

Knowledge Organiser

Core Subjects
Year 10

Term 5
2024/25



The Abbey
School

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Subject: English
Topic: An Inspector Calls

Context:

1910s	Area of focus	1940s
Very rigid structure. The upper, middle and working classes were clearly divided.	Class System	A less rigid structure. The class system was unimportant during the war as people had to pull together.
Due to industrialisation (rapid development of cities and industry), more people were moving into cities and forced to live and work in horrible conditions. There was an increase in strikes.	Working Conditions for the Poor	Since the working class suffered so much in factories, they established many trade unions and became heavily involved in politics. Working conditions improved drastically.
Women had fewer rights than men. They had to listen to their husbands, tend to household work. Life for lower-class women was worse as they could be seen as cheap labour	Women's Rights	WWW1 and WW2 proved to be the turning point for women's rights. As men went to war, women became valuable in fields and factories at home. By 1928, through the suffragette movement, women were allowed to vote. They also became more independent and respected.

BIG QUESTIONS

- Who was J.B Priestley?
- What is capitalism and socialism?
- Who are the Birlings?
- How does Priestley use dramatic irony to make Mr. Birling unlikeable?
- What do we learn about Mr. Birling through his early speeches?
- Who is the Inspector?
- How does Mr Birling know Eva Smith?
- Who is Sheila?
- How does Sheila know Eva Smith?
- How is responsibility shown in Act 1?
- How does Gerald know Eva Smith?
- What is Mrs Birling relationship with Sheila like?

Key Themes:

- Age
- Social Responsibility
- Time
- Gender
- Inequality
- Class

Plot

Act 1

The Birlings are celebrating the upcoming marriage of Sheila Birling to Gerald Croft.

An Inspector arrives claiming that a young woman called Eva Smith has just committed suicide.

Eva was employed by Mr Birling and was fired unfairly. She was then taken on by a shop, Millwards, where Sheila used her influence and got Eva fired too.

Sheila feels terrible remorse.

Act 2.

Gerald admits that he used Eva as a mistress and leaves upset.

Mrs Birling was also involved by refusing to give Eva (now pregnant), any money when she came to beg for charity. Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite.

Key Vocabulary:

Capitalism - an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

Socialism - a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.

Social Responsibility - being socially responsible means acknowledging accountability for the impact of one's choices on the larger world.

Dramatic Irony – when an audience know something about a situation in a play that the characters do not.

Edwardian - relating to or characteristic of the reign of King Edward VII.

Provincial - Having opinions and ideas that are old fashioned and simple.

Portentous - Serious and trying to be very important. Shows arrogance and conceit.

Prosperous - Successful, usually by earning a lot of money. Rich and wealthy.

Inequality – unfair treatment where some people have more rights and better opportunities than other people e.g. social inequality.

Class - the system of ordering a society in which people are divided into sets based on perceived social or economic status.

Politics – the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power.

Key Quotations

- *The lighting should be pink and intimate until the inspector arrives, and then it should be brighter and harder – **stage directions at beginning.***
- “Arthur, you shouldn’t be saying such things-” – **Mrs Birling (Act 1)**
- (half serious, half playful) “Yes – except for last summer, when you never came near me” – **Sheila (Act 1)**
- “men with important work to do sometimes have to spend nearly all their time and energy on their business. You’ll have to get used to that, just as I had.” – **Mrs Birling (Act 1)**
- “You’re squiffy” – **Sheila, to Eric (Act 1)**
- “Germans don’t want war. Nobody wants war.” – **Mr Birling (Act 1)**
- “– and unsinkable, absolutely unsinkable” – **Mr Birling (Act 1)**
- “there’s a fair chance that I might find my way into the next Honours List. Just a knighthood, of course.” – **Mr Birling (Act 1)**
- *He creates at once an impression of massiveness, solidity, and purposefulness... ..has a disconcerting habit of looking hard at the person he addresses before actually speaking – **stage directions Act 1.***
- “what happened to her afterwards may have driven her to suicide. A chain of events.” – **Inspector Goole (Act 1)**
- “We often do on the young ones. They’re more impressionable.” – **Inspector Goole (Act 2)**
- “Girls of that class-” – **Mrs Birling (Act 2)**
- “Women of the town?” – **Mrs Birling (Act 2)**
- “You and I aren’t the same people who sat down to dinner here.” – **Sheila (Act 2)**
- (massively) “Public men, Mr Birling, have responsibilities as well as privileges.” – **Inspector Goole (Act 2)**
- “Don’t stammer and yammer at me again.” – **Inspector Goole (Act 2)**

Homework Links

[GCSE Learning and Revision | GCSEPod](#)

Week 1: Write a description of the image.

Week 3: Write a story including a flashback.

Week 5: Quotation revision and test using the Knowledge Organisers.

Subject: English
Topic: An Inspector Calls

Context:

BIG QUESTIONS

- How does Mrs Birling know Eva Smith?
- How does Mrs Birling see herself differently to reality?
- How does Gerald present himself differently to reality?
- How does Eric know Eva Smith?
- What is Eric's purpose in the play?
- How does the Inspector present Priestley's message in his final speech?
- How do the final speeches of the characters show their change?
- What are the most significant themes of the play?
- What are the key symbols in the play?

Plot

Act 2

Gerald admits that he used Eva as a mistress and leaves upset.

Mrs Birling was also involved by refusing to give Eva (now pregnant), any money when she came to beg for charity. Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite.

Act 3

Eric admits that he is the father of Eva's child. He feels terrible for what he has done. The Inspector leaves and they are all shocked. Gerald returns and informs the Birling's that there is no Inspector Goole working at the local police station.

A phone call confirms this. However, the final lines in the play state that a girl has just died and they are all to be interviewed by an inspector.

1910s	Area of focus	1940s
There was no welfare system to help the working-class.	Welfare System	After they were elected in 1945, the Labour government established a 'cradle-to grave-' program to support people, including a tax-funded National Health Service in 1948.
Due to industrialisation, people were earning more money and becoming more selfish as a result. It was a capitalist society.	UK's Political Culture	Due to the hardships experienced during the 1930s (Great Depression) and 1940s(WW11), people were eager to change their government policies. Socialism was on the rise.

Concepts:

Blame and Responsibility:

Who is to blame for Eva's death? Each of the Birlings contribute to a chain of events leading to the destruction of Eva Smith.

Morality and Legality:

What are the moral and legal laws of the society depicted in the play?

Class Politics:

How do the beliefs of capitalism and socialism collide in the play? Which characters are representative of which political allegiance?

Prejudice:

What are the prejudices held by the Birlings? What are their views regarding class and status? How do they act on these prejudices, and what are the consequences?

Young v Old:

What differences are evident between the younger and older generation? They react and behave differently throughout the play – why? What are their attitudes towards each other? What do they learn? Which characters change, and how?

Key Vocabulary:

Capitalism - an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

Socialism - a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.

Social Responsibility - being socially responsible means acknowledging accountability for the impact of one's choices on the larger world.

Blame – responsibility for a fault or wrong.

Responsibility – the state or fact of being accountable or to blame for something.

Morality – principles concerning the distinction between right and wrong or good and bad behaviour.

Legality – the quality or state of being in accordance with the law.

Politics – the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power.

Prejudice – preconceived opinion that is not based on reason or actual experience.

Generation - all of the people born and living at about the same time, regarded collectively.

Key Quotations

- “We often do on the young ones. They’re more impressionable.” – *Inspector Goole (Act 2)*
- “Girls of that class-” – *Mrs Birling (Act 2)*
- “Women of the town?” – *Mrs Birling (Act 2)*
- “You and I aren’t the same people who sat down to dinner here.” – *Sheila (Act 2)*
- (massively) “Public men, Mr Birling, have responsibilities as well as privileges.” – *Inspector Goole (Act 2)*
- “Don’t stammer and yammer at me again.” – *Inspector Goole (Act 2)*
- “There’ll be plenty of time, when I’ve gone, for you all to adjust your family relationships.” – *Inspector Goole (Act 3)*
- (unhappily) “Look, Inspector – I’d give thousands – yes, thousands-” – *Mr Birling (Act 3)*
- “There are millions and millions of Eva Smiths and John Smiths still left with us – *Inspector Goole (Act 3)*
- We don’t live alone. We are members of one body. We are responsible for each other – *Inspector Goole (Act 3)*
- “if men will not learn that lesson, then they will be taught in fire and blood and anguish.” – *Inspector Goole (Act 3)*
- “If all that’s come out tonight is true, then it doesn’t much matter who it was who made us confess.” – *Sheila (Act 3)*
- “Whoever that chap was, the fact remains that I did what I did. And Mother did what she did. And the rest of you did what you did to her – *Eric (Act 3)*

Homework Links

[GCSE Learning and Revision | GCSEPod](#)

Week 1: Write a description of the image.

Week 3: Write a story including a flashback.

Week 5: Quotation revision and test using the Knowledge Organisers.

Subject: English (Term 1)

Topic: A Christmas Carol by Charles Dickens



A Christmas Carol was written by Charles Dickens in 1843

BIG QUESTIONS

1. What was life like in London in the 19th century?
2. How is Scrooge introduced at the start of the novella?
3. How is Fred's character different to Scrooge?
4. How does Scrooge present some of the problems with the upper class?
5. Why does Marley's ghost appear to Scrooge?
6. How is the Ghost of Christmas Past presented?
7. What is significant about the memories the Ghost of Christmas Past shows Scrooge?
8. Why does Dickens include Belle?
9. Which of the events Scrooge is shown makes you feel the most sympathy for him?
10. How is the Ghost of Christmas Present introduced to us?
11. What is significant about the scenes the Ghost of Christmas Present passes?
12. How are the Cratchits presented?

Context

Charles Dickens – Charles Dickens was born in 1812 and spent the first years of his life in Kent, England. At 9, he moved to London. At 12, his father was sent to debtors' prison for racking up huge debts, and Dickens was given a painful job labelling bottles near the prison. He found this period in his life hellish. Many of his works are about social hardships and inequalities.

The Victorian Era – The Victorian era describes the period in which Queen Victoria sat on the English throne – between 1837 and 1901 (most of Dickens' life). Whilst this was a time of industrial revolution, it was also an extremely harsh time to live, and the differences between the lives of the richest and the poorest were exacerbated. The Victorian era was a period of great change. In this time, the population of England doubled – from 16.8 million 1851 to over 30 million in 1901.

Workhouses – A workhouse was a place where a person went if they could not afford to financially support themselves and their families. Men, women and children (mostly orphans) lived and worked in the workhouses, which were very crowded – making living conditions unhealthy and unpleasant. People slept in dormitories, where disease was easily spread. In A Christmas Carol, Scrooge voices his support for workhouses.

Plot

Stave 1 - On a foggy Christmas Eve, Scrooge is working in his counting house with his clerk, Bob Cratchit. Scrooge's cheerful nephew, Fred, enters, inviting Scrooge to Christmas party, but he declines. After he leaves, two gentlemen enter, asking if Scrooge is willing to make a charitable donation to the poor. Scrooge again declines. He begrudgingly gives Bob Cratchit the day off. Scrooge follows his usual routine on the way home. At home, he sees the ghost of his old business partner (Jacob Marley) in the knocker. Marley is in chains as punishment for his selfishness and greed when living. He says that he seeks to save Scrooge from the same fate, and so Scrooge will be visited by 3 ghosts.

Stave 2 - Scrooge is confused to wake at midnight, as it was after 2am when he went to sleep. At one o'clock, Scrooge is visited by a strange child-like figure – The Ghost of Christmas Past. The ghost takes Scrooge back to where he was raised – Scrooge is touched by memories of his childhood. He sees himself as a schoolboy spending Christmas alone, being visited by his sister, being at a party held by his old boss, Fezziwig, and with his old partner Belle, who is ending their engagement due to his greed. He sees Belle in a more modern time, with her husband, discussing how Scrooge is now 'quite alone in the world.' Scrooge is upset by the visions, and begs with the ghost to take him back home.

Stave 3 - The bell strikes one, and Scrooge is awake again. At quarter past one, he finds the Ghost of Christmas Present waiting for him. He is a majestic jolly giant, and sits on a mountain of food. The spirit takes Scrooge to the bustling streets on Christmas morning, where passers-by joyfully greet each other. The spirit then takes Scrooge to the home of Bob Cratchit, where the family savour the Christmas that they can afford. Their visibly-ill son, Tiny Tim, is cheery despite his ailments. Scrooge begs to know whether he will survive. They also visit Fred's Christmas party, which Scrooge enjoys. Eventually, Scrooge is brought to a vast expanse, where two sickly children, 'Want' and 'Ignorance' emerge. When Scrooge asks if there is anything that can be done, the spirit mocks his prior selfishness.

Key Quotations

Stave 1: 'as solitary as an oyster' 'as hard and sharp as flint' 'squeezing, wrenching, grasping, covetous old sinner' 'tight-fisted hand at the grindstone' 'no warmth could warm, no wintry weather chill' "I have always thought of Christmas as a good time, a kind, forgiving, charitable, pleasant time" "Don't be angry Uncle. Merry Christmas!" "Are there no prisons? Are there no workhouses?" 'decrease the surplus population' 'Old Marley was as dead as a door-nail' "I wear the chain I forged in life...I made it link by link, yard by yard, and of my own free will I wore it" 'The chain was made up of cash boxes, ledgers, heavy purses' "Mankind was my business! [...] The deals of my trade were but a drop in the comprehensive ocean of my business"

Stave 2: 'like a child: yet not so like a child as like an old man' 'from the crown of its head there sprung a bright clear jet of light' "would you so soon put out, with worldly hands, the light I give. Is it not enough that you are one of those whose passions made this cap," "Rise. And walk with me." 'a solitary boy neglected by his friends' 'lonely boy sitting by a feeble fire' "Why, it's old Fezziwig! Bless his heart; it's Fezziwig alive again!" "The happiness he gives, is quite as great as if it cost a fortune" "Our contract is an old one" "Another idol has displaced me" "A golden one" "I have seen your nobler aspirations fall off, until the master passion, Gain engrosses you" "Leave me! Take me back. Haunt me no longer!"

Stave 3: 'there sat a jolly Giant, glorious to see, who bore a glowing torch, in shape not unlike Plenty's horn, and held it up, high up, to shed its light on Scrooge' 'free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air' "if you have aught to teach me, let me profit by it" 'his threadbare clothes darned up and brushed, to look seasonable' 'Alas for Tiny Tim, he bore a little crutch, and had his limbs supported by an iron frame' "he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see" 'Such a bustle ensued that you might have thought a goose the rarest of all birds; a feathered phenomenon' 'Mrs Cratchit entered -- flushed, but smiling proudly -- with the pudding, like a speckled cannon-ball' "I see a vacant seat [...] in the poor chimney-corner, and a crutch without an owner, carefully preserved. If these shadows remain unaltered by the Future, the child will die" "If he be like to die, he had better do it, and decrease the surplus population" 'the ghost grew older, clearly older' 'From the foldings of its robe, it brought two children; wretched, abject, frightful, hideous, miserable' "This boy is Ignorance. This girl is Want."



Key Vocabulary (concepts/themes)

Greed and Selfishness – Characters such as Scrooge represent the selfish middle classes, who sought to amass, rather than share their wealth. Jacob Marley demonstrates the burden that such a selfish life will inevitably bring. Through these characters and the events of the novel, Dickens criticises how wealth had become associated with the root of happiness, at the expense of close relationships and goodwill.

Divisions– Divisions are evident throughout the novel, as those with power and money seek simply to exert and recycle their advantages over those without (rather than aiding them). The book shines a light on the plight faced by poor families such as the Cratchits, which demonises the negative attitudes towards the poor held by the rich.

Homework Links

Your homework this term will be creative writing, based loosely around the novella.

Check out BBC Bitesize for writing skills to help you with this: <https://www.bbc.co.uk/bitesize/topics/zpyg6fr>

Subject: English (Term 2)
Topic: A Christmas Carol by Charles Dickens

A Christmas Carol was written by Charles Dickens in 1843

BIG QUESTIONS

13. What is the significance of Tiny Tim?
14. Why does the Ghost of Christmas Present take Scrooge to the party?
15. How do Ignorance and Want present the problems in society?
16. How is the Ghost of Christmas Yet to Come presented to us?
17. How has the tone of the novella shifted with the Ghost of Christmas Yet to Come?
18. How does Dickens build tension through the events the Ghost of Christmas Yet to Come shows Scrooge?
19. How does Dickens change the Cratchits to alter Scrooge?
20. How is the end of Stave Four effective?
21. Is Scrooge's change admirable or self-serving?
22. What becomes of Scrooge?
23. How does Dickens present the change in Scrooge's character?
24. How does Dickens present the importance of family?

Context

Class Divides – Despite industrial changes altering the social landscape, there were still relatively distinct social classes in operation: the nobility, upper class, the middle class, and the working class. Life was terrible for the poorest; lack of money resulted in a negligible food supply. For some working families, money was so tight that they required their children to work in order to survive.

Health and Medicine – Healthcare was more of a luxury at the time, and medicine was nowhere near as advanced today. Many diseases were rife, and childbirth and poverty were very real dangers to people living in the era. As a result, a middle class person may expect to live to 45 at the time, whereas a working class person would have been lucky to have lived half that time. In A Christmas Carol, the restrictions in healthcare are evident in Tiny Tim's continued suffering.

Christmas – We now associate Christmas as being a time of seasonal goodwill, love and friendship. However, before the Victorian era, when writers such as Dickens spread these messages through their novels, there was no Santa Claus, Christmas cards, and no holidays from work! Christmas Day was a far more low-key affair. Writers such as Dickens encouraged middle-class families to share their wealth and act selflessly.

Plot

Stave 3 - The bell strikes one, and Scrooge is awake again. At quarter past one, he finds the Ghost of Christmas Present waiting for him. He is a majestic jolly giant, and sits on a mountain of food. The spirit takes Scrooge to the bustling streets on Christmas morning, where passers-by joyfully greet each other. The spirit then takes Scrooge to the home of Bob Cratchit, where the family savour the Christmas that they can afford. Their visibly-ill son, Tiny Tim, is cheery despite his ailments. Scrooge begs to know whether he will survive. They also visit Fred's Christmas party, which Scrooge enjoys. Eventually, Scrooge is brought to a vast expanse, where two sickly children, 'Want' and 'Ignorance' emerge. When Scrooge asks if there is anything that can be done, the spirit mocks his prior selfishness.

Stave 4 - Scrooge is approached by a hooded phantom. The spirit is silent, and Scrooge is terrified by him. Scrooge pleads with him to provide his next lesson. The ghost takes him to the stock exchange, where men discuss the accounts of a rich man, a dingy pawn shop, where the rich man's stolen goods are being sold, and the Cratchit household, where the family struggles with the death of Tiny Tim. Scrooge is then taken to a freshly dug grave in a graveyard. The gravestone reveals that it is his own grave. Appalled, Scrooge begs with the spirit to give him another chance to show that he has learnt his lesson. The phantom begins to tremble and disappears, and once again Scrooge finds himself in the relative safety of his own bed.

Stave 5 - Scrooge realises that he has been returned to Christmas morning, and is utterly overjoyed. He pays the first boy that he meets a huge sum to deliver a great big turkey to Bob Cratchit's household. He bumps into the gentlemen collecting for charity, apologises for his prior behaviour, and promises to donate lots of money to the poor. He attends Fred's party and is so happy and kind that the other guests can barely believe his behaviour. The next morning, he pretends to scold Bob Cratchit for arriving late, before promising to give him a large raise and to care for his family. As time passes by, he stays true to his word – he helps the Cratchits and becomes like a second father to Tiny Tim, who does not die. Scrooge brings Christmas cheer to every day, and shrugs off the doubts that others have about his changed behaviour. The narrator concludes by suggesting that Scrooge's changed attitude and behaviour should be shared by everyone.

Key Quotations

Stave 3: 'there sat a jolly Giant, glorious to see, who bore a glowing torch, in shape not unlike Plenty's horn, and held it up, high up, to shed its light on Scrooge' 'free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air' "if you have aught to teach me, let me profit by it" 'his threadbare clothes darned up and brushed, to look seasonable' 'Alas for Tiny Tim, he bore a little crutch, and had his limbs supported by an iron frame' "he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see" 'Such a bustle ensued that you might have thought a goose the rarest of all birds; a feathered phenomenon' 'Mrs Cratchit entered -- flushed, but smiling proudly -- with the pudding, like a speckled cannon-ball' "I see a vacant seat [...] in the poor chimney-corner, and a crutch without an owner, carefully preserved. If these shadows remain unaltered by the Future, the child will die" "If he be like to die, he had better do it, and decrease the surplus population" 'the ghost grew older, clearly older' 'From the foldings of its robe, it brought two children; wretched, abject, frightful, hideous, miserable' "This boy is Ignorance. This girl is Want."

Stave 4: 'The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery' 'Scrooge feared the silent shape so much that his legs trembled beneath him' "Spirit...I see, I see. The case of this unhappy man might be my own. My life tends that way, now" ' Bob held his withered little hand in his, as if he loved the child, and wished to keep him by his side, and dreaded that he might be taken from him' ' Still the Ghost pointed downward to the grave by which it stood' "Spirit!" he cried, tight clutching at its robe, "hear me. I am not the man I was" "I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future"

Stave 5: "I am as giddy as a schoolboy" "Not a farthing less. A great many back payments are included in it" "Let him in! It is a mercy he didn't shake his arm off." 'Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father'

Key Vocabulary (concepts/themes)

Transformation – Physical transformations are evident throughout A Christmas Carol, as objects, settings, and characters appear and vanish under the manipulation of the ghosts. Spiritual transformations take place too, as the reader witnesses a lonely boy's transformation into an embittered old man, and the efforts made to transform his character to reconnect with those around him.

Time – Time is stretched by the ghosts – the events that Scrooge experiences appear to have taken days, and yet all takes place in the space of one night. A race against time is also taking place, as the spirits work to prevent Scrooge (and in turn, Tiny Tim) from experiencing their fateful demise. The reader is taught to value the time that we have, and use it to spread happiness to others.

Five Staves – The story is set out in five Staves – a structure that mimics musical organization – the opening sets the scene, the middle is the turning point, and the last stave concludes.

The Number 3 – Scrooge is visited by 3 ghosts of Christmas: Past, Present, and Yet to Come. This is a common feature in magical fairy stories: e.g. 3 wishes, 3 choices etc. This adds to the mystical feel of the novella

Homework Links

Your homework this term will be creative writing, based loosely around the novella.

Check out BBC Bitesize for writing skills to help you with this: <https://www.bbc.co.uk/bitesize/topics/zpyg6fr>

Subject: English

Topic: Power and Conflict Poetry

BIG QUESTIONS

For all of poems the student will need to answer these two big questions:

Question 1

How does [poet's name] present power/conflict through their choice of language, structure and form in [poem]?

Question 2

What is [insert poem] about?

Ozymandias Percy Shelley

Context

- Shelley wrote at a time of great interest in classical antiquity: the poem was written in 1817, inspired by a new British Museum statue of a Pharaoh (King) from Ancient Egypt
- Shelley was a revolutionary and believed in the overthrow of the British ruling class
- Shelley was a Romantic poet

Summary

An unnamed narrator recounts his conversation with a traveller from an 'antique land', who tells him about a broken statue of Ozymandias in the desert. Ozymandias had been a great ruler, the 'king of kings,' but now only this statue remains. The poem explores the idea that power doesn't last forever, however strong it appears.

Key Quotations

- **'Boundless and bare'** – plives mock the ruin of a once mighty statue
- Semantic field of decay – **'wrinkled', 'shattered', 'lifeless', 'wreck'**
- Sibilance to emphasise nature's power – **'sands stretch far away'**
- **'Nothing beside remains'** – followed by caesura to mimic the isolation of the ruined statue

Power: i) the ability to affect others or events ii) a force exerted on others
Conflict: a serious disagreement or argument, often long, such as a war

London William Blake

Context

- Poem written in the 1790s
- May be in part a reaction to the Industrial Revolution (from 1760) which caused migration into London, overcrowding, and exploitation of a new labouring class.
- Blake was critical of the abuse of power by those in authority, including the monarchy ('blood down palace walls')
- Blake was a Romantic poet

Summary

An unnamed narrator (perhaps Blake himself) walks through streets in a poor area of 18th century London. He describes the misery he sees, highlighting how London is controlled by private individuals – 'chartered' – and that the most vulnerable in society are miserable and suffering.

Key Quotations

- Repetition of **'chartered'** – meaning owned privately
- Focus on the poor in society: **'chimney-sweepers cry'; 'hapless soldier'; 'youthful harlot'; 'new-born infant'**
- **'Mind-forged manacles'** – metaphorical chains that hold vulnerable people back
- **'Marriage hearse'** – metaphor suggesting a marriage can be a poverty trap for young women

Prelude William Wordsworth

Context
















- Wordsworth was a Romantic poet, and was also critical of the Industrial Revolution, which he saw as deadening the human spirit.
- Wordsworth was also Poet Laureate, so his work has national significance
- Poem is an extract from a book-length autobiographical work about Wordsworth growing up.

