



Year 7 Knowledge Organiser Term 3

Creating a
community of
choices & chances

English
Drama
PE
Science
Religious
Education



Art
Maths
Geography
MFL
History



Information

Creating a
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What are knowledge organisers?

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

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

This will consist of:

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

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



How to use your knowledge organiser

Creating a community of choices & chances

- Look, cover, write, check.

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

- Key words and definitions.

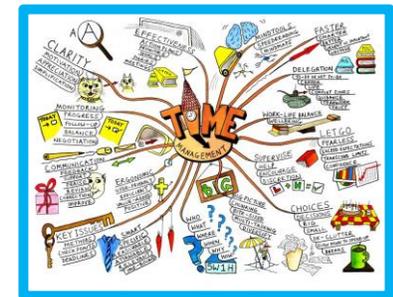
How to do it: <https://www.youtube.com/watch?v=v8F1imMEBHU>

- Mind maps.

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

- Flash cards

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





Information

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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

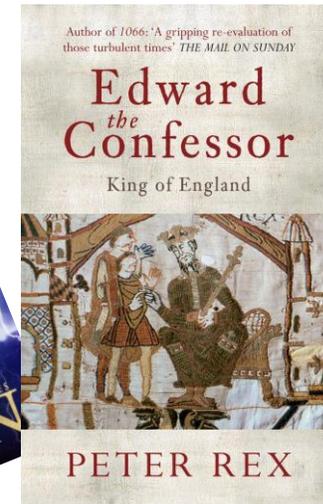
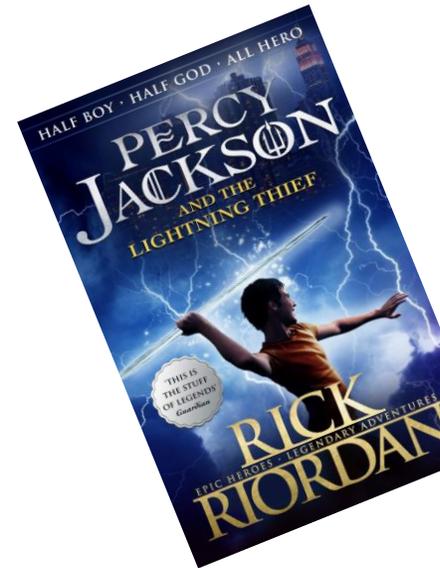
BBC Bitesize is a free online study support resource designed to help with learning, revision and homework! Bitesize provides support for learners aged 5 to 16+ across a wide range of school subjects. It also supports children and young people's wellbeing and career choices.

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

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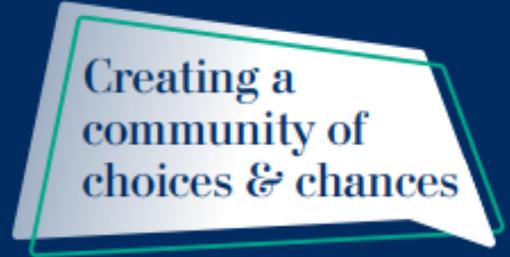
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All recommended subject reading books are available for you to borrow from the school library.



Home learning



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

Below is our home learning timetable for Term 3 and includes all subjects.

Week	Subject	Week	Subject
Week 28	English, Maths, Science	Week 34	English, Maths, Science
Week 29	Humanities and IT, Wellbeing	Week 35	Creative, MFL
Week 30	English, Maths, Science	Week 36	English, Maths, Science
Week 31	Creative, MFL	Week 37	Humanities and IT, Wellbeing
Week 32	English, Maths, Science	Week 38	English, Maths, Science
Week 33	Humanities and IT, Wellbeing	Week 39	Creative, MFL

I should already know:

- *How to talk about the themes and ideas in a story.*
- *How a writer makes choices with language to create an effect on the reader.*
- *What a genre is.*

I will learn about:

- *How writers use genre conventions to create a specific atmosphere in a story.*
- *How the use of these conventions shifts over time to reflect societal changes.*
- *How the language and structure are used create mood and tension.*

How I will be assessed:
I will produce a portfolio of essays, building up to a summative essay exploring the ways that the Gothic and Dystopian genres are both similar and different.

Key words	
Key word	Definition
Gothic	In Gothic stories, strange, mysterious adventures happen in dark and lonely places such as graveyards and old castles.
Dystopian	If something is dystopian , it is as if it exists in, or comes from, an imaginary place where everything is as bad as it can be.
Genre	A genre is a particular type of literature, painting, music, film or other art form which people consider as a class because it has special characteristics.
Convention	In art, literature or theatre, a convention is a traditional method or style.
Conform	If you conform , you behave in the way that you are expected or supposed to behave.

Recommended reading:
 Modern YA (young adult) Gothic novels:
<https://www.barnesandnoble.com/blog/teen/14-of-the-best-ya-gothic-novels/>
 Modern YA Dystopian novels:
<https://www.theguardian.com/childrens-books-site/2014/aug/04/my-top-five-ya-dystopian-novels-for-teens-divergent-hunger-games>

The Tell-Tale Heart by Edgar Allan Poe (1843)

'The Tell-Tale Heart' is a short story by American writer Edgar Allan Poe, first published in 1843. Our unnamed narrator attempts to convince the reader of their sanity whilst simultaneously describing a murder they committed. The victim was an old man with a filmy pale blue "vulture-eye", as the narrator calls it. The narrator emphasizes the careful calculation of the murder, attempting the perfect crime, complete with dismembering the body in the bathtub and hiding it under the floorboards. Ultimately, the narrator's actions result in hearing a thumping sound, which the narrator interprets as the dead man's beating heart.

The Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson (1885)

'The Strange Case of Dr Jekyll and Mr Hyde' is a Gothic novella by Scottish author Robert Louis Stevenson, first published in 1885. The work is also known as simply 'Jekyll and Hyde'. It is about a London legal practitioner named Gabriel John Utterson who investigates strange occurrences between his old friend, Dr Henry Jekyll, and the evil Edward Hyde. The novella's impact is such that it has become a part of the language, with the phrase "Jekyll and Hyde" referring to people with an unpredictable dual nature: outwardly good, but sometimes shockingly evil.

The Werewolf by Angela Carter (1979)

'The Werewolf' is a short story included in the anthology 'The Bloody Chamber' by English writer Angela Carter. It was first published in 1979, and won the Cheltenham Festival Literary Prize. The stories share a theme of being closely based upon fairy tales or folk tales. However, Carter has stated: "My intention was not to do 'versions' or, as the American edition of the book said, horribly, 'adult' fairy tales, but to extract the latent content from the traditional stories." The Werewolf uses the story and themes of 'Little Red Riding Hood' to explore traditional roles of women in society.

The Woman in Black by Susan Hill (1983)

'The Woman in Black' is a 1983 horror novel by Susan Hill, written in the style of a traditional Gothic novel. The plot concerns a mysterious spectre that haunts a small English town. The novel is narrated by Arthur Kipps, a young lawyer. One Christmas Eve he is at home with his wife and stepchildren, who are sharing ghost stories. When he is asked to tell a story, he becomes irritated and leaves the room, but then decides to write of his horrific experiences with the woman in black in the hopes that doing so will exorcise them from his memory.

1984 by George Orwell (1948)

'1984' is a dystopian social science fiction novel by English novelist George Orwell. It was published in 1949 as Orwell's ninth and final book completed in his lifetime. Thematically, Nineteen Eighty-Four centres on the consequences of totalitarianism, mass surveillance, and repressive regimentation of persons and behaviours within society. Orwell, himself a democratic socialist, modelled the authoritarian government in the novel after Stalinist Russia. The novel examines the role of truth and facts within politics and the ways in which they are manipulated. The story takes place in an imagined future, the year 1984, when much of the world has fallen victim to perpetual war, omnipresent government surveillance, and propaganda. 1984 has become a classic literary example of political and dystopian fiction.

The Handmaid's Tale by Margaret Atwood (1985)

'The Handmaid's Tale' is a dystopian novel by Canadian author Margaret Atwood, published in 1985. It is set in a near-future New England, in a strongly patriarchal, totalitarian state known as Gilead, that has overthrown the United States government. The central character and narrator is a woman named Offred, one of the group known as "handmaids," who are forcibly assigned to produce children for the "commanders" – the ruling class of men. The novel explores themes of subjugated women in a patriarchal society and the various means by which they resist and attempt to gain individuality and independence.

The Giver by Lois Lowry (1993)

'The Giver' is a 1993 American young adult dystopian novel by Lois Lowry. It is set in a society which at first appears to be utopian but is revealed to be dystopian as the story progresses. The society has taken away pain and strife by converting to "Sameness", a plan that has also eradicated emotional depth from their lives. A 12-year-old boy named Jonas is selected to inherit the position of Receiver of Memory: the person who stores all the past memories of the time before Sameness, as there may be times where they must draw upon the wisdom gained from history to aid the community's decision making. The Community lacks any colour, memory, climate, or terrain, all in an effort to preserve structure, order, and a true sense of equality beyond personal individuality.

Never Let Me Go by Kazuo Ishiguro

'Never Let Me Go' is a 2005 dystopian science fiction novel by British author Kazuo Ishiguro. Time magazine named it the best novel of 2005 and included the novel in its "100 Best English-language Novels of All Time." The story begins with Kathy H talking about looking after organ donors. She reminisces about her time spent at Hailsham, a boarding school in England, where the children were watched closely. Miss Lucy, one of the teachers, tells the students that they are clones who were created to donate organs to others, and after their donations they will die young.

Analysis: Choose one of the stories we have studied and analyse the structure in depth: how is it being used to create mood or tension?

Creative writing: Write your own Gothic or Dystopian short story, including genre conventions, but also subverting them.

Research: One of the authors whose work 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?

Non-fiction: Write a review of one of the stories, as if you are a critic publishing your review on a website/in a magazine. What information should you include to persuade other people to read it?

Research: Find out more about the roots of the Gothic genre, and create a timeline or powerpoint to show the major Gothic works throughout history.

Creative Writing: Take one of the stories we have read during this scheme and rewrite it as a scripted scene in a film or play.

Non-fiction: Choose one of the authors we have studied and create a biography (write about the author from your point of view) or auto-biography (write about author as if you are them). Include as many personal details as you can to make it specific to that author.

I will learn about:

- *Unit 15 – Pythagoras*
- *Unit 16- Transformations*
- *Unit 17- Proof*

Recommended self study:

Complete the following mathswatch clips

Unit 15- G30, G35a, G35b
Unit 16- G4a, G4b, G5, G6
Unit 17- G31

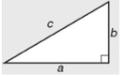
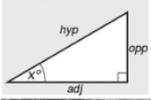
How I will be assessed:

I will complete a post-assessment on the four units

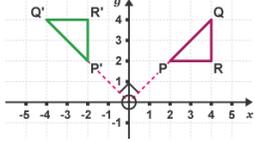
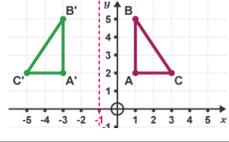
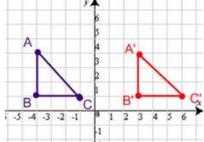
Key words	
Key word	Definition
Pythagoras' theorem	$a^2 + b^2 = c^2$
Hypotenuse	The longest side of a right angled triangle
sin	Opposite ÷ hypotenuse
cos	Adjacent ÷ hypotenuse

Stretch challenge:

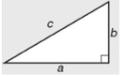
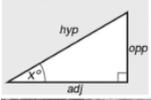
Complete the stretch challenge assignment on mathswatch for each unit

Unit 15 – Pythagoras		
No.	Question	Answer
15.1	What is Pythagoras Theorem? 	$a^2 + b^2 = c^2$ Used to find a missing side in right angled triangles when you know two sides
15.2	What is the hypotenuse?	Longest side in a right angled triangle (c)
15.3	What is trigonometry? 	Used to find missing sides or angles in right angled triangles
15.4	What is the $\sin \theta$ ratio?	$\frac{opp}{hyp}$
15.5	What is the $\cos \theta$ ratio?	$\frac{adj}{hyp}$
15.6	What is the $\tan \theta$ ratio?	$\frac{opp}{adj}$
15.7	What is the value of $\sin 30^\circ$?	$\frac{1}{2}$
15.8	What is the value of $\cos 60^\circ$?	$\frac{1}{2}$
15.9	What is the value of $\tan 45^\circ$?	1

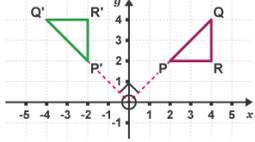
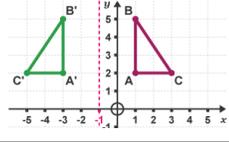
Date (week commencing)	Numbers to learn

Unit 16 – transformations			
No.	Question	Answer	Example
16.1	Rotation	Must include: <ul style="list-style-type: none"> Centre of rotation Direction Degrees 	<i>This shape has been rotated from centre (0,0) anti-clockwise 90°</i> 
16.2	Reflection	Must include: <ul style="list-style-type: none"> Line of symmetry 	<i>This shape has been reflected in the line x = -1</i> 
16.3	Translation	Must include: <ul style="list-style-type: none"> Vector e.g. <ul style="list-style-type: none"> $\begin{pmatrix} 2 \\ 5 \end{pmatrix}$ 2 right, 5 up $\begin{pmatrix} -2 \\ -5 \end{pmatrix}$ 2 left, 5 down 	<i>This shape has been translated by vector $\begin{pmatrix} 7 \\ 0 \end{pmatrix}$</i> 
16.4	$\begin{pmatrix} a \\ b \end{pmatrix}$	a right, b up	
16.5	$\begin{pmatrix} -a \\ -b \end{pmatrix}$	a left, b down	

Unit 17 - proof		
No.	Question	Answer
17.1	The four tests for congruence are	SSS ASA SAS RASH

Unit 15 – Pythagoras		
No.	Question	Answer
15.1	What is Pythagoras Theorem? 	
15.2	What is the hypotenuse?	
15.3	What is trigonometry? 	
15.4	What is the sin θ ratio?	
15.5	What is the cos θ ratio?	
15.6	What is the tan θ ratio?	
15.7	What is the value of sin 30?	
15.8	What is the value of cos 60?	
15.9	What is the value of tan 45?	

Date (week commencing)	Numbers to learn

Unit 16 – transformations			
No.	Question	Answer	Example
16.1	Rotation	Must include: <ul style="list-style-type: none"> Centre of rotation Direction Degrees 	
16.2	Reflection	Must include: <ul style="list-style-type: none"> Line of symmetry 	
16.3	Translation	Must include: <ul style="list-style-type: none"> Vector e.g. $\begin{pmatrix} 2 \\ 5 \end{pmatrix}$ 2 right, 5 up $\begin{pmatrix} -2 \\ -5 \end{pmatrix}$ 2 left, 5 down	<i>This shape has been translated by vector $\begin{pmatrix} 7 \\ 0 \end{pmatrix}$</i>
16.4	$\begin{pmatrix} a \\ b \end{pmatrix}$	a right, b up	
16.5	$\begin{pmatrix} -a \\ -b \end{pmatrix}$	a left, b down	

Unit 17 - proof		
No.	Question	Answer
17.1	The four tests for congruence are	

I will learn about:

- *Unit 18 – Probability*
- *Unit 19- Data*
- *Unit 21- Correlation*

Recommended self study:

Complete the following mathswatch clips

Unit 18- P1, P2, P3, P4, P5, P6, P7
Unit 19- S6, S7, S10a, S10b,
Unit 20- S8

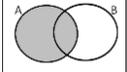
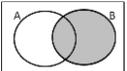
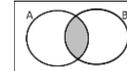
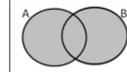
How I will be assessed:

I will complete a post-assessment on the four units

Key words	
Key word	Definition
Sample space diagram	A table showing all of the possible outcomes of an event
Mutually exclusive	When events cannot happen at the same time.
Primary data	Information that is collected by you (first hand)
interpolation	Estimating a value within a given data set.

Stretch challenge:

Complete the stretch challenge assignment on mathswatch for each unit

Unit 18 – probability		
No.	Question	Answer
18.1	What is an outcome?	The result of an experiment
18.2	What is a sample space?	A table showing all the possible outcomes of an event
18.3	What is theoretical probability?	The expected outcome of an experiment
18.4	What is relative frequency?	The actual outcome of an experiment
18.5	What does mutually exclusive mean?	Two events that cannot happen at the same time
18.6	How do I write probability of A?	P(A) 
18.7	How do I write probability of B?	P(B) 
18.8	How do I write probability of not A?	P(A')
18.9	How do I write probability of not B?	P(B')
18.10	How do I write probability of A and B?	P(A ∩ B) 
18.11	How do I write probability of A or B?	P(A ∪ B) 

Unit 19 - data		
No.	Question	Answer
19.1	What is quantitative data?	Data that can be counted or measured (N umbers)
19.2	What is qualitative data?	Information that describes something (L etters)
19.3	What is discrete data?	Data that can only take certain values e.g. number of chairs
19.4	What is continuous data?	Data that can take any value e.g. height
19.5	What is primary data?	Data that is collected first hand
19.6	What is secondary data?	Data that is collected by someone else
19.7	What is a sample?	A selection taken from a larger group
19.8	How do you calculate the mean?	Add up all the data sets Divide by how many pieces of data there are
19.9	How do you calculate mean from a frequency table?	$\frac{Total\ Fx}{Total\ F}$
19.10	How do you calculate mean from a grouped frequency table?	1. Find the mid point of each group 2. $\frac{Total\ Fx}{Total\ F}$

Unit 21 - correlation		
No.	Question	Answer
21.1	What does positive correlation mean?	As one variable <u>increases</u> the other variable <u>increases</u> , this looks like: 
21.2	What does negative correlation mean?	As one variable <u>increases</u> the other variable <u>decreases</u> , this looks like: 
21.3	What does no correlation mean?	There is <u>no relationship</u> between the two variables, this looks like: 
21.4	What is a line of best fit?	A straight line drawn with a ruler that goes through the data with roughly the same number of points on each side of the line
21.5	What does interpolation mean?	Estimating a value within a given data set
21.6	What does extrapolation mean?	Estimating a value outside the give date set by assuming a trend

Date (week commencing)	Numbers to learn

Unit 18 – probability		
No.	Question	Answer
18.1	What is an outcome?	
18.2	What is a sample space?	
18.3	What is theoretical probability?	
18.4	What is relative frequency?	
18.5	What does mutually exclusive mean?	
18.6	How do I write probability of A?	
18.7	How do I write probability of B?	
18.8	How do I write probability of not A?	
18.9	How do I write probability of not B?	
18.10	How do I write probability of A and B?	
18.11	How do I write probability of A or B?	

Unit 19 - data		
No.	Question	Answer
19.1	What is quantitative data?	
19.2	What is qualitative data?	
19.3	What is discrete data?	
19.4	What is continuous data?	
19.5	What is primary data?	
19.6	What is secondary data?	
19.7	What is a sample?	
19.8	How do you calculate the mean?	
19.9	How do you calculate mean from a frequency table?	
19.10	How do you calculate mean from a grouped frequency table?	

Unit 21 - correlation		
No.	Question	Answer
21.1	What does positive correlation mean?	
21.2	What does negative correlation mean?	
21.3	What does no correlation mean?	
21.4	What is a line of best fit?	
21.5	What does interpolation mean?	
21.6	What does extrapolation mean?	

Date (week commencing)	Numbers to learn

Week	Home learning
Week 28	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 30	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 32	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 34	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 36	Log onto https://hegartymaths.com/ and complete your assigned homework task
Week 38	Log onto https://hegartymaths.com/ and complete your assigned homework task

I should already know:

- *Energy cannot be created or destroyed, only transferred from one store to another.*
- *Fossil fuels are burned to release energy.*

I will learn about:

- *We can calculate and measure the rate of energy transfer, called power.*
- *We can calculate the efficiency of energy transfers*
- *There are alternatives to fossil fuels, and some of them are renewable.*

How I will be assessed:

I will complete written tasks about Comparing thermal insulators and Comparing Resources.

I will also complete an end of unit assessment.

Knowledge Organiser Focus: Energy

Key words (tier 2 and 3 vocabulary)

Key term	Definition
Conservation of energy	Energy cannot be created or destroyed, only transferred from one store to another.
Efficiency	Is calculated by comparing the energy output to the energy input. It tells us how good something is at transferring energy.
Dissipation	is the word we use to describe unwanted energy transfers to the surroundings, usually as heat
Renewable	Renewable means that a supply of something can be replenished. Examples of renewable energy sources are wind, water and geothermal energy.
Non-renewable	If something is non-renewable it is used up faster than it can be replaced. Fossil fuels are an example of this.
Transducer	A transducer is a device that converts energy from one form to another

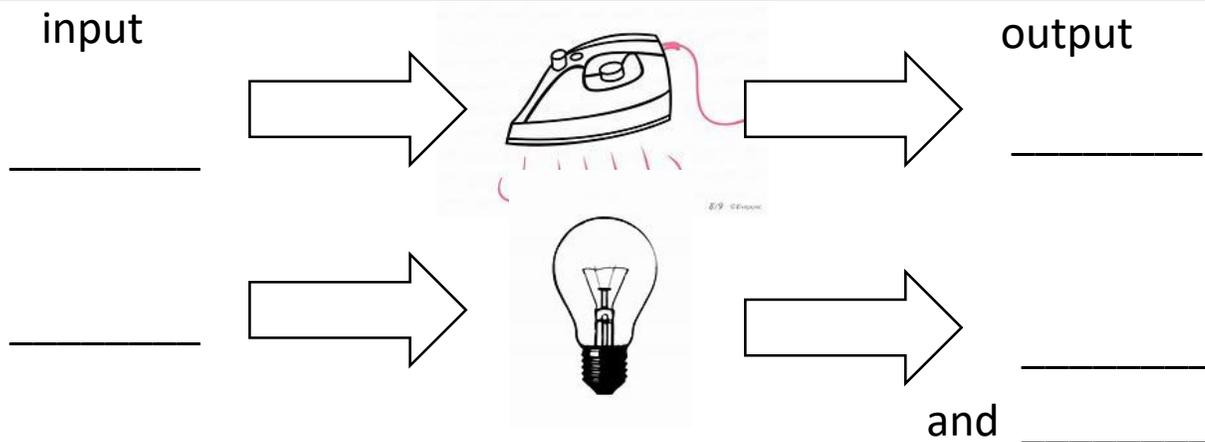
Required Practical(s):

- Required practical: determine the specific heat capacity of different substances
- Required practical: investigate cooling curves for different thicknesses of material (Physics only)

Recommended reading:

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

Label the types of energy involved in the transfers.



If the bulb above has an input of 100J and 15J of this is transferred usefully, how efficient is it? Give your answer as a %.

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.

Science at home!
Make a list of all the appliances in your house that transfer energy to HEAT energy as a useful transfer eg. kettle



Use the Equations!

If a girl has a mass of 25kg and cycles at 12m/s, how much kinetic energy does she have?

$$E_k = \frac{1}{2} m v^2$$

$$= 0.5 \times \text{_____} \times \text{_____}^2 = \text{_____} \text{ J}$$

If that same girl is climbs 5m above the ground, how much gravitational potential energy does she have?

$$E_p = m g h$$

$$= \text{_____} \times \text{_____} \times \text{_____} = \text{_____} \text{ J}$$

(g = 10m/s²)

Stretch: A 75kg man dives off a cliff that is 25metres high. How fast does he hit the water?

I will learn about:

The process of change

- In studying the content defined below in strands 1 and 2, students should understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied.
- They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: attitudes in society; individuals and institutions (Church and government); and science and technology.
- They should also understand how factors worked together to bring about particular developments at particular times.
- The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

How I will be assessed:

Section B: thematic study

This section is worth 20%* of the total qualification.
It is marked out of 36.

Of the 36 marks, up to 4 marks in Question 5/6 will be awarded for spelling, punctuation, grammar and use of specialist terminology (SPaG).

All questions target AO1/AO2.

Questions 3 and 4 are compulsory. Students then select either Question 5 or Question 6.

- **Question 3:** this focuses on similarity or difference over time. Questions will cross sections of the specification and will normally span at least a century (and may span much longer periods).
- **Question 4:** this focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued). Questions will normally span at least a century and may span much longer periods.
- **Questions 5/6:** requires a judgement and may focus any of the following: the *nature* or *extent* of change (change/continuity); *patterns* of change (turning points, i.e. significance); the *process* of change (factors bringing it about, i.e. causation); or the *impact* of change (i.e. consequence). Questions will normally span at least two centuries and may span much longer periods.

Knowledge Organiser Focus: Industrial Britain – c1700-c1900

Key terms	
Word	Definition
Gamekeeper	Person paid to patrol private land to protect game (animals) from poachers
Home Secretary	Government Minister responsible for internal affairs of England & Wales
Beat Constable	Lowest rank of police officer whose duty was to 'walk the beat'
Prison Hulks	Old ships, often derelict, used to house prisoners in the 1800s
Thief Taker	People who made money collecting rewards for catching criminals
Urbanisation	Growth of towns & cities as people migrate from the countryside
Poverty	Lack of basic requirements for survival
Penal Reform	Changes to the prison system
Gaol	Old English word for prison (jail is an Americanised version of Gaol)
Quaker	Person of religious belief characterised by total rejection of violence
Horse Patrol	A mounted patrol to catch & deter highway robbery

Stretch challenge:

Recommended reading:

c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain

<p>1 Nature and changing definitions of criminal activity</p>	<ul style="list-style-type: none"> • Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. • Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs.
<p>2 The nature of law enforcement and punishment</p>	<ul style="list-style-type: none"> • The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. • Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry.
<p>3 Case studies</p>	<ul style="list-style-type: none"> • Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. • Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.

