Knowledge Organiser

Year 10

Term 3
2024/25

The Abbey School

Contents

English Year 10 Term 3 – The 'Power and Conflict' Poetry Anthology

You will learn how to:

- Identify information and ideas about characters, themes and events in 15 poems

- Explain what you have inferred from the poems, supporting your comments with key quotations from two texts in an exam-style response

- Perform close textual analysis of the poems, with reference to relevant language, form and structure methods

- Make links between the poems and their social and historical contexts, considering the reactions of historical and modern audiences, as well as the lives and perspectives of the poets

Prior Learning Links:

- In Year 7, students read a range of poems which were thematically linked to the novel *Skellig*; the poems of one writer, William Blake, appeared extensively in the text itself

- In Year 8, students read a range of poems, focusing on the diverse lives, identities and experiences of the writers

- In Year 9, students read GCSE Literature texts *An Inspector Calls* and *A Christmas Carol*, reinforcing the influence and importance of social and historical context, while also developing their analysis of language and structure methods

- In Year 10 Terms 1-2, students read the GCSE Literature text *Macbeth,* further developing their understanding of how to respond to exam-style analytical questions

Future Learning Links:

- The 15 poems in the 'Power and Conflict' Poetry Anthology comprise one fifth of the English Literature GCSE texts and are worth approximately the same percentage of the total marks

- The Poetry Anthology will continue to be a focus in revision and afterschool tuition sessions throughout the rest of KS4

- In Year 11, students will study for the English Language GCSE, in which the their analytical skills will continue to be a focus

- Students' understanding of how language and structure methods are used in the Literature texts, such as the Poetry Anthology, will form the foundation of knowledge necessary for successful analysis in English Language

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
Command Word – Analyse: Examine something in detail, considering its individual components and characteristics. When studying the poetry anthology, you will perform close textual analysis and annotation of all 15 poems. This is because the exam questions require you to use When you analyse, you should begin by describing how writers use language and structure methods to achieve effects. You should try to develop your explanations by 'zooming in' on key words and methods to analyse how specific effects have been achieved. The overall structure of a poem, as well as its form, should also be considered. **Remember:** There are a range of poetic devices, such as enjambment and caesurae, which are unique to analysis of poetry.	**Rhyme scheme:** A **pattern** of rhyming words in a poem. Most rhyme schemes are defined by the last word of each line in a stanza; when lines share words that rhyme, they are labelled with the same letter, always beginning with the letter 'A'. For example, 'London', the second poem in the poetry anthology, has an ABAB rhyme scheme – this means that the **first** and **third** lines in each stanza rhyme, and so do the **second** and **fourth** lines.
	Rhythm: A **pattern of sounds** created by the arrangement of **stressed** and **unstressed** syllables.
	Blank verse: Poetry written in iambic pentameter that **doesn't rhyme**.
Command Word – Compare: Identify and explain the similarities and/or differences between two texts. The 'Power and Conflict' Poetry Anthology is assessed on English Literature Paper 2 Section B. The question is always structured as follows: **Compare** how poets present _____ in '[the given poem]' and in **one** other poem from 'Power and Conflict'. **[30 marks]** For this question, the command word '**Compare'** tells you to compare the presentation of ideas and themes in two of the poems from the poetry anthology, but you should also support your comparison with explanations and analysis. There are also marks awarded for how well you comment on the relationship between the poems and context.	**Free verse:** Poetry that **doesn't rhyme** and has **no regular rhythm** or **line length**.
	Stanza: A **group of lines** in a poem.
	Dramatic monologue: A form of poetry that uses the assumed voice of a **single speaker** who is **not the poet** to address an **implied audience**. For example, 'My Last Duchess, the fourth poem in the poetry anthology, is a dramatic monologue.
	Sonnet: A form of poem with **fourteen lines** that usually follows a **clear rhyme scheme**.
	Assonance: When words share the same **vowel sound** but their consonants are different, e.g. "m**igh**t fl**y** our l**i**ves l**i**ke paper k**i**tes."
	Caesura: A **pause** in a line of poetry. E.g. around the full stop in "Maps too. The sun shines through."

Context: In English Literature, context refers to anything that might have contributed to the writing of a text, including the lives of the poets and the themes their poems explore. For example, it is contextually relevant that 'Ozymandias', the first poem in the poetry anthology, was written by a 'Romantic' poet in 1817; the social and historical context is important to reader's understanding of the poem.	**Dialect:** A **variation** of **language** spoken by people from a particular **place** or **background**. Dialects might include different words or sentences constructions, e.g. "what happen to de Caribs".
	End-stopping: Finishing a line of poetry with the **end** of a **phrase or sentence**.
Language: The **choice of words** used in a poem. Different kinds of language have **different effects**. In English, the **GOMASSIVE/PPS** acronym is a useful way of remembering some of the most common Language Methods that writers use. The methods in the acronym are defined in the generic Literacy Page of your Knowledge Organiser. **Remember:** The **GOMASSIVE/PPS** acronym does not include every language method that you could identify and analyse in a poem.	**Enjambment:** When a sentence or phrase runs over from **one line** or **stanza** to the **next**.
	Juxtaposition: When a poet puts two idea, events, characters or descriptions **close to each other** to encourage the reader to **contrast** them. For example, in 'Checking Out Me History', the final poem in the poetry anthology, the poet **juxtaposes** figures from British and Caribbean history.
	Mood: The **feel** or **atmosphere** of a poem, e.g. humorous, threatening, eerie.
Form: The **type** of poem, e.g. a sonnet or a ballad, and its **features**, like the number of lines, rhyme and rhythm.	**Phonetic spelling**: When words are spelt as they **sound** rather than with their usual spelling, e.g. "dem" rather than "them." It's often used to show that someone is speaking with a certain **accent** or **dialect**.
Structure: The **order** and **arrangement** of ideas and events in a poem, e.g. how it begins, develops and ends.	**Sibilance:** Repetition of '**s**' or '**sh**' sounds, e.g. "**s**entrie**s** whi**s**per, curiou**s**, nervou**s**".
	Volta: The **turning point** in a poem, when the argument or tone **changes dramatically**.

1. Why are power and conflict key themes?

Red   Amber   Green

What is the definition of 'power'?

Power is the ability or capacity to do something or act in a particular way. For example, the poetry anthology features poems which explore the power of humans and the power of nature.

What is the definition of 'conflict'?

A conflict is a serious disagreement or argument. A conflict can be physical, emotional or even ideological. War is kind of physical conflict. For example, the poetry anthology features poems which explore the effects of conflict and the reality of conflict.

What are the other key themes?

Other key themes in the poetry anthology include, but are not limited to:

- Loss and absence
- Memory
- Anger
- Guilt
- Fear
- Pride
- Identity
- Individual experience

As you read and annotate the poems, consider which of the above themes are being explored.

2. How does Shelley present power in 'Ozymandias'?	Red	Amber	Green

Who is the poet?

Percy Bysshe Shelley was a 'Romantic' poet who only really became famous after his death. He wrote 'Ozymandias' in 1817, after hearing about how an Italian explorer had retrieved a statue of Pharaoh Ramesses II from the desert.

What is the poem about?

The narrator of the poem meets a traveller who tells him about a statue standing in the middle of the desert. The statue is a representation of Ozymandias, a king who ruled over a past civilisation. The statue depicts the king as proud and arrogant because an inscription boasts about the power he holds. However, the statue has fallen down and the land around "boundless and bare" – Ozymandias's power was only temporary.

What is Romanticism?

Romanticism was a movement that had a big influence on art and literature in the late 1700s and early 1800s. Romantic poets believe in emotion rather than reason and focused on the power of nature.

What are the key themes?

- Power of humans
- Power of nature
- Pride

How does the poet use language, form and structure to present power?

- The poem is a **sonnet** with a **volta** on line 9. This is the turning point of the poem, the point at which the irony of Ozymandias's words are most clearly emphasised.

- The **imagery** associated with Ozymandias, as he was depicted in the statue, reveal him to be arrogant and cruel: he has a "sneer of cold command", a "hand that mock'd" and a "wrinkled lip"

- In **contrast** to the power he thought he held, the statue is now a "decay..." and a "colossal wreck", surrounded by "lone and level sands". Ozymandias's achievements were insignificant when compared to the passing of time.

3. How does Blake present power in 'London'?	Red	Amber	Green

Who is the poet?

William Blake was an English poet and artist who held quite radical social and political views for the time – he believed in social and racial equality and questioned the teachings of the Church.

What is the poem about?

London was published in 1794 in a volume of poetry entitled 'Songs of Experience'. In this collection, Blake explores how the innocence of childhood, nature and love is gradually lost, demonstrating how society can become corrupted.

The poem explores these concepts via a narrator describing a walk around the city of London. He says that everywhere he goes,the people he meets are affected by misery and despair. Their misery seems relentless and no one can escape it, not even the young and innocent.

Blake highlights the people power (like the Church, the monarchy and wealthy landowners) as being responsible for the misery he sees.

What are the key themes?

- Power of humans
- Anger
- Loss and absence

How does the poet use language, form and structure?

- The poem is a **dramatic monologue** with a **regular rhyme scheme** and **rhythm**. This could reflect the experience of observing misery relentlessly while walking around London.

- The poem is **structured** as four **quatrains** (stanzas that are four lines-long).In each stanza, the narrator presents different types of people and institutions in London, considering who is most effected and who is most to blame.

- The poem makes use of sensory language and **repetition** to reinforce the unbroken misery of London: "In **every** cry of **every** man, / In **every** infant's cry of fear, / In **every** voice, in **every** ban, / The mind-forged manacles I hear."

4. How does Wordsworth present power and conflict in the extract from 'The Prelude'?	Red	Amber	Green

Who is the poet?

William Wordsworth was a Romantic poet from the Lake District.

What is the poem about?

The poem is taken from a larger, semi-autobiographical poem called 'The Prelude'. The full poem was left unfinished when Wordsworth died. It was published shortly after his death by his wife, shortly after his death in 1850.

The narrator of the poem begins by recounting a memory in which they found a boat tied to a tree at the edge of a lake. The narrator steals the boat and rows out on the lake. Initially, the narrator seems happy and confident, but when a mountain appears on the horizon, he becomes afraid of its size and power. Even after rowing home, the narrator remains scared, his view of nature having changed.

It is possible to interpret the poem as an extended metaphor for a relationship that the narrator had in their youth.

What are the key themes?

- The power of nature
- Fear
- Memory

How does the poet use language, form and structure?

- The poem is a **first-person narrative**. The use of **blank verse** makes it sound serious and important, while the **regular rhythm** makes it sound like natural speech. There is a clear **volta** on line 21, "When, from behind that craggy steep… a huge peak, black and huge… Upreared its head." The appearance of the mountain is the **turning point** in the poem, demonstrating when and how the narrator's viewpoint changed via a distinct change in **tone**.

- The poem begins with a series of pretty, **pastoral imagery** ("One summer evening"; "A little boat tied to a willow tree"; "Small circles glittering idly in the moon") before introducing **contrasting imagery** of **the sublime** ("The horizon's utmost boundary; far above / Was nothing but the stars and the grey sky").

- The mountain is **personified** with descriptions that make it seem alive and actively antagonistic: "growing still in stature the grim shape / Towered up between me and the stars, and… Strode after me." The mountain is calm and powerful compared to the fearful narrator.

5. How does Browning present power in 'My Last Duchess'?	Red	Amber	Green

Who is the poet?

Robert Browning was born in England but lived in Italy for many years. He was fascinated by the Italian Renaissance (14th-16th centuries) – a period in which the arts flourished.

What is the poem about?

The poem, published in 1842, depicts a Duke proudly pointing at a painting of his former wife. The Duke explains how he was angered by his former wife's behaviour because she was friendly towards everyone; he suggests that he had her murdered to stop her flirtatious behaviour. As the Duke and his guest walk away, the reader discovers that the Duke's visitor has come to arrange the Duke's next marriage.

What are the key themes?

- Power of humans
- Pride

How does the poet use language, form and structure?

- The poem is a **dramatic monologue** written in **rhyming couplets**. The tightly-controlled use of couplets suggest that the speaker, the Duke, desires equally tight control over his future wife.

- There are frequent allusions to the Duke's pride, focusing particularly on **imagery** of things that he possesses: his "nine-hundred-years-old name", the bronze statue of "Neptune… Taming a sea-horse", and most importantly, his "last duchess painted on the wall, / Looking as if she were alive."

- Many of the Duke's words feature **dramatic irony** – what he says could be interpreted quite innocently, but the reader doesn't have to try too hard to find a sinister meaning to his words: "I gave commands; / Then all smiles stopped together."

6. How does Tennyson present power and conflict in 'The Charge of the Light Brigade'?	Red	Amber	Green

Who is the poet?

Alfred Tennyson is regarded as one of the greatest poets of the Victorian era. He was Poet Laureate from 1850 until his death in 1892.

What is the poem about?

Tennyson wrote the poem in 1854 as a tribute to the men who died in a disastrous battle between British cavalry and Russian forces during the Crimean War (1853-1856). The battle became infamous in Britain when the truth about what happened was reported in the news – a misunderstanding meant that the Light Brigade (the cavalry were order to advance into a valley surrounded by enemy soldiers. The cavalry were only armed with swords, whereas the Russian soldiers had guns. Virtually defenceless and completely outgunned, the majority of the cavalry were either injured or killed, despite their bravery.

What are the key themes?

- Effects of conflict
- Reality of war

How does the poet use language, form and structure?

- The poem is narrated in the **third person**, making it seem like a **story**. The **regular rhythm** and use of **rhyming couplets/triplets** creates a consistently fast pace, reflecting the speed with which the cavalry advanced into the valley. However, the **irregular rhyme scheme** emphasises the chaos of the battle that ensued.

- The poem makes heavy use of **repetition** to emphasise the amount of soldiers that rode into battle – as well as the amount of soldiers that died: "**Cannon** to right of them, / **Cannon** to left of them, / **Cannon** in front of them… Rode the **six hundred**"; "All that was left of them / Left of **six hundred**."

- Although the speaker presents the battle as a tragedy, the heroism of the soldiers is often at the forefront of the language in the poem. **Adverbs** like "Boldly" and **verbs** like

"Charging" emphasises their bravery, while the **rhetorical question** in the final stanza emphasises the speaker's respect: "When can their glory fade?"

7. How does Owen present power and conflict in 'Exposure'?	Red	Amber	Green

Who is the poet?

Wilfred Owen was a soldier that personally fought in the trenches of World War One. Much of Owen's poetry reveals his anger at the war's waste of life and its horrific conditions. Tragically, he died only a few short months before the end of the war.

What is the poem about?

Owen wrote the poem in 1917-1918 while actively partaking in the war effort, depicting the kinds of events he personally experienced.

The poem describes a night in the lives of soldiers during World War One. They lie awake at night, afraid that their enemy might attack, but it is actually nature that affects them the most – the freezing cold wind, rain and snow kills many men in the night.

A significant portion of the poem is devoted to the men imagining returning home, but in their dreams, the doors are closed to them, emphasising that they are unable to return.

What are the key themes?

- Reality of war
- Power of nature
- Loss and absence

How does the poet use language, form and structure?

- The poem is written in the **present tense** from a **first person plural** perspective. This emphasises that the speaker's experience is shared by other soldiers in the war. The **regular rhyme scheme** also serves to reflect the monotony of the soldiers' experiences – there is no escape from the relentless misery of war.

- Each stanza ends with an unsatisfying **half-line** that echoes the words of one that came before it: "But nothing happens"; "Is it that we are dying?"; "We turn back to our dying"; and finally, **repetition** of "But nothing happens." It is clear that the men are not making any progress in the war.

- The poem includes a lot of **bleak imagery** to emphasise the reality of war: "Dawn massing in the east her melancholy army / Attacks once more in ranks on shivery ranks of grey"; "this frost will fasten on this mud and us, / Shrivelling many hands, puckering foreheads crisp… All their eyes are ice".

8. How does Heaney present power and conflict in 'Storm on the Island'?	Red	Amber	Green

Who is the poet?

Seamus Heaney was a Northern Irish poet who won the Nobel prize for Literature in 1995 and died in 2013. He often wrote about themes such as childhood, nature and his homeland.

What is the poem about?

This poem, published in 1966, is about a community that thinks it's well-prepared for a coming storm. As the poem goes on, their confidence starts to disappear when a storm develops, hitting the island and resulting in fear.

It is possible to interpret the poem as an extended metaphor for the violent political disturbances that Ireland has experienced, especially those caused by the fighting between Irish Catholics and Protestants, as well as Irish republicans wanting independence from Britain.

What are the key themes?

- Power of nature
- Fear

How does the poet use language, form and structure?

- The poem is written in **blank verse**, making the poem sound conversational. The poem is also structured as **a single stanza**, much like the "squat" sturdy "houses" that the poem describes.

- The writer uses a lot **violent imagery**, in combination with a range of **figurative language**, to emphasise the danger posed by the storm: "it pummels your house" (**personification**); "spits like a tame cat / Turned savage" (**simile**); and "wind dives / And strafes… We are bombarded by the empty air" (**personification**).

- A conversational **tone** is reinforced by **direct address**, further drawing readers into the fear that the speaker feels: "you know what I mean…. You can listen to the thing you fear".

9. How does Hughes present conflict in 'Bayonet Charge'?	Red	Amber	Green

Who is the poet?

Ted Hughes was a 20th-century English poet. His father served in and survived World War One, while he spent two years as a mechanic in the RAF.

What is the poem about?

The poem, published in 1957, focuses on a single soldier's experience of charging towards enemy lines. Midway Through his charge, the soldier freezes, bewildered by the chaos of war that surrounds him. It is only when a hare leaps out in front of him that he comes to his sense, returning to his desperate charge.

The soldier's overriding emotion is shown to be fear, shifting away from the patriotic ideals which motivated him before the war.

What are the key themes?

- Effects of conflict
- Reality of war
- Fear

How does the poet use language, form and structure?

- The poem is written in **free verse** with **no regular rhyme scheme** and an **irregular rhythm**. These methods serve to emphasise the chaos of war that the soldier experiences.

- The poem is filled with **shocking imagery** which helps to convey the soldier's confusion and fear: "Bullets smacking the belly out of the air" and "He lugged a rifle numb as a smashed arm".

- The poem includes **figurative language** to emphasise the horror and physical pain of the charge: "The patriotic tear… Sweating like molten iron" (**simile**); "He was running / Like a man who has jumped up in the dark and runs" (**simile**); and "His terror's touchy dynamite" (**metaphor**).

10. How does Armitage present conflict in 'Remains'?	Red	Amber	Green

Who is the poet?

Simon Armitage is an English poet, playwright and novelist.

What is the poem about?

The poem is from Armitage's 2008 collection, *The Not Dead*, which explores the effect of war on ex-soldiers. It is based on the personal experiences of a British soldier who served in Iraq.

The speaker, a soldier, describes how he and two other men shot a man who was running away from a bank raid. His death is described in graphic detail, but the soldier isn't sure whether the man he shot was armed or not. The speaker is haunted by the man's death.

What are the key themes?

- Effects of conflict
- Reality of war
- Memory

How does the poet use language, form and structure?

- The poem is written in **free verse** with **no regular rhyme scheme** and an **irregular rhythm**. These methods make it sound like someone is telling a story, which is further emphasised by the shift to the confessional **first person singular pronoun** "I" at the end of the second stanza.

- The poem is filled with graphic, **violent imagery** which reinforces the horrors of war, while also reminding readers that it is easy to become desensitized to violence when exposed to it on a daily basis: "I see every round as it rips through his life - / I see broad daylight on the other side"; "One of my mates goes by and tosses his guts back into his body"; and "Then he's carted off in the back of a lorry."

- The poem includes **figurative language** to show the way in which the man's memories haunt him: ""he's here in my head when I close my eyes, dug in behind enemy lines" (**metaphor**); and "His blood-shadow stays on the street" (**metaphor**).

11. How does Weir present conflict in 'Poppies'?	Red	Amber	Green

Who is the poet?

Jane Weir is a writer and textile designer who grew up in Manchester and Italy. She has also lived in Belfast. Her poetry makes frequent reference to textiles and fabrics, drawing inspiration from her career as a designer.

What is the poem about?

The poem, published in 2009 in a collection of 21st-century war poems, is spoken by a mother. She describes her son leaving home, seemingly to join the army. The poem explores the mother's emotional reaction to her leaving and describes her helping him to smarten his uniform before he leaves. When he's gone, she goes to places that remind her of him, desperately trying to find any trace of him.

It is possible to interpret the poem in many different ways – it is unclear whether the son is dead, for example.

What are the key themes?

- Effects of conflict
- Loss and absence
- Identity

How does the poet use language, form and structure?

- The poem is written in **free verse** with **no regular rhyme scheme** and an **irregular rhythm**. These methods make it sound like the speaker is lost in her own thoughts and memories.

- The writer uses **domestic imagery** to highlight the close personal bond between the mother and her son, often **contrasting** the description with **war imagery**: "I pinned [a poppy] onto your lapel, crimped petals, / **spasms of** paper **red**, disrupting a **blockade** / of yellow bias binding around your blazer"; and "Sellotape **bandaged** around my hand, / I rounded up as many white cat hairs / as I could".

- The poem's **title** and its **references to war** allude to the son's whereabouts and potential fate: "Three days before **Armistice Sunday** / and **poppies** had already been placed / on **individual war grades**"; "and "I traced / the **inscriptions on the war memorial**".

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12. How does Duffy present conflict in 'War Photographer'?	Red	Amber	Green

Who is the poet?

Carol Ann Duffy is a Scottish poet who, in 2009, became the first woman to hold the post of Poet Laureate.

What is the poem about?

The poem was published in 1985 as part of a collection called *Standing Female Nude.* The poem describes a war photographer in his darkroom, developing pictures he's taken in war zones across the world. Being back in England is a big contrast – it's safe and calm compared to where he's been. As a photo begins to develop, the photographers remembers the death of the man that he photographed.

The final stanza focuses on the people in England who will see his photographs in their Sunday newspapers. The speaker thinks that they don't really care about the peple and places in the photographs.

What are the key themes?

- Effects of conflict
- Reality of war
- Memory

How does the poet use language, form and structure?

- The poem has **four stanzas** of **equal length** and a **regular rhyme scheme**, echoing the way in which the photograph lays out his spools "in ordered rows." The **volta** at the beginning of the third stanza signals a shift in the man's memories as he begins to think about a specific memory.

- The poet uses graphic **emotive language** to evoke the horrors of war seen and captured by the photographer: "running children in a nightmare heat"; "blood stained into foreign dust"; and "A hundred agonies in black and white".

- The writer uses **passive language** to show that the photographer – and those that see his photographs in the newspaper – are detached from the reality of war: "his hands… did not tremble then"; "he sought approval to do what someone must"; and "he stares impassively at where he earns his living and they do not care."

13. How does Dharker present power in 'Tissue'?	Red	Amber	Green

Who is the poet?

Imtiaz Dharker was born in Pakistan, raised in Glasgow and now lives in Britain and India.

What is the poem about?

The poem, published in the poet's 2006 collection, *The Terrorist at My Table*, questions how well people know those around them.

The poem resists a straightforward interpretation by avoiding a typical narrative of any kind. Instead, each stanza captures a series of different images, each one focusing on a potential interpretation of the word 'Tissue', which gives the poem its title.

The first three stanzas talk about the importance of paper as a means of recording history.

Stanzas four to six focus on the paradox that paper is fragile, yet also a powerful method of transmitting ideas and a potential tool for control.

The final thirteen lines look at the act of creation, with a particular focus on human life. The poem seems to suggest that life is more complex and precious than the other things that people create – life is temporary, but forms part of a bigger and ongoing story.

What are the key themes?

- Power of nature
- Power of humans
- Identity

How does the poet use language, form and structure?

- The poem is written in **free verse** with **no regular rhyme scheme** and an **irregular rhythm**. However, a sense of structure is hinted at by the fact that **each stanza is a quatrain** barring the final line. These methods make the speaker sound elusive and ambiguous, perhaps echoing the freedom and openness that the poem is trying to explore.

- The poem uses **imagery of light** to present positive forces in the world: "Paper that lets the light / shine through… could alter things"; "The sun shines through / their borderlines"; and "let the daylight break / through capitals and monoliths".

- As the **title** implies, the poem explores a range of different interpretations of the word 'tissue', using **homonyms** such as "Paper", "fine slips" and "skin" to show that both tissue paper *and* human tissue can be fragile, but powerful.

14. How does Rumens present power and conflict in 'The Emigree'?	Red	Amber	Green

Who is the poet?

Carol Rumens is an English poet, lecturer and translator. She has published over fifteen collections of poetry as well as well several novels and plays.

What is the poem about?

This poem, published in Rumens's 1993 collection, *Thinking of Skins*, is about a city in a country that the speaker left as a child. The speaker has a purely positive view of the city, which is under attack and unreachable in the present.

It is possible to interpret the city as an extended metaphor rather than as a real place. It could represent a time, person or emotion that the speaker has been forced to leave and is unable to return to.

What are the key themes?

- Memory
- Absence and loss
- Identity

How does the poet use language, form and structure?

- The poem is written in **first person**, with **three eight-line stanzas** but **no regular rhythm**. The frequent use of **end-stopping** in the final stanza could reflect the speaker's sense of confinement in her new "city of walls."

- The poem uses **imagery of light** to present the city as a beautiful, positive place: "it is sunlight clear"; "I am branded by an impression of sunlight"; and "It tastes of sunlight".

- There is a sense of yearning and created by the **past tense narrative voice** that begins the poem ("There once **was** a country…"), reinforced by the speaker's inability to physically return to the city ("I **have no** passport, **there's no** way back at all").

15. How does Garland present power and conflict in 'Kamikaze'?	Red Amber Green

Who is the poet?

Beatrice Garland lives in London and works as a clinician and researcher for the NHS alongside writing poetry.

What is the poem about?

The poem, published in 2013 in Garland's first poetry collection, *The Invention of Fireworks*, opens with a kamikaze pilot setting off on his mission. As the poem progresses, it becomes clear that the pilot turned around and didn't complete his mission. His daughter imagines that this was because he saw the beauty of nature and remembered his innocent childhood before he reached his destination. However, when he got home, the pilot was shunned for failing to fulfil his duty – even his family acted as if he wasn't there.

What is a kamikaze pilot?

Kamikaze pilots were specially trained Japanese pilots, who were used towards the end of World War Two. They flew their planes on suicide missions into enemy ships. It was seen as a great honour to serve your country in this way – "a one-way / journey into history".

Ironically, though the kamikaze pilot in the poem survives, he is treated as if he's dead because his family and neighbours regard him as a coward and a failure.

What are the key themes?

- Identity
- Memory
- Power of nature
- Absence and loss

How does the poet use language, form and structure?

- The poem is mostly narrated in the **third person** using reported speech of the pilot's daughter, but her voice is heard directly in the later stanzas. The decision not to portray the pilot's own words highlights that the he was cut-off from society upon his return.

- The **first five stanzas** comprise of a **single, long sentence**, in which the pilot's flight – from his initial take-off to his landing – is described in detail. As such, the poem's **first full stop** reinforces the end of the pilot's flight, which his family and friends expected to end in death. The fact that the poem continues on for **a further two stanzas** reinforces that the pilot lived – though he was not treated respectfully upon his return.

- The poem includes **figurative language** to emphasise the power and beauty of nature: "the little fishing boats / strung out like bunting / on a green-blue translucent sea" (**simile**); and the "dark shoals of fishes" arc "in swathes / like a huge flag waved first one way / then the other" (**simile**).

16. 'How does Agard present power in 'Checking Out Me History'?	Red Amber Green

Who is the poet?

John Agard was born in Guyana, a Caribbean country in South America, but he moved to Britain in 1977. His poetry often examines cultures and identities, and is usually intended to be spoken aloud/performed (**oral poetry**).

What is the poem about?

The poem, published in 2007, is about the speaker's identity and how it links to his knowledge of history. At school in Britain, the speaker was taught about British history but wasn't taught about his Caribbean roots. He lists famous figures from history and questions why he doesn't about people from other cultures, mentioning men and women from diverse backgrounds who should be celebrated. At the end, he says he's going to create his own identity based on his heritage, rejecting the image of himself that the British education system established.

What are the key themes?

- Identity
- Anger
- Power of humans

How does the poet use language, form and structure?

- The narrator uses a **mixture of stanza forms**, suggesting he's breaking from convention and the confines of traditional poetry. This reflects the speaker's efforts to break the confines of the language rules he's been taught to follow.

- The poem **contrasts** historical and fictional figures from British and Caribbean history, emphasising the differences between them. Unlike the education that he received, the speaker skips over the British figures ("Dick Whittington", "Columbus", "Florence Nightingale", "Robin Hood" and "old King Cole"), while focusing in more detail on the Caribbean figures ("Toussant L'Ouverture", "Nanny de Maroon", "Lord Nelson", "Shaka", "Caribs and Arawaks" and "Mary Seacole".)

- The poem makes use of **phonetic spelling** to emphasise the speaker's pride in his background and make readers empathise more closely with his perspective: "Dem tell me / Dem tell me / Wha dem want to tell me"; "Toussant L'Ouverture / no dem never tell me bout dat"; and "Dem tell me bout de man who discover de balllon / and de cow who jump over de moon", etc.

HOME LEARNING TASKS	
Task Description	**Done?**
Watch videos about the poems on GCSE Pod. Your teacher will direct you to suitable videos.	
Revise key details about the poems, including themes and context.	
Revise key quotations from the poetry. You could begin by annotating your quotations with notes about language and/or structure methods. **Remember:** You will need to quote from at least one poem from memory in order to answer the poetry question on the exam.	
Answer exam-style questions. Your teacher will direct you to suitable questions.	
Revise the content and context of the poems using your Knowledge Organiser. Your teacher will direct you to suitable sections of the Knowledge Organiser in preparation for recall quizzes in class.	

Maths Year 10 Term 3
Foundation- Ratio and Proportion
Higher- Probability. Similarity and Congruence

Term Focus Foundation Q1-6	Term Focus Higher Q6-12
Writing ratios	Product Rule for Outcomes
Using ratios 1	Outcomes and mutually exclusive events
Ratios and measures	Experimental Probability
Comparing using ratio	Tree diagrams
Proportion & graphs	Venn diagrams and Set notation
Proportion problems	Congruence
	Similarity

Prior Learning Links

Foundation- Students should be familiar with foundational concepts such as basic arithmetic skills, understanding ratios, equivalent ratios, fraction and decimal conversion, multiples and factors, proportional relationships, unit rates, scaling, and solving word problems involving ratios and proportions.

Higher- Students need a solid grasp of basic probability concepts, statistics (including data interpretation), algebra (equations and formulas), ratio and proportion (proportional relationships in probability), and basic graph interpretation. These skills are essential for understanding and applying probability concepts effectively.

Students need a solid understanding of geometry, including properties of shapes like triangles, quadrilaterals, and circles. Knowledge of proportion, scaling factors in geometry, and basic trigonometric ratios.

Future Learning Links

Foundation- Understanding ratios and proportions through basic algebraic manipulation is essential for solving complex equations and inequalities. These concepts scale figures in geometry and represent percentages and probabilities in statistics. Crucial in science, engineering, economics, finance, and business. Applying ratios to real-world problems is valuable across professions and lays the foundation for advanced mathematics topics like trigonometry, calculus, and linear algebra.

Higher- Crucial for advanced statistics and decision theory. Enhances critical thinking and analytical skills, crucial in economics, engineering, and data science. It's essential for STEM success and applications in finance, insurance, healthcare.

Provides foundational geometry skills crucial for advanced studies. Enhances problem-solving and prepares for careers in architecture, engineering, and design.

Literacy In Maths	Command Words
Evaluate …	Work out and write your answer
Work out …	Working out is required
Calculate …	Working out is required. A calculator may be needed.
Solve …	Work out the values
Prove …	All working must be shown in steps to link reasons and values.
Expand…	Multiply out of the brackets
Draw…	Draw accurately with a pencil and equipment.
Explain …	Use words to give reasons
Factorise	The reverse process of expanding brackets. Remove the HCF.
Estimate	Work out an approximate answer using rounded values.

Key Words

Ratio: Relationship between two numbers.

Simplify: Divide both parts of a ratio by the same number.

Equivalent: Equal in value.
Convert: Change from one form to another.

Scale: The ratio of the length in a drawing to the length of the real thing.

Proportion: A name we give to a statement that two ratios are equal.

