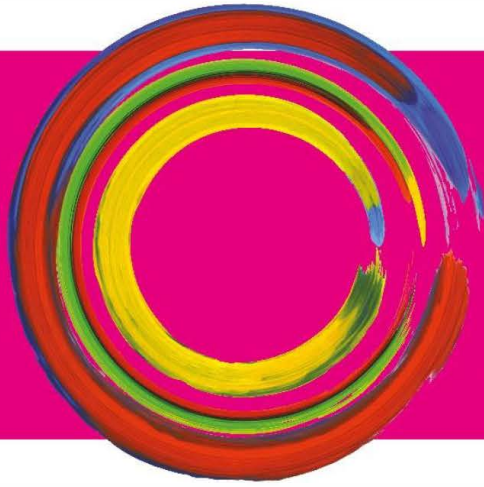




THE BOURNE ACADEMY KNOWLEDGE ORGANISER

everyone is a learner, everyone is a teacher



Year 8
Autumn Term
2023-24

Ambitious
Self Confident
Physically Literate
Independent
Resilient
Eemotionally Literate

Name:
House:

Contents

Excellence at The Bourne Academy: Using your Knowledge Organisers.....	1
How do we revise with our Knowledge Organisers?.....	2
Art & Design.....	3
Computing.....	7
Dance.....	9
Drama.....	13
English.....	16
Food.....	19
French.....	21
Geography.....	24
History.....	27
Mathematics.....	30
Music.....	35
Physical Education.....	38
Religious Studies.....	41
Science.....	44
Spanish.....	50
TED.....	53

Excellence at The Bourne Academy: Using your Knowledge Organisers'

'Don't just practise until you get it right practise until you can't get it wrong.' - Daniel Willingham

Routines for Excellence

- You will get out your TBA Knowledge Organiser Booklet at the start of every lesson.
- Your teacher will set you sections of the Knowledge Organiser to learn, off by heart, in every lesson.
- Your teacher will set you quizzes to test your knowledge every lesson.
- Your teacher will regularly set you questions that require you to APPLY your knowledge
- Your TBA Knowledge Organisers are saved on Show My Homework and on TBA website

How to revise with your Knowledge Organisers'

Self-quizzing

Look/read, cover, write and then **green pen check** your answers to show you where your 'knowledge gaps' are. Repeat until you have mastered the knowledge...until you can't get the knowledge wrong



Look/Read



Cover



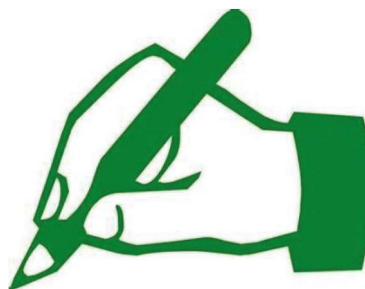
Write



Check

Low-stakes testing

Your teachers will always have a '**Do now**' activity on the board at the start of lesson. Do as much as you can from memory. Use your Knowledge Organiser to **green-pen check** what you have accurately remembered. **Then green pen correct**. Repeat, each time **checking** and **correcting** until you have mastered your knowledge gaps.





HOW DO WE REVISE WITH OUR KNOWLEDGE ORGANISERS?

RECORD IT

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



TEACH IT!

Teach someone your key facts and then get them to test you, or even test them!



FLASH CARDS

Write the keyword / date on one side and the explanation on the other. Ask someone to quiz you on either side.



BACK 2 FRONT

Write down the answers and then write out what the questions the teacher may ask to get those answers.



HIDE AND SEEK

Read through your Knowledge Organiser, put it down and try to write out as much as you can remember. Then keep adding to it until it is full.



SKETCH IT

Draw pictures to represent the facts or dates. It could be a simple drawing or something that reminds you of the answer.



POST ITS

Using a pack of post it notes, write out as many of the keywords or dates as you can remember in 1 minute!



PRACTICE

Some will remember knowledge by simply writing the facts, over and over again.



READ ALOUD

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember.





A. <u>The Pop Art Movement</u>	B. <u>Artists</u>	C. <u>Origins of Pop Art</u>
 Pop Art is an art movement that emerged in the United Kingdom and then the United States during the mid-to-late 1950s. Pop artists challenged traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and ordinary mass-produced objects.		The 'Pop' in Pop Art stands for popular. The Independent Group met in London in 1952 and included radical young artists who wanted to challenge attitudes and emphasise the impact of technology and mass culture on art.
D. <u>Keywords</u>	1) Andy Warhol 2) Roy Lichtenstein 3) Keith Haring 4) Richard Hamilton 5) David Hockney 6) Claes Oldenburg 7) Yayoi Kusama 8) Tim Mairs 9) Peter Max 10) Jasper Johns	Early Pop Art included collages and photomontages intended to recreate the barrage of mass media images experienced in everyday life. Pop artists wanted to represent the everyday elements of mass culture and the optimism of post-war society. 
1) Popular culture: Music, TV and Cinema aimed at and enjoyed by ordinary young people. 2) Vibrant colours: radiant, bright and intense colours. 3) Mass Media: newspaper and magazine articles, published photographs, television and radio shows, music recorded for mass distribution, advertising, books, and magazines. 4) Mass Production: the manufacture of large quantities of a product by an automated mechanical process. 5) Irony and satire: Humour was one of the main features of Pop art.		

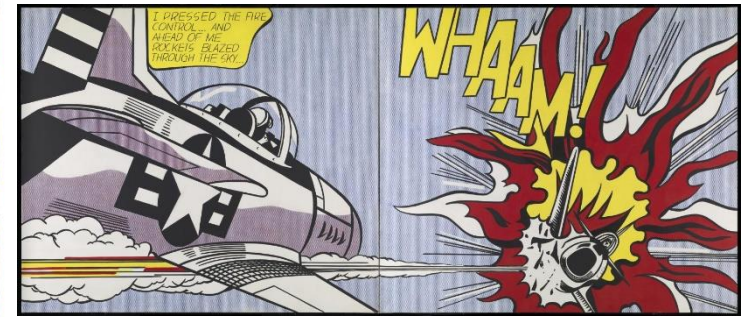


E. What were the aims of the Pop Artists?

By creating paintings or sculptures of mass culture objects and celebrities, the Pop Art movement aimed to blur the boundaries between 'high' art and 'low' culture. The idea that there is no ranking of culture, and that art may borrow from any source has been one of the most influential characteristics of Pop Art.

Pop Art aimed to employ images of popular culture in art, emphasizing the ordinary or tacky elements, most often using irony or sarcasm. Pop Art is colourful and is often associated with the artists' use of mechanical means of reproduction or rendering techniques, such as Silk-Screen printing.

These are some examples of famous Pop artworks:



**A: Pop Art**

The booming post-war western economies of the mid-1950s meant prosperity for many, particularly in America. Ordinary people had more money to spend on luxuries and entertainment.

The media and big business promoted a glossy and colourful lifestyle through advertising in cinemas, magazines, TV and comics. New bold visual styles emerged in popular culture.

Andy Warhol (1928 – 1987) was an American artist, film director, and producer who was a leading figure in Pop Art. Warhol created art in many ways, including painting, silk-screen printing, photography, film and sculpture. Warhol's style has been imitated many times such as in this Google banner:



Roy Lichtenstein (1923 – 1997) was an American painter, musician and film producer who also served in the Army. His work was not well-received by critics initially. His work defined the premise of Pop Art through parody. He became famous for his distinctive comic book style incorporating benday dots.



Benday dots – the benday process named after illustrator and printer Benjamin Henry Day Jr. is a printing and photoengraving technique dating from 1879.



1. Why did the Pop Art movement emerge when it did?

Consider why Eduardo Paolozzi and others formed the Independent Group. What were their intentions? It is important to understand the context of what was happening in the U.K. and in the U.S.A. during that period in our history, and the developments that influenced Pop artists ideas and methods of working.

Consider what techniques and processes they were using.

2. Analysing Pop Artwork:

Describe the work of Roy Lichtenstein.

Why was Lichtenstein painting in that distinctive style?

What are Benday dots, and why was Lichtenstein using them in his artwork?

Can you name 3 more famous Pop artists that are not already listed in your Knowledge Organiser, and describe their work?

What aspects of their work do you like the most? Consider subject matter, colour, composition, mood, pattern etc.

What industry were most Pop artists working in before they became famous artists?

3. Formal Elements in Art:

These are the formal elements of Art:

Line, Tone, Shape, Form, Colour, Texture, Pattern, Space.

When analysing artwork, you should refer to these formal elements and explain how they help to convey meaning or create an impact.

4. Colours and their meanings:

We see colours in everything around us, every moment of the day, but do you ever stop to think about the impact each of those colours is having on you? Whether it's the calming effect of blue skies and fields of green, or the saliva-inducing red and yellow of your local fast-food chain, each colour has a meaning and taps into emotions.

There is a whole science (and art) in the meanings of colours. It is essential to be aware of these colour meanings to help you choose your colours wisely and tap into the magical power of colour symbolism.

Create lists of meanings and emotions for each of the following colours: Black, Yellow, Red, Grey, White, Blue, Purple, Pink, Green, Brown, Orange. e.g. Yellow = joy, White = purity.

5. Artists and their practice:

Look at the work of the following artists and then choose two... compare and contrast their work making reference to their themes, materials, techniques and processes.

Andy Warhol, Michael Craig Martin, Claes Oldenburg, Richard Hamilton, Shepard Fairey, Tim Mars, Peter Blake.

Answer the following questions to help your analysis, ensuring that you make use of art specific terminology.

What do you see? What do you think is happening in the piece of art?

What materials do you think the artist used to make this piece of art?

Does this piece of art remind you of anything?

Pretend you could go inside this piece of art. What do you see? What do you hear? What do you smell?

What part of the piece is your favourite, and why?

If you could change one thing about this piece of art, what would you change?

How does this piece of art make you feel? Can you say why?

If you had to describe this piece of art to a friend, what kinds of words would you use?



1. Data Types

- a) **Integers** are whole numbers e.g. 1, 2, 3, 4
- b) **Float** are decimal numbers e.g. 1.7, 3.25
- c) **Characters** are any single character key you can type on the keyboard e.g. F, 5, %, #
- d) A **string** is a group of characters e.g. "hello"
- e) **Boolean** is a data type with only two values, true or false e.g. $5 < 10 = \text{TRUE}$

2. Boolean Operators

- > greater than < less than
- = equal to $\neq$ not equal to

3. Mathematical Operators

- + addition - subtraction
- / division * multiplication

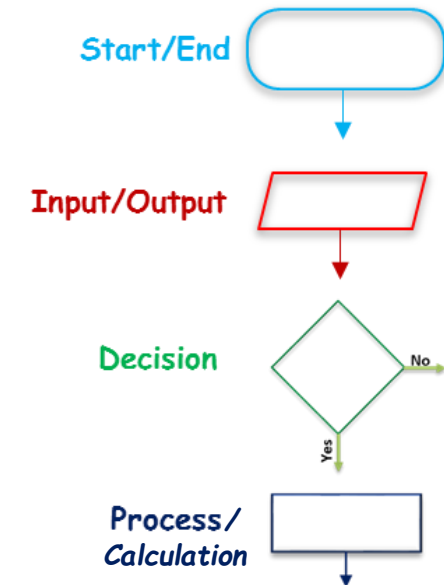
4. Computational Thinking

- Decomposition** is breaking down a complex problem into smaller more manageable parts
- Pattern Recognition** is looking for similarities
- Abstraction** making a complex problem simpler by hiding unnecessary details
- Algorithm** is a step by step solution to a problem

5. Programming Terms

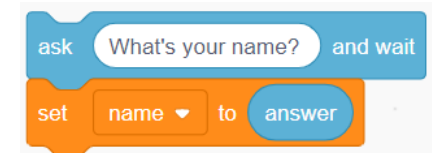
- a) **Variable** is a part of code storing information that can be changed
e.g. `name = input("Type your name:")`
- b) **Selection** is a decision in the program
e.g. `if want cream hot chocolate:`
 then add cream
 else:
 skip to `next step`
- c) **Iteration** is repeating part of the code, usually in a loop
e.g. `while age < 18:`
 attend school
 next step
- d) **Sequence** is a set of instructions in order
- e) **Syntax Errors** are mistakes in the way the code is written
- f) **Logic Error** occur when the program works but not the way it is expected to
- g) **Debugging** is finding errors in the code and amending them
- h) **Python** is a general-purpose text-based programming language for a variety of uses

- i) **Flow Chart** is a clear and visual way to plan a program or how to logically solve a problem



- j) **Block-Based Code** is a drag-and-drop coding learning environment such as Scratch

e.g.



- k) **Text-Based Code** creates programs with coding commands, such as using Python

e.g. `name = input("Type your name:")`



1. Programming Vocabulary

- a) **Assignment** is setting the value of a variable in a computer program
- b) A **constant** is a value in programming that does not change
- c) Data is divided up and organised according to **data type**, e.g. numbers or characters
- d) To **execute** a program means to run it
- e) **High-level language** is a programming language, like Python, used to write programs
- f) **Binary** is a base 2 number system only using 1's and 0's such as 11001100
- g) **Machine code** is low-level code that represents how computer hardware and CPUs understand instructions using binary numbers
- h) **Runtime** is when a computer program is executing or running
- i) Python uses **indentation** (created by pressing the tab key) to identify blocks of code
- j) **Syntax** is how you write code. There are rules governing how to write statements in code, such as using indents to identify blocks of code
- k) **Computational thinking** is the ability to solve problems logically

2. Python Data Types

- a) The code for an **integer** is **int**
e.g. `age = int(12)`
- b) Code for **characters**, such as `'#'`, `'7'`, `'f'`, is **char**
e.g. `letter = char("g")`
- c) The code for **strings**, such as `"Harry"` is **str**
e.g. `name = str("Harry")`
- d) The code for **Boolean**, such as `"True"`, is **bool**
e.g. `answer = bool("False")`
- e) To output text is **print** e.g. `print("hello")`

Challenge 1. Create Python code which uses a combination of all data types listed above (a-d). Go through each data type and come up with your own example in Python

Challenge 2. Create a password checker using the following steps:

- 1) Create a variable and make up a password e.g. `password = 123`.
- 2) Ask the user to input their password guess e.g. `guess = input(...)`
- 3) Using a while loop, if they get the password wrong (`password != guess`) it will keep looping a message that the password is wrong. Else, if they get the password correct (`password == guess`), output a message saying they got the password!

3. Python Turtle

- a) A **module** is a pre-written chunk of code which can be loaded into your program from a library

Python has many modules in its built-in library, such as `'random'`, `'math'`, `'turtle'`. The random module is used to generate random numbers and the turtle module is used to draw basic images

- b) To use the turtle module in our program, we need to add **import turtle** at the start of our code

c) **Challenge** yourself by creating a range of shapes in Python using the turtle module. Ask for the "Turtle Challenge Sheet" which examples of code. Try to create the following shapes:

Challenge 3. Square (sides 100, line colour pink)

Challenge 4. Rectangle (longer sides 200, shorter sides 100, green fill)

Challenge 5. Triangle (sides 100, blue line colour, red fill)

Challenge 6. Circle (cyan fill, blue line colour)

Challenge 7. Using what you've learnt and the Turtle Snowman help sheet, create your own snowman in Python using Turtle code

Challenge 8. Independently, try and create a basic house drawing in Python using Turtle code



1. Safe Dance Practice

A. Dance Kit

Why is this image unsafe for Dance?



