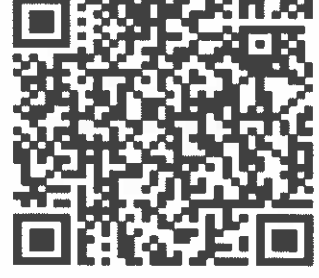
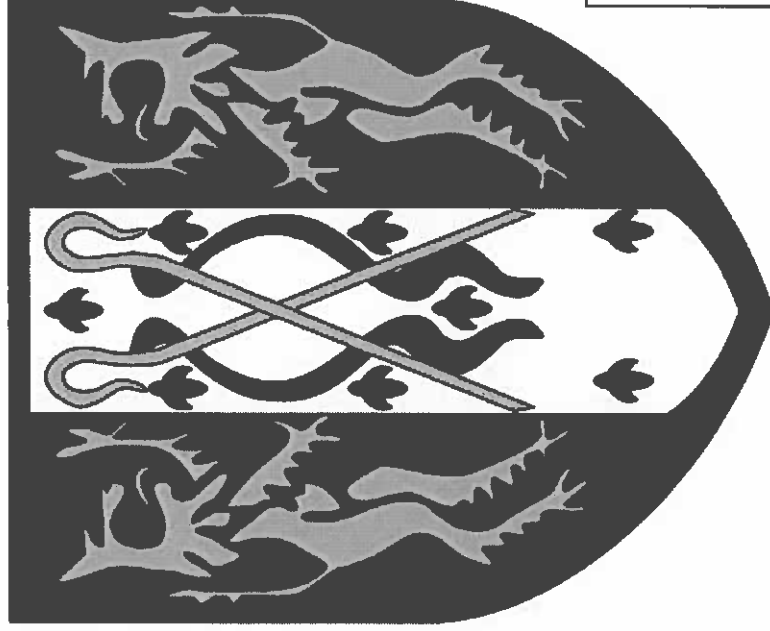


Year 10 Knowledge Organiser

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History

Year 10: Paper 1 Knowledge Organiser: Term 1.1-2.1 Crime, policing and punishment c.1250-present day, and the historic environment of Whitechapel c.1870-1900

	Nature of Crime	Law enforcement	Punishments
1.1 Medieval era c.1250-1500	• ANGLO SAXON • Crime against person, property & authority. • AFTER THE 1066 NORMAN CONQUEST • Crimes against the King not the individual. • Poaching and outlaws • LATER MEDIEVAL KINGS: • Bigger towns = more crime. • Statute of Labourers and heresy laws. • High Treason. Case studies The influence of the Church on crime and punishment. • Church sanctuary • Church Courts • Benefit of the Clergy • Trial by Ordeal • The end of the Saxon Wergild	• King had ultimate responsibility for the law • ANGLO SAXON: Trial by Ordeal and Jury. Religious beliefs. The hue and cry. Tithings. Collective Responsibility. • AFTER THE 1066 NORMAN CONQUEST: Castles. Feudal system. Poaching. Murdrum fine. Tithings. Hue and Cry. Forest Laws. Trial by Combat. Fewer equal rights for women. Church courts. • LATER MEDIEVAL KINGS: Justices of the Peace appointed by the king. King more in control. More centralised. Wards. Parish Constables. Sheriffs. Church and Royal courts. Coroners. • Courts dealt with different crimes. Royal, Manor and Church courts had specific roles. • Juries usually knew defendants and were reluctant to convict people. Also, punishments were very harsh. • Justice of the Peace's ran local hundred courts	• Fines: collected by the King, Church or Lord of the Manor • Public humiliation: cucking stool, stocks, pillory • Prison: used to hold debtors and those awaiting trial. Prisoners had to pay the gaoler for food and blankets. • Execution: hanging was used for murder and serious theft • Hanging, Drawing and Quartering was used for treason • Burning Alive was used for heresy and female killers You could avoid death if you: ran, hid in a cathedral, had powerful friends/knew jurors, bought a pardon, were pregnant, a clergyman, became an approver or joined the army.
1.1 Early Modern era c.1500-1700	• Growing population: caused falling wages and rising prices. • Poverty drives a lot of crime. • Vagrancy became common. People feared vagrants. • Moral Crimes: Strict Christians known as Puritans influenced what was judged to be a crime. People were punished for drinking, swearing, sex outside marriage, homosexuality, not going to Church. • Witchcraft: people believed witches were possessed by the Devil and had magical powers. Accusations peaked in the late 16th century. • Smuggling: illegal import of goods to avoid paying tax • Highway Robbery: armed gangs who help people up on the roads	• Watchmen: began to be employed to patrol towns at night • Justice of the Peace's dealt with more petty crime. • Sheriffs became less important • Assizes were courts that dealt with the most serious crimes in each county. • Petty sessions dealt with minor crimes, took over a lot of the work the manor court had done. • Church courts enforced church rules, they declined after 1660. • Local people still largely policed themselves. Wealthier people often took jobs in law enforcement and abused their position.	• Humiliation and Physical: public confession, stocks, pillory, scold's bridle, cucking and ducking stool, whipping, branding. • Prisons were uncommon, but still used for debtors. • Bridewells were places where criminals were forced to work and punished if they refused. • The Bloody Code created many new offences punishable by death. Poaching and illegal fishing are examples. It was meant to terrify people into obeying the law. • Hangings actually decreased as many judges and juries were unwilling to enforce the brutal Bloody Code and execute minor criminals. • Transportation sent criminals to America CASE STUDY The Gunpowder Plotters KEY INDIVIDUAL Matthew Hopkins

	Nature of Crime	Law enforcement	Punishments
1.2 Industrial era c.1700-1900	- Industrialisation saw cities grow massively. Opportunistic crime such as petty theft was common. - Prostitution was the most common crime women were charged with - Radical Thinkers argued that poverty and crime were linked - Conservative thinkers blamed crime on people's bad habits and choices. They thought that criminals could be identified by their physical features and that criminals were lazy drunks. - The Public were fascinated by violent crime in novels, newspapers and Penny Dreadfuls	- Bow Street Runners were the first police force. Set up in London in 1750s. Men were paid to patrol the streets. - Robert Peel was asked to set up the Metropolitan Police in 1829. It was a force 3000 uniformed men. - Laws such as the Rural Constabulary Act of 1839 allowed other counties to create their own police force. - A national police force began to be created after 1856 when set standards were placed on police forces. - Crime fell after 1850 as the police dealt with drunkenness, theft and illegal gambling. - Technology including photographs and fingerprints helped	- Executions were brought inside prison walls in the 1780s. - The New Drop made hangings quicker, as a drop quickly broke the condemned's neck. - Bloody Code is ended more people opposed execution. From 1837 only murder and attempted murder could be punished by hanging. - Holloway Prison for women. - Transportation sent criminals to Australia to do hard labour. Few returned to England. - Prisons were reformed: John Howard and Elizabeth Fry campaigned to improve conditions. Prison numbers increased. - Introduction of the silent system and pointless work (treadmill). - CASE STUDY Pentonville Prison – strengths, weaknesses of the separate system. KEY INDIVIDUAL Robert Peel – Penal Reform and creation of the Met Police.

1.2 Modern era c.1900-present day	- Crime rates rose: 1920-55 because of economic problems. It continued to rise after 1955 with the increased recording of crime and the creation of many new crimes. - Black Market: illegal buying and selling of goods during WW2 - Car Crime: speeding, not wearing a seatbelt, drink-driving - Drug crime: production, consumption and selling - Cyber Crime: fraud, phishing, sharing illegal content - Hate Crime: discrimination/abuse based on race, religion, gender, sexuality - Football Hooliganism: planned violence and vandalism at matches 1871 misuse of Drugs Act classifies illegal drugs. - Terrorism: extremist groups like the IRA, terror attacks by Islamic extremists, far right and racist groups. 1968 Race Relations Act makes racist discrimination illegal	- Views of the police changed in the late 20th century. Trust in the police fell. - Better training was given to officers. - Different types of officers were employed to deal with specific crimes, forensics, traffic, fraud - Firearms: are only used by 5% of police. - Development of the police force in 1829 and CID 1842. 1856 Police Act. - Pepper spray, truncheons and Tasers are used more frequently. - Technology: DNA, blood groups and fingerprints all identify suspects. Computers, radios and CCTV assist police. - Crown courts were established to deal with the most serious crime. - Magistrates' courts deal with more minor offences. - Juries are more representative but trials are expensive. - Juvenile courts were introduced in 1908. - A move towards crime prevention. Neighbourhood Watch. - Specialisation in the police force- Fraud Squad, drug units, dog handling units, special branch. Police Training College (1947) Impact of Science and Technology.	- Corporal punishment was widely used, whipping and the birch were seen as cheaper and more effective than prison. Phased out in the mid 20th century. - Capital punishment was abolished in the 1960s. Some people argue for it to return, other that it is barbaric. - Rehabilitation sought to restore criminals to society. More education, paid work. Borstals and young offenders institutions - Prison populations grew. More short-sentences. - Prisons are overcrowded. Alternatives to prison: probation, fines, community service, electronic tags, parole. Victims are better supported and can make impact statements are considered when sentencing happens. - Borstals prison for adolescents 1908 - Non-custodial alternatives to prison – ASBO, Community Service, treatment programmes, tagging. Age of Criminal Responsibility increased. - CASE STUDY Conscientious Objectors during the World Wars KEY INDIVIDUAL Derek Bentley Case.
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Time line of key developments in Whitechapel

- o 1829 Metropolitan Police created by Robert Peel
- o 1873 Sarah Fisher found guilty of killing her baby through exposure to cold weather whilst begging outside in November
- o 1875 Henry Wainwright executed murdering Harriet Lane. Henry chopped up her body and buried it under a warehouse
- o 1877 The Trial of the Detectives. Several senior detectives were found guilty of taking bribes from criminals.
- o 1878 CID set up. Central Investigation Division replaced the detectives who had been taking bribes. Based at Scotland Yard
- o 1878 Brawls between Christians and Jews in Whitechapel.
- o 1881 First Peabody Estate opens in Whitechapel
- o 1883 Government study of Whitechapel finds out that out of 1100 families, 870 lived in one room
- o 1885 Charles Booth publishes, 'Life and Labour of the People'
- o 1885 Fenian bombings at Houses of Parliament
- o 1887 'Bloody Sunday' at Trafalgar Square
- o August, 1888 The Whitechapel Murders: On the 30th September 1888 the 'double event' occurred. Jack murders Elizabeth Stride and Catherine Eddowes
- o Nov. 1888 Sir Charles Warren resigns

Key issue 1: housing for poor people
 1. Poor quality: worst slums called rookeries The Old Nichol, was a rookery in Whitechapel. 2. Lodging Houses: At a 'doss house' 4d a night for a bed of straw in a room with 60-80 other people. 2d a night to lean against a rope which was tied from one end of the room to the other. 3. Overcrowded: Often families of 10 shared one room. 4. Dirt and disease: Poor sanitation. Chamber pots were emptied in the street. Typhoid fever and cholera spread easily. Most children were physically and mentally underdeveloped. Half of all children dies before 5 years old.

Key issue 2: attempts to improve housing
 1. Peabody Estates— flats for poor people built by American philanthropist George Peabody. Whitechapel Peabody Estate opened in 1881. 2. Boundary Estate: The Old Nichol was knocked down in 1899. In it's place was built the first council estate, the Boundary Estate.

Key issue 3: Jobs and employment in Whitechapel
 1. Charles Booth: social reformer who investigated poverty in Whitechapel. Found that 35% of people lived in serious poverty. Produced colour coded maps in his book called Labour and Life of the People. . Poorest areas were shaded black. 2. Low pay: 'sweated trades'. Like matchmaking and tailoring paid 10d a day. Dock work was casual 3. Poor conditions: match girls got 'phossy jaw', many Dockers were injured and could no longer work. 4. Workhouse: food and a bed were given in return for days hard work. 5. Prostitution: women sold themselves for 3d. A pint of milk cost 2d.

Key issue 4: the effects of immigration
 1. Immigrants: Thousands of Irish and Jewish immigrants from Eastern Europe arrived from 1870. 2. Overcrowding and low wages: Many Jews and found work as tailors in Whitechapel. This pushed down wages and increased overcrowding. Led to fighting with locals. 3. Political Ideas: Irish and Jews were blamed for bringing socialism and anarchism and Fenian attacks

Key issue 5: crime in Whitechapel
 1. Alcohol: Drink was cheap and drunkenness common, cries of "Murder!" were "not unusual There was much more crime happening because people were drinking. 2. Prostitution: October 1888, estimated that there were about 1200 prostitutes in Whitechapel 3. Rookeries: had many narrow alleys and courtyards with hiding places. Police feared entering rookeries. 4. Gangs: the Demanders ran a protection racket. They demanded money from shops and smashed the shop if payment was refused. The Rollers robbed drunks and prostitutes The Lurkers hid in dark places then attacked and robbed people.

Key issue 6: The police in Whitechapel- H Division
 1. H-Division: The Met's headquarters were called Scotland Yard. H Division was the area covering Whitechapel. 2. Few police: at peak numbers H Division has 575 officers – 1 policeman for every 300 people. 3. Alcohol: PC Crow was sacked after being found lying down drunk and asleep, for the 4th time. Of the Met's first 1,000 recruits, 200 were sacked for drunkenness. 4. Low pay: in 1890 a policeman earned 24 shillings a week. This works out as £6,000 per year today. Criminals could bribe the police.

2.1 The Historic environment: Whitechapel c.1870-1900

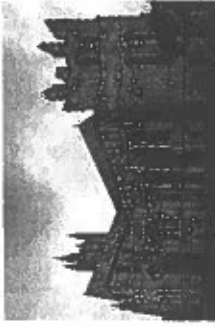
Key issue 7: police problems	1. Bloody Sunday: Sir Charles Warren, leader of the Metropolitan Police ordered a peaceful protest in Trafalgar Square to be broken up with violence. This led to lack of trust in the police. 2. Lack of co-operation: Between City of London Police and Metropolitan Police. Due to Warren giving poor orders 3. Whitechapel Vigilance Committee: set up by George Lusk to patrol the streets because they had no confidence in the police. Offered a reward for information. 4. Warren's Orders: On the night of the 'double event' Warren ordered the message 'the Jews are the men who will not be blamed for nothing' to be rubbed off the wall in Goulston Street
Key issue 8: the role of the media	1. Sensationalism: 'Penny dreadfuls' like the Weekly Illustrated News exaggerated the murders to sell papers. This led to panic and lots of letters to the police from members of the public with 'information' about the murders. These were often useless and wasted the police's time 2. Punch and Pall Mall Gazette: criticised the government and police for not catching Jack. Sympathetic to the poor. 3. The Times: read by the rich. Criticised the 'undeserving poor' for causing crime through laziness.

Time period		Independent review questions, suggested activities and questions
Medieval era c.1250-1500 Term 1.1	1) Define each of the following terms and give one example of each: Crimes against the person, property and authority 2) Give 3 reasons why ordinary people hated the forest laws 3) Law enforcement in the Middle Ages was mainly the responsibility of the community'. Give reasons to support and challenge this view. 4) List at least two ways in which law enforcement differed in the later medieval period from the Norman period. 5) Give three similarities between Anglo-Saxon, Norman and later medieval punishments. 6) Give three ways in which the Church courts were used in the 13 th century.	
Early Modern era c.1500-1700 Term 1.1	1) explain why there was an increase in charges of treason AND heresy under the Tudors. 2) Give 3 reasons why vagrancy became a crime in early modern England. 3) List three ways local communities were responsible for enforcing the law in early modern England. 4) outline the purposes of punishment for crimes during the early modern period. 5) Explain why the Gunpowder plotters were hanged, drawn and quartered. 6) Give three ways in which the English Civil War helped to lead to the witch-hunts of 1645-47.	
Industrial era c.1700-1900 Term 1.2	1) Describe two different attitudes to highwaymen in 18 th century society. Give two reasons for their decline in the 19 th century. 2) What were the authorities trying to achieve by giving the Tolpuddle Martyrs such harsh sentences? 3) Explain why the work of the Fielding Brothers was a significant advance in policing. 4) Describe how attitudes towards punishment changed during the period 1750-1900. 5) Give three examples of how the design of Pentonville Prison supported the separate system. 6) Give three reasons why the Metropolitan Police force managed to reduce the crime rate.	
Modern era c.1900-present day Term 1.2	1) Give three examples of 'new' crimes that are actually 'old' crimes using different means. 2) Explain why a. driving offenses and b. racial discrimination became crimes in the 20 th century. 3) Give 5 examples of science and technology that has improved policing in this century. 4) Give five examples of changes to punishment for criminals since 1900. 5) Give 2 similarities and 2 differences in the treatment of conscientious objectors during the first and Second World Wars. 6) Explain why the Derek Bentley case was so controversial.	
The Historic environment: Whitechapel c.1870-1900 Term 2.1	1) Give reasons why a. theft and b. assault were very common crimes in Whitechapel c.1870-c.1900. 2) Give at least 3 reasons why Irish and Eastern European Jewish immigrants were feared by the other residents of Whitechapel. 3) List 3 factors that made catching criminals in Whitechapel difficult for the police. 4) Give one way in which the media a. helped and b. Hindered the police investigation into the Whitechapel murders. 5) Why were the police never able to catch Jack the Ripper?	

History-Year 10-Term 2.2

Summary- Position in the Curriculum

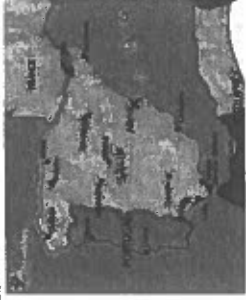
Elizabethan England comprises a critical part of the Edexcel GCSE, acting as it's 'depth study', this is when a relatively short period of history, in this case the early life of just one Monarch, is studied in detail. The Elizabethan period is a fascinating one; it was a time of existential threat to Britain from the Spanish Armada, major religious turmoil following the Reformation under Elizabeth's father Henry VIII and one of cultural splendour, culminating in Shakespeare's early mass fame. In a subject traditionally dominated by the study of men, it is fascinating to examine a country lead for so many decades by a Queen who not only remained unmarried and childless but as her reign grew, attained the status of a near deity. Few monarchs have as diverse, dramatic or impressive a story to tell as Elizabeth and perhaps none have better defined a singular period of English history, than her.

Terminology		Definitions	Core Knowledge	Preparing for Assessment
Privy Council		Nobles who advised Elizabeth and monitored Parliament	Elizabeth's government comprised of the Court, Privy Council, Parliament, Justices of the Peace and Lord Lieutenants, Elizabeth worked had to maintain power balances between key individuals within these groups, resisting pressure from Parliament to marry, refusing to favour one noble for marriage over another, eventually turning Dudley down, and expanding the influence of Protestant's nobles.	1. Explain two of the problems Elizabeth faced on becoming Queen.
Militia		Raised and maintained by the Lord Lieutenants, these were citizens who could be armed if needed	Much of Elizabeth's success was built on her careful cultivation of her status as 'The Virgin Queen', by refusing to marry and through her presentation in the symbols of virginity; pearls, bows and white paint and her 'processions' in which attendees believed that touching her could heal them, she created a near statuesque cult of personality around herself, becoming a virtual Virgin Mary figure, to Protestants looking for a replacement to the traditionally Catholic icon of the Virgin Mary. In this way she made her perceived weakness as a woman, into a uniquely female strength.	2. Explain two features of Elizabethan government
Puritan		Strict Protestants who did not believe that Elizabeth and the Church of England were radical enough	Social structures in Elizabethan England's countryside depended largely on blood, with the nobility holding power, followed by the gentry, farmers and tenant farmers, and then the landless labourers and poor, this was an extension of the Medieval Feudal System, under which around 90% of the country lived. In growing towns and cities, powerful guilds of merchants and professional workers were increasingly changing this antiquated system and redefining social and economic structures. Poverty and inequality in Elizabethan England was acute, however, naval trade and the move towards cities were making Elizabethans wealthy.	3. Explain two features of Elizabethan society
Catholics		Followers of the Pope in Rome and historic Christian authorities	Elizabeth faced opposition from Catholics at home and abroad but maintained the Reformation, leading the Church of England and eschewing the Pope, her 1559 religious settlement offered Catholics and Protestants a compromise on communal worship but ultimately left Catholic nobles plotting against her, even though it avoided the religious civil wars of similar European states.	4. Explain the challenges Elizabeth faced from abroad 1558-68
Gentry		Smaller landowners within the traditional rural feudal system	In 1569 the Northern Earls rebelled against a Protestant Archbishop in Durham, Ridolfi attempted the same in 1571 and in 1583 the Throckmorton plot orchestrated by Phillip II, the Pope and a French Duke was foiled. In 1586 the Babington plotters including Mary Queen of Scots, were executed. These plots were primarily driven by the desire to return England to Catholicism and hinged on foreign support plus that of Mary Queen of Scots, who would have been married to a successful Catholic plotter in each case.	5. Outline the differences in Catholic, Protestant and Puritan beliefs
				

History-Year 10- 3.1

Summary- Position in the Curriculum

Disinherited after her mother Anne Boleyn, (Henry VIII's second wife) was executed, Elizabeth was brought back into the line of succession by her father, only in his final years. Even then she stood behind not only her younger brother Edward VI but also her older sister Mary I, in terms of succession. She outlived both and both died childless; at 25 Elizabeth became Queen. The country she inherited was not one which welcomed the notion of an unmarried female monarch, it was also aggressively polarised between Catholics and Protestants, and on the brink of war with Catholic European powers such as Spain, Elizabeth faced revolts by her nobles, interminable attempts to force her to marry and bare children, and assassination plots from within her own family (Mary Queen of Scots) yet maintained her rule until her death in 1603, sovereign for 44 years.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Earls	Nobles who governed areas of England	Mary Queen of Scots was a cousin of Elizabeth's who was heir to Scotland's throne, Mary had an infant son James with her second husband. When controversy over her third marriage caused her to flee Scotland, Elizabeth imprisoned Mary. Mary's continued communications with Catholic plotters seeking to assassinate Elizabeth led to her eventual execution in 1587.	1. Explain why Mary Queen of Scots was imprisoned in England in 1568
Galleon	A large Spanish war ship, often raided crossing the Atlantic.	England's relations were strained with Spain as England was Protestant, and supported the Dutch rebels with the 1585 Treaty of Nonsuch. English Privateers such as Drake stole from Spanish Galleons and Elizabeth was complicit in this. Elizabeth's older sister Mary I had been married to Spain's King Phillip II who resented his loss of influence over England when she died childless.	2. Explain how and why relations between England and Spain declined 1560-70
The Duke of Medina Sidonia	The incompetent Spanish noble placed in charge of the Armada	Elizabethan England was characterised by huge innovations in seafaring and the growth of piracy and privateering, hoping to rival Spanish imperial gains in the Americas Elizabeth actively encouraged nobles such as Drake and Raleigh to trade in new products such as tobacco with the Americas, raid bullion from Spanish galleons and settle the Americas also, Raleigh famously named Virginia after the Queen herself.	3. Explain the impact of the Northern Revolt and its defeat, on Elizabeth's authority
Privateer	A licenced pirate who shared treasure from Spanish ships with the Queen	The Armada comprised of 130 warships, in 1588 it left bound for the Spanish Netherlands where it hoped to protect and support the passage of 30,000 Spanish troops by barge down the Thames. Desperate to make this appointment The Duke of Medina Sidonia elected to avoid sinking the English fleet as he sailed past them in port on the South Coast, Drake followed Spanish ships and with fire ships, broke their crescent formation at Gravelines, sailing North the Armada ran out of provisions and many were shipwrecked in Scotland and Ireland. This was the crowning moments in Elizabeth's reign.	4. Explain the role of privateering and characters such as Raleigh and Drake, in the Elizabethan era
Armada	A large group of war ships, most famously sent by Spain against in England in 1588	Elizabethans enjoyed themselves at large community events, fairs, inns, theatres, all drew huge numbers who revelled in collective drinking, dancing and singing. Blood sports such as bear baiting and dog fighting were common, while nobles would hunt on their estates. Theatre in particular reached its zenith as the work of Shakespeare drew up to 10% of London's population across the river to the Globe, weekly. Plays in the Renaissance era were often humorous and raunchy, as well as critical of society itself. Nobles and the Queen used events such as theatre shows to present themselves to the public also, looking on from raised galleries. Supposedly, even Drake refused to rush his game of bowls on being told of the Armada's arrival.	5. Explain the nature of leisure and education pursuits in Elizabethan England
			
			

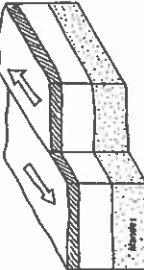
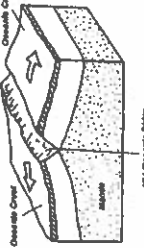
Geography

Geography (GCSE) – Tectonic Hazards – Paper 1

Summary - Position in the Curriculum

Tectonics is the first topic of AQA GCSE Geography course and is part of the Natural Hazards unit of work. This topic will be part of section A of Paper 1 GCSE exam. This topic is important as it begins with the basic layers of the Earth structure, tectonic plates and the 4 distinct plate boundaries which you need to learn for your GCSE exam. This topic has two main example earthquakes which we call Case Studies in Geography. It is imperative that we memorise the core facts in the Chile and Nepal Case Studies.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Plate Boundary	The margin or boundary between two tectonic plates.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Natural Hazard	A natural hazard is a natural event or process which poses a threat to human life or property.	Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Tectonic Plate	A rigid segment of the Earth's Crust which can 'float' across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than ocean plates.	People live in areas of the world where natural hazards occur due to reasons such as: jobs, family, poverty, resources.	1. Explain the dangers of natural hazards on people & the environment.
Earth Structure	The four distinct layers of the Earth.	Tectonic plates move due to the circular movement of magma in the mantle.	2. Explain how tectonic plates move due to convection cell in the mantle.
Convection Cell	Differences in temperature lead to the formation of areas of high and low pressure; they become linked together by flows of warmer and cooler magma.	Destructive and constructive plate boundaries have two natural hazards: earthquakes and volcanoes.	3. Explain why there are volcanoes and earthquakes in destructive and constructive plate boundaries.
Conservative	Plates slide past each other. Pressure builds up until they move with a 'jerk' causing earthquakes.	LIC's experience higher deaths and damage due to reasons such as: poorly constructed buildings, lack of infrastructure, lack of warning systems.	4. Explain why poorer countries (LIC's) are more vulnerable to deaths and destruction than richer countries (HIC's) during an earthquake.
Collision	Two plates collide (crash) and are crushed against each other. They are pushed upwards, forming new mountains. Earthquakes happen in this plate boundary when the plates collide.	Chile: HIC, 500 deaths, 8.8 magnitude Nepal: LIC, 9,000 deaths, 7.9 magnitude	5. Compare and contrast the earthquakes of Chile and Nepal.
Constructive	The plates are moving apart. Volcanic eruptions occur when magma from the mantle below spreads out and harden, forming new rock. Earthquakes and also occur in this plate boundary. A constructive plate boundary can often be in the bottom of the ocean.	Prepare Predict Protect Monitor / manage	6. Explain how PPPM can help countries reduce the effects of a natural hazard.
Destructive	One plate slides beneath another as they collide (crash). The bottom plate crumbles, creating new mountains and volcanoes. The oceanic plate slides beneath the continental plate as it is denser (heavier) because it carries the weight of the water of the ocean on top.	Nepal: Roads repaired, homeless re-housed, stricter building controls, tourism re-boosted, Chile: 200,000 houses re-built, economy strengthened due to copper exports.	7. What is the difference between Chile and Nepal long-term responses?

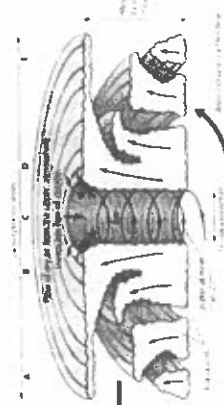
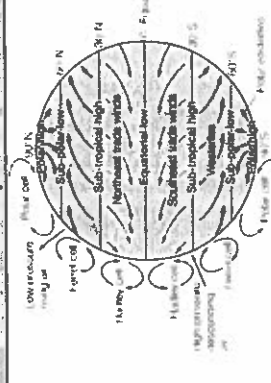
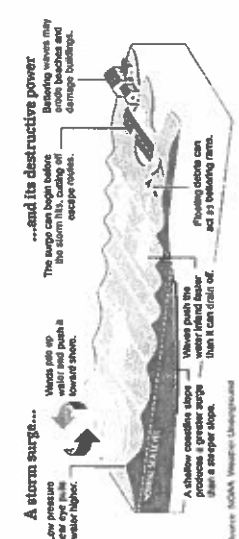
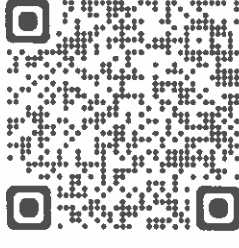
Conservative plate boundary	Collision plate boundary	Constructive plate boundary	Destructive plate boundary	Scan QR Code for Further Learning
				

Geography (GCSE) – Weather Hazards – Paper 1

Summary - Position in the Curriculum

Weather Hazards is the second topic of the AQA GCSE Geography course and is part of the Natural Hazards unit of work. This topic will be part of section A of Paper 1 GCSE exam. This topic is important as it begins with what the difference is between weather and climate and then moves onto Tropical Storms which you need to learn for your GCSE exam. This topic has two main examples which we call Case Studies in Geography. It is imperative that we memorise the core facts of the Typhoon Haiyan and 'The Beast from the East' Case Studies.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Tropical Storms	An area of low pressure with winds moving in a spiral around the calm central point called the 'eye' of the storm. Winds are powerful and rainfall is heavy. This includes Hurricanes, Cyclones and Typhoons.	Learn the main aspects of this topic.	Revision and self-study questions are below.
High Pressure	Cool (cold) air from above sinks down towards the ground. This is when there is greater pressure in the air.	Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Low Pressure	Warm (hot) air from below rises up towards the sky. This is when there is less pressure in the air.	Hot air is less dense (lighter). Cold air is denser (heavier).	1. Why does cold air sink and hot air rise?
Weather	Is the hour-to-hour, day-to-day state of the atmosphere. It includes temperature, sunshine, precipitation and wind. It is short-term and is often localised.	Weather is the day-to-day, hour-to-hour state of the atmosphere whilst, climate is the average weather over 30 years.	2. What is the difference between weather and climate?
Extreme Weather	When a weather event is significantly different from the average or usual weather pattern, and is especially severe or unseasonal. E.g. Heatwave in UK.	Coriolis Effect deflects an object on its path.	3. Explain the Coriolis Effect.
Storm Surge	When a storm creates strong waves and a rise in sea level, leading to coastal flooding.	Some parts of the Earth such as the Equator receive more solar radiation than other parts.	4. Explain insolation.
Insolation	The amount of solar radiation (sunlight) an area receives over a specified period of time.	High levels of insolation create warm rising air, this creates low pressure, evaporation & condensation takes place forming cumulonimbus clouds. Thunder & lightning may occur with heavy rain. An eye is creating when high pressure descends from the above the cloud.	5. Explain how a Tropical Storm forms?
Climate	The average weather conditions for a place taken over a period of time, usually 30 years. It is the expected, rather than the actual, conditions for a place. It is a long-term and is often applied to sizeable parts of the globe.	Over 6,300 people died. Storm surge killed most people. Low lying land got flooded. Shops got looted. Tacloban Airport got damaged.	6. Explain what happened in Typhoon Haiyan?
Coriolis Effect	The deflection, or bending of the wind due to the rotational spin of the Earth.	Severe & significantly unusual weather.	7. What is extreme weather?

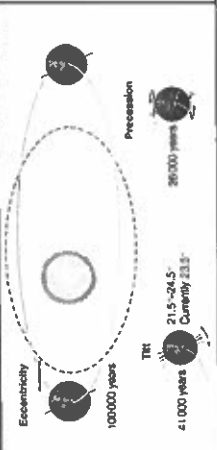
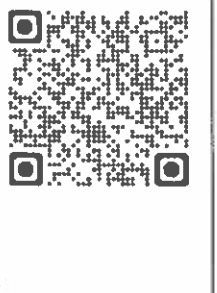
Structure of a Tropical Storm	Global Atmospheric Circulation	Storm Surge	Scan QR Code for Further Learning
			

Geography – (GCSE) – Climate Change - Paper 1

Summary - Position in the Curriculum

Climate Change is the third topic of the AQA GCSE Geography course and is part of the Natural Hazards unit of work. This topic will be part of section A of Paper 1 GCSE exam. This topic is important as it begins with the Enhanced Greenhouse Effect and how human activities are releasing greenhouse emissions into the atmosphere. This topic has no Case Studies.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Greenhouse Gas	An atmospheric gas that absorbs (heat) infrared radiation, thereby, contributing to the greenhouse effect.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Carbon Footprint	A measure of all the greenhouse gasses we individually produce, through burning fossil fuels for electricity or transport expressed as tonnes (or kg) of carbon dioxide equivalent.	Use the following statements to help you learn core knowledge for the questions on the right-hand side >.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Climate Change	A long-term change in the Earth's climate, especially a change due to an increase in the average atmospheric temperature.	Ice cores: trapped CO ₂ gas bubbles. U-shaped valleys. Fossils of Animals.	1. What evidence is there that climate was different in the past?
Orbital Change	Changes in the pathway of the Earth around the Sun.	Cars, cattle & rice farming, cement production, factories, fertilisers etc.	2. What human activities create greenhouse gas emissions?
Global Warming	A gradual increase in the world temperature by increased greenhouse gases.	GHG's trap heat from sunlight.	3. Explain the Enhanced Greenhouse Effect.
Carbon Capture & Storage	The process of capturing or trapping CO ₂ produced by burning fossil fuels, transporting the CO ₂ , and then storing the CO ₂ emissions in such a way that is unable to affect the atmosphere (such as deep underground).	Volcanic eruption, orbital theory, sunspot theory, asteroid collision theory.	4. Explain natural causes of climate change.
Sunspots	Dark patches on the Sun's surface, caused by magnetic activity inside the Sun. More patches mean the solar output is greater.	Use renewable energy: solar, wind, geothermal etc. Walk, Cycle,	5. How can we reduce greenhouse gas emissions?
Quaternary Period	The period of geological time from about 2.6 million years ago to the present. It is characterised by the appearance and development of humans, and includes the Pleistocene and Holocene epochs (time period).	Sea level rise> coastal flooding, Droughts> crops die> food shortages, Extreme Heat> Wildfires, deaths etc.	6. Explain the effects of climate change on people and the environment.
Pleistocene Epoch:	A geological time from about 2.6 million years ago to 12,000 years ago.	Plant trees, using renewable energy, CCS, encourage walking and cycling.	7. How can we reduce (mitigate) the risk of climate change?
Holocene Epoch:	A geological time from 12,000 years ago, which continues to the present day.	CO ₂ captured and buried underground.	8. Explain Carbon Capture & Storage (CCS).
Glacial Period	Any period of time during in which large parts of the Earth's surface was covered with ice, due to the advance of glaciers.	Kyoto Protocol 2005: 170+ countries. USA & Australia refused to sign it.	9. How effective are international agreements on climate change?
Deforestation	The cutting down and removal of trees to clear an area of forest.	Copenhagen Accord 2009: Not legally binding for countries to abide by it.	- Kyoto Protocol (2005)
Enhanced Greenhouse Effect	The warming of the Earth's atmosphere due to human activity increasing the layer of greenhouse gasses.	Paris Agreement 2015: 195 countries adopt legally binding treaty, USA announce withdrawal (2017) left 2020	- Copenhagen Accord (2009)
Combined Heat & Power	A more efficient way of supplying energy by using the same source of energy to generate electricity and provide heat.		- Paris Agreement (2015)

Coal Fired Power Station	Sunspots	Milankovitch Cycles	Carbon Capture & Storage	Scan QR Code for Further Learning
				

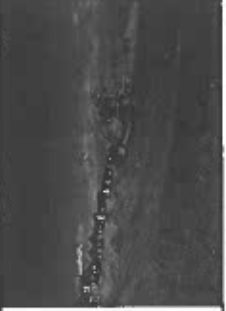
Geography – (GCSE) Coasts – Paper 1

Summary - Position in the Curriculum

Coasts is the 7th topic of the AQA GCSE Geography course and is part of the Physical Landscapes of the UK unit of work. This topic will be part of section C of Paper 1 GCSE exam. This topic begins with the physical characteristics of Coasts. The topic also covers coastal erosion, hard and soft engineering to defend the coast which you need to learn for your GCSE exam. This topic has one main example called Lyme Regis, in Dorset (UK) which we call Case Studies in Geography. It is imperative that we memorise the core facts of the Lyme Regis Case Study.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Coast	The part (edge) of the land which meets the sea or ocean.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Landforms	A natural geographic feature or shape that appears on the Earth's surface. Landforms are shaped and created by natural processes such as erosion or tectonic movement. E.g. headlands and bays.	Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Soft Rock	A rock that is less resistant (weaker) to erosion. E.g. Boulder Clay	Constructive waves: Strong swash, weak backwash.	1. What is the difference between constructive and destructive waves?
Hard Rock	A rock that is more resistant (stronger) to erosion. E.g. Granite.	Destructive waves: weak swash, strong backwash. Wave action erodes softer rock easily creating bays. Headlands remain on either side of bays as more resistant.	2. Explain how headlands and bays are formed?
Weathering	When rock is broken down in one place.	Concordant: Parallel rock layers. Discordant: Perpendicular rock layer.	3. What is the difference between concordant and discordant coasts?
Headlands	A rocky coastal promontory (point/outcrop) made of rock that is resistant to erosion.	Waves approach beach at an angle. Swash and backwash move sediment along the beach in a zig-zag pattern.	4. Explain how longshore drift occurs.
Bays	Consisting of softer rock eroded by the sea to form a semi-circular shape.	Hard engineering strategies such as rock armour & sea walls are very strong and effective ways to protect the coastline but expensive. Soft engineering strategies such as beach nourishment are cheaper and more environmentally sustainable.	5. What is more effective in protecting the coast, hard or soft engineering?
Transportation	The movement of eroded material.		
Deposition	Occurs when material being transported by the sea is dropped due to the sea losing energy.		
Hard Engineering	Using concrete or large artificial structures to defend against natural processes, either coastal, fluvial or glacial.		
Soft Engineering	Managing erosion by working with natural processes to help restore beaches and coastal ecosystems or to reduce the risk of river flooding.		
Waves	Constructive waves: Low, small waves that surge up the beach – building the beach.		
Erosion	Destructive waves: High, tall waves plunge onto the beach – destroying the beach.		
Longshore Drift	The wearing away and removal of material by a moving force such as a breaking wave.		
	Transport of sediment along a stretch of coastline caused by waves approaching the beach at an angle.		