Exchange rate: The value of one currency for the purpose of conversion to another.

| 1. What is a ratio and how do you write them? | Red | Amber | Green |

Ratio is a **relationship between two or more quantities** showing the number of times one is contained within the other(s).

Ratios are written in the form a:b , which is said "a to b" where a and b are normally integers, fractions or decimals.

You can simplify ratios by;
1. Calculate the highest common factor of the parts of the ratio.
2. Divide each part of the ratio by the highest common factor.

| 2. How do you share in a ratio? | Red | Amber | Green |

Dividing ratios is a way of sharing a quantity in given parts of a ratio.

These questions can get quite wordy as they can apply directly to real life problems, usually involving money or food. This means that it is likely that you will have to draw out the relevant information from the question. You can also expect your answers to be integers (whole numbers), decimals, fractions or mixed numbers.

Steps
1. Add the parts of the ratio together.
2. Divide the quantity by the sum of the parts.
3. Multiply the share value by each part in the ratio.

Jess and James share 35 chips in the ratio 2:3. How many chips did they get each?
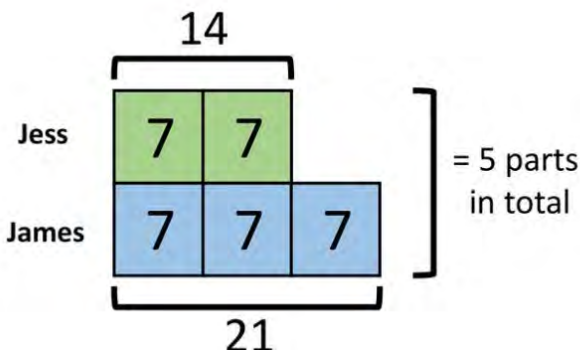
| 3. How do I write a ratio in the form 1:n and n:1 ? | Red | Amber | Green |

In order that a ratio is written in the form 1:n we must make the left hand side equal to one.

In order that a ratio is written in the form n:1 we must make the right hand side equal to one.
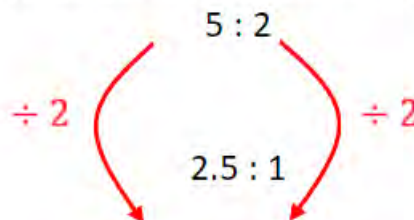
4. How do I use proportion in recipes?		Red	Amber	Green

Cakes | Icing

100 g of butter
100 g of sugar
100 g of flour
2 eggs

140 g of butter
250 g of sugar

A recipe to make
10 cupcakes:

If we want to make **15 cupcakes**, how can we calculate the quantity of ingredients needed?

⬇ ÷ 2   ⬇ ÷ 2

5 cupcakes:

50 g of butter
50 g of sugar
50 g of flour
1 egg

70 g of butter
125 g of sugar

⬇ × 3   ⬇ × 3

15 cupcakes:

150 g of butter
150 g of sugar
150 g of flour
3 eggs

210 g of butter
375 g of sugar

5. What is a best buy?		Red	Amber	Green

To compare deals:

1. Note the cost of the items and the number of items for each deal.
2. Calculate the price for an equivalent number of items for each deal.
   For the unitary method, this is the price of a single item. For the common multiples method, this is the price of a common number of items.
3. Compare the prices of the equivalent quantities.

In order to use exchange rates:

1. Identify the exchange rate and currency to be converted.
2. Convert the currency.
3. Compare the values in the same currency to identify the best value.

Best buys problems involve assessing which item is the best value for money.

To do this we could use the following methods,

Unitary method – this involves calculating the price per unit for each item.

Common multiples – here we find a common multiple of the number of units we have and use this make comparisons.

Exchange rates – if the prices are in different currencies, we convert them to the same currency to compare them.

2 pints at £ 2.00

£2.00 divided by 2 pint
= £1.00 per pint

3 pints at £ 2.50

£2.50 divided by 3 pint
= £0.83 per pint
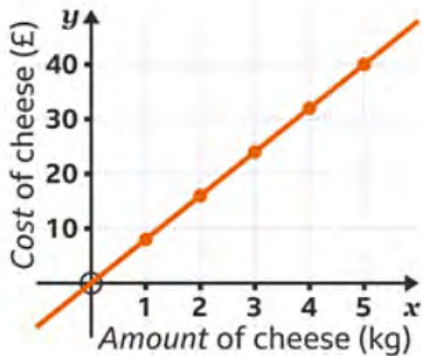
6. What is direct and indirect proportion?		Red	Amber	Green

Direct proportion is a relationship between two quantities where as one quantity increases, so does the other quantity.
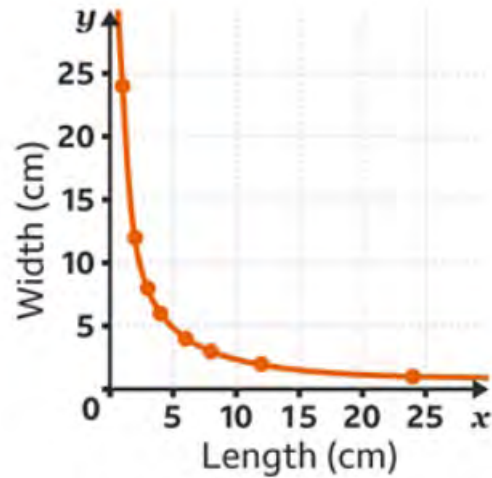
The symbol $\propto$ represents a **proportional relationship**. If y **is directly proportional to** x, we can write this relationship as:

y $\propto$ x

Indirect proportion (inverse proportion) is a relationship between two quantities where as one quantity increases, the other quantity decreases and vice-versa.

7. How do you write a probability and how do you describe a probability?		Red	Amber	Green

Probability is the likelihood of an event occurring. To find the probability of an event happening we use the formula

$$Probability = \frac{number\ of\ desired\ outcomes}{total\ number\ of\ outcomes}$$

Probabilities range from 0 to 1. If something has a probability of 0 then it is impossible and if something had a probability of 1 then it is certain.

We use the notation P(event) to represent the probability of an even happening.

Describing probability is when we make judgements as to whether an event will take place. To do this we use words to describe how probable the event is.

Some common words used to describe probability of an event happening include; certain, very likely, even chance, unlikely, very unlikely and impossible. These words can be placed on a probability scale starting at 0 (impossible) and ending at 1 (certain).
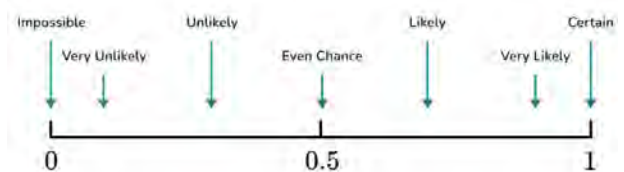
8. What are mutually exclusive events and independent events?	Red	Amber	Green

Mutually exclusive events are two or more events that cannot occur at the same time. For example, getting heads and tails in a coin toss or rolling a 2 and a 3 on a die.

If two events are mutually exclusive then
P(A or B) = P(A)+P(B)
This means that the probability of an event A or event B occurring is equal to the probability of event A occurring plus the probability of even B occurring.

Independent events are events which are not affected by the occurrence of other events. For example, if we roll die twice, the outcome of the first roll and second roll have no effect on each other- they are independent.

If two events are independent then;
P(A and B) = P(A) X P(B)
This is called the multiplication rule.

Let's look at an example.

If we are rolling a dice twice, we can find the probability of getting two sixes.

The probability of getting a 6 is $\frac{1}{6}$.

So the probability of getting a 6 and a 6 is

$\frac{1}{6} \times \frac{1}{6} = \frac{1}{36}$.

9. What are probability tree diagrams?	Red	Amber	Green

Probability tree diagrams are a way of organising the information of two or more probability events. Probability tree diagrams show all the possible outcomes of the events and can be used to solve probability questions.

To use tree diagrams, we need to know the probability of individual events occurring and use the fact that probabilities on each set of branches add up to
Probability tree diagrams start by showing the possible outcomes for the first event, with the outcomes at the ends of the branches and the probabilities written along the branches.

The probabilities of the events can be written as fractions or decimals.

Be careful, if you are given a question where things are picked but not replaced, then the probability will change for the second outcome as there will be a different amount of things to pick from.
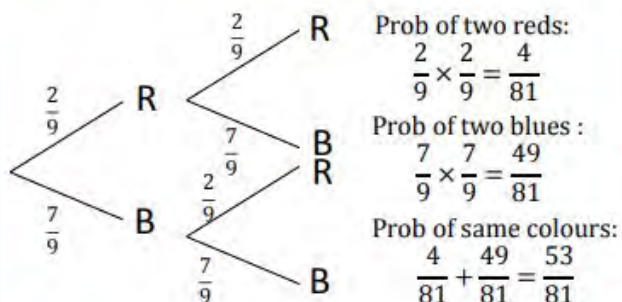
Examples

There are red and blue counters in a bag.
The probability that a red counter is chosen is $\frac{2}{9}$.
A counter is chosen and **replaced**, then a second counter is chosen.
Draw a tree diagram and calculate the probability that two counters of the same colour are chosen.
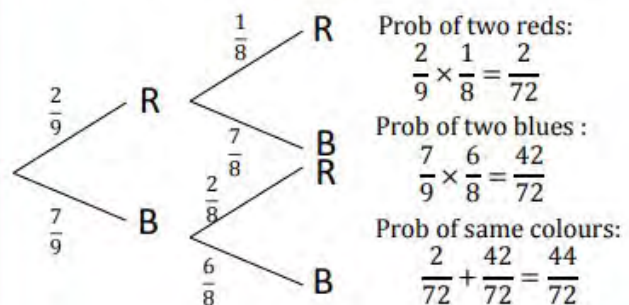
Prob of two reds:
$\frac{2}{9} \times \frac{2}{9} = \frac{4}{81}$
Prob of two blues :
$\frac{7}{9} \times \frac{7}{9} = \frac{49}{81}$
Prob of same colours:
$\frac{4}{81} + \frac{49}{81} = \frac{53}{81}$

There are red and blue counters in a bag.
The probability that a red counter is chosen is $\frac{2}{9}$.
A counter is chosen and **not replaced**, then a second counter is chosen.
Draw a tree diagram and calculate the probability that two counters of the same colour are chosen.

Prob of two reds:
$\frac{2}{9} \times \frac{1}{8} = \frac{2}{72}$
Prob of two blues :
$\frac{7}{9} \times \frac{6}{8} = \frac{42}{72}$
Prob of same colours:
$\frac{2}{72} + \frac{42}{72} = \frac{44}{72}$

10. What are Venn Diagrams and set notation?	Red	Amber	Green

A Venn diagram is a diagrammatic representation of two or more sets.
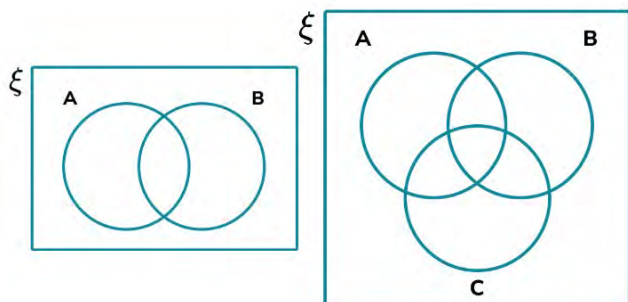
Above are examples of a two set and a three set Venn diagram with the following features:

The universal set is a rectangle outlining the space in which all values within the smaller sets are found. The universal set is denoted using the symbol ξ.

The set A, shown using a circle and labelled A.

The set B, shown using a circle and labelled B.

The set C, shown using a circle and labelled C (Three set Venn diagram).

Set A and set B (and set C) overlap, showing the items which are in set A and in set B. This is called the intersection.

Set Notation

To describe a subset, we need to understand key symbols and set notation for different sets including the intersection of sets, the union of sets and the absolute complement of sets.

Here are some common examples of set notation and their meaning,

$A \cap B$	'A and B' The intersection of A and B. The elements in both sets A and B.	
$A \cup B$	'A or B' The union of A or B. Any element in set A or set B.	
A'	'Not A' The complement of A. Any element not in A.	

Example

Out of 50 people surveyed:

30 have a brother
25 have a sister
8 have both a brother and sister
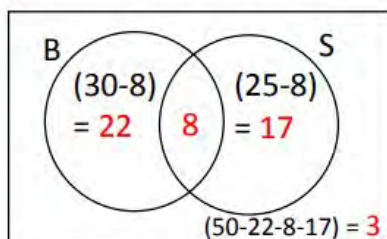
a) Complete the Venn diagram

b) Calculate:

i) P(A ∩ B) ii) P(A ∪ B) iii) P(B')

$= \dfrac{8}{50}$ $= \dfrac{47}{50}$ $= \dfrac{20}{50}$

iv) The probability that a person with a sister, does not have a brother.

$= \dfrac{8}{25}$

11. What is congruence?	Red	Amber	Green

Congruent shapes are shapes that are exactly the same. The corresponding sides are the same and the corresponding angles are the same. If two shapes are congruent they will fit exactly on top of one another.

Congruent triangles

There are four conditions to be able to prove if a pair of triangles are congruent.
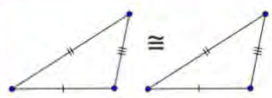
Reasons for congruency:

SSS (three sides the same),

RHS (right-angled triangle, hypotenuse and a side the same),

ASA or AAS (two angles and one side the same),

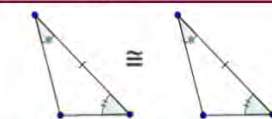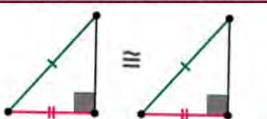SAS (side-angle-side, two sides and the included angle the same).

Examples

SSS = 3 sides on triangle A are equal to those on triangle B

SAS = 2 sides with the included angle on triangle A are equal to those on triangle B

ASA = 2 angles with the included side on triangle A are equal to those on triangle B

RHS = When the hypotenuse and another side on triangle A are equal to those on triangle B

Similar shapes are the same shape but they have different sizes. The corresponding sides are in the same ratio and the corresponding angles are the same.

If we know that 2 shapes are mathematically similar we can work out any missing sides using the ratio, or scale factor. When finding missing lengths on a larger shape we find the missing lengths by multiplying by the scale factor. When finding missing lengths on a smaller shape we divide by the scale factor.
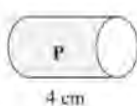
When a shape is enlarged by linear scale factor k, the area of the shape is enlarged by scale factor k^2.
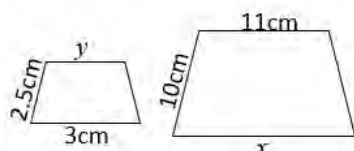
$$Scale\ factor = \frac{10}{2.5}$$
$$= 4$$
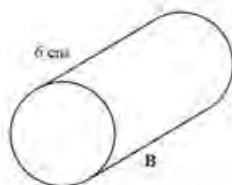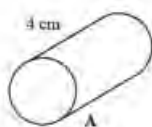$$x = 3 \times 4$$
$$= 12cm$$
$$y = 11 \div 4$$
$$= 2.75cm$$

The total surface area of cylinder P is 90cm². The total surface area of cylinder Q is 810cm². Calculate the length of Q.

$$Area\ scale\ factor = \frac{810}{90}$$
$$= 9$$
$$Length\ scale\ factor = \sqrt{9}$$
$$= 3$$

$$Length\ of\ Q = 4 \times 3$$
$$= 12cm$$

When a shape is enlarged by linear scale factor k, the volume is enlarged by scale factor k^3.

The volume of cylinder A is 80 cm^3. Calculate the volume of cylinder B.

$$Length\ scale\ factor = \frac{6}{4}$$
$$= 1.5$$

$$Volume\ of\ B = 80 \times 1.5^3$$
$$= 270cm^3$$

HOME LEARNING TASKS	
Task Description	**Done?**
Writing and simplifying ratios U687	
Sharing amounts into given ratios U577	
Writing ratios in the form 1:n M543	
Graphs of direct and inverse proportion U238	
Solving direct proportion worded problems U721	
Using probability phrases U803	
Venn Diagrams U476	
Writing probabilities as Fractions Decimals or percentages U510	
Tree Diagrams U280	
Understanding congruence U790	
Understanding Similarity U551	
Mixed problems: Understanding similarity and congruence U112	

Science Year 10 Term 2 – C7, C8 & C9 – Organic Chemistry, Chemical Analysis & Chemistry of Atmosphere.

TERM FOCUS –
Big Ideas: How can we make crude oil useful?
How can we test for different substances?
What affects the composition of the atmosphere?

| Prior Learning Links	Future Learning Links
Organic Chemistry Basic Organic Functional Groups: Understand the structures and properties of hydrocarbons. Naming Organic Compounds: Revise IUPAC nomenclature rules for naming alkanes, alkenes, and other functional groups. Chemical Analysis Chromatography: Separation techniques. Chemistry of the Atmosphere Major components of the atmosphere, including nitrogen, oxygen, argon, carbon dioxide, and trace gases. Understand the greenhouse gases and their role in climate change. Air Pollution: Sources, effects of pollutants like sulphur dioxide, nitrogen oxides, and particulate matter.	1. KS3 Science Investigations 2. GCSE Required Practical Activities 3. GCSE Science Investigations
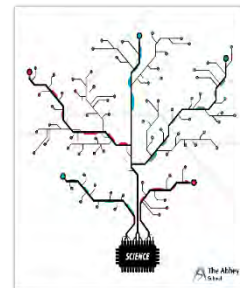
LESSON 2 & 3 Hydrocarbons – alkenes /Reactions of the alkanes and alkenes	Red	Amber	Green

Alkenes (Chemistry Only)

Name of Alkene	Structural Formula	Molecular Formula
ethene		C_2H_4
propene		C_3H_6
butene		C_4H_8
pentene		C_5H_{10}

Alkenes are another type of hydrocarbon that is double bonded. The general formula for an alkene is C_nH_{2n}.

Alkenes are **unsaturated hydrocarbons**. In a chemical reaction, the double bond of the alkenes can break. This allows other molecules to bond to it. Note that alkenes all have the suffix 'ene'.

Reactions of Alkenes (Chemistry Only)

Alkenes, just like alkanes, also undergo **combustion** reactions. Alkenes rarely combust completely and tend to undergo **incomplete combustion**. When burning in the air, they produce a smoky flame.

Alkenes have the functional group **C=C**. This double bond between the carbon atoms is able to undergo an **addition reaction**. This means that the double bond can break and will accept another molecule. **Alkanes are unable to take part in addition reactions** as their functional group is **C-C**. This means the bond cannot break in order to accept a new molecule.
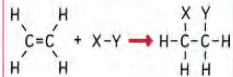

Alkenes are able to **react with hydrogen** in an addition reaction called **hydrogenation**. This particular reaction **requires a catalyst**.
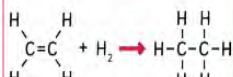
Alkenes can also **react with water to produce an alcohol**. This is called a **hydration reaction**. The type of compound produced contains a hydroxyl group (-OH), this compound is an alcohol. The reaction **requires a high temperature** (300°C) and a **catalyst**.
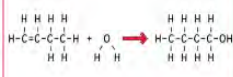
Addition reactions also occur with the group 7 elements, the **halogens**. The reaction is called a **halogenation reaction**. When an alkene reacts with a halogen, an **alkyl halide** is produced.
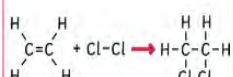
Alcohols (Chemistry Only)

Alcohols all belong to the **same homologous group**. This is a group of organic compounds that have the same functional group (-OH, hydroxyl group) and that have similar chemical properties but different physical properties to each other. Note that alcohols all have the suffix 'ol'.

Name of Alcohol	Structural Formula	Molecular Formula	Uses
methanol		CH_3OH	chemical feedstock
ethanol		C_2H_5OH	alcoholic drinks, fuels and solvents
propanol		C_3H_7OH	fuels and solvents
butanol		C_4H_9OH	fuels and solvents

Crude Oil

Hydrocarbons are compounds that are made up of the elements **hydrogen** and **carbon** only.

Crude oil is a **non-renewable resource, a fossil fuel**. Crude oil is made up of a mixture of compounds, most of which are long- and short-chain hydrocarbons.

Most of the compounds in crude oil are hydrocarbons called **alkanes**. The alkanes form a **homologous series**. This is a family of hydrocarbons that all share the **same general formula** and have **chemical properties** that are similar.

Alkanes are held together by **single bonds**.

The general formula for an alkane is C_nH_{2n+2}.

They differ from the neighbouring alkane with the addition of a CH_2.

Alkanes are **saturated hydrocarbons**. This means that all their bonds are taken up and they cannot bond to any more atoms.

Alkanes have **similar chemical properties** but have **different physical properties** due to differences in chain length. The longer the chain, the higher the boiling point of the hydrocarbon.

The first four alkanes are: methane, ethane, propane and butane.

A mnemonic to help you remember the order of the alkanes: **m**ice **e**at **p**aper **b**ags.
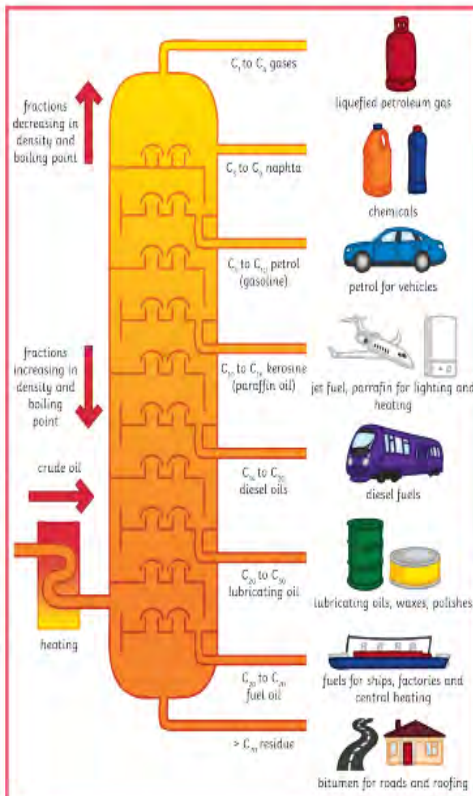
Fractional Distillation

Fractional distillation is used to **separate** a mixture of long-chain hydrocarbons in crude oil into smaller, more useful fractions.

Hydrocarbons have different boiling points depending on their chain length. **Each fraction contains hydrocarbons of a similar chain length**. These fractions will boil at different temperatures due to the difference in sizes of the molecules. The different parts of crude oil are called fractions because they are a small part of the original mixture.

Crude oil is heated and enters at all column called a **fractioning column**. The column is **hot at the bottom** and decreases in temperature toward the top. As the crude oil is heated, it begins to evaporate and its vapours begin to rise up through the column. These vapours condense at the different fractions.

Short-chain hydrocarbons are found at the **top** of the column. This is because shorter chain molecules are held together by **weak intermolecular forces** resulting in low boiling points. These shorter chain hydrocarbons leave the column as gas.

Long-chain hydrocarbons are found at the bottom of the column and are held together by **strong intermolecular forces**, resulting in high boiling points.

Name of Alkane	Structural Formula	Molecular Formula
methane		CH_4
ethane		C_2H_6
propane		C_3H_8
butane		C_4H_{10}

Combustion

Complete combustion occurs when there is **enough oxygen** for a fuel to burn. A hydrocarbon will react with oxygen to produce carbon dioxide and water.

Incomplete combustion occurs when there **isn't enough oxygen** for a fuel to burn. The products in this reaction are water and poisonous **carbon monoxide**.

Cracking

Cracking is an example of a **thermal decomposition reaction**. Long-chain hydrocarbons can be **broken** down into **shorter**, more useful hydrocarbon chains.

Cracking can be carried out with a catalyst in **catalytic cracking** or with steam in **steam cracking**.

Catalytic cracking involves heating a hydrocarbon to a high temperature (550°C) and passing over a hot catalyst.

Cracking of a long-chain hydrocarbon **produces** a **short-chain alkane** and an **alkene**.
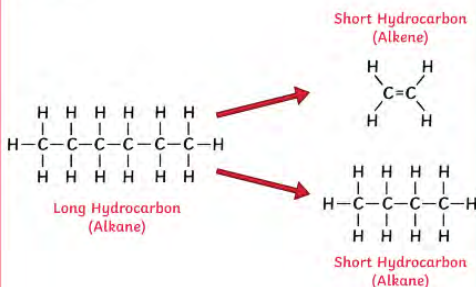
Test for Alkanes

Bromine, when added to an **alkane**, will **remain brown/orange**. Alkanes are saturated hydrocarbons, they have no double bonds which could be broken to accept the bromine molecule and so remain orange.

Bromine, when added to an **alkene**, will **change from brown/orange to colourless**. This is because alkenes are unsaturated hydrocarbons. The double bond breaks and the bromine molecule is accepted.
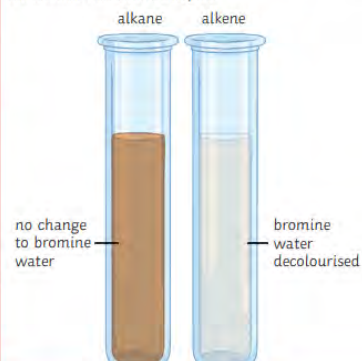
Making Polymers

The fractional distillation of crude oil and cracking produces an array of hydrocarbons that are **key** to our **everyday lives**.

Alkenes are used to produce plastics such as poly(ethene) which is used to make plastic bags, drinks bottles and dustbins. Poly(propene), another polymer, forms very strong, tough plastic.

Short-Chain Molecules	Increasing Chain Length	Long-Chain Molecules
	As chain length increases, the **boiling point** of the hydrocarbon chains also increases.	
thin	**Viscosity** describes how easily a substance can flow e.g. treacle is very viscous.	thick
	Flammability is a measure of how easily a substance burns.	

In chemistry what is a "pure" substance?	A substance made of a single element or compound
How can pure substances be distinguished from impure ones!	By their melting/boiling points
What is a formulation?	A complex mixture designed as a useful product
What is chromatography!	A process to separate the constituents of a mixture
How is the Rf value calculated?	distance moved by spot/distance moved by solvent
How can hydrogen be tested for?	Makes a squeaky pop when lit a splint is placed in it
How can oxygen be tested for?	Relights a glowing splint

PURITY

A pure substance consists only of one **element** or one **compound**

Pure substances have a sharp **melting point** but mixtures **melt** over a range of temperatures. This difference is most easily seen when the temperature of a liquid is measured as it cools and **freezes**.

FORMULATIONS

A **formulation** is a mixture which has been designed as a useful product. Formulations are all around us, for example:

- fuels
- cleaning products
- paints

In a formulation, every chemical has been added in a carefully measured amount. Each chemical has a specific purpose in the formulation.

1. Keywords	
Pure substance	A single element or compound not mixed with any other substance. They have a specific melting and boiling point
Melting point	The temperature at which a solid turns to a liquid
Boiling point	The temperature at which a liquid turns to a gas
Formulation	A mixture that has been designed as a useful product eg fuels, cleaning agents, medicines and fuels
Chromatography	Use to separate mixtures and identify substances
Rf	(distance moved by substance)/(distance moved by solvent)

Pure substance	A single element or compound that is not mixed with any other substance.
Formulation	A mixture that has been designed as a useful product.
Chromatography	A technique that can be used to separate mixtures and the identify substances.

$$R_f = \frac{2.1}{2.8} = 0.75$$

Testing for oxygen

Testing for hydrogen

Testing for chlorine using litmus paper

CARBON DIOXIDE GAS

Testing for CO$_2$

LIMEWATER TURNS MILKY

$$R_f = \frac{2.1}{2.8} = 0.75$$

Testing for oxygen
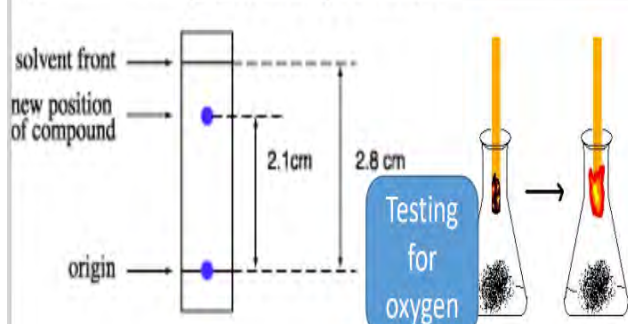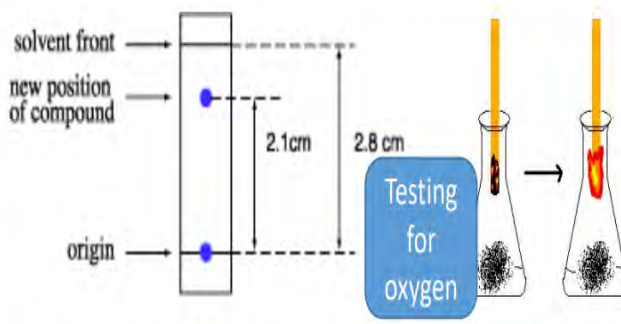
Testing for hydrogen
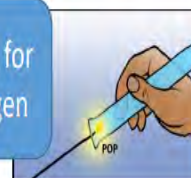
Testing for chlorine using litmus paper

Testing for CO$_2$

Chromatography

Paper chromatography is a separation technique that is used to **separate** mixtures of **soluble substances**. How soluble a substance is determines how far it will travel across the paper.

In chromatography, there are **two phases**: the mobile and **stationary** phase.

The **mobile phase moves** through the stationary phase. The **solvent** is the **mobile phase**. It moves through the paper carrying the different substances with it.

The **stationary phase** in paper chromatography is the **absorbent paper**.

Separation of the dissolved substances produces what is called **chromatogram**. In paper chromatography, this can be used to **distinguish** between those substances that are **pure** and those that are **impure**. **Pure substances** have **one spot** on a chromatogram as they are made from a single substance. **Impure substances** produce **two or more spots** as they contain multiple substances.

By calculating the **R$_f$ values** for each of the spots, it is possible to identify the unknown substances. Similarly, if an unknown substance produces the **same number** and **colour of spots**, it is possible to match it to a known substance.
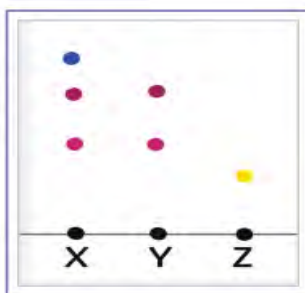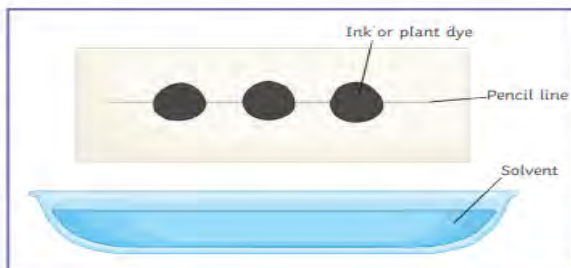
R$_f$ Value

$$R_f = \frac{\text{distance travelled by substance}}{\text{distance travelled by solvent}}$$

Different compounds have different R$_f$ values in different solvents. The R$_f$ values of known compounds can be used to help identify unknown compounds.
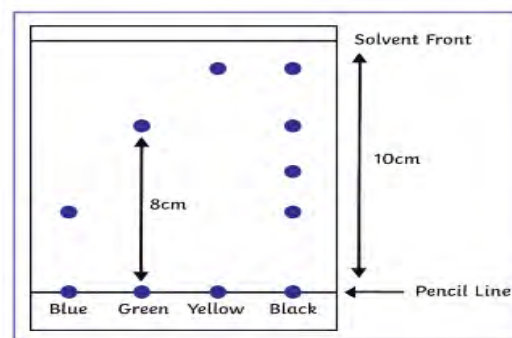
C8 – Chemical analysis LESSON 4 Tests for common gases | Red | Amber | Green

2. Identification of common gases

Gas	Test	Observation
Hydrogen	Burning splint	Squeaky pop
Oxygen	Glowing splint	Relights
Carbon dioxide	Limewater	Goes cloudy
Chlorine	Damp Litmus paper	Bleached (goes white)
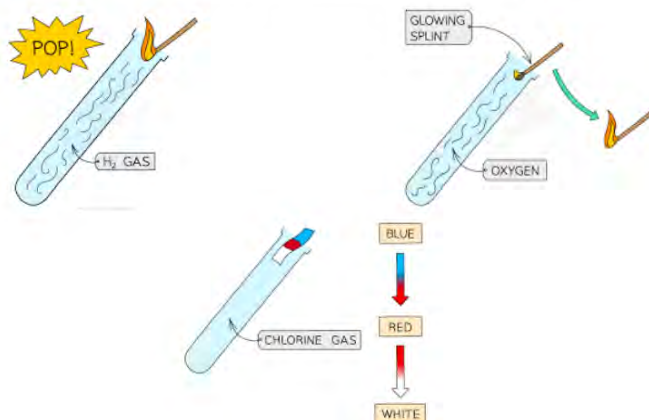
GAS TESTS

Specific gases can be identified by the following tests:

- Oxygen - place a glowing splint into the gas and it will relight
- Carbon Dioxide - bubble the gas through lime water and it will turn cloudy
- Hydrogen - place a lit splint in the gas and you will hear a popping sound
- Chlorine - place damp litmus paper into the gas and it will be bleached.