Summary

The poem describes Wordsworth's experience of taking a rowing boat out at night. He feels elated and powerful until he realises there are mountains surrounding him, at which point he becomes overwheled, rows back, and remains troubled for days afterwards. The poem describes the beauty and terror of nature's power

Key Quotations

- Personification of nature throughout: **'a huge peak, black and huge...upreared its head'; 'like a living thing...strode after me'**
- Oxymoron **'troubled pleasure'** – nature is both impressive and terrifying
- Semantic field of light – **'glittering', 'stars'**
- Ends with **'trouble to my dreams'**, indicating the lasting effects

<p>My Last Duchess Robert Browning</p> <p>Context </p> <ul style="list-style-type: none"> Browning published the poem in 1842. Browning's poetry often explores the unfairness of women's lives and the violence they experience at the hands of men. Browning was fascinated by the Italian Renaissance Focus on the painting reflects general Victorian interest in Renaissance culture <p>Summary </p> <p>The poem is a dramatic monologue from the viewpoint of the 16th Century Duke of Ferrara speaking to a messenger from a count to arrange his next marriage. Ferrara mentions a painting of his <i>last</i> Duchess whom he appears to have had murdered in jealous rage.</p> <p>Key Quotations </p> <ul style="list-style-type: none"> Possessive pronouns – 'my last Duchess' Archaic language – 'durst; will't'; to place the poem in a particular context Objectification of the Duchess 'such a one' Arrogance of Ferrara – 'my gift of a hundred years old name'; 'I choose/ Never to stoop' 'her looks went everywhere' – Ferrara's paranoia of his wife's infidelity or refusal to treat him as special. 	<p>Charge of the Light Brigade Alfred Lord Tennyson</p> <p>Context </p> <ul style="list-style-type: none"> The poem describes an historic battle during the Crimean War (1853-56) Tennyson was Poet Laureate at the time of the charge; poem was written for a national audience to commemorate the event, and was published in newspapers Tennyson's propaganda turned a military disaster into a cause for patriotic celebration <p>Summary </p> <p>Tennyson describes a famous event in The Crimean War where Britain and France fought against Russia. The 'noble six hundred' cavalymen of the 'Light Brigade' fulfilled a mistaken order to 'charge for the guns' of the enemy through a valley, with devastating consequences.</p> <p>Key Quotations </p> <ul style="list-style-type: none"> Personification of death to represent danger: 'mouth of Hell', 'valley of Death', 'jaws of Death' Sounds of conflict mimicked with onomatopoeia 'volley'd'; 'flushed' 'half a league, half a league' Alliteration brings pace and drama 'storm'd at with shot and shell' Rhetorical q.: 'when can their glory fade?' Imperative ordering the reader: 'Honour the charge they made' 	<p>Exposure Wilfred Owen</p> <p>Context </p> <ul style="list-style-type: none"> Owen fought and died in WW1, and is perhaps the most prominent WW1 poet in the popular imagination Poems were the only forum that soldiers effectively had to voice criticism Poem unique in the anthology as a personal recollection of conflict <p>Summary </p> <p>Owen describes a night in the trenches of WW1, waiting for the enemy to attack, commenting that the real enemy is in fact the weather. It also references the boredom of trench warfare, with long periods of inactivity – 'But nothing happens'.</p> <p>Key Quotations </p> <ul style="list-style-type: none"> 'Merciless iced east winds that knife us' – personification of nature as the enemy Inclusive use of 'we' shows that Owen is writing from the perspective of a group Tactile imagery and premonitions of death – 'pale flakes with fingering stealth' Visual imagery: 'twitching agonies of men' 'Love of God seems dying' – faith removed 	<p>Storm on the Island Seamus Heaney</p> <p>Context </p> <ul style="list-style-type: none"> Heaney was an Irish poet; letters in the title of the poem spell out STORMONT, the Irish assembly, where the representatives of the two opposing communities of Northern Ireland meet. This seems to be a reference to conflict in Northern Ireland known as 'The Troubles'. <p>Summary </p> <p>Heaney describes the experience of a community on an unnamed island battling the onslaught of the weather. The weather is presented as a military enemy.</p> <p>Key Quotations </p> <ul style="list-style-type: none"> Inclusive use of 'we' throughout Plosives 'blows full blast' Personification and personal effects of conflict 'pummels your house' Martial language: 'we are bombarded by the empty air' Oxymoron: 'exploding comfortably' 	<p>Bayonet Charge Ted Hughes</p> <p>Context </p> <ul style="list-style-type: none"> Hughes was Poet Laureate; Hughes wrote at a time when society was very critical of how soldiers were treated in WW1 'Bayonet Charge' relates the experience of a soldier 'going over the top': charging across no man's land to attack the enemy trenches. <p>Summary </p> <p>A nervous, inexperienced soldier experiences a fright response to the extreme terror of going over the top. He is jolted into action by seeing a hare on fire in front of him. He hurls himself into a personal battle for survival, with the personal and political reasons for fighting no longer mattering to him.</p> <p>Key Quotations </p> <ul style="list-style-type: none"> Verbs of physical difficulty in the first stanza – 'stumbling', 'lugged' Auditory imagery 'bullets smacking' Nature as a victim 'belly out of the air' Patriotism personified and weakened – 'patriotic tear...sweating like molten iron'; 'king, honour...dropped like luxuries' Indecision shown in the simile 'foot hung like/Statuary'
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Subject: English

Topic: Power and Conflict Poetry

BIG QUESTIONS

For all of poems the student will need to answer these two big questions:

Question 1

How does [poet's name] present power/conflict through their choice of language, structure and form in [poem]?

Question 2

What is [insert poem] about?

Remains Simon Armitage

Context

- Armitage is a contemporary British poet who interviewed war veterans about their experiences.
- British soldiers faced impossible situations in conflicts in Iraq and Afghanistan, with enemy soldiers hiding amongst civilians
- PTSD for veterans is a current issue

Summary

Armitage recounts the experience of an unnamed soldier 'sent out/to tackle looters'. 'All three of us open fire' and kill a looter, but it wasn't the 'end of story' – the narrator is haunted by guilt about what occurred and uses alcohol and drugs to deal with what he has experienced.

Key Quotations

- Inclusive use of '**we**'
- Impersonal language to avoid implicated colleagues '**somebody else**'
- Disdainful language – '**carted off**'; '**tosses his guts**'; '**this looter**'
- Alliteration and metaphor '**he's here in my head**' shows how the narrator can't get rid of his guilt
- '**His bloody life in my bloody hands**' – the phrase 'blood on my hands' suggests responsibility. Repetition of 'bloody' suggests the vivid nature of the images stuck in the soldier's mind.

Power: i) the ability to affect others or events ii) a force exerted on others
Conflict: a serious disagreement or argument, often long, such as a war

Emigrée Carol Rumens

Context

- Emigrée refers to a specifically female person who has left one country to live in another.
- Context of modern refugee crises and mass migrations in the Middle East and Africa caused by war and extremism.
- Relationship between migration and language – the narrator 'carried here' a 'child's vocabulary' is now banned

Summary

Rumens writes an imagined 1st person narrative of an 'emigrée' recollecting her childhood memories growing up in her country of birth. It appears that war and perhaps a group such as Islamic State have taken over, creating an oppressive environment. The narrator switches between fond memories and imagining what the country is like now.

Key Quotations

- Opening is almost like a fairy-tale – '**there was once a country**'
- Contrasts of light and darkness: country is always associated with '**sunlight**', the oppressors with darkness
- '**Branded**' – metaphor suggests the hold the country has over the emigrée in painful
- Personification of the country '**I comb its hair and love its shining eyes**'

Poppies Jane Weir

Context













- Commissioned by Carol Ann Duffy in 2009 for a set of poems to be published in *The Guardian*, giving women a voice about conflict
- Poem references Armistice Sunday, when memorials are held to remember the war dead and poppies are worn.
- Weir said she had Susan Owen – the mother of Wilfrid Owen (Exposure) – in mind when she wrote the poem.

Summary

1st person narration of a mother's experience of her son going to war. The poem relates her tending to his uniform as he leaves, and remembering the boy he was. After he has gone she walks to a graveyard and touches the names on the war memorial.

Key Quotations

- 'Plosives, martial language and metaphors– '**blockade/of yellow bias binding around your blazer**'
- Semantic pattern of damage – '**spasms**', '**grazed**', '**bandaged**'
- '**Steeled the softening**' – sibilance
- '**Playground voice**' – metaphor for youth

War Photographer Carol Ann Duffy	Kamikaze Beatrice Garland	Checking Out Me History John Agard	Tissue Imtiaz Dharker
<p>Context </p> <ul style="list-style-type: none"> • Poet Laureate • Relates the experiences of photographers such as Don McCullin. The photograph mentioned ('running children in nightmare heat') sounds like his Vietnam pictures. • References to modern conflicts all over the world, showing war is widespread 	<p>Context </p> <ul style="list-style-type: none"> • Japanese kamikaze pilots were sent on suicide missions during WW2 to crash their planes into enemy targets, normally ships. • Being honourable is a massive part of Japanese culture, and the shame of behaving dishonourably can lead to being disowned. 	<p>Context </p> <ul style="list-style-type: none"> • Agard is from Guyana, which used to be controlled by Great Britain. This meant that schoolchildren were taught about British figures from history. • Agard's poems normally deal with issues of race and identity • Poem is written in Agard's Guyanese dialect. ('dem tell me') 	<p>Context </p> <ul style="list-style-type: none"> • Dharker is from Pakistan; her poems normally deal with issues of identity or the search for meaning in everyday life • References to borders and the Koran influenced by issues in Pakistan • Tissue refers to paper and also to human (muscle) tissue.
<p>Summary </p> <p>Duffy describes a war photographer, 'finally alone', developing his pictures in the aftermath of visiting a conflict zone. The photographer finds the pictures difficult to look at, and his trembling hand suggests he suffers from PTSD. He is upset and defeated by the lack of response from public who see his pictures. Photographs taken on film (not digital) require a darkroom to develop, using chemicals to fix the image.</p>	<p>Summary </p> <p>The daughter of a kamikaze pilot explains how her father, unlike most of his comrades, turned back from the target and came home. The pilot faced immediate rejection from his wife and, in time, his children. She wonders whether he wished he had chosen to die that day as opposed to the 'death' of his life afterwards.</p>	<p>Summary </p> <p>Agard vents his frustration at not having been taught 'me own history'. Instead, he was taught about British history ('1066 and all dat') and culture. He feels 'blind[ed] to me own identity' because he doesn't understand his background. Agard references figures from black history to make his point. The poem is triumphant in tone, as the narrator finishes by claiming his own history for himself.</p>	<p>Summary </p> <p>Dharker reflects on the inherent power of paper: something that seems so flimsy has significance for families, countries and in everyday life. Paper is also an extended metaphor for life – fragile yet powerful. The message might be that if the borders and institutions of world countries were as fragile as paper or treated with more tenderness, then the world would be a happier place.</p>
<p>Key Quotations </p> <ul style="list-style-type: none"> • 'Spools of suffering' the alliteration highlights the metaphor, which shows the connection between the pictures and pain. • Colour imagery – 'red' light 'softly glows' suggests he is in an intimate, perhaps religious space • The metaphor 'half-formed ghost' suggests he is haunted by what he has seen. 	<p>Key Quotations </p> <ul style="list-style-type: none"> • 'Embarked at sunrise' – sense of hope; reference to Japanese battle flag too • 'One-way/journey into history' – suicide mission, pilot wasn't supposed to return • 'Cairns' – reference to death, may make the pilot reconsider • 'Translucent sea' – adjective could also mean the pilot looks into himself 	<p>Key Quotations </p> <ul style="list-style-type: none"> • Metaphor of being wounded without his own history 'bandage'; 'blind' • Opening anaphora of 'Dem tell me' – history is being 'told' by the faceless 'dem' • Adverb 'never' is repeated throughout – there was no place for black history in Agard's education • Toussaint L'Overture as a metaphorical 'thorn' 	<p>Key Quotations </p> <ul style="list-style-type: none"> • Tactile imagery reinforces status of paper – 'thinned', 'smoothed', 'stroked' • 'this/is what could alter things' – paper has the power to change • Weakness personified – 'they fall away' • Extended metaphor of 'tissue' as human – 'turned into your skin'; 'living tissue' • Possibilities – 'if buildings were paper'

BIG QUESTIONS:

What were the beliefs and ideas of those in Shakespeare's society?

What are the major plot points in 'Macbeth'?

What is the atmosphere like at the beginning of the play?

How are we introduced to Macbeth's character?

What do the Witches tell Macbeth and Banquo?

What is the relationship between Macbeth and Lady Macbeth like?

Why does Macbeth not want to go ahead with Duncan's murder and how does Lady Macbeth react?

What do Macbeth and Lady Macbeth do after the murder?

How does Duncan's murder affect the great chain of being?

How has Macbeth's state of mind changed/developed?

Why does Banquo's ghost appear to Macbeth?

Context (AO3)

- *Macbeth* was most likely written in 1606, early in the reign of James I. James was a patron of Shakespeare's acting company, and of all the plays Shakespeare wrote under James's reign, *Macbeth* most clearly reflects the playwright's close relationship with the sovereign.
- A Jacobean audience would have believed in **The Great Chain of Being**. The Great Chain of Being offers the idea that there is an order to everything and if this order is disrupted there will be chaos. The Great Chain of Being is a major influence on Shakespeare's *Macbeth*. Macbeth disturbs the natural order of things by murdering the king and stealing the throne.
- People were very superstitious and believed in witches and witchcraft. Evidence of a relationship with evil spirits **condemned** a suspect to death by hanging, burning or drowning.
- Society at the time was **patriarchal**. Women were viewed as the 'weaker sex' and their roles in society were limited because of this.

Act 1

Macbeth and Banquo are two Scottish noblemen who encounter three witches on a heath. The witches give them both predictions (prophecies). One of the predictions given to Macbeth comes true almost immediately. Macbeth writes a letter to Lady Macbeth who is excited by the news and summons evil spirits to give her the courage to commit murder. Macbeth arrives to announce that King Duncan is coming to spend the night in their castle.

Act 2

Macbeth has agreed to kill Duncan. Macbeth begins to hallucinate and has visions of a bloody dagger; this represents his conscience and the doubts he is having. He does however, go on to kill Duncan with some encouragement from his wife (Lady Macbeth). Duncan is found dead at dawn by Macduff. The King's sons (Donalbain and Malcolm) flee, fearing for their lives. In their absence, Macbeth is announced King.

Act 3

Banquo begins to suspect that Macbeth was involved in Duncan's murder. Macbeth fears Banquo and so he plans to have Banquo and his son, Fleance, murdered. Banquo is killed but Fleance escapes. The ghost of Banquo appears at a feast to haunt Macbeth. The guests become suspicious of Macbeth because of his violent reaction to a ghost only he can see.

BIG QUESTIONS:

How does Duncan's murder affect the great chain of being?

How has Macbeth's state of mind changed/developed?

Why does Banquo's ghost appear to Macbeth?

Who is Hecate?

What do the three apparitions tell Macbeth?

What happens to Lady Macduff and her son?

What is the relationship like between Malcolm and Macduff?

Which qualities are said to make a good King?

What becomes of Lady Macbeth?

What becomes of Macbeth?

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Act 4

Macbeth, filled with insecurity, returns to the witches and is given the final three apparitions:

- Beware of Macduff
- No man born of woman can harm Macbeth
- Macbeth shall never be beaten until Birnam Woods moves towards his castle (Dunsinane)

Macbeth also learns that Macduff has fled Scotland. He orders the execution of Macduff's wife and children.

Act 5

Lady Macbeth appears on stage sleepwalking, her mental health is deteriorating terribly. Lady Macbeth is consumed by her feelings of guilt which leads her to believe she can see blood on her hands that she is unable to wash away. Duncan's son Malcolm, backed by the English army and Macduff, approach Macbeth's castle. They cut down branches from the trees at Birnam Wood to disguise how big their army is (meaning Birnam wood moves). Macbeth says he fears no man as all men are born of women however, Macduff announces he was not born naturally but was 'ripped' from his mother's womb (through C-section). Macduff kills Macbeth and Malcolm becomes the next King of Scotland. Page 16 of 46

Key Quotes

1. *"Why do you dress me in borrowed robes"*
2. *"It is too full o' the milk of human kindness to catch the nearest way"*
3. *"Hie thee hither that I may pour my spirits in thine ear"*
4. *"Look like the innocent flower but be the serpent under't"*
5. *"Stars hide your fires, let not light see my black and deep desires"*
6. *"But now I am cabined, cribbed, confined, bound in to saucy doubts and fears"*
7. *"We have scotch'd the snake, not killed it"*
8. *"Out damned spot – out I say"*
9. *"My hands are of your colour but I shame to wear a heart so white"*
10. *"To be thus is nothing, but to be safely thus"*
11. *"Fair is foul and foul is fair"*
12. *"O, full of scorpions is my mind"*



The downfall of Macbeth and Lady Macbeth is caused by their fatal flaw: their ambition. Shakespeare's purpose could be to show the corrupting effects of ambition on individuals.



Shakespeare presents the theme of evil through various character's actions. Often these evil forces result in death or continued feuds.



A Jacobean audience would have been very interested in Macbeth due to the reoccurring theme of the supernatural.

Key Themes



Macbeth's false appearances enable him to proceed with his plan to kill Duncan and take the throne for himself.



Shakespeare shows that guilt is an inevitable consequence of committing unnatural acts. Guilt is presented through blood, sleeplessness and hallucinations.



Kingship is explored through Macbeth's own desire to become King and the plot is driven by the exploration of what makes a worthy King.

Homework Links

For your homework, we will be focusing on your creative writing.

Make sure you revise your GOMASSIVE techniques and use your Literacy Knowledge Organiser to help you.

Key Quotes

1. *"Why do you dress me in borrowed robes"*
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Maths Year 10 Term 5

Foundation - Right angled triangles (continued), Probability. Higher – Further Statistics

Term Focus

F - How do we calculate sides and angles for (right angle) triangles?

F - How do I describe and calculate probability for events?

F - How can we use diagrams to help us solve probability problems?

H - How do we visually represent the spread of data?

H - How do biologists predict the number of tigers left in the world?

Prior Learning Links

Foundation

12F - Understanding angles (acute, obtuse, and right) and triangle types (equilateral, isosceles, scalene, right-angled). Solving simple algebraic equations and rearranging formulas.

Knowledge of length and area units and their conversions.

13F - Understanding probability language and the scale from 0 to 1. Calculating the probability of a single event. Applying basic counting principles for simple events.

Distinguishing between experimental and theoretical probability. Listing possible outcomes of simple events.

Higher

Students need a solid foundation in basic statistics, including measures of central tendency (mean, median, and mode) and dispersion (range, interquartile range, standard deviation). They should be familiar with probability concepts and calculations, proficient in data handling (collecting, organizing, interpreting data), and understand various sampling techniques. Additionally, knowledge of correlation and regression analysis for examining relationships between variables is essential.

Future Learning Links

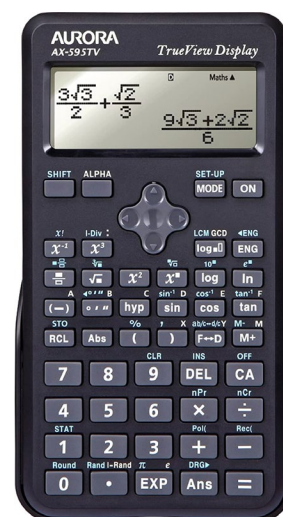
Foundation

12F - Essential for learning trigonometric ratios, coordinate geometry. It also applies to physics concepts like vectors and engineering design. These principles form the foundation for advanced calculus and are crucial for modelling and transformations.

13F - Crucial across disciplines: statistics for data analysis and inference; science and engineering for modelling and decision-making under uncertainty; economics for risk assessment; computer science for AI and algorithms; healthcare for risk evaluation; and more.

Higher

Covers advanced statistical methods crucial for studies in statistics, economics, and data science. Mastery enhances analytical skills, preparing students for roles in research, business analytics, and decision-making. Proficiency in these concepts is vital for exam success and careers in fields like healthcare, finance, and social sciences, supporting interdisciplinary connections and diverse career opportunities requiring statistical analysis.

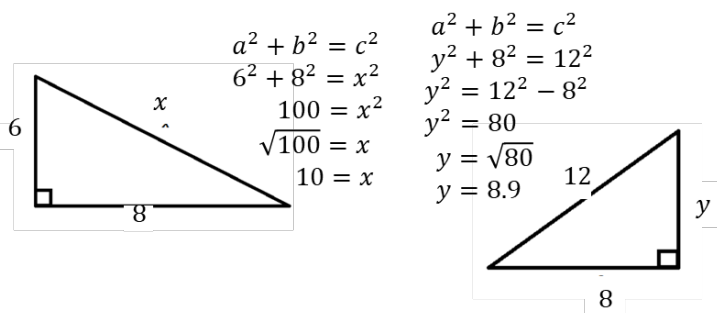


Literacy In Maths	Command Words
Evaluate ...	Work out and write your answer
Work out ...	Working out is required
Calculate ...	Working out is required. A calculator may be needed.
Solve ...	Work out the values
Prove ...	All working must be shown in steps to link reasons and values.
Expand...	Multiply 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.

1. How do I use Pythagoras' Theorem

Red Amber Green

Pythagoras' Theorem



Pythagoras' theorem and basic trigonometry both only work with **right angled triangles**.

Pythagoras' Theorem – used to find a missing length when two sides are known

$$a^2 + b^2 = c^2$$

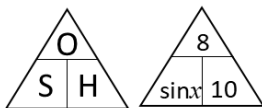
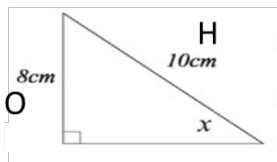
$$c^2 - b^2 = a^2$$

c is always the hypotenuse (longest side)

2. How do I solve trigonometry problems?

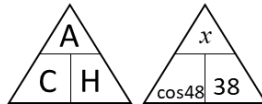
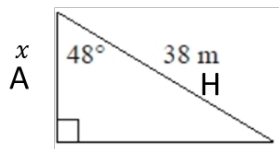
Red Amber Green

Using Trigonometry



$$\sin x = \frac{8}{10}$$

$$x = \sin^{-1}\left(\frac{8}{10}\right) = 53.1^\circ$$

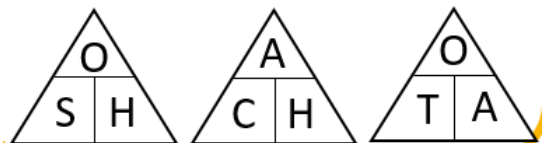


$$\cos 48 = \frac{x}{38}$$

$$x = 38 \times \cos 48 = 25.4m$$

Basic trigonometry SOHCAHTOA

used to find a missing side when you have one side and an angle or to find an angle when you have two sides.



3. What are the key terms I need to know in probability?

Red Amber Green

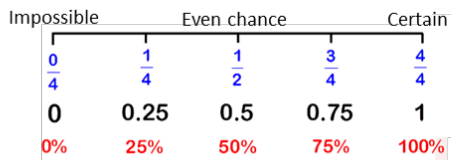
- Probabilities** can be written as a **fraction, decimal or a percentage** however we often work with fractions. You do not need to simplify your fractions in probabilities. All probabilities must **add to 1**.
- The probability of something **NOT** happening equals: $1 - (\text{probability of it happening})$
- Estimating** the number of times an event will occur Probability \times no. of trials
- Independent events** are events which do not affect one another.
- Dependent events** affect one another's probabilities. This is known as **conditional probability**.
- Mutually exclusive** - Two events are mutually exclusive if they can't happen at the same time.

$$\text{Probability} = \frac{\text{number of successful outcomes}}{\text{total number of possible outcomes}}$$

4. How do I calculate probabilities?

Red Amber Green

Probability scale:



There are only red counters, blue counters, white counters and black counters in a bag.

Colour	Red	Blue	Black	White
No. of counters	9	3	5	2

- What is the probability that a blue counter is chosen? $\frac{3}{19} = \frac{\text{number of blue}}{\text{total number of counters}}$
- What is the probability that red is **not** chosen? $\frac{10}{19} = \frac{\text{number of all other colours}}{\text{total number of counters}}$

There are only red counters, blue counters, white counters and black counters in a bag.

Colour	Red	Blue	Black	White
No. of counters	9	$3x$	$x-5$	$2x$

A counter is chosen at random, the probability it is red is $\frac{9}{100}$. Work out the probability it is black.

$$\begin{aligned} 9 + 3x + x - 5 + 2x &= 100 \\ 6x + 4 &= 100 \\ x &= 16 \end{aligned}$$

Number of black counters = $16 - 5$
= 11

Probability of choosing black = $\frac{11}{100}$

5. How do I use Venn Diagrams?

Red Amber Green

Key Concepts

Venn diagrams show all possible relationships between different sets of data.

Probabilities can be derived from Venn diagrams. Specific notation is used for this:

$P(A \cap B)$ = Probability of A **and** B

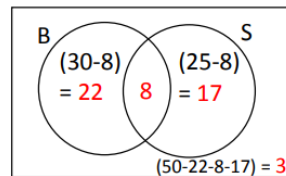
$P(A \cup B)$ = Probability of A **or** B

$P(A')$ = Probability of **not** 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:

$$\begin{aligned} \text{i) } P(A \cap B) &= \frac{8}{50} \\ \text{ii) } P(A \cup B) &= \frac{47}{50} \\ \text{iii) } P(B') &= \frac{20}{50} \end{aligned}$$

iv) The probability that a person with a sister, does not have a brother.
 $= \frac{8}{25}$

6. How do I use tree diagrams for probability?

Red Amber Green

Tree diagrams

- Tree diagrams are a visual way of representing and calculating probability.
- Each branch represents an outcome, with the probability of that outcome next to it.
- 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.

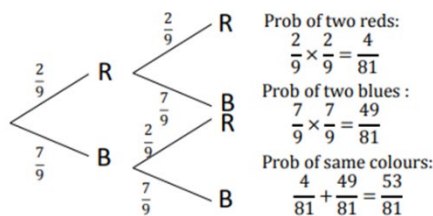
Examples

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.

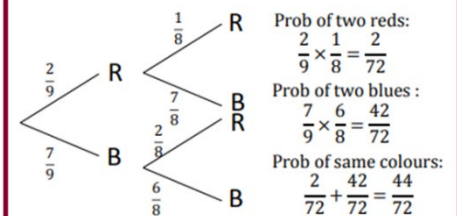


There are red and blue counters in a bag.

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.



