco
Week 23	Pencil skyline drawing – application of a choice of media
Week 27	Artist research and mixed media study

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Media Exploration

Pencil Drawing

SYMMETRICAL

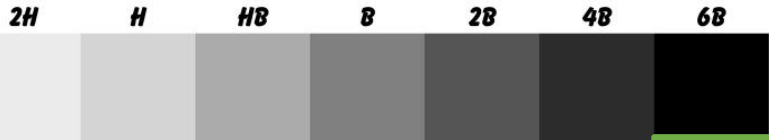3. Copy the range of tones into the blank boxes. Match the tones as closely as possible.

Applying varying amounts of pressure with the pencil gives different shades and allow you to gradual blend from dark to light.

PENCIL TONAL CHART
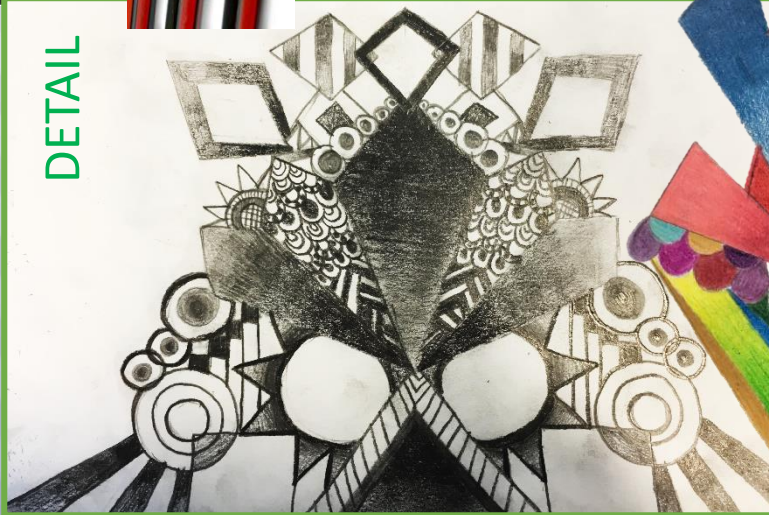
| 2H | H | HB | B | 2B | 4B | 6B |

PENCIL SHADING TECHNIQUES

| Stippling | Hatching | Crosshatching | Circulism |

DETAIL

PENCIL CRAYON

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Blended Paint
Watercolour / Acrylic

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

Remember to refer to the colour wheel for colour schemes

Adding white to blend from dark to light

Blending primary colours

Primary Colours
Secondary Colours
Tertiary Colours

Describe your colour scheme.

How does your colour scheme relate to your research?

Knowledge Organiser Focus: Unit 2 – Sustainability and Unit 9 Paper and Boards.

I will learn about: The categorisation and properties of a range of materials, such a papers and boards. You should be aware of their source, use and application in products.

How I will be assessed:

I will answer a series of GCSE style questions in order for me to show that I understand the properties and categories of papers and boards, polymers, new and emerging technologies and sources of energy.

Key terms	
Word	Definition
Sustainable	A sustainable resource can be replaced once used. As a tree is chopped down, many more can be planted to ensure the use of trees can be sustained.
Life Cycle Analysis	Assessing a product impact throughout its life span.
GSM	Grams per Square metre
Micron	1000 microns = 1mm thickness
Thermosetting	Polymer is heated and shaped once.
Thermosoftening	Polymer can be heated and shaped multiple times.

Stretch challenge: Can you remember an d apply the 6'rs to a product?

Recommended reading: GCSEPOD, BBC Bitesize and Seneca Learning.

GCSE Design Technology Knowledge Organisers

Unit 2 - Sustainability

1. Sustainability
Avoidance of the depletion of natural resources.
Finite Resources e.g. Ore and Oil
Materials which are in limited supply. Use of these should be avoided where possible or only used in small amounts.
Non Finite Resources e.g. Trees and Plants
Materials in abundant supply and are unlikely to ever run out or ones that can be grown again.

The impact of the use of resources can be measured by the following:
- CO_2 emissions
- Transportation method and distance travelled
- Impact on the environment through mining or harvesting
- Availability or scarcity
- Maintenance or repair costs
- Ethical and moral issues

2. Life Cycle
Life cycle assessment (LCA) to assess the impact of a product during the different stages of its life. The 5 main stages are:

Image from AQA

3. Waste Disposal
Consideration to waste disposal has an impact on the environment and a product life cycle.
Businesses are charged for waste disposal, reducing waste disposal will save money.
The effects of careful consideration of waste disposal within a business are:
- Less raw materials required
- Reusing waste materials/components within a company
- Sale of recyclable waste
- Energy to heat and power a business could be generated

4. Environment
Technologies that have a **positive impact**:
- Renewable materials from managed resources
- Use of renewable energy
- Using recyclable materials
- Consideration to the 6r's
- Designing products with low power consumption
- Designing products with fewer components and reduced weight
- Designing products that are upgradable extending their life
- Creating products that are sourced, produced and sold locally

Technologies that have a **negative impact**:
- Use of finite/non-recycled materials
- Use of components that are hard to repair
- Use of fossil fuels for power
- Products with high power consumption
- Products that have built in **planned obsolescence**
- Components that are shipped globally

5. Key Terms
Continuous Improvement
Kaizen, also known as continuous improvement, is a long-term approach to work that seeks to achieve small, incremental changes in processes in order to improve efficiency and quality. It is best known for being used in **lean manufacturing.**
Efficient Working
Just in time (JIT) and **lean manufacturing** are examples of how businesses reduce costs. Other examples are members of staff doing 'energy walks' to turn off lights etc. to reduce costs and CO_2 emissions.
Pollution
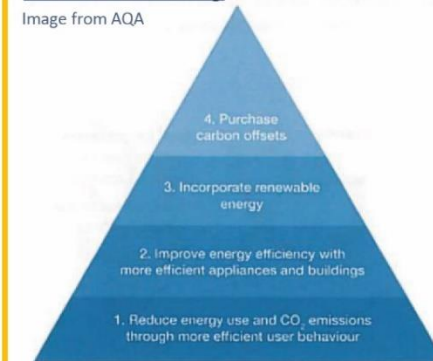Business's should aim to reduce pollution by conducting an LCA.
Global Warming
The release of CO2, methane (CH4) and nitrous oxide (N2O) into the environment resulting in the rise of average temperatures of the earth's atmosphere and oceans.
Carbon Offsetting
Image from AQA

GCSE Design Technology Knowledge Organisers

Unit 2 Sustainability

The 6 R's

The 6 Rs are an important checklist. They are used by designers to reduce the environmental impact of products. They can also be used to evaluate the environmental impact of other products.
The hierarchy of sustainability places the strategies that are best for the planet about those that have a greater negative impact on the environment.

1. Refuse

The first stage in the process is to ask whether the proposed product, part, purchase or even journey is required at all. Asking the question 'Is it really necessary?' can play a major role in reducing the demand on materials. Simply not using something saves 100% of what you have chosen not to use. Example include:
- Using your own carrier bag rather than purchasing a new one.
- Walking or cycling to school instead of being driven.
- Not using products such as some pesticides that are known to be harmful to the environment.
- Not eating (or using) products that are over-farmed, over-fished or on the endangered list.

2. Rethink

Consumers have a growing number of choices to make about where and on what they spend their income. Greener and more sustainable options are not always the cheapest or the best, but making informed decision and rethinking ones spending power can play a huge part in conserving resources.
Deciding on the design of a product, e.g. the materials being used in its production, will directly affect its sustainability. The types of questions designers need to ask are:
- Are the materials locally sourced?
- Are they sustainably produced?
- Is it essential to use this material, of which there is a finite supply?

By rethinking how the product is likely to be made, the product can often be redesigned in a more responsible way.

3. Reduce

Reduction is often the result of having re-thought a design or action. Materials and energy are saved due to efficient manufacturing practices and the use of clever design, incorporating sustainable materials.
- Modern materials that are lighter and stronger than traditional ones have contributed to the miniaturisation of products, saving material and energy in manufacture and use.
- Reducing the complexity or number of parts a product uses and reducing the number of different materials in a product makes recycling easier.
- In factories, schools and hotels, fitting motion sensitive lighting and smart heating systems can significantly reduce energy usage.
- Many large companies employ staff to conduct 'energy walks' to turn off unused appliances and lights and to ensure windows and doors are shut to conserve heat.

4. Reuse

Reusing products multiple times for the same purpose is also known as **primary recycling.** Reusing a product in a different way from the one it was designed for is known as **secondary recycling.**
The classic glass milk bottle is reused many times before it reaches the end of its useful life, as which point it is recycled. A plastic milk bottle, however, is intended to be used only one, although it can have many different subsequent uses.
Donating to and buying from charity shops extends the life of products and in recent years there has been a resurgence of in products having second lives, thanks to websites such as eBay, Freecycle or Gum tree.