C9 – Chemistry of the atmosphere LESSON 1-Evolution of the atmosphere | Red | Amber | Green

1. Composition of the earths atmosphere now

79%	Nitrogen
20%	Oxygen
1%	Other gases including CO_2

NITROGEN: 78%
CARBON DIOXIDE: 0.04%
ARGON: 0.9%
ALL OTHER GASES: 0.06%
OXYGEN: 21%
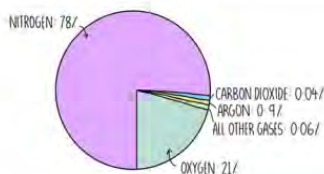
2. Evolution of the atmosphere

Time	Atmosphere	reason
4 billion years a go	Nitrogen, Carbon dioxide and water vapour (like mars)	Volcanic erruptions
	Nitrogen, Carbon dioxide decreases	Earth cools and water vapour condenses. Carbon dioxide dissolves into the oceans
2.7 billion years ago	Increasing oxygen decreasing carbon dioxide	Photosynthesising organisms evolved
	Reducing oxygen to modern levels	Animals evolved and began respiring the oxygen

3. Climate change

Greenhouse gases	Gases which increase the temperature of the atmosphere Eg Carbon dioxide, methane, water vapour
Greenhouse effect	When excess greenhouse gases absorb and radiate IR radiation back to the earth warming it
Man-made climate change	The leading theory that human activities are causing an increase in global temperature
Carbon footprint	Total amount of carbon dioxide emitted over the life of a product, service or event
Global dimming	Particulates block the light from the sun slightly, reducing global temperature
Acid rain	Gases dissolve in rain causing damage to buildings, statues, lakes and trees

4. Atmospheric pollutants from combustion

Pollutant	Source	Effect
Carbon dioxide	All combustion	Global warming
Carbon monoxide	Incomplete combustion	Toxic, breathing problems
Carbon particle (Soot)	Incomplete combustion	Breathing problems, global dimming
Sulfur dioxide	Burning sulphur, impurities in fossil fuels	Acid rain
Oxides of nitrogen	Vehicle engines	Acid rain

C9 – Chemistry of the atmosphere LESSON 2- Greenhouse gases and climate change	Red	Amber	Green

Chemistry Knowledge Organiser
C13 – The Earth's atmosphere

Key Terms	Definitions
Greenhouse Layer	The layer of gases which absorb infra red radiation emitted from the Earth

The Atmosphere

For 200 million years, the amount of different gases in the atmosphere have been much the same as they are today:
• 78% nitrogen
• 21% oxygen
• The atmosphere also contains small proportions of various other gases, including carbon dioxide, water vapour and noble gases.

The Greenhouse Effect

The Earth has a layer of gases called the **Greenhouse layer.** These gases, which include carbon dioxide, methane and water vapour, maintain the temperature on Earth high enough to support life.

The greenhouse layer allows the short wave infrared radiation emitted by the Sun to pass through it but absorbs the long wave infra red radiation which is emitted by the Earth. This is how it insulates the Earth.

Some human activities increase the amounts of greenhouse gases in the atmosphere. These include:

• combustion of fossil fuels
• deforestation
• methane release from farming
• more animal farming (digestion, waste decomposition)

The Evolution of the Atmosphere

Scientists are not sure about the gases in the early atmosphere, as it was so long ago (4.6 billion years) and the lack of evidence. Many scientists believe the early atmosphere was made up of mainly carbon dioxide, water vapour and small amounts of methane, ammonia and nitrogen, released by **volcanoes. There was little or no oxygen around at this time.** The early Earth was very hot, but as it cooled the water vapour in the atmosphere condensed and **formed the oceans.**

As the oceans formed, carbon dioxide dissolved in the ocean. The carbon dioxide formed carbonates and precipitated out (formed solids). This process reduced the amount of carbon dioxide in the atmosphere.

Approximately 2.7 billion years ago, plants and algae evolved. This decreased the amount of carbon dioxide in the atmosphere and increased the amount of oxygen in the atmosphere.

When sea animals evolved they used the carbon dioxide in the ocean to form their shells and bones (which are made of carbonates). When these sea creatures died their shells and bones became limestone (calcium carbonate), which is a sedimentary rock.

Once enough oxygen was in the atmosphere, it could support animals, which carry out respiration. These processes have caused the levels of gases in the atmosphere to be where they are today.

Changes in the atmosphere

Recent activity by humans has changed the composition of the atmosphere. Combustion of fossil fuels has increased the amount of carbon dioxide in the atmosphere as well as other harmful gases such as nitrous oxides, which are made by nitrogen reacting with oxygen in the air.
Sulphur is also present in many fuels, this has increased the amount of sulphur dioxide which causes acid rain. Carbon particles can also released as can carbon monoxide from incomplete combustion.

C9 – Chemistry of the atmosphere LESSON 3 AND 4 Carbon footprints/Air pollution.	Red	Amber	Green

Chemistry Knowledge Organiser
C13 – The Earth's atmosphere

| Key Terms	Definitions
Carbon Footprint	The **carbon footprint** is the total amount of carbon dioxide and other greenhouse gases released over the life of a product
Carbon Neutral	There is no net increase in **carbon dioxide in the atmosphere**

The Enhanced Greenhouse Effect

In the last 100 years humans have added to the greenhouse layer through combustion of fossil fuels, increased farming and deforestation. Many scientists believe this has lead to a **rise in global temperature.**
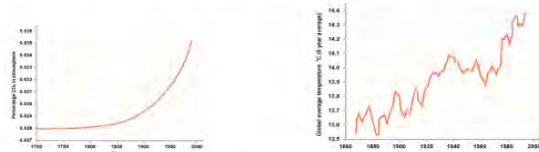
However, this is such a complex system that misunderstandings of it can lead to **inaccurate or biased** opinions being reported in the media.

Consequences of Climate Change

An increase in average global temperature is a major cause of **climate change.**
The potential effects of global climate change include:
• sea level rise, which may cause flooding and increased coastal erosion
• more frequent and severe storms
• changes in the amount, timing and distribution of rainfall
• water shortages for humans and wildlife
• changes in the food producing capacity of some regions
• changes to the distribution of wildlife species.
Students should be able to discuss the scale, risk and environmental implications of global climate change.

Carbon Footprint

The **carbon footprint** is the total amount of carbon dioxide and other greenhouse gases released over the life of a product. Many people or businesses look to reduce their carbon footprint by:
• increased use of alternative energy supplies
• energy conservation
• carbon capture and storage
• carbon taxes and licences
People also try to **offset** their carbon by planting trees.
If something is carbon neutral, this means that there is no net increase in **carbon dioxide in the atmosphere** when it is used.

Water

Water of appropriate quality is **essential for life**. For humans, drinking water should have low levels of dissolved **salts and microbes.** Water that is safe to drink is called **potable water.**
The methods used to produce potable water depend on available supplies of water and local conditions.
In the United Kingdom (UK), rain provides water with low levels of dissolved substances (fresh water) that collects in the ground and in lakes and rivers, and most potable water is produced by:
• passing the water through filter beds to remove any solids
• sterilising to kill microbes, using chlorine or UV light
In some parts of the world there is not enough fresh water so the salt has to be removed from water. This process is called **desalination.**
Desalination can be done by distillation or reverse osmosis. This requires a **large amount of energy.**

Waste water and Sewage

Water water from houses and farming needs to **be treated** before it can be released into rivers and lakes. It is firstly filtered to remove large particles and is then left so that the sediment drops to the bottom. The "sludge," this is the name given to the sediment at the bottom, is then anaerobically digested (broken down by bacteria) to make methane gas. Any remaining **effluent** is broken down by aerobic respiration. The water is then released back into the rivers and lakes.

.

1.		Red	Amber	Green

HOME LEARNING TASKS

Task Description	Done?
Look, cover, write the definition of keywords used in topic C7 -Organic chemistry.	
What is the general formula for alkanes, and how do their boiling points change with increasing chain length?	

C7: Organic Chemistry
Describe the process of fractional distillation and its role in separating hydrocarbons in crude oil.
What are the key differences between alkenes and alkanes in terms of structure and reactivity?
Explain how the addition of hydrogen to alkenes can produce alkanes and identify the type of reaction involved.

C8: Chemical Analysis
What is the purpose of chromatography, and how can it be used to identify substances in a mixture?
Describe how to perform a flame test to identify metal ions and provide examples of colour changes for specific ions.
Explain the principles of titration and how it can be used to determine the concentration of a solution.
What are the limitations of using physical properties (like boiling point or melting point) to identify pure substances?

C9: Chemistry of the Atmosphere
What are the main components of the Earth's atmosphere, and how have they changed over geological time?
Describe the greenhouse effect and its role in climate change.
Explain how human activities, such as burning fossil fuels, contribute to air pollution and its effects on health and the environment.
What are the consequences of acid rain, and how is it formed?

Think of one experiment that you have done in the last term and write a conclusion question for it.

Biology Year 10 Block 2 – B4, Bioenergetics, B5a, The Nervous System, B5b The Endocrine System

Prior Learning Links	Future Learning Links
1. KS3 – Organelles that are found in living organisms (plant, animal, bacteria). 2. KS4 – Reaction time, body reacts to a stimulus. 3. KS3/4 – Factors that affect photosynthesis/plant growth. 4. KS4 – B2a – Organs, respiration, chemistry of food.	1. B7 – Ecology 2. B6a – Genes, reproduction. 3. GCSE required practical activities.

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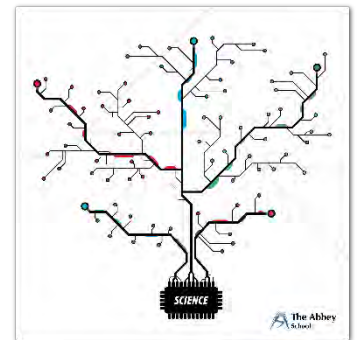
1. Inverse Square Law	Red	Amber	Green

This is the 'proportional to' symbol.

$$light\ intensity \propto \frac{1}{distance\ (d)^2}$$

Putting one over the distance shows the inverse.

The distance is squared.

- As the **distance increases, the light intensity decreases**.
- The distance and light intensity are **inversely proportional** to each other.

Key terms/Definitions:

Inverse Square Law:
- As the distance increases, light intensity decreases.

Proportional symbol:
- $\propto$

Inverse Square Law Equation:
- Light intensity $= \propto 1 \div distance^2$
-

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2. Artificially controlling plant growth	Red	Amber	Green

I. Temperature

Greenhouses help to trap the Sun's heat (see Figure 2), and make sure that the temperature doesn't become limiting.

heat from the sun
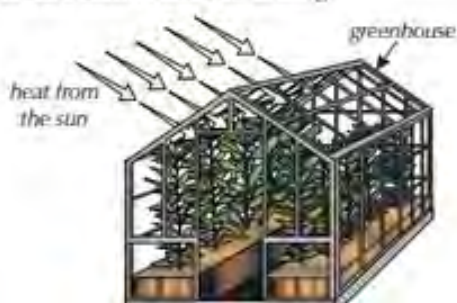
greenhouse

Figure 2: Greenhouses trap the Sun's heat.

Factors that affect plant growth:
- **Temperature**
- **Light**
- **Carbon Dioxide concentration**
- **General Health of Plants (free from pests)**

Key terms/Definitions:

Greenhouse:
- A glass building in which plants that need protection from cold weather are grown.

Photosynthesis:
- How plants use light to make their own food.

Reactants of photosynthesis:
- Carbon Dioxide
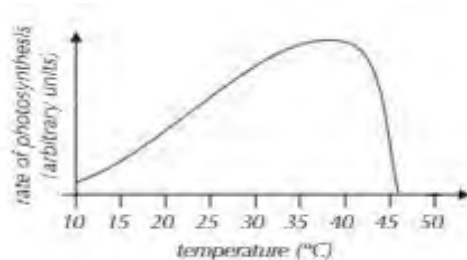
Optimum temperature for plant growth is 37 – 40 Degrees Celsius.

Products of photosynthesis:
- Oxygen
- Glucose

3. Aerobic Respiration

Reaction	Reactants	Products
Aerobic respiration	Glucose and Oxygen	Carbon Dioxide + Water

Respiration:
- All living things respire (animals, plants etc)
- The method of releasing energy from their food.
- Exothermic (Transfers energy to the surroundings)
- Used for endurance activities (long distance running).

- Limewater can be used to show Carbon Dioxide a a waste prodcut of aerbic respiration.
- When present, it turns the limewater cloudy.
- Organisms use energy for: Building larger molecules, muscle contraction, maintaining body temperature.

straw

- A cold pane of glass can be used to show Water as another product.
- When you blow onto it, condesation creates water droplets.

Key terms/Definitions:

Respiration:
- Respiration is the process of transferring energy from glucose.

Aerobic respiration:
- Respiration that uses oxygen.

Mitochondria:
- Site of cellular respiration

Reactants of Aerobic Respration:
- Glucose
- Water

Prodcuts of Aerobic Respiration:
- Carbon dioxide
- Water
- Energy

4. Anaerobic Respiration

Reaction	Reactants	Products
Anaerobic respiration	Glucose	Lactic acid

- Anaerobic respiration usually occurs when the body is put through vigorous exercise.
- Can only be used for a limited time.
- Used in strength and power activities (sprinting).
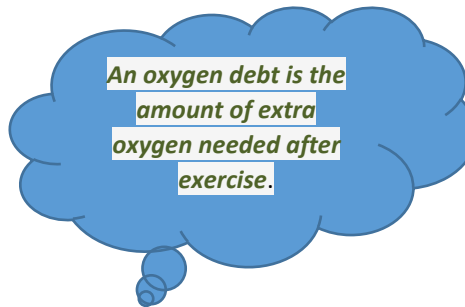
- Anaerobic Respiration in plants looks slightly different…
- This process is called Fermentation.

An oxygen debt is the amount of extra oxygen needed after exercise.

glucose → ethanol + carbon dioxide

	Aerobic respiration	Anaerobic respiration
Energy released	Releases **more** energy	Releases **less** energy
Fuel used	Glucose **and** oxygen	Glucose **only**
Relative speed	Slower	Faster
Waste product	Carbon dioxide	Lactic acid
How is waste removed?	Via the blood to the lungs (breathed out)	Via the blood to the liver (processed) / oxidation
How long can it happen for?	Unlimited time	**Limited** time
Does it have any negative effects?	None	Lactic acid is toxic – leads to muscle fatigue

Key terms/Definitions:

Respiration:
- Respiration is the process of transferring energy from glucose.

Anaerobic respiration:
- Respiration without oxygen.

Reactant of Anaerobic Respiration:
- **Glucose**

Product of Anaerobic Respiration:
- **Lactic Acid**

Cytoplasm:
- The site of anaerobic respiration.

Oxygen Debt:
- The extra oxygen your body needs after exercise to react with the build-up of lactic acid and remove it from cells.

5. Exercise and Metabolism

The recovery Period
- During vigorous exercise the muscle fatigue. This is caused by the lack of oxygen reaching them.
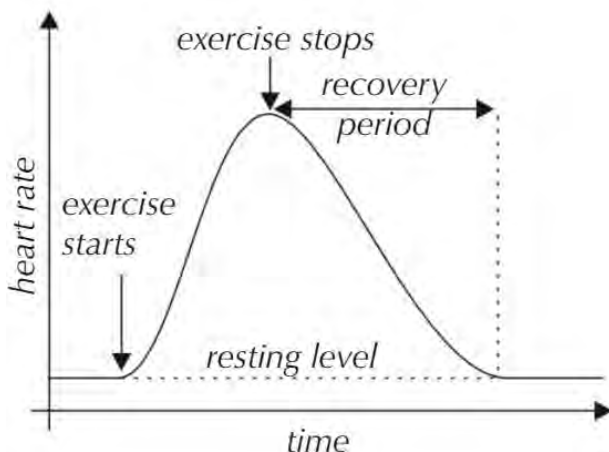
Key terms/Definitions:

Metabolism:
- Sum of all chemical reactions in the body.

Exercise:
- activity requiring physical effort, carried out to sustain or improve health and fitness

Recovery period:
- The repayment of oxygen (oxygen debt) back to resting heart rate.

Responses to exercise:
- The blood flow to muscles increases and supplies them with more oxygen and glucose.
- Increases the rate that carbon dioxide is removed from muscles.
- Breathing rate increases – more oxygen enters the bloodstream.
- Breath volume increases – therefore, more oxygen enters your bloodstream.
- Arteries to muscles dilate, this means they get wider to increase the blood flow to muscles and supply them with more oxygen and glucose.
- Glycogen is converted to glucose to supply the cells.

Metabolism
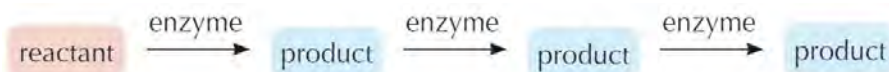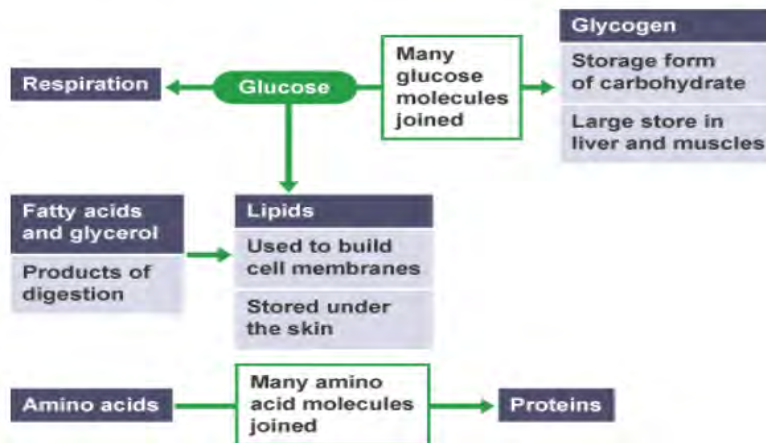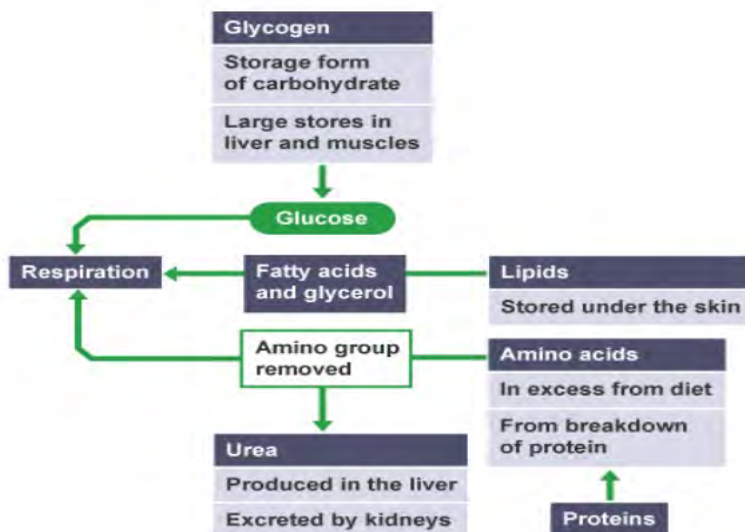
| 6. Homeostasis | Red | Amber | Green |

Homeostasis is the regulation of the conditions inside your body (and cells) to maintain a stable internal environment, in response to changes in both internal and external conditions.

Receptor → Coordinator → Effector
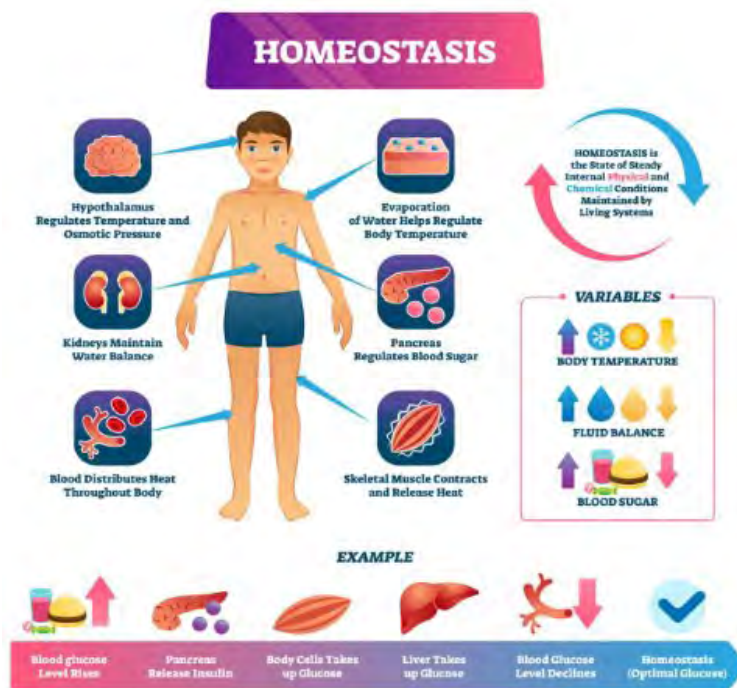
The conditions in your internal environment that need regulating include:
- Body Temperature (37.0 °C)
- Blood glucose
- Water content of the body.

Key terms/Definitions:

Receptors:
- an organ or cell able to respond to light, heat, or other external stimulus and transmit a signal to a sensory nerve.

Effectors:
- an organ or cell that acts in response to a stimulus

Synapse:
- A connection between two neurons.

Reflex:
- Fast, automatic response to a stimuli.

Reaction time:
- Time taken to react to a stimulus.
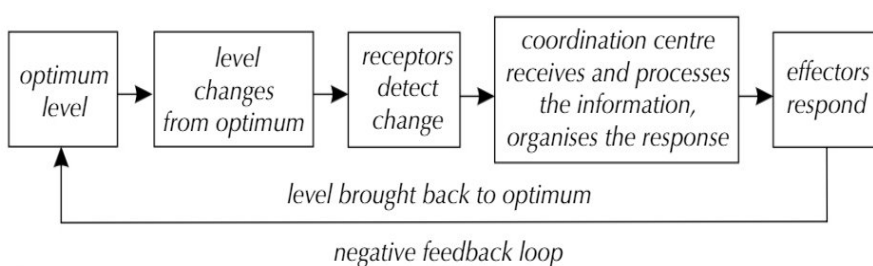
7. The nervous system			Red Amber Green
Sense organ	**Sensitive to**	**Receptor**	
Skin	Touch	Pain receptor in skin	
Eyes	Light	Light receptor in the eye	
Ears	Sound	Sound receptor in ear	
Tongue	Taste	Taste receptors on tongue	
Nose	Chemicals / smell	Smell receptors in nose	

Key terms/Definitions:

Central Nervous System (CNS):
- Mastermind of the body and controls the bodies functions and responses.

Axon:
- the long threadlike part of a nerve cell along which impulses are conducted from the cell body to other cells.

1. **Sensory neurones**
   The neurones that carry information as electrical impulses from the receptors in the sense organs to the central nervous system.

2. **Relay neurones**
   The neurones that carry electrical impulses from sensory neurones to motor neurones. They are found in the central nervous system.

3. **Motor neurones**
   The neurones that carry electrical impulses from the central nervous system to the effectors.

Dendrites:
- short branched extension of a nerve cell, along which impulses received from other cells at synapses are transmitted to the cell body.

Myelin Sheath:
- Sleeve that's wrapped around each nerve cell. It is a protective layer of fat.
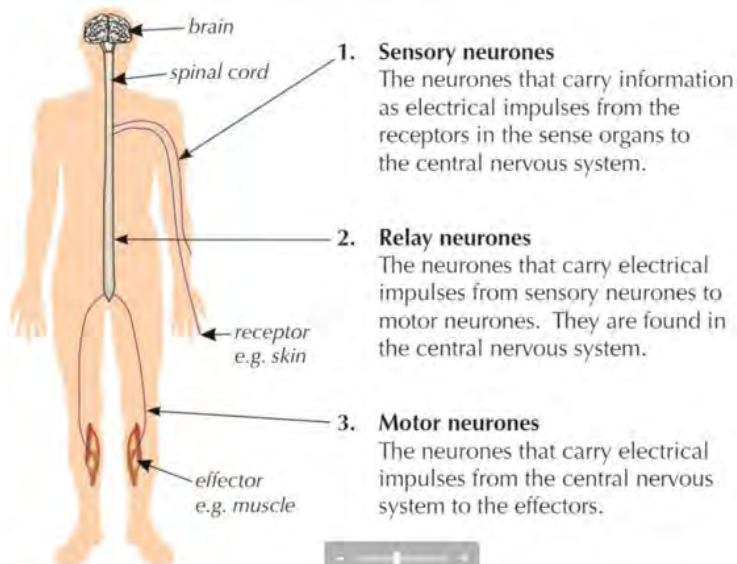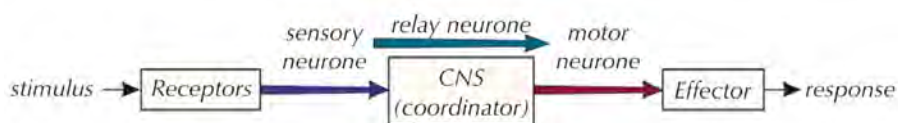
An effector can be either:
1) A muscle that contracts
2) A gland that secretes a hormone
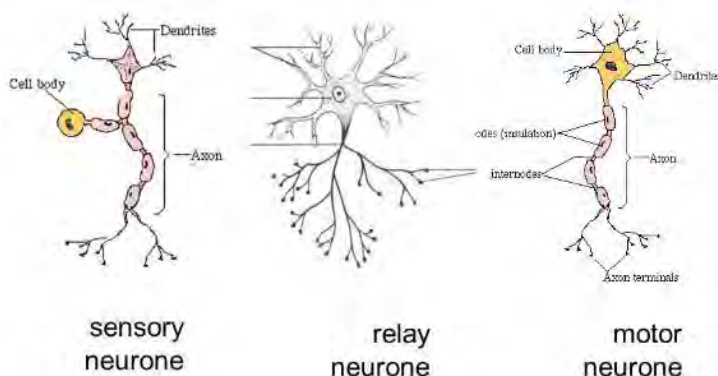
Three types of Neuron:
- Sensory neuron
- Relay neuron
- Motor neuron

8. Synapses and Reflexes

| Red | Amber | Green |

Key terms/Definitions:

Synapse:
- The gap between two neurones.

Reflex Arc:
- Nerve pathway followed by a reflex action
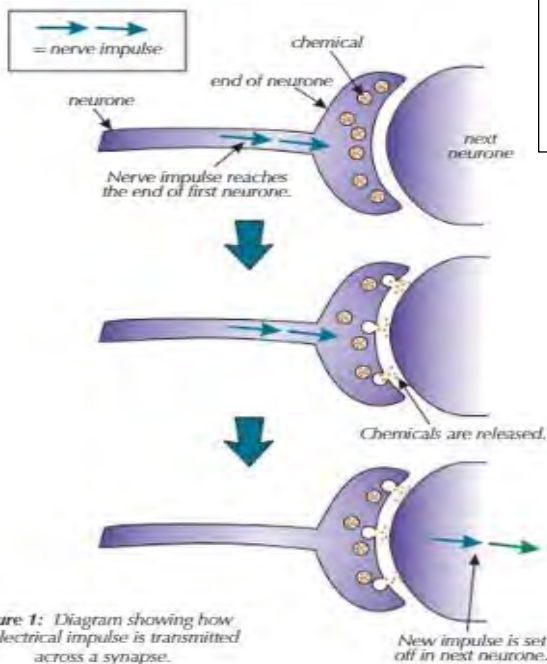
The chemicals are called neurotransmitters.

The 'gap' is called the synaptic cleft.

- Reflexes are automatic responses to certain stimuli.
- Reflexes help to reduce the chance of injury or damage.
- Reflexes can trigger the release of chemicals (hormones).
- Reflexes follow a pathway called a reflex arc.

= nerve impulse

chemical

end of neurone

neurone

next neurone

Nerve impulse reaches the end of first neurone.

Chemicals are released.

ure 1: Diagram showing how lectrical impulse is transmitted across a synapse.

New impulse is set off in next neurone.

9. Reaction time (required practical)	Red	Amber	Green

3 Person 2 – Drop ruler ❑
2 Person 2
  ❑ Vertical ruler
  ❑ 0 cm mark between Person 1's thumb/first finger
  ❑ "Prepare to catch"
1 Person 1
  ❑ Dominant hand
  ❑ Sitting
  ❑ Good upright posture
  ❑ Eyes across the room
  ❑ Forearm across table
  ❑ Hand overhanging table
E Biology: Reaction time

4 Person 1 – catch ruler ❑
5 Record distance (cm) on ruler above thumb ❑
6 Rest and repeat 1 to 5 several times ❑
7 Swap Person 1 and 2 over ❑
8 Repeat 1 to 7 ❑
9 Change the factor ❑
10 Repeat 1 to 8 ❑

10. Hormones	Red	Amber	Green

Endocrine system:
This is the collection of glands that produce hormones to regulate the following:
1. **Metabolism**
2. **Growth and development**
3. **Tissue function**
4. **Sexual function**
5. **Reproduction**
6. **sleep**

Examples of glands include:
- **Pineal gland**
- **Pituitary gland**
- **Thyroid gland**
- **Thymus**
- **Adrenal gland**
- **Pancreas**
- **Ovary**
- **Testes**
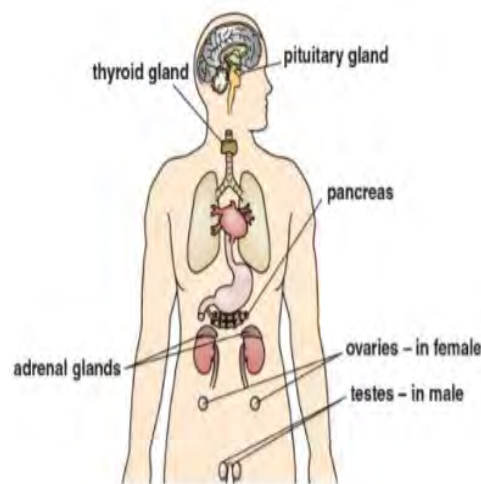
Key terms/Definitions:

Hormone:
- Chemical messengers released by glands into the blood and carried to a target organ or organs.

Glands:
- An organ which secretes particular chemical substances for use in the body.

Insulin:
- A hormone secreted that controls your blood glucose

Adrenaline:
- A hormone secreted which prepares the body for fight or flight.

These are all glands of the human endocrine system.

The endocrine system is the collection of glands that produce hormones that regulate metabolism, growth and development, tissue function, sexual function, reproduction, sleep and mood ... among other things.

Hormones are often described as *chemical messengers*.