7. What are the key terms I need to know for further statistics?

Red

Amber

Green

- ⊗ A **population** is the set of items that you are interested in.
- ⊗ A **census** is a survey of the whole population.
- ⊗ A **sample** is a smaller number of items from the population.
A sample of at least 10% is considered to be a good-sized sample.
- ⊗ In order to reduce **bias**, the sample must represent the whole population.
- ⊗ In a **random sample** each item has the same chance of being chosen.
- ⊗ To select a simple random sample draw names from a hat, generate random numbers on a calculator or use a table of random numbers.
- ⊗ A population may divide into groups such as age range or gender. These groups are called **strata** (singular **stratum**).
- ⊗ In a **stratified sample**, the number of people taken from each group is proportional to the group size.

A **cumulative frequency** graph shows a running total of frequency.

We can read the **median** and the **interquartile range** from this graph.

A **box plot** shows the distribution of data using **minimum**, **maximum**, **median** and **quartiles**.

A **Histogram** is a graphical representation of data consisting of rectangles whose **area is proportional to the frequency** of a variable and whose **width is equal to the group width**.

8. What are the different types of sampling?

Red

Amber

Green

Sampling:

When you are investigating a **hypothesis**, the **population** is the whole group that you are interested in.

Stratified Sampling

A population can be divide into different groups or 'strata'

The grouped frequency table shows information about the weights, in kilograms, of 20 students, chosen at random from Year 11.

Weight (w kg)	Frequenc y
$50 \leq w < 60$	7
$60 \leq w < 70$	8
$70 \leq w < 80$	3
$80 \leq w < 90$	2

There are 300 students in Year 11.

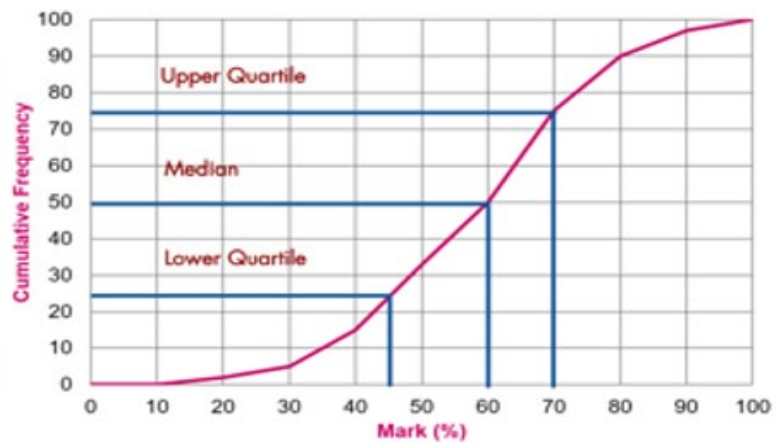
Work out an estimate for the number of students in Year 11 whose weight is between 50 kg and 60 kg.

$$\frac{7}{20} \times 300 = 105$$

9. How do I draw and use a cumulative frequency diagram

Red Amber Green

Mark	Freq	CF
$0 < x \leq 10$	0	0
$10 < x \leq 20$	4	4
$20 < x \leq 30$	1	5
$30 < x \leq 40$	10	15
$40 < x \leq 50$	17	32
$50 < x \leq 60$	18	50
$60 < x \leq 70$	24	74
$70 < x \leq 80$	16	90
$80 < x \leq 90$	6	96
$90 < x \leq 100$	4	100



Plot at the upper bound

Median and quartiles are found from the y axis:

Lower quartile = 25% of the way through the data
= 45

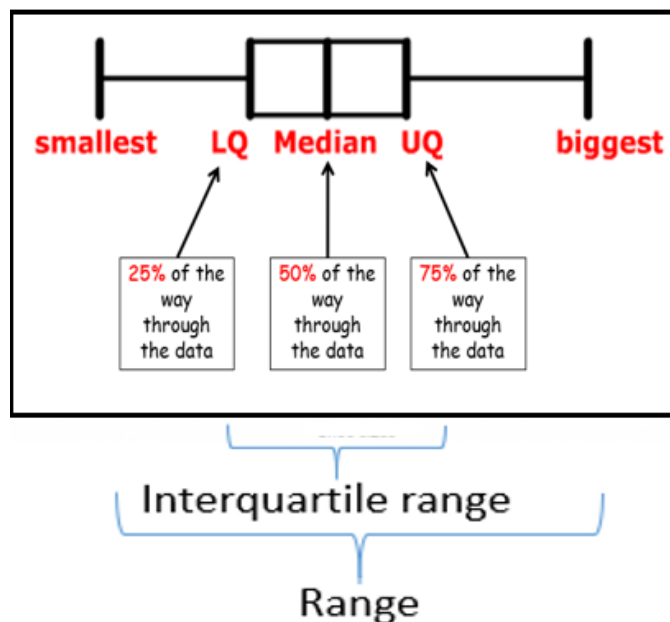
Median = 50% of the way through the data
= 60

Upper quartile = 75% of the way through the data
= 70

Interquartile range = $UQ - LQ$
= $70 - 45$
= 25

10. How do I draw a box plot?

Red Amber Green



11. How do we draw a histogram?

Red

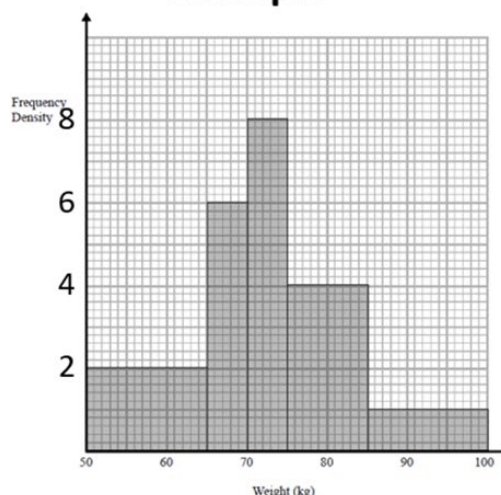
Amber

Green

A group of people are weighed and their results recorded. Below is their data. A histogram is used to represent this data.

Weight	Frequency	Frequency density
$50 < w \leq 65$	30	$30 \div 15 = 2$
$65 < w \leq 70$	30	$30 \div 5 = 6$
$70 < w \leq 75$	40	$40 \div 5 = 8$
$75 < w \leq 85$	40	$40 \div 10 = 4$
$85 < w \leq 100$	15	$15 \div 15 = 1$

Example



12. How do I use capture/recapture to estimate the size of a population?

Red

Amber

Green

Capture – Recapture: Method is used to estimate the size of a population

To estimate the size of the population N of an animal species:

- Capture and mark a sample size n .
- Recapture another sample of size M . Count the number marked (m).

$$\frac{n}{N} = \frac{m}{M}$$

$$\text{So, } N = \frac{n \times M}{m}$$

This is the capture–recapture method.

HOME LEARNING TASKS (Foundation)

Task Description

Done?

U385

U541

U904

U170

U164

U545

U283

U592

HOME LEARNING TASKS (Higher)

Task Description

Done?

U879

U837

U507

U642

U507

U182

U983

U814

U185

Biology Year 10 Block 3 –B5b The Endocrine System, B6a Inheritance, Variation and Evolution

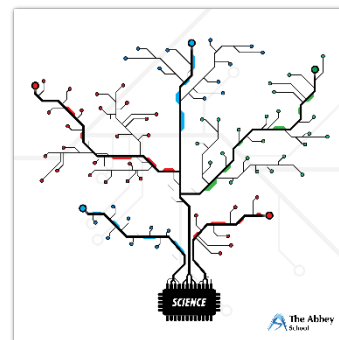
TERM FOCUS – Big Ideas

Prior Learning Links

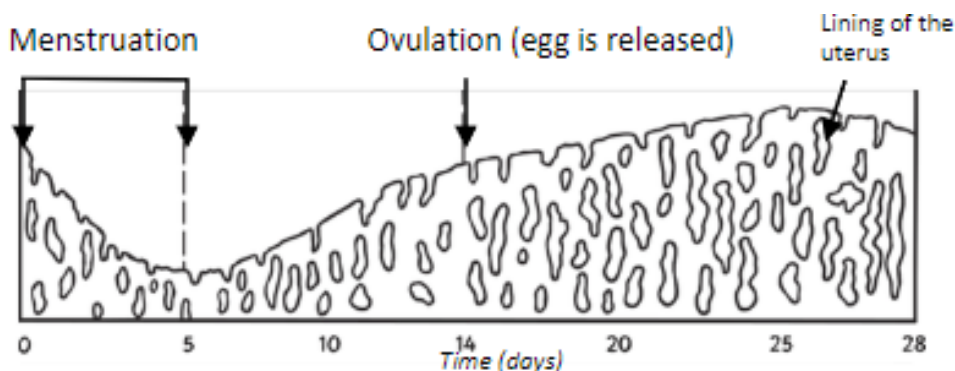
1. KS3 – Organelles that are found in living organisms (plant, animal, bacteria).
2. KS4 – Reaction time, body reacts to a stimulus.
3. KS3/4 – Factors that affect photosynthesis/plant growth.
4. KS4 – B2a – Organs, respiration, chemistry of food.

Future Learning Links

1. B7 – Ecology
2. B6a – Genes, reproduction.
3. GCSE required practical activities.



1. The Menstrual Cycle



Hormone	Function	Peak (day)
Follicle stimulating hormone (FSH)	Causes egg to mature	14
Luteinising hormone (LH)	Stimulates release of the egg	14
Oestrogen and progesterone	Growth and maintenance of uterus lining	10-20

- **Testosterone** is the male sex hormone
- **Oestrogen** is the female sex hormone
- **Testes** is where the male sex hormone is produced
- **Ovaries** is where the female sex hormone is produced

The menstrual cycle is the reproductive cycle in women, which – by convention – starts with a period (menstruation), if the woman is not pregnant.

Red Amber Green

Key terms/Definitions:

Follicle stimulating hormone (FSH)

Luteinising hormone (LH)

Oestrogen

Progesterone

Testosterone

Ovaries

Testes

2. Contraceptives

Contraceptives are used to **prevent pregnancy**.

Red Amber Green

Key terms/Definitions:

Two methods include:

- **Hormonal**
- **Barrier**

Examples of **hormonal**:

- Oral contraceptive pill
- Contraceptive implant

Examples of **non-hormonal contraception**:

- Condoms
- Abstinence
- Spermicidal gels
- Surgical sterilisation (vasectomy)

Ovulation:

- When a mature egg is released from the ovary during the menstrual cycle.

Fertilisation:

- The fusion of male and female gametes.

Implantation:

- The attachment of the fertilized egg to the wall of the uterus.

3. Increasing fertility

Red **Amber** **Green**

Advantages	Disadvantages
Gives men and women otherwise infertile the chance to have a child of their own.	Expensive – often the need to have numerous cycles
Increases the risk of multiple births	Success rates are low
Mature eggs collected can be fertilised and stored	Health risks for the mother
	Emotionally and physically stressful
	Multiple births increase the risk for premature births

In vitro fertilisation (IVF)

Hormones can be taken by women to increase fertility.

- The hormones FSH and LH can be injected to stimulate egg maturation and release.

Key terms/Definitions:

Follicle stimulating hormone (FSH)

Luteinising hormone (LH)

4. Adrenaline / Thyroxine

Red **Amber** **Green**

Thyroxine is a hormone released by the **thyroid gland**, which is found in the neck.

It plays an important role in regulating the basal metabolic rate — the speed at which chemical reactions in the body occur while the body is at rest. It is also important for loads of processes in the body, such as stimulating protein synthesis for growth and development.

Thyroxine is released in response to thyroid stimulating hormone (TSH), which is released from the pituitary gland.

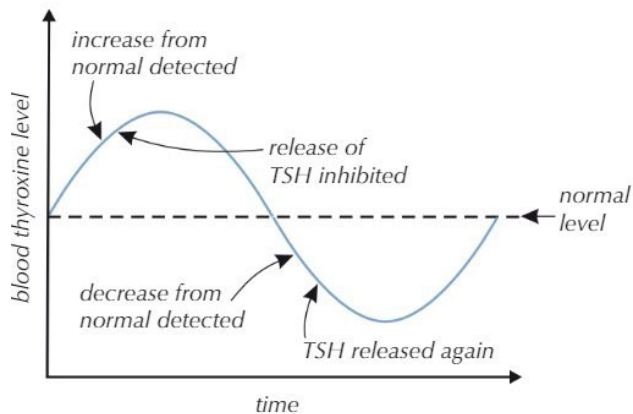
Key terms/Definitions:

Thyroxine:

- A hormone released by the thyroid gland (found in the neck)

Adrenaline:

- Hormone released by the adrenal glands (found above the kidneys)

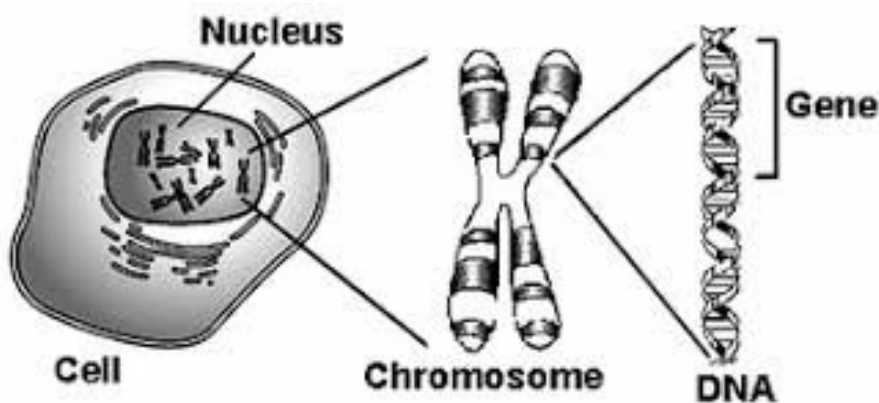


Adrenaline is a hormone released by the **adrenal glands** (found just above the kidneys — see the diagram on page 182).

It is released in response to stressful or scary situations. Your brain detects fear or stress and sends nervous impulses to the adrenal glands, which respond by secreting adrenaline. Adrenaline gets the body ready for 'fight or flight' by triggering mechanisms that increase the supply of oxygen and glucose to cells in the brain and muscles. For example, it increases heart rate.

5. DNA, genes and chromosomes

Red **Amber** **Green**



DNA

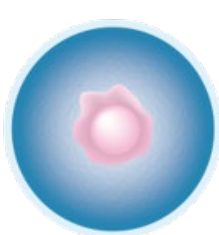
DNA is found within the nucleus of cells. DNA is stored as long tightly wound strands called chromosomes. DNA is a polymer made of two strands forming a double helix. On the DNA there are sections called genes which code for a specific sequence of amino acids.

Genome

The genome is the entire set of genetic material in an organism.

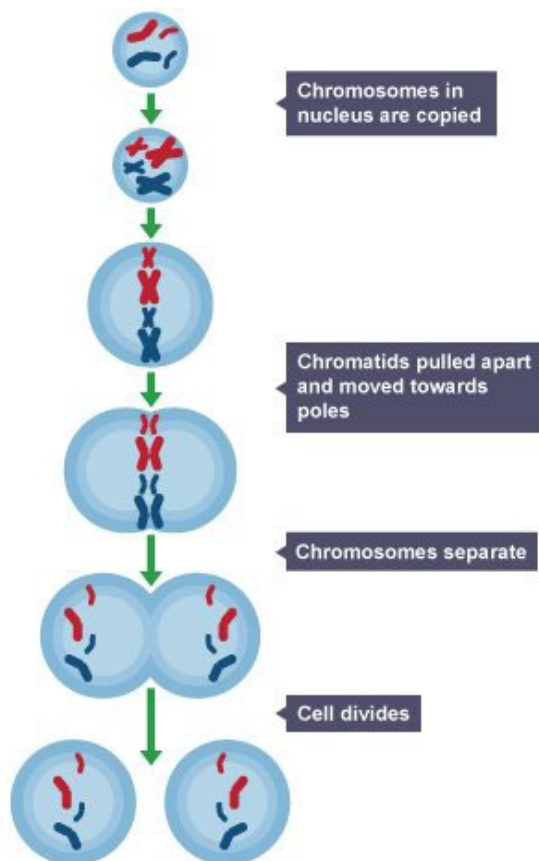
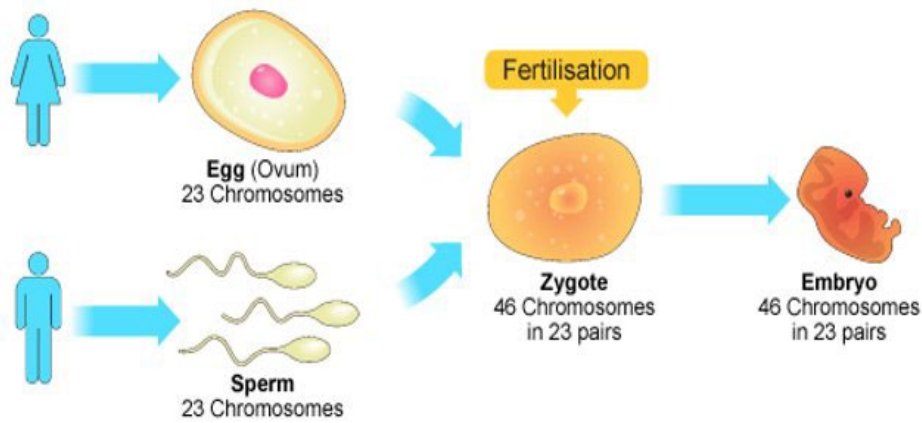
6. Reproduction

Red **Amber** **Green**



Gametes – Egg cell and sperm cell

Gametes - the name given to sex cells. These are specialised cells which contain half the number of chromosomes needed to make a healthy offspring. Sperm and Egg cells are human gametes and each gamete contains 23



individual chromosomes. Sperm cells are made in the testes and egg cells are made in the ovaries.

Sexual reproduction - Where two parents provide the genetic information. A unique offspring is created.

Fertilisation - The fusion of a sperm cell and egg cell nuclei.

Asexual reproduction - Where one parent provides all the genetic information. The offspring is an exact copy (clone) of the parent.

Mitosis
For an organism to reproduce asexually it must divide by mitosis.

First the chromosomes and cell organelles are copied, then the chromosomes are pulled to opposite sides of the cell (**mitosis**) and the nucleus divides.

Finally, the cytoplasm and cell membrane divides. Two identical 'daughter cells' are produced.

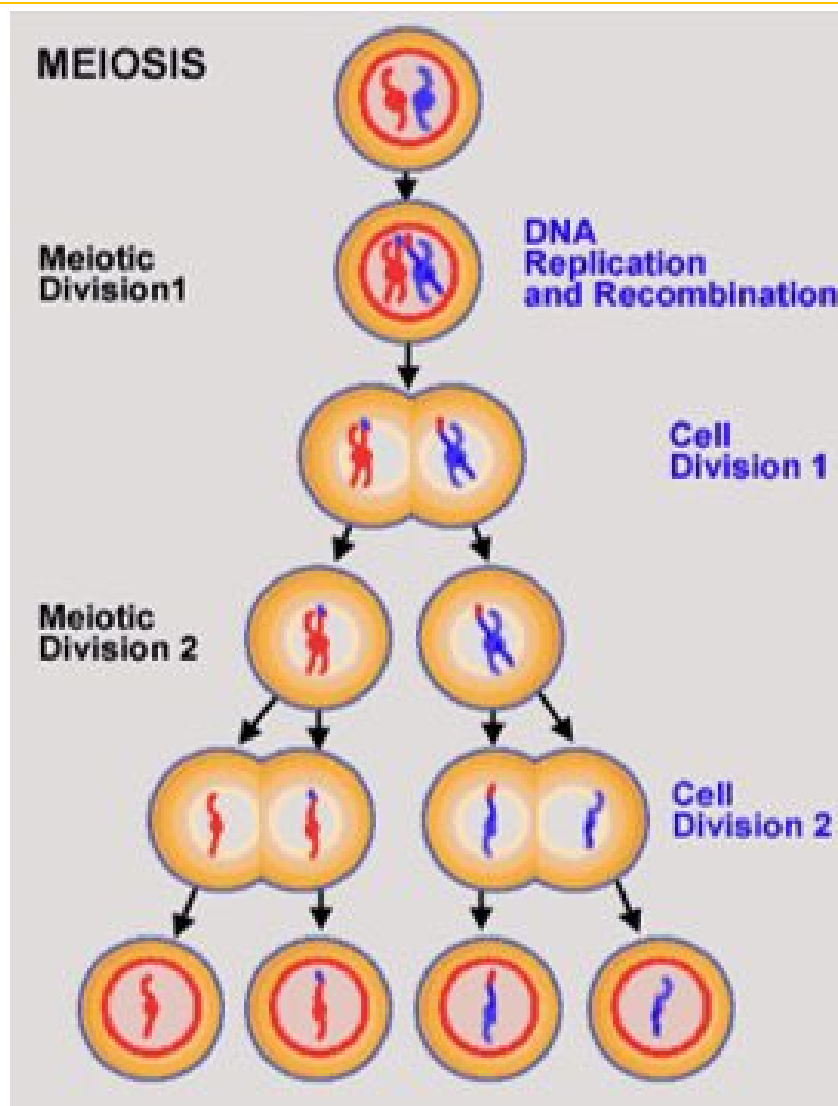
Mitosis happens in humans when a tissue grows or needs repairing, but we do not use it to reproduce.

7. Meiosis

Red **Amber** **Green**

Stages of Meiosis

1. The cell duplicates its genetic information.



2. Similar chromosomes pair up, genetic information is mixed, and the arms are pulled apart. The cell then divides into two (the first cell division).

3. The chromosomes line up again in the centre, there is more mixing of genetic information, and the chromosome arms are pulled apart. The two cells divide, producing 4 cells.

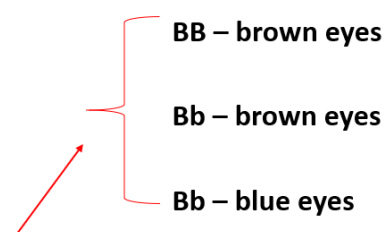
4. The end result is having four genetically different gametes, each with 23 individual gametes.

8. Genetic inheritance

Red **Amber** **Green**

Alleles

The combination of these alleles determines your eye colour.



This combination of alleles (letters) is called the **genotype**.

The characteristic (e.g. eye colour) is called the **phenotype**.

Alleles

A version of a gene is called an **allele**.

Homozygous – the two alleles are the same

Heterozygous – the two alleles are different

9. Genetic diagrams

Red **Amber** **Green**
r **n**

Drawing genetic diagrams – Punnett Squares

		Male	
		B	b
Female	B	Bb	Bb
	b	Bb	Bb

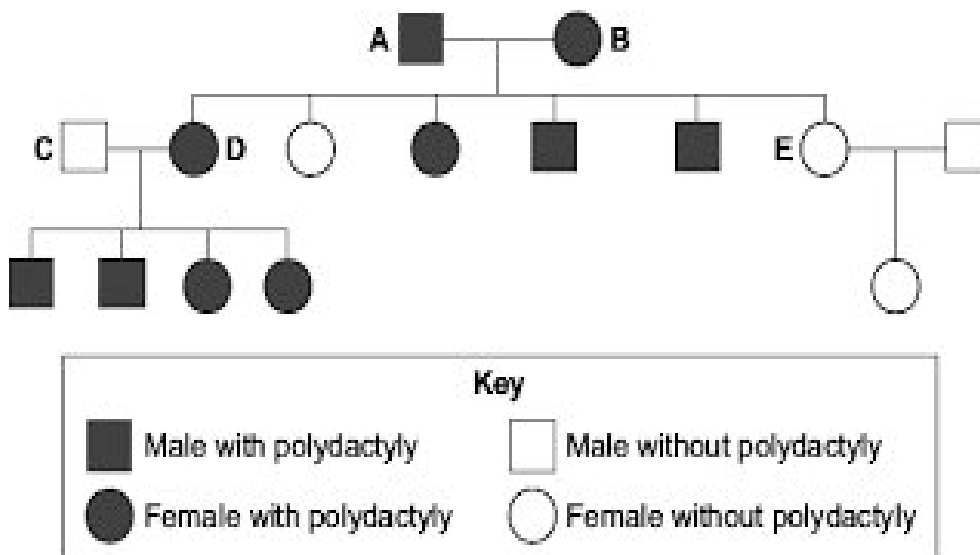
Crossing a black mouse (BB) with a brown mouse (bb)

Dominant allele – Always expressed, even if only one copy is present. Dominant alleles are represented by a capital letter.

Recessive allele – Only expressed if the individual has two copies and does not have a dominant allele of that gene. Recessive alleles are represented by a lower-case letter.

10. Inherited disorders

Red Amber Green



Mutations in the genome can cause conditions such as Polydactyl and Cystic Fibrosis.

Family tree diagrams can be used to determine if a condition is from a dominant or recessive allele. The clue to its dominant nature is the breeding between D and C. As their children all suffer from the disease there is a very strong chance the condition is dominant.

11. Genetic Tests

Red

Amber

Green

Genetic Testing - Analysis of a person's DNA to see if they carry alleles that cause genetic disorders. This can be done at any stage in a person's life.

Embryo Screening - Pre-implantation genetic diagnosis (PGD) is also known as embryo screening.

Fertility drugs stimulate the release of several eggs.

It is used on embryos before implantation.

The eggs are collected and fertilised in a Petri dish. This is known as in vitro fertilisation (IVF).

Once the embryos have reached the eight-cell stage, one cell is removed.

The cells are tested for the disorder causing alleles. Embryos that don't contain the disorder allele are implanted into the uterus.

Antenatal testing - Is used to analyse an individual's DNA or chromosomes before they are born.

Neonatal testing - the new born blood spot test involves analysing a sample of blood that is taken from pricking a baby's heel.

