

Knowledge Organiser

English
Year 11

Term 5
2024/25



The Abbey
School

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	WW1 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.

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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?

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>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>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>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>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>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>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>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>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>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"> 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>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'; 'flashed' '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>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>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>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'

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.

Subject: English

Topic: Macbeth

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.

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"*

Key Themes



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.



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

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Term 5 Language Paper 1 and Paper 2

Term Focus – Paper 2, Q5 Writing; Revision of Paper 1 and 2

Prior Learning Links

- Links to reading section of GCSE Language Paper 1
- Links to Writing section of GCSE Language Paper 1
- Links to reading section of GCSE Language paper 2
- Links to writing section GCSE Language Paper 2

Future Learning Links

- Revision for both Language Paper 1 and 2
- Practise papers SAMS provided by AQA for students to revise questions
- Preparation for the forthcoming summer exam series



KEY VOCABULARY

<u>Language</u>	<u>Structure</u>
Noun: a person, place, thing, idea	Simple sentence: contains one clause with a subject and verb
Verb: an action or state	Compound sentence: contains two independent clauses that are related and joined with a conjunction
Adjective: describes a noun	Complex sentence: contains one or more subordinate clause
Adverb: modifies a verb, adjective, adverb or phrase	Impact sentence or Fragment: contains three or less words
Imperative: gives an order or command	Repetition: a word, phrase, idea, that is used more than once
Pronoun: used in place of a noun	Juxtaposition: two things placed together to highlight the contrast between them
Superlative: an adjective showing the highest quality or degree	Anaphora: the repetition of a word or phrase at the beginning of successive clauses
Symbolism: the use of symbols to represent ideas or qualities	Listing: several connected items written one after the other to emphasise a particular quality
Alliteration: the same letter or sound at the start of adjacent words	Links between paragraphs: a recurring idea, character or object in two or more paragraphs to foreground the importance
Metaphor: direct comparison of two things without using 'like' or 'as'	Shifts in focus: the change of focus in or between paragraphs
Simile: comparing two things using 'like' or 'as'	Zooming in and out: the narrowing or widening of the narrative focus.
Personification: the giving of human characteristics to a non-human object	Chronological structure: arranged in the order of time
Semantic field: the use of a group of words that all link to the same topic	Flashback / Flashforward: set earlier or later than the main narrative
Hyperbole: exaggeration that should not be taken literally	Links between the beginning and ending: a narrative link between the start and end of a text
Visual imagery: vivid description of a particular scene	Exposition: introduction of background information on characters, events or settings to help anchor the reader

Auditory imagery: vivid description of sounds	Climax: the most intense point in the development of the narrative
Tactile imagery: vivid description of physical sensation	Narrative voice: 1st / 2nd / 3rd person
Olfactory imagery: vivid description of smell	Direct speech: the speech of a character in “...”
Gustatory imagery: vivid description of taste / flavour	Tense: past, present, future
Kinaesthetic imagery: vivid description of movement or body position	Foreshadow: an advance hint of what is to come later
Oxymoron: two contradicting, opposite words used together in a phrase.	Motifs: a recurring object or idea
Tone: the feeling in the extract; the attitude or perspective toward the subject matter, characters, or audience.	Cliffhanger: an unclear ending leaving the reader in suspense

1. PAPER 1, Q2: How does the writer use language...

Red

Amber

Green

Question type

Look in detail at this extract from **lines to of the Source**.

How does the writer use language here to describe?

You could include the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms

Suggested time: 10 minutes

Marks: 8

You must **analyse language techniques only** for this question and state why it is **effective** for the reader. In your analysis, you must comment on the **effect of the language technique** used; the effect of a **specific word** from the quotation includes **connotations** of that word; the **effect on the reader**.

Suggested structure

- Technique
- Evidence
- Effect
- Develop/Zoom in

The writer uses...to describe...

For example, “*add quotation*” creates the idea that....

Moreover, the verb/adjective/noun/word/phrase “*add quotation*” has connotations of....

The reader might imagine...

This might make the reader feel...

This tells the reader....

The writer's use of...creates the idea/feeling/ a sense of...

Metaphorically, ‘*add quotation*’ creates a sense of...

The use of...is effective because...

The impact of this is...because...

2. PAPER 1, Q3: How has the writer structured the text to interest you as a reader?

Red

Amber

Green

Question type

How has the writer structured the text to interest you as a reader?

You could write about:

- What the writer focuses your attention on at the beginning
- How and why the writer changes this focus as the Source develops
- Any other structural features that interest you.

Suggested time:10 minutes

Marks:8

You will need to show that you can identify **structural techniques**.

You will also need to **explain how** these techniques interest the reader by commenting on **how** it is interesting as well **as why** it is interesting.

Suggested structure/sentence starters:

At the **beginning** of the extract the writer creates a...tone and this is interesting because it suggests...

The writer **focuses** our attention on... to create the idea that...

In the **middle** of the extract/second paragraph/ next paragraph the writer shifts focus from the...onto the...and this is interesting because...

The writer **focuses** the reader's attention on... because...

The writer develops the **character** of...to create the idea that...

At the **end** of the extract...the writer focuses the reader's attention on...to create a feeling of/sense of...

The writer **concludes** the extract by...

The **reader might think/feel/imagine**...

The writer's focus on ...reminds the reader of... and this is interesting because...

The writer **increases/slows the pace** in the extract to create a feeling of... and this creates a...**atmosphere**.

3. PAPER 1, Q4: A student said...To what extent do you agree...

Red

Amber

Green

Question type

Focus this part of your answer on the second part of the Source from line to ...

A student, having read this section of the text, said: "....."

To what extent do you agree?

Suggested time: 20 minutes

Marks: 20

You will need to find **evidence from both the language and the structure** in the specified part of the extract and explain **how this evidence** supports your view.

You will need to show that you can clearly **support your view of the statement** by identifying relative **evidence**, identifying the **techniques** that the writer has used in this evidence and explaining the **effectiveness** of this evidence.

It is important that you clearly show the reader how your evidence supports your view of the statement throughout your response.

Suggested structure/sentence starters

I agree that...

I support the view that...

I agree with the statement that...because...

For example, ...

An example of this is...

The author creates a strong sense of...

The clever characterisation of...by the writer enables the reader to...

The writer's use of dialogue, enables the reader to see...

At this point in the extract, the viewpoint changes from... to to suggest...to the reader...

The writer effectively conveys...

The writer's purpose in this extract is to...

The writer uses (Language/Structure technique) to **emphasise**...

The writer's use of (Language/Structure technique) **illustrates**...

The choice of (Language/Structural feature) helps to...

For instance, the **phrase** "..." suggests...

This is **evident** when the writer describes "..."

This technique **creates a sense** of...

As a result, the **reader thinks/feels/imagines**...

The writer's use of...**evokes a sense** of...

Overall, the writer successfully...

Consequently, the writer's **intended impact** is...

In conclusion, the writer's use of (technique) effectively...

Ultimately, the extract demonstrates the writer's ability to...

Therefore, the purpose of the extract is achieved by...

Overall/To conclude/In summary...

4. PAPER 1, Q5: Creative Writing – Descriptive or Narrative

Red**Amber****Green**

Descriptive

You will need to take your reader on a journey through the image to make the reader feel as if they are there.

Think about how you can create a clear image using a variety of language techniques, sentence types and your narrative voice.

Narrative

You are usually asked to write a part of a story, likely to be the opening.

It is important that you still show off your language skills in your story so you should include a description of a setting or character.

Tip: the question 5 creative writing task usually links to the extract from the reading section!

Suggested time: 45 minutes – including planning time

Marks: 40 (A05 Content and Organisation A06 Technical Accuracy)

Quick Plan

Who?
What?
Where?
Where?
Why?

GOMASSIVE SPP (cross each technique as you use)

Range of punctuation: - ; ?! () ...

Possible structure for a story.

Open **in media res** – drop you reader straight into the middle of the action. Detailed description of the weather, or setting, or character.

Zoom in closely on something focus the attention of the reader.

Flashback – include something that **happened previously in the character's life that has led to this moment. It must have a completely different mood/tone to the other paragraphs...but make sure you keep this short, do not drift too far away from the story focus of the question**

Cyclical ending – repeat ideas from the beginning of the narrative such as weather or character actions/

Cliffhanger – leave the reader with an ambiguous ending which creates suspense and anticipation.

Sentence openers	Verbs for walked	Your story ?	Adjectives												
When she arrived Just then A second later Behind the Opposite her Right there in front of her Without warning After a moment As he looked around	crept followed leapt climbed raced scurried scampered stepped wandered	Adverbs cautiously unusually incredibly extremely strangely immediately obnoxiously secretly aggressively cruelly constantly menacingly insensitively maliciously disrespectfully viciously selfishly completely violently persistently	gloomy broken empty dusty peculiar sinister fierce filthy decorated elegant colourful muddy ferocious Feelings anxious bewildered nervous terrified petrified apprehensive												
Prepositions <table border="1"><tr><td>beneath</td><td>upon</td></tr><tr><td>above</td><td>among</td></tr><tr><td>between</td><td>behind</td></tr><tr><td>across</td><td>under</td></tr><tr><td>against</td><td>by</td></tr><tr><td>at</td><td>through</td></tr></table>	beneath	upon	above	among	between	behind	across	under	against	by	at	through	Similes ____ which looked like ____ as ____ as ____		
beneath	upon														
above	among														
between	behind														
across	under														
against	by														
at	through														
	Verbs for said whispered answered yelled muttered mumbled bellowed croaked replied snapped roared explained grumbled														

Expressing feelings of fear

Openers

With a heart full of _____, she

Full of _____ and _____, she

Overcome by terror, he

In that moment, he felt

Alone and _____, she

Just then, something deep inside him started to

If her heart could have spoken, it would have said:

"So this is what it is like to feel _____"

"For the first time in my life, I feel _____"

"Now I know what it is like to feel _____"

"It is as if _____"

Adventurous Adjectives

anxious
aghast
distressed
disheartened
panic-stricken
petrified
terrified
terror-stricken
broken-hearted

full of:

dread	terror
horror	panic
anxiety	sorrow
fear	

Eyes

piercing
cold
hollow
steely
empty
fiery
haunting
bloodshot
goggle
blank
sunken
bulging
expressionless

Teeth

crooked
decaying
stained
jagged
uneven
gappy
asymmetric

Describing a character's appearance

Build a noun-phrase: **Adverb** → **Adjective** → **Noun**

Nouns

cheeks	eyebrows	ears	fingers
hands	face	legs	mouth
shoulders	glasses	shoes	forehead
nostrils	fingernails	lips	arms

Hair

Adjectives

messy	wavy
glossy	died
braided	ginger
shaved	greasy
curly	frizzy

Nouns

short	ponytail	bob
knotted	dreadlocks	bouffant
dirty	fringe	flat-top
blonde	cornrows	
plaited		

Nose

crooked
bulbous
pointy
hooked
upturned
prominent
long
crinkled
thin

Adverbs

extremely	unbelievably	extraordinarily
unpleasantly	strangely	awfully
unusually	incredibly	noticeably
terribly	inexplicably	unimaginably

Adjectives

bushy
shrivelled
unsightly
hunched
filthy
creepy
grubby
narrow
spotty
scrawny
grotesque
oddly-shaped
misshapen

5. PAPER 2, Q2: Write a summary of the similarities/differences between Source A and Source B.

Red

Amber

Green

Question type

You need to refer to Source A and Source B for this question.

Use details from both sources. Write a summary of

Suggested time: 10 minutes

Marks: 8

You will need to show that you can directly compare the two sources, focusing in on specific similarities/differences.

You will need to support your ideas with references/quotations from the text and comment on what you can infer from the text. You do not need to analyse any language or structural techniques – you only include evidence from the text and state what inferences you can make.

Suggested structure and sentence starters

Both sources are about....

In Source A ...are presented as...whereas in Source B the ...are presented as...

Source A was written in...whereas Source B was written in...so you would expect difference/similarities because....

Another difference between the sources is...

One difference between the settings is the atmosphere...

In source A it states "..."

In source A we learn that "..."

In source A it's described as "..."

This suggests... This infers/implies... This reveals... This might indicate... This perhaps hints...

However/On the other hand/Contrastingly/Alternatively/Conversely/Differently,

In source B it states "..."

In source B we learn that "..."

In source B it's described as "..."

This suggests... This infers/implies... This reveals... This might indicate... This perhaps hints...

6. PAPER 2, Q3:

Red

Amber

Green

Question type

You now need to refer only to Source, lines to

How does the writer use language to

You will be given specific lines from the source and asked to comment on the writer's use of language to present an idea/place/person/object.

You must only take your **evidence from the given extract**.

The only **differences** between this question and Paper 1 Question 2 are the **marks and time** allowed. You will need to show that you can **analyse the language** used and state why it is **effective**. In your analysis, you must comment on three things: the effect of the technique being used, the effect of a specific word from the technique, and the effect on the reader.

Suggested time: 14-15 minutes

Marks: 12

Suggested structure and sentence starters

The writer presents the...as....in the source because...

This is clear when the writer describes...as “...”

For example, ‘....’suggests/creates the feeling

The writer describes them/it as “...” using the ...to create the idea that...

The use of ...suggests the.... are....

Moreover, the use of the [adjective/noun/verb/adverb/word/phrase] “....” has connotations of...

This highlights/reveals/illustrates....to the reader

This might make the reader think/feel/imagine/visualise...

Furthermore, the writer’s use of...demonstrates...to the reader to show....

7. PAPER 2, Q4:

Red**Amber****Green**

Question type

For this question, you need to refer to the whole of Source A together with Source B.

Compare how the writers convey their similar/different attitudes to

Suggested time: 18-20 minutes

Marks: 16

You will be asked to use **both sources** to write a **comparison of the attitudes/viewpoints** of the two writers. These could be **different or similar** attitudes/viewpoints. You will be asked to comment on the methods the writer has used to show their attitude/viewpoint.

You will need to show that you can directly compare the two extracts, identifying key moments of similarity/difference.

You must analyse the **language and structure** the writer has used, commenting on the techniques, implications and effect of this evidence.

You should remember to **link your argument** back to the **attitude/viewpoint** of the writer.

Suggested structure and sentences

Each writer has a different attitude to...because...

Each writer feels differently about...because...

Both writers feel differently/the same about...

Both writers have contrasting/similar viewpoints to...which shows...

Each writer feels differently about the location....

Both writers dislike the.... because...

In source A the writer feels [EXPLAIN EMOTIONS] as he states “...”/ I

n source A the writer believes The writer mentions “...” /

In source A the writer’s attitude is ... as he claims...

The use of... [fact/statistic/hyperbole...]

The use of the...[adjective/noun/verb/adverb] “....”

reveals/highlights/indicates/exposes/implies...

Comparison word choice

However/ On the other hand/ Contrastingly/ Alternatively/ Conversely/ Differently/Similarly/ Likewise/ In the same way/Moreover/Furthermore

In source B the writer feels [EXPLAIN EMOTIONS] as he states “____”/

In source B the writer believes The writer mentions “____” /

In source B the writer’s attitude is ... because they claim...

The use of _____ [fact/statistic/hyperbole...]

The use of the [adjective/noun/verb/adverb] ‘....’ reveals/highlights/indicates/exposes/implies...

8. PAPER 2, Q5:

Red

Amber

Green

Question type

“Statement about a particular idea/topic/issue..”

Write a letter/article/speech/leaflet in which you show your point of view on this statement.

Suggested time: 45 minutes – including planning time

Marks: 40 (A05 Content and Organisation A06 Technical Accuracy)

You will be asked to **respond to a statement** through a clear and developed piece of **non-fiction** writing. You may be asked to **write to inform, advise, argue or persuade** and you could be asked to **write a letter, a newspaper article, a speech or a leaflet**.

