



# Year 9 Knowledge Organiser Term 2

Creating a  
community of  
choices & chances





# Information

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community of  
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## 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.

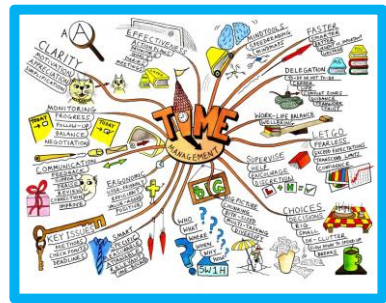
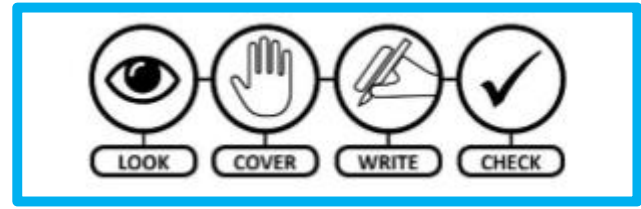
How to do it: <https://www.youtube.com/watch?v=v8F1imMEBHU>

- 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>





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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**

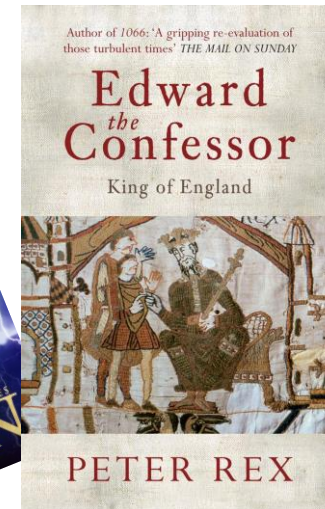
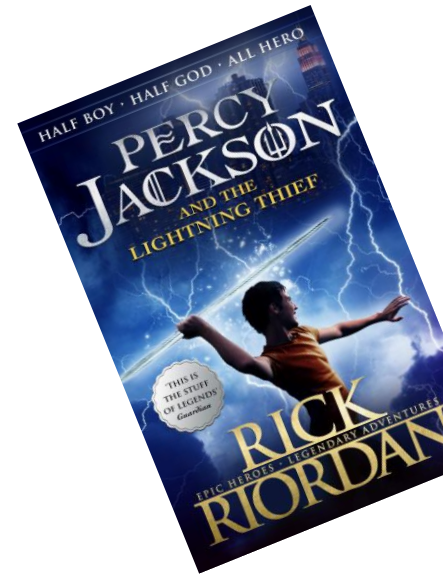
**Bitesize**

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>



Subject	Page
English	7-10
Maths	11-17
Science	18-27
History	28-32
Geography	33-38
RE	39-41
MFL (French)	42-49
Art	50-52
Design Technology	53-56
Food Tech	57-82
Computing	83-86
PE, Dance and Health and Social Care	87-99
Drama	100-105



***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

I should already know:

- *How to talk about the language and structure of poetry*
- *Some reasons why poetry might be written*
- *Some famous poets from history*

I will learn about:

- *Poets who wrote about resisting control in society*
- *Poets who wrote about accepting groups and people in society*
- *How to analyse poetry further*

How I will be assessed:  
*I will produce a portfolio of essays analysing poems which will help me to produce a final essay, demonstrating my understanding of three of the poems studied.*

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
<b>Acceptance</b>	'You show <b>acceptance</b> of someone or something when you are friendly and make them feel welcome.'
<b>Rejection</b>	'If you experience <b>rejection</b> , you are left out or excluded by a person or a group.'
<b>Conformity</b>	' <b>Conformity</b> means behaving in the same way as most other people.'
<b>Social norms</b>	' <b>Social norms</b> are acceptable group values and actions as well as individual views on what is accepted by such a group.'
<b>Non-Conformity</b>	' <b>Non-conformity</b> is behaviour or thinking which is different from that of most people.'

Recommended reading:  
*Maya Angelou – I Know Why The Caged Bird Sings*  
[https://www.amazon.co.uk/s?k=%27i+know+why+the+caged+bird+sings%27&i=stripbooks&adgrpid=52644574745&gclid=Cj0KCQiA7qP9BRCLARIsABDaZzgwKmRtWFe1sN4P-lhz6ogqczqgDwkLoqG-1j7CdQ1PIT\\_oukBMrEUaAuzMEALw\\_wcB&hvadid=259068259659&hvdev=c&hvlocphy=9046656&hvnetw=g&hvqmt=e&hvrnd=7370333084373733627&hvtargid=kwd-314589776862&hydacr=24461\\_1816156&tag=googhydr-21&ref=pd\\_sl\\_518w42r9lf\\_e](https://www.amazon.co.uk/s?k=%27i+know+why+the+caged+bird+sings%27&i=stripbooks&adgrpid=52644574745&gclid=Cj0KCQiA7qP9BRCLARIsABDaZzgwKmRtWFe1sN4P-lhz6ogqczqgDwkLoqG-1j7CdQ1PIT_oukBMrEUaAuzMEALw_wcB&hvadid=259068259659&hvdev=c&hvlocphy=9046656&hvnetw=g&hvqmt=e&hvrnd=7370333084373733627&hvtargid=kwd-314589776862&hydacr=24461_1816156&tag=googhydr-21&ref=pd_sl_518w42r9lf_e)

### **“Good Bones” by Maggie Smith**

The speaker discusses how the world is “at least 50% terrible” and that she tries to shelter her children from all the evil in the world but trying to show them what a beautiful place it could be. She ends with, “This place could be beautiful, right? You could make this place beautiful.” We can discuss how the media create moral panic and distort news to present exaggerated negatives because this is what ‘sells’.

### **“Chopsticks” by Mary Jean Chan**

The poet expresses the difficulty of reconciling a gay relationship with a parent who considers it a ‘[disgrace]’. In this poem the two girls are described as ‘chopsticks: lovers with the same anatomies’. The mother uses Cantonese as a means by which ‘expletives detonate’ in front of the English partner who doesn’t understand the language. The poet’s emotional stress is raw and never entirely resolved. We can look at homophobia and ‘laws’ in different countries linking to sexuality. Links to Channel 4 documentary “Gay and Russian”.

### **“The Diet” by Carol Ann Duffy**

The poem deals with women and body discipline, through the form of Anorexia or Bulimia. How external influences to be conscious of body image/shape soon become obsessions and a slippery slope into mental illness. We can discuss the body image expectations set by society for men and women. The ‘beach body ready’ scandal from Protein World and the response from Dove, and also male body image agendas including GQ’s article “Body Image: Men suffer too”.

### **“Tell Your Daughters” by Nikita Gill**

Will be studied as a reactionary poem to ‘The Diet’ with a contrasting positive tone about how we want our ‘daughters’ to be proud of their bodies/shapes/sizes and to embrace the natural form – with positive and negative attributes including “tiger stripes” and about how identity is based on more than appearance. We can explore why this is a message for daughters – and the modern prevalence for the need for this to be shared with boys too. Links to “Project Body Love”.

### **“Queer” by Frank Bidart**

The poem explores the inner-conflict of ‘coming out’ and reflects on whether this will be a statement accepted by society. We can explore changes over time in acceptance of sexuality and how it forms a part of identity. We can explore fear and identity and how the two concepts link. Links to “Before Stonewall” documentary.

### **“A Litany for Survival” by Audre Lorde**

The poem describes the lives of those who do not have the luxury to enjoy passing dreams. They must fight for their **survival**. The poem begins with the speaker describing how there is a segment of the population who lives at the shoreline and continually suffers through “crucial” choices.

### **“The Digger’s Song” by Gerrard Winstanley**

A 17th-century English ballad, in terms of content a protest song concerned with land rights. It’s the story of the Digger Commune of 1649 and their vision of the earth as “a common treasury”. We can look at job roles of those in different social classes and how consumerism and ownership form the foundation of British politics and the economy. Links to Gypsy Roma community and the politics of using land.

### **“Community Policing!” by Marsha Prescod**

A poetry supporting rebellion against the justice system featuring the claims that the British Justice System doesn’t support black people and that the concept of ‘justice’ is corrupted. We can look at high profile cases such as Stephen Lawrence and the BLM campaign.

### **“This is Not a Humanizing Poem” by Suhaiymah Manzoor-Khan**

Without the right colour passports, without the right sounding English.” ‘This Is Not A Humanising Poem’ is unapologetic in its refusal to be ‘relatable’. Instead, it focuses on the hardships of being an ethnic minority in post-Brexit Britain. We can explore the importance of understanding multicultural difference. Links to the documentary “My Week as a Muslim”.

### **“Dear White America” by Danez Smith**

The poem engages the audience in a wake-up call and an indictment of the country’s systems that have enabled violence against black people. We can explore the origins of colonialism and slavery and the change of attitudes over time. Documentaries such as “I Am Not Your Negro”

### **“Still I Rise” by Maya Angelou**

An inspiring and moving poem that celebrates self-love and self-acceptance. The poem takes the reader through a series of statements the speaker makes about herself. She praises her strength, her body, and her ability to **rise** up and away from her personal and historical past.

### **“Suffragette City” by Steph Pike**

A poet from Oldham explores the shift in female roles in society over time and the ‘uprising’ of the female community in a fight for freedom. We can explore the ‘glass ceiling’ in managerial positions for women and the gender discrimination act. Links to Malala Yousafzai and “The Empowerment Project”.

## Year 9 English – Term 2 – Poetry of Acceptance and Resistance

**Analysis:** Choose one of the poems we have studied and analyse structure in depth: how is it being used to show the message of acceptance or resistance?

**Creative writing:** Write your own poem, focussing on accepting an issue or resisting an issue.

**Research:** One of the poets we have studied and find out all about them: what kinds of life did they live? How much did they write? What are they most famous for? How did they die?

**Creative writing:** Use one of the poems as inspiration for a piece of descriptive or narrative writing. Include the title or a line of the poem within your writing.

**Non-fiction:** Create a leaflet, a newspaper article or letter based on the topic of one of the poems: create an informative piece give a perspective on the issue and try to achieve a purpose.

**Research:** Find about more about the history of the LGBTQ community or the American black community and present your information as a speech or PowerPoint.

**Analysis:** Choose one of the poems we have studied and analyse language in depth: how is it being used to show the message of acceptance or resistance?

**Non-fiction:** Choose one of the poets we have studied and create a piece of biography (write about the poet as someone else) or auto-biography (write about themselves as the poet). Include as many personal details as you can to make it specific to that specific poet.



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

Week	Home learning
Every week	Complete x1 Reading for Meaning worksheet
Every week	Read at least x30 pages in your reading book / read x5 newspaper articles on <a href="https://www.theguardian.com/uk">https://www.theguardian.com/uk</a>

I will learn about:

- *Unit 8 – Constructions*
- *Unit 9- Similarity and congruence*
- *Unit 10- Triangles and Quadrilaterals*
- *Unit 11- Polygons*

Recommended self study:

*Complete the following mathswatch clips*

*Unit 8- G26a, G26b, G26c*

*Unit 9- G24, G28, G31*

*Unit 10- G1, G2, G14, G16*

*Unit 11- G11, G19*

How I will be assessed:

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

### Key words

Key word	Definition
Bisect	To cut in half
Congruent shapes	Shapes that are identical in shape and size.
Equilateral triangle	A triangle with all angles the same size and all sides the same length.
Sum of interior angles	$(\text{number of sides} - 2) \times 180$

Stretch challenge:


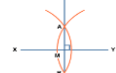
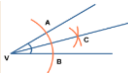
Complete the stretch challenge assignment on mathswatch for each unit

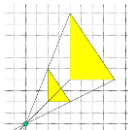


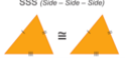



Unit 8 - constructions			
No.	Question	Answer	Example
8.1	What does equidistant mean?	At equal distances	
8.2	What does perpendicular mean?	At right angles to	
8.3	What does bisector mean?	Cuts in half	
8.4	What is an angle bisector?	Cuts the angle in half	











Unit 9 – similarity and congruence			
No.	Question	Answer	Example
9.1	What is enlargement?	Changes the size of the shape by a scale factor from a centre point	
9.2	What is the scale factor?	What all the sides are multiplied by to get the enlargement	
9.3	What are similar shapes?	Identical in shape, angles are the same but different in size, the ratio between sides is the same	
9.4	What are congruent shapes?	Identical in shape and size	
9.5	What are the four congruency rules?	SSS SAS ASA RHS	
9.6	SSS	Side, side, side (all sides are equal)	
9.7	SAS	Side, Angle, Side	
9.8	ASA	Angle, Side, Angle	
9.9	RHS	Right angle, Hypotenuse, Side	





Unit 10 – triangles and quadrilaterals			
No.	Question	Answer	Example
10.1	What are the properties of an equilateral triangle?	All angles are the same size and all sides are the same length.	
10.2	What are the properties of a scalene triangle?	All angles are different sizes and all sides are different lengths.	
10.3	What are the properties of a right-angled triangle?	Contains one angle of 90°	
10.4	What are the properties of an isosceles triangle?	Has 2 sides of equal length and 2 angles of equal size	
10.5	What are the properties of a square?	1. All of its sides are the same length. 2. All of its angles are equal (90°) 3. It has 2 pairs of parallel sides	
10.6	What are the properties of a rectangle?	1. Opposite sides are the same length 2. All of its angles are equal (90°) 3. It has 2 pairs of parallel sides	
10.7	What are the properties of a rhombus?	1. All sides are the same length 2. None of its angles are 90° 3. It has 2 pairs of parallel sides	
10.8	What are the properties of a parallelogram?	1. Opposite sides are the same length 2. None of its angles are 90° 3. It has 2 pairs of parallel sides	
10.9	What are the properties of a kite?	1. Adjacent sides are the same length 2. 1 pair of opposite angles are equal 3. It has 0 pairs of parallel lines	
10.10	What are the properties of a trapezium?	1. It has 1 pair of parallel lines 2. In the special case of an isosceles trapezium it has 1 pair of opposite sides of equal length	

Unit 11 - polygons			
No.	Question	Answer	Example
11.1	Polygon	Any 2D shape formed with straight lines	
11.2	Regular polygon	A 2D shape formed with equal straight lines and equal interior angles	
11.3	Interior angles	The angles inside a polygon	
11.4	Sum of interior angles	(number of sides – 2) x 180°	
11.5	Exterior angles	The angles outside a polygon	
11.6	Exterior angles...	Sum to 360°	
11.7	Interior and exterior angles...	Sum to 180°	

Unit 8 - constructions			
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8.2	What does perpendicular mean?		
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8.4	What is an angle bisector?		

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9.8	ASA		
9.9	RHS		

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11.2	Regular polygon		
11.3	Interior angles		
11.4	Sum of interior angles		
11.5	Exterior angles		
11.6	Exterior angles...		
11.7	Interior and exterior angles...		

I will learn about:

- *Unit 12 – Equation*
- *Unit 13- Simultaneous equations*
- *Unit 14- Quadratic graphs*

Recommended self study:

*Complete the following mathswatch clips*

*Unit 12- A4, A12, A13a, A13b, A17, A19a, A19b, A20a, A20b,  
Unit 13- A24a, A24b, A26a, A26b, A26c  
Unit 14- A15*

How I will be assessed:


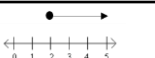


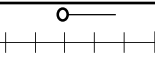
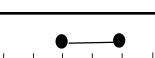
*I will complete a post-assessment on the four units*

Key words	
Key word	Definition
Solve	Find the value of the unknown
The subject	The letter of the equation which is on its own, on one side of the equals sign
Simultaneous equations	A pair of equations which have the same solutions for the unknown
Minimum point	The point of a graph where the gradient is 0, and changes from negative to positive.

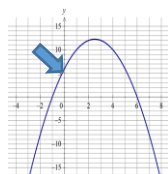
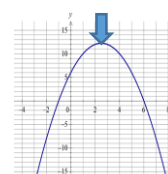
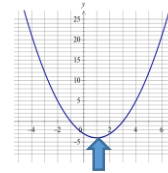
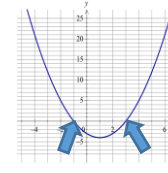
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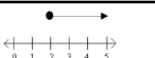

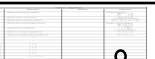
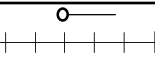
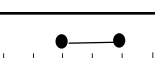
Complete the stretch challenge assignment on mathswatch for each unit



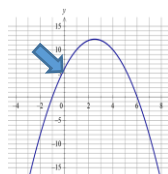
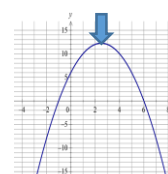
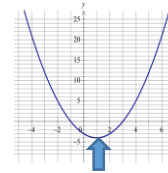
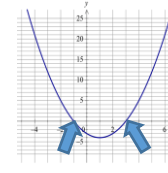
Unit 12 - equations			
No.	Question	Answer	Example
12.1	What does solve mean?	Find the unknown	Solve to find $x$ : $2x + 1 = 5$ $2x = 4$ $x = 2$
12.2	What is the unknown?	The letter in an equation	$2x + 1 = 5$ $x$ is the unknown
12.3	What does expand mean?	Multiply out the bracket in the expression	$2(x + 5) = 2x + 10$
12.4	What does rearrange mean?	Make another letter the subject of the equation	Make $x$ the subject $2x + y = z$ $2x = z - y$ $x = \frac{z - y}{2}$
12.5	What is the subject?	The letter of the equation which is on its own on one side	$x = \frac{z - y}{2}$ $x$ is the subject
12.6	What is a linear equation?	An equation which forms a straight line on a graph	$2x + 5 = y$
12.7	What is a quadratic equation?	An equation containing a power which forms a curved line on a graph	$2x^2 + 5 = y$
12.8	>	Greater than	
12.9	<	Less than	
12.10	$x > 2$	$x$ is greater than 2	
12.11	$x \geq 2$	$x$ is greater than or equal to 2	
12.12	$x < 2$	$x$ is less than 2	
12.13	$x \leq 2$	$x$ is less than or equal to 2	
12.14	$2 < b < 4$	$b$ is greater than 2 and smaller than 4	
12.15	$2 \leq b \leq 4$	$b$ is greater than or equal to 2 and smaller than or equal to 4	

Unit 13 – simultaneous equations			
No.	Question	Answer	Example
13.1	What are simultaneous equations?	A pair of equations that have the same solutions for the unknown	$x + y = 10$ $2x + y = 14$

Unit 14 – quadratic graphs			
No.	Question	Answer	Example
14.1	What is the y intercept?	Where the graph crosses the y axis	
14.2	What is the maximum point?	The point of the graph where the gradient = 0 and changes from positive to negative	
14.3	What is the minimum point?	The point of the graph where the gradient = 0 and changes from negative to positive	
14.4	What are the roots?	Where the graph crosses the x axis (the solutions)	

Unit 12 - equations			
No.	Question	Answer	Example
12.1	What does solve mean?		Solve to find $x$ : $2x + 1 = 5$ $2x = 4$ $x = 2$
12.2	What is the unknown?		$2x + 1 = 5$ $x$ is the unknown
12.3	What does expand mean?		$2(x + 5) = 2x + 10$
12.4	What does rearrange mean?		Make $x$ the subject $2x + y = z$ $2x = z - y$ $x = \frac{z - y}{2}$
12.5	What is the subject?		$x = \frac{z - y}{2}$ $x$ is the subject
12.6	What is a linear equation?		$2x + 5 = y$
12.7	What is a quadratic equation?		$2x^2 + 5 = y$
12.8		>	
12.9		<	
12.10		$x > 2$	
12.11		$x \geq 2$	
12.12		$x < 2$	
12.13		$x \leq 2$	
12.14		$2 < b < 4$	
12.15		$2 \leq b \leq 4$	

Unit 13 – simultaneous equations			
No.	Question	Answer	Example
13.1	What are simultaneous equations?		$x + y = 10$ $2x + y = 14$

Unit 14 – quadratic graphs			
No.	Question	Answer	Example
14.1	What is the y intercept?		
14.2	What is the maximum point?		
14.3	What is the minimum point?		
14.4	What are the roots?		

Week	Home learning
Week 16	Log onto <a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a> and complete your assigned homework task
Week 18	Log onto <a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a> and complete your assigned homework task
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Week 26	Log onto <a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a> and complete your assigned homework task

## Knowledge Organiser Focus: Cell Biology

I should already know:

- *How to use a microscope and what cells look like under a microscope.*
- *The role of diffusion in the movement of materials in and between cells.*

I will learn about:

- *How microscopy has developed over time and advancements brought by this.*
- *Ways in which substances are transported in and between cells.*
- *The significance of stem cells and how these can be used to treat disorders.*

How I will be assessed:

*I will complete written tasks about the importance of diffusion for cellular processes and an evaluation of the use of stem cells to treat disorders and diseases. I will also complete an end of unit assessment.*

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

Key term	Definition
Resolving power	How much detail a microscope can show.
Prokaryotic cell	A cell in which genetic material is not enclosed by a nucleus.
Eukaryotic cell	A cell which genetic material is enclosed in a nucleus.
Diffusion	Spreading out of particles, resulting in net movement from high to low concentration.
Osmosis	Diffusion of <i>water</i> through a partially permeable membrane from a dilute to a concentrated solution.
Active transport	Movement of a substance against a concentration gradient, thus requiring energy.

Required Practical(s):

Use a light microscope to observe, draw and label cells, including scaled magnification. Investigating the effect of different concentrations of solution on mass of plant tissue.

Recommended reading:

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

Describe the differences eukaryotic and prokaryotic cells.

Explain the difference between magnification and resolution.

Dutch elm disease is a fungal tree disease that has destroyed millions of elm trees in the UK. Suggest how meristem cells could play a role in preventing extinction of Dutch elm trees.

Manatees have a very low metabolism, which makes them unable to heat their bodies well in the cold water. Suggest how its round shape helps the manatee survive. Compare this to other animal examples to support your points.



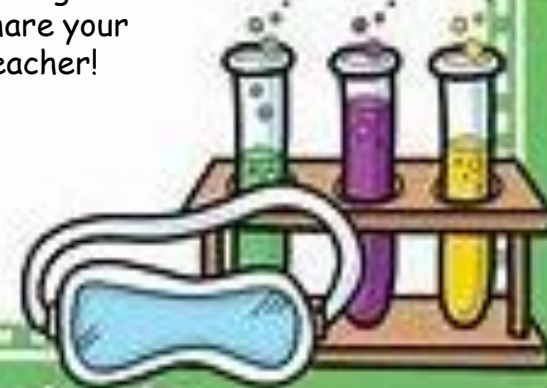
Research the significance of **Robert Hooke** to our knowledge of cells. How did he contribute? How have technological advancements aided our understanding? Produce a timeline of the key discoveries.