For Genetic Testing	Against Genetic Testing
Could avoid having a child suffering with the disorder.	False positives: is a genetic test that wrongly detected a certain allele or faulty chromosome.
Faulty allele/gene not passed on to future generations.	False negatives: if a genetic test has failed to detect a certain allele or faulty chromosome. The parents may be wrongly reassured.
Raising a child with a genetic condition can be expensive.	Ethical or religious issues linked with killing embryos.



female



male

		Father	
		X	Y
Mother	X	XX	XY
	X	XX	XY

What is the probability that the child will be male?

Percentage: 50%

Ratio: 1:1

Proportion: 0.5

HOME LEARNING TASKS

Task Description

Done?

1) Write out the keywords in bold and their definitions onto flashcards to revise from.

2) Watch the video Fertilization by Nucleus Medical Media on youtube to observe the journey of the Sperm to the Egg.

3) Practice drawing a Punnett Square for a cross between two dogs with Db alleles. Straight haired coat (D) is dominant and curly haired coat (d) is recessive.

4) Describe the stages of mitosis.

5) Describe the stages of meiosis.

6) Answer the question "What are the differences between sexual and asexual reproduction?"

7) Write a for and against argument for genetic testing to include; an introduction, arguments for genetic testing, arguments against genetic testing and a conclusion.

Physics Year 10 Term 5

- P5D Car Safety and Momentum
- P6A Properties of Waves
- P6B Electromagnetic Waves

Term Focus

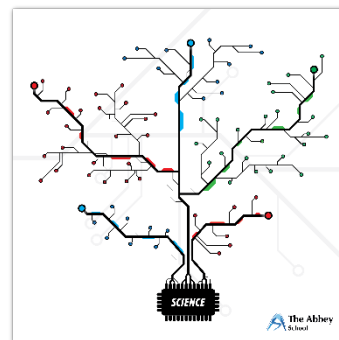
- P5D BQ – How can we make driving safer?
- P6A BQ – What properties do waves have that let them transfer energy?
- P6B BQ – What are the properties, uses and dangers of EM waves?

Prior Learning Links

- KS3 Science – Forces and Motion
- KS3 Science– Use of formula and basic formula symbols.
- KS3 Science – Understanding of Particle theory
- KS3 Science – Understanding how light travels.

Future Learning Links

Forces, motion and waves all link to the fundamentals of physics and having a comprehensive knowledge of these topics is a necessity to understanding the Physics course.



KEY VOCABULARY

KEY WORDS

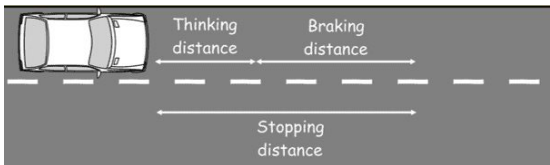
Stopping Distance
Thinking Distance
Braking Distance
Reaction Time
Work Done
Momentum

Wave
Transverse
Longitudinal
Amplitude
Wavelength
Frequency
Reflection
Absorption
Transmission

Electro Magnetic
EM Spectrum
Radiation

KEY SUBJECT TERMINOLOGY / FORMULA

1. Calculating Stopping Distance	Stopping distance = thinking distance + braking distance
2. Calculating Final velocity (V)	$v^2 - u^2 = 2as$
3. Calculating Time (t)	$t = V / a$
4. Calculating Force (F)	$F = m a$
5. Calculating Momentum (p)	$p = m \times v$
6. Calculating Wave Period (T)	$T = \frac{1}{\text{frequency}}$
7. Calculating Wave Speed (V)	$v = f\lambda$

1. What factors affect a person's ability to drive?		Red	Amber	Green
<p><u>Stopping distance</u></p> <p>Stopping Distance: The distance covered by a vehicle in the time between the driver spotting a hazard and the vehicle coming to a complete stop.</p> <p><u>Thinking Distance</u></p> <p>The distance the vehicle travels during the driver's reaction time (from when the driver notices the hazard and applies the brake).</p> <p><u>Braking Distance</u></p> <p>The distance the vehicle travels after the brakes are applied until it comes to a stop</p>	 <p>Stopping distance = Thinking distance + Braking distance</p> <p>Example of stopping distance of a car travelling at 30mph</p> <p>Stopping distance = 9m + 14m</p> <p>Stopping distance = 23m</p>			
<p><u>Thinking distance</u> Is affected by two main things:</p> <ul style="list-style-type: none">• The speed you are travelling• Reaction time <p><u>Reaction time</u> can be affected by:</p> <ul style="list-style-type: none">• Tiredness• Alcohol• Drugs• Lack of concentration / distractions (mobile phones, passengers)	<p><u>Braking distance</u> Is affected by four main factors:</p> <ul style="list-style-type: none">• The speed you are travelling• Quality of your brakes.• Quality of tyres.• Quality of grip. (Weather conditions can affect the grip the tyres have on the road surface).			
<p><u>The effect of speed on thinking distance</u></p> <p>As a car speeds up, the thinking distance increases at the same rate as the speed. They are directly proportional.</p> <p><u>The effect of speed on braking distance</u></p> <p>Braking distance increases with the square of the scale factor of the speed increase. If speed doubles, the braking distance increases 4-fold (2²). If speed trebles, the braking distance increases 9-fold (3²).</p>				
2. How can reaction time be measured?		Red	Amber	Green
<p>There are two ways you can measure your reaction time are:</p> <ul style="list-style-type: none">• Using a computer-based test where you click the mouse when the screen changes colour.• The ruler-drop test. <p><u>Calculating reaction time</u></p>	<p>Ruler drop test – Method</p> <ol style="list-style-type: none">1. The person being tested sits with their arm resting on the edge of a table.2. Hold a ruler vertically between their thumb and forefinger at the zero end.3. Other person lets go of the ruler.			

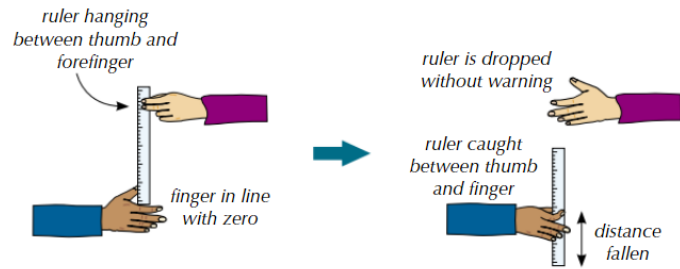
You can calculate the reaction time using:

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

Because the object (the ruler) is falling, and acceleration due to gravity is constant (9.8 m/s^2).

Once the final velocity has been calculated, you can now use the rearranged formula for acceleration to find your reaction time
 $t = v/a$

4. Reaction time is measured by the number on the ruler where it is



caught.

5. Repeat four more times and calculate the mean.
6. The person being tested now pretends to be talking on the phone with the other hand ('distracted').
7. Repeat steps 3 and 4 for a total of five times and calculate the mean when you are distracted.

3. Why do a cars brakes get hot when used?

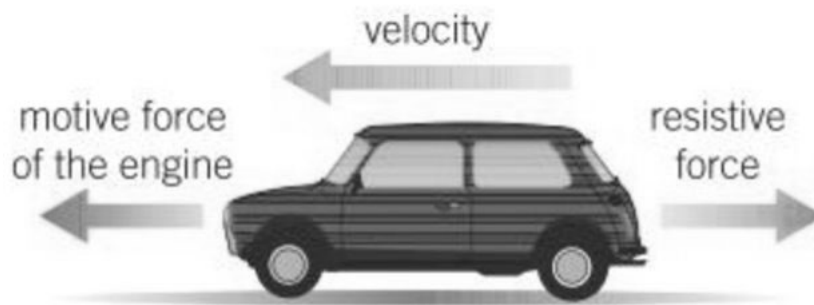
Red

Amber

Green

Braking

Braking relies on friction between the brakes and wheels. The work done between the brakes and the wheels transfers energy from the kinetic energy stores of the wheels to the thermal energy stores of the brakes. This means the temperature of the brakes increases.



The faster an object is going the more energy it has in its kinetic energy stores, so more work needs to be done to stop it. A greater braking force is needed to make the object stop in a certain distance. A larger braking force means a larger deceleration.

Very large decelerations mean lots of work is done, so lots of energy is transferred to thermal energy stores and the brakes become very hot.

4. How is momentum linked to velocity?

Red

Amber

Green

Momentum is a property of moving objects. The greater the mass of an object and the greater its velocity the more momentum the object has.

Momentum is a Vector quantity as it has size and direction.

Momentum can be calculated using the following formula

$$\text{Momentum (kg m/s)} = \text{mass(kg)} \times \text{velocity(m/s)}$$

$$p = m \times v$$

Velocity and momentum both have direction

- Positive momentum in one direction
- Negative momentum in the opposite direction

The Law of conservation of momentum

In a closed system, the total momentum before an event (e.g. a collision or an explosion) is the same as after the event. This is called the conservation of momentum.



The red ball is stationary so has zero momentum, the white ball is moving so has momentum. The white ball hits the red ball causing it to move. The red ball now has momentum and the white ball continues moving with a smaller velocity and so a smaller momentum.

The combined momentum of the red and white ball is equal to the original momentum of the white ball.

5. What are the key properties of a wave?

Red

Amber

Green

A wave is an oscillation (vibration) that transfers energy without transferring any matter, by making the particles of the substance (or fields) that it is moving through oscillate.

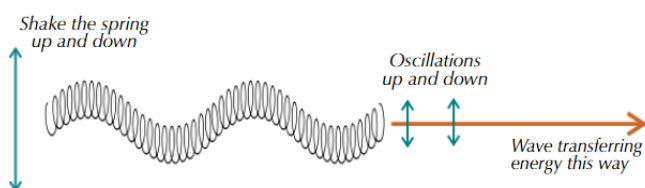
Waves DO NOT transfer matter from one place to another, only the energy from the wave.

Transverse waves:

Transverse waves vibrate up and down whilst transferring the energy along the length of the wave.

We say the vibrations are at right angles to the direction of energy transfer.

Examples of this kind of wave: Light (and all EM waves), ripples on water, waves on strings.

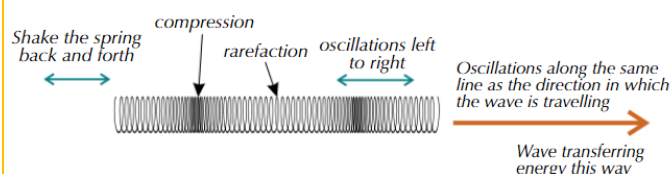


Longitudinal waves:

Longitudinal waves vibrate in the same direction as the energy along the length of the wave.

We say the vibrations are parallel to the direction of energy transfer.

Examples of this kind of wave: Sound waves, pushing a spring backwards and forwards.



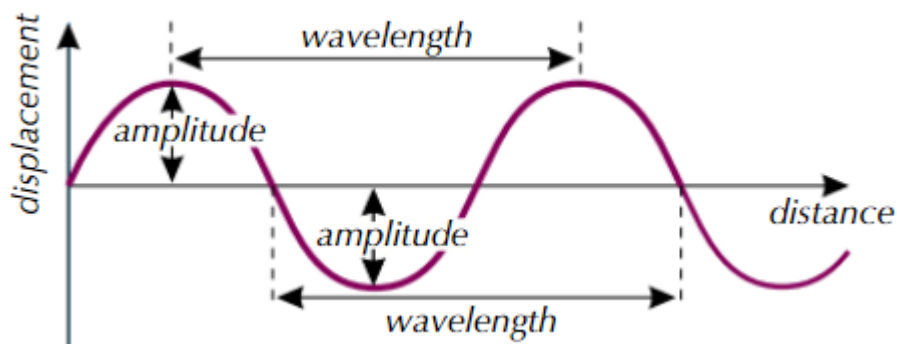
6. What are the key features that define a wave?

Red

Amber

Green

A wave is often shown as if it were drawn on a graph. The bottom axis is usually time (showing how the wave changes in time) the top axis shows the movement of the wave.



Amplitude: The maximum displacement of a point on the wave from the rest position. Also, the distance from the rest point to a crest or trough.

Wavelength: The distance between two points on adjacent waves e.g. from a crest to a crest or a trough to a trough.

Frequency: The number of waves that pass a point per second, this is measured in Hertz, Hz with 1Hz meaning 1 wave per second.

The period of a wave is the amount of time it takes for a full cycle of the wave to be completed. The time it takes between one crest passing a point and the next crest passing the same point.

Wave periods can be calculated using the formula

$$\text{Period} = \frac{1}{\text{frequency}}$$

Or

$$T = \frac{1}{f}$$

7. How can we link together the properties of a wave to find its speed?

Red

Amber

Green

Wave equation:

This equation links together the wavelength (how far a wave travels) with the frequency (how many happen each second) to give us the speed of the wave:

$$\text{Wave speed} = \text{Frequency} \times \text{Wavelength}$$

$$v = f\lambda$$

Lambda, λ – a Greek letter that we use to mean wavelength (it is not a straight-line length along the wave so we can't use l)

8. What happens to a wave when its changes from one material to another?

Red

Amber

Green

An incident wave on a surface may produce one of the following effects

- Reflection
- Absorption
- Transmission

Transmission of waves:

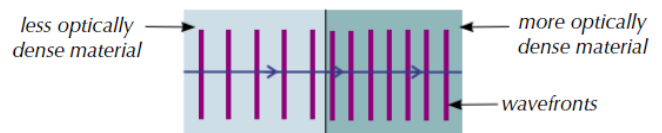
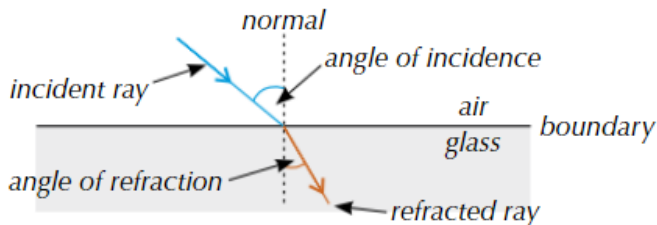
This is where a wave passes into a different material. As the wave travels into the different material it changes speed, this phenomenon is known as refraction.

Wavefronts

Wavefronts are lines drawn through certain points on waves e.g. through each crest. They're perpendicular to the direction in which the wave is moving.

If a wave front slows at a boundary it bends towards the normal

If a wave front speeds up at a boundary it bends away from the normal



9. How can we measure the speed of a wave through experimentation

Red

Amber

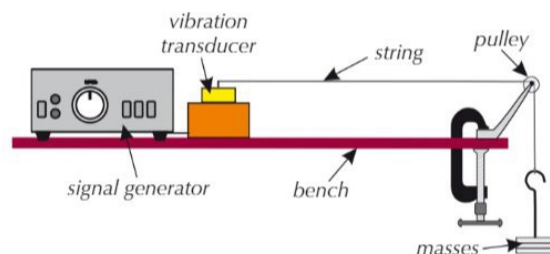
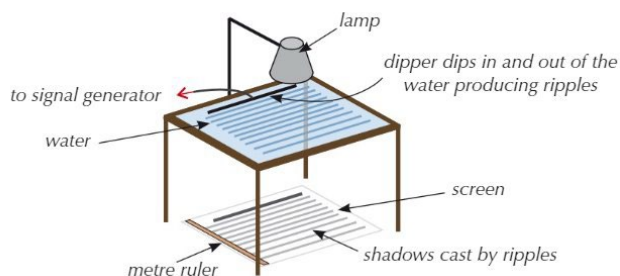
Green

Measuring wavelength with a ripple tank

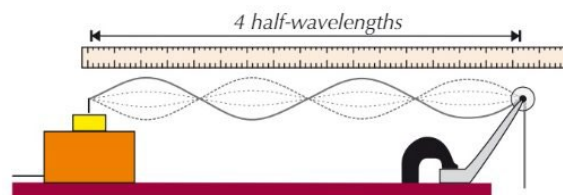
1. Set up the ripple tank as shown in the diagram with about 5 cm depth of water.
2. Adjust the height of the wooden rod so that it just touches the surface of the water.
3. Switch on the lamp and motor and adjust until low frequency waves can be clearly observed.
4. Measure the length of a number of waves then divide by the number of waves to record wavelength. It may be more practical to take a photograph of the card with the ruler and take measurements from the still picture.
5. Count the number of waves passing a point in ten seconds then divide by ten to record frequency.
6. Calculate the speed of the waves using the correct formula

Measuring wavelength using a signal generator

1. Attach a string or cord to a signal generator and use a 200 gram (g) hanging mass and pulley to pull the string taut. Switch on the signal generator and adjust until stationary waves can be clearly observed.



2. Measure the length of as many half wavelengths (loops) as possible, divide by the number of half wavelengths (loops). This is half the wavelength, doubling this gives the wavelength.



3. The frequency is the frequency of the power supply.
4. Calculate the speed of the waves using the correct formula.

10. What are EM waves?

Red

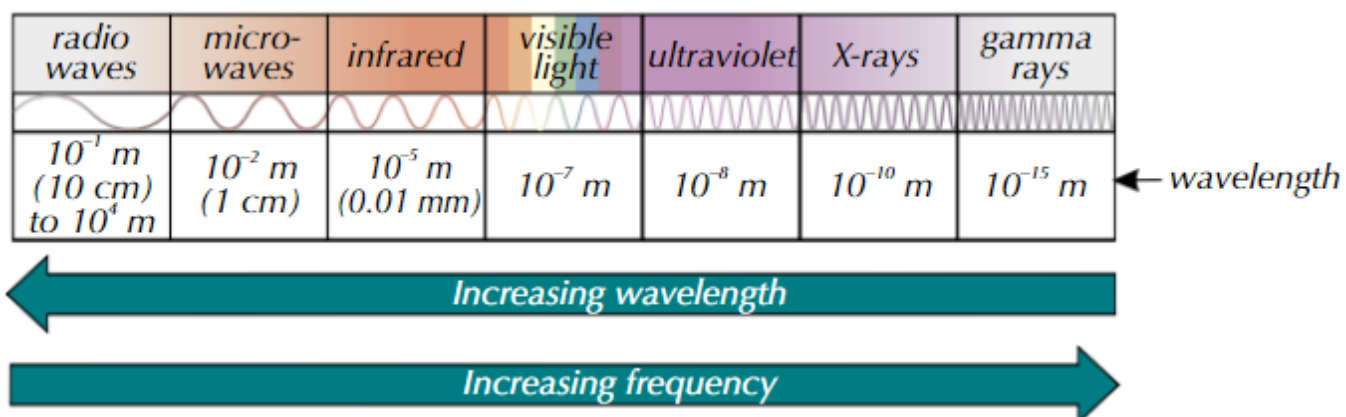
Amber

Green

EM Waves and the Spectrum

The EM (Electromagnetic) Spectrum is a continuous spectrum of all the possible wavelengths of electromagnetic waves. EM waves are all transverse – their energy transfer is at right angles to the direction of travel.

EM waves are made by electric and magnetic fields that oscillate about each other.



11. What are the properties , uses and dangers of EM radiation

Red

Amber

Green

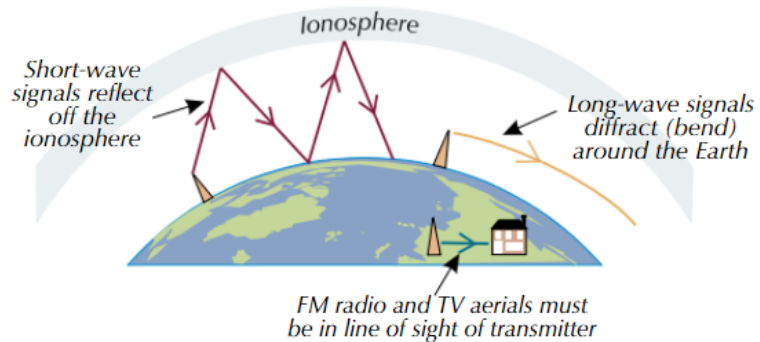
Radio waves:

These types of waves are the lowest in energy in the electromagnetic spectrum, they typically have wavelengths of between 0.1m and 10,000m.

Uses:

Radio waves are used primarily for communication - walkie talkie radios as used by the emergency services, radio that we listen to and terrestrial TV signals are good examples of how we can use radio waves.

Radio waves are not considered harmful



Type of EM wave	Uses	Dangers of EM wave
Microwaves	Communication , Cooking	Not considered harmful
Infrared	Cameras, Cooking, Heaters	Not considered harmful
Visible Light	Seeing, Fibre Optics	Not considered harmful
Ultraviolet	Sun tanning lamps. Security, Energy efficient lamps	At the skin's surface it can cause sun burn, blindness to the eyes and increases the risk of skin cancer.
X rays / Gamma rays	Medical Imaging, Medical treatment	These radiations can penetrate the body and are high energy. When they strike an atom, they can cause changes known as ionisation. This can lead to mutations in DNA which can ultimately lead to cancers.

12. How does infrared radiation emit from surfaces and what factors affect this?

Red

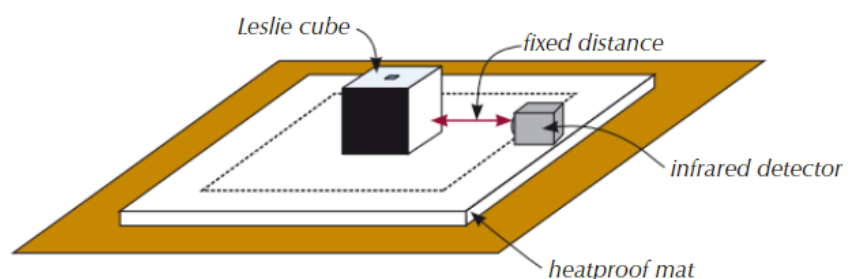
Amber

Green

Infrared radiation:

The hotter an object is, the more infrared radiation will be emitted. Not only does the temperature of an object have an effect but the type of surface will also change how much and how quickly infrared radiation is emitted (or absorbed)

1. Place a Leslie cube on a heat-resistant mat. Fill it, almost to the top, with boiling water and replace the lid.
2. Leave for one minute. This is to enable the surfaces to heat up to the temperature of the water.
3. Use the infrared detector to measure the intensity of infrared radiation emitted from each surface, or the temperature of the surface.
Make sure that the detector is the same distance from each surface for each reading.



HOME LEARNING TASKS

Task Description	Done?
Task 1 – Read, Cover and Recall the formula for calculating stopping distance	
Task 2 – Read , Cover and Write a definition for the terms, braking, thinking and stopping distance	
Task 3 – Recall and write a method to calculate the speed of a wave using a ripple tank	
Task 4 – Rearrange the formula for momentum to allow Mass to be calculated	
Task 5 – Explain the uses and dangers of at least 2 EM waves	
Task 6 – Explain the difference in terms of the rate of absorption and emission of thermal energy from a Leslie cube	

R.E. Year 10 Term 5&6 – Crime & Punishment

In this unit, you will explore religious, philosophical and ethical perspectives on crime and punishment. You will examine the causes of crime, the aims of punishment, and debates around key issues such as the death penalty, forgiveness, and how criminals should be treated. You will study contrasting views from Christianity and at least one other religion, developing your understanding of how belief influences moral decision-making in society today. Through discussion, evaluation, and source analysis, you will strengthen your skills in reasoning, empathy, and argument. This unit encourages you to think critically about justice, responsibility, and the value of human life.



GCSE Pod –Scan me!

Prior Learning Links

- Year 7-10 Study of Religious Beliefs & Practices that underpin understanding of themes

Future Learning Links

- Year 11: Family & Relationships Themes

KEY VOCABULARY

KEY WORDS

1. **Accountability** – the state of being responsible for one's actions and accepting the consequences.
2. **Consequence** – the result or effect of an action or condition, often referring to outcomes of moral or legal decisions.
3. **Deterrent** – something that discourages or prevents someone from doing something, especially a criminal act.
4. **Ethical** – relating to moral principles; concerned with what is right and wrong.
5. **Impartial** – treating all sides fairly without bias or favouritism.
6. **Justification** – a reason or explanation that shows something to be fair or acceptable.
7. **Motive** – the reason or driving force behind a person's actions.
8. **Perspective** – a particular attitude or way of viewing something, often influenced by personal or cultural beliefs.
9. **Proportional** – corresponding in size or amount to something else; used to evaluate fairness in punishment.
10. **Rehabilitation** – the process of restoring someone to a normal life through training or therapy, often used in the context of criminal justice.

KEY SUBJECT TERMINOLOGY

1. **Addiction** – a condition in which a person cannot stop using harmful substances or engaging in harmful behaviour, sometimes seen as a reason for crime.
2. **Aims of punishment** – the main goals of punishing offenders: retribution, deterrence, and reformation.
3. **Capital punishment** – also known as the death penalty; the legal execution of a person for a serious crime like murder.
4. **Christianity** – the main religious tradition in Britain; teaches values such as forgiveness, justice, and the sanctity of life.
5. **Community service** – a punishment where offenders carry out unpaid work to benefit the local community instead of going to prison.
6. **Compassion** – a deep awareness of the suffering of others and a desire to help, valued in many religions.
7. **Contrasting beliefs** – different views held within or between religious and non-religious groups on moral or ethical issues.
8. **Corporal punishment** – physically hurting someone as a form of punishment, e.g., caning or whipping.
9. **Crime** – an action that breaks the law and is punishable by the justice system.
10. **Deterrence** – the aim of punishment to discourage people from committing crimes out of fear of consequences.
11. **Forgiveness** – choosing to let go of resentment or desire for revenge, often encouraged by religious teachings.
12. **Greed** – intense or selfish desire for something, often a cause of crime.
13. **Hate crime** – a crime committed because of prejudice against a person's race, religion, sexuality, or other identity.
14. **Human rights** – basic rights and freedoms that belong to all people, including fair treatment for prisoners.
15. **Islam** – a world religion that teaches justice, the value of human life, and the importance of forgiveness and fairness.