You must show your ability to write an **extended piece** of writing showing a clear and sustained opinion. This means that your response in relation to the statement will need to develop and remain **controlled and focused through your use of structure and language**.

The examiner will still expect to see your writing skills, so you must include a **variety of language** techniques and use a wide **range of punctuation** when writing.

Some suggested sentences

Anecdote

Imagine what life would be like if...

Potentially, across the UK, there are thousands of teenagers living through....

Recently, in [PLACE], an unprecedented event happened...

Research (keep to a minimum – use only one)

In a recent survey carried out by YouGov.UK with 10,000 participants, it was found...

Local headteacher/business owner/ celebrity (relevant to topic) NAME stated...

The head of (relevant to topic) studies at Oxford University carried out a study into...

Counter argument

Although... (relevant to topic) might believe [opposing view], I would argue that...

Whilst... (relevant to topic) might claim [opposing view], I strongly counter that...

Despite... (relevant to topic) might state [opposing view], it is worth considering...

Others might think this...but they would be wrong because...

Link

How would you feel if... because... [link back to point made in counter-argument] ... ?

Do you agree with due to... [link to comment in research]?

Ultimately, how would you respond if because.... [link to opening anecdote]?

Range of punctuation: - ; ?! () ...

A FORREST

A

ALLITERATION (WORDS BEGINNING WITH THE SAME SOUND) **EFFECT:** EMPHASISES/FOCUSES ATTENTION ON POINT

"A really rich and rewarding opportunity"

ANECDOTE A SHORT PERSONAL STORY/MEMORY **EFFECT:** ADDS AUTHENTICITY/RELATABILITY. CAN BE EVOCATIVE

"I'll always remember year 7, because that was the year I was horrendously bullied. I know what it feels like to..."

F

FACTS (SOMETHING WE KNOW OR HAVE PROVEN TO BE TRUE) **EFFECT:** ADDS PLAUSIBILITY TO AN ARGUMENT

"We know/it has been proven/research has shown that... English is the best subject."

O

OPINION (ADVICE/PERSONAL VIEW) **EFFECT:** ADDS PERSONAL/RELATABLE EVIDENCE/INVESTMENT

"I strongly believe that we need to..."

R

RHETORICAL QUESTIONS (QUESTION ASKED FOR EFFECT). **EFFECT:** ENGAGE, PROVOKES THOUGHT

"How many more elephants have to die before we start enforcing harsher punishments on the ivory trade?"

REPETITION / REITERATION (REPEATING INFORMATION) **EFFECT:** EMPHASIS & CLARITY

"It is everybody's responsibility to keep our school clean, and everybody can do more."

"Research has found that 65% of girls..." "If 65% of girls are more likely too..."

E

EMOTIVE LANGUAGE (ENGAGES AUDIENCES/READER'S EMOTIONS) **EFFECT:** HELPS CREATE SUPPORT/OPPOSITION

"An innocent bystander was brutally attacked by a violent thug by Tesco's last Tuesday."

EXAGGERATION/HYPERBOLE (STATEMENTS/CLAIMS NOT TO BE TAKEN SERIOUSLY) **EFFECT:** DRAMATIC, HEIGHTENS EMOTIONS, MORE INTENSE

"I died from laughing when I learnt that..." "This week I had six tonnes of homework to do – it's too much!"

S

STATISTICS (PERCENTAGES, FRACTIONS) **EFFECT:** ADDS PLAUSIBILITY AND GARNERS SUPPORT FOR ARGUMENT.

"74% of people agree..."

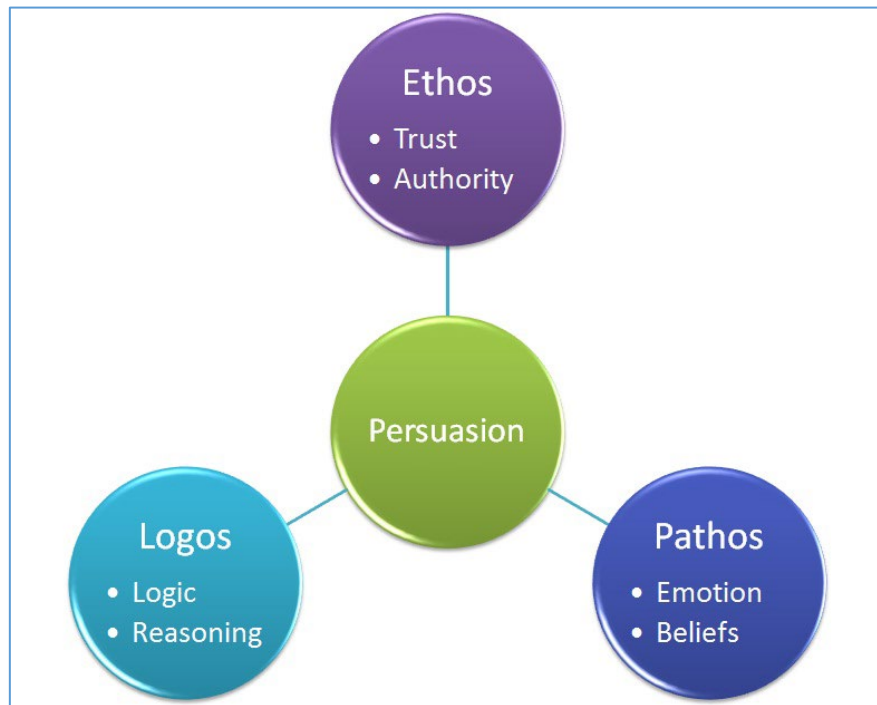
T

THREE (RULE OF) (LISTING IN GROUPS OF THREE) **EFFECT:** MEMORABLE, CONCISE, EMPHASIS

"Fast, convenient and secure".

TONE (THE ATTITUDE OF A PIECE OF WRITING) **EFFECT:** DRAWS IN THE AUDIENCE

Sincere, ironic, sarcastic, sentimental, enthusiastic, apathetic, bossy, instructive, assertive, outraged...



9. PAPER 1 Q1/2/3/4 READING PRACTISE

Red

Amber

Green

21st Century prose fiction

Glass, Bricks and Dust by Claire Dean

An extract from a collection of modern fantasy stories and fairy tales first published in 2013.

Insert

The main character in this short story is a boy, though we don't get to know his name or age. At this mid-point in the story, he is playing amongst some rubble on the site of a demolished building. Everything seems normal to begin with, however...

One evening, the boy was crouched on top of the mound making a new town out of a heap of broken glass. He liked this time of day best – after tea, before bed. The air seemed to get grainy as its colour changed from vinegary yellow to candyfloss blue. He could rub it between his fingers like dust and slow time down. At the top of the mound, he was in charge, and he didn't want to go home to bed. He collected green glass shards and broken brown bottle necks. He tumbled fragments of old window in his hands like shattered marbles. He pushed the glass into the mound, making houses, balancing roofs on them, building towers. The last of the sunlight caught and glinted in the tiny glass walls.

More of the black birds than he'd ever seen before rushed overhead and gathered on the lamppost. The orange light hadn't yet switched on, but the shadows were growing. He heard nine chimes of the town hall clock. For a moment, the lamppost looked like a tall thin man wearing a large black hat. When the man turned towards him, he looked like a lamppost. The man had a greyish-green coat speckled with rust and a black hat that quivered with beaks and feathers. The man didn't need to climb the mound; he was face to face with the boy with his feet still planted in the pavement.

'What are you making?' asked the man.

The boy didn't answer.

'Every child is always making something. Shake them out and they're full of dust and dreams.'

The boy stood up, ready to run, but then he remembered that at the top of the mound he was king. He dug his heels into the rubble.

'I'm making a new town, better than this one. The sun can shine in through the walls. The buildings look grander. It'll be a great glass city.'

'All it needs is people,' said the man.

'Yes, it needs people,' said the boy. And when he looked down, tiny creatures were scuttling beneath the glass roofs. They looked like ants or spiders, but the sky was darkening, and the creatures were moving too fast to be sure. He looked to the man but there was only the lamppost and as its orange light snapped on, the birds launched into the sky.

The boy plunged down the mound and ran, hoping he wouldn't get told off for being late home. Before he reached the end of the street, he knew something was wrong. The world was too quiet. Where were the sounds of cars? Of footballs being kicked against walls? There were no shouts from parents calling everyone in.

'Mum?' He pushed open their front door. The house was in darkness, but the telly was switched on. His mum wasn't in any of the rooms. A half-drunk cup of tea had been left on the arm of the settee.

The boy thundered back along the silent streets. He stood in the orange light beneath the lamppost. 'Give them back,' he shouted.

Nothing happened, although he could hear the rustle of feathers coming from the darkness above the light.

The boy ran to the top of the mound. 'Give them back!' 'But I haven't got them,' The man's face glowed. 'You have.'

In the gloom, it was hard to make out the tiny creatures beneath the glass roofs. They were no longer moving. The boy couldn't be sure what was a particle of rubble and what was a person sleeping in their broken-glass house. 'How do I get them back?' he asked.

But the man was a lamppost again.

Glossary

shards - sharp pieces or fragments

Questions

Q1. Read again the first part of the Source from lines 1 to 7.

List four things from this part of the Source about the boy.

Q2. Look in detail at this extract from lines 5 to 15 of the Source:

How does the writer use language here to describe the boy playing in the evening?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

Q3. You now need to think about the whole of the Source.

This text is from the middle of a short story.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the Source develops
- any other structural features that interest you.

Q4. Focus this part of your answer on the second part of the Source from line 16 to the end.

A reviewer wrote: 'This end part of the extract where the boy's game comes to life takes a darker and more chilling tone.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the boy's game
- evaluate how the writer creates a dark and chilling tone
- support your response with references to the text.

10.PAPER 1 Q5 WRITING PRACTISE

Red

Amber

Green



A magazine is running a creative writing competition for people your age.

Either: Write a description based on this image.

OR: Write the opening to a narrative about an unexpected event.



You are going to enter a creative writing competition. Your entry will be judged by a panel of people your own age.

Either: Write a description suggested by this picture.

Or: Write the opening part of a story about a place that is severely affected by the weather.

11. PAPER 2 Q1/2/3/4 READING PRACTISE

Red

Amber

Green

The two Sources that follow are:

Source A: 20th Century literary non-fiction

The Village that Lost its Children by Laurie Lee An extract from an essay written in 1967, one year after a devastating landslide in the Welsh village of Aberfan.

Source B: 19th Century non-fiction Earthquake in England. An extract from a Victorian newspaper article, published in October 1863, after an earthquake in England

Insert

Source A – 20th Century literary non-fiction

This is an extract from an essay written in 1967 called *The Village that Lost its Children* by Laurie Lee. Aberfan was a small mining village in Wales. In 1966, many of its people, including children at a local school, were killed when heavy rain caused a landslide.

The Village that Lost its Children

Few people had ever heard of Aberfan until disaster struck it. It was just another of the small mining villages lying tucked away in the South Wales valleys – a huddle of anonymous terraced houses of uniform ugliness unrelieved except for chapel and pub.

Its heart was the coal-pit, and its environment like the others – the debris of a slowly exhausting industry: a disused canal, some decaying rail tracks, a river black as the Styx¹, a general coating of grime over roofs and gardens, and the hills above blistered with a century of mining waste.

Such villages learned to accept a twilight world where most of the menfolk worked down the pits. Many died early, with their lungs full of coal-dust, and the life was traditionally grim and perilous. Disaster, in fact, was about the only news that ever came out of the valleys – the sudden explosion underground, miners entombed alive, or the silent death in the dark from gas. Wales and the world were long hardened to such news. But not to what happened in Aberfan.

A coal-mine sends to the surface more waste than coal, and a mining village has to learn to live with it. It must be put somewhere, or the mine would close, and it's too expensive to carry it far. So, the tips grow everywhere, straddling the hillsides, nudging the houses like black-furred beasts. Almost everyone, from time to time, has seen danger in them, but mostly they are endured as a fact of life.

On the mountain above Aberfan there were seven such tips. The evening sun sank early behind them. To some of the younger generation they had always been there, as though dumped by the hand of God. They could be seen from the school windows, immediately below them, rising like black pyramids in the western sky. But they were not as solid as they looked; it was known that several had moved in the past, inching ominously down the mountain.

What was not known however was that the newest tip, number 7, was a killer with a rotten heart. It had been begun in Easter 1958, and was built on a mountain spring, most treacherous of all foundations. Gradually, over the years, the fatal seeping of water was turning Tip 7 into a mountain of moving muck.

Then one morning, out of the mist, the unthinkable happened, and the tip came down on the village. The children of Pantglas Junior School had just arrived in their classrooms and were right in the path of it. They were the first to be hit by the wave of stupefying filth which instantly smothered more than a hundred of them.

The catastrophe was not only the worst in Wales but an event of such wanton and indifferent cruelty it seemed to put to shame both man and God.

Glossary

Styx – the Styx was a river in Greek mythology that was supposed to separate the world of the living from the world of the dead.

Source B – 19th Century non-fiction

This is an extract from a Victorian newspaper article published in October 1863. A minor earthquake had been felt in some parts of Great Britain.

We have had an Earthquake. The men of science all tell us that we have every right to expect earthquakes. This country lies on the great volcanic belt. There runs under us a huge crack in the earth's crust, – who knows how deep or how wide? A few flimsy strata¹ have fallen in and now, who knows what enormous voids, what huge quantities of imprisoned gas, what seas of molten metal, there may be only a few miles below this fair surface?

The scientists tell us that there are probably many earthquakes which we do not feel. But if a small earthquake, even an imperceptible one, why not an earthquake to destroy a metropolis?

We have had an Earthquake. The men of science all tell us that we have every right to expect earthquakes. This country lies on the great volcanic belt. There runs under us a huge crack in the earth's crust, – who knows how deep or how wide? A few flimsy strata¹ have fallen in and now, who knows what enormous voids, what huge quantities of imprisoned gas, what seas of molten metal, there may be only a few miles below this fair surface? The scientists tell us that there are probably many earthquakes which we do not feel. But if a small earthquake, even an imperceptible one, why not an earthquake to destroy a metropolis? But, the earth-wave has been faint, and only a feeble echo of some distant shock, for it was not everywhere, nor was it everybody that was waked by the earthquake of Tuesday, October 6. More than half the nation has to accept the word of the rest. Yet many felt it that will never forget the feeling; and many even heard it that will carry the "awful" sound in the ear to their dying day. In some places it even did damage. It upset furniture and broke crockery. It displaced bricks and even revealed a crack in a wall. We should not be surprised to hear of more serious damage. But if this much, why not more?

BRITANNIA'S³ fabled rock has been shaken from its basis. Be it only an inch or two, the ocean throne has been tilted up. Throughout the Midland counties, the earthquake appears to have been felt the most. At Birmingham walls were seen to move, and people rose from their beds to see what damage had been done. At Edgbaston successive shocks were plainly felt, houses were shaken to their foundations, "a dreadful rattle" was rather felt than heard, and people woke one another to ask the meaning. Everything around was violently agitated. The houses cracked and groaned as if the timbers had been strained. The policemen on duty saw the walls vibrate, heard everything rattle about them, and were witnesses to the universal terror of the roused sleepers.