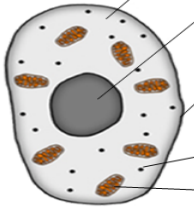
#### Investigate osmosis using jelly sweets

Devise and conduct an investigation into the sugar content in jelly sweets. Record the starting mass of different sweets and place them in a sugar solution. Record your observations. Can you make any conclusions about the sugar content in the different sweets? Please do share your Findings with your teacher!

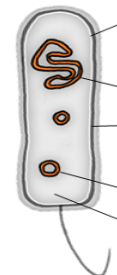
Don't forget to take care with control variables to ensure your conclusions are valid!





	<b>cytoplasm</b>	<i>site of chemical reactions in the cell</i>	gel like substance containing enzymes to catalyse the reactions
	<b>nucleus</b>	<i>contains genetic material</i>	controls the activities of the cell and codes for proteins
	<b>cell membrane</b>	<i>semi permeable</i>	controls the movement of substances in and out of the cell
	<b>ribosome</b>	<i>site of protein synthesis</i>	mRNA is translated to an amino acid chain
	<b>mitochondrion</b>	<i>site of respiration</i>	where energy is released for the cell to function

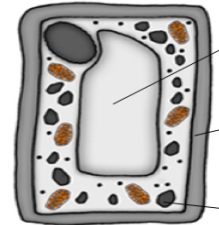
animal cell

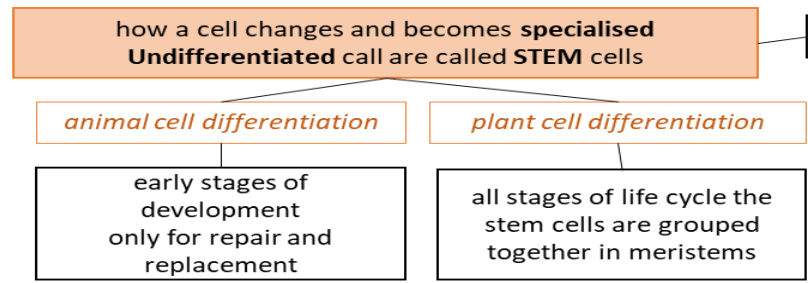
	<b>cell membrane</b>	<i>site of chemical reactions in the cell</i>	gel like substance containing enzymes to catalyse the reactions
	<b>bacterial DNA</b>	<i>not in nucleus floats in the cytoplasm</i>	controls the function of the cell
	<b>cell wall</b>	<i>NOT made of cellulose</i>	supports and strengthens the cell
	<b>plasmid</b>	<i>small rings of DNA</i>	contain additional genes
	<b>cytoplasm</b>	<i>semi permeable</i>	controls the movement of substances in and out of the cell

Bacterial cells are much smaller than plant and animal cells



contains all the parts of animal cells plus extras

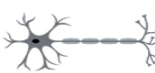



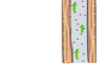
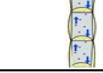
	<b>permanent vacuole</b>	<i>contains cell sap</i>	keeps cell turgid, contains sugars and salts in solution
	<b>cell wall</b>	<i>made of cellulose</i>	supports and strengthens the cell
	<b>chloroplast</b>	<i>site of photosynthesis</i>	contains chlorophyll, absorbs light energy

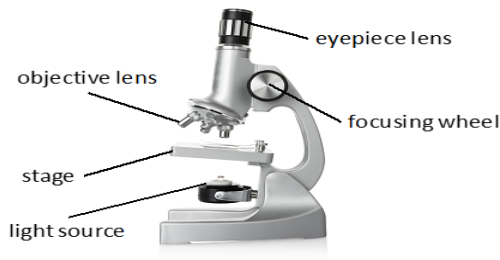


**Microscopy**

$$\text{magnification } M = \frac{\text{size of image } I}{\text{real size of the object } A}$$

**Specialised cells**

specialised animal cells	<b>nerve</b>		<i>carry electrical signals</i>	long branched connections and insulating sheath
	<b>sperm</b>		<i>fertilise an egg</i>	streamlined with a long tail acrosome containing enzymes large number of mitochondria
	<b>muscle</b>		<i>contract to allow movement</i>	contains a large number of mitochondria long
specialised plant cells	<b>root hair</b>		<i>absorb water and minerals from soil</i>	hair like projections to increase the surface area
	<b>xylem</b>		<i>carry water and minerals</i>	TRANSPIRATION - dead cells cell walls toughened by lignin flows in one direction
	<b>phloem</b>		<i>carry glucose</i>	TRANSLOCATION - living cells cells have end plates with holes flows in both directions



Feature	Light (optical) microscope	Electron microscope
<b>Radiation used</b>	Light rays	Electron beams
<b>Max magnification</b>	~ 1500 times	~ 2 000 000 times
<b>Resolution</b>	200nm	0.2nm
<b>Size of microscope</b>	Small and portable	Very large and not portable
<b>Cost</b>	~£100 for a school one	Several £100,000 to £1 million plus

PREFIXES		
Prefix	Multiple	Standard form
<b>centi (cm)</b>	1 cm = 0.01 m	$\times 10^{-2}$
<b>milli (mm)</b>	1 mm = 0.001 m	$\times 10^{-3}$
<b>micro (µm)</b>	1 µm = 0.000 001 m	$\times 10^{-6}$
<b>nano (nm)</b>	1nm = 0.000 000 001 m	$10^{-9}$



		gel like substance containing enzymes to catalyse the reactions
		controls the activities of the cell and codes for proteins
		controls the movement of substances in and out of the cell
		mRNA is translated to an amino acid chain
		where energy is released for the cell to function



		gel like substance containing enzymes to catalyse the reactions
		controls the function of the cell
		supports and strengthens the cell
		contain additional genes
		controls the movement of substances in and out of the cell

Bacterial cells are much smaller than plant and animal cells

**Eukaryotes complex organisms**

**AQA Cell Structure**

**Prokaryotes simpler organisms**

contains all the parts of animal cells plus extras



		keeps cell turgid, contains sugars and salts in solution
		supports and strengthens the cell
		contains chlorophyll, absorbs light energy

**Specialised cells**

**specialised animal cells**

			long branched connections and insulating sheath
			streamlined with a long tail acrosome containing enzymes large number of mitochondria
			contains a large number of mitochondria long

**specialised plant cells**

			hair like projections to increase the surface area
			TRANSPIRATION - dead cells cell walls toughened by lignin flows in one direction
			TRANSLOCATION - living cells have end plates with holes flows in both directions

**Cell differentiation**

**Microscopy**

early stages of development only for repair and replacement

all stages of life cycle the stem cells are grouped together in meristems



Feature	Light (optical) microscope	Electron microscope
	Light rays	Electron beams
	~ 1500 times	~ 2 000 000 times
	200nm	0.2nm
	Small and portable	Very large and not portable
	~£100 for a school one	Several £100,000 to £1 million plus

PREFIXES		
Prefix	Multiple	Standard form
		$\times 10^{-2}$
		$\times 10^{-3}$
		$\times 10^{-6}$
		$21 \times 10^{-9}$

largest  
↑  
smallest

<b>cell</b>	The smallest structural and functional unit of an organism.
<b>nucleus</b>	A structure that contains genetic material and controls the activities of the cell.
<b>chromosome</b>	A thread like structure of coiled DNA found in the nucleus of eukaryotic cells.
<b>DNA</b>	A polymer made up of two strands forming a double helix.
<b>gene</b>	A section of DNA that codes for a specific protein or characteristic.

<b>Small intestines</b>	<i>Villi – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
<b>Lungs</b>	<i>Alveoli– increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
<b>Gills in fish</b>	<i>Gill filaments and lamella – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
<b>Roots</b>	<i>Root hair cells - increase surface area.</i>
<b>Leaves</b>	<i>Large surface area, thin leaves for short diffusion path, stomata on the lower surface to let O<sub>2</sub> and CO<sub>2</sub> in and out.</i>

The greater the difference in concentrations the faster the rate of diffusion.

**ADAPTATIONS FOR DIFFUSION**

**AQA Cell Biology 2**

**Cell division**

**STEM CELLS**

*Undifferentiated cell of an organism*

Divides to form more cells of the same type, and can differentiate to form many other cell types.

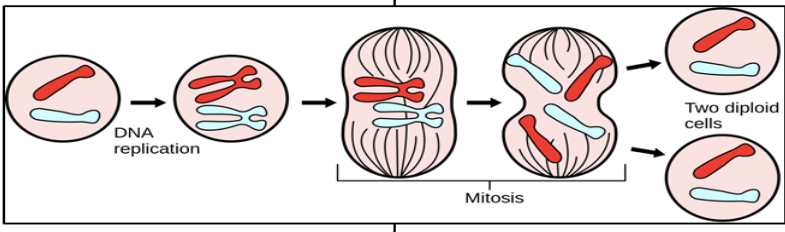
**Transport in cells**

<b>Diffusion</b> <i>No</i> energy required	<i>Movement of particles in a solution or gas from a higher to a lower concentration</i>	E.g. O <sub>2</sub> and CO <sub>2</sub> in gas exchange, urea in kidneys. Factors that affect the rate are concentration, temperature and surface area.
<b>Osmosis</b> <i>No</i> energy required	<i>Movement of water from a dilute solution to a more concentrated solution</i>	E.g. Plants absorb water from the soil by osmosis through their root hair cells. Plants use water for several vital processes including photosynthesis and transporting minerals.
<b>Active transport</b> <b>ENERGY</b> required	<i>Movement of particles from a dilute solution to a more concentrated solution</i>	E.g. movement of mineral ions into roots of plants and the movement of glucose into the small intestines.

*Cells divide in a series of stages. The genetic material is doubled and then divided into two identical cells.*

**MITOSIS AND THE CELL CYCLE**

<b>Stage 1</b>	<b>Growth</b>	Increase the number of sub-cellular structures e.g. ribosomes and mitochondria.
<b>Stage 2</b>	<b>DNA Synthesis</b>	DNA replicates to form two copies of each chromosome.
<b>Stage 3</b>	<b>Mitosis</b>	One set of chromosomes is pulled to each end of the cell and the nucleus divides. Then the cytoplasm and cell membranes divide to form two cells that are identical to the parent cell.



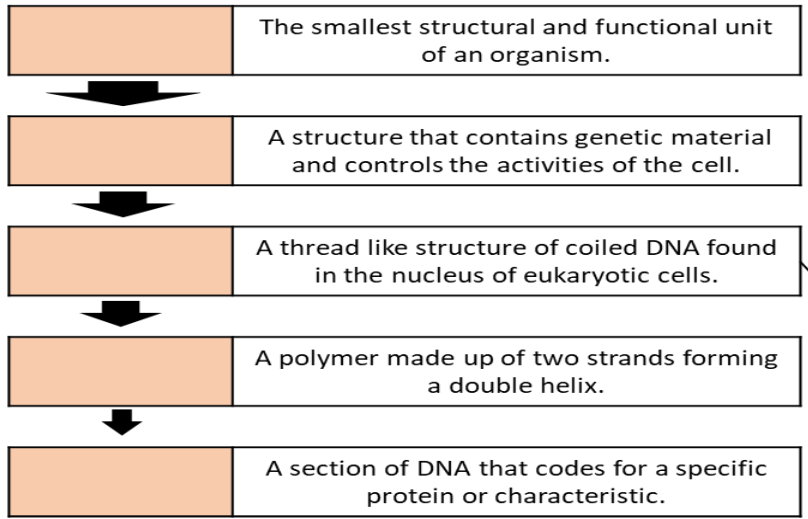
*Mitosis occurs during growth, repair, replacement of cells. Asexual reproduction occurs by mitosis in both plants & simple animals.*

<b>Human Embryonic stem cells</b>	<i>Can be cloned and made to differentiate into most cell types</i>	Therapeutic cloning uses same genes so the body does not reject the tissue. Can be a risk of infection
<b>Adult bone marrow stem cells</b>	<i>Can form many types of human cells e.g. blood cells</i>	Tissue is matched to avoid rejection, risk of infection. Only a few types of cells can be formed.
<b>Meristems (plants)</b>	<i>Can differentiate into any plant cell type throughout the life of the plant.</i>	Used to produce clones quickly and economically, e.g. rare species, crop plants with pest /disease resistance

*Treatment with stem cells may be able to help conditions such as diabetes and paralysis. Some people object to the use of stem cells on ethical or religious grounds*



largest  
↑  
smallest



	<i>Villi – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
	<i>Alveoli– increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
	<i>Gill filaments and lamella – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
	<i>Root hair cells - increase surface area.</i>
	<i>Large surface area, thin leaves for short diffusion path, stomata on the lower surface to let O<sub>2</sub> and CO<sub>2</sub> in and out.</i>

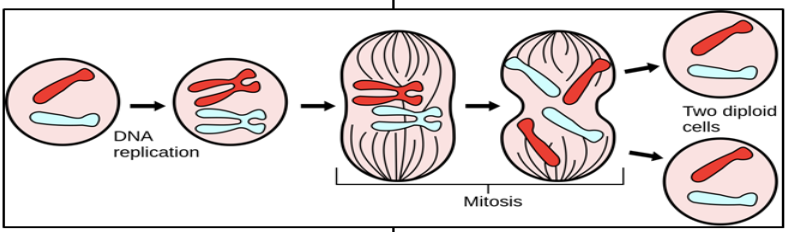
**ADAPTATIONS FOR DIFFUSION**

The greater the difference in concentrations the faster the rate of diffusion.

*Cells divide in a series of stages. The genetic material is doubled and then divided into two identical cells.*

**MITOSIS AND THE CELL CYCLE**

<b>Stage 1</b>	Increase the number of sub-cellular structures e.g. ribosomes and mitochondria.
<b>Stage 2</b>	DNA replicates to form two copies of each chromosome.
<b>Stage 3</b>	One set of chromosomes is pulled to each end of the cell and the nucleus divides. Then the cytoplasm and cell membranes divide to form two cells that are identical to the parent cell.



*Mitosis occurs during growth, repair, replacement of cells. Asexual reproduction occurs by mitosis in both plants & simple animals.*

**AQA Cell Biology 2**

**Cell division**

**STEM CELLS**

Divides to form more cells of the same type, and can differentiate to form many other cell types.

**Transport in cells**

<i>Movement of particles in a solution or gas from a higher to a lower concentration</i>	E.g. O <sub>2</sub> and CO <sub>2</sub> in gas exchange, urea in kidneys. Factors that affect the rate are concentration, temperature and surface area.
<i>Movement of water from a dilute solution to a more concentrated solution</i>	E.g. Plants absorb water from the soil by osmosis through their root hair cells. Plants use water for several vital processes including photosynthesis and transporting minerals.
<i>Movement of particles from a dilute solution to a more concentrated solution</i>	E.g. movement of mineral ions into roots of plants and the movement of glucose into the small intestines.

<i>Can be cloned and made to differentiate into most cell types</i>	Therapeutic cloning uses same genes so the body does not reject the tissue. Can be a risk of infection
<i>Can form many types of human cells e.g. blood cells</i>	Tissue is matched to avoid rejection, risk of infection. Only a few types of cells can be formed.
<i>Can differentiate into any plant cell type throughout the life of the plant.</i>	Used to produce clones quickly and economically, e.g. rare species, crop plants with pest /disease resistance

*Treatment with stem cells may be able to help conditions such as diabetes and paralysis. Some people object to the use of stem cells on ethical or religious grounds.*

## Knowledge Organiser Focus: Particle Model of Matter

I should already know:

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

I will learn about:

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

How I will be assessed:

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

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

Key term	Definition
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:

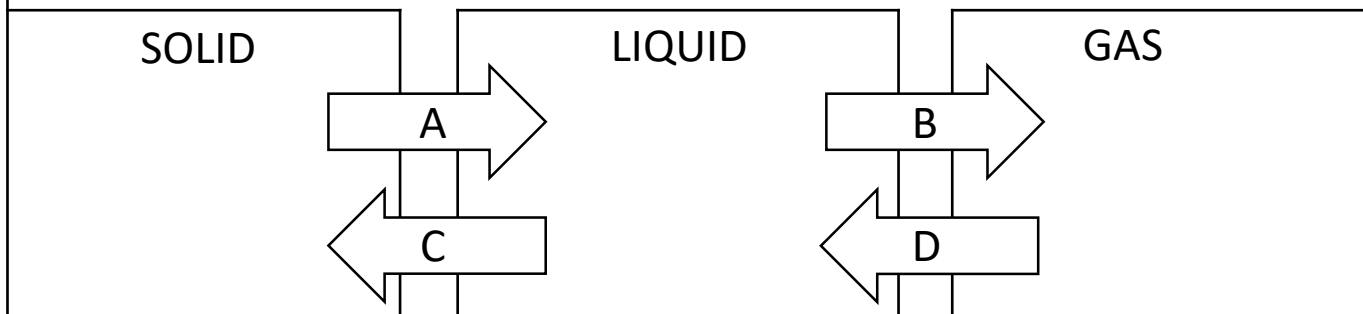
Determining Density of regular and irregular shaped objects

Recommended reading:

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



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



Name the changes of state represented by the arrows above:

A:

B:

C:

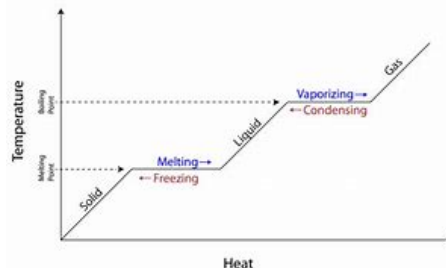
D:

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

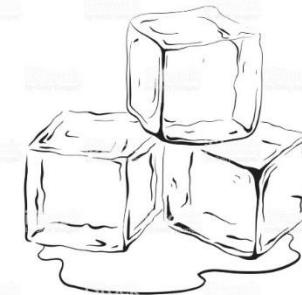
This means it take \_\_\_\_\_ J of energy to raise the temperature of \_\_\_\_\_ kg of water by \_\_\_\_\_ °C.

Latent heat.

Explain why the graph has two flat sections.

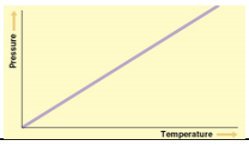


Science at home!  
Hold an ice cube in your hand.  
What does it feel like?  
What happens?  
Describe what is happening to the particles.  
Where is the energy coming from?



Use the Equation!  
How much energy is used to heat 5kg of water by 10°C? Remember  $c = 4200\text{J/kg}^\circ\text{C}$ .

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.



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

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

If kinetic energy increases so does the temperature of gas.

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

Gas particles are in a constant state of random motion.

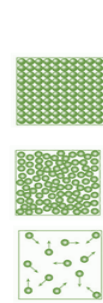
$$P = m \div V$$

$$\text{Density} = \text{mass} \div \text{volume.}$$

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

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

**Kinetic theory of gases**



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

**Particle model**

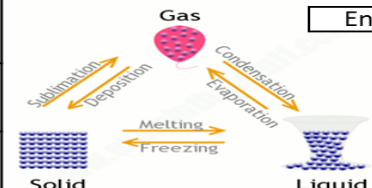
**AQA PARTICLE MODEL OF MATTER**

**Internal energy and energy transfers**

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

$$\text{Energy needed} = \text{mass} \times \text{specific latent heat.}$$

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



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

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

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

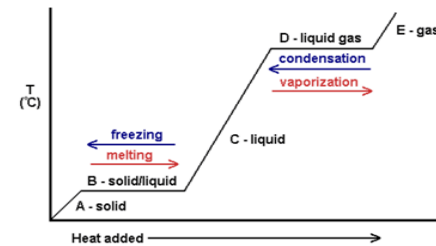
$$PV = \text{constant.}$$

$$P_1V_1 = P_2V_2$$

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

**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.



Medieval executions, c12th Century

### I will learn about:

- The nature of crime during the Saxon, Norman and later Medieval ages.
- The nature of law enforcement during the Saxon, Norman and later Medieval ages.
- The nature of trials during the Saxon, Norman and later Medieval ages.
- The nature of punishment during the Saxon, Norman and later Medieval ages.
- The role played by the Monarchy & Church in relation to law and punishment.
- Examples of change & continuity re crime.

### How I will be assessed:

- **Comparison questions** (4 marks)
- **Explain why...** (12 marks)
- **'Statement' questions** (16 marks)
- **Knowledge Retrieval practice**
- **Mini-Assessment** (10 marks)

## Knowledge Organiser Focus: How did the nature of crime & punishment change between the years c1000-c1500?

### Key terms

Word / Term	Definition
<b>Hue &amp; Cry</b>	Raising alarm ("Stop, Thief!") when a crime has been committed. Everyone then joins hunt.
<b>Tithings</b>	Groups of ten men responsible for each other's behaviour. If one broke law, the rest brought him to justice.
<b>Wergild</b>	A form of compensation paid to victims of crime in Saxon times. Replaced by botgeld.
<b>Social Crime</b>	An illegal act that many people do not regard as being a crime ie poaching.
<b>Murdrum Fine</b>	Norman Law that made the whole community pay a heavy fine if a Norman was killed.
<b>Compurgation</b>	Oath taken by juries regarding the guilt or innocence of a person based on knowing them.
<b>Sanctuary</b>	Safe place within a church or cathedral. Once a person claimed sanctuary they could not be removed by force & had 40 days to choose between trial or exile,
<b>Forest Laws</b>	Norman laws that banned people from hunting or gathering wood in the King's forests.
<b>Coroner</b>	Official responsible, from 1190, for investigating violent or suspicious deaths.