11. Controlling Blood Glucose	Red	Amber	Green

4. Controlling blood glucose

After eating a sugary meal, your blood glucose levels increase. This can cause water to leave your red blood cells. Your pancreas secretes insulin which signals to the liver and muscles to store it as glycogen.
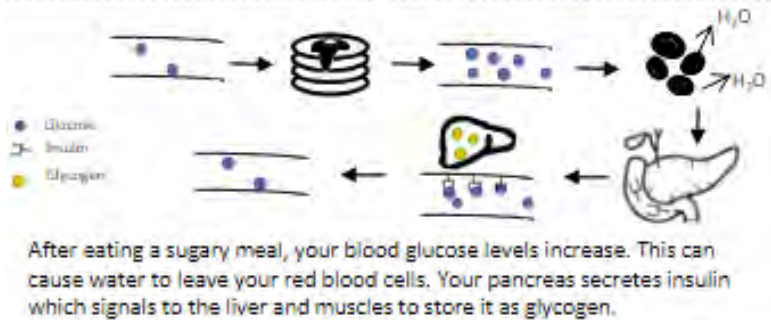
Insulin is released by the pancreas and plays a vital role in regulating blood sugar. It reduces the sugar in your bloodstream.
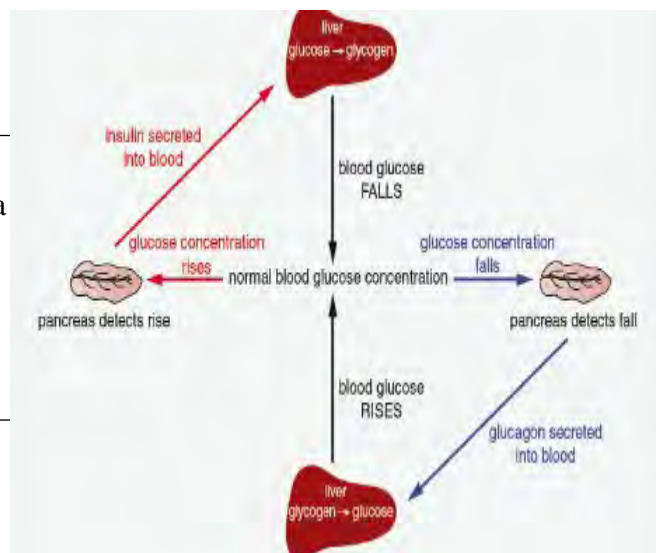
Glucagon is a hormone that is formed in the pancreas, its job is to promote the breakdown of stored glycogen into glucose to then raise sugar levels.

Key terms/Definitions:

Glucose:

- A simple sugar which is an important energy source in living organisms.

Glycogen:

- The stored form of glucose, made up of many glucose molecules connected.

Insulin:

- A hormone that regulates the level of glucose in the blood. Produced by the pancreas.

Diabetes:

- Chronic health condition that occurs when blood glucose levels are too high. There are

Symptoms of diabetes:

➢ Blurry vision
➢ Always thirsty
➢ Always tired
➢ Always hngry
➢ Sexual problems
➢ Numb or tingling hands or feet
➢ Wounds that won't heal
➢ Sudden weight loss
➢ Frequent urination

5. Diabetes

	Type 1	Type 2
Causes	Body's immune system attacks pancreas cells	Poor diet and obesity over a long period of time
Effect	Pancreas no longer makes insulin	Liver cells do not respond to insulin in the blood
Result	Blood sugar rises	Blood sugar rises
Treated by	Injections of insulin	Carbohydrate controlled diet, exercise and medication

two types; type 1 and type 2.

Type 1 diabetes:

- The body cannot produce enough insulin, often requires daily insulin injections and blood sugar monitoring.

Type 2 diabetes:

- Blood sugar becomes too high, type 2 is often lifestyle caused.

12. Menstrual Cycle	Red	Amber	Green

7. Menstrual cycle
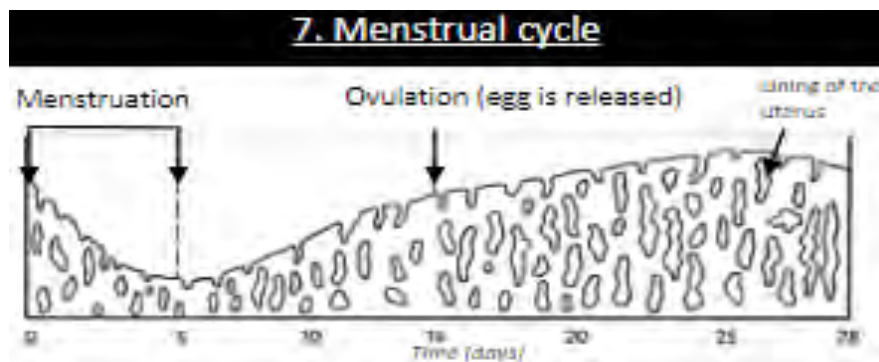
➢ **Follicle stimulating hormone (FSH)**
  o **Causes the egg to mature**
➢ **Luteinising hormone (LH)**
  o **Stimulates the release of the egg**
➢ **Oestrogen and Progesterone**
  o **Growth and maintenance of uterus lining**

- **Oestrogen is the female reproductive hormone and produced by the ovaries. Stimulates eggs production.**
- **Testosterone is the male reproductive hormone and is produced by the testes. Stimulates sperm production.**
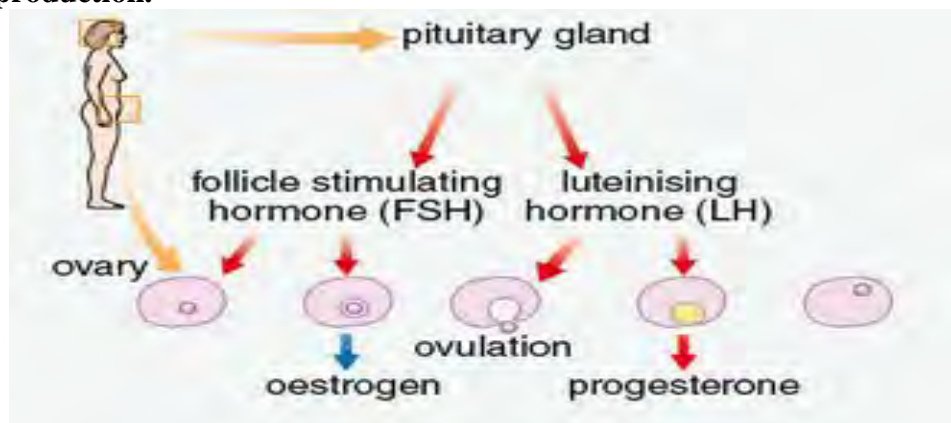
HOME LEARNING TASKS	
Task Description	**Done?**
What are the 4 factors that affect plant growth?	
What is the equation for anaerobic respiration?	
List the major glands in the human body.	
What are the three types of neurons?	
What is the difference between aerobic and anaerobic respiration?	
What is the male and female reproductive hormones and where are they produced?	
What is the role of insulin?	
What is the role of glycogen?	
What is the difference between type 1 and type 2 diabetes?	
Explain the process of the body reacting to a stimulus, using the words: Receptor, CNS and Effector.	
Write the method for the ruler drop reaction time test.	

Physics Year 10 Block 2 – Forces

TERM FOCUS – Forces and Motion
Big Ideas – How do forces affect shape, size and motion?

Prior Learning Links	Future Learning Links
1. KS3 Forces topic 2. KS3 Motion topic 3. KS3 Energy transfers	1. A Level Physics – Mechanics 2. A Level Maths – Motion 3. World of work
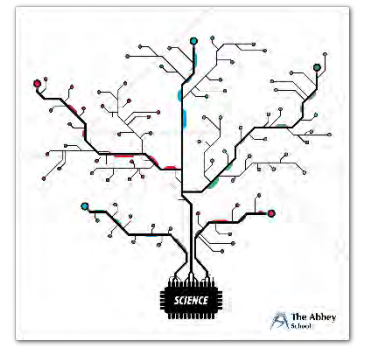
1. Describe how forces applied to an object may cause it to elastically or inelastically deform (Grade 4 – 7)	Red	Amber	Green
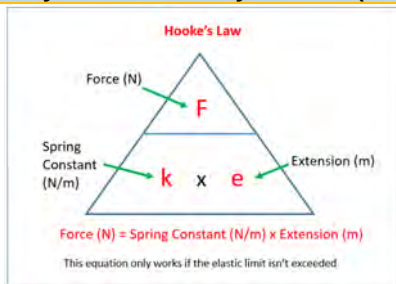
The equation can be written out like this:
$$Force = Spring\ constant \times Extension$$
$$F = ke$$

Hooke's Law is used to calculate the forces on a spring. The common mistake made is to use the length of the spring instead of the extension:
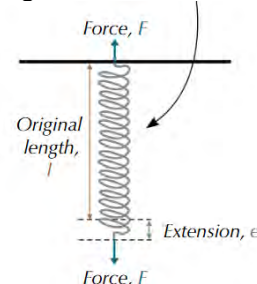
Elastic potential energy is the amount of energy stored in a spring. This can be used to push something forwards e.g. the energy stored in the elastic of a catapult or it can be used to absorb the energy of an impact e.g. the springs in a car's suspension.
The equation can be written out like this:
$$E.P.E. = \frac{1}{2} \times Spring\ Constant \times Extension^2$$
$$E.P.E. = \frac{1}{2} ke^2$$
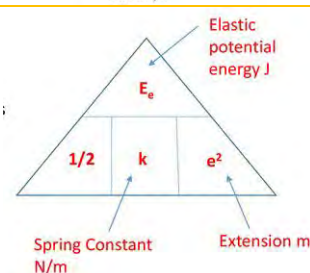
2. How does an object which can be elastically deformed behave when a force is applied? (Grade 3 – 6)	Red	Amber	Green
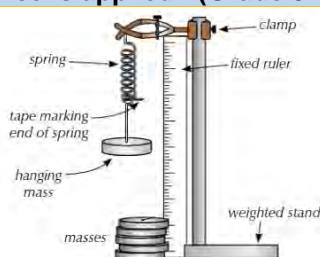
1. Set up the apparatus shown in the diagram.
2. Calculate the weight of the mass by using:
$$W = mg$$
3. Measure the original length of the spring and the new length when the mass is added.
4. Calculate the extension of the spring by:
$$Extension = New\ length - Original\ length$$

3. What is the relationship between force and extension on a spring? (Grade 3 – 6)	Red	Amber	Green
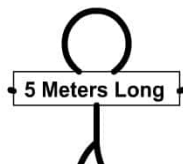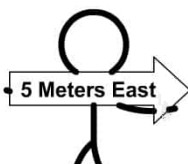
When the data is plotted as a line graph, there should be a straight line, passing through the origin. This is because the Force (N) and Extenstion (m) are directly proportional to each other.

This graph bends towards the top – this is because the spring has been over stretched and is not behaving elastically any more. This can lead to permanent deformation of the spring and eventually snapping.
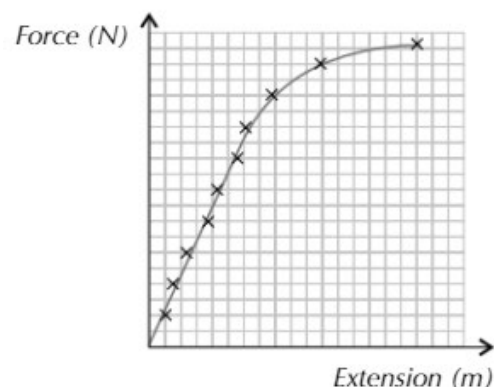
4. What is the difference between vector and scalar quantities? (Grades 2 – 4)	Red	Amber	Green

A scalar is a quantity that has size or magnitude only. This is the picture on the left.

A vector is a quantity that has both magnitude and direction. This is the picture on the right.

Common scalar quantities:
1. Distance – measured in metres
2. Speed – measured in metres per second
3. Mass – measured in kilograms
4. Temperature – measured in degrees Celsius
5. Current – measured in Amps

Common vector quantities:
1. Displacement – measured in metres
2. Velocity – measured in metres per second
3. Acceleration – measured in metres per second^2
4. Force – measured in Newtons

Common speeds of objects:

A person walking — 1.5 m/s   A car — 25 m/s
A person running — 3 m/s   A train — 55 m/s
A person cycling — 6 m/s   A plane — 250 m/s

5. How is acceleration different to speed? (Grades 4 – 9)	Red	Amber	Green

$$a = \frac{\Delta v}{t}$$

a = Acceleration, measured in m/s^2
Δv = Change in velocity (sometimes written a v – u, where v is the final speed and u is the initial or starting speed), measured in m/s
t = time measured in seconds

Worked example:
A car accelerates from 10m/s to 15 m/s in 2.5s. What is its acceleration?

$$a = \frac{15 - 10}{2.5} = \frac{5}{2.5} = 2m/s^2$$

$$v^2 - u^2 = 2as$$

v^2 = Final speed measured in m/s
u^2 = Initial (starting) speed measured in m/s
a = acceleration measured in m/s^2
s = distance in m/s

Worked example:
A car accelerates at 5m/s^2 from 20m/s to 40m/s. How far did it travel whilst accelerating?

$$v^2 - u^2 = 2as$$

Rearrange to give:

$$s = \frac{v^2 - u^2}{2a} = \frac{40^2 - 20^2}{2 \times 5} = \frac{1600 - 400}{10} = \frac{1200}{10}$$
$$s = 120m$$

6. How are changes in distance represented on a graph? (Grades 4 – 9)	Red	Amber	Green

The speed of an object can be measured using the distance time graph.
The gradient of the graph is used to find the speed.
The gradient is found by dividing the change in the y axis (distance in metres) by the x axis (time in seconds)
Measure from a point low down on the graph that can be read easily (a place where the line sits exactly on two numbers from the graph axes and do the same from a point higher up on the graph.

$$Speed = \frac{Change\ in\ distance}{Change\ in\ time} = \frac{20-0}{5-0}$$
$$= 4m/s$$

Car
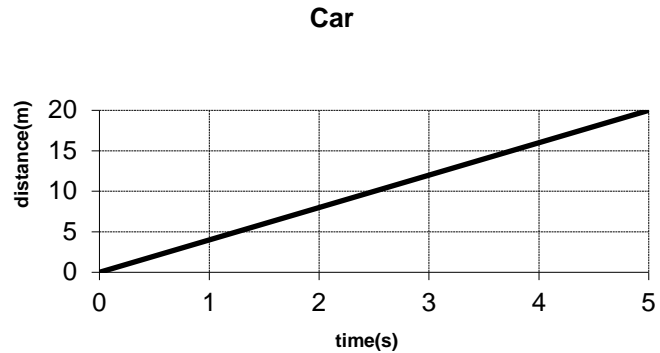
7. How is a velocity-time graph different to a distance-time graph (Grades 4 – 9)	Red	Amber	Green
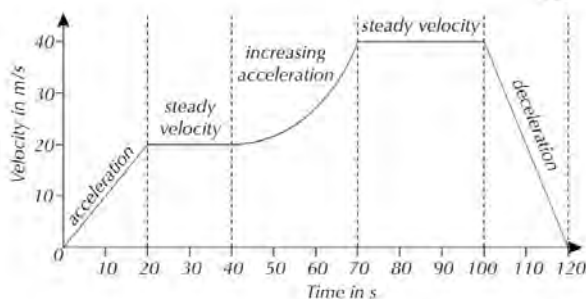
- The different gradients on this graph mean different things.
- An increasing gradient means that the object is accelerating.
- A flat line means that the object is travelling at a steady speed.
- A curved line means that the object is going through a changing acceleration.
- A decreasing gradient means that the object is slowing down.

8. What is terminal velocity (Grades 4 – 7)	Red	Amber	Green

- Terminal velocity is reached when an object's forces are completely balanced – any force (such as gravity) pulling the object down and accelerating it, is the same as any force trying to slow the object down (such as air resistance).
- This can also happen in fluids for example an object falling through a tube of oil. The force of gravity pulling down is balanced by the drag force pulling back up again.

Drag Force

Particle Terminal Velocity

Gravitational Force

Velocity of Fluid
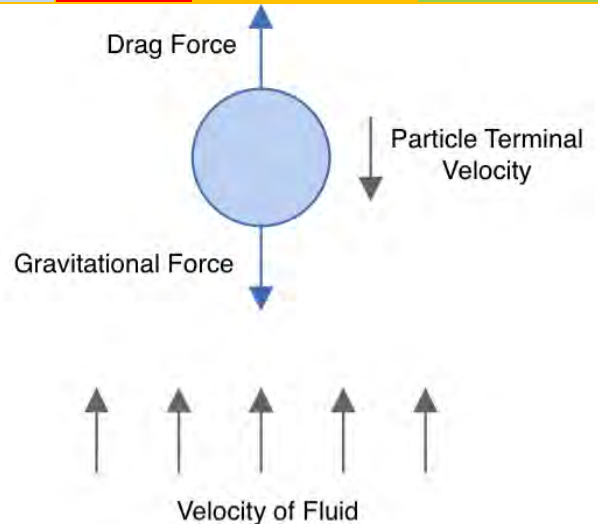
9. What is Newton's first law (Grades 3 – 6)	Red	Amber	Green
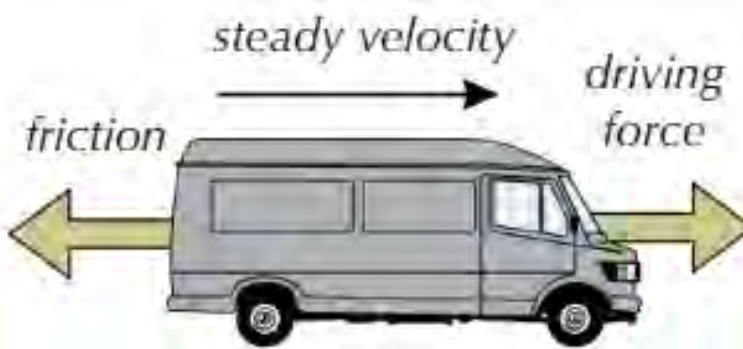
Newton's first law states:

"An object will stay at rest, or an object motion will stay at the same speed and direction unless another force acts on it."

A book that is still on a table will not move unless a force is applied to make it move.

The van on the left is travelling at a constant speed because the driving force equals the friction forces – there is no net force so the object stays at the same speed and direction unless a force acts on it.

10. How are force, mass and acceleration linked (Grades 4 – 9)	Red	Amber	Green

Newton's Second law of motion states:

"The acceleration of a moving object depends on its mass and the force acting on it."

Worked example:
A horse of mass 1500kg puts a force onto the ground of 750N with each hoof. What is the acceleration of the horse?

[Remember for this question that horses have 4 hooves, so the force will be multiplied by 4]

$$F = ma \rightarrow a = \frac{F}{m} = \frac{4 \times 750}{1500} = \frac{3000}{1500} = 2m/s^2$$
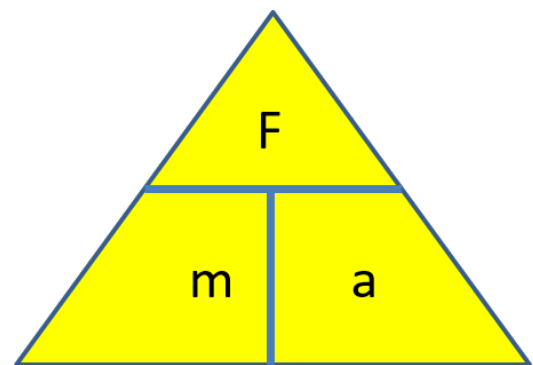
11. How can we experimentally test Newton's Second law of Motion (Grades 1 – 9)	Red	Amber	Green

Required practical 6 – Investigating Motion

Watch the YouTube video clip explaining how to set up and complete this required practical activity.

12. What is Newton's Third Law? (Grades 4 – 9)	Red	Amber	Green

Newton's Third Law of Motion states:

"For every action there is an equal and opposite reaction."

When the two skaters push on each other, they feel a push in return and so both will move backwards.

This can also apply when objects are stationary, for example if a person pushes on a wall, the wall pushes back with an equal sized force in the opposite direction even though neither the wall nor the person moves.
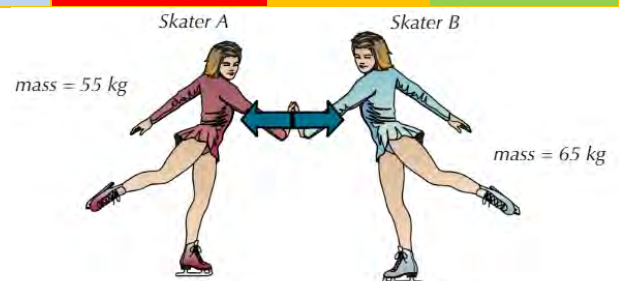
HOME LEARNING TASKS	
Task Description	**Done?**
1. Practice recall of the equations in lessons 1, 5 and 10. Use look cover write check to help with this.	
2. Use each of the equations from lessons 5 & 10 using numbers from the table in lesson 4.	
3. Draw a terminal velocity diagram for a parachutist falling through the air with labelled forces and a diver falling through the sea with labelled forces	
4. Draw a sketch version of a distance-time graph for your journey to school – include things like accelerating each time you start moving, stopping at junctions, decelerating every time there is a need to stop.	
5. Describe the method used to obtain motion data from lesson 11.	
6. Explain the different forces and accelerations felt by a parachutist from leaving the plane down to the ground having opened their chute.	

R.E. Year 10 Term 3 – Buddhist Practices

In this unit, you will explore key Buddhist practices, including meditation, worship, and rituals. You will learn about significant concepts such as Arhats and Bodhisattvas, Pureland Buddhism, and the significance of Buddhist temples, artefacts, and puja. You will study meditation techniques like Samatha and Vipassana, and the role of festivals like Wesak and Parinirvana Day. Additionally, you will examine death and mourning practices across Buddhist traditions. This unit will help you develop analytical skills by comparing practices, evaluative skills by assessing their significance, and empathy through understanding diverse spiritual perspectives. Real-world examples will enhance your understanding of Buddhist communities today.

BBC Bitesize – Scan me!

Prior Learning Links	Future Learning Links
• Year 10 Term 1-2 Buddhist Beliefs	• Year 10 Term 4 Buddhist Practices

KEY VOCABULARY

Religious Education - Buddhism Key Vocabulary

1. **Adaptation** - The process of making changes to suit different conditions or environments.
2. **Artefact** - An object made by humans, often holding cultural or historical significance.
3. **Concentration** - The act of focusing attention or mental effort on a specific task or object.
4. **Devotion** - A strong commitment or dedication to a person, practice, or belief.
5. **Environment** - The surrounding conditions, influences, or setting in which something exists or operates.
6. **Guidance** - Advice or information aimed at resolving a problem or providing direction.
7. **Identity** - The qualities, beliefs, or characteristics that define a person or group.
8. **Significance** - The quality of being important or worthy of attention.
9. **Tradition** - A long-established custom, belief, or practice passed down within a community or culture.
10. **Visualisation** - The formation of a mental image or concept, often used as a technique for focus or understanding.

Buddhism Key Terms

1. **Ahimsa** - The principle of non-violence toward all living beings.
2. **Arhat** - A "perfected person" in Theravada Buddhism who has achieved enlightenment.
3. **Bodhisattva** - In Mahayana Buddhism, a being who seeks enlightenment not just for themselves but for the benefit of all sentient beings.
4. **Buddha Rupa** - A statue or image representing the Buddha, often used in meditation or worship.
5. **Chanting** - Reciting sacred texts or mantras rhythmically as a form of devotion or meditation.
6. **Dharma** - The teachings of the Buddha, representing the path to enlightenment.
7. **Gompa** - A Tibetan Buddhist hall for meditation or learning.
8. **Karma** - The principle of cause and effect, where actions influence future experiences.
9. **Khuddaka Nikaya** - A collection of texts from the Pali Canon, including teachings and parables.
10. **Lama** - A spiritual teacher in Tibetan Buddhism, often a monk or a reincarnated master.
11. **Malas** - A string of beads used for counting recitations of mantras during meditation.
12. **Mantra** - A sacred word or phrase repeated in meditation or ritual.
13. **Meditation** - A practice of focused concentration to develop mindfulness, tranquillity, or insight.
14. **Merit-making** - Activities that earn good karma, such as giving or chanting.
15. **Monastery (Vihara)** - A residence for monks or nuns and a center for meditation and learning.
16. **Mudra** - A symbolic hand gesture used in Buddhist art and meditation.
17. **Parinirvana Day** - A Mahayana Buddhist festival commemorating the Buddha's death and entry into final nirvana.
18. **Puja** - A devotional ritual that includes offerings, chanting, and meditation.

19. **Pure Land Buddhism** - A branch of Mahayana Buddhism focusing on faith in Amitabha Buddha for rebirth in a pure land.
20. **Samadhi** - A state of meditative absorption leading to profound concentration and tranquillity.
21. **Samatha Meditation** - A form of meditation focused on calming the mind through breathing or a single object.
22. **Sangha** - The Buddhist community of monks, nuns, and laypeople.
23. **Stupa** - A mound-like structure containing relics and used as a place of meditation.
24. **Theravada** - The oldest form of Buddhism, emphasizing monastic life and individual enlightenment.
25. **Wesak** - A festival celebrating the birth, enlightenment, and death of the Buddha.

1. What does it mean to be an Arhat or a Bodhisattva in Buddhism?	Red	Amber	Green
Can you explain the characteristics of an Arhat?			
Are you able to compare the roles of an Arhat and a Bodhisattva?			
Can you evaluate why these roles are important in different Buddhist traditions?			
2. How does Pureland Buddhism differ from Mahayana and Theravada traditions?	Red	Amber	Green
Can you describe the key beliefs of Pureland Buddhism?			
Are you able to identify similarities and differences between Pureland, Mahayana, and Theravada?			
Can you assess the appeal of Pureland Buddhism for its followers?			
3. What are the key features of a Buddhist temple?	Red	Amber	Green
Can you describe the layout and purpose of Buddhist temples?			
Are you able to explain the significance of artefacts like the Buddha rupa?			
Can you identify how temples differ across Buddhist traditions?			
4. What is the role of a Bhikkhu in Buddhism?	Red	Amber	Green
Can you describe the daily life of a Bhikkhu?			
Are you able to explain how Bhikkhus contribute to the Buddhist community?			
Can you evaluate the challenges and benefits of monastic life?			
5. Why are offerings and artefacts important in Buddhism?	Red	Amber	Green
Can you identify the types of offerings made in temples?			
Are you able to explain the symbolic meaning of Buddhist artefacts?			
Can you assess how offerings and artefacts support Buddhist practices?			
6. What is puja and why is it significant in Buddhism?	Red	Amber	Green
Can you describe the components of puja, such as chanting and mantra recitation?			
Are you able to explain how puja is practiced in homes and temples?			
Can you evaluate the importance of puja in fostering devotion and mindfulness?			
7. How do Buddhists practice Samatha meditation?	Red	Amber	Green
Can you describe the goals of Samatha meditation?			
Are you able to explain techniques like mindfulness of breathing?			
Can you evaluate the role of Samatha in achieving mental tranquillity?			
8. How does Vipassana meditation lead to insight?	Red	Amber	Green
Can you describe the methods used in Vipassana meditation?			
Are you able to explain how Vipassana helps develop wisdom and insight?			
Can you compare Vipassana with Samatha in terms of purpose and practice?			
9. How do Buddhists mark death and mourning?	Red	Amber	Green
Can you describe the rituals associated with death in Theravada, Tibetan, and Japanese Buddhism?			
Are you able to explain the significance of these practices for the living and the deceased?			
Can you assess how these practices reflect Buddhist teachings on impermanence?			
10. Why are Wesak and Parinirvana Day significant to Buddhists?	Red	Amber	Green
Can you describe the origins and practices of Wesak and Parinirvana Day?			
Are you able to explain how these festivals reflect Buddhist values and teachings?			
Can you evaluate the relevance of these festivals for Buddhists in the modern world?			
11. What is the significance of the Sangha in Buddhism?	Red	Amber	Green
Can you describe the different members of the Sangha, including monks, nuns, and laypeople?			

Are you able to explain the role of the Sangha in preserving Buddhist teachings?			
Can you assess how the Sangha supports the spiritual development of individuals?			
12. How do Buddhists use visualisation in their spiritual practices?	**Red**	**Amber**	**Green**
Can you describe the practice of visualising Buddhas or Bodhisattvas?			
Are you able to explain how visualisation aids meditation and devotion?			
Can you evaluate the significance of visualisation in different Buddhist traditions?			

HOME LEARNING TASKS	
Task Description	**Done?**
Create a Comparison Chart Compare the concepts of Arhat and Bodhisattva. Create a chart showing their characteristics, goals, and significance in Theravada and Mahayana Buddhism. Include a short paragraph explaining which role you think is more relatable and why.	
Explore a Buddhist Temple Research a famous Buddhist temple (e.g., Wat Pho in Thailand or Todaiji in Japan). Write a short description of its features, artefacts, and importance in Buddhist practice. Use images or diagrams to enhance your work.	
Meditation Reflection Practise five minutes of mindfulness of breathing (Samatha meditation) and write a brief reflection on your experience. How did it feel? Why do you think Buddhists value this practice?	
Festival Poster Design a poster for either Wesak or Parinirvana Day, including its origins, key practices, and significance for Buddhists. Use creative visuals to illustrate its importance.	
Extended Writing Challenge "Which Buddhist practice is most important for achieving enlightenment?" Write a structured response, using specific examples from meditation, puja, or visualisation to support your argument.	
Artefact Investigation Research the meaning and use of a Buddhist artefact, such as malas or Buddha rupa. Write a short explanation of how it is used in puja or meditation and why it is significant to Buddhists.	

Knowledge Organiser

Year 10
Art
Term 3
2024/25

The Abbey
School

Subject Art Year 10 Term 3 & 4
'Structures'

Term Focus – *Select and hone skills acquired in Year 9 through the* Term Focus – *The focus will now shift more towards developing ideas, experimenting with media and completion of one or more final pieces.*

*In **art**, the term **structure** pertains to the arrangement and mutual relation of the part of the body, object or composition. **Structure** refers to the relation of parts, to the relative proportions of the component elements. It also refers to the underlying skeleton which supports the whole figure, giving form to flesh. Investigate how artists use manmade and natural structures to inspire artwork.*

Use knowledge of the theme to select and develop personal and meaningful ideas".

Prior Learning Links

In Terms 1 and 2 students embarked on the first of their two sustained projects and began responding to the theme 'Structures'. The main focus was investigating artists and recording primary and secondary sources and beginning to develop initial ideas.

Future Learning Links

Students will continue the repetition of recording, developing, refining, evaluating and realising intentions in the final coursework project 'Personal Histories'.

'Personal Histories' *(Past Exam Question)- Many artists use personal histories as the inspiration for their work. Paula Rego frequently creates paintings that refer to episodes in her childhood. Frida Kahlo's paintings often related to her life experiences. The images and memories of his early years in Belarus were a major inspiration for the work of Marc Chagall. The vivid colours found in India influenced the early sculptures of Anish Kapoor. Students will be asked to consider appropriate sources and produce their own response **to Personal histories.***
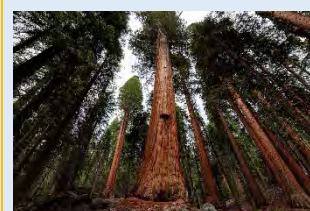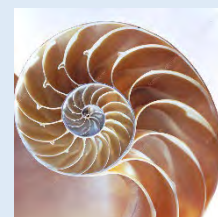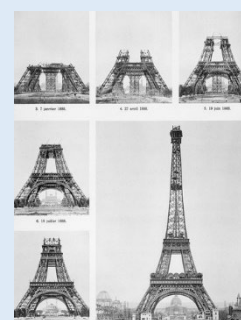
[The Ultimate Guide on Different Art Mediums – ARTDEX](#)

1. Can you describe the process of development in artists work?	Red	Amber	Green

Develop ideas through investigations, demonstrating critical understanding of sources (AO1):

I will learn to confidently develop…

- and hone my observation skills using a range of media, techniques and processes.
- my knowledge and understanding of 2D/3D styles and techniques

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently record…
- images and information appropriate to a given theme of Structures
- building on my knowledge and understanding of how artists use materials and imagery to create meaningful work

I will learn how to confidently evaluate…
- artists using analytical writing skills and forming opinions

Kate Malone

Barbara Hepworth

James Rosenquist
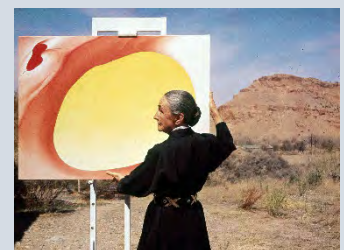
Georgia O'Keeffe

Yayoi Kusama

2. How can the study of other artists help you find your own direction in the development of ideas?	Red	Amber	Green

Develop ideas through investigations, demonstrating critical understanding of sources (AO1):

I will learn how to confidently develop…
- and hone my observation skills using a range of media, techniques and processes.
- my knowledge and understanding of 2D/3D styles and techniques
- my drawing and planning skills
- ideas in response to a given theme, linking to artists work.
- my higher order thinking skills

In this example, the student is clearly showing how Georgia O'Keeffe is influencing their own work. Consider how you could be inspired by Georgia O'Keeffe?