Why is this image safe for Dance?



B. The Dance Space

Safety Points in the Dance Space

1. Is the space clean?
2. What is the temperature?
3. Is the space free of obstacles
4. Are there any spills?
5. Is the space large enough?



C. Warming Up

The 3 stages of a warm-up are:

1. Mobilise joints
2. Pulse raiser
3. Stretch your muscles

How can you mobilise your joints?

Which exercise will help to raise your pulse?

How can you stretch your muscles?





2. Key Skills

Physical Skills	Performance Skills	Technical Skills	Mental Skills
Posture Alignment Posture Balance Co-ordination Extension	Projection Focus Facial expressions Musicality Sensitivity Phrasing	Action Space Dynamics Relations Timing Rhythm	Repetition Mental rehearsal Feedback Movement memory

3. Choreographic Devices:

Canon Levels Repetition Directions Facings
Speed Proximity Size Retrograde

4. Street Dance Vocabulary

- Battle – Dancers go head-to-head.
- Breakers – Any person practicing breaking.
- Breaking – Dance style which developed in the 1970s.
- C-Walk – Dance move
- Cypher – Freestyling
- Dougie – Dance move
- Freeze – a still position
- Hip Hop – Dance style which encompasses music, art, poetry, language and fashion.

5. The beginnings of Street Dance

Popping, Locking and Breaking are three foundation funk styles that come under the umbrella term of Street Dance. Popping and Locking started in the early 1970's funk era in California, USA. Breaking or Bboying started in the Bronx in New York in the late 1970s but came to the world's attention through films such as Wild Style and Breakdance in the 1980s.

6. The Golden Age 1943-1968:

Street dance is stereotypically synonymous with "Hip Hop" but there is more to it than that. In fact, the word 'street' in street dance means any form of dance that evolves spontaneously outside of a professional dance environment as part of some sort of culture.

7. The significance of Street Dance.

The significant feature of the history of Street Dance was that it was the dance of young people. It offered opportunities for creative expression, gave a sense of freedom and a 'voice' to unrepresented and often invisible communities through the means of music and dance. Despite the improvisational nature of these street dances, participants wanted to learn their vocabularies and skills, to enable teachers to pass these on with safety and a high level of execution.



CREATE

1. Relationships	2. Action	3. Space	4. Dynamics
WHO are we performing with? This is who you are performing with including how many people are in your group.	WHAT are we performing? This is the range of movement in your dance piece	WHERE are we dancing? This focuses on how you use the space effectively	HOW are we performing? This is how you perform each movement (i.e., the SPEED and ENERGY)
Solo-1 dancer Duet-2 dancers Trio- 3 dancers Quartet- 4 dancers Quintet- 5 dancers Unison- all together at the same time Canon-one after another Contact-making connections with different parts of the body Mirroring -creating a true reflection of another person's actions Questioning and answer -a conversation through movement Lead and follow -one person performs a sequence and the rest of the group copies it afterwards	All dance actions fit into one of the following categories: jumps, turns, travels, balances, stillness, and transfer of weight Examples of actions: kicks, rolls, spins, leans, falls, leaps, runs, swings, twist, crouch, etc 	Directions-forwards, backwards, stage left, stage right, diagonal Levels-low, medium, high Pathways-zig zag, circle, linear, wavy Group formations-straight line, triangle, 2 vs 2, arrowhead, etc 	Slow, fast, smooth, sharp, jerky, effortless, hard, strong, weightless, aggressive, powerful, free-flowing, soft, graceful, quiet, calm, and sudden. Dynamics are like punctuation in a sentence and are used to create impact and interest in a dance piece

REHEARSE

Preparing for a performance -rehearse the dance slowly without music -use the mirrors to check spacing and dance accuracy -ask for teacher or peer feedback -one at a time watch your group performing -perform the dance on your own to see if you know the step



PERFORM



Accuracy, control, stamina, good dance technique, precision, timing, coordination, stamina, exaggeration, confidence, commitment, musicality, dynamics



- Using your eyes and directing your focus
- Using facial expressions
- Playing a character
- Giving 100% effort and energy



Spatial awareness - use space effectively
Projection - project your performance energy outwards to the whole audience
Use of focus and eye line - Project energy towards the audience and vary your eye line
Characterisation - Show facial expressions and emotions through their bodies to help tell a story or express a feeling
Commitment - Commit to everything you do and do it to the best of your ability.
Adaptability - Keep calm and carry on!
Exaggeration - Perform every movement to its' fullest at 100% energy
Listening skills - Hear the beats of the music and keep in time

When preparing for a performance:

- Rehearse the dance slowly without music.
- Use the mirrors to check spacing and dance accuracy
- Ask for teacher or peer feedback - one at a time watch your group performing
- Perform the dance on your own to see if you know the step

5. Evaluating is being able to watch a dance and make appropriate comments on WWW and EBIs, providing specific examples to support your opinions

EVALUATE

When watching dance there's lots of aspects to focus on that you can make comments about including the choreography, performance aspects, individuals that stood out and any highlights in the dance piece that you remember seeing.

- Did the group perform the dance well?
- Did the group/individuals focus throughout the dance?
- Did the group maintain good timing throughout?
- Did the choreography allow each member of the group to showcase their skills? Was the choreography challenging enough?
- How could it have been made more difficult? Did the group exaggerate their actions?
- Did the group include focus points in their dance? Could they have been more effective?
- What was the most successful part of their performance?
- What was the least successful part?
- Did the group/individuals perform the movement showing accuracy and precision?
- Did the dance reflect the given theme? Did the group use all the key components of dance: actions, space, relationships, and dynamics?



Skills and Techniques in Year 8 Drama

'The Use of Social Media'

1. Drama Technique	Definition
Still Image	Visual pictures created by performers to tell part of the story, illustrate narration, or emphasize a key moment in a play. Performers use facial expressions, body language and positioning onstage to show characters, relationships, and emotions.
Role Play	Actors take on the role of a character within a scene/performance.
Thought Tracking	The thoughts and feelings of a character being told directly to the audience during a still image.
Improvisation	Improvised drama is work that has not been scripted, the dialogue, characters and actions are made up as you go along. Spontaneous improvisation is created in the moment, a rehearsed role play is planned and prepared.
Narration	A character speaks directly to the audience to describe or narrate parts of his/her own story, or a narrator speaks objectively about the events happening onstage.
Direct Address	This narrative technique is when a character speaks directly to the audience about their thoughts and feelings. The other characters are unaware of what this character is saying.
Ensemble	a group of musicians, actors, or dancers who perform together.
Choral Speech	Choral speech is a group of actors that are speaking or narrating at the same time.
Choral Movement	Choral movement is a powerful technique to employ in both devised and scripted performance. A group of actors moving at the same time.
Split Screen	In drama and theatre, the term is used to describe two or more scenes which are performed on stage at the same time.
Physical Theatre	This is a style of theatre, where the cast make the scenery, set, and props out of their bodies to help tell the story on stage.





2. Style of Theatre	Definition
Style	Style is a way of describing the author's artistic vision and intention which brings together all the staging elements into a consistent dramatic experience.
Non-Naturalistic	Non-naturalistic theatre is a broad term for all performance styles that are not dependent on the life-like representation of everyday life
Bertolt Brecht	Bertolt Brecht was born in Germany in 1898 and died aged 58 in 1956. He was a poet, playwright and theatre director . His most famous plays include Life of Galileo, Mother Courage and Her Children and The Caucasian Chalk Circle.

3. Drama Skills	Definition
Facial Expressions	A facial expression conveys an emotion that tells us about the character and the way they react to the situation.
Body Language	Body language is communication coming from movement or position, particularly facial expressions, gestures and the relative positions of a speaker and listener . It may be the message being conveyed or it may add layers of meaning to the spoken words. Body language is also known as non-verbal communication.
Vocal Skills	There are a range of vocal skills and techniques for performers to utilise when performing. Performers vocal skills convey an emotion that tells us more about the character and how they are feeling/react to certain situations.

T

4. Definitions of Key Drama Skills			
Pitch	Pitch, in speech, the relative highness or lowness of a tone.	Gesture	A movement of part of the body, especially a hand or the head, to express an idea or meaning
Pace	How fast or slow you are moving or speaking	Gait	Gait is a person's pattern of walking
Tone	An individual way of speaking to express an emotion	Posture	Posture is the position in which you hold your body while standing, sitting, or lying down
Projection	Voice projection involves the use of a loud, clear voice.	Character	The character you create and perform using a range of skills.



1. Higher Order Thinking – How to devise from a stimulus.

Stimulus.

You will devise a short piece based on the painting below.



Research.

This painting is The Persistence of Memory by Salvador Dali. Complete extensive research around the painting to help you understand the Social, Historical, Cultural and Ethical aspects of the piece.

What style will your piece be?

1. Naturalistic
2. Non-Naturalistic

Creative Intentions.

What are your creative intentions for the piece?
What do you want your audience to feel? Is there a specific message?

2. Problem Solving – The Design Aspect

When in the planning/design phase of your performance, both lighting and sound are important aspects.

Lighting Design – Design 5-10 different lighting states that will enhance your performance. Do you have a spotlight? Any colours? Red, Blue, Green, or White?

Sound Design – Would any specific sounds or music help to support your creative intentions?

Costume – Design the costumes for your main characters. What is your rationale behind the costumes? Why did you choose certain items? How much would the costumes cost? Add this to your budget.

What is your estimated total cost?

3. Describe and Explain how the following link to The Persistence of Memory.

Social

Historical

Cultural

Ethical

4. Analyse and Develop

Giving feedback to your actors as a director is a vital part of creating a performance.

How do you decide what is a good idea?

How do you select material that is of a high standard and how do you reject certain material?

Task - Create a feedback sheet for your actors. You should include relevant performance skills and techniques. How will this support your actors in the devising process?



1. Structural terminology	Definition		3. Context	Definition	
a) Climax	The most intense, exciting or important point of a story.		a) The industrial revolution	1760 – 1840. A period of economic and social change in Britain, fuelled by technology and inventions.	
b) Problem	A situation which is unwelcome and needs to be dealt with.		b) The Metropolitan Police	The police service founded in 1829 by Robert Peel. They patrolled the streets in order to prevent crime.	
c) Resolution	The answer or end to a problem.		c) Forensic science	The application of scientific methods and techniques to matters under investigation by a court of law.	
d) Suspense	A feeling of excited or anxious uncertainty about what may happen.		d) Victorian Era	The period of Queen Victoria's reign from 1837 to 1901.	
e) Foreshadowing	A hint at a future event.				
f) Foreboding	A feeling that something bad will happen.				

2. Language terminology	Definition	Example	4. Punctuation	Symbol	Definition	Example
a) Onomatopoeia	A word which sounds like the noise it describes.	The fireworks <u>whizzed</u> into the sky and exploded with a loud <u>bang</u> .	a) Ellipsis	...	Used to show a pause or that words are missing from the sentence.	She looked up... the plane was right above her head.
b) Symbolism	The use of symbols and images to represent something else.	In 'The Adventure of The Speckled Band', exotic animals are used as a symbol of a characters dark and evil nature.	b) Semicolon	;	Used between two main clauses which are linked in meaning or to separate items in a long list.	I have a big test tomorrow; I can't go out tonight.



5. Speech marks	Definition	Example	Rules
a) “ ”	Used to show where direct speech starts and ends.	Sam exclaimed, “You’ll never guess what I’ve just seen!” “What’s that?” asked Louise.	1. Each new character’s speech starts on a new line. 2. You need a piece of punctuation before the speech eg. a comma. 3. Speech is opened and closed with speech marks. 4. Each line of speech starts with a capital letter. 5. The line of speech ends with a comma, exclamation mark or question mark inside the speech marks.

6. Detective stories and characters	Author	Synopsis
a) The Adventure of the Speckled Band	Arthur Conan Doyle	Julia Stoner died mysteriously in her room with the last words out of her mouth being “...it was the speckled band!” Following her death, now her twin, Helen Stoner is here in Baker Street to ask the help of the famous detective, Sherlock Holmes.
b) Sherlock Holmes	Arthur Conan Doyle	A fictional detective known for his intelligence and ability to deduce information on very little evidence.
c) Dr John Watson	Arthur Conan Doyle	Sherlock Holmes’ flatmate and companion. He is the narrator of Sherlock’s stories.

7. Conventions	Definition
a) Convention	The way in which something is usually done.
b) Detective	A person whose occupation is to investigate and solve crimes.
c) Villain	A character whose evil actions or motives are important to the plot.
d) Victim	A person harmed or injured in some way.
e) Motive	A reason for doing something.
f) Evidence	Physical signs, documents, images etc. suggesting a certain theory is true.
g) Deduction	A conclusion that can be drawn from certain facts.
h) Suspect	A person who is believed to be guilty of committing a crime.
i) Clue	A piece of evidence or information used in the detection of a crime.
j) Red herring	A clue or piece of information which is intended to be misleading or distracting.



1. Extended vocabulary	Definition
a) Protagonist	The main character in a story.
b) Antagonist	An adversary, opponent, enemy of the protagonist.
c) Deceptive	Intentionally misleading.
d) Fallible	Capable of making mistakes or being wrong.
e) Insightful	Having a deep and accurate understanding.
f) Introspective	Someone who focuses on their own internal thoughts and beliefs.
g) Logical	Clear and sound reasoning.
h) Malicious	Intending to do harm.
i) Manipulative	Having control or influence over someone.
j) Pragmatic	Dealing with things sensibly.
k) Remorseful	Full of regret.

2. Authors	Additional reading
a) Sir Arthur Conan Doyle	A Study in Scarlett, Silver Blaze, The Red-Headed League, The Hound of the Baskervilles.
b) Agatha Christie	Murder on the Orient Express, Death on the Nile, And Then There Were None, The Man in the Brown Suit.
c) Kim Harrington	Partners in Crime
d) Julie Campbell	The Secret Mansion
e) James Patterson	Confessions of a Murder Suspect
f) Robin Stevens	Murder Most Unladylike
g) Phillip Pullman	The Ruby in the Smoke
3. Extended writing	Tasks
a) Research	Research a famous detective and create a fact file about them.
b) Research	Research crime in Victorian London. Consider why this might have made detective stories so popular at the time.
c) Writing	Plan and write your own detective story titled 'Secrets of the Silent Strange'.