Timeline		
1	1723	Black Act passed making poaching capital crime.
2	1736	Witchcraft Laws repealed.
3	1748	103 officially wanted as smugglers. Fielding Brothers take over at Bow St Magistrates Court.
4	1789	French Revolution. Last woman burned for murder.
5	1823	Peel passes Gaols Act to start penal reform.
6	1829	Peel passes the Metropolitan Police Act.
7	1833	Tolpuddle Martyrs arrested & transported to Australia.
8	1835	New law for towns to set up police force
9	1839	Law for counties to set up police. Bow Street Runners merge with Met.
10	1841	Only murder & treason remain as capital crimes.
11	1857	Transportation ends
12	1868	Last public hanging.
13	1878	CID created.

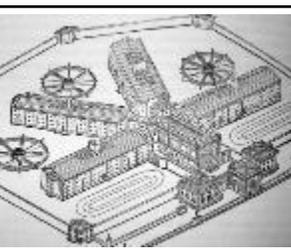
Key Events		
14	Types of Crime, 1700-1900	<ol style="list-style-type: none"> 1. Highway robbery, poaching & smuggling become more popular during 1700s. All carried death penalty under Bloody Code. 2. French Revolution & rise of radicalism leads to tough punishments on protest & trade union membership. Tolpuddle Martyrs arrested in 1833 for swearing oath of secrecy; sentenced to transportation to Australia. Pardoned in 1836. 3. Petty theft remains most common crime, with serious violence a minority. Prostitution & drunkenness rife in cities.
15	Social factors affecting crime, 1700-1900	<ol style="list-style-type: none"> 1. Rapid population growth & migration to towns; population was 9.5m in 1750, risen to 41.5m by 1900, mostly in towns. 2. Migration means poor move to find work in factories and away from farms. Towns grow quickly, poor living conditions. 3. Voting Rights increase with series of Reform Acts. Movements such as Chartism & Trade Unionism aim to increase rights. 4. Growth of railways from 1830s mean people, goods & communications can travel increasingly far & quicker. 5. Increasing wealth for some led to higher taxes providing funds for government reforms. 6. Law in 1880 said children had to attend school until 13. By 1900 95% population can read & write. 7. Political theories develop which promote government involvement in social issues ie government should help all people. 8. Ideas about human nature say that improving education, working conditions, voting rights etc will improve behaviour.
16	Punishment & the prison system, 1700-1900	<ol style="list-style-type: none"> 1. Bloody Code ended in 1820s & 1830s. Realisation public executions not a deterrent & punishments should fit the crime. 2. Fielding Brothers start Bow Street Runners in 1748. Peel starts Metropolitan Police Force in 1829 in London. 3. Transportation to Australia begins 1770s after US independence. Peaked in 1820s & 1830s; declined 1840s due to prisons. 4. Prisons in early 1800s with women, children, 'lunatics', overcrowding, 'gaol fever' & corruption. Called 'Schools for Crime'. Newgate Prison most notorious prison. 5. Prison reforms begin in 1820s; proper food, men & women separate, attend chapel, no fees, running water etc. 6. Between 1842-77 government built 90 new prisons. Pentonville Prison in London is new model prison aimed at reform & using the 'separate system'. 7. From 1860s fewer being hanged, transportation ended. Prison gets harsher; 'silent system', hard labour, 'hard board' etc
17	Key Individuals	<ol style="list-style-type: none"> 1. Fielding Brothers – London magistrates who established Bow Street Runners to patrol streets of London in late 1700s. 2. Robert Peel – Home Secretary in 1820s. Introduced a series of prison reforms in 1823 Gaols Act aimed at improving conditions for prisoners to reform their character. In 1829 Peel replaced the system of watchmen & parish constables with Metropolitan Police Force with 3200 men. In 1835 new law said towns could set up their own police forces. 3. John Howard – Inspected prison in Bedfordshire & published report in 1777 pushing for reform. Viewed as too lenient. 4. Elizabeth Fry – Quaker who visited Newgate Prison & highlighted plight of women. Influenced 1823 Gaols Act.
18	Key Concepts & Vocabulary	<ol style="list-style-type: none"> 1. CID (Criminal Investigation Department) – department in police force which employs detectives to investigate crimes. 2. Inspector – senior policeman in charge of a station or a group of sergeants. 3. Beat Constable – lowest rank of police constable whose duty is to 'walk the beat' & get to know the community. 4. Transportation – punishment of sending criminals overseas to colonies ie US then Australia where conditions are harsh. 5. Lunatic – slang word for mentally disturbed people locked up in prison or an asylum. 6. Penal reform – reform to the prison system. 7. Quaker – person of religious belief characterised by a total rejection of violence, and alcohol. 8. Thief-takers – people who made money from collecting reward for the capture of criminals & return of stolen goods. 9. Trade Union – organisation of workers set up to defend their interests & campaign for improvements in pay & conditions. 10. Prison colony – settlement in a remote location in British Empire used to exile prisoners in harsh conditions.

Key Figures:	
Robert Peel	(1788-1850) Home Secretary in the 1820s & heavily influenced by reforms proposed by Howard & Fry. Introduced the Gaols Act in 1823 which provided healthy diet, sanitation, regular inspections, paid warders & the separation of men & women and experienced criminals from younger convicts. Also introduced the Metropolitan Police Act in 1829.
John Howard	(1726-1790) Sheriff of Bedfordshire who inspected prisons & was shocked by the conditions. Toured prisons across Britain & published <i>The State of Prisons in England & Wales</i> in 1777 arguing for separation of prisoners, healthier diet & living conditions, better guards. Criticised in his lifetime for being lenient but his ideas led to reforms in 1823.
Elizabeth Fry	(1780-1845) Quaker who visited Newgate Prison & was horrified. Set up a school at Newgate & educated/trained the women there. Had a big influence on 1823 Gaols Act. Criticised in the 1840s for being too lenient.
Henry Fielding	(1707-1754) Novelist who became London's Chief Magistrate based at Bow Street magistrates court. Set up the Bow Street Runners in 1749; an organised group of thief takers who heavily influenced Peel in the creation of the Metropolitan Police Force.
John Fielding	(1721-1780) Younger half-brother of Henry Fielding. Took over the Bow Street Runners & set up horse patrols in 1754 which largely ended highway robbery. Secured government funding for the Runners in the 1780s.
Tolpuddle Martyrs	Six Dorset farm labourers who formed the Friendly Society of Agricultural Labourers in 1833. Prosecuted for swearing a secret oath & sentenced to 7 years transportation to Australia by a judge who was worried about trade unions affecting the profits of wealthy landowners. Pardoned in 1836 amid huge public protests.

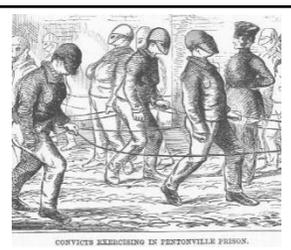
1723	1736	1823	1829	1842	1865	1868
The Black Act makes poaching a capital crime; named after gangs ie Waltham Blacks.	The Witchcraft Laws are repealed as more JPs are university educated.	Introduction of The Gaols Act; prison reforms incl inspections, sanitation & pay for warders.	The Metropolitan Police Act creates the first professional police force.	Opening of Pentonville Prison introduces the Separate System.	The Prisons Act introduces the Silent System; 'hard board, hard labour, hard fare'.	Public executions ended amongst fears that hanging was not a deterrence.

Examples of CHANGE c1700-c1900:	Examples of CONTINUITY c1700-c1900:
CRIME: Rise in crime rate 1750 to 1850 in part explained by population growth & urbanisation creating poverty & horrendous living conditions for the poor. Government worried about crimes which disrupted trade, such as smuggling, poaching & highway robbery.	Petty theft remains the most common form of crime throughout period. Crimes against property remain serious due to robberies & pickpocketing. Drunkenness also remains a common problem amongst the working class who turned to drink to escape poverty.
LAW ENFORCEMENT: Growth of towns & cities requires new methods of law enforcement. Thief takers catch criminals for rewards. Bow Street Runners first organised law enforcement, influenced creation of police force under government control.	Hue & Cry remains a method for catching criminals in the countryside until nineteenth century.
TRIALS: Old Bailey built on the site of the old Newgate Prison at start of 1900s as London's Central Criminal Court. Before that it had based close by so prisoners could be moved from Newgate through 'Birdcage Walk'. Prisoners stood in the dock.	Royal Judges still travel the country and visit regional courts four times each year to hear serious cases. The County Assizes were courts in main towns visited by the judges for trials in which juries were still used.
PUNISHMENT: Use of prison as a punishment extended widely throughout eighteenth century. Reformers such as Howard & Fry lead to Peel's Gaols Act 1823. Prison design changes from 1840s using panopticon style such as Pentonville & Strangeways in Manchester. Separate & Silent Systems introduced 1840s & 1860s. Transportation ended 1857. Last public hanging in 1868.	Bloody Code remains until the 1820s & 1830s when many of the laws creating capital crimes were repealed. Fines remain the most common form of punishment. Transportation extended throughout period, using Australia instead of America from 1770s.

Punishments & examples c1000-c1500					
Compensation ie fines	Bloody Code lasted until 1830s	Retribution ie execution	Reform ie prisons from 1820s	Deterrence ie prisons from 1860s	Removal ie transportation

Sources	
A	
B	
C	
D	
E	

Tasks & Activities		
	Source Questions	For each of the image sources A-J, complete the following tasks: 1. What does the source show? 2. What does the source tell us about Industrial Britain attitudes to crime, law enforcement, trials & punishment? 3. What can the source tell us about wider society between c1700-c1900?
A & F	Crime	1. What was the most popular crime in Industrial Britain? 2. What is poaching? 3. Which laws, introduced in 1723, made poaching a capital crime? 4. What crimes were viewed as 'Moral Offences'? 5. Explain what is meant by a social crime. 6. Which crimes most worried the government in the Industrial Period? 7. Why did these crimes worry the government so much?
B & G	Law Enforcement	1. How did the Bow Street Runners attempt to prevent crime in Eighteenth-Century Britain? 2. How did horse patrols from 1854 reduce the threat of highway robbery? 3. Explain the role of a Robert Peel in the creation of the Metropolitan Police Act 1829. 4. Explain the role of a policeman from 1829. 5. Why was the creation of the CID an important development in law enforcement? 6. Explain how policing developed across Britain after 1829. 7. Why the Metropolitan Police beset by scandals in the 1870s and 1880s?
C & H	Trials	1. What were the County Assizes? 2. Why did the increase of people going to university lead to the repeal of the Witchcraft Laws in 1736? 3. How often did Royal Judges visit courts around the country? 4. Where is the Old Bailey? 5. What types of trials were held at the Old Bailey? 6. What type of crimes would be tried by magistrates rather than judges? 7. Why did the judge punish the Tolpuddle Martyrs so harshly?
D & I	Punishment	1. How many crimes were capital offences under the Bloody Code by the early 1800s? 2. What reforms were suggested by prison reformers such as John Howard & Elizabeth Fry? 3. What did convicts do after they had been transported to Australia? 4. What reforms did Peel's Gaols Act of 1823 put in place? 5. Why was Pentonville Prison designed as a panopticon prison? 6. Why were public executions ended in 1868? 7. What reforms did the Prisons Act of 1865 put in place?
E & J	Industrial Britain Society	1. What is Industrialisation? 2. Why was population growth & urbanisation such important factors in the development of Industrial Britain? 3. Explain how living conditions for the working class impacted upon crime. 4. Explain how and why the government took responsibility for law enforcement in Industrial Britain. 5. Explain how ideas about punishment developed throughout the eighteenth & nineteenth centuries. 6. Explain what the 'residuum' was.

Sources	
F	
G	
H	
I	 <small>CONVICTS EXERCISING IN PENTONVILLE PRISON.</small>
J	

Complete the sentences...	
Government was responsible for law enforcement because...	
Royal Judges were involved in trials when...	
Poaching became a capital crime following the introduction of...	
The first prison built in the panopticon style was...	
The prison reformer who visited Newgate Prison was...	
The Witchcraft Laws were repealed in...	
Transportation as a punishment was ended in the year..	
The Bow Street Runners were created by...	
The two key Acts passed by Robert Peel in the 1820s were...	
The government were worried about crimes which affected...	
Two key prison systems introduced in the 1800s were...	



Three facts about Crime c1700-c1900 are:
1.
2.
3.

Three facts about punishment c1700-c1900 are:
1.
2.
3.



Three facts about law enforcement c1700-c1900 are:
1.
2.
3.

Two key Acts were: 1)	2)
-----------------------	----

Three examples of punishment in Industrial Britain were:
1.
2.
3.

Complete the sentence: The period c1700-1900 saw many changes to law enforcement because...



Image of Newgate Prison in London c1760. What criticisms did Elizabeth Fry make of the prison following her visits there?



Image of the Metropolitan Police c1829. What methods of law enforcement did the Metropolitan Police use following their creation?

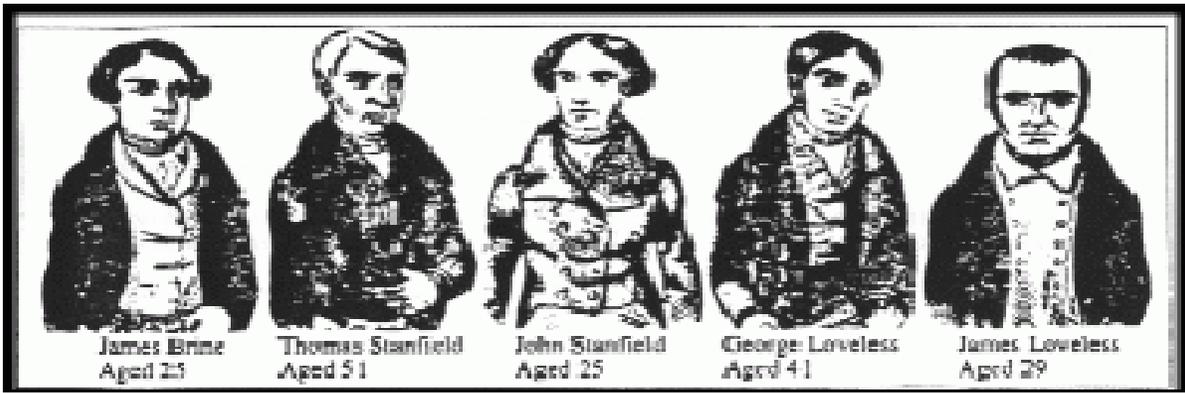


Image of the Tolpuddle Martyrs c1834. Why were the Tolpuddle Martyrs arrested and treated so harshly?



Image of the chapel at Pentonville Prison c1860s. Why did the government introduce the Separate System?

Week	Home learning
Week 29	<ol style="list-style-type: none"> 1. Page6; complete the questions on Sources A&F and E&J 2. Page7; complete 3 facts regarding Crime in Industrial Britain 3. Page8; <i>Why were the Tolpuddle Martyrs treated so harshly?</i>
Week 33	<ol style="list-style-type: none"> 1. Page6; complete the Source Questions and those regarding B&J 2. Page7; 3 facts regarding law enforcement & <i>The period c1700-c1900 saw many changes to law enforcement because...</i> 3. Page8; <i>What methods of law enforcement did the Metropolitan Police use following their creation?</i>
Week 37	<ol style="list-style-type: none"> 1. Page6; complete the questions regarding Sources C&H and D&I 2. Page7; 3 facts about punishment, 3 examples of punishment 2 key Acts & complete the sentences 3. Page8; <i>What criticisms of Newgate Prison did Elizabeth Fry make following her visits there?</i> and <i>Why did the government introduce the Separate System?</i>

I will learn about:

Rainforests:

- Distribution of global rainforests
- Animal and plant adaptations
- Reasons for deforestation
- Sustainable management of the TRF

Rivers:

- The long profile and changing cross profile of a river and its valley.
- Characteristics and formation of landforms.
- How physical and human factors affect flood risk, and how flood risk can be minimised.

How I will be assessed:

I will answer a series of GCSE style questions in order for me to show my understanding of processes that shape River Landscapes in the UK, and the prevention of these processes.

Key terms

Key word	Definition
Biodiversity	The variety of organisms living in a particular area (plants and animals)
Selective logging	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.
Afforestation	Afforestation is when new trees are planted as others are cut down. In some countries it is law to replant trees.
Fluvial processes	River processes of erosion, transportation and deposition that occur in the channel.
Sediment	Material deposited by a river.
Discharge	The volume of water passing through a given point on the river.
Velocity	The speed that the water travels down a river channel.

Stretch challenge:

Imagine you are water in a river travelling from the upper to the lower course. How does the cross profile of the channel change as you move further downstream?

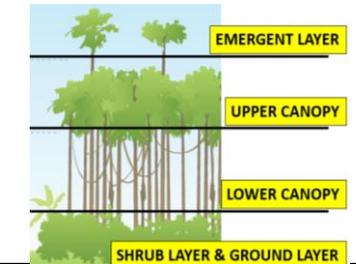
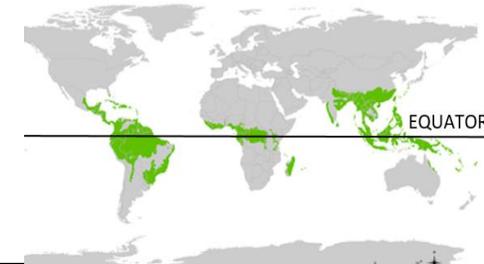
Recommended reading:

Rainforests – Multiple episodes of David Attenborough (planet earth on BBC and Netflix)
River Landscapes in the UK

<https://www.bbc.co.uk/bitesize/topics/zpypgdm>

THE TROPICAL RAINFOREST: THE AMAZON RAINFOREST

Location	Rainforests are located along the equator (0° latitude). Examples: South America (Brazil), Asia (Indonesia), Africa (Congo).
Climate	Hot and wet (humid). No seasons Temperature range: 20-30°C (due to direct sunlight from the sun) Precipitation range: 160 – 330mm/month or 2000mm per year
Vegetation	Very dense and varied (e.g. banana and rubber trees).
Animals	Very dense and varied (e.g. apes, parrots, jaguars, insects)
Soil	Not very fertile, as heavy rainfall washes nutrients away. This is known as leaching . 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.
People	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)
Biodiversity	The variety of organisms living in a particular area (plants and animals)
Biodiversity in the rainforest	Deserts have very high biodiversity. Rainforests contain around 50% of the world's plants, animals and insect species .
Threats to the rainforest	Deforestation is causing a loss of biodiversity in the rainforest, as many animals and plants become endangered or extinct.



VEGETATION ADAPTATIONS

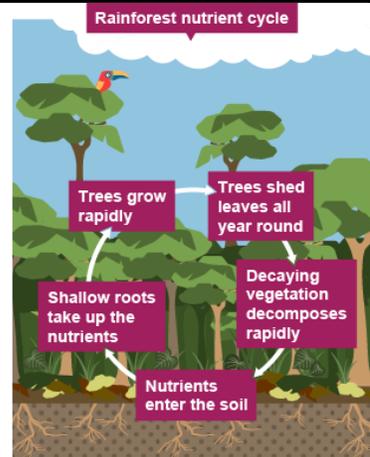
Layers	The rainforest has four layers (emergent, upper canopy, lower canopy and shrub & ground layer). Vegetation adapts to each layer.
Trees (height, buttress roots, bark)	<ul style="list-style-type: none"> The trees can grow to over 40 meters high in order to find sunlight. To help support their height, they have buttress roots. These are large root systems above the ground that act as an anchor and support the tall trees. Trees have a smooth, thin bark = helps water to run off easily.
Lianas	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.
Leaves	<ul style="list-style-type: none"> 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. Many leaves have drip tips and a waxy coating. This help shed water easily. Some plants, e.g. <i>the fan palm</i>, have large fan-shaped leaves which are segmented so that excess water drains away easily.

ANIMAL ADAPTATIONS

Spider monkey	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.
Leaf-tailed gecko & chameleon	Are camouflaged so can blend into their surroundings to hide from predators
Jaguar	Can swim due to high rainfalls and many rivers.
Red-eyed tree frog	Have suction cups on their feet and hands to help them climb up trees and leaves.
Anteater	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 km₂ 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 000km₂ of land has been deforested. This is three times the size of the UK!

Uses of the rainforest:

Cattle farming	Clear land for massive, commercial cattle farms. This causes 70% of deforestation in the rainforest.
Logging	Cutting down hardwood trees (mahogany/ebony) to sell. This causes 3% of deforestation in the rainforest.
Hydro-electric energy	Build dam and reservoir to create and sell hydro-electric energy. ➤ e.g. Belo Monte dam in Brazil Monte Dam.
Mining	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.
Building roads	Logging companies, cattle ranches, farms, mines need roads to reach them and transport products to the coast to export = roads built.
Urban growth	Increasing population = increasing urban areas. (e.g. Manaus' pop. grew 22% between 2000 – 2010 reaching 1.7million) due to job opportunities.
Subsistence farming	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>Economic benefits:</p> <ul style="list-style-type: none"> Jobs in mines (Carajas mine), farms, power stations (Belo Monte Dam) and construction. In Peru the Buenaventura mining company employs 3100 people. Development. Money from companies is used to develop Brazil. In 2008 Brazil made \$6.9 billion from selling cattle. Improved transportation make trading faster and easier = more is exported. <p>Environmental benefits:</p> <ul style="list-style-type: none"> The Belo Monte Dam will be the world's 3rd largest dam and a source of clean, renewable energy. 	<p>Economic negative impacts:</p> <ul style="list-style-type: none"> Some famers (e.g. rubber tappers) have lost their job due to deforestation of rubber trees. <p>Environmental negative impacts:</p> <ul style="list-style-type: none"> Habitat and settlement loss > Trees cut down = animals living in canopy lose their habitats. > The reservoir behind the Belo Monte Dam will flood 1000s of hectares of rainforest, destroying habitats and the livelihoods of over 2000 families. Loss of animal biodiversity – plants and animals are endangered or becoming extinct as trees are deforested. Climate change – trees remove CO₂ from the atmosphere during photosynthesis. If there are less trees, less CO₂ is removed = more greenhouse gases in atmosphere. The Amazon Rainforest stores 100 billion tons of carbon. Climate change – large cattle ranches contain lots of cattle. These release a lot of methane when they fart and poo). Soil erosion – deforested trees cannot hold the soil together. As a result heavy rains wash away the soil (erosion).



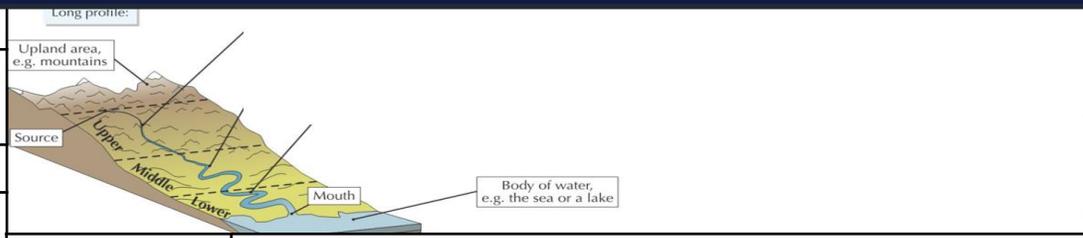
SUSTAINABILITY IN THE RAINFOREST: Allow people get what they need today, without stopping people in the future getting what they need.

Selective logging	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.
Afforestation	Afforestation is when new trees are planted as others are cut down. In some countries it is law to replant trees.
International: debt relief	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"> 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.
International: carbon sinks	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"> 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.
National parks	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"> e.g. The Tumucumaque National park in Brazil is the largest in the world. It protects over 38,000 square kilometres of rainforest.
Promoting responsible management	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.
Ecotourism – sustainable tourism	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"> e.g. reduce negative environmental impacts: renewable energies, water tanks, grey water, 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.



KS4 – The Geography Knowledge – Rivers

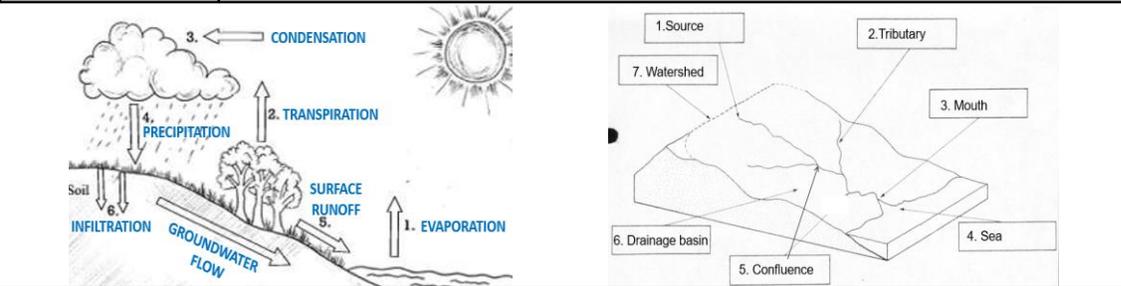
Evaporation	The sun heats up water. The water turns into a gas which rises up into the atmosphere .
Transpiration	The sun heats up water on the leaves of trees. The water turns into a gas which rises up into the atmosphere (air).
Condensation	As the water in the atmosphere rises, it cools and condenses to form clouds.
Precipitation	Water in the cloud falls to the earth’s surface as rain, hail, sleet and snow.
Surface run-off	When the water runs off the surface of the ground as a river or stream.
Groundwater flow	When water flows through the rocks and soil underground.
Infiltration	When water enters a rock.



Course	Cross profile
Upper	
Middle	
Lower	

Long profile Shows the gradient of a river along its course (from its source to its mouth).

Cross profile Shows the shape of the river channel and valley. It shows a cross section of the river. It is an imaginary 'slice' across a river channel/valley at a specific point.