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently record…
- images and information appropriate to a given theme of Structures
- using wet and dry media
- using drawing and photography
- building on my knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a work of art specialising in 2D or 3D

3. Why are primary sources are the richest form of research?	Red	Amber	Green

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently record…
- images and information appropriate to a given theme of Structures
- using wet and dry media
- using drawing and photography
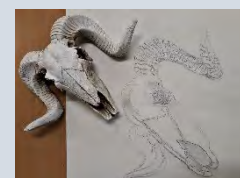
- building on my knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a work of art specialising in 2D or 3D
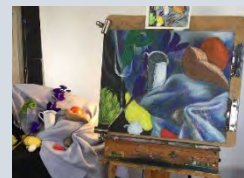
4. How can Secondary sources enrich the development of ideas?	Red	Amber	Green

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently record…
- images and information appropriate to a given theme of Structures
- using wet and dry media
- using drawing and photography
- building on their knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a work of art specialising in 2D or 3D
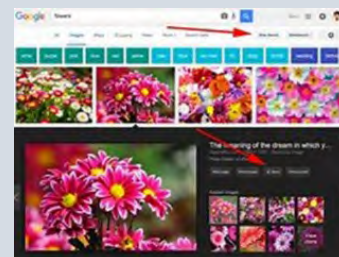
5. Can you list 5 different ways you could record observations of the subject matter?	Red	Amber	Green

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently record…
- images and information appropriate to a given theme of Structures
- using wet and dry media
- using drawing and photography
- building on their knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a work of art specialising in 2D or 3D

Take a photograph, Do a drawing, make a collage, write it down, print it, paint it, model it in 3D….

6. Why should you plan a wide range of ideas before selecting a final one?	Red	Amber	Green

Develop ideas through investigations, demonstrating critical understanding of sources (AO1):

I will learn how to confidently develop…

- and hone my observation skills using a range of media, techniques and processes.
- my knowledge and understanding of 2D/3D styles and techniques
- my drawing and planning skills

- ideas in response to a given theme, linking to artists work.
- my higher order thinking skills

This is a James Rosenquist inspire collage. Consider how you could be inspired by James Rosenquist?

7. Why is it important to annotate work as it progresses?	Red	Amber	Green

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently evaluate…
- *analysing and reflecting on the development of my own work*
- *making connections between my own artists' work*
- *suggesting ways I could I improve*

8. How can the refining process help you to fully realise intentions?	Red	Amber	Green

Refine work by exploring ideas, selecting and experimenting with media, materials, techniques and processes (AO2):

I will learn how to confidently refine…
- by selecting and experimenting with a range of 2D/3D media and techniques
- by selecting ideas to adapt and improve e.g. adjustments to size, colour and composition.
- through developing a piece of work from one media into another
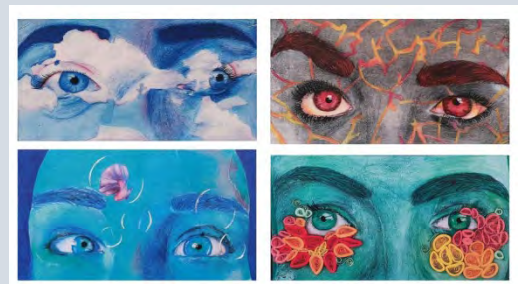
Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4):

Notice how the same idea has been adjusted and made slightly different in each one. This is called REFINING.

I will learn how to confidently realise intentions…
- using 2D/3D techniques and processes

EVALUATING ARTISTS' WORK
1. Describe the piece of art you are looking at
2. What is the name of the artist or type of art?
3. What art movement or culture does the art link to?
4. Research and list 5 or more things about the artist or culture?
5. What important things have happened in the country that the art comes from?
6. What has influenced the art E.g. other artists, people, personal experiences, society, culture, politics, gender, colour, pattern, movement, religion, travel, places, objects etc.
7. Describe the materials used to make the art
8. How has the art been produced?
9. What is being communicated through the art?
10. Which of these words best describes the mood of the picture? EMOTIONAL/POWERFUL/BUSY/SLOW/PEACEFUL/WARM/COLD/HAPPY/SAD/CALM/INTENSE/SCARY can you think of any other words?
11. What do you like or dislike about the picture? Explain your reasons…

Think!

See?

Know?

Think?

ANNOTATING YOUR OWN WORK
- In this artwork I was trying to…
- The artist/culture that has influenced my work is…
- The source I have used is…
- I found the source I used at…
- In this artwork I used the technique of...
- The media I have used is...
- I like/dislike this piece because...
- My idea links to the theme because…
- I can improve this piece by…
- I could develop this work further by...

Think!

What?
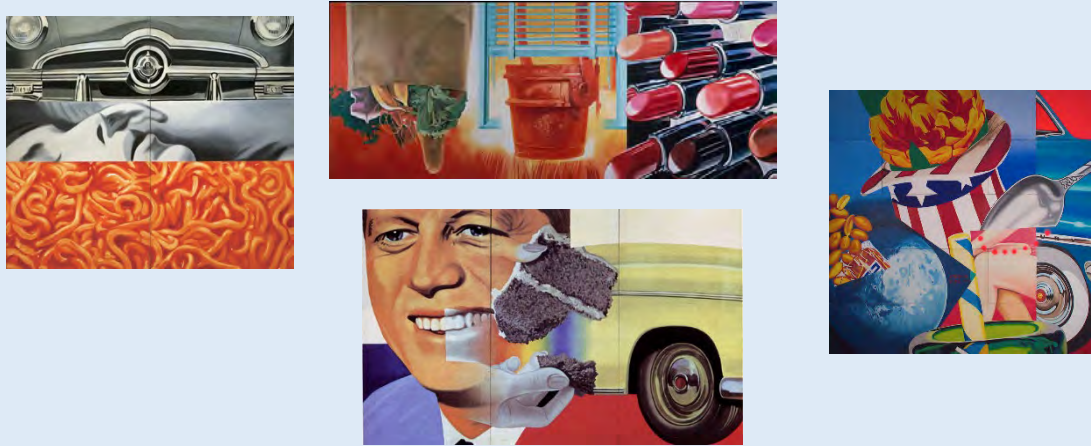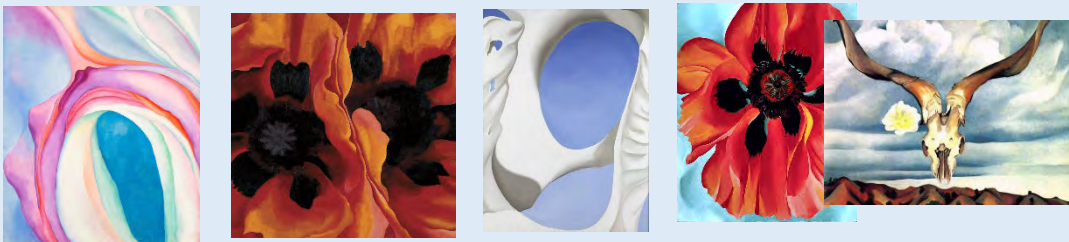
How?

Why?

END OF PROJECT EVALUATION
1. Describe each stage of the project from start to finish
2. What media did you use to produce your work? E.g. Paint/Pencil/Clay etc.
3. Describe how you used different techniques in your project? E.g. painting/drawing/modelling with clay etc.
4. Which artist's culture have you looked at?
5. Write down 2 or more similarities between your work and the artist's work.
6. Which piece of your work best shows the Artist's style or the influence of another culture and why?
7. Describe some of your own ideas…
8. Have you used a primary or a secondary source?
9. Have you included the secondary source in your work? Where did you find it?
10. Imagine your final piece was displayed in a public place.... Describe the effect looking at your work might have on people and society. E.g. relax them, make them feel sad, curious, happy, angry, thoughtful, surprised, confused, nostalgic etc. explain why e.g. because of your use of colour, images, content, arrangement? etc.
11. Explain any other influences on your work e.g. personalities *(including your own)*, places, memories, objects, politics, events, activities, religion, fact, fiction etc.
12. Describe how your work links to the project theme?
13. Explain what you have done well…

Task Description	Done?
Homework- tasks linked to 'Structures' (2 hours per cycle)	
<u>Can you describe the process of development in artists work?</u> Complete tonal drawing of these **Barbara Hepworth** Sculptures, use light to heavy pressure and directional shading to make them appear 3D on the page: 	
<u>Can you describe the process of development in artists work?</u> Complete a detailed colour pencil drawing from one of these pictures by **James Rosenquist:** 	
<u>Can you describe the process of development in artists work?</u> Complete a detailed colour pencil drawing from one of these pictures by **Georgia O'Keeffe:** 	

Can you describe the process of development in artists work?

Complete a detailed colour pencil drawing from one of these pots by **Kate Malone**:

Can you describe the process of development in artists work?

Complete a detailed colour pencil drawing from one of these artworks by **Yayoi Kusama**:
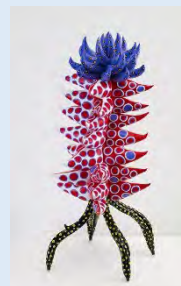
Can you describe the process of development in artists work?

Choose your favourite artist from above and evaluate the work using the 'Evaluating Artists Work' questions from above

How can the study of other artists help you find your own direction in the development of ideas?

Yayoi Kusama has been in the news recently with her 'Pumpkin' Sculpture, complete the following tasks:
- Describe 3 ways you could design and create your own sculpture inspired by Yaoi Kusama's art
- Which Organic forms do you think have inspired these sculptures?

....

- Design your own sculpture inspired by organic forms and Yayoi Kusama

If you are able to access the internet go to the link below and read about the 'Pumpkin'. Answer the following questions:

- How tall is the Pumpkin Sculpture?

  ....

- Where is it?

  ....

- What is permanently installed at Benesse Art Site Naoshima Japan?

  ....

- What are her pumpkins always covered with?

  ....

- What does Kusama admire about pumpkins?

Yayoi Kusama: Pumpkin - Serpentine Galleries
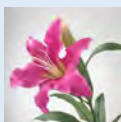
Why are primary sources are the richest form of research?
- Draw 3 things in the room, this called drawing from a PRIMARY SOURCE
- Draw the view through the window this is also called drawing from a PRIMARY SOURCE

How can Secondary sources enrich the development of ideas?

Draw examples of natural structures in 3 ways e.g. Pencil Tone, Colour Pencil, Biro, Paint etc.
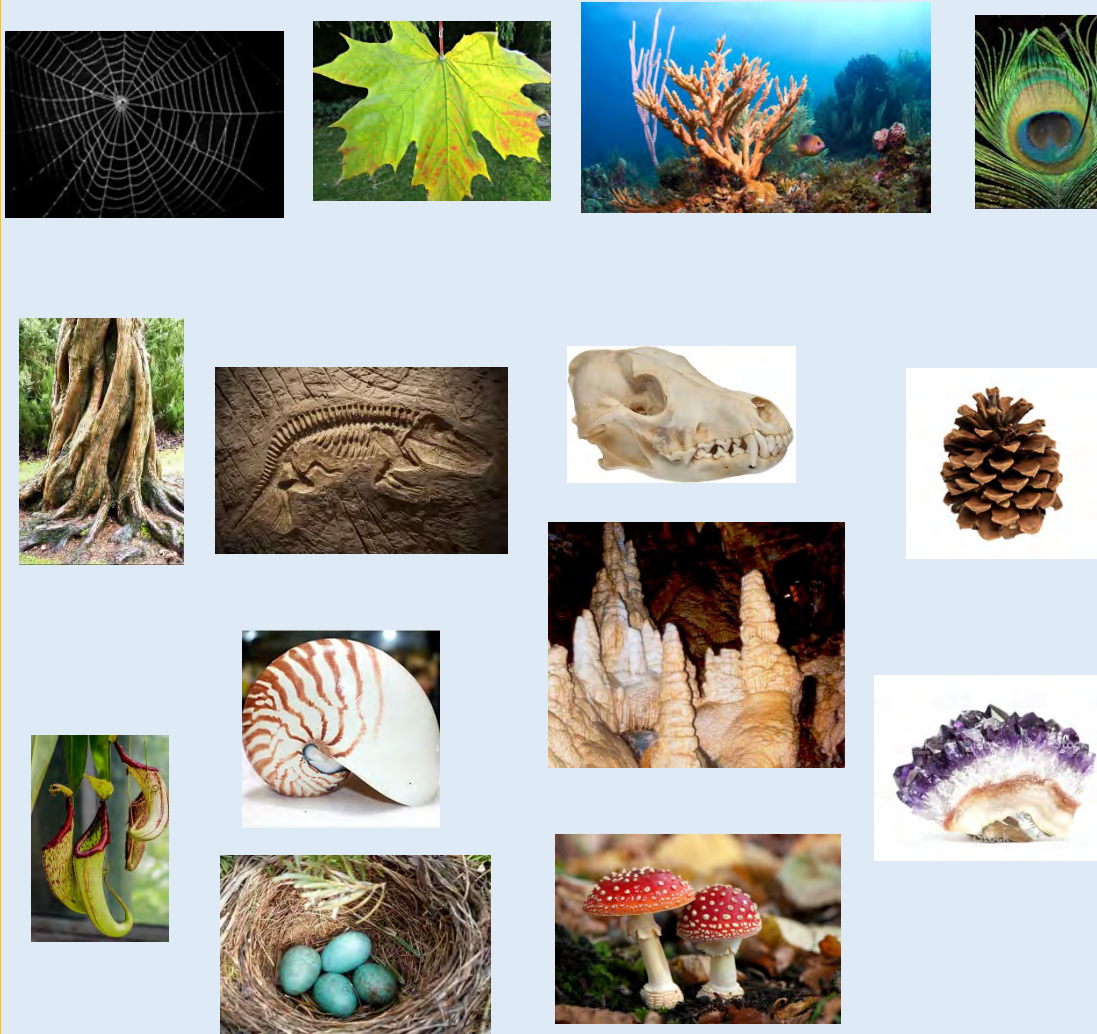
How can Secondary sources enrich the development of ideas?

Draw examples of manmade structures in 3 ways e.g. Pencil Tone, Colour Pencil, Biro, Paint etc.

Can you match the themes to the pictures?

Street, Field, Famous Buildings, Water, Mechanical, Transport, Castles

Can you list 5 different ways you could record observations of the subject matter?

List the 5 different ways to record shown earlier in this KO and then try at least two different ways to record a natural and a manmade structure

---

Why should you plan a wide range of ideas before selecting a final one?

- Zoom in and enlarge one of these natural forms in the style of Georgia O'Keeffe
- Annotate your work using the 'Annotating my work' section above

---
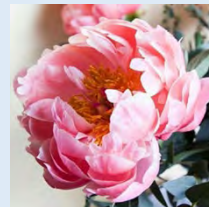
Why should you plan a wide range of ideas before selecting a final one?

- Use a piece of tracing paper to trace sections of these manmade structures so they all overlap and merge together in the style of James Rosenquist (if you don't have tracing paper try to do free hand)
- Annotate your work using the 'Annotating my work' section above
- As an extension you could make a collage of pictures you have printed or from a magazine.

Can you guess the theme connecting these pictures?
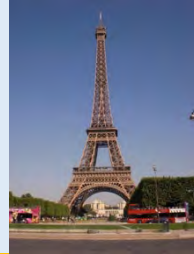
Why should you plan a wide range of ideas before selecting a final one?

- Simplify details from these musical instruments and see if you can design 3 different sculptures inspired by Barbara Hepworth
- Annotate your work using the 'Annotating my work' section above
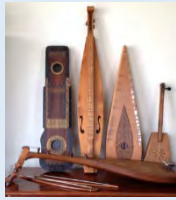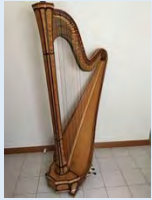
Why is it important to annotate work as it progresses?

- Use the fruit pictures below to help you design 3 different pots inspired by Kate Malone
- Annotate your work using the 'Annotating my work' section above
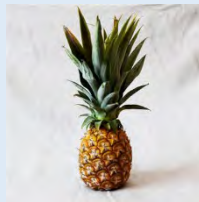
How can the refining process help you to fully realise intentions?

Choose what you feel is your best idea and develop it in 3 different ways .e.g. different media, resize, change parts etc. this is called refining

How can the refining process help you to fully realise intentions?

Draw your best idea to a high standard

Knowledge Organiser

Hospitality & Catering
Year 10
Term 3
2024/25

The Abbey
School

Subject Year 10 Term 3 – Theme: Hospitality and catering

Term Focus –
- **How cooking methods can impact on nutritional value**
- **Factors affecting Menu planning revisited**
- **Presentation techniques revisited**
- **Reviewing dishes**

Prior Learning Links
- **How to prepare and make dishes**
- *Basic, medium, complex*
- **Factors affecting Menu planning**
- **How to plan production**

Future Learning Links
- Introduction to the controlled assessment

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
Equipment	**Organoleptic qualities**
Chef	**Environmental issues**
Seasonality	**Commis chef**
Outlet	**Classic plating**
Garnish	**Nordic plating**
Decoration	**Spun sugar**
Plating	**Chocolate tempering**
Accompaniment	**Portion control**
	Food costing

1. **What are the effects of different cooking methods on food?**	Red	Amber	Green

Table 3.5 Nutritional Changes during Cooking

S.No	Methods of Cooking	Nutritional changes
1	Boiling	• Destroys vitamin C since it is water soluble and sensitive to heat. • Boiling fish helps to preserve omega-3 fatty acid.
2	Simmering	• Thiamine, niacin and other B vitamins may be lost when meat is simmered and its juices run off.
3	Steaming	• One of the best cooking methods for preserving nutrients, including water soluble vitamins, that are sensitive to heat and water.
4	Poaching	• Poaching allows the proteins in food to denature slowly, without squeezing out moisture.
5	Grilling and Broiling	• B vitamins may be lost.
6	Roasting and baking	• Most vitamin losses are minimal except B vitamins
7	Sautéing	• Cooking for a short time without water prevents loss of B vitamins.
8	Frying	• Preserves vitamin B and vitamin C. • Increases the amount of fibre in potatoes. • Degrades omega – 3 fatty acid content
9	Microwave cooking	• Preserves most nutrients. • Short cooking time.

2. What factors will affect menu planning?	Red	Amber	Green

What factors affect menu planning?

There are many factors that influence how a menu is designed so it is important that a business takes this into consideration when planning the menu.

These factors include:

Time of year

The availability of certain foods depends on the season.

Using foods that are in season allows the chef to be creative and use food that are plentiful and cheaper.

Availability of ingredients

It is important that the chef consider the availability of ingredients before planning the menu.

Type of outlet

Those dining in a five-star restaurant are unlikely to be impressed if burger and chips is on the menu.

They will expect high quality, more unusual foods prepared and served to perfection.

However, the menu in a fast food outlet will have more basic options and quick, convenient service.

Time for preparation and service

The greater the number of dishes on offer, the more time and staff will be required to prep and cook the food.

Customers do not like to be kept waiting irrespective of the type of outlet. When large numbers are being catered for, like at a wedding or banquet, a simple table d'hôte menu is more likely to be offered.

Equipment available

If the outlet is offering cook-chill foods then a full working kitchen is not required.

However, if all food preparation and cooking is undertaken within the outlet, a wide range of equipment is required.

Many outlets buy in foods that are partly prepared to reduce the range of equipment required e.g. potatoes already peeled means staffing and equipment costs are lower.

Nutrition considerations

Customers have different nutritional needs so it is important that the menu offers a wide variety of options.

When planning menus, a chef has to be aware of the Eatwell Guide and try to incorporate the recommendations.

Cost

There are a number of factors that determine the selling price of dishes.

These include ingredient costs, labour costs (staff wages) and overheads (fuel, lighting, rates).

Skill of kitchen staff

In order for a kitchen to run smoothly and efficiently, the type of menu offered must match the skills of the kitchen staff.

If the staff lack training, a simple menu where the food is well cooked and served creates a much better impression than a more elaborate menu where the food is poor quality.

Types of customer

People eat out for different reasons so their needs and expectations vary. A business person may want fast service so they can quickly return work. However, if they are entertaining clients they may require a more formal style of meal in a restaurant.

A family with young children will need a children's menu or a deal with special offers like free child's meal with every adult meal.

A tourist may want to experience local food and traditional dishes so this is a consideration for outlets in popular tourist areas.

When designing a menu it is important to identify the type of customer and target the menu accordingly.

3. How should food be presented to look its most appealing?	Red	Amber	Green

Creativity

It is said that 'we eat with our eyes'. Creativity in plating dishes enhances the diner's experience – diners want to be 'wowed' when their meal appears!

Serving dishes:

Start with the plate – varied sizes, shapes and colours can add immediate impact to your dish. Dishes served in bowls or dessert glasses should be placed on a plate to aid serving.

Elements: Each dish will consist of several elements – the main protein, accompaniments, garnish and decoration.

Volume: Do not overcrowd the plate – leave some space so that the diner can see each element of the dish. The rule of thumb is that only two-thirds of the plate should be full.

Height: Food can be stacked to add height to the overall dish, but each element should be visible.
Colour: Accompaniments, garnishes and decoration can add colour to dishes where the main elements are similar in colour. An example is fish and chips: bright green peas and a slice of yellow lemon will enhance the overall appearance of the meal.
Functionality: The dish should be beautiful to look at, but easy for the diner to eat.
Temperature: Hot food should be served on hot plates. Cold food should be served on chilled plates

Garnish
Garnishes are additions to a dish which both add to the overall taste and enhance the overall appearance.
Savoury: parmesan crisps, crispy onions, caviar, watercress, lemon wedges, fresh herbs, salsa, edible flowers.
Sweet: chocolate dipped strawberries, tuile biscuits, chopped nuts, tempered chocolate work, spun sugar work, edible flowers.

Decoration
Decoration adds drama to the finished dish but it is not meant to be eaten or add to the overall flavour of the dish. Examples include:
• whole spices added to pilau rice
 • gold leaf
• hollow eggshell as serving dish.

4. Why is it important to give an honest and full review of own performance?	Red	Amber	Green

A review is a self reflection on the way you performed during your practical sessions.

For the controlled assessment you will need to cover the following

- **Time management – Strengths, weaknesses. How could you improve in future?**
- **Decision making – Strengths, weaknesses. Does the dish fit the need of the brief?**
- **Planning – Strengths, weaknesses, suggest improvements.**
- **Organisation – how did you organise your work station? Explain how you considered yourself to be organised.**

HOME LEARNING TASKS	
Task Description	**Done?**
Practice using finishing techniques, garnishes, decoration and accompaniments	
Practice plating your food in a way it would appeal to customers	
Be mindful of how you work and consider your performance when cooking at home	

Knowledge Organiser

Year 10
Child Development

Term 3
2024/25

The Abbey
School

Child Development Year 10 Term 3

Term Focus – Component 2 Learning through play How children play at different ages/stages of development	IMAGE (please check copyright)

Prior Learning Links	Future Learning Links
KS1 PSHE students learnt about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	Plan for controlled assessment

KEY VOCABULARY

KEY WORDS

Unoccupied play- an early form of play where a baby does not interact with others and makes movements with their body

Solitary play- playing alone

Spectator play- watching others play but not joining in

Parallel play- playing alongside others but not playing with them

Associative play- sharing resources but playing alone

Cooperative play- when children are playing with each other

Adult-led play- where an activity for the children is chosen and led by an adult

Adult-initiated play- where adults provide resources for an activity but let children play with them in a way they choose

Child-initiated play- where children organise their own play activities without the support of adults

1. What are the stages of children's play from 0-2 years?	Red	Amber	Green
This includes: Unoccupied play Solitary play			
2. What are the stages of children's play from 2-3 years?	Red	Amber	Green
This includes: Spectator/onlooker play Parallel Play			
3. What are the stages of children's play from 3-5 years?	Red	Amber	Green
This includes: Associative play Co-operative play			
4. What are the different types of play?	Red	Amber	Green
This includes: Locomotor play Creative play Sensory play Imaginative play Symbolic play Technological/investigative play Construction play			
5. How can play in different environments help children learn?	Red	Amber	Green

The types of environment include:
Home
Nurseries
Pre-school
Reception
Community-based groups
Physical play supports learning through:
Spatial awareness
Hand-eye coordination
Self-care
Gross and fine motor skills
Activities in physical play improve:
Balance
Manoeuvring
Swerving
Bodily co-ordination
Climbing

6. How can adults organise play to promote learning?	Red	Amber	Green

Adult-led play – an activity is chosen and led by adults. Benefits include:
Children can take part in high risk activities e.g. cooking
New vocabulary is introduced
Potential disadvantages include:
Learning is limited by the adult's choice of activity
Limited repetition as the adult has a time frame in mind
Adult-initiated play – where adults provide resources and let the children play in a way they choose. Benefits include:
Children will play in new ways
Promotes independent learning skills
Potential disadvantages include:
Children may not learn the expected skill or concept

7. Assessment lesson	Red	Amber	Green

Assessment on learning so far

8. PIT	Red	Amber	Green

How to improve

10.	Red	Amber	Green

11.	Red	Amber	Green

HOME LEARNING TASKS	
Task Description	**Done?**
Practice assessment 1	
Revision for assessment	

Knowledge Organiser

Year 10
Drama
Term 3
2024/25

The Abbey School

Drama Year 10 Term 3
Component 1 – Devising

Term Focus
You will learn how to:
- Develop your understanding of the devising process

- Create and perform your own performances whilst collaborating with others developing your teamwork, communication and problem-solving skills.

- Evaluate your own work in a written evaluation

Prior Learning Links
- Consolidates previously learned information and skills which underpin the curriculum. The level of experience in this subject will differ. This unit will allow all pupils to further develop a foundation knowledge of skills and techniques.

Future Learning Links
- Performance skills and knowledge of Dramatic devices will continue to develop.
- Pupils' command of vocabulary is the key to their learning and progress across the whole curriculum.
- Promotes confidence and resilience across the wider school.

KEY VOCABULARY – Component 1

Naturalism	**The audience is positioned at the front of the stage and the stage become like a 'picture frame'. Does not have an arch.**
Abstract	**Abstract theatre is a style of theatre that represents situations and emotions, as opposed to acting them out in a realistic way. You can use Dramatic devises to break the fourth wall.**
Dramatic Devices	**Abstract techniques used to deliver a message. Dramatic devices would not be found in a naturalistic performance.**
Devising	**Devising a performance means you are creating your own performance without a script. Devised performances can be naturalism or abstract theatre.**
Stimulus	**The starting point, leading to the creation of an original performance.**
Artistic intention	**The message you wish to convey through the use of a performance and characterisation.**

Dramatic Devices	Red	Amber	Green

Dramatic devices are linked abstract theatre. They would not be used in a naturalistic play.

Slow- motion
Symbols
Pause
Placards
Thought track
Narration
Direct address
Choral speaking

Freeze – Frame
Flashback
Flash-forward
Mime
Masks
Music/Song
Monologue
Multi-role

Component 1: Devising Theatre Non-exam assessment	Red	Amber	Green

40% of qualification.	Red	Amber	Green

Learners will be assessed on individual acting and use of performance skills. Learners participate in the creation, development and performance of a piece of devised theatre using the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by Eduqas. Learners must produce:

• A performance of a devised piece of theatre
• A portfolio of supporting evidence
• An evaluation of the final performance or design.

How will I be assessed?	Red	Amber	Green

AO1 - 30 marks
Create and develop ideas to communicate meaning for theatrical Performance Assessed through the portfolio of supporting evidence

AO2 – 15 marks
Apply theatrical skills to realise artistic intentions in live performance Assessed through the performance

AO4 – 15 marks
Analyse and evaluate their own work through a written evaluation under exam conditions

Devising	Red	Amber	Green

Learners choose one stimulus from a list of four supplied by Eduqas. The stimulus materials will always consist of:

- A quotation
- A song
- A picture
- A concept or statement.

Learners devise a piece of theatre in response to the stimulus which demonstrates the techniques of a theatre practitioner or genre of the learner's choice. Learners create and develop ideas to communicate meaning to an audience by:

- Researching and developing ideas
- Rehearsing, amending and refining the work in progress.

All learners should consider the structure, theme, form and style. Performers must demonstrate a good knowledge of use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust) and relationships between performers and audience.

Knowledge Organiser

Year 10
Geography
Term 3
2024/25

The Abbey
School

Geography Year 10 Term 3 – Urban Change in Brazil

Urbanisation is a key feature of modern global development, and Brazil offers a compelling case study of the challenges and opportunities presented by rapid urban growth in an NEE (Newly Emerging Economy). As Brazil experiences ongoing urbanisation, cities like Rio de Janeiro have become hubs of economic activity, cultural significance, and social opportunity, while also grappling with significant challenges such as housing shortages, transport issues, and inequality. This topic explores the global and national trends of urbanisation, the factors driving migration, and the impacts of rapid urban growth on Brazilian cities.

By examining Rio de Janeiro, students will develop a deep understanding of the opportunities and challenges faced by urban centres in NEEs. They will also analyse strategies for managing urbanisation sustainably, with a focus on how Brazil's unique social, economic, and environmental context influences urban planning and development.

Prior learning links:
- First met Brazil, Rio de Janeiro in Term 1 of Year 7. Global patterns of population growth and urbanisation in Term 2 Year 7.

KEY WORDS

- **Urbanisation**: The increase in the proportion of people living in urban areas compared to rural areas.
- **Mega City**: A city with a population exceeding 10 million people.
- **Natural Increase**: The growth of a population due to more births than deaths.
- **Natural Decrease**: A decline in population due to more deaths than births.
- **Rural-Urban Migration**: The movement of people from rural areas to urban areas, often for better opportunities.
- **NEE (Newly Emerging Economy)**: A country experiencing rapid economic growth and industrialisation.
- **Push Factors**: Negative aspects of rural areas that encourage people to leave, such as poverty or lack of services.
- **Pull Factors**: Positive aspects of urban areas that attract people, such as job opportunities or better living conditions.
- **Migration**: The movement of people from one place to another, either within a country or across borders.
- **Economic Development**: Improvements in living standards and economic wealth within a region or country.
- **Squatter Settlement**: An area of makeshift housing built illegally without formal planning or infrastructure, often in urban areas.
- **Informal Economy**: Economic activities that are not regulated or taxed by the government, often including street vendors and unregistered businesses.

| 1. How many people live in cities worldwide, and why is this figure growing? | Red | Amber | Green |

Urbanisation is the process by which an increasing proportion of a country's population lives in cities rather than rural areas. It is a defining feature of the modern world, driven by a combination of natural population growth and migration.

- **Global urbanisation trends**:
  - Over 50% of the world's population now lives in urban areas, compared to just 30% in 1950.
  - By 2050, it is expected that around 70% of people will live in cities.
  - Urbanisation is occurring fastest in NEEs (Newly Emerging Economies) and LICs (Low-Income Countries), particularly in Asia and Africa.
- **Reasons for urbanisation**:
  - Natural increase: Urban populations grow due to high birth rates and lower death rates in cities, where access to healthcare is often better.
  - Rural-urban migration: People move to cities seeking better opportunities, education, and services (pull factors) or to escape poverty, conflict, or natural disasters (push factors).
- **Global distribution of cities**:
  - The largest cities are found in Asia, such as Tokyo, Shanghai, and Delhi.
  - Africa is seeing rapid urban growth, with cities like Lagos and Kinshasa expanding rapidly.
  - In HICs (High-Income Countries), urbanisation has largely plateaued, with slower population growth.

| 2. What is a megacity? | Red | Amber | Green |

A megacity is defined as a city with a population of over 10 million people. The number of megacities has increased dramatically over the past century due to rapid urbanisation.

- **Overview of megacities**:
  - In 1950, only New York and Tokyo were considered megacities.
  - By 2023, there are over 40 megacities, primarily in Asia, Africa, and South America.
- **Reasons for the rise of megacities**:
  - Economic development: Cities become hubs for trade, investment, and employment.
  - Migration: Both rural-urban migration and international migration contribute to growth.
  - Urban sprawl: Suburbs and surrounding areas are absorbed into the city as populations increase.
- **Global distribution**:
  - Megacities are predominantly located in NEEs like Lagos, São Paulo, and Mumbai.
  - HICs, such as the USA, tend to have fewer megacities due to slower urban growth rates.

| 3. Sustainable Urbanisation: Would you like to be educated in a floating school? | Red | Amber | Green |

Sustainable urbanisation focuses on developing cities in ways that meet current needs without compromising future generations. The Makoko Floating School in Lagos, Nigeria, is an example of how urbanisation can be made sustainable.