1. The Eatwell Guide

A guide to help us eat the right foods in the right amount for optimal health.

a) Fruits and vegetables (40%)

- Eat 5 portions a day!
- Choose a variety.
- Provides fibre for healthy digestion .
- Provides vitamins and minerals for **healthy body functions and immune system**.

b) Beans, pulses, eggs, meat, fish (12%)

- Provide **protein** for **growth, repair and maintenance of body cells**.
- Choose a combination of plant proteins.
- Avoid eating too much processed meat like bacon and sausages as these are linked with increased risk of bowel and stomach cancer.

c) Dairy foods (8%)

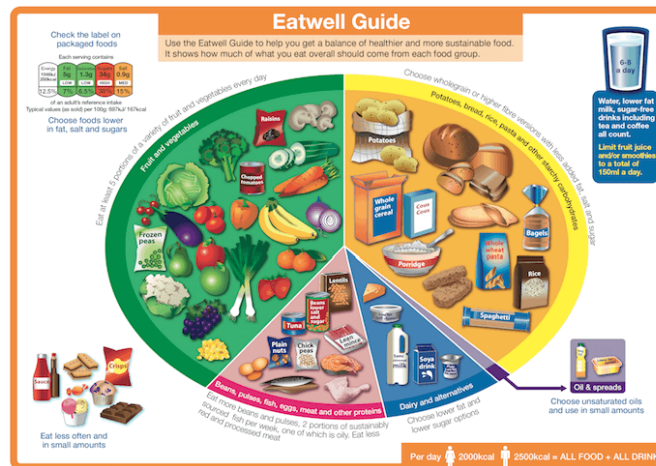
- Provide calcium for **healthy bones, teeth and nails**.
- The body needs **Vitamin D** to absorb calcium effectively.

d) Oils and spreads (Fats) (1%)

- Provide fat soluble vitamins A, D, E & K.
- Are high in calories & energy so keep use to a minimum.
- It is recommended to choose unsaturated oils like olive oil.

e) Fatty, salty, and sugary foods (0%)

- These are the **danger foods**!
- They are **not** part of a healthy diet.
- Eat them only occasionally.
- Eating too much fatty and sugary processed food is linked to increased risk of weight gain/obesity, diabetes, tooth decay and cardiovascular disease.



f) Starchy foods (38%)

- Provide slow-release **carbohydrate** used by the body for **energy**.
- Choose wholegrains for increased **fibre** (good digestion, reduced risk of heart disease).

g) Water

- A balanced diet must include water, it is required for nearly all brain and other bodily functions.
- It is recommended that you have 6-8 glasses of water a day.

2. Deficiencies/Excess

Having a lack or too much of certain nutrients can have a negative impact on our health.

a) Vitamin C

Deficiencies: Effects the absorption of iron.

Excess: Scurvy, bleeding gums, wounds not healing properly, tiredness.

b) Calcium/Vitamin D

Deficiency: Rickets (soft and deformed bones), osteoporosis (weak bones).

Excess: build-up of calcium, poor appetite, vomiting.

c) Iron

Deficiency: Anaemia (Tiredness, paleness).

Excess: Constipation, vomiting.

d) Protein

Deficiency: Muscle loss, slow growth in children.

Excess: Stored as fat, weight gain and obesity.

e) Carbohydrates

Deficiency: Ketosis which is very rare. The body switches to using protein as an energy source.

Excess: Type 2 diabetes, obesity, heart disease and high blood pressure.

f) Fats

Deficiency: Weight loss, lack of fat-soluble vitamins, feeling cold.

Excess: type 2 diabetes, obesity and heart disease and high blood pressure.



1. The Eatwell Guide

a) Fruits and Vegetables.

The main nutrients provided by this food group are vitamins and minerals. Research the following vitamins.

- Vitamin C,
- Vitamin D.

Why do we need them? What food provide them? Are there any other sources of these nutrients that are not in this food group?

b) Beans, pulses, meat, fish, and eggs.

The main nutrient provided by this food group is protein. Research this nutrient.

Why do we need protein? Which foods provide protein? Are there any other sources of this nutrient that are not in this food group?

c) Dairy foods.

The main nutrient provided by this food group is a mineral called calcium. Research this nutrient.

Why do we need calcium? Which foods provide calcium? Are there any other sources of this nutrient that are not in this food group?

d) Oils and spreads.

The main nutrient provided by this food group is fat. Research this nutrient.

Why do we need fat? Which foods provide fat? Are there any other sources of this nutrient that are not in this food group?

e) Fatty, salty and sugary foods.

As we have already established, this food group is not needed in a healthy balanced diet. While it is ok to eat these foods occasionally, they should be limited to ensure we are not at risk of heart disease, diabetes, and obesity. Suggest ways a family could reduce their intake of these foods.

f) Starchy foods.

The main nutrient provided by this food group is carbohydrates. Research this nutrient.

Why do we need carbohydrates? Which foods provide carbohydrates? Are there any other sources of this nutrient that are not in this food group?

g) Water.

Water is crucial to our wellbeing and good health. However, most people struggle to drink the recommended 6-8 glasses of water a day. Suggest ways a family could increase their intake of water.

h) A healthy balance diet.

In order to achieve a healthy balanced diet, we need to eat the right proportions of each food group. We don't have to eat foods from all the food groups in every meal, but instead should be aiming to spread them over a day. Plan a menu that includes breakfast, lunch, dinner, and snacks, that provides the recommended proportions of each food group.

2. Excesses and deficiencies

For each of the following nutrients, describe what can happen if you have too much or too little of each.

- Vitamin C,
- Vitamin D,
- Calcium,
- Iron,
- Protein,
- Carbohydrates,
- Fats.

3. Analyse and evaluate your diet

Making sure our diets are balanced is vital for a healthy lifestyle. Answer these questions to analyse and evaluate your diet.

a) Analyse

- What do you usually eat for breakfast?
- What kind of snacks do you eat during the day?
- How often do you have fruit or vegetables with a meal or as a snack?

b) Evaluate

- Compare your answers to the eat well guide. Are you having the right proportions of each food group?
- Are there any food groups you do not eat at all?
- Suggest ways that you could change your diet to make it more balanced.



(A) Point de départ	Introduction	(B) Les opinions	opinions
J'ai ... une semaine de vacances. deux semaines de vacances. en janvier / février (etc.) C'est pour Noël. C'est pour Pâques. C'est pour les grandes vacances. Tu es où en vacances? Je suis en vacances ... au bord de la mer. à la montagne. à la campagne. en colonie de vacances. chez mes grands-parents.	I have ... a week of holiday. two weeks of holiday. in January / February (etc.) It's for Christmas. It's for Easter. It's for the summer holidays. Where are you on holiday? I am on holiday ... at the seaside. in the mountains. in the countryside. at a holiday camp. at my grandparents' home.	C'est amusant. C'est ennuyeux. C'est intéressant. C'est sympa. C'est nul. un peu assez très complètement	It is fun. It is boring. It is interesting. It is nice. It is rubbish. A bit quite very completely
(C) Qu'est-ce que tu as visité?	What did you visit ?	(D) Les connecteurs	Connectives
J'ai visité le château. J'ai visité le lac. J'ai visité le musée. J'ai visité le parc. J'ai visité le stade. J'ai visité la cathédrale. J'ai visité la mosquée. J'ai visité la chocolaterie.	<i>I visited the castle.</i> <i>I visited the lake.</i> <i>I visited the museum.</i> <i>I visited the park.</i> <i>I visited the stadium.</i> <i>I visited the cathedral.</i> <i>I visited the mosque.</i> <i>I visited the chocolate shop.</i>	d'abord ensuite puis après finalement	<i>first of all</i> <i>next</i> <i>then</i> <i>after(wards)</i> <i>last of all</i>



(D) C'était comment?	How was it?	(E) Qu'est-ce que tu as fait pendant les vacances?	What did you do during the holidays?
C'était amusant. C'était cool. C'était génial. C'était ennuyeux. C'était intéressant. C'était sympa. C'était moderne. C'était nul.	<i>It was fun.</i> <i>It was cool.</i> <i>It was great.</i> <i>It was boring.</i> <i>It was interesting.</i> <i>It was nice.</i> <i>It was modern.</i> <i>It was rubbish.</i>	Pendant les vacances ... J'ai joué au tennis. J'ai joué au foot. J'ai mangé des glaces. J'ai écouté de la musique. J'ai acheté des baskets. J'ai acheté des BD. J'ai regardé des clips vidéo. J'ai regardé un film à la télé. J'ai nagé dans la mer. J'ai retrouvé Léo. J'ai dormi.	<i>During the holidays ...</i> <i>I played tennis.</i> <i>I played football.</i> <i>I ate ice creams.</i> <i>I listened to music.</i> <i>I bought some trainers.</i> <i>I bought some comics.</i> <i>I watched video clips.</i> <i>I watched a film on TV.</i> <i>I swam in the sea.</i> <i>I met up with Léo.</i> <i>I slept.</i>
(F) Qu'est-ce que tu as fait?	What did you do?	(G) Tu es allé(e) où?	Where did you go?
J'ai visité un parc d'attractions. J'ai bu un coca. J'ai vu un spectacle. J'ai vu mes personnages préférés. J'ai fait une balade en bateau. J'ai fait les manèges. J'ai pris des photos. Je n'ai pas mangé de glaces. Je n'ai pas acheté de souvenirs.	<i>I visited a theme park.</i> <i>I drank a cola.</i> <i>I saw a show.</i> <i>I saw my favourite characters.</i> <i>I went on a boat ride</i> <i>I went on the rides.</i> <i>I took photos.</i> <i>I didn't eat any ice creams.</i> <i>I didn't buy any souvenirs</i>	Je suis allé(e) en Espagne. Je suis allé(e) en Grèce. Je suis allé(e) au Maroc. Je suis allé(e) aux États-Unis. Avec qui? Avec mon frère. Avec ma famille. Avec mes parents. Avec mes amis. Tu as voyagé comment? J'ai voyagé en avion. J'ai voyagé en bateau. J'ai voyagé en car. J'ai voyagé en voiture.	<i>I went to Spain.</i> <i>I went to Greece.</i> <i>I went to Morocco.</i> <i>I went to the USA.</i> <i>Who with?</i> <i>With my brother.</i> <i>With my family.</i> <i>With my parents.</i> <i>With my friends.</i> <i>How did you travel?</i> <i>I travelled by plane.</i> <i>I travelled by boat.</i> <i>I travelled by coach.</i> <i>I travelled by car.</i>



A) The Present Tense – 3 regular verbs and 2 irregular verbs:

Subject Pronouns	ER VERBS Parler/To speak	IR VERBS Finir/ To finish	RE VERBS Vendre/ To sell	Avoir/To have	Être/To be
I	Je parle	Je finis	Je vends	J'ai	Je suis
You (Singular)	Tu parles	Tu finis	Tu vends	Tu as	Tu es
He/she/one	Il/elle/on parle	Il/elle/on finit	Il/elle/on vend	Il/elle/on a	Il/elle/on est
We	Nous parlons	Nous finissons	Nous vendons	Nous avons	Nous sommes
You (Plural)	Vous parlez	Vous finissez	Vous vendez	Vous avez	Vous êtes
They	Ils/elles parlent	Ils/elles finissent	Ils/elles vendent	Ils/elles ont	Ils/elles sont

D) Time expressions:

Normalement	Normally
D'habitude	Usually
Tous les jours	Every day
Parfois	Sometimes
Une fois par ...	Once a ...
Le weekend	At the weekend
Le mois dernier	Last month
L'année dernière	Last year
Hier	Yesterday
L'été dernier	Last summer
Il y a un mois	A month ago

B) The past tense – 3 regular verbs and 1 irregular verb :

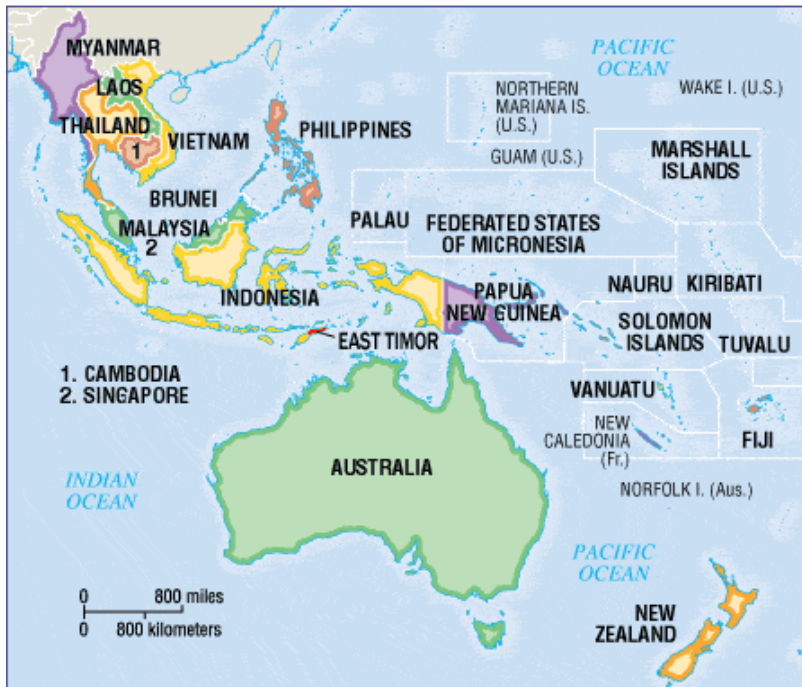
Subject Pronouns	ER VERBS Parler/To speak	IR VERBS Finir/ To finish	RE VERBS Vendre/ To sell	Aller/ To go
I	J'ai parlé	J'ai fini	J'ai vendu	Je suis allé/e
You (Singular)	Tu as parlé	Tu as fini	Tu as vendu	Tu es allé/e
He/she/one	Il/elle/on a parlé	Il/elle/on a fini	Il/elle/on a vendu	Il/elle/on est allé/e
We	Nous avons parlé	Nous avons fini	Nous avons vendu	Nous sommes allés/es
You (Plural)	Vous avez parlé	Vous avez fini	Vous avez vendu	Vous êtes allés/es
They	Ils/Elles ont parlé	Ils/Elles ont fini	Ils/Elles ont vendu	Ils/Elles sont allés/es

C) Questions :

1. What are the 3 groups of regular verbs? What are the steps required to go from I speak to I spoke in French?
2. How do you form a regular IR verb in the past? What makes the verb 'aller' irregular?
3. Can you match each time expressions with a tense?
4. Why do you think the verb 'aller' has different ending?



1. Key Vocabulary	
a. Earth's structure (layers)	1. inner core, outer core, mantle and crust
b. Tectonic plates	2. large portions of the earth's crust that move because of convection currents in the mantle
c. Convection currents	3. rivers of molten rock that move underneath the crust and slowly drag tectonic plates
d. Earthquake and volcano preparation	4. monitoring, prediction, protection, planning
e. Development	5. The process of change that affects people's lives.
f. Life Expectancy	6. The average age a person can expect to live to.
g. Literacy Rate	7. The % of people that can read and write beyond the age of 15.
h. Development Indicators	8. Ways of measuring a countries progress and development. For example literacy rate.
i. HIC	9. High Income Countries – Some of the most development countries in the world (UK, France , USA...)
j. NEE	10. Newly Emerging Economy – Countries that rapidly becoming more developed (China, Brazil, Nigeria....)
k. LIC	11. Low Income Countries- Some of the least developed countries in the world (Ethiopia, Afghanistan...)