In London, we are situated on a deep bed of clay, where our houses are well built, and where we are so accustomed to noises, shocks, and tremors that we are almost startled to find it calm and quiet. Noises from vast warehouses along the riverbanks, bathed by the muddy and dull water of the great river, while trains rush past at full speed or rumble underground uttering horrible cries and vomiting waves of smoke. London: where men work in darkness, scarcely seeing their own hands and not knowing the meaning of their labour. London: a rainy, colossal city smelling of molten metal and of soot, ceaselessly streaming and smoking in the night fog. Fog which persists and assumes different hues – sometimes ashen – sometimes black. With the lighting of the fires, it soon becomes yellow and pungent, irritating the throat and eyes.

Here, on this day, a large proportion of us felt a sort of shock and shiver, and the feeling of being upheaved; but very few of us could trust our own sensations and be sure it was something out of the usual course.

Who can say what strange trial of shaking or upheaving, sinking, dividing, or drying up, may await us? We know by science these isles have gone through many a strange metamorphosis, and science cannot assure us that there are none more to come.

Glossary

1 strata – layers of rock

2 metropolis – a major city

3 Britannia – Great Britain

4 metamorphosis – change

Questions

Q1.

0 1

Read again the first part of **Source A** from lines 1 to 21.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

[4 marks]

- | | | |
|---|--|--------------------------|
| A | Aberfan was a well-known place in Wales. | <input type="checkbox"/> |
| B | The village did not have a chapel or a pub. | <input type="checkbox"/> |
| C | Pit waste had been building up for at least 100 years. | <input type="checkbox"/> |
| D | Village life centred around the coal pit. | <input type="checkbox"/> |
| E | Mining was a new and thriving industry. | <input type="checkbox"/> |
| F | Life for miners and their families was tough. | <input type="checkbox"/> |
| G | There wasn't much good news in Aberfan. | <input type="checkbox"/> |
| H | The men lived long and healthy lives. | <input type="checkbox"/> |

Q2.

You need to refer to Source A and Source B for this question.

Both Sources give details about the places where the events occur.

Use details from both Sources to write a summary of the differences between Aberfan and London.

Q3.

You now need to refer only to Source A from lines 27 to 40.

How does the writer use language to describe the coal tips?

Q4.

For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different ideas and perspectives of the events that they describe. In your answer, you could:

- compare their different ideas and perspectives
- compare the methods they use to convey their ideas and perspectives
- support your response with references to both texts.

12. PAPER 2 Q5 WRITING PRACTISE

Red

Amber

Green

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

Q5

"Teenagers today are more dependent than previous generations."

Write an article for a broadsheet newspaper where you argue your opinion on this.

(24 marks for content and organisation,
16 marks for technical accuracy)

[40 marks]

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

Q5

“Minors should be allowed to drink alcoholic beverages in their homes with their parents’ consent.”

Write the text for a speech at parliament in which you explain your views on this statement to the MPs.

(24 marks for content and organisation,
16 marks for technical accuracy)

[40 marks]

HOME LEARNING TASKS

Task Description

Done?

Complete Paper 1 Reading section

Complete Paper 1 Creative writing Q5

Complete Paper 2 Reading section

Complete Paper 2 Writing section Q5

Complete tasks in your SNAP revision guide provided by us at Step up evening

Remember to practise your timings for each question

Knowledge Organiser

French
Year 11

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

History
Year 11

Term 5
2024/25



The Abbey
School

History Year 11 Term 4 – Anglo-Saxon & Norman England

In this unit, you will explore the dramatic events surrounding Anglo-Saxon England, the Norman Conquest, and William I's reign, across the years 1060–88. You will learn about Anglo-Saxon governance, society, and the economy, as well as the succession crisis of 1066 and the rival claims to the throne. You will analyse William's strategies for securing power, including the feudal system, reforms to the Church, and responses to resistance as well as evaluating the extent to which William 'Normanised' England.



GCSE Pod – Scan me!

Prior Learning Links

- Year 9 Term 4-6 Anglo-Saxon & Norman England

Future Learning Links

- Continued Revision of prior GCSE Content

KEY VOCABULARY

Historical Skills 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

Rate of change – the pace at which change occurs; e.g. very quickly or slowly

Reliability – the degree to which something can be trusted or relied upon as accurate

Significance – the importance of something

Similarity – the quality of being similar, or the same

Trend – when there are a number of similar and related changes continuing in the same direction over a period of time

Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

Paper 2 B1 Anglo-Saxon & Norman England Core Vocabulary

Administration The process of managing and organising the affairs of a government or organisation.

Authority The power or right to give orders, make decisions, and enforce obedience.

Centralisation The process of locating power within a central organisation, or person

Conflict A serious disagreement or argument, often leading to a prolonged struggle or battle.

Consolidation – (verb) to make something stronger

Dispute A disagreement or argument over something important.

Domination Control or influence over someone or something, often by force or power.

Hierarchy A system where members of a society or organization are ranked according to status or authority.

Impact The effect or influence of one thing on another.

Invasion An instance of entering a place by force, typically to conquer or occupy it.

Justification The action of showing something to be right or reasonable.

Legacy Something handed down from one generation or era to the next, such as traditions or consequences.

Monarchy A form of government where a king or queen rules, often as the central authority.

Opposition Resistance or dissent expressed in action or argument.

Rebellion An act of resistance or defiance against authority or control.

Reform The process of making changes to something to improve it.

Succession The process of inheriting a title, office, or role, especially in a monarchy.

Tactics The methods or strategies used to achieve a goal, especially in a military or political context.

Transition The process or period of changing from one state or condition to another.

Paper 2 B1 Anglo Saxon & Norman England Command Words

Paper 2: British depth study and period study		Command Word	What the question is asking you to do
Booklet B: Anglo-Saxon & Norman England	Q1 a i) & a ii)	Describe one feature of...	Demonstrate your knowledge by saying what you know about a topic using specific detail to support your answer
	Q1 b)	Explain why...	Make clear why something happened [try to identify any reason/cause/factor] supporting your answer with relevant information.
	Q 1 c i) / c ii)	[Statement.] How far do you agree? Explain your answer	Reach a judgement about a statement by saying how much you agree and disagree with something. You should consider both sides of the argument and give detailed reasons for your judgement to make sure it is supported by an explanation

Anglo-Saxon & Norman England Glossary

Key Topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66

1. **Aethling** - A prince or noble eligible to become king in Anglo-Saxon England.
2. **Battle of Gate Fulford** - A battle in September 1066 where Harald Hardrada and Tostig defeated the English earls Edwin and Morcar.
3. **Battle of Hastings** - The decisive battle on 14 October 1066 where William of Normandy defeated Harold Godwinson to become King of England.
4. **Battle of Stamford Bridge** - A battle in September 1066 where Harold Godwinson defeated Harald Hardrada and Tostig.
5. **Danelaw** - The part of England under Viking control, influencing Anglo-Saxon governance.
6. **Earldom** - A large area of land governed by an earl, central to Anglo-Saxon administration.
7. **Edward the Confessor** - The Anglo-Saxon king of England (1042–1066) whose death triggered the succession crisis.
8. **Embassy to Normandy** - Harold Godwinson's diplomatic mission to William of Normandy, possibly swearing allegiance to him.
9. **Feigned retreat** – A tactic employed by William's army involving forces retreating to invite opponent into open battle and exposing weaknesses, before turning on them. Crucial in breaking Harold Godwinson's shield wall at the Battle of Hastings
10. **Harald Hardrada** - King of Norway and one of the claimants to the English throne in 1066.
11. **Harold Godwinson** - Earl of Wessex and last Anglo-Saxon king of England, crowned in January 1066.
12. **House of Godwin** - A powerful noble family in Anglo-Saxon England, central to the succession crisis.
13. **Hundred Courts** - Local courts in Anglo-Saxon England dealing with minor crimes and disputes.
14. **Norman Conquest** - The invasion and conquest of England by William of Normandy in 1066.
15. **Shield Wall** - A military tactic used by Anglo-Saxon armies involving a wall of interlocked shields.
16. **Succession Crisis** - The uncertainty over who should succeed Edward the Confessor in 1066.
17. **Tostig Godwinson** - Harold Godwinson's brother, exiled in 1065, who allied with Harald Hardrada in 1066.
18. **Witan** - The Anglo-Saxon council of nobles and clergy that advised the king and helped decide succession.
19. **William of Normandy** - Duke of Normandy and claimant to the English throne, who became king in 1066.
20. **York** - A key city in northern England, targeted during the early 1066 battles.

Key Topic 2: William I in Power: Securing the Kingdom, 1066–87

1. **Castles** - Fortified structures built by the Normans to establish control over England.
2. **Domesday Book** - A comprehensive survey of landholdings in England ordered by William I in 1086.
3. **Earls Edwin and Morcar** - Anglo-Saxon earls who led revolts against Norman rule in 1068.
4. **Ely Rebellion** - A 1070–71 uprising led by Hereward the Wake against Norman control.
5. **Feudal System** - A hierarchical system introduced by the Normans, where land was exchanged for loyalty and service.

6. **Harrying of the North** - William I's campaign of devastation in northern England (1069–70) to suppress rebellion.
7. **Hereward the Wake** - An Anglo-Saxon nobleman who resisted Norman rule in East Anglia.
8. **Marcher Earldoms** - Special territories along the Welsh border given to loyal Norman lords to maintain control.
9. **Normanisation** - The process of imposing Norman culture, language, and governance on England.
10. **Odo of Bayeux** - William I's half-brother and a key figure in consolidating Norman control.
11. **Revolt of the Earls (1075)** - A failed rebellion by Norman and Anglo-Saxon nobles against William I.
12. **Revolt of 1068** - A rebellion led by Edwin and Morcar against William's rule.
13. **Robert Cumin** - A Norman earl whose murder prompted the Harrying of the North
14. **Sheriff** - An official responsible for enforcing the king's laws in local areas.
15. **Submission of the Earls (1066)** - The formal surrender of Anglo-Saxon earls to William after the Battle of Hastings.
16. **Tenants-in-Chief** - Nobles who held land directly from the king under the feudal system.
17. **Tower of London** - A key Norman castle built by William I to secure control over London.
18. **William's Absence** - Periods when William left England, relying on regents to govern in his stead.
19. **William's Coronation** - The crowning of William as King of England on Christmas Day, 1066.
20. **York Rebellion (1069)** - A major Anglo-Saxon uprising in northern England against Norman rule.

Key Topic 3: Norman England, 1066–88

1. **Bishop Odo** - William's half-brother, who played a significant role in governing Norman England.
2. **Centralised Power** - William's strategy of consolidating authority in the monarchy.
3. **Demesne** - Land retained by William for his own use and control.
4. **Domesday Survey** - The survey used to compile the Domesday Book.
5. **Feudal Hierarchy** - The structure of power in Norman England, from the king to peasants.
6. **Forfeiture** - The loss of land or property as punishment for disloyalty.
7. **Forest Laws** - Strict regulations imposed by William I to protect royal hunting grounds.
8. **Homage** - A public display of loyalty and submission to a lord or king.
9. **Knight Service** - Military service owed by knights in exchange for land.
10. **Lanfranc** - The Archbishop of Canterbury who reformed the Church under William I.
11. **Nepotism** - The act of offering church positions based on family relation rather than skill or experience
12. **Norman Aristocracy** - The Norman ruling class that replaced Anglo-Saxon nobles.
13. **Norman Culture** - The language, customs, and traditions introduced by the Normans.
14. **Pluralism** - The act of holding multiple roles or offices in the Church. For example, Stigand was Archbishop of both Canterbury and Winchester
15. **Regent** - A person appointed to rule in the king's absence.
16. **Robert Curthose** - William I's eldest son, who led a revolt against his father.
17. **Simony** - Church leaders selling sacraments for profit
18. **Stigand** - The Anglo-Saxon Archbishop of Canterbury replaced by Lanfranc.
19. **Tenure** - The conditions under which land was held in the feudal system.
20. **William Rufus** - William I's son and successor as King of England in 1087.

1. What were the key features of Anglo-Saxon government, society, and economy?

Red

Amber

Green

Are you able to...





- Are you able to describe the roles of the monarchy, earldoms, and local government in Anglo-Saxon England?
- Can you explain the structure of the Anglo-Saxon economy, including towns, villages, and trade?
- Are you able to evaluate the influence of the Church on Anglo-Saxon society?










flaticon.com –
smashicons

Core Knowledge:

- The king held ultimate power and was supported by nobles and earls.
- Earldoms were key units of land and governance, managed by earls.
- Local government was run through hundred and shire courts.
- The economy was agricultural, with peasants working the land for lords.
- Towns were small but grew as trade centres, particularly in the south.
- The Church played a central role in governance and daily life.

	<ul style="list-style-type: none"> The Anglo-Saxon economy had a strong trade network, both domestic and international. The role of the Church extended into education, law, and moral guidance. 			
2. How did Edward the Confessor's death lead to a succession crisis?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to outline the power and significance of the House of Godwin in Anglo-Saxon England? Can you explain the events leading to Harold Godwinson's rise to power as Earl of Wessex? Are you able to analyse the causes and consequences of Tostig's exile and Edward's death? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> Edward's death left no clear heir, creating a power vacuum. The House of Godwin, led by Harold, was powerful but contested. Harold Godwinson's rise to power was aided by his control of Wessex. Tostig Godwinson's exile and return deepened internal divisions. Edward's death sparked multiple rival claims to the throne. The Witan played a key role in Harold's coronation, but his claim was disputed. Tensions between the Godwin family and other nobles contributed to unrest. The absence of a clear royal heir made the succession uncertain. 			
3. Why were there multiple claimants to the English throne in 1066?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to identify the motives and claims of William of Normandy, Harald Hardrada, and Edgar Aethling? Can you explain the role of the Witan in Harold Godwinson's coronation? Are you able to assess the significance of the battles of Gate Fulford and Stamford Bridge? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> William of Normandy claimed that Edward had promised him the throne. Harald Hardrada claimed the throne based on an agreement with Magnus. Edgar Aethling was seen as a legitimate English claimant by some. The Witan's support of Harold Godwinson complicated matters. Harold's coronation was contested, as other nobles had competing interests. William believed his bloodline made him the rightful ruler. Hardrada sought to regain the throne after earlier Viking attempts. Edgar's claim relied on being the last male descendant of Æthelred the Unready. 			
4. Why did William of Normandy win the Battle of Hastings?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to describe the key events of the Battle of Hastings? Can you explain the strengths and weaknesses of Norman and Anglo-Saxon troops and tactics? Are you able to evaluate the leadership skills of William and Harold in determining the outcome? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> William's army was well-organised and supported by a strong fleet. Harold's army was weakened after fighting at Stamford Bridge. William used innovative tactics, such as feigned retreats. Harold's position on the high ground gave his army an advantage, but it was poorly utilised. The death of Harold, allegedly struck by an arrow, weakened morale. William's leadership was decisive and he demonstrated flexibility in tactics. The Saxons lacked cavalry, which was a major disadvantage. William's reinforcements ensured that his forces were superior in numbers. 			
5. How did William I establish control over England after the Norman conquest?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to explain the submission of the earls in 1066? Can you describe the significance of the Marcher earldoms and the building of castles? Are you able to evaluate how William rewarded his followers and secured borderlands? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> William secured the submission of the English earls after Hastings. He built castles to control key locations and assert Norman authority. The Marcher earldoms were established as a buffer against Welsh resistance. Norman feudalism replaced the Anglo-Saxon system of landholding. William rewarded loyal supporters with land, consolidating his power. The Domesday Book was created to assess land and wealth for taxation. 			