It is also becoming popular for furniture and other household items to be **upcycled** with a coat of paint and some minor repairs or adaptations, extending their useful life by many years.

5. Repair

Being able to repair a product when it is broken or worn is a way of extending its life and delaying the purchase of a new one. Repairing is a positive option over replacement as it means that only some parts of the product are replaced. This creates jobs for skilled people who conduct repairs and stimulates a spare parts market.
Unfortunately, repairing products has become harder over years. Growing number of products are not design to be repaired. There are a number of reasons why items may be designed this way, but it is usually because they are cheaper to replace than repair. Some products, especially modern electronic products, are designed to last only a few years as technology dates quickly and older products will be superseded by newer, faster, more efficient models. This is called **planned obsolescence.**

6. Recycle

Tertiary recycling, although a very important stage, is lower down the hierarchy of preferred options because most materials that are recycled this way tend to be of lower quality than the original material. It takes a lot of energy to recycle materials.
This form of recycling requires the reprocessing of the material and in many cases involves chemicals and/or heat to recover the recycled materials. In an ideal world, tertiary recycling would remove all recyclable materials from our household waste so that only biodegradable materials would be left. Only very few parts of the world are set up to cope with this level of processing.

7. Sustainability

Our planet has to provide all of our basic human needs, such as food, shelter and warmth.
Designers now have a much better understanding of which materials are sustainable and which are not. The general principle is that resources fall into two categories:
Finite resources – are ones which are in limited supply or cannot be reproduced.
Non-finite resources – are ones which are in abundant supply and are unlikely to be exhausted.

8. Recyclable materials

Once all useful and recyclable materials are removed, the majority of the remaining waste is organic matter and can be processed in one of two ways; **'Recover'** or **'Rot'**. Food waste and garden waste can be processed at a high temperature and turned into compost. The waste can also be buried in **landfill** sites where the resulting methane gas from the rotting matter is collected and burned and used to generate heat or electricity in the same way.

Paper

Type	Description and uses
Layout paper	• lightweight, thin white paper • used for initial ideas • takes colour media well • low cost
Tracing paper	• thin, translucent paper • making copies of drawings • high cost
Cartridge paper	• good quality white paper • available in different weights • general purpose work • can be used to make simple models • medium cost
Bleedproof paper	• smooth, hard paper • used with water-based and spirit-based felt-tip pens • medium cost
Grid paper	• printed square and isometric grids in different sizes • a guide for quick sketches and working drawings • low cost

. Selection of materials or components

When selecting materials and components considering the factors listed below:

• Functionality: application of use, ease of working
• Aesthetics: surface finish, texture and colour.
• Environmental factors: recyclable or reused materials, product mileage.
• Availability: ease of sourcing and purchase. Cost: bulk buying.
• Social factors: social responsibility.
• Cultural factors: sensitive to cultural influences.
• Ethical factors: purchased from ethical sources such as FSC.

3. Boards

Type	Description and uses
Corrugated card	• strong and lightweight • used for packaging protection and point of sale stands • available in different thicknesses
Duplex board	• large foam-based board • different finishes available including metallic and hologrammatic • used for food packaging, e.g. take-away pizza boxes
Foil lined board	• quality cardboard with a aluminium foil lining • ideal for ready made meals or take away meal cartons • The foil retains the heat and helps keep the food warm
Foam core board	• very light, very stiff and very flat. • It has a white, rigid polystyrene foam centre, with smooth white paper laminated onto both faces. • It is easy to cut with a knife, a mount cutter or on a wall cutter • great for modelling
Ink jet card	• Has been treated so that it will give a high quality finish with inkjet ink • available in matt and gloss
Solid white board	• top quality cardboard made from quality bleached wood pulp. • used for hard backed books and more expensive items • excellent print finish

Stock sizes and weights

Paper and board is available in sizes from A0 (biggest) to A7 (smallest). The most common size is A4.
Each size is half the one before, eg A4 is half the size of A3. They are also sold by weight:
GSM –
grams per square metre.
Card thickness or calliper is traditionally measured in **Microns**. 1000 **Microns** = 1mm, so the higher the value, the thicker the **card** or paper.

5. Properties of paper and boards.

Type	Weight or thickness	Uses	Relative cost (10= high)
Newsprint	50gsm	Newspapers	1
Layout Paper	60gsm	Sketches and tracing	3
Tracing Paper	70 gsm	Tracing	4
Sugar Paper	90gsm	Cheap mounting work	2
Inkjet/Photo paper	150-230gsm	Photos/Pres entations	9
Board (Card)	230-750 microns	Model - making	5
Mount Board	230-1000 microns	Model-making, High picture quality mounting	9
Corrugated Card	3000-5000 microns	Packaging protection	5

7: K e y   W o r d   F o c u s

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

GSM	Grams per Square Metre
Microns	Thickness of paper or card. 1000microns =1mm thickness

Year 10: Design Technology Term2

Term 2	Home learning will consist of either theory revision questions through applications like Seneca and GCSE Pod or NEA tasks each week.
Week	**Home learning**
Week 19	Unit 2 – Sustainability – examination style questions using online learning apps.
Week 23	Unit 3 – Energy Generation - examination style questions using online learning apps.
Week 27	Unit 7 Mechanisms - examination style questions using online learning apps.

Year 10 Hospitality and Catering – Term 2

Knowledge Organiser Focus:
1. Task 2 controlled assessment

Key	
Higher level	(red)
Lower level	(green)

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:
- *AC2.1 Explain factors to consider when proposing dishes for menus*
- *AC2.2 Explain how dishes on a menu address environmental issues*
- *AC2.3 Explain how menu dishes meet customer needs*
- *AC2.4 Plan production of dishes for a menu*

How I will be assessed:
Controlled Assessment

Recommended viewing

NHS.UK
https://www.youtube.com/watch?v=ntxnb3HyHV8

https://www.youtube.com/watch?v=-BQp9XOPrUc

https://www.youtube.com/watch?v=MmhD3x6Llcs

The Eatwell Guide
What can we do about food waste? Fresh facts for restaurant, catering and hospitality staff
Reducing single-use plastic at the local level | Keith Tharp | TEDxPortsmouth

Energy Saving Tips for Restaurants

Key words (tier 2 and 3 vocabulary)

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

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Oasis Academy Oldham

Knowledge Organiser Focus: Task 2 controlled assessment

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit
LO2 Understand menu planning	AC2.1 Explain factors to consider when proposing dishes for menus	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explain factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explain factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned.

Considerations	✔
Customers	
The business	
How the menu would be prepared	
The dishes	
The customers	
Th success of the business	
The menu	
The preparation of the dishes	

Lets start writing!

'Waste not, Want not' is a bistro which/that is ....
The atmosphere we want to create is ....
To provide comfort for our diners/customers we ....

How to approach your task

1. Describe your bistro, are there any unique features? Refer to your assignment brief.
2. What is the atmosphere/surroundings like? And what type of furniture will you have.
3. Will you need any outdoor shelter and heating? Explain why.
4. What are the aims of your bistro? What do you want to achieve? E.g. food hygiene, sustainability reward etc explain why (refer to assignment brief)
5. Explain the type of menu you will offer explain why? Will you offer a du jour menu e.g. BBQ night/pizza night? Why would you do this? Would you need any special equipment. Will you have a special board? (to use up excess ingredients or special deals from the suppliers) explain why?
6. Who will your customers be and how will you cater for them? (include the dietary needs of target groups).
7. How will you price your menu? What are your reasons? How will you ensure you still make a profit?
8. Will you offer special deals why would you do this? (think about your customers budget)
9. How well trained will your staff be? What will your apprentice need to be able to do? (refer to your brief) Will they be trained in H&S and have food hygiene certificates etc. Explain why? Discuss opening times and staffing. Rotas should be planned carefully.
10. Will your menu reflect the equipment the bistro has? Will you need to consider storage? Will some dishes need to prepared in advance?
11. How often will you change your menu? (think seasonal, special events etc) why would you change the menu?

Types of menu	Description
A la carte	A menu where the dishes are all listed and priced separately under different headings.
Cyclic menu	A set of menus with limited choices that are changed everyday week, two weeks or month
Du jour menu	A menu that changes each day or is only served on a certain day of the week
Function menu	Similar to table d'hôte, but with more limited choice and used for functions such as weddings, parties and conferences
Meal menu	Menu choices for specific meals: breakfast, brunch, lunch, afternoon tea, dinner. Often used in hotels and some restaurants and cafes
Speciality menu	For target groups of people, e.g. children, pensioners, ethnic groups, special diets. Used in fast food outlets, some restaurants and cafes
Table d'hôte	A set menu with limited choices, which has a set price for a meal (e.g. a two or three course meal)

Special diets
Vegetarian
Vegans
Lactose intolerant
Coeliac disease
Allergies
Healthy choices
Religion

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Knowledge Organiser Focus: Task 2 controlled assessment

Considerations	✓
Introduction	
The impact food production has on the environment	
Ingredient	
Packaging & plastic	
Food storage and preparation	
Cooking food	
Food waste	

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass
LO2 Understand menu planning	AC2.2 Explain how dishes on a menu address environmental issues	Outlines how dishes on a menu address environmental issues. There may be some errors.	Explain factors to consider when proposing dishes for menus. Explanation includes reasoning.