2. Where are Oceania and Southeast Asia located?					
	Oceania is a geographic region that includes Australasia, Melanesia, Micronesia and Polynesia. Southeast Asia is a subregion of the Asian Continent. Oceans that border the coastline of this continent include the Indian and Pacific Ocean. Several countries located in the region include Australia, Philippines, Indonesia and Kiribati. In the region you can find cities such as Manila, Sydney, Auckland and Kuala Lumpur.				
	<table><tr><th>Human features</th><th>Physical Features</th></tr><tr><td>25 Capital Cities including: >Jakarta (Indonesia) >Manila (Philippines) >Kuala Lumpur (Malaysia) >Wellington (New Zealand)</td><td>>Indian Ocean >Pacific Ocean >Coral Sea >Volcanoes - Ring of Fire >Great Barrier Reef >Mariana Trench</td></tr></table>	Human features	Physical Features	25 Capital Cities including: >Jakarta (Indonesia) >Manila (Philippines) >Kuala Lumpur (Malaysia) >Wellington (New Zealand)	>Indian Ocean >Pacific Ocean >Coral Sea >Volcanoes - Ring of Fire >Great Barrier Reef >Mariana Trench
Human features	Physical Features				
25 Capital Cities including: >Jakarta (Indonesia) >Manila (Philippines) >Kuala Lumpur (Malaysia) >Wellington (New Zealand)	>Indian Ocean >Pacific Ocean >Coral Sea >Volcanoes - Ring of Fire >Great Barrier Reef >Mariana Trench				
3. How developed is Oceania and Southeast Asia?					
Country	Level of development	Evidence			
New Zealand	HIC	Life Expectancy = 82 years Literacy Rate: 99.9%			
Indonesia	NEE	Life Expectancy =70 years Literacy rate = 94%			
Papua New Guinea	LIC	Life Expectancy = 64 years Literacy Rate: 62%			
Evaluation of development indicators - Using individual indicators can be misleading because as a country develops, some aspects develop before others.					

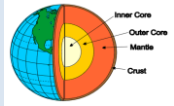
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4. Plate tectonics in Oceania and Southeast Asia: How do plates move?

The structure of the Earth

The Earth is separated into four layers:



The inner core: a ball of solid iron and nickel

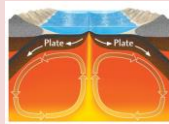
The outer core: liquid iron and nickel

The mantle: semi-molten rock (magma) that moves slowly

The crust: thin, outer layer divided into slabs of rock called tectonic plates

Tectonic plates are moving because of convection currents in the mantle underneath the crust. The places where plates meet are called plate margins or plate boundaries. This is where tectonic activity (volcanoes and earthquakes) occurs.

Convection Currents



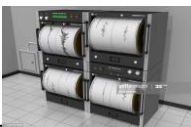
1. The core heats the molten rock.
2. The molten rock rises because it is light.
3. When the molten rock reaches the crust (the plate) it drags the plate with it in the direction it is going.
4. The molten rock will lose its heat when dragging the plate.
5. The molten rock becomes cool and heavy and falls back towards the core.

Plates either move towards each other (**destructive** or **collision** margin) away from each other (**constructive**) or slide past each other (**conservative**)

5. How can we prepare for earthquakes and volcanoes?

Monitoring

Seismometers measure earth movement and a seismograph records earthquakes.



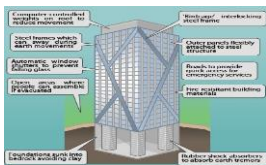
Prediction

Scientists study historical records of earthquakes at plate margins and have identified locations that they believe are at most risk.



Protection

Reinforced buildings and making building foundations that absorb movement. Automatic shut offs for gas and electricity



Planning

Avoid building in at risk areas
Training for emergency services and planned evacuation routes and drills.



6. Causes of human-made global warming

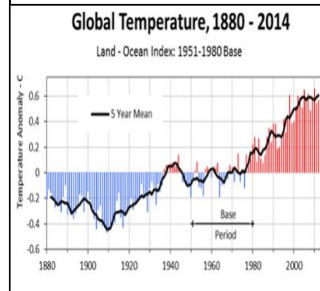
Evidence for climate change shows changes before humans were on the planet. So some of it must be natural but recent changes in the climate can be put down to human activity.

Human Causes

>Burning Fossil fuels – release carbon dioxide with accounts for 50% of greenhouse gases

>Deforestation – logging and clearing land for agriculture increases carbon dioxide in the atmosphere and reduces ability to planet to absorb carbon through photosynthesis.

>Agriculture – accounts for around 20% of greenhouse gases due to methane production from cows etc. Larger populations and growing demand for meat and rice increase contribution.



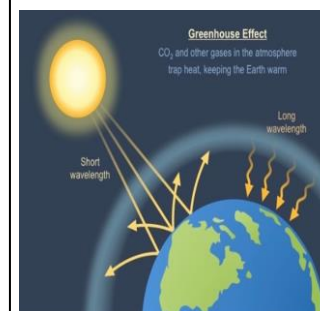
7. How does the release of greenhouse gases result in global warming?

>Step 1: Solar radiation reaches the Earth's atmosphere - some of this is reflected into space.

>Step 2: The rest of the sun's energy is absorbed by the land and the oceans, heating the Earth.

>Step 3: Heat radiates from Earth towards space.

>Step 4: Some of this heat is trapped by greenhouse gases in the atmosphere, keeping the Earth warm enough to sustain life.



>Step 5: Human activities such as burning fossil fuels, agriculture and land clearing are increasing the amount of greenhouse gases released into the atmosphere.

Step 6: This is trapping extra heat and causing the Earth's temperature to rise.



1. Place - when you locate a place you need to discuss its **relationship to other places**. **Task:** Complete a CLOCC description of a city using the map in your planner.



C - Continent - Christchurch is in the continent of Oceania.
L - Latitude - New Zealand exists at 40 degrees south of the equator.
O - Oceans - Neighbouring oceans include the south Pacific
C - Country - Christchurch is in the country of New Zealand.
C - Capital The capital of New Zealand is Wellington.

2. Inequality - this is experienced after hazards. **Question:** Why do LIC suffer more than a HIC after a hazard?

A. Christchurch Earthquake 2011

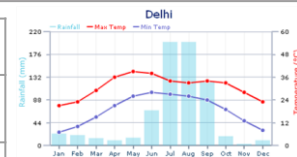
- 185 killed
- 3129 injured
- 100,000 properties damaged
- \$28 billion of damages caused

B. Nepal Earthquake 2015

- 8632 killed
- 19,009 injured
- Hundreds of thousands of people made homeless
- Economic loss was 50% of GDP

3. Time - when you look at any: graph, chart or the formation of a feature you need to consider how a factor has **changed over time**.

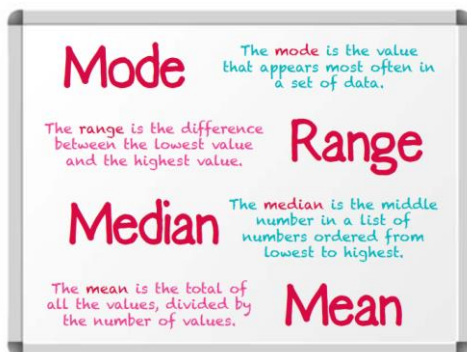
Month	Temp	Rainfall
January	8	120mm
February	9	125mm
March	11	140mm
April	12	105mm



Task: Create a dataset and draw a graph to illustrate it

4. Mathematical Skill - when we look at a data set, we can find patterns or meaning in it by calculating the following:

We can use the: mean, median, mode and range to look at data and make decisions about it



Task: write out strings of numbers and calculate the: mean, median, mode and range

5. Enquiry - there will be opportunities for you to carry out **enquiry**. **Task:** Choose a debate and back it up with evidence

- The Taal eruption affected people more than it affected places
- Christchurch is not vulnerable to earthquakes or volcanoes
- Oceania is rich
- Pollution of the Citarum doesn't matter - it is halfway across the world.
- Cities are done changing.
- We cannot prepare for earthquakes and volcanoes?
- Overpopulation is going to happen.

6. Sustainability - '...meeting our needs, without compromising needs of the future generations.'

Question: Consider the sustainability of fast fashion brands along the Citarum River

(i) Advantages

- Fast Fashion allows for more affordable clothing
- The textile industry provides jobs for people on manufacturing lines

(ii) Disadvantages

- Pollution causes ailments such as organ damage, itchiness, and impetigo
- Crop yields have reduced causing huge losses for farmers.
- Over 60% of the fish in the Citarum have died



A. Timeline

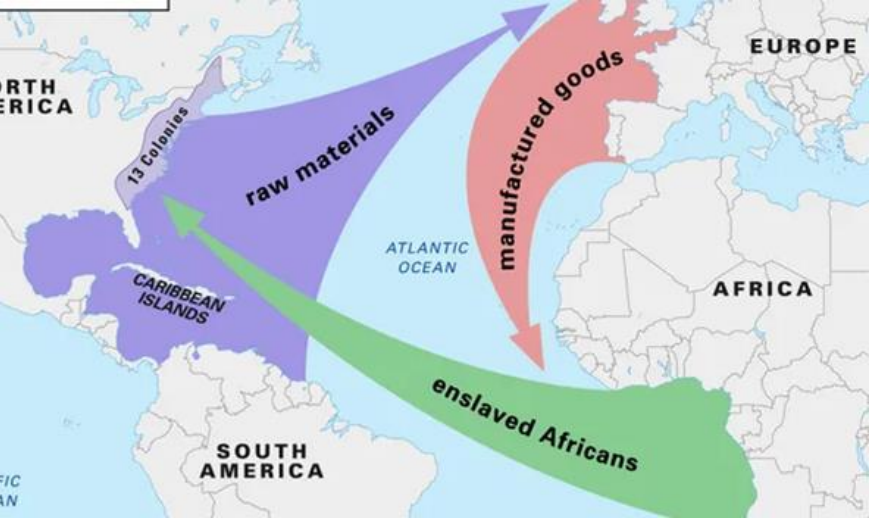
1	1562	First English slaving expedition by Sir John Hawkins .
2	1772	Granville Sharp wins court case ruling that no slave can be forcibly removed from Britain.
3	1786	Thomas Clarkson publishes book calling for abolition of slavery.
4	1789	Olaudah Equiano publishes book describing his experiences as a slave. 'The interesting narrative of the life of Olaudah Equiano.'
5	1792	House of Lords reject Abolition Bill passed by Commons.
6	1804	Successful slave rebellion on island of St Dominique (Haiti) drives out the French
7	1807	Abolition of the Slave Trade Act abolishes the buying and selling of slaves in the British Empire.
8	1833	The Slavery Abolition Act is passed in Britain.

B. Key Individuals

9	Thomas Clarkson	Formed first Abolition Committee.
10	Olaudah Equiano	Ex-slave who spoke out about his experiences.
11	William Wilberforce	Leading campaigner in Parliament for Abolition.
12	Granville Sharp	Anti-slavery activist. Worked with Wilberforce and Clarkson.

C. Key Words/Terms

13	Empire	A group of countries, people or land controlled and ruled by one single powerful country.
14	Colony	A country which is part of an Empire.
15	Slavery	A relationship where one person has absolute power over another. They control their life, freedom and wealth.
16	Triangular Trade	The name of the system for trading slaves across the world.
17	Middle Passage	The name used to describe the journey from Africa to America for slaves, it took up to 2 months.
18	Auction	An event where slaves are put up for sale and prospective owners bid for them. The highest bid wins the slave.
19	Plantation	A large farm that slaves worked on to produce cotton, tobacco and sugar.
20	Abolition	The act of putting an end to something by law.
21	The Slavery Abolition Act. 1833	The Act passed in Britain which made slavery illegal.
22	Cash crops	Sugar, cotton, tobacco and coffee grown for profit.
23	Act	A law passed by Parliament.
24	Bill	The name given to an Act before it is passed by Parliament.
25	Prejudice	Unfair opinions that are not based on facts.
26	Reform	To change something, making it better.



D. The Triangular Trade

The system in which slaves were traded across the world. Ships were loaded in England, in cities such as Bristol, Liverpool and Southampton, with goods such as guns, cloth and salt. This was taken to Africa and traded for enslaved humans. The ships then went on a 2-month journey known as the Middle Passage to the Caribbean. Here the enslaved humans were sold to work in the cotton plantations and farms. The ship was then loaded with sugar and cotton, also known as cash crops, to be taken back to England to be sold for huge profits. Cities like Liverpool and Bristol became extremely wealthy and grew as a result of the slave trade.

E. The Middle Passage

The Middle Passage was the longest part of the journey for slaves from Africa to the Caribbean. They suffered through terrible conditions, and many died during the journey. Slaves were packed into the ship in very tight quarters and laid down for most of the journey. They were only given little bits of food to keep them going and were severely punished should they disobey orders. Slaves were chained up for the entire journey, meaning that diseases spread quickly and easily from slave to slave. A lot threw themselves overboard in order to avoid their fate as a slave.

F. Reasons for the Abolition of the Slave Trade in 1807

Politics – Granville Sharp used the law courts to try and give slaves their freedom. He fought many court cases, e.g., <u>the Zong ship</u> . Slavery was becoming legally unacceptable. Slaves in Britain went to court to get their freedom. By the early 1800s most judges set these slaves free. The law of the land was turning against the idea of slavery	Economics – Sugar plantations were closing as cheap sugar could be bought from Brazil and Cuba. People argued that slaves would work harder if they were freed and paid.	Religion – Christian groups, such as the Quakers, thought that slavery was a sin against God and religion	Beliefs and Ideas – The Society for the Abolition of the Slave Trade was set up in 1787. Anti -slavery petitions were signed in British towns	Media – Thomas Clarkson collected evidence against slavery. He spread his message all over the country by publishing posters, pamphlets and making public speeches. Hannah More was a member of the Abolition Society. She wrote poems and books about the horrors of the slave trade and convinced many of the need to ban it.	Key Individuals – William Wilberforce MP campaigned against the slave trade. The first time he introduced the idea he lost the debate by 163 votes to 88 but he never gave up
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AO1: Demonstrate knowledge and understanding of the key features of the periods studied.

1.1 Chronology

- Create an A3 timeline of England's involvement in the Transatlantic Slave Trade from 1562 to 1833.

1.2 Historical Terminology

- Define the following words: Branding, Caribbean, Chattel slavery, Corporal punishment, Diaspora, Dysentery, Enfranchisement, Indentured servant, Mulatto, Quaker, Royal African Company

1.3 Key Features (Historical Knowledge)

- Explain TWO English court-cases about the slave trade that may have influenced attitudes to slavery.

AO2: Explain and analyse historical events and periods studied using historical concepts.

2.1 Change & Continuity

- Research how the Quakers in England went from being deeply involved in the slave trade to leading a religious crusade against it.

2.2 Cause and Consequence

- Record 3 arguments that would be used to defend the institution of slavery in the 17th and 18th centuries.

2.3 Significance

- Research and evaluate the impacts of Thomas Clarkson on the campaign for abolition in England. Was his work more significant than the work of Hannah More, William Wilberforce or Olaudah Equiano?

AO3: Analyse, evaluate and use primary sources to make judgements.

3.1 Valid inferences

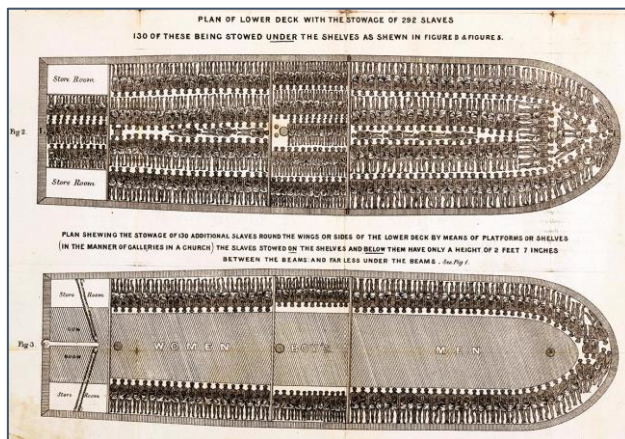
- What can you infer from the diagram of the Slave Ship Brookes created in 1787

3.2 Nature, Origin, Audience, Purpose

- What is the nature, origin, audience and purpose of diagram of the Brookes?