Headland	Bay	Hard Engineering – Sea Wall	Soft Engineering – Beach Profiling	Scan QR Code for Further Learning
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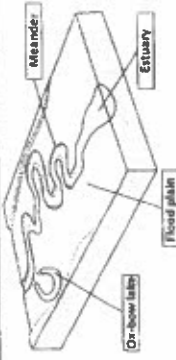
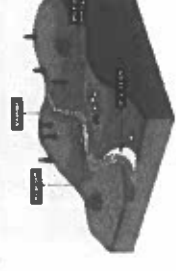
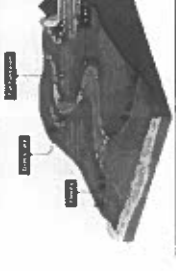


Geography – (GCSE) Rivers – Paper 1

Summary - Position in the Curriculum

Rivers is the 8th topic of AQA GCSE Geography course and is part of the Physical Landscapes of the UK unit of work. This topic will be part of section C of Paper 1 GCSE exam. This topic begins with the physical characteristics of Rivers. The topic also covers river landforms, storm hydrographs and flood management which you need to learn for your GCSE exam. This topic has two main examples called River Tees and Banbury in Oxfordshire (England) which we call Case Studies in Geography. It is imperative that we memorise the core facts of these two Case Studies.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Drainage Basin	An area of land drained by rivers and its streams.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Landforms	A natural geographic feature or shape that appears on the Earth's surface. Landforms are shaped and created by natural processes such as erosion or tectonic movement. E.g., V-shaped valleys and Ox-bow Lakes.	Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Weathering	When rock is broken down in one place.	Upper: V-shaped valleys, waterfalls, Gorges. Middle: Meanders, slip-off slopes, river cliffs. Lower: Levees, Ox-bow lakes, estuary.	1. Name at least 1 river landform for upper, middle, and lower course stages of a river.
Erosion	The wearing away and removal of material by a moving force such as a breaking wave.	The neck of the meander is gradually eroded. Water now takes shortest route. Deposition seals off the old meander. Meander is cut off. Forming an ox-bow lake.	2. Explain how an ox-bow lake form?
Transportation	The movement of eroded material.	Physical factors: High precipitation, geology – impermeable rocks. Steep slopes – rapid transfer of water towards river channels.	3. What causes flooding? Discuss physical and human factors that contribute to flooding.
Deposition	Occurs when material being transported by the sea is dropped due to the sea losing energy.	Human factors: Urbanisation – tarmac roads, concrete driveways, building on floodplain. Deforestation – less trees mean less interception and more water transfer into river.	4. Explain 3 hard engineering strategies to reduce rivers from flooding.
Hard Engineering	Using concrete or large artificial structures to defend against natural processes, either coastal, fluvial or glacial.	1) Channel straightening. 2) Embankments. 3) Floor relief channels	5. Explain 3 soft engineering strategies to reduce rivers from flooding.
Soft Engineering	Managing erosion by working with natural processes to help restore beaches and coastal ecosystems or to reduce the risk of river flooding.	1) Floodplain zoning. 2) River restoration. 3) Reforestation	
Flood/Storm Hydrograph	A graph which shows the discharge of a river, related to rainfall over a period of time.	1) Water falling from the atmosphere (sky) in its 3 states: solid, liquid gas).	
Precipitation	Moisture falling from the atmosphere as rain, hail, sleet or snow.	Percolation	
Throughflow	Water flowing through the ground.	Surface run-off	
Groundwater Flow	Water that has soaked into the ground and flows underground.	Infiltration	
Interception	The retention of water by plants and soils which subsequently evaporated or absorbed by the vegetation.		

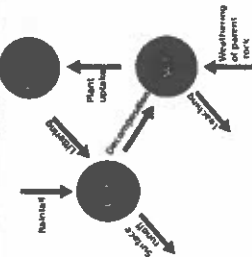
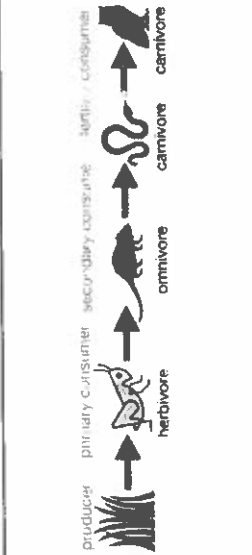
Features of a River	Upper Course	Middle Course	Lower Course	Scan QR Code for Further Learning
				

Geography (GCSE) – Ecosystems – Paper 1

Summary - Position in the Curriculum

Ecosystems form part of The Living World topic of AQA GCSE Geography course in year 10 which forms part of paper 1. This topic is important as it begins with identifying the key features of small-scale ecosystems before focusing on the characteristics of global ecosystems which you need to learn for your GCSE exam. This topic includes 2 case studies including tropical rainforests in Malaysia and tundra environments in Svalbard in the Arctic Ocean.

Terminology	Definitions	Core knowledge	Preparing for Assessment
Ecosystem	A community of plants and animals that interact with each other and their physical environment.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Producers	An organism or plant that is able to absorb energy from the sun through photosynthesis.	Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Consumers	Organism that eats herbivores and/or plant matter.	An ecosystem is a system in which organisms interact with each other and with their environment e.g. forest, pond	1. Create a fact file about a small-scale ecosystem in the UK e.g. Epping Forest
Decomposers	Organisms such as bacteria or fungi break down plant and animal matter.	Ecosystems are composed of biotic factors (these are living e.g. plants and animals) and abiotic factors (these are non-living e.g. air and water).	2. Describe the features of a small-scale ecosystem in the UK.
Food chain	Connections between different organisms (plants and animals) that rely upon one another as their source of food.	Food chains are useful in explaining the basic principles behind ecosystems. They show only one species at a particular trophic level.	3. Draw and label a food chain for a small-scale ecosystem e.g. freshwater pond and a large-scale ecosystem e.g. tropical rainforest.
Food web	A complex hierarchy of plants and animals relying on each other for food	A food web shows the connections between producers and consumers in a more detailed way, there is more than one producer unlike a food chain.	4. Draw and label a simple food web for a freshwater pond. How could humans interrupt the food chain?
Nutrient cycling	On-going recycling of nutrients between living organisms and their environment.	Nutrients are taken up when animals eat plants and then returned to the soil when animals die and the body is broken down by decomposers.	5. Explain why tropical rainforests have a high rate of decomposition and a large biomass?
Biomass	The mass of living biological organisms in a given area or ecosystem at a given time.	The most productive biomes – which have the greatest biomass – grow in climates that are hot and wet.	6. Describe the global distribution of tropical rainforests, tundra and desert ecosystems.
Biome	A large geographical area of distinctive plant and animal groups, which are adapted to that particular environment e.g. tropical rainforest, tundra.	Human activity can have many impacts on ecosystems which can have serious knock-on effects.	7. Explain how humans negatively impact small scale and large-scale ecosystems?



Geography – (GCSE) Tropical Rainforests – Paper 1

Summary - Position in the Curriculum

Tropical Rainforests is the 5th topic of AQA GCSE Geography course and is part of the Living World unit of work. This topic will be part of section B of Paper 1 GCSE exam. This topic begins with the physical characteristics of Tropical Rainforests. The topic also covers benefits of Tropical Rainforests as well as plant and animal adaptations which you need to learn for your GCSE exam. This topic has one main example called Malaysia which we call Case Studies in Geography. It is imperative that we memorise the core facts of the Malaysia Case Study.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Humid	Relatively high level of water vapour in the atmosphere. E.g. Sauna.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Biodiversity	The variety of life (plants & animals) in the world or a particular ecosystem.	Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Interdependence	A sense of relying (depending) and being responsible for others.	Thin layer of nutrients in the soil.	1. Why are tropical rainforests soils infertile?
Commercial Farming	Interaction between two different organisms living in close physical association, typically to the advantage of both. E.g. flowering plants rely on insects for pollination and the insects feed on the nectar.	Parasites: obtains nutrients from host plant/tree. Epiphytes: does not obtain nutrients directly from host plant/tree. It uses the host for support, sunlight etc.	2. Explain the difference between parasitic plants and epiphytes.
Eco-tourism	Responsible travel to natural areas that conserves the environment, sustains the wellbeing of the local people, and may involve education. It is usually carried out in small groups and has minimal impact on the local ecosystem.	Palm oil can be found in many everyday products such as chocolate bars, Nutella and beauty products. Rainforests are cut down in places like Indonesia to make way for palm oil plantations.	3. What is the connection between palm oil and the tropical rainforest?
Parasitic Plant	A plant that obtains all or part of its nutrition from another plant (the host) without contributing to the benefit of the host and, in some cases, causing extreme damage to the host.	In Malaysia, a 40-year cycle of sustainably logging is being used to conserve the rainforest. Trees are identified prior to felling (cutting) and clearly marked. Arrows are painted on tree to indicate direction of felling to avoid damaging other valuable trees. Trees are felled. Replacement trees are then planted to balance and restore the environment. 40 year cycle is then repeated. 4. What is selective logging?	5. Explain three solutions to protect the rainforest?
Deforestation	The cutting down and removal of trees to clear an area of forest.		
Indigenous (people)	Originating or occurring naturally in a particular place; native.		
Leaching	When soluble chemicals or minerals are drained away from the soil (or other material) by rainwater.		
Biomass	Growing crops or raising livestock for profit (money), often involving vast areas of land.		
Symbiotic	The total quantity or weight of organisms in a given area or volume.	1) Selective Logging 2) Rainforest Alliance 3) International Agreements.	
Selective Logging	The cutting out of trees which are mature or inferior, to encourage the growth of the remaining trees in a forest or wood.		
Epiphyte	Plants that grow on other living plants and take nutrients and moisture from the air. E.g. orchids and ferns.		

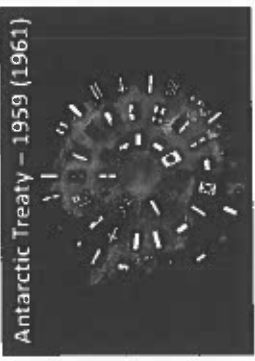
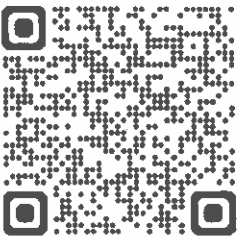
Parasitic Plant	Epiphyte	Logging	Rainforest Alliance	Scan QR Code for Further Learning
				

Geography – (GCSE) Cold Environments – Paper 1

Summary - Position in the Curriculum

Cold Environment is the 6th topic of AQA GCSE Geography course and is part of the Living World unit of work. This topic will be part of section B of Paper 1 GCSE exam. This topic begins with the physical characteristics of Cold Environments. The topic also covers international agreements as well as plant and animal adaptations which you need to learn for your GCSE exam. This topic has one main example called Svalbard in Norway which we call Case Studies in Geography. It is imperative that we memorise the core facts of the Svalbard Case Study.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Permafrost	A permanently frozen layer below the Earth's surface. It consists of soil, gravel, and sand, usually bound together by ice.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Fragile Environments	An environment that is both easily disturbed and difficult to restore if disturbed. Plant communities in fragile areas have evolved in highly specialised ways to deal with challenging conditions.	Use the following statements to help you learn core knowledge for the questions on the right-hand side >.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Antarctic	A cold environment and continent found in the South Pole at 66° South.	Cold environments are fragile because they can easily be damaged by human	1. Why are cold environments fragile?
Polar	Relating to the North and South Pole. In polar regions the land is covered with ice (glacial) or frozen (tundra).	There are few true wilderness areas left in the world. These areas are fragile.	2. Should cold environments be protected as wilderness areas?
Tundra	Places with frozen soils, e.g. Alaska.	Thick fur – retain heat, black nose to absorb sunlight, white fur – camouflage	3. Explain 3 animal adaptations.
Conservation	Managing the environment in order to preserve, protect or restore it.	Hairy stems – retain heat, short height – to survive strong winds, thick bark – stability in windy conditions.	4. Explain 3 plant adaptations.
Cold Environments	Glacial – Ice-covered places, e.g. Greenland. Tundra – Places with frozen soils, e.g. Alaska.	Extreme temperature, inaccessibility, infrastructure, permafrost, fragile	5. What are the challenges in cold environments?
Wilderness	A natural environment that has not been significantly modified by human activity.	Antarctic Treaty has banned military bases and weapons testing, max 100 visitors on the continent at any one time	6. Explain how effective the Antarctic Treaty is?
Arctic	A cold environment found in the North Pole at 66° North.	Mining ban, controls on fishing, Impact Assessment on all activities.	7. List 3 rules of the Environmental Protocol?
Mineral Extraction	Removal of solid mineral resources from the earth.	Opportunities: minerals, fishing, energy, tourism. Threats: ecosystem damage, coastal erosion, low fish stocks	8. Explain the opportunities and threats in Svalbard, Norway?

Polar Bear	Bearberry Plant	Antarctic Treaty	Arctic Fishing	Scan QR Code for Further Learning
	 Very low-growing (5-15cm tall) and spreads along the ground to enable it to survive the strong winds. Stems have a thick bark for stability in the windy conditions. Spread bearberry leaves help retain water in the dry environment. Hairy stems help to retain heat and keep the plant safe from very low temperatures. Bright red berries are eaten by birds and other animals which helps to distribute the seeds.	 Antarctic Treaty – 1959 (1961)		

MFL

Summary- Position in the Curriculum: KS4 starts with the module about free time activities. It builds on what pupils can say sports and TV watching which is covered in KS3. They lean to talk about what they do online using a range of tenses and discuss pros.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
appli(cation) (f) app célèbre famous commentaire (m) comment console (f) console e-mail (m) email fan (mf) fan, supporter image (f) image, picture influence (f) influence influenceur (m) influencer jeu (m) game lien (m) link médias (mpl) media membre (m) member mot de passe (m) password passion (f) passion populaire popular portable (m) mobile phone réseau (m) network risque (m) risk sécurité (f) security, safety site (m) site streaming (m) streaming succès (m) success	je regarde des clips sur TikTok je partage des photos/des selfies je télécharge des chansons je parle avec mon ami j'envoie des messages à mes copains et copines j'achète des vêtements sur eBay/Vinted Je regarde des clips de musique J'adore télécharger la musique Je préfère regarder des films en streaming parce qu'il y a plus de risques Avec le net, c'est plus facile à être en contact c'est plus facile pour rencontrer des amis c'est gratuit c'est chouette c'est passionnant	s'amuser to enjoy oneself télécharger to download gagner to win, to earn envoyer to send partager to share charger to load, charge Time phrases: hier - yesterday la semaine dernière – last week il y a cinq ans – 5 years ago quand j'étais petite – when I was young Perfect tense: regular -er verbs with avoir: j'ai acheté tu as regardé / lu il a / nous avons fait ils ont dansé / chanté / joué vous avez partagé / bu irregular past participles: lu – read bu - drank dû – had to pu – could cru – thought voulu - wanted pris – took compris – understood *remember MOST verbs use AVOIR however, 13 verbs use ETRE. je suis allé(e) nous sommes allé(e)s	1. Qu'est-ce que tu aimes faire en ligne? 2. Quel type de vidéos est-ce que tu préfères regarder? 3. Parle-moi de ce que tu as fait récemment sur les réseaux sociaux. 4. Je pense qu'il est important d'avoir son portable au collège. Qu'en penses-tu ? 5. Quels sont les avantages de l'internet?
High Frequency words: aujourd'hui ce matin cet après-midi ce soir demain demain matin demain après-midi demain soir d'abord, ensuite, après, puis, plus tard, enfin		Photo description (PALs) People-Location-Activities 	
Expressing opinions and reasons: C'était ... amusant / cher / ennuyeux / formidable / génial / nul / parfait / passionnant / sympa / formidable / parfait. agréable nice, pleasant maisin unhealthy dangereux/dangerous rapide fast, quick		Follow-on questions: Q1.' aime regarder des vidéos sur Youtube et toi ? Q2.Que penses-tu des dangers des réseaux sociaux? Writing: Ecris un email sur ta passion pour les jeux vidéos/ réseaux sociaux....etc.	
Translation – mobile phones and technology			

French-Year 10 Knowledge Organiser

Module 1: Tu as du temps libre (Unit 4 and 5)

Half Term: 2

Summary- Position in the Curriculum: Pupils continue to build on what they can say about their hobbies. They practice the use a combination of common tenses and well-justified personal opinions.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
membre (m) member résultat (m) result but (m) goal, aim, purpose activité (f) activity événement (m) event souvenir (m) souvenir, memory succès (m) success énergie (f) energy équipe (f) team terrain (m) pitch exercice (m) exercise équipement (m) equipment neige (f) snow passion (f) passion match (m) match stade (m) stadium joueur (m) player loisir (m) leisure danse (f) dance vélo (m) bike, cycling basket (m) basketball fauteuil roulant (m) wheelchair handball (m) handball natation (f) swimming	Je ne pratique pas de sport Je fais de longues promenades Je joue au foot. Je fais du vélo / de la danse. écouter du rap / de la musique on va faire de la natation. Je vais jouer au tennis. Je vais regarder la télé avec ma famille. Je vais visiter un château avec mes parents. Je vais faire une promenade * avec le chien. tour de France (m) The Tour de France Je participe au club de lecture Je préfère lire mes amis font du sport il ne fait jamais de ... Les concerts étaient gratuits. J'attends les prochains jeux avec impatience C'est important pour nous. Avec mon équipe	jouer (à/de) to play (+ noun) danser to dance faire la fête to party, have fun gagner to win, to earn LE PRÉSENT: Time phrases: Tous les jours (everyday), chaque jour (everyday), chaque matin (every morning), parfois (sometimes), etc. Regular Verbs 1) ER verbs: take off the -ER and add the endings 2) IR verbs: take off the -IR and add the endings 3) RE verbs: take off the -RE and add the endings parler finir vendre Je parle Je finis Je vends Il/Elle parle Il/Elle finit Il/Elle vend Nous parlons Nous finissons Nous vendons Vous parlez Vous finissez Vous vendez Il/Elles parlent Il/Elles finissent Il/Elles vendent Irregular Verbs As in every French tense there are always irregular verbs. These verbs do not follow the rules. You just have to learn them off! être (to be), avoir (to have), aller (to go) faire (to do/make) THE FUTURE: ALLER + INFINITIVE Time phrases: Demain (tomorrow), la semaine prochaine (next week). je vais I'm going tu vas you're going il/elle/on va he/she's/we're going je vais jouer de la guitare	1. Qu'est-ce que tu fais comme sport? 2. Qu'est-ce que tu aimes regarder à la télé ? 3. Qu'est-ce que tu as fait, le week-end dernier? C'était comment ? 4. Quel club au collège est-ce que tu préfères ? 5. Si tu étais riche, qu'est-ce que tu voudrais faire comme sport ?
Photo description (PALS)  Follow-on questions: Q1. Qu'est-ce que tu aimes lire? Q2. Que penses-tu de la lecture en ligne? Writing: Write an email to your French penpal about your hobbies.			How to build the passé composé 
Expressing opinions and reasons je pense que – I think that.. à mon avis – in my opinion je trouve que – I find that....j je m'intéresse (à) – I am interested in... ça me permet ça me donne Ça va être super-intéressant.			Tricky Pronunciation and Phonics The letter é Final consonants -n, -s, -t and -x are usually silent Liaison before a vowel

French-Year 10 Knowledge Organiser			Module 2: Mon clan ma tribu (unit 1,2 and 3)		Half Term: 2
Summary- Position in the Curriculum: Pupils learn to discuss family relationships, friends, friendship and their role models. They develop their knowledge of adjectival agreements, emphatic pronouns and reflexive verbs.					
Key-Vocabulary	Key Phrases	Key verbs	Key Questions for self-study		
enfant (mf) homme (m) jeune (m) femme (f) relation(f) qualité (f) fille (f) fils (m) modèle (m) voisin (m) frère (m) sortie (f) mariage (m) tradition (f) idéal identité (f) sœur (f) patient mari (m) garçon (m) calme handicapé belle-mère (f) demi-frère (m) demi-sœur (f)	L'amitié est la clé du bonheur : je (ne) m'entends (pas) (assez / très) bien avec On s'ennuie / On s'amuse (bien) On ne se dispute jamais. Il est important d'avoir un ami proche. un bon ami est quelqu'un qui ... apprécie les mêmes choses que moi. partage quelques intérêts avec moi, j'ai besoin d'amis dans le monde réel beaucoup d'amis en ligne. Mes meilleurs amis sont fiers de moi Quand je suis triste, mon meilleur J'admire ... parce qu'il est Il/Elle est connu(e) pour ... C'est une personne qui ... Il/Elle lutte pour/contre ... Un bon modèle est quelqu'un qui ... aide les gens et inspire les autres. Un bon modèle, c'est ... Je l'admire parce qu'il/elle est intelligent(e) / créatif/créative C'est un vrai modèle pour moi. C'est agaçant quand mes amis	s'entendre (avec) to get on (with) respecter to respect, follow inspirer to inspire se marier to get married s'amuser to enjoy oneself Adjectival agreement for regular adjectives (e.g., patient); some different patterns (stupide, fidèle, travailleur, actif, gentil); some irregular adjectives (vieux) No change (sympa) Direct object pronouns: me, te, le, la, nous, vous, les Ils m'invitent. Ils se donnent des cadeaux. Elle se lève tôt. Il s'occupe du chien. Use both direct object and indirect object relative clauses , e.g. un ami c'est quelqu'un qui est là pour moi une amie c'est quelqu'un que j'aide • Use the imperfect tense to describe something you regularly used to do in the past, e.g. j'allais au terrain de jeux avec mon frère et ma sœur • Use clauses with 'si' to make your sentences more interesting , e.g. si j'ai le temps j'irai au cinéma avec mes amis Si je pouvais, je fêterais mon anniversaire dans le sud de la France.	1. Tu t'entends bien avec ta famille ? 2. Tu peux décrire un membre de ta famille ? 3. Qu'est-ce que tu vas faire avec tes amis le week-end prochain ? 4. Penses-tu te marier dans le futur ? 5. Comment serait ta famille idéale ? Photo description (PALS) Sur la photo, il y a : un (jeune) homme / une (jeune) femme / un garçon / une fille / des enfants / trois amis..  Follow-on questions: Q1. Quelle est la personne que tu admires le plus et pourquoi ? Q2. Qu'est-ce tu voudrais faire plus tards ? Writing: Write an article for a French magazine about friendship and the person you admire the most.		
Expressing opinions and reasons À mon avis, ...l'amitié, le respect ... Ils/Elles sont ...amusant(e)(s), fidèle, sérieux/sérieuse(s), actif(s)/active(s), gentil(s)/gentille(s)*, bon(s)/bonne(s), génial/géniaux /génial(e)(s), fier(s)/fière(s), vieux/vieille(s)/vieux, beau(x)/belle(s)/bel, nouveau(x)/nouvelle(s)/nouvel			Tricky Pronunciation and Phonics vieux / vieil / vieille les fiançailles (f) Check the accent on 'ç' è / é / ai / ai (père, j'aime, vêtements) œ / open eu (sœur, heure) ch pronounced as 'sh' (chapeau)		
			Video-Describing family and friends in French 		

Summary- Position in the Curriculum: In Module 2, pupils learn to write about family celebrations using the perfect, present and near future tenses. They develop their understanding and use of adverbs.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
Les fêtes Festivals Noël Christmas la veille de Noël Christmas Eve Pâques Easter Diwali Diwali Hanoukka Hanukkah Aïd-el-Fitr Eid al-Fitr la Chandeleur Candlemas le Nouvel An New Year la fête nationale Bastille Day le jour férié public holiday le jour de l'An New Year's Day On est chrétiens. We are Christian. On est juifs. We are Jewish. On est musulmans. We are Muslim. Les repas de fêtes Un repas special A special meal. de la dinde rôtie roast turkey des légumes vegetables des crêpes crepes des choses sucrées sweet things la mairie town hall. Félicitations! Congratulations!	Chez moi/nous, on fête (Noël)On prépare... on décore le sapin de Noël Ma fête préférée est ... C'est mon/ma/mes ... qui prépare(nt) Après le repas, on ... C'était mon quatorzième anniversaire ... J'ai invité ... à un barbecue/une fête Pour fêter mon prochain anniversaire, On va / est allés / va aller ... chez mon (nouveau) voisin / lui / nous / eux On mange / a mangé / va manger ... un grand repas/des pizzas/un gâteau Je reçois / ai reçu / vais recevoir des cartes beaucoup de cadeaux On danse / a dansé / va danser ... On change / a chanté / va chanter ... ensemble, avec toute la famille les (cinquante) ans de mariage de ... J'ai préparé des plats On a loué un restaurant Je vais porter des vêtements spéciaux Je vais prendre des photos toutes sortes de bonnes choses	fêter – faire la fête – inviter- LE PRÉSENT: Je bois/mange/prends ... I drink/eat/have D'habitude, on fête Normalement, je vais chez ... D'habitude, elles louent un restaurant et elles font des gâteaux THE FUTURE: Time phrases: La semaine prochaine, ... Samedi prochain, ... je vais ... I'm going to ... je vais/on va fêter ... L'année prochaine, il va fêter la naissance de sa fille. Dans huit jours, vous allez acheter un cadeau et je vais préparer un grand repas. PAST TENSE: Time phrases: Il y a (trois) mois, j'ai fêté J'ai invité mes amis J'ai reçu beaucoup de ... Je suis allé(e) au mariage de..... Hier, ils ont reçu beaucoup de cadeaux et un grand gâteau. Le mois dernier, tu as dansé et tu as chanté avec tes cousins. Je viens de fêter ... I have just celebrated	1. Quelle est ta fête préférée? Pourquoi? 2. Normalement, qu'est-ce que tu fais pour fêter ton anniversaire? 3. Que vas-tu faire pour ton prochain anniversaire? 4. Quelle était la dernière célébration à laquelle tu as participé? 5. Si tu avais le choix, comment aimerais-tu passer ta prochaine célébration en famille?
Photo description (PALMS) 		Follow-on questions: Q1: Parle-moi d'une fête que tu as célébrée avec des ami(e)s. Q2: Que penses-tu du mariage? Writing: Write an article about your favourite family celebration for a French school website.	
High Frequency words: en revanche on the other hand - ensuite next, then - jusqu'à until - parfois sometimes sauf except - si if - sinon if not - tôt early - vite quickly - la moitié de half of - traditionnellement*, évidemment*, sérieusement, uniquement, probablement, certainement, directement, extrêmement		Present tense- Regular and irregular verbs 	
Expressing opinions and reasons Je pense que ... A mon avis ... Je crois que ... C'était ... It was ... génial -amusant-nul-marrant -sympa - ennuyeux-intéressant- passionnant - paresseux - magnifique - important -C'était une excellente soirée!			

French-Year 10 Knowledge Organiser

Module 3: Ma vie scolaire (Unit 1-2 and 3)

Half Term: 3

Summary- Position in the Curriculum: In this module, pupils build on their knowledge of school subjects, hobbies and infinitive structures to talk about school rules, school trips and extra-curricular activities. They also deepen their knowledge of the French education system.

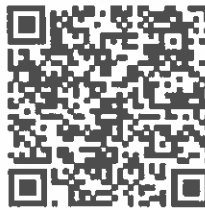
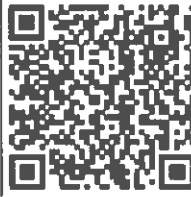
Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
Par exemple – for example Les matières – the subjects un cours – a lesson Les maths - Maths Les sciences - Sciences Les arts plastiques - Art Les langues - Languages La chimie - chemistry La biologie - biology La physique - physics La religion - RE La technologie - CDT La géographie - geography Le dessin - art Le théâtre - drama Le français - French Le latin - Latin L'espagnol - Spanish L'allemand - German L'anglais - English Le sport - Games L'EPS - PE L'histoire – History Un club ... - a club Une équipe... - a team L'emploi du temps - timetable Expressing opinions and reasons: Je trouve ça ... I think that's ... juste/logique - fair/logical facile/difficile - easy/difficult utile/inutile - useful/useless intéressant/ennuyeux - interesting/boring super - super Chouette - cool C'était... - It was Sympa - nice Agréable - pleasant Ennuyeux - boring Parreux(euse) - lazy Barbant(e) - boring Animé(e) - lively	Mon collège est L'uniforme scolaire est Il y a (huit) cours par jour. La récré commence à ... Mes cours finissent à Je suis fort(e) en ... Je suis faible en ... Le/La prof est ... bon(ne)/marrant(e) sévère/impatient(e) un peu sévère. Ma matière préférée est ... Je (ne) suis (pas) doué(e) en ... On a trop de devoirs. Je suis fort(e)/faible/doué(e) en ... L'uniforme coûte cher. Tout le monde se ressemble. C'est pratique et confortable. Il est interdit d'utiliser son portable Il est interdit de manquer les cours. c'est/ce n'est pas dangereux c'est/ce n'est pas important il faut respecter les autres Ce que j'aime et ce que je n'aime pas Je suis fier/fière de moi. Je suis membre du club	étudier (to study) apprendre (to learn) faire (to do) J'ai ... I have Je suis ... I am ils/elles sont(they are) Je vais étudier J'apprends J'ai appris J'étudie – I study J'ai étudié – I studied J'étudierai – I will study J'étudierais – I would study J'étudiais – I used to study Je vais étudier – I am going to study J'ai visité J'ai choisi = I choose J'apprendrai Il faut + infinitive Il ne faut pas + infinitive Il est interdit de + infinitive Il faut porter l'uniforme scolaire. Il est interdit de porter des bijoux Après avoir fini le cours	1. Qu'est-ce que tu penses de ton collège ? 2. Quelles matières étudies-tu? Et quelle est ta matière préférée? 3. Comment sont les professeurs? 4. Qu'est-ce que tu penses de ton collège ? 5. Comment serait ton collège idéal ? Photo description (PALMs) Your description must cover: • people • location • activity.  Follow up questions: • Q1. Les événements sportifs sont amusants. Qu'en penses-tu ? • Q2. Parle-moi d'un événement sportif que tu as regardé récemment. Writing: Write an article about your school life for a French school website. High Frequency words: Et – and / Aussi – also / En plus – as well / Mais – but / Cependant – however / C'est – It is / C'était – It was / Ce sera – It will be / Ce serait – It would be
Expressing opinions and reasons: Je trouve ça ... I think that's ... juste/logique - fair/logical facile/difficile - easy/difficult utile/inutile - useful/useless intéressant/ennuyeux - interesting/boring super - super Chouette - cool C'était... - It was Sympa - nice Agréable - pleasant Ennuyeux - boring Parreux(euse) - lazy Barbant(e) - boring Animé(e) - lively	Describing a photo		Modal verbs – video - test 

French-Year 10 Knowledge Organiser

Module 3: Mon collège (Unit 4 and 5)

Half Term: 3

Summary- Position in the Curriculum: In this part of module 3, pupils build on their knowledge of holidays, talk about school trips and extracurricular activities. They also deepen their knowledge of the French Speaking world. Pupils learn to discuss their dream school using the conditional.

Key Vocabulary	Key Phrases	Key verbs	Key questions for self-study
À l'école primaire et maintenant beaucoup de temps libre lots of free time beaucoup d'amis lots of friends trop de devoirs too much homework J'allais ... I used to go ... Je vais ... I go ... au ciné-club to film club au club d'échecs to chess club au zoo to the zoo à la piscine to the swimming pool J'étais ... I was/used to be ... dans une chorale in a choir délégué de classe class representative membre de l'équipe de basket timide shy de la natation swimming tous les vendredis every Friday la pause de déjeuner lunch break la cantine Canteen A l'école maternelle – In primary school toute l'école the whole school	En échange Les sorties scolaires sont une bonne/mauvaise idée parce que/qu' ... School trips are a good/bad idea because ... on se fait de nouveaux amis you make new friends on s'amuse ensemble you have a laugh together c'est trop cher/ennuyeux Ce que j'aime et ce que je n'aime pas What I like and what I don't like Je suis fier/fière de moi. I am proud of myself. Mon/Ma correspondant(e) anglais(e) est arrivé(e) My English exchange partner arrived Les élèves et leurs profs sont arrivés (en car). J'ai été content(e) de rencontrer X. On a passé le premier week-end en famille. L'horaire – the timetable Les vacances – the holidays La cantine et la nourriture – J'ai marqué des buts – I scored goals C'était mieux/pire que le collège	voyager to travel participer to take part réussir to succeed, pass s'amuser to have fun se reposer to rest travailler to work mériter to deserve Present tense vs Imperfect tense J'avais ... I had/used to have J'ai ... I have ... J'allais ... I used to go ... Je vais ... I go ... J'étais ... I was/used to be ... Je faisais ... I used to do/go ... Je fais ... I do/go ... Je vais étudier J'apprends J'ai appris J'apprendrai Je voudrais améliorer Je changerais... - I would change Je lisais des histoires Je chantais avec mes amis si + imperfect tense+ conditional Si j'étais le directeur, je voudrais Si j'avais le choix, je voudrais	Key questions for self-study 1. Les clubs au collège sont importants. Quel est ton avis ? 2. Comment était ton école primaire ? 3. Parle-moi d'un voyage scolaire que tu as déjà fait ? et pourquoi faire un échange scolaire ? 4. Comment serait ton collège idéal ? 5. Que ferais-tu si tu étais le directeur ? Photo description (PAL) • people • location • activity.  Follow-on questions: Q1. Je pense qu'il est important d'étudier les sciences. Et toi ? Q2. Que penses-tu des règles au collège ? Writing: Write a blog about a school trip you you have done recently.
High Frequency words: dont of which at the moment, currently parmi among instead of bientôt soon à cause de ça because of that y compris including trop (de) too (much/many) plein de lots of tout(e) seul(e) all alone Expressing opinions and reasons C'est ... It's ... facile/difficile easy/difficult utile/inutile useful/useless fascinant/passionnant fascinating/exciting Je trouve ça ... I find that ... raisonnable/logique reasonable, sensible/logical juste /injuste fair/unfair ridicule/frustrant ridiculous/frustrating Je (ne) suis (pas) d'accord avec toi. I (don't) agree with you	Phonics 	School rules 	

French-Year Y10 Knowledge Organiser			Module 4: En pleine forme (Unit 1 and 2)		Half Term: 4
Summary- Position in the Curriculum: Pupils build on their knowledge from year 8 and 9 of food and drinks vocabulary to talk about meals and mealtimes, using the partitive article (du, de la, de l', des) and en. They learn to use modal verbs (devoir, vouloir, pouvoir) to discuss mental health and give advice.					
Key-Vocabulary		Key Phrases		Key Verbs:	Key Questions for Assessment
au déjeuner au goûter au dîner de la viande de la salade de la glace du poisson du saumon du curry du poulet du riz du jus d'orange du lait de l'eau des légumes des pâtes des frites des chips un yaourt une pomme inquiète heureux(euse) triste stressé(e) seul(e)	at lunch for a snack at dinner meat salad ice cream fish salmon curry chicken rice orange juice milk water vegetables pasta chips crisps a yoghurt an apple worry happy sad stressed lonely	Pour le petit-déjeuner / À midi / Après les cours, je bois / je mange / je prends ... Quand j'ai soif, je bois du thé. Hier, j'ai acheté du fromage au marché. J'en mange beaucoup, parce que cela a bon goût. Toute ma famille mange de la viande, sauf ma mère. si j'ai le temps, si j'ai faim quelque chose de léger Bien dans ma peau : Je me sens ...assez /un peu / vraiment ... heureux/heureuse, triste, en colère, écoute un peu de musique. Sois calme / patient. faire une petite promenade. Ne sois pas triste. j'ai mal dormi la nuit dernière j'ai un examen j'ai peur de ne pas réussir mes examens mon meilleur ami a changé de collège ma meilleure copine est victime de harcèlement en ligne j'ai perdu mon petit chat ma sœur a cassé mon portable mes parents m'ont interdit de l'organiser tu dois éviter de passer trop de temps devant des écrans.	boire to drink manger to eat. bouger to move dormir to sleep pratiquer to practise Using the partitive article (du, de la, de l', des) and en Je bois de l'eau. J'en mange beaucoup je mange I eat. je vais manger I am going to eat. j'ai mangé I ate. j'ai pris I took. j'ai bu I drank. j'ai essayé de manger I tried to eat j'ai évité de manger I avoided eating.... Grammar: Vous-form imperative Tu-form imperative, including sois and negative form. (e.g. Ne pleure pas.) Ne crie / pleure / t'inquiète pas. essaye d'en parler avec Modal verbs + infinitive (devoir, pouvoir, vouloir); Je dois me faire de nouveaux amis à cause de mon travail scolaire Negation: je n'en mange pas trop (il) ne mange jamais de (poisson) Pour être en bonne santé, il faut manger moins de	 Writing: Write about healthy living for an online magazine. You must include: Actions you've recently taken to stay fit. Your future plans for maintaining a healthy lifestyle.	1. Comment tu te sens aujourd'hui? 2. Qu'est-ce que tu prends au petit-déjeuner? 3. Qu'est-ce que tu as mangé et bu à midi? 4. Manger à la cantine d'Eastbrook est sain, que penses-tu? 5. Si tu étais riche, qu'est-ce tu voudrais faire pour rester en forme ? Photo description (PALMS) Describe the photo. Write four short sentences in French.
High Frequency words: pourtant however en plus moreover à cause de because of surtout especially avec with sans without qui who/which quand when ou or si if		Tricky Pronunciation and Phonics Pronouncing -eu Nasal sounds: en, an, em, am, ain, in, aim, im			
Expressing opinions and reasons À ton avis, le plat, il est sain? épicé(e) spicy piquant(e) hot salé(e) salted sucré(e) sugary délicieux (euse) delicious savoureux (euse) tasty goûteux (euse) flavoursome dégoûtant(e) disgusting sain(e) healthy malsain(e) unhealthy ça contient trop de sucre (le poulet) est/c'est bon pour la santé un plat délicieux et sain				Watch a video about negation 	

French-Year 10 Knowledge Organiser

Module 4: En pleine forme (Unit 3-4 and 5)

Half Term: 4

Summary- Position in the Curriculum: Pupils learn to say what they will do to improve their lives using the simple future tense and more complex sentence structures (pour / afin de / au lieu de / avant de + infinitive. They write and talk about lifestyle changes using three time frames.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
Je change ma vie : Voici mes résolutions pour améliorer ma vie! Je mangerai mieux. moins de choses sucrées / chocolat. plus de légumes / fruits. Je passerai moins de temps sur les réseaux sociaux. J'irai à des cours de danse Je penserai moins à moi et j'aiderai les autres J'aurai plus de patience avec ma petite sœur / une meilleure attitude à la maison. Je ferai plus d'exercice / de vélo / d'efforts en maths. J'irai à la piscine au moins deux fois par semaine. Je travaillerai plus sérieusement au collège. Je ne ferai pas mes devoirs à la dernière minute! Je serai plus actif/ sympa avec mon demi-frère. Je ne parlerai pas en même temps que la prof. Avant d'aller au lit, ... Je ne regarderai pas mes messages ... Je parlerai avec la nouvelle famille ... J'ai besoin de partir en vacances. Je n'irai pas sur les réseaux sociaux.	Mieux vivre : Pour / Afin de/d' ... être plus en forme / moins fatigué, réduire le stress, ... Au lieu de/d' ... choisir des frites Au lieu de manger du chocolat Quand j'étais petite(e) / jeune / ado, j'habitais ... Ma famille était (pauvre). Je travaillais dans (un hôtel). Je jouais (au tennis / au basket). Maintenant, je suis (politicienne). J'écris (des chansons / des poèmes). Je lutte pour (les droits de travailleurs). À l'avenir, je continuerai à (lutter pour la justice et l'égalité) Je chanterai / je jouerai (dans des films). Je n'accepterai jamais l'inégalité Je n'étais pas heureux/se Je n'ai plus peur Je ne faisais rien Je ne suis plus triste ou en colère Je restais tout seul chez moi Je ferai une liste des pays que	Manger éviter améliorer boire The simple future tense: It is easy to produce the French equivalent of I will/I shall. All you do is: INFINITIVE + add the following ENDINGS: je +AI tu +AS il/elle/on +A nous +ONS vous +EZ ils/elles +ONT RE verbs drop the final E and then just add the endings as normal: je prendrai I'll take. j'aiderai les autres jeunes comme moi je changerai leur vie à travers la musique Imperfect tense: (j'étais) membre d'un gang / timide / victime de harcèlement au collège et en ligne j'avais tout le temps peur / beaucoup de problèmes Using more complex sentence structures: • je voudrais + infinitive • Avant de + infinitive • Avant d'aller au lit, ... • afin de mieux dormir, ...	1.Tu fais beaucoup de sport au collège ? 2.Les jeunes passent beaucoup de temps sur leurs portables, que penses-tu ? 3. Quand tu étais plus jeune, ta vie était comment? 4. Maintenant, est-ce que ta vie est meilleure? 5. À l'avenir, qu'est-ce que tu feras, pour améliorer ta vie? Photo-description (PALMs) Describe the photo. Write four short sentences in French. Follow-on questions:  Writing: Write to your friend about what you will do in the future to stay healthy.
High Frequency words: chaque jour each day chaque soir each evening toujours always sometimes de temps en temps from time to time rarement rarely	Expressing opinions and reasons Je me sens fort / optimiste ce serait + adjective selon moi according to me à mon avis in my opinion je dirais que I would say je pense que I think that	Tricky Pronunciation and Phonics 	Quiz – the conditional in French 

French-Year 10 Knowledge Organiser

Module 5: Numéro vacances (Unit 1-2 and 3)

Half Term: 5

Summary- Position in the Curriculum: In this module, pupils start to talk about their ideal holiday, using conditional tense. They develop their skills to extend their spoken and written responses with added detail (how, where, negation, different tenses and opinions and reasons).