How to approach your task

1. Introduce your bistro and why you care so much about the environment (refer to your assignment brief) also discuss the impact food production has on the environment.
2. Explain how your bistro plans menus that have the least effect on the environment. (refer to your assignment brief)
   - Ingredients
   - Packaging & Plastic
   - Food storage and preparation
   - Cooking food

Lets start writing!

At 'Waste not, Want not' we are/feel………
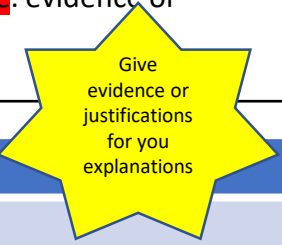When planning menus, we ….
We have made the decision to...because…

Remember to give a reason for all the factors
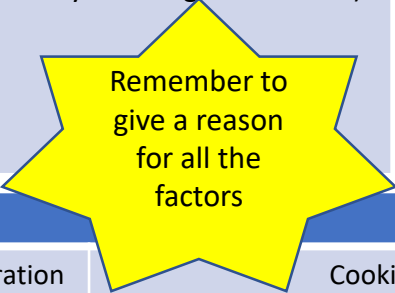
H & C businesses should try to:

Ingredients	Food waste	Packaging & Plastic	Food storage and preparation	Cooking food
• Use locally grown ingredients to reduce food miles • Plan menu's so ingredients delivered in as few a journeys as possible (buy in bulk from one supplier) • Use seasonal foods to reduce the amount of imported foods • Where possible buy organically grown or 'free range'	• Plan menus as accurately as possible to avoid buying too much • Avoid serving very large portions to cut down on food waste • Store food correctly so it stays fresh • Make use of oddly shaped fruit and vegetables that are often cheaper to buy and are just as nutritious an well flavoured • Serve some fruit and vegetables with their skins on to avoid unnecessary waste • Send food waste to be composted to grow more plants (refer to brief) • Use left overs uncooked and cooked foods to make new dishes • Send suitable left over food to charities who collect for people in need.	• Use ingredients that have as little packaging as possible • Use ingredients that come in refillable or recyclable catering-sized containers (spices, flavourings, sauces etc) this could also apply to cleaning products • Do not serve dishes with individual packaged portions of sauces. • No plastic straws or disposable cutlery. • Use recyclable materials for take away.	Fridges and freezers • Place in cool areas of the kitchen to prevent them from having to work harder to stay cool (wasting energy) • Ensure seals are in good condition to keep the warmth out. • Avoid opening too often or leaving them open • Avoid putting hot food in them. • Defrost regularly to make sure they work efficiently	• Check oven seals are in good working order • Fill up the oven with items to cook to make full use of the energy used to heat it. • Cook more meals on the hob – make sure that the pans fit properly over the gas flame/electric ring to prevent heat escaping • Keep pan lids on to cut down heat loss • Use an electric induction hob, microwave oven or slow cooker or slow cooker where possible, which all use small amounts of energy. • Use quick methods of cooking • Use a tiered steamer to cook different vegetables, so only one hob ring is used to cook them.

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Knowledge Organiser Focus: Task 2 controlled assessment

Check List	✔
Identify 4 dishes you must include 2 mains	
Food preparation skills & techniques	
Cooking methods	
Nutrition	
Cost	
Organoleptic (sensory appeal)	
Suitability for target groups	
Adaptions for special diets	

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit
LO2 Understand menu planning	AC2.3 Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning	Explain how menu dishes meet needs of specific customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explain how menu dishes meet needs of specified customer. Explanations are comprehensive and credible. evidence or justification

Give evidence or justifications for you explanations

Food preparation skills & techniques	Cooking method
Blending	Baking
Bread making	Blanching
Chopping/knife skills	Boiling
Creativity	Braising
Dough making, e.g pastries, biscuits	Chilling
Garnishing	Cooling
Hydrating	Frying: deep/shallow pan frying, stir frying, dry frying
Kneading	
Melting	Grilling (griddling)
Peeling	Hot holding
Portion control	Poaching
Positioning on serving dish	Roasting
Rubbing-in	Sautéing
Segmenting	Steaming steaming
Setting with gelatine	
Shaping	
Sieving	
Slicing	
Weighing and measuring	
Whisking	

Things to take into account when planning menus to meet customer needs

1. Include a variety of dishes to cater for different likes and dislikes
2. Show customers which dishes may not be suitable for them if they have food allergies or food intolerances - offer some dishes that would suit different health conditions/offer some dishes that would be suit a range of religious or cultural dietary rules.
3. Think about the type of meal to be eaten – everyday or special occasion, packed meal, etc.
4. Do the dishes in the menu meet dietary guidelines
5. Are the prices of dishes on the menu affordable for target customers? Seasonal/local foods – are these available? What do they cost?
6. Offer some dishes to suit different customer lifestyles, e.g. active/inactive/ a busy family / office worker etc
7. Offer suitable portion sizes for different needs, e.g. children, older adults, active people. Do the dishes on the menu appeal to customer senses – sight, smell, taste, touch and sound?

How to get started

Introduce the dishes you have chosen, discuss their suitability for your bistro	Discuss your target groups, adaptions for portion size and reasons for this), discuss how they reflect the Eatwell guide and special dietary needs (adaptions) and finally the affordability of the dishes you have chosen.
Produce a table with the headings; **chosen dishes, food preparation skills and techniques used, cooking method** used	Identify the skills, techniques and methods you will demonstrate. Complete the table for each dish.
Produce another table with the headings; nutrition, organoleptic (sensory appeal)	Have sub headings within the table cell ad follows **flavour/taste, texture, aroma and appearance.** Discuss for each dish chosen

Lets start writing

The dishes I have chosen are……….
I think they are suitable for ……………because …….
The dishes can be adapted/changed by…………………………………….this will …….

Check List	✓
Quantities of different ingredients needed	
Equipment needed	
Mise en place (getting ready and organised before you start preparing to cook)	
Timing – for preparing, cooking, decorating, etc	
Sequencing – the order in which you prepare and cook the food (including dovetailing)	
Cooling food down – where, how and for how long you will do this, and the temperature	
Hot holding – how you will keep food hot and at what temperature	
Completion – how will you know your dish is finished	
Serving/presentation	
Removal of waste	
Contingencies (e.g. what will you have ready in case something goes wrong	
Health, safety and hygiene points	
Quality points	
Storage of the food during the practical	

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO2 Understand menu planning	AC2.4 Explain how menu dishes meet customer needs	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well-considered contingencies for most situations.

Sequencing – also known as 'dovetailing'.

This means fitting together the different stages of a production plan into a logical order. You will need to do this when you write a time plan for making two or more dishes. This is what you need to do:

1. Print a copy of each of the recipes you are going to use.
2. Highlight in the method section of each recipe, every activity you will need to do example make a dough, whisk eggs and sugar together, caught some vegetables, etc. Use a different colour highlight for each recipe to make it easier to follow.
3. Work out and show on your time plan which activity for which recipe you will do first – usually something for a recipe that needs the longest time to be completed, example setting a cold moves in the refrigerator, leaving a bread dough to rise, making some pastry and letting it rest, or cooking something for a long time.
4. Show which activity from another dish you will do next while you are waiting for the first recipe to be ready to move on to the next stage and so on, until every activity has been included.
5. When you are dovetailing the activities, remember to allow enough time for, e.g. water to boil when cooking vegetables, meat to tenderise what when you are making a stew, or enough time to chop up some ingredients.
6. Remember to show when you would expect to take something out of the oven and how you would cheque to see that it is ready.

Contingency

Contingency – a backup plan to deal with an emergency situation (e.g. the cooker breaks down or a special ingredient is not available) so that customer service can be restored as soon as possible; or a seasonal peak in business (e.g Christmas) so that extra staff and equipment can be hired to cope with the increase in customers.