3.3 Usefulness

- What might the limitations of the source be for a historian researching reasons for the Transatlantic Slave Trade?



AO4: Analyse, evaluate and make judgements about interpretations.

4.1 Identifying views

- What is the view given by Hochschild about the abolition movement?

4.2 Analysing interpretations

- What evidence can you find to support the claim that Wilberforce was a 'key representative' for abolition?

4.3 Evaluating Interpretations

- What other main interpretations could be used to counter the argument that Wilberforce was the real reason for the abolition?

William Wilberforce was a key representative of the anti-slave trade forces. Gracious, witty, and devoutly religious, he was also a great orator who was beloved by almost everyone.

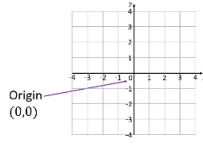
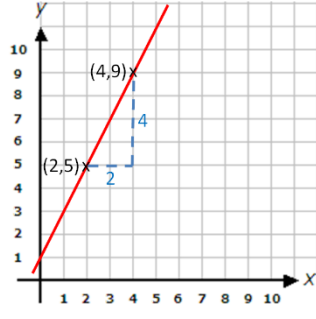
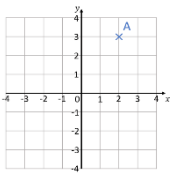
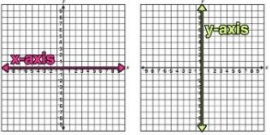
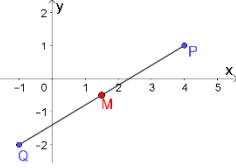
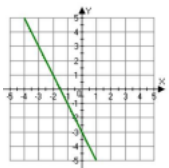
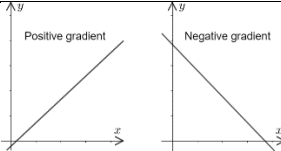
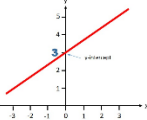
But was the abolition of the slave trade and slavery primarily the work of this likeable, saintly man and his circle of similarly religious friends? Today, most historians see the long struggle to end the slave trade as much more complex and unruly than simply being the work of Wilberforce alone.

BBC Article William Wilberforce: The Real Abolitionist? Adam Hochschild 2011



1. Keyword	Definition	Example	2. Decimal Place Value Chart
a. Decimal Place	The position of a digit to the right of a decimal point.		
b. Significant Figure	The digits in a number that make it meaningful in relation to its place value. Significant figures start from the first non-zero digit.		3. Worked Examples a. Round 14.582 to one decimal place $14.\underline{5}82$ The digit 5 is the first decimal place The digit 5 is next to 8, meaning the 5 rounds up to 6. Answer = 14.6 b. Work out an estimate for the value of $\frac{48.7 \times 61.2}{11.3}$ $\frac{48.7 \times 61.2}{11.3} = \frac{50 \times 60}{10}$ $\frac{3000}{10} = 300$
c. Error Interval	The upper bound and lower bound of a number which provides a range of possible values that a number could have been before it was rounded.	A number rounded to 1 decimal place is 0.6 The error interval is: $0.55 \leq x < 0.65$	i. Round the numbers to one significant figure, ii. Carry out the calculation.
d. Approximation	Roughly calculate or judge the value or number of something $\approx$ means approximately.	The approximate height of the man is 1.8 metres Height $\approx$ 1.8 m	
e. Estimate	Approximate an answer. Round each number in the calculation to one significant figure.	$63 + 38 \approx 70 + 40 \approx 110$	4. Sparx Independent Practice Codes M111, M431, M994, M131, M878, M730

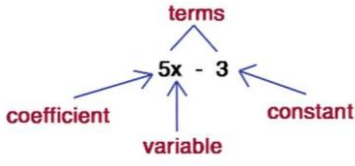
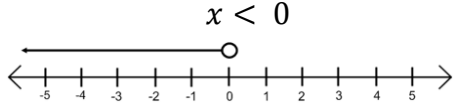
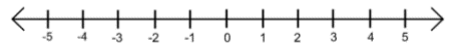


1. Keyword	Definition	Example	2.Worked Examples
a. Origin	Where the x and y axis intersect (meet). The coordinate of the origin is $(0,0)$		 a. Calculate the gradient of the line $\text{Gradient} = \frac{\text{change in } y}{\text{change in } x} = \frac{4}{2}$ $\text{Gradient} = 2$ b. State the y intercept of the line The y intercept is at the point $(0,1)$ c. Write the equation of the line in the form of $y = mx + c$ m means gradient $m = 2$ c means y intercept $c = 1$ The equation of the line is $y = 2x + 1$
b. Co-ordinates	Co-ordinates are numbers giving the position of a point on a graph where they meet on the x and y axis. The order is always (x, y)	 The coordinate of point A is $(2,3)$	
c. x axis and y axis	The horizontal axis or the line $y = 0$ The vertical axis or the line $x = 0$		
d. Midpoint	A coordinate point that is halfway between two other points on a line segment (part of a line)	 M is the midpoint of P and Q	
e. Linear Graph	A graphical representation of a straight line. It is represented by a formula given in the format $y = mx + c$		
f. Gradient	The gradient of a line is a measure of how steep the line is. It is referred to as the letter m in the formula. $\text{Gradient} = \frac{\text{change in } y}{\text{change in } x}$		
g. y intercept	Where a line intercepts (crosses) the y axis. It is referred to as the letter c in the formula.		3.Sparx Independent Practice Codes: M618, M622, M797, M932, M544, M888, M843, M771, M205



1.Keyword	Definition	Example	2. Worked Examples
a. Sequence	A list of numbers or objects in a special order		a. What is the term-to-term rule of this sequence? $\overset{\times 2}{1}, \overset{\times 2}{2}, \overset{\times 2}{4}, \overset{\times 2}{8}, \overset{\times 2}{16}, \overset{\times 2}{32}$ The term-to-term rule is multiplying the previous term by 2
b. Ascending	Increasing in size (smallest to largest)		b. Find the nth term of the following sequence: $\overset{+3}{3}, \overset{+3}{6}, \overset{+3}{9}, \overset{+3}{12}, \overset{+3}{15}$ The nth term is $3n$
c. Descending	Decreasing in size (largest to smallest)		c. Find the 5 th term of the sequence with the rule $4n - 1$ 5 th term means $n = 5$ $4 \times 5 - 1 = 19$ The 5 th term is 19
d. Term	A value within a sequence. The first term in the sequence is when $n = 1$	1, <u>3</u> , 5, 7, 9... 3 is the second term of the sequence	
e. Linear Sequence	A sequence going from one term to the next by adding or subtracting the same number. Also known as an arithmetic sequence		
f. Geometric Sequence	A sequence going from one term to the next by multiplying or dividing by the same number.		
g. nth term	The nth term is a formula used to find any term in a sequence. The 'n' stands for the term number. It is usually written as an expression in terms of n.	4, 7, 10, 13, 17 ... The nth term of the sequence is $3n - 1$	3. Sparx Independent Practice Codes: M381, M241, M166, M991, M866, M418, M981



Forming and Solving Equations and Inequalities					
1. Keyword	Definition	Example	Keyword	Definition	Example
a. Expression	A statement using numbers and letters.	$4x + 8$	h. Integer	A whole positive or negative number including 0.	-5 100 $\frac{10}{2}$ These are all integers
b. Variable	A symbol or letter used to represent an unknown value		i. Inequality	A relationship between two expressions that are not equal	$<$ less than $\leq$ less than or equal to $>$ greater than $\geq$ greater than orequal to $\neq$ not equal to
c. Simplify Expression	Also known as collecting like terms, which are terms that have the same variable and power	$3y + 2x + 4x - y + 6$ Simplified expression is $2y + 6x + 6$	j. Satisfy an Inequality	Find the values that make the inequality true	$-3 < x \leq 2$ The integers that satisfy the inequality are: $-2, -1, 0, 1, 2$
d. Equation	A statement showing that two expressions are equal	$6y = 12$ $5x + 4 = 18$	k. Inequality on a Number Line	Use open or filled circles to show the values of an inequality  means $<$ or $>$  means $\leq$ or $\geq$	 $x < 0$  $x \geq 2$
e. Solve	To find the value of a variable in an equation or inequality	$\begin{array}{l l} +1 & 3y - 7 = 8 \\ \div 3 & 3y = 15 \\ & y = 5 \end{array}$			
f. Inverse Operation	The opposite or reverse calculation	The inverse of addition is subtraction. The inverse of multiplication is division	2. Sparx Independent Practice Codes:		M813, M830, M175, M428, M417, M327, M208, M979, M795, M531, M949, M120, M237, M792, M960, M100, M908, M707, M509, M554, M957, M384, M118, M732
g. Substitution	Replace a letter with a value	Find the value of $2a$ when $a = 5$ so $2 \times 5 = 10$			



1. Mathematical vocabulary		2. Mathematician Research	
Define each of the words given. Give an example for each.	a. Fibonacci sequence b. Triangular numbers c. Geometric sequence	Who are they? What are they famous for? What contributions have they made to maths?	Srinivasa Ramanujan lyengar
3. Watch	BBC Magic Numbers Mysterious World of Maths 1of3 720p HDTV x264 AAC MVGroup org - YouTube (58 mins 45 Secs)		
4. Thinking Mathematically			
a. What's it worth? Each symbol has a numerical value. The total for the symbols is written at the end of each row and column. ▲ ■ ■ ▲ ● ■ ● ■ ● ▲ ● ■ ● ■ ● ? 30 23 22 28 30 18 20 i. Can you find the missing total that should go where the question mark has been put? ii. Can you find any other ways of solving the problem? iii. Can you create your own mild, medium, hot version? iv. Watch this webinar for students. https://youtu.be/G-r8MzmlqSU		b. Add to 200 Choose any four digits (from 0, 1, 2, ... , 9) and place them in the cells below (you can repeat digits). Read the vertically add them together. Read them horizontally and add them together. 4 1 2 6 → 41 + 26 67 ↓ ↓ 42 + 16 = 58 i. Is there a quick way to tell if the total is going to be even or odd? ii. Can you make a total of 200? iii. How many ways are there of doing this? iv. Which numbers between 0 and 396 is it possible to make? v. What if we used 3 digits? 58 + 67 = 125	
c. The Simple life i. True or false, when you simplify all the expressions below they all give the same solution? $3(x + 6y) + 2(x - 5y)$ $4(2x - y) - 3(x - 4y)$ $-2(5x - y) + 3(5x + 2y)$ ii. Here are 5 expressions $(x + y)$ $(x + 2y)$ $(x - 2y)$ $(x + 4y)$ $(2x + 3y)$ Choose any pair of expressions and add together multiples of each like in part i. ii. Can you find a way to get an answer of $5x + 8y$ in each case? iii. Can you create your own set of expression for this to work? iv. What about with 3 variables?		5. Short Problems a. Jane made a mistake when writing down a multiplication, and she multiplied by 54 instead of 45. Her answer was 198 more than it should have been. What number did she multiply 54 by? b. A book has 89 pages, but the page numbers are printed incorrectly. Every third page number has been omitted, so that the pages are numbered 1,2,4,5,7,8,... and so on. What is the number on the last printed page? c. Granny's watch gains 30 minutes every hour, whilst Grandpa's watch loses 30 minutes every hour. At midnight, they both set their watches to the correct time of 12 o'clock. What is the correct time when their two watches next agree?	

1. Keywords and definitions

Strum	Brushing your fingers over several to create a sound.
Chord	2 or more notes played at the same time.
Bars	How written music is divided up to make it easier to read.
Beats	A measure of time in music.
Tempo	The speed of the music.
Frets	The space between the lines on the neck of a ukulele or guitar.
Tablature (TAB)	Another method of reading music for string instruments.
Modes	A traditional scale used in Folk Music.
Rhythm	The different lengths of notes e.g Chips, Bur-Ger.
Verse	A section of a song. The lyrics change for each verse but the melody stays the same.
Chorus	A section of a song. The lyrics and melody are repeated in each chorus.

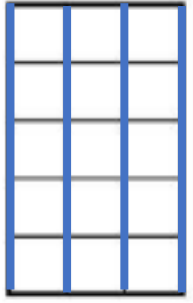
3. The neck of the ukulele and frets

1st Fret

2nd Fret

3rd Fret

Face



Strings in blue

Feet

Fingers are placed on specific string in specific frets.

For example to play C Major you have to place your finger on the 4th string in the 3rd fret.

When you hold the ukulele, the string on the far left is the string closest to your face and the far right is the string closest to your feet.

2. The Ukulele



4. Folk instruments

Mandolin

Accordion

Banjo

Fiddle

5. Chord charts

A chord chart tells you the name of the chord (i.e. C) and then the number of beats it plays for using the / symbol. Not all chords in this sequence are played for 4 full beats.

1

234

1234

|Am /

G /

|C / / /

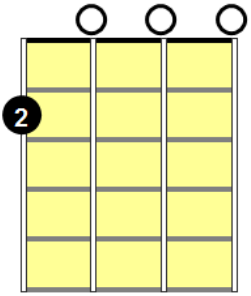
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6. History of Folk Music

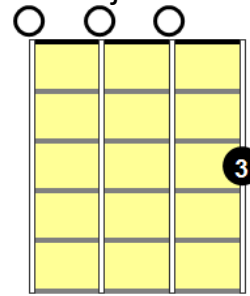
People from different countries and cultures have their own Folk music. It was historically used in celebrations and festivals and important times of year such as harvest time to bring good luck. Folk music also included work songs and sea shanties which were sung at sea by sailors. The rhythm of these helped the workers to carry out their difficult work. There are also lots of folk songs about everyday life and battles, as song was used a form of story telling and news. Folk music can also be instrumental, often used for dancing, entertainment, celebration, and religious ceremonies. Dancing to Folk music still happens such as Morris Dancers or Maypole dancing. Folk songs were not written down, they passed down by word of mouth – this means that folk songs slowly changed over time.