### Stretch challenge:

- I. **Explain why there were changes to trials in the period 1215-c1500.** 12mks
- II. **Explain why new crimes were created in England in the period c1000-c1500.** 12mks
- III. **Explain why the Church sometimes hindered justice in the period c1000-c1500** 12mks
- IV. **Explain why there were changes in law enforcement in the period c1150-c1500** 12mks
- V. **Explain why new methods of punishment were introduced in the period 1066-c1500** 12mks

### Recommended reading:

Alec Fisher, *GCSE History for Edexcel: Crime & Punishment through time* (2016)  
 Trevor Sharkey, *Edexcel (9-1) History: Crime & Punishment through time* (2016)  
 Donna Trembinski, *Medieval Law & Punishment* (2006)  
 John Briggs, *Crime & Punishment in England: An Introductory History* (2005)

Key Figures:	
<b>William I</b>	(c1028-1087) Duke of Normandy who beat Saxons at the Battle of Hastings to become King of England in 1066. Had to control a large country and so used a number of legal reforms to protect people and reduce risk of uprisings. Introduced Forest Laws which created crime of poaching. Ended wergild and replaced it with botgeld payable to the Crown. Also introduced latin into English legal system and Murdrum Fines
<b>Pope Innocent III</b>	(1161-1216) Pope who ended Trial by Ordeal & Combat in 1215.
<b>Richard I</b>	(1157-1199) Introduced the roles of Coroner in 1194 & Justice of the Peace in 1195; knights appointed to oversee local trials in 'unruly areas'.
<b>Henry II</b>	(1133-1189) Created Royal Judges who travelled the country to hear more serious cases; ensured consistency in trials.
<b>Henry III</b>	(1207-1272) Parish Constables introduced to oversee law enforcement in towns.
<b>Edward I</b>	(1239-1307) Introduced the use of Parish Constables in 1285. Role of sheriffs extended; now able to form a posse to hunt for a criminal.
<b>Edward II</b>	(1284-1327) Extended use of Justices of the Peace to all areas of England in 1327. Local Lords appointed to oversee their own area.
<b>Edward III</b>	(1312-1377) Passed the Justice of the Peace Act (1361) which made JPs responsible for hearing trials for minor crimes four times per year; the Quarter Sessions.

### Knowledge Organiser Focus: How did the nature of crime & punishment change between the years c1000-c1500?

1066	1166	1172	1194-95	1215	1351	1382
Norman Invasion. William I begins to introduce reforms.	Royal Judges appointed to travel country & hear trials for serious crime	Introduction of Church Court & Benefit of the Clergy.	Role of Coroner & Justice of the Peace introduced by Richard I.	Trial by Ordeal & Combat ended by Pope Innocent III.	Treason Act made clear what Treason was & introduced hang, draw, ¼	Laws passed so heretics tried in Church Court 1401 burned at stake.

Examples of CHANGE c1000-c1500:	Examples of CONTINUITY c1000-c1500:
<b>CRIME:</b> Forest Laws create poaching as crime; seen as social crime by many. Also Treason to control Saxons. Treason redefined in 1351 to ensure consistency. Heresy created as a crime from 1382.	Petty theft the most common form of crime throughout period. Crimes against property remain serious due to importance of land. Drunkenness also remains a common problem amongst peasants.
<b>LAW ENFORCEMENT:</b> Introduction of numerous new roles; Coroner, Sherriff and the posse as towns expand. Also Night watchmen & Parish Constables introduced in towns later in the Medieval period.	Hue & Cry remains main method for catching criminals; although taken over by sheriffs and the posse. Tithings remain key method in rural villages. Local responsibility remains.
<b>TRIALS:</b> Royal Judges created in 1166 to travel country & ensure serious crimes tried consistently. Church Courts created 1172. Trial by Ordeal ended 1215 with Trial by Combat which had been introduced from 1066.	Trial by Jury remains main type of trial from Saxon times throughout Medieval period. Local responsibility for trials remains despite introduction of Royal Judges, including in Church Courts.
<b>PUNISHMENT:</b> Wergild replaced with botgeld which ensures fines paid to Crown, not as compensation to victims. Murdrum Fines introduced by William I to deter rebellions. Hung, drawn & quartered introduced for Treason in 1351. Humiliation extended later in Medieval period ie carting, ducking stool. Burning at the Stake the punishment for heresy from 1401.	Fines remain the main type of punishment throughout the period. Humiliation also used extensively, from stocks & pillory through to newer punishments in Medieval period. Mutilation extended by William I as deterrence, especially following creation of poaching as a crime. Execution used widely following 1066 as deterrence.

Punishments & examples c1000-c1500					
Compensation ie wergild	Humiliation ie carting	Retribution ie execution	Deterrence ie Murdrum	Mutilation ie blinding	Removal ie exile



### Knowledge Organiser Focus: How did the nature of crime & punishment change between the years c1000-c1500?

Complete the sentences...

Local communities were responsible for Saxon law enforcement because...

Saxons used Trial by Ordeal when...

Poaching became a crime following the introduction...

William I introduced Murdrum Fines because...

Royal Judges were introduced in order to...

Trials by Ordeal & Combat were ended in...

The role of the Coroner from 1194 was to..

Constables & Watchmen were introduced because of the growth...

Hung, drawn & quartered was introduced in...

From 1401 people guilty of heresy were...

From 1066 court records were kept in...

Three examples of Medieval punishment were:

- 1.
- 2.
- 3.



Three facts about Crime c1000-c1500 are:

- 1.
- 2.
- 3.

Three facts about law enforcement c1000-c1500 are:

- 1.
- 2.
- 3.



Three facts about trials c1000-c1500 are:

- 1.
- 2.
- 3.

Two key Acts were: 1)

2)

Complete the sentence: **The period c1000-1500 saw many changes to law enforcement because...**




**Image of the payment of wergild. How were the amounts of payment due decided in the Saxon era?**



**Image of the hue & cry. Why did the responsibility for law enforcement rest mainly with local communities?**



**Image of a Trial by Cold Water. Why were Trials by Ordeal used when a Jury couldn't reach a decision?**



**Image of a Norman execution. Why did William I introduce the crime of Treason?**



Week	Home learning											
Week 17	<b>Task:</b> Complete the activities on Slide 3											
Week 21	<p><b>Task:</b> Explain why new crimes were created in England in the medieval period c1000-c1500. (12 marks)</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• The Norman Conquest (<b>Reason</b>)</li> <li>• Heresy (<b>Example</b>)</li> <li>• ?</li> </ul> <p>You must use information of your own.</p> <ol style="list-style-type: none"> <li>1. One reason why new crimes were created in England c1000-c1500 was...</li> <li>2. For example...</li> <li>3. This is important because...</li> <li>4. Therefore....</li> </ol>											
Week 25	<p><b>Task:</b> Knowledge Retrieval Task</p> <table border="1" data-bbox="639 868 2234 1339"> <tbody> <tr> <td data-bbox="639 868 1439 953">1) The definition of Sanctuary is...</td> <td data-bbox="1439 868 2234 953">6) An example of humiliation as punishment was...</td> </tr> <tr> <td data-bbox="639 953 1439 1062">2) Two examples of Saxon law enforcement were...</td> <td data-bbox="1439 953 2234 1062">7) In 1166 Henry II introduced Royal Judges in order to...</td> </tr> <tr> <td data-bbox="639 1062 1439 1170">3) Law enforcement roles introduced during the medieval period included...</td> <td data-bbox="1439 1062 2234 1170">8) In the 1190s Richard I introduced the new law enforcement roles of...</td> </tr> <tr> <td data-bbox="639 1170 1439 1253">4) The definition of Compurgation is...</td> <td data-bbox="1439 1170 2234 1253">9) The definition of Social Crime is...</td> </tr> <tr> <td data-bbox="639 1253 1439 1339">5) William I replaced wergild with...</td> <td data-bbox="1439 1253 2234 1339">10) The most common crime c1000-c1500 was...</td> </tr> </tbody> </table>		1) The definition of Sanctuary is...	6) An example of humiliation as punishment was...	2) Two examples of Saxon law enforcement were...	7) In 1166 Henry II introduced Royal Judges in order to...	3) Law enforcement roles introduced during the medieval period included...	8) In the 1190s Richard I introduced the new law enforcement roles of...	4) The definition of Compurgation is...	9) The definition of Social Crime is...	5) William I replaced wergild with...	10) The most common crime c1000-c1500 was...
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## Knowledge Organiser Focus: The living world

### I will learn about:

- The interdependence of ecosystems
- Case study – small scale ecosystem

### Tropical rainforests –

- Adaptations (plants and animals)
- Use of the rainforest (Amazon rainforest)
- Deforestation
- Management of the rainforest

### Deserts –

- Adaptations (plants and animals)
- Use of the desert (Sahara Desert)
- Desertification
- Management of the desert

### Stretch challenge:

Ask your geography teacher for the ‘Living World Challenge worksheets’

### Recommended reading:

TV – BBC iplayer – Planet Earth

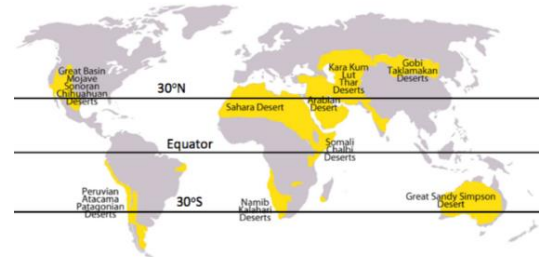
### How will I be assessed:

End of topic assessment  
Exam questions throughout the scheme  
Microsoft team homework

An ecosystem is...	A natural system made up of plants, animals and the environment. There are many complex interrelationships (links) between the living (plants & animal) and non-living (atmosphere & soils) components. Ecosystems can be as small as a hedgerow or pond. Larger ecosystems, on a global scale, are known as biomes, such as tropical rainforest or the desert.
Producer	Organisms that get their food from the natural environment ( <i>photosynthesis</i> )
Consumer	Organisms that feed on other organisms (producers and consumers)
Herbivore	Consumer that only eats vegetation.
Omnivore	Consumer that eats vegetation and animals (meat).
Carnivore	Consumer that only eats animals (meat).
Decomposer	Decomposers (fungi, bacteria) feed on dead producers & consumers. This dead material is known as litter. They break down the litter and recycle the nutrients back to the soil.
Food Chain	A food chain is a single line of linkages between producers and consumers. It shows what eats what.
Food Web	A food web shows all the linkages between the producers and consumers in an ecosystem. A food web shows what eats what.  A change in one part of an ecosystem has an impact on other parts of the ecosystem. Some parts of an ecosystem depend on the others (e.g. consumers depend on producers for a source of food) and some depend on them for a habitat. So if one part changes it affects all the other parts that depend on it. Two examples can be seen to the right.
Nutrient Cycle	The movement of nutrients around an ecosystem. <i>e.g. when dead material is decomposed, nutrients are released into the soil. The nutrients are then taken up from the soil by plants. The nutrients are then passed to consumers when they eat the plants. When the consumers die, decomposers return the nutrients to the soil. This is the nutrient cycle.</i>

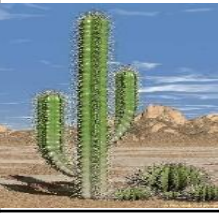
THE DESERT: THE SAHARA DESERT

<b>Location</b>	Deserts are located along the Tropic of Cancer & Tropic Capricorn (23.5° – 30° north and south of the equator latitude), Examples: Sahara Desert: Africa (Algeria, Egypt), Mojave desert (USA)
<b>Climate</b>	Hot and dry: arid. 2 seasons (summer and winter). Temperature range: over 40°C in the day – less than 5°C at night Precipitation: less than 250mm per year. In some areas as low as 70mm per year
<b>Vegetation</b>	Very <b>sparse</b> (cactus, Joshua tree, desert daisy)
<b>Animals</b>	Very <b>few</b> (lizards, scorpion, camel, wolf spider, kangaroo)
<b>Soil</b>	<ul style="list-style-type: none"> <li>Shallow, dry and has a coarse, gravelly texture.</li> <li>Not very fertile as there is hardly any decaying plants to add nutrients to the soil.</li> </ul>
<b>People</b>	<ul style="list-style-type: none"> <li>Indigenous people in the desert are usually nomadic farmers who travel with their herd (goats and sheep) in search of food, water.</li> <li>New groups have started to live in the desert to use their natural resources (e.g. oil, farming, tourism, renewable energy)</li> </ul>
<b>Biodiversity</b>	The variety of organisms living in a particular area (plants and animals)
<b>Biodiversity in the desert</b>	Deserts have low biodiversity. ➤ Small areas of the desert, that are near water (rivers, ponds) have higher diversity of plants, animals and humans.
<b>Threats to the desert</b>	<ul style="list-style-type: none"> <li>Desertification on the fringe of the hot desert. This is causing the desert to get larger and the soils to become drier = erosion.</li> <li>Climate change = more extreme weather (e.g. droughts) = plants/animals unable to survive the even hotter and drier weather = loss of biodiversity.</li> </ul>



VEGETATION ADAPTATIONS

Cactus



- Some have deep roots to reach water deep under the ground
- Some have a very shallow horizontal root system, just below the surface, so that it can soak up water before it evaporates.
- Succulent: store water in the stems.
- Thick, waxy skin to reduce water loss from transpiration
- Spines reduce water loss and protect the cacti from predators who might try and steal the water stored in their stem.

Joshua Tree



- Deep roots to reach water deep under the ground
- Small needle like leaves to reduce water loss.
- Leaves are covered in a waxy resin to avoid water loss

ANIMAL ADAPTATIONS

Camel



- Large, flat feet to spread their weight on the sand.
- Triple eye lids and long eyelashes keep sand out of their eyes.
- Their colour helps them camouflage (blend in)
- Store fat in their hump, which can be used for energy. They can also break this down into water when needed.

Lizard



- Burrow during the hot days and emerge at night to feed.
- Their colour helps them camouflage (blend in)
- Nocturnal – only come out at night when cooler.

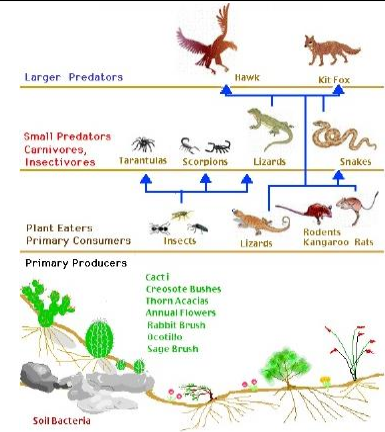
Other adaptations



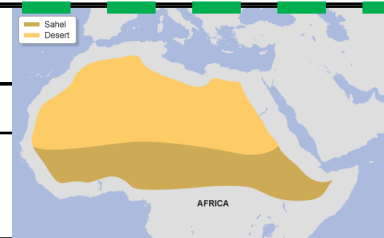
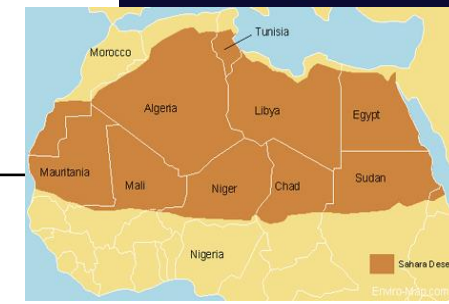
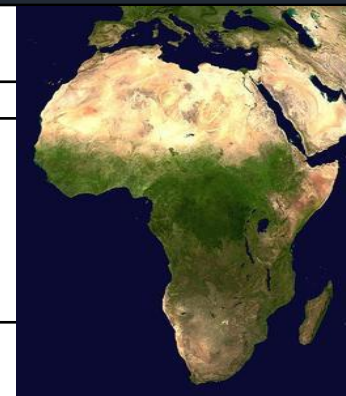
- Some animals sit very still in the shade during the hottest part of the day (e.g. fennec foxes).
- Some animals are nocturnal, meaning they burrow and sleep in the hot days and come out during the cooler evenings.

All parts of the desert ecosystem are linked together (climate, soil, water, animals, plants and people). If one of them changes, everything else is affected.

- Plants get their nutrients from the soils. Animals get their nutrients from the plants.
- Animals spread seeds in their dung (poo), helping new plants to grow.
- Hot and dry climate = water is very quickly evaporated = leave salts behind = salinity/salty soils.
- Very few nutrients are recycled as there is so little vegetation = very litter decay.
- Sparse vegetation = lack of food = low density of animals
- Water supplies in the desert are caused due to low rainfall and quick evaporation. As a result humans use irrigation to water their crops using deep wells = less water available for plants and animals.



The Sahara Desert is the world’s largest desert. It covers over 9 million square kilometres. It is located in Northern Africa, covering nine countries including Egypt, Algeria and Chad. The Sahara Desert provides a number of opportunities for economic development, however its harsh physical landscape and climate can cause challenges for development.



**Economic Opportunities in the Sahara Desert**

**Challenge for Development in the Sahara Desert**

Mining for Oil & Gas	<p>What: digging under the desert for oil and gas. Where: Hassi Messaoud oilfield in Algeria, Sahara Desert, Northern Africa <i>Good: 50% of Algeria’s GDP comes from oil and gas, Hassi Messaoud employs 40,000 people</i> <i>Bad: must fly 40,000 workers to the remote oilfield, fly out water and food reserves, difficult to drill hundreds of metres beneath desert and hard to construct pipelines 100s of kilometres across the desert to the coastline.</i></p>
Solar Panels	<p>What: solar panels are built to make use of the 12+ hours of bright sunshine in the desert Where: Tunisia, Northern Africa <i>Good: energy is sold to Western Europe = money for development, it is clean renewable energy.</i> <i>Bad: sandstorms destroy solar panels &amp; dusty conditions mean they need cleaning. This requires 10,300 gallons of water/day.</i></p>
Agriculture	<p>What: using the River Nile to irrigate land and grow crops (dates, figs and fruit) to feed increasing population (20 to 79 million in last 25 years). Where: Next to the River Nile, Egypt, Northern Africa. <i>Good: accounts for 13% of Egypt’s income, employs 32% of Egypt’s labour force.</i> <i>Bad: rapid evaporation of irrigation water, leaves salt crystals = salinity.</i></p>
Tourism	<p>What: visit world’s largest desert, Egyptian culture, pyramids, camel treks. Where: Egypt, Northern Africa <i>Good: income for development, employment, development of transport and infrastructure.</i> <i>Bad: pollution from development, overuse of water, cultures are used as entertainment rather than tourists learning about their tradition,</i></p>

<b>Extreme Temperatures</b>	<ul style="list-style-type: none"> <li>Daily temperatures can reach over 40°C, whereas evening temperatures can go below freezing</li> <li>Hot temperatures can be too hot for tourists. It can also make farming and mining difficult.</li> </ul>
<b>Inaccessibility</b>	<ul style="list-style-type: none"> <li>The Sahara is HUGE = people often have to travel long distances, usually by plane which is expensive.</li> <li>It is difficult to provide services across such a large area</li> <li>It is difficult to transport products from oil or energy fields, as extensive pipelines have to be built.</li> </ul>
<b>Water Supply</b>	<p>There is very low rainfall in the Sahara Desert (less than 70mm in some places). As a result providing water to workers, tourists or for irrigation difficult. Also 10,300 gallons of water is needed to wash the solar panels each day.</p>

The Sahel is located on the southern fringe of the Sahara Desert. It used to be a savannah ecosystem, however human activities are causing environmental harm = desertification. **DESERTIFICATION is the process where land gradually turns into a desert. It becomes drier, less fertile and is vulnerable to erosion.**

**Causes of desertification in the Sahel**

**Sustainable strategies to reduce the risk of desertification.**

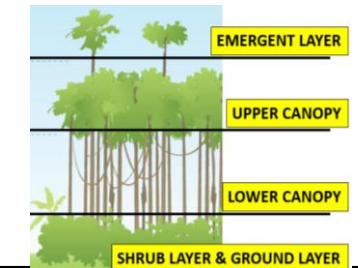
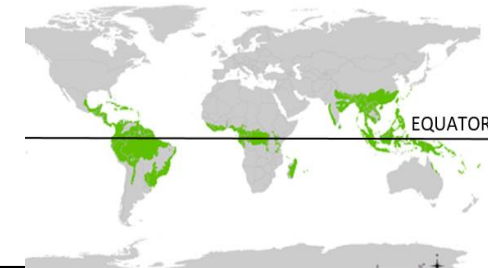
<b>Climate change</b>	<p>Climate change results in extreme weather, such as droughts. Lack of rainfall = not enough rain for the soils to have moisture and stay healthy. Also plants die due to lack of water = roots no longer hold the soil together = vulnerable to erosion. High temperatures = any water is immediately evaporated leaving the soil very dry. Also salts in the water are left on the soil after the water is evaporated = salty, dry soil that is vulnerable to erosion.</p>
<b>Over-grazing</b>	<p>Too many cattle and sheep eat the vegetation = the soil is no longer held together by the plants = vulnerable to soil erosion.</p>
<b>Over-cultivation</b>	<p>Population growth = more demand for food. As a result land is being over-farmed. This uses up all the nutrients in the soil, leaving it dry and exposed to erosion.</p>
<b>Deforestation</b>	<p>Population growth = increased demand for fuel wood = increased deforestation. The roots therefore no longer bind the soil together and the nutrient cycle is stopped = soil becomes dry and exposed to erosion.</p>

<b>Afforestation (planting trees)</b>	<p>The roots also help to hold the soil together and prevent erosion. When the plants/leaves die, their nutrients are giving back to their soil. They act as windbreakers and therefore reduce wind erosion.</p>
<b>Crop Rotation</b>	<p>When farmers allow a field to rest between farming. This allows the soil time to repair and get their nutrients back. This prevents over-cultivation.</p>
<b>Grazing Rotation</b>	<p>Move the animals from place to place to reduce the amount of vegetation eaten or reduce the number of farm animals. This prevents over-grazing.</p>
<b>Water Management</b>	<p>Grow crops that don’t need a lot of water (e.g. millet or olives) Use irrigation techniques that use very little water (e.g. drip irrigation)</p>
<b>Appropriate Technologies</b>	<p>Use cheap, sustainable and easily available materials Earth Dams: collect and store water in the wet season. The stored water is then used to irrigate crops in the dry season. Using Manure: animal manure is used to fertilise the soil by adding nutrients.</p>



THE TROPICAL RAINFOREST: THE AMAZON RAINFOREST

<b>Location</b>	Rainforests are located along the <b>equator</b> (0° latitude). Examples: South America (Brazil), Asia (Indonesia), Africa (Congo).
<b>Climate</b>	Hot and wet ( <b>humid</b> ). No seasons Temperature range: 20-30°C (due to direct sunlight from the sun) Precipitation range: 160 – 330mm/month or 2000mm per year
<b>Vegetation</b>	Very <b>dense</b> and <b>varied</b> (e.g. banana and rubber trees).
<b>Animals</b>	Very <b>dense</b> and <b>varied</b> (e.g. apes, parrots, jaguars, insects)
<b>Soil</b>	Not very fertile, as heavy rainfall washes nutrients away. This is known as <b>leaching</b> . Most nutrients are in the top layer of the soil due to nutrient cycling from the decayed leaves. As a result most trees have a shallow root system.
<b>People</b>	Tribes have lived in rainforests for a long time (sustainable). New groups of people and companies have arrived more recently, trying to make money from the rainforests through logging, energy, mining...etc (unsustainable)
<b>Biodiversity</b>	The variety of organisms living in a particular area (plants and animals)
<b>Biodiversity in the rainforest</b>	Deserts have very high biodiversity. Rainforests contain around <b>50% of the world's plants, animals and insect species</b> .
<b>Threats to the rainforest</b>	Deforestation is causing a loss of biodiversity in the rainforest, as many animals and plants become endangered or extinct.