Check List	Storage ✔
Quantities of different ingredients needed	
Equipment needed	
Mise en place (getting ready and organised before you start preparing to cook)	
Timing – for preparing, cooking, decorating, etc	
Sequencing – the order in which you prepare and cook the food (including dovetailing)	
Cooling food down – where, how and for how long you will do this, and the temperature	
Hot holding – how you will keep food hot and at what temperature	
Completion – how will you know your dish is finished	
Serving/presentation	
Removal of waste	
Contingencies (e.g. what will you have ready in case something goes wrong	
Health, safety and hygiene points	
Quality points	
Storage of the food during the practical	

To achieve a level 2 Distinction, you must include everything on your checklist

Learning Outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO2 Understand menu planning	AC2.4 Explain how menu dishes meet customer needs	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well-considered contingencies for most situations.

Examples

H & S	Contingencies	Quality points
• Wash vegetables and fruits • Store prepared foods in suitable containers at the right temperature until they are needed • Use temperature probes and correct storage to keep food safe to eat • Foods to be reheated for service must reach 75 °C for two minutes • Check food delivery for quality • High risk foods must be stored safely • Cooked foods need to be cooled as quickly as possible to prevent the growth of microorganisms if they are to be reheated later. • Clear as you go throughout preparation and cooking • Use temperature probes to make sure food is kept at the right temperature. • Use serving tongs, disposable gloves and other serving equipment to prevent cross contamination. • Keep cooked and raw foods away from each other. • Store left over ingredients correctly to keep them safe to eat. • Get rid of food waste properly in outside bins to prevent pest infestation . • Label left over foods with the date they were made and use up as soon as possible	• Have some extra ingredients ready in case any error occur during production. E.g. flour when making bread dough just in case more is required) • Use electrical equipment such as a hand whisk to save time. • Have some extra garnishes and accompaniments available in case there are errors during production • Make an agreement with a local charity that collects left over foods, so that food is not wasted. • If mixtures go lumpy transfer it to an electric blender and blend until smooth. • If hands are hot, use a food processor to make pastry. • If no ice cream maker is available, explain what you will do. • If dough is slow to rise , place mixing bowl containing the dough into a larger bowl of warn water and cover with a clean cloth.	Stir frequently to prevent the curry from sticking to the base of the pan and burning, which would spoil the flavour. Cover doughs to stop them drying out Bread should sound hollow when cooked. Serve salad on a cold plate Bread rolls will increase in size take this into account when making burgers. Serve hot food on a warm plate

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Knowledge Organiser Focus: Job requirements and conditions of work in the Hospitality and Catering Industry.

I should already know:
- *Factors to consider when proposing dishes for menus*
- *How dishes on a menu address environmental issues*
- *How menu dishes meet customer needs*
- *How to plan production of dishes for a menu*

I will learn about: Unit 1
- *AC 1.1 Job roles in the hospitality and catering industry.*
- *AC1.2 Analyse job requirements within the hospitality and catering industry*
- *AC 1.3 Describe working conditions of different job roles across the hospitality and Catering industry*

How I will be assessed:
Exam questions

https://www.youtube.com/watch?v=e9BmviD8eWY	
https://www.youtube.com/watch?v=ezzInoq5RSY	Hospitality employee attributes
https://www.youtube.com/watch?v=e9BmviD8eWY	Qualities/attributes'/skills required in hospitality industry to be perfect hotelier

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Establishment	A place where a business or organisation operate from
Employee	Someone who works in the industry and has an employment contract
Employer	Someone who owns a business and pays an employee to work there
Worker	someone who works in the industry but does not have an employment contract
Hierarchy	A system of organising people into different ranks or levels of importance
Attributes	A quality or feature someone has.

Knowledge Organiser Focus:
The environment in which hospitality and catering providers operate

Hospitality
Somewhere to stay (accommodation), food, drinks and entertainment

+

Catering
Food and drinks

Where?
Hotels, guest house , bed and breakfast, inns, pubs, farmhouses, holiday camps and parks, family cabins, luxury camping (glamping), cruise ships, long-distance trains, airlines, motorway services, youth hostels

Where?
Restaurants, bistros, dining rooms, canteens, cafes, tea rooms, coffee shops, takeaway and fast food outlets, pubs, bars, clubs, casinos, street food, pop up restaurants, mobile/roadside food vans, motorway services, visitor and tourist attractions theme parks, museums, zoos, etc, sports stadiums, concert/gig venues, hospitals, schools, prisons, care homes, peoples homes (parties, funerals, etc.)

Suppliers provide:
Agency staff employees temporary and permanent cleaning materials, drinks, equipment, flower arrangements, food, furniture, laundering services (washing and drying clothes and bed sheets, etc.) Tableware-knives, forks, spoons, glasses, plates, etc. Uniforms, waste disposal etc

Types of food service systems	
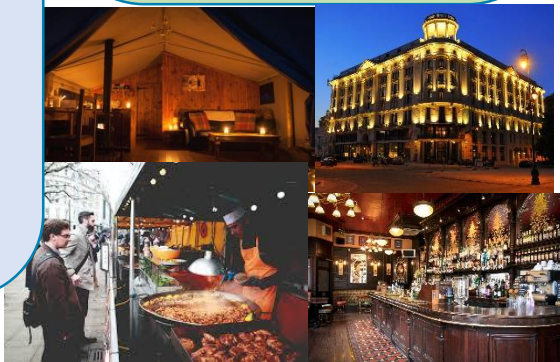
Counter Service	• Customers choose from a display
	• Customers queue to pay before they eat the food queue maybe lengthy, e.g. at lunchtime
	• Food can be eaten in the place or taken away
	  • Seated counter service
	  • Free-flow
	  • Carvery
	  • Cafeteria
	  • Buffet
	  • Fast food
	  • multipoint

Table service	• Waiting staff take food orders and serve customers seated at the table • Large restaurants divide tables into areas called stations • Banquets, wedding receptions, etc. - guests are served by teams of waiting staff • food is more expensive in order to pay the wages of the waiting staff, • Gueridon system (trolley/moveable service – cooking/preparing food at the table to entertain customers
Transport catering	Carful planning is needed to make sure that • Food is kept safe to eat • Different customer needs are catered for **Trains** - restaurant carriages on some long-distant trains - takeaway cafeteria or trolley service available **Aeroplanes** - Frozen or cook-chilled meals provided on long distance flights - heated by microwaves - Trolley drink and snack service available on many short-distance flights **Ships** - Cruise ships provide a variety of food service options - Ferries usually have a catering service
Vending system	- Vending machines sell hot and cold meals, snacks and drinks in a variety of places - A team of people is needed to service them and maintain their stocks.

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Knowledge Organiser Focus:
The environment in which hospitality and catering providers operate

Residential Commercial (£) Sector

Places	Customers	H & C services	Job roles
• Hotels • Guest houses • Bed and breakfast • Inns • Pubs • Farmhouses • Holiday camps and parks • Glamping • Cruise ships • Long-distance trains • Airlines • Motorway services • Youth hostels	Individuals and groups for: • Business conference and meetings • Family events • Guests at a social event • Tourists • Participants in leisure activities • Student field trips • Traveller breaking a journey • Passengers on a journey	• Accommodation • Housekeeping • Turn down bed • Room food and drink service • Packed lunch • Formal meals • Study and training facilities • Conference rooms • Internet access • Transport catering service	• Managers • Administrators • Receptionists • Porters • Security • Kitchen brigade • Waiting staff • Barista • Bartender • Housekeeping • Room attendant • Maintenance staff • Conference staff

Residential Non- Commercial Sector

Establishments	Customers	H & C services	Job roles
1. Health and welfare • NHS hospitals/nursing and care homes • Emergency services • Prisons 2. Education: • Colleges/universities • Boarding schools 3. Armed forces • Army/navy/air Force 4. Other: • Hostels/shelters • Private nursing and care homes	1. Staff/patients/elderly/disabled/mental health patients/visitors/prisoners 2. Students/school children/visitors/staff 3. Armed forces personnel (all ranks), special events visitors 4. Homeless/people with personal problems/staff. Elderly, disabled/people with mental health issues and staff	• Accommodation • Food and drinks throughout day and night	• Managers • Administrators • Receptionists • Porters • Security • Kitchen brigade • Food counter staff • Housekeeping • maintenance staff • volunteers

Non-residential Commercial (£) Sector

Places	Customers	H & C services	Job roles
• Restaurants • Bistros, cafes • Dining rooms • Canteens • Tearooms, coffee shops • Takeaway and fast food outlets • Pubs, bars • Clubs/Casinos • Street food • Pop-up restaurants • Mobile/roadside food vans • Motorway services • Visitors and tourist attractions (theme parks, museums, zoos, etc.) • Sport stadiums • Concert/gig venues	• Individuals/families/groups of different age • Tourists • Visitors • Workers on regular hours and shift work	• Eat in or takeaway food and drinks • Private rooms for business or celebrations • Training facilities • Meeting rooms • Internet access	• Managers • Administrators • Security • Kitchen brigade • Receptionists • Waiting staff • Barista • Bartender • Housekeeping • Maintenance staff

Non-Residential Non- Commercial Sector

Establishments	Customers	H & C services	Job roles
1. Workforce catering • Canteens • Dining rooms in factories, construction sites, shops etc. 2. Volunteer sector/health &welfare • Senior citizen luncheon clubs • Charity food vans and cafes • Day-care centres 3. Education • Childcare day nurseries • School holiday clubs 4. Public sector catering • Schools	1. Staff from all levels and departments 2. Elderly, disabled, homeless people and those with mental health issues 3. Babies, pre school and school age children and teenagers 4. School-age children, teenagers, staff	• Food and drinks	• Managers • Administrators • Receptionists • Porters • Security • receptionist • Kitchen brigade • Food counter staff • Dining room manager • Maintenance staff • volunteers

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Knowledge Organiser Focus:
Job requirements and conditions of work in the Hospitality and Catering Industry.