7. Chords on the ukulele

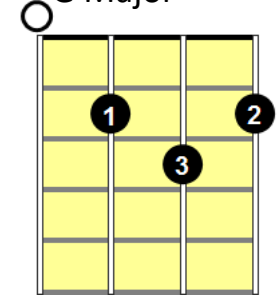
A Minor



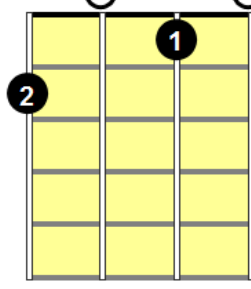
C Major



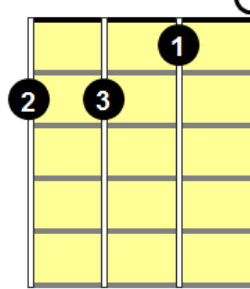
G Major



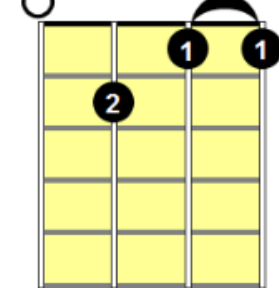
F Major



D Minor

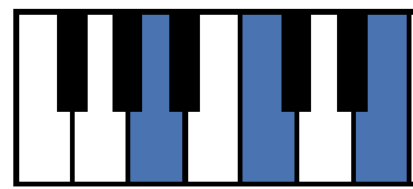


Bb Major



8. Chords on the keyboard

A Minor



C Major



G Major



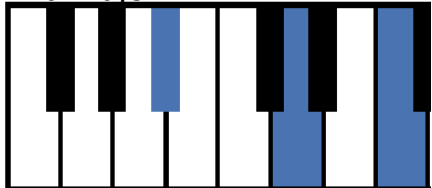
F Major



D Minor

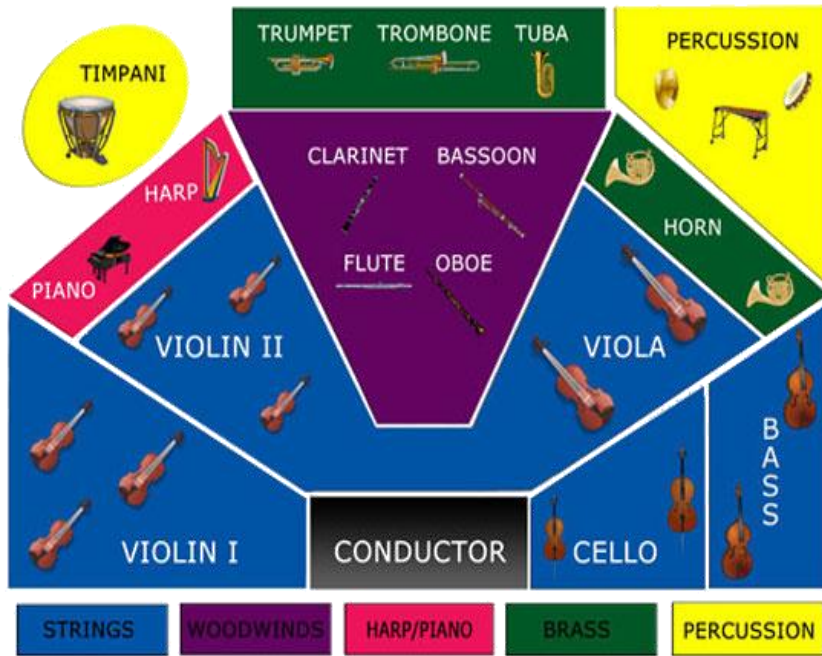


Bb Major





1. Instruments Of The Orchestra



3. Instrumental Ensembles

- a) Solo - 1 performer
- b) Duet - 2 performers
- c) Trio - 3 performers
- d) Quartet - 4 performers

2. Rock & Pop Instruments

Electric Guitar



Acoustic Guitar



Singers



Bass Guitar



Keyboard / Synthesizer



Drum Kit



Saxophone



Trumpet



*Lead instrument = Often an electric guitar ('lead guitar'). Plays

4. Types Of Voices

Soprano	(Female)	HIGH
Treble	(Boy)	
Alto	(Female)	
Countertenor	(Male Alto)	
Tenor	(Male)	
Bass	(Male)	LOW

*SATB Choir: Soprano, Alto, Tenor & Bass

5. Jazz Instruments

a) Rhythm Section

Backup / Accompaniment for the melody.
Sometimes still improvise and get solos.

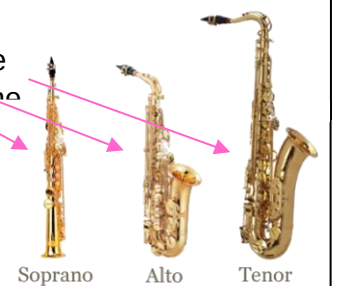
- *The Groove: Double Bass
- *The Beat: Drum Kit
- *The Chords: Piano
(Sometimes Guitar)



b) Front Line Instruments

Instruments that play melodies / improvise.
Stand in front of the rhythm section.

- *Trumpet
- *Trombone
- *Saxophone



6. Musical Periods

a) Baroque Period (1600-1750)

- *Small orchestra - Mostly Strings + Basso Continuo
- *Basso Continuo - The part given to instruments playing the bass line & chords accompanying the melody. (Harpsichord, bass viol, organ, lute...)

b) Classical Period (1750-1810)

- *Basso Continuo gradually stopped being used
- *Pianoforte introduced & Clarinet invented
- *String Quartet very popular (Violin x2, Viola, Cello)

c) Romantic Period (1810-1910)

- *Piano music very popular (Instrument further improved)
- *Large Orchestra
- *Tone / construction of instruments improved

7. Instrumental Techniques - The way you play / use an instrument.

a) String Instruments

- *Pizzicato (Pizz.) - Plucking the strings
- *Arco / Bowed - Using a bow on the strings
- *Double Stopping - Playing two strings at the same time

b) String & Brass Instruments

- *Con Sordino (Con Sord.) - Playing with a mute (changes the sound produced)
- *Tremolo - Quickly repeating the same note ('trembling')

c) Voices

- *Falsetto - A technique used by men to sing at a much higher pitch

d) Voices, Brass, Woodwind and String Instruments

- *Vibrato - Make the note waver up and down to add expression

8. Other Vocal Terms

a) Acapella

Singing without any accompanying instruments.

b) Chorus

Music written for a choir.

c) Backing Vocals

Sing harmonies / support the lead singer.



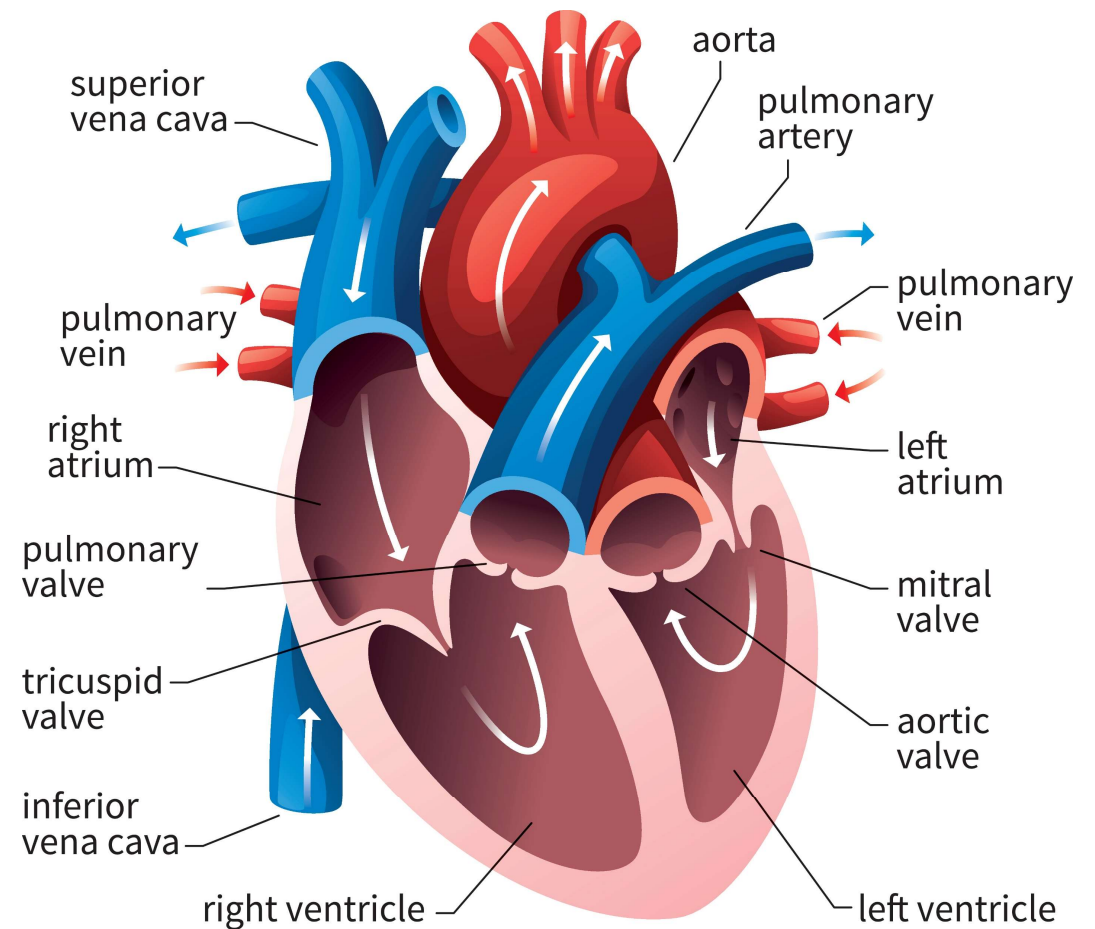
The Cardiovascular System

Types of Blood Vessels

Veins	- Thin walls - Wide lumen (cavity/space) - Contain valves to ensure blood flows in one direction - Carry blood to the heart - Carry blood under low pressure
Arteries	- Thick, muscular walls - Narrow lumen (cavity/space) - Carry blood away from the heart to the body - Carry blood under high pressure
Capillaries	- The smallest blood vessels - Very thin walls - Assist with gaseous exchange with/at the alveoli in the lungs

Cardiovascular Measurements

- Heart rate (HR)** - the amount of times the heart beats per minute
- Maximum Heart Rate (MHR)** = $220 - \text{age}$
- Stroke volume (SV)** - the amount of blood pumped out per beat.
- Cardiac output (CO)** - the amount of blood pumped out per minute.

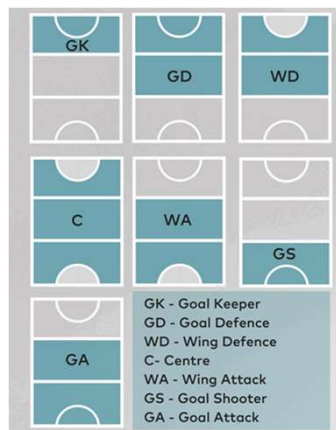




Invasion Sports

Positions

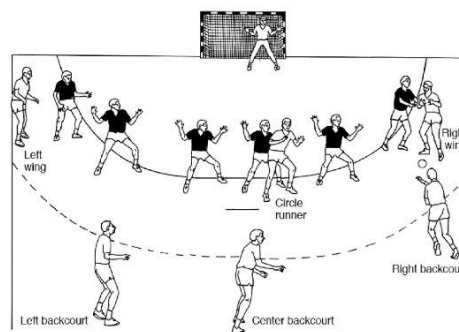
Netball



Football



Handball



Basketball



Key Rules

1. Players cannot run with the ball.
2. Players must land 1 foot 2 foot keeping landing foot 1 on the floor.
3. Players must release the ball within three seconds of having possession.
4. Player may mark the ball with a distance of three feet with their arms up.
5. Contact or pushing is not allowed.

1. Only the goalkeeper is allowed to use their hands and only within their goal area.
2. A player must have both feet on in contact with the ground when they take a throw-in.
3. An indirect free kick means the ball must make contact with at least one other player before scoring a goal.
4. A player is offside if they are in the attacking half and closer to the opposing team's goal-line than both the ball and the second-last opponent.

1. Players can touch the ball with any part of their body that is above the knee.
2. Only the goalkeeper is allowed to touch the ball inside the D.
3. A player can continuously dribble, providing they bounce the ball with one hand.
4. A player can take three steps maximum before and after dribbling (no 'double dribble').
5. A player can hold a ball for up to three seconds maximum.

1. Double dribble: A player can no longer dribble once they put two hands back on the ball.
2. Shot clock: Teams are allowed 30 seconds of possession before they must shoot.
3. Travelling: A player can take no more than two steps without dribbling the ball.
4. Contact: Players can incur personal fouls by pushing, blocking, or striking another player in the act of shooting.



1. Challenging Vocabulary:

Describe & explain

What? How? When? Who? Example?

- a) Long bone
- b) Short bone
- c) Flat bone
- d) Irregular bone
- e) Sesamoid bone

2. Challenging Vocabulary:

Describe & explain

What? How? When? Who? Example?

- a) Cardiac muscle
- b) Skeletal muscle
- c) Smooth muscle

5. Application of knowledge within specific sporting contexts:

a) Mike is 46 year old man who takes part in lots of football. He is a midfield player. Explain muscles used when playing his sport?

b) Jamie is 31 year old lorry driver. He does not lead an active life and has a bad back, which core muscles can he train and make stronger to help?

c) Emma is a 30 year old women, she plays hockey on a Saturday. Emma is an attacking player. Explain how the skeletal system helps her play?

d) Jack is a 32 year old man who loves cycling long distances. Explain which are his main cycling muscles? What exercise could he do to train them?

e) Katy is a rounders umpire for a local under 16 team. Explain her role and the scoring system for rounders?

3. Application of knowledge:

Explain your answer

- What does the skeletal system do?
- Describe its functions....

4. Apply and Analyse:

Higher order thinking

- Choose a position in any of the sports shown in the main knowledge organiser and describe the role of a player in that position.
- Why is teamwork important to a successful fielding team? Can you give an example from a sport you play or watch?



1. Key Words

- Human Rights** – basic entitlements of all humans because they are humans
- Prejudice** – prejudging someone as inferior or superior without cause
- Discrimination**– acts of treating groups or individuals differently, based on prejudice
- Extremism** – Believing in and supporting ideas far away from what most consider correct
- Personal conviction** – Something a person feels strongly or believes in
- Social justice** – promoting a fair society but challenging injustice and valuing

2. Christian Attitudes towards human rights

- All people are created in God's image – characteristics of God are reflected in human beings so human life should be valued and not destroyed.
- Agape love – selfless, unconditional love – foundations of all the principles of Christian social teachings
- Liberation Theology – Jesus' example was to help liberate those in need, he could be seen as a 'robin hood' like figure supporting the vulnerable.

3. Muslim Attitudes towards human rights

- Every human has worth and should have their dignity protected as an absolute right. Life is given by God and cannot be taken away.
- Muslims are expected to oppose injustice and oppression.
- The Qur'an teaches of equality for all humans, who have special duties in creating a just and fair

4. Case Study: Oscar Romero

- A Christian Archbishop of San Salvador
- His friend and fellow priest Rutilio Grande was murdered
- He used his position to speak out against the inequality and human rights violations occurring against the people of El Salvador
- He was assassinated in 1980

5. Case Study: Suffragettes

- Victorian women had few rights
- Until 1884 wives were listed as property of their husbands
- 1903 – The Suffragettes movement was formed
- Women fought & campaigned for their rights
- 1918 - Women over 30 had the right to vote



Martin Luther King

- A charismatic Christian Baptist Minister, who fought against racism and inspired many others to join him
- He used non-violent methods of protests to support civil rights for black Americans.
- People of all races and religions joined his protests.
- He staged sit ins, marches and speeches.
- He followed his religious beliefs and the example of Jesus so 'turned the other cheek' when violence was used against him and his supporters.
- He gave a number of inspirational speeches, include 'I have a dream' in 1963.
- He won the Noble Peace Prize in 1964.
- He was assassinated in 1968.