- **What is sustainable urbanisation?**
  - Urbanisation that balances social, economic, and environmental needs.
  - Aims to reduce resource consumption and improve living standards for all.
- **The Makoko Floating School**:
  - Located in a water-based community, the school is built on floating platforms to adapt to rising water levels.
  - Made from locally sourced, renewable materials like bamboo and timber.

- o Solar panels and rainwater harvesting systems make the school energy-efficient and environmentally friendly.
- **Impact of the floating school**:
  - o Provides education in a community with limited infrastructure.
  - o Promotes sustainable construction practices in other regions.
  - o Inspires innovative solutions for urban challenges in NEEs.

4. How fast is Rio de Janeiro growing, and why?	Red	Amber	Green

Rio de Janeiro, located on Brazil's southeastern coast, is the second-largest city in the country. It is growing rapidly due to a combination of natural increase and migration.

- **Geographical location**:
  - o Rio is situated in a coastal bay area, making it an important port city.
  - o It is known for its beaches, mountains, and cultural landmarks like Christ the Redeemer.
- **Importance of Rio**:
  - o Nationally: Acts as a financial and cultural hub for Brazil, hosting industries like tourism and oil.
  - o Internationally: A major global tourist destination and host of events like the 2016 Olympics.
- **Growth of Rio**:
  - o Rapid urbanisation is driven by rural-urban migration and a high natural increase.
  - o Migrants are drawn by economic opportunities, access to services, and better living standards.

5. Why has Rio de Janeiro experienced such rapid population growth?	Red	Amber	Green

Rio has experienced significant population growth due to a combination of push and pull factors, making it one of the fastest-growing cities in Brazil.

- **Push factors (reasons people leave rural areas)**:
  - o Lack of job opportunities in rural areas.
  - o Poor access to healthcare, education, and infrastructure.
  - o Natural disasters such as droughts in the northeast of Brazil.
- **Pull factors (reasons people move to Rio)**:
  - o Availability of jobs in tourism, construction, and services.
  - o Better access to schools, hospitals, and other services.
  - o Social attractions, such as the vibrant culture and nightlife.
- **International migration**:
  - o Migrants from Europe, the USA, and other parts of South America are drawn to Rio for business and cultural reasons.

6. What opportunities are available if you live in Rio?	Red	Amber	Green

Rio de Janeiro offers a range of social, economic, and cultural opportunities, making it an attractive destination for migrants from both rural Brazil and abroad.

- **Cultural opportunities**:
  - o Rio is famous for its annual Carnival, a world-renowned festival that showcases Brazilian music, dance, and art.
  - o The city's vibrant nightlife and diverse cuisine make it a hub for entertainment and tourism.
- **Economic opportunities**:

- A thriving tourism industry provides jobs in hotels, restaurants, and attractions.
- Major industries in Rio include oil, gas, and manufacturing, which offer employment opportunities.
- Informal economy jobs, such as street vendors and craft sellers, provide income for many.
- **Social opportunities**:
  - Access to better education, healthcare, and housing compared to rural areas.
  - Urban living provides a more diverse range of services and facilities.

7. What are the challenges of living in Rio? Red Amber Green

While Rio offers many opportunities, it also faces significant social and economic challenges, particularly for its poorer residents.

- **Social challenges**:
  - **Housing**: Many people live in favelas, which lack basic infrastructure and are prone to landslides and flooding.
  - **Healthcare**: Access to hospitals and clinics is limited in poorer areas, leading to health disparities.
  - **Education**: School attendance is low in favelas due to child labour and safety concerns.
- **Economic challenges**:
  - High levels of unemployment, particularly in the favelas.
  - Many jobs in the informal economy are poorly paid and lack job security.
- **Crime and safety**:
  - Favelas are often controlled by gangs, leading to violence and drug-related crime.
  - The police presence in these areas can also lead to conflict.

8. Should the informal economy be completely eradicated? Red Amber Green

The informal economy, which includes unregulated and untaxed jobs, is a key feature of Rio's economy but brings both benefits and challenges.

- **What is the informal economy?**
  - Jobs that operate outside government regulation, such as street vending, domestic work, and favela businesses.
  - It accounts for a significant portion of employment in Rio.
- **Advantages**:
  - Provides a livelihood for people who cannot find formal employment.
  - Supports the local economy by offering goods and services at lower prices.
- **Disadvantages**:
  - Workers lack legal protection, job security, and access to benefits.
  - The economy loses out on tax revenue, which could fund public services.
  - Informal activities, such as drug trafficking, can lead to social problems.

9. Should favelas be demolished or improved? Red Amber Green

Favelas, or squatter settlements, are home to a significant portion of Rio's population. There is ongoing debate about whether they should be demolished or improved.

- **Overview of favelas**:
  - Areas like Rocinha are densely populated and often lack access to basic services.
  - Residents live in makeshift housing, often built on steep slopes prone to landslides.
- **Arguments for demolition**:
  - Favelas can be unsafe and unhygienic, posing health risks.

- o Crime and gang activity are prevalent, making them dangerous.
- **Arguments for improvement**:
  - o Upgrading infrastructure (e.g., water, electricity) can improve living standards.
  - o Community-based initiatives, like the Favela Bairro Project, empower residents.
  - o Demolition displaces communities and worsens housing shortages.

10. How safe is the water supply in Rio? | Red | Amber | Green

Rio's water supply has historically faced challenges due to pollution and inadequate infrastructure, but efforts are being made to address these issues.

- **Historical issues**:
  - o Many favelas lacked access to clean water, relying on polluted rivers and wells.
  - o Industrial waste and untreated sewage have contaminated water sources.
- **Recent improvements**:
  - o The government has invested in water treatment plants and pipeline networks.
  - o Public campaigns aim to reduce water waste and promote sanitation.
- **Ongoing challenges**:
  - o Water theft and illegal connections disrupt supply in some areas.
  - o Climate change and population growth strain resources.

11. How easy is it to travel around Rio? | Red | Amber | Green

Transport in Rio faces major challenges due to congestion, pollution, and inadequate infrastructure.

- **Overview of transport**:
  - o Buses and informal minibuses are common but overcrowded and unreliable.
  - o Rio's metro system is efficient but has limited coverage.
- **Issues with traffic**:
  - o Traffic jams are common, particularly during peak hours.
  - o Vehicle emissions contribute to air pollution.
- **Proposed solutions**:
  - o Expanding public transport networks, such as metro and BRT (Bus Rapid Transit).
  - o Encouraging carpooling and cycling to reduce congestion.
  - o Introducing tolls and congestion charges to discourage car use.

12. How has the Favela Bairro Project improved quality of life? | Red | Amber | Green

The Favela Bairro Project aims to improve living conditions in Rio's favelas by investing in infrastructure and community services.

- **Key initiatives**:
  - o Upgrading roads, water supply, and electricity.
  - o Building schools, healthcare facilities, and recreational areas.
  - o Providing legal ownership of homes to residents.
- **Impact of the project**:
  - o Improved access to basic services like clean water and sanitation.
  - o Better quality housing and reduced risk of landslides.
  - o Increased community pride and reduced crime rates.
- **Challenges and limitations**:
  - o Some projects have been abandoned due to funding issues.
  - o Not all favelas have benefited equally, leaving disparities.

HOME LEARNING TASKS	
Task Description	**Done?**
Keyword spelling/definition test	
Development indicator match up sheet	
Create a table of push/pull factors for migration in Rio	

Knowledge Organiser

Year 10
Health and Social Care

Term 3
2024/25

The Abbey School

Health and Social Care Year 10 Term

	IMAGE (please check copyright)
Term Focus – Introduction to Component 2-Primary, secondary and tertiary services	
Prior Learning Links PIES development	**Future Learning Links** Obstacles to care

KEY WORDS

Primary care – first point of contact when you health care e.g. doctor or dentist.

Secondary care – is a specialist treatment or care such as psychiatry usually given in a hospital or clinic, referred from a primary service

Tertiary care –is advanced specialist treatment or care given in hospital such as cancer treatment referred from a secondary care service

Respite care – provides temporary care for an individual with ill health to provide a short break for the usual carer

Domiciliary care- is care and support given at home by a care worker to help a person with their daily life

Residential care- is short or long term care provision in which an individual lives in a care home other than their own or family home

Physical barriers-a physical barrier is something unique to the health and social care sector that stops a service user from accessing a building e.g. no ramp for a wheelchair user

Sensory impairment – is a weakness or difficulty that prevents a person from doing something

Stigma – is when you feel others disapprove of your circumstances and you have strong feelings of shame or embarrassment about something

Confidentiality - is not passing on information or discussing a private conversation to anyone else

Advocates – is someone who speaks on behalf of someone else who is unable to do so

Anti-discriminatory practice- is about working in a way that that does not discriminate against anyone, treating all service users equally and inclusively

1. What is the difference between primary, secondary and tertiary care?	Red	Amber	Green

Primary care – first port of call for National Health Services

Secondary care – is specialist treatment or care such as psychiatry usually given in a hospital or clinic, referred to by a primary care service

Tertiary care – is advanced specialist treatment or care given in a hospital such as cancer treatment referred from a secondary care provision.

2. Who provides informal social care?	Red	Amber	Green

Informal care is provided by are people who volunteer to care for others and do not get paid. They include:

Spouse of partner – when you live with someone and have a close relationship with them, it is natural to want to help and support them

Son or daughter – children can feel a sense of responsibility when their parents get older or become disabled and want to support them.

Friends – good friends usually want to give a helping hand.

Neighbours – good neighbours are useful in emergencies when help is needed quickly.

3. What are the barriers to stop people from accessing health and social care services?	Red	Amber	Green

Barriers can be:

Physical – e.g. no ramp or disabled toilet facilities

Sensory – e.g. difficulty accessing information as it is not available in Braille or no signer available

Social, cultural and psychological – e.g. having a phobia of the dentist or not being able to see a health [professional of the same sex.

Language – e.g. not being able to speak English or having speech and communication difficulties.

Geographical – e.g. not being able to get to an appointment because you live in a small village with no public transport.

Financial – e.g. not being able to afford prescription charges.

4. Why can where we live sometimes make access to services difficult?	Red	Amber	Green

Reasons for geographical barriers include:

Public transport can be expensive Fuel costs and car parking can be expensive For those who walk, the route may be tricky, feel unsafe or just feel exhausting Specialist services such as radiotherapy may be some distance away Direct transport links may not be available Public transport may be infrequent			
5. What are intellectual Barriers that stop access to Health and Social Care Services?	Red	Amber	Green
Learning disabilities can be mild, moderate, severe or profound. People with a learning disability may find it difficult to: Understand complex information Learn new skills Carry out everyday activities Look after themselves			
6. What is a financial barrier that may affect access to health and social care services?	Red	Amber	Green
Financial barriers occur when someone cannot afford a service they need. Some people may qualify for free health care. These include: People over 60 – free prescriptions and eye care People under 16 – free prescriptions, free dental care and free eye care People under 19 in full time education - free prescriptions, free dental care and free eye care Pregnant women – free prescriptions, free dental care Some people on low incomes and benefits - free prescriptions, free dental care and free eye care			
7. Assessment lesson	Red	Amber	Green
Assessment lesson on primary, secondary and tertiary care/barriers to care			
8. PIT lesson	Red	Amber	Green
What can I do to improve?			
	Red	Amber	Green
	Red	Amber	Green
	Red	Amber	Green
	Red	Amber	Green

HOME LEARNING TASKS	
Task Description	**Done?**
Research four of the following health conditions: Asthma Coronary heart disease Type 2 diabetes Cerebral vascular accident Obesity Vascular dementia COPD Research the difference between domiciliary and residential care for the elderly	

Knowledge Organiser

Year 10
Media
Term 3
2024/25

The Abbey
School

Media Year 10 Term 3 – Component 1 Write Up

Term Focus –

Prior Learning Links	Future Learning Links
• Theory lessons completed terms 1-2 Year 10	• Year 10 term 4

KEY VOCABULARY

KEY WORDS/ SUBJECT TERMINOLOGY

Convention – Something we would expect to see, for example a convention of an action film would be explosions. A product convention would be something we expect to see in a certain product, e.g. a film poster would usually have the title of the film

Publishing- Media products that are physical and can be printed, e.g. posters, magazines, leaflets etc

Demographic- A way to categorise audience based of factors like age, gender etc

Audience- The people who are the intended 'consumers' of media

Producer- The person/s responsible for creating and distributing media products

Purpose- The reason a media product has been created, usually to **persuade**, **inform** or **entertain** (PIE)

Genre- The category a media product belongs to, based on the conventions it has

Reception Theory- A media theory that seeks to understand how and why audiences react differently to media products (more info in qu 8)

Uses and Gratification Theory- A theory that tries to understand why audiences choose certain media products (more info in qu 9)

Contemporary or Historical- If a product is made pre 2000 it is historical if not, contemporary

Primary Research- Gathering your own information and statistics

Secondary Research- using the internet etc to find out information and facts

1. What is my coursework brief?	Red	Amber	Green

Your brief for Component 1 will have been given to you by your teacher and it should have been uploaded to OneNote as well in the term 3 folder. It is important that you read this carefully and you know the theme/topic of the brief. You must select products to analyse that link in with this theme.

2. How do I write an introduction to part A?	Red	Amber	Green

Your first paragraph of your coursework is simply an introduction.

You need to say:
- What the theme of the brief you will be writing about is and what your thoughts on this are (is it one you are interested in or not.
-Who do you think this theme usually appeals to
-What are some products that spring to mind when you think of this brief

It is also a good idea to start a bibliography – this is done at the end of each section and is where you copy and paste web addresses of sites you have used to help you

3. How do I use primary research?	Red	Amber	Green

The second paragraph will be discussing some of the results of your primary research. These will include:
- The questionnaire we have done
- Discussions we have had in class

You need to say what products you are going to choose for part A as well and ensure that you say how you have selected them based on the research.

4. How do I choose my products?	Red	Amber	Green

You must choose three products to analyse.

One must be a print product e.g. poster, magazine cover etc

One must be a moving image product e.g. TV show, film/trailer, music video etc

One must be an interactive product e.g. a computer game, app or website

5. How do I introduce my first product?	Red	Amber	Green

You need to choose one of the three products to start with, it does not matter which.

Once you have done that you need to:

- Introduce the product and say when it was made and if this makes it an historical or contemporary product. If you know who made it then say that here too. Ensure that you add any websites used to get information to the bibliography
- How is the theme represented in the product? Give 3-5 examples (try to use the word 'connotations')

I can tell it is… because it has… and this has connotations of …

6. How do I talk about purpose?	Red	Amber	Green

After this you need to talk about the purpose of the product (why was it made)

- Discuss the primary purpose of the product (PIE- Persuade/Inform/Entertain)
- Give 3-5 clear examples of how the product tries to meet this purpose. (if you can, mention 'iconography' here

One way the product tries to meet it's purpose of … is to …

7. How do I discuss the primary audience?	Red	Amber	Green

Next it is the primary audience.

- Discuss the primary target audience demographic. Be as specific as you can (age, gender, location, social class -abc1/c2de etc) If you do any research ensure that
- Explain 3-5 ways the product tries to appeal to this demographic

8. What do I talk about regarding a secondary audience?	Red	Amber	Green

- Next discuss a secondary audience
- Give an example of how it might appeal to this audience

9. How do I discuss psychographic profiles?	Red	Amber	Green

Remember MASTERS (mainstreamer, aspirer, succeeder, the resigned, explorer, reformer and struggler)

- What psychographic profile might this product appeal to and why?

10. How do I bring in Uses and Gratification Theory?	Red	Amber	Green

You need to be able to explain why an audience might choose this product. This is where U+G comes in.
Which of the 4 needs will it meet and how (Personal identity, information, personal companionship and/or entertainment)

- Using Uses and Gratification Theory, explain why an audience might be attracted to this product (PIPE).

11. How can I show how different audiences might interpret this product?	Red	Amber	Green

- Using Reception theory, explain what the three different readings of this product might be

- For each reading try and guess on the type of demographic who might have that reading and why

Red	Amber	Green

HOME LEARNING TASKS	
Task Description	**Done?**
Find The Media Insider on YouTube and watch his video on Reception Theory	
Find The Media Insider on YouTube and watch his video on Uses and Gratification Theory	
Research a media franchise and see how many different products you can find related to it	
Work out who you think the target audience is and create a demographic profile on a TV show you have watched	
Read the sample answers to Learning Aim A on OneNote	

Knowledge Organiser

Year 10 Photography

Term 2-3
2024/25

The Abbey School

Subject Photography Year 10 Term 2 – 3 'Conceal and Reveal'

Term Focus – *To understand the design process. To enable students to recognise the value of having a clear starting point, as an industry, to focus creative thinking. To develop their awareness of Abstract/Macro photography. To take inspiration from objects, surfaces etc. that students wouldn't have considered photographing before.*

In term 1 students were introduced to the key elements of visual language used in photography; line, shape, form, tone, colour, pattern and texture. To understand the key principles of visual language used in photography; compositional rules of thirds and odds, filling the frame, viewpoints, balance, symmetry and repetition. Understand the photography elements of lighting, exposure, shutter speed, aperture, focus and depth of field. To know the genres of photography. To use a digital SLR camera using different modes such as AV and TV. Use a card reader to import photographs. Know how to create a contact sheet in photoshop. Save a photograph as a jpeg. Insert a photograph into a presentation.

Future Learning Links

Continue sustained project 'Conceal and Reveal'

Marc Anderson and Kaleidoscope

Developing knowledge of Macro Photography and broadening awareness of distortion through Kaleidoscope photography, More advanced Photoshop skills- layers, quick selection tool, transform, line, shape, blending modes etc.

Scaffolding the design process for proceeding coursework projects.

KEY VOCABULARY
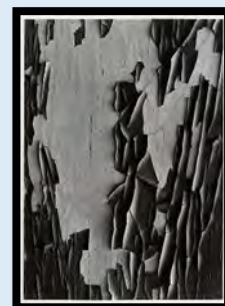
KEY WORDS	KEY SUBJECT TERMINOLOGY
Photo Manipulation- *involves **transforming or altering** a photograph using various methods and techniques to achieve desired results.* **Digital Image Manipulation-** Transforming or altering photographs digitally. There are a number of software applications available such as Photoshop, used to digitally manipulate photographs. *Macro, Extreme Close up, Close up, Viewpoint Bird's-eye View, Worm's-eye View, Eye-Level Straight/Pure Photography, Urban Surfaces Decaying Surfaces* **Photo shop tools and techniques-** *layers, quick selection tool, transform, line, shape, blending modes etc.* Photography is an art of observation. **Revealing** the beauty that is around us, you want the viewer to gaze at your photographs not **glance!** **"Taking an image, freezing a moment, reveals how rich reality truly is".** **-Anonymous**	**Abstract Photography:** taking a subject and forcing the viewer to look at it in a different way e.g. 'close-up'. The subject could lose all literal meaning and be reduced to only elements of shape, light, pattern, texture, tone or colour. The entirety of the subject is obscured or unseen. **Macro- Photography:** photographing objects that are very **close-up** to the lens. Up-close photographs of everyday objects can easily form the basis for some interesting **abstract compositions**. **Texture:** photography utilises the visual quality of the **surface of and object.** **Observation:** will define your work. It will give life and breath to the stories you capture and the beauty you create. **Fill the frame:** simply means to **fill** your photograph with more of the subject. So instead of having negative space, or worrying about composition you're going to get closer (that's where your feet come in, WALK, move closer) and snap it a little closer up. **Black and White photograph:** is a monochromatic image where all colour has been removed.

1. Can you describe the process and development of Photographers' work?	Red	Amber	Green

I will learn:

- How to identify and analyse the use of the elements and principles of visual language in the characteristics of Bill Mangold and Aaron Siskind.

Aaron Siskind- has photographed images of peeling off images, paint. Siskind's work focuses on the details of things as flat surfaces. Most of Siskind's images are close ups. Siskind's images are also black and white I guess Siskind's uses black and white because it makes the image stand out. The image would look totally different if it was in black and white. The photograph wouldn't stand out if it was in colour.

Bill Mangold- Bill Mangold is a photographer who takes images which reveal the surface textures of various objects. Bill Mangold takes black and white and colour photographs. He often photographs his subjects from close-range. He is interested in capturing the light that falls on the surfaces of these objects. He often notices exciting colour combinations like orange rust on blue paintwork. Sometimes the colours are complimentary (e.g. orange and b;lue, yellow and purple, red and green). He is also interested in harmonious colours (e.g. blue and green). His black and white photographs must have been taken with a wide aperture setting because they use shallow depth of field.
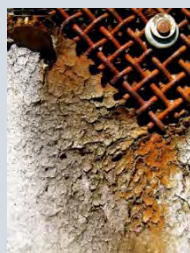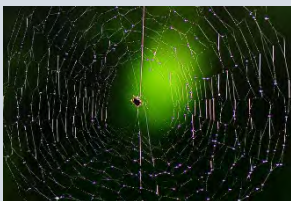
Texture - Hatice portfolio (weebly.com)

2. Why is it important to research and mind map the theme before developing ideas?			

I will Learn:

- How to mind-map the theme and produce a visual mood board for conceal and reveal textured photography.
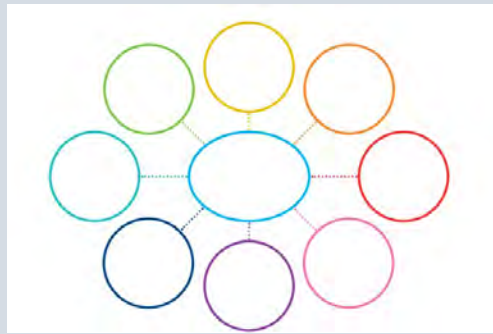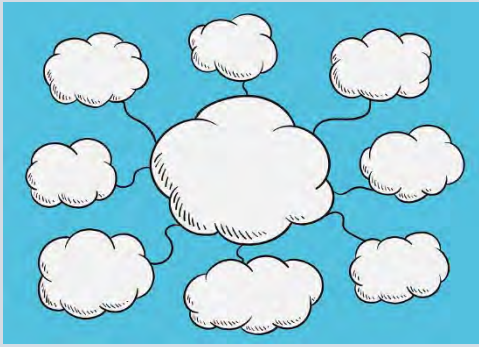
Extreme Close Up: Emphasises a small area or detail of the subject, such as the eye(s) or mouth.

Close-Up: Fills the screen with part of the subject, such as a person's head/face.

Viewpoint: the angle, direction or stance from which you choose to shoot each image.

Bird's-eye View: photographing a subject from above- a **high viewpoint**

Worm's-eye View: photographing from below- a **low viewpoint**

Eye-Level: directly looking at the subject

Straight/Pure Photography: refers to photography that attempts to depict (show) a scene or subject in sharp focus and detail

Urban Surfaces: belong to, or relating to, a town or city

Decaying surfaces: rotting as a result of bacterial, fungal, or chemical action; decomposing.
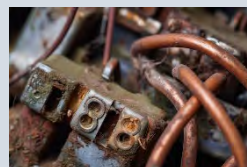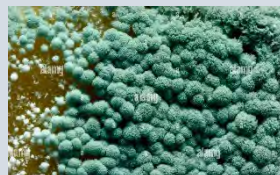
3. **What is Macro photography and how can it be used to reveal interesting textures?**
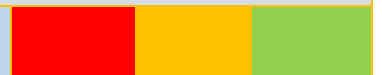
I will learn :

- How to use the camera on a 'Macro' setting while creating abstract compositions

Macro photos are images in which the magnification of the subject is life size or greater. Macro photography is often used to describe images where there is a slightly larger subject and all the traits of extreme close up photography are present – focusing on the detail to achieve a dramatic effect. It's all about showing something small much larger than it is in real life – an extreme close-up of something like an insect, flower or food. A full-frame insect in a five-by-seven-inch photo or a four-inch product shot of a cornflake go well above life size. Macro and close-up photos allow us to view these subjects from a new perspective. They unlock details which are hard or impossible to see otherwise – such as the antennae on a grasshopper or the contours of orange peel.

What is macro photography? 5 macro photo tips | Adobe

Ten steps for setting up your camera for great macro photography — Allan Walls Photography

- How to develop my observational skills, photograph objects that I would not have considered photographing before-**revealing** interesting textures, decayed surfaces that appear beautifully abstract.

- To become increasingly confident when using a camera and I will be considering viewpoints and angles
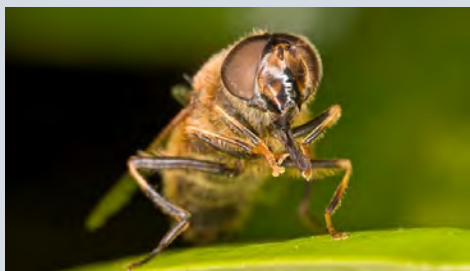
Worm's Eye View

Eye Level
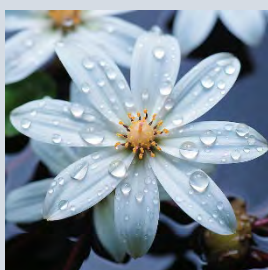
Bird's Eye View

Extreme Close-Up
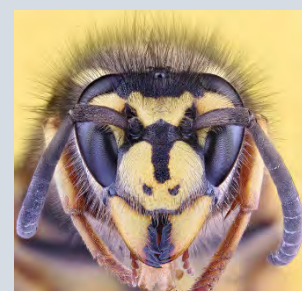
- How to notice and photograph 'urban and natural surfaces'

4. How can the study of other photographers help you find direction in your own work?	Red	Amber	Green

I will learn:
- How to plan and annotate own ideas and photoshoots whilst considering the characteristics of Bill Mangold's and Aaron Siskind's work.

5. How can Photoshop be used to create inspired work from Aaron Siskind and Bill Mangold?			

I will learn:
- How to use Photoshop to create inspired work from Aaron Siskind and Bill Mangold
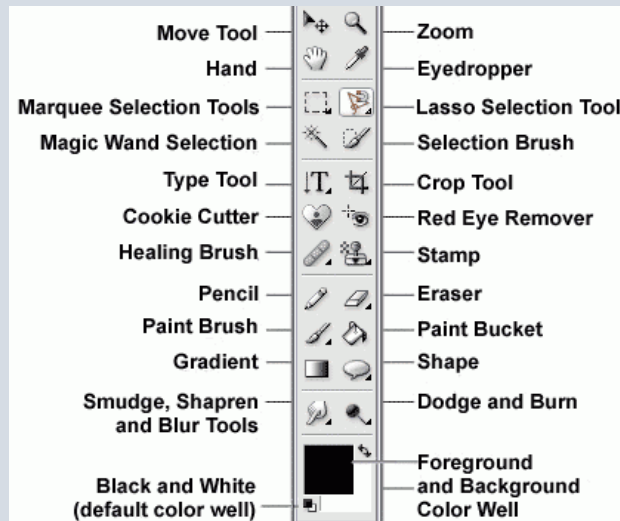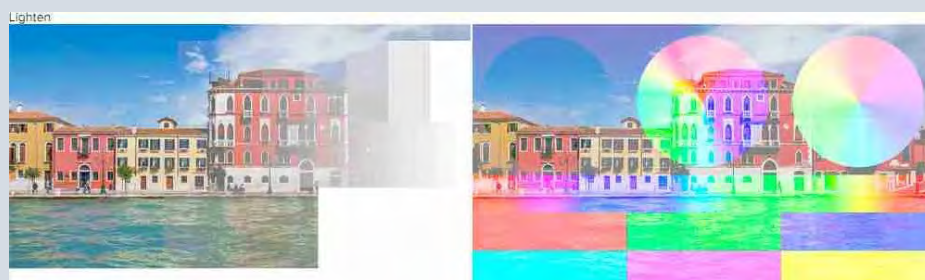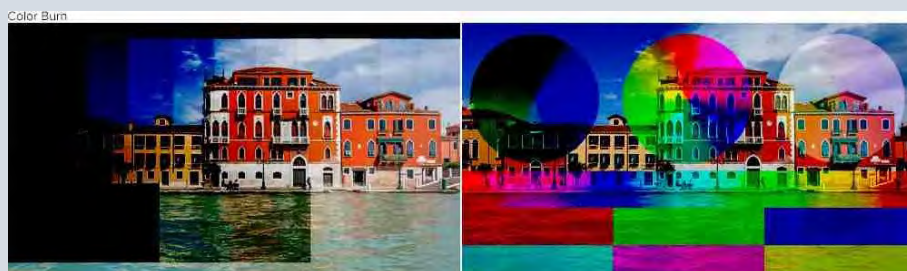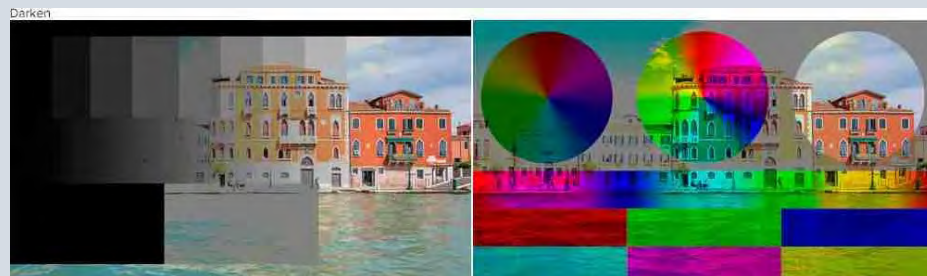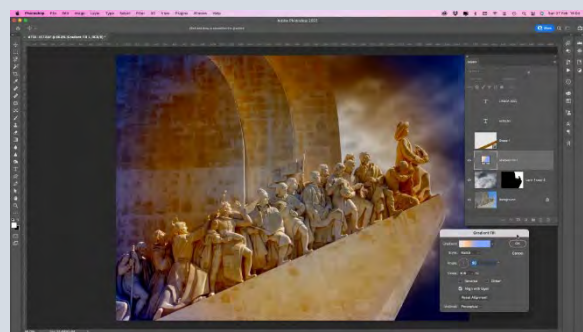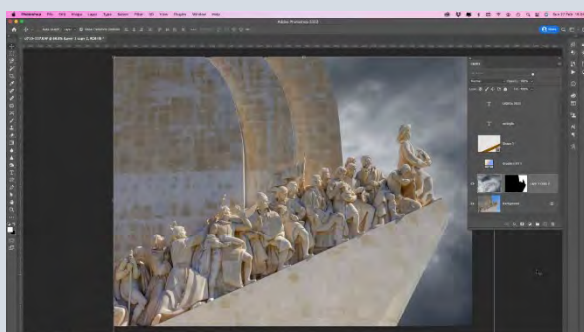
TRANSFORM TOOL Examples- From left to right:
Original Butterfly, Resized Butterfly, Rotated Butterfly
Skewed Butterfly, Distorted Butterfly, Changed Perspective Butterfly
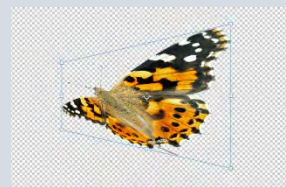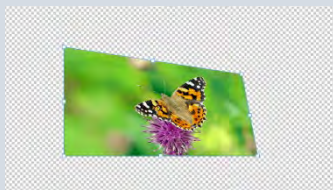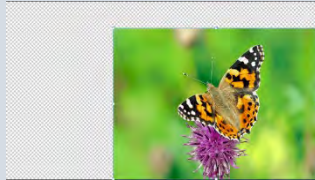
Writing Help

ANALYSING OTHERS' WORK

Structure your response using the following headings:

FORM
What is going on in the art work/photography? Explain objectively and honestly (this is what you see)
Imagine you are trying to explain the art work to someone over the telephone and transcribe that message (write it down)

PROCESS
What has the artist used to make the artwork? Consider materials and media. If a photograph, what are the lighting considerations? Has it been presented in a special way i.e. as an installation?
What formal elements appear?
Are there any recognisable types of composition e.g. Rule of Thirds, Rule of Odds, Symmetry, Repetition?

CONTENT
Having researched further and understood the wider context, discuss the ideas behind the artwork and the intentions of the photographer to the best of your ability. Consider the mood of the work and how it has been achieved.
Do you recognise the associated genres?

CONTEXT- Understanding the wider context and underlying themes gleaned from research and used to inform your opinion

This could include- *Biographical information about the artist, Political events of the time e.g. Wars, Suffragettes*

Social & Cultural Norms e.g. fashion movements

Ideologies, Technology, comparing other artists from the time

Consider past work and common trends in career

Art movements such as Bauhaus or Futurism

How does the work fir in to the history of Art and Photography?