Upper course:

- Long profile: very steep gradient.
- Cross profile: Vertical erosion has created steep V shape valleys. The river channel is narrow and shallow.
- Landforms: *V shape valleys, waterfalls, gorge.*

Middle course:

- Long profile: medium gradient.
- Cross profile: Gentle sloping valley sides – formed by lateral erosion. Wider and deeper river channel.

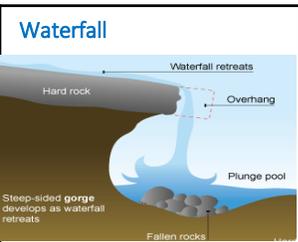
Lower course:

- Long profile: flat gradient.
- Cross profile: Lateral erosion widens the river valley = very wide, almost flat valley. Widest and deepest river channel
- Landforms = *estuaries, floodplain, levees, meanders, ox bow lakes*

Drainage Basin	The area of land in which water drains into a specific river.
Watershed	The boundary of a drainage basin. It separates one drainage basin from another. It is usually high land.
Source	The point where the river begins.
Tributary	A stream or small river that joins a larger stream or big river.
Confluence	A point where two streams or rivers meet.
Mouth	The point where the river meets the sea or ocean.
Embankments	Raised river banks on either side of a river
Contour Line	Brown lines on an OS map that join up points of equal height. They allow us to determine slope gradient.
Flood	A flood occurs when there is too much water in the river channel. As a result water spills out onto the floodplain.
Flash Flood	Rapidly rising river levels leading to greater
Storm Hydrograph	Shows how a river changes after a storm and is used to predict floods
Lag time	The time (in hours) between the peak rainfall and peak discharge
Discharge	The volume of water in a river channel (measured in cumecs)

Erosion	The removal of rock by the river
Hydraulic Action	The force of water hits against the river channel and removes material. It is common with fast moving, high energy water.
Abrasion	Sediment carried by the river hits the river channel and removes material.
Corrosion	Chemicals in the water dissolve rocks (e.g. limestone)
Attrition	Stones carried by the river hit into each other, gradually making the rocks smaller and smoother. Rocks in the upper course are large and more angular than rocks in the lower course.
Weathering	The breakdown of rocks caused by the day-to-day changes in the atmosphere.
Freeze-thaw	Water collects in cracks. At night this water freezes and expands. The cracks get larger. In the day the temperature rises and the ice melts (thaws). The repeated freezing and thawing weakens the rock = breaks apart.
Transportation	Eroded material is carried by the river downstream.
Traction	Large particles roll along the river bed.
Saltation	Pebble-sized particles bounce along the river bed.
Suspension	Small particles (silt and clay) are carried in the water.
Solution	Soluble materials dissolve in the water and are carried along.
Deposition	Deposition takes place where a river does not have enough energy to carry sediment (its load). As a result it is dropped.

Landforms that have been created by erosion and weathering:



A steep fall of water in the upper course of a river.

- Waterfalls are formed when hard rock overlays softer rock.
- The softer rock is eroded more quickly than the harder rock creating a plunge pool and overhanging rock.
- Continued erosion makes the plunge pool deeper and overhanging rock becomes unstable.
- The overhanging rock collapses and the waterfall retreats upstream.



A narrow steep sided valley that is usually found immediately downstream from a waterfall.

It is formed by the gradual retreat of a waterfall over hundreds or thousands of years.

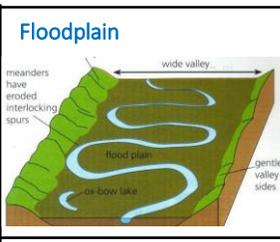
What processes of erosion and weathering result in the formation of a waterfall and gorge.
 ➤ You need to be able to identify and define each.



Interlocking spurs are a landform found in the upper course of the river, formed due to erosion and weathering.

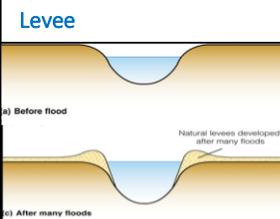
- In the upper course, the river erodes vertically (downwards) creating steep valley sides.
- Weathering of the valley sides creates deep V shape valleys.
- The river in the upper course does not have enough energy to erode laterally and so flows around bands of more resistant rock
- These resistant hard rock creates ridges with jut out, creating spurs. These spurs overlap forming interlocking spurs.

Landforms that have been created by transportation and deposition:



A wide, flat area of marshy land on either side of a river in the lower course of a river.

- Flooding is common in the lower course of a river.
- When a river floods, velocity decreases = energy decreases = deposition occurs.
- Layers of deposited fine sediment (e.g. silt/alluvium) build up on the valley floor, either side of the river creating a floodplain.
- The floodplain is made wider due to large meanders that wind across the floodplain.
- Common landforms on a floodplain: levee, estuary, meander, oxbow lakes.



A raised river bank found alongside a river in the lower course, caused by repeated flooding. They are natural embankments.

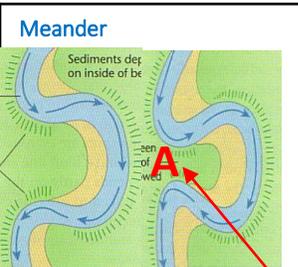
- Flooding is common in the lower course of a river. When a river floods, velocity decreases = energy decreases = deposition occurs.
- Heavier, larger material is deposited first, next to the river bank.
 - Lighter silt/alluvium is deposited further across the floodplain.
 - Over time the height of the banks are raised by a build up of coarser sand deposits, creating levees.



Is the wide part of a river, where the river meets the sea (mouth)

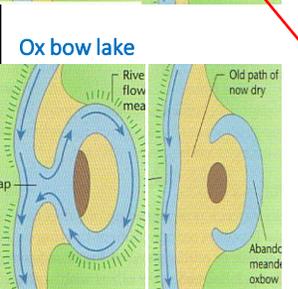
- Estuaries are the transitional zone between the river & sea.
- The water flowing down the river meets water flowing up the river from the sea (during high tides). As the water meets, velocity decreases= energy decreases = lots of deposition.
 - Due to deposition, salt marshes form creating habitats for wildlife.
 - In some estuaries humans have made ports for industry.

Landforms that have been created by erosion and deposition:



A meander is a bend in the river on the valley floor.

- It starts with a slight bend.
- Water moves faster on the outside of the bend and slower on the inside.
- The fast water erodes the outside of the bend. The slower water deposits material on the inside of the bend.
- Continued erosion and deposition makes the bend bigger.

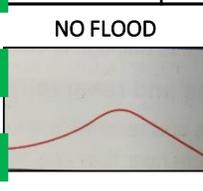
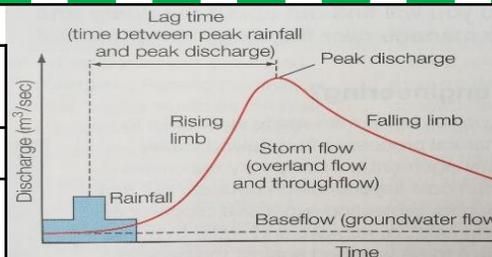


An oxbow lake is a U-shaped lake formed when a meander is no longer connected to a river

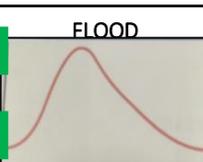
- Continued erosion and deposition makes the meander bigger and the neck (A) narrows.
- Eventually the neck breaks through and the water takes the most direct route, avoiding the meander
- As less water is flowing through the meander, the energy is reduced = deposition. The meander is blocked off and an oxbow lake is created.

STORM HYDROGRAPH

Storm Hydrograph	A graph showing how a river reacts to heavy rainfall. It can be used to predict floods.
Lag time	The time between the peak rainfall and peak discharge
Discharge	The volume of water in a river channel (measured in cumecs).



- Trees in drainage basin intercept rainfall meaning there will be a longer lag time.
- Gentle rain will mean more water is infiltrated into the ground. Therefore it takes longer to reach the river channel = longer lag time.
- Permeable rock = more water infiltrated = takes longer to reach river.
- Dry soils = more water can infiltrate = takes longer to reach river channel
- Large drainage basins = water has to travel further to reach river = slower



- Deforestation = no trees to intercept rainfall = rainfall reaches river quickly = shorter lag time.
- Intense rain = too fast to infiltrate = more surface runoff = quicker to river = shorter lag time.
- Impermeable rock = rainwater not infiltrated = more surface runoff = quicker to river = shorter lag time. Impermeable surfaces are created when areas are **urbanised** (concrete).
- Steep slopes = quick transfer of water to river channel = short lag time

KS4 – The Geography Knowledge – Rivers

Hard engineering Effective?	Using manmade, artificial structures to prevent erosion and flooding.. More effective, long lasting and need less maintenance than soft engineering, however more expensive and less natural/environmentally friendly.
Dam & Reservoir	A large wall is built across a river and a reservoir forms behind the dam. It is used to regulate river flow. The flow of water can be 'turned off' during periods of heavy rain. <ul style="list-style-type: none"> Effective, long lifespan, used for irrigation, water supply, recreation and HEP. Expensive, damage habitats, people have to relocate due to flooding.
Channel Straightening	Rivers are straightened by cutting through meanders to create a straight river channel. This speeds up the flow of water along the river. <ul style="list-style-type: none"> Effective as water does not have time to build up, long lifespan. Expensive, unnatural, damage habitats, result in flooding downstream.
Embankment	A raised riverbank (levee) which allows the river to channel to hold more water. <ul style="list-style-type: none"> Effective, long lifespan, can look natural if covered in vegetation Expensive, if concrete is used it is unnatural and unattractive.
Flood Relief Channel	A man-made river channel constructed to divert water in a river channel away from urban areas. <ul style="list-style-type: none"> Effective as regulate river discharge (in heavy rain, relief channels are opened) Expensive, it can destroy habitats while it is being constructed.
Soft engineering Effective?	Using natural, environmentally friendly methods to prevent flooding. Often cheaper than hard engineering however need more maintaining and have a shorter lifespan
Afforestation	Planting trees to create a woodland/forest <ul style="list-style-type: none"> Trees slow down the movement of water into channels (longer lag time) = less likely to flood. Provides habitats. Cheap. Less effective than hard engineering.
Wetlands	Where land next to wetlands is left to flood. <ul style="list-style-type: none"> Cheap, easy to maintain, create habitats, stores water so less in river channel. Short lifespan, constant maintenance, beach is closed due it is being done.
Floodplain Zoning	Land is allocated for different uses according to its flood risk. Land closest to the river is used as parkland and land further from rivers is used for housing and industries. <ul style="list-style-type: none"> Doesn't stop the flood but reduces cost as infrastructure is not destroyed. Flood is not stopped, is difficult to if the land has already been built on.
River Restoration	Returns a river to its natural state (e.g. remove channel straightening or a dam). <ul style="list-style-type: none"> Cheap, easy to maintain, creates habitats, natural. Flooding still occurs, less effective.
Planning & Preparation	Rivers are monitored to measure flood risk using satellites, instruments and computer models. The Environmental Agency issue alarms if a flood will happen. <ul style="list-style-type: none"> People can prepare – sandbags around home, move valuable upstairs, evacuate, create emergency kits, Flood still occurs, house prices can drop if deemed 'at risk'

An example of a recent extreme weather event in the UK: THE SOMERSET FLOODS

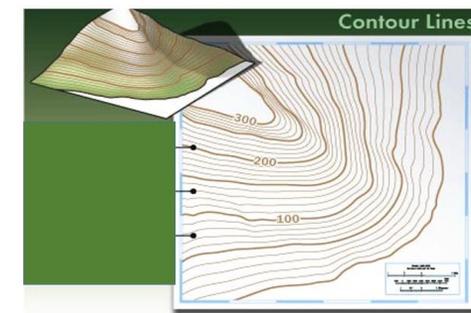
Where	Somerset, south-west England
Physical landscape	Somerset is low lying farmland. There are several rivers, including the Tone and Parrett, which flow into the Severn Estuary.
When	January and February, 2014
Why	350mm of rain in January and February (100mm above average), high tides, storm surges, rivers had not been dredged in 20 years and so were clogged with sediment
Social Effects	<ul style="list-style-type: none"> 600 houses flooded. People in temporary accommodation for months. 16 farms were evacuated Villages (e.g. Moorland) were cut off by the floodwater. This meant residents could not attend school, work or shop. Power supplies were cut off. Local roads and railway lines were flooded.
Economic Effects	<ul style="list-style-type: none"> Somerset County Council estimated the cost at £10 million. 14,000 hectares of farmland under water for weeks = could not sell crops. Over 1000 livestock had to be evacuated, which was very expensive for farmers and insurance companies. Local roads and railway lines were flooded. These needed to be repaired.
Environmental Effects	<ul style="list-style-type: none"> Floodwater contained sewage and chemicals which contaminated farmland. Habitats were lost.
To reduce the risk of future floods, a £20 million Flood Action Plan was launched.	
Dredging	In March 2014, 8km of the River Tone and the River Parratt were dredged. This is when material/soil/mud is removed from the river bed. As a result the river channel is larger and can hold more water. This prevents the river overflowing its banks.
Elevated roads	Roads have been elevated in places. As a result even if a flood occurs, people can still drive on the elevated roads. This also helps the economy by allowing import/export.
Flood defences	Settlements in areas of flood risk have flood defences. As a result they are able to protect themselves.
Embankments	River banks have been raised. These are called embankments. This means the river channel can hold more water and therefore it is less likely to overflow.

Contour lines tell us about the relief of the land (slope gradient). Contour lines are brown lines on an OS map. They join up points of equal height, shown on the lines.

They often show changes in height of 5 or 10 metres.

- Contours very close together = steep gradient (upper course – gorge)
- Contours far apart = flat land (lower course – floodplain)

<http://www.bbc.co.uk/education/clips/zpxwq6f>



Your class teacher will set you the appropriate assignments on Seneca/GCSEpod.

Week	Home learning
Week 29	www.senecalearning.com / www.GCSEpod.com
Week 33	www.senecalearning.com / www.GCSEpod.com
Week 37	www.senecalearning.com / www.GCSEpod.com

Knowledge Organiser Focus: What are the key Christian Beliefs?

Questions to Complete

1. Outline three words Christians use to describe God. [3]
2. Outline three examples of moral evil. [3]
3. Outline three Christian beliefs about Jesus. [3]
4. Explain two ways Jesus showed he was fully human. [4]
5. Explain two ways God showed he was omnipotent. [4]
6. Explain two Christian attitudes towards the creation of the world. [5]
7. Explain two Christians beliefs about Jesus' crucifixion. [5]
8. "The existence of evil proves that there is no God" Evaluate this statement. [12]
9. "Jesus was just a man". Evaluate this statement. [12]
10. "Everyone will go to Heaven". Evaluate this statement. [12]

How do I answer GCSE questions?

- Outline Questions [3] – List three facts/beliefs.
- Explain Questions [4] – Point, Explain, Point, Explain.
- Explain Questions [5] – Point, Explain, Point, Explain, Quote.
- Evaluate Questions [12] – Agree, Disagree, Religious, Conclusion.



Recommended Watching:

- Story of God with Morgan Freeman – *Season One, Episode Five: The Power of Miracles.*



How will I complete my homework:

- All homework will be published on GCSEPod. Ask Ms Neild if you need some help!

Stretch Challenge:

- Can you complete all your GCSEPods on time? 34

Knowledge Organiser Focus: What are the key Christian Beliefs?

How do I answer an A question?

- This requires 3 short sentences.

How do I answer a B question?

- B questions require two reasons, both with a development.

Sentence Starters

1. One reason why/how/that Christians.....
2. This means that.....
3. Another reason why/how/that Christians.....
4. This means that.....

How do I answer a C question?

- C questions require two reasons, both with a development. They also need a quote.

Sentence Starters

1. One reason why/how/that Christians.....
2. This means that.....
3. Another reason why/how/that Christians.....
4. This means that.....
5. The main source of this belief is.....

How do I answer a D question?

- **D Questions require you to evaluate a quote.**
- This means you have to:
 - Show a **'for'** and **'against'** argument
 - **Evaluate** the for and against argument
 - Show a deep understanding of the religious views on the topic
 - Use a quote or source
 - Give a justified conclusion

Sentence Starters

- For** Some Muslims may agree with this is.....
This is a strong argument because.....
- Against** Some Muslims may disagree with this because.....
This is a strong argument because.....
- Religious** *Muslims may believe.....*
However some Muslims may disagree with other Muslims because.....
- Mine** In conclusion, I think.....
I think this because.....

How many Christianity Belief questions can I be asked in the exam?

- Just one A, one B, one C, one D question!



Knowledge Organiser Focus: What are the key Christian Beliefs?

1. Key Words

Ascension	The event 40 days after the Resurrection, when Jesus returned to God, the Father, in heaven, recorded in Luke 24 and Acts 1.
Crucifixion	1. Roman method of execution by which criminals were fixed to a cross.2. The execution and death of Jesus on Good Friday.
Evil	The opposite of good. A force that is seen in many traditions as destructive and against God.
the Father	The Person of the Trinity, the creator and sustainer of the universe.
Heaven	The state after death of being with and enjoying eternity with God.
Hell	The place of eternal suffering or the state after death of separation from God for those who want no relationship with him.
Holy Spirit	The third person of the Holy Trinity who descended like a dove on Jesus at his baptism. Christians believe that the Holy Spirit is present.
Incarnation	Literally 'in flesh', or 'enfleshed', the doctrine that God took the human form as Jesus.
Just	Fair; giving equal value and rights to everyone
Judgement	When God decides whether each person should receive eternal life or eternal punishment.
Messiah	The anointed (chosen) one, sent by God to save mankind.
Moral Evil	Suffering inflicted by people on each other, e.g. murder
Monotheism	Belief in one God
Natural Evil	Suffering inflicted on humans by nature e.g. tsunami
Nicene Creed	A statement of faith used in Christian services.
Omnipotent	The belief that God is 'all powerful'.
Omniscient	'All-knowing' – The belief that God knows everything it is possible to know.
Original Sin	The traditional belief that is still held by some Christians that human nature is basically flawed, and so humans have a tendency to go against God's will. Christians who think that the Bible is literally true believe that it has been passed down from Adam and Eve.
Resurrection	1. The event celebrated on Easter Day of Jesus rising from the dead, an event recorded in all four gospels and the central belief of Christianity. 2. The form that many Christians believe the afterlife will take, referring to either physical or spiritual bodies.
Salvation	Saving the soul and deliverance from sin and admission to heaven brought about by Jesus.
the Son	The second Person of the Trinity. This is Jesus, in whom God became incarnate.
Suffering	When people have to face and live with unpleasant events or conditions.

Knowledge Organiser Focus: What are the key Christian Beliefs?

2. The Bible is the Christian sacred text

The Bible is divided into two main parts – the Old and New Testament.

The Old Testament has 39 books, which include Genesis (the Creation story) and the Ten Commandments. These 39 books are the Jewish scriptures – they are also considered sacred by Jews.

The New Testament is the specifically Christian part of the Bible. Its 27 books include the 4 Gospels (Matthew Mark Luke and John), which are accounts of Jesus’s life. There is also the The Acts of the Apostles and the Letters of St Paul which describe the early years of Christianity.

3. Christianity is divided into different traditions

The different branches of Christianity are called denominations. They share key beliefs, but interpret some points of the faith differently and worship in different ways.

Roman Catholics respect the authority of the Bible and Church tradition, plus the authority of the Pope and his teachings. The Seven Sacraments are an important part of their faith.

Protestants base their beliefs and practices on the Bible, rather than Church tradition or the teachings of the Pope. In England and Wales, Protestant and denominations that are not part of the Anglican Communion are often called nonconformists. These include Methodists, Baptists, Pentecostals, The Society of Friends (Quakers) and the Salvation Army.

4. There are many beliefs about the Nature of God

Christianity is a monotheistic (one God) religion. The Ten Commandments say “you shall have no other gods” (Exodus 20:3 NIV).

Christians believe that God is omnipotent (all-powerful). This is shown in Genesis where the Bible states “*God said ‘Let there be light!’ and there was light*”. This demonstrates that God created the world by speaking.

Christians believe that God is benevolent (loving and caring) This is shown in John (3.16) where it states “For God so loved the world that he gave his one and only Son”. Christians try to follow God’s and Jesus’ example in their actions. This is shown in Matthew (5:43-45) “*Love your enemies*”. Jesus taught Christians “Love thy Neighbour”.

God is believed by Christians to be a just judge, meaning that God judges people’s actions fairly. Those who reject him and live sinful lives will be punished, as shown in The Parable of the Sheep and Goats in Matthew (25:31 – 46). But God also forgives people who are sorry for what they’ve done and become faithful to him, as in the story of the Prodigal Son (Luke 15:11-31) God will forgive anyone who returns to him.

Knowledge Organiser Focus: What are the key Christian Beliefs?

5. Christians believe in God the trinity

The Trinity is the idea that God exists in three persons – the Father, the Son (Jesus) and the Holy Spirit. The importance of all three is shown in the Bible Matthew (3:16 – 17) and Philipians (2:6). Christians see three parts of the Trinity as having different characteristics and roles.

The Father - Many Christians understand God the Father as the God of the Old Testament. He Created Heaven and Earth and sustains them. God the father might be described as the transcendent part of God. The title 'Father' is a mark of respect for God and is used by Jesus in the Gospels: *“Be perfect, therefore as your heavenly Father is perfect.”* (Matthew 5:48 NIV)

The Son - Christians believe Jesus is the incarnation of God in human form, his is seen as both divine and human – the immanent and personal part of God, who understand human suffering. Christians believe that Jesus provides a model for Christian behaviour in obedience to God the Father, the Gospels contain a record of his life and teachings and are an important source of guidance for Christians on how they should live their lives. Christians see the mention of 'the Word' in the Creation story as a reference to Jesus . 'In the beginning was the Word, and the Word was with God and the Word was God...through him all things were made.' (St John's Gospel). This links 'the Word' with Jesus, suggesting God and Jesus are 'one'.

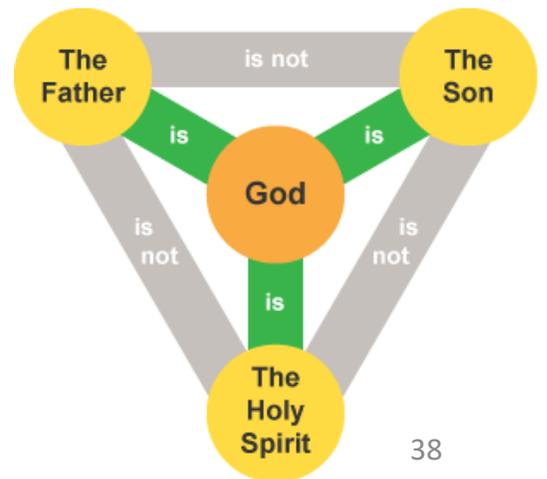
The Holy Spirit - Christians believe that the Holy Spirit is the presence of God in the world. In the Gospel it is written that Jesus promises his disciples he would ask the father to give them another advocate to help them and be with them – this is referred to as the Spirit of Truth. (John 14:16-17 NIV)

6. The Trinity is explained in the Nicene Creed.

In 325 AD, Church leaders from around the world gathered at the Council of Nicaea. They produced a creed – a statement of beliefs. This was further developed at the Council of Constantinople in 381 AD, and is known as the Nicene Creed. It describes how Christians see God.

Before the Nicene Creed, not everyone agreed that the Son of God (Jesus) was one with God, rather than having been made by God. The Nicene Creed made it clear that Jesus was equally important.

The importance the early Church placed on the Trinity in the Nicene Creed means it is a key belief for most Christians – but some groups such as Christadelphians, don't believe in the Trinity.



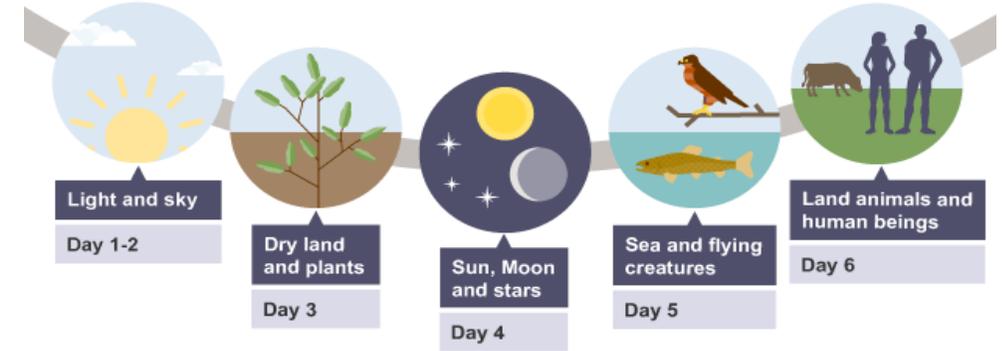
Knowledge Organiser Focus: What are the key Christian Beliefs?

7. God created everything

Genesis chapter 1 says that God created everything. The process took six days and on the seventh day God rested.

On day one, light and darkness were made, and on day two the sky. On the third day oceans, land and plants on the land were created and on the fourth day the sun moon and stars. On the fifth day it was the creatures of the water and sky and on the sixth day land animals and people.

Christians see God the Father as the Creator but the Bible also describes how the other beings of the Trinity were involved. God created the world by acting through the Holy Spirit.



The role of the son of God is described in the Gospel of John. He uses the phrase ‘The Word,’ but it is clear he is referring to Jesus, as he later says, *“The word became flesh and made his dwelling among us.”* (John 1:14 NIV) John made it clear that Jesus was vital for creation.

8. How human beings were created

The creation of human beings is described in Genesis chapters 1 and 2 the first two humans were Adam and Eve and they lived in the Garden of Eden.