Year 10 Hospitality and Catering –Term 2

RECEPTION

Managers
Examples in a hotel:
- General manager
- Finance manager
- Sales and bookings manager
- Head receptionist
- Human resources (staff) manager
- Restaurant manager
- Conference manager
- Head (executive) chef
- Head housekeeper

What are they responsible for?
- The smooth running of the business
- finances
- Security
- Employment/dismissal of staff
- Staff training and development
- Customer satisfaction
- Business development and planning
- Health, safety and welfare of customers and staff
- Cleaning and maintenance of buildings
- Making sure the business follows health, safety and employment laws
- Sorting out problems and complaints

Front of house staff
Examples in a hotel:
- Receptionist
- waiting staff
- Valets (park car for customer) and drivers
- Bartenders
- Cashier
- Concierge (assist guests/customers)

What are they responsible for?
- Representing and promoting the business
- working directly with customers and back of house stuff
- taking bookings
- checking customers in and out of the building
- dealing with customer questions and problems
- assisting customers to their rooms
- setting up meeting rooms

Administrators
Examples in a hotel:
- Secretary's
- Assistant/Deputy managers
- Accountant
- Cashier

What are they responsible for?
- The smooth running of the business
- organising the managers diary
- sending letters and emails, making phone calls
- Typing, filing, organising staff and customer details, bookings, taxation, etc.
- Ordering and paying for supplies, example cleaning materials, food, drink
- Managing events
- organising ITC support

Back of house staff
Examples in a hotel:
- Stockroom manager
- kitchen brigade or the people who work in a kitchen see below
- Maintenance team
- Gardener/Groundskeeper
- Security guards
- Cleaners
- Guest room attendants

What are they responsible for?
- Buying and organising supplies
- storing, preparing and cooking food
- storing and Organising drinks
- ensuring all areas of the buildings (premises) are regular cleaned, tidy, safe, comfortable and pleasant
- Ensuring all areas of the place (inside and outside) are well maintained and working properly
- maintaining security

Knowledge Organiser Focus:
Job requirements and conditions of work in the Hospitality and Catering Industry.

In each sector of the hospitality and catering industry, the jobs are put into an order (called a **hierarchy)**, according to the number of people and activities each role is responsible for. The person at the top of the hierarchy has the most responsibilities. For example, in a restaurant catering kitchen, the head chef is at the top and has responsibility for:
- The activities, behaviour and welfare of all the people who work in the kitchen
- hiring new staff
- planning and writing the menu
- choosing, buying and storing of food
- food hygiene and safety
- the equipment
- the production of the food
- managing the costs of winning the kitchen
- organising and maintaining the kitchen
- the hierarchy in a catering kitchen is called the kitchen brigade

kitchen brigade in detail

Executive Chef
↓
Sous (under) chef
↓
Chef de partie

Butcher
Fry chef
Grill Chef
Roast Chef
Sauté Chef

Fish Chef
vegetable Chef
Cold food Chef
Pastry Chef

Chef de partie
↓
Commis Chef
↓
Relief Chef
↓
Expeditor
(works in the kitchen and front of house)
↓
Kitchen Porter

Baker
Confectioner
Glacier
Decorator

Hierarchy pyramid (top to bottom):
Head Chef
Sous Chef
Stations Chef
Relief Chef
Commis (trainee) chef
Food Runner
Kitchen Porter

Knowledge Organiser Focus:
Job requirements and conditions of work in the Hospitality and Catering Industry.

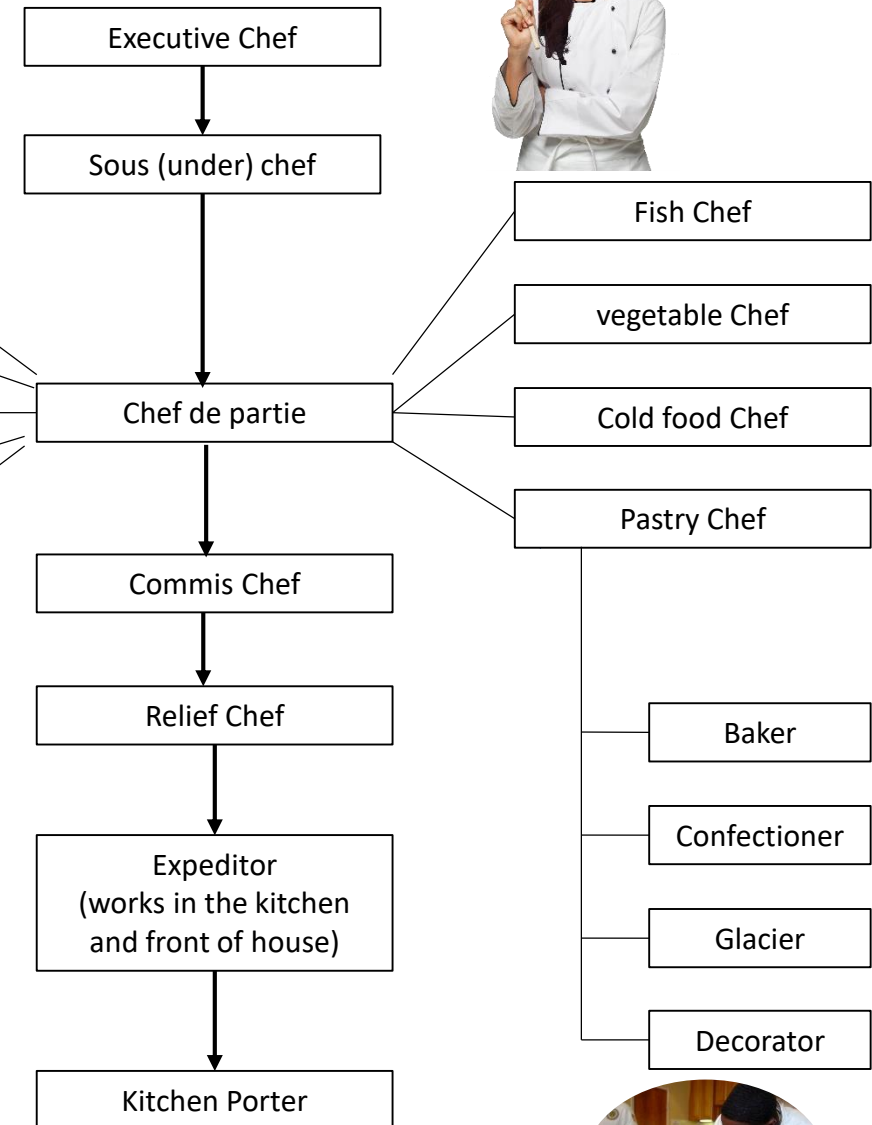What type of person do you need to be to work successfully in the hospitality and catering industry?
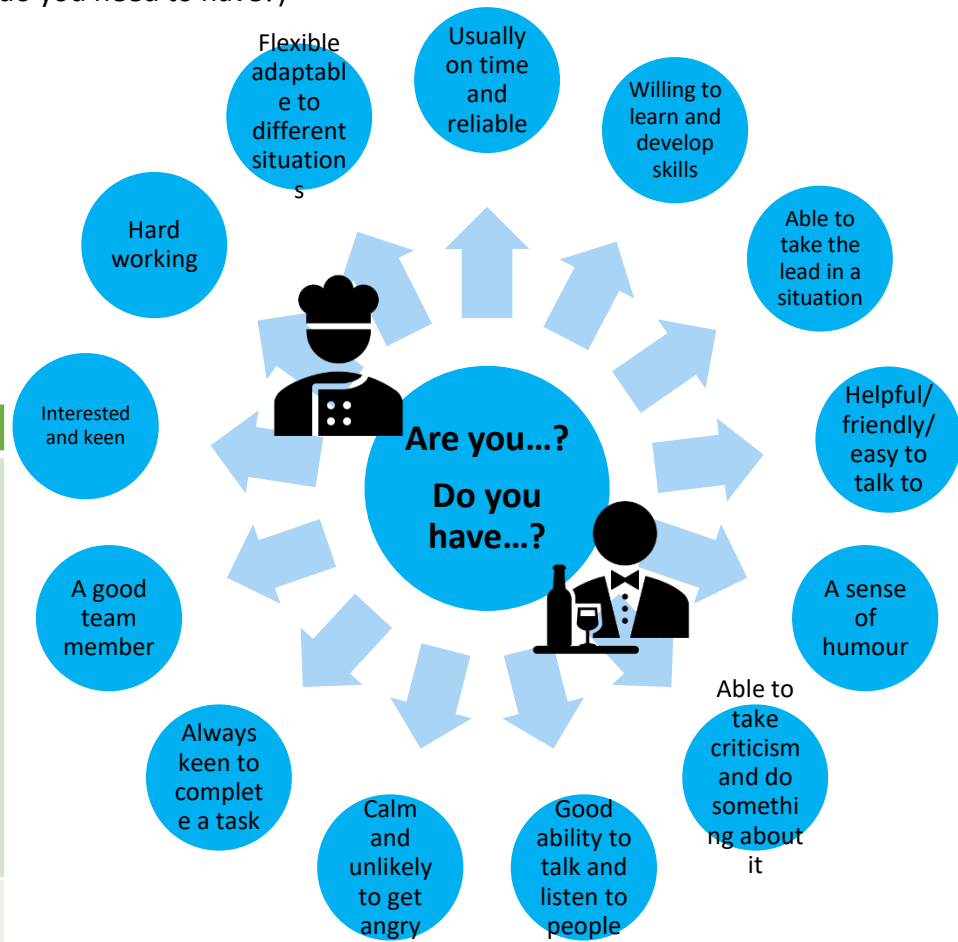(What personal attributes do you need to have?)