Key:Vocabulary	Key Phrases	Key verbs:	Key Questions for self-study																																								
appli(cation) (f) app billet (m) bank note, ticket plage (f) beach carte (f) card, map, credit caisse (f) checkout, till côte (f) coast concert (m) concert, gig coût (m) cost pays (m) country campagne (f) countryside culturel cultural sortie (f) exit, outing gratuit free inclus included île (f) island plan (m) map, project montagne (f) mountain nature (f) nature endroit (m) place populaire popular spectacle (m) show souvenir (m) souvenir soleil (m) sun touriste (m) tourist vue (f) view monde (m) world	J'aimerais mieux ... des vacances reposantes. Je voudrais voyager pour me reposer me faire de nouveaux amis découvrir une nouvelle culture sortir de la routine. apprendre une nouvelle langue découvrir une belle région vivre une expérience unique s'amuser en famille à la plage faire du sport / se faire plaisir Je voyagerais ... en avion privé / bateau / TGV. Je logerais ...sous une tente Il y aurait des plages de sable blanc et de l'eau claire j'aurais le temps d'admirer le paysage On peut profiter de la nature Je voyagerais/j'irais ... Je regarderais le coucher du soleil. Je ferais des randonnées. L'ambiance / l'accueil était ..	voyager to travel recommander to recommend fermer to close, shut (down) coûter to cost The conditional is used when you want to say: would could or should do something. Conditional tense in all persons for -er -ir verbs: Use the future stem (which for most verbs is the INFINITIVE) + imperfect ending <table><tr><td>je</td><td>+ AIS</td><td>nous</td><td>+ IONS</td></tr><tr><td>tu</td><td>+ AIS</td><td>vous</td><td>+ IEZ</td></tr><tr><td>il/elle/on</td><td>+ AIT</td><td>ils/elles</td><td>+ AIENT</td></tr></table> REMINDER OF IMPERFECT ENDINGS? <table><tr><td>Les vacances de rêve</td><td>Dream holidays</td></tr><tr><td>Je voudrais/j'aimerais/ je</td><td>I would like (to)... / I'd</td></tr><tr><td>préférerais + infinitive</td><td>prefer (to)...</td></tr><tr><td>Je rêve de + infinitive</td><td>I dream of...</td></tr><tr><td>Si j'étais riche...</td><td>if I were rich...</td></tr><tr><td>Si j'avais le choix</td><td>if I had the choice...</td></tr><tr><td>Je logerais/resterais ...</td><td>I would stay ...</td></tr><tr><td>Je passerais mes vacances ...</td><td>I would travel /go...</td></tr><tr><td>à la campagne</td><td>I would go hiking</td></tr><tr><td>Je m'amuserais avec mes</td><td>I would have fun with my</td></tr><tr><td>copains.</td><td>friends.</td></tr><tr><td>Il y aurait des spectacles</td><td>There would be ...</td></tr><tr><td>son et lumière</td><td>sound and light shows</td></tr><tr><td>Il n'y aurait aucun bruit!</td><td>There would be no noise!</td></tr></table> Useful Grammatical Structures:	je	+ AIS	nous	+ IONS	tu	+ AIS	vous	+ IEZ	il/elle/on	+ AIT	ils/elles	+ AIENT	Les vacances de rêve	Dream holidays	Je voudrais/j'aimerais/ je	I would like (to)... / I'd	préférerais + infinitive	prefer (to)...	Je rêve de + infinitive	I dream of...	Si j'étais riche...	if I were rich...	Si j'avais le choix	if I had the choice...	Je logerais/resterais ...	I would stay ...	Je passerais mes vacances ...	I would travel /go...	à la campagne	I would go hiking	Je m'amuserais avec mes	I would have fun with my	copains.	friends.	Il y aurait des spectacles	There would be ...	son et lumière	sound and light shows	Il n'y aurait aucun bruit!	There would be no noise!	1. Pourquoi voudrais-tu voyager? 2. Quel type de vacances aimerais-tu mieux? 3. Parle-moi d'un voyage que tu as fait récemment 4. Où voudrais-tu passer tes vacances? 5. Où passerais-tu tes vacances idéales?
je	+ AIS	nous	+ IONS																																								
tu	+ AIS	vous	+ IEZ																																								
il/elle/on	+ AIT	ils/elles	+ AIENT																																								
Les vacances de rêve	Dream holidays																																										
Je voudrais/j'aimerais/ je	I would like (to)... / I'd																																										
préférerais + infinitive	prefer (to)...																																										
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Si j'étais riche...	if I were rich...																																										
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Il y aurait des spectacles	There would be ...																																										
son et lumière	sound and light shows																																										
Il n'y aurait aucun bruit!	There would be no noise!																																										
High Frequency words: Hier l'année dernière L'année prochaine le dernier soir le week-end dernier Le week-end prochain tous les ans/étés Finalement/enfin franchement toute la journée Puis/ensuite		Photo description (People, Location, Activity)  Décris la photo : • P : • L : • A : Follow-on questions: Q1. Parle-moi d'un pays que tu vas visiter à l'avenir. Q2. Voyager à l'étranger, qu'en penses-tu? Writing : Write to your friend about holidays.																																									
Expressing opinions and reasons Ce serait would be • formidable tremendous • luxueux luxury • merveilleux wonderful • passionnant exciting • pittoresque picturesque • reposant restful • tranquille quiet		Describing a picture 																																									

Summary- Position in the Curriculum: Pupils develop their knowledge of identifying positive and negative opinions to review booking holiday accommodation. They practice using the perfect tense of modal verbs to talk about their recent visit to a different country/region.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
le séjour stay la gîte holiday home un grand lit a double bed un lit simple a single bed une vue sur la mer a sea view un balcon a balcony la climatisation air conditioning une aire de jeux a games area Une ascenseur a lift le Wi-Fi Wi-Fi est inclus/compris is included. à l'étranger abroad la crème solaire sun cream un coup de soleil sun burn la cuisine locale local cuisine l'excursion excursion (trip) le maillot de bain swimwear le temps the weather le vol the flight le voyage the journey l'aéroport the airport le camping campsite Il y a du soleil It is sunny Il fait beau It is nice Il fait mauvais It is bad Il pleut It's raining Il y a des nuages It's cloudy Il faisait gris ...It was grey Il y avait du soleil ...It was sunny	La fête de la mer, qui se passe ..., dure ... Pendant la parade, on voit ... je suis allé(e) à la fête / le carnaval il y avait des bateaux décorés j'ai goûté des plats locaux j'ai dansé avec la parade Je suis allé(e) chez ma tante à Paris. J'ai goûté sept plats avec du riz. C'était délicieux! pendant les grandes vacances, L'été dernier, J'ai passé du temps / mes vacances ... j'ai décidé de ... je suis allé(e) nous avons loué ... Cet été, j'irai ... / je ferai ... / ce sera ... Je n'ai pas encore décidé. Je voudrais payer en espèces / par carte. La piscine était ...fermée(e). La carte d'accès ne marchait pas. Je n'aimerais pas retourner à cet hôtel. Ce sera bientôt les vacances! Qu'est-ce qu'on fera? S'il fait beau / chaud / mauvais / froid, ... j'enregistrerai une chanson. je louerai un vélo. j'organiserai un concert. je participerai à une expérience virtuelle. je ferai une appli.	pouvoir, devoir, vouloir These are useful verbs that are always followed by an infinitive. They are usually used in the present, imperfect, past tense with a past participle or in the conditional tense. pouvoir – means can/to be able to • je peux aller à la fête • je pourrais aller à la fête • je pourrais aller à la fête devoir - means have to/must or on the conditional ought to/should • il doit jouer au foot • il devait/a dû jouer au foot • il devrait jouer au foot vouloir – means want/wish • on veut boire du café • on voulait/a voulu boire du café • on voudrait boire du café • J'ai voulu passer une nuit dans cet hôtel. Perfect tense of modals: j'ai voulu jouer Je n'ai pas pu faire de natation car ils ont dû fermer la piscine. J'ai voulu manger au restaurant mais le chef a dû rentrer chez lui. Je n'ai pas pu dormir à cause du bruit Negative expressions : Il n'y avait pas assez de Il n'y avait ni ... ni ...	1. Comment as-tu passé les vacances l'année dernière? Le temps était comment ? 2. Tu as déjà été à l'étranger ? Quels pays as-tu visité ? 3. Qu'est-ce que tu vas faire pendant les vacances cette année? 4. Où passais-tu tes vacances quand tu étais plus petit ? Comment c'était ? 5. Si tu avais le choix, comment voudrais-tu passer tes vacances.
Photo description: (PALMs) People: Activities-Location 		Follow-on questions : • J'aime aller à la plage. Et toi ? • Que penses-tu des vacances en famille ? Writing : Write a review of a hotel for a website.	
High Frequency words: le mieux / pire, c'est / était ... mais cependant par contre de l'autre côté pendant quand où alors/donc Expressing opinions and reasons c'est stressant (stressful) c'est barbant (boring) c'est une perte de temps (a waste of time) c'est fatigant (tiring) c'était fascinant (it was fascinating) c'était passionnant (it was exciting) c'était inoubliable (it was unforgettable)		Phonics tion ont eau ant ait ais	Dream holidays – vocabulary test 

Spanish-Year 10 (HT1)		Knowledge Organiser		Module 1: ¡Diviértete!	
Summary- Position in the Curriculum: In Year 10, pupils start to build on their knowledge of hobbies by revising the present tense, irregular verbs, and frequency expressions. They learn to give opinions, talk about free-time activities, and make plans using the near future tense.					
Key Vocabulary		Key Phrases		Key verbs: Present tense	
aplicación (f) influencia (f) juego (m) móvil (m) publicación (f) seguidor (m), seguidora (f) seguidora (f) seguridad (f) videoconsola (f) violencia (f) en línea búsqueda (f) contraseña (f) pantalla (f) usuario (m), usuaria (f) aficionado (m), aficionada (f) baloncesto (m) ciclismo (m) competición (f) equipo (m) estadio (m) jugador (m), jugadora (f) natación (f) partido (m) pasatiempo (m) piscina (f) swimming pool vóleibol (m) volleyball gimnasio (m) gym herida (f) injury		Escucho música Mando/recibo mensajes Leo las noticias Envío correos electrónicos Grabo vídeos Uso aplicaciones como ... Utilizo las *redes sociales No tengo ordenador Chateo en línea / con mis amigos hacer compras por Internet Muchas aplicaciones no son muy privadas escuchar música / mis canciones favoritas ir a conciertos / hacer ciclismo jugar al fútbol montar a caballo salir con mis amigos ver películas (románticas) Mi pasión es ... / Odio / Soy adicto/a ... Soy aficionado/a a ... limpiar mi habitación tomar un café mandar mensajes a mis amigos hablé con mi amigo en el parque salí con mi amigo al centro commercial pasé todo el día enfrente de la televisión me caí no encontré la llave del coche		jugar to play participar to participate practicarto practise chatear to chat (online) mantener(se) to maintain, keep publicar to post (on the internet) • Using the near future tense: Use this formula: ir (in present tense) + a + infinitive verb This is how you talk about something you are going to do. Examples: Voy a comer – I'm going to eat Vamos a estudiar – We're going to study Ella va a viajar – She's going to travel • Negatives: no and nada • Scan to practice the preterite (past) tense in Spanish 	
Expressing opinions and reasons • No hago muchas actividades • divertido/a(s) / aburrido/a(s) • relajante(s) / emocionante(s) • mi pasión / guay / genial		Pronunciation and phonics Practice phonics knowledge to spell words correctly in dictation tasks. Vowels: a, e, i, o, u		1. ¿Cómo eres? 2. ¿Qué actividades te gusta hacer? 3. ¿Qué deportes haces? 4. ¿Cómo usaste Internet en el instituto la semana pasada? 5. ¿Qué vas / vamos a hacer este fin de semana?	
				Picture Description  Describe the photo (PLA) a. ¿Para qué usas tu móvil? b. ¿Cómo usaste las redes sociales el fin de semana?	
				Practice online: Grammar – Vocabulary mini quiz – Video transcript 	



Spanish-Year Y10 (HT2)

Knowledge Organiser

Module 2: Viajes

Summary- Position in the Curriculum: In module 2, pupils learn to talk about holidays, festivals, and travel plans using a range of tenses and opinion phrases. They practise structures like comparatives, superlatives, and common phrases.

Key Vocabulary		Key Phrases	Key verbs: Present tense	Key Questions for Assessment
vacaciones (fpl) aeropuerto (m) avión (m) plane barco (m) boat, ship billete de ida (m) billete de ida y vuelta (m) coche (m) metro (m) pasaporte (m) ruta (f) viaje (m) vuelo (m) horario (m) llegada (f) cama (f) cuenta (f) destino (m) equipaje (m) tienda (f) alojamiento (m) ascensor (m) instalaciones (fpl) maleta (f) Carnaval (m) comunidad (f) fiesta (f) palacio (m) playa (f) desfile (m) excursión (f) gira (f)	holidays airport plane boat, ship single ticket return ticket car metro, underground passport route trip, journey, travel flight timetable, schedule arrival bed bill, account destination luggage tent accommodation lift facilities suitcase Carnival community party, bank holiday, festival palace beach parade outing, trip tour	Me gustaría / Quisiera ... ir / viajar en avión / barco / coche / metro / tren coger el autobús disfrutar de la vida cultural hacer deportes de aventura hacer turismo ir de compras pasear por las calles ver una obra de teatro apreciar el paisaje hay que ver las Fallas ir a la Tomatina Para mí, la fiesta más ... es ... ¡Qué *desastre / suerte / horror! Lo bueno / mejor fue cuando visitamos ... pero lo malo / peor fue cuando ... se puede subir y bajar Necesito su pasaporte El desayuno está incluido por supuesto Fui al mercado / a la playa Hice una excursión (en barco) Vi los edificios Disfruté de un espectáculo de tango Era fácil de recorrer en silla de ruedas	visitar to visit volar to fly viajar to travel bajar to get off (mode of transport) llegar to arrive subir to get on (mode of transport) alojarse to stay (accommodation) alquilar to rent, hire reservar to reserve, book hacer turismo to sightsee	1. ¿Adónde te gustaría ir de vacaciones? 2. ¿Cómo te gustaría viajar? 3. ¿Qué tal tus últimas vacaciones? 4. ¿Adónde fuiste de vacaciones el año pasado? 5. ¿Qué fue lo mejor / lo peor de tus vacaciones?
		Impersonal verb phrases: se puede(n) + infinitive Comparatives: más/menos ... que ... tan ... como ... Superlatives: el/la/los/las + noun + más/menos + adjective Irregular superlatives: el/la/los/las mejor(es) / peor(es) / mayor(es) / menor(es) Imperfect tense: Practice	 Photo Description Questions for Picture: (a) ¿Qué te gusta hacer durante las vacaciones escolares? b) ¿Con quién pasaste el fin de semana pasado?	
High Frequency words		por la mañana – in the morning por la noche – at night / in the evening primero – first ¿Qué? – What? ¿Cuál? – Which? ¿Quién? – Who?	Tricky Pronunciation ‘ll’ (double L) is pronounced as a ‘y’ sound : llueve c before e and i is a soft sound : natación [ll] llevan, las Fallas, orgulloso/a [que] [qui]	Listen, repeat then translate the video 

Spanish-Year 10 (HT3)			Knowledge Organiser		Module 3: Mi gente, mi mundo	
Summary- Position in the Curriculum: In Module 3, pupils learn to describe their family members, relationships, and role models using key verbs like <i>ser</i> , <i>estar</i> , and reflexives verbs. They practise using the present continuous and phrases to say how long they've done something.						
Key Vocabulary		Key Phrases		Key verbs		Key Questions for Assessment
familia (f) hermano (f) primo (m), prima (f) conflicto (m) discusión (f) amigo (m), amiga (f) identidad (f) influencia (f) personalidad (f) feliz independiente joven simpático amistad (f) confianza (f) amor (m) cariño (m) independencia (f) marido (m) mujer (f) novia (f) novio (m) relación (f) bisexual gay heterosexual lesbiana no binario pareja (f)		Está(n) ... bebiendo (*zummo) / chateando Mi hermano/a es más Tengo los ojos marrones / azules Mis padres se casaron / se separaron Soy aficionado/a de ... Me gusta porque ... aprendo mucho / quiero aprender más tiene buenos consejos preparo platos ricos es una persona optimista es un buen modelo de conducta apoya a otras personas es una *inspiración para otros Me divierto mucho con mi mejor amigo/a me hace(n) reír me conoce(n) bien puedo confiar en él/ella totalmente casi nunca nos peleamos tenemos mucho en común tenemos los mismos intereses Mi identidad es única Soy abierto/a / divertido/a Las cosas que me importan son... el amor / la justicia / la paz / el planeta no tiene amigos no sale nada no me invita a ...		confiar en to confide in pelearse to fight, argue. compartir to share. disfrutar (de) to enjoy. reír(se) to laugh. apoyar to support enamorar(se) to fall in love. separar(se) to separate, split up. llevarse (con) to get along (with) amar to love. casarse to get married. Respetar to respect		1. ¿Qué está(n) haciendo? ¿A quién te parecen? ¿Cómo tienes el pelo? 2. ¿A quién te parecen en tu familia? 3. ¿A quién admiras? 4. ¿Cómo es tu relación con tus amigos? 5. ¿Cómo te identificas?
Talking about relationships				The present continuous tense: • estar + present participle • Irregular present participles: • leyendo • sonriendo • e.g. Estoy hablando (regular pp) Desde hace + period of time Stem-changing verb seguir (sigo, sigues etc.) Reflexive verbs: llevarse pelearse sentirse divertirse reírse Reflexive pronouns: me, te, se, nos, os, se		Photo Description  Questions for Picture: (a) ¿Cómo te gusta celebrar tu cumpleaños normalmente? (b) ¿Adónde fuiste recientemente con tu familia/con tus amigos/as?
Describing myself and others		Quiz – video – Practice Reflexive verbs 		Describing myself and others 		

Spanish-Year 10 (HT4)		Knowledge Organiser		Module 4: Mi estilo de vida			
Summary- Position in the Curriculum: In module 4, pupils deepen their understanding of healthy routines, food habits, and wellbeing. They use a range of tenses and structures like <i>tener + noun</i> , direct object pronouns, <i>ya no</i> , and <i>if</i> clauses to describe past habits and future plans.							
Key Vocabulary		Key Phrases		Key verbs:			
almuerzo (m) lunch cena (f) dinner (evening meal) comida (f) food, meal verduras (fpl) vegetables vegano vegan vegetariano vegetarian cuerpo (m) body dieta (f) diet ejercicio (m) exercise estómago (m) stomach enfermo/ill, sick en forma fit, in shape físico physical (mal)sano (un)healthy dolor (m) pain, ache fiebre (f)fever médico (m), médica (f) doctor descanso (m) rest energía (f) energy joven (mf) young person miedo (m) fear salud (f) health vida (f) life cansado tired mental mental tranquilo calm, tranquil, relaxed felicidad (f) happiness mente (f) mind		Todos los días / Algunos fines de semana ... Todos las tardes / Algunas tardes ... Primero, / Luego, / Finalmente, ... Durante la semana ... Por la mañana / tarde / noche ... Los domingos / En Verano Si tengo hambre / sed Cuando corro, me divierto mucho creo que hay que comer una dieta equilibrada también se necesita comer comida fresca y natural Algunos eligen ... otros prefieren ... Nos permite tomar algo rápido Te ayuda a ahorrar dinero Otra ventaja es que descansar y recuperarte quedarte en la cama ir al médico / hospital / dentista Tienes que ... / Debes ... descansar y recuperarte quedarte en la cama ir al médico / hospital / dentista comprar medicinas en la farmacia empezaré a practicar deporte dormiré más evitaré los cambios de humor		beber to drink comer to eat tomar to take, have (food and drink) sufrir to suffer doler to hurt fumar to smoke dormirse to sleep llorar to cry descansar to rest mejorar to improve sonreír to smile cuidar (de) to look after preocuparse (de, por) to worry (about) después de + infinitive antes de + infinitive Impersonal verbs: hay que + infinitive se necesita + infinitive hace falta + infinitive The simple future tense: <u>Watch the video and complete the test about Future tense in Spanish</u>  <u>Si + present tense + future</u>		1. ¿Cómo es tu rutina? 2. ¿Qué costumbres sanas / malsanas tienes? 3. ¿Qué hay que hacer para tener una dieta sana? 4. ¿Cómo era tu rutina cuando tenías [seis] años? 5. ¿Cómo era tu estilo de vida antes?	
				Photo description			
							
				Questions for Picture: (a) ¿Qué bebes para estar sano /a? (b) ¿Qué cocinaste recientemente?			
Expressing opinions and reasons:		Tricky Pronunciation		Describing daily routines			
Me parece que It seems to me En mi opinión In my opinion Pienso que I think that Creo que I believe that barato/a cheap picante spicy bueno/a good rico/a tasty, rich, wealthy caliente hot, warm sano/a healthy, wholesome caro/a expensive tradicional traditional delicioso/a delicious		[ca, co, cu] [cu] + vowel					

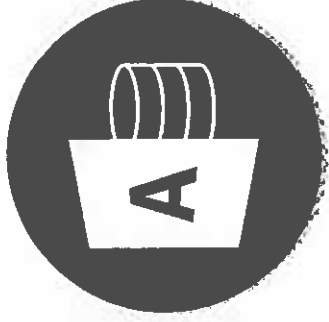
Spanish-Year 10 (HT5)		Knowledge Organiser		Module 5: ¡A clase!(1)	
Summary- Position in the Curriculum: At the start on Module 5, pupils deepen their understanding of school life by comparing routines in Spain and the UK and discussing their own studies. They use structures like <i>lo que</i> , relative pronouns, impersonal verbs, and the conditional tense to express opinions and suggest ways to improve their school.					
Key Vocabulary		Key Phrases		Key verbs:	
alumno (m), alumna (f) pupil asignatura (f) subject clase (f) classroom, class, lesson colegio (m) school, high school deberes (mpl) homework director (m), directora (f) headteacher educación (f) education escuela (f) school estudiante (mf) student examen (m) exam instituto (m) school, high school libro (m) book profesor (m), profesora (f) teacher regla (f) rule uniforme (m) uniform difícil difficult estricto strict fácil easy intercambio (m) exchange presión (f) pressure prueba (f) class test formación (f) training, education futuro (m) future idioma (m) language		Normalmente voy al insti ... a pie / en bici / coche / tren porque ... Salgo de casa a las seis Las clases empiezan / terminan a las ... Asistimos al colegio por la mañana Voy a la biblioteca Salgo al patio Jugamos a baloncesto asistiré a clases de repaso participaré más en clase Llevo [dos] años estudiando ... Lo malo de mi instituto es que ... tenemos que gastar mucho dinero en la chaqueta las reglas son demasiado estrictas los teléfonos están prohibidos permitiría el uso de los móviles en clase reduciría el precio del uniforme ofrecería más actividades extraescolares Fuimos a ... El viaje a ... fue ... Hicimos un viaje de fin de curso a ... Asistimos a una clase de cocina Hicimos windsurf en la playa Cada día hacemos actividades distintas		• estudiar to study • enseñar to teach • sacar buenas to get good	
		Relative pronouns: <i>que, cuando and donde</i> Forming and using the conditional: Scan me to practice and complete the test in your blue book. 		Key Questions for Assessment 1. ¿Cómo es tu día escolar? 2. ¿Qué (otras) asignaturas (no) te gustan? 3. ¿Qué es lo malo de tu instituto? 4. ¿Cómo sería tu profesor(a) ideal? 5. ¿Te gustaría volver en el futuro?	
		Impersonal verbs + infinitive: hay que (no) se debe (no) se permite está prohibido <i>llevar</i> + time period + present participle		 Questions for Picture : (a) ¿Qué clubes hay en tu instituto? (b) ¿Qué estudiaste en el instituto ayer?	
Expressing opinions and reasons: divertido/a funny, amusing fácil importante important interesante trabajador/ora hard-working útil me chifla/me encanta I love... lo mejor the best thing interesar to interest lo peor the worst thing lo bueno the good thing odiar to hate		Tricky Pronunciation [ñ] [u] ce [ci] [z] r [rr]		Listening Practice 	



Summary- Position in the Curriculum: In Module 5, pupils use their knowledge of holidays and hobbies to describe school life, form questions, and talk about past trips. They also practice using negatives, adjectives, adverbs, and identify false friends to improve communication skills.

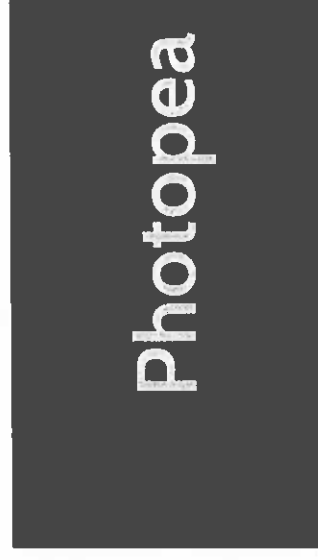
Key Vocabulary		Key Phrases		Key verbs:		Key Questions for Assessment	
la excursión school trip el viaje escolar school trip visitar un museo to visit a museum el autobús escolar school bus la salida educativa educational outing el guía turístico tour guide el almuerzo para llevar packed lunch el parque temático theme park el zoológico zoo la exposición exhibition tomar fotos to take pictures seguir estudiando to continue studying hacer un aprendizaje to do an apprenticeship buscar un trabajo to look for a job ir a la universidad to go to university alcanzar tus metas to reach your goals superar dificultades to overcome difficulties esforzarse to make an effort trabajar duro to work hard mantenerse motivado to stay motivated desarrollar habilidades to develop skills aprender de los errores to learn from mistakes ganar confianza to gain confidence ser constante to be consistent		• Preparo mi mochila antes de acostarme • No llevo ni cuadernos ni bolígrafos al instituto • Me levanto / Salgo de casa ... • aprender fuera del aula • pasarlo bien • conocer nuevos lugares • convivir con compañeros • No los hago jamás • no nos pondría demasiados deberes • tendría un buen sentido del humor • nos dejaría usar el móvil en clase • no sería demasiado estricto/a • entregaría los deberes a tiempo • nunca llegaría tarde a clase • sería comprensivo • no gritaría nada • haría mucho deporte • Podrías hacer más para sacar buenas notas • Necesitas una actitud más positiva • Es importante tener una vida equilibrada		• mejorar to improve • progresar to make progress • avanzar to advance • tener éxito to be successful <u>Grammar</u> <u>Negatives:</u> • (no) nada • (no) nadie • (no) ni ... ni ... • (no) ... ninguno/a • (no) nunca / jamás • Tampoco <u>Adverbs ending in -mente.</u> <u>Adverbs that do not end in -mente:</u> • bien, mal, mucho, poco, aquí/acá, siempre, a menudo <u>ever + time period + present participle</u>		1. Describe lo que hiciste ayer en tu colegio. 2. ¿Qué vas a hacer en el futuro? 3. Creo que estudiar idiomas es importante. ¿Estás de acuerdo? 4. Yo creo que cuesta demasiado ir a la universidad. Y tú, ¿qué opinas? 5. Es muy difícil estudiar y tener mucho tiempo libre. ¿Qué opinas?	
						Photo Description  Describe the photo: (PLA) Follow up questions: 1. Describe lo que hiciste para evitar el estrés de los exámenes. 2. ¿Qué vas a hacer cuando dejes el colegio?	
Expressing opinions and reasons: Estoy de acuerdo con que = I agree that No estoy de acuerdo con que = I don't agree that Lo bueno de las excursiones escolares es que = The good thing about school trips is that Lo malo de las excursiones escolares es que = The bad thing about school trips is that Una ventaja de las excursiones es que = An advantage of school trips is that Una desventaja es que = A disadvantage is that				Test yourself 		Listening questions - activities on a school trip 	

Computing/IT

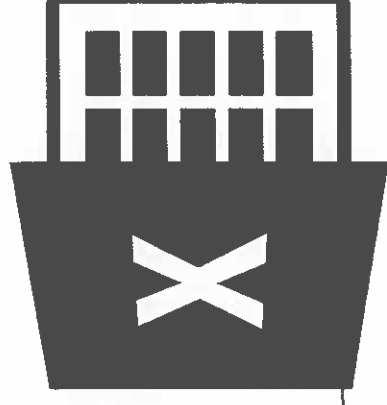
WJEC ICT		Term 2	Unit 2
Summary- Position in the Curriculum			
Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Database - A structured collection of data stored electronically, organised for easy access, management, and updating. Entity - A distinct object in a database that represents a real-world object, such as a person, place, or event. Primary Key - A unique identifier for a record in a table, ensuring each record is distinct. Foreign Key - A field in one table that links to the primary key in another table, establishing a relationship between the tables. Validation Rule - A set of criteria that data must meet to be accepted into a field, ensuring data integrity and reducing errors. Query - A request for data retrieval from a database, which can filter, sort, and display specific information based on given criteria. Form - A user interface element that allows users to enter and edit data in a database in an organised and user-friendly way. Report - A formatted and organised presentation of data retrieved from a database, often used for analysis and decision-making. Data Redundancy - The unnecessary duplication of data in a database, which can lead to inconsistencies and increased storage requirements	Planning and Designing a Database Analyse Requirements: Understand client brief, identify success criteria. Identify Entities: Determine entities for the database. Design Database: Structure: Tables, relationships, forms, queries, reports. Fields: Primary/foreign keys, data types, field properties, validation rules. Justification: Explain field types and validation rules. Creating and Modifying a Database Tables and Fields: Create/add tables, fields, primary keys, data types. Validation: Apply validation rules and error messages. Relationships: Link tables using key fields. Data Handling: Import CSV data, add/edit/delete records. Testing: Ensure data is error-free and database functions correctly. Interrogating a Database Queries: Use query builder for various criteria, wildcards, parameters, and calculations. Reports: Produce and customize reports from queries. Creating User Interfaces Forms: Simplify data entry/navigation, include relevant fields and validation. Layout: Enhance with business images. Features: Add controls for user-friendly navigation, use VB/macros. Testing and Evaluating a Database Test Plan: Include valid, extreme, and erroneous data. Testing Methods: Provide reasons for chosen methods. Evidence: Document test results (pass/fail), evaluate successes/failures, suggest improvements.	1. Why is accurately identifying entities in a client brief crucial for database design? What are the consequences of overlooking key entities? 2. Evaluate the role of primary and foreign keys in database relationships. How do they enhance data integrity and reduce redundancy? 3. Discuss the process and importance of applying validation rules in a database. How do they ensure data accuracy? 4. How do query builders facilitate data retrieval in databases? Explain the different types of queries and their uses. 5. Examine the role of user interfaces, such as forms, in simplifying data entry and navigation. How do design enhancements improve user experience?	

WJEC ICT		Term 1		Unit 2
Summary- Position in the Curriculum				
Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.				
Terminology	Definitions	Core Knowledge	Preparing for Assessment	
Brief: A set of instructions or guidelines explaining what needs to be done for a project.		Requirements Analysis: Understanding the needs and objectives of a specified brief is essential.	1. Discuss the key considerations when planning and designing an image for a specified brief. How do these considerations impact the overall success of the project?	
Success Criteria: The goals or standards that determine if a project has been done well.		Success Criteria: Identifying benchmarks for a successful image ensures the project meets its goals.	2. Compare and contrast different image file types (PNG, TIFF, JPEG) in terms of their suitability for various purposes such as web use, printing, and photo storage.	
Annotations: Notes or comments added to a design or text to explain or highlight important information.		Design Planning: Creating initial sketches and layouts with detailed annotations helps in visualising the final product.	3. Evaluate the importance of selecting the appropriate software for creating and modifying vector and raster images. How does the choice of software influence the final outcome?	
Copyright: A law that gives the creator of original work exclusive rights to its use and distribution.		Image Sources: Images can be self-taken using a camera or scanner, or sourced from third parties such as the internet or other secondary sources.	4. Explain the process and significance of using standard and advanced tools to create and modify images. Provide examples of scenarios where advanced tools would be particularly beneficial.	
Vector Image: An image made of paths (lines and shapes) that can be resized without losing quality.		Image Qualities: Key qualities of an image include its size, format, and limitations to editing.	5. Analyse the methods and best practices for storing and outputting images in a format that is fit for purpose. Why is version control important, and how does testing file types for fitness for purpose enhance the final product?	
Raster Image: An image made of pixels (small dots) that can lose quality if resized too much.		Copyright and Intellectual Property: Addressing copyright issues and correctly referencing image sources is crucial.		
RGB: A colour model used for digital screens that mixes red, green, and blue light to create other colours.				
CMYK: A colour model used for printing that mixes cyan, magenta, yellow, and black inks to create other colours.				
Layers: Different levels of an image that can be edited separately in graphic design software.				
Version Control: A way of saving different stages of a project so you can go back to earlier versions if needed.				

Photopea



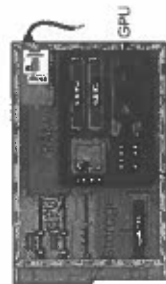
WJEC ICT		Term 3	Unit 2
Summary- Position in the Curriculum			
Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Spreadsheet A digital tool used to organise, calculate, and analyse data in tabular form, with rows and columns.	Worksheet A single page within a spreadsheet file where data is entered and manipulated.	Planning, creating, modifying and using spreadsheets Analyse client requirements and set success criteria. Design the structure, including worksheets, navigation, and tools. Import data from CSV files. Format with fonts, borders, titles, colours, and merged cells. Use form controls (buttons, checkboxes, dropdowns). Define print areas and create navigation menus. Apply formats (currency, %, decimals). Use conditional formatting and date/time functions. Implement validation controls and checks for accurate data entry. Use basic formulae (+, -, *, /) and functions (SUM, AVERAGE, MAX, MIN). Apply complex functions (IF, VLOOKUP, SUMIF) and macros for automation. Sort and filter data. Create and format charts/graphs with titles and labels for decision-making. Test different data and formula changes to explore outcomes. Create a test plan with various data types. Justify testing methods, provide evidence, and suggest improvements.	1. Discuss the importance of planning and designing a spreadsheet before starting data entry. How does effective planning impact the functionality and usability of the final spreadsheet?
Formula An expression used in a spreadsheet to perform calculations on data, e.g., =SUM(A1:A10).			2. Evaluate the role of data validation and conditional formatting in ensuring data accuracy and integrity in a spreadsheet. Provide examples of how these features can be used.
Function A predefined formula in a spreadsheet for common calculations, such as SUM, AVERAGE, or VLOOKUP.			3. How do formulas and functions enhance the capability of spreadsheets? Compare the use of basic functions like SUM with complex functions such as VLOOKUP and IF in terms of their application and benefits.
Data Validation Rules applied to cells to ensure that entered data meets specific criteria, e.g., dropdown lists or numeric ranges.			4. Examine the process and advantages of creating and formatting charts and graphs in a spreadsheet. How do these visual tools assist in data analysis and decision-making?
Conditional Formatting A feature that changes the appearance of cells based on their values, such as highlighting cells that meet certain conditions.			5. Analyse the significance of testing and evaluating spreadsheets. What methods can be used to ensure a spreadsheet is functioning correctly, and how can improvements be identified and implemented?



WJEC ICT		Summary- Position in the Curriculum	Term 4	Unit 2
Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.				
Terminology	Definitions	Core Knowledge		Preparing for Assessment
1. Automated Document A document that uses data from a source to generate personalised or standardised content automatically, reducing manual data entry.		2.3.1 Planning and Designing an Automated Document Effective planning and design ensure the document meets its intended purpose, is user-friendly, and integrates seamlessly with automation features. This step helps avoid issues during the data merging process and ensures the final document is well-structured and efficient.	1. Discuss the significance of planning and designing an automated document. How does careful planning influence the effectiveness and efficiency of the document generation process? 2. Evaluate the role of a well-structured data source in the automation of document creation. What are the key elements of a data source that impact the accuracy and efficiency of the document merging process? 3. How does structuring the content of a standard document and correctly inserting fields contribute to the success of automated document generation? Provide examples of common field types and their purposes. 4. Analyse the process of merging data with a standard document. What are the challenges associated with this process, and how can they be addressed to ensure high-quality final documents? 5. Examine the different output formats available for finalised automated documents. How do different formats affect the usability and distribution of the documents? Discuss the considerations for selecting an appropriate output format.	
2. Data Source A structured repository, such as a spreadsheet or database, where information is stored and used for merging into documents.		2.3.2 Creating a Data Source and Linking It to a Standard Document A well-structured data source is crucial for accurate and efficient data merging. Linking the data source to the standard document automates data entry, reducing manual effort and minimizing errors in the final output.		
3. Merge The process of combining data from a source with a document template to create personalised or bulk documents.		2.3.3 Structuring the Content of the Standard Document and Inserting Fields Properly structuring the document content and correctly inserting fields ensures that automated data is placed in the right locations. This organization helps maintain consistency and professionalism in the final documents, making them more effective and easier to read.		
4. Field A placeholder in a document where specific data, such as names or addresses, will be inserted during the merge process.		Merging and Outputting Final Documents Reason: Merging the data with the standard document produces personalised and accurate final outputs. Outputting the documents in the desired format ensures they are ready for distribution or use, meeting the needs of the end users and fulfilling the document's purpose.		
5. Template A pre-designed document structure that includes placeholders for data fields, used as the basis for creating multiple documents.				
6. Data Linking The method of connecting a data source to a document template, allowing automatic insertion of data into designated fields.				
7. Personalisation Customising documents with specific data for individual recipients, such as inserting names or addresses, to make each document unique.				