VEGETATION ADAPTATIONS

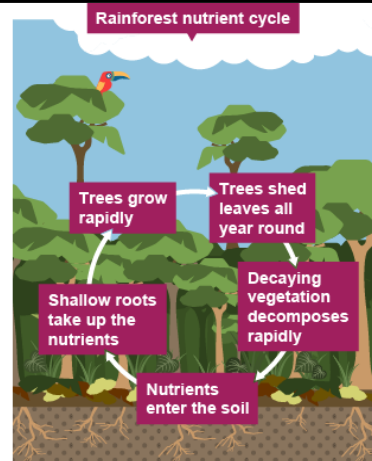
<b>Layers</b>	The rainforest has four layers (emergent, upper canopy, lower canopy and shrub & ground layer). Vegetation adapts to each layer.
<b>Trees (height, buttress roots, bark)</b>	<ul style="list-style-type: none"> <li>The trees can grow to over 40 meters high in order to find sunlight.</li> <li>To help support their height, they have buttress roots. These are large root systems above the ground that act as an anchor and support the tall trees.</li> <li>Trees have a smooth, thin bark = helps water to run off easily.</li> </ul>
<b>Lianas</b>	Woody vines that use trees to climb up to the upper canopy where they spread from tree to tree to get as much light as possible.
<b>Leaves</b>	<ul style="list-style-type: none"> <li>On the shrub and ground layer, it is very dark due to the canopy. As a result, their leaves have a large surface area to catch as much sunlight as possible.</li> <li>Many leaves have drip tips and a waxy coating. This help shed water easily.</li> <li>Some plants, e.g. <i>the fan palm</i>, have large fan-shaped leaves which are segmented so that excess water drains away easily.</li> </ul>

ANIMAL ADAPTATIONS

<b>Spider monkey</b>	Have long, strong arms and tails so they can swing between the trees in the upper canopy. Some animals spend their entire lives in the upper canopy.
<b>Leaf-tailed gecko &amp; chameleon</b>	Are camouflaged so can blend into their surroundings to hide from predators
<b>Jaguar</b>	Can swim due to high rainfalls and many rivers.
<b>Red-eyed tree frog</b>	Have suction cups on their feet and hands to help them climb up trees and leaves.
<b>Anteater</b>	Some animals have adapted to the low light levels in the shrub and ground layer. Have a sharp sense of smell and hearing so they an detect predators without seeing them. This helps them survive in the low light levels in the shrub & ground layer.

All parts of the rainforest ecosystem are linked together (climate, soil, water, animals, plants and people). If one of them changes, everything else is affected.

- The humid climate = dead plants and animals decompose quickly by decomposers (fungi and bacteria) on the forest floor = the nutrients from the decaying plants/animals makes the top layer of the soil very nutrient rich = lots of plants can grow.
- Plants pass on their nutrients when they are eaten by animals. There is a lot of vegetation = lots of animals.
- People remove trees (deforestation) = less carbon dioxide is removed from the atmosphere = more greenhouse gases = more climate change.
- Trees absorb water = this water travels through the tree to the leaves = transpiration evaporates water from the trees' leaves to the atmosphere = condensation in the atmosphere creates clouds = precipitation. The trees are one of the main reasons there is so much rainfall in the rainforest.



The Amazon Rainforest is the largest rainforest on earth, covering 8 million km<sub>2</sub> of land. It is located in South America. It covers 9 countries, including Brazil, Peru and Colombia. The largest portion of the Amazon Rainforest is located in Brazil. Since 1978, 750 000km<sub>2</sub> of land has been deforested. This is three times the size of the UK!

Uses of the rainforest:

<b>Cattle farming</b>	Clear land for massive, commercial cattle farms. This causes 70% of deforestation in the rainforest.
<b>Logging</b>	Cutting down hardwood trees (mahogany/ebony) to sell. This causes 3% of deforestation in the rainforest.
<b>Hydro-electric energy</b>	Build dam and reservoir to create and sell hydro-electric energy. ➤ e.g. Belo Monte dam in Brazil Monte Dam.
<b>Mining</b>	Digging to extract iron ore, aluminum, copper, tin and gold to sell. ➤ e.g. The Carajas Mine in Brazil is the world's largest iron ore mine.
<b>Building roads</b>	Logging companies, cattle ranches, farms, mines need roads to reach them and transport products to the coast to export = roads built.
<b>Urban growth</b>	Increasing population = increasing urban areas. (e.g. Manaus' pop. grew 22% between 2000 – 2010 reaching 1.7million) due to job opportunities.
<b>Subsistence farming</b>	Local famers clear the land using slash and burn and grow only enough food for their family to eat. This causes 20% of deforestation in the rainforest.

Positive and negative impacts of development in the rainforest.

POSITIVE ECONOMIC AND ENVIRONMENTAL IMPACTS	NEGATIVE ECONOMIC AND ENVIRONMENTAL IMPACTS
<p><b>Economic benefits:</b></p> <ul style="list-style-type: none"> <li><b>Jobs</b> in mines (Carajas mine), farms, power stations (Belo Monte Dam) and construction. In Peru the Buenaventura mining company employs 3100 people.</li> <li><b>Development.</b> Money from companies is used to develop Brazil. In 2008 Brazil made \$6.9 billion from selling cattle.</li> <li><b>Improved transportation</b> make trading faster and easier = more is exported.</li> </ul> <p><b>Environmental benefits:</b></p> <ul style="list-style-type: none"> <li>The Belo Monte Dam will be the world's 3<sup>rd</sup> largest dam and a source of <b>clean, renewable energy.</b></li> </ul>	<p><b>Economic negative impacts:</b></p> <ul style="list-style-type: none"> <li>Some famers (e.g. rubber tappers) have lost their job due to deforestation of rubber trees.</li> </ul> <p><b>Environmental negative impacts:</b></p> <ul style="list-style-type: none"> <li><b>Habitat and settlement loss</b> &gt; Trees cut down = animals living in canopy lose their habitats. &gt; The reservoir behind the Belo Monte Dam will flood 1000s of hectares of rainforest, destroying habitats and the livelihoods of over 2000 families.</li> <li><b>Loss of animal biodiversity</b> – plants and animals are endangered or becoming extinct as trees are deforested.</li> <li><b>Climate change</b> – trees remove CO<sub>2</sub> from the atmosphere during photosynthesis. If there are less trees, less CO<sub>2</sub> is removed = more greenhouse gases in atmosphere. The Amazon Rainforest stores 100 billion tons of carbon.</li> <li><b>Climate change</b> – large cattle ranches contain lots of cattle. These release a lot of methane when they fart and poo).</li> <li><b>Soil erosion</b> – deforested trees cannot hold the soil together. As a result heavy rains wash away the soil (erosion).</li> </ul>



**SUSTAINABILITY IN THE RAINFOREST: Allow people get what they need today, without stopping people in the future getting what they need.**

<b>Selective logging</b>	Only some trees are cut down (usually the older ones), rather than cutting down all the trees in an area. As a result the rainforest canopy is saved where many of the animals live.
<b>Afforestation</b>	Afforestation is when new trees are planted as others are cut down. In some countries it is law to replant trees.
<b>International: debt relief</b>	HICs reduce the amount of debt LICs owe them so that they do not have to use their rainforest resources (trees, mining, cattle farming) to pay back the debt, which all cause deforestation. Unfortunately there is no guarantee the money saved, will be spent on conservation/protection instead. It is therefore better to make a conservation swap that guarantees this. <ul style="list-style-type: none"> <li>e.g. In 2008 the USA reduced the debt that Peru owed them by \$25 million. In exchange Peru had to conserve/look after part of their rainforest.</li> </ul>
<b>International: carbon sinks</b>	Trees remove carbon dioxide during photosynthesis and are therefore known as carbon sinks. Rainforests are protected due to their role in reducing global warming. <ul style="list-style-type: none"> <li>e.g. The Gola Forest in Sierra Leone (Africa) is protected for its role in reducing global warming, using money from the European Commission, French Government and NGOs.</li> </ul>
<b>National parks</b>	Areas are protected from development and deforestation. It is difficult to police these areas through. As a result, illegal logging still occurs. <ul style="list-style-type: none"> <li>e.g. The Tumucumaque National park in Brazil is the largest in the world. It protects over 38,000 square kilometres of rainforest.</li> </ul>
<b>Promoting responsible management</b>	Forest Stewardship Council (FSC) and Rainforest Alliance are organisations that put their logo on hardwood trees that have been deforested in a sustainable way. Therefore consumers can choose products that are not contributing to unsustainable deforestation.
<b>Ecotourism – sustainable tourism</b>	Tourist resorts that use sustainable practices to reduce their impact. In Costa Rica eco-tourism is the largest source of income. It protects 21% of the country from development. <ul style="list-style-type: none"> <li>e.g. reduce negative environmental impacts: renewable energies, water tanks, grey water,</li> <li>e.g. improve social impacts: local employees, use local produce and materials. Money goes into local economy. If locals have a job, they do not need to illegally log.</li> </ul>



Week	Home learning
Week 17	<a href="https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUNTI1VDczMUM1TIVDTFIFQ003VEhNRk1IUS4u">https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUNTI1VDczMUM1TIVDTFIFQ003VEhNRk1IUS4u</a>
Week 21	<a href="https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUMke0S1FBWVBPUVRGOTZJOENQMIhNMIVMUi4u">https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUMke0S1FBWVBPUVRGOTZJOENQMIhNMIVMUi4u</a>
Week 25	<a href="https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUOUIGOTg1RFIRrzFXMVdMUkpBRIk2Q0dSRS4u">https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUOUIGOTg1RFIRrzFXMVdMUkpBRIk2Q0dSRS4u</a>

### I should already know:

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

### I will learn about:

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

### How I will be assessed.

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

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

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

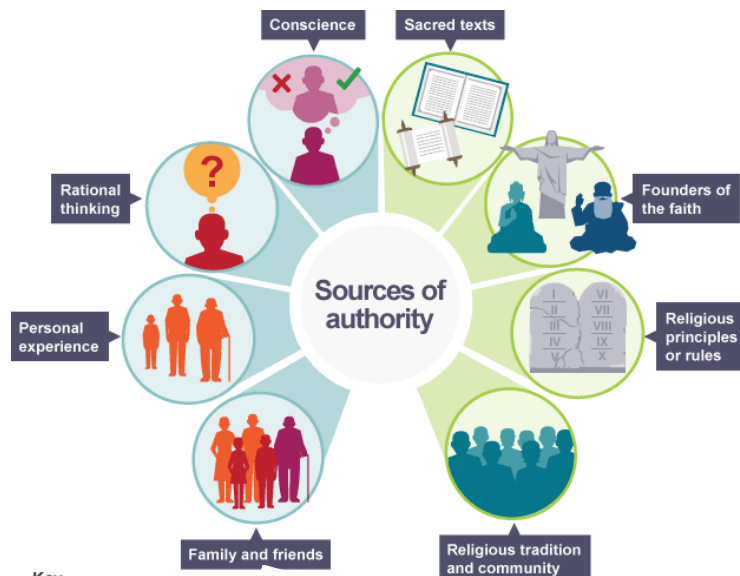
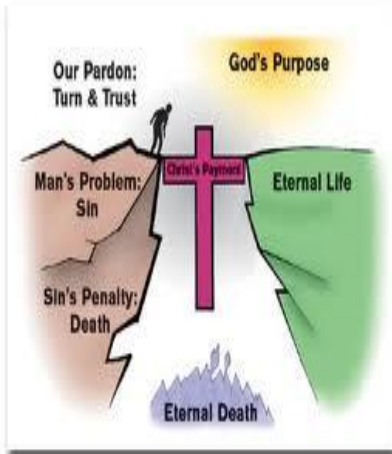
### Stretch challenge:

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

### Recommended reading:

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





Key  
 Personal authority  
 Religious authority



## Arguments for Life after Death

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

# Nicene Creed

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

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

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

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

Amen.

## Basic Christian Beliefs





# Knowledge Organiser: Christianity Beliefs

## Key Words

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

## God as omnipotent, loving and just

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

## Different Christian beliefs about Creation

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

## The Incarnation of Jesus – The Son of God

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

## The Oneness of God and the Trinity

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

## The inconsistent Triad

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

## The Crucifixion

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

## Heaven and Hell

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

## The Resurrection and ascension

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

## The afterlife and judgement

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

## Sin and Salvation

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

## The role of Christ in Salvation

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

### I should already know:

- Present Tense Conjugation – regular verbs
- Opinions and justifications
- Negatives
- Near Future Tense Conjugation – regular verbs
- Past Tense Conjugation – regular verbs
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Self and Family)

### I will learn about:

- Music genres
- Present tense Consolidation
- Advanced Opinions
- Direct Object Pronouns
- Perfect Tense Consolidation
- Near Future Tense Consolidation
- Advanced Negative Constructions
- Present Perfect Tense Construction
- Snazzy Structures

### How I will be assessed:

- Interim translation into French F (10 marks)/ H (12 marks)
- Listening F (40 marks)/ H (50 marks)
- Writing F (40 marks)/H (60 marks)

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

Word	Definition
le patinage	skating
un réseau social	a social network
depuis ... ans	since/ for ... years
Je fais	I do – 1 <sup>st</sup> person singular present tense from verb 'FAIRE'
Nous avons vu	we saw/ watched – 1 <sup>st</sup> person plural from verb 'VOIR'
quand j'étais petit.e	when I was small
télécharger	to download - infinitive
jouer	to play (an instrument)

### Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Listen to French music/ Use <https://lyricstraining.com/> to practise listening skills

### Recommended reading/ watching:

French Present Tense – [https://www.youtube.com/watch?v=vnJ3NDt\\_liE](https://www.youtube.com/watch?v=vnJ3NDt_liE)  
 French Perfect Tense – <https://www.youtube.com/watch?v=rW2Ahv8M9OU&t=118s>  
 French Near Future Tense - <https://www.youtube.com/watch?v=3wLQVIXNWr8>  
 GCSEPOD – French Grammar  
 GCSEPOD – French AQA/ Identity and Culture/ Free Time Activities

Think **P.A.L.M!**

**PERCEPTION**  
Sur le photo il y a...

**ACTION**  
Ils/ Elles sont en train de ...

**LOCATION**  
Ils/ Elles sont...

**MOOD**  
Je pense qu'il/ elle est ...

### 4 Sentence Photo Writing Task

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

Je jouais	Je dépense	Nous avons l'habitude de	C'était	Nous allons faire
Je ferais	J'ai monté	être	Ils/elles ont	ils/elles ont gagné
jouer	J'admire	Nous ferions	J'ai joué	Je vais faire
Se détendre	Je dépenserais	J'irais	Il/elle/on a été	ils/elles ont assisté
il/elle/on irait	Je vais dépenser	il/elle/on pense	Ils/elles donnent	Je suis fou/folle de
Je préférerais	J'ai vu	Je vais aller	J'ai fait	Je regardais

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	Me fait ...	Me fait sentir...	plus/ moins (adjectif)
Je déteste	Je crois que	rire	excité.e	que
Je préfère	J'imagine que	pleurer	content.e	
J'estime que	Je ne supporte pas	sourire	triste	

**F** uture

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

ALLER	Infinitive	ER/IR/RE
1. JE VAIS		1. AI
4. NOUS ALLONS		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

#### Translations

1. My parents give me 10 euros a week.

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2. I spend it on magazines and clothes.

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3. At the weekends I usually go shopping with my mum.

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4. When I was younger I used to do gymnastics.

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5. In the holidays I am going to do more sport.

---



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- When you are talking about playing a sport or a game, use **jouer à**. Remember, à + le → **au**, à + les → **aux**.  
Je joue **au** foot. Je joue **à la** pétanque.  
Je joue **aux** cartes.

- When you are talking about playing a musical instrument, use **jouer de**. Remember, de + le → **du**, de + les → **des**.  
Je joue **du** piano. Je joue **de la** guitare.  
Je joue **de l'**harmonica.

★ To make a verb negative, put **ne ... pas** around the verb.  
Je **n'aime pas** le foot. I don't like football.  
To say you never do something, put **ne ... jamais** around the verb.  
Je **ne joue jamais** au tennis. I never play tennis.

tous les jours	every day
tous les soirs	every evening
tous les samedis	every Saturday
une fois par semaine	once a week
deux fois par semaine	twice a week
souvent	often
de temps en temps	from time to time
rarement	rarely

You use comparative adjectives to compare things:  
**plus + adjective + que** more ... than  
**moins + adjective + que** less ... than  
The adjective needs to agree with the first noun.  
**Les jeux télévisés** (m pl) sont plus amusants que les actualités.  
**Les séries** (f pl) sont moins intéressantes que les magazines culturels.

Negatives come in two parts, which go **around** the French verb.  
ne ... pas (not) Je **ne lis pas** beaucoup.  
ne ... jamais (never) Elle **ne lit jamais**.  
ne ... plus (no longer/not any more) Je **ne lis plus**.  
If the negative is followed by a noun, you usually put **de** afterwards.  
Je **ne lis pas de** romans. I don't read novels.  
Je **ne lis jamais de** mangas. I never read mangas.  
But **aimer** is an exception.  
Je **n'aime pas les** livres d'épouvante. I don't like horror novels.

J'ai toujours mon portable/ma tablette avec moi.		
Sur mon ordinateur/ mon téléphone portable/ ma tablette,	je joue ... / je télécharge ... / je regarde ... / je crée ... / je lis ... / j'écris ...	tous les jours/soirs. deux fois par semaine. de temps en temps.
En plus,		
À mon avis, c'est génial/très pratique/indispensable.		

★ **Je voudrais** means 'I would like'. This is an extremely useful phrase that you must learn by heart!

## le journal newspaper

J'aime	les documentaires/les magazines culturels/les jeux télévisés	parce qu'ils sont	amusants/divertissants/intéressants/passionnants/originaux/éducatifs/(trop) sérieux/ennuyeux.
J'adore			
Je n'aime pas	les séries/les actualités/les émissions de musique/les émissions de sport/les émissions de télé-réalité	parce qu'elles sont	amusantes/divertissantes/intéressantes/passionnantes/originales/éducatives/(trop) sérieuses/ennuyeuses.
Je pense que les (documentaires) sont plus (intéressants) que les ...			
Mon émission préférée s'appelle ... C'est un jeu télévisé/un magazine culturel/une série/une émission de ...			
C'est mon émission préférée parce que		j'aime l'animateur/l'animatrice. les acteurs sont très doués/le scénario est passionnant.	
Je ne rate jamais cette émission!			

**Vouloir** is an irregular verb.

**vouloir** (to want/want to)  
je veux  
tu veux  
il/elle/on veut  
nous voulons  
vous voulez  
ils/elles veulent

	😊	😞
Je trouve ça	super. génial. passionnant. cool.	ennuyeux. stupide. nul.

Sur Internet,	il est facile de il est possible de/d'	rester en contact avec ses amis. parler avec ses copains. faire des recherches pour ses devoirs. utiliser un dico en ligne. partager des photos.
Cependant, Par contre,	il est (très) dangereux de	partager ses détails personnels. passer trop de temps sur Internet. tchatter en ligne avec des inconnus.
	il est important de	faire du sport. passer du temps avec sa famille. retrouver ses amis en vrai.

You use **aimer**, **adorer**, **préférer** and **détester** followed by **a noun** to say what you like or don't like.  
You use them followed by **the infinitive of another verb** to say what you like or don't like **doing**.

J'aime	le foot	jouer au foot
J'adore	la guitare	jouer de la guitare
je préfère	la lecture	lire
je n'aime pas	la photographie	prendre des photos
je déteste	la musique	écouter de la musique

J'aime la photographie. I like photography.  
J'adore prendre des photos. I love taking photos.

★ To say what type of film is on at the cinema, use **Il y a un/une** + singular noun.  
Il y a **un** film fantastique.

To say what type of films you like or dislike, use **J'aime bien/Je n'aime pas les** + plural noun.  
Je n'aime pas **les** films fantastiques.  
Make sure you use the right article.

- To make a question using a question word, put the question word at the end and make your voice go up.  
C'est **combien**? How much is it?  
Le film commence à **quelle heure**? At what time does the film start?
- Qu'est-ce que ...?** means 'What ...?' You put it at the beginning of the question.  
Qu'est-ce que tu veux voir? What do you want to see?

You use the perfect tense to say what you did in the past. You form it using **avoir** or **être** plus **a past participle**.  
**J'ai mangé** une pizza. I ate a pizza.

Some past participles are irregular:

faire (to do/make)	j'ai <b>fait</b>	prendre (to take)	j'ai <b>pris</b>
voir (to see)	j'ai <b>vu</b>	mettre (to put)	j'ai <b>mis</b>

For verbs that take **être**, like **aller** and **sortir**, the past participle must agree.

<b>je suis sorti(e)</b>	<b>on est sortis</b> (boys or a mixed group)
<b>tu es sorti(e)</b>	<b>on est sorties</b> (girls)
<b>il est sorti</b>	
<b>elle est sortie</b>	

Most verbs, like **télécharger**, **jouer**, **regarder** and **créer**, are regular **-er** verbs.

However, not all verbs follow this pattern. You're already familiar with the irregular verbs **avoir**, **être**, **aller** and **faire**. Here are four more that you need to know.

<b>lire</b> (to read)	<b>écrire</b> (to write)	<b>prendre</b> (to take)	<b>mettre</b> (to put)
je lis	j'écris	je prends	je mets
tu lis	tu écris	tu prends	tu mets
il/elle/on lit	il/elle/on écrit	il/elle/on prend	il/elle/on met
nous lisons	nous écrivons	nous prenons	nous mettons
vous lisez	vous écrivez	vous prenez	vous mettez
ils/elles lisent	ils/elles écrivent	ils/elles prennent	ils/elles mettent

## tout le temps all the time

The word **depuis** is used with the **present tense** to say how long something has been happening.