	<ul style="list-style-type: none"> William took control of key religious institutions and appointed Norman clergy. His strong leadership ensured a quick response to uprisings and challenges. 			
6. Why did Anglo-Saxon resistance continue after 1066 and how was it suppressed?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to describe the causes and outcomes of key rebellions, such as those of Edwin and Morcar? Can you explain the events and significance of Hereward the Wake's rebellion? Are you able to assess the impact of William's strategies in suppressing resistance? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> Rebellions arose due to resentment over Norman rule and land redistribution. Edwin and Morcar led a rebellion but were ultimately defeated by William. Hereward the Wake led resistance in East Anglia, delaying full control. Many Anglo-Saxons resented the destruction of their homes and way of life. William's military response, including castles and strongholds, helped suppress uprisings. He used the feudal system to ensure loyalty from his new nobles. Brutal reprisals, such as the Harrying of the North, ended significant resistance. The Church's support of William helped reduce further opposition. 			
7. What were the causes and consequences of the Harrying of the North?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to outline the reasons for the Harrying of the North in 1069–70? Can you describe its immediate effects on land, people, and society? Are you able to evaluate its long-term impact on Anglo-Saxon resistance and Norman control? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The rebellion in the north, sparked by resistance to Norman rule, led to William's decision to punish the region. The destruction of homes, crops, and livestock aimed to break the will of the northern rebels. The region was left depopulated, with widespread famine and hardship. The economic impact on the North was severe, leading to lasting poverty. It secured William's control over the north but alienated many Anglo-Saxons. The land was redistributed to Norman lords, solidifying Norman power. It demonstrated William's ruthlessness in suppressing resistance. The long-term impact was the integration of the North into the feudal system. 			
8. How did William deal with threats like the Revolt of the Earls in 1075?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to explain the causes and features of the Revolt of the Earls? Can you describe how William and his supporters defeated this rebellion? Are you able to analyse how this revolt impacted Norman governance and security? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The revolt was led by three earls who sought to reclaim their power. William responded with a swift military campaign to crush the rebellion. The rebellion was defeated, and the leaders were exiled or executed. William's control over the kingdom was strengthened by his decisive action. The revolt highlighted the challenges William faced from powerful Anglo-Saxon nobles. William's response reinforced the centralisation of Norman power. The revolt also exposed discontent among the Anglo-Saxon elite. The defeat of the rebellion led to greater Norman control over key regions. 			
9. How did the feudal system shape Norman England?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to explain the structure of the feudal hierarchy and its key roles? Can you describe the functions of tenants-in-chief and knights under the feudal system? Are you able to assess the impact of feudalism on Anglo-Saxon society and economy? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> Feudalism established a hierarchy of landholding and loyalty. William granted land to his followers in exchange for military service. The king was at the top, with tenants-in-chief (Norman lords) beneath him. Knights held land in return for service, supporting the military structure. The system created a rigid social structure, with peasants working the land. 			

	<ul style="list-style-type: none">Land was centralised under the king's control, reducing the power of local rulers.The economy became more organised, based on the labour of serfs and peasants.Feudalism helped Norman lords secure their hold on England.			
10. How did William I reform the Church in Norman England?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">Are you able to describe the role of the Church in society and government?Can you explain the reforms introduced by Lanfranc and the Normanisation of the Church?Are you able to evaluate the significance of these changes on English religious life?				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none">Lanfranc, appointed Archbishop of Canterbury, reformed the English Church.The Normanisation of the Church involved replacing Anglo-Saxon clergy with Normans.The Church became an instrument of Norman control, with Norman leaders loyal to William.Monasticism was strengthened, with new abbeys founded across England.The Church's power increased as it became more centralised under the monarchy.Church lands were granted to Norman lords, integrating the clergy into feudalism.Religious reforms included the promotion of Gregorian reforms on clergy conduct.The Church played a key role in legitimising William's rule and ensuring stability.			
11. How did Norman governance centralise power in England?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">Are you able to describe the changes to government, such as the role of sheriffs and regents?Can you explain the significance of the Domesday Book for administration and finance?Are you able to evaluate the impact of the 'forest' laws on governance and society?				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none">The role of sheriffs was centralised to enforce Norman rule and collect taxes.The Domesday Book was used to assess land, wealth, and resources for taxation purposes.Centralised royal justice was established, with royal courts and legal systems.William's control of key castles and fortifications ensured the monarchy's dominance.The king used feudal law to maintain order and loyalty among his vassals.Forest laws created royal reserves, reinforcing royal control over land use.The use of royal regents, particularly when William was abroad, maintained governance.The development of a more centralised bureaucracy made the system more efficient.			
12. How did William I's death shape the Norman succession?		Red	Amber	Green
Are you able to...				
<ul style="list-style-type: none">Are you able to describe the character and challenges faced by William I?Can you explain the causes and outcomes of Robert's revolt and succession disputes?Are you able to assess the impact of William's death on Norman England's stability?				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none">William's death left the throne divided between his sons, Robert and William II.Robert, Duke of Normandy, was the elder son but lacked support in England.William II became king, but his reign was marked by internal struggles.Robert's revolt against William II demonstrated the instability following William I's death.Disputes over succession weakened central authority and caused conflict.William I's death triggered struggles for power between English and Norman nobles.The lack of a clear and united succession plan led to instability in Norman England.The succession crisis highlighted the challenges of maintaining power over a diverse kingdom.			
HOME LEARNING TASKS				
Task Description				Done?
Use 'Look, Cover, Write, Check' or flash cards to learn Anglo-Saxon & Norman England Vocabulary				
Complete GCSE Pod Tasks for all units using the QR code at the top of the page				
Complete revision tasks for each unit using the GCSE History Course Booklet				
Complete a 12 mark exam question:				
1. Explain why there was a succession crisis in 1066.				
2. Explain how William was able to consolidate his control of England 1066-88.				
Explain how Norman England changed under William the Conqueror.				
Complete a 16 mark exam question from the GCSE Course Book				
Complete a past paper				

History Year 11 Term 4 – Superpower Relations & the Cold War 1941-1991

In this unit, you will examine the key events, crises, and turning points of the Cold War (1941-1991). You will explore the origins of US-Soviet tensions, from ideological differences to the division of Germany. You will analyse key crises, such as the Berlin Wall and Cuban Missile Crisis, assessing their impact on international relations. Finally, you will evaluate the factors that ended the Cold War, including détente, Reagan's policies, and Gorbachev's reforms.



GCSE Pod – Scan Me

Prior Learning Links

- Year 10 Term 4-6 Superpower Relations & Cold War

Future Learning Links

- Summer Examinations – Paper P4

KEY VOCABULARY

Historical Skills 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
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

Superpower Relations & Cold War – Expand your vocabulary

1. **Alliance** – A formal agreement between countries or groups to support each other.
2. **Authority** – The power or right to give orders, make decisions, and enforce obedience.
3. **Cooperation** – The process of working together towards a common goal.
4. **Conflict** – A serious disagreement or struggle between opposing sides.
5. **Consequence** – The result or effect of an action or event.
6. **Crisis** – A time of intense difficulty or danger that requires urgent action.
7. **Diplomacy** – The practice of managing international relations through negotiation and dialogue.
8. **Doctrine** – A set of beliefs or policies, often guiding political or military actions.
9. **Domination** – The exercise of control or influence over others.
10. **Escalation** – An increase in intensity or seriousness, particularly in conflicts.
11. **Expansion** – The process of increasing in size, number, or importance.
12. **Ideology** – A system of ideas and beliefs that influences political or social policies.
13. **Intervention** – The act of becoming involved in a situation to change the outcome.
14. **Justification** – The reasoning given to support a decision or action.
15. **Legacy** – The long-term impact or consequences of historical events or decisions.
16. **Negotiation** – The discussion aimed at reaching an agreement.
17. **Occupation** – The control or possession of an area by a foreign power or military force.
18. **Opposition** – Resistance or dissent against a policy, action, or government.
19. **Resolution** – A firm decision to do something, or the solving of a dispute.
20. **Tension** – A strained relationship between individuals or groups, often leading to conflict.

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 consequences 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].

Superpower Relations & Cold War Glossary

Unit 1: The Origins of the Cold War, 1941-1958

1. **Atomic Bomb** – A powerful nuclear weapon first used by the USA in 1945, influencing Cold War tensions.
2. **Berlin Airlift** – The Western response to the Soviet blockade of Berlin in 1948-49, supplying West Berlin by air.
3. **Berlin Blockade** – A Soviet attempt to cut off West Berlin from Western support in 1948.
4. **Capitalism** – An economic system based on private ownership and free markets, associated with the USA.
5. **Cold War** – The period of tension between the USA and the USSR from 1945-1991, without direct warfare.
6. **Cominform** – A Soviet organisation (1947) that coordinated communist parties across Europe.
7. **Comecon** – The Soviet response to the Marshall Plan, establishing economic cooperation between communist states.
8. **Containment** – The US policy of preventing the spread of communism.
9. **Federal Republic of Germany (FRG)** – West Germany, formed in 1949 as a democratic state allied with the West.
10. **Grand Alliance** – The wartime alliance of the USA, USSR, and Britain against Nazi Germany.
11. **Iron Curtain** – A term coined by Churchill describing the division between Eastern and Western Europe.
12. **Long Telegram** – A 1946 message from US diplomat George Kennan, warning of Soviet expansionism.
13. **Marshall Plan** – A US economic aid programme (1947) aimed at rebuilding Europe and preventing communism.
14. **NATO (North Atlantic Treaty Organisation)** – A Western military alliance formed in 1949 to counter Soviet threats.
15. **Novikov Telegram** – A Soviet diplomatic message (1946) criticising US intentions and warning of Western aggression.
16. **Potsdam Conference** – A 1945 meeting of the Allied leaders that highlighted tensions over Germany's future.
17. **Satellite States** – Eastern European countries under Soviet influence after World War II.
18. **Soviet Expansionism** – The USSR's policy of extending control over Eastern Europe post-1945.
19. **Stalinism** – The political system associated with Joseph Stalin, characterised by repression and state control.
20. **Superpower** – A nation with global influence, military strength, and ideological leadership (e.g., USA and USSR).
21. **Tehran Conference** – A 1943 meeting where the Grand Alliance discussed post-war Europe.
22. **Truman Doctrine** – A 1947 US policy stating that America would support nations resisting communism.
23. **Warsaw Pact** – A 1955 Soviet-led military alliance formed in response to NATO.
24. **West Germany (FRG)** – The democratic, capitalist state created in 1949 from Western-occupied zones.
25. **Yalta Conference** – A 1945 meeting where the Allies planned for post-war Europe.

Unit 2: Cold War Crises, 1958-1970

1. **Bay of Pigs** – A failed US-backed invasion of Cuba in 1961 aimed at overthrowing Castro.
2. **Berlin Crisis (1958-61)** – A period of Cold War tension that resulted in the construction of the Berlin Wall.
3. **Berlin Ultimatum (1958)** – Khrushchev's demand that Western forces leave Berlin.
4. **Berlin Wall** – A physical barrier built in 1961 to prevent East Germans from fleeing to West Berlin.
5. **Brezhnev Doctrine** – Soviet policy asserting the right to intervene in communist countries to maintain control.
6. **Carter Doctrine** – A 1980 US policy stating that America would use force to protect its interests in the Middle East.
7. **Chernobyl Disaster** – A 1986 nuclear accident in the Soviet Union, undermining public confidence in the government.
8. **Cuban Missile Crisis** – A 1962 confrontation between the USA and USSR over Soviet missiles in Cuba.
9. **Cuban Revolution** – The 1959 overthrow of Batista by Fidel Castro, leading to tension with the USA.
10. **Détente** – The easing of tensions between the USA and USSR in the 1970s.
11. **ExComm** – The Executive Committee that advised Kennedy during the Cuban Missile Crisis.
12. **Hotline Agreement** – A direct communication link set up between the White House and Kremlin after 1962.
13. **Intermediate-Range Missiles** – Nuclear missiles with a medium range, significant in Cold War confrontations.
14. **Kennedy's Berlin Speech** – A 1963 speech in which President Kennedy expressed solidarity with West Berlin.
15. **Limited Test Ban Treaty** – A 1963 agreement banning nuclear tests in the atmosphere, space, and water.

16. **Nuclear Non-Proliferation Treaty** – A 1968 agreement limiting the spread of nuclear weapons.
17. **Outer Space Treaty (1967)** – A Cold War agreement banning nuclear weapons in space.
18. **Prague Spring** – A 1968 period of political reform in Czechoslovakia crushed by Soviet intervention.
19. **SALT 1** – A 1972 arms control treaty limiting nuclear weapons between the USA and USSR.
20. **SALT 2** – A follow-up treaty (1979) that was never ratified due to worsening tensions.
21. **Soviet Invasion of Czechoslovakia (1968)** – The crushing of Czechoslovakia's reforms by the USSR.
22. **Strategic Arms Limitation Talks (SALT)** – Negotiations aimed at limiting nuclear weapons.
23. **U-2 Spy Plane Incident** – A 1960 US espionage mission shot down by the USSR, escalating tensions.
24. **Vienna Summit (1961)** – A tense meeting between Kennedy and Khrushchev over Berlin.
25. **Warsaw Pact Invasion of Czechoslovakia** – Soviet-led military action to suppress reform in 1968.

Unit 3: The End of the Cold War, 1970-1991

1. **Afghanistan War (1979-89)** – The Soviet invasion of Afghanistan, which strained US-Soviet relations.
2. **Brezhnev Doctrine** – A policy stating that communist countries must remain under Soviet control.
3. **Carter Doctrine** – A US foreign policy stance against Soviet expansion in the Middle East.
4. **Collapse of the Soviet Union** – The 1991 end of the USSR due to economic and political instability.
5. **Détente** – A period of relaxed tensions between the USA and USSR in the 1970s.
6. **Fall of the Berlin Wall** – The 1989 event symbolising the collapse of communist rule in Eastern Europe.
7. **Glasnost** – A policy of openness introduced by Gorbachev, allowing more political freedom.
8. **Gorbachev's New Thinking** – Reforms by Mikhail Gorbachev aimed at restructuring the USSR.
9. **Helsinki Accords (1975)** – An agreement aimed at improving relations between East and West.
10. **Intermediate-Range Nuclear Forces Treaty (INF)** – A 1987 agreement to reduce nuclear arms.
11. **KGB** – The Soviet secret police and intelligence agency.
12. **Malta Summit (1989)** – A meeting between Bush and Gorbachev marking the Cold War's end.
13. **Perestroika** – Economic restructuring reforms introduced by Gorbachev in the 1980s.
14. **Reagan Doctrine** – A policy supporting anti-communist movements worldwide.
15. **Reykjavik Summit (1986)** – A meeting between Reagan and Gorbachev discussing nuclear arms reduction.
16. **SDI (Strategic Defense Initiative)** – A proposed US missile defence system under Reagan.
17. **Second Cold War** – The renewed period of US-Soviet tension in the 1980s.
18. **Soviet Withdrawal from Afghanistan** – The 1989 Soviet retreat after a costly occupation.
19. **START (Strategic Arms Reduction Treaty)** – A 1991 agreement limiting nuclear weapons.
20. **Solidarity Movement** – A Polish trade union movement challenging Soviet control.
21. **Tiananmen Square Massacre (1989)** – The Chinese government's crackdown on pro-democracy protesters.
22. **Velvet Revolution** – The peaceful 1989 transition from communism in Czechoslovakia.
23. **Warsaw Pact Dissolution (1991)** – The formal end of the Soviet-led military alliance.
24. **West German Reunification (1990)** – The merging of East and West Germany into one country.
25. **Yeltsin** – The first president of Russia, leading post-Soviet reforms.

1. How did ideological differences between the USA and USSR contribute to the Cold War?

Red

Amber

Green

Are you able to...

- Explain the key differences between capitalism and communism?
- Analyse how ideological tensions influenced early Cold War events?
- Evaluate whether ideology or other factors were the main cause of hostility?