WJEC ICT		Term 5	Unit 2
Summary- Position in the Curriculum			
Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings. An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
No new learning.			
Term will be used to finish improve and upload assessment to WJEC.			

WJEC ICT - Year 10		Term 6	Unit 1 – Section 1
Summary- Position in the Curriculum			
This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.			
This unit is externally assessed through a written examination. Duration: 1 hour 20 minutes Number of marks: 80 Format: Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
1. CPU (Central Processing Unit) The primary component of a computer that performs most of the processing inside, executing instructions and managing tasks.		Functionality of Different Hardware Devices - Hardware devices are physical components of a computer system, each serving a specific function. These include the CPU, RAM, HDD/SSD, motherboard, input devices (keyboard, mouse), output devices (monitor, printer), NIC, and GPU. Understanding hardware functionality is crucial for troubleshooting issues, upgrading components, and selecting appropriate hardware for various computing needs.	1. Discuss the roles and importance of different hardware components in a computer system. How do components like the CPU, RAM, and storage devices interact to perform computing tasks effectively?
2. RAM (Random Access Memory) Temporary memory used by the computer to store data that is actively being used or processed by the CPU, enabling quick access.			2. Evaluate the impact of various types of software on computer productivity. Compare and contrast productivity software, operating systems, and development tools in terms of their functionalities and benefits.
3. HDD (Hard Disk Drive) / SSD (Solid State Drive) Storage devices where data is permanently stored. HDDs use spinning disks and read/write heads, while SSDs use flash memory for faster data access.			3. Analyse the benefits and challenges associated with using cloud services in modern businesses. How do cloud services enhance business operations, and what are the potential risks and considerations?
4. Operating System (OS) Software that manages computer hardware and software resources, providing a user interface and essential services for applications. Examples include Windows and macOS.			4. Examine the significance of antivirus software in maintaining computer security. How do antivirus programs detect and prevent various types of malware, and what are the limitations of these security measures?
5. Antivirus Software Programs designed to detect, prevent, and remove malicious software (malware) to protect computers from viruses, worms, and other threats.			5. Assess the role of IT services in supporting and maintaining technological infrastructure. Discuss how technical support, data backup, and network services contribute to the overall efficiency and security of IT systems.
6. Cloud Services Online services that provide computing resources, storage, and applications over the internet, such as Google Drive or Microsoft Azure.		Functionality of Different Software - Software refers to programs and applications that instruct hardware on how to perform tasks. Key types include Operating Systems (e.g., Windows, macOS), productivity software (e.g., Microsoft Office), web browsers, DBMS (e.g., MySQL), antivirus software, development tools, utility software, and media players. Knowing different types of software and their purposes helps users choose the right tools for their tasks and ensures efficient use of computing resources.	
7. Software as a Service (SaaS) A software distribution model where applications are hosted by a provider and accessed over the internet, often on a subscription basis, like Salesforce or Office 365.			



Motherboard

Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

This unit is externally assessed through a written examination. Duration: 1 hour 20 minutes Number of marks: 80 Format: Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

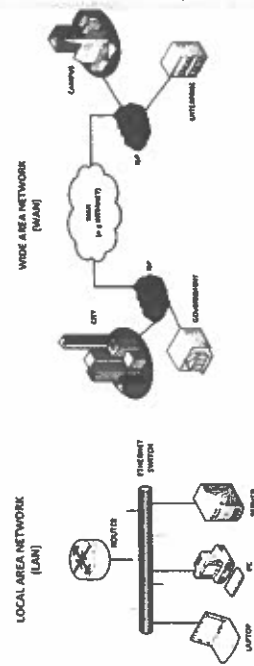
Terminology	Definitions	Core Knowledge	Preparing for Assessment
1. Data Quality The measure of how accurately and reliably data reflects the real-world entities or conditions it is meant to represent. Ensures data is accurate, complete, and suitable for its intended purpose.	1.2.1 Why Data Must Be Fit for Purpose - Data must be fit for purpose to ensure that it is accurate, relevant, and suitable for the intended task or decision-making process. This means the data should meet the specific needs and requirements of its intended use. Data that is fit for purpose improves the reliability and validity of outcomes derived from it, enhances decision-making, and reduces the risk of errors or misinterpretations. It ensures that the data serves its intended function effectively, whether for analysis, reporting, or operational use. How Input Data Is Checked for Errors - Input data is checked for errors through various validation techniques to ensure its accuracy and consistency before it is processed or used. These techniques include data validation rules, error messages, and data verification methods. Checking input data for errors is crucial to prevent incorrect data from being entered into systems, which can lead to flawed results, incorrect decisions, or operational issues. Error checking helps maintain data integrity, improves quality, and ensures that the data is accurate and reliable.	1. Discuss why it is essential for data to be fit for purpose in decision-making processes. What are the potential consequences of using data that is not fit for its intended use?	
2. Accuracy The degree to which data correctly represents the real-world values or facts. Accurate data minimizes errors and discrepancies.		2. Evaluate the various methods used to ensure data quality and accuracy. How do validation rules, error messages, and data verification contribute to the reliability of input data?	
3. Validation The process of checking data against predefined rules or criteria to ensure it is correct, complete, and within acceptable ranges. Includes techniques such as format checks, range checks, and consistency checks.		3. Analyse the impact of poor data quality on business operations and decision-making. What strategies can organizations implement to ensure their data is accurate and fit for its intended purpose?	
4. Data Integrity The protection and preservation of the accuracy and consistency of data over its lifecycle. Ensures data is not altered or corrupted in an unauthorized manner.		4. Examine the role of data cleaning in maintaining data integrity. How do processes like detecting and correcting errors contribute to the overall quality of a dataset?	
5. Error Checking The process of identifying and correcting mistakes or inconsistencies in data. Methods include data validation, error messages, and automated error detection systems.		5. Assess the importance of consistency in data across different systems or datasets. What are the challenges associated with maintaining data consistency, and how can they be addressed?	
6. Data Verification The process of confirming that data is accurate and complete, often by cross-checking with other sources or through manual review.			
7. Data Cleaning The process of detecting and correcting (or removing) corrupt, incomplete, inaccurate, or irrelevant data from a dataset. Ensures the quality and usability of data.			

Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

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Terminology	Definitions	Core Knowledge	Preparing for Assessment
Key Words and Meanings		How Data Transfers Over Different Types of Network - Data transfer refers to how information is sent between devices across various types of networks, such as LAN, WAN, the Internet, Intranet, and VPN. Understanding how data is transferred helps ensure efficient communication and effective network management. Different Types of Connectivity - Connectivity methods link devices using wired connections (e.g., Ethernet), wireless connections (e.g., Wi-Fi, Bluetooth), cellular networks (e.g., 4G, 5G), and satellite connections. Knowing about different connectivity types helps in selecting the most suitable method for reliable and efficient device connections.	1. Explain the differences between LAN and WAN in terms of their structure, uses, and performance. How does each type of network impact data transfer and connectivity? 2. Discuss the role of the Internet in global data and communication. What are the key technologies and protocols involved in ensuring efficient and reliable data transfer over the Internet? 3. Evaluate the advantages and disadvantages of wired versus wireless connectivity. In what scenarios would one be preferred over the other, and how do they affect data transfer speed and reliability? 4. Analyse the impact of VPNs on data security and privacy. How does a VPN create a secure connection over the Internet, and what are the benefits and limitations of using VPN technology? 5. Compare and contrast cellular and satellite connectivity. What are the primary differences in their applications, performance, and suitability for various environments?
1. LAN (Local Area Network) A network that connects devices within a small geographic area, such as a home or office, using cables or Wi-Fi for fast, local communication. 2. WAN (Wide Area Network) A network that covers a large geographical area, such as cities or countries, connecting multiple LANs through technologies like fibre optics. 3. Internet - A global network that links millions of private, public, academic, and government networks, allowing for worldwide data exchange and communication. 4. Intranet - A private network within an organisation that uses internet technology to enable internal communication and data sharing among employees. 5. VPN (Virtual Private Network) A secure network that encrypts data transmitted over the internet, creating a private connection between a user's device and a remote server for enhanced security. 6. Wired Connectivity The use of physical cables, such as Ethernet cables or fibre optics, to connect devices, offering stable and high-speed data transfer. 7. Wireless Connectivity The use of radio waves or infrared signals, such as Wi-Fi or Bluetooth, to connect devices without physical cables, allowing for greater mobility. 8. Cellular Connectivity The use of mobile networks (e.g., 4G, 5G) to connect devices, providing broad coverage and enabling mobile data services for smartphones and other devices. 9. Satellite Connectivity The use of satellites to transmit data between ground stations, useful for remote areas with limited infrastructure but often with higher latency. 10. Bluetooth A short-range wireless technology used to connect devices over a few meters, commonly used for peripherals like headphones and keyboards.			



Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

This unit is externally assessed through a written examination. Duration: 1 hour 20 minutes Number of marks: 80 Format: Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
1. Risk The potential for harm or loss that could affect the confidentiality, integrity, or availability of information.		Risks to Information Held on Computers - Threats that could compromise the security and integrity of data stored on computers. Understanding these risks is crucial for identifying potential vulnerabilities and implementing appropriate security measures to protect information from being compromised or misused.	1. Discuss the various risks to information held on computers. How can understanding these risks help individuals and organisations improve their information security measures?
2. Data Loss The situation where information is unintentionally or accidentally deleted or made inaccessible, often leading to significant operational and financial impacts.		The Impact of Data Loss, Theft, or Manipulation - Consequences arising from the loss, theft, or unauthorized alteration of data. Recognising the impact on individuals and businesses helps to emphasise the importance of safeguarding data and reinforces the need for effective security measures to mitigate these risks.	2. Evaluate the potential impacts of data loss, theft, or manipulation on both individuals and businesses. What are the long-term consequences, and how can they be mitigated?
3. Data Theft The illegal acquisition of information by unauthorized individuals, typically for malicious purposes such as identity theft or fraud.			3. Analyse the effectiveness of different methods used to protect information on computers. Which methods are most effective in combating specific types of threats and why?
4. Encryption The process of converting data into a coded format to prevent unauthorized access, which can only be deciphered by someone with the correct decryption key.			4. Examine how moral and ethical issues influence computer users and the wider impact on society. How can addressing these issues contribute to responsible technology use?
5. Firewall A security system that monitors and controls incoming and outgoing network traffic based on predetermined security rules to prevent unauthorized access to or from a private network.		Methods Used to Protect Information Techniques and tools employed to safeguard data from risks. Implementing protective methods is essential for preventing unauthorized access, data breaches, and other security threats, ensuring that information remains confidential and intact. How Moral and Ethical Issues Affect Computer Users - Considerations of right and wrong that influence how individuals and organizations use computer technology. Addressing moral and ethical issues ensures responsible use of technology, respects privacy, and promotes fair practices, which helps maintain trust and integrity in digital interactions.	5. How can organisations balance the need for data protection with the necessity of accessibility and usability? Discuss strategies for achieving this balance while maintaining robust security.
6. Antivirus Software A program designed to detect, prevent, and remove malware from a computer system to protect against threats like viruses, worms, and trojans.			
7. Privacy The right of individuals to control access to their personal information and ensure it is not disclosed without their consent.			



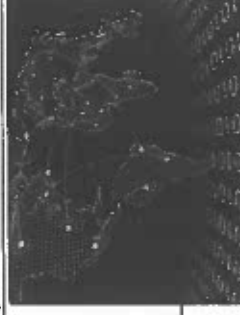
Virus detected

Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

This unit is externally assessed through a written examination. Duration: 1 hour 20 minutes Number of marks: 80 Format: Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
1. Data Protection Laws - Regulations such as the UK's Data Protection Act 2018 and General Data Protection Regulation (GDPR) that govern how personal information must be collected, stored, and used to protect individual privacy.		Legal Issues Protect Computer Users - Legal issues encompass laws and regulations that are designed to safeguard computer users from various risks associated with digital technology. This includes data protection laws, cybercrime laws, and intellectual property rights. <i>Knowing these laws helps users understand their rights and the legal recourse available in case of data breaches, intellectual property theft, or other online crimes, thus ensuring a safer digital environment.</i>	1. How do the UK's Data Protection Act 2018 and the General Data Protection Regulation (GDPR) protect individuals' personal information? Discuss the key provisions of these laws and their impact on data privacy.
2. Cybercrime Laws - Legislation like the Computer Misuse Act 1990 in the UK, which addresses crimes related to hacking, identity theft, and unauthorized access to computer systems.		The Cultural, Personal, and Environmental Impact of ICT - ICT impacts society in multiple ways. Culturally, it facilitates global communication and information sharing. Personally, it influences how individuals interact and access information. Environmentally, it raises concerns about e-waste and energy consumption. <i>Understanding these impacts highlights both the benefits and drawbacks of ICT, promoting more informed and balanced usage that considers cultural sensitivity, personal well-being, and environmental sustainability.</i>	2. Evaluate the effectiveness of the Computer Misuse Act 1990 in addressing cybercrime in the UK. What are its strengths and limitations, and how has it adapted to emerging technological threats?
3. Intellectual Property Rights - UK laws including the Copyright, Designs and Patents Act 1988 and Trademarks Act 1994 , which protect creators' rights over their original works and prevent unauthorized use or reproduction.			3. Analyse the cultural, personal, and environmental impacts of Information and Communication Technology (ICT). How do these impacts vary across different regions and demographics, and what measures can be taken to mitigate any negative effects?
4. Cultural Impact - The effect that ICT has on cultural practices, communication, and access to information, influencing cultural exchange and diversity.			4. Discuss the implications of a digital footprint on an individual's privacy and reputation. How can individuals manage their digital footprint to protect themselves from potential risks?
5. Personal Impact - The ways in which ICT affects individual behaviour and lifestyle, including changes in communication habits and information access.		How a Digital Footprint Can Impact Computer Users - A digital footprint is the trail of data one leaves behind while using digital devices and services. It includes information from social media, online transactions, and browsing history, which can affect privacy, reputation, and security. <i>Awareness of one's digital footprint is crucial for managing online privacy and reputation. By understanding its potential impacts, individuals can take steps to protect their personal information and mitigate negative consequences.</i>	5. Examine the environmental issues associated with electronic waste (e-waste) in the context of ICT. What are the current challenges, and what strategies can be implemented to reduce the negative environmental impact of e-waste?
6. Environmental Impact - The effect of ICT on the environment, including issues related to e-waste, energy consumption of data centres, and resource use in electronics manufacturing.			
7. Digital Footprint - The trail of data and information left behind by an individual's online activities, which can affect privacy, reputation, and security.			



Summary- Position in the Curriculum

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.

This unit is externally assessed through a written examination. Duration: 1 hour 20 minutes Number of marks: 80 Format: Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
1.1.1 Functionality of Different Hardware Devices	1. Explain the primary functions of a CPU and how it impacts overall computer performance. 2. Discuss the differences between SSDs and HDDs in terms of speed, storage, and reliability. 3. Describe how a motherboard supports the functioning of other hardware components in a computer system. 4. Analyse the role of input devices like keyboards and mice in user interaction with a computer. 5. Evaluate the importance of GPUs in modern computing. How do they enhance the performance of tasks such as gaming and graphic design?	1.1.3 Services Provided by IT 1. Describe how IT support services assist users in troubleshooting and resolving technical issues. 2. Discuss the role of cloud computing services in modern IT infrastructure. How do they benefit businesses and individuals? 3. Explain the concept of web hosting and how it supports the operation of websites and online services. 4. Analyse the impact of IT consultancy services on business efficiency and strategy development. 5. Evaluate how managed IT services can improve organisational productivity and reduce operational costs. 1.2.1 Why Data Must Be Fit for Purpose 6. Discuss the reasons why it is crucial for data to be fit for its intended purpose. What are the potential consequences of using data that is not fit for purpose? 1.2.2 How Input Data Is Checked for Errors 7. Explain the methods used to check and validate input data to ensure its accuracy and reliability. 8. Discuss the role of validation rules in preventing data entry errors. How do they contribute to data quality?	1.2.3 How Data Transfers Over Different Types of Network 1. Describe how data is transferred over a Local Area Network (LAN) compared to a Wide Area Network (WAN). What are the main differences in terms of speed and coverage? 1.2.4 Different Types of Connectivity 2. Compare wired and wireless connectivity in terms of performance, convenience, and potential issues. 1.3.1 Risks to Information Held on Computers 3. Discuss the various risks to information stored on computers, such as malware, hacking, and physical damage. How can these risks be mitigated? 1.3.2 The Impact of Data Loss, Theft, or Manipulation on Individuals and Businesses 4. Analyse the impact of data loss on both individuals and businesses. What are the potential consequences and how can they be addressed? 1.3.3 Methods Used to Protect Information 5. Explain the different methods used to protect information on computers, such as encryption, firewalls, and regular backups.
1.1.2 Functionality of Different Software	6. Compare and contrast operating systems like Windows, macOS, and Linux. What are the key features of each? 7. Explain the role of productivity software, such as word processors and spreadsheets, in a business environment. 8. Discuss how antivirus software protects a computer system from malicious threats. 9. Analyse the benefits and drawbacks of using cloud-based software compared to traditional desktop applications. 10. Evaluate the functionality of database management systems (DBMS) and their role in data organisation and retrieval.		

RS

Year 10 – HT 2 - Eduqas Religious Studies A – Christian Beliefs

Summary- Position in the Curriculum			
Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Throughout half term 2, Students study the beliefs, teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant			
Key Words		Key Ideas	
Ascension	Jesus returning to be with God in heaven after the crucifixion	God's nature as all-powerful	God's nature as all-powerful
Atonement	Making things better after sinning, asking for forgiveness from God	Original Sin	The built-in tendency to do wrong which comes from Eve's disobedience
Benevolent	God's nature as all-loving	Resurrection	Jesus returning from the dead after he was crucified
Crucifixion	Jesus' execution by the Romans on the cross	Salvation	Being saved from sin and given eternal life in heaven by God
Incarnation	God becoming flesh in the form of Jesus Christ	Sin	Any thought or action which goes against God's will
Just	God's nature as fair	Trinity	God's nature as three-parts-in-one, the Father, Son and Holy Spirit
Key Ideas		Assessment Questions	
Nature of God  - Christians believe in one God who is the creator and the sustainer of all that exists - God is omnipotent which means they are almighty and have unlimited power - God is benevolent which means they are all-loving and all-good - God is just which means they are a perfect and fair judge - The Problem of Suffering asks: if God is all these things why do they allow bad things to happen to good and innocent people?	- Christians believe God is three persons in one. This idea is called the Trinity. - Each person of the Trinity is fully God but the three persons of the Trinity are not the same. - The Father is the creator of all life - The Son is Jesus Christ who is both fully human and fully God - The Holy Spirit is the unseen power of God at work in the world, especially answering prayers - <i>"We believe in one God, Father, Son and Holy Spirit"</i> – The Nicene Creed	Explain two beliefs about the nature of God. [4]	Explain two Christian views about the trinity. [4]
The Trinity 	Incarnation and Crucifixion  - Jesus travelled to Jerusalem to preach and he was sentenced to death by Pontius Pilate - Jesus was then nailed to a cross where he died. - In his last moments Jesus was able to forgive those who were killing him showing Christians how important forgiveness is - This event is remembered on Good Friday - <i>"Forgive them father, they know not what they do"</i> – Luke 23:34	Incarnation - Christians believe that God was incarnated (born) in human form as Jesus Christ - Mary was impregnated by the Holy Spirit and gave birth as a virgin – for Christians this is proof of Jesus' status as the son of God - Christmas is the festival that celebrates the incarnation - <i>"The word became flesh"</i> – John 1:14	Explain two beliefs about Jesus's incarnation. [5] Explain two contrasting views about the crucifixion. [5]
Resurrection and Ascension 	Resurrection - After Jesus was dead and buried Christians believe he rose from the dead – this is the resurrection - Early on the Sunday three women visited his tomb expecting to find his body but it was not there - After his resurrection Jesus appeared to his disciples and told them to spread the word of him - This event is celebrated on Easter Sunday - <i>"He is risen"</i> – Christians say this to each other on Easter Sunday	Ascension - Forty days after he rose from the dead Jesus ascended (went up) into heaven	Explain the importance of resurrection for Christians. [4]
Sin and Salvation 	- Christians believe you are judged after you die (see Religion and Life) - Sin is any action or thought that goes against God's will, Christians can look in the Bible for advice on what is a sin e.g. murder (you shall not kill) and adultery (cheating, you shall not commit adultery) - God gave humans free will but they should use that freedom to make good choices and not sin - Salvation is the idea that Jesus's crucifixion saves human beings from eternal damnation - The death of Jesus made up for original sin – the idea that we were all damned by Eve's choice to disobey God – it allows us to atone for sins and reach eternal life in heaven	Explain how ascension influences Christians today. [5]	Explain two beliefs about salvation. [4]

Worship

Liturgical worship → church service that follows a set structure and pattern

Non-liturgical worship → church service that does not follow a set text or ritual

Why do Christians worship? To praise God, give thanks, for forgiveness, to strengthen relationship with God



Liturgical worship takes place in a church	Non-liturgical worship no set order
set prayers with set response	Services follow themes

Holy Communion and celebrating it

Holy Communion → sacrament that uses bread and wine to remember sacrificial death of Jesus. Remembers the events of the Last Supper

Different understandings of Holy Communion

Catholic → transubstantiation (bread and wine actually becomes the body and blood of Jesus)

Protestant → see the bread and wine as symbolic to remember Jesus' sacrifice

How is it celebrated? In Catholic Church the priest gives the bread and wine to people, in Orthodox Church the priest receives bread and wine from church members. "Do this in remembrance of me"



Role of the Church in the local community: Food banks

The Church → the holy people of God, also called the Body of Christ, among who Christ is present and active

A church → building in which Christians worship

What does the Church do? Support projects such as food banks, providing social services and campaigning for justice

The Trussell Trust → runs over 400 foodbanks in the UK, provides food for those in need

The Oasis Project → provides an internet café, CV support and a safe meeting place



Church growth and the importance of the worldwide Church

The growth of the Church

- Growing rapidly in South America, Africa and Asia but not in the US, Europe and the Middle East. Christ for all Nations is an example of an organisation that spreads the message

Ways Christians can spread the faith → praying for others to accept God, via social media, fellowship meals, sharing what God has done for them with others

Working towards reconciliation → Church has a mission to restore people's relationship with God and one another.

The Corrymeela community brings people together



Prayer

Set prayer → prayers that have been said more than once and written down, for example the Lord's Prayer

Informal prayer → a prayer that is made up by the individual using his/her own words

Why is prayer important?

- Allows Christians time to reflect, find peace, allows them to communicate with God
- The Lord's prayer is important as it reminds Christians to forgive others in order to be forgiven
- Key quote → "Our Father, who art in heaven"



Pilgrimage

Pilgrimage → religious journey of moral and spiritual importance

Lourdes – France → in the South West of France. Bernadette had numerous visions of the Virgin Mary who told her to dig for spring water. The water is believed to have healing powers and miracles are said to happen there. Pilgrims bathe in the water and there is a big focus on the sick and disabled.

Iona – island off the coast of Scotland → Ecumenical community → pilgrims spend time praying, reading the Bible, reflecting and meditating. It is said the veil between earth and heaven is thin here.



Role of the Church in the local community: Street Pastors

Agape → selfless, sacrificial, unconditional love

Jesus taught the importance of helping those in need.

Key quote → "Faith, by itself, if it is not accompanied by action, is dead" James 2:17 NIV

Street Pastors

- Volunteers who stroll the streets at night helping those that are drunk and supporting the police and local councils with anti-social behaviour.
- They listen to people's problems and give them advice.



Christian persecution

Persecution → hostility and ill treatment

Examples of persecution → paying extra taxes, job discrimination, being forbidden to build churches, attacks on Christian homes, churches and families, including murder

Christian responses to persecution

- To stand up against persecution
- Persecution can strengthen faith – "if one suffers, every part suffers with it"
- They are encouraged to show love and forgiveness towards persecutors



Baptism

Infant baptism → is for babies and young children

Believers' baptism → people who are old enough to make the decision to be baptised

Why are people baptised? To become a member of the Church, to be cleansed of sin, follow in Jesus' footsteps

Believer's baptism	Infant baptism
Attend baptism classes	Parents make promises
Gives a brief testimony	Removes original sin

Key quote → "Get up, be baptised and wash your sins away" Acts 22:16



Celebrating festivals

Two main festivals in Christianity are Easter and Christmas

Christmas → commemorates the incarnation of Jesus

Ways it is celebrated → carol services, nativity scenes, giving to charity, Midnight Mass, Christmas cards and gifts

Easter → celebrates the resurrection of Jesus from the dead

Ways it is celebrated → On Good Friday there are special services and processions led by a person carrying a cross, Saturday night some churches hold a special service to celebrate the resurrection, Easter Sunday churches are filled with flowers and hymns are sung "He is Risen!"



Mission and evangelism

Mission → vocation or calling to spread the faith

Evangelism → showing faith in Jesus by example or by telling others

The Great Commission Jesus instructs his disciples to go and spread the gospels and make disciples of others through baptism. "Go and make disciples of all nations."

Missionary work

Aims of missionary work is to persuade people to accept Jesus as their Saviour. Alpha is an example of evangelism in the UK. It is an introductory course to Christianity for those that are interested.



The Church's response to world poverty

Helping those in need

- Jesus taught it was important to help others and often taught his message through parables
- The parable of the Rich man and Lazarus sees a rich man sent to hell for not helping the poor

Christian charities that help those in poverty → Christian Aid, Tearfund, CAFOD

What do they do? → Provide short term and long term aid including, food, medical supplies, shelter and sanitation



Sociology

Education knowledge organiser

The role of education in society.

1. **The economic role- teaching skills for work.**

Functionalists: Teaches skills and knowledge necessary for work. Preparation for real world.

Marxists: This is reinforcing the class system.

2. **The selective role- Choosing the most able people for the most important jobs.**

Functionalists: The system is a sieve. Meritocratic system, everyone has equal opportunities to succeed, those who work hard and achieve are rewarded with higher pay levels/status.

Marxists: Education does not provide equal opportunities. Designed to benefit the powerful. This is why working-class children underperform.

3. **Social Control- teaching acceptance of rules and authority**

Functionalists: Society must be regulated by rules. Schools are an agency of social control.

Marxists: Social control reflects social control in the wider society which benefits those in power.

4. **The political role- teaching people to be effective citizens and creating social cohesion.**

Functionalists: Acceptance of the political system and will exercise their rights wisely (voting)

Marxists: Only certain political opinions and ideas are tolerated, radical ideas are rejected.

The Hidden Curriculum:

1. Hierarchy: The hierarchy in school can be seen to reflect the structure of society and in the workplace.
2. Competition: School encourages competition between students e.g. sports, exam results.
3. Social Control: Rules, regulations, obedience and respect for authority.
4. Gender role allocation: teacher expectations and subject choice
5. Lack of satisfaction: Preparing students for boring, meaningless and repetitive jobs is a similar experience to employees at work.

Social Control: Formal

Discipline, punishment, school rules.

Social Control: Informal

Peer-group pressure, learning to live and work with others.

Pre-School (3-5 years). May be provided through the local authority or private.

Primary (5-11 years). Refers to both infant & junior schools

Secondary (11-16 years). Most provided for by the state in comprehensive schools.

Further & Higher Education (16-18 years). Sixth Form, college or apprenticeships.

Talcott Parsons (Functionalist)

- Schools prepare children for the same **universalistic standards**- the opposite of the **particularistic standards** from homelife.
- Schools promote a **value consensus**: encouraged to achieve high and the rewards encourage them to maximise their potential. Students are also competing on equal terms in the classroom.
- Meritocracy**: students achievements are based on their abilities and efforts, not on social class, gender or ethnicity.
- Role allocation: matched to the correct job based on skill/knowledge.

Arguments for vocational education

- It will lead to a more skilled, better-qualified workforce that will make Britain more competitive
- Functionalists believe it shows the importance the education system has to provide skills and expertise needed by industry & the economy.

Arguments against vocational education

- The emphasis on skills training disguises the fact that the problem is not that young people lack necessary skills for work it's that there is no work for skilled young people.
- Marxists argue it is viewed as lower status compared to purely academic qualifications.
- Seen as replicating the Tripartite system

Home education (home schooling):

Teaching children at home rather than in a state or independent school. Parents or tutors usually carry this out. It is a legal option for people who wish to provide a different learning environment or ethos to local schools. Recently raised issues around standards and impact on social development.

Education is an important agency of socialisation, it maintains social stability and social cohesion. Prepares young people for working life and adulthood. Teaches specialist skills for work. Education is meritocratic.

Functionalist

Prepares young people for a capitalist society. Education is not meritocratic. Encourages conformity and acceptance of social position. The hidden curriculum teaches young people the expectations of society.

Marxist

There are inequalities in the education system between boys and girls. It plays a role in socialisation of boys and girls. Even though girls are outperforming boys, education still reinforces patriarchal views.

Feminist

Why are state schools favoured by others?

- Free and not based on ability
- More socially mixed
- Upward social mobility
- Students do not have to travel far on a daily basis

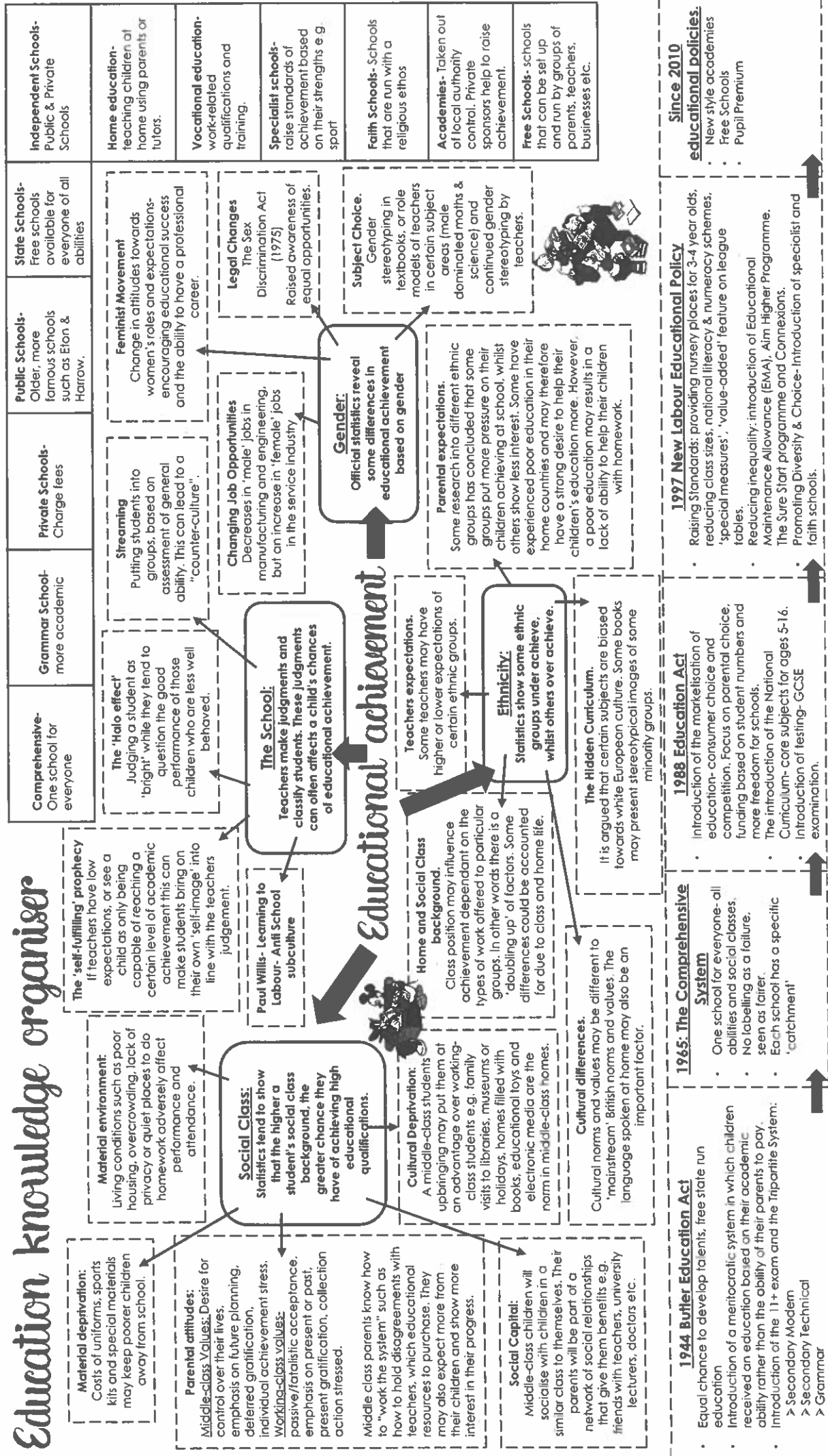
Why are independent schools favoured by some?

- Lower teacher-student ratio which means smaller classes so students receive more attention
- Resources/ facilities are better
- Academic culture
- Parental input, expectations and support tends to be higher

Education knowledge organiser

Kajthinkers				
Emile Durkheim (functionalist)	Bowles & Gintis (1976) (Marxist)	Bell, Bowe & Gewirtz (1994): Parental Choice & Competition	Halsey, Heath & Ridge (1980): Social Class Inequality	Bell (1981): Banding & Teacher expectations
In this classic text, Durkheim considers how education is able to perform the role of socialisation, teach children the norms and values of their society. Durkheim argued that, for society to work, there had to be a value consensus. People in society had to agree about what was important and how to behave. That way society functions (works) without everything having to be controlled and managed all the time. Education is a crucial agent of socialisation. Durkheim saw the teaching of History - in particular - as a key part of this socialisation process. He argued that, through learning the history of their country, people learn to feel part of something bigger than themselves; part of a community. This helps to encourage children to understand that society is important; that they should be interested in other people, not just themselves. Also, outside the classroom, school encourages children to work together with all sorts of people - not just people they are related to or are particularly close friends with. Again, as with teaching history, this helps children learn to be a part of wider society. Durkheim was particularly interested in the teaching of morals, right and wrong. This was an important part of teaching values; it is important that there is broad agreement in society about what is right and what is wrong. Also, in school, behaviour can be strictly controlled. Durkheim thought it was important to have strict discipline in school. That way, children would learn what was acceptable or not. Through this, by the time children leave school, most will have learnt self-discipline and not need to be controlled. They should also have learned that misbehaviour has negative consequences; both for themselves and for society. Critics of Durkheim would suggest that these lessons do not benefit the whole of society but only powerful groups. Marxists would suggest it is the ruling class who benefits, and feminists would suggest it is men who benefit.	A classic Marxist analysis of education which describes how school prepares workers for a life of exploitation in the capitalist system. Unlike functionalists like Parsons, Bowles & Gintis think the idea that the education system is meritocratic, instead describing a system that reproduces social class inequality. A key aspect of Bowles & Gintis' famous study was the correspondence principle. That is, that school & workplace made to be similar to work. Like in the workplace, school has a clear hierarchy (including some hierarchy among the pupils/workers to keep them divided). School work is fragmented into different subjects and disciplines, just as people have separate tasks on a production line. People work for extrinsic rewards (i.e. pay for workers in the capitalist system; grades and house points, etc. in the school) rather than getting satisfaction from doing the work itself. Bowles & Gintis argue that the aim of this is to create obedient, docile workers, who will not question how things are arranged and will not work together to change things. Separately, the children of the ruling class are taught in private schools or similar, to be confident and to expect to run things and be in charge. As such, for Bowles & Gintis the schooling system performs a vital function for capitalism: it keeps the children of working-class parents working class, and ensures the children of bourgeois parents remain bourgeois. And it ensures that those working-class children will continue to work hard and put up with low pay and poor conditions. It is the opposite of a meritocratic system. Bowles & Gintis talk about the myth of meritocracy. Bowles & Gintis also explore the idea of a hidden curriculum - i.e. the things that education teaches us that are not part of the formal curriculum (what we learn about the various subjects in the classroom). Functionalists also recognise that there is a hidden curriculum, but they see this as a positive thing; part of what teaches people the norms and values of society. Marxists like Bowles & Gintis think this only benefits the ruling class and capitalism. It is important to remember that Bowles & Gintis were Marxists; they were critics of capitalism. This is what they thought education was like, not what they thought it should be like. Critics would argue that school has changed a lot since the 1970s and so has the workplace. Others would point out that working-class pupils do not always seem 'docile' and 'obedient' and often seem quite the opposite! However, <i>Willis (in Learning to Labour)</i> suggests that poor behaviour at school still benefits the capitalist system.	A number of education policies and reforms, especially those brought in as part of the 1988 Educational Reform Act, looked to create a market in state education. The idea was that parents would have more choice and control over their children's education. Bell, Bowe & Gewirtz investigated to see what impact the policies were having. One of the key marketisation policies introduced in 1988 was league tables. This was the publication of how schools compared with each other in terms of the results pupils were getting - not just A Levels and GCSEs but also the new SATs. The idea was that parents could look at the league tables, and make an informed choice about which school their children should attend. While school locations and the number of places meant that parents did not have complete freedom of choice, the aim was to make schools compete for parents and time to keep improving their standards and therefore improve their position on the league tables and attract more pupils (and with that, more funding). Bell, Bowe & Gewirtz identified a number of problems with this approach. First, they identified the pressure that league tables, and the associated formula funding, put on schools and how that pressure impacted on children's education. Some schools responded to the pressure by focusing their attention on the most able children, which arguably disadvantaged lower-ability pupils. Many schools reintroduced policies of banding or streaming in order to best identify the pupils who would achieve and help the league table positions. Bell, in his earlier research about Beachside Comprehensive, had concluded that streaming had a negative effect on working-class pupils. The researchers concluded that marketisation benefited middle-class children, whose parents took advantage of the system to reinforce their advantages. They found that schools contributed to this situation as they felt that becoming an increasingly middle-school would also help them move up the league tables. Schools would also engage in cream skimming and sit shilling to try and get the best pupils in their school and pass on lower ability pupils elsewhere. As such, working-class pupils and some minority-ethnic groups found themselves in the undersubscribed and under-funded schools lower down the league tables. The class divide that existed under the old grammar school system was recreated in the comprehensive system. Supporters of marketisation would point out that it was parental attitudes at work here rather than the policies or system, and middle-class parents should not be penalised for (apparently) taking a greater interest in their children's education. Some would also point out that policies since 1994 have gone some way to resolving these issues, such as the Pupil Premium that ensures pupils from low-income households carry more funding and schools can invest that money into activities that benefit those pupils.	This was an extensive piece of research on the educational chances of schoolboys from different social classes. Halsey, Heath and Ridge accessed a large sample of 8000 men, to look at the extent to which social class had impacted their experience of education. He divided people up into three social classes: 1. The service class 2. The intermediate class 3. The working class The service class were professionals and managers, the intermediate class other 'white-collar' workers and the working class included manual labourers. They found that the children born into the service class did much better at school than those from the intermediate class, and both did better than the working class. For example, people from the service class were 11 times more likely to attend university as those from the working class. The differences between the sons of service-class families and those from working-class families was found to be very great throughout, with service-class children four times more likely to still be at school at 16, eight times and 17 and ten times at 18. (The school leaving age was raised to 16 in 1972). While the differences described are very clear, there are a number of possible problems with the research. One, the research did not consider gifts at all, which could have a significant impact on the findings. Second, there had been significant changes in both the education system and society since many of the sample had finished school. Also, some sociologists would question the way the study defined social classes.	This classic case study into secondary education sought to investigate why working-class pupils underperformed at school. The classic functionalist argument is that the education system is meritocratic; it helps sort people into the most appropriate jobs. And yet statistics show that people from lower-income families consistently underperform compared with those from wealthier families. Marxists think this is deliberate; that the role of the education system is to reproduce class inequality. But lots of policies have been put in place to try and support children from low-income families in school. If Marxists are wrong that schools deliberately fail working-class children, and functionalists are wrong that schools are meritocratic: what actually is going on? Bell spent three years in Beachside Comprehensive, carrying out a participant observation. He particularly focused on two groups of students, one who had been banded or streamed by ability, and another that was taught in mixed-ability classes. The banding was well-intentioned. There was a concern among teachers that in mixed-ability classes the brightest pupils were held back and the weakest pupils were left behind, with a tendency that it was the middle swathe of pupils who were focused on. However, Bell found that the process tended to have a negative impact on working-class pupils. He found that pupils who started school with similar attitudes to study began to diverge when they were banded/streamed. That is when they were put in classes supposedly based on their ability. Streaming is when pupils of a similar ability are in the same, streamed class for all subjects whereas with setting pupils could be in a high set for Maths and a low set for English (for example). Working-class pupils gravitated towards the lower bands and then became increasingly disinterested in education and 'anti-school'. The net effect of this was that children from lower-income families left school with fewer qualifications, therefore reproducing class inequalities, apparently by accident. He describes a downward mobility - quite the opposite of what Parsons or Davis and Moore imagined - where attempts at differentiation damage working-class pupils' education and life chances.
Paul Willis used a wide range of research methods - including observations and interviews - to really try and see education from the children's point of view. As a Marxist, he was interested in conflict in education and why working-class children went on to do working-class jobs. But he reached quite different conclusions from Bowles & Gintis. Willis' study of working-class boys in a Midlands school has become a classic. His study focused on 'the lads' - a group of working-class boys who were disruptive, misbehaved and had a very negative attitude to education. They had formed what Willis called an 'anti-school subculture'. Within this subculture it was 'cool' to 'mess about' and to fail. It really turned the values of the school on their head. From the perspective of this subculture, children who the school viewed positively were the 'ear oler' [twat]. The last thing you wanted was praise from a teacher. Instead, children could get pride within the group for truancy, bad behaviour and discriminatory attitudes (there was a lot of racism, sexism and homophobia within the group). With these findings, Willis does not only undermine the arguments of Parsons or Durkheim, but also of his fellow Marxists, Bowles & Gintis. First, he concluded that school was not working very well as an agent of socialisation; there was no value consensus here: pupils were actively rejecting the norms and values of society. As such, they were a long way from the head-on rejection of docile, obedient workers suggested by Bowles & Gintis. And yet the outcome was much the same: the children of the working-class parents going on to do working-class jobs. In the study they played an active role in this: they thought school was boring and pointless and was something they had to endure until they could go to work. They had a similar attitude to work, and got through it using similar techniques: 'messing about' and 'having a laff'. Willis used a wide range of research methods (known as methodological pluralism) to try and get as true a picture as possible. However, it has been suggested that the boys may have acted up more to 'show off' to Willis. This might have occurred when they were being observed (the Hawthorne Effect - people behave differently when they know they're being watched) and when they were interviewed (an interviewer effect). While Willis was coming from a Marxist perspective, his study does suggest that working-class boys actively chose to fail, rather than the system being designed by the capitalist class to have this outcome. He did suggest that this ultimately benefited capitalism, because there wasn't a meritocracy and instead class inequality was reproduced, and there would not be a revolution because workers had learnt a coping strategy for doing boring, unfulfilling work ('having a laff'). However, it did not produce the productive, docile workers capitalists might ideally like to have working for them!				