Quotes and key points by specialists and academics

RESEARCH- Research using a variety of secondary sources and collecting comments, quotes and discussion points

Books, Magazines, Periodicals, Newspapers, Galleries, Museums, Internet, Radio, TV/DVD

QUESTIONING- Start with writing down key words and simple questions to get initial primary response and raise further areas for research

What? The Artwork

Who? Subject Matter

Where? Location

When? Process

Why? Meaning

ANNOTATING YOUR OWN WORK

Think?

What is it that you have done?

e.g. **This is a photograph of***…….(subject/object)* **considering***…….(techniques such as frame, viewpoint, direct light, natural light, diffused, composition, cropping, macro, movement).*

Was there anything you felt that didn't work well?

Write a sentence describing what didn't work well and why.
*I feel that…………… **did not work well because***………. *(is the photography in focus? Could the composition be improved? Cropped, should you have used a different viewpoints, lighting dull or not effective? More direct light)*

Evaluate what was successful? What is it that you liked about it and why?

*Use of colour-complementary, texture, line, detail, viewpoint lighting etc**. I felt that worked because I used………**

When annotating your work make sure you used photography keywords

CONNECTIVES- Connective help our writing to flow- Try using these connectives to improve your written work.

Task Description	Done?
Homework will be set every two weeks linking to the project theme Below are some additional tasks you can complete with or without a camera:	
Without a camera task- Look at the artist examples for Big Question no 1 choose your favourite and describe it using the analysing others work in the writing help section. **With a camera task-** take some photographs of your own inspired by the theme surface and texture	
Without a camera task- label the different parts of the DSLR pictures below: LENS, LENS CAP, VIEWFINDER, FLASH, LENS RELEASE BUTTON, ISO, MODE DIAL, POWER SWITCH, SHUTTER BUTTON, LCD SCREEN, MEMORY CARD SLOT 	

Macro photos are images in which the magnification of the subject is life size or greater. Macro photography is often used to describe images where there is a slightly larger subject and all the traits of extreme close up photography are present – focusing on the detail to achieve a dramatic effect. It's all about showing something small much larger than it is in real life – an extreme close-up of something like an insect, flower or food. A full-frame insect in a five-by-seven-inch photo or a four-inch product shot of a cornflake go well above life size. Macro and close-up photos allow us to view these subjects from a new perspective. They unlock details which are hard or impossible to see otherwise – such as the antennae on a grasshopper or the contours of orange peel.

COMPLETE ME

Macro .... are images in which the .... of the subject is life size or greater. .... photography is often used to describe images where there is a slightly .... subject and all the traits of extreme .... are present – focusing on the detail to achieve a .... effect. It's all about showing something small much .... than it is in real life – an extreme close-up of something like an ...., flower or food. A full-frame insect in a five-by-seven-inch photo or a four-inch product shot of a .... go well above life size. Macro and close-up photos allow us to view these subjects from a new perspective. They unlock ....which are hard or impossible to see otherwise – such as the antennae on a .... or the contours of orange peel.
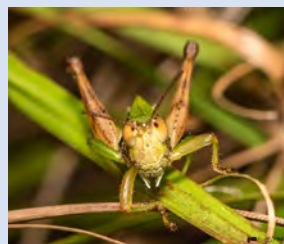
Without a camera task- Which of the formal elements is being shown in the pictures below? Go on the internet and find 10 pictures linked to the formal elements and make a collage like the one below using copy and paste.
With a camera task- take pictures looking for examples of the formal elements make a collage if you can

Without a camera task- Use the worksheet below to help you plan a photo shoot linked to the them surfaces and textures…

PHOTOSHOOT PLANNING SHEET

Pick your favorite idea from the ideation sheet and start to it out

What's Your Idea?

List Possible Locations	What Lighting Will You need?	List Model and Wardrobe Ideas

Do You Need Any Props?	What is Inspiring You To Do This?	Any Specific Themes or Colors to Use?

Without a camera task- complete the worksheet below…

PHOTOGRAPHY VOCABULARY

MATCH THE WORDS WITH THE PICTURES -

LIGHTING RING - DRONE - FLASH - LANDSCAPE - PORTRAIT
RULE OF THIRDS - GOLDEN RATIO - DSLR CAMERA - MIRRORLESS CAMERA
BATTERY - MEMORY CARDS - CAMERA STABILIZER - TRIPOD - LENS FILTER
APERTURE - LENS

1

2

3

4

5
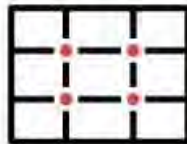
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7

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10

11
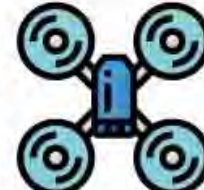
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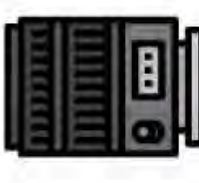
15
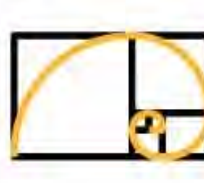
16

Without a camera task- complete the worksheet below

photography

E	P	H	L	I	M	O	O	R	K	R	A	D	P
M	O	L	M	T	L	E	T	W	M	L	I	F	O
T	H	L	O	E	O	I	H	I	H	G	I	L	T
M	S	S	N	E	L	E	G	L	A	G	E	A	S
A	O	O	G	P	E	K	I	P	R	A	M	T	I
A	T	O	M	O	D	E	L	G	D	O	T	I	M
P	O	A	R	I	S	T	T	C	L	L	L	G	H
E	H	K	U	K	S	E	F	A	I	O	O	I	I
R	P	N	R	R	G	T	O	M	G	W	I	D	G
T	F	R	H	M	O	R	S	E	H	K	D	O	H
U	L	A	U	N	A	M	I	R	T	E	U	E	K
R	O	D	T	E	H	H	H	A	I	Y	T	O	E
E	S	O	L	A	T	K	D	I	N	T	S	H	Y
D	I	P	T	R	I	P	O	D	G	A	A	D	S

DIGITAL
HIGHKEY
LENS
STUDIO
ISO
MODEL
CAMERA
HARDLIGHT
LOWKEY
SOFTLIGHT
PHOTOSHOP
APERTURE
TRIPOD
MANUAL
FILM
DARKROOM
LIGHTING

Play this puzzle online at : https://thewordsearch.com/puzzle/232185/

Without a camera task- complete the worksheet below…

PHOTOGRAPHY - WORD SCRAMBLE GAME

Put the letters into the correct order.

PHOTO, IMAGE, CAMERA, LENS, FOCUS, MACRO, ZOOM, SHUTTER, TRIPOD, VIEW, FLASH, BACKGROUND, CONTRAST, CROP, CAPTURE, FILM, TONE, BRIGHTNESS

1. FMLI ....
2. MAIGE ....
3. TOPHO ....
4. ATNRCTOS ....
5. ESRHUTT ....
6. MROCA ....
7. SOCFU ....
8. TNEO ....
9. ETCRAPU ....
10. RPCO ....
11. SIEBSRHTGN ....
12. DIRTPO ....
13. IVEW ....
14. BRNKCDUOAG ....
15. SENL ....
16. ZOOM ....
17. HALFS ....
18. RACEAM ....

Without a camera task- Guess the image
With a camera task- take close-up photos of things like you see in the images
Kiwi, Car, Spaghetti, Snowflake, Sand, Butterfly, Tiger, Shell
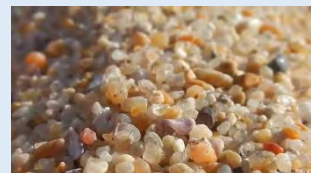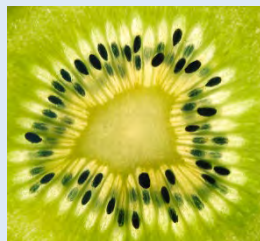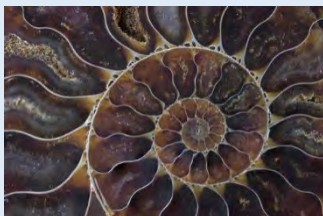
Without a camera task- choose a photo from the KO and analyse it using the writing help **With a camera task-** [Macro Photography Ideas - Top 20 from easy to hard — The School of Photography - Courses, Tutorials & Books](#)	

Knowledge Organiser

Year 10
Sport Science
Term 3
2024/25

The Abbey School

Sport Science // Year 9 & 10 // Terms 1-6

Cambridge National Level 1 / 2 Sport Science
R181: Applying the principles of training: fitness and how it affects skill performance

Prior Learning Links
- Knowledge of basic components of fitness from Core PE.
- Some knowledge of basic fitness tests such as MSFT.
- Completed unit of work on "Fitness" in Years 7&8 in Core PE.

Future Learning Links
- Some links to questions in exam paper for R180.
- BTEC Level 3 Unit 2 – Fitness Training and Programming.

KEY VOCABULARY

KEY WORDS & TERMINOLOGY

Topic Area 1: Components of fitness applied in sport

Key Terms:
- ✓ **Strength** – the extent to which a muscle or muscle group can exert force to overcome a resistance, e.g in weightlifting
- ✓ **Power** – exerting muscular force (strength) with speed, e.g. 100m sprint
- ✓ **Agility** – the ability to change direction at speed while remaining in control of movement, e.g. sidestepping an opponent
- ✓ **Balance** – the ability to maintain the centre of mass over the base of support, e.g. standing on one leg
- ✓ **Flexibility** – the range of movement around a joint, e.g. performing the splits
- ✓ **Muscular endurance** – the ability of the muscles to repeatedly contract without fatiguing/tiring
- ✓ **Cardiovascular endurance** – the ability of the heart and lungs to meet the oxygen demands of the muscle over a prolonged period of time
- ✓ **Speed** – how fast an athlete covers a premeditated distance
- ✓ **Fatigue** – extreme tiredness from mental or physical exertion
- ✓ **Stamina** – the term used to describe the body's ability to sustain physical activity for a long time
- ✓ **Coordination** – the ability to use two or more body parts at the same time with efficiency
- ✓ **Reaction time** – how long it takes to respond to a stimulus
- ✓ **Pressurised drill** – an activity within a training session which has an added element of competition such as being timed or up against an opponent

Topic Area 2: Principles of training in sport

Key Terms:
- ✓ **Progression** – gradual increases or movements towards a goal
- ✓ **Overload** – doing more than what was done in a previous session to ensure continued results
- ✓ **Frequency** – how regularly an individual trains, i.e. times a person trains per day, week or month
- ✓ **Intensity** – how hard an individual works during a session
- ✓ **Time** – how long an individual exercises for
- ✓ **Type** – the method of training adopted by the participant, e.g. circuit training
- ✓ **Specificity** – training which improves a component of physical or skill-related fitness related to an individual's goal, sport or activity of choice
- ✓ **Reversibility** – the regression in physical fitness or ability after a prolonged period of inactivity
- ✓ **Specific** – how relevant goal is to the performer or their role in that sport
- ✓ **Measurable** – a goal in which can be in some way quantified and monitored to assess
- ✓ **Achievable** – a goal which is not impossible to meet
- ✓ **Realistic** – a goal which is within the capabilities of the performer
- ✓ **Time-bound** – a goal which is set a duration in which it is to be achieved

Topic Area 3: Organising and planning a fitness training programme

Key Terms:
- ✓ **Injury history** – whether an individual has had any physical niggles in the past which may affect the planning of a training programme.
- ✓ **Aims** – the ultimate goals that the training programme hopes to achieve
- ✓ **Objectives** – the measurable, intermediate steps that help and athlete check progress leading to the ultimate goal
- ✓ **Suitability** – whether or not a training programme is appropriate enough for an individual's needs
- ✓ **Adaptability** – the extent to which a programme can be manipulated in response to an unforeseen event or new demands
- ✓ **FITT** – an acronym for the principles of progressive overload which should be incorporated into any successful training programme (Frequency, Intensity, Time, Type)
- ✓ **Reflection** – coaches and athletes taking time out to check on strengths, weaknesses and progress – to help formulate future plans
- ✓ **Facilities** – the location or amenities needed to take part in sport or physical activity
- ✓ **Equipment** – the items or resources which are needed to perform a certain sport or physical activity
- ✓ **Risk assessment** – a pre-exercise safety measure carried out to identify hazards and arrange appropriate controls
- ✓ **Testing** – a way of evaluating a training programme by comparing a fitness component before and after the training block.
- ✓ **SMART goals** – the targets that an individual sets themselves for a fitness training programme which applies different principles ensuring its effectiveness

Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme

Key Terms:
- ✓ **Protocol** – the set of instructions involved in carrying out a fitness test
- ✓ **Sequence** – the order in which a series of tests are carried out
- ✓ **Validity** – whether a test actually measures the component of fitness that it intends to
- ✓ **Reliability** – the ability of a test to produce the same outcome if performed exactly the same
- ✓ **Practicality** – the feasibility of a test protocol or its ease of implementation with respect to time, equipment, space and individuals
- ✓ **Normative data** – the typical age and gender matched fitness test results of a larger population, used for comparative purposes
- ✓ **Average** – the mean value of a set of fitness results
- ✓ **Rating** – the descriptor given to a test result that helps categorise or group together sets of results
- ✓ **Gender** – whether an individual considers themselves as male, female or another identity will affect how they are scored in a fitness test
- ✓ **Age** – how old or young an individual is, which impacts their expected fitness test result
- ✓ **Standardisation** – an established set of procedures which are reproduced every time to ensure consistency in both inter and intra individual testing
- ✓ **Comparison** – analysing the results from two different individuals or groups and measuring them against each other
- ✓ **Accuracy** – the extent to which a test result is recorded with precision
- ✓ **Procedure** – the sequence of steps for carrying out a task
- ✓ **Units** – the quantity given for a particular measurement

1. How are components of fitness relevant to different sports?	Red	Amber	Green
2. Can you justify why different components of fitness are relevant for different sports?	Red	Amber	Green

Components of Fitness

Think about which components of fitness are needed to complete the challenges set for the sports stars below

Owen Farrell (rugby union)

Challenge: To steal the ball and sidestep an opponent to score a try.

Component of fitness	Definition

Simone Biles (gymnastics)

Challenge: To execute the double layout floor exercise to a high standard.

Components of fitness	Definition

3. What fitness tests are used for each component of fitness?	Red	Amber	Green
4. Can you apply the components of fitness to a skilled performance?	Red	Amber	Green

Fitness Tests

Fill in the missing appropriate fitness tests:

Component of Fitness	Appropriate fitness test
Agility	
Cardiovascular endurance	Multistage fitness test
Muscular endurance	Press up test
Speed	30m speed test
Strength	
Power	Standing long jump
Flexibility	
Balance	Stork stand test
Coordination	

5. What are the principles of training?	Red	Amber	Green

Principles of Training

Fill in the blanks for the following definitions of the FITT principles:

- Fr_qu_e_cy – the number of times you train per week (how often)
- In_e_s_ty – how hard you train during each training session (how hard)
- _im_ – the length of each training session (how long)
- T_p_ – the method of training used during each training session (which training method)

6. What are SMART goals?	Red	Amber	Green

SMART Goals

Match up the SMART principles below with their definitions

Specific	It should be possible to reach your goal.
Measurable	Goals should not be vague but should describe what you want to achieve in detail.
Achievable	Goals should be tracked in order to see your progress as you complete them.
Realistic	It should be clear when your goals should be achieved by.
Time-bound	A goal should be something that is possible given your individual circumstances, e.g. the amount of time you can dedicate to training, or the facilities and equipment available to you.

7. What are methods of training and their advantages/disadvantages?	Red	Amber	Green

Methods of Training

Complete the table below to describe the characteristics of the exercises/training methods and the advantages and disadvantages of each.

Exercise/ training method	Aerobic, Anaerobic or both?	Advantages	Disadvantages
Walking around the room/hall/track for 1 minute			
jogging on the spot for 30 seconds			
Sprinting on the spot for 10 seconds			
Weaving in and out of 10ms of cones			
Sprinting to a cone 10m away and walking back			
Sprinting to a cone 10m and sprinting back			
Enacting a first and second tennis serve			
Performing four different static stretches for 10-12 seconds each			

8. What factors should you consider when designing a fitness training programme?	Red	Amber	Green

Designing a Fitness Programme

Circle the 5 most important factors to consider when designing a fitness training programme:

Method used	Current fitness levels	Safety/risk assessments
Duration	Previous injuries	Suitable activities
Name	Session aims	Application of SPOR
Age	Athlete goals	Progression
Aims	Equipment/ facilities needed	Objectives

9. How do you apply the principles of training to a fitness programme?	Red	Amber	Green

Principles of Training

Read what each athlete says below about their training and give them advice on how they could apply the most relevant principle of training to their situation

I have managed to stay fit and active over the years and continue to run recreationally, but I am frustrated by the fact that I can no longer run at the same pace I did when I was racing.

I always lift the same weights at the gym as I'm comfortable with this but I don't seem to feel any fitter or stronger.

10. How do you plan a fitness programme?	Red	Amber	Green
11. How do you record your results from a fitness training programme?			

Planning a Fitness Programme

Think about the information that goes into a training programme. Fill out the worksheet below to begin the planning process.

Suitable warm-up and cool-down
(Think about the different components of warm-ups and cool-downs and how exercises may vary for different activities.)

Suitable main activities
(Can you think of different activity examples suitable to a range of different subjects?)

Coaching points (What instructions might coaches provide to improve the performance of different skills and techniques?)

Duration of plan (What factors would influence the optimum duration of the programme?)

Duration of sessions (What factors might influence the duration of a training session?)

Monitoring progression and adaptability
(How is progress monitored and how might a training session or mid-term testing result in adaptation of the programme?)

Equipment and facilities
(What different equipment and facilities are needed for different sports and activities?)

12. What are the strengths and areas for improvement for your fitness training programme?	Red	Amber	Green

Strengths and Areas for Improvement

It is important to evaluate the effectiveness of a fitness programme. Think about the strengths and weaknesses of your fitness programme. Things to consider are:

- ✓ The level of success based on whether or not the goals were met
- ✓ Whether the training methods were appropriate for the participant
- ✓ If the programme was tailored to the individual needs of the subject
- ✓ Whether the programme was fully adhered to (if not, why not?)

Strengths	Areas for improvement

HOME LEARNING TASKS

Task Description		Done?
1) Complete Checkpoint 1 & 2 on the EverLearner at a minimum grade of 70% *"Components of fitness applied to sport"*		
2) Complete Checkpoint 3 & 4 on the EverLearner at a minimum grade of 70% *"Applying the principles of training: fitness and how it affects skill performance"*		
3) Complete Checkpoint 5 on the EverLearner at a minimum grade of 70% *"Organising and planning a fitness training programme"*		
4) Complete Checkpoint 6 on the EverLearner at a minimum grade of 70% *"Evaluate own performance in planning and delivery of a fitness training programme"*		

Knowledge Organiser

Year 10
French
Term 3
2024/25

The Abbey
School

French Year 10 Term 3 – Festivals & Holidays

Term Focus – This term introduces you to talking about where you live. You will be able to:
- Talk about Francophone festivals
- Talk about why festivals are important
- Talk about your past holiday

Prior Learning Links	Future Learning Links
• Conditional tense (Year 8 & 9) • Holidays (Year 8) • Past tense (Year 8) • Weather phrases (Year 7&8) • Celebrations (Year 8)	• Environmental issues topic • Free time topic • Use of tenses (past, present, future) • Subordinate clauses • Justified opinions

Image: Flaticon.com

1. What does Francophone mean?	Red	Amber	Green

La Francophonie

La **Francophonie** refers to the global community of people, countries, and organizations that share the use of the French language.

Being **Francophone** means you have a linguistic, and often cultural connection, to the French language, regardless of whether it is your first or your additional language.

iStock
Credit: iSidhe
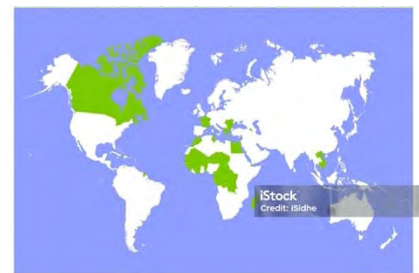
2. What are some Francophone festivals?	Red	Amber	Green

Quels sont des fêtes francophones? (What are some Francophone festivals?)

Le Carnaval

Carnival is celebrated in many cities and many ways around the world were French is spoken. Some of the things we can see are people wearing masks, colourful fancy dresses, colorful, lots of music in the streets...

Le Carnaval de Martinique and Le Carnaval de Dunkerque are two famous examples.

Le Festival international des Masques et des Arts au Burkina Faso

It is a cultural festival celebrating traditional African masks held in Dédoug, Burkina Faso.

Fete des goyaviers in Reunion

Every year from the 14th to th 15th of June, the Reunion island celebrates the guava fruit in a festival which includes parades, concerts and food competitions.

Quels sont des fêtes francophones? (What are some Francophone festivals?)

C'est un festival (It's a festival) C'est une fête (It's a festival/a party)	qui se passe (which happens)	en janvier (in January) en février (in February)	et qui dure (and which lasts)	une semaine (a week) deux jours (two days)

C'est un évenement (It's an event)	**regional(e)** (regional)	**amusant(e)** (fun)	**culturel(le)** (cultuel) **populaire** (popular)
L'année dernie (Last year) **En janvier dernier** (Last January)	**je suis allé(e)** (I went)	**a la fête** (to the festival) **au Carnaval** (to the Carnival) **chez ma tante** (to my aunt's house)	**à Madagascar** (in Madagascar) **en Guadalupe** (to Guadaloupe) **en Martinique** (to Martinique) **en France** (to France)
On a fêté (We celebrated)		le Carnaval (the carnival)	**la Fête du Riz** (The Festival of Rice)
Il y avait (there was/ there were)	**des danseurs** (dancers) **des concerts** (concerts) **des marchés** (markets)	**des masques** (maskes) **des parades** (parades) **de la musique** (music)	**des jeux pour les enfants** (games for children) **des bateaux decorés** (decorated boats) **de la musique dans la rue** (music in the street)
	beaucoup de touristes (lots of tourists)		**beaucoup de gens** (lots of people)
Un soir (One night)	**j'ai écouté de la musique** (I listend to music) **j'ai dansé avec la parade** (I danced with the parade)	**et un autre jour** (and another day)	**j'ai goûté des plats locaux** (I tasted local dishes) **j'ai vu des spectaclés étonnants** (I saw amazing shows)
C'était (it was)	**extraodinaire** (extraordinary)	**passionnant** (exciting)	**delicieux** (delicious)
J'ai adoré (I loved)	**ma première expérience de la fête** (my first experience of the festival)		

Beaucoup de: « de » always in singular after beaucoup, never « des »

3. How do I talk about an event in the past?		Red	Amber	Green

- To talk about singled and completed actions in the past we use the *passé composé* – **perfect tense**.
- To describe what something was like was use the *imparfait* - **imperfect**.

The perfect tense :

Subject	avoir	participle
J'	ai	
Tu	as	
Il/Elle /On	a	jou**é**
Nous	avons	
Vous	avez	
Ils /Elles	ont	

Subject	être	participle
Je	suis	
Tu	es	
Il/Elle /On	est	
Nous	sommes	allé(es)
Vous	êtes	
Ils /Elles	sont	

Most verbs will use "avoir" as the auxiliar verb, but some will use être: aller, venir, partir
If they use être, the participle needs to agree in feminine (-e) and plural (s).

The participle for regular verbs depends on the ending of the infinitive:

- Ending in -er: jouer > jou**é**
- Ending in -ir: finir > fin**i**
- Ending in -re: vendre > vend**u**

> We will use these phrases in the imperfect:
>
> **Il y avait =** There was
>
> **C'était** = It was

4. Why are festivals important?		Red	Amber	Green

Les fêtes, pourquoi sont-elles importantes? (Why are festivals important?)				
À mon avis (In my opinion) **Je dirais que** (I would say that)	**les fêtes sont importantes** (festivals are important)	**parce que** (because) **car** (because)	**ça te permet de** (it allows) **on peut** (we can)	**connaître de gens** (to meet people) **connaître la culture du pays** (to know the culture of the country) **goûter des plats locaux** (taste local dishes) **découvrir des nouvelles traditions** (to discover new traditions) **partager des experiences uniques** (to share unique experiences)

5. What WOW phrases can I use to introduce my opinions?		Red	Amber	Green

You opinion		Contrasting opinions	
Je dirais que (I would say that) **Je pense que** (I think that)	**Je crois que** (I believe that) **À mon avis** (In my opinion)	**D'un côté,** (On one hand,) **Cependant** (Nevertheless)	**De l'autre côté,** (On the other hand)

6. How do you describe a picture?	Red	Amber	Green

You will have to describe a picture in your writing (F) and in your speaking exam (F&H)

The descriptions in the speaking must be detailed. You have to describe: **P**eople, **L**ocation and **A**ctivity

Describing a picture

People

Sur la photo (In the pictue) **Au premier plan** (In the foreground) **À l'arrière plan** (In the background)	**il y a** (there is/ there are)	**un homme** (a man) **un garçon** (a boy) **un enfant** (a child)	**une femme** (a woman) **Une fille** (a girl) **une personne** (a person)	**un jeune** (a young person) **une famille** (a family) **un couple** (a couple)	**un groupe d'amis** (a group of friends) **beaucoup de gens** (lots of people)

Location

Ils sont (They are)	**dans la rue** (in the street) **dans une ville** (in a town)	**dehors** (outdoors) **dans une fête** (in a festival)
Je peux voir (I can see)	**des bâtiments** (some buildings)	**un groupe de musique** (a music group)

Activity

où (where)	**ils dancent** (they dance) **ils chantent** (they sing) **ils mangent** (they eat)	**ils discutent** (they speak) **ils boivent** (they drink) **ils s'amusent** (they have fun)

7. What did you do last summer holidays?	Red	Amber	Green

Qu'est-ce que tu as fait pendant les grandes vacances? (What did you do last summer holidays?)

L'été dernier (Last summer)	**je suis allé(e)** (I went) **j'ai passé mes vacances** (I spent my holiday)	**en France** (to France)	**À Paris** (to Paris)
L'année dernière, (Last year)	**je ne suis pas parti(e) en vacances** (I did not go on holiday)		
Il faisait froid (It was cold) **Il faisait mauvais** (It was bad weather)	**donc** (therefore)	**j'ai passé du temps** (I spent time)	**chez mes amis** (with my friends) **sur les réseaux sociaux** (on social media)
		je suis allé(e) (I went)	**au cinéma** (to the cinema) **au centre commercial** (to the shopping centre)
Il faisait chaud (It was hot)	**donc** (therefore)	**j'ai loué un vélo mais je suis tombé(e)** (I rented a bike but I fell off)	

		je suis allé(e) au parc (I went to the park)		Je joué au tennis (I played tennis)
Il faisai beau (It was good weather)		**Je suis allé(e) en ville** (I went to town)	**où** (where)	**j'ai retrouvé mesa mis** (I met up with my friends

All these weather phrases work as a subordinate clause when introduced with "if".

Qu'est-ce que tu feras, s'il fait beau ? (What will you do if it's good weather?)			
S'il fait beau, (If it's good weather)	**j'irai à la plage** (I will go to the beach)	**je ferai une promenade** (I will go on a walk)	**avec mes copains** (with my friends)
S'il fait chaud, (If it's hot)	**je louerai une vélo** (I will go to the beach)	**je jouerai au basket** (I will play basketball)	**avec ma famille** (I will go to the beach)
S'il y a du soleil, (If it's sunny)	**je ferai du camping** (I will go to the beach)	**je ferai un pique-nique** (I will go picnic)	
S'il fait mauvais, (it it's bad weather**)** **S'il fait froid,** (If it's cold) **S'il y a du vent,** (If it's windy) **S'il pleut,** (If it rains)	**J'irai au centre sportif** (I will go to the sports centre) **je resterai chez moi** (I will stay at home) **J'inviterai mes amis chez moi** (I will invite my friends home)	**je préparerai des plats délicieux** (I will prepare delicious dishes) **je regarderai la télé** (I will watch TV) **je organiserai une fête** (I will organize a party) **je participerai à une expérience virtuelle** (I will take part in a virtual experience)	
Ça sera (It will be)	**génial** (great)	**amusant** (fun)	**extraordinaire** (extraordinary)

Subject (Who)	Endings	
Je	-ai	Je resterai
Tu	-as	Tu resteras
Il/Elle/On/Ça	-a	Elle restera
Nous	-ons	Nous resterons
Vous	-ez	Vous resterez
Ils/ Elles	-ont	Elles resteront

We use the future simple to talk about what we will do or what it will happen. To form the future simple with the verbs ending in -er is very easy.

Follow these steps:

1. Take your **infinitive** verb ending in -er
2. Decide **who** is doing the action
3. **Add the ending** which matches the person

To make it even easier to remember, the endings match with the different forms of the verb AVOIR in the present!

> Irregular verbs:
> aller (to go) > j'irai
> avoir (to have) > j'aurai
> être (to be) > je serai
> faire (to make/ to do) > je ferai

10. What is an infinitive?	Red	Amber	Green

Definition: An **infinitive verb** is the base form of a verb, in English often preceded by the word "to". It is non-finite verb, which means it does not change to show who does the action (subject) or when the action is done (tense).

In Spanish, instead of being preceded by the word "to", the infinitive verb ends with one of the following: **-ar, -er, -ir.**

11. What is a subordinate clause?	Red	Amber	Green

Definition: Also kwon as a dependent clause, is a group of words that cannot stand alone as a complete sentence.

They start with a subordinate conjunction: *because* (**car**), *when* (**quand**), if (**si**)

E.g,. **S'il fait chaud,**… (*If it's cold, …*)

12. What is a conjunction?	Red	Amber	Green

Definition: A word used to **link** two clauses or sentences.

Key conjunctions: **et** (and), **aussi** (also), **cependant** (however)

HOME LEARNING TASKS	
Task Description	Done?
Can you explain in English what Francophone means?	
Can you name any Francophone festival?	
Can you write a short paragraph talking about a Francophone festival?	
Can you write a description including People, Location and Activity of a picture of one of the festivals?	
Can you write a short paragraph saying why festivals are important?	
Can you write a short paragraph talking about your last summer holidays?	
Can you write a short paragraph saying what you will do depending on the weather?	
Can you use the sentence builders above to write sentences answering the questions? Can you improve these by adding conjunctions?	
Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method.	
Go to www.sentencebuilders.com and practise this term's vocabulary.	

Knowledge Organiser

Year 10
Spanish
Term 3
2024/25

The Abbey
School

Spanish Year 10 Term 3 – Festivals & Holidays

Term Focus – This term introduces you to talking about where you live. You will be able to:
- Talk about hispanophone festivals
- Talk about why festivals are important
- Talk about your ideal holiday

Prior Learning Links
- Conditional tense (Year 8 & 9)
- Holidays (Year 8)
- Free time (Year 7)
- Describing a picture (Year 9)
- Giving opinion (Year 7&8)

Future Learning Links
- Environmental issues topic
- Free time topic
- Justified opinions
- Describing a picture
- Conditional tense

Image: Flaticon.com

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1. What does Hispanophone means?	Red	Amber	Green

El mundo hispanohablante

The word **Hispanophone** refers to a person, a community or a region that is Spanish speaking. *Hispano* refers to Spain or Spanish-speaking cultures.

Spanish is the official language of 21 countries in the world, you can see those in the map. There are also around 42 million Spanish native speakers in the United States.

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2. What are some hispanophone festivals?	Red	Amber	Green

¿Cuáles son algunas fiestas hispanohablantes? (What are some Hispanophone festivals?)

El Día de Muertos

It's celebrated in Mexico the 1st and 2nd of November. People remember their lost ones. People build altars and make *ofrendas*.

Els Castells

Celebrated in Catalonia, in this festival, teams of participants build human towers.

It's a tradition of more than 200 years and the go from six up to even ten layers.

Los Sanfermines

It's celebrated in Pamplona, Spain, every 7th of July. People dress in red and white and run in front of bulls in the streets.

El Carnaval

It's a celebrated in many places in the world. Barranquilla and Tenerife are two famous carnivals. People wear fancy dress, there are parades.