16. **Justice** – fairness in the way people are treated, a key value in law and religion.
17. **Lawbreakers** – individuals who have broken the law; religions may differ on how they should be treated.
18. **Mental illness** – a condition that affects a person's thinking or behaviour and may contribute to criminal actions.
19. **Opposition to unjust law** – when people break the law because they believe it is unfair or immoral.
20. **Parole** – the temporary or permanent release of a prisoner before their sentence is complete, often under certain conditions.
21. **Principle of utility** – the ethical idea that actions are right if they create the greatest happiness for the greatest number.
22. **Prison** – a place where offenders are held as punishment; opinions differ on whether it is effective.
23. **Reformation** – the aim of punishment to change a criminal's behaviour for the better.
24. **Retribution** – the aim of punishment to make the offender 'pay' for the harm they have caused.
25. **Sanctity of life** – the belief that all human life is sacred and valuable, often used in arguments against the death penalty.

1. What is crime, and what makes an act wrong?

Red

Amber

Green

Are you able to...

- Define crime and explain how it differs from other types of wrongdoing?
- Describe different moral and religious ideas about right and wrong?
- Give examples of actions that are wrong but not criminal?



flaticon.com –
smashicons

Core Knowledge:

- Definition of crime as breaking the law.
- Distinction between moral wrongdoing and criminal acts.
- How religion and culture shape views on morality.
- Examples of crimes vs. immoral but legal behaviour.
- Influence of conscience and societal values.

2. Why do people commit crimes?

Red

Amber

Green

Are you able to...

- Explain how poverty, upbringing, addiction, and mental illness can lead to crime?
- Explore whether these reasons justify criminal actions?
- Compare religious views on how society should respond to such causes?



flaticon.com –
smashicons

Core Knowledge:

- Key causes: poverty, addiction, upbringing, mental health, greed, hate.
- Debate over personal responsibility vs. circumstance.
- Religious views on compassion and justice.
- Opposing views on crime due to unjust laws.
- Examples of social and ethical responses.

3. Are all crimes equally serious?

Red

Amber

Green






Are you able to...





- Compare types of crime like theft, hate crime, and murder?
- Explain why hate crimes are seen as particularly harmful?
- Understand how religions categorise and respond to different crimes?



Core Knowledge:

- Classification of crimes: petty, violent, hate-based, etc.
- Impact on victims and communities.

flaticon.com – smashicons		<ul style="list-style-type: none">• Religious teachings on sin and justice.• Legal vs. moral seriousness.• Equality before the law vs. seriousness of intent.		
4. What is the difference between evil actions and evil intentions?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Describe how intent affects moral and legal judgement?• Give examples of harmful actions done with or without evil intent?• Explore religious beliefs about intention and responsibility?				
 flaticon.com – smashicons		Core Knowledge:		
		<ul style="list-style-type: none">• Distinction between motive and action.• Legal concept of mens rea (guilty mind).• Accidental vs. deliberate harm.• Religious teachings on the heart and intention.• Responsibility and accountability in faith and law.		
5. Can doing harm ever be good?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Explain examples where causing harm is argued to be necessary?• Compare religious and ethical views on justifiable suffering?• Consider if ends ever justify the means?				
 flaticon.com – smashicons		Core Knowledge:		
		<ul style="list-style-type: none">• Moral dilemmas (e.g. war, self-defence, punishment).• Concept of “lesser evil”.• Religious ideas on suffering and compassion.• Utilitarian views (principle of utility).• Tension between justice and mercy.		
6. What is punishment for?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Identify and explain the aims of punishment?• Compare retribution, deterrence, and reformation?• Discuss religious views on the most important aim?				
 flaticon.com – smashicons		Core Knowledge:		
		<ul style="list-style-type: none">• Definitions of the three key aims.• Religious preferences (e.g. reform vs. retribution).• Short- and long-term effects of punishment.• Link between justice and punishment.• Real-world examples of each aim in practice.		
7. Is prison the best way to treat criminals?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Assess the effectiveness of prison for different crimes?• Explore religious and ethical views on imprisonment?• Suggest alternatives and their pros and cons?				
 flaticon.com – smashicons		Core Knowledge:		
		<ul style="list-style-type: none">• Role of prison in deterrence, protection, and rehabilitation.• Problems: overcrowding, reoffending, injustice.• Religious ideas of mercy, justice, and change.• Alternatives: community service, parole, education.• Examples of successful and failed prison systems.		
8. What are the arguments for and against community service?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">• Describe what community service involves?• Identify when it might be more appropriate than prison?• Evaluate whether it serves the aims of punishment?				
 flaticon.com – smashicons		Core Knowledge:		
		<ul style="list-style-type: none">• Explanation of community-based punishments.• Cost-effectiveness and social benefits.• Criticism: seen as “soft” or inconsistent.• Fits aim of reformation.• Religious support for making amends.		

9. Should corporal punishment ever be allowed?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Define corporal punishment and give examples? Explain contrasting religious views on physical punishment? Weigh up ethical arguments for and against? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> Corporal punishment as physical discipline. Legal status in the UK and globally. Religious justifications vs. human rights concerns. Impact on children and society. Effectiveness vs. long-term harm. 			
10. How should criminals be treated?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Compare religious and legal views on prisoner treatment? Explain the balance between justice, punishment, and dignity? Understand the idea of human rights for offenders? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> UN Declaration of Human Rights and its application to prisoners. Rehabilitation vs. retribution. Dignity, respect, and compassion in religious teachings. Limits of punishment in civilised societies. Ethical debates on solitary confinement and prison conditions. 			
11. Is the death penalty ever right?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Explain religious arguments for and against capital punishment? Explore ethical reasoning like sanctity of life and deterrence? Evaluate the fairness of the death penalty in real-life cases? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> Overview of the death penalty and its global use. Principle of utility vs. sanctity of life. Christian, Islamic, and secular views. Concerns about wrongful execution. Death penalty as retribution vs. reformation. 			
12. Can we ever truly forgive those who do wrong?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Define forgiveness and explore its meaning in religion? Give examples of people who forgave great wrongs? Reflect on the power and limits of forgiveness? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> Centrality of forgiveness in Christianity and Islam. The Lord's Prayer and parables (e.g. the Prodigal Son). High-profile cases of forgiveness (e.g. Gee Walker). Debate: does forgiveness mean no punishment? Tension between justice and mercy. 			
HOME LEARNING TASKS				
Task Description				Done?
Revision Poster Create a visual poster that uses <i>both</i> images and short text to explain: <ul style="list-style-type: none"> The aims of punishment (retribution, deterrence, reformation) Christian and one other religious view on forgiveness, the death penalty, and corporal punishment The difference between evil actions and evil intentions Extension: Add a real-life case study to illustrate each belief in action.				
Because, But, So... Revision Grid Choose 6 key questions from the unit (e.g. Should all criminals be forgiven?). For each one, write three sentences using the "Because / But / So" structure: E.g. The death penalty is controversial because... / but... / so... Extension: Add a second paragraph evaluating which religious perspective is strongest and why.				
Exam Revision & Practice Plan answers (no need to write full essays) for the following exam-style questions:				

<ol style="list-style-type: none"> 1. Explain two religious beliefs about the aims of punishment. 2. "Forgiveness is more important than punishment." Evaluate this statement. 3. Explain two reasons why religious believers might oppose the death penalty. Extension: Choose one and write it up fully under timed conditions (30 minutes max) 	
<p>Compare & Contrast Create a comparison table with the following headings: Issue Christian View [Other Religion] View Similarities Differences </p> <p>Complete the table for:</p> <ol style="list-style-type: none"> 1. Death penalty 2. Forgiveness 3. Treatment of criminals 	
<p>Knowledge Quiz; Design a 20-question multiple choice quiz using the vocabulary lists from the knowledge organiser (both Tier 2 and specific terms). Include an answer key. Extension: Share with a peer and see how they do!</p>	
<p>GCSE Pod Revision</p> <p>Scan the QR code and listen to the podcast episode. While listening, make notes on 5 key ideas that relate to the unit (e.g. punishment aims, religious perspectives, real-world examples). After listening, write a short paragraph on how this episode helped you understand the topic better. Extension: Choose one idea from the episode and link it to a current event or issue in the news.</p>	

Knowledge Organiser

Art
Year 10

Term 5
2024/25



The Abbey
School

Subject Art Year 10 Term 5

'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

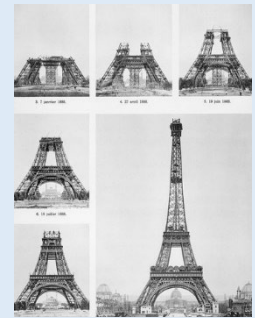
In Terms 1 and 2 students embarked on the first of their two sustained projects and began responding to the theme 'Structures'. The main focus was investigating artists and recording primary and secondary sources and beginning to develop initial ideas.



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](#)

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
<p><i>I will be expected to recall keywords learned in previous projects and use them in the appropriate context.</i></p> <p><i>Shape/Form/Scale/Texture/Tone/Colour/Composition/Primary Source/Secondary Source</i></p>	<p>Record Develop Refine Realise Evaluate</p>

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



Kate Malone



I will learn how to confidently evaluate...

- artists using analytical writing skills and forming opinions



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

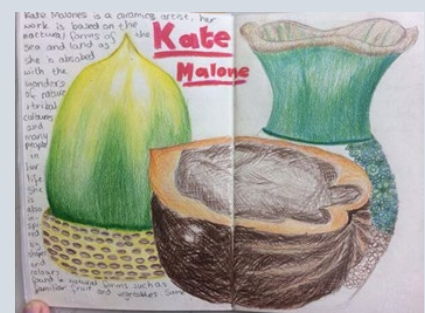


Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

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

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?



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

Red

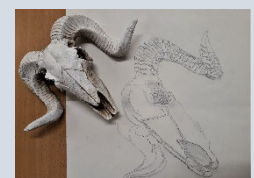
Amber

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

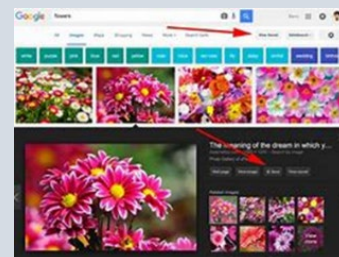
Amber

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



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

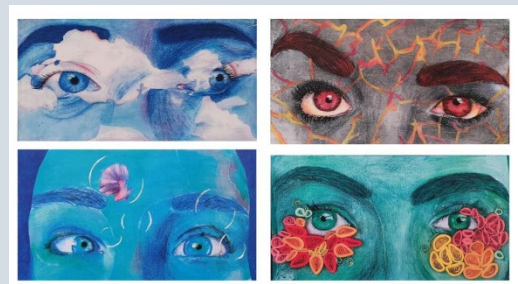
Amber

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):

I will learn how to confidently realise intentions...

- using 2D/3D techniques and processes

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

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?


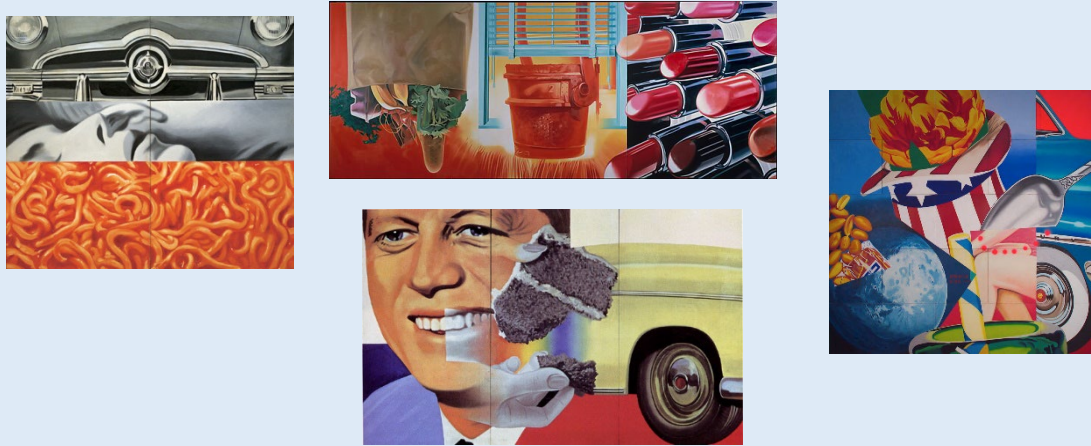
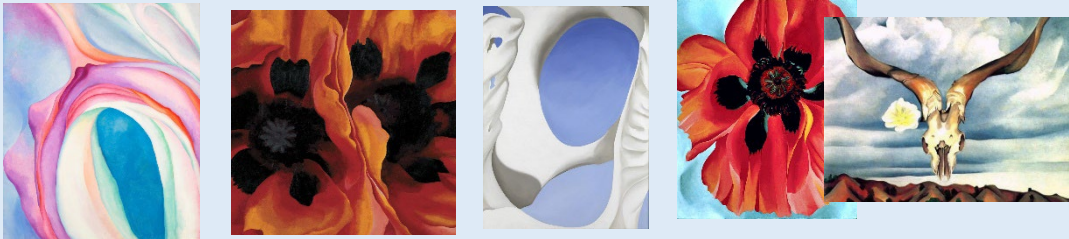
How?

Why?

END OF PROJECT EVALUATION

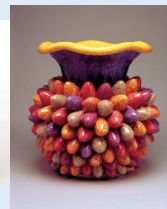
1. Describe each stage of the project from start to finish
2. What media did you use to produce your work? E.g. Paint/Pencil/Clay etc.
3. Describe how you used different techniques in your project? E.g. painting/drawing/modelling with clay etc.
4. Which artist's culture have you looked at?
5. Write down 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...

14. Explain how you could improve...
15. What would you do differently, if you were to repeat any part of this project?

Task Description	Done?
<p>Homework- tasks linked to ‘Structures’ (2 hours per cycle)</p>	
<p><u>Can you describe the process of development in artists work?</u></p> <p>Complete tonal drawing of these Barbara Hepworth Sculptures, use light to heavy pressure and directional shading to make them appear 3D on the page:</p> <div data-bbox="108 696 1193 913">  </div>	
<p><u>Can you describe the process of development in artists work?</u></p> <p>Complete a detailed colour pencil drawing from one of these pictures by James Rosenquist:</p> <div data-bbox="108 1155 1204 1599">  </div>	
<p><u>Can you describe the process of development in artists work?</u></p> <p>Complete a detailed colour pencil drawing from one of these pictures by Georgia O’Keeffe:</p> <div data-bbox="156 1848 1230 2085">  </div>	

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 Yayoi Kusama's art
- Which Organic forms do you think have inspired these sculptures?

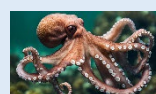
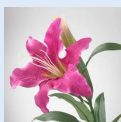
-
- Design your own sculpture inspired by organic forms and Yayoi Kusama

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](#)

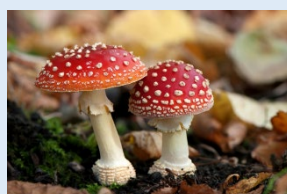
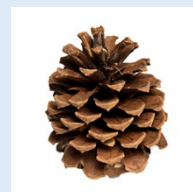
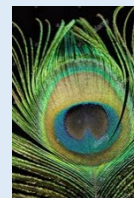
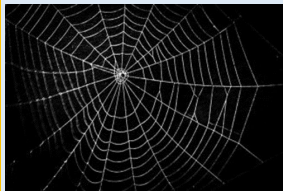


Why are primary sources are the richest form of research?

- 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

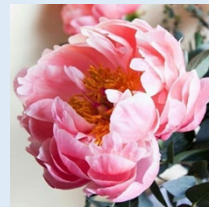


Can you list 5 different ways you could record observations of the subject matter?

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



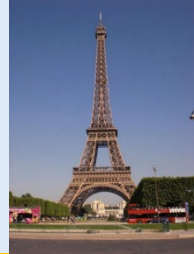
Why should you plan a wide range of ideas before selecting a final one?

- 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.



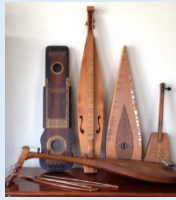
Can you guess the theme connecting these pictures?





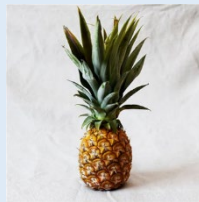
Why should you plan a wide range of ideas before selecting a final one?

- 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 9

Term 5
2024/25



The Abbey
School

Hospitality & Catering Year 9 - Terms 5 and 6

How to prepare and make dishes

Planning production

Factors affecting menu planning

Presentation techniques

Health & Safety in Hospitality & Catering

Revision



Prior Learning Links

Students will have learned the basics of Food and Nutrition earlier in their school career. They will also have improved their general practical skills, knife skills, how to use the cooker, hob and grill safely. They will have learned how to use some electrical equipment safely and different method of cooking.

They will have good basic hygiene, good basic cooking skills and safe use of equipment.

Future Learning Links

Students are working towards the WJEC Hospitality & Catering Level 1/2 Grade Vocational Technical Award.

There is a NEA (non examination Assessment) which is done in school and is known as Part 2. This represents 60% of the overall result. Part 1 is the written exam which represents 40% of the overall result.

Students who take this course can go on to further study in Hospitality and Catering, but it is not necessary that they do so.



KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
I will learn the meaning of...	I will learn these words ...
Mis en place	Danger zone (temperature)
Litres(L)	Bacteria
Millilitres (ml)	Spongy
Kilogrammes (Kg)	Al dente
Grammes (g)	Food probe
Tsp	Pulse
Tbsp	Whisk
Cup (USA)	Beat
Centimetre (cm)	Rubbing-in
Centigrade	Fold
Weighing scales	Grate
	Roll
	Wrap
	Mix
	Coat
	Layer
	Bind
	Coagulate
	Sauce
	Reduction
	Gelatinisation
	Roux

Bechamel

Green

Green

3. What factors should be considered when planning a menu?

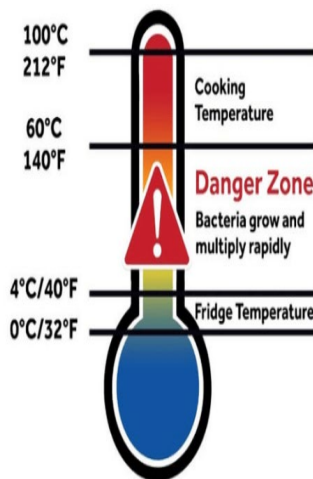
Red

Amber

Green

I will know about: How to ensure mise en place, what factors will need to be taken into account when storing food and other ingredients.

I will learn to: Ensure that I know the correct temperatures for the fridges, freezers and know the danger zone. Understanding about costs, portion control, time of day, clients/customer, available equipment, usage of specialist equipment, preparation and cooking, the importance of organoleptics.



4. What are the Health and Safety requirements of catering provisions?

Red

Amber

Green

I will know about: I will learn how important Health and Safety is for staff, about food safety in the industry and how to ensure the safety of food. This will include COSHH, Health and Safety at Work Act, Manual Handling Regulations, PPER, RIDDOR, other risks to health and security including identifying specific levels of risk for employers, employees, customers and suppliers.

I will learn to: Recognise probable danger areas, where there are considerations for Health and safety in the safety in the food industry. Understand the importance of correct training.



5. How can we achieve well in the NEA?

Red

Amber

Green

I will know about: How to understand about the NEA and what is involved in it.

I will learn to: Ensure that we achieve well in the NEA.

Understanding the importance of nutrition.

How cooking methods can impact on nutritional value.

Factors affecting menu planning.

How to plan production.

How to prepare and make dishes.

Presentation techniques.

Food safety practices.
Reviewing of dishes.
Importance of reviewing own performance.

HOME LEARNING TASKS	
Task Description	Done
Produce a dish that your family buys as a take away. See if they prefer it.	
Make a little booklet advising teenagers on how to eat healthily and well using easily available foods.	
Design an energy bar that has the correct nutritional content for a sporty person.	
Design and make a layered dessert using yummy ingredients for a party.	
Write the recipe for making proper mayonnaise. Emphasise the importance of dropping the oil into the mixture VERY slowly.	
Design an afternoon tea for a small group of mums.	
Can you make a seasonal dessert? Use at least 5 ingredients. Draw it, label and ensure that you note any importance health and safety considerations with regard to storage and use of the ingredients.	

Knowledge Organiser

Child Development
Year 10

Term 5
2024/25



The Abbey
School

Child Development Year 10 Term 4		IMAGE (please check copyright)
Term Focus – Introduction to Component 3 Supporting Children to Play, Learn and Develop		
Prior Learning Links All areas of development	Future Learning Links Planning and delivering outdoor play	

KEY VOCABULARY
KEY WORDS
<p>Delayed gross motor skills – the large movements of a child’s body are not progressing as quickly as other children of the same age</p> <p>Delayed fine motor skills – the small movements of a child’s hands and fingers are not progressing as quickly as other children of the same age</p> <p>Embryo – the stage when the egg has been fertilised and development begins.</p> <p>Down’s syndrome – a biological disorder, which occurs during embryo development when the cells are dividing and an error occurs causing developmental delays.</p> <p>Positive role model – someone who sets a good example</p> <p>Social norms and values – attitudes and behaviours that are considered normal in society</p>

1. Physical needs that may impact on play, learning and development	Red	Amber	Green
<p>Some children’s gross and fine motor skills may be delayed, which means these skills are not reaching the expected milestones for a child’s age and stage of development.</p> <p>Sensory impairments may also impact on different areas of a child’s development and learning.</p> <p>Other physical needs that can impact on development and learning may be if a child needs to use a wheelchair or walking frame to move around.</p>			
2. Cognitive and intellectual needs that may impact on play, learning and development	Red	Amber	Green
<p>Cognitive and intellectual needs that may impact on play, learning and development include:</p> <p>Learning disabilities</p> <p>Poor concentration levels – some children have a short attention span and find it hard to focus on what they are doing.</p> <p>Memory issues – children with conditions such as autism, ADHD or Down’s syndrome may have difficulty remembering instructions.</p> <p>Difficulties in problem solving – if children are born with a developmental condition this may impact on their ability to problem solve due to their level of cognitive development.</p> <p>Delayed literacy skills – reading and writing skills are not progressing through expected milestones for the child’s age and stage of development.</p>			
3. Communication and language needs that may impact on play, learning and development	Red	Amber	Green
<p>A child who has English as an additional language can face challenges and lead to language delay because the child is processing more than one language.</p> <p>Learning more than one language can be beneficial to a child as it can develop their problem solving and creativity skills.</p> <p>A child may experience language delay due to:</p> <p>Medical problems</p> <p>Trauma</p> <p>Lack of stimulation</p>			

4. Social and emotional needs that may impact on play, learning and development	Red	Amber	Green
<p>Adults are a very important influence on a child’s social and emotional development. Children learn by observing adults and will copy them. This means it is important to be a good role model. Things that can impact on children’s social and emotional needs include:</p> <p>Limited interaction with adults – it is important that adults give children the attention they need. Limited interactions can lead to a lack of interest in things, not knowing how to join in and play with other children, unacceptable behaviour and language delay.</p> <p>Poor awareness of social norms and values – children who have a poor awareness of social norms and values may display inappropriate behaviour in social situations.</p> <p>Difficulty forming bonds with adults – due to premature birth, postnatal depression, child’s health, parents’ health or abuse.</p> <p>Limited experience of play – if a child does not have enough opportunities to play this can impact on learning how to control emotions, unable to make friends, find it difficult to adapt to different situations and slow progress in all areas of development</p>			
5. Social and emotional needs that may impact on friendships, behaviour and transitions.	Red	Amber	Green
<p>Children who struggle to make friendships may have delayed language skills, may not have formed the skills needed to make friendships such as sharing, may not have formed strong bonds with adults which will impact on making relationships with others.</p> <p>Children who have disruptive behaviour will affect their opportunities for learning and development and will also impact on the learning of other children. Children who display disruptive behaviour will struggle to make friendships with other children and find it difficult to concentrate.</p> <p>Transitions are a change in a child’s life. Changes include starting nursery or other early years provision, changing nursery or other provision, birth of a new sibling, change in family structure and moving house.</p>			
6. Revision lesson	Red	Amber	Green
Revision in preparation for Term 5 assessment			
7. Term 5 assessment	Red	Amber	Green
Carry out assessment			
8. Pit Lesson	Red	Amber	Green
Carry out PIT			
9. How not meeting milestones may impact on play, learning and development	Red	Amber	Green
<p>Milestones are used to measure children’s development to see if they are developing at the expected rate.</p> <p>The effects on play of not meeting milestones include:</p> <p>Unable to develop own ideas and make connections</p> <p>May not develop language and social skills</p> <p>Unable to understand concepts such as colour and shape</p> <p>May not learn to control their movements</p> <p>Will not develop imagination and creativity</p> <p>Poor concentration, perseverance and memory skills</p>			
10. How not meeting milestones may impact on play, learning and development	Red	Amber	Green
<p>Impact of not meeting milestones on physical development – not developing physical skills e.g. balance</p> <p>Impact of not meeting milestones on intellectual development – difficult understanding and retaining information</p> <p>Impact of not meeting milestones on emotional development – poor emotional resilience</p> <p>Impact of not meeting milestones on social development – may find it difficult building positive relationships</p>			
HOME LEARNING TASKS			
Task Description			Done?
Research milestones of development for children aged 0-18 months			
Research milestones of development for children 18 months 0 3 years			
Revision			

Knowledge Organiser

French
Year 10

Term 5
2024/25



The Abbey
School

French Year 10 Term 5 – Our Planet Pt. 1

Term Focus – This term introduces you to the topic of environment and where we live. You will cover the following:

- How to talk about your region
- The biggest environmental problems
- What we can do together to help the environment

Prior Learning Links

- Where I live (Year 8 and Year 9)
- The weather (Year 7 and Year 10)
- Environment (Year 8)
- Giving opinions
- Superlatives and Comparatives

Future Learning Links

- The future simple
- Comparatives and superlatives
- Talking about future plans
- Global Issues (Year 11)



Image:Flaticon.com

1. What is your region like?

Red

Amber

Green

C'est comment, ta région? (What's your region like?)