Education knowledge organiser



Families Knowledge Organiser

Functionalist	The family is a key social structure as it performs several essential functions for individuals and society. Murdock (1949) argues four vital functions: 1. Sexual Function: regulates sexual behaviour that is approved by society. 2. Reproductive function: New family members- procreation & childrearing. 3. Economic function: providing shelter, food & clothes. Economic cooperation between husband & wife. 4. Educational function: primary socialisation and disciplining.	Segregated conjugal roles: Clear division of tasks divided into male and female tasks. Husband & wife spend little time together. Joint conjugal roles: Do not have a rigid division of household tasks. Husband & wife spend time together. Parents are now less authoritarian Families used to rely on children's income until the Education Act of 1918 and childhood began Children are seen as important members of the family and their opinions are listened to. Parent & child relationship change Boomerang children: Young people who leave home (for university or travelling) & return to living with their parent(s)
Marxist	The family is one of the key institutions that social inequalities are passed on through the generations. • The bourgeoisie pass on their wealth to family members • Educational advantages are passed down as people from wealthy backgrounds can afford to send their children to private schools • Through the socialisation process people learn to accept their position.	Reasons for increase in one-person households: • Remain single and childless • Divorced • International migrants • Living alone through choice • Cohabiting (potentially before marriage) • Choosing to live apart from partner. Household: Consists of one person who lives alone or a group of people living at the same address. Why have families changed?: • Laws (gay rights, divorce is easier.) • Rise of feminism • Diversity • Technology (contraception, fertility) • Changing norms & values • Secularisation- religion is less of an influence. Contemporary social issues: • The quality of parenting • Relationships between teenagers & adults • Care of the elderly. Consequences of divorce: • Emotional distress • Financial hardship • Remarriage Patterns of divorce: • Changes in the law • Changing social attitudes & values • Impact of secularisation • Changes in the status of women • Influence of media. Patterns of marriage: • Decline • Later in life • Civil partnership/same-sex • Increase in cohabitation • Increase in births outside of marriage
Feminist	Families have a negative impact on the lives of women. Families socially construct gender differences- canalisation. Children also learn gender expectations through the division of domestic labour e.g. Mum cleaning up.	Nuclear Family (cereal packet) Father, Mother & Children Same-Sex Family Gay or lesbian couple living in a house, possibly with children. Extended family Includes relatives beyond the nuclear family Beanpole Families Multiple generations of older people and few children Lone-Parent Families One parent and child(ren) who live together Reconstituted Families Sometimes referred to as a step family. Children from a previous relationship so one adult is a biological parent, the other is a step-parent.



Key thinkers

Rapoport and Rapoport (1982)- Family Diversity	Young & Willmott (1973) (Functionalist)	Talcott Parsons (1956) (Functionalist)	El Zaretsky (1976)- (Marxist)	Delphy & Leonard (Radical Feminist)	Ann Oakley (1974) (Feminist)
The Rapoports carried out groundbreaking research into family life. They identified a family type, which they called a nuclear family, in contrast to the idea that the nuclear family was the clear norm. They identified 5 clear types of family diversity. The 3 types of family diversity they identified were: 1) Organisational. This refers to the way a family might 'organise itself' in terms of the roles people perform (e.g. traditional male-dominated families and more symmetrical ones). 2) Cultural. Families differ in terms of their beliefs and values. One example of this is between ethnicities placing a greater emphasis on family than others, some preferring different gender roles, etc. 3) Class. Much writing about the family assumes that family life as experienced in a middle-class family is the same for other social classes, but this is not the case. Availability of resources, quality of housing, leisure opportunities, etc. all impact the nature of families and family life. 4) Life course. Rapoport and Rapoport point out that we do not live in the same family structure, family set-up or type of household for the whole of our lives. We might be born into a traditional nuclear family. This might change later in our childhood (for example it might become a lone parent family and then a reconstituted family). When we leave home it might be to live on our own, or with flat mates. It might be to live with a partner as a couple without children. A couple with or without children might live with their parents in an extended family, or move away and form their own nuclear family. 5) Cohort. There is also change over time and what is the norm, in terms of family life, for one generation, is not for the next. As such, great grandparents and grandparents may have had different experiences of family life. Grandparents have far fewer, more recent generations are more likely than their parents and grandparents to divorce or to be single parents. Since Rapoport and Rapoport were writing family has arguably become more diverse, e.g. same-sex parents.	Peter Willmott and Michael Young carried out groundbreaking research into family life in the UK over a long period of time. One concept they developed, the subject of a 1973 book, was the symmetrical family. Willmott and Young developed their ideas about family life, following on from the functionalist ideas of sociologists like Talcott Parsons. From their research (much of it based on social surveys) of families in East London, they developed an idea of the family developing through a number of stages through history: a march of progress. They argued that in 1973, families had become symmetrical - that is, that men and women performed similar roles. Rather than the traditional nuclear family described by Parsons where men and women had very separate roles in the family (segregated gender roles) Willmott and Young argued that in modern families men and women both did paid work and both did work around the house, including childcare. They did not find that men and women did exactly the same type of jobs - whether in the workplace or at home - but (compared with earlier periods) family life was becoming more shared and equal. Part of this was also that men and women and children spent more time together in the home rather than separately outside the home (e.g. men going to the pub). Another important concept for Willmott & Young was statisfied families. They argued that changes in norms and values tend to start among the wealthier in society and then others start to behave in the same way (the behaviour is 'diffused' from one strata - class - to another). This led them to a perhaps surprising conclusion that they predicted that the next stage of the family would be the asymmetrical family. They found that richer families spend more time apart and had more segregated roles, with wives not needing to work and men spending time on the golf course rather than at home. This prediction has clearly not turned out to be accurate, with - if anything - family life becoming more symmetrical since 1973. However, the research was quite widely criticised, particularly by feminist sociologists such as Ann Oakley. She argued that the concept of the symmetrical family was flawed, as was Willmott and Young's data. For example, quite small contributions to housework by men were deemed by the research to mean that housework was shared and therefore the family was symmetrical. Instead Oakley argued that women had now had a double burden. Yes, more women were going out to work, but they were also doing the bulk of the housework and childcare. As such, she argued that increased female employment had not made the family more equal but just meant that women had to work two jobs. A further criticism is that, certainly in the 1970s and even today, while both men and women went to work, men were paid more than women and women experienced a glass ceiling and were unable to gain promotions. It also presupposes a nuclear type of family with a husband and wife, rather than other diverse households that exist in contemporary society. Despite the criticisms, Willmott & Young's theory has remained influential and the concepts of the symmetrical family and shared and segregated gender roles remain useful ways to consider the gender division of labour in families.	Talcott Parsons is one of the best known functionalist sociologists. His work features in many topic areas in sociology. In 1959, he wrote a classic text on the sociology of families and households. Functionalists sociologists have taken an interest in the functions of the family: what are families for? While some identified several functions, Parsons suggests that there are two irreducible functions: 1) primary socialisation and 2) the stabilisation of adult personalities. 1) For functionalists, socialisation is the process through which people learn how to behave in society - what is normal and what is important. This is an essential process about these things to prevent people behaving in an antisocial way. Parsons divides socialisation into primary and secondary socialisation; primary socialisation takes place in the family, where we learn the particular norms and values of our family and community. Later, we learn universalistic values through school, the media and other agents of socialisation. So parents teach children the norms and values of society, through pre-school education and by example. For Parsons this also strongly involves learning our gender roles. Parsons argued that men were the instrumental leader while women were the expressive leader and that both were necessary. So men carried out discipline and earned money, while women cared and nurtured and raised children. Boys saw the example from their fathers, and girls saw the example from their mothers, and ensured they continued to behave in the same way and gave the same example to the next generation. Of course this idea is now seen as rather outdated. In 1950s America, married women were much more likely to be housewives than to pursue their own careers, and the idea of a clear gender division of labour (men and women performing very different roles) was not controversial. 2) Parsons argued that families performed an important role for individuals and society in keeping people stable. Life is difficult and challenging and frustrating; the family can help to deal with this. Family members give each other care and support and help each other through difficult times. Parsons particularly described this in terms of a man coming home from a difficult day at work and relating into his family, like a warm bath. Marxist sociologists like Zaretsky agree that the family can perform this psychological role but see it much less positively. They see it as a benefit to society or the individual but the bosses, instead of going on strike, are rebelling at having a revolution, disorientated workers are relating to return to work by their loving wives. Similarly, feminist see this process differently, as men taking out their frustrations on their wives. Again it could also be seen as rather outdated, as it assumes men will be the breadwinners and women be in the home. It has also been suggested that Parsons was really describing middle-class families and ignored the different experiences of families from different social classes.	Zaretsky's Marxist analysis of the role of the family in capitalist society provides a fascinating contrast with the work of Parsons and Delphy & Leonard. He concluded that the family worked in the interests of capitalism. Zaretsky argues that in society today, there is an illusion that the family is a private space, separate from economics and capitalism. Zaretsky argues that the nature of capitalist society means that this is not really true; in fact it helps to keep capitalism going. Zaretsky was interested in psychology and the idea that the family might perform a psychological function. That is, that people could be nurtured, supported and have their individual needs met by the family. A similar concept to Parsons' warm bath. However, Zaretsky said that the family was unable to perform this function under capitalism. This was because, rather than helping and nurturing individuals, the family cushioned the damage caused by capitalism. The working class were exploited at work. Traditional Marxists argue that the working class needs to have a revolution and overturn capitalism and establish a socialist system. However, Zaretsky says that one of the things that Parsons says them doing this is the family! Parsons argued that the family helps relieve the stress of the working day and prepare an individual to function the next day and Zaretsky agrees. However, Zaretsky sees this as a negative thing; people need to recognise that they are being exploited in order to be able to do something about it. The family doesn't really compensate for the bad effects of capitalism. It just seems to. It also helps support capitalism in other ways too: it provides lots of free labour. Women (housewives) work for the capitalist system for free, keeping the workers fed and clothed and reproducing the next generation of exploited workers by having children. Also, workers who have families are less likely to rebel against their bosses (e.g. go on strike) because loss of earnings does not only affect them, but also their dependents. For Zaretsky, the family could only really start to provide psychological support for its members when there is an end to capitalism. Zaretsky's ideas now seem rather outdated as the nature of both work and families has changed, particularly in relation to women's role in the workplace. Also, some feminist sociologists, such as Delphy & Leonard argue that it is the patriarchy - a male-dominated social system - that benefits from family life, rather than capitalism.	Delphy & Leonard - who are feminists - looked at the role of women in families and particularly at housework and the idea that women were exploited by their husbands. Delphy and Leonard took a feminist look at the family and particularly at the work of women in the home. Some existing sociology - particularly Marxist and Marxist-feminist - looked at how women's work benefited capitalism; the bosses had their workers clothed and fed and looked after for free. But Delphy and Leonard argued that the people who most benefited from women's work were not the ruling class but men. Housework benefited the patriarchy. Patriarchy means a male-dominated society. Indeed they saw the main role of the family as maintaining patriarchy: keeping men in charge. Delphy and Leonard looked at the family as an economic system: who did the work and who benefited from it? It was clear to them that it was women who were exploited in this system. They did the bulk of the domestic labour - regardless of whether they also went out and did paid work outside the home too. Time at home for men was leisure time, whereas time at home for women was also work time. This contrasts strongly with Willmott & Young's idea of a symmetrical family. There is also a contrast with Marxist-feminists such as Fran Ansley who saw the unequal division of labour in the family as benefiting the ruling class and capitalism. They also concluded that men tended to make the big decisions about the family. Delphy and Leonard's work does build on earlier research, such as that of Ann Oakley, who concluded that working women had a double burden of paid work and unpaid domestic work. Later, Duncombe and Marsden developed the idea of a triple shift where emotional work is added to domestic work and paid work.	Feminist sociologist Ann Oakley is well known for her extensive research on housework and on children, both using unstructured interviews to gain deep, valid data about families and women. In this article, she investigated the nuclear family, and its place as the 'normal' or 'conventional' family of the time. Ann Oakley defined the conventional family as 'nuclear families composed of legally married couples, voluntarily choosing parenthood of one or more children'. This is otherwise known as the separate gender family. The image of a normal family that was portrayed in television advertisements and soap operas at the time when she was writing. Oakley critically examines this idea. She looks at the work of other sociologists and considers where the idea that this was the 'normal' way to live came from, and the influence it has over society and individuals. She considered the way the conventional family worked as a form of social control: people were expected to live in these families, and this controlled them by making it harder to live alternative lives. As people got older - especially women - they would be regularly asked when they were going to get married and have children, as though alternatives to this life plan were unthinkable. Oakley noted that, even in the early 1980s, the conventional family was being challenged. People were exploring different ways of living and different arrangements that worked for them and did not conform to convention. She noted that people increasingly saw the conventional family as a stereotype and an archaic one. Instead some groups understood that they could organise their families differently and, indeed, that they did not have to live in a family at all, but could choose some other form of household or living arrangement. Since the 1980s this challenge to the conventional family has increased and, today, there are great deals of diverse family forms and structures we can choose to live in. Chester (a functionalist) however suggests that we still live in neo-conventional families. That is, that while fewer people are getting married, and people may live with step-siblings, etc. most people still live in a family that is effectively nuclear and most people want to live in that family structure.

Paper 1 Revision: Education

Key terms for this section of the paper	Think: which key terms am I not confident with? What evidence can I add?
Agents of Socialisation	
Anti-School Subcultures	
Cultural Capital	
Formal Curriculum	
Hidden Curriculum	
Labelling	
Life-Chances	
Meritocracy	
Patriarchy in school	
Racism in school	
Role Allocation	
Self-Fulfilling Prophecy	
Social Capital	
Social Cohesion	
Key people: Ball	
Becker	
Bourdieu	
Durkheim	
Francis	
Sue Sharpe	
Parsons	
Sewell	
Willis	

Key questions to practise from this section of the exam

Describe one message passed on through the hidden curriculum (2)

Outline how schools may socialise children into their gender roles. (5)

Explain, using examples, why some pupils form anti-school sub-cultures (8)

'Some students tend to underachieve in education mainly because of labelling in school.' Do you agree with this view? (15)

Describe one material factor that may affect achievement in education. (2)

Outline the Functionalist view of the role of education. (5)

Explain, using examples, why boys may not achieve as well as girls in education. (8)

'Girls achieve higher in education due the gender socialisation'. Do you agree with this view? (15)

Describe one way in which labelling can affect children in schools. (2)

Outline ways in which Marxist criticise schools. (5)

Explain, using examples, why some students some ethnic groups may not achieve as well as other groups in schools. (8)

'Working class students tend to underachieve in school due to material factors' Do you agree with this view? (15)

THEORIES

Functionalism

Marxism

Feminism

New Right

Interactionists

Key questions you need to know:

Why do middle-class pupils tend to do better in school than working class students? Can anyone do well, regardless of background? Does money make a difference to achievement? Does the type of school you go to affect your life-chances? Do teachers treat pupils differently depending on factors such as class and gender? Are schools patriarchal?

Tasks: Complete the key terms, with evidence. Practise the questions in your pink assessment books. Come up with your own questions based on the key terms and styles of questions. Attempt these questions and discuss your answers with the person sitting next to you. Make a mind map/ key term cards.

Paper 1 Revision: Families

Key terms for this section of the paper	Think: which key terms am I not confident with? What evidence can I add?
Blended/ reconstituted family	
Cohabitation	
Conjugal Roles	
Divorce	
Extended families (modified/ horizontal/ vertical/ beanpole)	
Lone-parent families	
Nuclear Families	
Patriarchy	
Polygamy	
Same-sex families	
Sandwich generation	
Secularisation	
Stigma	
Symmetrical families	
Key people: Dermott	
Murray	
Murdock	
Parsons	
Willmott and Young	
Sue Sharpe	
Ann Oakley	
Rapoports	
Marsden	

Key questions to practise from this section of the exam

Describe what is meant by a symmetrical family. (2)

Explain why Functionalists argue that nuclear families are important. (4)

Explain the increase in lone-parent families in the contemporary UK. (8)

'Changes in the law are mainly responsible for changes in the divorce rate since the 1970s.' Do you agree with this view? (15)

Describe what is meant by cohabitation (2)

Explain why feminists criticise the nuclear family. (4)

Explain the increase in family diversity in the contemporary UK. (8)

'Gender roles are now more equal in families in the contemporary UK.' Do you agree with this view? (15)

Describe what is meant by an *extended family*. (2)

Explain why it is argued Britain is a child-centred society. (4)

Explain why women in modern Britain are having fewer children than in the past. (8)

Some sociologists suggest that nuclear families, with two parents of opposite sexes, are good for society. Do you agree with this view? (15)

THEORIES

Functionalism

Marxism

Feminism

New Right

Key questions you need to know:

What is family? What is a household? Why is divorce on the increase?

Do we need families? Is the family in decline? What role do children have in the family? Is there a new man? Have roles in the family become more equal? Why are women having less children?

Tasks: Complete the key terms, with evidence. Practise the questions in your pink assessment books. Come up with your own questions based on the key terms and styles of questions. Attempt these questions and discuss your answers with the person sitting next to you. Make a mind map/ key term cards.

Paper 1 Revision: Key Concepts and Processes

Key terms for this section of the paper	Think: which key terms am I not confident with? What evidence can I add?
Agents of socialisation	
Cultural diversity/relativity	
Culture	
Formal curriculum	
Hidden curriculum	
Identity (including gender, national and class identity)	
Nature vs nurture debate	
Norms	
Peer pressure	
Role models	
Roles	
Sanctions	
Social control	
Socialisation	
Socially constructed status	
Society	
Values	
Key people: Ann Oakley	
Karl Marx	

Key questions to practise from this section of the exam

Explain why socialisation by the family is important (2)
 Identify and explain two ways in which children are socialised into gender roles in the family. (4)
 Explain why some children are feral. (2)
 Explain two reasons why sociologists believe in the nurture theory of behaviour. (4)
 Explain two reasons why feral children may have difficulty fitting into society (4)
 Explain why socialisation by the media is important. (2)
 Identify and explain two ways in which agents of socialisation pass on identity to children. (4)
 Explain what is meant by the term gender (2)
 Explain two reasons why some sociologists believe that gender stereotypes may not be helpful for young people growing up. (4)
 Explain two aspects of identity, other than gender. (4)
 Describe what is meant by *identity* (2)
 Identify and explain **two** ways in which schools pass on gender identities. (4)
 Explain why societies have sanctions. (2)
 Explain, using examples, **two** ways the family teaches children the culture of their society. (4)
 Explain, using examples, the difference between formal and informal sanctions.

Tasks: Complete the key terms, with evidence. Practise the questions in your pink assessment books. Come up with your own questions based on the key terms and styles of questions. Attempt these questions and discuss your answers with the person sitting next to you. Make a mind map/ key term cards.

Paper 1 Revision: Research Methods

Key terms for this section of the paper	Think: which key terms am I not confident with? What evidence can I add?
Unstructured interviews	
Structured interviews strengths and weaknesses	
Covert observation strength and weaknesses	
Overt observation strengths and weaknesses	
Pilot study strengths and weaknesses	
Questionnaire strengths and weaknesses	
Qualitative data	
Quantitative data	
Longitudinal studies strengths and weaknesses	
Reliability	
Representativeness	
Validity	
Sample	
Sampling frame	
<u>Sampling methods</u>	

Key questions to practise from this section of the exam

Issues in Research
Practical

Ethical

Theoretical

Key questions you need to know: What is social research? What are the different types of data? What are the different primary methods? How do sociologists select a sample?

Describe what is meant by a longitudinal study. [2]

Describe what is meant by a pilot study. [2]

Describe what is meant by quantitative data. [2]

Describe what is meant by qualitative data [2]

Explain two ethical issues that interviewers may

have faced in carrying out their research. [4]

Explain two practical issues that interviewers may

have faced in carrying out their research. [4]

Discuss the usefulness of interviews in research.

[12]

Discuss the usefulness of questionnaires in research. [12]

Discuss the usefulness of observation in research.

[12]

Tasks: Complete the key terms, with evidence. Practise the questions in your pink assessment books. Come up with your own questions based on the key terms and styles of questions. Attempt these questions and discuss you answers with the person sitting next to you. Make a mind map/ key term cards.

Research Methods Knowledge Organiser

Postal / Email Questionnaires:

- ✓ Quick
- ✓ Easy to send to lots of people (representative & reliable).
- x Response rate is about 10%
- x Might not understand the questions (less valid).

Structured/ Semi-structured Interviews:

- ✓ All participants are asked the same questions (reliable)
- ✓ Can explain what questions mean (valid);
- ✓ Ability to explain answers further in a semi-structured interview (valid).
- x Interviewer bias

Informal (Unstructured) Interviews:

- ✓ Participants can talk about what is important to them (valid)
- ✓ The researcher can ask the participant what their answers mean (valid).
- x Every interview is different, hard to compare the results of all the interviews (less reliable)

Group interviews

- ✓ Access a wide range of views and experiences
- ✓ Participants may feel more at ease.
- ✓ Save time and money
- x Some may dominate discussion/everyone might not be heard
- x Cannot assure confidentiality

Participant observation

- ✓ Watch how participants behave (valid)
- ✓ Can see the world from participants' point of view (valid).
- x If participants know they are being observed, then they will not act naturally
- x The researcher might have to get involved in criminal behaviour (unethical)
- x If participants do not know they are being observed, then they can not give their permission (consent - unethical).

Official Statistics

- ✓ The data is usually based on the whole population (representative).
- ✓ May be the only source of data
- ✓ Can investigate trends over time
- x Cannot check the validity
- x Could be politically biased

Qualitative Data: data presented in words or visual form e.g. diary, photographs, mass media

Quantitative Data: data presented in numerical form presented in graphs, pie charts or tables of statistics e.g. official statistics

- ✓ Reliable
- ✓ Relevant
- ✓ Scientific
- ✓ Preferred by Positivists
- x Costly
- x Time consuming
- x Sampling needs to be generalisable

- ✓ Large Scale
- ✓ Cheap
- ✓ Quick
- ✓ Only way to study historical issues
- ✓ Preferred by Interpretivists
- x Reliability could be questioned
- x Interpretation issues

Primary Research
(data collected first hand.)



Secondary Research
(data from previously published sources.)

Interviews
Surveys
Experiments
Questionnaires
Focus groups
Case Studies
Observations

Census
Website
Journals
Media
Books
Official statistics
Primary data
ANYTHING

Validity: Data is valid if it gives a true picture of social reality

Reliability: Data is seen as reliable if other researchers using the same methods get the same results.

Ethics: Research must be carried out in a morally acceptable way

Representativeness: Sociologists want the sample they are studying to represent a large group of people

Generalisation: Assuming the results are valid, reliable and representative you should be able to generalise your findings

Evaluating research

Closed (or fixed-choice) questions

- ✓ Easy to process and present
- x Doesn't allow for the respondent to expand on their answer

Open-ended questions

- ✓ Able to give a more detailed answer
- x Difficult to convert into statistics
- x More time consuming to process

A representative sample: typical of the wider population

An unrepresentative sample: difficult to generalise. Some Groups are overrepresented

Sampling Methods

Probability (or random) sampling

Simple random sampling

Use a computer to generate a random sample, everyone has as much chance as the other.

Systematic random sampling

The researcher uses a system to pick the participants (eg. every 10th name on the register).

Stratified random sampling

This involves picking people from different groups within the population

Snowball sampling

The researcher selects one person, then asks them to put them in touch with other people, etc.

Quota sampling

Each interviewer has an exact number of people from categories that they need e.g. females, teenagers.

Non-probability sampling

Purposive sampling

The sample is collected according to a known characteristic e.g. a teacher.

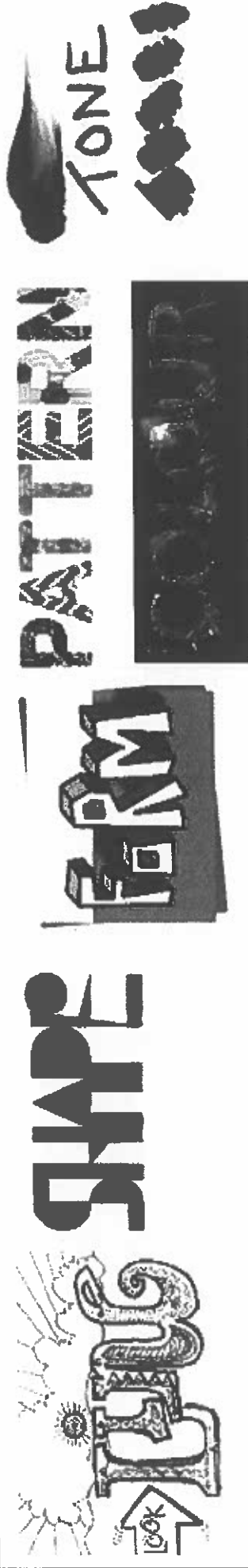
Visual Arts

GCSE Art & Design - Year 10 Half Term 1

Summary - Position in the Curriculum

Key Stage 4 students begin their GCSE journey of study with an IN-DEPTH EXPLORATION of ADVANCED DRAWING skills and techniques. Students will recap the key FOUNDATIONAL ELEMENTS of ART and study key PROCESSES.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
LINE	A CONTINUOUS MARK left by moving an ART MEDIUM across a surface.	A LINE can take many forms e.g. straight, curved, jagged, rough, hatched. A LINE can show TEXTURES, CONTOURS, MOVEMENT, FEELING, EXPRESSIONS. LINES are also used to DEFINE the SHAPE of an object. Artists use LINE when MARK-MAKING to show TEXTURES.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
TEXTURE	Used by artists to show how something might feel, what it is made of.	TEXTURE is created using MARK-MAKING, which is also often connected to the ELEMENT of LINE. This is also called IMPLIED TEXTURE. TEXTURES can be made using every art MEDIUM.	COMPLETE 3 10-minute observational drawings in graphite.
SHAPE	An area enclosed by a LINE.	Artists create SHAPES to represent objects on a two-dimensional surface. SHAPES can also be used in PATTERN & DESIGN, or even creating ABSTRACT images. Photographers look for SHAPES to create interesting COMPOSITIONS.	COMPLETE 3 10-minute drawings using continuous line.
FORM	A SHAPE created to look THREE DIMENSIONAL.	A square becomes a cube. A triangle becomes a pyramid. A circle becomes a sphere. FORM creates the ILLUSION of 3D DEPTH. SCULPTURE and 3D DESIGN are also about creating FORMS.	COMPLETE outstanding work in sketchbook as directed by subject teacher.
SPACE	A FEELING of DEPTH and controlling TWO or THREE DIMENSIONALITY.	Artists use a range of techniques to IMPLY SPACE in their work, such as PERSPECTIVE, OVERLAPPING SHAPES and TONAL VALUE VARIATION. The area around the PRIMARY OBJECTS in a work of art is known as NEGATIVE SPACE, while the SPACE occupied by the PRIMARY OBJECTS is known as POSITIVE SPACE.	COMPLETE sketchbook annotations.
PATTERN	A DESIGN that is created by repeating LINES, SHAPES, TONES or COLOURS.	PATTERNS can be created by people, such as a DESIGN on fabric for fashion, or natural such as markings on animal skins and petals on a flower.	RESEARCH how artists use the ELEMENTS of ART: https://www.youtube.com/@KQEDArtSchool
TONAL VALUES	The lightness or darkness of a SHADE or COLOUR.	TONAL VALUES work on a SCALE ranging from light to dark. Using the full TONAL RANGE will allow you to show SURFACES, SHADOWS, HIGHLIGHTS AND CONTRASTS, giving DEPTH and 3D FORM to your work.	'Expectational' students utilise school resources through invention time.
COLOUR	PIGMENTS and applied through a RANGE of MEDIUMS such as PAINT, PASTEL, CHALK, PENCIL, INKS, and DYES.	COLOUR can be used FAITHFULLY to show REALISM, EXPRESSIVELY to show EMOTION, or used in an ABSTRACT way. Artists use the COLOUR WHEEL to decide on which COLOURS to use in their work. Controlling COLOURED PIGMENTS is essential to creating quality artworks.	'Exceptional' students visit galleries and museums to inform their ideas and projects.
COMPOSITION	The ARRANGEMENT of the SHAPES and OBJECTS in your picture.	There are several theories of COMPOSITION, which help artists to create images that are pleasing to the eye. "Composition is the art of arranging in a decorative manner the diverse elements at the painter's command to express his feelings." - Henri Matisse in "Notes of a Painter."	'Exceptional' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr).

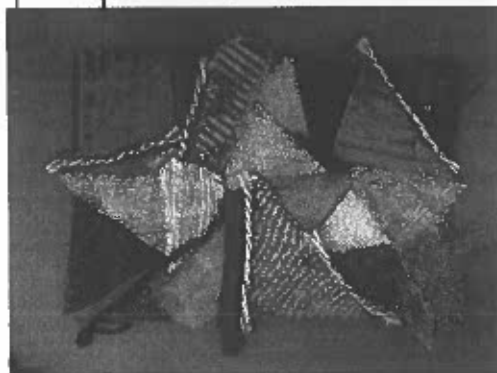


GCSE Art & Design - Year 10 Half Term 2

Summary - Position in the Curriculum

Key Stage 4 students begin their GCSE journey of study with an IN-DEPTH EXPLORATION of ADVANCED DRAWING skills and techniques. Students will recap the key FOUNDATIONAL ELEMENTS of ART and study key PROCESSES.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
COLLAGE	COLLAGE describes both the TECHNIQUE and the resulting work of art in which pieces of paper, photographs, fabric are ARRANGED and STUCK DOWN onto a SUPPORTING SURFACE.	There are different types of COLLAGES in Art: PAPER Collages. These are images created with cut out shapes; DIGITAL Collages. This kind is made using computers; MIXED MEDIA Collages. These use a RANGE of different ELEMENTS; PHOTOMONTAGE Collages. These use PHOTOS as the main ELEMENT.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
SCREEN PRINTING	The TECHNIQUE of creating a PICTURE or PATTERN by forcing INK on to a surface through a SCREEN of fine MATERIAL.	SCREEN PRINTING is the process of TRANSFERRING a STENCILLED DESIGN onto a flat SURFACE using a mesh screen, ink and a squeegee. Fabric and paper are the most commonly screen-printed surfaces, but with specialised inks it's also possible to print onto wood, metal, plastic, and even glass.	1. RESEARCH the process of Mono printing.
MONO PRINTING	A form of PRINTMAKING where the IMAGE can only be made ONCE.	A MONOPRINT is a form of printmaking in which an IMAGE is made from a smooth surface or 'PLATE' coated in PRINTING INK such as a SHEET of glass or metal.	2. PRODUCE a step-by-step guide in PowerPoint on 'How to Monoprint'.
COLLAGRAPH PRINTING	A COLLAGRAPH is essentially a COLLAGE of MATERIALS of various TEXTURES GLUED on to a PRINTING PLATE, often a thin wood or cardboard.	COLLAGRAPHY is a really versatile PRINTING PROCESS in which a TEXTURED PLATE is inked up and put through a PRESS. Different textures hold varying amounts of ink and print different tones. Anything with a LOW RELIEF texture can be stuck down and used: wallpaper, leaves, fabrics, tapes and threads etc.	3. COMPLETE outstanding work in sketchbook as directed by subject teacher.
			4. COLLECT newspapers and magazines for collage workshop.
			5. COMPLETE sketchbook annotations.
			'Exceptional' students utilise school resources through invention time.
			'Exceptional' students visit galleries and museums to inform their ideas and projects.
			'Exceptional' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr)



GCSE Art & Design - Year 10 Half Term 3

Summary - Position in the Curriculum

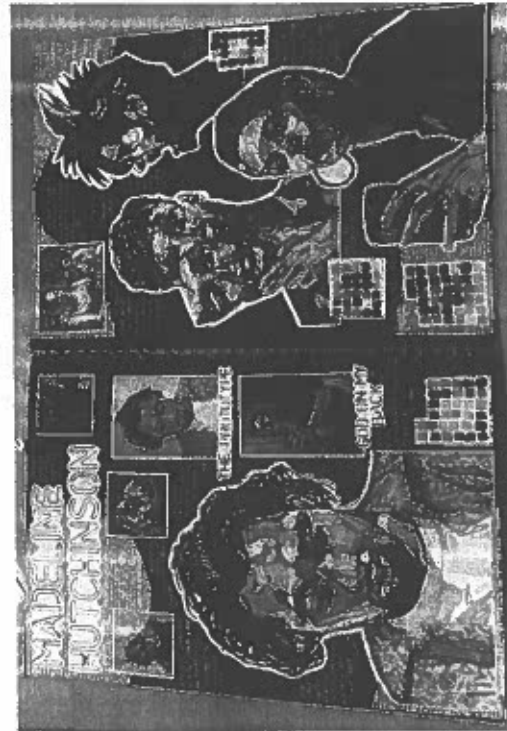
In the second term of Year 10, students begin a SUSTAINED PROJECT which will contribute to their GCSE COMPONENT 1 portfolio. Students will develop MEANINGFUL IDEAS through INVESTIGATIONS and EVIDENCE their knowledge and understanding of artistic sources. Students will begin to REFINEMENT work, EXPLORING and EXPERIMENTING with a range of MEDIA and MATERIALS, TECHNIQUES and PROCESSES.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
INVESTIGATION	ANALYSE artists' and designers' work to DISCOVER IDEAS, TECHNIQUES, emotions, multiple perspectives, and MEANING.	Artist / designer INVESTIGATIONS should be PURPOSEFUL and INFORM your own IDEAS and PROJECT. Refer to the WHAT, HOW, WHY framework below to see the questions you should be answering when analysing artists and designers.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
REFINE	REFINEMENT is the IMPROVEMENT of the IDEA. It does not involve radical changes, but is about making small changes which IMPROVE the IDEA in some way. How this might be done:	- FINE-TUNING a TECHNIQUE or an aspect of the COMPOSITION. - TWEAKING the positioning of a subject to make the COMPOSITION more balanced, or to create more tension, as appropriate. - VARIATION of a technique - e.g. trying oil pastel rather than painting to achieve an expressive style - ADAPTATION of the idea - e.g. including some detail in the foreground of a landscape to add more depth and distance	1. PRINT HIGH QUALITY COLOUR images of your chosen artist's work.
OBSERVATION	OBSERVATIONAL art is to draw or paint a subject as ACCURATELY as possible. The SUBJECT may be a still life, figure model, portrait or landscape and the image must be created from REAL LIFE rather than a photograph or the artist's imagination.	When creating an OBSERVATIONAL piece of work refer back to your KS3 knowledge and select the techniques you think will work best. Consider different ways you have been taught to draw, paint and take photographs. For example, gridded drawing, drawing by shapes, colour mixing, mother colour and rule of thirds.	2. WRITE a draft 'WHAT, HOW, WHY?' on your chosen artist.
ANNOTATION	An ANNOTATION is a NOTE, DIAGRAM or COMMENT added to a text, drawing or photograph to provide EXPLANATION or CRITICISM about a particular part of it.	Ensure you ANNOTATE everything in your SKETCHBOOK clearly, for example, if you TEST one of your IDEAS, ANNOTATE what went well, what you would improve and your next steps.	3. COMPLETE outstanding work in sketchbook as directed by subject teacher.
How to purposefully write about artist's work. Divide into three key paragraphs, WHAT, HOW & WHY.	How to annotate: WHAT	- INTRODUCE the artist and the artwork. What is the TITLE? - DESCRIBE what you can see in artwork? (Visual Elements: Line, Tone, Form, Pattern, Texture, Shape, Colour) - WHAT is the SUBJECT matter? (Natural form, self-portrait, landscape etc.) - WHAT was happening in the world or their personal lives during this time (art, politics, life), how might that have INFLUENCED their work? - WHAT THEMES did the artist explore? - WHAT are your initial OBSERVATIONS/ FEELINGS/ THOUGHTS about the work?	4. COMPLETE sketchbook annotations.
Then finish your analysis with a small CONCLUSION	How to annotate: HOW	- HOW has the artwork been CREATED? - HOW has the artist used MATERIALS/PROCESSES? - HOW has the artist used SCALE? E.g., is it a large-scale painting and would it be as impactful if it were smaller? - HOW has the artwork been PRESENTED? E.g., in a gallery or open space. - HOW was work PERCEIVED when it was created?	5. SELECT a piece of art that you have created and write a poem about it.

giving your own OPINIONS on the work and how it might INFLUENCE your IDEAS moving forward.	How to annotate: WHY	• WHY has the artist made it? • WHAT is the CONCEPT/ idea behind the work? • Why do you think the artist has made it? Remember to JUSTIFY your opinion with your own ideas but also RESEARCH. READ reviews by other people and interviews with the artist about the work. • WHY do you like/dislike it? How does it link to your work? • HOW could you make a PRACTICAL RESPONSE to the artwork? What IDEAS do you now have?	'EXCEPTIONAL' students utilise school resources through intervention time. 'EXCEPTIONAL' students visit galleries and museums to inform their ideas and projects. 'EXCEPTIONAL' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr)
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Artist analysis plus drawing / painting studies to master techniques of artists - Developing own ideas from research - Ideas and inspiration are clearly labelled alongside drawings testing their idea.