Je **fais** de l'équitation **depuis** six semaines.  
I **have been going** horse-riding **for** six weeks.

- Use time markers and sequencers like *samedi* and *ensuite*.
- Use expressions of frequency like *d'habitude*.
- Use the perfect tense – *je suis sorti(e)*, *on est allé(e)s*, etc. – but try to include a verb in the present tense, too, e.g. *D'habitude, je regarde les matchs à la télé*.
- Give opinions like *c'était génial!*

★ Make the subject pronouns and the adjectives agree with the nouns.  
J'aime beaucoup **les magazines culturels** parce qu'**ils** sont **sérieux**.  
Par contre, je n'aime pas **les séries** car **elles** sont **ennuyeuses**.

This is a key irregular verb.

**faire** (to do/make)  
je fais  
tu fais  
il/elle/on fait  
nous faisons  
vous faites  
ils/elles font

In French, you often use **faire** with a sport where we might use 'go' in English.  
Je **fais** de la natation. I go swimming.  
Je **fais** du vélo. I go cycling.

★ Listen out for words that indicate that the speaker may change direction and give another side of the argument, e.g. **44**  
*cependant* however *par contre* on the other hand

Personnellement, je préfère	les sports individuels/les sports d'équipe.
Je fais du/de la/de l'/des ... Je joue au/à la/à l'/aux ...	depuis x mois/ans.
J'aime beaucoup car	c'est rigolo/facile/rapide.
En plus,	ça me fait du bien/ça me détend/ça booste le moral.
Quand je fais du/de la/de l'/des ..., Quand je joue au/à la/à l'/aux ...,	je respire/j'oublie mes soucis.



What is included?

- Homework Tracker
- Knowledge Organisers
- Homework Activities

### Knowledge Organiser Focus: Home Learning



Year 9	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 Extended 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.

### 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)

### I will learn about:

- Social network vocabulary
- Present Perfect Tense of regular verbs
- Conditional Tense consolidation
- Using *estar* + present continuous tense
- Using verbs with prepositions
- Key subjunctive verbs and phrases
- Expressing extended opinions
- Expressing two sides of an argument

### How I will be assessed:

- Interim translation into English F (9 marks)/ H (9 marks)
- Writing F (50 marks)/ H (60 marks)
- Listening F (35 marks)/H (40 marks)

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

Word	Definition
des réseaux sociaux	social networks
J'aimerais dire que	I would like to say that
beaucoup de personnes disent/ pensent que	lots of people say/ think that
un portable	a laptop
J'en ai marre de	I am fed up with
il est certain que	it is certain that
effrayante	scary
surfer sur Internet	to surf the internet – infinitive verb form

### Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Download 'Memrise' or 'Duolingo' and complete two levels in French

### Recommended reading/ watching:

French Perfect Tense – <https://www.youtube.com/watch?v=rW2Ahv8M9OU&t=202s>  
 French Conditional Tense - <https://www.youtube.com/watch?v=0TkBhSoVu3s&t=69s>  
 GCSEPOD – French Grammar  
 GCSEPOD - AQA/ Identity and Culture/ Technology in everyday life  
 Quizlet - [https://quizlet.com/\\_923b7a?x=1jqt&i=192vvgg](https://quizlet.com/_923b7a?x=1jqt&i=192vvgg)



Think **P.A.L.M!**

**PERCEPTION**  
Sur le photo il y a...

**ACTION**  
Ils/ Elles sont en train de ...

**LOCATION**  
Ils/ Elles sont...

**MOOD**  
Je pense qu'il/ elle est

## 4 Sentence Photo Writing Task



## 40 Word Writing Task

<b>P</b> resent		Normalement/ De temps en temps/ Toujours/ ne ... jamais/ Tous les jours				<table border="1"> <tr><td>ER</td><td>IR</td><td>RE</td></tr> <tr><td>1. E</td><td>S</td><td>S</td></tr> <tr><td>4. ONS</td><td>ISSONS</td><td>ONS</td></tr> </table>	ER	IR	RE	1. E	S	S	4. ONS	ISSONS	ONS	 J'ai Je suis Je vais	
		ER	IR	RE													
1. E	S	S															
4. ONS	ISSONS	ONS															
<table border="1"> <tr><td>J'aime</td><td>La bonne/ mauvaise chose</td><td>Me fait ...</td><td>Me fait sentir...</td></tr> <tr><td>Je déteste</td><td>Je crois que</td><td>rire</td><td>excité.e</td></tr> <tr><td>Je préfère</td><td>J'imagine que</td><td>pleurer</td><td>content.e</td></tr> <tr><td>J'estime que</td><td>Je ne supporte pas</td><td>sourire</td><td>triste</td></tr> </table>	J'aime	La bonne/ mauvaise chose	Me fait ...	Me fait sentir...	Je déteste	Je crois que	rire	excité.e	Je préfère	J'imagine que	pleurer	content.e	J'estime que	Je ne supporte pas	sourire	triste	plus/ moins (adjectif) que
J'aime	La bonne/ mauvaise chose	Me fait ...	Me fait sentir...														
Je déteste	Je crois que	rire	excité.e														
Je préfère	J'imagine que	pleurer	content.e														
J'estime que	Je ne supporte pas	sourire	triste														
<b>O</b> pinion		L'année prochaine/ L'après-demain/ Dans trois semaines/ À l'avenir/ Quand je serais plus âgé.e.s				<table border="1"> <tr><td>ER/IR/RE</td></tr> <tr><td>1. AI</td></tr> <tr><td>4. ONS</td></tr> </table>	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 ...							
		ER/IR/RE															
1. AI																	
4. ONS																	
<table border="1"> <tr><td>ALLER</td><td>Infinitive</td></tr> <tr><td>1. JE VAIS</td><td></td></tr> <tr><td>4. NOUS ALLONS</td><td></td></tr> </table>	ALLER	Infinitive	1. JE VAIS		4. NOUS ALLONS												
ALLER	Infinitive																
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<b>F</b> uture						<table border="1"> <tr><td>ER/IR/RE</td></tr> <tr><td>1. AI</td></tr> <tr><td>4. ONS</td></tr> </table>	ER/IR/RE	1. AI	4. ONS								
		ER/IR/RE															
1. AI																	
4. ONS																	

### 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

## La technologie

### 1. Faites correspondre le vocabulaire clé :

1. localiser	2. en ligne	3. dangereux	a virtual identity	online	in real time
4. une salle de chat	5. en temps réel	6. une identité virtuelle	a chatroom	risk	to download
7. télécharger	8. la cyber harcèlement	9. échanger	to locate	cyberbullying	viruses
10. le risque	11. les barrières géographiques	12. les virus	to exchange	geographical barriers	dangerous

### 2. Faites correspondre ces phrases :

1	On peut + infinitif	A	It is possible to ...
2	On l'utilise pour + infinitif	B	It (they) is (are) used for
3	Il est possible de + infinitif	C	One can
4	Ça rend plus facile de + infinitif	D	It gives us
5	Ça nous permet de + infinitif	E	It allows us to ...
6	Ça nous donne	F	It makes ... easier
7	Ça nous donne la possibilité de + infinitif	G	It gives us the possibility of ...

## Translations

1	On peut localiser des amis avec qui on a perdu du contact	
2	On peut lire les actualités en ligne	
3	On peut trouver des gens dangereux en ligne	
4	Les salles de chat dangereux donne que on ne sait jamais avec qui on parle	
5	On peut parler avec des amis en temps réel	

## Social Media:

des centaines – hundreds  
connaître – to know (someone)

croire – believe

dire – to say

en ligne – online

montage photo – photo montage

regarder – to watch

sans – without

tout le temps – all the time

trouver – to find

en train de – in the process of

exprimer – to express

faire partie de – to belong to

le forum de discussion – internet forum

grâce à – thanks to

isolé(e) - isolated

montrer – to show

la réalité – reality

le réseau social – social network

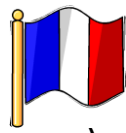
le sondage – survey

manquer – to miss

ça me convient – it suits me

le bienfait – benefit

rappeler – to remind



# Year 10 - Theme 1 : Technology in everyday life



## Mobile technology:

assez – quite

cher/chère – expensive

le gadget – gadget

le lecteur MP3 - MP3 player

lent(e) – slow

ne...plus – no more/no longer

marcher – to work

nouveau/nouvelle – new

le portable – mobile phone

pratique – practical

rapide – fast

le souris – mouse

la tablette – tablet

utiliser – to use

vieux/vielle – old

vraiment – really

accro – hooked

l'application – app

avoir raison – to be right

avoir tort – to be wrong

en cas d'urgence – in case of emergency

illégalement - illegally



## Advantages and Disadvantages:

à domicile – at home

amener – to bring

anonyme – anonymous

appartenir – to belong

attendre – to wait

avoir peur – to be afraid

le but – aim

courir un risque – to run a risk

la cyber intimidation – cyber bullying

déçu – disappointed

se déplacer – to move around

faire attention – to take care

la fraude – fraud

lier – to link

souffrir – to suffer

menacer – to threaten

réfléchir – to reflect

viser – to aim

le vol d'identité – identity theft

la carte – map

le monde réel – the real world

la poche – the pocket

la réunion - meeting



## Key verbs:

blogger – to blog

partager – to share

écrire – to write

penser – to think

tchatter – to chat

envoyer – to send

passer – to spend time

vivre – to live

voir – to see

contacter – to contact

télécharger – to download

se servir de – to use

## Complex structures:

si je pouvais, je + conditional –

If I could, I would

quand j'étais plus jeune, je +

imperfect – when I was

younger, I was

si j'avais le choix, je +

conditional – If I had the

choice, I would





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

### Knowledge Organiser Focus: Home Learning



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.





# ART

### I should already know:

- How to skilfully apply a range of media
- How to work from an artist
- How to use the colour wheel

### What will be covered in this project?

- Exploring a range of cultures and artists
- Advanced application of media
- Experimentation & development using a range of media and techniques
- Creating a successful design sheet
- Creating a final outcome

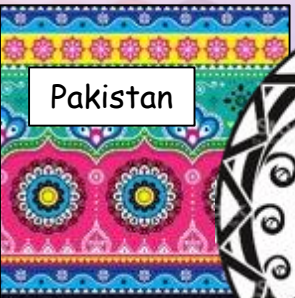
## Multicultural Pattern



British



Indian



Pakistan



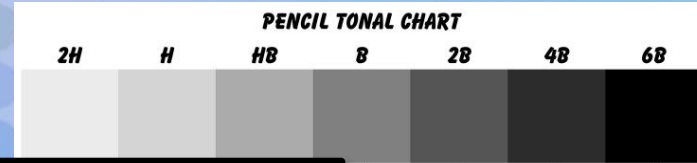
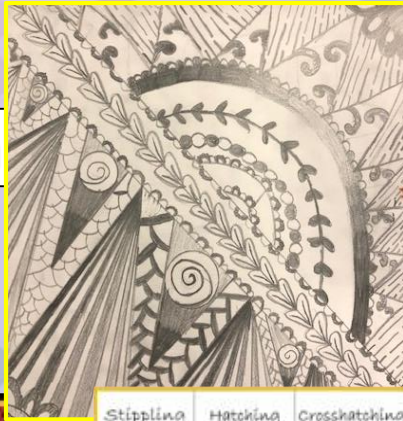
African



Angu Walters



Zio Zeigler



## PENCIL DRAWING

### THINGS TO REMEMBER:

1. Sharp pencil
2. Press light
3. Overlap and connect shapes
4. Outline first then add detail and tone

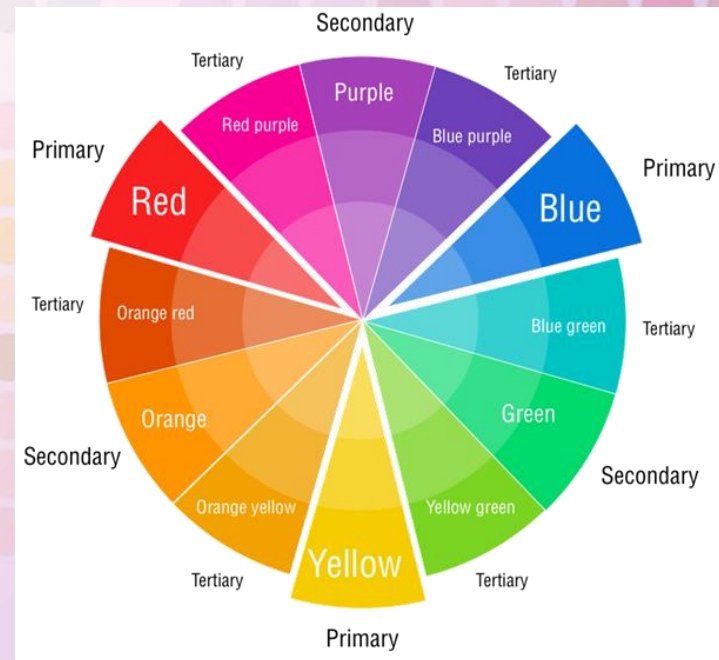


Week	Home learning
	GCSE Art pupils should completing any unfinished sketchbook work independently.
Week 19	Homework task set by class teacher.
Week 23	Homework task set by class teacher.
Week 27	Homework task set by class teacher.



Painting

The colour wheel



- Things to remember when pencil drawing:
1. Use the colour wheel
  2. Use the tip of the brush to achieve a neat edge
  3. Be consistent - paint in one direction
  4. Show a range of tints tones and shades

### Primary and Secondary Colours

**Primary Colours**  
There are THREE PRIMARY COLOURS. These are pure colours which cannot be made by mixing other colours.

RED    YELLOW    BLUE

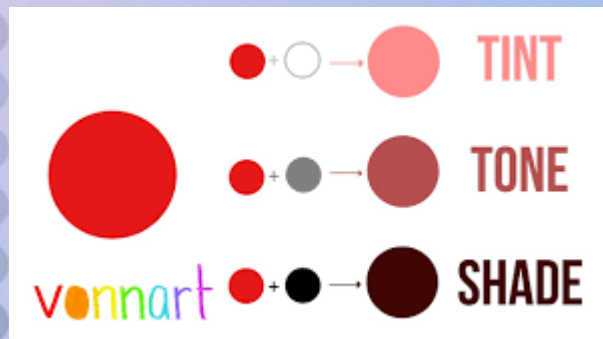
**Secondary Colours**  
Secondary colours are made by mixing each primary colour with one other primary colour.

PRIMARY + PRIMARY = SECONDARY

RED + YELLOW = ORANGE

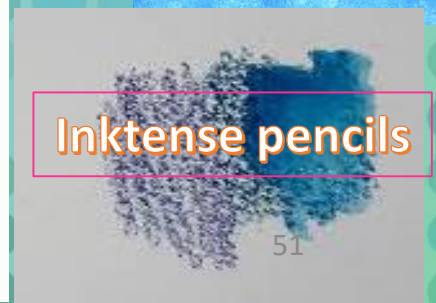
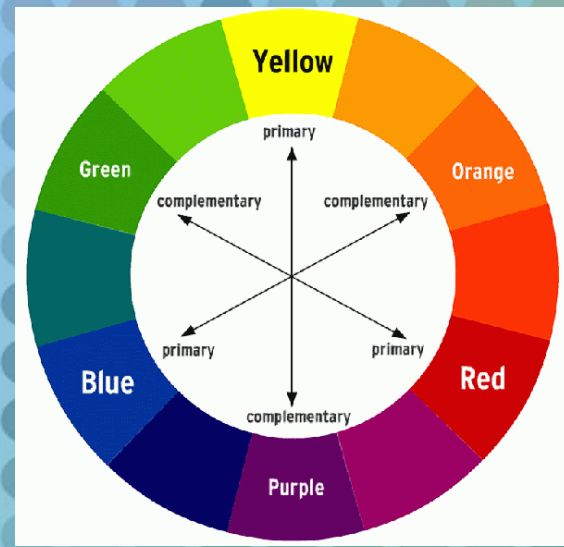
YELLOW + BLUE = GREEN

BLUE + RED = PURPLE



- ### Media
- Acrylic Paint
  - Watercolour Paint
  - Oil paint
  - Gouache
  - Block paints
  - Intense pencils
  - Watercolour Pencils

- ### Techniques
- Blending
  - Opaque
  - Transparent
  - Wet on wet
  - Sponging
  - Stippling
  - Salt and watercolour
  - Cling film and watercolour
  - Smooth
  - Textured





# Angu Walters

## Artist Analysis:

- What is the work about?
- Is the work realistic/abstract/surreal?
- What media/materials/tools has the artist used?
  - What colours does the artist use? Why?
  - What shapes does the artist use? Why?
- Where is the artist from? Is this reflected in their work?
- How big is the work? Why do you think the artist choose this scale?
  - Does the artist have a recognisable style?
- How does the work make you feel? Does it change your mood? Explain.
- What mood do you think the artist was in when they created the art?





**I will learn about:**

- *The different wood joints and how to make them.*
- *How to use a chisel safely and accurately.*
- *How to use Autodesk inventor.*

**How I will be assessed:**

*I will complete sections of my workbook regarding sketching these sections will be marked by my teacher.*

**Knowledge Organiser Focus: Sketching**

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Sketching	To make a rough drawing or preliminary outline
Analyse	To examine (something) methodically and in detail, typically in order to explain and interpret it.
Communicate	To share or exchange information, news, or ideas
Client	The person or people you are designing your product for. Similar to target market.

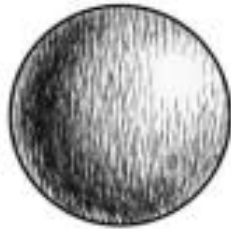
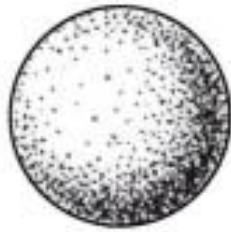
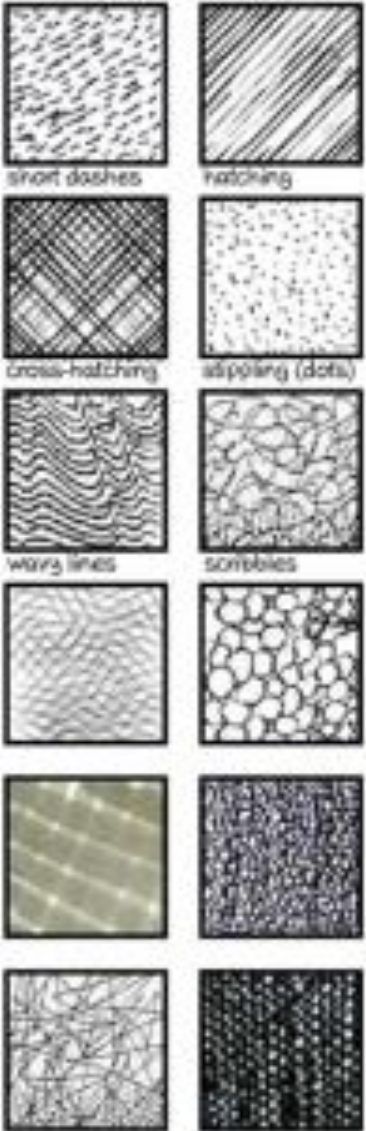
**Stretch challenge: Use YouTube**

**Recommended reading:**

Advanced designing and drawing techniques

<https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/1>

# Line Drawing Techniques

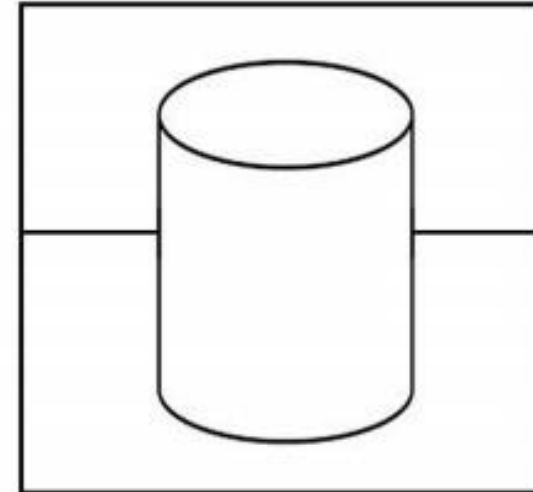
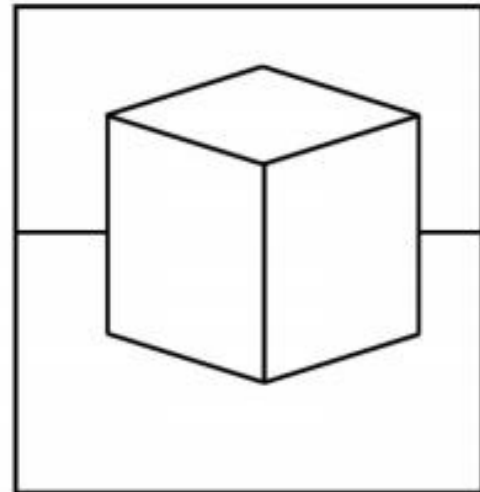
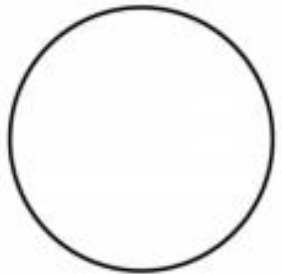
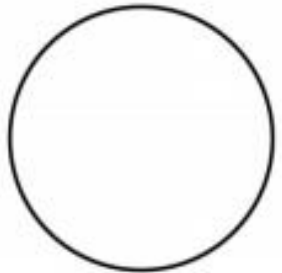
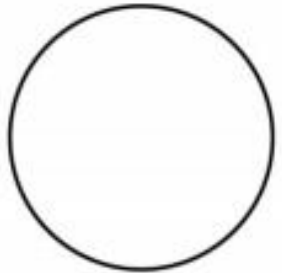
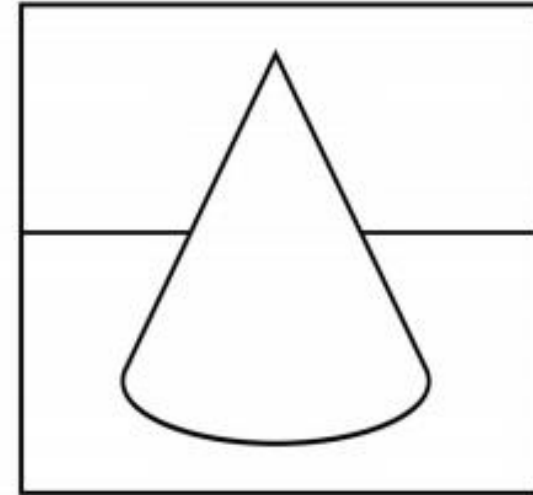


short dashes	hatching
cross-hatching	stippling (dots)
wavy lines	scribbles

1. Use a different line technique to fill each of the 12 small boxes. Invent your own techniques to fill the last 6 boxes.