Malcolm X

- His original surname was 'Little' which highlighted his family roots being linked to slavery
- He had a tough upbringing, after his father's death, mother's hospitalisation and being placed into many care-homes
- He was written off as a failure even though he was a very bright and capable student
- He was arrested and imprisoned.
- He became a Muslim and found his calling in life as a human rights activist.
- He was a vocal spokesman supporting civil rights for black Americans but was prepared to use force to have his message heard.
- He criticised Martin Luther King's emphasis on non-violence
- He was assassinated 1965



Rosa Parks

- A quiet Christian middle aged woman, who was an American activist in the civil rights movement
- In 1955, in Montgomery, Alabama she refused to leave her seat to allow a white woman to sit in it
- She was arrested and charged with disorderly conduct
- This act of defiance lead to the Montgomery Bus Boycotts, where people refused to ride on the buses because of Rosa Parks arrest and the inequality that faced people in America at that time
- Martin Luther King helped lead the boycott which lasted for over a year
- But the Supreme Court eventually ruled that segregation on the buses as unlawful, so for the first time there was equality for people in America.



Malala Yousafzai

- A young Muslim girl, who believed and stood up for equality at all costs.
- She campaigned for the rights of girls to be educated
- Started when she was 11 using an online blog highlighting her views on promoting the right for girls to be educated which brought media attention to the issue
- She was issued with death threats for this from the Taliban
- She was shot in the head on her way home from school by the Taliban to silence her
- She survived and despite suffering severe injuries.
- Continues to campaign for issues of social justice





A) Challenge Tasks

1. Create 10 true or false statements on today's topic
2. Transform your learning into a series of images using up to 5 words
3. Plan an alternative lesson about what we have learnt today
4. Construct a timeline showing your learning through today's lesson
5. Produce a summary of today's lesson – then reduce the number of words used to a single sentence or three bullet points
6. Turn today's learning outcomes into questions
7. Select 5 key terms that you have used today and create a summary using all of the terms
8. Create 5 questions your teacher might ask about today's learning
9. Use a thesaurus to add more ambitious vocabulary into your work
10. If today's lesson were an album, what would it be called?
What songs would be on it?
11. Include three quotations / arguments to support your answer
12. Add a justified conclusion to your evaluative writing

B) Research Challenge

Human Right Individuals

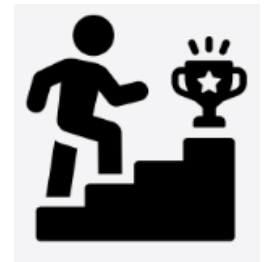
- A. Research Elizabeth Fry (Christianity)
- B. Research C.S. Lewis (Christianity)
- C. Research Shirin Ebadi (Islam)
- D. Research Fahma Mohammed (Islam)
- E. Research Mahatma Gandhi (Hinduism)
- F. Research Emmeline Pankhurst (suffragettes)
- G. Research Greta Thunberg (suffragettes)
- H. Research your own role model that you think has made a positive difference, e.g. Marcus Rashford, etc.

Human Right Groups

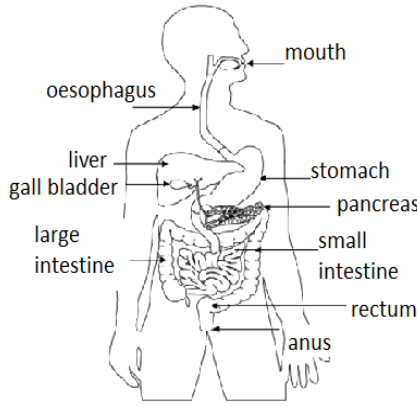
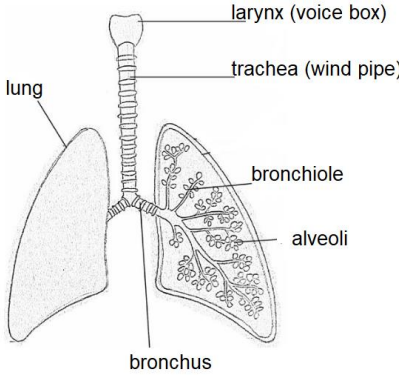
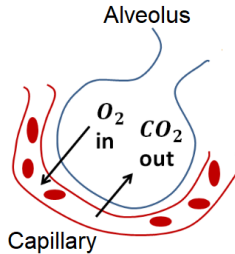
- I. Research Christian Aid
- J. Research the salvation army
- K. Research Islamic Relief
- L. Research and find quotations that support why Christian's campaign for human rights
- M. Research and find quotations that support why Muslim's campaign for human rights

C) Wider Links Challenge

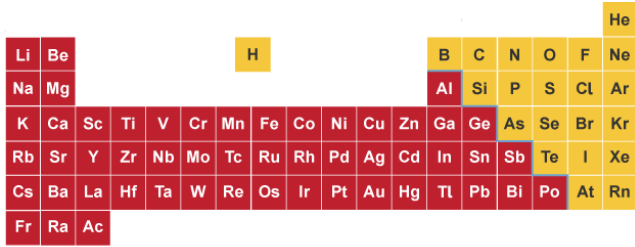
- I. Use the internet to find any examples of human rights being broken / issues
- II. Evaluate why human rights abuses still occur? Is there any solution?
- III. Describe the impact of today's learning on your wider outlook
- IV. Explain how you might use today's learning outside of school
- V. Describe how today's learning relates to another of your subjects





(1) Key Word	Definition	(2) The Digestive System	(3) The Respiratory System
a) Alveoli	Tiny air sacs in the lungs, where gas is exchanged during breathing.		
b) Bile	A substance produced in the liver. It emulsifies fats to prepare them for digestion.		
c) Bronchi	The plural of 'bronchus'. The bronchi are the two major air tubes in the lungs.		
d) Bronchioles	The many small, branching tubules into which the bronchi subdivide.		
e) Diaphragm	A large sheet of muscle that separates the lungs from the abdominal cavity.		
f) Digestion	The breakdown of large insoluble food molecules to smaller soluble ones.		
g) Enzyme	A protein which catalyses or speeds up a chemical reaction.		
h) Lungs	The organs responsible for gas exchange in mammals, birds, reptiles and amphibians.		
i) Respiratory System	The organ system where air is taken into and out of the body, and gas exchange happens.		
j) Trachea	The windpipe, the tube that leads from the mouth towards the lungs.		
k) Ventilation	Breathing in and out.		
(5) Digestion		(4) Gas Exchange	
The organs of the digestive system are adapted to break large food molecules down into smaller ones which can travel in the blood to cells, and are used for life processes. This is known as digestion .		The diffusion of oxygen from the air into the blood and the diffusion of carbon dioxide from the blood into the air. The alveoli are adapted to for gas exchange: • Alveoli increase the surface area of the lungs. • Alveoli have very thin cell walls to allow substances to easily pass through. • Alveoli are surrounded by lots of blood capillaries, which allow the gases to be transported through the body.	
		(6) Enzymes are proteins that break food down into smaller molecules. Different enzymes break down different food types. • Amylase breaks starch into sugar • Protease breaks down proteins into amino acids • Lipase breaks down lipids (fats) into fatty acids	

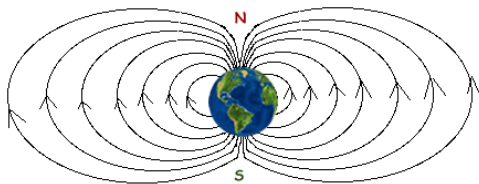


(1) Key Word	Definition	(2) The Periodic Table of Elements	The vertical columns are called groups . Elements in a group all react in a similar way.
a) Atom	The smallest particle of an element that can exist.	1 2 3 4 5 6 7 0	The horizontal rows are called periods .
b) Chemical formula	Shows how many of each type of atom in a compound.		All elements have symbols and names .
c) Chemical Properties	Describes how an element, or group of elements behaves in a chemical reaction.	Li Be H B C N O F Ne Na Mg Al Si P S Cl Ar K Ca Sc Ti V Cr Mn Fe Co Ni Cu Zn Ga Ge As Se Br Kr Rb Sr Y Zr Nb Mo Tc Ru Rh Pd Ag Cd In Sn Sb Te I Xe Cs Ba La Hf Ta W Re Os Ir Pt Au Hg Tl Pb Bi Po At Rn Fr Ra Ac	
d) Compound	Two or more different elements that have been chemically joined.	metals non-metals	
e) Element	A substance that is made up of only one type of atom.	(4) Metals and Non-metals	
f) Group	Columns on the Periodic table.	Metals are found on the left of the periodic table and non-metals are found on the right. Properties of metals and non-metals are below.	
g) Mixture	Two or more substances that are not chemically joined (can be the same elements).	Metals	Non-metals
h) Molecule	Two or more atoms that have been chemically joined (can be the same type of atom).	Solid at room temperature (except mercury)	Solid, or gas at room temperature (except bromine).
i) Period	Rows on the Periodic table.	Good conductors of electricity and heat	Poor conductor (good insulators)
Periodic Table	A table that shows all of the elements arranged in rows and columns.	Shiny, strong, malleable (can be bent)	Dull, soft, brittle (they can shatter)
(3) Elements, Compounds and Mixtures		(5) Facts to Learn	
 Element	 Compound	 Mixture	Group 1 contains reactive metals called the alkali metals . Group 7 contains reactive non-metals called the halogens . Group 0 contains unreactive non-metals known as the noble gases .
An element is made of one type of atom only.	Two or more elements that have been chemically joined.	Two or more substances that are not chemically joined	(6) Chemical Formula: how many of each type of atom in a compound? H₂O: the chemical formula for water. There are 2 hydrogen atoms and 1 water atom



(1) Key Word	Definition
a) Electromagnets	A non-permanent magnet which can be turned off and on by controlling the current through it.
b) Magnetic pole	The area at either end of a magnet where the magnetic field is strongest. We call them (N) and (S).
c) Magnets	A material that produces a magnetic field. Iron, cobalt and nickel are magnetic materials.
d) Permanent magnet	A magnet made from a magnetic material (iron, cobalt, or nickel). It cannot be turned off like an electromagnet.
e) Solenoid	A long piece of wire that has been wrapped into a coil. A solenoid is part of an electromagnet.

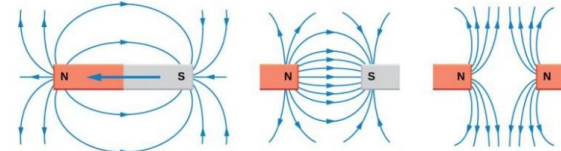
(5) The Earth's magnetic field



The Earth behaves like a huge magnet. It produces a magnetic field which runs from north to south. The field lines are most concentrated at the poles.

The north-seeking pole of a compass is attracted to the Earth's north pole. This allows us to navigate with a map.

(2) Magnets

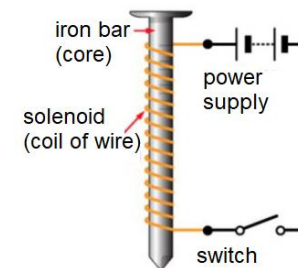


Like poles repel each other and **unlike poles attract** each other.

The field lines run from north to south. The stronger the magnet, the more field lines it will have.

The magnet is strongest at the poles. The magnetic field is strongest closer to the magnet and decrease with distance.

(3) Electromagnets

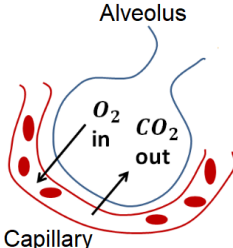


When a current flows through a wire, it causes a magnetic field. An electromagnet is a length of wire wrapped into a coil and attached to a power supply. An iron core inside the coil makes the electromagnet stronger. If the current is turned off, the electromagnet will no longer work.

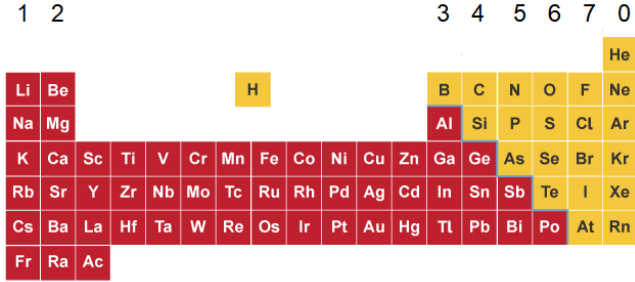
(4) We can change the strength of an electromagnet in three ways:

- Increasing the number of coils in an electromagnet will increase the strength of the electromagnet.
- Adding an iron core to the solenoid (the coil of wire) will increase the strength of the electromagnet.
- Increasing the current flowing through the solenoid will increase the strength of the electromagnet.



(1) Key Word	Match The Definitions to Key Words	(2) The Digestive System	(3) The Respiratory System
a) Alveoli	The plural of 'bronchus'. The bronchi are the two major air tubes in the lungs.	1. Describe the movement of food through the digestive system.	4. Describe the movement of air through the respiratory system
b) Bile	Breathing in and out.	2. Explain the function of the gall bladder in the digestive system.	5. Explain why the trachea contains cartilage.
c) Bronchi	The windpipe, the tube that leads from the mouth towards the lungs.	3. How is the small intestine specialised to aid in nutrient absorption?	6. Explain what happens during an asthma attack and what can trigger it.
d) Bronchioles	A substance produced in the liver. It emulsifies fats to prepare them for digestion.		
e) Diaphragm	The organs responsible for gas exchange in mammals, birds, reptiles and amphibians.		
f) Digestion	The many small, branching tubules into which the bronchi subdivide.	(4) Gas Exchange	
g) Enzyme	A large sheet of muscle that separates the lungs from the abdominal cavity.	7. Describe 3 ways the alveoli are specialised to aid in rapid gas exchange and justify how these specialisms help.	
h) Lungs	The breakdown of large insoluble food molecules to smaller soluble ones.	8. Give the name of the blood vessel that surrounds the alveoli. Why are other types of blood vessels not found there?	
i) Respiratory System	Tiny air sacs in the lungs, where gas is exchanged during breathing.	9. State the component of blood that carries the oxygen away from the alveoli and explain how it is specialised.	
j) Trachea	A protein which catalyses or speeds up a chemical reaction.		
k) Ventilation	The organ system where air is taken into and out of the body, and gas exchange happens.		
(5) Digestion		(6) Enzymes	
10. How is the digestive system adapted to break down large food molecules? (Think stomach, small intestine)		12. Research the lock and key theory. How can this theory be used to explain how substances are broken down?	
11. What small molecules aid in the breaking down of large food molecules? Give some examples.			