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Core Knowledge:

- Capitalism vs communism: economic and political contrasts.
- Stalin's distrust of Western democracies due to past interventions.
- US fear of communism spreading beyond the USSR.
- Churchill's 'Iron Curtain' speech increasing hostility.
- US commitment to containment and the policy of Truman Doctrine.
- Soviet expansion into Eastern Europe as a defensive measure.
- Propaganda used by both sides to demonise each other.
- The role of leaders: Stalin, Truman, and Churchill's differing views.

2. To what extent did the breakdown of wartime alliances lead to growing tensions by 1949?

Red

Amber

Green

Are you able to...

- Describe key agreements and disputes at Tehran, Yalta, and Potsdam?
- Explain why relations worsened after WWII ended?
- Assess how much of the tension was inevitable?



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Core Knowledge:

- The Grand Alliance's cooperation during WWII.
- Tehran (1943): disagreements over second front & Poland.
- Yalta (1945): agreements on Germany, but tensions over Poland.
- Potsdam (1945): Truman's tougher stance and atomic bomb secrecy.
- The Long Telegram and Novikov Telegram increasing mistrust.
- US fears over Soviet expansion in Eastern Europe.
- Creation of Soviet satellite states furthering divisions.
- The impact of nuclear weapons on diplomatic relations.

3. How significant was the division of Germany in escalating Cold War hostilities?

Red

Amber

Green

Are you able to...

- Explain how and why Germany was divided?
- Analyse the causes and consequences of the Berlin Blockade?
- Evaluate the impact of Germany's division on US-Soviet relations?



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Core Knowledge:

- Germany's division into four zones post-WWII.
- Western allies merging zones (Bizonia, Trizonia).
- Introduction of Deutschmark in 1948 angering Stalin.
- Berlin Blockade (1948-49): Stalin's attempt to cut off West Berlin.
- Berlin Airlift demonstrating US commitment to containment.
- Formation of NATO (1949) in response to Soviet aggression.
- Creation of the Federal Republic of Germany & GDR (1949).
- Germany as a key battleground for Cold War tensions.

4. Why did the arms race and military alliances develop by the late 1950s?

Red

Amber

Green

Are you able to...

- Describe key developments in nuclear weapons technology?
- Explain why NATO and the Warsaw Pact were created?
- Assess how the arms race affected international relations?



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Core Knowledge:

- US nuclear monopoly until 1949; USSR developing atomic bomb.
- Hydrogen bomb (1952) and ICBMs (1957) escalating tensions.
- NATO (1949): collective security against Soviet aggression.
- Warsaw Pact (1955): Soviet response to NATO.
- Arms race fuelling a climate of fear and suspicion.
- The concept of MAD (Mutually Assured Destruction).
- Increased military spending in both superpowers.
- Tensions shifting from Europe to global Cold War conflicts.

5. What were the key causes and consequences of the Berlin Crisis (1958-61)?

Red

Amber

Green

Are you able to...

- Explain why people were fleeing from East to West Berlin?
- Describe Khrushchev's Berlin Ultimatum?
- Assess the impact of the Berlin Wall on superpower relations?



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Core Knowledge:

- Economic hardship in East Germany leading to migration.
- Khrushchev's 1958 ultimatum demanding Western withdrawal.
- Failed diplomatic summits (1959-61) worsening tensions.
- Construction of Berlin Wall (1961) as a physical divide.
- Kennedy's strong response and visit to Berlin (1963).
- Families divided and restrictions on movement.
- Wall becoming a symbol of Cold War division.
- Stabilising Berlin but increasing Cold War hostility.

6. How did the Cuban Missile Crisis shape US-Soviet relations?

Red

Amber

Green

Are you able to...

- Explain why the USSR placed missiles in Cuba?
- Describe how the crisis was resolved?
- Evaluate the impact of the crisis on Cold War diplomacy?



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Core Knowledge:

- Cuban Revolution (1959) and closer ties with the USSR.
- Bay of Pigs (1961) failure strengthening Castro's regime.
- Soviet missile deployment in Cuba in response to US missiles in Turkey.
- 13-day crisis in October 1962: naval blockade and tense diplomacy.
- Khrushchev agreeing to withdraw missiles in exchange for US pledges.
- 'Hotline' established to improve superpower communication.
- Partial thaw in relations, leading to arms control agreements.
- Shift from direct confrontation to proxy conflicts.

7. What were the causes of the Prague Spring in 1968?

Red

Amber

Green

Are you able to...

- Explain why there was growing opposition to Soviet control in Czechoslovakia?
- Describe Alexander Dubček's reforms and their impact?
- Assess why the Soviet Union responded with military intervention?



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Core Knowledge:

- Long-term dissatisfaction with communist rule in Czechoslovakia.
- Economic struggles and failure of centralised planning.
- Growing desire for political freedom and reform.
- Alexander Dubček's rise to power in January 1968.
- Dubček's reforms: greater press freedom, relaxation of censorship, and decentralisation.
- Soviet fears that reforms would spread across the Eastern Bloc.
- The Warsaw Pact invasion in August 1968 crushing the movement.
- The introduction of the Brezhnev Doctrine to justify future Soviet interventions.

8. How did the Prague Spring of 1968 challenge Soviet control in Eastern Europe?

Red

Amber

Green

Are you able to...

- Explain the causes of the Prague Spring?
- Describe the Soviet response to Dubček's reforms?
- Assess the long-term impact of the crisis?



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Core Knowledge:

- Czechoslovakia's dissatisfaction with Soviet rule.
- Alexander Dubček's reforms: 'socialism with a human face.'
- Soviet fears of losing control over Eastern Europe.
- Warsaw Pact invasion (August 1968) crushing reforms.
- Dubček removed and replaced by a pro-Soviet leader.
- The Brezhnev Doctrine (1968) justifying Soviet intervention.
- Impact on Soviet relations with the West and China.
- Lessons for future uprisings in Eastern Europe.

9. How and why did détente emerge in the 1970s?

Red

Amber

Green

Are you able to...

- Describe key agreements made during détente?
- Explain why both superpowers pursued a reduction in tensions?
- Assess the limitations of détente?



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Core Knowledge:

- Vietnam War and economic issues pushing US towards détente.
- US-Soviet cooperation: SALT 1 (1972) limiting nuclear weapons.
- Helsinki Accords (1975) promoting human rights & cooperation.
- SALT 2 (1979) proposing further arms reductions.
- US-Soviet trade agreements improving economic ties.
- Soviet invasion of Afghanistan (1979) ending détente.
- Carter Doctrine marking a return to confrontation.
- Importance of détente in delaying full-scale conflict.

10. What role did Reagan and Gorbachev play in the final phase of the Cold War?

Red

Amber

Green

Are you able to...

- Explain how Reagan's policies increased Cold War tensions?
- Describe Gorbachev's reforms and their impact?
- Assess the role of diplomacy in ending the Cold War?



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Core Knowledge:

- Reagan's aggressive stance: 'Evil Empire' speech & SDI.
- Gorbachev's 'new thinking': Glasnost and Perestroika.
- Reduction in Soviet control over Eastern Europe.
- Geneva (1985) and Reykjavik (1986) summits improving relations.
- INF Treaty (1987) eliminating nuclear missiles in Europe.
- Gorbachev abandoning the Brezhnev Doctrine.
- Peaceful revolutions across Eastern Europe (1989).
- The Cold War officially ending with the collapse of the USSR (1991).

11. Why did the Soviet Union lose control over Eastern Europe in 1989?

Red

Amber

Green

Are you able to...

- Explain why opposition movements grew in Eastern Europe?
- Describe the role of Gorbachev's policies in weakening Soviet control?
- Assess the significance of the fall of the Berlin Wall?



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Core Knowledge:

- Economic struggles in Eastern Bloc countries.
- Gorbachev's Glasnost and Perestroika undermining communist rule.
- The end of the Brezhnev Doctrine encouraging revolutions.
- Solidarity movement in Poland (1980s) leading to elections.
- Hungarian and Czech reforms paving the way for democracy.
- East Germans fleeing via Hungary and Austria.
- Fall of the Berlin Wall (November 1989) as a turning point.
- Communist governments collapsing across Eastern Europe.

12. What were the key reasons for the collapse of the Soviet Union in 1991?

Red

Amber

Green

Are you able to...

- Explain the economic problems that weakened the USSR?
- Describe the role of nationalist movements within the USSR?
- Evaluate the impact of Gorbachev's leadership?



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Core Knowledge:

- Long-term economic stagnation and inefficiency of the Soviet system.
- Military overspending due to arms race and Afghan War.
- Gorbachev's economic reforms failing to improve conditions.
- Nationalist movements in the Baltic states and other republics.
- The failed August 1991 coup attempt by hardline communists.
- Boris Yeltsin's rise to power in Russia.
- The official dissolution of the USSR in December 1991.
- The end of the Cold War and the emergence of a unipolar world.

HOME LEARNING TASKS

Task Description

Done?

Use 'Look, Cover, Write, Check' or flash cards to learn Superpower Relations & Cold War Vocabulary

Complete GCSE Pod Tasks for all units using the QR code at the top of the page

Complete revision tasks for each unit using the GCSE History Course Booklet

Write a narrative account for each of the 12 learning questions in the knowledge organiser. Use the exam command word guidance to support

Complete a past paper

History Year 11 Term 4 – Medicine Through Time

Prior Learning Links

- Year 7 Term 1 – 6: Ancient Rome and Medieval, Early Modern and Renaissance Europe
- Year 8 Term 1: Britain & the Industrial Revolution
- Year 8 Term 3: World War One
- Year 9 Term 1-4 Paper 1: Medicine Through Time. Introduction of all units

Future Learning Links

- Revision of Source Usefulness Exam Question (Appears in Paper 3: Weimar & Nazi Germany)
- Revision of Two features Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England)
- Revision of Explain Why Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England) and Paper 3: Weimar & Nazi Germany)
- Revision of 'How far do you agree...' Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England) and Paper 3: Weimar & Nazi Germany)



KEY VOCABULARY

Historical Skills Vocabulary

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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
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
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Similarity – the quality of being similar, or the same
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Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

Paper 1 GCSE: Medicine Through Time Core Vocabulary

Care – to provide help and support for someone who is unwell
Diagnosis – the act of identifying what is wrong with someone who is ill
Disease – an illness which affects people, spread by bacteria or infection
Prevention - to prevent something, is to ensure that it does not happen
Public Health – the health of the general population, and the activities and services that are designed to improve or protect this
Surgery – a medical treatment in which someone's body is cut open so that a doctor can repair, remove, or replace a diseased or damaged part
Treatment – medical attention given to a sick or injured person or animal

Paper 1 Medicine Through Time Command Words

Paper 1: Thematic study with historic environment		Command Word	What the question is asking you to do
Section A	Q1a & Q1b	Describe one feature of...	Demonstrate your knowledge by saying what you know about a topic using specific detail to support your answer.
	Q2a	How useful are Sources A and B for an enquiry into...?	Make a judgement about how useful two sources are for a specific enquiry. For each source you should consider what is useful about the source content and how that is affected by its provenance (Nature, Origin Purpose), and your knowledge of the historical context
	Q2b	How could you follow up Source A/B to find out more about...?	Identify a detail in a source that prompts a question, in order to find out more about the wider enquiry in the question and suggest a source which might have relevant information.
Section B	Q3	Explain one way in which X was similar/different to	Identify one similarity or difference between two time periods, and support this with specific details from each period.
	Q4	Explain why...	Make clear why something happened [try to identify any reason/cause/factor] supporting your answer with relevant information.
	Q5/6	[Statement.] How far do you agree? Explain your answer.	Reach a judgement about a statement by saying how much you agree and disagree with something. You should consider both sides of the argument and give detailed reasons for your judgement to make sure it is supported by an explanation.

Medicine Through Time Vocabulary

Medieval Vocabulary

1. **Apothecaries** – People who mixed herbal remedies and had good knowledge of the healing powers of plants.
2. **Astrology** - The study of the alignment of the planets and stars, used for diagnosing illness. Many people believed the Black Death was caused by a bad alignment of the planets.
3. **Barber surgeon** - Barbers worked with sharp knives and, as well as cutting hair, they often performed surgical procedures. Barbers would do surgery and not physicians.
4. **The Black Death** - An outbreak of the bubonic plague, spread by fleas on rats. Usually fatal within 3-5 days.
5. **Decaying matter** - Material, such as vegetables or animals, that has died and is rotting
6. **The four humours** - The theory that ill health is caused by an imbalance of the four humours in the body. These are blood, phlegm (what is coughed up or sneezed out of the nose), black bile (excrement) and yellow bile (pus or vomit).
7. **Mass** - Roman Catholic service where bread and wine is given.
8. **Miasma** - Smells from decaying matter that were believed to cause disease.
9. **Phlebotomy or bloodletting** - A common treatment for imbalance of the humours. This was done by cutting a vein, using leeches or cupping (piercing the skin with a knife).
10. **Physicians** - Medieval doctors were known as physicians. They would diagnose illness and recommend a course of treatments but rarely got involved in treating the patients themselves.
11. **Printing press** - A machine for printing text or pictures
12. **Purging** - Inducing people to vomit or giving them a laxative to clear out their digestive system; used to balance out the humours.
13. **Regimen Sanitatis** - A set of instructions by physicians to help a patient maintain good health. This would have included bathing, not over-eating and taking moderate exercise.

14. **Supernatural cures** - Religious cures such as healing prayers, paying for a mass, fasting and going on pilgrimages.
15. **Urine charts** – Physicians would examine people's urine, checking colour, thickness, smell (and even taste) to diagnose illness.

Renaissance Vocabulary

1. **Alchemy** - An early form of chemistry. Alchemists tried to turn one material into another, mainly with metals.
2. **Anatomy** - The science of understanding the structure and make-up of the body.
3. **Dissection** - The dismembering of a body to study its anatomical structure.
4. **Iatrochemistry** - A way of treating disease using chemical solutions. Pioneered by Paracelsus.
5. **Renaissance** - The French word that means rebirth. The Medical Renaissance refers to a period in the 16th and 17th centuries when new ideas were beginning to influence medicine.
6. **The Royal Society** - A group of people who promote scientific experiments and the sharing of knowledge. The Society received a royal charter from Charles II which gave it more credibility.
7. **Secular** - Not religious; not connected with spiritual beliefs.
8. **Syphilis** - A sexually transmitted infection, also known as the Great Pox. Can cause blindness, paralysis and madness.

18th-19th Century Vocabulary

1. **Amputation** - The removal of a limb by surgery.
2. **Anaesthetic** - A drug or drugs given to produce unconsciousness before and during surgery.
3. **Antiseptics** - Chemicals used to destroy bacteria and prevent infection.
4. **Chloroform** - A liquid whose vapour acts as an anaesthetic and produces unconsciousness.
5. **Diarrhoea** - A symptom of a disease (such as cholera); frequent, fluid bowel movements.
6. **The Enlightenment** - A European intellectual movement of the 18th century emphasising reason and science over religion and tradition; also known as the "Age of Reason".
7. **Germ theory** - The theory that germs cause disease, often by infection through the air.
8. **Inoculation** - Putting a low dose of a disease into the body to help it fight against a more serious one.
9. **Laissez-faire** - Belief that governments should not interfere in people's lives.
10. **Microbe** - A living organism that is too small to see without a microscope.
11. **Pasteurisation** - A way of preserving food or drink by heating to 55 degrees C and thus killing the bacteria.
12. **Public Health Act (1875)** - Government legislation that made it compulsory for city authorities to dispose of sewage, build public toilets and provide clean water. New houses had to be built to better quality and food sold in shops had to be checked for safety.
13. **Spontaneous generation** - The theory that decaying matter turns into germs.
14. **Vaccination** - Injection into the body of weakened organisms to give the body resistance. Comes from the word vacca which means cow in Latin. This was because the first vaccination involved injecting cow pox samples into people to develop immunity against small pox.