2. Use these techniques to apply tone to the geometric objects drawn to the right. Select your own light source.

3. Connect the dots below with three straight lines: one very light, one mid-tone, and one very dark.



## Modelling

Modelling is an important step in the design process. Physical modelling not only allows designers to explore and test their ideas, but to also present them to others. Engaging clients, focus groups and experts to interact with physical models of products allows designers to gain valuable feedback that enable them to improve the design and product-user interface.

Tools and equipment used for modelling	Uses
<p data-bbox="25 514 280 614">Craft knife and cutting mat</p> 	<p data-bbox="764 514 2522 642">A craft knife and cutting mat are essential model making tools. They can be used to cut model making foam boards as well as paper and card. A craft knife should always be used with a steel ruler when cutting straight lines, ensuring that hands and fingers are kept behind the cutting edge.</p>
<p data-bbox="25 785 280 828">Hot wire cutter</p> 	<p data-bbox="764 785 2522 999">A hot wire cutter can be used to shape a variety of model making foams including Styrofoam. This is a specialist model making material easily cut and shaped by a hot wire. Styrofoam can also be cut and shaped with hand tools although less accurately. Most hot wire cutters have a central wire fixed between two points and a hand held wire cutter. This is useful for free hand styling and shaping.</p>
<p data-bbox="25 1106 280 1149">A glue gun</p> 	<p data-bbox="764 1106 2522 1235">A glue gun can be used to quickly fix materials together. However, the glue can be very hot and so care should be taken when using the gun. Foams tend to melt if glued with a hot glue gun. Test a scrap piece of material first. This type of glue is best used with harder materials</p>

<b>Week</b>	<b>Home learning</b>
Week 19	Designer research: Investigating the work of an existing designer.
Week 23	Independent research: Wood joints and their uses.
Week 27	Tools and equipment: Uses and hazards

### I should already know:

- **Functions of nutrients in the body.**
- **Food sources for nutrients in the diet**
- **Nutritional needs at different life stages.**
- **Factors affecting food choice**

### I will learn about:

- *Nutritional deficiencies and excess.*
- *Food commodities*
- *How religion affects diet*
- *Ethical diets*
- *Allergies and intolerances*

### How I will be assessed:

*You will be assessed on the quality of your written work.*

### Recommended viewing

#### GCSE Pod:

FOOD-01-001  
FOOD-01-002  
FOOD-01-003  
FOOD-02-001  
FOOD-02-002  
FOOD-02-003  
FOOD-02-005

**Protein**  
**Fats**  
**Carbohydrates**  
**Fat soluble vitamins**  
**Water soluble vitamins**  
**Minerals: Calcium, Iron, Sodium**  
**Water**

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Nutritional deficiency	Eating too little food or too little of a nutrient to meet dietary needs.
Nutritional Excess	Eating too much food or too much of a nutrient.
Cholesterol	A fatty substance found in the blood, it is essential for humans but too much can be harmful.
Diabetes	A condition where the body's sugar levels cannot be controlled properly.
High blood pressure	A higher than normal force of blood pressing against the arteries.
Coronary Heart Disease	The hearts blood is supply is blocked or interrupted by a build-up of fatty substances in the coronary arteries
Beriberi	A disease caused by a lack of vitamin B1; it causes inflammation of the nerves and heart failure.
Pellagra	A disease caused by a lack of vitamin B3; it causes inflammation of the skin, diarrhoea, fatigue and memory loss.
Anaemia	A condition that affects the red blood cells in the body; it reduces the amount of oxygen that can be carried in the blood, leading to fatigue and breathlessness.
Scurvy	An illness caused by a lack of Vitamin C ; it is causes swollen, bleeding gums.
Rickets	a condition found in children where a lack of vitamin D and calcium in the diet causes the bones to soften.
Osteoporosis	A condition found in adults where a loss of calcium from bones makes them weak and more likely to break.



## Deficiencies and excess of protein

### Effects of a deficiency of protein

- Children will not grow properly and may never reach their full height
- They may lose some of their hair
- The skin and nails will be in poor condition
- They will easily develop skin infections
- They will not be able to digest food properly

### Why does this happen?

- The body cannot grow to the height it is meant to be without the right quality and quantity of nutrients that it needs, including proteins
- Hair is made of protein. People can live without hair, so if there is a deficiency in protein, the body will use any protein it gets for something more important
- Skin and nails contain protein and if there is a deficiency of protein, they will not be maintained properly and will weaken.
- Protein is needed for the immune system to protect us from infections. If there is a protein deficiency, the immune system will weaken & infections will take hold
- A deficiency of protein causes changes in the digestive system, which means various nutrients cannot be absorbed into the body

### Effects of an excess of protein in the diet

Protein contains different chemical elements, including nitrogen. Too much nitrogen in the body is dangerous, so it is removed from the body in urine, which is excreted.

If the diet contains too much protein, the liver and kidneys have to work harder to get rid of the nitrogen. This puts them under stress and could cause them to be harmed.



**Deficiencies and excess of fats**

**Effects of a deficiency of fat**

- If carbohydrate intake is also reduced, body weight will be lost
- The body will chill quickly
- The body will bruise easily and the bones will hurt if they are knocked
- The body will not receive enough vitamins A, D, E or K

**Why does this happen?**

- The body will use the store of energy from the fat cells and it will not be replaced
- There will not be enough fat to insulate the body from the cold
- There will not be a thick enough cushion of fat to prevent damage to blood vessels and bones
- These vitamins are found in food that contain fat

**Effects of an excess of fat in the diet**

- Fat provides the body with energy (9kcal per gram)
- Foods that contain fat are therefore energy dense
- If the energy from fat eaten in foods every day is not all used in physical activity, it will be stored by the body under the skin in adipose tissue and elsewhere around the body (e.g. around the intestines which is called visceral fat). Consequently, the body will gain weight and could become obese
- Eating a lot of foods that contain high levels of saturated fatty acids has been linked to the development of coronary heart disease in some people



## Deficiencies and excess of carbohydrates

### Effects of a deficiency of carbohydrates

- Lack of energy/tiredness (fatigue)
- Weight loss
- Severe weakness

### Why does this happen?

- If insufficient carbohydrate has been eaten, the level of glucose in the blood (the blood sugar level) will drop and the cells throughout the body will not have enough energy
- If this situation continues, the body will start to use the energy stored in its fat cells so the person will lose weight over a period of time
- The body must make sure that the brain and vital organs receive energy, so once all the fat stores are used up, the body will start to break down the protein that makes up muscles in order to obtain energy

### Effects of an excess of carbohydrates in the diet

- If the diet contains more carbohydrate (and therefore more energy) than the body needs and uses, it will be converted into fat and stored in the body. This could lead to obesity if the surplus stored energy is not used up in physical activity
- Refined and processed carbohydrate foods (e.g. sugar and sugary foods, sweetened soft drinks, white bread, biscuits, potatoes, white rice etc.) are quickly broken down and absorbed in the body. This causes a rapid rise in the levels of sugar in the blood. If the diet contains lots of these types of foods and they are eaten frequently throughout the day, over a period of time, this will put stress on the pancreas, an organ in the body which produces a hormone called insulin. Insulin allows glucose to enter the body cells so that they can use it to produce energy. Eventually the pancreas may stop working properly or the cells will become resistant to the insulin and the person may develop type 2 diabetes
- Eating certain types of foods frequently throughout the day can lead to tooth decay. Sugars that have been released from foods, such as fruit, during food processing, or added to foods by manufacturers, cooks and consumers to sweeten them, are the most likely to cause tooth decay. These sugars are called free sugars. Sugars that are found naturally in foods such as apples, plums, carrots, onions and milk are less likely to cause tooth decay. These sugars are called intrinsic sugars.



## Deficiencies and excess of vitamins

### Effects of a deficiency of vitamin A

- Retinol is stored in the liver, so these stores have to be used up before any signs of deficiency occur
- Children do not grow properly
- The skin and mucus membranes become dry and infected
- Night-blindness – people cannot see in dim light
- Can lead to total blindness and permanent damage to the eyes

### Why does this happen?

- To grow, children need all nutrients, in the right amounts.
- Bacteria and viruses can enter the body more easily, and the body's immune system is weakened.
- Insufficient visual purple is produced in the retina
- The eyes become dry, scarred and infected

**Effects of an excess of vitamin A in the diet**

- Excess vitamin A will build up in the liver and can start to poison the body
- Too much vitamin A may damage the development of an unborn baby
- Pregnant women are advised not to take vitamin A supplements or eat vitamin A rich foods to avoid the risk of harming their unborn baby



## Deficiencies and excess of vitamins

### Effects of a deficiency of vitamin D

- Children’s bones and teeth will not strengthen and the bones in the legs will bend under the weight of the body. This condition is called rickets
- Adults bones may start to weaken and break easily. This is called osteomalacia

### Why does this happen?

- If there is not enough calcium laid down in the bones, they cannot support the body properly
- Calcium will be removed from the body for other uses (a natural process) and if it is not replaced, the bones will lose their strength

### Effects of an excess of vitamin D in the diet

- If too much vitamin D is taken, it will lead to excess calcium being absorbed, which could lead to damage to the kidneys and other organs, especially in babies and young children.

Normal



Rickets



### Effects of a deficiency of vitamin K

- A vitamin K deficiency is very rare in the UK, but sometimes occurs in new-born babies, so they are given a dose of vitamin K when they are born, this happens because babies can sometimes lose some blood internally during birth



**Deficiencies and excess of vitamins**

**Effects of a deficiency or excess of vitamin B1 (thiamine)**

**Deficiency:**

- Leads to a condition called beri-beri, in which the nerves and muscles are affected and there are problems with memory, concentration and heart rate

**Why does this happen?**

- Energy is needed by the nerve cells, which control how the muscles and brain work. A lack of thiamine will result in insufficient energy being released to enable the nerve cells to work properly

**Effects of an excess of vitamin B2 (riboflavin)**

- A vitamin B2 deficiency is rare. It may result in sores at the corners of the mouth because it is needed to help to maintain healthy skin

**Effects of a deficiency of vitamin B3 (niacin)**

- A deficiency of niacin results in a disease called pellagra, which has 3 symptoms:
  - Diarrhoea
  - Dermatitis (sore, dry and cracked skin)
  - Dementia (loss of memory, confusion, cannot speak properly)

**Why does this happen?**

- A lack of niacin prevents the brain and nervous system from working properly

**Effects of a deficiency of vitamin B9 (folate)**

- Deficiency of folate can lead to a type of anaemia called megaloblastic anaemia where red blood cells become enlarged
- May lead to defects in the spinal cord in unborn babies

**Why does this happen?**

- Without folate, red blood cells do not develop to the correct size and grow very big
- This prevents them from passing through narrow blood vessels (capillaries)
- Research is still needed to find out all the causes of spinal cord defects

**Deficiencies and excess of vitamins/minerals**

**Effects of a deficiency or excess of vitamin B12 (cobalamin)**

**Deficiency:**

- Vitamin B12 can be stored in the liver for 2 or more years
- Vegans (who do not eat any animal food) have to be careful that they do not become deficient and may take special B12 supplements to prevent this
- A deficiency leads to a type of anaemia called pernicious anaemia

**Why does this happen?**

- Vitamin B12 is absorbed in the small intestine and can only do this if special cells in the stomach produce a particular protein that enables it to be absorbed. If these special stomach cells are damaged or do not work properly, B12 will not be absorbed.

**Effects of a deficiency of vitamin C (ascorbic acid)**

- Some vitamin C can be stored in the body for a few months
- Iron is not absorbed, which leads to iron deficiency anaemia
- Bleeding from small blood vessels under the skin and in the gums leads to red spots under the skin and loose teeth
- Wounds take a long time to heal and scar tissue may break open
- This all leads to a disease called scurvy and can result in death

**Why does this happen?**

- Iron is needed to make haemoglobin in red blood cells
- Connective tissue starts to break down, which allows the blood to leak out and weakens the tissue in the gums that holds the teeth in place
- Connective tissue cannot be made properly to heal a wound and it starts to break down, which can open up scars

**Effects of a deficiency or excess of iodine**

**Deficiency:**

- This will lead to swelling in the neck called goitre
- If a mother is deficient in iodine when she is pregnant, her baby may develop cretinism, which means it will be born with permanent brain damage

**Why does this happen?**

- The thyroid gland will swell up so that it has more chance of picking up any iodine that might pass through the blood stream

## Deficiencies and excess of minerals

### Effects of a deficiency or excess of iron

#### Deficiency:

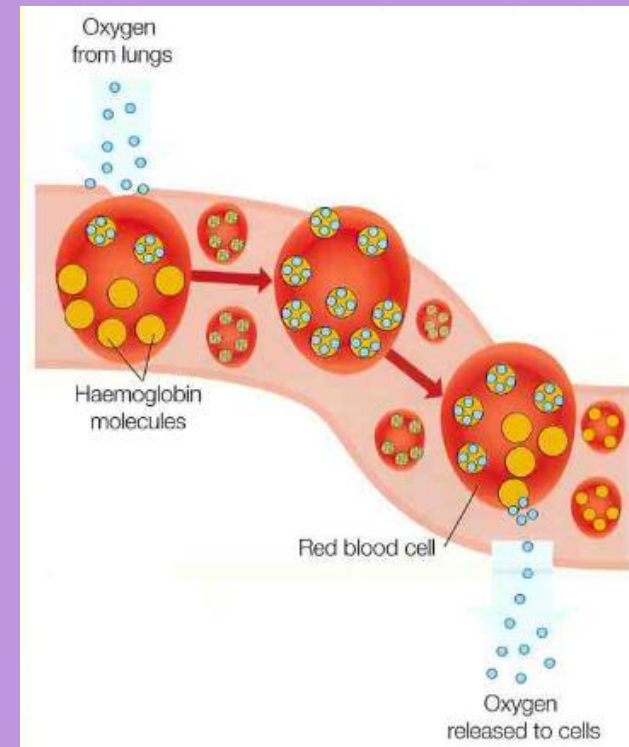
- Leads to iron deficiency anaemia which has several symptoms including tiredness, lack of energy, weakness, pale skin, weak and split nails.
- Unborn babies build up a store of iron in their bodies during the last 3 months before they are born, so it is important that pregnant women have enough iron in their diet to allow for this

#### Excess

- Too much iron is poisonous to the body and could happen if someone takes too many supplements

### Why does this happen?

- Oxygen is needed by body cells, along with glucose, to produce energy during respiration. If there is a deficiency of iron, there will not be enough oxygen available for cells to produce enough energy.



**Deficiencies and excess of minerals**

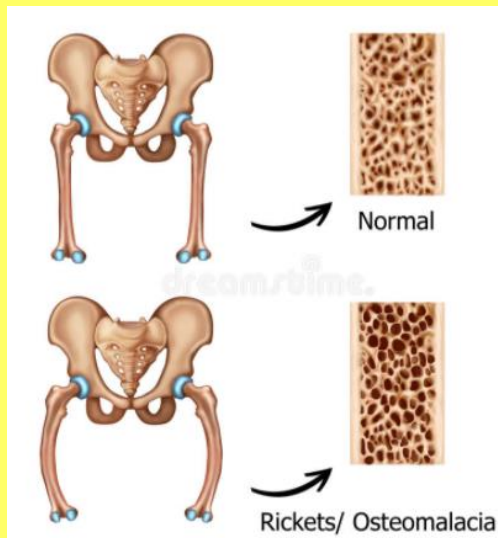
**Effects of a deficiency or excess of calcium**

**Deficiency:**

- If there is not enough calcium, the bones and teeth will weaken and bend under the weight of the body
- If the cause of this is a lack of vitamin D, the deficiency is called rickets in children and osteomalacia in adults.
- The muscles and nerves will not work properly
- Blood will not clot properly after a wound or injury

**Excess**

- If too much calcium is absorbed into the body, some of it will be deposited in organs such as the kidneys, which will stop them working

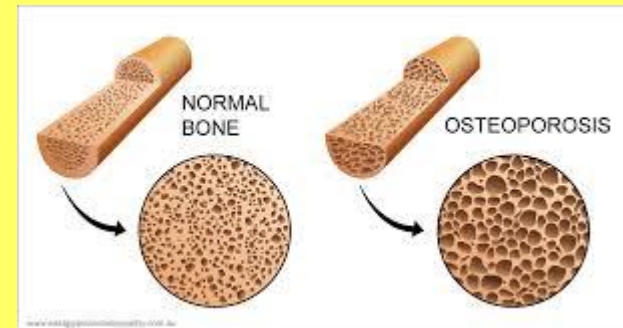


**Why does this happen?**

- As we grow, our bones get stronger as calcium and other minerals are laid down in them. Eventually the bones reach their peak bone mass when they have the maximum amount of minerals and are at their strongest and most dense (about 30 years of age)
- If there is not enough calcium reaching the bones, they will never reach peak bone mass and are more likely to break, especially as a person gets older.

**Osteoporosis**

- Osteoporosis (means porous bones) is a natural ageing process that usually becomes apparent in old age but can happen earlier in life
- Once bones reach peak bone mass, very gradually over time, minerals are removed from them and not replaced.
- Eventually the bones become porous and therefore weak and likely to break easily, as shown in this photo where you can see how the minerals have been lost from the bone.



- In some people, osteoporosis is severe and they have a lot of pain and bone weakness
- The rate at which minerals are lost from the bones can sometimes be slowed down by making sure there is enough calcium and vitamin D in the diet and staying physically active



**Deficiencies and excess of minerals**

**Effects of a deficiency or excess of sodium**

**Deficiency:**

- This will lead to muscle cramps and can be caused by losing salt in sweat in hot climates or by sickness and diarrhoea

**Excess**

- Too much sodium can cause high blood pressure
- This can put strain on the heart and kidneys which will affect how efficiently they work

**Why does this happen?**

- Without sodium to help control the nerves, the muscles will not work properly
- The excess sodium makes the body retain too much water instead of getting rid of it through the kidneys
- The extra water increases the volume of blood and raises the blood pressure as the heart has to work harder to pump it around the body



**Effects of a deficiency or excess of fluoride**

**Deficiency:**

- May lead to weak enamel on the teeth and therefore more chance of tooth decay

**Excess**

- This may lead to permanently discoloured teeth

**Why does this happen?**

- The enamel will not be so strong so acid from bacteria in the mouth will be able to dissolve it more easily
- Too much fluoride e.g. from drops given to babies to strengthen their teeth when they are developing will affect the normal mineralisation of the teeth

**Deficiencies and excess of water**

**Effects of a deficiency or excess of water**

**Deficiency:**

Water is lost from the body during sweating, from the lungs in breath and in the urine and faeces.

- feeling thirsty
- Getting a headache
- Urine becomes dark in colour
- Feeling weak and sick
- The body becomes overheated
- Wrinkled skin
- Feeling confused
- Changes in the blood pressure and heart rate

**Excess:**

- Drinking too much water in a short period of time (e.g. after physical exercise or in a competition) can cause the concentration of substances in the blood, such as minerals, to become dangerously over-diluted. This can quickly affect the function of vital organs in the body such as the heart and kidneys, and can be fatal

**Why does this happen?**

- in the brain, there is an area that detects when the body is becoming dehydrated. It sends a message to the mouth that we are thirsty
- The blood becomes more concentrated when we are dehydrated and as it goes through the brain it can give us a headache
- If the body is hydrated, the urine should be a very pale yellow colour. If the body is dehydrated, the kidneys try to conserve water and the colour of the urine will darken because it is concentrated
- If dehydrated, the body's normal chemical reactions will be affected and these may give these symptoms
- The body cannot cool itself down properly if it is dehydrated and will risk above the normal temperature of 37°C, which is dangerous
- The skin contains water and, if dehydrated, the moisture will be taken away from the skin for more urgent uses in the body
- Dehydration starts to affect how the brain works
- Dehydration reduces the volume of the blood in the body which will affect the blood pressure and the rate at which the heart pumps blood around the body

## Poultry

Poultry is the meat from birds



Chicken



Turkey



Duck



Goose



Pigeon



Pheasant



Guinea Fowl



Quail

## Eggs

Eggs from a variety of birds are eaten



Quail



Chicken



Duck



Goose

## Commodities

Commodities means the basic materials that are used in a trade or business.

In catering, 'commodities' means the **foods/ingredients** that are used to make a **menu dish**.

## Meat

Meat is the muscle from animals



Sheep (Lamb [young sheep]  
mutton [older sheep])



Pigs (pork, ham and bacon)



Other animals are used for meat, e.g.  
goats, rabbits and hares.



Cows/bulls (beef)



**Fish:** Different types of fish are classified according to their shape and whether or not they have oil in their flesh.

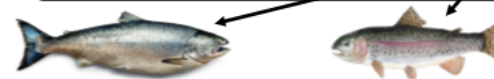
### Flat Fish

Plaice, Dover sole, halibut, turbot



### Round Fish

Cod, haddock, whiting, Pollock, mackerel, herring, sardine, sea bass, sea bream, salmon, trout



### White Fish

Contains oil in their liver, e.g. cod, haddock, whiting, sea bream, sea bass



### Oily Fish

Contains oil in their flesh, e.g. Mackerel, salmon, herring, tuna, sardine



### Seafood

These are shellfish, e.g. mussels, scallops, cockles etc



### Crustaceans

E.g. Shrimps, lobsters, crabs, prawns etc



## Dairy Products

These are milk and milk products, i.e Cheese, butter, cream, yoghurt, buttermilk.

Cow's milk is the most commonly used milk, but milk from goats and sheep is also used.