¿Cuáles son algunas fiestas hispanohablantes? (What are some Hispanophone festivals?)				
En Perú (In Peru) **En España** (In Spain)	**celebran** (they celebrate) **organizan** (they organise)	**una fiesta** (a festival)	**cada año** (in May) **en mayo** (in May)	**durante una semana** (during a week) **durante dos días** (during two days)

| **Hay** (there is/ there re) **Participan en** (they participate in) | **desfiles** (parades) **un evento** (an event) **un espectáculo** (a show) **una batalla** (a battle) | **donde** (where) | **cantan** (they sing) **participan** (they participate) **bailan** (they dance) **disfrutan** (they enjoy) **se divierten** (they enjoy themselves) | **llevan ropa tradicional** (they wear traditional clothes) **comen comida tradicional** (they eat traditional food) **se disfrazan** (they wear fancy dresses) **tiran tomates** (they throw tomatoes) **corren delante de los toros** (they run in front of the bulls) |

Es la fiesta más (It's the most… festival) **Es la fiesta menos** (It's the least… festival)	**divertida** (fun) **histórica** (historic) **peligrosa** (dangerous)	**conocida** (well-known) **típica** (typical) **linda** (beautiful)	**popular** (popular) **emocionante** (exciting) **interesante** (interesting)
Es el evento más (It's the most … event) **Es el evento menos** (It's the least.. event)	**divertido** (fun) **histórico** (historic) **peligroso** (dangerous)	**conocido** (well-known) **típico** (typical) **lindo** (beautiful)	

3. How do you use and form the superlative?	Red	Amber	Green

We use the superlative to indicate the highest degree: the biggest, the most popular, the tallest, the best…

The articles (el/la/los/las) and the adjetives need to agree in feminine/masculine and singular/plural .

El evento The event	**es** is	**el más/menos** the most/least	**divertido** amusing
La fiesta The festival	**es** is	**la más/menos** the most/least	**tranquila** quiet

Los eventos The events	**son** are	**los más/menos** the most/least	**divertidos** amusing
Las fiestas The festivals	**son** are	**las más/menos** the most/least	**tranquilas** quiet

The best:
el mejor / la mejor/ los mejores /Las mejores
The worst:
el peor/ la peor / los peores /las peores
The biggest:
el mayor /la mayor /los mayores/ las mayores
The smallest:
el menor /la menor / los menores /las menores

4.	Why are festivals important?			Red	Amber	Green

¿Por qué son las fiestas importantes? (Why are festivals important?)

			Son (they are)	tan (so)	divertidas (amusing) emocionantes (exciting)
Diría que (I would say that)	**las fiestas son importantes** (festivals are important)	**porque** (because) **ya que** (because)	**te permiten** (they allow you)	conocer a gente nueva (to meet new people) disfrutar juntos (to enjoy together) probrar comida típica (try typical food)	descubrir tradiciones (to discover traditions) divertirte (to enjoy yourself)
				celebran la identidad cultural (celebrate cultural identity) ayudan a la economía y al turismo (help economy and tourism)	unen a la gente (unite people)

5.	How do you describe a picture?		Red	Amber	Green

You will have to describe a picture in your writing (F) and in your speaking exam (F&H)

The descriptions in the speaking must be detailed. You have to describe: **P**eople, **L**ocation and **A**ctivity

Describing a picture

People

En la foto (In the pictue) **En primer plano** (In the foreground) **En segundo plano** (In the background)	**hay** (there is/ there are)	un hombre (a man) un chico (a boy) un niño (a child, m) un anciano (an old man)	una mujer (a woman) una chica (a girl) una niña (a chid, f) una anciana (an old woman)	un/ una joven (a young person) una familia (a family) una pareja (a couple) una persona (a person)	un grupo de estudiantes (a group of students) mucha gente (lots of people) unos amigos (some friends)

Location

Activity

Están (They are)	en la calle (in the street) en una ciudad (in a city)	al aire libre (outdoors) en una plaza (in a square)	**donde** (where)	bailan (they dance) cantan (they sing) tocan instrumentos (they play instruments)	hablan (they speak) disfrutan (they enjoy) se divierten (they have fun)
Puedo ver (I can see)	unos edificios (some buildings) unos monumentos (some monuments)	un desfile (a parade) una banda de música (a music band)			

¿Cómo serían tus vacaciones ideales? (What would your ideal holidays be like?)

Si pudiera elegir (If I coul choose) **Si fuera rico/a,** (If I wear rich)	**me gustaría** viajar (I would like to go) **viajaría** (I would travel)	**a África** (to Africa) **a Asia** (to Asia)	**a Latinoamérica** (to Latinamerica) **en Europa** (in Europe)	**en primavera** (in spring) **en otoño** (in autumn)	**en verano** (in summer) **en invierno** (in winter)
	me gustaría ir (I would like to go) **iría** (I would go)	**a la costa** (to the coast) **al campo** (to the countryside) **a la ciudad** (to the city) **a la montaña** (to the mountain)		**solo** (by myself) **con mi pareja** (with my partner) **con un grupo de amigos** (with a group of friends) **con mi familia** (with my family)	

¿Qué se puede hacer allí? (What can you do there?)

Allí (There)	**se puede** (one can) **me gustaría***	**disfrutar de la vida cultura** (enjoy the cultural life) **pasear por las calles** (walk through the streets) **apreciar el paisaje** (appreciate the landscape) **probar platos típicos** (try new dishes)	**ver una obra de teatro** (watch a play) **aprovechar el buen clima** (take advantage of the good weather) **descubrir la arquitectura** (discover the arquitectura)	**hacer deportes de aventura** (do adventure sports) **ir al cine** (go to the cinema) **ir de compras** (go shopping)

*Remember when use **me gustaría** + **infinitive** or you can also get rid of **me gustaría** and addd the ending of **the conditional** to the infinitive. See the rues below

Follow these steps:

1. Take your **infinitive** verb
2. Decide **who** is doing the action
3. **Add the ending** which matches the person

All endings are the same, regardless of whether the verb is an -AR, -ER or -IR verb!

The conditional tense is used to describe what someone **would do** or what **would happen** in the future. It can also be used to express ambitions and intentions. The most common verb in the conditional tense is **me gustaría → I would like.**

Subject (Who)		Endings
I	Yo	-ía
You	Tú	-ías
He /She	Él /Ella	-ía
We	Nosotros/as	-íamos
You (pl)	Vosotros/as	-íais
They	Ellos/as	-ián

¿Qué tipo de transporte prefieres? (What type of transport do you prefer?)

| **Me gustaría viajar** (I would like to travel) **No me gustaría viajar** (I wouldn't like to travel) | **en autobús** (by bus) **en coche** (by car) **en avión** (by plane) **en barco** (by boat) **en metro** (by underground) **en tren** (by train) | **porque** (because it is) **ya que** (because) **dado que** (given that) | **es** (it is) | **más** (more) **menos** (less) | **cómodo** (comfortable) **económico** (economic) **barato** (cheap) **caro** (expensive) | **lento** (slow) **rápido** (quick) **seguro** (safe) **práctico** (practical) **sostenible** (sustainable) |
| **Me gustaría ir** (I would like to go) | **a pie** (by foot) | | | **tengo miedo a volar** (I am afraid of flying) **la otra gente me molesta** (other people annoy me **me gusta hacer ejercicio** (I like to excercise) | | **hay mucha gente** (there are lots of people) |

To say that something is **more than** or **less than**, use the following structures around the adjective:

El tren The train	**es** is	**más** more	**caro** expensive	**que** than	**el autobús** the bus
El autobús The bus	**es** is	**menos** less	**cómodo** quiet	**que** than	**el tren** the train
El coche The car	**Es** is	**Tan** as	**barato** cheap	**como** as	**el metro** the underground

Irregulars	**mejor** (better)	El tren es **mejor que** el coche (Train is better than car)	**peor** (worse)	El avión es **peor que** el barco (Plane is worse than boat)

Your opinion		Contrasting opinions	
Diría que (I would say that) **Pienso que** (I think that)	**Desde mi punto de vista** (From y point of view)	**Por un lado,** (On one hand,) **Aunque** (Aulthoug)	**Por otro lado** (On the other hand,) **No obstante** (Nevertheless)

Creo que	En mi opinión	Sin embargo, lo malo es que…
(I believe that)	(In my opinion)	(However, the bad thing is that…)

12. What is an infinitive?	Red	Amber	Green

An **infinitive verb** is the base form of a verb, in English often preceded by the word "to". It is non-finite verb, which means it does not change to show who does the action (subject) or when the action is done (tense).

In Spanish, instead of being preceded by the word "to", the infinitive verb ends with one of the following: **-ar, -er, -ir.**

HOME LEARNING TASKS

Task Description	Done?
Can you explain in English what Hispanophone means?	
Can you name any Hispanophone festival?	
Can you write a short paragraph talking about a Hispanophone festival?	
Can you write a description including People, Location and Activity of one of the pictures above?	
Can you write a short paragraph saying why festivals are important?	
Can you write a short paragraph talking about your ideal holidays?	
Can you write a short paragraph giving opinions on transport using comparative?	
Can you use the sentence builders above to write sentences answering the questions? Can you improve these by adding conjunctions and intensifiers?	
Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method.	
Go to www.sentencebuilders.com and practise this term's vocabulary.	

Knowledge Organiser

Year 10
History
Term 3
2024/25

The Abbey
School

Subject Year 10 Term 3 Part 1 – Weimar & Nazi Germany 1918-1939: The Rise of Hitler & the Nazi Party

In this unit, you will explore the origins and rise of Adolf Hitler and the Nazi Party from 1919 to 1933 within the broader context of Weimar and Nazi Germany. You will learn about key events such as the Munich Putsch, the Wall Street Crash, and Hitler's appointment as Chancellor. You will examine how Hitler gained support, manipulated events like the Reichstag Fire, and used legal and violent means to consolidate power. Through this, you will develop critical thinking skills, source analysis, and the ability to assess the impact of political, social, and economic factors on historical events.

GCSE Pod – Scan Me!

Prior Learning Links

- Year 8 Term 5 – Weimar & Nazi Germany
- Year 10 Term 1 – Weimar & Nazi Germany

Future Learning Links

- Year 10 Term 2-3: Completion of investigation into Weimar & Nazi Germany detailing the rise of the Hitler and the establishment of a dictatorship.
- Year 12 Paper 1: Germany 1918-1989 provides an investigation in breadth and depth of the Weimar Republic and Nazi Germany

KEY VOCABULARY

KEY WORDS

Cause – the reason for something happening

Change – when things are different to how they were before

Consequence – the result of something happening

Continuity – the opposite of change; when something stays the same or continues

Difference – the ways in which things are different to one another

Factor – something that can affect, or determine an event or outcome

Inference - a conclusion drawn about something using the information you already have about it

Interpretation – an historian's particular view on an event/period or the significance or importance of certain features/factors in this event/period

Rate of change – the pace at which change occurs; e.g. very quickly or slowly

Reliability – the degree to which something can be trusted or relied upon as accurate

Significance – the importance of something

Similarity – the quality of being similar, or the same

Trend – when there are a number of similar and related changes continuing in the same direction over a period of time

Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

Paper 3 GCSE: Weimar & Nazi Germany 1918-1939 Core Vocabulary

Authority – The power or right to give orders, make decisions, and enforce obedience.

Authoritarian: Favoring or enforcing strict obedience to authority at the expense of personal freedom.

Chancellor: The head of the government in some countries, such as Germany or Austria.

Coalition: An alliance for combined action, especially a temporary alliance of political parties forming a government.

Collapse – A sudden failure or breakdown of an organization or system.

Consequence – The result or effect of an action or decision, often something negative.

Constitution: A set of fundamental principles or established precedents according to which a state or other organization is governed.

Dictator – A leader with total power over a country, typically one who has obtained control by force.

Economic – Relating to the economy, the system by which goods and services are produced, distributed, and consumed.

Ideology – A system of ideas and ideals, especially one that forms the basis of economic or political theory and policy.

Influence – The capacity to have an effect on the behaviour or decisions of someone or something.

Opposition – Resistance or dissent expressed in action or argument against something.

Reorganise – To arrange or structure something in a new way to improve it.

Support – Assistance or backing provided to someone or something, especially in political or social contexts.

Paper 3 GCSE: Weimar & Nazi Germany 1918-1939 Specific Vocabulary

1. **Bamberg Conference** – A 1926 meeting where Hitler reasserted his control over the Nazi Party and unified its direction.

2. **Communist Party** – A political party advocating for communism, which gained support in Germany during the economic crisis.
3. **Depression** – A severe and prolonged downturn in economic activity, like the Great Depression that started in 1929.
4. **Enabling Act** – A 1933 law that gave Hitler the power to pass laws without the Reichstag, marking the start of his dictatorship.
5. **Führer** – A title used by Adolf Hitler, meaning "leader," which symbolized his total control over Germany.
6. **German Workers' Party (DAP)** – The precursor to the Nazi Party, which Hitler joined in 1919.
7. **Gestapo** – Nazi Germany's secret police, tasked with suppressing opposition to Hitler's regime.
8. **Goebbels, Joseph –** Nazi minister for propaganda
9. **Göring, Hermann -** A key figure in the Nazi Party, Hermann Göring played a significant role as the founder of the Gestapo and as the head of the Luftwaffe (German Air Force). He was instrumental in consolidating Nazi power, overseeing economic and military strategies, and was second in command after Hitler.
10. **Hindenburg** – President of Germany who appointed Hitler as Chancellor in 1933.
11. **Himmler, Heinrich** – As head of the SS (Schutzstaffel) and one of Hitler's closest allies, Heinrich Himmler was responsible for overseeing the Nazi regime's security forces, including the Gestapo. He played a central role in organizing the Holocaust and enforcing terror within Germany and occupied territories, making him one of the most feared figures in the regime.
12. **Lebensraum** – A key Nazi ideology that promoted territorial expansion for Germans, meaning "living space."
13. *Mein Kampf* – A book written by Hitler outlining his political ideology and future plans for Germany.
14. **Munich Putsch** – A failed 1923 coup attempt by Hitler to seize power in Bavaria, leading to his imprisonment.
15. **Nazi Party (NSDAP)** – A political party led by Hitler that promoted nationalism, anti-Semitism, and dictatorship.
16. **Propaganda** – Biased information used to promote a political cause or viewpoint, widely used by the Nazi Party.
17. **Reichstag** – The German Parliament, where key political decisions were made before and during Hitler's rise.
18. **Reichstag Fire** – A 1933 event where the German parliament building was set on fire, which Hitler used as an excuse to crack down on communists.
19. **Rohm, Ernst –** Early member of the German Workers Party. Used his connections with the military to establish the SA, the paramilitary wing of the Nazi party.
20. **SA (Sturmabteilung)** – Also known as the Brownshirts, a paramilitary group used by the Nazis to intimidate opponents.
21. **SS (Schutzstaffel)** – Hitler's elite personal bodyguard, which later became one of the most powerful organizations in Nazi Germany.
22. **Twenty-Five Point Programme** – The Nazi Party's political platform, which outlined its goals, including anti-Semitism and anti-communism.
23. **Von Papen, Franz** – Appointed Chancellor in the chaos of 1932. Von Papen believed he could harness the power of the Nazis to his own gain, and keep Hitler under his thumb. Von Papen proposed a new government with Hitler as Chancellor, and himself as Vice-Chancellor in 1933 – propelling Hitler to his first position of real power.
24. **Von Schleicher, Kurt –** A rival for power with Adolf Hitler, von Schleicher was a German general and the penultimate chancellor of the Weimar Republic.
25. **Wall Street Crash** – The 1929 stock market crash in the United States, which had global economic effects, including in Germany.

1. **What influenced Hitler's early political career?**	Red	Amber	Green
Can you explain Hitler's experiences during World War I?			
Are you able to describe how Hitler joined the German Workers' Party?			
Can you identify key ideas in the Twenty-Five Point Programme?			
2. **Why did Hitler attempt to seize power in 1923?**	Red	Amber	Green
Can you explain the reasons for the Munich Putsch?			
Are you able to describe the key events of the Putsch?			
Can you evaluate the consequences of the failed coup?			
3. **How did the Nazi Party change after the Munich Putsch?**	Red	Amber	Green
Are you able to explain how Hitler reorganized the Nazi Party?			
Can you describe the significance of the Bamberg Conference of 1926?			
Can you assess why the Nazi Party had limited support in the late 1920s?			
4. **What impact did the Wall Street Crash have on Germany?**	Red	Amber	Green
Can you explain the link between the Wall Street Crash and German unemployment?			
Are you able to describe how the economic crisis affected political stability?			
Can you assess how this crisis influenced support for the Nazis?			
5. **Why did people support Hitler and the Nazi Party?**	Red	Amber	Green
Can you identify the main reasons people were attracted to the Nazi Party?			

Are you able to explain the role of Nazi propaganda and the SA?			
Can you evaluate how Hitler's leadership style influenced public opinion?			
6. How did Hitler become Chancellor of Germany in 1933?	**Red**	**Amber**	**Green**
Can you explain the significance of the 1932 Presidential and Reichstag elections?			
Are you able to describe the roles of Hindenburg and von Papen in Hitler's appointment?			
Can you evaluate why Hitler's opponents underestimated him?			
7. Who started the Reichstag Fire and how did it benefit Hitler?	**Red**	**Amber**	**Green**
Can you describe the events of the Reichstag Fire?			
Are you able to explain how Hitler used the fire to target communists?			
Can you assess how the fire contributed to Hitler's consolidation of power?			
8. How did Hitler consolidate power after becoming Chancellor?	**Red**	**Amber**	**Green**
Can you explain the significance of the Enabling Act?			
Are you able to describe the process by which Hitler dismantled opposition?			
Can you evaluate how Hitler's actions after 1933 turned Germany into a dictatorship?			
9. What role did the SS and Gestapo play in Nazi control?	**Red**	**Amber**	**Green**
Can you describe the role of the SS in maintaining Nazi control?			
Are you able to explain how the Gestapo suppressed opposition?			
Can you evaluate how terror and policing reinforced Nazi power?			
10. How did the Nazis manipulate the legal system to control Germany?	**Red**	**Amber**	**Green**
Can you explain how the Nazis used laws to consolidate their power?			
Are you able to describe the effects of the Enabling Act on democracy?			
Can you assess how the legal system was used to silence opposition?			
11. How did economic conditions influence the Nazi rise to power?	**Red**	**Amber**	**Green**
Can you explain how hyperinflation and unemployment affected the Weimar Republic?			
Are you able to describe the economic promises made by the Nazi Party?			
Can you evaluate the role of the Great Depression in Hitler's rise?			
12. What was the significance of Nazi propaganda in building support?	**Red**	**Amber**	**Green**
Can you describe how Goebbels and the Nazi Party used propaganda?			
Are you able to explain the impact of Nazi slogans, posters, and speeches?			
Can you evaluate how propaganda shaped public perception of Hitler and the Nazis?			

HOME LEARNING TASKS	
Task Description	**Done?**
Use 'Look, Cover, Write, Check' to learn the Medieval Medicine Vocabulary	
Complete GCSE Pod Tasks using the QR code at the top of the page	
Create a timeline/living graph of the growth of the Nazi Party showing X axis: Key events, Y axis: Popularity of the Nazi party at this time.	
Exam Style Question: What can you infer from Source A about the early development of the Nazi Party? (4 marks) **Source A: From The Memoirs of Ernst Röhm, published in 1928. I introduced all my army friends to the German Workers' Party.** *This was how we built up the movement in the early days. In February 1920, the Party presented its policies to the public for the first time in the Twenty-Five Point Programme. From that day on, the Party membership began to increase so much that we had to move the meetings to much larger venues. After overcoming his opponents within the Party in 1921, Adolf Hitler was elected the first leader of the renamed National Socialist German Workers' Party*	
Exam Style Question: Study interpretation 1 and 2. They both give different views on the extent of support for the Nazis in the year 1924-1928. What is the main difference between these views? (16 marks) **Interpretation 1: From Germany: The Third Reich 1933–45 by G Layton, published in 1992.** After the Munich Putsch, Hitler realised that he had to make the Nazi Party capable of gaining power by winning elections. In 1926, he re-established his control over the Nazi Party. The Nazi Party was reorganised. New groups were created to attract support, like the Hitler Youth. The Party was taking shape and its membership was increasing. In the 1928 election the Nazis gained votes in rural areas. They had also started to target the middle classes with their propaganda. **Interpretation 2: From Spartacus Education, a history website.** The Weimar government brought inflation under control and the economy began to improve. Because of this, the German people started to believe in the democratic system and were not interested in Hitler's ideas. Hitler claimed he was no longer trying to start a revolution and said he was willing to compete with other political parties in democratic elections. However, this policy of taking part in elections was unsuccessful. The Nazi Party won 14 seats in the December 1924 election. In the 1928 election they only won 12 seats; less than 3% of the people voted for the Nazi Party.	
Exam Style Question: How far do you agree with Interpretation 2 about support for the Nazi Party in the years 1924–28? Explain your answer, using both interpretations and your knowledge of the historical context. (16 marks)	

History Year 10 Term 3 Part 2 – Life in Nazi Germany

In this unit, you will explore how the Nazi regime controlled and influenced German society from 1933 to 1945. You will examine Nazi methods for shaping public attitudes through propaganda, education, censorship, and cultural policies, as well as policies impacting women, youth, and minorities. You will also study opposition to the Nazis and the impact of Nazi economic policies on employment and living standards. This unit will develop your skills in critical analysis, source evaluation, and historical interpretation as you investigate how a dictatorship maintained power, controlled dissent, and impacted the lives of ordinary citizens and marginalized groups.

GCSE Pod – Scan me!

Prior Learning Links
- Year 8 Term 5 – Nazi Germany & the Holocaust
- Year 10 Term 1-2 – Life in Weimar Germany, Rise of the Nazi Party

Future Learning Links
- Year 11 Revision of Weimar & Nazi Germany

KEY VOCABULARY

Historical Skills Core Vocabulary

Cause – the reason for something happening

Change – when things are different to how they were before

Consequence – the result of something happening

Continuity – the opposite of change; when something stays the same or continues

Difference – the ways in which things are different to one another

Factor – something that can affect, or determine an event or outcome

Inference - a conclusion drawn about something using the information you already have about it

Interpretation – an historian's particular view on an event/period or the significance or importance of certain features/factors in this event/period

Rate of change – the pace at which change occurs; e.g. very quickly or slowly

Reliability – the degree to which something can be trusted or relied upon as accurate

Significance – the importance of something

Similarity – the quality of being similar, or the same

Trend – when there are a number of similar and related changes continuing in the same direction over a period of time

Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

Paper 3 GCSE: Weimar & Nazi Germany 1918-1939 Core Vocabulary

Authoritarian - A governing style that enforces strict obedience to authority, often at the expense of personal freedoms.

Censorship - The suppression or control of information, speech, or public communication considered harmful or politically undesirable by those in power.

Conformity - Adjusting behavior or thinking to align with group norms or societal expectations, often under social or political pressure.

Ideology - A system of beliefs or principles, often political, that shapes how people view the world and influences their actions.

Indoctrination - The process of teaching a person or group to accept a set of beliefs uncritically, often used to influence young people or vulnerable groups.

Marginalization - The process by which certain groups are pushed to the edges of society and deprived of rights, resources, or influence.

Persecution - Persistent harassment or mistreatment, often of minority or opposition groups, due to their beliefs, race, or social identity.

Propaganda - Information, often biased or misleading, used to promote a particular political cause or viewpoint, aiming to shape public opinion.

Repression - The act of subduing someone or something by force, especially by a government to stifle opposition or control a population.

Subjugation - The act of bringing a group or individual under control, often through force, to limit freedoms and ensure compliance.

Paper 3 GCSE: Weimar & Nazi Germany 1918-1939 Specific Vocabulary

1. **Aryan** - Term used by Nazis to describe a "racially pure" German, typically with Northern European features, viewed as superior to other groups.
2. **Beauty of Labour (SdA)** - A Nazi program aimed at improving working conditions and promoting pride in German workers' efforts.
3. **Berlin Olympics (1936)** - International sports event held in Berlin used by Nazis as propaganda to promote an image of a powerful and united Germany.
4. **Book Burning** - A series of events organized by Nazis where books by "un-German" authors were burned to eliminate opposing ideas.
5. **Concordat (1933)** - Agreement between the Vatican and Nazi Germany promising mutual respect between the Catholic Church and the regime.

6. **Edelweiss Pirates** - Youth group opposed to Nazi ideals, resisting through anti-Nazi slogans, music, and other non-conformist behaviors.
7. **Enabling Act (1933)** - Law that gave Hitler the power to enact laws without the involvement of the Reichstag, consolidating Nazi control.
8. **Eugenics** - A pseudo-scientific belief in improving a population's genetic quality, which the Nazis used to justify policies against those they deemed "inferior."
9. **Gestapo** - The secret police force of Nazi Germany, responsible for suppressing opposition and maintaining internal security.
10. **Hitler Youth** - Organization for young Germans, focused on indoctrination and preparing boys for military service and girls for motherhood.
11. **Joseph Goebbels** - Nazi Minister of Propaganda, responsible for controlling the media, arts, and public opinion.
12. **Kristallnacht (1938)** - Also known as the "Night of Broken Glass," an organized attack on Jewish businesses, synagogues, and homes across Germany.
13. **Labour Front (DAF)** - The Nazi trade union organization that replaced independent trade unions, controlling German workers and their conditions.
14. **Lebensraum** - "Living space," a policy advocating for German expansion into Eastern Europe to provide resources and land for the "Aryan" race.
15. **League of German Maidens** - Female branch of the Hitler Youth, focusing on preparing young women for roles as mothers and homemakers.
16. **Martin Niemöller** - German pastor who opposed Nazi interference in the Protestant Church and was later imprisoned in concentration camps.
17. **Nazi Party (NSDAP)** - National Socialist German Workers' Party, led by Hitler, that controlled Germany from 1933 to 1945.
18. **Nuremberg Laws (1935)** - Racial laws that stripped Jews of citizenship and prohibited marriages or relationships between Jews and "Aryans."
19. **Propaganda Ministry** - Government department led by Goebbels, responsible for controlling information and promoting Nazi ideology.
20. **Reich Church** - A Nazi-controlled Protestant church aimed at aligning Christian teachings with Nazi beliefs.
21. **Reich Labour Service (RAD)** - Organization that required young Germans to work in state projects such as road-building to reduce unemployment.
22. **Strength Through Joy (KdF)** - Program aimed at providing leisure activities and cultural experiences to workers to promote loyalty to the regime.
23. **Swing Youth** - Youth group that embraced American jazz and swing music, resisting Nazi ideals and youth organizations.
24. **Volksgemeinschaft** - "People's community," a Nazi ideal promoting a unified German society based on race and national identity.
25. **White Rose Group** - A student-led resistance group in Munich that distributed anti-Nazi leaflets, calling for active opposition to the regime.

1. How did the Nazis control public attitudes and beliefs?	Red	Amber	Green
Can you explain how Goebbels and the Ministry of Propaganda influenced German society?			
Are you able to identify methods of censorship used by the Nazis?			
Can you evaluate the impact of Nazi rallies, media, and sport events like the Berlin Olympics on public opinion?			
2. What role did propaganda play in Nazi Germany?	Red	Amber	Green
Can you describe how different forms of media were used to promote Nazi ideology?			
Are you able to analyse the effectiveness of Nazi propaganda on public attitudes?			
Can you explain the role of the Propaganda Ministry and Goebbels in shaping German culture?			
3. To what extent did the Nazis control culture and the arts?	Red	Amber	Green
Are you able to identify specific forms of art, literature, and film that were censored or promoted by the Nazis?			
Can you explain why Hitler and the Nazis targeted certain cultural expressions?			
Are you able to discuss how Nazi ideals were reflected in architecture, art, and literature?			
4. How did Nazi policies affect religious groups and the church?	Red	Amber	Green
Can you explain the Concordat with the Catholic Church and its purpose?			
Are you able to describe the formation of the Reich Church and its goals?			
Can you evaluate the extent to which religious groups resisted or conformed to Nazi policies?			
5. What kinds of resistance and opposition existed in Nazi Germany?	Red	Amber	Green
Are you able to identify key groups, like the Edelweiss Pirates and Swing Youth, that opposed Nazi ideals?			
Can you describe the role of religious figures, like Pastor Niemöller, in opposing Nazi policies?			
Can you evaluate the risks and limitations faced by those who resisted the Nazi regime?			
6. What were the Nazi policies and beliefs regarding women and family?	Red	Amber	Green

Can you describe Nazi views on women's roles in society?

Are you able to explain policies that encouraged marriage, motherhood, and limited women's employment?

Can you evaluate the impact of these policies on German women and families?

7. How did the Nazis influence the lives of young people in Germany?	Red	Amber	Green

Can you explain the purposes of youth organizations like the Hitler Youth and League of German Maidens?

Are you able to describe how Nazi ideals were promoted through education and curriculum changes?

Can you analyse the effectiveness of these policies in shaping the attitudes of young people?

8. How successful were the Nazis' economic policies?	Red	Amber	Green

Are you able to identify key policies, such as rearmament and the construction of autobahns, used to reduce unemployment?

Can you explain the concept of "invisible unemployment" and its impact on Nazi economic claims?

Can you evaluate the changes in living standards for German workers under the Labour Front and Strength Through Joy programs?

9. What were the consequences of Nazi racial policies for minorities?	Red	Amber	Green

Can you identify minority groups targeted by the Nazis, including Jews, Roma, and Slavs?

Are you able to explain key policies and events like the Nuremberg Laws and Kristallnacht?

Can you analyse the impact of Nazi persecution on minority communities?

10. How did the Nazi dictatorship affect social conformity in Germany?	Red	Amber	Green

Can you describe the Nazi concept of Volksgemeinschaft and its intended purpose?

Are you able to explain the ways in which the Nazis promoted social unity and suppressed individuality?

Can you evaluate the extent to which German citizens conformed to or resisted Nazi ideals?

11. How did Nazi ideology shape public perceptions of "the enemy"?	Red	Amber	Green

Are you able to explain Nazi racial beliefs and the concept of "Aryan superiority"?

Can you identify propaganda tactics used to promote fear and hatred toward Jews and other minorities?

Can you analyse the impact of these beliefs on Nazi policies and German society?

12. In what ways did the Nazi state implement its vision of a "pure" society?	Red	Amber	Green

Can you describe Nazi eugenics policies and their consequences?

Are you able to explain the methods used to marginalize and eliminate those deemed "unfit"?

Can you evaluate the effects of these policies on German society and on the individuals targeted?

HOME LEARNING TASKS

Task Description	Done?
Use 'Look, Cover, Write, Check' to learn the Life in Nazi Germany Core Vocabulary	
Complete GCSE Pod Tasks 1-4 using the QR code at the top of the page	
Create a concept map focusing on four key areas of life in Nazi Germany – **Police State (SD, SS, Gestapo & Courts); Social life (Women, Youth and Minorities); Propaganda (culture, education); Economy**	
Exam style question: Explain how the Nazi Police State was able to develop control over the population.	
Exam style question: How useful is Source B for an enquiry into Nazi policies towards women.	

Source B: From a speech made by Joseph Goebbels in March 1933.

> German women! German men!
>
> The birth rate in Germany is rapidly declining so a major change is needed.
>
> We believe that German women must use their strength and abilities in different areas from men. Let me say this clearly: the first, best, and most suitable place for the woman is in the family. It is her most glorious duty to give children to her people and nation.
>
> The woman is the teacher of the youth, and therefore the builder of the foundation of the future. If the family is the nation's source of strength, the woman is at its centre.
>
> The best place for the woman to serve her people is in her marriage, in the family, in motherhood.

Exam style question: Study interpretations 1 and 2. They both give different view on Nazi policies towards women. What is the main difference between these interpretations?

Interpretation 1: From Weimar and Nazi Germany by J Hite and C Hinton, published in 2000.	Interpretation 2: From The History Learning Site, a history website. Hitler was very clear that women should bring up

Interpretation 1: From Weimar and Nazi Germany by J Hite and C Hinton, published in 2000.
The Nazis' attempts to drive women back into the home were not particularly successful. In fact, the number of women in all types of jobs increased, mainly due to the work opportunities created by the economic recovery. By 1936, more workers were needed in agriculture and industry in Germany and by 1939 this shortage of workers was a serious problem. This led to more women returning to work. Overall, the Nazis took a cautious approach to the employment of women and only a few women were actually forced out of jobs.

Interpretation 2: From The History Learning Site, a history website. Hitler was very clear that women should bring up children at home while their husbands worked. Schools taught girls from a young age that all good German women should get married and have children. 800,000 couples accepted loans offered as part of the Law for the Encouragement of Marriage. Women were not expected to work in Nazi Germany. Within months of Hitler coming to power, many female doctors and civil servants were sacked, followed by female teachers and lawyers. By 1939, very few women were in full-time work.