1900-Present Vocabulary

1. **Antibiotic** - A treatment that destroys or limits the growth of bacteria in the human body.
2. **Beveridge Report** - A 1942 report chaired by William Beveridge which identified five "Giant Evils" in society: squalor, ignorance, want, idleness, and disease, and went on to propose widespread reform to the system of social welfare.
3. **DNA** - Short for deoxyribonucleic acid, a substance that carries genetic information that determines characteristics such as hair and eye colour.
4. **Genome** - The complete set of DNA containing all the information needed to build a particular organism.
5. **Haemophilia** - A genetic disease passed from parent to child that stops blood from clotting.
6. **Human Genome Project** - A 10-year project which decoded and mapped all the genomes in DNA. This made it possible for scientists to better understand genetic diseases such as cancer and haemophilia.
7. **Magic Bullet** - A chemical treatment that targets specific microbes without harming the rest of the body.
8. **Mastectomy** - Surgery to remove one or both breasts.
9. **NHS** - National Health Service which provides free medical care for the entire population of Britain.
10. **Penicillin** - First antibiotic to be discovered.
11. **Prontosil** - A bright red dye which was discovered by scientist Gerhard Domagk to kill bacterial infections in mice, then successfully tested on his daughter who had blood poisoning in 1935.

12. **Salvarsan 606** - First magic bullet drug which treated Syphilis.
13. **Streptomycin** - Powerful antibiotic, discovered in 1943, effective against tuberculosis which until then, had been considered incurable.

Western Front Vocabulary

1. **Barbed wire** - Metal wire with sharp points used in no-man's-land to protect from enemy attack. It made it difficult for men to get through without being trapped by the wire.
2. **Blighty wound** - A wound serious enough to get a soldier away from the fighting and back to Britain.
3. **Brodie helmet** - Steel helmet held with a strap. Introduced in 1915, it reduced fatal head wounds by 80%.
4. **Chlorine gas** - Causes burning pain in throat and eyes and can lead to death by suffocation. First used by Germans in the second battle of Ypres, 1915.
5. **First Aid Nursing Yeomanry (FANY)** - A women's voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid.
6. **Machine guns** - Guns that could fire 450 rounds a minute; their bullets could fracture bones or pierce organs.
7. **Mustard gas** - Odourless gas which passes through clothing to burn the skin, causing internal and external blisters. Gas masks offer little protection against mustard gas, as it goes through clothing. First used by the Germans in 1917.
8. **No-man's-land** - The area between two opposing lines of trenches.
9. **Phosgene gas** - Similar to chlorine gas but faster acting and can kill exposed person within 2 days. First used end of 1915.
10. **Royal Army Medical Corps (RAMC)** - The branch of the army responsible for medical care.
11. **Salient** - An area of a battlefield that is surrounded by enemy territory on 3 sides.
12. **Trench system** - A complex network of trenches in which men could live and fight. Trenches were dug to a depth of about 2.5m in a zig-zag pattern to confuse the enemy. Trenches were built over a distance of 400 miles all the way from the northern French coast to Switzerland.
13. **Shrapnel** - Fragments of metal from exploded shells.

1. What were the main ideas and approaches to the cause, prevention, and treatment of disease in medieval England?

Red

Amber

Green

Are you able to...

- Are you able to explain supernatural, religious, and rational explanations for disease?
- Can you describe methods such as bloodletting, purging, and purifying the air?
- Can you assess the influence of Hippocrates and Galen on medieval medicine?



Core Knowledge:

- Disease was often explained through supernatural causes, such as divine punishment or imbalances in the humours.
- Religious explanations included the belief that illness was a test from God or a punishment for sin.
- Rational explanations often involved theories such as the four humours, following Hippocrates and Galen.
- Common treatments included bloodletting, purging, and the use of herbal remedies.
- Physicians followed the teachings of Hippocrates and Galen, focusing on balancing the humours.
- Purifying the air and avoiding bad smells (miasma) was another method of disease prevention.
- Quarantines were sometimes employed to prevent the spread of disease, though not always effectively.
- The influence of ancient Greek and Roman medical knowledge shaped medieval approaches to healthcare.

2. What roles did different medical practitioners and hospitals play in medieval England?

Red

Amber

Green

Are you able to...

- Are you able to differentiate between the roles of physicians, apothecaries, and barber surgeons?
- Can you describe the approaches to hospital care in the thirteenth century?
- Can you assess the care provided within the community and in hospitals from c1250–1500?



Core Knowledge:

- Physicians were highly trained and often educated at universities, diagnosing and prescribing treatments.
- Apothecaries sold medicines and herbs and often provided basic treatments.
- Barber surgeons performed surgery and treated wounds, often using rudimentary tools.
- Hospitals in the thirteenth century were largely charitable institutions run by the Church, providing basic care.
- Hospital care was primarily focused on providing rest and prayer, with limited medical treatment.
- There were different levels of care provided: community care, mostly through the Church, and specialised care in hospitals.
- Many patients received care at home from local healers, who were often women.
- The treatment in hospitals focused on spiritual healing, with medical care provided as secondary.

3. How was the Black Death dealt with in 1348-49 in terms of treatment and prevention?

Red

Amber

Green

Are you able to...

- Are you able to explain the approaches to treatment of the Black Death?
- Can you discuss attempts to prevent the spread of the Black Death?
- Can you compare the effectiveness of different strategies used during the Black Death outbreak?



Core Knowledge:

- Treatments for the Black Death were largely ineffective, including bloodletting, herbal remedies, and fumigation.
- Attempts to prevent the disease included isolating the sick and burning contaminated clothing.
- Physicians had little understanding of infection, so their treatments were based on the belief in miasma or humoral imbalances.
- The use of charms, prayers, and religious rituals were common methods of prevention.
- Quarantines were established in some areas to try and limit the spread of the plague.
- Authorities imposed measures such as closing markets and controlling movement to prevent the spread.
- The impact of the Black Death was widespread, resulting in massive mortality and social upheaval.
- The limited medical responses highlighted the gap in understanding disease transmission and effective treatment.

4. How did explanations of the causes of disease and illness evolve during the Medical Renaissance?

Red

Amber

Green




Are you able to...



- Are you able to identify continuities and changes in disease explanations from medieval to Renaissance periods?
- Can you describe Thomas Sydenham's contributions to improving diagnosis?
- Can you explain the impact of the printing press and the Royal Society on medical ideas?



Core Knowledge:

- There was a move away from purely supernatural explanations to more rational, empirical approaches.
- Thomas Sydenham promoted the idea of careful observation of symptoms, helping to improve diagnoses.
- The printing press helped spread new medical knowledge, increasing access to ideas from the Renaissance.
- The Royal Society fostered scientific inquiry, challenging traditional medical theories.
- Vesalius's work in human dissection and anatomy challenged Galen's views, leading to more accurate understandings of the body.
- The development of scientific methods, including experimentation, began to change how disease was studied.
- Disease was still often explained through humours, but a more empirical approach to treatment started to emerge.
- The influence of classical texts like those of Hippocrates and Galen continued but with more scrutiny and criticism.

5. What were the significant changes and continuities in medical care, treatment and training during the Medical Renaissance?	Red	Amber	Green
<p>Are you able to...</p> <ul style="list-style-type: none"> • Are you able to describe continuities in community and hospital care? • Can you identify changes in medical training and treatment methods? • Can you discuss the influence of Vesalius's work? <div data-bbox="97 297 284 913">  <p>flaticon.com – smashicons</p> </div> <div data-bbox="284 297 1495 913"> <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Continuities included the use of herbal remedies and surgical practices that had been passed down from earlier times. • The structure of medical training remained focused on ancient texts and the authority of Galen and Hippocrates. • Significant changes included the development of more accurate anatomical knowledge through dissections. • Hospitals continued to provide spiritual care but saw an increase in more practical treatments. • Medical training became more formal, with universities providing structured courses in medicine. • The influence of Vesalius in anatomy led to improvements in the understanding of the human body. • There was a shift towards a more scientific approach to diagnosis, with a focus on symptoms and observation. • The Royal Society's support for scientific discovery helped move medicine towards more evidence-based approaches. </div>			
6. What were William Harvey's contributions to medical knowledge during the Renaissance and how did they impact medicine?	Red	Amber	Green
<p>Are you able to...</p> <ul style="list-style-type: none"> • Are you able to explain Harvey's discovery of the circulation of the blood? • Can you assess the significance of Harvey's work on subsequent medical practice? • Can you compare Harvey's ideas with previous understandings of blood and the body? <div data-bbox="97 1117 284 1733">  <p>flaticon.com – smashicons</p> </div> <div data-bbox="284 1117 1495 1733"> <p>Core Knowledge:</p> <ul style="list-style-type: none"> • Harvey discovered the circulation of blood, proving that blood was pumped by the heart, not absorbed by the body. • His work challenged Galen's theories of blood movement and led to significant changes in understanding the cardiovascular system. • Harvey's research relied on experimentation and observation, key features of Renaissance scientific methods. • His findings laid the groundwork for future advancements in surgery and understanding of human physiology. • Harvey's work was initially controversial but eventually became foundational in modern medicine. • The understanding of circulation led to improvements in surgical procedures, including those involving blood loss. • His ideas were key in the shift from traditional humoral theories to more scientifically based medical practices. • Harvey's discoveries had a long-lasting impact on medical practice, particularly in surgery and physiology. </div>			
7. How did the understanding of the causes of disease and prevention evolve in the eighteenth and nineteenth centuries?	Red	Amber	Green
<p>Are you able to...</p> <ul style="list-style-type: none"> • Are you able to explain the continuity and changes in disease explanations during this period? • Can you discuss the influence of Pasteur's Germ Theory on British medicine? • Can you describe the development and use of vaccinations and the Public Health Act (1875)? <div data-bbox="97 1937 284 2107">  <p>flaticon.com – smashicons</p> </div> <div data-bbox="284 1937 1495 2107"> <p>Core Knowledge:</p> <ul style="list-style-type: none"> • The theory of miasma persisted but was increasingly challenged by new ideas like germ theory. • Pasteur's Germ Theory of Disease explained that microorganisms caused illness, revolutionising the understanding of infection. </div>			

	<ul style="list-style-type: none"> Advances in vaccination, such as Edward Jenner's smallpox vaccine, became key in disease prevention. The development of antiseptics by Joseph Lister helped reduce infections in surgery. Public Health Acts, particularly the one in 1875, improved sanitation and healthcare infrastructure. The use of scientific methods became more widespread in medical research and practice. The germ theory led to more focused efforts on hygiene, sterilisation, and isolation of the sick. The understanding of disease causation and prevention shifted from humoral and miasma theories to microbiology and vaccination. 			
8. What were the significant changes in medical care, treatment, and public health in the eighteenth and nineteenth centuries?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to explain improvements in hospital care influenced by Nightingale? Can you describe the impact of anaesthetics and antiseptics on surgery? Can you discuss the role of public health measures in improving community health? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The introduction of anaesthetics and antiseptics revolutionised surgery by reducing pain and infections. Florence Nightingale's reforms improved sanitation and hospital care, significantly reducing mortality rates. Public health measures like improved sewage systems, water supplies, and sanitation reduced the spread of diseases like cholera. The establishment of professional organisations and medical schools led to the formalisation of medical training. Advances in medical research, such as the development of vaccines and antibiotics, drastically improved health outcomes. The rise of hospitals as centres of specialised care transformed patient treatment. The professionalisation of medicine led to higher standards of care and treatment across society. The development of new medical technologies, such as diagnostic tools, helped in earlier detection and treatment. 			
9. How did Edward Jenner and John Snow contribute to the combat of infectious disease?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to explain Jenner's method for developing the smallpox vaccine? Can you discuss John Snow's investigation of the Broad Street pump and its significance? Can you assess the impact of these contributions on public health and modern epidemiology? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> Edward Jenner developed the smallpox vaccine, pioneering the concept of vaccination. Jenner's vaccine led to a reduction in smallpox mortality and set the foundation for immunisation against other diseases. John Snow investigated the cholera outbreak in London, identifying contaminated water as the source of infection. Snow's work laid the foundations for epidemiology, demonstrating the importance of mapping and investigation in disease control. Jenner's work led to worldwide vaccination efforts, significantly reducing the spread of smallpox. Snow's study of cholera showed the importance of public health measures in controlling disease outbreaks. Both men's contributions advanced public health practices, focusing on prevention rather than treatment. Their work had a long-term impact on disease control, leading to the development of modern epidemiology and vaccination campaigns. 			
10. What advancements have been made in understanding and diagnosing the causes of illness and disease in modern Britain?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Are you able to explain the influence of genetic and lifestyle factors on health? 				

- Can you describe improvements in diagnostic techniques such as blood tests and scans?
- Can you assess the impact of these advancements on disease management?



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Core Knowledge:

- Advances in genetics have led to a better understanding of hereditary diseases and conditions.
- Lifestyle factors, such as diet, exercise, and smoking, are now recognised as key influences on health.
- Diagnostic techniques, such as blood tests, MRI scans, and X-rays, have improved the detection of diseases.
- The development of personalised medicine allows for treatments tailored to individual genetic profiles.
- The understanding of the microbiome has shifted focus to the role of bacteria in health and disease.
- Improvements in diagnostic imaging have revolutionised early detection of cancers and other conditions.
- Advances in biotechnology, such as gene editing, have opened new avenues for treatment.
- Modern medicine focuses on both preventative and curative approaches, with a growing emphasis on early diagnosis and intervention.

11. How has the NHS and advancements in science and technology changed care, treatment, and prevention since 1900?

Red

Amber

Green

Are you able to...

- Are you able to explain the role of the NHS in improving access to medical care?
- Can you describe advancements in medicines, including antibiotics and magic bullets?
- Can you discuss high-tech medical and surgical treatments available in modern hospitals?



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Core Knowledge:

- The creation of the NHS in 1948 revolutionised healthcare access, providing free treatment for all.
- Advancements in pharmaceuticals, including antibiotics, have drastically reduced mortality from infections.
- High-tech medical treatments, such as robotic surgery, have improved the precision of procedures.
- Vaccination programmes have eradicated or controlled many infectious diseases.
- The introduction of modern anaesthesia has made complex surgeries safer and more effective.
- New diagnostic technologies, such as CT scans and genetic testing, have transformed disease diagnosis.
- The NHS has expanded to provide mental health care and support for chronic conditions.
- Advances in public health, including smoking cessation programmes, have improved overall health outcomes.

12. What were the medical challenges and advancements on the Western Front during World War I?

Red

Amber

Green

Are you able to...

- Are you able to describe the trench system and its impact on soldier health?
- Can you explain the types of injuries and illnesses common on the Western Front?
- Can you discuss the significance of new medical techniques and the creation of a blood bank during the war?



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Core Knowledge:

- The trench system created harsh conditions that contributed to diseases such as trench foot and dysentery.
- Soldiers faced injuries from shellfire, requiring advances in trauma care and surgery.
- The development of new surgical techniques, such as plastic surgery, helped treat facial injuries.
- The creation of the first blood bank allowed for the preservation and transfusion of blood.
- The high number of casualties led to innovations in emergency medical care and evacuation procedures.
- New medical practices such as the use of X-rays helped diagnose internal injuries.