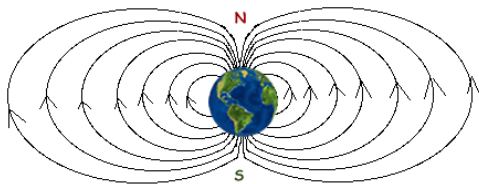


(1) Key Word	Match The Definitions to Key Words	(2) The Periodic Table of Elements  	
a) Atom	Rows on the Periodic table.	1) Lithium reacts with water to produce an alkaline solution. How would you expect potassium to react with water? What will the pH of the solution be?	
b) Chemical formula	A substance that is made up of only one type of atom.		
c) Chemical Properties	A table that shows all of the elements arranged in rows and columns.		
d) Compound	Two or more atoms that have been chemically joined (can be the same type of atom).		
e) Element	Columns on the Periodic table.		
f) Group	Shows how many of each type of atom in a compound.		
g) Mixture	Two or more different elements that have been chemically joined.		
h) Molecule	The smallest particle of an element that can exist.	(4) Metals and Non-metals 3) Some metals are quite soft. What can be done to make a soft metal harder? What is this substance called? 4) Research why metals are generally hard and why metals can conduct electricity. 5) Research why non-metals are mostly gases at room temperature and why they do not conduct electricity. 6) Graphite is made of the non-metal carbon. Why can it conduct electricity?	
i) Period	Describes how an element, or group of elements behaves in a chemical reaction.		
j) Periodic Table	Two or more substances that are not chemically joined (can be the same elements).		
(3) Elements, Compounds and Mixtures  2) A mixture was made between sand, water, the element Iron, and the compound sodium chloride (table salt). Explain how you would separate the substances in this mixture.		(5) Facts to Learn 7) Research how the reactivity of the elements changes: • Down group 7 • Down Group 1 (6) Chemical Formula 8) Work out the chemical formula for sodium chloride, magnesium chloride and aluminium chloride. Why does the ratio of atoms change?	



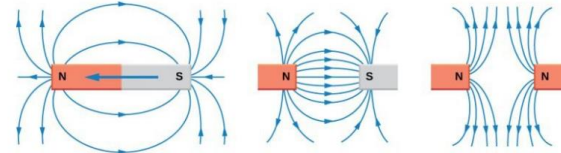
(1) Key Word	Match The Definitions to Key Words
a) Electromagnets	A magnet made from a magnetic material (iron, cobalt, or nickel). It cannot be turned off like an electromagnet.
b) Magnetic pole	A material that produces a magnetic field. Iron, cobalt and nickel are magnetic materials.
c) Magnets	A non-permanent magnet which can be turned off and on by controlling the current through it.
d) Permanent magnet	A long piece of wire that has been wrapped into a coil. A solenoid is part of an electromagnet.
e) Solenoid	The area at either end of a magnet where the magnetic field is strongest. We call them (N) and (S).

(5) The Earth's magnetic field



- How can compasses be used to navigate around the world?
- Explain what generates the magnetic field around the earth.
- What other benefit, other than navigation, is there of the earth having a magnetic field?

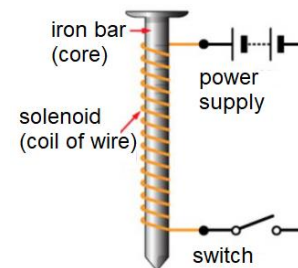
(2) Magnets



Like poles **repel** each other and **unlike** poles **attract** each other.

- State the metals which are magnetic.
- Explain how you could separate a magnetic metal from a mixture of other non-magnetic metals.

(3) Electromagnets



- Research what the right-hand grip rule is. How does this explain how a magnetic field is generated around a wire?
- Using gold instead of iron would not increase the strength of the electromagnet. Explain why.

(4) We can change the strength of an electromagnet in three ways:

- Devise an experiment which you would be able to investigate how to increase the strength of an electromagnet. Think of the control, dependent and independent variable.
- What would happen to the direction of a magnetic field if the current in the electromagnet was reversed?



(A) ¿Qué te gusta hacer?	What do you like to do?	(B) ¿Qué haces en tu tiempo libre?	What do you do in your spare time?
Me gusta... Me gusta mucho... No me gusta... No me gusta nada... chatear escribir correos escuchar música jugar a los videojuegos leer mandar SMS navegar por Internet salir con mis amigos ver la television porque es... porque no es... interesante guay divertido/a estúpido/a aburrido/a	<i>I like...</i> I really like... <i>I don't like...</i> <i>I don't like at all...</i> <i>to chat online</i> <i>to write emails</i> <i>to listen to music</i> <i>to play videogames</i> <i>to read</i> <i>to send text messages</i> <i>to surf the net</i> <i>to go out with friends</i> to watch TV because it is... because it is not... interesting cool amusing, funny stupid boring	Bailo canto karaoke hablo con mis amigos monto en bici saco fotos toco la guitarra a veces de vez en cuando nunca todos los días ¿Qué tiempo hace? hace calor hace frío hace sol hace buen tiempo llueve nieva	<i>I dance</i> <i>I sing karaoke</i> <i>I talk with my friends</i> <i>I ride my bike</i> <i>I take potos</i> <i>I play the guitar</i> <i>Sometimes</i> <i>from time to time</i> <i>never</i> <i>every day</i> What's the weather like? <i>it's hot</i> <i>it's cold</i> <i>it's sunny</i> <i>it's nice weather</i> <i>it's raining</i> <i>it's snowing</i>



(c) Las estaciones Los días de la semana.	The seasons The days of the week	(D) ¿Qué deportes haces?	What sports do you do?
la primavera el verano el otoño el invierno lunes martes miércoles jueves viernes sábado domingo los lunes los martes	Spring Summer Autumn Winter Monday Tuesday Wednesday Thursday Friday Saturday Sunday <i>on Mondays, every Monday</i> <i>on Tuesdays, every Tuesday</i>	Hago artes marciales. Hago atletismo. Hago equitación. Hago gimnasia. Hago natación. Juego al baloncesto. Juego al tenis. Juego al voleibol. ¡Me gusta! ¡Me gusta mucho! ¡Me gusta muchísimo! ¡Me encanta!	<i>I do martial arts.</i> I do athletics. <i>I do/go horseriding.</i> <i>I do gymnastics.</i> <i>I do/go swimming.</i> <i>I play basketball.</i> <i>I play tennis.</i> <i>I play volleyball.</i> <i>I like it!</i> <i>I like it a lot!</i> <i>I really, really like it</i> <i>I love it!</i>
(E) Algunas preguntas	Some questions	(F) Palabras muy frecuentes	High-frequency words
¿Qué...? ¿Cuándo...? ¿Dónde...? ¿Cómo...? ¿Cuántos...?	<i>What/Which...?</i> <i>When...?</i> <i>Where...?</i> <i>How/What...?</i> <i>How many...?</i>	Con Cuando mucho o pero porque sí también ¿Y tú?	<i>With</i> <i>When</i> <i>a lot</i> <i>or</i> <i>but</i> <i>because</i> <i>yes</i> also, too And you?



A) Using question words:

To take part in longer conversations you need to know your question words. These are some of the question words that you know already:

- ¿Qué...? What/ which?
- ¿Cuándo....? When?
- ¿Dónde....? Where?
- ¿Cómo....? How/ what?
- ¿Cuántos...? How many?

B) Complete the questions with the correct word.

Example: 1. Cuándo

1. ¿**Cuándo** es tu cumpleaños? 2. ¿_____ vives?
3. ¿_____ tipo de persona eres? 4. ¿_____ te llamas?
5. ¿_____ te gusta hacer en tu tiempo libre?
6. ¿_____ deportes haces? 7. ¿_____ años tienes?

C) Is there anything all the question words have in common?

D) Verbs with infinitives:

The infinitive is the form of the verb found in the dictionary or a wordlist. In Spanish, verbs fall into three groups according to the ending of the infinitive: **-ar, -er or -ir**

When two verbs come side by side, one must be the infinitive:

- Me gusta **mandar** SMS- I like to text
- Me encanta **ver** la tele- I love to watch/ watching TV

E) Choose the correct form of the verb to complete each sentence:

1. No me gusta hacer/hago/ hace atletismo.
2. Me encanta juego/jugar/juega al fútbol.
3. Me gusta mandar/ mandan/ mando SMS

F) What does a sentence need to make sense? Translate the sentences below and explain what each has in common. Are there any patterns?

1. Normalmente escucho la música pop-

2. No me gusta escuchar el jazz -

3. A menudo hago una clase de baile el lunes -



1. Ergonomics and Anthropometrics

Ergonomics relates to how people comfortably and effectively use products, the 'fit' between the users and products they use.

An ergonomic phone would be easy to hold, have buttons shaped to be comfortable and easy to press, its edges will be rounded, and the ear and mouth pieces will be at suitable distances from your ear and mouths.

Anthropometrics are human body measurements. Anthropometric Data comes in the form of charts and tables, sizes such as height, finger lengths and hand spans and average group sizes for people of different age ranges.

2. Branding

A strong brand makes a product:

Easy to recognise

Easy to remember

Appealing to its target market

Sets itself apart from competitors

Explains what the product is clearly.

3. Marketing and Market Research Methods

Online Surveys: email and social media

Focus Groups: discuss needs and wants with potential primary users.

Product Analysis: Review current products on the market to see how competitors can be beaten.

4. New Technologies

These technologies often disrupt current design and manufacturing techniques and force industry to change.

These include:

Laser cutter

3D Printer

CAD Software

CNC Lathe

Robotics

Automated Manufacture

5. Life-cycle Assessment (LCA)

LCA evaluates the environmental impact of a product from 'cradle to grave': from the extraction of raw materials required to manufacture the product to end of use and disposal.

In the case of a plastic bottle the raw material is crude oil.

6. Product Analysis

A product analysis looks at current products and assesses whether they are successful or require improving. A good product analysis informs designers how products can be developed.

When carrying out a successful product analysis you always ask yourself the following questions in relation to the product you are looking at....



1. Who is the product designed for? How do you know this?
2. How has the designer made the product easy to use?
3. What features does the product have which makes it a good product?
4. What features does the product have which could make it hard to use?
5. What materials have been used and why? Why Are their properties suitable for the product?
6. How would you improve the product? What would you develop further? Why would you make that change?



7. Sustainability

Sustainability is the measure of how much manufacturing, materials and use of energy damages the environment.

Sustainable Materials can be recycled, reused and disposed of with minimal impact on the environment.

Sustainable Energy is energy that is created and used without a big negative impact on the environment.

Sustainable Design and Manufacturing is the planning for products to be manufactured to have a minimal negative effect on the environment.

Sustainability aims to reduce the impact products have on the environment. Designers and manufacturers can do this by following the rules of the **6 R's**:

Reduce, Reuse, Recycle, Repair, Rethink, Refuse.

8. Electronic Components

Different components have different functions:

Input Components: sets an electrical circuit in action. (Switch, Sensor)

Process Components: work together to ensure current and signals are sent between input components and output components. (Microchip, PIC Chip)

Output components: is what the circuit results in and ultimately does. (LED, Motor, Buzzer, Speaker)

9. Material Properties

Material properties are the characteristics of materials and the way they perform.

Durable: Withstands wear and tear over time.

Hard: Withstands scratching.

Tough: Withstands sudden impact.

Strength to Weight ratio: Strong and lightweight.

Ductile: Can be stretched.

Conductor: Conducts heat or electricity.

Insulator: Does not conduct heat or electricity.

Corrosion resistance: Resistance to rust and UV light.

Malleable: Can be shaped, pressed and moulded.

10. A risk assessment helps you work safely in the workshop. It evaluates how safe a task is.

Hazards are accidents that can occur.

Risk is how likely the hazard will happen.

Control measures are what you can do to avoid being injured.

11. Forces

Force is when pressure is applied to an object. A force can be a push or a pull.

We need to understand how forces work to design structures.

Shear A good example of shear force is seen with a simple scissors. The two handles put force in different directions.

Tension is a pulling force.

Compression is a force that presses against an object from opposite directions.

Torsion is a twisting force.

12. A prototype is an early sample, model, or release of a product built to test a concept or process or to act as a thing to be replicated or learned from. These can be 2D or 3D and use a range of materials from cardboard to styrofoam and foam board.

13. A technical specification is a set list of criteria and requirements that a material, design, product or service must achieve and satisfy.



14. PPE

PPE stands for Personal Protective Equipment. This equipment keeps you safe during practical work.

PPE includes:

Goggles

Aprons

Protective footwear

Visors

15. CAD/CAM

CAD stands for **Computer Aided Design**, it is used in lots of different industries such as construction, engineering and product design.

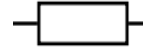
It is used because it is accurate, quick, easy to use, easy to correct mistakes without having to draw a drawing all again, and CAD drawings can be sent all over the world.

CAM stands for **Computer Aided Manufacturing**, it is when machines are controlled by computers to make/produce/manufacture products.

It is used because it is quicker, more accurate, reduces waste, never needs a break and can produce thousands of the same identical product per hour day in day out.

16. Electronic Circuit symbols

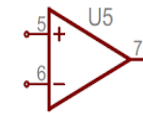
Resistors control the flow of current within a circuit. They stop high rates of current damaging electronic components.



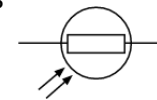
Capacitors Smooth the flow of current in an electrical circuit. They store and release energy.



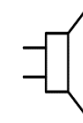
PIC Chips are programmed to send signals. Between inputs and outputs. They control circuits.



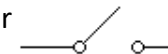
An **LDR** is a resistor which senses light. It allows current to run through it when it is dark.



Speakers turn electrical signals into sound waves.



Switches are used to turn circuits on and off. They control when power enters a circuit and either complete or break the flow of current.



An **LED** is a type of bulb and emits light when current runs through it. LED stand for Light Emitting Diode.



17. Biomimicry

This is where designs mimic naturally occurring designs found in nature.

Divers use flippers inspired by animals with webbed feet.

Kayak oars are designed to be aerodynamic like the fins on dolphins.

There are many ways products are inspired by nature.

18. Design Iteration

Iteration means to develop. When we iterate a design we develop it to become better.

Every time we iterate an idea we will improve it. Iteration creates products that are developed to be better for the primary user, easier to use and perform better.

To successfully iterate we need to evaluate and gather feedback on ideas. This feedback informs which parts of the ideas are strong and should be kept and which parts are weak and should be changed.



1. Knowledge and Understanding recall task.

Manufacturing processes

- Create a step by step production log that talk through your current TED workshop project.
- Discuss the tools you are using and how you are using them.
- Discuss quality control checks you are making.
- Discuss how you are assessing hazards, controlling risks and implementing good health and safety measures.
- Give some top tips to students to ensure they do things correctly.

2. Describe and Explain

Pick a manufacturing process to discuss. Research and describe the process step by step. Support the description with a diagram.

Brazing

Welding

Metal Lathe

Milling Machine

Wood Lathe

Sand Casting

Press Moulding

Fabric heat press transfer

3. Iterate and develop

Create a range of sketched design developments for the following products.

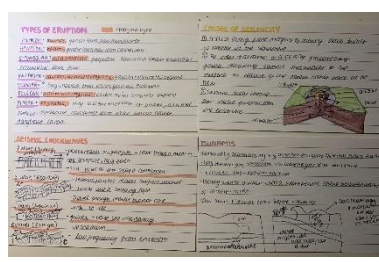
You must annotate your changes and explain why they are good for the primary user.



4. Assessment Ready

Flash cards are incredibly useful revision tools. Create a set of flashcards which cover all the theory in your other Knowledge Organiser.

A good flash card will have questions as heading and include short snippets of easy to recall information. You should underline and highlight key words.



5. Visit, Watch, Do.

Visit this link to a sketch-a-day YouTube channel. Pick a video tutorial and develop your drawing skills by following the instructions and demos.

https://www.youtube.com/channel/UCBtSgEZk914z5InEs_U2J3w



6. Analyse and Develop



Gaming Chair



Child's learner keyboard

1. Who is the product designed for? How do you know this?
2. How has the designer made the product easy to use?
3. What features does the product have which makes it a good product?
4. What features does the product have which could make it hard to use?
5. How would you improve the product? What would you develop further? Why would you make that change?



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