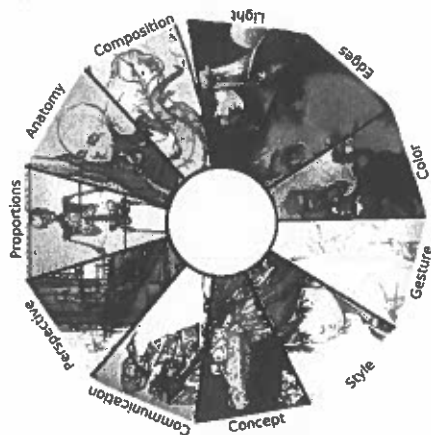
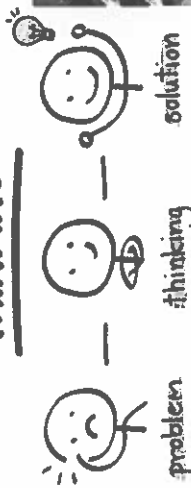
GCSE Art & Design - Year 10 Half Term 4

Summary - Position in the Curriculum

In the second term of Year 10, students begin a SUSTAINED PROJECT which will contribute to their GCSE COMPONENT 1 portfolio, worth 60% of their grade. Students will develop MEANINGFUL IDEAS through INVESTIGATIONS and EVIDENCE their knowledge and understanding of artistic sources. Students will begin to REFINED work, EXPLORING and EXPERIMENTING with a range of MEDIA and MATERIALS, TECHNIQUES and PROCESSES. To achieve meaningful projects familiarise yourself with the AQA MARKING CRITERIA of MINIMAL to EXCEPTIONAL students.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
CRITICAL	The term CRITICAL comes from the Greek word 'KRITIKOS' meaning "able to JUDGE or DISCERN".	CRITICAL THINKING is a kind of thinking in which you QUESTION, ANALYSE, INTERPRET, EVALUATE and make a JUDGEMENT about what you read, hear, say, or write.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
SKILFULLY	Having the TRAINING, KNOWLEDGE, and EXPERIENCE that is needed to do something well.	FOCUS on FUNDAMENTALS: OBSERVATION, PROPORTION, ANATOMY, PERSPECTIVE and SHADING. EXPERIMENT with different MEDIUMS: EXPLORING new MEDIUMS allows you to DISCOVER which ones you ENJOY and helps you DEVELOP a VERSATILE SKILL set.	1. PRINT HIGH QUALITY COLOUR images of your chosen artist's work.
MEDIA	Arts MEDIA are the MATERIALS and TOOLS used by an artist, COMPOSER or DESIGNER to CREATE a work of ART.	MEDIA can include paint or inks, sculpting materials, fabric and glass.	2. WRITE a draft 'WHAT, HOW, WHY?' on your chosen artist.
TECHNIQUE	Art TECHNIQUES refer to various METHODS used by artists to CREATE their artworks.	TECHNIQUE is important in an artwork for a number of reasons. First and foremost, it is necessary to have a FOUNDATION in which to BUILD upon. Without a STRONG TECHNICAL FOUNDATION, the artist's FINAL PRODUCT may be lacking in QUALITY. Second, good TECHNIQUE can help an artist CREATE more REALISTIC images.	3. COMPLETE outstanding work in sketchbook as directed by subject teacher.
INTENTION	An INTENTION is IDEA that you plan (or INTEND) to carry out.	ARTISTIC INTENTION or MOTIVATION ultimately determines the END PRODUCT that we consider as ARTWORK.	4. COMPLETE sketchbook annotations.

CRITICAL THINKING

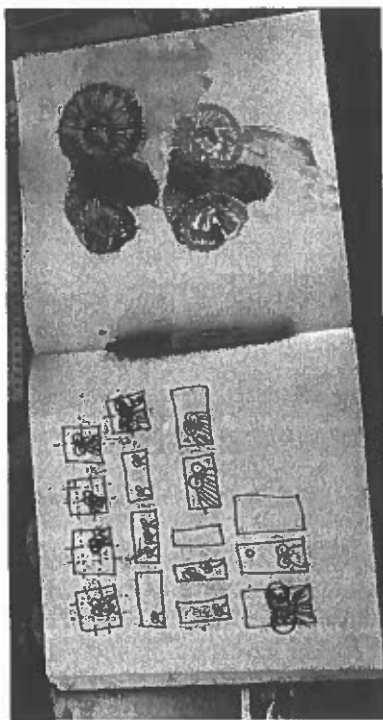
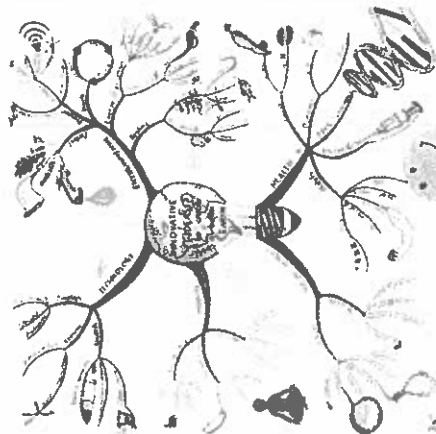
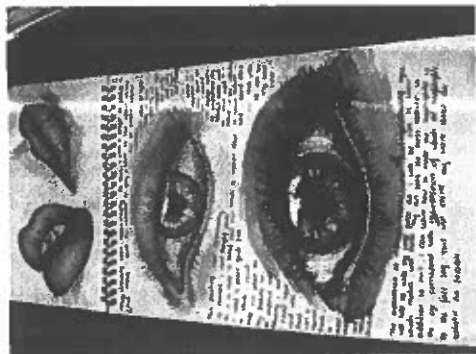


GCSE Art & Design - Year 10 Half Term 5

Summary - Position in the Curriculum

In the third term of Year 10, students build on their COMPONENT 1 PORTFOLIO, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. Students continue to REFINE and EXPERIMENT their PORTFOLIO, as appropriate. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

MINIMAL	SOME	MODERATE	CONSISTENT	HIGHLY DEVELOPED	EXCEPTIONAL
• Random, disconnected, lacks relevance. • Limited analysis. • Brief or lacking investigation. • Lacks experimentation. • Rudimentary skills. • Lacks coherence. • Arbitrary. • Lacking any sense of purpose. • Insignificant and minimal choices. • Dependent on copying. • Haphazard and disorganised. • Fragmented, disconnected.	• Simple, brief references. • Beginnings of purpose. • cursory analysis. • A sense of intention. • Attempts at selection. • Uncomplicated insights and ideas. • Fundamental skills. • Brief journeys. • Lacking in analysis, awareness and insight. • The beginnings of a personal response. • Moving towards understanding.	• Variable depth of understanding. • Derivative, imitative responses. • Sources provide basic inspiration. • Sometimes superficial. • Emerging, growing capacity. • Variable standard of creativity and independence. • Perhaps repetition of ideas and process. • Safe, uncomplicated. • Developing sense of purpose.	• Appropriate, relevant and informed. • Purposeful investigation of sources and process. • Little or no variation in standard. • Recognition of value and increasing understanding. • Informed refinement. • Increasing confidence. • Well defined intentions. • Increasingly personal responses.	• Consistently inquisitive. • Independent exploration. • In depth investigation. • Insightful, informed analysis. • Increasing confidence. • Willingness to take risks. • Sustained reflection. • Increasing clarity of purpose. • Overall depth of understanding and application. • A synthesis of ideas and production qualities. • Strong realisation.	• Highly discriminating, rich and rigorous ideas and process. • Thorough enquiry. • Confident and self-assertive. • Mature. • Self-aware. • Well informed analysis leading to well informed realisation. • Sophisticated abilities and reflection. • Perceptive. • Discerning. • Astute. • Clear and coherent intentions. • Genuine creativity and discovery.
GCSE LEVEL 1	GCSE LEVEL 2	GCSE LEVEL 3	GCSE LEVEL 4-6	GCSE LEVEL 7-9	GCSE LEVEL 9
Revision and self-study activities are →. Choose 1 per week to practice techniques and improve your skill levels.	1. REFINE work by exploring and extending your creative responses to your research.	2. EXPERIMENT with a different drawing material that you haven't tried before.	3. CREATE a MIND MAP of your THOUGHTS and FEELINGS on your PERSONAL THEME.	4. PHOTOGRAPH your work at 5 different stages, to show the PROCESS.	5. EXPERIMENT with 3 different COMPOSITIONS for your FINAL OUTCOMES.



GCSE Art & Design - Year 10 Half Term 6

Summary - Position in the Curriculum

Summary - Position in the Curriculum
In the third term of Year 10, students build on their COMPONENT 1 PORTFOLIO, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. This final half term of Year 10 is focused on preparation for a FORMAL ASSESSMENT in SUPERVISED TIME. Students will produce FINAL OUTCOMES in EXAM CONDITIONS, which must REALISE INTENTIONS from their INVESTIGATIONS and EXPERIMENTATIONS. Students must ensure that they have developed the EVAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

MINIMAL	SOME	MODERATE	CONSISTENT	HIGHLY DEVELOPED	EXCEPTIONAL
• Random, disconnected, lacks relevance. • Limited analysis. • Brief or lacking investigation. • Lacks experimentation. • Rudimentary skills. • Lacks coherence. • Arbitrary. • Lacking any sense of purpose. • Insignificant and minimal choices. • Dependent on copying. • Haphazard and disorganised. • Fragmented, disconnected.	• Simple, brief references. • Beginnings of purpose. • cursory analysis. • A sense of intention. • Attempts at selection. • Uncomplicated insights and ideas. • Fundamental skills. • Brief journeys. • Lacking in analysis, awareness and insight. • The beginnings of a personal response. • Moving towards understanding.	• Variable depth of understanding. • Derivative, imitative responses. • Sources provide basic inspiration. • Sometimes superficial. • Emerging, growing capacity. • Variable standard of creativity and independence. • Perhaps repetition of ideas and process. • Safe, uncomplicated. • Developing sense of purpose.	• Appropriate, relevant and informed. • Purposeful investigation of sources and process. • Little or no variation in standard. • Recognition of value and increasing understanding. • Informed refinement. • Increasing confidence. • Well defined intentions. • Increasingly personal responses.	• Consistently inquisitive. • Independent exploration. • In depth investigation. • Insightful, informed analysis. • Increasing confidence. • Willingness to take risks. • Sustained reflection. • Increasing clarity of purpose. • Overall depth of understanding and application. • A synthesis of ideas and production qualities. • Strong realisation.	• Highly discriminating, rich and rigorous ideas and process. • Thorough enquiry. • Confident and self-assertive. • Mature. • Self-aware. • Well informed analysis leading to well informed realisation. • Sophisticated abilities and reflection. • Perceptive. • Discerning. • Astute. • Clear and coherent intentions. • Genuine creativity and discovery.
GCSE LEVEL 1	GCSE LEVEL 2	GCSE LEVEL 3	GCSE LEVEL 4-6	GCSE LEVEL 7-9	GCSE LEVEL 9
Revision and self-study activities are →. Choose 1 per week to practice techniques and improve your skill levels.	1. PLAN your OUTCOME using at least 2 pages in your SKETCHBOOK.	2. TEST the MEDIA you are going to use in SUPERVISED TIME.	3. PREPARE the final COMPOSITION or MODEL e.g. SKETCH out OUTLINES/ PREPARE MATERIALS.	4. PHOTOGRAPH the STEPS of DEVELOPMENT before the SUPERVISED TIME and DOCUMENT.	5. ENSURE all work in your SKETCHBOOK is COMPLETED and ANNOTATED.

A01 EXPLORE
ANNOTATE
IMAGES
RESEARCH
WRITTEN ANALYSIS
LINK ARTISTS WORK TO
IDEAS AND ARTWORK

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

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

A04 MEANINGFUL PIECE OF WORK
INFORMED
SHOW UNDERSTANDING
RESPONSE
LINK BETWEEN
VISUALS AND ARTISTS
RELEVANT

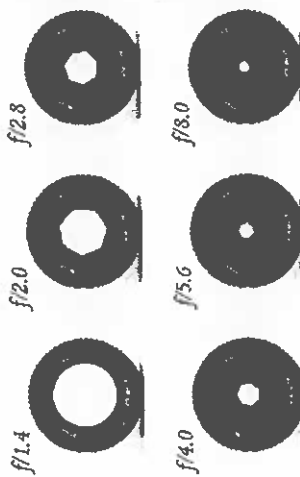
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GCSE PHOTOGRAPHY - Year 10 Half Term 1

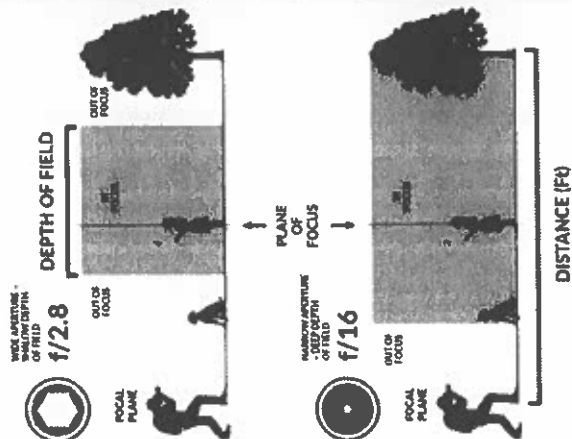
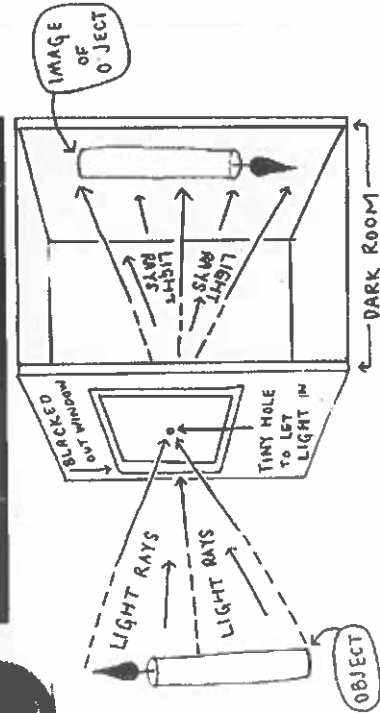
Summary - Position in the Curriculum

Although students may have some experience with photographic techniques from KS3, this first term focuses on an in-depth exploration of: the knowledge and understanding of the scientific and artistic principles of photography; understanding and application of good image making skills and techniques; understanding and application of critical research and investigation skills and techniques.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
PHOTOGRAPHY	"PHOTOS" is the Greek ROOT WORD for LIGHT. "GRAPH" is the Greek ROOT WORD for DRAW. "PHOTOGRAPHY" means "DRAWING WITH LIGHT".	Without LIGHT there is no photography. Light is focused through a LENS and recorded on acetate film or digital light sensor. The photographer uses a range of camera settings and techniques to control how much light enters the camera and is recorded.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
CAMERA	CHAMBER or ROOM in LATIN.	The first CAMERAS were called CAMERAS OBSCURA, meaning DARK ROOM or CHAMBER in LATIN. These were used by artists to capture an image of the world as close to reality as can be.	1. REVISE the definitions and spelling of the terminology listed here. You will be tested on this knowledge.
APERTURE	The opening within the camera through which light passes.	The photographer can control the aperture size and therefore how much light enters the camera and is recorded. The larger the APERTURE the more light that passes through, and vice versa. APERTURE size also determines DEPTH of FIELD.	2. CREATE a COLLAGE of found images in the range of GENRES listed here.
DEPTH of FIELD	The area within the image frame that is in acceptable focus.	Photographs where everything is in focus is created with a WIDE DEPTH of FIELD, whereas photographs with foreground and/or background BLUR is created with a SHALLOW DEPTH of FIELD. Photographers control DEPTH of FIELD using the APERTURE.	3. RESEARCH the famous photographer Henri Cartier-Bresson and explain the phrase: "The Decisive Moment".
GENRE	The overall area of work or STYLE an artist or photographer works in.	Genres include: PORTRAITURE; STILL LIFE; LANDSCAPE; REPORTAGE; ILLUSTRATION; FASHION; STREET PHOTOGRAPHY.	4. Create two photographic PORTRAITS with a WIDE & SHALLOW DEPTH of FIELDS.
			5. Take 3 different photographs in 3 different GENRES.



Still Life

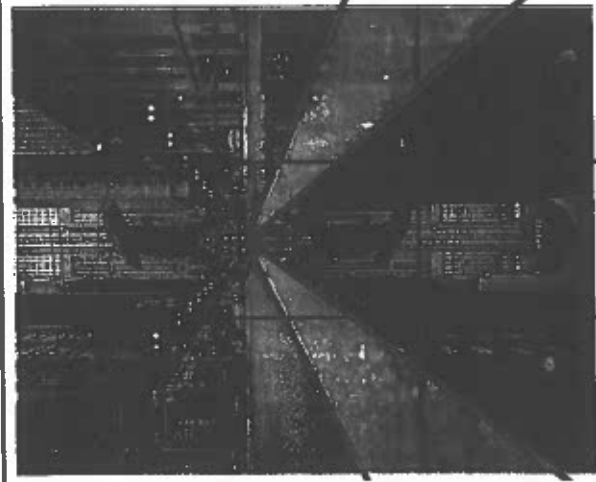


GCSE PHOTOGRAPHY - Year 10 Half Term 2

Summary - Position in the Curriculum

Although students may have some experience with photographic techniques from KS3, this first term focuses on an in-depth exploration of: the knowledge and understanding of the scientific and artistic principles of photography; understanding and application of good image making skills and techniques; understanding and application of critical research and investigation skills and techniques.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
SUBJECT MATTER	The OBJECT, GROUP, AREA that you are taking a photograph of.	Your SUBJECT MATTER depends on which GENRE of photography you are working in. For example, in STILL LIFE photography, your SUBJECT MATTER is OBJECTS, in PORTRAITURE your subject matter is PEOPLE.	Revision and self-study activities are below.
COMPOSITION	The ARRANGEMENT of the SHAPES and OBJECTS in the FRAME of the IMAGE.	Understanding COMPOSITIONAL techniques is essential to GOOD IMAGE MAKING. Using the full range of techniques taught is crucial to secure a CONSISTENT level of work and beyond.	Choose 1 per week to practice techniques and improve your skill levels.
RULE OF THIRDS	Using a 3x3 grid to correctly place key ELEMENTS of your IMAGE.	This technique is used in the majority of IMAGE MAKING, including painting and drawing. Placing the KEY ELEMENTS along grids lines and on INTERSECTION points is important to draw the eye towards them.	1. REVISE the definitions and spelling of the terminology listed here. You will be tested on this knowledge.
FRAMING	The correct EMPHASIS of the main SUBJECT MATTER of your IMAGE.	There are many FRAMING techniques, such as: using LIGHT and TONE; shooting THROUGH OBJECTS; using REFLECTIONS; shooting through a CROWD; using COLOUR SPLASH; using NEGATIVE SPACE; BACKGROUND BLUR.	2. CREATE a COLLAGE of images that use the RULE of THIRDS.
LEADING LINES	Using natural LINES and EDGES to direct the VIEWER through the IMAGE.	As a photographer, you can guide the viewer's GAZE in, out, through and around your IMAGE, or towards important ELEMENTS, using LEADING LINES.	3. RESEARCH the photographer David Levene and analyse two of his images that use FRAMING.
FILLING THE FRAME	Shooting CLOSE UP to your SUBJECT so as to FILL every area of the IMAGE, leaving no BACKGROUND.		4. Create a series of photographs exploring the technique of using LEADING LINES.
RESEARCH: https://www.theguardian.com/artanddesign/gallery/2012/sep/11/photography-framing-subject			5. Use the FILLING the FRAME technique to shoot 5 different types of TEXTURES.

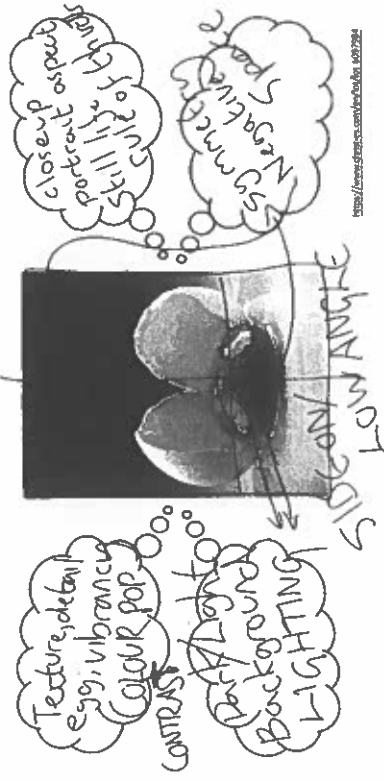


← 2 thirds street / 1 third city; symmetry/ asymmetry; leading lines in one point perspective; framing using reflection



Visual Arts Department - GCSE Photography

Learning Outcome A01 Research & Investigation: To demonstrate my understanding of the important ELEMENTS in STILL LIFE photography by ANALYSING an IMAGE.

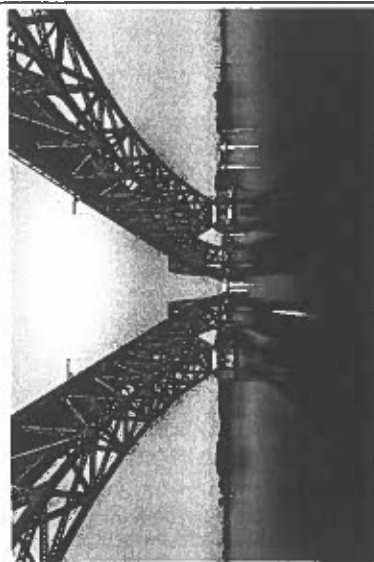
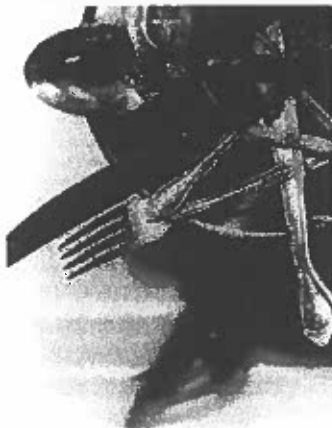
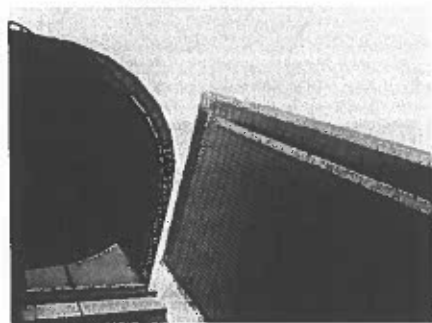
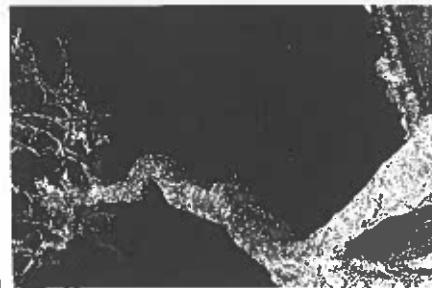


GCSE PHOTOGRAPHY - Year 10 Half Term 3

Summary - Position in the Curriculum

Year 10 students continue with an in depth study of COMPOSITIONAL techniques, studying theory and undertaking practical projects that allows them to demonstrate their understanding.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
NEGATIVE SPACE	The AREA of EMPTY SPACE in your FRAME that surrounds your main SUBJECT.	Understanding NEGATIVE SPACE helps photographers compose their shots and create balance in their images. It is also a way to help frame their subject.	Revision and self-study activities are below.
SYMMETRY	The quality of being made up of exactly similar parts FACING EACH OTHER or around a central LINE or AXIS.	Symmetry gives balance and calmness to an image. It is often used in conjunction with the RULE of THIRDS.	Choose 1 per week to practice techniques and improve your skill levels.
ASYMMETRY	An UNEVEN quality of SIZE and SHAPE of parts FACING EACH OTHER or around a central LINE or AXIS.	This effect creates a NARRATIVE within the FRAME, helping the viewer read around an image moving their GAZE from and towards different elements within the image.	1. REVISE the definitions and spelling of the terminology listed here. You will be tested on this knowledge.
PATTERNS & REPETITION	A PATTERN is a DESIGN in which LINES, SHAPES, FORMS or COLOURS are REPEATED. PATTERNS can be REGULAR or IRREGULAR.	Identifying interesting patterns in nature or geometric shapes can make for fascinating photography in itself, or can also create LEADING LINES, or FILL the FRAME with interesting TEXTURES.	2. CREATE a DRAWING using repeated PATTERNS and photograph it. We will use this in a later project.
ANGLES & VIEWPOINT	The LOCATION and ANGLE from which you take a photograph.	Selecting the best VIEWPOINT and ANGLE for your shot is very important. Try experimenting with taking photographs from unusual ANGLES – from below, from above, round the corner. Stay safe though – no injuries!	3. RESEARCH the photographer Jan Groover and analyse two of her images that have different VIEWPOINTS.
FIGURE to GROUND	Creating a difference between the SUBJECT and the part of a SCENE or PICTURE that is farthest from the VIEWER.	It is vital that you as a photographer consider the BACKGROUND of a SCENE as you need your viewer to differentiate between the SUBJECT and BACKGROUND in the whole FRAME. For example, do you need to change LIGHTING or ANGLES and VIEWPOINT to eliminate something from your picture? Will you be able to CROP something out that you don't want in the background? Can you BLUR out the background to make your subject stand out? This last example is also a type of FRAMING technique.	4. Create a series of photographs of a tree from different VIEWPOINTS.
Photographer: JAN GROOVER (1943-2012). Known for transforming everyday items into formal still lifes.			5. Use the NEGATIVE SPACE technique to shoot a series of PORTRAITS of a family member.



GCSE PHOTOGRAPHY - Year 10 Half Term 4

Summary - Position in the Curriculum

Students undertake a PORTRAIT project, which will contribute to their GCSE Component 1 portfolio. Students will develop meaningful ideas through investigations and evidence their knowledge and understanding of photographic sources. Students will refine work, exploring and experimenting with a range of media and materials, techniques and processes. To achieve a meaningful outcome, students must understand the exam board Assessment Objectives and be familiar with the marking criteria from Minimal to Exceptional.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
PORTRAIT	A GENRE of photography where an image is produced depicting a human, group of humans or animals.	PORTRAITURE can be a formal depiction of a person or a creative way to express identity. PORTRAITURE can comprise of a HEAD SHOT or FULL LENGTH image and could be STAGED in collaboration with the SUBJECT, or CANDID as in JOURNALISM or STREET PHOTOGRAPHY.	Assessment Objective 1: DEVELOP IDEAS through INVESTIGATIONS, demonstrating CRITICAL UNDERSTANDING of SOURCES.
LIGHTING	Using natural, AMBIENT light or STUDIO lights to illuminate the SUBJECT.	Without LIGHT there is no photography. How a photographer lights a portrait will tell a different story. Using lots of light will draw attention to HIGHLIGHTS and DETAILS of a person, whereas using LOW LIGHT can create a more MYSTERIOUS mood.	Assessment Objective 2: REFINE work by EXPLORING IDEAS, SELECTING and EXPERIMENTING with appropriate MEDIA, MATERIALS, TECHNIQUES and PROCESSES.
RESEARCH	INVESTIGATING SOURCES of EVIDENCE, such as the work of an artist or photographer.	Students must EVIDENCE their RESEARCH and INVESTIGATIONS into the work of a photographer, demonstrating their UNDERSTANDING of how this has INFLUENCED their own work.	Assessment Objective 3: RECORD IDEAS, OBSERVATIONS and INSIGHTS, relevant to intentions AS WORK PROGRESSES.
PASTICHE	A copy of an artist or photographers' work, or working in their style.	Working in the style of a photograph gives us a greater INSIGHT into their working TECHNIQUES, PROCESSES and METHODS. Creating PASTICHES helps us to create IDEAS based on similar themes to the photographer. For example, recreating the LIGHTING STYLE of IRVING PENN's portrait of MILES DAVIS helps us to understand SPOTLIGHTING.	Assessment Objective 4: Present a PERSONAL and MEANINGFUL RESPONSE that REALISES INTENTIONS and demonstrates understanding of VISUAL LANGUAGE.
Photographer: IRVING PENN (1917-2009). A PIONEER of ART and FASHION PHOTOGRAPHY, working in a range of GENRES including STILL LIFE and PORTRAITURE.			Research IRVING PENN's portraiture: https://irvingpenn.org/portraits



Subject: Portraiture
Composition: Framing; Filling the Frame; Rule of Thirds
Lighting: Soft; Side on; Split Lighting; Medium Contrast
Gaze: Direct



Subject: Fashion
Composition: Framing; Negative Space
Lighting: Hard; Front on; High Contrast
Gaze: Averted
Other Elements: Smooth Texture; Shape;
Mood/ Meaning: Glamorous; Fashion



Subject: Media/ Advertising
Composition: Framing; Filling the Frame; Negative Space
Lighting: Hard; Spot Lighting; Butterfly Lighting; High Contrast
Gaze: Direct
Other Elements: Texture; Shape
Mood: Dramatic

GCSE PHOTOGRAPHY - Year 10 Half Term 5

Summary - Position in the Curriculum

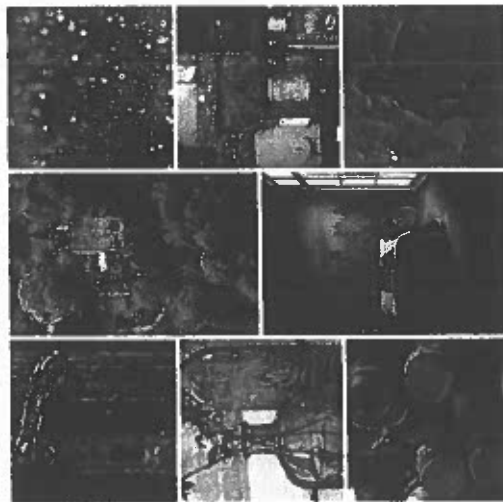
Students begin their FORMAL COMPONENT 1 project. This is work 60% of their grade. Students return to studying good image making, as part of our spiral curriculum, and are guided through high level critical investigations of sources. Students also undertake practical assignments related to the theme of TEXTURES & PATTERNS.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
MIND MAP	A WRITTEN mental investigation of a theme, using free association thought.	What do the words TEXTURES and PATTERNS mean to you? What OBJECTS or QUALITIES come to mind. What could you photograph to create interesting TEXTURES and PATTERNS?	1. Consider your response to the starting point theme and create two MIND MAPS - one for the word TEXTURES and one for the word PATTERNS.
MOOD BOARD	A VISUAL investigation of a theme, using images found online or in magazines.	What VISUAL EXAMPLES can you find of images studying TEXTURES and PATTERNS?	2. Create VISUAL REPRESENTATIONS of your MIND MAPS. This could be in physical form using images found in books, magazines or printed out, or they could be digital in PowerPoint, using images found online. Add the phrase: "Images found online" to your work.
ANALYSIS	Observing an image and considering it's aesthetic and technical qualities.	Refer to the guidance in your booklet and ensure all analysis is high quality, your own work and refers directly to the theme of TEXTURES and PATTERNS.	3. Select two images by each photographer featured in the booklet and analyse them in accordance with the guidance below (and in the booklet).
AESTHETICS	The appreciation of how something looks.	Developing your own personal sense of AESTHETICS is vital to PRODUCING work to a HIGHLY DEVELOPED level, as it makes your work more PERSONAL and MEANINGFUL.	4. REFLECT on the RESEARCH you have done and the PASTICHES you have created. PLAN a SERIES of PHOTOGRAPHIC EXPLORATIONS within the theme of TEXTURES & PATTERNS based on your own IDEAS.
EXPLORING & RECORDING IDEAS	Undertaking practical photography projects working within the theme.	Taking lots of high-quality photographs. Looking at different ways to shoot your subject. Organising and presenting your work to a high standard.	5. Evaluate your own work so far, using the criteria below.

Mind Map Example:



Mood Board Example:



- What explorations have I enjoyed the most so far?
- What didn't I enjoy doing?
- Have I explored the photographers' themes fully?
- Have I missed any work and need to catch up?
- Are there any other relevant photographers whose work I can study?
- Am I travelling to an interesting place that I can use for my work?
- Can I go to a specific location to explore my ideas?
- What editing style do I enjoy using and what am I good at doing?
- What equipment do I like working with and can access?
- Can I work collaboratively with peers?
- Do I have specific outcomes in mind?

GCSE PHOTOGRAPHY - Year 10 Half Term 6

Summary - Position in the Curriculum

Students begin their FORMAL COMPONENT 1 project. Students return to studying good image making, as part of our spiral curriculum, and are guided through high level critical investigations of sources. Students also undertake practical assignments related to the theme of TEXTURES & PATTERNS.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
EXPERIMENTATION	Using a range of MEDIA, MATERIALS, TECHNIQUES and PROCESSES to see what artistic effects you can create.	EXPERIMENTING with a RANGE of MEDIA, MATERIALS, TECHNIQUES and PROCESSES allows you to DEVELOP your AESTHETIC and EXPLORE various OUTCOMES.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
CRITICAL	The term CRITICAL comes from the Greek word 'KRITIKOS' meaning "able to JUDGE or DISCERN".	CRITICAL THINKING is a kind of thinking in which you QUESTION, ANALYSE, INTERPRET, EVALUATE and make a JUDGEMENT about what you read, hear, say, or write.	1. Lee Jeffries - CLOSE UP portraits: Enhance the TEXTURE and DETAILS and TONAL QUALITIES using the spotlight effects, dodge, burn and HDR toning tools in Photoshop.
SKILFULLY	Having the TRAINING, KNOWLEDGE, and EXPERIENCE that is needed to do something well.	FOCUS on FUNDAMENTALS: OBSERVATION, PROPORTION, ANATOMY, PERSPECTIVE and SHADING. EXPERIMENT with different MEDIUMS: EXPLORING new MEDIUMS allows you to DISCOVER which ones you ENJOY and helps you DEVELOP a VERSATILE SKILL set.	2. Elisabeth Bard - ABSTRACT studies of SURFACES: Use FILLING the FRAME and a 90-degree PERPENDICULAR angle. Enhance the TEXTURE and DETAILS and TONAL QUALITIES using Photoshop HDR toning tools.
MEDIA	Arts MEDIA are the MATERIALS and TOOLS used by an artist, COMPOSER or DESIGNER to CREATE a work of ART.	MEDIA can include paint or inks, sculpting materials, fabric and glass. In PHOTOGRAPHY, MEDIA can mean DIGITAL IMAGERY, PRINTED COLLAGES, PROJECTIONS. Artwork can be MIXED MEDIA, such as images with DRAWINGS or PAINT overlaid.	3. Jan Groover - TONE and SPACE: Consider the REFLECTIVE qualities and CONTRASTING colours and tones of your objects. Enhance CONTRAST and EXPERIMENT with EXPOSURE and SATURATION of COLOUR
TECHNIQUE	Art TECHNIQUES refer to various METHODS used by artists to CREATE their artworks.	TECHNIQUE is important in an artwork for a number of reasons. First and foremost, it is necessary to have a FOUNDATION in which to BUILD upon. Without a STRONG TECHNICAL FOUNDATION, the artist's FINAL PRODUCT may be lacking in QUALITY. Second, good TECHNIQUE can help an artist CREATE more REALISTIC images.	4. Joe Buglewicz - STILL LIFE food: Use food with different qualities. Use HIGH KEY LIGHTING, CLOSE UP FRAMING and 45 or 90-degree angle.
INTENTION	An INTENTION is IDEA that you plan (or INTEND) to carry out.	ARTISTIC INTENTION or MOTIVATION ultimately determines the END PRODUCT that we consider as ARTWORK.	5. Irving Penn - STILL LIFE skulls: Use HIGH KEY LIGHTING, FILLING the FRAME and experiment with a range of APERTURE sizes.



Performing Arts

Drama - Half Term 1-TOPIC Styles of Theatre

Summary- Position in the Curriculum

To individually research the theories and practices of three styles of theatre, exploring the work of Stanislavski (Naturalism), Bertolt Brecht (Epic Theatre) and Frantic Assembly (Physical Theatre). Applying each of the drama techniques related to each of the different styles by understanding each of the techniques used and how the theories influence the audience. The theories behind the three styles of theatre and how they are used from page to stage. The production process in why each performance was made. Exploring the roles and responsibilities of each member of the production and performance team. To apply and explore each style of theatre through practical workshops in order to understand the rehearsal process of bringing a text to life. This is completed in both group and individual work. To analyse and evaluate the impact from each workshop towards the specific style as well as the impact on the production process used to create each style of performance. The first style in HT1 is Bertolt Brecht a German theatre practitioner who born 10/02/1898 – 14/08/1956. Applying each of the drama techniques related to the style and understanding each technique used and how the theories influence the audience where they are to think about what they see rather than feeling for the characters. The theory behind Epic Theatre was to encourage playwrights to address issues related to a contemporary, or current, life. Brecht didn't want his audience to forget that they were watching a performance or to feel any sort of emotion for the character. They were therefore "alienated" from the performance.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Breaking the Fourth wall	An actor might break the fourth wall by addressing the audience directly	Epic theatre (Brechtian theatre) breaks the fourth wall, the imaginary wall between the actors and audience which keeps them as observers.	1. What is meant by breaking the fourth wall and what is the difference between Epic theatre and Dramatic theatre (Naturalism) ?
Multi-rolling	Multi-rolling is when an actor plays more than one character onstage.	Multi-rolling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language	2. What does the term multi-rolling mean and what is the idea of verfremdungseffekt?
Artistic Director	The individual with the overarching artistic control of the theatre's production choices, directorial choices, and overall artistic vision	The artistic director takes the script of the play by having a vision of how this can be brought to life on stage through the use of actors to create the characters, lighting, sound and staging to realise the vision from page to stage.	3 What is the main purpose of Epic theatre for the audience and in which century did Brecht work?
Actor	A person who portrays a character in a production.	To create characters or roles to bring the artistic director's vision to life through the use of the theories and techniques used within the style of theatre the director is working in. Example – Multi-Rolling, Audience Address, Monologues which breaks the fourth wall.	4. What drama technique is not used in an Epic performance?
Rehearsal Process	A period when the actors and actresses, together with the director, scene designers, and lighting technicians go through the script, their roles, dance routines, and vocal arrangements	The actors, directors and production team work first through a read through, research into the social, historical and cultural setting of the play. To block the scenes which is directed by the director and observed by the production team. Start of rehearsals through off text work and workshops.	5. Why was Blood Brothers made?