	<ul style="list-style-type: none"> • The role of nurses, including those in the Voluntary Aid Detachments (VADs), was pivotal in wartime care. • Despite significant advancements, medical care was often limited by the scale of the conflict and the severity of injuries.
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HOME LEARNING TASKS

Task Description	Done?
Use 'Look, Cover, Write, Check' or flash cards to learn Medicine Through Time Vocabulary	
Complete GCSE Pod Tasks for all units using the QR code at the top of the page	
Complete revision tasks for each unit using the GCSE History Course Booklet	
Complete a 12 mark exam question for one of Medieval, Renaissance, 18 th -19 th Century, and Modern Medicine from the GCSE History Course Booklet	
Complete a 16 mark exam question for one of Medieval, Renaissance, 18 th -19 th Century, and Modern Medicine from the GCSE History Course Booklet	
Complete the an inference, usefulness, and follow up enquiry question for the Medicine on the Western Front unit from the GCSE History Course Booklet	

History Year 11 Term 4 – Weimar & Nazi Germany 1918-1939

In this unit, you will explore the rise and fall of democracy in Germany from 1918 to 1939. You will examine how the Weimar Republic was formed after World War I, the political and economic struggles it faced, and how it was ultimately dismantled by the rise of the Nazi Party. You will analyse key events such as the Treaty of Versailles, the Great Depression, and Hitler's consolidation of power. You will also study the methods of Nazi control, including propaganda, the police state, and social policies targeting different groups. This unit will help you develop skills in historical analysis, evaluation, and source interpretation.



GCSE Pod – Scan Me!

Prior Learning Links

- Year 10 Term 1 – 3 Weimar & Nazi Germany

Future Learning Links

- Summer Examinations – Weimar & Nazi Germany

KEY VOCABULARY

Historical Skills 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
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

Weimar & Nazi Germany – Extend your vocabulary!

1. **Abolish** - To formally end or remove something.
2. **Allegiance** - Loyalty or commitment to a group or leader.
3. **Authoritarian** - A system enforcing strict obedience to authority.
4. **Censorship** - The suppression of speech, media, or information.
5. **Consolidate** - To strengthen or secure power or control.
6. **Controversial** - Causing disagreement or public debate.
7. **Decree** - An official order issued by a government or ruler.
8. **Democracy** - A political system where citizens have power to decide governance.
9. **Destabilise** - To weaken or disrupt an institution or government.
10. **Dictatorship** - A government where power is held by a single leader or party.
11. **Disillusionment** - A feeling of disappointment from a failed belief.
12. **Economic** - Relating to money, trade, and industry.
13. **Extremism** - Holding radical or extreme political or religious views.
14. **Ideology** - A set of beliefs or principles guiding a political movement.
15. **Indoctrination** - Teaching a person or group to accept beliefs uncritically.
16. **Legitimacy** - The legal or moral right to rule.
17. **Militarisation** - The process of building up military forces.
18. **Oppression** - The exercise of authority in an unfair or cruel way.
19. **Persecution** - Mistreatment of individuals based on identity or beliefs.
20. **Totalitarian** - A government with total control over all aspects of life.

Exam Command Word Guidance

Paper 3: Modern depth study		Command Word	What the question is asking you to do
Section A	Q1	Give two things you can infer...	Work something out from the source which helps to answer an enquiry by making sensible suggestions based on specific details in the source.
	Q2a) or Q2b)	A choice of two questions – answer one Explain why...	Make clear why something happened [try to identify any reason/cause/factor] supporting your answer with relevant information.
Section B	Q3 a)	How useful are Sources A and B for an enquiry into...?	Make a judgement about how useful two sources are for a specific enquiry. For each source you should consider what is useful about the source content and how that is affected by its provenance (Nature, Origin Purpose) and your knowledge of the historical context.
	Q3 b)	What is the main difference between these views?	Identify the main difference between two views about the past and pick out some detail from both interpretations to support your answer
	Q3 c)	Suggest one reason why Interpretations 1 and 2 give different views about...	Give one possible reason why the two views may be different. You must use details from the interpretations, and you can explain the difference between them by using details from the two sources that are provided. Another way you could explain the difference is to use details from the interpretations to show that the authors have a different focus or are covering different aspects of the topic or different timescales.
	Q3 d)	How far do you agree with interpretation 2 about...? Explain your answer, using both interpretations and your knowledge of the historical context.	Reach a judgement about how far you agree with Interpretation 2 [how convincing]. You should use Interpretation 1, and your knowledge of the period, to support your analysis and judgement on how far you agree with Interpretation 2. If you find Interpretation 2 is less convincing than Interpretation 1, you should make clear the basis for your judgement.

Weimar & Nazi Germany Glossary

Unit 1: The Weimar Republic 1918-1929

1. **Armistice** - The agreement that ended fighting in World War I.
2. **Bamberg Conference** - A 1926 meeting to resolve internal conflicts within the Nazi Party.
3. **Freikorps** - Right-wing paramilitary groups in post-war Germany.
4. **Hyperinflation** - A rapid and uncontrollable rise in prices, notably in Weimar Germany.
5. **Locarno Pact** - A series of agreements aimed at ensuring peace between Germany and its neighbours in 1925.
6. **Nuremberg Laws** - Racial laws introduced in 1935 to discriminate against Jews.
7. **Proportional Representation** - A voting system that led to fragmented government in Weimar Germany.
8. **Rentenmark** - Currency introduced to combat hyperinflation in 1923.
9. **Rentenbank** - The bank that issued the Rentenmark.
10. **SA (Sturmabteilung)** - Paramilitary organisation of the Nazi Party, known as the 'Stormtroopers.'
11. **Spartacists** - Communist group who attempted to overthrow the Weimar government in 1919.
12. **Stresemann** - Chancellor and Foreign Minister who helped stabilise the Weimar Republic.
13. **Treaty of Versailles** - The peace treaty that ended World War I and imposed harsh terms on Germany.
14. **Weimar Constitution** - The democratic constitution of Germany, established in 1919.
15. **Young Plan** - A 1929 agreement to reduce Germany's reparations from World War I.
16. **Dawes Plan** - A 1924 plan to ease the burden of reparations on Germany by restructuring payments.
17. **Hyperinflation Crisis** - Economic disaster in 1923 when the German mark became worthless.
18. **Kapp Putsch** - A failed 1920 coup attempt by right-wing forces.
19. **Cultural Revolution** - A period of cultural growth and experimentation during the Weimar era.
20. **German Workers' Party** - The precursor to the Nazi Party, founded in 1919.

Unit 2: Hitler's Rise to Power, 1919-1933

1. **Beer Hall Putsch** - Hitler's failed 1923 coup in Munich.
2. **Mein Kampf** - Hitler's autobiography and political manifesto, written during his imprisonment.
3. **Nazi Party** - A far-right political party led by Adolf Hitler.
4. **Reichstag Fire** - A 1933 event that allowed Hitler to consolidate power.
5. **Enabling Act** - A law that allowed Hitler to rule by decree in 1933.
6. **Hindenburg** - President of Germany from 1925 to 1934.
7. **Von Papen** - A key political figure who helped bring Hitler to power.
8. **SA (Sturmabteilung)** - Nazi paramilitary group responsible for street violence.
9. **SS (Schutzstaffel)** - Hitler's elite bodyguard force that became a major part of the Nazi state.
10. **Reichstag Elections** - Elections held to choose members of the German parliament.
11. **Bamberg Conference** - A key meeting that strengthened Hitler's leadership in the Nazi Party.
12. **Führer** - The title used by Adolf Hitler to denote his absolute authority.
13. **Communist Party** - A political rival to the Nazi Party that had growing support in the early 1930s.
14. **SA Brownshirts** - Paramilitary wing of the Nazi Party responsible for street violence.
15. **The 25-Point Programme** - The Nazi Party's ideological platform, focusing on nationalism and anti-Semitism.
16. **Joseph Goebbels** - Nazi minister of propaganda, responsible for spreading Nazi ideology.
17. **Hitler Youth** - The Nazi youth organisation aimed at indoctrinating young Germans.
18. **Night of the Long Knives** - A purge of Nazi Party rivals in 1934.
19. **KPD** - The Communist Party of Germany, a major political opponent to the Nazis.
20. **Papens' Backstairs Intrigue** - The series of behind-the-scenes political manoeuvres that led to Hitler's appointment as Chancellor.
21. **League of Nations** - An international organisation Germany joined in 1926 under Stresemann's leadership.
22. **Volkgemeinschaft** - Hitler's idea of a "people's community" based on racial purity.

Unit 3: Nazi Control and Dictatorship, 1933-1939

1. **Reichstag Fire** - The event that triggered the establishment of Nazi dictatorship.
2. **Enabling Act** - Legislation passed in 1933 that gave Hitler dictatorial powers.
3. **Gestapo** - The Nazi secret police, responsible for enforcing the regime's policies.
4. **SS** - Hitler's elite military and police force.
5. **Night of the Long Knives** - The purge of SA leaders in 1934 to consolidate Hitler's power.
6. **Hitler Youth** - Organisation for young people to be indoctrinated into Nazi ideology.
7. **Concentration Camps** - Places where political opponents and minorities were detained and persecuted.
8. **The Holocaust** - The systematic extermination of Jews and other minorities during WWII.
9. **Goebbels** - Minister of Propaganda responsible for controlling public perception.
10. **Nuremberg Laws** - Laws that institutionalised racial discrimination against Jews.
11. **Kristallnacht** - A violent anti-Jewish pogrom that occurred in 1938.
12. **Volkswagen** - A symbol of Nazi economic policy, promoting car ownership.
13. **The Reichstag** - The German parliament, which was neutralised by Nazi rule.
14. **Appeasement** - The policy of making concessions to Hitler to avoid conflict.
15. **Nazi Propaganda** - State-controlled media that promoted Nazi ideology.
16. **Hitler Youth** - Organisation for young Germans to be indoctrinated with Nazi values.
17. **SA Purge** - The 1934 removal of SA leadership, consolidating Nazi control.
18. **SS Blackshirts** - Nazi party paramilitary group that suppressed dissent.
19. **Reich Church** - The German Protestant church that collaborated with the Nazis.
20. **Volkgemeinschaft** - A concept of a racially homogeneous "people's community."

Unit 4: Life in Nazi Germany 1933-1939

1. **Hitler Youth** - An organisation promoting Nazi values among young people.
2. **League of German Maidens** - A female equivalent of the Hitler Youth.
3. **Nazi Propaganda** - Government efforts to control public perception through media.
4. **Strength Through Joy** - A programme providing leisure activities to German workers.
5. **Beauty of Labour** - A Nazi initiative aimed at improving working conditions.
6. **German Labour Front** - A Nazi organisation replacing trade unions to control workers.

7. **Nuremberg Laws** - Racial laws that discriminated against Jews.
8. **Kristallnacht** - A coordinated attack on Jewish businesses, synagogues, and homes in 1938.
9. **Reich Labour Service** - A Nazi programme designed to reduce unemployment through public works projects.
10. **Autobahns** - The German highway system built as part of Nazi infrastructure projects.
11. **Edelweiss Pirates** - A youth group that resisted Nazi ideology.
12. **Swing Youth** - A youth group that resisted Nazi control, particularly in terms of music and culture.
13. **Lebensraum** - Hitler's policy of territorial expansion.
14. **Kristallnacht** - Anti-Jewish pogrom that marked a turning point in Nazi persecution.
15. **Schutzstaffel (SS)** - Nazi organisation responsible for maintaining order, policing, and managing concentration camps.
16. **Untermensch** - A Nazi term used to describe people considered inferior, such as Slavs and Jews.
17. **Volkgemeinschaft** - The concept of a racially pure German community.
18. **Aryan Race** - A racial ideal promoted by the Nazis as superior to all other races.
19. **Einsatzgruppen** - Mobile killing units responsible for mass executions during the Holocaust.
20. **Cultural Revolution** - The transformation of German culture under Nazi rule, promoting Aryan ideals.
21. **The Labour Front** - Organisation that replaced trade unions under the Nazis.

1. What were the key challenges faced by the Weimar Republic in its early years?

Red

Amber

Green

Are you able to...

- Can you describe the political and social situation in Germany at the end of World War I?
- Can you explain why the Treaty of Versailles was unpopular and its impact on the Weimar Republic?
- Can you evaluate the role of the Freikorps and other forces in undermining the Weimar government?



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Core Knowledge:

- Political unrest after World War I
- The Treaty of Versailles and the 'stab in the back' theory
- The role of the Freikorps and early uprisings
- Hyperinflation and its social effects
- The impact of the French occupation of the Ruhr
- The early unpopularity of the Weimar Republic
- The strengths and weaknesses of the Weimar Constitution
- The international context and Germany's post-war position

2. What were the major challenges to the Weimar Republic's survival in the early years?

Red

Amber

Green

Are you able to...

- Can you explain why political violence was common in Germany after World War I?
- Can you identify the factors that contributed to the failure of the Spartacists and the Kapp Putsch?
- Can you evaluate the long-term impact of hyperinflation on the Weimar economy?



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Core Knowledge:

- Political violence and instability in Germany
- The Kapp Putsch and its failure
- The role of the Spartacists and the challenges from the Left
- The economic collapse and hyperinflation crisis of 1923
- The response of the Weimar government to uprisings
- The limitations of the Weimar Constitution
- International response to Germany's early instability
- Public attitudes towards the Weimar government

3. How did Stresemann contribute to the recovery of the Weimar Republic?

Red

Amber

Green

Are you able to...





- Can you explain Stresemann's role in stabilising Germany's economy after hyperinflation?
- Can you assess the significance of the Dawes Plan and the Rentenmark?
- Can you analyse how Stresemann's foreign policy improved Germany's international position?