Genesis chapter 1 says, *“So God created mankind in his own image in the image of God he created them: male and female he created them.”* (Genesis 1:27 NIV)

Genesis chapter 2 says, *“The Lord God formed a man from the dust of the ground”* (Genesis 1:27 NIV) and *“made a woman from the rib he had taken out of the man.”* (Genesis 2:22 NIV)

The fact that God created humans in his image is important because for Christians it means that humans are special. They think humans should behave like God by being loving and fair. It also shows that humans are important to God and so everyone should be treated with respect.

In Genesis 1:28 God told Adam and Eve to, *“Rule over the fish In the sea and the birds in the sky and over every living creature that moves on the ground.”* (NIV).

Some Christians believe that God gave humans dominion (power) over his creation and they can use it as they like. However, Genesis 2:15 says, *“the Lord God took the man and put him in the Garden of Eden to work it and take care of it.”* NIV. Many Christians interpret this as humans having stewardship of the Earth and God expects them to care for it.

Knowledge Organiser Focus: What are the key Christian Beliefs?

9. The different ways to interpret the Creation Story

Some Christians take the creation story literally – they are known as creationists/literalists. They believe that the process took six days and humans are descended from Adam and Eve.

Other Christians are more liberal in their understanding of the Bible’s events. They view Genesis as more of a parable or a symbolic description; they acknowledge God as the creator, but are open to other theories such as the Big Bang theory and evolution. These theories can offer more information to Christians about how God made the universe.

10. Free will leads to evil entering the world

Christianity teaches that evil entered the world as a result of Adam and Eve giving into temptation in the Garden of Eden – they disobeyed God by eating the fruit of the tree of knowledge. Christians refer to this action as ‘the fall.’

After the fall every human being was born with a flawed nature, capable of causing suffering – this is the idea of original sin.

Christians believe God created humans with free will - its up to them to choose whether they perform evil deeds or not, just as it was up to Adam and Eve whether to give in to temptation or not. Good is the opposite of evil and since God is good Christians try to follow his example.

11. Evil can be either Human (man) made or Natural

Evil and suffering can be divided into two types: Moral (human – made) Evil, When suffering is brought about by the cruel actions of people and Natural Evil such as diseases, floods and earthquakes.

12. Evil can lead people to question their faith

Evil and suffering may lead some people to question their belief in God – or even to reject their faith. Some might say that since suffering exists God can’t be both benevolent and omnipotent – a loving and all powerful God wouldn’t allow it to happen, they might argue that he doesn’t exist or that he can’t have the characteristic of benevolence that believers say he has.

But others would say that although God has these characteristics he gave people free will and doesn’t interfere.

Christians react to evil and suffering in various ways. Suffering is often seen as a test of faith – God has his reasons (even if we don’t know what they are). Many believe that God is with people in their suffering and that it can bring people closer to him.

Others say life on Earth isn’t meant to be perfect – the focus should be on reaching heaven. Christians believe they should try to help people who are suffering – practically (charity) and by praying. Jesus said that, “whatever you did for one of these brother and sisters of mine you did for me.” (Matthew 25:40 NIV)

Knowledge Organiser Focus: What are the key Christian Beliefs?

13. Jesus as the Promised Messiah

Jesus is referred to as Christ or Messiah - the anointed one of God.

In Genesis 2, God promises Adam and Eve that a Messiah will come and save mankind by defeating evil.

Prophet Isaiah prophecies that the Messiah will be sent but will die a painful death, a spear in the ribs, but will defeat evil by resurrecting.

14. God became human at the incarnation

The incarnation was the act by which God became a human being as Jesus Christ. An angel told a woman called Mary in Nazareth that she would have a son - and that the holy one to be born will be called the Son of God. (Luke 1:35 NIV)

This belief is stated in the Nicene Creed: He was incarnate from the Holy spirit and the Virgin Mary and was made man.

Christians don't believe that Jesus was 'half god and half man' - he was fully both. The Bible describes how God "appeared in the flesh." (1 Timothy 3:16 NIV)

15. Jesus performing miracles

Jesus performed many miracles in the Bible which can be separated into natural and healing miracles. The miracles are shown to be helping people that society looked down on, or mocked. Jesus performed these miracles to demonstrate his power and his love for people.

Wedding at Cana – Jesus directed some servants to fill up some jars with water after the wine had ran out at the wedding. When they served the water, it had been turned into wine.

This was important because it demonstrates Jesus' power. He does not touch the jars and yet they are turned into wine.

Calming of the Storm – Jesus was sleeping in a boat when a massive storm hit. His disciples were nervous and scared. They woke Jesus. Jesus said "Be calm" and the storm stopped. Jesus was frustrated at his disciples, asking them "why do you still have so little faith".

This miracle demonstrates that Jesus was fully human because he was sleeping – God does not need sleep because He transcendent.

This miracle also demonstrates that Jesus was fully God because he stopped the storm with his words, similar to God the Father in the creation story.

This miracle also demonstrates to Christians that they should always trust in God's plan, and have faith even when their lives are difficult.

Feeding the 5000 – Lots of people had gathered to hear Jesus speak, but they had no food and were a long way from the nearest village. All they had was five loaves and two fish. The disciples brought this to Jesus. Jesus thanked God for this food and it multiplied.

This miracle demonstrates that God always provides for his people. Christians should remain faithful when they are struggling.

Knowledge Organiser Focus: What are the key Christian Beliefs?

16. Jesus and the Last Supper

Shortly before his death Jesus and his disciples ate their Passover meal in Jerusalem. It was their final meal together and became known as the last supper

At the meal Jesus gave the disciples bread saying, *“this is my body”* and wine saying *“this is my blood”* (Mark 14:22-24 NIV) Luke’s Gospel tells us he said, *“do this in remembrance of me.”* (Luke 22:13 NIV) These words are important to many Christians today who remember Jesus with bread and wine through the Eucharist.

At the Last Supper Jesus also washed his disciple’s feet which teaches Christians about how important it is to serve others.

After the Last Supper, Jesus went to pray in the garden of Gethsemane where he was arrested. The authorities felt threatened by Jesus - earlier that week the crowds had called him the king of Israel.



17. The Trial of Jesus

He was put on trial before the Jewish high priest and found guilty of blasphemy. Then Jesus was tried before the Roman governor Pilate (for treason) – he offered to release Jesus but the crowd said crucify him. (Mark 15:13 NIV). He was flogged before being sent to die.

Knowledge Organiser Focus: What are the key Christian Beliefs?

18. Crucifixion of Jesus

Jesus was crucified at place called Golgotha next to two robbers. A sign was fixed to Jesus' cross that read, *"The King of the Jews"* to record the charge against him. Passers-by threw insults at Jesus saying that he could save others, but couldn't save himself.

The Bible states that Jesus said *"Father, forgive them. They don't know what they are doing."*

This demonstrates that Jesus wanted to forgive the people that were insulting him and is a reminder to Christians today to do the same.

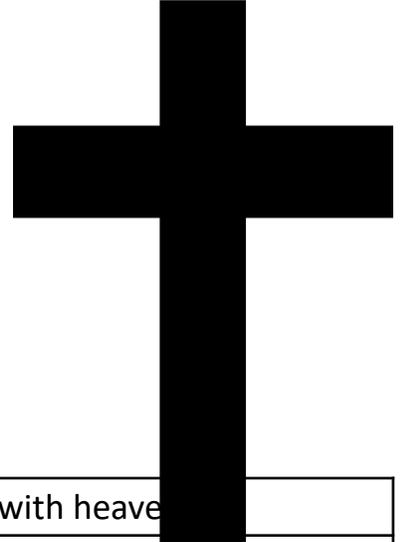
One of the criminals defended Jesus. The Bible states that the criminal said *"You should fear God. All of us will die soon. You and I are guilty. We deserve to die because we did wrong. But this man has done nothing wrong." Then he said, "Jesus, remember me when you begin ruling as king!"* Jesus responds to the Criminal and tells him that *"Today you will be with me in paradise"*.

For some Christians this demonstrates that heaven is for all people, and that the criminal will join Jesus in heaven after his death.

Other Christians argue that because the criminal admitted what he had done wrong, he deserves to be given salvation and be rewarded with heaven.

In his suffering Jesus cried out, *"My God, my God, why have you forsaken me?"* (Mark 15:34 NIV) This shows that Jesus understand how people can feel abandoned in their suffering. Christians also believe the crucifixion helped to repair the relationship between God and mankind – the atonement.

The atonement is the reconciliation between humans and God. All of the sins of humanity were placed onto Jesus at his crucifixion. His sacrifice then paid for the sins of humanity. *"God did not send his Son into the world to condemn the world, but to save the world through him"* (John 3:16-17 NIV).



19. Resurrection of Jesus

According to the Gospels Jesus's body was put in a tomb after the crucifixion, but he was resurrected (brought back to life) and his tomb was found empty.

Jesus talked to two women and told them, "go and tell my brothers to go to Galilee, there they will see me (Matthew 28:10 NIV).

The resurrection is important to Christians as it shows them that there is life after death. This means that death is less frightening.

It also shows Christians just how powerful God is. This power that raised Jesus from the dead gives people the strength to live Christian lives.

Knowledge Organiser Focus: What are the key Christian Beliefs?

20. Jesus' Ascension

Over the 40 days after the resurrection many of Jesus's disciples said they had met him alive in various places around Jerusalem.

Jesus delivered the Great Commission before he ascended to Heaven. He told his disciples, "Go, therefore and make disciples of all nations, baptising them in the name of God the Father, God the Spirit and God the Holy Spirit".

This quote means that Jesus wanted his disciples to make more followers. It was a small movement at the time and Jesus wanted more people to hear his message and baptise under the name of the holy trinity.

In John 14:2 Jesus tells his disciples he will "*prepare a place*" (NIV) for them in heaven. 1 John 2:1 says that in Jesus Christians have an advocate with God. (someone who will look out for them).

Then Jesus "*ascended into Heaven*" to be with God the Father once again. He had done what he was sent to Earth to do, and it was time for him to go back to God. "*He left them and was taken up to heaven*" (Luke 24:51 NIV) The ascension shows Jesus power – he is now "*at the right hand of the mighty God*". (Luke 22:69 NIV)

Pope Benedict XVI said that since Jesus was human and went to be with God the ascension shows there's a place for all human beings with God.

21. Jesus died to save humanity

Original sin means that everyone is born capable of sin. Many Christians believe that Jesus's suffering and death won forgiveness for everyone and ensured their redemption (freeing them from sin).

They believe that Jesus was perfect, (without sin) but God placed all the sins of the world on him at his crucifixion. Romans 3:21-26 teaches that his sacrifice paid for their sins, so long as they have faith in him.

His power and goodness were so great that after he was crucified death couldn't keep hold of him.

However, not all Christians believe that Jesus had to die to pay for people's sins. 1 Corinthians 13:5 states that love "keeps no record of wrongs" and so a merciful God wouldn't have needed Jesus to die.

22. Christians must seek salvation to get to heaven

Salvation means the soul being saved from death and sin allowing it to reach heaven. For this to happen Christians believe they must have faith in Jesus.

"*Salvation is found in no one else*" (Acts 4:12 NIV)

Salvation is possible through God's grace – God showing favour to those who have earned it. "For it is by grace you have been saved through faith ... it is the gift of God." (Ephesians 2:8 NIV). Salvation through law – Jews at the time thought salvation could only come from adhering to the law e.g. The Ten Commandments.

Knowledge Organiser Focus: What are the key Christian Beliefs?

23. Christians believe in Heaven and Hell

Life after death is the idea that although your body may die and decay your soul can live on. Some Christians believe that death should not be feared.

Christianity teaches that the soul lives on after death (immortality of the soul) and that the body will be resurrected (brought back to life) for Judgement Day, just as Jesus was resurrected after his crucifixion.

Christians believe that God will judge you and you'll go to either Heaven or Hell.

Heaven is described as a place for the people who follow God's commandments. The Bible states, "He will wipe every tear from their eyes. There will be no more death' or mourning or crying or pain, for the old order of things has passed away." (Revelation 21:4).

Hell is described as a place for the people who do not follow God's commandments. The Bible states that Hell is an "eternal fire" (Matthew 18:8).

However, not all Christians believe that heaven and hell are real places – many Christians see heaven and Hell as a state of mind. In heaven you will be happy and know God – in hell you will be unable to know God's love. Pope John Paul II said that hell was a metaphor for how people who've rejected God will feel.

Some Christians believe that a loving God wouldn't allow anyone to go to hell. Instead they believe that everyone will go to heaven when they die.

Roman Catholics believe people go to purgatory and are punished then sent to heaven.

24. Christians believe resurrection happens at the last judgement

Many Christians believe that Jesus will return to Earth in the Second Coming (Parousia) and everyone who has died will be resurrected "*in Christ all will be made alive.*" (1 Corinthians 15:22 NIV)

Some believe that all of humanity will then be judged at the last judgement. Those that God find acceptable will enter heaven – the rest will go to hell. This is shown in the Story of the Sheep and the Goats. (Matthew 25:31-41)

Some Christians e.g. Roman Catholics believe in a personal day of judgement straight after a person dies – their actions will be judged and they'll go to heaven or hell straight away. If they need to 'undergo purification' they are sent to purgatory. Here sins are punished before the soul can move onto heaven.

Some think they'll be judged again at the last judgement and will re-enter heaven or hell in their resurrected forms.

Others don't believe in a personal judgement – the soul must wait to be judged at the last judgement.

I should already know:

- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Present Perfect Tense of regular verbs
- Conditional Tense Conjugation
- Using verbs with prepositions
- Key subjunctive verbs and phrases
- Theme 1: Identity and Culture (Free Time Technology and Media, Self and Family)

I will learn about:

- Francophone festivals
- Perfect Tense (past) with être and avoir
- Key vocabulary
- Transferable structures
- Reflexive verbs

How I will be assessed:

- Interim translation into TL F/H (9 marks)
- Reading F (39 marks)/ H (36 marks)
- Speaking (Photocard) F (10 marks)/ H (12 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
fêter	to celebrate – infinitive form
les feux d'artifice (m)	fireworks
Pâques	Easter
la Toussaint	All Saints' Day
le défilé	procession
avoir lieu	to take place
en/ au/ à/ aux	In/ to (+ countries)

Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Choose a Francophone festival and research it – create a presentation/ factfile
- Use the Grammar Booklet/ Study Packs/ Thinking Quilts/ Revision Packs provided to consolidate your learning

Recommended reading/ watching:

French Perfect Tense with être – <https://www.youtube.com/watch?v=y8xe2thN72k>
 French Perfect Tense with avoir – <https://www.youtube.com/watch?v=rW2Ahv8M9OU>
 GCSEPOD – French Grammar
 GCSEPOD – French AQA/ Customs and Festivals
 All-In – French Homework Challenges
 Quizlet - https://quizlet.com/_9jsye9?x=1qqt&i=192vvg



To say 'some' in French, you use **du, de la, de l'** or **des**.

masculine singular noun	feminine singular noun	in front of a vowel or h	plural noun
du pain (some bread)	de la glace (some ice cream)	de l'eau (some water)	des poires (some pears)

★ After containers and quantities, you just use **de** (or **d'** in front of a vowel or h).
Un kilo de pêches. Une bouteille d'eau.

★ *chez moi* – at my house/in my home
chez nous – at our house/in our home

un kilo de ...	<i>a kilo of ...</i>
deux cent cinquante grammes de ...	<i>250 grams of ...</i>
un litre de ...	<i>a litre of ...</i>
un paquet de ...	<i>a packet of ...</i>
un pot de ...	<i>a jar/pot of ...</i>
une boîte de ...	<i>a tin/can of ...</i>
une bouteille de ...	<i>a bottle of ...</i>
quatre tranches de ...	<i>four slices of ...</i>

In English, we don't always use the word 'some', but in French you have to use it.
Pour le dîner, je prends du poulet et des frites. For dinner, I have (some) chicken and (some) chips.

Boire (to drink) and *prendre* (to take*) are important irregular verbs.
They work like this in the present tense:

boire	prendre
je bois	je prends
tu bois	tu prends
il/elle/on boit	il/elle/on prend
nous buvons	nous prenons
vous buvez	vous prenez
ils/elles boivent	ils/elles prennent

*You use *prendre* with food and drink to mean 'have'.
Je prends des céréales. I have cereal.

In French, colours, like most other adjectives, go after the noun (e.g. *un tee-shirt rouge*).
Adjective endings must agree with the noun. The patterns are as follows:

masculine singular	feminine singular	masculine plural	feminine plural
(e.g.) <i>un chapeau</i>	(e.g.) <i>une écharpe</i>	(e.g.) <i>des gants</i>	(e.g.) <i>des bottes</i>
bleu/noir/vert	bleue/noire/verte	bleus/noirs/verts	bleues/noires/vertes
rouge/jaune/rose/mauve	rouge/jaune/rose/mauve	rouges/jaunes/roses/mauves	rouges/jaunes/roses/mauves
<i>gris</i>	<i>grise</i>	<i>gris</i>	<i>grises</i>
blanc	blanche	blancs	blanches

Note that *marron* and *orange* are invariable: they never change their ending.

To say 'this ...' or 'these ...' you use the following:

masculine singular	masculine singular before a vowel or 'h'	feminine singular	plural
ce chapeau (this hat)	cet imperméable (this raincoat)	cette montre (this watch)	ces boucles d'oreille (these earrings)

le compte à rebours *countdown*
s'embrasser *to kiss (each other)*

le Nouvel An *New Year*
s'occuper de *to take care of*
faire cuire *to cook (something)*

★ Remember, you use **aller** + the infinitive to refer to future plans.
Je vais apporter ... (I'm **going to** bring ...)
How many other examples can you find in exercise 1 and what do they mean?

★ Present tense: *je porte*
(I wear/I am wearing)
Near future tense: *je vais porter*
(I am going to wear)

Use sequencers (*d'abord/ensuite/puis/après ...*) to link together a list of activities.
Use *donc* or *alors* (so/therefore) to connect some of your sentences.

You use the **perfect tense** to describe completed actions in the past.
– Some verbs have irregular past participles:
avoir – j'ai **eu** (I had)
boire – j'ai **bu** (I drank)
prendre – j'ai **pris** (I took)
recevoir – j'ai **reçu** (I received)

– Some verbs take *être* in the perfect tense:
aller – je **suis** allé(e) (I went)
naître – je **suis** né(e) (I was born)

• You use the **imperfect tense** to say 'was' or 'were'.
The imperfect of *c'est* is **c'était** (it was).
The imperfect of *il y a* is **il y avait** (there was/were).

- ★
- Look closely at verbs to distinguish between past, present and future: *on a mangé/on mange/on va manger.*
 - Sometimes, time expressions can give you a clue. For example, which time frame does *l'année dernière* refer to?
 - However, time expressions are not always helpful! *Cette année* (this year) could refer to the past, the present or the future.

To ask 'which ...?' you use *quel, quelle, quels* or *quelles* followed by a noun.

masc singular	fem singular	masc plural	fem plural
<i>quel</i> pull? (which jumper?)	<i>quelle</i> veste? (which jacket?)	<i>quels</i> gants? (which gloves?)	<i>quelles</i> chaussures? (which shoes?)

les défilés *parades*

★ When referring to shoes, the word for 'size' is *la pointure*.

Use the present tense to say what you normally or usually do.	Use the near future tense to say what you are going to do.
<i>Je mange/danse</i> (etc.)	<i>Je vais manger/danser</i> (etc.)
<i>On mange/danse</i> (etc.)	<i>On va manger/danser</i> (etc.)

★ Listen carefully for negatives like *ne ... pas* – they can completely change the meaning of a sentence!

J'ai cours	tous les jours sauf (le samedi/le dimanche).
Les jours d'école,	je dois me lever tôt/quitter la maison à ...
Je vais au collège	en bus/en voiture/à pied/à vélo.
Le soir,	je dois faire mes devoirs/aider ma mère. je peux regarder un peu la télé.
Le samedi/ Le dimanche,	je peux rester au lit/retrouver mes copains/copines en ville.
Le samedi/ dimanche après-midi,	je dois ranger ma chambre. je peux écouter de la musique/jouer au foot avec ...

Est-ce que ...? turns a statement into a question, like 'do' or 'does' in English.
Tu fêtes Noël. → **Est-ce que** *tu fêtes Noël?*
You celebrate Christmas. → **Do** you celebrate Christmas?
It is also used with question words.
Comment est-ce que tu fêtes Noël? **How** do you celebrate Christmas?
Qu'est-ce que ...? means 'What ...?'
Qu'est-ce que tu manges à Noël? **What** do you eat at Christmas?

★ As well as meaning 'we', **on** can be used to mean 'people'.
It takes the same part of the verb as *il* and *elle*.

Il y a un trou.	<i>There is a hole.</i>
Il y a une tache.	<i>There is a stain/mark.</i>
Il/Elle est trop petit(e)/grand(e).	<i>It is too small/big.</i>
Ils/Elles sont trop petit(e)s/grand(e)s.	<i>They are too small/big.</i>
Il/Elle est cassé(e).	<i>It is broken.</i>
Ils/Elles sont cassé(e)s.	<i>They are broken.</i>
Il/Elle ne marche pas.	<i>It doesn't work.</i>
Je voudrais échanger le/la/les ...	<i>I'd like to exchange the ...</i>
Je voudrais un remboursement.	<i>I'd like a refund.</i>

The verbs *devoir* (to have to/must) and *pouvoir* (to be able to/can) are known as **modal verbs**. They are usually followed by another verb in the infinitive.

devoir	pouvoir
je dois	je peux
tu dois	tu peux
il/elle/on doit	il/elle/on peut
nous devons	nous pouvons
vous devez	vous pouvez
ils/elles doivent	ils/elles peuvent



40 Word Writing Task

P resent

O pinion

Normalement/ De temps en temps/ Toujours/ ne ... jamais/ Tous les jours			
ER	IR	RE	
1. E	S	S	
4. ONS	ISSONS	ONS	

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

How do I best answer the bullet points?

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



90 Word Writing Task

P ast

P resent

O pinion

F uture

Il y a deux années/ La semaine dernière/ Le weekend dernier/ Il y a trois jours			
ER	IR	RE	
1: Je (I)	'ai	suis	
4: Nous (we)	avons	sommes	

Quand j'étais jeune/ Antes/ Quand j'avais... ans			
ER/IR/RE			
1: Je (I)	ais		
4: Nous (we)	ions		

Normalement/ De temps en temps/ Toujours/ ne ... jamais/ Tous les jours			
ER	IR	RE	
1. E	S	S	
4. ONS	ISSONS	ONS	

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

L'année prochaine/ L'après-demain/ Dans trois semaines/ À l'avenir/ Quand je serais plus âgé.e.s	
ALLER	Infinitive
1. JE VAIS	
4. NOUS ALLONS	

ER/IR/RE	
1. AI	
4. ONS	

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

How do I best answer the bullet points?

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

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

ils/elles ont mangé	ouvrir	Je passerais	Je me couche	Nous sommes allé(e)s
J'ai essayé	Ça me fascine	chanter	Je vais essayer	célébrer
il/elle/on a	Nous nous levons	sortir	J'irais	Je déjeune
Je m'habille	il/elle/on fait	J'ai visité	J'ai l'habitude de	Ils/elles ont jeté
Je vais assister à	il/elle/on a été	C'était	Nous allons	J'ai
Je vais voir	passer	Je faisais	Tu as bu	Je pourrais

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

Translations

1. I usually spend Christmas with my family.

2. Last year we went to France and I tried snails

3. Next year I am going to attend the festival of Avignon.

4. At Christmas we like to sing Christmas carols.

5. We get up very early and we open the presents.



Extended Writing 90 word question

Étape 1: Translate the task into English

Vous décrivez des fêtes que vous aimez pour votre blog. Mentionnez:

- vos trois fêtes préférées
- comment vous célébrez d'habitude une de ces fêtes
- ce que vous avez fait l'année dernière pour célébrer
- ce que vous allez faire l'année prochaine pour célébrer.

Ecrivez 90 mots :

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Étape 2: Plan your sentence starters / ideas

- vos trois fêtes préférées

TENSE(S) USED:

.....

.....

.....

- comment vous célébrez d'habitude une de ces fêtes

TENSE(S) USED:

.....

.....

.....

- ce que vous avez fait l'année dernière pour célébrer

TENSE(S) USED:

.....

.....

.....

- ce que vous allez faire l'année prochaine pour célébrer

TENSE(S) USED:

.....

.....

.....

.....

Étape 5: Final Checklist

- I have included every bullet point
- I have included at least three tenses: present, near future, conditional (je voudrais)
- I have checked my verb endings
- I have included my snazzy structures
- I have included at least 3 opinions

I should already know:

- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Prepositions
- Conditional Tense Conjugations
- Present Perfect Tense Conjugation
- Key Subjunctive phrases
- Theme 1: Identity and Culture (Customs and Festivals, Free Time Technology and Media, Me, My Family and Friends)

I will learn about:

- Key vocabulary House and Home
- Negatives consolidation
- Depuis + time
- Adjectives and adjectival agreement
- Imperfect Tense
- On peut/ On pouvait
- Prepositions
- Possessive Pronouns
- Comparatives and Superlatives
- Perfect Tense Consolidation

How I will be assessed:

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

Key words (tier 2 and 3 vocabulary):

Word	Definition
vieux/ vieille	old (m/f)
déménager	to move house – infinitive form
aussi ... que	as ... as
il y avait	there used to be/ there was
on pouvait	we/ one could
près de	near to
se trouver	to be situated – infinitive form, reflexive verb
la salle de séjour	the living room
l'immeuble (m)	a block of flats

Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Find out about a town/ city in France or a French speaking country and create a presentation or factfile

Recommended reading/ watching:

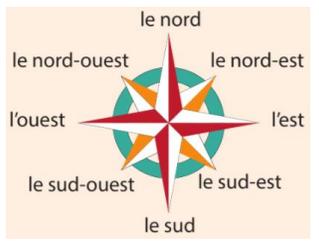
GCSEPOD – French Grammar
 GCSEPOD – French AQA/ All topics
 All-In – French Homework Challenges
 Quizlet – class link for all topics and grammar - https://quizlet.com/_9jstea?x=1qqt&i=192vgg



J'habite (I live)
On habite (We live)
Ma famille et moi habitons
(My family and I live)

dans une ville/un village (in a town/village).
au centre-ville (in the town centre).
au bord de la mer (at the seaside).
à la campagne/montagne (in the countryside/mountains).
en ville (in town).

animé(e) lively
le quartier neighbourhood
en banlieue in the suburbs



On peut means 'you can'. It comes from the verb *pouvoir* (to be able to, can). It is usually followed by the infinitive of another verb.
On peut aller à un match de foot. You can go to a football match.
On peut visiter le château. You can visit the castle.