Key learning

There are many different types of jobs in the hospitality and catering industry.

There are lots of opportunities for people who are willing to work to build a career.

At busy times of the year, example summer holiday season, Christmas and new year, the hospitality and catering industry hires seasonal workers.

Many hospitality and catering workers come from different countries around the world.

You can train to get a job in the hospitality and catering industry by

- Doing some work experience
- Going to college when you leave school to take a course
- Working and training as an apprentice.

What does a person need to be able To do a know for this job which skills are knowledge should they have?		
Hotel Receptionist	A hotel receptionist needs to have good: • Personal communication and customer service skills • Computer skills • Local knowledge to answer customer questions and provide advice and information • Knowledge of the business and how it is run • Organisational skills A hotel receptionist need to be able to: • Do more than one thing at a time multi task • Deal with any problems that happen	Barista in a busy coffee bar A barista needs to have: • A good knowledge of coffee under the drinks • A good knowledge of food safety and hygiene • Good organisational skills A barista needs to be able to: • present drinks creatively • use a variety of tools and equipment • multi task
Chef in a restaurant	A chef needs to have: • A wide range of good practical cookery skills • Good knowledge of food • Good knowledge of food safety and hygiene • Good organisation skills A chef needs to be able to: • Presents food creatively • Use a variety of tools and equipment • Multi-task	Stockroom manager in a large kitchen Stockroom manager needs to have: • Good computer skills • A good knowledge of food safety and hygiene • Good organisational skills

Are you...?
Do you have...?

- Flexible adaptable to different situations
- Usually on time and reliable
- Willing to learn and develop skills
- Able to take the lead in a situation
- Hard working
- Helpful/ friendly/ easy to talk to
- Interested and keen
- A sense of humour
- A good team member
- Able to take criticism and do something about it
- Always keen to complete a task
- Calm and unlikely to get angry
- Good ability to talk and listen to people

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Knowledge Organiser Focus:
Job requirements and conditions of work in the Hospitality and Catering Industry.

There are rules and laws about how people work:

Rule	Which law?	What does it mean?
Number of working hours in a week	Working Time Directive	People cannot be expected to work for more than 48 hours a week (people can choose to work longer if they want)
Age	Working Time Directive	People under 18 years cannot work more than 8 hours a day, or 40 hours a week.
Days off rest breaks	Working Time Directive	People must have one day off work each week. If they work six or more hours a day, they must have a rest break of at least 20 minutes.
How much money people earn	National minimum wage National living wage	This is the minimum amount you are paid each hour, for most workers over school leaving age. The minimum amount all working people aged 25 years and over should earn.

There are different types of employment contracts:

Type of contract	Hours/start and end times	sick pay?	Holiday pay?
Full-time-permanent employee	written down in the contract	Yes	Yes
Part-time-permanent employee	written down in the contract	Yes - but reduced amount	Yes - but reduced amount
Casual worker-contract from an agency	Vary according to what is needed	No	No
Zero-hours worker	no set hours all time I work in may or may not accept work offered to them by an employer	No	No

Extra payments that people may earn:

Tips - money given to someone by a customer to say thank you for good service (tips may be shared out between staff, this system is called the **tronc arrangement** and the tips are divided equally by the **troncmaster**).

Service charges - an amount of money added to a customer's bill to reward the employees who have given the customer a good service.

Bonus payments - given by some employers to reward their staff for their hard work during the year and helping to make a business successful

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Home Learning - Week 17a

Knowledge Organiser Focus:
Job requirements and conditions of work in the Hospitality and Catering Industry

Knowledge check – what can you remember (AC 1.1)
1. Hospitality and catering businesses provide a range of services. List 4 services provided by each of the following: a) A large-inner-city hotel   (4 marks) b) A family holiday park   (4 marks) c) A cruise ship   (4 marks)
2. Food is served to customers in a variety of different food service systems. Describe how customers receive their food in the following systems: a) Cafeteria   (2 marks) b) Buffet service   (2 marks) c) Table service   (2 marks) d) Table service   (2 marks)
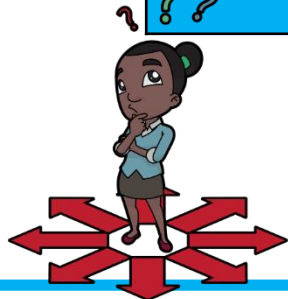
Home Learning - Week 21a

Knowledge Organiser Focus:
Job requirements and conditions of work in the Hospitality and Catering Industry

Knowledge check – what can you remember   (AC 1.2 –AC 1.3)
3. There are many different types of jobs in the Hospitality and Catering industry. a) List four personal attributes that someone needs (what type of person they need to be) to be able to work successfully in the hospitality and catering industry.   (4 marks)
4. List 3 things a person needs to be able to do for each of the following jobs a) Head chef   (3 marks) b) Front of house manager in hotel restaurant   (3 marks) c) Night Porter in an inner City Hotel   (3 marks)

Home Learning - Week 25a

Knowledge Organiser Focus:
Job requirements and conditions of work in the Hospitality and Catering Industry

Knowledge check – what can you remember (AC 1.1)
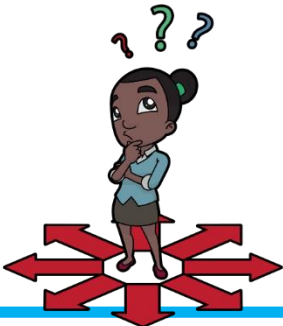
A restaurant has been taken over by a new management team. The restaurant is located in the centre of a small country town but attracts many tourists. It has previously received only average ratings for its food, customer service and food hygiene standards.
The new management want to improve these ratings and also include ratings for environmental sustainability.

Suggest a variety of ways in which the management could help the restaurant to score high ratings for
a) The food they offer   (4 marks)
b) Food hygiene standards   (4 marks)
c) Customer service   (4 marks)
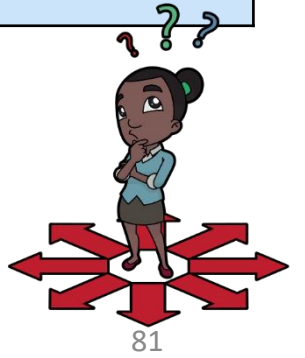d) Environmental sustainability (4 marks)

Year 10 Hospitality and Catering – Term 2

Home Learning

Knowledge Organiser Focus: Job requirements and conditions of work in the Hospitality and Catering Industry

Week	Home learning
Week 17a	AC 1.1 exam questions (slide 14)
Week 21a	AC 1.1-1.2 exam questions (slide 15)
Week 25a	AC 1.1 exam question (slide 16)

Knowledge Organiser Focus: R051 Contemporary Issues in Sport

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

LO1	• the different user groups who may participate in sport • the barriers these groups face to participation • solutions to these barriers • the factors which can impact on the popularity of sport within the UK, with specific examples • current trends in the popularity of different sports in the UK • growth of new/emerging sports and activities in the UK
LO2	• values which can be promoted through sport • the Olympic and Paralympic movement • other initiatives and events which promote values through sport • the importance of etiquette and sporting behaviour of both performers and spectators • the use of performance enhancing drugs in sport
LO3	• the features of major sporting events • the potential benefits and drawbacks of cities/countries hosting major sporting events • the links between potential benefits and drawbacks and legacy
LO4	• what governing bodies in sport do • governing body promotion, development, infrastructure, policies and initiatives, funding and support

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.	