Types of cow's milk:

1% fat

Semi-skimmed 1.5-2% fat

Skimmed 0.5-0.9% fat

Whole milk 3.9%

Types of Cheese:

Hard, e.g. Cheddar, Parmesan

Soft, e.g. Brie, Camembert, cottage cheese & cream cheese

Buttermilk is a by product from butter making. When cream is churned to make butter, it separates out into butter fat and buttermilk. Buttermilk is used in scones, sauces, drinks, cakes and desserts.

Types of cream

Clotted - 55% fat

Double - 48% fat

Whipping - 35% fat

Single- 18% fat

Soured cream

Types of yoghurt

Stirred - has a soft texture and often has fruit added to it.

Set - has a more solid texture

Greek - has a thick, creamy texture

Natural - has no added flavouring

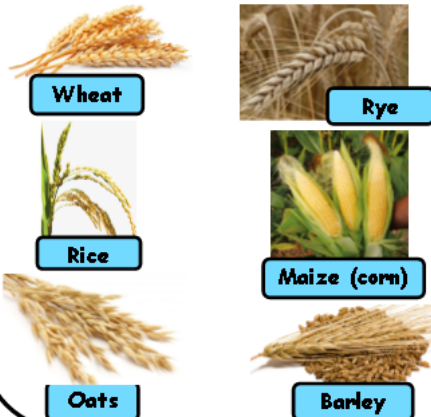
## Cereals

Cereals are the seed (grains) from different types of cultivated grasses. They are turned into different products, e.g. pasta, flour, breakfast cereals, etc.

If the whole of the seed is used from a cereal plant, the product that is made is called 'wholegrain' or 'wholemeal'. All the nutrients and fibre in the seed will be in the product.

If some of the seed is taken away, e.g. the outside layers of the bran, the product is called refined, e.g. white flour and white rice. These do not have as many of the nutrients from the seed as wholemeal products.

There are several types of cereal that are used:



Wheat

Rye

Rice

Maize (corn)

Oats

Barley

## Fruits

Fruits are classified into the following groups:



**Stone:** plums, peaches, nectarines, apricots, mangoes, cherries



**Soft berries:** strawberries, grapes, blueberries, blackberries, raspberries



**Currants:** blackcurrants, white currants, red currants.



**Stem:** rhubarb (strictly speaking a vegetable but used in sweet dishes)



**Citrus Fruits:** lemons, oranges, grapefruit, limes, kumquats



**Hard Fruits:** apples, pears



**Other/exotic fruits:** Kiwi, pomegranates, pineapple, banana, dragon fruit, melon, figs, passion fruit, paw paw, papaya, persimmon (Sharon fruit), physalis (cape gooseberry)

## Vegetables



**Leaves:** cabbage, salad leaves, Brussels sprouts, herbs such as basil, parsley,

**Stems:** celery, chard, asparagus



**Roots:** carrots, parsnips, beetroot, turnips, swede, celeriac, ginger, radishes.



**Bulbs:** all onion types, garlic, shallots, leeks, fennel, water chestnuts..



**Vegetable fruits:** courgettes, cucumber, peppers, tomatoes, butternut squash, okra, avocados



**Tubers:** potatoes, sweet potatoes, yam, cassava, Jerusalem artichokes



**Seeds (legumes/pulses):** Beans (broad, French, runner, kidney, borlotti, black-eyed, haricot, edamame [soya] beans). Lentils (orange, green puy, brown). Peas (green, chickpeas, mange tout, snow peas, yellow split peas).

## Soya Products



**Tofu** (soya bean curd) - made from treated soya milk, sold as soft (silken), firm or smoked



**Tempeh** - made from fermented whole soya beans



**TVP** (textured vegetable protein) - made from soya bean flour (after the soya oil has been removed), sold as chunks or



Judaism is an ancient religion that has been practised for over 5,000 years and is based on the belief in one universal God. Jews believe in the Torah (Divine Law), which was revealed to Moses and is viewed as unchanging. They also believe that God is omniscient and will reward the righteous and punish the wicked at the end of time when there will be a resurrection of all the dead. Jews must live their lives by certain basic tenets: to carry out the Ten Commandments and to live according to Jewish values based on love of one's neighbour and tolerance of one's fellow human beings.

The religious aspects of Judaism are based on relationships: the relationship of God and man and the relationships between humans based on principles of fairness and equality. Belief in God is a personal acceptance of this close connection between an individual and God, and religious observance is a means of publicly displaying the state of this relationship.

The Jewish community has strict guidelines concerning some aspects of their diet, particularly in relation to meat and dairy products. Acceptable food is called kosher. Continuing to eat a kosher diet while in hospital or on a medically restricted diet poses a major problem for Jewish people. Jews will only eat meat which is killed and prepared by their own religiously trained workers and will not take milk and meat in the same meal. A kosher household will also keep meat and milk utensils, crockery and cutlery strictly separate (see the table below for further details on kosher food).

An increasingly common problem for Jews is the availability and use of pre-prepared foods, where it is impossible to know where the meat has come from or whether it may have been contaminated by non-kosher items. This includes most 'ready meals' and things like sausages and burgers. Hospitals may buy the Jewish Food Guide from Beth Din in London ([www.kosher.org.uk](http://www.kosher.org.uk)). Below outlines some of the main requirements for food to be kosher.

**Kosher**

Animals must have cloven hooves and chew the cud e.g. cows, goats and sheep are kosher.

Fish must have scales and fins.

Kosher food must be butchered and prepared in a special way: a single knife blow to the throat killing the animal; the blood drained out of it afterwards; the cut up the meat soaked in water and salted to remove the last traces of blood.

Animals must be in perfect health to be kosher.

Fruit is kosher.

Vegetarian dairy products are kosher.

Meat and milk utensils, crockery and cutlery should be kept strictly separate. Disposable cutlery and crockery should be used to serve kosher food in the hospital to avoid cross-contamination with non-kosher utensils.

**Non-Kosher**

Examples of non-kosher animals would be horses, pigs and the wild birds.

Shellfish and eels are examples of non-kosher fish.

Any meat – even that from kosher animals – that has not been butchered and prepared in a specific way is not kosher.

Animals that are not healthy, or that have some internal disease discovered after death, are not kosher.

Fruit damaged by rot or insects is not kosher.

It is not kosher to mix dairy and meat products together and a three hour wait between eating these kinds of food is preferred.

Utensils used in the preparation of non-kosher food are non-kosher.



Hinduism originated near the river Indus over 5,000 years ago, although elements of the faith are much older. The Hindu tradition has no founder and is best understood as a group of closely connected religious traditions rather than a single religion. It represents a complete way of life and is practised by over 900 million followers. Eighty per cent of the population of India is Hindu. Hindus believe in one God and worship that one God under many manifestations, deities or images. Examples of Hindu deities are Krishna, Shiva, Rama and Durga.

Hindus believe that existence is a cycle of birth, death and rebirth, governed by karma (a complex belief in cause and effect). Hindus believe that all prayers addressed to any form or manifestation will ultimately reach the one God. Hinduism does not prescribe particular dogmas; rather it asks individuals to worship God according to their own belief. It therefore allows a great deal of freedom in matters of faith and worship.

Most Hindus are vegetarian. The cow is viewed as a sacred animal so even meat-eating Hindus may not eat beef. Some Hindus will eat eggs, some will not, and some will also refuse onion or garlic; it is best to ask each individual. Dairy produce is acceptable so long as it is free of animal rennet, so for example the only cheese some Hindus will eat may be cottage cheese. It is important to remember that strict vegetarians will be unhappy about eating vegetarian items if they are served from the same plate or with the same utensils as meat



Islam is a world religion that originated in the Middle East in the seventh century CE\* It is practised by about a fifth of the world's population. Muslims believe there is only one God (Allah) and Muhammad is his prophet. Although Muslims revere Muhammad they do not worship him. Muslims believe that everything and everyone depends on Allah. All Muslims of whatever race are members of one community known as the ummah.

Muslims are guided to follow Allah's will by obeying their holy book, the Qur'an, and also by following the example set by Muhammad.

Every Muslim must perform duties known as the 'five pillars of Islam'. These are:

- to recite a specific verse - their declaration of faith (Shahadah)
- to offer five specific prayers daily (Salat)
- to give two-and-a-half per cent of their savings once a year to the poor (Zakat)
- to undertake a pilgrimage to Mecca, if they can afford to, once in a lifetime (Hajj)
- to fast during the month of Ramadan (Sawm).

\*Common Era

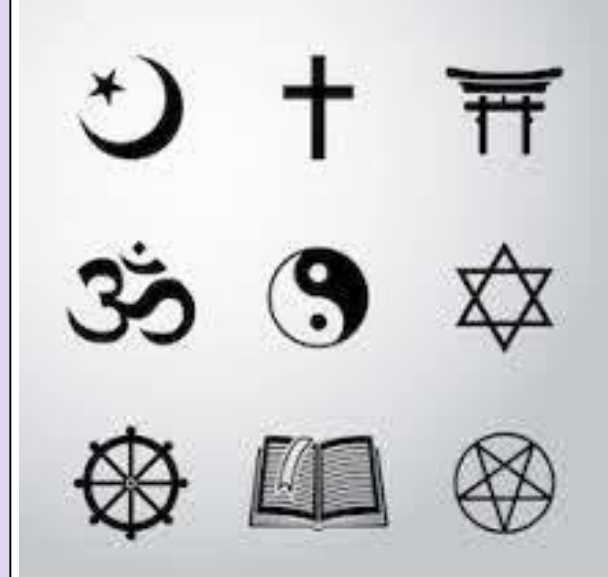
**Diet**

Muslims will eat only permitted food (halal) and will not eat or drink anything that is considered forbidden (haram).

Halal food requires that Allah's name is invoked at the time the animal is killed. Lamb, beef, goat and chicken, for example, are halal as long as a Muslim kills them and offers a prayer. Fish and eggs are also halal.

All products from pork, carrion and blood are forbidden (haram), as are all types of alcohol. In Britain Muslims buy their meat from a Muslim butcher whenever possible. A Muslim does not eat generally available meat or food that contains animal fats, in case it contains pork fat or fat from other animals not ritually slaughtered.

Fish and eggs must be kept strictly separate from meat during preparation. Unless absolutely sure that all food is halal, when away from home many Muslims will follow a vegetarian diet. Pakistanis and Arabs like their food well seasoned and spiced, and may find bland food unpalatable.



Christianity was founded around 2000 years ago in the area of modern-day Israel and Palestine. It is based on the teachings of Jesus of Nazareth, known as Christ (the anointed one). Christianity is a world-wide religion followed by people of many different cultures and backgrounds. Although Christians hold much in common, there is a wide diversity of beliefs, ethical standpoints and forms of worship among the many denominations and groups which make up the Christian Church. The two major groups of Christians in Britain are Protestants and Roman Catholics. Orthodox Christians make up the remainder of the Christian community. At the centre of Christian belief is Jesus, who is regarded as the revelation of God. For many Christians this revelation is such that he is understood to be the incarnation of God. The Christian holy book is called the Bible and key Christian practices are baptism and Holy Communion (or Eucharist). Prayer and meditation are important to Christians in their daily life, and many Christians are also involved with justice, peace and development issues, in common with adherents of other faiths. There are no universal Christian dietary regulations.





## Food Allergies

**What is a food allergy?**

- A food allergy is a serious and possibly life-threatening reaction to certain foods
- It is caused by the body reacting to something in the food (an **allergen**)
- A severe allergic reaction is called **anaphylaxis**, which can cause death – the person must have medical treatment immediately
- Someone who is allergic to foods must:
  - Avoid eating them
  - Read food labels carefully to check if those foods are in the ingredients list (food allergens are shown in bold lettering on food labels)

**What are the signs and symptoms?**

**Signs you can't see**

- The mouth, tongue and throat swell
- The person cannot breathe, speak or swallow properly
- Wheezing
- Stomach pain
- Feeling sick – may be sick
- Blood pressure drops
- They may collapse and become unconscious

**Signs you can see**

- Skin becomes red
- A raised, red/pink itchy rash shows on the skin (called hives)
- The skin swells – often on the face
- The nose and eyes itch
- The lips and eyelids swell

**Notes**

An allergic reaction can happen within a few seconds, minutes or hours after eating the food

If someone has an allergic reaction:

- Stay calm and call 999 for an ambulance
- Make the patient comfortable
- If they have an EpiPen, use it (it will control their symptoms whilst they are going to hospital)
- People who work for a H&C business should be trained to use an EpiPen



**The most common foods that cause allergies are:**



eggs



Milk and dairy foods



Fish and shellfish



peanuts



Other nuts – hazelnuts, almonds, walnuts etc



seeds



Citrus fruits



Soya



Strawberries



Kiwi fruit



Celery



Celeriac



Mustard

**Food intolerance**

Food intolerance happens when something in certain foods make someone feel unwell most of the time but it is not life-threatening as a food allergy can be. People with food intolerances may have a range of symptoms:

Muscle and joint aches and pains

Pain and bloating in the abdomen

Eczema and dry skin

Diarrhoea

Constant tiredness and weakness

Nausea (feeling sick)

## Lactose Intolerance

Lactose is the natural sugar found in dairy milk (from cows, goats, sheep etc.). People who have lactose intolerance cannot digest (break down and absorb) lactose in their body, so the bacteria in their large intestine break it down instead. This produces a lot of gas and causes bloating (swelling) of the abdomen, flatulence (wind), abdominal pain (belly ache), diarrhoea and nausea. People with lactose intolerance must not eat dairy foods or foods that contain them.

### Which foods contain lactose?

All dairy foods (milk, cheese, yoghurt, cream, butter, crème fraiche, sour cream, cream cheese, whey and milk powder) and any foods that contain them (e.g. cakes, biscuits, desserts, snack foods, ready meals, sauces, custard, chocolate, some spreads, ice cream etc) contain lactose.

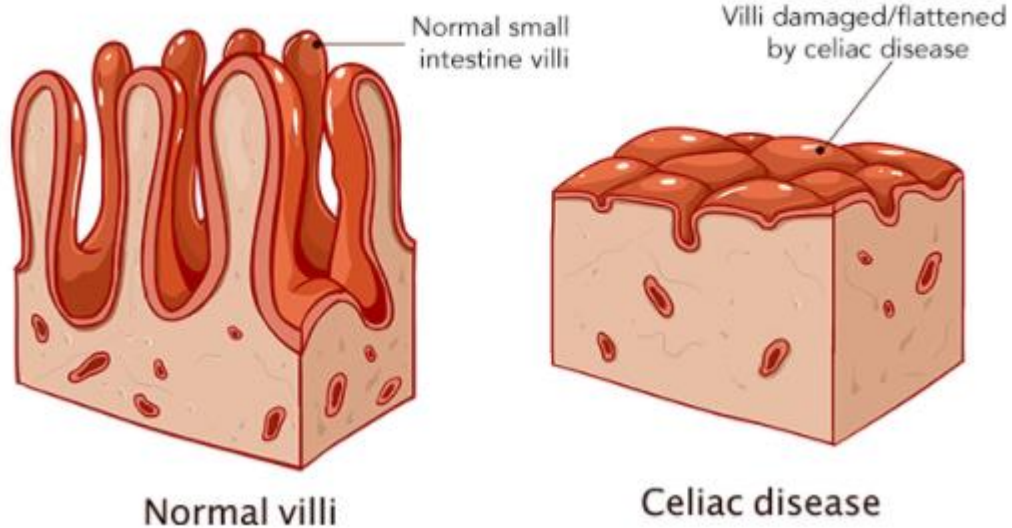
**Remember!**  
**Eggs are not a dairy food and do not contain lactose**

It is possible to buy lactose-free or dairy-free food products such as milks and yoghurts.

### Coeliac Disease

Coeliac disease is a condition that involves the body's immune system, but it is not an allergy. Someone who has this condition is called a coeliac. The small intestine in the body is lined with thousands of tiny finger-like projections called villi. Normally, the villi allow lots of nutrients from the food we eat to be absorbed and then sent into the bloodstream to go round the body. Coeliac disease is caused by the immune system not tolerating gluten, which is found in wheat, barley, oats and rye and food products that contain them. This causes the villi to become damaged, so they cannot absorb enough nutrients into the body.

#### Lining of the small intestine



If someone has coeliac disease:

- They will not have enough nutrients going into their body
- They will not have enough energy and will be tired much of the time
- They can lose weight and become ill
- Children with coeliac disease might not grow properly

Coeliacs must not eat any food containing gluten. This will allow the villi in their small intestine to gradually get better and work properly.

#### Which foods contain gluten?

Gluten is found in wheat, barley, oats and rye and food products that contain them, e.g. pasta, bread, pizza, cakes, pies, pastries, buns, croissants, biscuits, snack bars, crackers, seasonings and spice mixes, breakfast cereals, sausages, burgers, other processed meats, couscous, semolina, soy sauce, noodles, malt vinegar, some beers and ales.

It is possible to buy gluten-free food products in most supermarkets. They will often show a gluten free symbol like this one:



**Other diets for different food choices**

**What they do eat**

dairy products      eggs  
All types of plant foods

dairy products      All types of plant foods  
Protein alternatives: tofu, tempeh, TVP

All types of plant foods  
Protein alternatives: tofu, tempeh, TVP

**Reason(s) for following this diet**

**Lacto-ovo vegetarian diet**  
Health, religious, ethical (what people believe is the right thing to do), or other

**Lacto vegetarian diet**  
Health, religious, ethical or other

**Vegan diet**  
Health, religious, ethical, environmental or other

**What they don't eat**

Meat      Fish  
Shellfish      Gelatine

Meat      Fish  
eggs  
Shellfish      Gelatine

All animal foods      Fish and Shellfish  
Dairy products and eggs



**Knowledge Organiser Focus: Unsatisfactory Nutritional Intake**  
Factors affecting diet



Home Learning Week 17a



**Create an information sheet/leaflet about the deficiencies and excesses of one of the following groups of nutrients**

1. Macronutrients
2. Water soluble vitamins
3. Fat soluble vitamins
4. Minerals
- 5 Water.

Podcasts I have watched	
FOOD-01-001	
FOOD-01-002	
FOOD-01-003	
FOOD-02-001	
FOOD-02-002	
FOOD-02-003	
FOOD-02-004	



**Knowledge Organiser Focus: Unsatisfactory Nutritional Intake**  
Factors affecting diet



Home Learning Week 21a



**Questions**

1. What is the difference between a food allergy and a food intolerance?
2. List three symptoms (visible/invisible) that may occur when someone has an allergic reaction to food.
3. List four foods that commonly cause allergic reactions

**Stretch and challenge**

1. Explain how a chef in the hospitality and catering industry can act responsibly to ensure food is safe to eat for people with intolerances and allergies.
2. Explain why children with Coeliac disease do not grow properly.

Podcasts I have watched	
FOOD-01-001	
FOOD-01-002	
FOOD-01-003	
FOOD-02-001	
FOOD-02-002	
FOOD-02-003	
FOOD-02-004	



**Knowledge Organiser Focus: Unsatisfactory Nutritional Intake**  
Factors affecting diet



Home Learning Week 25a



**Task**

Write some advise for someone who works in a care home to help them cater for different dietary needs.

Include the following:

Medical dietary requirements

Religious dietary requirements

Vegetarians and vegan dietary requirements

Podcasts I have watched	
FOOD-01-001	
FOOD-01-002	
FOOD-01-003	
FOOD-02-001	
FOOD-02-002	
FOOD-02-003	
FOOD-02-004	



## Year 9: Computing Term 2

### I will learn about:

- RAM
- ROM
- BIOS
- Cache memory
- Storage devices
- Binary
- Hexadecimal
- Denary

### How I will be assessed:

- Mastery tasks
  - A1
  - A2
  - A3

## Knowledge Organiser Focus: 1.2 Memory and Storage

Key terms	
Word	Definition
RAM	Random Access Memory – used to store open programs.
ROM	Read-only Memory – memory that is not editable and stores the BIOS.
BIOS	Basic Input Output System – it manages the peripherals attached to the computer and starts the computer up.
Volatile	Referring to memory, it relates to the RAM being temporary and losing data if the power is switched off.
Rewritable	Referring to memory, it means that the data on the storage device can be edited and re-saved.
GB/MB/KB	Gigabyte (1 Billion), Megabyte (1 million), Kilobyte (1 thousand).
Virtual Memory	Temporary memory that is created on the storage device, once the RAM is full.
Cache	A small amount of memory that is used for frequently used instructions.

### Stretch challenge:

- Compare the benefits and drawbacks of having a hybrid hard drive compared to an SSD or HDD.
- Research how many possible characters are created with Unicode compared to ASCII.

### Recommended reading:

- Articles given out in lesson for home learning.



### Virtual Memory

Sometimes, when a user has a large number of programs or files open at once, the RAM can become full. Rather than the computer simply stopping anymore programs or files being opened, the computer makes use of **Virtual Memory**.

Virtual Memory is used when the RAM becomes full. When this happens, part of the Internal Hard Drive is partitioned (sectioned off) and acts as additional RAM. This allows further programs and files to be opened and allows the computer to continue to function.

However, this impacts upon the performance of the computer. Due to the Hard Drive not being able to be accessed as quickly as RAM, it slows the computer down. Therefore, although it is a positive that Virtual Memory allows the computer to continue to function, it does affect the performance.

We can avoid using Virtual Memory by upgrading our RAM so it is bigger. This would mean it would take longer for the RAM to become full, and therefore Virtual Memory is less likely to be used.

### RAM and ROM

Just like we discussed in the previous topic about the CPU, both **RAM (Random Access Memory)** and **ROM (Read Only Memory)** play important roles in a computer system.

However, they both do different jobs. There are also some differences between RAM and ROM, other than their job roles that we need to know.

#### RAM:

RAM stands for **Random Access Memory**. It is also referred to as the computers **Main Memory**. This is because it is the memory that the CPU has direct access to.

The job role of RAM is to store all the computers open programs and files. When a program/file is loaded up, it is opened from Secondary Storage (we will cover this in a later topic) and stored in the RAM. This is so the CPU can access the program/file and its data quicker.



“You can see on your computer which programs and files are stored in your RAM. It is all the programs and files that are open at the bottom of your screen. As soon as you open a program or file it goes straight into your RAM. As soon as you close it, it is removed from the RAM and stored back in Secondary Storage, freeing up space for a new program or file!”

1. State what is meant by 'RAM' and 'ROM' [2]

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4. Mina's computer has 4GB of RAM.

i. Describe how the size of the RAM affects the performance of a computer [2]

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ii. Mina decides to upgrade her RAM to 6GB.