★ *pour* means 'to' or 'in order to'. It is followed by the infinitive:
pour voir le panorama (in order) to see the view

déménager to move (home)

Most negative expressions work like *ne ... pas* (not). They are in two parts and go around the verb:
ne ... rien (nothing)
ne ... jamais (never)
ne ... plus (no longer, not any more)
With *il y a* (there is/are), negatives go around the *y a* and *ne* shortens to *n'*:
Il n'y a rien à faire. There's nothing to do.
Il n'y a jamais de bus. There are never any buses.
Il n'y a plus de magasins. There are no longer any shops.

aujourd'hui today
demain tomorrow
après-demain the day after tomorrow
ce week-end this weekend
cette semaine this week

★ *Je voudrais/J'aimerais* + infinitive
I would like to

The following adjectives are irregular:

masc sg	fem sg	masc pl	fem pl
beau	belle	beaux	belles
vieux	vieille	vieux	vieilles

- Most adjectives go after the noun, e.g. *une ville intéressante*.
- But some go before the noun, e.g. *un grand château, un petit village, une belle plage, de vieux bâtiments, de jolies maisons*.
- NB *des* changes to *de* when the adjective comes before the noun.

faire de l'escalade to go climbing

se baigner to swim, bathe
tranquille quiet, peaceful

S'il pleut/fait beau (etc.), S'il y a du soleil (etc.),	on va	aller au cinéma/à la pêche/à la plage/à la piscine (en plein air). faire un barbecue/un pique-nique/du ski/de la luge. jouer au foot/au tennis/à des jeux vidéo. rester à la maison/regarder la télé.
--	-------	--

- You use the **imperfect tense** to say how things used to be.
 - You use the **present tense** to say how things are now.
- Avant, c'était sale. Maintenant, c'est plus propre.* Before, **it was** dirty. Now, **it is** cleaner.
Avant, il y avait un cinéma. Maintenant, il n'y a rien. Before, **there was** a cinema. Now, **there is** nothing.

se détendre to relax

You use the **imperative** to give instructions. Take the *tu* or *vous* form of the verb (minus the word *tu* or *vous*):
Tu prends (You take) → **Prends** ... (Take ...)
Vous prenez (You take) → **Prenez** ... (Take ...)
Drop the final 's' from *-er* verbs in the *tu* form:
Tu vas (You go) → **Va** ... (Go ...)
Tu tournes (You turn) → **Tourne** ... (Turn ...)
• Use *tu* with one person you know well.
• Use *vous* to be polite (e.g. with an adult you don't know).
• Also use *vous* when speaking to more than one person.
Which messages in exercise 4 use the *tu* form and which use the *vous* form?

sale dirty
la poubelle bin
mieux better

le dépliant leaflet

★ UK town names are the same in French, except:
London – *Londres*
Dover – *Douvres*
Edinburgh – *Édimbourg*

J'habite	à Londres/Manchester/Paris, etc.	
dans le nord/le sud/ l'est/l'ouest	de l'	Angleterre/Écosse/Irlande (du Nord).
dans le centre	de la	France.
	du	Canada/pays de Galles.

- To ask for something (e.g. a map), use *Avez-vous ...?*
 - To ask whether there is something (e.g. a restaurant), use *Est-ce qu'il y a un/une ...?*
 - For other types of information, use question words like *combien?*, *à quelle heure?*, *où?*
 - *Quel/quelle/quels/quelles ...?* ('which ...?' or 'what ...?') is an adjective and must agree with the noun.
- Quels sont les horaires d'ouverture?**
What are the opening hours?

★ Pay close attention to:
• **tenses and time markers** like *avant* and *maintenant* – they will tell you whether a sentence refers to the past or the present
• **negatives** – they can completely change the meaning.

★ To ask the way, you can use:
Où est/sont ...? Where is/are ...?
Où est le marché? Où est la piscine?
Où est l'église? Où sont les toilettes?
Or you can use: *Pour aller au/à la/à l'/aux ...?*
How do I get to the ...?
Pour aller au marché? Pour aller à la piscine?
Pour aller à l'église? Pour aller aux toilettes?

Si (s' before the vowel *i*) means 'if'. Use *si* + a weather phrase + the near future tense to describe future plans.
S'il pleut, on va aller au cinéma.
If it rains, we're going to go to the cinema.

célèbre famous

faire de la luge to go tobogganing

useful words and phrases. Use a variety of adjectives and superlatives. Position them correctly and make them 'agree'.

You use the **superlative** to say 'the biggest', 'the longest', 'the most popular', etc. To form the superlative, put **le/la/les + plus** before an adjective. The adjective must agree with the noun.
le plus long fleuve the longest river
la plus haute tour the highest tower
les plus belles plages the most beautiful beaches
If the adjective goes after the noun, so does the superlative:
le musée le plus populaire the most popular museum
To say 'the best ...' use **le/la/les meilleur(e)(s) ...**

Dans ma ville/mon village, il y a ...		
un bureau de poste/une poste (a post office)	une bibliothèque (a library)	des hôtels (some hotels)
un centre de loisirs (a leisure centre)	une église (a church)	des restaurants (some restaurants)
un château (a castle)	une gare (SNCF) (a railway station)	
un marché (a market)	une mosquée (a mosque)	
un musée (a museum)		
un parc/jardin public (a park)		
un stade (a stadium)		
un supermarché (a supermarket)		



90 Word Writing Task

Past

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

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

1: Je (I) J'ai eu Je suis allé.e
4: Nous (we) J'ai pris

ER IR RE

1: Je (I) ais
4: Nous (we) ions

Il y avait J'étais J'avais

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

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

Me fait ... Me fait sentir...
rire excité.e
pleurer content.e
sourire triste

plus/ moins (adjectif) que

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

ALLER	Infinitive
1. JE VAIS	
4. NOUS ALLONS	

ER/IR/RE
1. AI
4. ONS

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



150 Word Writing Task

Conditional

Si je pouvais/ Si j'avais la chance/ Si j'avais la choix/ Si c'était possible/ Si j'avais la occasion

ER/IR/RE
1. AIS
4. IONS

J'aurais Je serais J'irais

Subjunctive

J'adore que/ J'ai peur que/ Je suis content que/ Je suis désolé que/ Il est bizarre que/ Il est dommage que/ on évite que/ Je souhaite que/ Je doute que

ER/IR/RE
1. E
4. IONS

J'aie Je sois J'aille

Snazzy

comme un poisson dans l'eau = to be at ease
c'est pas le Pérou = to be nothing to write home about
être simple comme 'bonjour' = to be as easy as pie
avoir le cafard = to be down in the dumps
être aux anges = to be over the moon

Structures

après avoir vu/ regardé = after watching
après avoir terminé = after finishing
après avoir attendu = after waiting
après être allé = after going

WOW!

How do I best answer the bullet points?

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

How do I best answer the bullet points?

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

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

On peut	Je changerais	ils/ elles habitaient	construire	Il y a
C'est	Je suis allé(e)	J'avais	aller	il/elle/on a acheté
J'habiterais	apprécier	il y avait	Ce serait	Il y aura
Se promener	Je vais aller	Nous avons regardé	Je voudrais	Je serais
Je vais habiter	Ils/elles ferment	il/elle/on a fait	Nous allons acheter	ils/elles ouvrent
regarder	ils/elles voyagent	faire	Vous prenez	Nous avons loué

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

Translations

- I love my town because there is a lot to do.

- You can visit the main square and enjoy the atmosphere.

- In my city there used to be more green spaces.

- The worst thing about my area is that there is too much traffic.

- Last weekend I went to the centre of town with my friends and we went shopping.

I should already know:

- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Present Perfect Tense of regular verbs
- Conditional Tense Conjugation
- Using verbs with prepositions
- Key subjunctive verbs and phrases
- Theme 1: Identity and Culture (Free Time Technology and Media, Self and Family)

I will learn about:

- Spanish and Latin American festivals
- Preterite (Past) Tense
- Key vocabulary
- Transferable structures
- Reflexive verbs

How I will be assessed:

- Interim translation into Spanish F (10 marks)/ H (12 marks)
- Reading F (37 marks)/ H (36 marks)
- Speaking (Photo card) F/H (15 marks)

Key words (tier 2 and 3 vocabulary):

Word	Definition
celebrar	to celebrate – infinitive form
los fuegos artificiales	fireworks
Pascua	Easter
San Fermín	San Fermin Festival
un desfile	procession
tener lugar	to take place – infinitive form
se celebra	it is celebrated – present tense 3 rd person conjugated form

Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Choose a job that interests you and create a career profile about it Spanish
- Use the Grammar Booklet/ Study Packs/ Thinking Quilts/ Revision Packs provided to consolidate your learning

Recommended reading/ watching:

Spanish Near Future Tense – <https://www.youtube.com/watch?v=GZqeisWpsDc>
 Spanish Simple Future Tense – https://www.youtube.com/watch?v=u_PJWk9UGSk
 GCSEPOD – Spanish Grammar
 GCSEPOD – Spanish AQA/ Customs and Festivals
 All-In – Spanish Homework Challenges
 Quizlet - https://quizlet.com/_9jwq6e?x=1qqt&i=192vgg



★ To make your language more interesting:

- use sequencers (*Primero... y luego...*)
- use connectives such as **si** and **donde**
- (**Si** tengo... *Voy al salón donde...*)
- add opinions (*Es muy tarde*)

★ To say that you 'have just' done something use **acabar de + infinitive**.

Acabo de volver de un festival.
I've just returned from a festival.

★ When reading extracts from novels or plays, first look at the questions to give you an idea of the structure of the story, the characters, etc.

You often have to 'read between the lines' to infer what is being said. For example, what can you deduce from these details?

preparan el cava, las uvas y el turrón (question 5)
Si es niña, se llamará Sara. (question 6)

G Me gusta / Me gustaría

Use **me gusta(n)** to say what you like (the present tense).

Me gusta la tortilla española. I like Spanish omelette.

Use **me gustaría + infinitive** to say what you would like to do (the conditional).

Me gustaría probar la paella. I would like to try paella.

Reflexive verbs follow the same pattern as other verbs in the preterite tense, but need a reflexive pronoun in front of the verb.

me acosté	nos acostamos
te acostaste	os acostasteis
se acostó	se acostaron

charlar to chat

★ To say that something hurts use **tengo dolor de**.

Tengo dolor de cabeza. I've got a headache.

You can also use the stem-changing verb **doler** (to hurt). It works like **gustar**.

Me duele la espalda. My back hurts.
¿Te duelen los pies? Do your feet hurt?

To say you have broken/cut/burnt something, use the **perfect tense**.

Me he roto la pierna. I have broken my leg.

★ Pay attention to verb forms. In the 'I' form these include:

present	preterite	near future	future
bailo	bailé	voy a bailar	bailaré
como	comí	voy a comer	comeré
voy	fui	voy a ir	iré

In the 'we' form, **-ar** and **-ir** verbs are identical in the present and preterite:

Cantamos y bailamos.
We **sing** and **dance**. / We **sang** and **danced**.

Time phrases **may** give you a clue (e.g. *siempre* often refers to present tense), but not always! E.g. Does *en julio* help you identify the tense?

G Using estar to describe a temporary state

Use the verb **estar** (to be) to describe a temporary state.

El plato está sucio. The plate is dirty.
La carne estaba fría. The meat was cold.

★ When saying new words, apply the pronunciation rules you know.

How do you pronounce...?

aspirinas jarabe pastillas hospital

enseguida	straight away
sin contar	without counting
el vuelo	flight
el bolsillo	pocket

la tumba	grave
la vela	candle
la calabaza	pumpkin
el disfraz	(fancy dress) costume

★ To add variety to your language, try to use a wide range of adjectives, including some ending in **-ísimo** (e.g. *Está/Estaba buenísimo/a* – It is/was extremely nice).

★ To say that something hurts use **tengo dolor de**.

Tengo dolor de cabeza. I've got a headache.

You can also use the stem-changing verb **doler** (to hurt). It works like **gustar**.

Me duele la espalda. My back hurts.
¿Te duelen los pies? Do your feet hurt?

To say you have broken/cut/burnt something, use the **perfect tense**.

Me he roto la pierna. I have broken my leg.

★ To help you understand new words when reading a text, use the **four Cs**:

- Clues** (e.g. photos, the word box)
- Cognates** (e.g. *enormes figuras*)
- Context** (e.g. *llevamos ropa*)
- Common sense** (e.g. which text will include 'run?')

montar una tienda	to put up a tent
el perrito caliente	hot dog
fuera (de)	outside

★ In the picture-based discussion the third bullet point is always about the **past** and the fourth bullet point is always about the **future**. Make sure you use verbs in the correct tense.

E.g. *La semana pasada fui / compré / comí...*
El año próximo voy a ir / voy a comprar / voy a comer...

★ Make sure you can use and understand clock times.

<i>a la una...</i>	at one o'clock
<i>a las dos...</i>	at two o'clock
<i>...y cinco / diez</i>	at five / ten past...
<i>...y cuarto</i>	at quarter past...
<i>...y media</i>	at half past...
<i>...menos veinte</i>	at twenty to...
<i>...menos cuarto</i>	at quarter to...

el cuerpo	body
¡Qué asco!	How disgusting!
¡Qué risa!	What a laugh!

★ Remember to use **estar** for temporary states and feelings.

Estoy enfermo. I am ill.

Use **tener** to say that that you have something, but also for certain expressions where English uses the verb 'to be'.

Tengo un resfriado. I have a cold.
Mi madre tiene sueño. My Mum is sleepy.

G Saying before / after (doing)

To enhance your writing, use these phrases which are followed by the **infinitive**:

antes de + infinitive before (doing)
después de + infinitive after (doing)

Después de llegar al festival...
After arriving at the festival...

neck scarf / handkerchief
procession bonfire
fireworks
el pañuelo
el desfile
la hoguera
los fuegos artificiales

In the present tense, all 'we' form verbs end in **-mos**. All 'they' form verbs end in **-n**.

	we	they
-ar verbs	-amos	-an
-er verbs	-emos	-en
-ir verbs	-imos	-en

Lanzamos... y **vemos...** We throw... and we watch...
Lanzan... y **ven...** They throw... and they watch...

Take care with irregular verbs.

E.g. **somos** (we are) → **son** (they are)

Remember, many daily routine verbs are reflexive in Spanish.

Levantarse (to get up) is a reflexive **-ar** verb.

me levanto	I get up
te levantas	you get up
se levanta	he/she gets up
nos levantamos	we get up
os levantáis	you (plural) get up
se levantan	they get up

las uvas	grapes
recé	I prayed
el bacalao	cod
el pavo	turkey

Remember that lots of daily routine verbs are also stem-changing.

Me acuesto temprano. I go to bed early.

Which reflexive verbs are mentioned in exercise 7?

★ Adjectives ending in **-ísimo** suggest that something is really/extremely (nice/cheap, etc). Like all adjectives, they agree with the noun.
Las gambas están buenísimas. The prawns are extremely good.

★ In Spanish there are different verbs for each meal:
desayunar to have breakfast / to have... for breakfast
comer to have lunch / to have... for lunch
merendar to have tea / to have... for tea
cenar to have dinner / to have... for dinner

You can also use the word **tomar**, which means 'to have' (food / drink).



40 Word Writing Task

P resent

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

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

Tengo Soy Voy

O pinion

Me gusta	Lo bueno/ malo	Me hace ... reír	Me hace sentir ... emocionante	más/ menos (adjetivo) que
Odio	Creo que	llorar	contento	
Prefiero	Imagino que	sonreír	triste	
Opino que	No aguanto			

F uture

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

IR	A	Infinitive
1. VOY	A	
4. VAMOS	A	

AR/ER/IR
1. É
4. EMOS

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

How do I best answer the bullet points?

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

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

Comieron	Abrir	Pasaría	Me acuesto	Fuimos
Probé	Me fascina	Cantar	Voy a probar	Celebrar
Tiene	Nos levantamos	Salir	Iría	Almuerzo
Me visto	Hace	Visité	Suelo	Tiraron
Voy a asistir	fue	Era	Íbamos	Tengo
Voy a ver	pasar	Hacía	bebiste	Podría

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



90 Word Writing Task

P ast

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

AR	ER/ IR
1. É	Í
4. AMOS	IMOS

Tuve Fui Saqué

Cuando era joven/ Antes/ Cuando tenía ... años

AR	ER/ IR
1. ABA	ÍA
4. ÁBAMOS	ÍAMOS

Había Era Tenía

P resent

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

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

Tengo Soy Voy

O pinion

Me gusta	Lo bueno/ malo	Me hace ... reír	Me hace sentir ... emocionante	más/ menos (adjetivo) que
Odio	Creo que	llorar	contento	
Prefiero	Imagino que	sonreír	triste	
Opino que	No aguanto			

F uture

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

IR	A	Infinitive
1. VOY	A	
4. VAMOS	A	

AR/ER/IR
1. É
4. EMOS

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

How do I best answer the bullet points?

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

Translations

- I usually spend Christmas with my family.

- Last year we went to Spain and I tried Paella.

- Next year I am going to attend the 'Tomatina' festival.

- At Christmas we like to sing Christmas carols.

- We get up very early and we open the presents.



Y9 Spanish HT5

Knowledge Organiser Focus: Customs and Festivals (Theme 1)

Extended Writing 90 word question



Etapa 1: Translate the task into English

Un amigo español te pregunta sobre las películas
Menciona:

- Una fiesta que celebras con tu familia
- Lo que te gusta más de la fiesta
- Una fiesta a la que fuiste en el pasado
- En qué fiesta te gustaría participar

Escribe 90 palabras:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Etapa 2: Plan your sentence starters and tenses you will use

- Una fiesta que celebras con tu familia

.....

.....

.....

.....

.....

- Lo que te gusta más de la fiesta

.....

.....

.....

.....

.....

- Una fiesta a la que fuiste en el pasado

.....

.....

.....

.....

.....

- En qué fiesta te gustaría participar

.....

.....

.....

.....

.....

Etapa 5: Final Checklist

- I have included every bullet point
- I have included range of tenses: present, immediate future (voy a + infinitive), simple future (infinitive endings), preterite and conditional (me gustaría)
- I have checked my verb endings
- I have included my snazzy structures
- I have included at least 3 opinions

I should already know:

- Present Tense Conjugation
- Complex opinions and justifications
- Negatives
- Near Future Tense Conjugation
- Past Tense Conjugations
- Prepositions
- Conditional Tense Conjugations
- Present Perfect Tense Conjugation
- Key Subjunctive phrases
- Theme 1: Identity and Culture (Customs and Festivals, Free Time Technology and Media, Me, My Family and Friends)

I will learn about:

- Key vocabulary House and Home
- Negatives consolidation
- Desde hace + time
- Adjectives and adjectival agreement
- Imperfect Tense
- Se puede/ Se podía
- Prepositions
- Possessive Pronouns
- Comparatives and Superlatives
- Preterite Tense Consolidation

How I will be assessed:

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

Key words (tier 2 and 3 vocabulary):

Word	Definition
la casa adosada	semi-detached house
pintoresco	picturesque
las desventajas	disadvantages
el polideportivo	sports centre
el ayuntamiento	Town Hall
los grandes almacenes	department stores
me gustaría	I would like – conditional form
vivía	I used to live – imperfect form

Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Choose a Francophone festival and research it – create a presentation/ factfile
- Use the Grammar Booklet/ Study Packs/ Thinking Quilts/ Revision Packs provided to consolidate your learning

Recommended reading/ watching:

Spanish Imperfect Tense – <https://www.youtube.com/watch?v=oSComsNPSvw&t=7s>
 Spanish Conditional Tense - <https://www.youtube.com/watch?v=fdQoZqJkyng&t=4s>
 GCSEPOD – Spanish Grammar
 GCSEPOD – Spanish AQA/ Neighbourhood and Region
 Quizlet - https://quizlet.com/_9jwml4?x=1qqt&i=192vvg



Remember to change the article and adjective endings according to what you are buying.

uno más pequeño
 una más pequeña
 unos más pequeños
 unas más pequeñas

más grande	bigger
más pequeño	smaller
más barato	cheaper

la cordillera mountain range
 rodeado/a de surrounded by
 mi ciudad natal my home town/city

Use **¿A qué hora?** to ask about specific times.
 ¿A qué hora sale el tren? Sale a las nueve y media.
 Use **¿Cuándo?** to ask about days, dates or when, more generally.
 ¿Cuándo abre el restaurante? Abre los sábados y los domingos.

Me lo/la/los/las llevo. I'll take it / them.

todavía still routes/lanes las rutas

Sigue todo recto	
Gira a la derecha	
Gira a la izquierda	
Toma la primera calle a la derecha	
Toma la segunda calle a la izquierda	
Toma la tercera calle a la derecha	
Pasa el puente	
Pasa los semáforos	
Está cerca / lejos	
Está enfrente de la piscina	

In Spanish, demonstrative adjectives agree with the noun they refer to.

	singular		plural	
	masculine	feminine	masculine	feminine
this, these	este bolso this bag	esta bufanda this scarf	estos bolsos these bags	estas bufandas these scarves

G Polite form of address
 Use the **usted** (polite) form of the verb with an adult you don't know well.
 ¿Me puede ayudar...? Can you help me?
 Aquí tiene. Here you are.

Use 'if' clauses to discuss possible plans in the future:
 Si + present, + future
 Si hace calor, nadaremos en el mar.
 If it's hot, we'll swim in the sea.

Remember to think about these things when you write a description of a photo:



P – People / Things
 A – Actions
 W – Weather
 S – Situation / Location

los lugares places
 el rocoto relleno Peruvian-style stuffed peppers
 algún día some day

G se puede / se pueden + infinitive
 Use **se puede** and **se pueden** to mean 'you can', followed by an **infinitive**.
 Use **se puede** with singular nouns, and **se pueden** with plural nouns:
 Se puede visitar la galería de arte.
 You can visit the art gallery.
 Se pueden alquilar bolas de agua.
 You can hire water balls.

Use **e** to mean 'and' when the next word begins with *i* or *hi*.

Prices are sometimes said with **y** separating the euros and céntimos, sometimes with **con** or with nothing at all.
 E.g. 8,55 € could be said:
 ocho euros y cincuenta y cinco
 ocho euros con cincuenta y cinco
 ocho euros cincuenta y cinco

Use the **preterite** for completed actions in the past.
 Visité el centro histórico. I visited the historic centre.
 Use the **imperfect** to describe what something was like, and for repeated actions in the past.
 La gente era muy abierta. The people were very open.
 Use the **future** tense to say what will happen.
 Visitaré otras ciudades. I will visit other cities.

el Casco Viejo the old town

In the role play **correct pronunciation** will help you to communicate each message clearly and without ambiguity. As you practise, focus on the pronunciation of each word and make your utterances sound as Spanish as you can.

Extending your answers is an important skill to develop for your exam. When asked a question, add an opinion, a reason or extra information.

Many shop names contain the word for the main product they sell.

Identifying antonyms can help you to tackle more difficult reading and listening tasks. You can also use them to extend what you say and write.

To say what there is, use **hay** + the indefinite article:
 Hay un cine y una piscina.
 After a negative, you often don't use the article:
 No hay parque. There isn't a park.
 No hay ni mercado ni bolera. There isn't a market or bowling alley.
 Tampoco hay teatro. Nor is there a theatre.

Use the future tense to say what 'will' or 'shall' happen. Add these endings to the infinitive stem of regular **-ar**, **-er** and **-ir** verbs.

(yo)	visitaré	I will visit
(tú)	visitarás	you will visit
(él/ella/usted)	visitará	he/she/you (polite) will visit
(nosotros/as)	visitaremos	we will visit
(vosotros/as)	visitaréis	you (plural, familiar) will visit
(ellos/ellas/ustedes)	visitarán	they/you (plural, polite) will visit

A few verbs have an irregular stem in the future tense, but the endings are the same. Here are the most common: **haré** (I will do), **tendré** (I will have)

To ask for directions, use one of the following:
 ¿Dónde está el / la...? Where is the...?
 ¿Para ir al / a la...? How do I get to the...?
 Remember:
 a + el = al
 de + el = del

G so..., so much..., so many...
tan + adjective **tan** tranquilo (so quiet)
tanto/a + singular noun **tanta** contaminación (so much pollution)
tantos/as + plural noun **tantos** problemas (so many problems)

20	veinte	60	sesenta
30	treinta	70	setenta
40	cuarenta	80	ochenta
50	cincuenta	90	noventa

meaning	masculine plural	feminine plural
some	unos museos (some museums)	unas playas (some beaches)
many, lots of	muchos bares (lots of bars)	muchas tiendas (lots of shops)

los grandes almacenes department stores



40 Word Writing Task

P resent

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

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

Tengo Soy Voy

O pinion

Me gusta	Lo bueno/ malo	Me hace ... reír	Me hace sentir ... emocionante	más/ menos (adjetivo)
Odio	Creo que	llorar	contento	que
Prefiero	Imagino que	sonreír	triste	
Opino que	No aguanto			

F uture

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

IR	A	Infinitive
1. VOY	A	
4. VAMOS	A	

AR/ER/IR
1. É
4. EMOS

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

How do I best answer the bullet points?