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?	

Year 10 RSL Dance – HT2

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*

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

How I will be assessed:
You will perform 2 jazz dance pieces, complete a skill audit and review your progress

Recommended viewing:
Bob Fosse Choreography – specifically All That Jazz.
Why is Fosse's style of dance so unique?

Year 10 RSL Dance – HT 2

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

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Year 10 RSL Dance – HT2

Knowledge Organiser Focus:

Complete an audit focussing on the physical skills within dance. For each skill complete the following;

1. A definition of the skill
2. A personal rating out of 5 (5 being the best)
3. An explanation of the rating given

- Posture
- Alignment
- Flexibility
- Balance
- Coordination
- Stamina
- Extension
- Accuracy
- Movement Memory
- Control

Complete an audit focussing on the interpretive skills within dance. For each skill complete the following;

1. A definition of the skill
2. A personal rating out of 5 (5 being the best)
3. An explanation of the rating given

- Musicality
- Commitment
- Emphasis
- Projection
- Relationships
- Farcical Expressions
- Timing
- Focus
- Energy
- Stage Presence

Knowledge Organiser Focus:

Locating Safe Dance Practice in a Photograph

1. Step 1 - Look for a photograph from a dance magazine or google images
2. Step 2 - Select an image that you can see aspects of safe dance practice in
3. Step 3 - Locate the safe dance principles we have worked on in lessons. Make sure you annotate these on your photograph.

Make a poster about safe dance practice

1. Create an A4 poster about safe dance practise
2. Consider the most important elements of safe dance practise Think about colour, choice of text, the use of materials eg. Drawings, diagrams, photos, fabric
3. Make it eye catching and BE CREATIVE!

Year 10 RSL Dance – HT2

Week	Home learning
Week 17a	Complete the skills audit based on the physical skills you worked on during the Jazz dance workshops.
Week 21a	Complete the skills audit based on the interpretive skills you worked on during the Jazz dance workshops.
Week 25a	Identifying safe dance practice elements within photographs

Knowledge Organiser Focus: Life Events

I will learn about:

- Primary care services
- Secondary healthcare
- Tertiary healthcare
- Allied health professionals
- Services for both young and older adults
- Barriers to accessing services

How I will be assessed:
You will complete one Learning aim of coursework which will be assessed and internally verified to provide you with a grade.

Stretch challenge: Watch the BBC Big Hospital experiment where individuals in the UK become volunteers within a hospital to help deal with the lack of staff and resources and determine if they have a positive impact.

Key terms

Word	Definition
Sensory barrier	A barrier that prevents an individual accessing healthcare services due impairments such as visual or hearing.
Geographical barrier	A barrier that prevents an individual accessing healthcare services due to their location.
Psychological barrier	A barrier that prevents an individual accessing healthcare services due to the fear of outcome.
Intellectual barrier	A barrier that prevents an individual accessing healthcare services due to their intellectual capabilities.
Primary care service	Primary care services provide the first point of contact in the healthcare system, acting as the 'front door' of the NHS.
Secondary care service	Medical care that is provided by a specialist or facility upon referral by a primary care physician and that requires more specialized knowledge, skill, or equipment
Tertiary care service	Highly specialized medical care usually over an extended period of time that involves advanced and complex procedures and treatments performed by medical specialists in state-of-the-art facilities.

Knowledge Organiser Focus: Life Events

Sam Williams is fifty-two years old He has recently left his job at a local supermarket because he had an argument with the manager. Sam and Verna are now living on a reduced income.

Sam has a hearing impairment for which he uses a hearing aid. Sam also has a learning disability and a speech impairment. This means that he has difficulty communicating with people and he becomes frustrated when asked to repeat what he has said.

Rajiv Dutta is eighty two years old and has severe headaches, which mean that he sometimes cannot keep to his daily routine because of the pain. Rajiv also has high blood pressure and needs medication. Because Rajiv has to provide personal care for Amiya, he finds it difficult to visit the G.P. for a prescription. He does not always take his medication regularly.

1.   What barriers do Sam and Rajiv have?
2.   Identify and explain how you could overcome each.

Aim for three barriers for each and three ways you could overcome the barrier.

(6 short paragraphs in total)

Knowledge Organiser Focus: Life Events

A common excuse when sticking to any plan is 'I don't have enough time'. People feel they have other commitments such as work and family.

How could the two case studies below find the time to exercise?
Explain in your detail alternatives and ways each person could adapt their life to healthier.

John, 35, works in an office 6 days a week. On a Sunday he looks after his daughter Lily and spends time with her usually watching films or doing arts and crafts as that is what she enjoys. He says he has no time to exercise.

Jillian, 29 has four children and works full time as a teacher. After school she usually has marking to do or has to take the children to activities/clubs. On weekends she and the children usually just want to chill out and watch TV.

Knowledge Organiser Focus: Life Events

Task 1: Complete the grid below, explain how each factor could affect you, try to think both positively and negatively.

Factor	How would the factor affect you?
Unemployment	
Employment	
Marriage/a relationship	
Divorce	
Religion	
Imprisonment	

Task 2:

Answer the following questions, 4 marks for each.

1. How might becoming pregnant affect an individual holistically?

2. How might going to university affect an individual holistically?

3. How might starting retirement affect you holistically?

Knowledge Organiser Focus: Home Learning

Week	Home learning
Week 17a	Identify a range of barriers individuals may have that prevent them from accessing healthcare services.
Week 21a	Explain how two individuals could improve their lifestyle and exercise routine.
Week 25a	Explore the positive and negative effects of different life events.

Film Studies
Year 10 – Term 2

Knowledge Organiser Focus: Non-Exam Assessment Screenplay – 800-1000 Words, Shooting Script & Evaluative Analysis – 750-850 Words

I should already know:

- *Genre & Generic Conventions*
- *Elements Of Film Form*
- *Auteur Theory*
- *Aesthetics & Attack The Block*
- *Representation & Tsotsi*
- *Narrative & District 9*

I will learn about:

- *How to write a screenplay*
- *The layout and function of a screenplay*
- *Incorporating Genre conventions*

How I will be assessed:

I will produce a screenplay for the opening scene of a feature film based on my own idea.

Key word	Definition
Screenplay	the script of a film, including acting instructions and scene directions.
Pre-Production	the process of planning some of the elements involved in a film. Pre-production ends when the planning ends and the content starts being produced. Typically, a screenplay forms part of a film's 'pre-production'
Production	In production, the film is created and shot.
Post-Production	This stage starts when principal film production ends, but they may overlap. The bulk of post-production consists of reviewing the footage and assembling the movie and taking it to the next step that is editing.

Stretch challenge:
Shoot a trailer for your screenplay!

Recommended reading:
FutureLearn Course – An Introduction To Screenwriting
https://www.futurelearn.com/courses/screenwriting

Knowledge Organiser Focus: Non-Exam Assessment Screenplay – 800-1000 Words, Shooting Script & Evaluative Analysis – 750-850 Words

Developing Ideas

Logline:

A short and snappy sentence(s) providing an overall look into your film.

Target Audience:

Who is your film aimed at? How will you draw them in?

Setting:

Where is your film set? Why?

Casting:

Who will you cast in your film and why?

Comparisons:

Which films are similar to yours?

Release:

What kind of cinema release will your film have?

Hunter's Point Pitch

Logline: The number one Detective in Atlanta is called back to his hometown after his sister is involved in an accident. Can he peacefully return to the place he once fled?

Target Audience: *Hunter's Point* will appeal to a predominately male audience, aged between 18 and 30 however due to its use of mystery, it may have a much broader appeal. Themes of revenge, redemption and the notion of confronting the ghosts of the past will attract audiences of thriller and similar crime fiction while action set pieces will lure in audiences of that genre.

Setting: The film is set in the fictional town of Hunter's Point, North Carolina. A small but bleak town where everyone knows everyone else's business, a remote location that not only allows secrets to be kept in but also kept out. Inspiration for the town comes from the main locations of films such as *No Country For Old Men* and *Three Billboards Outside Ebbing, Missouri*.

Casting: Jensen Ackles will be cast in the lead role of Detective Joe Stevenson due to his versatility in the role of Dean Winchester in the TV Show *Supernatural*. In this role, Ackles is often seen solving mysteries and undergoing traditional police work with a rogue/rebel style persona. Kathryn Newton will play Joe's sister, Jessica. A relative unknown to films, Newton has extensive background in TV shows and will be a great, fairly unrecognisable face for the audience to emotionally connect with.