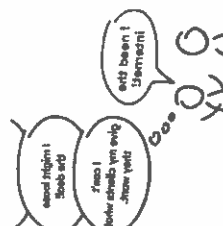
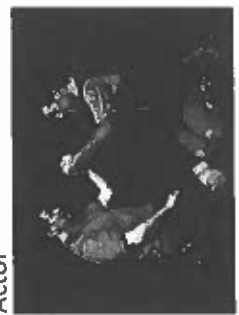
Breaking the Fourth Wall	Multirole	Artistic Director	Actor	Rehearsal Process
				

Drama - Half Term 2-TOPIC Styles of Theatre

Summary- Position in the Curriculum

To individually research the theories and practices of three styles of theatre, exploring the work of Stanislavski (Naturalism), Bertolt Brecht (Epic Theatre) and Frantic Assembly (Physical theatre). Applying each of the drama techniques related to each of the different styles by understanding each of the techniques used and how the theories influence the audience. The theories behind the three styles of theatre and how they are used from page to stage. The production process in why each performance was made. Exploring the roles and responsibilities of each member of the production and performance team. To apply and explore each style of theatre through practical workshops in order to understand the rehearsal process of bringing a text to life. This is completed in both group and individual work. To analyse and evaluate the impact from each workshop towards the specific style as well as the impact on the production process used to create each style of performance. The first style in HT2 is Stanislavski (Naturalism) a Russian theatre practitioner. Applying each of the drama techniques related to the style and understanding each technique used and how the theories influence the actor. The actor of a Naturalistic play will become the character including detailed and believable roles that are a slice of real life. The actor uses the Stanislavski system which prepares the actor for the role. Example Magic If, Given Circumstances, Subtext, Objective / Super Objective, Through Line and Emotional Recall.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Given Circumstances	The 5 W's (Who, What, When, Where and Why?)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there.	1. What is meant by 'Given Circumstances' and what is the difference between Naturalism and Epic?
Subtext	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcasm in what a character says means the opposite or something different.	2. What does Objective and Super objective mean and what is subtext and how does an actor use it?
Artistic Director	The individual with the overarching artistic control of the theatre's production choices, directorial choices, and overall artistic vision	The artistic director takes the script of the play by having a vision of how this can be brought to life on stage through the use of actors to create the characters, lighting, sound and staging to realise the vision from page to stage.	3. What is the main purpose of Naturalistic theatre and in which century did Stanislavski work?
Actor	A person who portrays a character in a production.	To create characters or roles to bring the artistic director's vision to life through the use of the theories and techniques used within the style of theatre the director is working in. Example – Subtext, Given Circumstances, Through Line, Objective / Super Objective, Emotional Recall.	4. What drama technique is not used in Naturalism?
Rehearsal Process	A period when the actors and actresses, together with the director, scene designers, and lighting technicians go through the script, their roles, dance routines, and vocal arrangements	The actors, directors and production team work first through a read through, research into the social, historical and cultural setting of the play. To block the scenes which is directed by the director and observed by the production team. Start of rehearsals through off text work and workshops.	5. Why was <i>All My Son's made</i> ?

Given Circumstances	Subtext	Artistic Director	Actor	Rehearsal Process
				

Year 10 Knowledge Organiser

Drama - Half Term 3 TOPIC Styles of Theatre

Summary- Position in the Curriculum

To individually research the theories and practices of three styles of theatre, exploring the work of Frantic Assembly (Physical theatre). Applying each of the drama techniques related to the style of Physical Theatre by understanding each of the techniques used. The theories behind the style of Physical Theatre and how it is used from page to stage. The production process in why the performance was made. Exploring the roles and responsibilities of each member of the production and performance team. To apply and explore the Physical Theatre style through practical workshops in order to understand the rehearsal process of bringing a text to life. This is completed in both group and individual work. To analyse and evaluate the impact from each workshop towards the specific style of Physical Theatre as well as the impact on the production process used to create the style for performance. The styles already explored in HT1 and HT2 is Stanislavski (Naturalism) and Bertolt Brecht (Epic). Applying each of the drama techniques related to the style and understanding each technique used and how the theories influence the actor. The actor would create the physical text using mime, movement, gesture, dance and body language to create a character through the expression of the body.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Physical Theatre	A form of theatre which emphasizes the use of physical movement, as in dance and mime, for expression to tell a story or character.	A focus that relies on the body to tell a story, emotions and objects. The actor uses movement, mime and gesture to create a physical text where they show and express their emotions rather than telling through dialogue.	1. What is meant by 'Physical Theatre' and what is the difference between Naturalism Epic and Physical Theatre?
Mime	The theatrical technique of suggesting action, character or emotion without words, using only gesture, expression and movement	Mime is a drama technique but is also a style of theatre to create a story or dialogue without words.	2. What techniques are used in a physical theatre performance and what is the role of an actor in a physical theatre performance?
Artistic Director	The individual with the overarching artistic control of the theatre's production choices, directorial choices, and overall artistic vision	The artistic director takes the script of the play by having a vision of how this can be brought to life on stage through the use of actors to create the characters, lighting, sound and staging to realise the vision from page to stage.	3. What is the main purpose of an audience and which other companies work within the physical theatre style?
Actor	A person who portrays a character in a production.	To create characters or roles to bring the artistic director's vision to life through the use of the theories and techniques used within the style of theatre the director is working in. Example – Dance, movement, mime, gesture to create a text that is physical.	4. What drama technique is not used in Physical Theatre?
Rehearsal Process	A period when the actors and actresses, together with the director, scene designers, and lighting technicians go through the script, their roles, dance routines, and vocal arrangements	The actors, directors and production team work first through a read through, research into the social, historical and cultural setting of the play. To block the scenes which is directed by the director and observed by the production team. Start of rehearsals through off text work and workshops.	5. Why was <i>The Curious Incident of the Dog in the Night time</i> made?

Physical Theatre	Mime	Artistic Director	Actor	Rehearsal Process
				

Drama - Half Term 4 -TOPIC Styles of Theatre

Summary- Position in the Curriculum

From your research from HT1, HT2 and HT3 into the theories and practices of three styles of theatre, exploring the work of Stanislavski (Naturalism), Bertolt Brecht (Epic Theatre) and Frantic Assembly (Physical theatre). Choose one of the styles by applying the drama techniques related to the style chosen by understanding the techniques used and how the theories influenced the audience. The theories behind the style of theatre and how they are used from page to stage. The production process in why the performance was made. Exploring the roles and responsibilities of each member of the production and performance team. To apply and explore the style of theatre through practical workshops in order to understand the rehearsal process of bringing the play to life. This is completed in both group and individual work. To analyse and evaluate the impact from the workshops towards the style as well as the impact on the production process used to create the style of performance. The first style in HT1 was Bertolt Brecht (Epic) HT2 Stanislavski (Naturalism) and HT3 Frantic Assembly (Physical Theatre). Applying each of the drama techniques related to the style you have chosen and understanding the techniques used and how the theories influence the audience.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
EPIC	The audience consider the message behind the performance rather than feel emotion towards the storyline or characters.	In an Epic theatre performance, the actors would break the fourth wall through speaking directly to the audience by narration, monologue, audience address, multi-rolling as well the actors playing the role and not becoming the character. The story can start at any point within the story as Epic Theatre is non-linear and each scene is episodic which means that each section is an episode. Placards can be used as well as music, ensemble or chorus. Naturalism is a slice of real life created by the detailed characters which are believable and real. The set and props are realistic to the setting as well as the story being told. The audience become the fourth wall and are emotionally involved in the lives of the characters and the situations that are affecting them.	1. The style you have chosen, explain the techniques used within this style to create the performance 2. Why was the play in the chosen style created and made? 3. What is the directors' creative intentions for this performance? 4. What are the actor's role within the rehearsal process? 5. How does the production process help with the final outcome of the performance?
Naturalism	Representation of real life using believable and realistic characters that the audience can relate to. The story has a beginning, middle and end – linear.	Physical Theatre tells the story of the characters through the use of the physical body as well as dialogue. The actors create a story through movement, mime, gestures and dance to not only tell a story, but can also become the objects used within the performance instead of props.	
Physical Theatre	The story is told through the physical storytelling by using movement, mime gesture and dance.	To create characters or roles to bring the artistic director's vision to life through the use of the theories and techniques used within the style of theatre the director is working in. Example – Multi-Rolling, Audience Address, Monologues which breaks the fourth wall. The artistic director takes the script of the play by having a vision of how this can be brought to life on stage through the use of actors to create the characters, lighting, sound and staging to realise the vision from page to stage	
Actor	A person who portrays a character in a production.		
Artistic Director	The individual with the overarching artistic control of the theatre's production choices, directorial choices, and overall artistic vision		

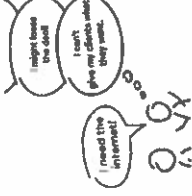
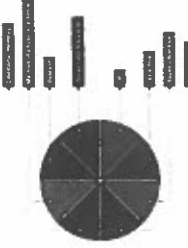
Epic Theatre	Naturalistic Theatre	Physical Theatre	Actor	Artistic Director
				

Drama - Half Term 5 TOPIC Skills Development

Summary- Position in the Curriculum

Carrying on from exploring the different styles of theatre through a practical application of the work of actors on a play from HT1 HT2, HT3 and HT4 using this understanding of the role of an actor by developing their skills and techniques in the Performing Arts by using naturalism as the style in which they will develop their acting performance and interpretative skills by applying Stanislavski system of an actor prepares using the magic if, subtext, given circumstances, objective, super objective, through line, emotional recall to develop, rehearse and perform a piece of a naturalistic play through evaluating and analysing their milestone rehearsals through explaining their strengths, areas of development, feedback given and setting achievable targets, in which they will evaluate and review through each milestone rehearsal. The final performance will be evaluated analysed and explained in how they have developed their personal skills as well as their performance, acting, technical and interpretive skills.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Given Circumstances	The 5 W's (Who, What, When, Where and Why?)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there.	1. Using the acting baseline tick sheet, rate your skills identifying your strengths and areas to develop.
Subtext	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcasm in what a character says means the opposite or something different	2. From your first milestone rehearsal give 1 strength and 1 area to develop.
Objective / Super Objective	What does the character want from the scene? What does the character want to achieve at the end of the play?	The characters' objective is what they want to achieve at the end of the scene while the super objective is what the character wants to achieve by the end of the play.	3. From your workshop session, describe how it has helped you develop the area you have identified from question 2?
Interpretive Skills	Move, mime, gesture, timing, space, gesture, voice, emphasis	Deciding your character's features and personality traits and communicating this to the audience using performance skills. How the character moves, speaks, delivers language, facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character.	4. From your second milestone, describe how it has helped you develop?
Technical Skills	Use of props, set, scenery and how the actor uses them and works around them	Deciding how the character uses its surroundings in order to show the character being played whilst using the surroundings, props, and set to create an interpretation of that character using facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character while using the technical aspects of the set.	5. Set yourself 3 targets you aim to achieve by milestone 3?

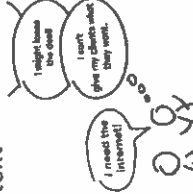
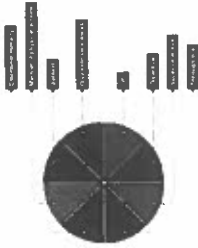
Given Circumstances	Subtext	Objective /Super Objective	Interpretive Skills	Technical Skills
				

Drama - Half Term 5 TOPIC Skills Development

Summary- Position in the Curriculum

Carrying on from exploring the different styles of theatre through a practical application of the work of actors on a play from HT1 HT2, HT3 and HT4 using this understanding of the role of an actor by developing their skills and techniques in the Performing Arts by using naturalism as the style in which they will develop their acting performance and interpretative skills by applying Stanislavski system of an actor prepares using the magic if, subtext, given circumstances, objective, super objective, through line, emotional recall to develop, rehearse and perform a piece of a naturalistic play through evaluating and analysing their milestone rehearsals through explaining their strengths, areas of development, feedback given and setting achievable targets, in which they will evaluate and review through each milestone rehearsal. The final performance will be evaluated analysed and explained in how they have developed their personal skills as well as their performance, acting, technical and interpretive skills.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Given Circumstances	The 5 W's (Who, What, When, Where and Why?)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there.	1. Using the acting baseline tick sheet, rate your skills identifying your strengths and areas to develop.
Subtext	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcasm in what a character says means the opposite or something different	2. From your first milestone rehearsal give 1 strength and 1 area to develop.
Objective / Super Objective	What does the character want from the scene? What does the character want to achieve at the end of the play?	The characters' objective is what they want to achieve at the end of the scene while the super objective is what the character wants to achieve by the end of the play.	3. From your workshop session, describe how it has helped you develop the area you have identified from question 2?
Interpretive Skills	Move, mime, gesture, timing, space, gesture, voice, emphasis	Deciding your character's features and personality traits and communicating this to the audience using performance skills. How the character moves, speaks, delivers language, facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character.	4. From your second milestone, describe how it has helped you develop?
Technical Skills	Use of props, set, scenery and how the actor uses them and works around them	Deciding how the character uses its surroundings in order to show the character being played whilst using the surroundings, props, and set to create an interpretation of that character using facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character while using the technical aspects of the set.	5. Set yourself 3 targets you aim to achieve by milestone 3?

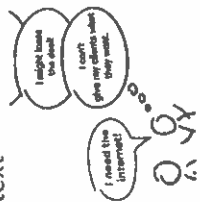
Given Circumstances	Subtext	Objective /Super Objective	Interpretive Skills	Technical Skills
				

Drama - Half Term 6 TOPIC Skills Development

Summary- Position in the Curriculum

Carrying on from exploring the different styles of theatre through a practical application of the work of actors on a play from HT1 HT2, HT3 and HT4 using this understanding of the role of an actor by developing their skills and techniques in the Performing Arts by using naturalism as the style in which they will develop their acting performance and interpretative skills by applying Stanislavski system of an actor prepares using the magic if, subtext, given circumstances, objective, super objective, recall to develop, rehearse and perform a piece of a naturalistic play through evaluating and analysing their milestone rehearsals through explaining their strengths, areas of development, feedback given and setting achievable targets, in which they will evaluate and review through each milestone rehearsal. The final performance will be evaluated analysed and explained in how they have developed their personal skills as well as their performance, acting, technical and interpretative skills.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Given Circumstances	The 5 W's (Who, What, When, Where and Why?)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there.	1. From your third milestone rehearsal give 1 strength and 1 area to develop.
Subtext	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcasm in what a character says means the opposite or something different	2. From your workshop session, describe how it has helped you develop the area you have identified from question 1?
Objective / Super Objective	What does the character want from the scene? What does the character want to achieve at the end of the play?	The characters' objective is what they want to achieve at the end of the scene while the super objective is what the character wants to achieve by the end of the play.	3. From your fourth milestone, describe how it has helped you develop?
Interpretive Skills	Move, mime, gesture, timing, space, gesture, voice, emphasis	Deciding your character's features and personality traits and communicating this to the audience using performance skills. How the character moves, speaks, delivers language, facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character.	4. Set yourself 3 targets you aim to achieve by milestone 4?
Technical Skills	Use of props, set, scenery and how the actor uses them and works around them	Deciding how the character uses its surroundings in order to show the character being played whilst using the surroundings, props, and set to create an interpretation of that character using facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character while using the technical aspects of the set.	5. Describe and explain what you have done in your workshop sessions to develop your performance interpretive and technical skills?

Given Circumstances	Subtext	Objective /Super Objective	Interpretive Skills	Technical Skills
				

Music - Half Term 2-TOPIC Styles of Music Reggae, Calypso and Punk

Summary- Position in the Curriculum

To individually research 5 different styles and genres of music developing an understanding of the different styles of music products and the techniques used create them. The student will explore how elements, technology is used in the creation, production and performance of music. The students will practically explore the key features of different styles of music and apply the knowledge and understanding to develop their own creative work. The student throughout the year will demonstrate an understanding of the different styles of music and apply this understanding of the use of techniques to create music. In HT1 the students focused on listening and completing music-making activities through the exploration of the key features of the different styles and how each style uses the musical elements in all of the three composition, performance and production. They explored the sonic features of each style and revisited and recapped the elements of music which are the building blocks of the creation of music and the different musical styles. In HT2 The students continued to explore the style of Reggae, Calypso and Punk by listening, appraising and playing as well as being able to know and understand how the musical elements are used within this style

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Reggae	Reggae is a unique form of rock music which originated in Jamaica. It has its roots in a number of other musical styles.	The main characteristics of reggae feature a heavy bass line, percussive rhythm guitar with an offbeat and normally with tight vocal harmony. The most famous Reggae artist is Bob Marley	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. What are the main characteristics of Reggae?
Calypso	Calypso is a style of Caribbean music that originated in Trinidad and Tobago	Calypso is structured in a post ballad form, with iconic features including syncopated (off beat) rhythms and patterns often three beat rhythms with two long beats followed by a short beat. The vocals are harmonic and it is a type of folk song.	2. What are the key features of Calypso?
Punk	Punk is a music genre that emerged in the mid 1970's Rooted in 1950s Rock N roll	Punk instrumentation is stripped down to one or two guitars, bass, drums and vocals that are shouted and not sung. The songs are shorter and are played in a fast tempo. The early punk songs retained a traditional Rock N roll verse chorus form and a 4/4-time signature.	3. What are the key features of Punk music?
Sonic Features	Sonic is related to audible sound or to the speed of the sound waves.	Sonic is all about the sound waves and energy. Each sound emits a kind of pulse within the music. It also refers to the characteristic of the sound, the quality or style of a song. It relates to timbre, dynamics, texture, ambience and tone.	4. How is sonic used in music to describe the song being played?
Iconic Musicians/composers	Iconic is a person, group or band that are widely recognised and well established and are excellent in their field of music.	Iconic musicians are those who have been excellent in the style of music they perform, produce and create in. For example, Bob Marley for Reggae, Elvis Presley for Rock N roll	5. Can you list names of iconic musicians?

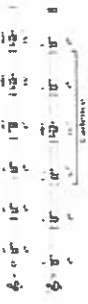
Reggae	Calypso	Punk	Sonic Features	Iconic Musicians
				

Music - Half Term 3 TOPIC Styles of Music Leitmotif, Modal Jazz and Blues

Summary- Position in the Curriculum

To individually research 5 different styles and genres of music developing an understanding of the different styles of music products and the techniques used create them. The student will explore how elements, technology is used in the creation, production and performance of music. The students will practically explore the key features of different styles of music and apply the knowledge and understanding to develop their own creative work. The student throughout the year will demonstrate an understanding of the different styles of music and apply this understanding of the use of techniques to create music. In HT1 and HT2 the students focused on listening and completing music-making activities through the exploration of the key features of the different styles and how each style uses the musical elements in all of the three composition, performance and production. They explored the sonic features of each style and revisited and recapped the elements of music which are the building blocks of the creation of music and the different musical styles. The students continued to explore the style of Reggae, Calypso and Punk by listening, appraising and playing as well as being able to know and understand how the musical elements are used within this style. In HT3 the students will now explore the styles of Leitmotif and how film music is created as well as Modal Jazz, the 12 bar blues and music production

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Leitmotif	Leitmotif- an associated melodic phrase that accompanies the reappearance of an idea, person, or situation	Film scores use these two compositional devices called Motif and Leitmotif. Both the motif and leitmotif have very similar purpose but have different focus in the films. A Motif can be repeated throughout a film. A motif can represent anything — a character, an object, a place or even a relationship.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study.</i> 1 What is leitmotif and a motif?
Diegetic Music and Non Diegetic Music	The difference between diegetic or non-diegetic sound is what we are viewing and listening to. Sounds that come from the story world, while others are represented as coming from outside the space of the story	Diegetic Music is music that the characters and the audience can hear. Diegetic Sounds: These are sounds that both the character and audience can hear, these are created by the sound designers. Non-diegetic Music is music that only the audience can hear, this enhances the dramatic effect of the film.	2. What is Diegetic Music and Non-Diegetic Music and what are the differences give examples of both?
Modal Jazz	Modal Jazz is a style of Jazz that uses modes rather than scales the most famous Modal Jazz artist and musician is Miles Davis.	A mode is a type of scale, as in 'doh re mi fa so la ti doh'. Alter just one of those notes and you can call your scale a 'mode'.	3. What is a mode?
Music Production	Music production is where you create and capture the music, mix and master a finished product	Music production is the creative process of composing, recording, arranging, editing, mixing and mastering audio to create a final piece of music Music production is where you create and capture the music, mix and master a finished product	4. What is music production?
12 Bar Blues	The term "12-bar" refers to the number of measures, or musical bars, used to express the theme of a typical blues song. Nearly all blues music is played to a 4/4-time signature, which means that there are four beats in every bar.	The Blues have four beats in a bar and are built on the 12-bar blues form use three four-bar phrases. It features a short instrumental break (solo) They have lyrics that are raw and full of emotion, dwelling on love and loneliness. They tell of injustice and hopelessness, and the longing for a better life.	5. What are the key features of the 12 Bar blues?

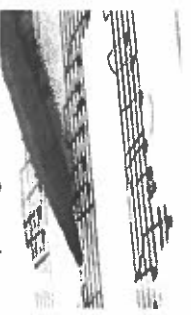
Leitmotif 	Diegetic Music and Non Diegetic Music 	Modal Jazz 	Music Production 	12 Bar Blues 
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Music - Half Term 4 TOPIC Styles of Music Component 1 Internal Assessment

Summary- Position in the Curriculum

To individually research 5 different styles and genres of music developing an understanding of the different styles of music products and the techniques used create them. The student will explore how elements, technology is used in the creation, production and performance of music. The students will practically explore the key features of different styles of music and apply the knowledge and understanding to develop their own creative work. The student throughout the year will demonstrate an understanding of the different styles of music and apply this understanding of the use of techniques to create music. In HT1, HT2 and HT3 the students focused on listening and completing music-making activities through the exploration of the key features of the different styles and how each style uses the musical elements in all of the three composition, performance and production. They explored the sonic features of each style and revisited and recapped the elements of music which are the building blocks of the creation of music and the different musical styles. The students continued to explore the style of Reggae, Calypso and Punk by listening, appraising and playing as well as being able to know and understand how the musical elements are used within this style. They also explored the styles of Leitmotif and how film music is created as well as Modal Jazz, the 12-bar blues and music production. In HT4 the students will use their research into the different styles and genres of music explored in HT1, HT2 and HT3 and produce a power point presentation of 4 of the genres of music showing from their research how each genre used the musical and sonic elements giving at least two examples of each genre and producing their own creative response to their exploration through producing music, composition and performing.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Elements of Music	The elements of music are the different things that you can hear when you listen to music. They are what differentiates a piece of music from other sounds.	Elements of music include, timbre, texture, rhythm, melody, beat, harmony, structure, tempo, pitch and dynamics. The elements of music are the building bricks of music. When you compose a piece of music, you use the elements of music to build it,	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1 What is leitmotif and a motif?
Performing	To play an instrument or use the voice to perform in front of an audience.	When performing the musician needs to make sure they know the piece they are performing, making sure you are well rehearsed, know your audience, play or sing with emotion and when playing as a band work as a group and listen to each other.	2. What key things do you need to consider when performing to an audience?
Composing	To write and create a piece of music from scratch.	The basic core of musical composition is the melody, harmony and rhythm. The other aspects when considering composing a piece is the beat, tempo and meter and how this work together to create the rhythm as well as the form and structure as well as the instrumentation. What instruments do you want to use.	3. What is the basic core musical elements needed to produce a piece of original music?
Music Production	Music production is where you create and capture the music, mix and master a finished product	Music production is the creative process of composing, recording, editing, mixing and mastering audio to create a final piece of music Music production is where you create and capture the music, mix and master a finished product	4. What is music production?
Music Production Techniques	Techniques used in music production are different producing software to create both original or sampling music	Techniques used in producing music is software instruments, DAW software which is digital Audio Workstation, microphone selection and placement and use of MIDI and audio editing techniques. Recording styles FX, looping, controllerism, quantisation, sequencing and automation	5. What are the different techniques and producing software that can be used to create music?

Elements of Music 	Performing 	Composing 	Music Production 	Music Production Techniques 
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Music - Half Term 5 TOPIC Styles of Music Component 1 Internal Assessment Part 2

Summary- Position in the Curriculum

To individually research 5 different styles and genres of music developing an understanding of the different styles of music products and the techniques used create them. The student will explore how elements, technology is used in the creation, production and performance of music. The students will practically explore the key features of different styles of music and music theory and apply the knowledge and understanding to develop their own creative work. The student throughout the year will demonstrate an understanding of the different styles of music and apply this understanding of the use of techniques to create music. In HT1, HT2 and HT3 the students focused on listening and completing music-making activities through the exploration of the key features of the different styles and how each style uses the musical elements in all of the three composition, performance and production. The students continued to explore the sonic features of each style and revisited and recapped the elements of music which are the building blocks of the creation of music and the different musical styles. The students continued to explore the style of Reggae, Calypso and Punk by listening, appraising and playing as well as being able to know and understand how the musical elements are used within this style. They also explored the styles of Leitmotif and how film music is created as well as Modal Jazz, the 12-bar blues and music production. In HT5 the students will use their research into the different styles and genres of music explored in HT1, HT2, HT3 and HT4 and produce a power point presentation of 4 of the genres of music showing from their research how each genre used the musical and sonic elements giving at least two examples of each genre and producing their own creative response to their exploration through producing music, composition and performing by applying music theory to each product created.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Circle of fifths	The circle of fifths is a way of organizing pitches as a sequence of perfect fifths. Starting on a C, and using the standard system of tuning for Western music.	The circle of fifths organizes pitches in a sequence of perfect fifths, shown as a circle with the pitches (and their corresponding keys) in clockwise order. It can be viewed in a counter clockwise direction as a circle of fourths.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. How can you use the circle of fifths when composing and how does it help when composing? 2. What is the difference between a semi-tone and a tone?
Semi-tones and tones	A major scale is formed with the formula W-W-H-W-W-H. This stands for whole step, whole step, half step, whole step, whole step, whole step half step There are 8 notes in each of the scales. C Major scale has C, D, E, F, G, A, B and the higher C. G Major scale has G, A, B, C, D, E, F#, A and the higher G. F Major scale has F, G, A, Bb, C, D, E, and the higher F	A tone is the interval between two white keys separated by a black key. A semitone corresponds to the interval between two white keys without being separated by a black key.	
C Major, G major and F major scale		The G major scale will use the exact same fingering as C major. The only difference is the one black key, F sharp, that's added when going from C major to G major. Another important difference is that G major starts on the note G while C major starts on the note C.	3. How does knowing the major scales help when playing and also composing a piece of music?
Chord Sequence	A sequence is where a passage of music is repeated at a higher or lower level of pitch.	The I-V-vi-IV progression is the most common chord progression. In C major, the chords you'll play are C-G-Am-F. These are the first four chords they're everywhere in pop music	4. How can a chord sequence help in composing a piece of music?
Staff Notation	It tells the musician what to play and how to play the piece of music	Semibreves, Minims, Crotchets Quavers, Semiquavers Dotted crotchets/quavers Dotted quavers/semiquavers. 3/4 and 4/4 C major/A minor,	5. Why is knowing. Staff notation important when playing, performing and composing music?

Circle of Fifths	Semi-tones and tones	C Major, G Major and F Major Scale	Chord Sequence	Staff Notation
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Music - Half Term 6 TOPIC Component 2 Introduction of Music Skills Development

Summary- Position in the Curriculum

In HT1, HT2, HT3, HT4 and HT5 the students have researched different styles and genres of music through exploring through listening, appraising and applying their knowledge and understanding of different genres of music and how each style has been built and constructed using the elements of music, and how both musical and sonic elements and features are used in each of the styles studied as well as creating three different products of production, performing and composing. In HT6 the students will develop their own musical skills and techniques in two of the three areas of performing, producing and composing. They will start with an initial skills audit where they will audit their skills so far and choose the areas they wish to develop further and through this development will produce 2 final outcomes and through their development evaluate their progress in each of the two chosen areas by assessing their 3-milestone s for each area chosen. They will evaluate their strengths and areas of development setting SMART targets after each mile stone. Through this component the students will demonstrate professional and commercial skills for the music industry and apply development processes of their own musical skills and techniques and then creating a development plan of what is to be done to develop their musical skills and techniques

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Professional Skills	Professional skills are the skills needed to do the job as a musician, performer, composer, and producer in the music industry	The professional skills of a musician are: Time management, Self-discipline, working with others, The correct and safe use of equipment, identifying resources required and auditing existing skills and maintain a development plan	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1 What are the professional skills of a musician, composer, performer and producer?
Methods of Capturing Musical Development	The way in which the music is shown and captured using different approaches.	The different methods of showing musical work and the development made can be through: diaries, screenshots, key milestone videoed, recorded rehearsals and review of these and compositional scores and manuscript of your ideas when composing music.	2. What are the different methods of capturing music?
Music Production	The techniques and software to capture and create music using Music production	Using Logic Pro, using software instruments, using audio and software tools, manipulation techniques, inputting and editing audio, using effect, sampling and structuring music	3. Explain what you understand about the different software when using Logic pro?
Music performance	Music performance is where you perform to an audience by singing or playing an instrument.	To perform there are certain routines that a performer undertakes these are: developing and practising technical exercises before rehearsing as well as working on timing and phrasing, expression, health and safety of instrument, instrument or vocal technique, learning repertoire and stage Presence.	4. What are the key things that need to be considered and done before performing to an audience?
Composition	To create an original piece of music or song from scratch.	To create an original piece of music there must be an exploring of ideas, themes and styles and then extending these ideas further. By knowing the structure, you want the piece to take and the rhythm and the melodic patterns as well as the development of harmony and the instrumentation and what is the piece to be played in the key signature.	5. What are the key factors when starting to compose a song?

Professional Skills  Your music skills can lead to a great career Creative Communication Understanding Task Direction Hand-Eye Coordination Performance Confidence Framework Adaptability	Methods of Capturing Musical Development 	Music Production 	Music Performance 	Composition 
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PE

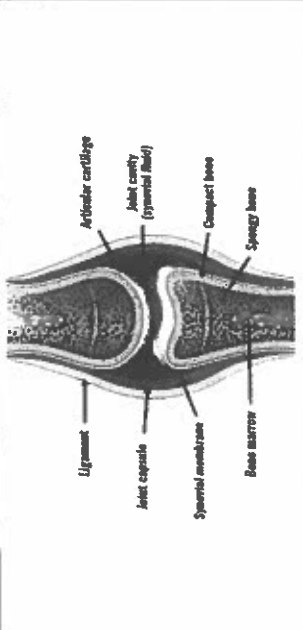
PE - Anatomy and Physiology- Term 1A.

Summary- Position in the Curriculum - Paper 1: The Human body and movement in physical activity and sport.

Year 10 students will start their GCSE pathway through learning the content for their paper 1 exam. As the AQA GCSE PE course is linear they will learn all content prior to their exams at the end of year 11. The course is divided into 6 modules with modules 1,2 and 3 making the content for paper 1 and modules 4,5 and 6 making up paper 2. The papers combined are worth 60% of the over grade with practical being worth 30% and the final 10% being the NEA (Coursework). The first module is anatomy and physiology focusing on 4 body systems (skeletal, muscular, respiratory and cardiovascular), aerobic and anaerobic exercise and the effects of exercise on the body.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Skeletal system	Know the name and location of the following bones in the human body: Cranium, Vertebrae, Ribs, Sternum, Scapula, Pelvis, Humerus, Ulna, Radius, Carpals, Metacarpals, Phalanges, Femur, Patella, Tibia, Fibula, Talus	Revision and self-study questions are below.
Functions applied to performance in physical activities and sports.	Understand and be able to apply examples of how the skeleton provides or allows: Support and structure, Protection, Movement, Blood cell production, Storage of minerals	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Classification of bones	Identify which bones belong to which classification. There are 4 classifications- Long (these are bones that create movement and leverage), Short (provide fine movements), Flat (provides protection to our vital organs), Irregular (Provides us with structure)	Explain how each classification is vital for when playing sport. Use specific sporting examples.
Synovial joints, ligaments, tendons and cartilage	Know the definition of a synovial joint. Know the following hinge joints: Knee – articulating bones – femur, tibia, Elbow – articulating bones – Humerus, radius, ulna, Know the following ball and socket joints: Shoulder – articulating bones – Humerus, scapula Hip – articulating bones – pelvis, femur. Know the roles of ligament, cartilage, tendons.	Understand the structure of the joint to how it prevents injury and aids movement.
Movement at hinge and ball and socket joint	Know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport: flexion and extension. Know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport: flexion, extension, rotation, abduction, adduction, circumduction	Explain which muscle action take place at both the hinge and ball and socket joint.
Muscular system	Know the name, location and be able to apply their use to examples from physical activity/sport: Deltoid, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, Gluteals, Gastrocnemius. Know the definitions and roles of Agonist, Antagonist, and Fixator and Antagonistic muscle action.	Identify which muscles work as antagonistic pairs.
Respiratory System	Identify the passage of air when inhaling and exhaling. The air passes through the mouth/nose, trachea, bronchi, bronchioles, alveoli. Gaseous exchange- Takes place in the alveoli with the process known as diffusion exchanging oxygen into the body and carbon dioxide out of the body Understand a spirometer trace.	Explain why gaseous exchange can take place at the alveoli efficiently.

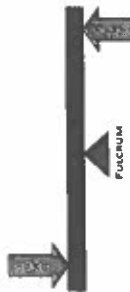
PE - Anatomy and Physiology- Term 1B.

Mechanics of breathing	Students will need to identify the mechanics of the ribs, intercostal muscles and diaphragm when a person inhales and exhales. Tidal Volume- The volume of air breathed in or out during a normal breathe. Expiratory Reserve Volume- The additional air that can be forcibly exhaled after the expiration of a normal tidal volume. Inspiratory reserve Volume- The additional air that can be forcibly inhaled after the inspiration of a normal tidal volume. Residual Volume- The volume of air that remains in the lungs after a maximal expiration. Cardiac Cycle- Understand the cycle of blood getting oxygen to the working muscles and carbon dioxide out of the body. Lungs- Pulmonary Vein, Left Atrium, Left Ventricle, Aorta, Muscles, Vena Cava, Right Atrium, Right Ventricle, Pulmonary artery- Lungs Students will understand the differing characteristics of the arteries, veins and capillaries. Redistribution of Blood- Vasoconstriction- Reducing the diameter of small arteries to reduce blood flow to tissues. Vasodilation- Increasing the diameter of small arteries to increase blood flow to tissues.	Identify the additional muscles when exercising aid inspiration and expiration.
Cardiovascular system	Aerobic Exercise- Exercising in the presence of oxygen. This is suitable for endurance events that are long in duration and moderate in intensity such as long-distance running. Aerobic Equation- Glucose + Oxygen = Energy + Carbon Dioxide + water Anaerobic Exercise- Exercising in the absents of oxygen. This is suitable for explosive events that are short in duration but high in intensity. Anaerobic Equation- Glucose = Energy + Lactic Acid	Explain the passage of blood around the body.
Anaerobic and Aerobic Exercise	Immediate effects- Increased heart rate, Increased breathing rate, Body temperature increases Short term effects of exercise- Nausea, dizziness, Delayed Onset Muscle Soreness (DOMS), Cramps Long term effects of exercise- Hypertrophy, Bradycardia, Increased Cardiac Output, Weight Loss, Increase in components of fitness.	Apply sporting examples to when the aerobic and anaerobic energy systems are used.
Effects of exercise	Cool Down- Consists of gradually reducing the heart rate and stretching to prevent DOMS from occurring. Rehydration- Replenishment of lost fluids and consumption of food to replace energy stores. ICE Baths- Immersion in cold water to speed up recovery Massage- The rubbing and kneading of muscles and joints with the hands.	Define Bradycardia and Hypertrophy.
Recover process from Vigorous Activity		Explain how each recovery method helps the process of recovering from vigorous activity
		
		

PE – Movement Analysis- Term 2A.

Summary- Position in the Curriculum – Paper 1: The Human body and movement in physical activity and sport.

Year 10 students will start their GCSE pathway through learning the content for their paper 1 exam. As the AQA GCSE PE course is linear they will learn all content prior to their exams at the end of year 11. The course is divided into 6 modules with modules 1,2 and 3 making the content for paper 1 and modules 4,5 and 6 making up paper 2. The papers combined are worth 60% of the over grade with practical being worth 30% and the final 10% being the NEA (Coursework). The second module is Movement Analysis where students will understand the different lever systems, planes and axis, and how different muscles create different sporting actions.

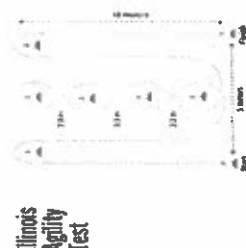
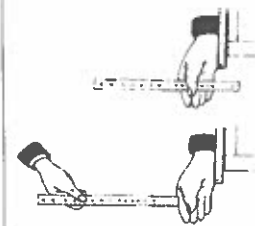
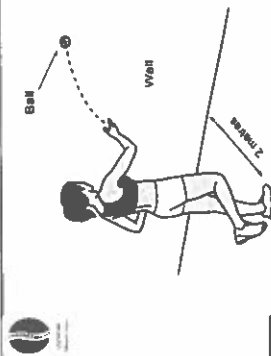
Terminology	Core Knowledge and definition		Preparing for Assessment															
Lever Systems	Students will need to understand the three different types of levers alongside the movements that they create. Lever 1- Extension Lever 2- Plantar Flexion Lever 3- Flexion	Students must be able to draw the 3 types of levers, labelling the fulcrum, resistance and the effort.																
Mechanical Advantages	Mechanical Advantage- The benefit to a lever system of having either a short effort arm- giving rapid movements over a large range of movement- giving the advantage of being able to move a heavier weight. Lever 1 and 3 mechanical advantage- Provides a wide range of movement at speed. Lever 2- Able to lift heavy weight without much effort.	Students must be able to explain why the mechanical advantages occur.																
Muscle Action	The process of how muscles contract to create movement. When one muscle contracts the partner muscle relaxes. This is known as antagonistic pairs. The muscle that contracts is known as the agonist. The muscle that relaxes is known as the antagonistic.	Identify the 5 muscle pairs that create movement for sporting actions.																
Muscle Contractions	Identification of different muscle contractions- Isotonic- Muscle action where the muscle changes length- causes movement (There are two types of isotonic contractions) Concentric- Isotonic contraction where the muscle shortens Eccentric- Isotonic contraction where the muscle lengthens- used to control downward movements.	Provide 3 sporting examples for each type of contraction.																
Planes and Axes	Students must be able to identify which types of sporting movements take place along each plane. <table><tr><th>Plane</th><th>Motion</th><th>Axis</th><th>Example</th></tr><tr><td>Sagittal</td><td>Flexion/Extension</td><td>Transverse</td><td>Running</td></tr><tr><td>Frontal</td><td>Abduction/ Adduction</td><td>Sagittal</td><td>Cartwheel</td></tr><tr><td>Transverse</td><td>Rotations</td><td>Longitudinal</td><td>Discus throw</td></tr></table>	Plane	Motion	Axis	Example	Sagittal	Flexion/Extension	Transverse	Running	Frontal	Abduction/ Adduction	Sagittal	Cartwheel	Transverse	Rotations	Longitudinal	Discus throw	Students will need to memorise which plane goes with which axis providing sporting examples
Plane	Motion	Axis	Example															
Sagittal	Flexion/Extension	Transverse	Running															
Frontal	Abduction/ Adduction	Sagittal	Cartwheel															
Transverse	Rotations	Longitudinal	Discus throw															
 1ST CLASS LEVER  2ND CLASS LEVER  3RD CLASS LEVER  SAGITTAL  FRONTAL  TRANSVERSE																		

PE - Physical Training Term 2B

Summary- Position in the Curriculum - Paper 1: Physical factors affecting performance.