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

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

Se puede	cambiaría	Vivían	Construir	Hay
Está	Fui	Tenía	Ir	Compró
Viviría	disfrutar	Había	Sería	Habría
Pasear	Voy a ir	Vimos	Me gustaría	Estaría
Voy a vivir	Cierran	Hizo	Vamos a comprar	Abren
Ver	Viajan	Hacer	toma	Alquilamos

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



90 Word Writing Task

P ast

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

AR	ER/ IR
1. É	í
4. AMOS	IMOS

Tuve Fui Saqué

Cuando era joven/ Antes/ Cuando tenía ... años

AR	ER/ IR
1. ABA	ÍA
4. ABAMOS	ÍAMOS

Había Era Tenía

P resent

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

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

Tengo Soy Voy

O pinion

Me gusta	Lo bueno/ malo	Me hace ... reír	Me hace sentir ... emocionante	más/ menos (adjetivo)
Odio	Creo que	llorar	contento	que
Prefiero	Imagino que	sonreír	triste	
Opino que	No aguanto			

F uture

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

IR	A	Infinitive
1. VOY	A	
4. VAMOS	A	

AR/ER/IR
1. É
4. EMOS

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

How do I best answer the bullet points?

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

Translations

- I love my town because there is a lot to do.
- You can visit the main square and enjoy the atmosphere.
- In my city there used to be more green spaces.
- The worst thing about my area is that there is too much traffic.
- Last weekend I went to the centre of town with my friends and we went shopping.



Extended Writing 90 word question



Etapa 1: Translate the task into English

Estás escribiendo un artículo sobre dónde vives
Menciona:

- Tu ciudad y sus atracciones principales
- Tu casa – lo bueno/lo malo
- Una visita reciente a la ciudad
- Dónde te gustaría en el futuro

Escribe más o menos 90 palabras en español.
Responde a cada aspecto de la pregunta.

.....

.....

.....

.....

.....

.....

.....

.....

Etapa 2: Plan your sentence starters / ideas

- Tu ciudad y sus atracciones principales

TENSE(S) USED:

.....

.....

.....

.....

- Tu casa – lo bueno/lo malo

TENSE(S) USED:

.....

.....

.....

.....

- Una visita reciente a la ciudad

TENSE(S) USED:

.....

.....

.....

.....

- Dónde te gustaría en el futuro

TENSE(S) USED:

.....

.....

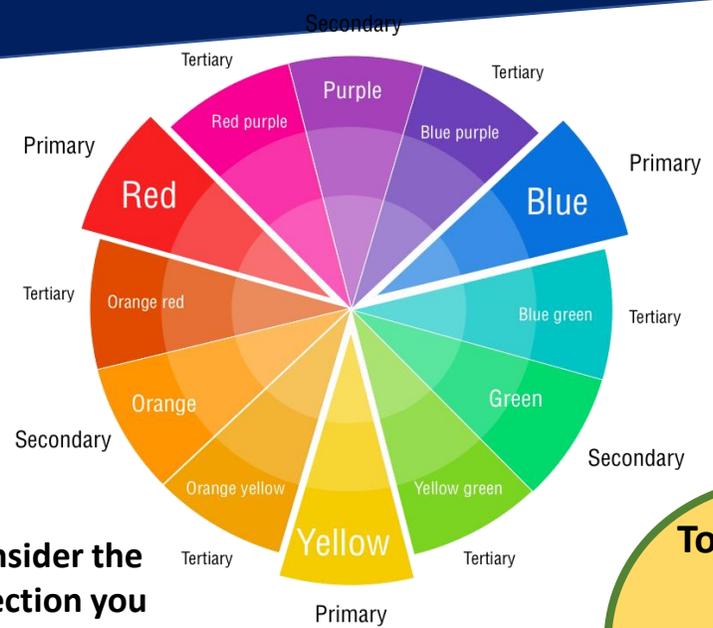
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.....

Etapa 5: Final Checklist

- I have included every bullet point
- I have included range of tenses: present, immediate future (voy a + infinitive), simple future (infinitive endings), preterite and conditional (me gustaría)
- I have checked my verb endings
- I have included my snazzy structures
- I have included at least 3 opinions

Keywords
 Blend
 Overlap
 Harmonious
 Tonal
 Smooth



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



Consider the direction you apply your oil pastel – top to bottom or inside out?



To blend oil pastels overlap them into each other slightly

Try going from light to dark and back to light again for an interesting effect



Blend – Smoothly changing from one colour to another without seeing a line where they change
Tonal – Smoothly changing one colour from dark - medium - light and then – white

THINGS TO REMEMBER:

1. Enlarge shapes when drawing
2. Apply pressure to reduce gaps/marks
3. Check the colour wheel for colours that blend (either next to each other or changing from dark to light)

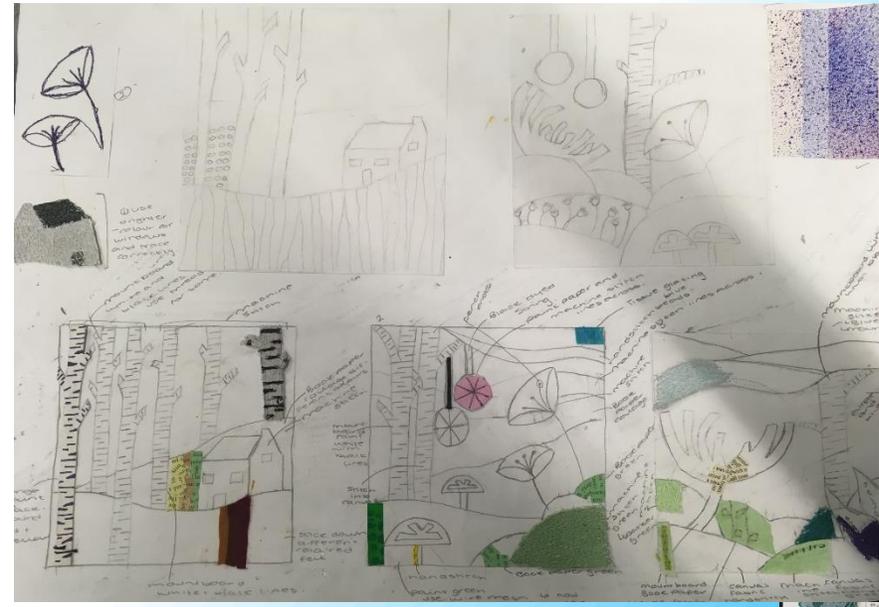


Week	Home learning
	GCSE Art pupils should completing any unfinished sketchbook work independently.
Task 1	Homework task set by class teacher.
Task 2	Homework task set by class teacher.
Task 2	Homework task set by class teacher.

Design Sheet

What is a DESIGN SHEET?

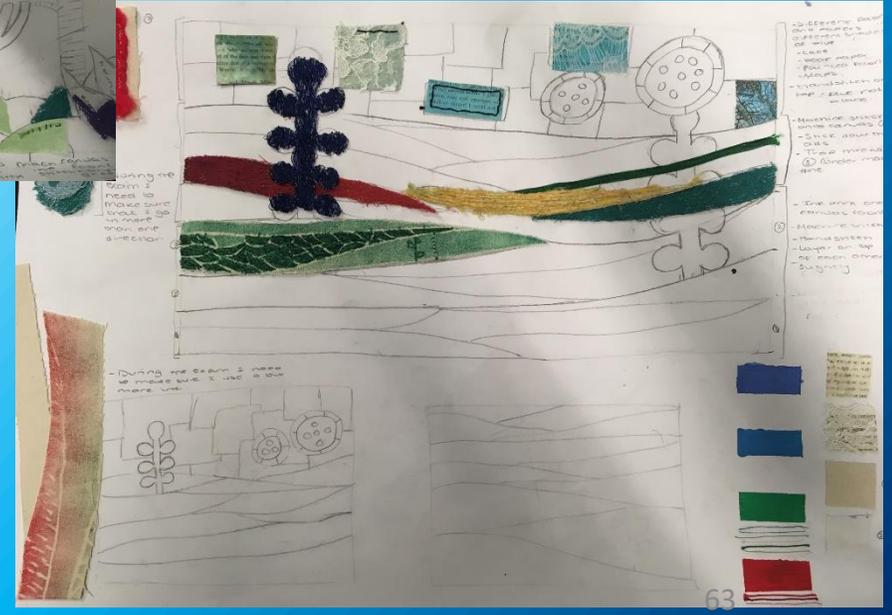
A design sheet is a plan for a final piece. It's a sheet showing your ideas and creativity taken from your project. You will select the best bits of your project for the final piece and draw what that piece will look like. You will follow your design sheet when making the final piece.



Things to consider
 Take your ideas from your sketchbook/project
 Only include media that you have already practised and used
 Include the colour schemes you are going to use

What should a design sheet include?

- 2 different design ideas
- samples of media to show how it will be decorated
- Annotation to help explain how the design will be made



ANNOTATIONS

As a general rule, always try to say:

- **WHAT** you have looked at
- **WHO** made it
- **WHEN** it was made
- **WHY** it is inspiring to you
- **HOW** it will effect your own work

When talking about your own work, try to say:

- **WHAT** you have done
- **HOW** have you done it
- **WHAT** inspired you
- **WHAT** else did you try
- **WHY** is it successful
- **IS** there anything you would change

ALWAYS TRY TO BE POSITIVE!

ANNOTATION

Annotations and evaluations are important to show your thought processes and reflections and give the viewer a deeper understanding of your work and intentions

Keep your writing to the point and avoiding 'waffling' and writing for the sake of it. Make it count.

Use these sentence starters to help get you started

Speaking and Listening Sentence starters

The similarities between... and... are apparent because...

We are learning this because...

I like/ dislike the way in which the artist has used... because...

The skill/ technique which worked really well was... this added to my work because...

I think the way in which the artist has used... within their work is interesting because...

The main theme which inspired me was... because...

I think this would be successful because...

The skill/ technique which I found most difficult was... because...

Today we are learning to...

I think the colour scheme used is effective because...

Connectives
For example, On the other hand, This was useful because, Such as, Therefore I combined

The technique I have used is...

I think that the artist has been inspired by... because...

Use keywords that link to the formal elements

<p>Shape, form, space</p> <p>Closed</p> <p>Open</p> <p>Distorted</p> <p>Flat</p> <p>Organic</p> <p>Deep</p> <p>Flat</p> <p>Positive</p> <p>Negative</p> <p>Foreground</p> <p>Background</p> <p>Composition</p> <p>Curvaceous</p> <p>Elongated</p>	<p>Tone</p> <p>Bright</p> <p>Dark</p> <p>Faded</p> <p>Smooth</p> <p>Harsh</p> <p>Contrasting</p> <p>Intense</p> <p>Sombre</p> <p>Grey</p> <p>Strong</p> <p>Powerful</p> <p>Faint</p> <p>Light</p> <p>Medium</p>	<p>Pattern</p> <p>Repeated</p> <p>Uniform</p> <p>Geometric</p> <p>Random</p> <p>Symmetrical</p> <p>Soft</p> <p>Irregular</p> <p>Grid</p> <p>Broken</p> <p>Chequered</p> <p>Criss cross</p> <p>Organic</p> <p>Floral</p> <p>Mechanical</p>	<p>Line</p> <p>Fluent</p> <p>Free rough</p> <p>Controlled</p> <p>Powerful Strong</p> <p>Geometric</p> <p>Angular</p> <p>Light</p> <p>Delicate</p> <p>Flowing</p> <p>Simple</p> <p>Thick thin</p> <p>Horizontal</p> <p>Broken</p> <p>Interrupted</p>	<p>Colour</p> <p>Bright bold</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary</p> <p>Radiant</p> <p>Dull vivid</p> <p>Contrasting</p> <p>Deep Pale</p> <p>Monochrome</p> <p>Complementary</p> <p>Natural</p> <p>Earthy</p> <p>Subtle</p> <p>Cool warm</p>	<p>Texture</p> <p>Coarse bold</p> <p>Uneven</p> <p>Bumpy</p> <p>Rough</p> <p>Smooth</p> <p>Uneven</p> <p>Spiky</p> <p>Broken</p> <p>Furry</p> <p>Fine flat</p> <p>Shiny</p> <p>Glossy</p> <p>Matt</p> <p>Jagged</p>
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Knowledge Organiser Focus: Realising ideas

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Sketching	To make a rough drawing or preliminary outline
Prototype	The first working model of a design used for testing, development and evaluation.
Client	The person you are designing for.
CAD	Computer Aided Design

I will learn about:

- *Responding to a design problem and create innovative solutions.*
- *Making models of my work to develop my ideas.*
- *How to use tools and equipment safely.*
- *How to use CAD to visualise my work.*

How I will be assessed:

I will complete various sections of my workbook and be assessed on my outcomes.

Stretch challenge: Watch and complete CAD Sessions tutorials for Onshape.

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

Recommended reading:

Advanced designing and drawing techniques

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

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>Craft knife and cutting mat</p> 	<p>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>Hot wire cutter</p> 	<p>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>A glue gun</p> 	<p>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>

Tool name	Picture of tool	Use	Explain how and why you have used this tool in your project.
Tenon saw		A Tenon saw is used to cut flat pieces of wood. It has ten teeth per inch of the blade.	
Coping saw		A saw with a thin and flexible blade. It is used cut into curved wood and to cut shaped. Because the blade is so thin it can be snapped easily if you are not careful.	
Apron		An apron is worn over our clothing to protect us from dirt, chemicals or anything dangerous we might be using.	
Safety goggles		Goggles are to protect our eyes when working on machinery.	
Wood vice		The wood vice is attached to the wood bench and helps hold items so they do not move. Turn it right to tighten it and left to loosen it.	
Bench hook		A bench hook is placed inside of the wood vice so we can saw without damaging the wood bench.	

Week	Home learning
Week 31	Onshape: Investigating and using Onshape.
Week 35	Independent research: Wood joints and their uses.
Week 39	Tools and equipment: Uses and hazards

Film Studies

Year 9 – Term 3

Knowledge Organiser Focus: Representation & Tsotsi (Hood, 2005)

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

I should already know:

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

I will learn about:

- *Representation*
- *Stereotypes*
- *Male Gaze*
- *Tsotsi*

How I will be assessed:

I will answer a sample GCSE exam question that combines my knowledge of Tsotsi with either Contexts, Representation or Film Form.

Key word	Definition
Representation	The description or portrayal of someone or something in a particular way.
Post-Apartheid	Occurring after a period of Apartheid.
Kwaito	A music genre that emerged in Johannesburg, South Africa, during the 1990s. It is a variant of house music featuring the use of African sounds and samples.
Impoverished	(of a person or area) made poor.

Stretch challenge:

Write a comparative analysis discussing the representation of youth, ethnicity, culture and discrimination in Attack The Block and Tsotsi. Consider the 'housing' used in both films.

Recommended reading:

Tsotsi looks at post-apartheid South Africa

<https://peoplesworld.org/article/tsotsi-looks-at-post-apartheid-south-africa/>



Representation

Tsotsi	<p>Gangster. Seen in his clothing and violence. Gang leader. Teenager. His naivety and his inability to drive, his clothing and through use of the Kwaito music, similar to that of hip-hop, synonymous with youth culture around the world. Impoverished majority.</p>
Tsotsi's Gang	<p>Gangsters. Clothing and body language, especially in their treatment and actions towards others. Use of Kwaito music at the beginning of the film; it's similarity to hip-hop draws parallels with generalisation of American gang culture. Lost/orphaned children. Without guardians other than perhaps Fela, the concrete tubes and the dramatic use of the AIDS poster suggest these people have no parents and/or role model other than the criminal leaders they cling to for help and support. Uneducated.</p>
Police	<p>Incompetent. The police don't manage to solve the crime or find baby David, but their excuse is valid-the township is very large. Aggressive. Their treatment of everyone aside from the Dubes is very aggressive; they resort to intimidation and aggression instead of being able to solve the crime through competence. Post-Apartheid. In having policemen who are black and white, the idea of Post-Apartheid South Africa and a move towards equality is seen.</p>
The Dubes	<p>"Nouveau riche". Meaning, newly rich. In the last 50 years black people would not be in the financial position that the Dubes are. For this reason, they represent a type of people and family who are able to be 'rich' for the first time. Affluent.</p>
Miriam	<p>Single mother. Resourceful. Her ability to make mobiles and other items to make money shows how she can take rubbish and turn it into money to help herself and her baby. Homemaker. In contrast to Tsotsi's home, Miriam shows her ability to create a warm and happy environment that is self for her baby.</p>

Characters

Tsotsi	<p>Protagonist: The eponymous character and the one who, arguably, shows the most growth and reflects the themes the most clearly. Runs away from home after he is left with his abusive father due to his mother dying from an undefined disease (but heavily hinted at being AIDS). As a young child David lives with other homeless children in construction pipes. The film focuses on him years later as a young adult and a gang leader, now called Tsotsi. After being involved in a murder he accidentally kidnaps a 3 month year old baby.</p>
Miriam	<p>Mother to a young child, she is spotted by Tsotsi collecting water from a public tap. She is initially followed and threatened by Tsotsi at gunpoint who demands that she feed the kidnapped child. Shows her kindness by offering to look after the child when Tsotsi visits for a second time. Is, in many ways, a surrogate mother for Tsotsi too, and reflective of the key theme of decency.</p>
Boston	<p>Seen from the beginning of the film as somewhat of an outsider of the group. He appears to be an alcoholic and the reasons for his addiction seem to stem from his social situation and a way to cope with his life in the gang and life of crime. Is, from the beginning, referred to as 'Teacher Boy', though was never actually a teacher. Fights with Tsotsi over the murder of the man at the start of the film and is another catalyst for Tsotsi's change after his is beaten to near-death by the protagonist Often the voice of reason..</p>
Butcher	<p>Antagonist: The closest the film has to a traditional antagonist, given his violent nature which often creates issues for the gang. He is the one who kills the man on the train and therefore shows how prone he is to violence. He seems to enjoy violence and killing-his first choice in any scene involving crime seems to be to choose violence and specifically, killing. In some ways he is the version of Tsotsi he could be if he were to not change his ways.</p>

Use Of Film Form

Mise-En-Scene	The township and the city are marked by notably different colour palettes-reds, oranges and browns and grey and blue respectively. Facial expressions during the murder scene give a clear indication of what each character is like and effectively setting up each personality, apart from Tsotsi who, at this point, is difficult to read. Tsotsi is often shown away from the group or isolated in some way. Production design of locations is quite broad but very useful; Tsotsi's shack shows poverty, Miriam's shows warmth, the Dube's shows wealth, the train station shows cold alienation and lack of personality. Each is created through colour, props and the overall atmosphere created through mise-en-scene. Costume also used as symbolism-leather jacket, white shirt, tie, all key in conveying ideas.
Cinematography (including Lighting)	Close ups of characters hands feature heavily early on to help establish theme of destiny through use of dice. Audience is often placed within the gang through use of camera angles, shot sizes and movement; the dolly movement is motivated by the gang's movement at the start of the film, a POV during KS1, OTS shots of Tsotsi etc. Lighting is key-indicating atmosphere as well as theme. Light conveys warmth in Miriam's shack, hope as the sun rises over the township and despair at night, especially when accompanied by rain. At one point, Tsotsi is 'half-lit', suggesting a duality to his character and personality.
Sound	The 'Kwaito' music that begins as they leave provides energy and a contemporary feel as a hybrid between familiar black urban music and an indigenous South African sound. Later, the quiet diegetic sounds are accompanied by music which is the quiet calm of African wind instruments, contrasting with the 'Kwaito' in the opening sequence.
Editing	Flashbacks are used in the film as a narrative device but are skilfully edited into the film to provide detail. Cross-cutting is also used in a number of scenes to explore the idea of fate and duality, such as Tsotsi looking at baby David and flashing back to Tsotsi looking at his sick mother. Tension is often conveyed through the editing, with pace manipulated to develop reaction.

Themes & Issues

Decency	Key theme throughout-someone having respect for themselves and others.
Crime	Often seen as a way of life or potentially a way out of poverty; aspirational.
Family	Seen as aspirational for many; only the Dubes are seen as a family-everyone else is searching for or longing for family.
Responsibility	Many do not take responsibility for their actions; when Tsotsi does he changes and becomes more mature and responsible.
Redemption	Tsotsi tries to redeem himself by putting right the things he has done wrong-there is a suggestion that others doing the same would be beneficial for them and others.
Apartheid	Segregation still exists, especially between the impoverished and affluent-seen perhaps best in the Dube's gated house.

Podcast Revision

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

- Genre: Crime
- Required Learning: Tsotsi
- Commentaries: Tsotsi



Section B: Global non-English language film

Answer **question 2** on **one** of the following films:

- *Spirited Away* (Miyazaki, Japan, 2001)
- *Tsotsi* (Hood, 2005, South Africa)
- *Let the Right One In* (Alfredson, 2008, Sweden)
- *The Wave* (Gansel, 2008, Germany)
- *Wadjda* (Al Mansour, Saudi Arabia, 2012).

2. (a) Name and briefly describe **one** young character in your chosen film. [2]
- (b) Briefly describe the costume of this character on their first appearance. [3]
- (c) Briefly explore how other aspects of mise-en-scène (setting, location and props) are used to create your first impression of this young character in **one** sequence from the beginning of your chosen film. [5]
- (d) Explore how young people are represented in your chosen film. Refer to at least **one** sequence where young people are shown. [15]

In your answer, you should consider:

- how at least two young people are represented in your chosen film
- how two of the following contribute to the representation of young people in your film - cinematography, mise-en-scène, editing or sound
- how at least one sequence demonstrates the representation of young people.

This could be **Young, Old, Male, Female, Rich, Poor** or even go deeper into ethnicity & culture but that may be saved for (d).

BE READY FOR CONTEXTS!!

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

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

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

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

In your answer, you should consider:

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

Any element of film form could be featured here – Cinematography, Sound, Editing or Mise-En-Scene.

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

REPRESENTATION is almost guaranteed to form the base for the 15 marker!

THEY COULD POP UP FOR ANY FILM/QUESTION!

Week	Home learning
	<p>A. Name and briefly describe one young character in your chosen film. [1]</p> <p>B. Briefly describe how this your character is represented in your chosen film. [4]</p> <p>C. Briefly explore how aspects of mise-en-scène (setting, location and props) are used to create your first impression of this young character. [5]</p> <p>D. Explore how young people are represented in your chosen film. Refer to at least one sequence where young people are shown. In your answer, you should consider:</p> <ul style="list-style-type: none"> • Characters’ appearance, actions and behaviour • How the narrative reflects the characters motivations and aims • How film language helps to represent your chosen character. [15]
	<p>A. Name one adult character featured in your chosen film. [1]</p> <p>B. Briefly describe how this adult character is represented in your chosen film. [4]</p> <p>C. Briefly explore how aspects of mise-en-scène (setting, location and props) are used to create a representation of this young character. [5]</p> <p>D. Explore how adults are represented in at least one sequence from your chosen film. In your answer, you should consider:</p> <ul style="list-style-type: none"> • Characters’ appearance, actions and behaviour • How the narrative reflect’s the characters motivations and aims • How film language helps to represent your chosen character. [15]
	<p>A. (a) Identify one key theme in your chosen film. [1]</p> <p>B. (b) Briefly describe how this theme is important to your film’s narrative. [4]</p> <p>C. (c) Briefly explore how key aspects of film language are used to present this theme in one key sequence. [5]</p> <p>D. (d) Explore how key themes or messages are used to represent gender in your chosen film. In your answer, you should consider:</p> <ul style="list-style-type: none"> • How the themes you identified are presented via film language • How gender is represented throughout the film. • The impact of context in understanding the key themes or messages [15]

Year 9 : Performing Arts Term Three



Knowledge Organiser Focus: Devising Theatre

Devising- This will be assessed through performance and written work

Devising is a group collaboration in response to a stimulus leading to the creation of an original performance. Devising in drama demands inventiveness, an understanding of the rules of structuring a piece of theatre and a readiness to collaborate with others.

A good DRAMA performance ...

Will have a clear style and will show precision. You will need to demonstrate an understanding of key performance skills and the conventions of the drama style or practitioner that you are using in performance.

Elements we will focus on-

Cross-cutting / Narration / Break the 4th Wall / freeze frame / comedy / use of music / overlapping speech / tragedy / objectives / magic if / Pitch / Pace / Pause / Accent / inflection / volume / emphasis / articulation / projection / Facial expressions / body language / gait / posture / gestures / Proscenium Arch / End – on / Traverse / Thrust / In the round / Area

Thinking Questions

- What skills do I need to use today?
- How am I communicating with others?
- How am I communicating to the audience?
- Is my effort allowing me to meet my target?
- Am I working to the best of my ability?
- What do I need to do next to allow me to keep improving?

Core skills

**Confidence, Creativity,
Leadership, Organisation,
Resilience, Initiative,
Communication**

Vocabulary

facial expressions /
body language /
proxemics / staging /
stimulus /
practitioner / vocal
skill / pitch / pace /
pause / volume /
projection / genre /
style / atmosphere /
blocking /
characterisation /
chorus / dynamic /
dialogue / emphasis
/ exploration /
technique / intensity
/ tempo / purpose

Devising Drama

Types of stimulus –

Themes:

- o social
- o cultural
- o historical
- o ethical.

Visual:

- o photograph
- o painting
- o sculpture
- o graphic
- o found object.

Text:

- o poem
- o short story
- o quotation
- o lyric.

Aural:

- o music
- o sound.

Media:

- o newspaper
- o magazine
- o documentary

Understand how to use stimulus for developing performance-

Analysis of stimulus material:

- o discussion
- o brainstorm
- o improvisation and practical responsive techniques.