Dans ma région (In my region)	il y a des (there are some)	lacs (lakes)	bâtiments (buildings)	déserts (deserts)	
	*il n’y a pas de (there isn’t / aren’t any)	champs (fields)	volcans (volcanos)	monts (mountains)	
		forêts (forests)	montagnes (mountains)	vallées (valleys)	
		rivières (rivers)	plages (beaches)	villes (towns)	
	il y a (there is)	la plus (the most, f)	belle (beautiful)	longue (long)	population (population)
			haute (tall)	connue (well-known)	capitale (capital city)
	le plus (the most, m)	beau (beutiful)	long (long)	paysage (landscape)	
		important (important)	grand (big)	volcan (volcano)	

*When using 'il n'y a pas de' you do not need the article un / une / des

e.g. il n'y a pas de champs

Quel temps fait-il? (What is the weather like?)

En été (In summer)	il fait chaud (it is hot)		il y a du soleil (It's sunny)
Au printemps (In spring)	il fait froid (it is cold)	il pleut (it rains)	il y a du vent (it's windy)
En automne (In autumn)	il fait beau (it is good weather)		il y a des orages (it's stormy)
En hiver (In winter)	il fait mauvais (it is bad weather)	il neige (it snows)	il y a du brouillard (it's foggy)

*We use il fait (it does)

2. What is the comparative and the superlative?

Red

Amber

Green

We use the comparative to compare things:

plus + adjective + que more + adjective + than

moins + adjective + que less + adjective + than

We use the superlative to say what's the most or the least

We can put the noun first or after, but the adjective must follow plus/moins:

Masculine	Feminine
Le plus + adjective e.g. Le plus beau paysage Le paysage le plus beau <i>The most beautiful landscape</i>	La plus + adjective e.g. La plus importante ville La ville la plus importante <i>The most important town</i>
Le moins + adjective Le moins connu paysage Le paysage le plus connu <i>The least well-known landscape</i>	La moins + adjective La moins connue forêt La forêt la moins connue <i>The least well-known town</i>

3. What are the biggest threats for the environment?

Red

Amber

Green

Quelles sont les plus grandes menaces pour l'environnement? (What are the biggest threats for the environment?)

Je dirais que (I would say that) Je pense que (I think that) À mon avis (In my opinion)	le changement climatique <i>(climate change)</i> la destruction des forêts <i>(destruction of the forest)</i> la faim <i>(hunger)</i> la pollution de l'air <i>(air pollution)</i> la pollution de la mer <i>(sea pollution)</i>	est (is)	le plus grande menace pour l'environnement <i>(the biggest threat for the environment)</i> un problème énorme <i>(an enormous problem)</i> une catastrophe <i>(a catastrophe)</i>
L'environnement <i>(The environment)</i> (masc, sing)	est menacé <i>(is threatened)</i>	par <i>(by)</i>	le changement climatique <i>(climate change)</i> les inondations <i>(floods)</i> la pollution <i>(pollution)</i> La destruction des habitats <i>(destructions of the habitats)</i>
La planète <i>(The planet)</i> (fem, sing)	est menacée <i>(is threatened)</i>		
Les animaux <i>(Animals)</i> Les humaines <i>(Humans)</i> (masc, plu)	sont menacés <i>(are threatened)</i>		
Les forêts <i>(Forests)</i> Les fleurs <i>(Flowers)</i> (fem, plu)	sont menacées <i>(are threatened)</i>		

4. What is the passive voice?

Red

Amber

Green

We use the passive voice to talk about thing that are done:

We use the verb **être** followed by a **past participle**, which works as an adjective so must agree in feminine/masculine and singular/plural.

We introduce the cause of the action with **par** (by)

Masculine singular	Le climat <i>The climate</i>	est touché <i>is affected</i>	par la circulation <i>by traffic</i>
Feminine singular	La planète	est menacée	par le changement climatique

	<i>The planet</i>	<i>is threatened</i>	<i>by climate change</i>
Masculine plural	Les animaux <i>Animals</i>	sont protégés <i>are protected</i>	par nos petit gests <i>by our small actions</i>
Feminine plural	Les espèces <i>Species</i>	Sont menacés <i>are threatened</i>	Par la destruction des forests <i>by the destrutions of the forests</i>

5. What is adjectival agreement?

Red

Amber

Green

Definition: The process of changing the spelling of an adjective to match the noun that it is describing.

An adjective will either be written in its masculine singular, masculine plural, feminine singular or feminine plural form.

For most regular adjectives, we will add an 'e' to the feminine form, and an 's' to the plural form.

6. What will the weather be like in 2050?

Red

Amber

Green

Quel temps fera-t-il en 2050? (What will be the weather be like in 2050?)

Il fera* <i>(It will be)</i>	beau <i>(good weather)</i>	chaud <i>(hot)</i>	froid <i>(cold)</i>	mauvais <i>(bad weather)</i>
Il y aura* <i>(It will be)</i>	du soleil <i>(sunny)</i>	du vent <i>(windy)</i>	du brouillard <i>(foggy)</i>	
Il pleuvra <i>(It will rain)</i>		Il neigera <i>(It will snow)</i>		

* In French, we use : **Il fera** = *It will make* and **Il y aura** = *There will be*

7. What is and how do I form the future simple?

Red

Amber

Green

We use the future simple to talk about what **will** happen.

To form the simple future tense in French, you will need to follow the following steps: 1. Find the infinitive of your verb 2. Decide who is doing the action 3. Add the ending that matches the person to your infinitive e.g. I will play = Je + jouer + ai = je jouerai	Je	ai
	Tu	as
	Il / elle / on	a
	Nous	ons
	Vous	ez
	Ils / elles	ont

8. What's the most important thing to do to protect the environment?

Red

Amber

Green

Quelle est la chose la plus importante à faire pour protéger l'environnement ? (What's the most important thing to do to protect the environment?)

Pour moi <i>(For me)</i>	il faut <i>(we must)</i>	lutter contre la pollution <i>(firtght against pollution)</i>	arrêter d'utiliser les produits en plastique <i>(stop using plastic products)</i>
À mon avis, <i>(In my opinion)</i>		respecter la nature <i>(respect nature)</i>	travailler ensemble <i>(work together)</i>
Je pense que <i>(I think that)</i>		organiser des manifestations <i>(organise demonstrations)</i>	être bénévole pour des projets verts <i>(volunteer in green projects)</i>

Je trouve que (I find that)	planter plus d'arbres (planting more trees)	est une solution possible (it's a possible solution)
Je crois que (I believe that)	le recyclage (recycling)	améliore la situation (is improving the situation)
	utiliser les transports électriques (using electric transports)	

9. How can I express contrasting opinion? Red Amber Green

D'un côté, (On one hand,)	De l'autre côté, (On the other hand)	Cependant (Nevertheless)
-------------------------------------	--	------------------------------------

10. 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: **People**, **Location** and **Activity**

Describing a picture					
People					
Sur la photo (In the picture)		un homme (a man)	une femme (a woman)	un jeune (a young person)	un groupe d'amis (a group of friends)
Au premier plan (In the foreground)	il y a (there is/ there are)	un garçon (a boy)	une fille (a girl)	une famille (a family)	beaucoup de gens (lots of people)
À l'arrière plan (In the background)		un enfant (a child)	une personne (a person)	un couple (a couple)	
Location			Activity		
Ils sont (They are)	dans la rue (in the street)	dehors (outdoors)	où (where)	ils recyclent (they recycle)	ils protègent la planète (they protect the planet)
	dans une ville (in a town)	à la maison (in the house)		ils plantent des arbres (they plant trees)	

11. What is an adjective? Red Amber Green

Definition: A word used to describe a noun.

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), Donc (therefore)

HOME LEARNING TASKS

Task Description	Done?
Can you write a short paragraph describing your region?	
Can you write a short paragraph talking about environmental problems?	
Can you write a short paragraph saying what the weather will be in different places in 2050?	
Can you write a short paragraph saying what we can do to protect the environment together?	
Can you use the sentence builders above to write sentences answering the questions? Have you used the correct conjunctions and correct agreement?	
Can you describe a picture about the environmental topic?	
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

Geography
Year 10

Term 5
2024/25



The Abbey
School

Geography Year 10 Term 5 – Economic development in Nigeria

Nigeria is Africa's most populous country and has one of the fastest-growing economies on the continent. As a newly emerging economy (NEE), it is undergoing rapid industrialisation and urbanisation, shifting from an economy based on agriculture and raw materials to one focused on manufacturing and services. However, development in Nigeria is uneven, with significant differences between the more prosperous south and the less developed north. Political history, including colonial rule, independence, and periods of instability, has influenced Nigeria's growth, while global trade, transnational corporations (TNCs), and foreign aid have played a key role in shaping its economy. Development is measured through indicators like GDP, birth rate, and urban population, but challenges such as poverty, environmental damage, and inequality remain. Understanding Nigeria's development helps us explore the broader concept of economic growth, globalisation, and the role of external influences in shaping a country's future.



Prior Learning Links

- Development gap Y9
- Economic change Y10
- Rio case study Y10

KEY WORDS

- **Development** – The improvement of a country's economy, infrastructure, and quality of life.
- **Newly Emerging Economy (NEE)** – A country experiencing rapid industrial growth but still facing development challenges.
- **Gross Domestic Product (GDP)** – The total value of goods and services a country produces in a year.
- **Urbanisation** – The increase in the proportion of people living in cities.
- **North-South Divide (Nigeria)** – The economic and social differences between the wealthier, industrialised south and the poorer, rural north.
- **Colonialism** – The control of one country by another, often exploiting resources and people.
- **Transnational Corporation (TNC)** – A large company operating in multiple countries, such as Shell or Unilever.
- **Foreign Direct Investment (FDI)** – When businesses or governments invest money into another country.
- **Aid** – Assistance given by one country or organisation to another, including money, resources, or expertise.
- **Microfinance Loans** – Small loans given to individuals to help them start businesses and escape poverty.
- **Intermediate Technology** – Simple, low-cost tools and techniques designed to improve living standards in developing countries.
- **Exports** – Goods or services a country sells to other nations.
- **Imports** – Goods or services a country buys from other nations.
- **Corruption** – Dishonest or illegal behaviour by people in power, often affecting government decisions and spending.
- **Bilateral Aid** – Aid given directly from one country to another.

1. Where is Nigeria located, and how developed is it?

Red

Amber

Green

Location: Nigeria is in **West Africa**, north of the equator. It borders **Benin, Niger, Chad, and Cameroon**, with a coastline along the **Gulf of Guinea** in the Atlantic Ocean. The capital is **Abuja**, while **Lagos** is its largest city and economic hub.

Development classification: Countries are grouped based on their economy:

- **HICs** (High-Income Countries) – wealthy, advanced economies (e.g., UK, USA).
- **LICs** (Low-Income Countries) – poorer economies with low industrialisation (e.g., Chad, Afghanistan).
- **NEEs** (Newly Emerging Economies) – countries with **rapid industrial growth** but ongoing development challenges (e.g., India, Brazil).

Nigeria as an NEE: Nigeria has one of **Africa's fastest-growing economies**, driven by **oil, agriculture, and manufacturing**. Despite growth, challenges remain, including **poverty, inequality, and dependence on oil exports**. It is a country of contrasts, with modern cities and underdeveloped rural areas.

2. How can we really measure development in Nigeria?

Red

Amber

Green

Development is more than just wealth – it includes **quality of life**, such as access to healthcare, education, and basic services. A high-income country isn't necessarily highly developed if inequality and poor living conditions exist.

Key development indicators:

- **Gross Domestic Product (GDP) per capita** – the average income per person.
- **Birth rate** – lower in more developed countries due to better healthcare and family planning.
- **Urban population** – higher in developed countries as people move to cities for jobs and services.
- **Life expectancy, literacy rates, and access to clean water** also indicate development levels.

Nigeria's development indicators:

- **GDP per capita** is around **\$2,200**, which is low compared to HICs but rising as the economy grows.
- **Birth rate** is relatively high at **35 births per 1,000 people**, showing a youthful population.
- **Urban population** is around **53%**, increasing due to rural-to-urban migration.
- Development is uneven – cities like **Lagos are modernising**, but many rural areas lack infrastructure.

3. How have political events affected Nigeria's development?

Red

Amber

Green

- **Colonial rule (pre-1960):** Nigeria was controlled by the **British Empire**, with resources like **oil, palm oil, and cocoa** exploited for British benefit. Little investment was made in local infrastructure or governance.
- **Independence (1960):** Nigeria gained independence but struggled with **ethnic tensions** and weak political structures.
- **Political instability (1960s–1999):** A series of **military coups and a civil war (1967–1970)** disrupted development, leading to corruption and economic mismanagement. The country's oil wealth was often misused.
- **Recent improvements (since 1999):** Nigeria transitioned to a **democratic government**, bringing greater stability. Efforts to reduce corruption and attract foreign investment have helped economic growth, though challenges like **terrorism (Boko Haram)** and **regional inequality** remain.

4. How have social and physical factors affected Nigeria's development?

Red

Amber

Green

North-South divide: Nigeria has a clear development gap between the **more developed, Christian-majority south** and the **less developed, Muslim-majority north**.

Climate differences:

- The **north** has a **hot, dry climate** with desertification, making farming difficult.
- The **south** has a **tropical climate** with fertile land, supporting agriculture and industry.

Economic impact:

- The **south** has major cities like **Lagos and Port Harcourt**, benefiting from **oil wealth, trade, and investment**.
- The **north** relies more on **subsistence farming and livestock**, with fewer job opportunities.

Social challenges:

- The north has **lower literacy rates and school attendance**, especially for girls.
- Extremist groups like **Boko Haram** have further slowed development in the region.
- Many people migrate south for better opportunities, increasing **urban growth and inequality**.

5. How have Nigeria's global trading relationships changed?

Red

Amber

Green

Economic transition: Nigeria's economy has shifted from **primary industry (farming, raw materials)** to a growing **secondary sector (manufacturing)** and an expanding **tertiary sector (services, finance, telecommunications)**.

Key trading relationships:

- **Exports:** Nigeria is one of the world's largest **oil exporters**, mainly trading with **India, China, the USA, and the EU**. Other exports include **cocoa, rubber, and natural gas**.
- **Imports:** Nigeria imports **machinery, chemicals, transport equipment, and consumer goods**, mainly from **China, the EU, and the USA**.

Role in the Commonwealth: As a former British colony, Nigeria is part of the **Commonwealth**, benefiting from trade, diplomatic ties, and development support.

Changing trade patterns:

- Nigeria's **trade with China has grown rapidly**, with major investments in **infrastructure and industry**.
- **Oil dependency is declining**, and Nigeria is looking to diversify exports into **agriculture and manufacturing**.
- Globalisation has increased **foreign investment**, particularly in technology and finance.

6. Are TNCs having a positive or negative impact on Nigeria?

Red

Amber

Green

Transnational corporations (TNCs) play a major role in Nigeria's economy, bringing **investment, jobs, and technology**, but also raising concerns about **pollution, exploitation, and profit leakage**. Two key TNCs in Nigeria are **Shell** and **Unilever**.

- **Shell (Oil & Gas)**

- **Role:** Shell extracts oil in the **Niger Delta**, providing **jobs and government revenue**.
- **Positive impacts:**
 - **Investment in infrastructure** (roads, pipelines, energy).
 - **Employment for thousands of Nigerians**, both directly and indirectly.
 - **Taxes and royalties** contribute to government income.
- **Negative impacts:**
 - **Oil spills** damage farmland and water sources.
 - **Gas flaring** causes air pollution and health issues.
 - **Profits go to foreign shareholders**, limiting local benefits.
- **Unilever (Consumer Goods)**
 - **Role:** Unilever manufactures products like **soap, food, and drinks**, with factories in Nigeria.
 - **Positive impacts:**
 - **Promotes sustainable agriculture** by sourcing local materials.
 - **Provides thousands of jobs** with fair wages and training.
 - **Invests in health and education initiatives**.
 - **Negative impacts:**
 - **Jobs are mostly low-paid** and in factory work.
 - **Use of natural resources** can strain local supplies.
 - **Profits benefit global headquarters more than Nigeria**.

Overall, TNCs bring **economic growth and development**, but concerns remain over **environmental damage, inequality, and dependency on foreign companies**.

7. How is aid benefitting Nigeria?

Red

Amber

Green

Aid plays a key role in **improving healthcare, education, and infrastructure** in Nigeria. It comes in different forms:

- **Types of aid:**
 - **Bilateral aid** – from one country to another (e.g., the UK providing funding for education).
 - **Multilateral aid** – from organisations like the **World Bank and United Nations** for large-scale projects.
 - **Short-term emergency aid** – for crises like **floods, droughts, or disease outbreaks**.
 - **Long-term development aid** – for improving **healthcare, education, and sanitation**.
- **Aid in Nigeria:**
 - The **UK and USA fund health programmes**, tackling **malaria and HIV/AIDS**.
 - The **World Bank provides loans** for business and infrastructure development.
 - Charities like **WaterAid improve access to clean water and sanitation**.
- **Alternative routes to development:**
 - **Microfinance loans:** Small loans help **entrepreneurs start businesses**, particularly in rural areas.
 - **Intermediate technology:** Simple, affordable solutions like **hand pumps and solar-powered lights** improve quality of life without needing expensive infrastructure.

Aid has **helped millions of Nigerians**, but challenges like **corruption and dependency** mean it must be carefully managed to have a lasting impact.

HOME LEARNING TASKS

Task Description

Seneca tasks weekly

Done?

Knowledge Organiser

Health and Social
Care
Year 10

Term 5
2024/25



The Abbey
School

Health and Social Care Year 10 Term 5

Term Focus – Obstacles to using health and social care services

Prior Learning Links
Controlled assessment

Future Learning Links
Component 3 Health and Wellbeing

IMAGE
(please check copyright)

KEY WORDS

Holistic – considers looking at the whole person rather than just the part that requires treatment or care

Hierarchy – is a list of things or people arranged in rank order from lowest to highest

Genetic conditions – are conditions caused by the genes inherited from our parents

Predisposition – means someone is more likely to suffer from a particular condition

Acute – illness comes on quickly, is short term and can be cured, such as a cold

Chronic – illness has long term symptom. The symptoms may be eased but the illness cannot usually be cured.

Cardiovascular disease – any condition affecting the heart or blood vessels

Psychological – relates to the mental and emotional state of a person

Addictive behaviour – is a compulsion to do something despite the possibility of negative consequences

Adrenaline – a hormone that helps you respond quickly to a threat or stress

Disability – a condition that limits a person's movements, senses or activities

Impairment – a loss or abnormality of a body function

1. Definition of health and wellbeing

Red

Amber

Green

Health and wellbeing can mean different things to different people and can change from day to day:

Positive definition – looks at how physically fit and mentally stable a person is. You have a positive attitude to health if you realise there is something you can do to improve your health and do it.

Negative definition – looks at the absence of physical illness, disease and mental distress. You have a negative attitude towards your health and wellbeing if you continue with bad habits and assume because you currently feel fine you will stay healthy in the future.

Holistic definition of health and wellbeing – this is a combination of physical health and social and emotional wellbeing. It looks at all aspects of a person's health and wellbeing. You have an holistic attitude to health and wellbeing if you meet your basic needs (food, shelter, warmth, water, clothing, rest, exercise and good personal hygiene).

2. Physical factors – inherited conditions

Red

Amber

Green

This includes:

How genetic conditions are inherited - we have 23 pairs of chromosomes in each of our body cells, one chromosome from each pair is inherited from our mother and the other from our father. There may be different forms of the same gene caused by mutations in the DNA code. A faulty gene can cause a condition to be inherited. Inherited conditions include – cystic fibrosis, haemophilia.

Predisposition to conditions – means that someone is more likely to suffer from a condition such as breast cancer due to genetic factors, environmental factors, a combination of both

3. Physical factors – physical ill health

Red

Amber

Green

Physical ill health can have a positive or negative effect on health and wellbeing. Effects include:

May impact physical fitness

Restrict access to varied learning activities

May cause emotional distress

Remove some social opportunities

Many physical ill health conditions such as cardiovascular disease, obesity and type 2 diabetes can be improved or prevented by leading a healthier lifestyle.

4. Physical factors – mental ill health

Red

Amber

Green

Our mental health affects how we think, feel and behave. Examples of mental illnesses are:

Stress – stress happens when you have to respond to demands or pressures put upon you. Short term stress can be good for us as it causes the brain to respond more quickly to things. Stress becomes a problem when it is very intense and experienced over a long period of time.

Anxiety – can be triggered by stress and last a long time. Symptoms can include a feeling of unease, worry, nervousness, apprehension and dread.

5. Physical factors – physical abilities and sensory impairments

Red

Amber

Green

Your physical ability is how well your body can perform physical actions such as walking, running and picking things up. Physically, a disability can affect a person's:

Ability to stand or walk

Balance, stamina, strength, flexibility

Mobility

Motor skills

Control of limbs and muscles

Bodily functions

Sensory impairments refer to the loss or partial loss of one of the five senses. Visual and hearing losses can be caused by:

Illnesses such as diabetes

Inherited conditions

Injuries or infections

Age-related conditions such as macular degeneration

Environment induced – such as looking at bright sources of light

6. Revision lesson

Red

Amber

Green

Prepare for assessment

7. Assessment lesson

Red

Amber

Green

Assessment

8. PIT lesson

Red

Amber

Green

Complete PIT

9. Lifestyle factors - nutrition

Red

Amber

Green

Nutrition is the process of obtaining the food necessary for growth. It involves:

Diet – choosing to eat too much or too little can lead to illness, reduced life expectancy, missed education, missed sporting activities, less success in job interviews and embarrassment about appearance.

The essential parts of a healthy, balanced diet are - fats, carbohydrates, minerals, vitamins, vitamins and proteins. If we eat more than we need it can lead to – obesity, heart disease, high blood pressure, strokes, tooth decay and cancer.

If we eat less than we need it can lead to – eating disorders, anaemia, heart failure, depression, tiredness, cancer and rickets.

10. Lifestyle factors – physical activity

Red

Amber

Green

We need to exercise to ensure we maintain our health and wellbeing. Exercise is a lifestyle factor that can bring many benefits. Benefits include:

It helps us to concentrate and relieve stress

It helps us to relax and feel good

Provides opportunities to socialise with others

Consequences of not taking exercise include:

Stiffening of the joints

Poor stamina, strength and suppleness

Obesity

Stroke, coronary heart disease, osteoporosis

Poorly developed heart and skeletal muscles

Red

Amber

Green

HOME LEARNING TASKS

Task Description

Done?

Research a Paralympian and make notes on how they have adapted their lifestyle to overcome their disability

Revision

Knowledge Organiser

History
Year 10

Term 5
2024/25



The Abbey
School

History Year 10 Term 5 – Cold War & Superpower Relations

In this unit, you will explore key Cold War crises between 1958 and 1970, including the **Berlin Crisis**, **Cuban Missile Crisis**, and **Prague Spring**. You will examine the causes, events, and consequences of these crises, assessing their impact on **US-Soviet relations**. Through this, you will develop skills in **source analysis**, **historical interpretations**, and **structured writing**. You will learn to explain **cause and consequence**, evaluate the **significance of events**, and construct well-supported arguments. This unit will enhance your ability to **analyse geopolitical tensions**, **assess leadership decisions**, and understand how diplomacy and conflict shaped the global balance of power.



GCSE Pod – Scan me!

Prior Learning Links

- From SOL

Future Learning Links

- From SoL

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

Historical Context – Expand Your Vocabulary

1. **Allies** – Countries or groups that support each other, especially in conflicts or agreements.
2. **Authority** – The power or right to make decisions, enforce rules, or control others.
3. **Compromise** – An agreement reached by both sides making concessions to resolve a disagreement.
4. **Consequences** – The results or effects of an event, action, or decision.
5. **Diplomacy** – The practice of managing international relations through negotiation rather than conflict.
6. **Escalation** – An increase in intensity or seriousness, particularly in conflict or tensions.
7. **Ideology** – A system of beliefs or ideas that influences political or economic policies.
8. **Intervention** – The action of becoming involved in a situation to influence its outcome.
9. **Repercussions** – Unintended consequences or after-effects of an action or decision.
10. **Ultimatum** – A final demand or statement of terms, with the threat of consequences if not met.

Cold War Crises 1958-1970 Key Vocabulary

1. **Arms Race** – The competition between the USA and the Soviet Union to develop and accumulate nuclear weapons.
2. **Bay of Pigs Invasion** – A failed 1961 US-backed attempt by Cuban exiles to overthrow Fidel Castro's government.
3. **Berlin Crisis (1958–1961)** – A period of tension over the status of Berlin, leading to the construction of the Berlin Wall.
4. **Berlin Ultimatum (1958)** – Khrushchev's demand that Western powers leave West Berlin within six months.
5. **Berlin Wall (1961)** – A barrier built by the Soviet-backed East German government to prevent East Berliners from fleeing to the West.
6. **Brezhnev Doctrine (1968)** – Soviet policy stating that communist countries must not turn away from socialism, justifying intervention in Czechoslovakia.
7. **Cuban Missile Crisis (1962)** – A 13-day confrontation between the USA and the USSR over Soviet nuclear missiles in Cuba.
8. **Cuban Revolution (1959)** – The overthrow of US-backed Cuban leader Batista by Fidel Castro and his socialist government.
9. **Deterrence** – The idea that having nuclear weapons prevents war, as neither side wants total destruction.
10. **Domino Theory** – The belief that if one country fell to communism, its neighbours would follow.
11. **Dubček, Alexander** – Leader of Czechoslovakia during the Prague Spring, who sought to introduce political reforms.
12. **Eisenhower, Dwight D.** – US President (1953–1961) who handled early Cold War tensions, including the Berlin Crisis.