Describe how this will now affect the performance of her computer [2]

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2. Describe what the purposes are of both RAM and ROM in a computer system [2]

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3. Look at the table below. Tick **one** box in each row to show whether each statement is about RAM, or ROM [5]

Statement	RAM	ROM
Programs and data which are currently in use are loaded here		
All the contents are lost when the power is turned off		
It is used to boot up the computer when it is switched on		
It is usually measured in Gigabytes (GB)		
It is rewritable		

ii. State why Virtual Memory is needed [1]

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Week	Home learning
Week 17	<p>Complete a fact file on Alan Turing. Include who Alan Turing was, what role did he play in creating computers, and how did he impact people's lives, not only in the UK, but around the world. Create this on a single sheet of A4 paper.</p>
Week 21	<p>Create a quiz on Ada Lovelace, Bill Gates and Sir Tim Berners-Lee. It must be at least 5 questions long and 80% of the questions must relate to Computing. Create this on single sheet of paper. We will use some of the questions in the following lesson. Find out what each of the pioneers did, how did they impact the world around them? What amazing facts can you find out about these great people.</p>
Week 25	<p>On a single sheet of paper I want you to compare the specifications of 3 different mobile phones. Compare the RAM, CPU speed, CPU cores, camera quality, storage quality, cache size and cost. I want you to then tell me which mobile phone you would recommend to the following 3 people:</p> <ol style="list-style-type: none"> <li>1. A celebrity client who is only interested in taking lots of photos and videos, and then uploading them to Instagram.</li> <li>2. A man who doesn't really need a fast phone, but just something that is cheap and allows people to ring him or WhatsApp him. He likes to read the news.</li> <li>3. A cake business owner who uses the phone to manage the finances of her business, uses it to communicate with staff and potential clients, takes lots photos of her new creations and manages her social media for the business. She also needs a phone that is cheap but one that allows her to keep in contact with her friends and family.</li> </ol> <p>For each person justify which phone you have told them to buy.</p>

## Knowledge Organiser Focus: Basketball

I should already know:

- *Basic rules of the game. Don't worry if you don't. This could be a new sport for you.*
- *Skills from other team sports that I can transfer to this sport.*

I will learn about:

- *Skills that will enhance my performance*
- *Tactics and strategies to gain an advantage over and opponent.*
- *The positions on a basketball court*

How I will be assessed:

- *You will receive a grade for basketball based on the skills, tactics and strategies learned and it will count towards an overall term grade.*

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Passing	A way to get the ball from you to a team mate.
Receiving	A way to catch the ball after receiving a pass from a team mate.
Shooting	A way to get the ball into the basketball hoop.
Dribbling	A way to take the ball into space or evade an opposition player.

Stretch challenge:  
 Watch a live basketball game on TV or watch highlights from a previous match. What skills can you find that you will try in your PE lessons?

Recommended viewing:  
**Chicago Bulls v Utah Jazz, 1997**  
[https://www.youtube.com/watch?time\\_continue=1&v=GtvP9eWLABM&feature=emb\\_title](https://www.youtube.com/watch?time_continue=1&v=GtvP9eWLABM&feature=emb_title)  
**Los Angeles Lakers v Toronto Raptors, 2006** [https://www.youtube.com/watch?v=zcVPLnR-c3g&feature=emb\\_title](https://www.youtube.com/watch?v=zcVPLnR-c3g&feature=emb_title)



## Basketball

### Knowledge Required

#### Basic Rules and Regulations

- + Each team can have a maximum of 5 players on the court at any one time.
- + The ball can only be moved by either dribbling (bouncing the ball) or passing the ball. Once a player puts two hands on the ball (not including catching the ball) they cannot then dribble or move with the ball and the ball must be passed or shot.
- + Each team has 24 seconds to at least shoot at the basket. A shot constitutes either going in the basket or hitting the rim of the basket.
- + After each successful basket the ball is then turned over to the opposition.
- + Violations in basketball include travelling (taking more than one step without bouncing the ball), double dribble (picking the ball up dribbling, stopping then dribbling again with two hands), goaltending (a defensive player interferes with the ball travelling downwards towards the basket) and back court violation (once the ball passes the half way line the offensive team cannot take the ball back over the half way line).

#### The Court



#### Skills

##### Passing

Place both hands on either side of the ball. Spread your fingers out and form an oval between the thumbs and index fingers of each hand. Bring the ball close to your chest. Push the ball out towards the target, stepping toward the target at the same time.

##### Shooting

Balance – feet shoulder width apart  
 Eyes – firmly on the target  
 Elbow – 90 degrees  
 Follow through – leave your hand in the cookie jar, extend the arm upwards towards the target

##### Receiving

Keep hands out from the chest. Keep fingers pointed up and spread comfortably, with the thumbs almost touching each other. This position enables them to immediately get a good hold on the ball.

##### Dribbling

1. Keep your head up and your eyes on the game. Don't look at the ball.
2. Extend your arm and snap your wrists to send the ball into the ground.
3. Use your fingers, not your palm, to control the ball.
4. Do not bounce the ball too high while dribbling.
5. Use your body and your non-dribbling arm to shield the ball from defenders.

Defensive positions include: Point guard, shooting guard  
 Midcourt positions: centre  
 Attacking positions include: Power forward, small forward

#### Key teams to watch

- + LA Lakers
- + Manchester Storm
- + Boston Celtics
- + Chicago Bulls

#### Key players to watch

- + Michael Jordan
- + LeBron James
- + Stephen Curry
- + James Harden
- + Kawhi Leonard

What have you understood?

Rules and Regulations	
How many players are allowed on the pitch from each team?	
How long is a basketball game?	
What consequences will you see for persistent fouling or dangerous play?	
What size is an official basketball court?	

Skills (what are the teaching points?)	
Passing	
Receiving	
Dribbling	
Shooting	

Players I have watched	
Michael Jordan	
LeBron James	
Stephen Curry	
James Harden	
Kawhi Leonard	

Basic positions on a basketball court	
Defence	
Midcourt	
Attack	

I should already know:

- *The basics of how to be safe in the dance studio and wear the correct clothing*

I will learn about:

- *the clothing and footwear requirements of the style and it's implications for safety of the performer*
- *understand the principles of physical warm up and cool down with reference to the specific dance style*
- *the importance of staying safe when performing individually and when with others*
- *the importance of staying safe within the dance/performing space*
- *the importance of what constitutes a healthy diet for a dancer*

How I will be assessed:

*You will complete an end of unit test based on all the information learnt on safe practice within dance.*

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

Key word	Definition
Elevation	The action of 'going up' without support, such as in a jump
Peripheral vision	What you can see happening at the outer edges of your range of vision without actually moving your eyes of your head.
Aesthetic:	Something we judge to be pleasing and tasteful – pleasing to the eye

Stretch challenge:

What parts of the body need to be in line for correct alignment? What does proper body alignment allow the body to do? •What are some injuries that poor alignment can do? Where is strain placed when the body is incorrectly aligned?

Recommended viewing: <https://www.youtube.com/watch?v=Qux5DJR0CpA>



### Why Safe Dance Practice is important

Being safe as a dancer is vitally important. Knowing how to prepare your body for activity, how to take care of it when it is moving and how to contribute to a productive and safe working environment is fundamental to your experience as a dancer.

**During rehearsal** - As a dancer you must look professional but also make sure that clothing worn is safe and comfortable to wear to ensure your performance is as high level as possible.



### Staying safe within the dance/performing space

Look at the image of our dance studio, there are some things you cannot tell from the photo, such as temperature, ventilation wires, water on the floor etc.

Although often you cannot choose what space you rehearse in, it is really important to know what to look for to ensure that the space is safe to work in. Some of the things we need to consider are as follows;

Size for amount of dancers, height for lifts, obstructions – pillars/chairs, floor surface, temperature, ventilation, lighting, safety glass mirrors, equipment causing hazard?

### Dealing with Injuries

It is possible at some point a dancer might get injured in a dance session, and if this happens you need to know what to do.

**Rest** – stop the activity.

**Ice** – apply ice for 10 minutes at intervals for the first 24 hours to reduce pain and swelling. Ice should not be applied directly to the skin, but it can be crushed and wrapped in a wet towel, which can be held against the injury.

**Compression** – apply a moderate firm bandage over the affected area and all around it to help control the swelling.

**Elevation** – raise the injury and keep it that way for 24 hours to improve the drainage of fluid and reduce the flow of blood to the area.

### Safe Practice as a Performer

It is important to understand the importance of staying safe when performing individually and when with others, in particularly when;

- Landing after a jump
- Working with others
- Supporting and lifting
- Weight

\*Top Tip: An audience likes to see dance moves executed safely. If it looks under-rehearsed or dangerous it will spoil the performance, so do not attempt a move unless you are it looks and feels safe!

### Warm up

You warm up for three reasons:

- To reduce the possibility of injury
- To improve performance
- To prepare psychologically

A good warm-up gradually raises the body temperature and heart rate, resulting in increased blood flow to the muscles. The blood carries oxygen which acts as fuel for the muscles, and the increased flow of blood warms them and makes them more elastic and therefore more efficient and less susceptible to strain and sprain injuries. In addition, nerve messages from the brain to the limbs speed up and joints and ligaments are lubricated.



### Healthy Diet for a Dancer

The photo shows the essential ingredients of a healthy diet. The bigger the portion on the plate, the more you should eat from that food group. How does this compare with your diet?

As a dancer you are going to expect a lot from your body, so it is really important to make sure you get proper nourishment (that is nutrition). If you are going to perform at your best, you will need energy, strong bones, flexible joints and muscles, and lungs that work efficiently.



### 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!



Looking back at our Safe Dance Practice work;

1. Film yourself performing a set movement sequence that demonstrates safe dance practice and alignment.
2. Write a one page report evaluating your performance in terms of safe dance practice and alignment.

<b>Week</b>	<b>Home learning</b>
Week 17a	Identifying safe dance practice elements within photographs
Week 21a	Design a poster based on safe dance practice
Week 25a	Analysis of performance – safe dance practice

# Year 9: Health and Social Care HT 2

## Knowledge Organiser Focus: Human Lifespan Development

I will learn about: This term I am learning about the six different life stages.

In each life stage I will explore how individuals develop physically, intellectually, emotionally and socially.

I will be able also identify factors that affect development such as income, religion, role models and gender roles.

How I will be assessed: You will have one in class assessment based on the Human Lifespan at the end of the topic.

Stretch challenge: Watch a clip/episode from 'The secret life of a five year old'. These are available on YouTube and also on the Channel 4 website .

Could you identify where the children are developing intellectually, emotionally and socially while they are at nursery?

<b>Key terms</b>	
<b>Word</b>	<b>Definition</b>
Physical	Relates the body as opposed to the mind
Intellectual	A person possessing a high level intellect
Emotional	Relates to a persons emotions
Social	Relating to society or companionship (friendships and relationships)
Holistic development	Holistic Development is an approach to learning that emphasises the importance of the physical, emotional and psychological well-being of an individual.
Isolation	The process of isolating or isolating or being isolated, being alone.
Dementia	Dementia is a general term for loss of memory, language, problem-solving and other thinking abilities that are severe enough to interfere with daily life.
Mid life crisis	A loss of self-confidence and feeling of anxiety or disappointment that can occur in early middle age.



Choose a celebrity from the list below:

- Rihanna
- Michael Jackson
- Nicki Minaj
- Oprah Winfrey
- David Beckham

Can you identify how they have developed physically, has their appearance changed over the years?

Can you identify how they have developed intellectually, has their job role changed or can you explain in detail how their job benefits them intellectually?

Can you identify how they have developed emotionally, have they experienced any trauma or upset in their lives, can you explain how they have coped?

Can you identify how they have developed socially, have relationships affected their lives in any way?

Positive role models are important because they set examples for people to observe and pattern positive behaviours from.

As people increase positive behaviours they also increase their feelings of self-worth. Most importantly, positive role models provide a sense of hope and examples to prove that dreams and goals can be fulfilled.

Your homework is to produce an assignment stating your role models and your reasoning.

You should include both images and text.

You must justify why this person is your role model.

*Think about..*

- Who is your role model?
- Why is this person your role model?
- Why do you think it is important to have role models in your life?
- What values and characteristics does your role model have that you admire?

You are to complete the PIES table showing your understanding of holistic development for all six life stages.

You should aim to have a minimum of two points in each box.

Life stage	Physical	Emotional	Social	Intellectual
Infancy				
Early childhood				
Adolescence				
Early adulthood				
Middle adulthood				
Late adulthood				

<b>Week</b>	<b>Home learning</b>
Week 17a	To select a celebrity from the list and explain their holistic development over their life stages until now.
Week 21a	To produce a piece of work based on your role model, explaining in detail why you have chosen that particular person. (To include images and text)
Week 25a	To complete the holistic development and life stages table.



# Year 9 : Performing Arts Term 2



## Knowledge Organiser Focus: Devising Theatre

### Throughout this unit we will:

- Identify features of theatre in education.
- Explore various stimuli in the style of theatre in education.
- An introduction to Brecht and his theories.
- Identify a variety of target audience and how they shape performance.
- Respond to a creative brief – In the style of BTEC component three
- Create a piece of theatre in education
- Evaluate performance and keep a log book of the rehearsal process.

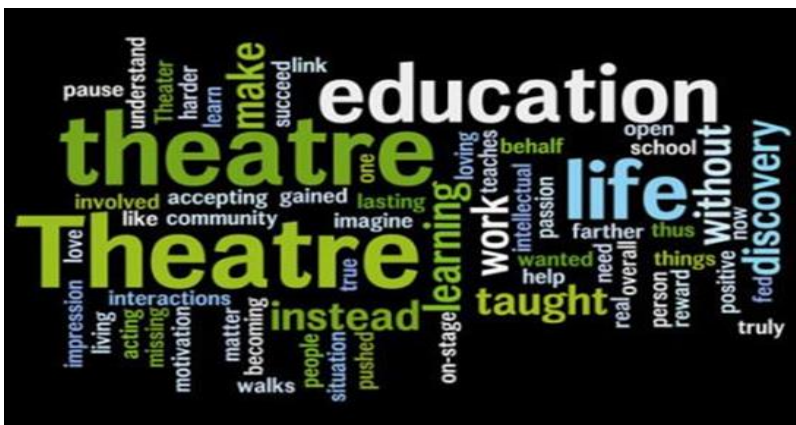
### How will this be assessed:

End of unit performance

A written essay on your devised performance.

### Features of Theatre in Education:

- There is a clear aim and educational objective running throughout.
- A small cast so actors must be versatile and often have to multi-role.
- A low budget so actors often play instruments too.
- The production must be portable so the design is simple and representational.
- They explore issues from various viewpoints, so we can see the effect of an action upon a range of people.
- There is some level of audience involvement.
- They are rarely wholly naturalistic because direct address or narration is used to engage the audience.
- The costumes are simple and representational, especially if actors have to multi-role.
- They may include facts and figures to educate the audience.
- They may have a strong message or moral running throughout.



# Responding to a stimulus

Responding to a stimulus					
<ul style="list-style-type: none"> <li>• What ideas initially come to mind?</li> <li>• What does this make you think of?</li> <li>• How does the stimulus make you feel?</li> <li>• What themes do you associate with your stimulus?</li> <li>• Which characters do you associate with your stimulus?</li> <li>• Which settings do you associate with your stimulus?</li> </ul>			<ul style="list-style-type: none"> <li>• What research will you undertake?</li> <li>• What did you find out once you had completed research?</li> <li>• What do you want to show through your character? What do you want the audience to see about them?</li> <li>• What was the initial purpose of your piece overall? What message do you want to show? How do you want your audience to feel?</li> </ul>		
<p><b><u>Movement</u></b>            Gait – the way you walk.            Posture – the position you hold your body when standing or sitting.            Stance – the way you stand.            Body language – how you express your emotions through your body.</p>	<p><b><u>Expression</u></b>            Facial expression – showing your character’s emotion by using your face.            When describing, focus on the eyes, eyebrows and mouth.</p>	<p><b><u>Gesture</u></b>            A movement, using the hand, that expresses an idea or communicates meaning.            When describing, describe in detail e.g. “I used a gesture where I outstretched my hand to show I wanted to ignore the other character”</p>	<p><b><u>Interaction</u></b>            Eye contact (or lack of).            Proxemics – the distance between the characters that communicates their relationship/situation.</p>	<p><b><u>Voice</u></b>            Pitch – how high or low your voice is.            Pace – how quickly you speak.            Volume – how loud you speak.            Use of pause – pausing before a line of speech.            Tone – showing your character’s emotions through your voice.</p>	<p><b><u>Audience</u></b>            What effect does this have on the audience?            What do you want the audience to see/feel?            How do you know your performance was successful? How did the audience react?</p>

Try to include Drama Skills such as:

- Tableaux
- Slow Motion, or other stylised movement
- Narration
- Mime
- Flashback
- Cross Cutting/ Split-scene
- Proxemics
- Switching genre/ genre-splicing
- Thoughts in the head
- Breaking the 4th Wall - Audience Participation

A grey Tuesday morning, 'neath Lancastrian skies  
 We wake once again to wipe tears from our eyes.  
 Forced to wear robes of weakness and pity,  
 As cowards attack the very heart of our city.

Like always, we'll comfort and hold one another,  
 A Mancunian family of sisters and brothers.  
 For a time our strut is reduced to a stagger,  
 But make no mistake, we'll rekindle our swagger.

We'll learn how to live with another deep scar.  
 If you think you can beat us, you don't know who we are!

We're Collyhurst, Ancoats, Moston and Sale.  
 We're Oldham and Bury; Ashton; Rochdale.

We're Pankhurst and Turing, the Gallagher Brothers,  
 We're Morrissey, Marr and a million others!

We're a City of workers, a City of shirkers,  
 A City of tracksuits, and bibles and burkas.

Vegetarian, Rastafarian, Atheist, Jew.  
 100% Red! 100% Blue!

We're each of us different but never alone.  
 In this Cosmopolitopia, we get to call 'home'.

So, come at us again, and again if you must.  
 Time after time we'll rise from the dust.  
 You'll never prevail – not against us...  
 This is MANCHESTER, our MANCHESTER

**and the bees still Buzz!**



# Actors Log

- Actor's progress log – detailed – should be recounting the midpoint of your rehearsals – includes a flow chart of scenes and a list of techniques
- Actor's log – 2-3 entries from the whole journey from start to finish – mention any changes you made, or new scenes/ characters/ dialogue/ techniques that you introduced, and explain WHY.
- Character profile for your character – in some detail
- Research/ data/ facts/ statistics about your topic – this can be in the form of a word document or a PowerPoint presentation, printed out.

## Facial expression words:

Smiling eyes, Hostile stare, Emotionless stare, Haunting Stare, Wide eyed, Bleak eyes, Teary eyed, Unblinking Vacant expression, Searching eyes, Lying eyes, Raised eyebrows, Furrowed eyebrows, Scowl/Frown, Set smile Reluctant smile, Half smile, Open smile, Sarcastic smile Sympathetic smile, Pout and Puckered mouth

## My Suggestions log:

Keep a log of any great suggestions you make so that you can refer to these in your ideas and/or skills log!

Date:

Suggestions I have made today:

Why did I make these suggestions?

What did I hope to achieve by this idea?

Did the idea/suggestion work?

Why?

How could I develop this idea/improve this idea?

## Voice words:

Pace: The speed in which the dialogue is delivered.

Pause: Pauses in dialogue for dramatic effect/emotion.

Pitch: How high or low the voice is for effect.

Projection/Volume: How loud or quiet the voice is for effect/impact

Intonation/Tone: The emotions portrayed in the voice. Accent adapting the voice to suggest a different region or class

## Interaction words:

Eye-contact-Looking in to the eyes of another character to show relationship.

Touch-The way an actor may touch another actor to show character relationships.


Proxemics-The closeness that the actor positions themselves to another actor to show relationship between characters.



# Practitioners:

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

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

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

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

**'SPIRITUAL REALISM'**  
Theatre of Living Experience

The audience should connect **'EMOTIONALLY'** with the characters

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

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

Founded Moscow Art Theatre

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

## NATURALISM

A play should provide **'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

Theatre as a forum for **'POLITICAL IDEAS'**

**'DISTANCING EFFECT'** (VERFREMUNGSEFFEKT) *'make the familiar strange'*

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

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

## EPIC THEATRE

Involving the audience

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



**ANTONIN ARTAUD**  
1896 - 1948

Highlight the **'UNDERLYING BRUTALITY OF LIFE'** Shatter **'FALSE REALITY'**

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

Words are insufficient to express meaning

**'IMPOSSIBLE THEATRE'**

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

**'AVANTE-GARDE THEATRE'**

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

**'EXTRAORDINARY REALITY'** not tainted by morality or cultural ideas

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

## THEATRE OF CRUELTY

# Starting your own piece of Theatre



## **BRAINSTORM**

As a group, discuss the themes that you want to explore in the performance. Brainstorm stories that involve the characters experiencing each theme

## **CHARACTERS**

Start by creating the characters. Too many devised pieces fail because the characters have not been carefully thought out. Name each character and talk about their personality and relationships

## **TABLEAU**

Create a tableau/freeze frames that depict crucial moments in the character's life. These can then be incorporated into your performance later on

## **MUSIC**

Find a piece of music that represents your theme, either lyrically or through the dynamics or texture. Use the music to create a movement sequence that shows the mood of a character

## **STRUCTURE**

Create a flow chart of the story and highlight the key scenes. Experimenting with the structure may help you create a more imaginative and original performance

## **IMPROVISE**

Improvise a scene in every rehearsal. Do not just talk it through. Try to improvise a scene using different styles. A scene may work better as a comedy even though it was originally a drama

## **MONOLOGUE**

In a group, think of one word each that describes your character. Then on your own, use the list of words (in the order they were said) to write a monologue for your character

## **REFLECT**

At the end of a rehearsal, reflect on what you have done next. Set aims and assign jobs for the next session. Create a rehearsal schedule and stick to it



# Home Learning

Week	Home learning
<b>Week 19a</b>	Research the poem <i>Our Manchester</i> create a brainstorm of all the information you can find.
<b>Week 23a</b>	Write feedback for your last group performance and for one other group. You must write in full sentences.
<b>Week 27a</b>	Write an evaluation for your devised performance. You must include: Your group aims and if you think you met them. Two successful scenes and what made them successful. One scene you could improve and how you could change it.