Things to consider when devising:

- Artistic intention.
- Target audience.
- Form and style of the performance.
- Creative and staging possibilities.
- Developing performance roles(casting).

Primary and secondary research

Primary research:

- o existing performance works
- o practitioners
- o existing performance texts
- o interviews.

Secondary research:

- o internet
- o printed publications
- o digital archives.

Development and realisation of creative ideas

- Selection and rejection of ideas and material.
- Responding to feedback.
- Shaping and refining material to resolve problems.
- Refining performance skills through rehearsal.
- Explaining and justifying interpretation of the stimulus and creative decisions.

Practical exploration and shaping of creative ideas

Discussion:

- o mind mapping
- o brainstorming
- o debate

- Improvisation.
- Physical experimentation.
- Aural experimentation.
- Experiment with techniques and methods of known practitioners.
- Visual/graphic notation, scriptwriting /storyboarding ,style/genre.
- Staging techniques.
- Performance techniques.
- Structural elements.
- Compositional structures and devices.

Personal Management

- Attendance.
- Punctuality.
- Meeting group and individual deadlines.
- Learning and absorbing material.
- Applying, developing and refining performance skills.

The stimuli for performance:



News report Link:

<https://www.theguardian.com/uk/2008/aug/03/ukcrime.sophielancaster>



YouTube Link: <https://www.youtube.com/watch?v=eA7v568YbNo>



Non- Naturalistic Techniques to use in performance:

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

Task: Write a definition for each of the techniques.

Use at least one technique in each scene.

Rehearsal Techniques to develop characters:

Hot-seating
Role reversal
Filmed Analysis
Role On The Wall
Given circumstances
Magic If
Developing a backstory
Improvisation

Task: Keep notes after each lesson to help guide your coursework.

Revisit each stimulus and create a brainstorm for each.

VOCALS

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

Pace: The speed that you speak at.



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

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



Volume: The loudness or quietness of your voice. 

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



Power: The amount of tension in your voice. This is not the same as volume - you can have large vocal power at a low volume.



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



Articulation: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word.



PHYSICALITY

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

Pace: The speed that you move at.



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

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



Tension: How tightly you are holding your muscles. 

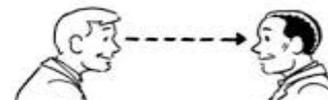
Gesture: A movement (of the head, arm, hand, leg or foot) which communicates a specific meaning.



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



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



Posture: The way that you sit or stand; the alignment of your spine. Your physical stance, which conveys information about your character.



DIG DEEPER QUESTIONS

How could you use vocal skills to communicate subtle changes to a character's emotions?
 How could you use physical skills to communicate subtle changes to a character's emotions?
 Which do you think is the most important vocal skill? Why?
 Why do you need to change your characterisation depending on the style of the play?

How can eye contact change the meaning communicated?
 How might adding a pause change the meaning of a line?
 Which do you think is the most important physical skill? Why?
 What makes a successful performance?

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'**

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

'SPIRITUAL REALISM'
Theatre of Living Experience

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

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

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

Founded Moscow Art Theatre

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

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

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' (VERFREMUNGSEFFECK)
'make the familiar strange'

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

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

'SOCIAL INJUSTICE' and **'MORAL'** messages

Spectators should **'NOT EMOTIONALLY IDENTIFY'** with the characters or action

Emotion causes the audience to become complacent

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 baseness of his world'

THEATRE OF CRUELTY

Homework Tasks

Task 1

Create a glossary of key drama terms. You should have at least 50 different drama terms that you could use in your written work. You are NOT allowed to copy and paste and should write out the meanings in your own words so that you know that you understand what they mean.

Task 2

Create an information booklet on your set script. You should aim to make it informative but in a way that people your age would be able to understand. You should cover— Who the writer is / Their life / Important things they wrote or did / Style of the script / key techniques / other information. It must be colour and include a bibliography at the end which includes at least 10 sources.

Task 3

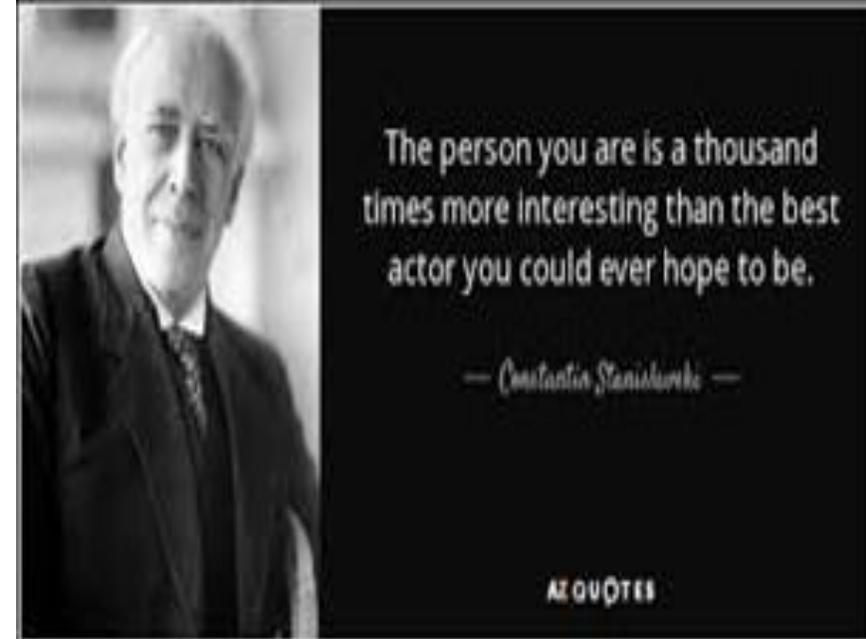
Write a 500 word evaluation of your progress throughout this project so far. What particular skills have you made improvement on? What do you know now that you did not before? What have you still got to work on? Be fair to yourself and set targets to improve on next assessment. You MUST analyse and give examples for each point you make. This should be a minimum of 1 side of A4 and you should spend at least an hour on it.

Task 4

Pick a performance technique that you have not used before in performance. Watch some YouTube video's of the technique in action and create a help guide aimed at KS3 students. It should include what it is, how it can be used, it's purpose, pros and cons, etc. It should be done in language that younger students will understand, include pictures and be interesting.

Task 5

Draw and annotate a set design for your current performance. You must ensure that the drawing is in full colour, detailed and realistic. Your annotations must explain what you have picked as set and why, it's position, its condition and why you have chosen it.



I should already know:

- How to build a website
- The different computer parts
- How to access websites using the internet

I will learn:

- The different types of networks
- The threats to networks
- How to secure networks

How I will be assessed:

I will complete a task from a client brief that showcases my knowledge of different networks and the threats to security.

Recommended reading:

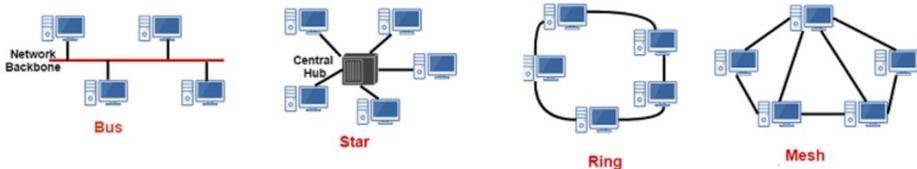
Introduction to networks

<https://www.bbc.co.uk/bitesize/guides/zc6rcdm/revision/1>

Knowledge Organiser Focus: Network, topologies and threats.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Internet	The Internet is a huge world wide network which allows computers to communicate and share information.
Network	Two or more computers connected together to share data and device
Local area network (LAN)	This is a network within a single building
Wide area network (WAN)	This is a network over a wider geographical area such as in different buildings, cities or even countries.
Internet service provider (ISP)	The company that provides you with access to the internet
Internet protocol (IP)	IP stands for Internet Protocol, which means the rules that networks have agreed to so that they can communicate easily with each other
Peripheral	Something that is attached to the computer, e.g. printer, mouse, etc.
Input device	Input Devices: these are used to control the computer and are used to put data into the system
Output device	These get something out of the computer for instance data or sound
Storage device	These are used to save data onto and can be inside the computer or portable so the data can be taken with the user.



Mesh topology

- Each node relays the data it receives to other nodes within reach.
- There is no central node in a mesh network.
- Using cables means the network would become too expensive.

However, using wireless a mesh offers a lot more advantages over a star network, such as:

- Very robust – if one node fails the other nodes within range allow data transmission around the network to continue.
- Excellent wireless range



Data Packets

Files are split into millions of data packets when sent across a network or the internet. Packets get sent by different routes according to availability. When you send a file online, the parts of the file might travel one way around the world and the other parts may go in the opposite direction! Packets are reassembled at receiving end.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Computer virus	A computer virus enters your system without your knowledge and can then copy itself to other computers. Most computer viruses will alter, delete or damage the files in the computer system
Virus checker	Antivirus software should be installed on your system to scan for threats and quarantine potential viruses.
Worms	They creep around the network automatically, copying themselves and slowing it down.
Trojan horse	A Trojan horse is software that pretends to be something useful, so the user downloads it, but actually it does something else.
Spyware	Spyware collects information about users so that it can be used for fraudulent purposes.
Key logger	Key logger software is used to record the user's keystrokes and can find out peoples passwords, bank details, etc
Adware	Adware is software that is automatically downloaded and installed on your computer so you are directed to advertising material.
Cloud computing	The practice of using a network of remote servers hosted on the Internet to store, manage, and process data, rather than a local server or a personal computer.



A network is made up of two or more computers connected together to share data and device. *The two main types of networks are....*

There are many threats on a network such as hackers. *Other threats include...*

We use a huge network on a daily basis and this is called the internet. *We can share...*

We can be secure in our networks by....

Draw different types of network topologies.

I should already know:

- What is a pulse raiser
- What is a skill development
- What is a conditioned game
- What is a risk assessment
- 6 sports leader roles
- 5 qualities of a leader
- 5 responsibilities of a leader
- 3 leaderships styles used by sports leaders

How I will be assessed:

- Each piece of coursework will be assessed by your teacher and marked matching the relevant mark band.

Stretch challenge: **Hitting the higher mark band or grade – adding more detail to your coursework or adding more examples in each of your paragraphs**

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Comprehensive	The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth.
Competent	Does something well; applies skill and knowledge.
Advanced	Being at a high level; progressive.
Technique	A method used for a specific task, a way of performing a skill.

Recommended viewing:

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

<https://www.youtube.com/watch?v=4jWZVtkJdC0>

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

<https://www.youtube.com/watch?v=5RXJU8CdtcA>

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

<https://www.youtube.com/watch?v=2uvLCuIh0MI>

<https://www.youtube.com/watch?v=v7-AvfAsiok>

Session plan & Risk assessment

Knowledge Organiser Focus: R053 Coursework

CANDIDATE NAME:				
SPORTING ENVIRONMENT: (eg sports hall)			Date completed:	
Had some tutor support		Had little tutor support	Produced independently	
STEP 1 Identify significant hazards below	STEP 2 State the severity of the hazard (high, low, medium)	STEP 3 State the probability of the hazard occurring (high, low, medium)	STEP 4 List the people who are at risk from the hazards you have identified	STEP 5 List what could be done to reduce the risks. Note any action that you think is needed

Section	Completed
Session plan	
- Pulse raiser	
- Skill development	
- Conditioned Game	
- Cool down	
- Introduction/conclusion	

RISK ASSESSMENT – TASK 2				
CANDIDATE NAME	Sports Hall		Date completed	9 September
SPORTING ENVIRONMENT	Had some tutor support	Had little tutor support	Produced independently	X
STEP 1 Identify significant hazards below	STEP 2 State the severity of the hazard (high, low, medium)	STEP 3 State the probability of the hazard occurring (high, low, medium)	STEP 4 List the people who are at risk from the hazards you have identified	STEP 5 List what could be done to reduce the risks. Note any action that you think is needed
Water on the floor	medium	medium	Students, supervisors	Mop up any water; put a sign where it is until it is thoroughly dry, if this has been caused by people bringing drinks into the sports hall make them have drinks outside the sports hall.
Dirty floor	medium	high	Students, supervisors	Clean the floor so that it is not dirty and slippery. Use the other end of the sports hall if possible until it is clean.
Pins/splinters	high	medium	Students, supervisors	Sweep the floor and make sure there are no pins or splinters. Look at the floor and sand down any bits that have been chipped or broken.
Benches	high	low	Students, supervisors	Make sure the benches are pushed right against the wall to avoid bashing into them.
Temperature	high	low	Students, supervisors	On a hot day open some windows. On cold days shut them and keep the heating at a sensible temperature at all times.
Bottles of water	medium	medium	Students, supervisors	Make sure all the water bottles brought to the lesson by the students are kept off the playing area and that when the students want a drink they only have a drink when told to do so and drink in the area where they are allowed to so that water doesn't get spilt on the playing area.

LO2: Be able to plan a sports activity session

MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 10 marks
Produces a basic session plan which demonstrates limited consideration of the key requirements for an effective and safe sporting activity session.	Produces an effective session plan which demonstrates appropriate consideration of the key requirements for an effective and safe sporting activity session.	Produces a detailed and comprehensive session plan which demonstrates thorough consideration of the key requirements for an effective and safe sporting activity session.
Requires some prompting from the teacher in producing the session plan.	Little prompting from the teacher is required in producing the session plan.	The session plan is produced independently .
Draws upon limited skills/knowledge/understanding from other units in the specification.	Draws upon some relevant skills/knowledge/understanding from other units in the specification.	Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.
MB1: 1 – 3 marks	MB2: 4 – 6 marks	MB3: 7 – 8 marks
Shows a limited awareness of safety considerations. Some teacher support may be required in planning and setting up a suitable risk assessment.	Shows some understanding of safety considerations, requiring little teacher support in planning and setting up a suitable risk assessment.	Shows well developed understanding of safety considerations, planning and setting up a suitable risk assessment independently .
Corrective action of risks is basic .	Corrective action of risks is effective .	Corrective action of risks is considered and effective .
Provides a brief outline of emergency procedures related to the facility and equipment to be used in the session.	Provides a clear description of emergency procedures related to the facility and equipment to be used in the session.	Provides a thorough explanation of emergency procedures related to the facility and equipment to be used in the session.

Section	Completed
Risk Assessment	
- 5 hazards	
- 10 hazards	

Responsibilities & Qualities

Knowledge Organiser Focus: R053 Coursework

Section	Pass Identify/outline	Merit Explain	Distinction Example/imp act
Responsibilities			
- Knowledge			
- Enthusiasm			
- Safety			
- Child protection			
- Frist Aid			

L1 Pass	Student identifies the qualities and responsibilities of the leader
L1 Merit	Student describes the quality and responsibilities of a leader
L1 Distinction	Student can support descriptions of the qualities and responsibilities of a leader with a sporting example
L2 Pass	Student explains the importance of the qualities and responsibilities of a leader

One quality I am going to be talking about is reliability. Reliability is when someone is able to know that someone else can get something done. Reliability is important because a team must be able to depend on their leader to do their role and do it to the best they can. If a team can't rely on their leader then the chemistry will slowly fall apart. Chemistry is important in a team because without chemistry there is never really a friendship in the team. Reliability is also important because it also builds trust in each other. If you can rely on each other it raises your trust in each other. For example, if a player asks the leader for a favor that is required in their job title and the leader does not get it done then the player for next time knows not to ask the leader and that can have an effect on gameplay.

Another quality I am going to be talking about is punctuality. Punctuality is being on time for events involving the sport. Punctuality is important because if players are late to matches or meetings then it has an effect for the whole team. Punctuality is also important because it could waste time for important gatherings and if one is late then it would be a nuisance to catch them up on things. For example, if a player is late to the match then the leader will have to either substitute the player which can affect the starting lineup depending on the people on the bench or wait for the player to arrive which slows down the game. Another example is if the leader is late to a meeting then the players must wait for the leader which could affect the day for the players.

Another quality I am going to be talking about is confidence. Confidence is the feeling or belief that one can have faith in or rely on someone or something. Confidence is important for a leader to have because with confidence the leader can lead by example and give that confidence to others. Confidence is also important because without confidence you'll never do your best in anything and that hinders your potential. For example, if the leader leads with confidence and knows what he is saying then the captain of the team could see that the leader is doing this and next game try to give a speech of his own with confidence. Another example is that the confidence could lead onto his gameplay and lead onto his other teammates giving them confidence.

Another quality I am going to be talking about is communication. Communication is the imparting or exchanging of information by speaking, writing, or using some other medium. Communication is important for a leader because his players must be able to understand what the leader wants. The players must also feel like they are able to talk to their leader and communicate with him about matters about himself or the team. Communication is also important because without communication, there will not be that trust in each other which could also make communication worse in some cases. For example, if a player has an injury and cannot attend the next match, the player must be able to tell the leader this so they know not to include them in the starting lineup.

One last quality I am going to be talking about is creativity. Creativity is the use of imagination or original ideas to create something. Creativity is important for leader because they need to bring differentiation

Qualities and Responsibilities

The responsibility I am going to be talking about is knowledge of the activity. Knowledge of the activity is the knowledge the leader has of the sport and or activity that is going to be delivered. This is important for a sport leader to have because if the leader does not know anything about the sport then they cannot possibly teach it. Another reason it would be good is because it would pass knowledge on to the students. For example, in a PE lesson. If the PE teacher didn't know how to play badminton or know the rules behind it then they would be not be able to teach the kids the proper rules of the game and techniques of the game so they can play better.

The next responsibility I am going to be talking about is enthusiasm. Enthusiasm means to have intense and eager enjoyment, interest or approval. In this context it would be intense and eager enjoyment and interest. Enthusiasm is important for a sport leader to have because if the team have a good atmosphere, then it has a very good chance of raising morals and spreading positivity throughout the team. Enthusiasm would also be good because it would get the team ready and "fired up" for their game. For example, in a football game, if the manager is enthusiastic in the changing rooms when delivering tactics for the game. This would spread positivity throughout the changing rooms and get the team ready for the game.

The next responsibility I am going to be talking about is knowledge of safety. Knowledge of safety is checking areas of where the sport will be performed. This is to ensure the area is safe and fit to play on. If it is an outdoor sport then the weather will need to be checked beforehand and a few hours before the start of the sport. This is important because they need to be able to prevent injury as much as possible. For example, in a football game on grass. The pitch will have to be checked before kickoff to ensure that the grass is suitable to play on. The weather will need to be suitable as well for the game to continue as well. This all needs to be suitable or the game cannot continue and will be postponed.

The next responsibility I am going to be talking about is child protection. Child protection is about keeping all children safe from harm, abuse, violence, exploitation and neglect. Also it requires you to protect any child known to have a history of harm, abuse, violence, exploitation and neglect. This is important because without child protection, a child could be at risk of getting hurt. For example, in a PE lesson. If it is known for a child to have experienced any of the above then it is the sports leaders' responsibility to make sure that problem is taken care of by maybe telling someone in higher authority or contacting the parents to check if everything is okay and speaking with the child or even tell the authorities if it seems serious.

The next responsibility I am going to be talking about is first aid. First Aid is help given to a sick or injured person until full medical treatment is available. This is important because a student's life could depend on first aid. This is also important because it is never known when first aid could be needed and it could come in very useful, especially in critical times. For example, if a student is injured in the

Section	Pass Identify/outline	Merit Explain	Distinction Example/imp act
Qualities			
- Punctuality			
- Reliability			
- Confidence			
- Communication			
- Creativity			

<u>Section</u>	<u>Pass</u> <u>Identify/outline</u>	<u>Merit</u> <u>Explain</u>	<u>Distinction</u> <u>Example/imp</u> <u>act</u>
Roles			
- Teacher			
- Manager			
- Coach			
- Expedition leader			
- Role Model			

L2 Pass	you will define each leadership role and identify some responsibilities and qualities
L2 Merit	you will define each leadership role and describe the responsibilities and qualities, providing an example
L2 Distinction	you will define each leadership role and explain the responsibilities and qualities, with an appropriate example for each

The third role I want to talk about is a coach. A coach assists athletes in reaching full potential. They are responsible for training athletes by analysing their performances, instructing in relevant skills and by providing encouragement. They are also responsible for the athlete outside of the sport. 1 key responsibility of a coach is to help individuals reach their personal targets in the sport. They must motivate and encourage the athletes. Another responsibility of a coach is to give their input on the starting line-up and inform the coach on injuries and or the performance on the athletes in training. One more responsibility of a coach is to ensure fitness levels and nutrition levels are high and the athletes are as fit and able as they need to be. 3 qualities of a coach is communication, enthusiasm and patience. A coach needs communication to talk to the coach about the athletes, a coach needs enthusiasm to keep positivity in the team and keep morals high and a coach needs patience with the athletes as they might not always perform the best. Examples of coaches would be Pep Guardiola, Mike Phelan, and Michel Arteta. Mike Phelan is a good coach as he is coaching one of the best football teams in the world. Pep Guardiola is also a good coach because he is another that is coaching on of the best teams in the world and is assisted by Michel Arteta.

The fourth role I want to talk about is a teacher. The definition of a teacher is a person who teaches. They are responsibilities of a teacher is to teach how to play sports, monitoring progress, and communicating with the parents on the progress of the students as well. Another responsibility of a teacher is to help students physically such as flexibility, coordination, strength and endurance. One more responsibility of a teacher is to motivate students to be more active and get them doing as much sports as you can so they are physically and mentally healthy. 3 qualities of a teacher is patience, understanding, confidence. A teacher needs patience for their students because they might not get what to do first time. A teacher needs to be understanding because students may not feel up to doing the work and may have a good reason for that. A teacher needs to be confident in their students to achieve what they want. An accurate example of a teacher is Mr Jolly, Mr Edwards, and Mr Patterson. They are all successful because they have all the qualities above – confident, patient and understanding.

Roles of Sports Leadership

The first role I want to talk about is a captain. The role of captain is to provide leadership to his teammate both on and off the pitch. Captains usually lead conditioning drills and pregame warm-up routines. During games, captains encourage players and promote good sportsmanship. 3 responsibilities of a captain is to lead the team. A captain has to lead the team because without a leader a team isn't a team, also a captain needs to set an example for the rest of his team. Another responsibility is a captain needs to help the team. A captain needs to raise the teams' morale after maybe a loss in the game or raise an individual's morale if they have maybe made a bad choice or mistake in the game. One more responsibility of a captain is to notice any problems with the team or an individual and let the coach of the team realise and find a solution. A captain should do this because it would benefit the individual and help them mentally or if it is a physical problem, the coach can give the individual some time to rest and recover. 3 qualities of a captain is to be confident, helpful and to encourage. These three qualities are needed to be successful because confidence is contagious and can lead throughout the team, to be helpful can let others on your team know that they can speak to you about things and you will be of help to them and to encourage can let others on your team feel good about themselves and not feel down over one mistake. 3 examples of a captain is Ashley Young, Sergio Ramos and Vincent Kompany. Ashley Young is successful because he is captain of one of the largest football clubs in the world. Sergio Ramos is successful because he raises his teammates' morale on the pitch. Vincent Kompany is successful because he has led his team to victory in the premier league multiple times.

The second role I want to talk about is a manager. The role of a manager is to attend team manager meeting with the league. They need to communicate with their team, they have to know the league rules and know the laws of the game and they have to communicate with the league. 3 responsibilities of a manager is to assign a team captain. A manager has the responsibility of choosing a team captain for the team this is important because they lead the team and make the work for the manager less and they do not need to do a lot to keep the team in order. Another responsibility of a manager is to register new players. A manager has the responsibility of picking new players and training them to be one of the team. Another responsibility of a manager is to provide kits for their players. This is important because it is a kit that represents your team to your fans and it is important because numbers are very important to players as it is what players on the field know you as so it is a very big responsibility. 3 qualities for a manager is humour, reliability, punctuality. These qualities are important to be successful humour is needed to keep the teams attention and have a personal connection with them as you will be seeing them quite a lot, reliability is needed because a team needs to be able to rely on their manager to get stuff done and punctuality is needed because a manager

Leaders	Responsibilities	Qualities
Captain	H&S (first aid)	Confidence
Manager	Selecting teams	Humour
Coach	Tactics	Reliability
Teacher	Organising	Communication
Role Model	Equipment	Punctuality
Expedition Leader	Knowledge Planning	Enthusiasm Encouragement

<u>Section</u>	<u>Pass Identify/outline</u>	<u>Merit Explain</u>	<u>Distinction Impact</u>
Styles			
- Autocratic			
- Democratic			
- Laissez-Faire			

Styles of a Sports Leader

A style of leadership I want to talk about is autocratic. The description of an autocratic is when leaders do not give their teammates a say in what the tactics for the sport is. 1 pro for autocratic is the leader could have a much planned out tactic that could go quite well and turn out to work. This would be good for the team because they would then know a tactic that works for the team and this knowledge would become helpful in future games. Another pro for autocratic is the leader could be very experienced in the sport. This would be good for the team because an experienced leader means they would be able to pass down their knowledge onto the players meaning better performances in games because of the players' knowledge of the game. One more pro is that decisions will be made quickly and will not take much discussion to decide. This would be good for the team because then no time would be wasted trying to find out what tactic would be needed in their games. 1 con for autocratic is it discourages the teams input on the tactics. This would annoy some teammates because they are not being listened to and their ideas aren't being considered. Another con for autocratic is it could disallow smart ideas that are made by teammates which would also annoy teammates especially if they know their idea would be an asset. One more con for autocratic is it could lead to teammates disliking their leader and not listening to what he/she says. An accurate example of an autocratic sports leader is Jose Mourinho. Jose Mourinho was unsuccessful because he never changed his mind regardless of what his fans said, what the players said and what his elders said. This is why Jose would not have used this style successfully.