Comparisons: *Hunter's Point* will be similar in narrative to *Wind River*, a film that explores the secrets that are kept hidden from traditional law enforcement due to the remote and often undisclosed nature of its location.

Release: Due to a reasonably small budget ($25 Million) and a potential niche audience, *Hunter's Point* would be released in art house cinema chains and very few select cinemas from bigger chains initially with a foresight for site expansion if it performs well in its opening week.

Knowledge Organiser Focus: Non-Exam Assessment Screenplay – 800-1000 Words, Shooting Script & Evaluative Analysis – 750-850 Words

Credit to Eduqas & Ian Moreno-Melgar for some of the information in this organiser!

Scene Heading/Slugline
If it's indoors the Scene Heading should begin with (INT.).
If outdoors write (EXT.)
Then, name the location:
for example, BEDROOM
Finally, if relevant, include the time of day - NIGHT, DAY.

Character
Character names should be formatted in uppercase letters.

The first time that a character is introduced give a brief description and their age directly afterwards.

If the name is given to indicate that the character is about to say something, type their name on a new line, ensure that it is centralised and type the dialogue underneath, now aligned at the left of the page.

Action
The Action sets the scene, describes the setting, and introduces your characters.
Ensure that you write in the present tense and in the active voice (a door slammed shut) and not the passive voice (a door is slammed shut).

Dialogue
Dialogue refers to speech - a conversation between characters, when a character talks out loud to him/herself and also when a character is offscreen and only a voice is heard.

Parenthetical
Meaning, to include in brackets, a Parenthetical remark is used to provide more information about how a character says or does something.

Extension
Extensions are notes placed to the right of the Character name.
They denote how the character's voice will be heard.

INT. WAREHOUSE. NIGHT.

We see two SPLINTER CELLS, ARCHER (American, 28) & KESTREL (Russian, 30) running through a WAREHOUSE, while a number of GUARDS are shooting towards them. Both are wearing black operations suits and trifocal night vision goggles.

Both men jump over a large number of cardboard boxes positioned on top of a wooden palette. They both sit in front of the boxes. KESTREL presses his right hand against his right ear. He speaks with a thick Russian accent.

                    KESTREL
        We have the intel, where is our
        extraction?

NOLAN (Black hair, 29) answers KESTREL's call.

                    NOLAN (O.S)
        We are two minutes west of your
        location.

                    ARCHER
                (Shouting)
        We don't have two minutes.

ARCHER looks over the top of the boxes and shoots towards the incoming GUARDS.

                    ARCHER
                (To KESTREL)
        Kestrel, blow the doors.

                    NOLAN (O.S)
        I would advise you not to do
        that.

KESTREL looks towards the large doors, south of where they are situated.

Knowledge Organiser Focus: Non-Exam Assessment Screenplay – 800-1000 Words, Shooting Script & Evaluative Analysis – 750-850 Words

Credit to Eduqas & Ian Moreno-Melgar for some of the information in this organiser!

Shooting Script Criteria

The shooting script MUST accompany every screenplay submitted.

If it doesn't, then your screenplay marks are halved no matter what you score.

The idea here is that you choose your most visual page of your screenplay and amend it to discuss the types of shots you will use.

It's not an extensive piece of work by any means but you must make sure that your shot durations DO NOT exceed one minute.

Shot No. (to correlate with script)	Shot Type	Description	Shot Duration	Audio
1	CU	Close up of Hannah's face so that we can see a slight glint in her eye and how her demeanour has improved. Slight amount of negative space to her right to indicate that she's talking to someone off screen.	2 Seconds	Muffled dialogue

Knowledge Organiser Focus: Non-Exam Assessment Screenplay – 800-1000 Words, Shooting Script & Evaluative Analysis – 750-850 Words

Credit to Eduqas & Ian Moreno-Melgar for some of the information in this organiser!

Evaluative Analysis Criteria
An evaluative analysis of between 750 and 850 words.
This will include reference to:
The aims of the genre film extract (the chosen genre of the film production, its main audience)
An indication of how key aspects of three genre films (no less but can be more!) have influenced the production.
An analysis of the production in relation to comparable, professionally-produced films.

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Knowledge Organiser Focus: Non-Exam Assessment Screenplay – 800-1000 Words, Shooting Script & Evaluative Analysis – 750-850 Words

Credit to Eduqas & Ian Moreno-Melgar for some of the information in this organiser!

Week	Home learning
Week 19 (a)	Complete the first draft of your screenplay. Success Criteria: • Between 800 and 1000 words. • Completed online on Celtx Studio and exported as PDF. • Inclusion of Teenage Film generic conventions. • Correctly formatted.
Week 23 (b)	Complete the first draft of your shooting script. Success Criteria: • Equates to one page of your screenplay. • Shots are correctly numbered. • Accumulated shot duration does not exceed one minute in length. • Corresponding diegetic and non-diegetic sound included.
Week 27 (a)	Complete the first draft of your Evaluative Analysis. Success Criteria: • Between 750 and 850 words. • State the aims of the genre film extract (the chosen genre of the film production, its main audience). • Indicate how key aspects of three genre films (no less but can be more!) have influenced the production. • Analyse the production in relation to comparable, professionally-produced films.

Year 10 : Drama Term Two

Knowledge Organiser Focus: Exploring the Performing Arts

What will I be assessed on?

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.**

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.

Research each of the following plays:

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)

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?

NATURALISM

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

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

CONSTANTIN STANISLAVSKI 1863 – 1938

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

The audience should connect 'EMOTIONALLY' with the characters

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

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

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

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

Founded Moscow Art Theatre

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

'SPIRITUAL REALISM' Theatre of Living Experience

EPIC THEATRE

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'

BERTOLT BRECHT 1898 - 1956

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

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

Theatre as a forum for "POLITICAL IDEAS"

THEATRE OF CRUELTY

- 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 / encircled audience
- Puppets

ANTONIN ARTAUD 1896 - 1948

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

"AVANTE-GARDE THEATRE"

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

Words are insufficient to express meaning

"IMPOSSIBLE THEATRE"

"EXTRAORDINARY REALITY" not tainted by morality or cultural ideas

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

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

"SPECTACLE" to shock the spectator into seeing the baseness of his world

Vocal drama skills

Keyword	Definition
Dialogue	The spoken script on stage.
Direct Address	When an actor speaks directly to the audience, e.g. in pantomime.
Communal Voice	A variation on chorus work where a group of performers speaks with 'one voice'.
Intonation	Variation of spoken pitch that is not used to distinguish words, but the attitudes and emotions of the speaker. For example questions, feelings, statements.
Language Register	The level of formality with which you speak. Different people and situations call for different **registers.** For example talking to a teacher and your friends.
Monologue	One person speaking, either delivering a speech or thoughts and feelings to the audience.
Vocal Pace	The speed in which an actor delivers their lines.
Vocal Pause	Pausing lines to create dramatic effect such as tension.
Vocal Tone	The way that you speak, using 'intonation' to add feelings, emotions or sub-text.
Vocal Projection	Using the voice so that all the audience can hear.
Sound	Any music, sound effects or other sound used on stage created by electronics, actor's bodies or instruments. Sound is used to create atmosphere, or mood.
Pitch	The 'highness' or 'lowness' in the tone of the voice.

Physical Drama skills

Keyword	Definition
Facial Expressions	Using the face to express that characters feelings and emotions.
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave.
Body Posture	The position of the body to communicate a character, i.e. standing with a straight back, to show you have higher status than another character.
Body Language	The way in which our bodies communicate our character's attitudes. Using your body to show emotions or hidden feelings.
Caricature	Exaggerating the nature of a character usually for comic effect, this can involve highlighting a particular vocal or physical mannerism.

Keyword	Definition
Movement	The process of moving the body on stage to express feelings, or emotions.
Audience	The spectators who watch the performance.
Off-Stage	The area 'back stage' where the audience can't see the actors
Character	The person/persona an actor wishes to convey.
Status	The level of society a character is in.
Improvisation	To perform quickly in response to something, without previous planning.

Home Learning

Non- Naturalistic Techniques to use in performance:

Still Image
Mirroring
Physical Theatre
Choral Speech
Thought Track
Movement and Mime
Narration
Split Scenes
Monologues
Conscience Alley
Episodic Structure
Placards
Breaking the fourth wall
Song and Dance
Chair duets
Hymns Hands

Week	Home learning
Week 19	Write a definition for each of the non-naturalistic techniques
Week 23	Write down where you can see these techniques in: Blood Brothers Curious Incident of The Dog In The Night time Billy Elliot
Week 27	Create a research poster for each of the plays: Blood Brothers Curious Incident of The Dog In The Night time Billy Elliot