13. **Fidel Castro** – Revolutionary leader of Cuba who aligned with the Soviet Union after overthrowing Batista.
14. **Hotline (1963)** – A direct communication link established between Washington and Moscow after the Cuban Missile Crisis to reduce tensions.
15. **Kennedy, John F.** – US President (1961–1963) who dealt with the Berlin Crisis and Cuban Missile Crisis.
16. **Khrushchev, Nikita** – Soviet leader (1953–1964) who played a key role in Cold War crises, including Berlin, Cuba, and Czechoslovakia.
17. **Limited Test Ban Treaty (1963)** – An agreement between the USA, USSR, and UK to stop nuclear tests in the atmosphere, outer space, and underwater.
18. **NATO (North Atlantic Treaty Organization)** – A military alliance of Western nations formed in 1949 to counter Soviet influence.
19. **Nuclear Non-Proliferation Treaty (1968)** – An agreement to prevent the spread of nuclear weapons and promote peaceful nuclear technology.
20. **Outer Space Treaty (1967)** – An agreement banning the placement of nuclear weapons in space.
21. **Prague Spring (1968)** – A period of political reform in Czechoslovakia under Alexander Dubček, later crushed by Soviet invasion.
22. **Refugee Crisis (Berlin, 1958–1961)** – The mass movement of East Berliners to West Berlin, prompting Soviet demands and the building of the Berlin Wall.
23. **SALT (Strategic Arms Limitation Talks)** – US-Soviet negotiations to limit the production of nuclear weapons, beginning in the late 1960s.
24. **Summit Meetings (1959–1961)** – Talks between the USA and USSR to resolve the Berlin Crisis, ultimately failing to prevent escalation.
25. **Warsaw Pact (1955)** – A military alliance of communist countries led by the Soviet Union, opposing NATO.

Exam Command Word Guidance

Paper 2: British depth study and period study		Command Word	What the question is asking you to do
Booklet P: Superpower Relations & Cold War	Q1a) & 1b)	Explain one consequence of...	Make clear how something happened as a result of an event or development, supporting your answer with detailed knowledge
	Q2	Write a narrative account analysing...	Write an account which explains how events led to an outcome by making clear how one event links to another.
	Q3	*Answer two from a choice of three* Explain the importance of X for Y...	Examine the impact of an event or development [X] on something else [Y].

1. What was the significance of the Berlin Crisis (1958-1961)?

Red

Amber

Green

Are you able to...

- Explain why Berlin was a source of tension between the USA and USSR?
- Describe Khrushchev's Berlin Ultimatum and the response from Western powers?
- Assess the impact of the Berlin Wall on Cold War relations?



Core Knowledge:

- Berlin was a divided city within communist East Germany, creating tensions between the superpowers.
- The refugee crisis saw thousands of East Germans fleeing to the West via Berlin, embarrassing the USSR.
- Khrushchev issued the Berlin Ultimatum in 1958, demanding that Western troops leave West Berlin.
- A series of failed summits (1959–1961) led to increased tensions but no agreement.
- The construction of the Berlin Wall (1961) physically divided the city and became a powerful symbol of Cold War division.

2. How did the USA and USSR respond to the Berlin Crisis?






Red






Amber

Green

Are you able to...

- Describe the different approaches taken by the USA and USSR in response to the crisis?
- Explain why the Berlin Wall was built in 1961?
- Evaluate the impact of Kennedy's visit to Berlin in 1963?

 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> • The USA refused to withdraw from Berlin, seeing it as a stand against communism. • The USSR saw the Berlin Wall as necessary to stop the 'brain drain' from East to West. • The Wall led to a military standoff at Checkpoint Charlie but did not lead to war. • Kennedy gave a famous speech in Berlin in 1963, showing US commitment to West Berlin. • The Wall stabilised the situation in Berlin but worsened US-Soviet relations.
3. Why did the Cuban Revolution increase Cold War tensions? Red Amber Green	
Are you able to... <ul style="list-style-type: none"> • Explain how the Cuban Revolution changed US-Cuba relations? • Describe why the USA refused to recognise Castro's government? • Assess the impact of Cuba's alignment with the Soviet Union? 	
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> • Cuba, under Fidel Castro, overthrew US-backed dictator Batista in 1959. • The USA opposed Castro's socialist policies and refused to engage with his government. • Castro nationalised US businesses, leading the USA to impose trade restrictions. • The USSR saw an opportunity and supported Cuba, increasing Cold War tensions. • The USA attempted to overthrow Castro through the Bay of Pigs invasion in 1961, which failed.
4. What was the Bay of Pigs invasion and why did it fail? Red Amber Green	
Are you able to... <ul style="list-style-type: none"> • Describe the events of the Bay of Pigs invasion? • Explain why the invasion failed and its consequences? • Assess how the failure impacted US-Soviet relations? 	
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> • The CIA trained Cuban exiles to overthrow Castro in 1961. • The invasion at the Bay of Pigs failed due to poor planning and lack of local support. • The USA was humiliated, strengthening Castro's position in Cuba. • Cuba became more aligned with the USSR, increasing tensions. • The failure led directly to the Cuban Missile Crisis as Cuba sought Soviet military protection.
5. What caused the Cuban Missile Crisis? Red Amber Green	
Are you able to... <ul style="list-style-type: none"> • Explain why the USSR placed nuclear missiles in Cuba? • Describe how the USA responded to the missile threat? • Assess the risks and possible outcomes of the crisis? 	
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> • The USSR placed nuclear missiles in Cuba to counterbalance US missiles in Turkey. • The USA viewed this as an immediate threat and demanded their removal. • President Kennedy imposed a naval blockade around Cuba to stop further missile deliveries. • The world came close to nuclear war as both sides prepared for conflict. • Diplomacy led to an agreement where the USSR removed missiles from Cuba, and the USA secretly removed missiles from Turkey.
6. What were the consequences of the Cuban Missile Crisis? Red Amber Green	
Are you able to... <ul style="list-style-type: none"> • Explain how the crisis changed US-Soviet relations? • Describe the agreements made between the USA and USSR after the crisis? • Assess whether the crisis reduced or increased Cold War tensions? 	
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> • The crisis led to a period of détente (relaxation of tensions) between the superpowers. • A 'hotline' was established between Washington and Moscow for direct communication. • The Limited Test Ban Treaty (1963) was signed to reduce nuclear tensions. • The crisis exposed the dangers of nuclear war, prompting future arms control agreements. • The USSR saw the crisis as a diplomatic success, while the USA viewed it as a strategic victory.
7. Why did the Soviet Union invade Czechoslovakia in 1968? Red Amber Green	
Are you able to... <ul style="list-style-type: none"> • Describe the reforms of the Prague Spring? 	

<ul style="list-style-type: none"> Explain why the USSR saw Dubček's policies as a threat? Assess why the Warsaw Pact intervened in Czechoslovakia? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> Alexander Dubček introduced reforms in Czechoslovakia in 1968, promoting 'socialism with a human face.' The reforms included greater freedom of speech, economic decentralisation, and reduced censorship. The USSR feared these changes would weaken communist control. Soviet leader Brezhnev ordered an invasion to crush the reforms. The invasion led to the Brezhnev Doctrine, justifying future Soviet interventions. 			
	8. How did the Prague Spring change Cold War tensions?	Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Explain how other countries reacted to the invasion? Describe the impact of the Brezhnev Doctrine? Assess whether Soviet actions strengthened or weakened communism? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The invasion of Czechoslovakia was condemned by the West but not actively opposed. The Brezhnev Doctrine declared that socialist countries must remain communist. Eastern European countries feared Soviet intervention in their affairs. The USA was preoccupied with Vietnam and did not intervene. The invasion damaged the USSR's global reputation. 			
	9. What was the impact of the Berlin Wall on US-Soviet relations?	Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Explain how the Berlin Wall affected Cold War tensions? Describe the response of the USA to its construction? Assess whether the Wall stabilised or worsened relations? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The Wall stopped the refugee crisis but symbolised communist repression. The USA protested but took no military action. Tensions increased, but a direct conflict over Berlin was avoided. Kennedy's 1963 Berlin visit reaffirmed US support for West Berlin. The Wall became a lasting Cold War symbol until 1989. 			
	10. What attempts were made to control nuclear weapons?	Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Describe key arms control agreements? Explain why both superpowers wanted to limit nuclear weapons? Assess whether these treaties reduced tensions? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The Limited Test Ban Treaty (1963) banned nuclear tests in the atmosphere. The Outer Space Treaty (1967) prevented nuclear weapons in space. The Nuclear Non-Proliferation Treaty (1968) aimed to stop the spread of nuclear weapons. These treaties showed cooperation but did not end the arms race. The Cold War continued, but diplomacy played a larger role. 			
	11. How did international organisations react to Cold War crises?	Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Explain how the United Nations (UN) responded to Cold War tensions? Describe how NATO and the Warsaw Pact influenced global conflicts? Assess the role of diplomacy in managing Cold War crises? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The United Nations (UN) acted as a mediator but had limited influence due to US-Soviet rivalry. NATO played a key role in defending Western Europe and responding to Soviet threats. The Warsaw Pact justified Soviet interventions, such as in Czechoslovakia (1968). The Non-Aligned Movement emerged, with some countries refusing to take sides. Diplomacy, including summit meetings and arms control treaties, helped manage crises. 			
	12. What role did leadership play in Cold War crises?	Red	Amber	Green
Are you able to...				

- Explain how different leaders influenced Cold War events?
- Describe the decisions made by Khrushchev, Kennedy, and Brezhnev?
- Assess whether individual leaders made crises worse or helped ease tensions?



Core Knowledge:

- Khrushchev played a key role in the Berlin Crisis, Cuban Missile Crisis, and Prague Spring response.
- Kennedy managed the Cuban Missile Crisis and stood firm on Berlin, strengthening US resolve.
- Brezhnev introduced the Brezhnev Doctrine, justifying Soviet intervention in communist states.
- Leadership decisions, such as the Berlin Wall and missile deployment in Cuba, shaped Cold War tensions.
- Some leaders promoted diplomacy, leading to agreements like the Limited Test Ban Treaty (1963).

HOME LEARNING TASKS

Task Description	Done?
GCSE Pod Use the QR code at the top of the page to complete the GCSE Pod tasks for this unit	
Look, cover, write, check say Test your knowledge of the historical context vocabulary using this method	
Exam-Style Questions: Answer the following GCSE-style exam questions using full sentences and historical evidence: <ol style="list-style-type: none"> 1. Explain one consequence of the Cuban Missile Crisis (4 marks). 2. Write a narrative account analysing the key events of the Prague Spring (8 marks). 3. Explain the importance of the Berlin Wall for tensions between the superpowers (8 marks). 	
Timelines Create a detailed timeline of Cold War crises between 1958 and 1970. Your timeline should: <ul style="list-style-type: none"> • Include at least 8 key events, with dates and a brief description. • Identify causes and consequences for at least 3 events. • Colour-code events based on increased tension (red), attempts at resolution (blue), and Soviet interventions (purple). 	
Historical Interpretations Read the following statement and write a structured response: "The Cuban Missile Crisis was a victory for the USA and a humiliation for the Soviet Union." How far do you agree with this view? (16 marks) Use evidence from the knowledge organiser to support both sides of the argument. Consider the removal of US missiles in Turkey, Khrushchev's role, and long-term diplomatic outcomes. Conclude with your overall judgement.	
Cold War Leadership Profiles: Using the knowledge organiser, create a leadership profile for Khrushchev, Kennedy, and Brezhnev. For each leader, include: <ul style="list-style-type: none"> • Their key actions in Cold War crises. • How their decisions impacted relations between the USA and USSR. • A rating out of 10 for how successfully they handled Cold War tensions, with a justification. 	
Historical Interpretations Historians disagree on whether the Cold War was primarily driven by ideology, leadership, or global events. Using the knowledge organiser, answer the following question: "What was the most significant factor in shaping Cold War tensions between 1958 and 1970: ideological conflict, leadership decisions, or global events?" Write a mini-essay (300–400 words) arguing which factor was most important. Use at least 3 examples from the Cold War crises. Consider an alternative perspective and explain why it is less convincing. Conclude with a judgement on the most significant factor.	

Knowledge Organiser

Media
Year 10

Term 5
2024/25



The Abbey
School

Media Year 10 Term 5 – Component 2 Practice

Term Focus – Students will be working on their Component 2 coursework in response to a brief set by the exam board



Prior Learning Links

Year 9 Component 2 Practice

Future Learning Links

- Year 11 Term 1+2

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

Brief- A set of instructions that a client would give a media company about what they require to be done

Mood board- A collage of images, colours, fonts and graphics that give inspiration for coming up with an idea

Work flow- A break down of the tasks that need to be done, the order to be done and the time to be dedicated to them

Sketches- A pencil drawing of ideas

Mock up- A digital rendering of a concept or idea that could be shown to a client to see if they agree with the direction of the project

Place Holder Images-Images from the internet that are just temporality being used to give an impression of what the product would look like.

1. What do I do once I receive my coursework brief?

Red

Amber

Green

Once you receive your coursework brief you need to read it thoroughly.

You must ensure that you are clear about the following things:

- Who the client is
- What is the purpose of the product they want you to create
- Who is the target audience?
- How long/how many pages do you have to produce?

Only once you have answer these questions, should you then start to consider coming up with some ideas.

2. How do I come up with ideas and how many different ideas should I come up with?

Red

Amber

Green

Preferably you need to come up with the ideas yourself!

You need to come up with at least three different ideas/ways of meeting the requirements of the brief.

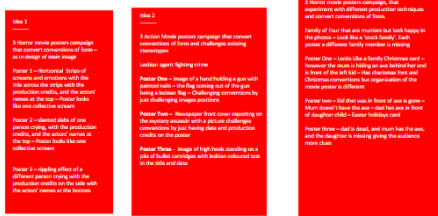
Remember that each idea is completely separate and that you should not combine ideas. For example if you are expected to create three pages in total then each idea should have 3 pages worth of content, not 3 ideas with 1 page of content!

If you are struggling for inspiration then look online at similar products and use those as a starting point. However, be careful not to just copy something that already exists, if you do that you will likely be disqualified.

Once you have your ideas then just set out on a slide as shown



Generating Ideas



3. How do I expand and review my ideas?

Red Amber Green

Once you have your three ideas, you need to reflect on each one.

- What is an advantage to choosing this idea?
- What would be a negative?
- What would be the practicalities of doing this idea?

Expanding and reviewing ideas

Once you have analysed each idea then you need to choose the one you are going to move forward with and explain why you went with this option.

Set it out as shown:



4. What is a work flow?

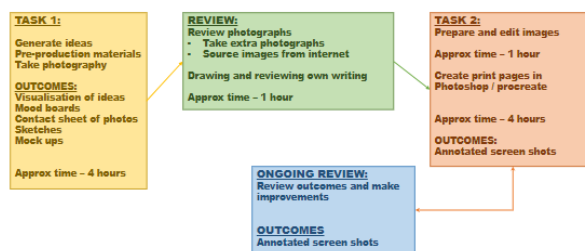
Red Amber Green

A Work flow is a basic plan of all the activities that you need to include to complete the coursework, the order that you will do them and the time you will spend.

In total you will need to plan for 10 hours' worth of work, however you need to factor in reviewing and refining your work as it is unlikely you will get each activity right first time.

Example to the right ->

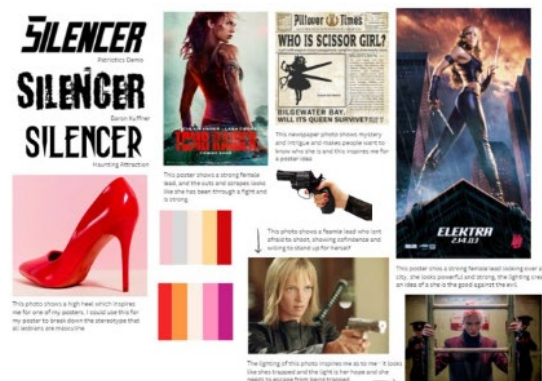
Work flow



5. How can I create a useful mood board?

Red Amber Green

A mood board is a really useful part of the ideas process. It allows you gather examples of things you like the look of to give you the inspiration you need to create something interesting and unique.



Remember that a mood board needs to contain:

- Images
- Fonts
- Colours
- Graphics

It is worth noting that the images do not all need to be directly related to your intended product. They can just be a style that you like the look of or have used a photographic/editing technique that you liked. It is important that you annotate your mood board, explaining why you have put the things on there.

6. How do I tackle my sketching?

Red Amber Green

For Page you need to do at least 2 sketches. Therefore if you need to produce 3 pages in total then you will need to do 6 sketches.

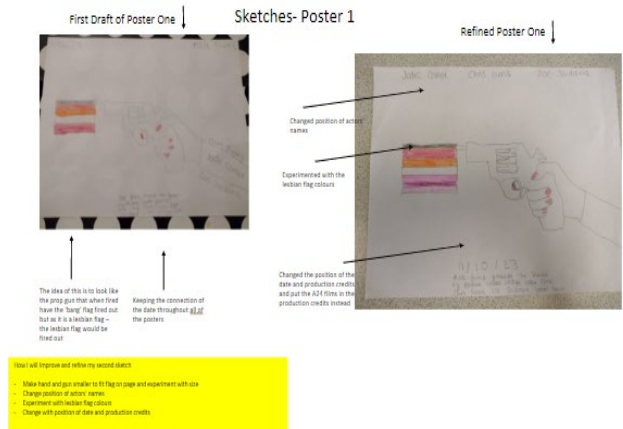
You need to sketch out your idea for your first page as best you can. It should include colour on significant parts like graphics and fonts.

Once you have done this you annotate round it with any important details.

After this you need to reflect and do a refinement and improvement box about what you could improve or experiment with on the next version.

Once this is done do a second sketch, with the suggestions you came up with included. Annotate it again and then do a further refinement and improvement box.

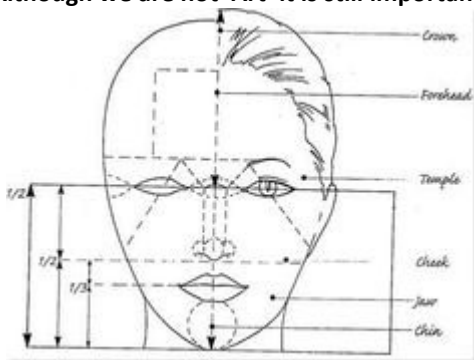
You then need to repeat this for all the pages you are going to make.



7. How do I improve my face sketching?

Red Amber Green

Although we are not 'Art' it is still important to try and do as good a job as you can so it is worth taking some time to work on your sketching skills.



There are lots of tutorials that you can use to help you get started but one thing that really helps is getting the facial features in the right place, they do not always go where you think!

As you can see from the diagram the eyes are actually in the middle, half way up. Once you get these in the right place, the other things fall into place easier. You should use your ruler to measure things out.

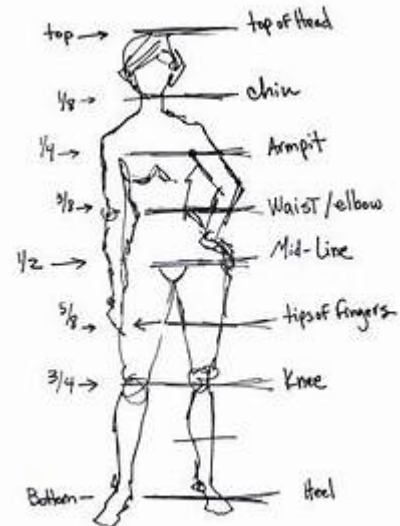
8. How do I improve my full body sketching?

Red Amber Green

This works exactly the same as the face. Get everything in the right place. Use your ruler!

As you can see, planning where things are going to go based on the height of your figure helps keep everything in proportion.

Remember, we are not looking for perfection but I do not want to see stick men!



9. How do I consider colour in my products

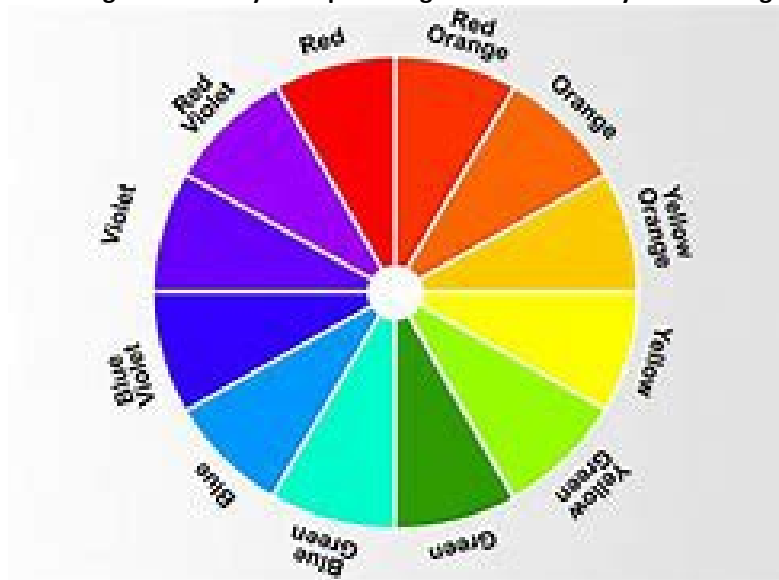
Red Amber Green

Colour should be carefully considered in your media products.

You can consider simple stereotypes for your audience e.g. blue for boys and pink for girls and whether you want to go with or against this.

However you should also be thinking about a colour scheme. There are lots of ways to consider this. Firstly though you need to get a colour wheel:

Once you have one then you can start thinking about colours that will work together. For this you will need to think about colour theory!



10. What is colour theory?

Red Amber Green

THE 10 COMMANDMENTS OF COLOR THEORY

1	2	3	4	5	6	7	8	9	10
KNOW THE COLOR WHEEL WELL! DO YOU KNOW WHAT EACH COLOR SIGNIFIES?	MATCH IT, DO NOT OVERLOOK THE AUSTERITY OF ANALOG COLORS!	CAN'T MATCH IT? CLASH IT WITH COMPLEMENTARY COLORS!	IS CONTRAST TOO INTENSE? THEN, SPLIT IT!	NEED MORE VARIATIONS? GO DOUBLE COMPLEMENTARY!	GO TRIAD WITH 3 DIFFERENT HUES... CHOOSE FROM A GREATER VARIETY!	SOMETIMES, MONOCHROME IS THE WAY TO GO...	OTHER TIMES, AN ACHROMATIC SCHEME SERVES BEST!	KNOW YOUR HUES, TINTS, SHADES AND TONES... WHAT WORKS WHERE?	AND LASTLY, RGB, CMYK AND PANTONE ARE NOT THE SAME!
RED LOVE, ENERGY, PASSION									
YELLOW BY NATURE, ATTENTION									
GREEN FRESHNESS, SAFETY, GROWTH									
BLUE STABILITY, TRUST, SERENITY									
PURPLE ROYALTY, WEALTH, FEMINITY									

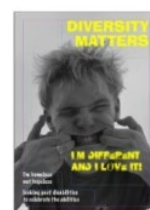
11. How can I do a mock-up of my ideas?

Red Amber Green

A mock up is a first digital version of your ideas. In the real world this would be done so the client can see if they think you are on the right track or not.

You would use images from the internet as placeholder images until you have your own images. It does not need to resemble the finished product yet, just give a decent idea of where you are heading.

You need to create one and then do a refine and improvement box. Then redo based on your suggestions and then include another refinement and improvement box



How I will refine and improve my work

- Masthead doesn't stand out – make bigger
- Headline font too hard to read – change it
- Cover lines do not stand out – change font
- Too sparse – add more content
- Not interesting – add shapes and change colour scheme



How I will refine and improve my work

- Black and white image doesn't have any impact – change image and use image manipulation techniques
- Added strapline - use of background colour and contrast (black and white) makes it easier to read
- Headline font is better but not prominent – change size and position
- Too sparse – add another image
- Make more use of shapes
- Experiment with colour scheme

Red Amber Green

HOME LEARNING TASKS

Task Description	Done?
Find face drawing tutorials on YouTube to help you with sketching	
Find body drawing tutorials on YouTube to help with your sketching	
Research colour theory videos to get inspiration	
Practice interesting photography techniques, such as taking photos through another object	

Knowledge Organiser

Music
Year 9

Term 5
2024/25



The Abbey
School

Music Year 9 Term 5 Popular Music



Term Focus

You will learn how to:

- develop your knowledge and understanding of music through performing
- perform a piece of popular music
- develop an understanding of popular music
- listen to and identify features of popular music

Prior Learning Links

- Year 7 Term 3&4 Keyboard Skills – students will have explored some four chord popular songs
- Year 8 Term 1&2 Ukulele Skills – students have learnt basic chords on the ukulele and performed popular songs
- Year 8 Term 5&6 – students have explored popular music structures and features and explored writing popular songs

Future Learning Links

- Component 1 – all students will perform two pieces of music, at least one must be as part of an ensemble
- Component 3 – students will be assessed through a written/listening examination that will assess their knowledge of AoS4: Popular Music

KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
Acoustic guitar: a guitar that does not require to be plugged into an amplifier to play (although its sound may be amplified). Often used as an accompanying instrument in pop ballads	Primary chords: the three major chords I, IV and V in any major key
Auto-tune: a device to tune something automatically, especially a computer programme that enables the correction of an out-of-tune vocal performance	Rhythm guitar: an electric guitar that plays an accompanying role in popular musical ensembles. Fills in the harmonies by playing chords, broken chords and riffs
Ballad: a slow, sentimental or romantic song	Verse-chorus structure: a songwriting structure based around two repeating sections; a verse and a chorus
Harmonic rhythm: the speed or rate at which chords change, e.g. ballads have a slow harmonic rhythm with one chord normally lasting an entire bar	Pair of turntables: refers to two record players (usually vinyl turntables) that are set up side by side and used together, typically by a DJ to play and mix music
Instrumental: part of the song without any vocals, just instruments	Mixing: seamlessly switch between songs by playing one record on each turntable
Key signature: tells you what sharps or flats (if any) are in the piece of music	Scratching: moving a record back and forth under the needle to create rhythmic, percussive sounds
Interval: the gap between two notes	Social commentary: expressing opinions about social issues through creative expression (like music)

1. What are the main features of girl/boy bands?

Red

Amber

Green

Girl/boy band members sing but don't usually play instruments. There are usually four or five members in the group and they are generally quite young (late teens/early twenties).