Another style of leadership I want to talk about is democratic. The description of a democratic style is a team guided by a leader where all individuals are involved in the decision-making process to determine what needs to be done and how it should be done. The group's leader has the authority to make the final decision of the group. 1 pro of a democratic leadership is it makes a creative environment. It supports creativity amongst the team and allows them to come up with some ideas. Another pro of democratic leadership is it increases chemistry between the players. It gives something for the players to agree on. One more pro for democratic leadership is it allows everyone to have an input on the decision making and allows some freedom. 1 con for democratic leadership is the decision could become very regretful throughout the whole team if it doesn't happen as expected. Another con for democratic leadership is that decision making could eat into important time that they could be using to do something else more important. This could lead to something not getting done, leaving the team unprepared. One more con for democratic leadership is players could become apologetic for making the decisions if they do not go well. This could lead to players feeling as if it is their fault.

Marking criteria grid

LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership

MB1: 1 – 4 marks

Outlines a **range** of different sports leadership roles and responsibilities associated with them.

Identifies the styles and personal qualities which relate to leadership roles in sport.

MB2: 5 – 7 marks

Describes a **range** of sport leadership roles and related responsibilities.

Makes links between different roles and the personal qualities and leadership styles of those who undertake them with **some accuracy**.

MB3: 8 – 9 marks

Describes a **wide range** of sports leadership roles and related responsibilities.

Makes **clear** and **accurate** links between different roles and the personal qualities and leadership styles of those who undertake them.

<u>Section</u>	<u>Pass</u> <u>Identify/outline</u>	<u>Merit</u> <u>Explain</u>	<u>Distinction</u> <u>Impact</u> <u>How successful</u>
Examples			
- 1 sporting leader			
- 2 sporting leader			

Two Sports Leaders

The sport leader I am going to be talking about is Alex Ferguson. Alex Ferguson is a Scottish former football manager that managed Manchester United from 1986 to 2013. He is considered one of the most successful managers of all time. 1 responsibility Alex Ferguson showed was encouraging of players and his staff. Alex Ferguson said: "I try to instill confidence in my staff and players through providing selective praise and recognizing their worth. However, it's important my team are not over confident as this can lead to poor performances and complacency". This shows Alex was very knowledgeable about the sport and his team what could lead to what. Another responsibility Alex shown was discipline towards his staff and players. Alex shown this by always being early to meetings and being a good example for the players to aim for and try to be like. One more responsibility of Alex was he paid a lot of attention to his player's personal needs and judged the game the player could have off their needs and condition at the time. One quality of Alex Ferguson is he was much focused. Alex shown this by paying a lot of attention to games in play and also to the training of the players to know what to do next. Another quality of Alex is he is much disciplined. Alex shown this by being an autocratic leader however he had a good relationship with his team. This is Alex being disciplined in his actions but also having a strong relationship with his team to ensure they perform their best. One more quality of Alex is he was resilient and tried to pass this skill onto his team. Alex Ferguson said: "Every leader must be able to take defeat, learn from it and move forward. Coming from a working-class background in Glasgow, it gave me was a purpose, resilience and determination". This shows Alex understood that it was important for a leader to experience defeat to move forward which would motivate Alex's resilience even more.

Marking criteria grid

LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership

MB1: 1 – 4 marks	MB2: 5 – 7 marks	MB3: 8 – 9 marks
<p>Outlines a range of different sports leadership roles and responsibilities associated with them.</p> <p>Identifies the styles and personal qualities which relate to leadership roles in sport.</p>	<p>Describes a range of sport leadership roles and related responsibilities.</p> <p>Makes links between different roles and the personal qualities and leadership styles of those who undertake them with some accuracy.</p>	<p>Describes a wide range of sports leadership roles and related responsibilities.</p> <p>Makes clear and accurate links between different roles and the personal qualities and leadership styles of those who undertake them.</p>

Why do I study **Child Development**?

You will have the opportunity to hone a range of skills in every unit, but there will be a keen focus on a skill and/or quality in each unit.

What **transferrable** skills will I gain?

	Communication <i>Listening and responding to others</i>
	Team Working <i>Working with others to solve problems</i>
	Interpersonal Skills <i>Understanding social 'norms' e.g. turn-taking</i>
	Analytical Skills <i>Applying logic to unpick and evaluate</i>
	Problem Solving <i>Finding and implementing solutions</i>

What **qualities** will I develop?

	Self-Reflective, Resilient and Adaptable <i>You will think about and change your own performance</i>
	Empathy and Compassion <i>Understand the feelings of others</i>
	Cultural Awareness <i>Values, beliefs and perceptions of our own and other cultures</i>
	Self Motivated <i>Understand the importance of working hard for your own gain</i>
	Curious and Inquisitive <i>Ask your own questions; find your own answers</i>



In this term, you will complete one mini project based on children with additional needs, you will then complete your first practice assignment in preparation for Year 10.



<p>What will I learn about?</p>	<ul style="list-style-type: none"> • Disabilities that affect development • Down syndrome and the effects on development • Awareness of disabilities • Children with physical, sensory, intellectual, emotional and social needs. • Displaying routines • Support and appropriate resources.
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<p>How will I be assessed?</p>	<p>You will complete an assessment after the topic based on additional needs. You will then be graded a Level 2, Pass, Merit or distinction for your practice assignment.</p> 
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<p>Key words</p> <p>These are topic related words which you will need to understand and also spell correctly in preparation for assessments.</p>	<p>Abilities Delayed development Holistic Attention Memory Awareness Adaptations</p>	<p>Confidence Self esteem Routine Digital Labelling Support Sensory Accessibility</p> 
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Remember to keep up to date on your tracker after each assessment so you can see what progress YOU are making.

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 storyline, theme and stimulus of Ghost Dances*
- *the RADS used in two scenes of Ghost Dances*
- *how the lighting can help contribute to the narrative of the dance*
- *how the costume can help contribute to the narrative of the dance*
- *how the set design can help contribute to the narrative of the dance*
- *How the dancers communicate the dance idea*

How I will be assessed:

You will complete an end of unit test (practical and theory) based on all the information learnt on Ghost Dance.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Choreography:	the sequence of steps and movements in dance
Improvise:	to create and perform (dance, music, drama, or verse) spontaneously or without preparation
Annotate:	to add notes to (a text or diagram) giving explanation or comment

Stretch challenge:

Watch the Ghosts section of Ghost dance - Make notes or sketches of movements you want to use / adapt in your own piece

Recommended viewing:

Watch other performances of Christopher Bruce's choreography - Ghost Dances, Swansong, Rooster, Shadows

The Storyline

It is about people caught up in political oppression : innocent people who die, who disappear, who are murdered. The Ghosts represent Death. They could be politicians, murderers or just the spirits of death itself.

The Dead represent the millions of everyday people around the world who die at the hands of political dictatorships and war. Their costumes show their class in society, their dances hint at their relationships with each other. Their movement shows a glimpse of their lives before they are taken, the climax in *Sicuriadas* showing their solidarity, dignity and strength in the face of adversity.

The Dead loosely fall into these characters:

- A mature woman [red dress]
- A man in a suit
- A peasant boy
- 2 Pueblo Indian girls
- 2 young girls - the youngest being the girl in white
- A man in shirt and tie

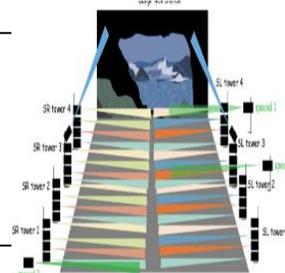
COSTUME DESCRIPTION - Ghosts

Black bands around the wrists, arms, knees and hips. Each band has strips of material and feathers hanging from it. The spines of the feathers are removed so that the dancers don't get hurt. The bodies are painted with white water-based make up, with the ribs and muscles outlined. They wear skull-like masks with open jaws showing a few teeth, with matted hair. Bare feet.



SET DESIGN

The set design consists of a painted backdrop and seven rock like structures set upstage. The setting is inside a cave. The backdrop shows the scene through the mouth of the cave - an Andean mountain range and lake painted in blues and whites. Part of the backdrop is translucent so that light can be shone through from behind.



LIGHTING

The section is softly lit with pink, straw and pale green sidelights and lime yellow overhead lights. There is a dramatic lighting change on the deaths at the end, when the pink, straw and yellow fade out and an overhead corridor of light snaps in downstage. This is in yellow and blue, merging to form green, and lights the 3 Ghosts lifting the 3 villagers.

Fact File

Choreographer - Christopher Bruce

Company - Various, including Rambert Dance Company

First performance - 3 July, 1981 Dance

Style - A blend of contemporary (Graham-influenced) and ballet with elements of folk and social styles.

Choreographic style - Thematic and episodic with narrative elements. Strong characterisation

Theme - Political oppression in Chile

Starting point - The music and South American rituals and culture. Structure Seven sections, each characterised by a different piece of music or song.

Dancers - Five women and six men

Accompaniment - South American songs and folk tunes by Inti-Illamani (Arranged by Nicholas Mojsiejenko) and wind effects

Costume - Belinda Scarlett Ghosts wear wigs and rags and have skull-like masks and bodies painted to suggest bones and muscles. The Dead wear gender-specific, everyday clothes suggesting different walks of life, each wears a unique costume.

Lighting - Nick Chelton Gloomy and shadowy, side lighting highlights the ghosts. Brighter for folk-type dances performed by the Dead. Lighting changes signify deaths.

Set - Christopher Bruce The painted backdrop represents a rocky plain and a cave opening. In the distance there is water and mountains. There are rock-like structures on stage.

Staging - Proscenium



Christopher Bruce – Ghost Dances

How does the lighting contribute to the narrative?

How does the set design contribute to the mood?

How does the costume of the Ghosts contribute to the narrative?

Practical Task- Complete the practical tasks



GHOST DANCES WORK CARD

- Use the gestures you saw in ghost dances to create a 5 or 6 gesture sequence
- Think of the dynamics of the piece, now change your gestures to suit the music and mood of the dance
- Add movements to your gesture (how did they move during their piece?)

- Do your sequence in unison with your partner
- Now select two movements and do them in canon
- Add transitional movements similar to the professional work, think of pathways, dynamics, methods of travel
- Add a start and finish to your piece
- Take photos and video footage of your work

What have you understood?

Describe the backdrop designed by Christopher Bruce, filling in the blanks.

What stage is Ghost Dances?

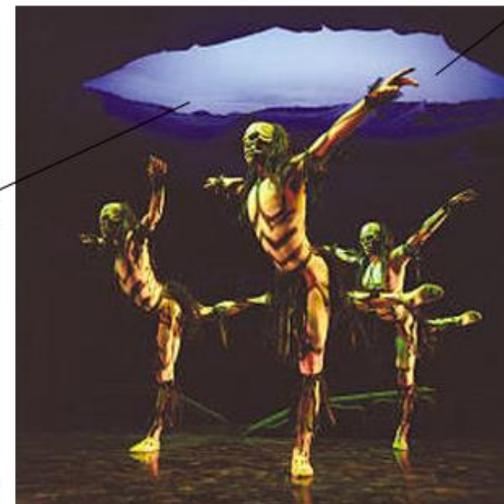
In the round

Proscenium Arch

Site specific

Describe the Backdrop filling in the boxes.

Colour:



Design

What is the back drop communicating to his audience?

Term 4 – Long Jump

I should already know:

- *Basic knowledge of jumping actions*
- *Basic knowledge of take-off and landing*
- *Basic long jump technique. Don't worry if you don't. This could be a new event for you.*
- *Some of the basic equipment needed.*

I will learn about:

- *Developing approach technique*
- *How to apply different approach techniques*
- *Develop full long jump knowledge with approach, take off and landing.*

How I will be assessed:

- *You will have the opportunity to achieve a bronze, silver or gold award in the long jump event.*
- *You will receive an overall grade for athletics based on the skills and strategies learned and it will count towards an overall term grade.*

Knowledge Organiser Focus: Athletics – Long Jump

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
The approach	The objective is to progressively accelerate to a maximum speed for take-off
Last two strides	These prepare the body for take-off while conserving as much speed as possible. The last two strides are extremely important because they determine the velocity with which the competitor will enter the jump.
Take-off	The objective of the take-off is to create a vertical impulse through the athlete's centre of gravity while maintaining balance and control.
Landing	When landing, the competitor's main objective is not to fall back in the landing pit. The jump is measured from the location in which the body contacts the sand closest to the take-off point

Stretch challenge:

Watch the word record attempts by Mike Powell and Galina Chistyakova. What do you notice about their technique? Can you apply some of their skills to your own performance?

Recommended viewing:

- Greg Rutherford – Wins gold in the London 2012 Olympics
- Jessica Ennis – Wins gold in the London 2012 Olympic Heptathlon event
- Shara Proctor – first British female long jumper to jump over 7 metres

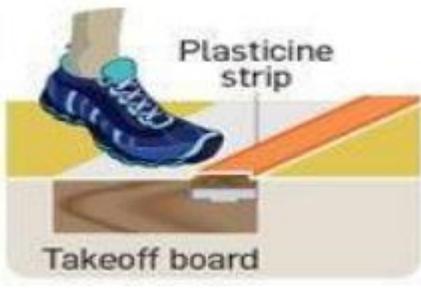
Long Jump Technique

KS3 Boys	Gold – 4.40m	Silver – 3.80m	Bronze – 2.90m
KS4 Boys	Gold – 4.80m	Silver – 4.70m	Bronze – 4.60m
KS3 Girls	Gold – 4.00m	Silver – 3.30m	Bronze – 2.50m
KS4 Girls	Gold – 4.40m	Silver – 4.30m	Bronze – 4.20m

- Plant and take off from your strongest foot.
- Use your arms to drive you high and forwards into the air.
- Arms go up, then forwards.
- Stretch out legs to land as far away from the take-off board as possible
Land feet first, bring your body forward into a crouching position. Then, add in a run up: Take 10-12 steps away from the board to set your run up length. For best results, run backwards from the board and have a partner mark your final stride with a cone – this means you should cover the same distance when completing your real run up. Test your run up without jumping, ensuring your lead leg hits the board before you take off. Adjust as necessary.



- If you take an even number of strides in your run up, you will need to start running with your weakest foot first. If you take an odd number, you will need to start running with your strongest foot first.



Athletes sprint along a runway and jump as far as possible into a sandpit from a wooden take off board. The distance travelled, from the edge of the board to the closest indentation in the sand to it, is then measured. A foul is committed – and the jump is not measured – if the athlete steps beyond the board.

Men's World Record – 8.95 meters
Women's World Record – 7.52 meters

Callout 1: I MUST GAIN MAXIMUM SPEED AND NOT SLOW DOWN AT THE BOARD
Text: RUN UP SHOULD HAVE RHYTHM AND BE RELAXED

Callout 2: PUMP ARMS AND LEGS. TAKE OFF LEADING LEG UPWARDS

Callout 3: FORCE BODY FORWARDS. CIRCLE ARMS ABOVE HEAD. PUSH HIPS THROUGH

Callout 4: EXTEND BOTH LEGS AND ARMS TO GAIN DISTANCE

Callout 5: NEVER FALL/ STEP BACKWARDS
Text: ON LANDING BEND KNEES AND MOVE BODY FORWARDS

Callout 6: THRUST BOTH LEGS OUT WARDS AND FORWARDS

What have you understood?

Check you understanding:	
Which three components make for a good long jump?	
Choosing one technique, describe how an athlete would use it to get as far as possible	
Who holds the men's and women's world record in the long jump and what is the distance?	
What other athletic events might you be good at if you are good at the long jump?	

Peer Assessment	
How can your partner improve in order to reach the next performance level? Give them some feedback.	
What went well? Tell them!	
What could they do to improve their technique even further?	

Athlete's I have watched	
+ Mike Powell	
+ Galina Chistyakova	
+ Jessica Ennis	
+ Shara Proctor	
+ Greg Rutherford	
+ Chris Tomlinson	
+ Lorraine Ugen	

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.*
- *Some of the basic equipment needed.*

I will learn about:

- *How to correctly grip a lacrosse stick.*
- *How to begin a lacrosse game.*
- *The skills needed to play a game.*
- *Skills that will enhance my performance.*

How I will be assessed:

- *You will receive a grade for lacrosse 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
Grip	A way of holding the stick correctly to prepare you for scooping, carrying, catching, throwing and shooting
Ground ball/Scooping	A way of picking up the ball from the ground
Cradling	A way to keep the ball in the pocket of your stick when you move
Catching	A way to keep the ball in your possession in the head of the stick
Throwing	A way to release the ball from the head of the stick

Stretch challenge:

Watch highlights from a previous match on TV or YouTube. What skills can you find that you will try in your PE lessons?

Recommended viewing:

- England v Germany – Under 20s European Championship Final (9-8)
- USA v Canada – 2018 Lacrosse World Championship Final (9-8)
- USA v Australia – 2018 Lacrosse World Championships (19-1)

Lacrosse

Knowledge Required

Basic Rules and Regulations

- + There are 10 players on a lacrosse team (4 of the players must stay on the defensive half of the field, 3 must stay on the offensive half, and 3 can go anywhere on the field).
- + Games are typically played in 4 quarters, with each quarter lasting 12 minutes.
- + To win the game, your team must score more goals than the opposition by shooting in a net.
- + The game starts with a face-off between players from each team.
- + Players can use the lacrosse stick to carry, pass, shoot, or catch the ball.
- + Goalkeepers can touch the ball with any part of the body, including their hands.
- + There is an area around the goal called a crease. No players are allowed in the crease other than the goalkeeper.

The Pitch and the stick



Skills

Scooping

Move toward the ball and crouch down with one foot in front of the other. Lower the stick to the ground to scoop up the ball in one fluid motion. Keep your top hand near the stick head and keep the stick parallel to the ground.

Catching

Keep your eye on the ball and adjust your position if necessary. Hold your top hand near the head of the stick and cushion the ball into the mesh pocket. Move the head of the stick in line with the ball and aim to catch it at head height.

Throwing

You should lower your top hand about 12 inches from the head of the stick and your other hand should be holding the bottom. Retract the stick over your shoulder with both arms bent, then release the ball by fully extending both arms forward in the direction you want the ball to go.

Cradling

Your dominant hand should hold the top of the stick near the head and your other hand should hold the stick at the bottom. The stick should be kept relatively close to the body. Use your dominant hand to curl the stick toward you, then back, in one smooth motion.

Key teams to watch

- + Team USA
- + Team Canada
- + Team Australia
- + Team England

Key players to watch

- + Tom Schreiber
- + Lyle Thompson
- + Matt Rambo
- + Randy Staats
- + Rob Pannell
- + Marcus Holman

The positions on a lacrosse team include goalkeeper, defenders, midfielders and attackers. Each position has a different role in the team.

What have you understood?

Rules and Regulations	
How many players are allowed on the pitch from each team?	
How many minutes are typically in each quarter?	
How do you begin a game of lacrosse?	
What size is an official lacrosse pitch?	

Skills (what are the teaching points?)	
Scooping	
Catching	
Throwing	
Cradling	

Players I have watched	
+ Tom Schreiber	
+ Lyle Thompson	
+ Matt Rambo	
+ Randy Staats	
+ Rob Pannell	
+ Marcus Holman	

Positions (What is their job?)	
Goalkeeper	
Defender	
Midfielder	
Attacker	

Homework Task

Research the teaching points for shooting in lacrosse

I should already know:

- *Basic rules of the throw. Don't worry if you don't. This could be a new sport for you*

I will learn about:

- *How to hold the shotput*
- *How to throw the shotput*
- *How to stand to perform the skill*
- *Skills that will enhance my performance*

How I will be assessed:

You will receive a grade for shotput and it will count towards an overall term grade.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Grip	A way to hold the shot put
Twist	The movement required before releasing the shotput
Stance	A way to stand to prepare for throwing the shot put effectively
Throw	The correct way to release the shotput for maximum distance

Stretch challenge:

Can you watch a video of YouTube on athletes performing the shotput in the Olympics? What skills or techniques can you find that you will try in your PE lessons.

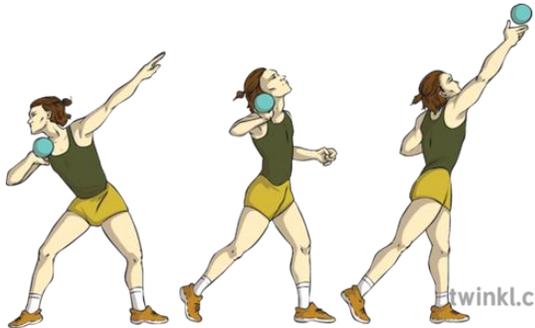
Recommended viewing:

'How to throw a shot put' You tube video.

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

Shot Put

Knowledge Required

<p>Basic Rules and Regulations</p>	<ul style="list-style-type: none"> - This is an individual activity whereby you compete against others - The aim is to throw the shot as far as possible keeping inside the boundaries - Players must stand inside the throwing circle before throwing the shotput (diameter of 7ft) - The winner is the person who successfully throws the shotput the furthest - The shot put must be place close to the neck and be resting on the shoulder - You have to push the shot with power and not throw the shot - Using only one hand, the shot should be released above the height of the shoulder 		<p>The Technique</p> 
<p>Skills</p>	<p><u>Shot Put Grip</u> The shot put should be held at the base of the fingers, not resting in the palm. Your fingers should be slightly apart and you can use your thumb for support. Your hand/wrist will be bent backwards when holding the shot</p>	<p><u>Throwing</u> Begin with the shot put at your neck by your jaw line. Use your full body weight, and make sure you are stood in the correct position. Explode into a standing position extend your arm. Release the ball at a 45 degree angle.</p>	<p>Key Players to watch from Olympics 2016:</p> <ul style="list-style-type: none"> - Ryan Crouser - Michelle Carter - Valerie Adams - Joe Kovacs - Tomas Walsh - Franck Elemba - Raven Saunders
<p><u>Beginning Stance</u> Stand at a 90 degree angle from the direction you are throwing the shot. Step backwards with your non dominant foot. Lower your body by bending your knees.</p>		<p><u>Twist</u> When you are ready to release the shot, pivot your hips, twist your body to be facing the direction of release. Make sure your feet stay grounded before you release.</p>	
<p>Challenge to reach for: Bronze: 6m Silver: 9m Gold: 12m</p>			

What have you understood?

Rules and Regulations	
How should you grip the shot put?	
How do you win in a competition?	
What angle should you release the shotput at?	
What angle should you stand at to complete the action?	

Skills (what are the teaching points?)	
Stance	
Grip	
Throwing	
Twist	

Player I have watched	
Ryan Crouser	
Michelle Carter	
Valerie Adams	
Joe Kovacs	
Tomas Walsh	
Franck Elemba	

Did you reach the Bronze, Silver or Gold Target?

I should already know:

- *Basic rules of the jump. Don't worry if you don't. This could be a new sport for you*
- *Skills from other athletics events and sports that will help me.*

I will learn about:

- *In depth rules and techniques of the jump which will allow you to compete.*
- *Skills that will enhance my performance*
- *Judging and leadership roles*

How I will be assessed:

You will receive a grade for your jump and it will count towards an overall term grade.

Key words (tier 2 and 3 vocabulary)

Key word	Definition
Approach	Come near or nearer to (someone or something) in distance or time.
Flight	The action or process of flying through the air.
Drive/Sprint	Run at full speed over a short distance.
Phase	A distinct period or stage in a series of events

Stretch challenge: Watch a video of a long jump, try and identify different skills you use in other sports which will help you within the triple jump

Recommended viewing:

Longest Ever Olympic Triple Jumps

<https://www.youtube.com/watch?v=zsU9lcyuv3c>

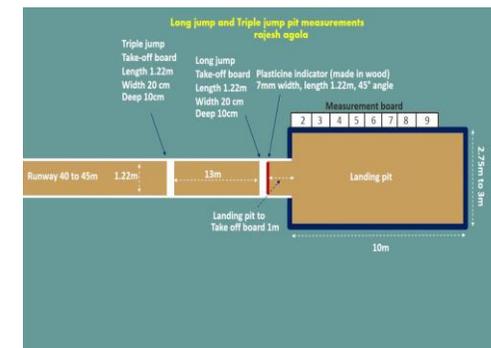
Triple Jump

Knowledge Required

Basic Rules and Regulations

- +The jump must consist of a hop, step and a jump in that order only.
- +Typically, each athlete has six attempts to register his/her best legal jump.
- +If any part of the athlete's foot touches beyond the take off line, the jump is declared a foul and the distance will not be recorded.
- +In the case of a tie, the athlete with the next best distance is declared to be the winner.

Pit & Track Dimensions



Skills

The Approach
12-18 step run-ups are most common. The approach should provide velocity and accuracy.

The Take Off
On the board, the take off foot should be planted almost flat, directly under the body's centre of mass, with the shin vertical.

Hop
The main point of the hop is to take off and land on the same foot, whilst gaining distance

Step
The main point of the step phase is to land on the other foot to which was used to take off from the board and during the hop phase.

Jump
The final phase is the jump where the athlete should still attempt to gain distance.

Landing - The arms start to move down from above the athlete's head.
Both legs come forward, landing slightly heel first.
When the athlete lands they need to continue the forward movement

Key Players and teams to watch

- Naomi Ogbeta
- Ben Williams
- Jonathan Edwards
- Ashia Hansen

Year 7 Core PE – Triple Jump

What have you understood?

Rules and Regulations	
On average how many jumps are you given in competition?	
How would you perform a foul jump?	
What are they three key phases of the triple jump?	
Where is your jump measured from?	

Skills (what are the teaching points?)	
Approach	
Hop	
Step	
Jump	

Player I have watched	
Naomi Ogbeta	
Ben Williams	
Jonathan Edwards	
Ashia Hansen	

How would the below increase your distance?	
Speed	
Height	
Momentum	

How could the below negatively affect your distance?	
Approach	
Hop, step, jump.	
Landing	