Year 10 students will start their GCSE pathway through learning the content for their paper 1 exam. As the AQA GCSE PE course is linear they will learn all content prior to their exams at the end of year 11. The course is divided into 6 modules with modules 1,2 and 3 making the content for paper 1 and modules 4,5 and 6 making up paper 2. The papers combined are worth 60% of the over grade with practical being worth 30% and the final 10% being the NEA (Coursework). The Third module is Physical Training where students will explore the different aspects of skill that are required to become an elite performer. It will identify methods of training that will help improve components of fitness. This is a large module that links in with other topic areas.

Terminology	Core Knowledge and definition	Preparing for Assessment
Component of Fitness (COF)	There are 10 COF: Cardiovascular endurance, Muscular endurance, Speed, strength, Power, Flexibility, Agility, Balance, Co-ordination, Reaction time.	Revision and self-study questions are below.
Reasons and limitations for fitness testing	Students will need to be able to identify why we carry out fitness tests and how identifying our strengths and weaknesses can benefit us in becoming better sports performers. Students will also need to have an understanding of the limitations of fitness testing and the problems that may occur.	Students need to be able to recall at least 3 positives and limitations to fitness testing.
Fitness Testing	There are 14 different test that measure the 10 COF: Cooper 12 minute run/walk, Multi stage fitness test, Press up test, Sit up test, 30m Sprint test, Grip strength dynamometer test, One Repetition Maximum (1RM), Standing jump test, Vertical jump test, Sit and reach test, Illinois agility test, Ruler drop test, Stork stand test, Wall throw test.	Learn 3 protocols for each of the fitness tests. Students should also practically perform and carry out each of the tests to have a visual understanding.
Principles of Training (SPORT)	The 4 principles of training are important to follow when training to improve in a particular sport and maximise potential. Specificity, Overload, Progression, Reversibility, Tedium.	Identify the test which is used to measure each COF
Frequency, Intensity, time, type (FITT)	FITT is an example of overload. Frequency – the number of times exercise takes place. Intensity – how hard and intense the exercise is (%). Time – how long you exercise. Type – the kind of exercise that takes place.	State when reversibility will occur and describe what it is.
Methods of Training	Z training methods to improve fitness. Circuit training, Continuous training, Fartlek training, HIIT training, Static Stretching, Plyometric training, and Weight training.	Describe how HR intensity will be progressed in an exercise training programme



PE - Physical Training Term 3A (Continued)		
Altitude Training	Students must understand which kind of athlete would use altitude training and the method of how it works. Altitude training- 2000m above sea level, Less oxygen so the body naturally process more Red blood cells. When an athlete performs at sea level they are able to get more oxygen to the working muscles to create energy.	<i>What are the issues with altitude training?</i>
Aerobic/ Anaerobic Training Zones	Aerobic Training Zone- 60-80% of maximum heart rate Anaerobic Training Zone- 80-90% of maximum heart rate Maximum Heart rate- 220 – Age 0.6 x MHR = 60% 0.8 x MHR = 80% 0.9 x MHR = 90%	<i>Calculate your own aerobic and anaerobic training threshold.</i>
Warm and cool down	There are 4 steps to an effective warm up. Pulse raiser e.g. (5 – 15 minute jog), Stretching e.g. (Quadriceps stretch)/ Dynamic movements e.g. (short sprints), Skill rehearsal e.g. (Passing a ball / practice serve) and mental rehearsal. Cool Down- Gradually reducing the heart rate to flush away waste products from our body. Static stretching to reduce DOMS	<i>Explain how each step to an effective warm up can be beneficial to maximising performance.</i>
Prevention of injury	Warm up and cool down properly, Personal protective equipment, Lift and carry equipment safely, Correct clothing /footwear, Appropriate level of competition.	Identify 5 different sports and the protective clothing that is used by the performers.
Training Seasons	Training seasons are split into 3 'traditional parts'. 1. Pre-season 2. Competition Season 3. Post-season	<i>What is the purpose of each part of the season?</i>
<u>NEA (Analysis section of the coursework) Term 3B</u>		
<u>Summary- Position in the curriculum</u> As part of the course students will need to produce a piece of coursework analysing their performance and putting a training programme in place to improve their skill weakness. After completing all content for paper 1 students will finish year 10 starting and completing their analysis plus section 1 of the evaluation. The coursework is worth 10% of the overall grade. This is a controlled assessment that will take place in an ICT room.		
<u>Terminology</u>	<u>Core Knowledge and Curriculum</u>	<u>Preparing for Assessment</u>
Analysis/ Evaluation	4 sections to the analysis- Component of fitness strength, Component of fitness weakness, Skill strength, Skill Weakness. Each section must define component and link to generic sport. Analysis paragraph to how component affects personal performance. Two recent examples of where component benefitted or hampered performance. Evaluation- Choose a method of training to improve component of fitness weakness providing a session plan and justification for choice of method	Students will be required to maintain to keep work updated meeting weekly deadlines.

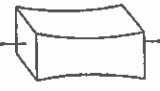
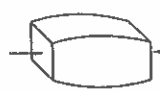
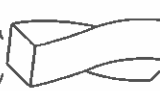
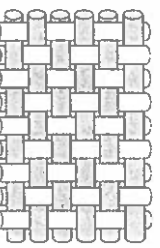
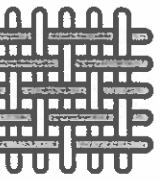
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Yr 10 GCSE Design & Technology Autumn Half Term 1- Core Materials & Clock Project

Summary- Position in the Curriculum

You are starting of the course learning about the main materials you will use over the next year. You are also learning about terms used to describe their mechanical and working properties.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Hardness	The ability to withstand impact without damage.	Metals: Metals can be categorised as either ferrous or non-ferrous metals. An alloy is a mixture of two or metals or elements which has improved properties or characteristics.	Revision and self-study questions are below.
Toughness	Materials that are hard to break or snap are tough and can absorb shock.	Paper and Boards: Paper consists of fine cellulose fibres and is measured by its weight in gsm (grammes per square metre). It is classed as paper if it weighs less than 220gsm. Papers weighing more than 220gsm are classed as boards.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Malleability	Being able to bend or shape easily would make a material easily malleable.	Thermosetting polymers: Thermosetting polymers can be reshaped with the application of heat and can be recycled. Thermosetting polymers cannot be reshaped by heating and cannot be recycled.	1. State which material property is the resistance to being scratched and name a timber that has this property.
Ductility	Materials that can be stretched are ductile.	Natural timber: A hardwood comes from broad leaved tree whose seeds are enclosed in a fruit. A softwood comes from a tree with needle like leaves.	2. Explain why thermosetting polymers are used for electrical sockets?
Elasticity	The ability to be stretched and then return to its original shape.	Manufactured timber: Manufactured boards are made by rearranging natural timber and are particularly useful if you need large flat sheets.	3. Explain the difference between a plain weave and a twill weave.
Durability	The ability to withstand deterioration over time.	Natural and synthetic fibres: Natural fibres come from plants and animals. Synthetic fibres are usually made using oil and other petrol-based chemicals.	4. What are synthetic fibres usually made from and how sustainable are they in comparison to natural fibres?
Compressive strength	A materials resistance to compression or a squeezing force.	Woven, non-woven and knitted textiles: Woven textiles consist of warp (vertical) and weft (horizontal) threads. Knitted textiles are constructed from interlocking loops of yarn. Felt is a non-woven textile.	
Tensile strength	A materials resistance to tension or being pulled apart.	The work of professionals: The following are examples of influential designers and companies: Alessi, Apple, Heatherwick Studios, Joe-Casely Hayford, Pixar, Raymond Loewy, Tesla Inc, Zaha Hadid.	
Electrical conductivity	The ability to conduct electricity.	Products can be evaluated using the following criteria: Form, Function, User requirements, Performance requirements, Materials and components, Scale of Production and cost, Sustainability, Aesthetics and Marketability	5. What type of timber is plywood and what are its properties?
Thermal conductivity	The ability to conduct heat.		

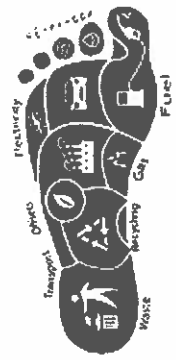
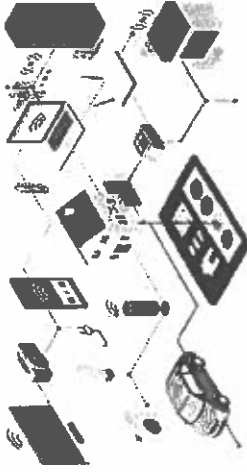
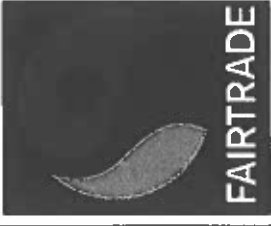
Tension	Compression	Shear	Torsion	Plywood	Plain weave
					
					

Yr 10 GCSE Design & Technology Autumn Half Term 2- New and Emerging Technologies

Summary- Position in the Curriculum

You will learn about how new technologies and materials have changed the way products are manufactured. You will also look at how energy is generated.

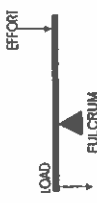
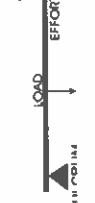
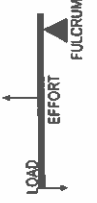
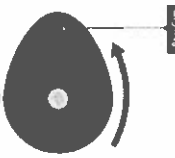
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Automation	Using control systems to operate equipment.	Introducing new technology can cut costs, improve efficiency, bring products to market more quickly and decrease human error.	Revision and self-study questions are below.
Demographic movement	The way in which population's structure changes, e.g. as a result of migration into an area.	Sustainable technologies have been driven by increased environment awareness and the rising cost of fossil fuels. The 6Rs of sustainability are rethink, reuse, refuse, recycle, reduce and repair .	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Enterprise	A business, particularly one started by someone showing initiative by taking a risk setting it up.	Technology leads to the automation of routine repetitive production systems that were previously labour intensive. This leads to a demand for highly skilled workers and less demand for low skilled workers.	1. <i>Explain one reason why unemployment in the UK may rise as new and emerging technologies develop.</i>
Crowd funding	A method of raising funds from many people via online platforms.	Technology has changed the way people work. Many people now work from home due to the internet. They can join in with meetings at the workplace using video conferencing (TEAMS, Zoom etc...)	2. <i>Explain one benefit of crowd funding that can help to promote a new enterprise.</i>
Sustainability	Meeting present needs without compromising the ability of future generations to meet theirs.	Biomass, Biodiesel, tidal, wind, solar and hydroelectric are renewable sources of energy. They are important for reducing carbon emissions and their use needs to continue increasing.	3. <i>Describe 5 ways in which modern technology has enabled people to work from home.</i>
Apprenticeship	A job with training that lets people gain recognised qualifications.	Coal, oil and gas are non-renewable sources of energy because they cannot easily be replaced and will eventually run out.	4. <i>Describe some advantages and disadvantages of using solar power as a source of energy.</i>
Global warming	An increase in the temperature of the earth due to the release of greenhouse gases.	A power system is a network of components that supply transfer and use electric power. Examples include batteries, solar cells and mains electricity.	
Ethics	Balancing behaviour with moral principles.	There are 4 scales of production; One-off, batch, Mass, Continuous . A life cycle analysis is an analysis of the environmental impact related to a product from the extraction of raw materials to its use and disposal.	5. <i>Explain why it is important to carry out a life cycle analysis when designing items.</i>

Carbon Footprint	Internet of Things	A solar cell powered model car	fairtrade
	 interrelated devices that are connected via the internet.		 Fairtrade is a movement that helps poorer countries get a fair price for their goods.

Yr 10 GCSE Design & Technology Spring Half Term 1- Modern and Smart Materials & Mechanisms

Summary- Position in the Curriculum

You will learn about how new materials are constantly being developed and how they enable more innovative products to be produced. You will also learn how mechanical devices are used to produce movement and this will aid you should you choose to design and make a mechanical device for your final project.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Smart Materials	These are materials whose physical properties can vary depending on an external input such as light.	Examples of smart materials: Shape memory alloys, Nanomaterials, Photochromic glass, Reactive glass, Piezoelectric materials, Temperature responsive polymers, Conductive inks.	Revision and self-study questions are below.
Composite materials	Materials that have been mixed to enhance the properties of the original material(s).	Examples of composite materials: Concrete, Plywood, Glass reinforced plastic, carbon fibre reinforced plastic, reinforced polymers, robotic materials	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Technical textiles	Fabrics developed for their functions rather than their appearance.	Examples of technical textiles: Agrotextiles, Construction textiles, Geotextiles, Domestic Textiles, environmentally friendly textiles, Protective textiles, Sports textiles.	1. Explain why what technical textiles are and give 3 examples how sports textiles help athletes.
Velocity ratio	The distance moved by the effort divided by the distance moved by the load.	Mechanical Advantage = Load (N) ÷ Effort (N)  Class 1 lever  Class 2 lever  Class 3 lever	2. Explain how Temperature responsive polymers could be used on a mug.
Mechanical advantage	This is the amount of help you get using a lever in comparison to doing something with just human effort.	 Cam and Follower	3. Name an example of a class one, class two and class three lever and explain what mechanical advantage is.
Lever	A fixed rigid beam that uses a fulcrum load and effort to provide mechanical advantage		4. Describe some advantages and disadvantages of using solar power as a source of energy.
Torque	A measure of a systems turning power.		5. Explain advantage and disadvantage of using a gear train instead of a belt and pulleys to connect a motor to a drill on a pillar drill.

Pulleys and belt	Bevel gears	A gear train	Rack and pinion	Crank and slider
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Yr 10 GCSE Design & Technology Spring Half Term 2- Electronics, Systems, Stock forms

Summary- Position in the Curriculum

You will learn about electronic systems and programmable components which will tie in with current practical work. This will build on knowledge you acquired about electronic circuits in KS3. You will also learn about stock forms of timber and the advantages of designing with these in mind.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Input devices	Something that gives an input signal to a system.	Electronic systems have INPUT DEVICES, CONTROLS and OUTPUT DEVICES . Computer programmes can be represented using flowcharts .	Revision and self-study questions are below.
Output device	Something that responds to an instruction of change in control elements	Programmable components allow you to add intelligence to electronic systems. One example of these is a PIC (programmable interface controller).	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Voltage	The amount of potential electrical force available that could make electricity flow.	A flow chart for a light turning on in the dark.	1. Explain what the 3 main parts of an electronic system are and name a component for each part.
Current	The amount of electricity flowing in a circuit.		2. Explain why LED's have resistors connected to them in circuits.
Semi-conductor	A material that lets electricity flow under certain conditions. it can act as a conductor or insulator.	Circuit diagram	3. Draw a circuit diagram containing a LED, resistor, battery and switch.
Resistance	A measure of how a device reduces the current flowing through it.	Stock forms of timbers Rectangular sections Mouldings Dowels Sheets	4. Why are flowcharts often used to represent programmes. Write a flow chart for a motion sensor that comes on when someone walks past.
Feedback loop	A loop in a program that goes back to an earlier point to keep repeating that part of the programme.		5. Explain what a dowel is and give an example of where they can be used.
		Driver gear (INPUT) Idler gear Driven gear (OUTPUT)	Pinion Rack
Turns rotary motion through 90°.			
Bearing block Slider Connecting rod Crank Pin			

SENSORS

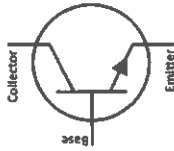
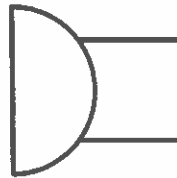
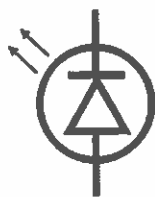
CONTROL DEVICES AND COMPONENTS

OUTPUTS

Yr 10 GCSE Design & Technology Summer Half Term 1- Sources and selection of timber

Summary- Position in the Curriculum

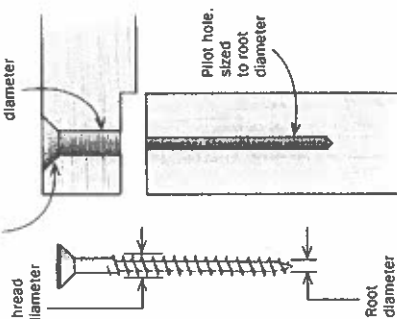
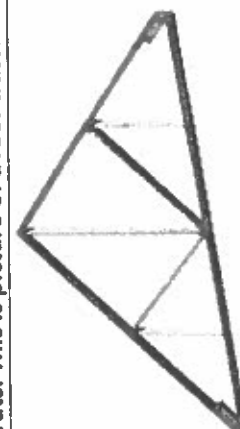
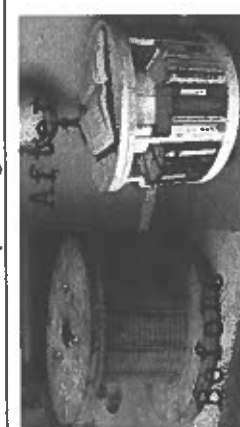
You have now completed the core part of the course and will now focus on the Timbers. The second section of your final exam will be based on timbers and the knowledge gained will also complement your NEA.

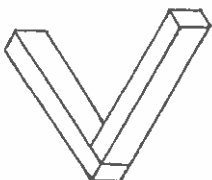
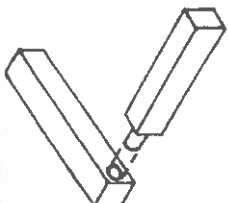
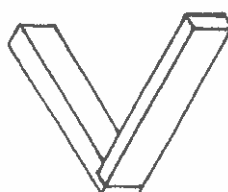
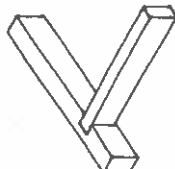
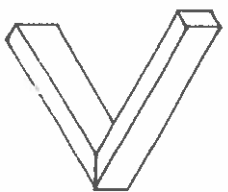
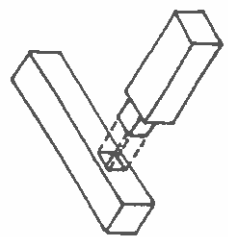
Terminology		Definitions		Core Knowledge			Preparing for Assessment		
Seasoning	Reducing the water content of timber to 10-18%.	Timber	Source of the timber	Social footprint Trend forecasting is trying to predict what type and quantity of timber will be needed in the future. Impact of logging – logging brings jobs but may push people of their land. Recycling and disposal- Natural timber will biodegrade. Composite materials like chipboard are harder to dispose of because they contain adhesives Ecological Footprint Sustainability- Hardwoods are less sustainable than softwoods because their trees take longer to grow. Deforestation – This occurs when more trees are cut down than can be replaced. It can lead to soil erosion and make global warming worse because trees absorb carbon dioxide from the air. Habitat destruction and loss – Animals and plants can be affected when trees are felled and, in some cases, it can lead to them becoming extinct. Processing and transporting also add to the carbon footprint of trees. Wastage-small branches and leaves cannot be used and are either left to rot or burn. Some larger branches are turned into chipboard and MDF.				Revision and self-study questions are below.	
Genetic engineering of trees	Changing the DNA of a tree to change its properties, for example making it more resistant to disease.	Pine, Cedar, Larch	Alpine forest					Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.	
Warping	Bending or twisting that happens when timber dries out.	Mahogany, Jelutong	Amazonian forest					1. Why is it important to season timber and how is this done?	
Lamination	Bonding several thin layers together to make a thicker material.	Oak, beech, ash, birch	European forests					2. Name the type of forest mahogany comes from and explain why some people do not want to buy it for ecological reasons.	
PAR (Planned all round)	Means the timber has been planed on all edges, but the edges will be slightly round.	Ecological Footprint Sustainability- Hardwoods are less sustainable than softwoods because their trees take longer to grow. Deforestation – This occurs when more trees are cut down than can be replaced. It can lead to soil erosion and make global warming worse because trees absorb carbon dioxide from the air. Habitat destruction and loss – Animals and plants can be affected when trees are felled and, in some cases, it can lead to them becoming extinct. Processing and transporting also add to the carbon footprint of trees. Wastage-small branches and leaves cannot be used and are either left to rot or burn. Some larger branches are turned into chipboard and MDF.			3. Is genetic engineering for trees a good thing? Explain your answer.				
Felling	This means cutting down trees.				4. Describe how wood from an FSC source is sustainable.				
Built-in obsolescence	Deliberately making products fail after a time and cannot be repaired.				5. Explain one benefit for the environment of using upcycled timber to make a bookcase.				
Logging	Cutting trees for timber								
LDR		Thermistor	Single throw switch	Resistor	Transistor	Buzzer	LED		
	A sensor that detects changes in light.								
		A sensor that detects changes in temperature.	Turns a circuit off and on.	Changes the resistance of a circuit. It is used to protect delicate components like LEDs to prevent too much electricity going through them.	A small voltage at the base lets a larger current flow into the collector. It acts like a small switch.	Makes a sound.	Gives out light. Often used as an indicator or as lights.		

Yr 10 GCSE Design & Technology Summer Half Term 2- Joining wood and Surface Finishes

Summary- Position in the Curriculum

You will learn more about wood joints and their applications. This will build on the theory and practical work completed so far. You will also learn how different surface finishes can be applied to timbers. You are also learning about terms used to describe their mechanical and working properties.

Terminology		Definitions		Core Knowledge		Preparing for Assessment	
Veneer		A thin slice of wood.		Adhesive	Advantages	Disadvantages	Revision and self-study questions are below.
Wastage		Wastage processes cut material away and create waste, e.g. cutting and chiselling.		PVA	Dries clear, makes strong joints, can be repositioned	Takes a long time to fully set.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Adhesive		Another word for glue.		Contact Adhesive	Set quickly, good for gluing other materials into wood.	Little chance to reposition, gives off fumes.	1. Give three reasons why we apply surface finishes to timber.
Abrading		Moving small amounts of materials by sanding or filing.					2. Name a suitable surface finish for an ash chair.
Ironmongery		The name for metal fixings like hinges, hooks, handles, knobs and locks.					3. Describe the holes you would drill when joining wood with countersunk screws.
Fabrication processes		Processes used to make parts for something.					4. Name a wood joint you would use to make a strong box. Give two reasons to justify your choice.
Assembly processes		The processes used to put parts together.					5. Name a wood joint you would use to make a picture frame. Explain your choice.
Surface finish		A substance or treatment applied to timber. Timber is porous so will absorb water and oil making it look dirty. A finish fills the holes and makes it water resistant and easy to clean.					
Laminated chair		A knot in wood. Knots can fall out.		These symbols mean the timber comes from a sustainable forest.	 		Upcycling is making a new item out of an old one or improving it.
				A timber frames can be strengthened using struts. This is picture of a roof truss.			

Butt joint	Dowel joint	Lap joint	Husung joint	Mitre joint	Mortise and Tenon joint	Dovetail joint
 Easy to make but very weak.	 Fairly strong but hard to line up by hand.	 Easy to make but not very strong.	 Holds dividers securely but can be tricky to cut on wide timber.	 Attractive but weak	 Strong but time consuming to make.	 Very strong but tricky to cut accurately by hand.

Yr 10 Level1/2 Hospitality & Catering Autumn Half term 1- Hospitality and Catering Provision

Summary- Position in the Curriculum

You will be introduced to hospitality and catering providers and what it is like to work in the sector. You will also find out what it takes to be successful in hospitality and catering.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Catering	Providing people with food and drink in a variety of places.	The commercial sector aims to make a profit. Residential commercial sector – people can stay in these places such as hotels and hostels.	Revision and self-study questions are below.
Hospitality	Providing people with a place to stay, meals, drinks and entertainment in a variety of places.	Non-residential commercial sector – people can use the services but do not stay in these places e.g. for example restaurants and bars.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Employee	Someone who has an employment contract.	Non-commercial businesses do not make profits. Residential non-commercial include hospitals and schools. Non-residential non-commercial businesses include daycare centres	1. Explain what a Non-residential commercial sector business is and give 5 examples.
Employer	Someone who owns a business and pays the employee to work there.	Types of food service systems are: Counter service, Table service, Transport catering, Vending system, Personal service.	2. Explain what the word overheads means and give 5 examples.
Permanent contract	A contract that lasts indefinitely. A worker must give notice if they decide to leave.	You need good personal attributes to work in the hospitality and catering industry such as being helpful, a team player, being hardworking, and being reliable.	3. What do food hygiene ratings tell you and what would you have to do if you got a zero?
Temporary contract	The worker is only employed for asset amount of time.	Roles within the industry are managers, administrators, front-of-house staff and back-of-house staff	4. Is a chef a front-of-house or back-of-house member of staff. List 6 personal attributes a chef needs to have.
Overheads	Additional costs of running a business such as staff wages, electricity and rent.	Working conditions of staff in the industry are protected by laws including the Working time directive, National minimum wage and National Living Wage.	
Gross profit	The difference between the selling price of a dish and the cost of the ingredients used to make a dish	The success of a hospitality and catering business is affected by: Money – what it costs to run the business and profit made Employees – having happy and well-trained staff.	5. Describe 5 factors that can affect the success of a business.
Net profit	The profit made once all the costs of running a restaurant have been taken out.	Customer service satisfaction – are customers happy with the service. Trends – is the busies keeping up with the latest trends? Competition – are there similar businesses nearby?	

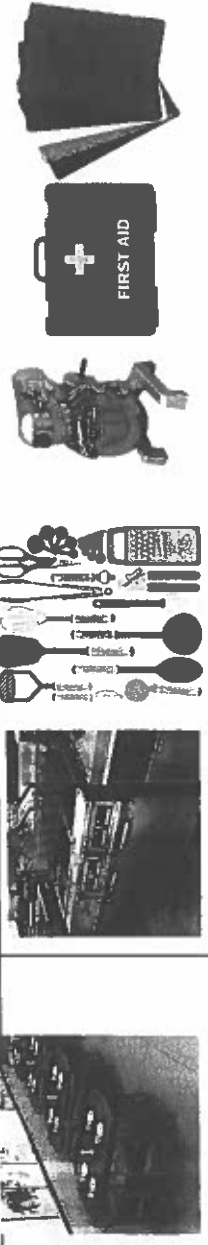
Hotels and guest house get awarded stars	Michelin stars for restaurants	AA rosettes for restaurants	Food hygiene ratings range from 0 (urgent improvement needed) to 5	Restaurants can get up to 3 stars for being sustainable.
				

Yr 10 Level1/2 Hospitality & Catering Autumn Half term 2- How Hospitality and Catering providers operate

Summary- Position in the Curriculum

Now that you know the range of hospitality and catering providers you will now look at the way that they operate.

An Act	A law passed by Parliament		Activities take that take place in front of house include; welcoming customers at reception, providing a place for people to wait whilst waiting for their table, providing a place where customers can have a drink and meet people before their meal, eating in the dining area and providing people with conveniences like cloakroom and toilets. Equipment that is found in the front of house includes food service equipment, seating, barriers and signs, first aid equipment bar area equipment. Materials that I used in a catering kitchen include; cleaning materials, food preparation materials, employee welfare materials, waste disposal materials and maintenance materials (Cleaning supplies etc.-). Paperwork in a catering kitchen is important and some of this is required by law such as gas and fire safety certificates. Other paperwork includes stock orders, risk assessments and food safety certificates.	Preparing for Assessment Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research. 1. Explain what workflow means. 2. Give four reasons why protective clothing is needed in a kitchen. 3. List four types of paperwork that would be found in a kitchen. Explain why it is needed. 4. Describe how the Equality Act protects disabled people, and name two other customer rights laws. 5. Describe some safety and first aid equipment that is found in restaurants.
Stock	The name for all the materials, ingredients and equipment that are in use in the front and back of house.			
Materials	The range of items and products that are needed to run a hospitality and catering business			
Workflow	The way that food and drinks pass from the back and front of house from delivery of ingredients to service to the customer.			
Stock control	Keeping a record of what is bought, what is used and what needs to be re-ordered.			
Appliance	A machine which assists in kitchen activities such as cooking		Protective clothing is important in a kitchen and a chef's uniform performs various functions such as protecting the body from burns, keeping the chef comfortable in a hot kitchen, and preventing hair getting in food. Customer rights are protected by various laws including Trade Descriptions Act, Equality Act, Consumer Protection Act. Customers have needs and wants. Some things they expect are well trained staff, the business to be environmentally sustainable and to be given dietary information.	
Consistent	The same all the time.			
Risk assessment	Identifying what hazards exist, or may appear, how they may cause harm and to take steps to minimise harm.			

Front of house areas: Entrance/reception, waiting area, counter service/bar area, dining area, cloakrooms /toilets.		Kitchen equipment (in the back of house): Large appliances, small hand held utensils, mechanical equipment, first aid equipment, Food safety equipment.	
			

Yr 10 Level1/2 Hospitality & Catering Spring Half term 2 - Food safety in Hospitality and Catering

Summary- Position in the Curriculum

You will learn how employees and customers are kept safe in hospitality and catering businesses, and how food is stored, prepared and served safely.

Terminology	Definitions	Core Knowledge	Preparing for Assessment																
Food intolerance	A long-term health condition where certain foods make someone feel unwell.	Microbes need the following to grow: the right temperature, moisture, food to eat, time to grow and the correct level of acid or alkali.	Revision and self-study questions are below.																
Food allergy	A condition where the body's immune system reacts to certain foods, which causes arrange of symptoms.	Food handlers can stop microbes making food unsafe by preventing cross contamination, cooking food to a high temperature, cooling food to a low temperature, freezing food in a freezer, drying food, covering and storing food correctly and preserving food.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.																
Bacteria	Tiny living things, some of which cause food poisoning.	<table><tr><th>Bacteria name</th><th>Usually found in:</th></tr><tr><td>Bacillus cereus</td><td>Meat, cream pastries, fresh herbs, cooked rice</td></tr><tr><td>Campylobacter</td><td>Meat, poultry, untreated milk</td></tr><tr><td>E. coli</td><td>Meat, untreated milk</td></tr><tr><td>Salmonella</td><td>Meat, poultry, eggs, untreated milk</td></tr><tr><td>Listeria</td><td>Unwashed salads, pate</td></tr><tr><td>Staphylococcus aureus</td><td>Cold meats, cheese, untreated milk</td></tr><tr><td>Clostridium perfringens</td><td>Hands, runny nose, wounds/cuts</td></tr></table>	Bacteria name	Usually found in:	Bacillus cereus	Meat, cream pastries, fresh herbs, cooked rice	Campylobacter	Meat, poultry, untreated milk	E. coli	Meat, untreated milk	Salmonella	Meat, poultry, eggs, untreated milk	Listeria	Unwashed salads, pate	Staphylococcus aureus	Cold meats, cheese, untreated milk	Clostridium perfringens	Hands, runny nose, wounds/cuts	- What is the difference between a food allergy and food intolerance. - Describe steps food handlers can take to stop microbes from growing. - What is cross-contamination? Describe four steps that can be taken to prevent it.
Bacteria name	Usually found in:																		
Bacillus cereus	Meat, cream pastries, fresh herbs, cooked rice																		
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Clostridium perfringens	Hands, runny nose, wounds/cuts																		
Microbes	Tiny plants and animals that you can only see under a microscope.																		
Pathogens	Something that makes people ill.	The symptoms of an allergic reaction can include throat swelling, wheezing, a person becoming unconscious, hives and itching eyes.	Name 4 bacteria that are usually found in food. Describe what can be done to prevent them causing food poisoning.																
Toxins	Another name for poisons.	Food must be stored correctly, at the right temperature and with raw and fresh food kept separate to avoid cross-contamination.																	
Cross-contamination	How microbes are spread from one place onto some food.	Environmental health officers (EHOs) carry out inspections of businesses where food is sold. They also investigate complaints from the public.																	
Moulds	Tiny plants similar to mushrooms.	There are laws which outline the rules and responsibilities of people who work in hospitality. These are food safety Act (1990) and the Food Safety (Food Hygiene) Regulations (2006). The food hygiene regulations cover HACCP.	Who carries out inspections on businesses where food is sold and what happens during the inspection?																
Allergen	Food that causes an allergy. A severe allergic reaction is called anaphylaxis.																		

Food probe	An EHO visit	Most common food allergens	Allergic reaction hives.	Mould growing on food
				

Yr 10 Level1/2 Hospitality & Catering Summer Half term 1- The importance of nutrition

Summary- Position in the Curriculum

You will now focus on the importance of nutrition and how cooking methods impact nutritional value. This will help prepare you for coursework in year 11.

Terminology	Definitions	Core Knowledge	Preparing for Assessment																								
Balanced diet	A diet that provides a person with the right amount of nutrients for their needs.	Everyone has their own nutritional needs, which will vary depending on their; • Gender • Age • Level of activity • Health and condition • Body size The environment.	Revision and self-study questions are below.																								
Nutrients	Natural chemical elements in food that are essential for body growth, function and health.	Example Teenagers have growth spurts and are very active so have high energy needs. Increased appetites mean larger portion sizes are needed.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.																								
Basal metabolic rate (BMR)	The rate at which a person uses energy when resting.	People follow different diets for a range of reasons. Some of these are cultural, religious, ethical. because of a health condition they have (such as coeliac disease)	6. Explain what a balanced diet is.																								
Nutrition	The study of what people eat and how all the nutrients in foods work together in the body.	It is important to get enough water as it controls body temperature, is needed for chemical reactions in the body, removes waste products, keeps mucus membranes moist, keeps skin moist among other things.	7. Describe the factors which affect a person's nutritional needs.																								
Good nutrition	Eating a wide variety of foods (mainly plant foods), that are mostly unprocessed (whole foods) and drinking plenty of water.	<table><tr><th>Nutrient</th><th>Some food sources</th><th>Main functions</th></tr><tr><td>Vitamin A</td><td>Liver, carrots, milk</td><td>Healthy eyes & skin</td></tr><tr><td>Vitamin B</td><td>Bread, fish, broccoli</td><td>Releases energy</td></tr><tr><td>Vitamin C</td><td>Oranges, blackcurrants</td><td>Helps body absorb iron and healthy connective tissues</td></tr><tr><td>Vitamin D</td><td>Milk, oily fish</td><td>Strong bones & teeth</td></tr><tr><td>Calcium</td><td>Yoghurt, milk</td><td>Strong bones & teeth</td></tr><tr><td>Iron</td><td>Dark green vegetables</td><td>Healthy red blood cells</td></tr><tr><td>Sodium (salt)</td><td>Cheese, salted nuts</td><td>Keeps water balance in the body correct.</td></tr></table>	Nutrient	Some food sources	Main functions	Vitamin A	Liver, carrots, milk	Healthy eyes & skin	Vitamin B	Bread, fish, broccoli	Releases energy	Vitamin C	Oranges, blackcurrants	Helps body absorb iron and healthy connective tissues	Vitamin D	Milk, oily fish	Strong bones & teeth	Calcium	Yoghurt, milk	Strong bones & teeth	Iron	Dark green vegetables	Healthy red blood cells	Sodium (salt)	Cheese, salted nuts	Keeps water balance in the body correct.	8. Explain why we need vitamin D and name 3 foods that contain it.
Nutrient	Some food sources	Main functions																									
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Iron	Dark green vegetables	Healthy red blood cells																									
Sodium (salt)	Cheese, salted nuts	Keeps water balance in the body correct.																									
Energy needs	The average amount of food energy needed by individuals, usually measured in kilocalories (kcal)		9. Some people follow different diets due to a health condition. Name one health condition that affects what you can eat and list the types of food a person with the condition can and cannot eat.																								
PAL	This means physical activity level and is the amount of energy we use for physical activity each day.		10. Explain, with examples, what a balanced diet is.																								

The Eatwell guide	Foods high in vitamin A	Foods high in vitamin D	Whole foods	Ultra-processed foods

Yr 10 Level1/2 Hospitality & Catering Summer Half term 2

Summary- Position in the Curriculum

You will learn about the factors affecting menu planning and how to plan production. This will help you plan dishes for your coursework next year.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Contingency	A backup plan to deal with an emergency.	When planning a meal, a business needs to think carefully about: - Customers - The effect on the business - How the menu would be prepared - The dishes	Revision and self-study questions are below.
Sequencing	Also known as dovetailing. This means fitting together different stages of the production plan. Into a logical order	The benefits of careful meal planning are: - It will meet customers' needs and wants - It will make the business successful - You will have ingredients on time and contingencies in place - You will be able to prepare meals on time.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
A' la carte	A menu where the dishes are listed and priced separately.	Food production has a major effect on the environment as all the stages such as packaging, transporting and processing all produce greenhouse gases. You can minimise the effect on the environment by using locally grown ingredients, using items with little packaging, avoiding open freezers and fridges too often, making sure that you cook food efficiently and limiting the waste you produce.	11. Explain, with examples, why restaurants need contingency plans. 12. Produce a speciality menu for children.
Cyclic menu	A set of menus with limited choices that are changed every week, two weeks or monthly.		13. Explain what the difference is between a Table d'hôte and Table d'hôte menu.
Table d'hôte	A set of menus with limited choices, which has a set price for the meal (e.g. 2 or 3 course meal)	Special diets: Menus should offer dishes that suit people with special diets e.g. dairy free, gluten free, nut free, high fibre, vegan, religious dietary laws.	14. What is meant by sensory needs? Think of a dish and describe how you could make it appeal to people's sensory needs.
Du Jour menu	A menu that changes each day or is only served on a certain day of the week.	Sensory needs: eating food is one of life's pleasures and to enjoy it, all the body's senses (sight, smell, taste, touch and sound) need to work together. Menus should be planned so that food is appetising and appealing.	
Speciality menu	A menu for target groups of people (e.g. children and pensioners)	Sequencing: The order in which different stages in the production of dishes for a menu needs to be carefully work out. You have to consider things like how much time it will take to cook each dish.	
Meal menu	Menu choices for specific meals		15. Discuss the ways food production can negatively affect the environment.

Dining table	Menu	Waiter	Buffet	A balanced meal
				
				

Notes

	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
P1					
P2					
P3					
P4					
P5					