Girl/boy bands became really popular in the 1990s. British/Irish bands included Boyzone, Westlife, Take That, the Spice Girls and All Saints, while bands from the USA included the Backstreet Boys, *NSYNC and Destiny's Child. More recent bands include One Direction, The Wanted and Little Mix.

The target audience is often teenage girls, and songs range from ballads (slow songs that tell stories) to up-tempo dance numbers (with band members also dancing). Songs are often about love.

□ Musical Style

- **Pop-focused:** Catchy hooks, repetitive choruses, danceable beats.
- **R&B Influence:** Many had strong vocal harmonies and smooth ballads (especially boy bands).
- **Rap and Hip-Hop elements:** Some groups (like TLC or *NSYNC) occasionally incorporated rap verses or hip-hop beats.

□ Themes in Lyrics

- **Love & heartbreak:** Romantic crushes, unrequited love, breakups.
- **Friendship & empowerment:** Especially in girl bands (e.g., "Girl Power" from the Spice Girls).
- **Coming of age:** Innocent rebellion, growing up, first loves.

2. What are the main features of Britpop?

Red

Amber

Green

Britpop came about in the mid '90s as a reaction to American grunge music (e.g. Nirvana). It was influenced by bands such as The Beatles the Sex Pistols and The Smiths and incorporated elements of glam rock, punk rock and indie rock.

Notable Britpop bands include Pulp, Blur, Oasis and Suede. Britpop tends to be quite up-tempo and played by a typical rock band with a focus on the guitar rather than synthesised instruments. Lyrics were important as they were quite often witty and about every-day things, with the singers' British accent recognisable.

□ Musical Features

- **Guitar-driven sound:** Inspired by classic British rock (The Beatles, The Kinks, The Smiths).
- **Catchy hooks:** Anthems meant to be sung loud at festivals and pubs.
- **Melodic:** Less grunge-angsty, more upbeat and tuneful.
- **Lyrics:** Focused on everyday British life — witty, ironic, sometimes sarcastic.

□ Themes

- **Ordinary life:** Council estates, corner shops, football, booze, boredom, love.
- **Satire & wit:** Lyrics often poked fun at British life or tackled it with deadpan honesty.

- **Youth culture:** Rebellion, identity, British pride — all from a distinctly 90s point of view.

□ Legacy

- **Set the tone for 90s UK culture:** Music, fashion, film (Trainspotting, anyone?).
- **Influenced modern indie/rock:** Arctic Monkeys, The Libertines, Franz Ferdinand.
- **Short but iconic reign:** Peaked mid-90s, faded as Britpop turned into post-Britpop/indie rock.

3. What are the main features of hip-hop?

Red

Amber

Green

Hip-hop developed in the Bronx area of New York in the 1970s and came from block parties (community street parties) where a DJ would play music on a pair of turntables. This meant they could play two copies of the same record at once and sample and loop them live. They would move the needle back to the start of the break on one record while it was still playing on another. This created a sliding effect called scratching, which is a key feature of hip-hop music.

DJs would also rap over music, improving lyrics on the spot. Rapping (or MCing) is a key part of hip-hop.

Some key hip-hop artists include Dr. Dre, Drake, Jay-Z, Run-DMC and Wu-Tang Clan.

□ Musical Features

- **Rapping (MCing):** Rhythmic, rhyming speech that delivers the lyrical content.
- **Beats:** Often sampled or synthesized, with heavy bass and drum patterns.
- **Sampling:** Using snippets from other songs (funk, soul, jazz, etc.) as part of the beat.
- **DJing:** Scratching, mixing, looping — the original backbone of hip-hop sound.
- **Flow:** The rhythm and cadence of a rapper's delivery — unique to each artist.
- **Hooks/Choruses:** Catchy refrains that often contrast with the verses.

□ Lyrical Themes

- **Social commentary:** Poverty, racism, police brutality, inequality.
- **Street life:** Struggles of urban life, gang culture, survival, hustle.
- **Braggadocio:** Confidence, wealth, lyrical skill — often exaggerated.
- **Party vibes:** Especially in early hip-hop — dance, fun, celebration.
- **Identity:** Personal stories, community pride, cultural roots.

□ Cultural Elements (The 4 Pillars of Hip-Hop)

1. **MCing (Rapping)**
2. **DJing**
3. **Graffiti art**
4. **Breakdancing (B-boying)**

These elements formed the foundation of hip-hop culture, especially in 1970s–1980s New York.

4. What does a successful practise session look like?

Red

Amber

Green

Create a rehearsal schedule, including SMART targets. See the example below:

Instrument Rehearsal Plan

Musician's Name:

Instrument:

Date Range of Plan:

1. Goals and Objectives

Overall Goal:

What is the primary aim of this rehearsal period? (e.g., preparing for a performance, improving technical skills, mastering a particular piece)

2. Rehearsal Schedule

Date	Time	Focus Area	SMART Target	Notes
MM/DD	HH:MM	<i>E.g., Warm-up, scales</i>	<i>E.g., S: Practice C major scale. M: Play without mistakes for 3 minutes. A: Already know basics. R: Important for piece. T: Within this session.</i>	<i>Any additional notes</i>
MM/DD	HH:MM	<i>E.g., Piece practice</i>	<i>E.g., S: Master measures 20-40. M: Play at 80 bpm accurately. A: Challenging but manageable. R: Crucial for performance. T: By the end of the week.</i>	<i>Any additional notes</i>
MM/DD	HH:MM	<i>E.g., Technical exercises</i>	<i>E.g., S: Improve finger dexterity. M: Perform exercise without errors 5 times consecutively. A: Exercises are familiar. R: Enhances overall playing.</i>	<i>Any additional notes</i>
MM/DD	HH:MM	<i>E.g., Technical exercises</i>	<i>E.g., S: Improve finger dexterity. M: Perform exercise without errors 5 times consecutively. A: Exercises are familiar. R: Enhances overall playing.</i>	<i>Any additional notes</i>
MM/DD	HH:MM	<i>E.g., Repertoire review</i>	<i>E.g., S: Polish entire piece. M: Play through without stopping 3 times. A: Already learned notes. R: Ready for concert. T: By next rehearsal.</i>	<i>Any additional notes</i>

3. Warm-up Routine

Duration:

Exercises:

- Breathing exercises:** *E.g., Deep breathing for 2 minutes*
- Scales and arpeggios:** *E.g., Major and minor scales for 5 minutes*
- Technical drills:** *E.g., Finger exercises for 5 minutes*

5. How can I work successfully with other musicians?

Red

Amber

Green

For your GCSE assessment, you will have to perform at least one piece of music as an ensemble. There must be between two and eight of you playing or singing, but your part cannot be doubled. You have to perform a significant part and your group cannot be conducted. You must think carefully about which musicians in the class will work well with you to create a balanced performance.

Here are some key strategies to help you and your ensemble succeed:

1. Clear Communication

- **Establish Roles:** Ensure everyone knows their role in the group, whether it's a lead player or accompanist
- **Regular Meetings:** Hold regular meetings to discuss goals, schedules, and any issues that arise.
- **Open Dialogue:** Foster an environment where members feel comfortable expressing ideas and concerns.

2. Set Clear Goals

- **Short-term Goals:** Set specific, achievable goals for each rehearsal, such as mastering a particular section of music.
- **Long-term Goals:** Have overarching objectives, such as preparing for a performance or recording a piece.

3. Effective Rehearsals

- **Structured Plan:** Have a clear rehearsal plan with allocated times for warm-ups, individual sections, and full run-throughs.
- **Punctuality:** Start and end rehearsals on time to show respect for everyone's schedule.
- **Focus on Problem Areas:** Identify and spend more time on challenging sections rather than just playing through the entire piece.

4. Develop Strong Musicianship

- **Individual Practice:** Ensure all members are practicing their parts individually outside of group rehearsals.
- **Technical Skills:** Work on improving individual technical skills and ensemble playing techniques, such as dynamics, timing, and articulation.

5. Regular Feedback

- **Constructive Criticism:** Give and receive feedback in a constructive and positive manner.
- **Self-Evaluation:** Encourage self-evaluation and group reflection after rehearsals and performances to identify areas for improvement.

6. Performance Preparation

- **Mock Performances:** Hold mock performances to simulate the conditions of the actual event and reduce performance anxiety.
- **Stage Presence:** Work on stage presence and audience interaction as part of your rehearsals.

6. How can I select appropriate repertoire for performance?

Red

Amber

Green

The standard of pieces selected for performance should be broadly equivalent to grade 3 of the graded music examinations.

One of the pieces performed must be linked to specific aspects of musical content within **one** of the four areas of study. All students are required to perform one ensemble piece and when this is linked to area of study 2, Music for Ensemble, the piece must be related to one of the specific genres or styles covered in this area of study.

Area of study 1: Musical Forms and Devices **Area of study 2: Music for Ensemble**

Area of study 3: Film Music

Area of study 4: Popular Music

In **all** performances, learners will be expected to display:

- technical control
- expression and appropriate interpretation
- accuracy of rhythm and pitch
- appropriate pace and fluency
- effective use of dynamics
- stylistic awareness
- empathy (in ensemble playing).

7. What are the two main types of musical scale?

Red

Amber

Green

There are two main types of scale – **major** and **minor**.

A **major scale** is a series of seven notes arranged in a specific pattern of tones and semitones. It is one of the most common and fundamental scales in Western music, known for its bright and happy sound.

Pattern of the Major Scale

The formula for a major scale follows this pattern of **tone (T)** and **semitone (S)**:

T - T - S - T - T - T - S

This is how **C major** goes on a keyboard.



Major scales can start on any note, including the black notes, e.g. C# major.

A **minor scale** is a sequence of seven notes that creates a darker, sadder, or more melancholic sound compared to a major scale. There are three main types of minor scales: **natural minor**, **harmonic minor**, and **melodic minor**.

1. Natural Minor Scale

The **natural minor scale** follows this pattern of **tone (T)** and **semitone (S)**:

T - S - T - T - S - T - T

These are easy. Start from the **sixth** note of any major scale. Carry on up to the same note an octave higher. You're playing a **natural minor scale**.

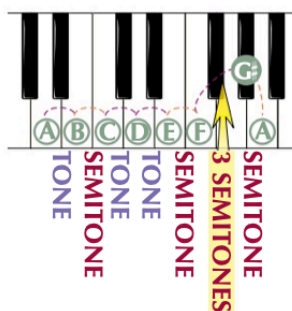
The sixth note of **C major** is **A**. If you play from **A to A** using the notes of C major, you're playing **A natural minor** (usually just called '**A minor**').

Pairs of keys like **A minor and C major** are called "**relative**" keys.
A minor is the **relative minor** of C major.
C major is the **relative major** of A minor.



2. Harmonic Minor Scale

The **harmonic minor scale** is the same as the natural minor, except the **7th note is raised by a half step**. This creates a stronger resolution to the tonic.



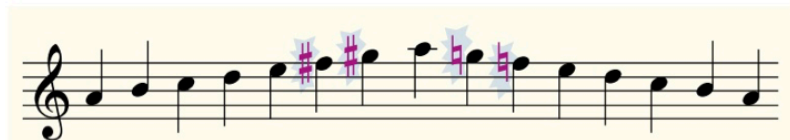
- 1) The **harmonic minor** has the same notes as the relative major, except for the **seventh note**.
- 2) The **seventh** note is always raised by **one semitone**.
- 3) You use the harmonic minor when you're writing **harmonies**. That **sharpened seventh note** makes the harmonies work much better than they would with notes from a natural minor. It's probably because it feels like it wants to move up to the **tonic**.

3. Melodic Minor Scale

The **melodic minor scale** is a hybrid:

- **Ascending:** The **6th and 7th notes are raised** (making it sound closer to a major scale).
- **Descending:** It returns to the natural minor form.

- 1) The **melodic minor** is just like a natural minor, using the notes from the relative major scale, **except for notes 6 and 7**.
- 2) On the way **up**, notes **6** and **7** are each **raised** by **one semitone**.
- 3) On the way **down**, the melodic minor goes just like the natural minor.



- 4) The melodic minor is used for writing **melodies**. The accidental on note 6 makes tunes sound **smoother** by avoiding the big jump between notes 6 and 7 in the harmonic minor.

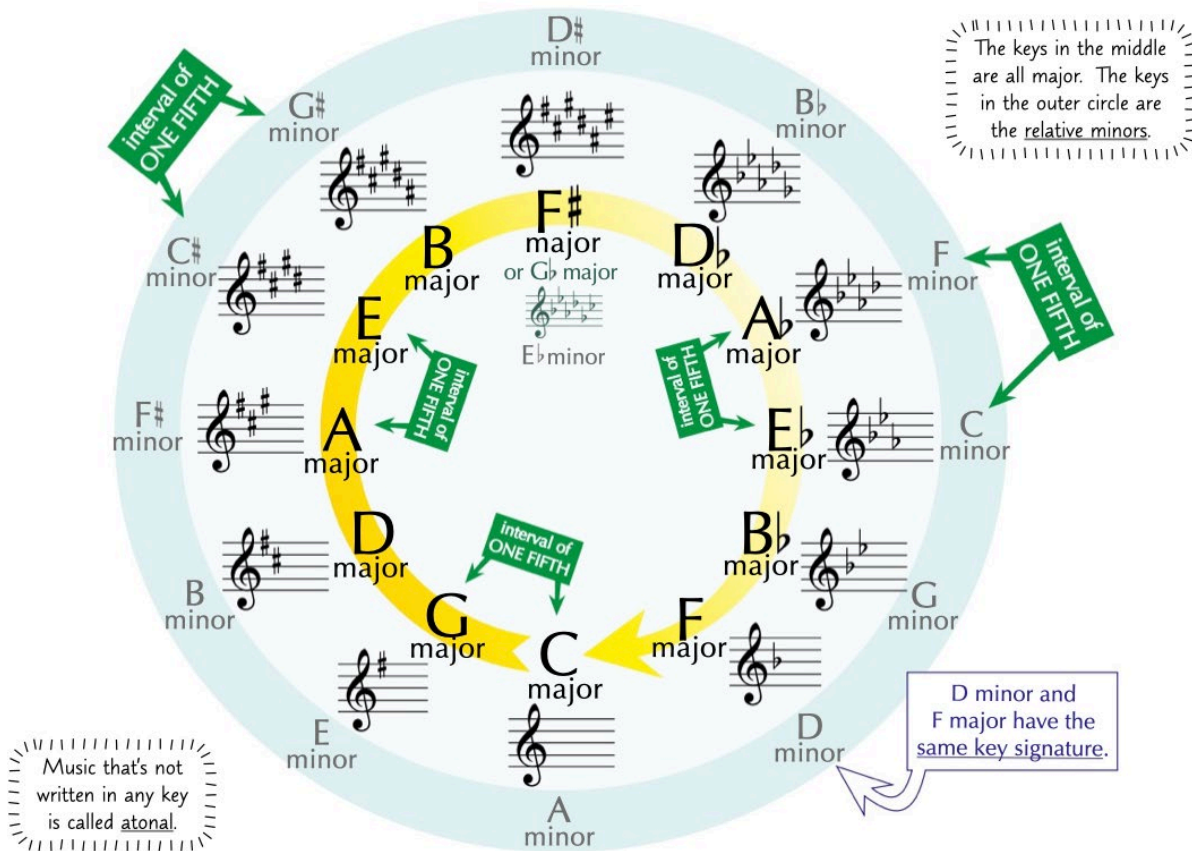
8. How do major and minor keys relate to each other?

Red

Amber

Green

The *Circle of Fifths* looks complicated but it tells you all the keys, the relative keys and their key signatures:



HOME LEARNING TASKS – check Seneca weekly for tasks

Knowledge Organiser

Spanish
Year 10

Term 5
2024/25



The Abbey
School

Spanish Year 10 Term 5 – Our Planet Pt. 1

Term Focus – This term introduces you to the topic of environment and where we live. You will cover the following:

- How to talk about your region
- The biggest environmental problems
- What we can do together to help the environment

Prior Learning Links

- Where I live (Year 8 and Year 9)
- The weather (Year 7 and Year 10)
- Environment (Year 8)
- Giving opinions
- Superlatives and Comparatives

Future Learning Links

- The future simple
- Comparatives and superlatives
- Talking about future plans
- Global Issues (Year 11)



Image:Flaticon.com

1. What is your region like?

Red

Amber

Green

¿Cómo es tu región? (What's your region like?)

En mi región (In my region)	hay (there are some)	lagos (lakes) valles (valleys)	ríos (rivers) volcanes (volcanos)	desiertos (deserts) bosques (forests)
	*no hay (there isn't / aren't any)	playas de arena (sandy beaches) cascadas (waterfalls)	montañas (mountains) vistas (views)	ciudades (cities)
	hay (there is)	la población (the most, f) la capital (the capital city)	más (most)	grande (big) conocida (well-known) bonita (beautiful) alta (tall)
		el paisaje (the most, m) el lugar (the place)	menos (least)	grande (big) largo (long) bonito (beautiful) importante (important)

*When using 'no hay' you do not need the article **un / una / unos / unas**

e.g. no hay campos

¿Qué tiempo hace? (What is the weather like?)

En verano (In summer)	hace* calor (it is hot)	hace sol (It's sunny)	llueve (it rains) nieva (it snows)	hay tormentas (it's stormy)
En primavera (In spring)	hace frío (it is cold)	hace viento (it's windy)		hay niebla (it's foggy)
En otoño (In autumn)	hace buen tiempo (it is good weather)	hace mal tiempo (it is bad weather)		hay nubes (it's cloudy)
En invierno (In winter)				

*We use *hace* (it does)

2. What is the comparative and the superlative?

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We use the comparative to compare things:

más + adjective + **que**

more + adjective + **than**

menos + adjective + **que**

less + adjective + **than**

We use the superlative to say what's **the most** or **the least**

We can put the article+ the noun first and then the adjective, agreeing in masc/fem and sing/plural:

Masculine	Feminine
El noun + más adjective e.g. El paisaje más bonito <i>The most beautiful landscape</i>	La noun + más adjective e.g. La ciudad más importante <i>The most important town</i>
El noun + menos adjective e.g. El paisaje menos conocido <i>The least well-known landscape</i>	La noun + menos adjective e.g. La ciudad menos conocida <i>The least well-known town</i>

3. What is adjectival agreement?

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Definition: The process of changing the spelling of an adjective to match the noun that it is describing.

An adjective will either be written in its masculine singular, masculine plural, feminine singular or feminine plural form.

In most cases, if they end on 'o' for the masculine, the end on 'a' for the feminine. Any other ending doesn't change for masculine/feminine. For the plural, we add 's' or 'es' (after consonant).

4. How can I emphasise that it is my opinion?

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When giving **opinions with "me"**, we can emphasise with **"a mí"** in opposition to "a ti" (you), "a él" (he), "a ella" (she), "a nosotros/nosotras" (we), "a vosotros/vosotras" (You all), "a ellos/ellas" (they).

Opinion with « A mí »		
A mí me gustan (I like)	los lugares (the places)	los espacios naturales (natural spaces)
A mí me interesan (I am interested on)	los paisajes (the landscapes)	
A mí me parecen (To me they seem)	extraordinarios (extraordinary)	tranquilos (calm/quiet)
	increíbles (incredible)	maravillosos (marvellous)

5. How do you help in your community?

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¿Cómo ayudas en tu comunidad? (How do you help in your community?)		
Para ayudar en mi comunidad (To help in my community)	compro (I buy)	productos de comercio justo (fair trade products) ropa de segunda mano (second hand clothes)
	participo (I take part)	en proyectos sociales (in social projects)
Para ayudar en la sociedad (To help in society)	ayudo (I help)	en asociaciones en mi barrio (in associations in my neighbourhood) A personas sin casa (people without a house) a los mayores/ a los ancianos (the elderly)

	llevo <i>(I take)</i> doy <i>(I give)</i>	comida a los bancos de comida <i>(food to the food banks)</i> ropa a las tiendas benéficas <i>(clothes to charity shops)</i> dinero para buenas causas <i>(money for good causes)</i>
<div> <div> ¡Ayuda a otras personas ! <i>(Help other people!)</i> ¡Lucha contra el racismo! <i>(Fight racism!)</i> ¡Protege los árboles y las playas! <i>(Protect trees and beaches!)</i> </div> <div> ¡Pide igualdad para las personas con discapacidad ! <i>(Ask for equality for disable people!)</i> ¡Respetar la igualdad de género! <i>(Respect gender equality!)</i> </div> </div>		

6. What is the imperative and how do we form it?

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The imperative is used to give instructions. The singular (tú – you) positive imperative is formed by removing the –s from the tú form of the verb. This is the same as the « he/she/it » form of the verb and the polite form of « usted ».

Votar (to vote) → **votas** (you vote) → **¡Vota !** (Vote!)

Proteger (to protect) → **proteges** (you protect) → **¡Protege !** (Protect!)

Pedir (to ask for) → **pides** (you ask for) → **¡Pide !** (Ask for!)

7. What is the most serious problem?

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¿Cuál es el problema más grave ? (What's the most serious problem?)

Diría que <i>(I would say that)</i> Pienso que <i>(I think that)</i> Me parece que <i>(It seems to me that)</i>	el cambio climático <i>(climate change)</i> La destrucción de los bosques <i>(destruction of the forest)</i> el hambre <i>(hunger)</i> la polución del aire <i>(air pollution)</i> la polución de los mares <i>(sea pollution)</i> la falta de agua y comida <i>(the lack of water and food)</i>	es <i>(is)</i>	la amenaza más grande para el medioambiente <i>(the biggest threat for the environment)</i> un problema muy grave <i>(a very serious problem)</i> una catástrofe <i>(a catastrophe)</i>
El medioambiente <i>(The environment)</i> (masc, sing)	está amenazado <i>(is threatened)</i>	por <i>(by)</i>	el cambio climático <i>(climate change)</i>
La vida <i>(The life)</i> (fem, sing)	está amenazada <i>(is threatened)</i>		las inundaciones <i>(floods)</i>
Los animales <i>(Animals)</i> (masc, plu)	están amenazados <i>(are threatened)</i>		la polución <i>(pollution)</i>
Las flores <i>(Flowers)</i> (fem, plu)	están amenazadas <i>(are threatened)</i>		la destrucción de los habitats <i>(destructions of the habitats)</i>

8. What is the passive voice?

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We use the passive voice to talk about thing that are done:

We use the verb **estar** (or **ser**) followed by a **past participle**, which works as an adjective so must agree in feminine/masculine and singular/plural.

We introduce the cause of the action with **por** (by)

Masculine singular	El planeta <i>The planet</i>	está amenaado o <i>is threatened</i>	por la polución <i>by pollution</i>
Feminine singular	La vida <i>Life</i>	está amenazada a <i>is threatened</i>	por el cambio climático <i>by climate change</i>
Masculine plural	Los animales <i>Animals</i>	están protegido s <i>are protected</i>	por nuestros pequeños gestos <i>by our small actions</i>
Feminine plural	Las especies <i>Species</i>	están amenazada s <i>are threatened</i>	por la destrucción de los bosques <i>by the destructions of the forests</i>

9. What do you do at home to protect the environment?

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¿Qué haces en casa para ciudar el medioambiente ? (*What do you do at home to protect the environment?*)

Para ayudar al medioambiente <i>(To help the environment)</i>	reciclo <i>(I recycle)</i>	las cajas de cartón <i>(carboard boxes)</i>	las bosas <i>(bags)</i>
	reciclamos <i>(we recycle)</i>	las botellas <i>(bottles)</i>	el papel <i>(paper)</i>
Para proteger el planeta <i>To protect the planet)</i>	no uso <i>(I don't use)</i>	plástico <i>(plastic)</i>	
	no usamos <i>(we don't use)</i>		
En casa <i>(At home)</i>	viajo <i>(I travel)</i>	en trasnporte público <i>(in public transport)</i>	
	viajamos <i>(we travel)</i>	en tren <i>(by train)</i>	
En mi colegio <i>(In my school)</i>	apago <i>(I turn off)</i>	en bici <i>(by bike)</i>	
	apagamos <i>(we turn off)</i>	las luces <i>(the lights)</i>	
		el ordenador <i>(the computer)</i>	

10. How do you describe a picture?

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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: **People**, **Location** and **Activity**

Describing a picture					
People					
En la foto (In the pictue)	hay (there is/ there are)	un hombre (a man)	una mujer (a woman)	un jóven (a young person)	un grupo de amigos (a group of friends)
En primer plano (In the foreground)		un chico (a boy)	une niña (a girl)	una familia (a family)	
Al fondo (In the background)		un niño (a boy)	una persona (a person)	una pareja (a couple)	mucha gente (lots of people)
Location			Activity		
Están (They are)	en la calle (in the street)	al aire libre (outdoors)	donde (where)	reciclan (they recycle)	protegen el planeta (they protect the planet)
	en una ciudad (in a city)	en casa (in the house)		plantan árboles (they plant trees)	

11. What is an adjective?

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Definition: A word used to describe a noun.

12. What is a conjunction?

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Definition: A word used to link two clauses or sentences.

Key Conjunctions: Y (and), También (also), Sin embargo (however), Por eso (therefore)

HOME LEARNING TASKS

Task Description	Done?
Can you write a short paragraph describing your region?	
Can you write a short paragraph giving your opinion about your region?	
Can you write a short paragraph saying what you do to help in your community?	
Can you write short sentences using the imperative to say what we should do?	
Can you write a short paragraph about the most serious problems affecting the planet?	
Can you write a short paragraph saying what you do at home or in school to help the environment?	
Can you use the sentence builders above to write sentences answering the questions? Have you used the correct conjunctions and correct agreement?	
Can you describe a picture about the environmental topic?	
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

Sport Science
Year 10

Term 5
2024/25



The Abbey
School