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Core Knowledge:

- Stresemann's role in economic recovery
- The introduction of the Rentenmark
- The Dawes Plan and its economic effects
- Stresemann's foreign policy and the Locarno Pact

	<ul style="list-style-type: none"> Germany's admission to the League of Nations The cultural and political stability gained in the 1920s Public opinion on Stresemann's policies Economic recovery and the "Golden Years" of the Weimar Republic 			
4. How did Hitler rise to power between 1919 and 1933?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Can you explain the significance of the Munich Putsch in Hitler's career? Can you assess the reasons behind the growing Nazi Party support after 1929? Can you identify the role of key political figures in Hitler becoming Chancellor? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> Hitler's early political career and the formation of the Nazi Party The Munich Putsch and its consequences Nazi propaganda and the SA's role Economic conditions, including the Great Depression The importance of Hitler's leadership and appeal Political manoeuvring by figures like Hindenburg and von Papen Nazi use of violence and intimidation The role of the Nazi Party reorganisation in the 1920s 			
5. What were the main reasons for the rise of the Nazi Party after 1929?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Can you analyse the economic impact of the Great Depression on Germany? Can you explain the growth in Nazi support during the early 1930s? Can you evaluate the role of Hitler's leadership in the Nazi Party's rise? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The economic conditions of the Great Depression The political instability caused by the Depression The growth of the Communist Party as an alternative to the Nazis Hitler's increasing popularity and his appeal to the German public The role of Nazi propaganda in gaining support The actions of the SA and the influence of violence in gaining followers The limitations of the Weimar government in dealing with the crisis Hitler's promise of national renewal and unity 			
6. How did the Nazis use legal means to consolidate their power in 1933?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Can you explain the significance of the Reichstag Fire Decree? Can you describe the role of the Enabling Act in enabling Nazi dictatorship? Can you assess how the Nazi government undermined political opposition through legal measures? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The Reichstag Fire and its consequences The passing of the Enabling Act in 1933 The dissolution of the Reichstag and the banning of political parties The role of the Nazis in controlling the legal system Suppression of trade unions and political dissent The creation of a one-party state Hitler's control over the judiciary and legal institutions The use of law to suppress civil liberties 			
7. What methods did the Nazis use to establish total control over Germany?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Can you explain the significance of the Reichstag Fire in Hitler's consolidation of power? Can you identify the role of the SS, Gestapo, and concentration camps in maintaining control? Can you discuss the role of propaganda in influencing public opinion? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The Reichstag Fire and the Enabling Act The Night of the Long Knives and purges within the Nazi Party The role of the SS and Gestapo in enforcing Nazi policies Censorship and propaganda under Goebbels 			

	<ul style="list-style-type: none"> Nazi control over the legal system and political opposition The significance of the Nuremberg Laws Nazi efforts to control culture and the arts Nazi policies towards the churches and religious groups 			
8. What was the role of the SA and the SS in Nazi Germany?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Can you explain the purpose of the SA in the Nazi Party's early years? Can you analyse the significance of the Night of the Long Knives? Can you assess how the SS became the main enforcer of Nazi policies? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The role of the SA as the Nazi Party's paramilitary force The Night of the Long Knives and the purge of the SA leadership The rise of the SS as Hitler's primary enforcement body The role of the SS in managing concentration camps The militarisation of the SS and their influence within Nazi Germany The link between the SA, SS, and Nazi ideology The role of Heinrich Himmler in the SS's rise to power The SS's role in carrying out the Holocaust 			
9. What role did propaganda and culture play in Nazi Germany?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Can you explain how Nazi propaganda influenced public opinion? Can you describe the use of mass rallies and events, such as the Berlin Olympics? Can you assess the impact of Nazi policies on art, architecture, and culture? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The role of Goebbels and the Ministry of Propaganda Censorship of media and arts Use of public rallies, including the Nuremberg rallies The significance of the Berlin Olympics (1936) Nazi-controlled education and youth movements The suppression of 'degenerate' art The role of film in spreading Nazi ideology Nazi efforts to align culture with Aryan ideals 			
10. What was life like in Nazi Germany, particularly for women, youth, and minorities?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Can you describe the roles of women under Nazi ideology? Can you explain how the Hitler Youth and League of German Maidens indoctrinated young people? Can you analyse the treatment of minorities, particularly Jews, under Nazi policies? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> Nazi views on women's roles in society Policies regarding marriage, family, and work for women The Hitler Youth and League of German Maidens The control of education and youth indoctrination Nazi racial policies and the persecution of Jews The Nuremberg Laws and 'Kristallnacht' The persecution of Romani people, disabled individuals, and homosexuals Nazi economic policies and the impact on working-class Germans 			
11. How did Nazi policies affect women and children in Germany?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none"> Can you explain Nazi views on women and the role of motherhood? Can you describe the Nazi policies on female employment and appearance? Can you assess the impact of the Hitler Youth and the League of German Maidens on young people? 				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none"> The role of women in Nazi ideology Nazi policies on marriage, motherhood, and family The Nazi emphasis on women as bearers of the 'Aryan race' The restrictions on women's rights and employment The formation and role of the Hitler Youth 			

	<ul style="list-style-type: none">• The League of German Maidens and its role in indoctrinating girls• The control of education and curricula for youth• The impact of Nazi policies on youth culture and identity			
12. What were the effects of Nazi racial policies on minorities in Germany?		Red	Amber	Green
Are you able to... <ul style="list-style-type: none">• Can you explain the racial laws introduced by the Nazis, such as the Nuremberg Laws?• Can you assess the extent of persecution faced by Jews during the Nazi regime?• Can you evaluate the persecution of other minority groups, such as Romani people and disabled individuals?				
 flaticon.com – smashicons	Core Knowledge: <ul style="list-style-type: none">• The implementation of the Nuremberg Laws and their impact on Jewish people• The marginalisation and persecution of Romani people, disabled individuals, and others• The role of concentration camps in the persecution of minorities• The economic and social exclusion of Jewish people• The rise of anti-Semitic propaganda and policies• The impact of Kristallnacht and other anti-Jewish actions• The policies towards ‘undesirables’ and the concept of ‘racial purity’• The wider social and cultural effects of Nazi racial policies			
	HOME LEARNING TASKS			
Task Description				Done?
Use ‘Look, Cover, Write, Check’ or flash cards to Weimar & Nazi Germany Vocabulary				
Complete GCSE Pod Tasks for all units using the QR code at the top of the page				
Complete revision tasks for each unit using the GCSE History Course Booklet				
Complete a past paper				
Use ‘Look, Cover, Write, Check’ or flash cards to learn Superpower Relations & Cold War Vocabulary				

Knowledge Organiser

Maths
Year 11

Term 5
2024/25



The Abbey
School

Maths Year 11 Term 5

Term Focus: Exam preparation

Prior learning links:

Knowledge gained across all chapters across the curriculum through KS2, KS3 and KS4 required to enable practise of past paper exam questions.

Future learning links:

Once students reach this stage of their journey, it is really important that they are given the opportunity to embed their knowledge and consolidate the skills learnt in Years 7-11. This time also allows students to practise reading exam questions, and understanding how to put their skills into practise.

Foundation Tier Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

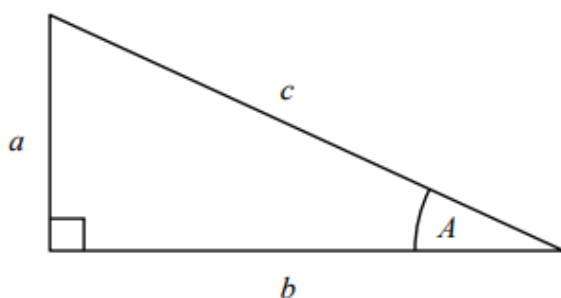
Volume of a prism = area of cross section \times length

Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

Pythagoras' Theorem and Trigonometry



In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:

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

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

Higher Tier Formulae Sheet

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

Volume of a prism = area of cross section \times length

Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

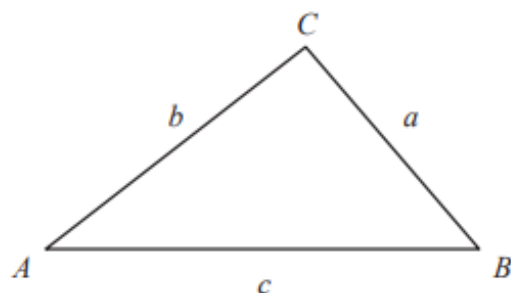
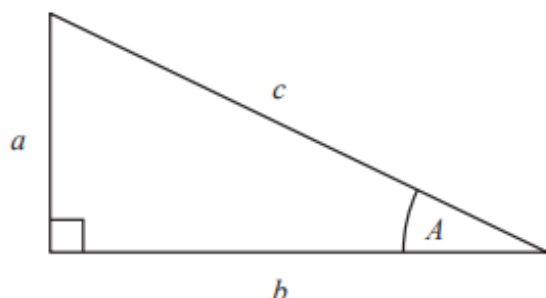
Quadratic formula

The solution of $ax^2 + bx + c = 0$

where $a \neq 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Pythagoras' Theorem and Trigonometry



In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:

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

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

In any triangle ABC where a , b and c are the length of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2} a b \sin C$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B) P(B)$$

1. What words do I need to look out for in my exam?

Red

Amber

Green

Explain

Write a sentence or a mathematical statement to show how you got to your answer or reached your conclusion.



Show

All working needed to get to a given answer **or** complete a diagram to show given information.



Expand

Remove brackets.



Describe

Write a sentence that gives the features of the situation.



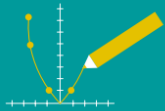
Justify

Show all working and/or give a written explanation.



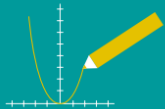
Draw

Produce an accurate drawing (unless a sketch is being drawn).



Draw a sketch of... Sketch

Produce a drawing that does not have to be drawn to scale or a graph that is drawn without working out each coordinate.



Find

Some working will be needed to get to the final answer.



Expand and simplify

Remove brackets and then collect like terms.



Complete

Fill in missing values.

x	y
-1	-3
0	1
2	3
2	5

Solve

Find the solution of an equation or inequality.



Solve algebraically

Find the solution of an equation or inequality; algebraic manipulation **must** be shown.



Factorise

Insert brackets by taking out common factors.



Factorise fully

Insert brackets by taking out **all** the common factors.



Work out

Some working will be needed in order to get the answer.



Write down

No working is needed.



Write

No working needed for 1 mark questions.

Working may be needed for questions with more than 1 mark.



Simplify

Simplify the given expression.



Simplify fully

Simplify the given expression. Answer must be given in its simplest form.



Express

Re-write in another form, some working may be needed.



Change

Usually convert from one unit to another; either using known metric unit conversions or the use of a conversion graph.



Give a reason

Must be clear and accurate reasons. If the reasons are geometrical then make sure you:

- ✓ provide a reason for each stage of working (if required)
- ✓ use correct geometric terminology.

Calculate

A calculator and some working will be needed.



Prove

More formal than 'show', all steps must be present. In the case of a geometrical proof, reasons must be given.



Prove algebraically

Use algebra in the proof.



2. When are my exams?

Red

Amber

Green

- Paper 1 – Thursday 15th May 2025
- Paper 2 – Wednesday 4th June 2025
- Paper 3 – Wednesday 11th June 2025

3. What good resources are available to me?

Red

Amber

Green

- Revision checklist to identify strengths and weaknesses alongside supporting videos on Sparx.
- A revision guide to aid revision and improve independence.
- Past paper packs are on sale for only £3 on Arbor and contain 12 high quality past papers. These will be great for identifying areas of weakness.
- Targeted intervention every Wednesday after school from 15:30-16:30.
- A selection of great websites:
 - Corbettmaths
 - Maths Genie
 - GCSE Maths – BBC Bitesize
 - Oak National Academy

4. Where can I find each topic on Sparx (Foundation)

Red**Amber****Green**

Number

Topic	Topic code
Ordering positive integers	U600
Ordering decimals	U435
Ordering negative numbers	U947
Adding and subtracting positive integers	U417
Multiplying and dividing positive integers	U127, U453
Adding and subtracting negative numbers	U742
Multiplying and dividing negative numbers	U548
Adding and subtracting decimals	U478
Multiplying and dividing with place value	U735
Multiplying and dividing with decimals	U293, U868
Order of operations	U976
Prime numbers, prime factorisation	U236, U739
Factors, multiples, HCF and LCM	U211, U751, U529
Powers and roots	U851
Using standard form	U330, U534
Calculating with standard form	U264, U290, U161
Equivalent fractions and simplifying fractions	U704, U646
Mixed numbers and improper fractions	U692
Ordering fractions	U746
Addition and subtraction of fractions	U736, U793
Multiplication and division of fractions	U475, U544
Converting and ordering fractions, decimals and percentages	U888, U594
Fractions of amounts	U881, U916
Percentages of amounts	U554, U349
Percentage change	U773, U671
Reverse percentages	U286, U278
Simple interest	U533
Rounding	U480, U298
Rounding to significant figures	U731, U965
Estimating answers	U225
Value for money	M681

Geometry

Topic	Topic code
Properties of 2D shapes	U121, U849
Properties of 3D shapes	U719
Nets of 3D shapes	U761
Angles: Measuring, Drawing and Estimating	U447
Angle on a line and about a point	U390
Vertically opposite angles	U730
Angles on parallel lines	U826
Angles in a triangle	U628
Combining angle facts	U655
Angles in a quadrilateral	U732, U329
Angles in polygons	U427
Bearings	U525, U107
Translations	U196
Reflections	U799
Enlargements	U519
Rotations	U696
Congruence	U790, U866
Area and perimeter of simple shapes	U993, U970, U351, U226
Area of triangles, parallelograms and trapeziums	U945, U575, U424, U265, U343
Circles	U767
Circumference	U604, U221
Circle area	U950, U373
Surface area	U929, U259, U871
Volume of cuboids	U786
Volume of prisms and cylinders	U174, U915
Similar shapes	U551, U578
Scale diagrams	U257

Algebra

Topic	Topic code
Algebraic expressions	U613
Collecting like terms	U105
Substitution	U201, U585, U144
Expanding brackets	U179, U768
Factorising expressions	U365
Index laws	U235, U694, U662, U103
Changing the subject	U556
Coordinates	U789, U889
Midpoints	U933
Plotting straight line graphs	U741
Equations of straight line graphs	U315, U669
Parallel lines	U377
Distance-time graphs	U403, U914, U462, U966
Quadratic graphs	U989, U667
Linear equations	U755, U325, U870, U505, U599
Quadratic expressions and equations	U178, U228
Linear sequences	U213, U530, U498, U978
Other sequences	U958, U680

Ratio and proportion

Topic	Topic code
Simplifying ratios	U687
Sharing amounts in a ratio	U753, U577
Converting between ratios, fractions and percentages	U176
Direct proportion	U721, U640
Inverse proportion	U357, U364
Proportion graphs	U238
Units of measure: Length, Mass and Capacity	U102, U388
Units of measure: Time	U902
Units of measure: Area	U248
Currency conversion	U610
Conversion graphs	U652, U638, U862
Compound units: Speed	U151

Probability

Topic	Topic code
Probability scale	U803
Probability of single events	U408, U510, U683
Experimental probability	U580
Expected outcomes	U166
Listing elements in a set	U748, U296
Probability from Venn diagrams	U476
Frequency trees	U280
Sample space diagrams	U104
Tree diagrams	U558, U729

Statistics

Topic	Topic code
Collecting data, frequency tables	U322, U120
Two-way tables	U981
Bar charts	U363, U557
Pictograms	U506
Pie charts	U508, U172
Stem and leaf diagrams	U200, U909
Mode	U260
Mean	U291
Median	U456
Range	U526
Choosing averages	U717
Scatter graphs	U199, U277, U128

5. Where can I find each topic on Sparx (Higher only)

Red

Amber

Green

Number

Topic	Topic code
Calculating with roots and fractional indices	U851, U985, U772, U299
Converting recurring decimals to fractions	U689
Surds	U338, U663, U872, U499
Rationalising the denominator	U707, U281
Error intervals	U657, U301, U587

Algebra

Topic	Topic code
Expanding triple brackets	U606
Operations with algebraic fractions	U685, U457, U824
Factorising quadratic expressions: ax^2+bx+c	U858
Simplifying algebraic fractions	U294
Factorising to solve quadratics equations	U228, U960
Using the quadratic formula	U665
Completing the square to solve quadratics	U397, U589
Quadratic equations in context	U150
Quadratic simultaneous equations	U547
Index laws	U235, U694, U662
Equation of a straight line: Perpendicular lines	U898
Quadratic graphs: Turning points	U769
Quadratic simultaneous equations on graphs	U875
Exponential graphs	U229
Exponential growth and decay problems	U988
Trigonometric graphs	U450
Graph transformations	U598, U487, U455
Velocity-time graphs	U937, U562, U611
Rate of change graphs	U638, U652, U862
Estimating gradient from a curve	U800
Estimating area under a curve	U882
Equation of a circles and tangents	U567
Linear inequalities as graph regions	U747
Quadratic inequalities	U133
Functions	U637, U895, U448, U996
Recurrence relations	U171
Quadratic sequences	U206
Iteration and numerical methods	U434, U168
Algebraic proof	U582

Ratio and proportion

Topic	Topic code
Algebraic direct and inverse proportion	U407, U138
Compound units: Density problem solving	U910

Geometry

Topic	Topic code
Congruence proofs	U866, U887
Enlargements	U134
Describe combined transformations	U766
Circle theorems: Angles inside a circle	U459, U251
Circle theorems: Tangents and chords	U489, U130
Circle theorems problems	U808
Prove circle theorems	U807
Volume of frustums	U350
Volume: Problem solving	U543, U426
Similar Shapes: Area and volume	U630, U110
Pythagoras' Theorem in 2D and 3D	U385, U541
Right-angled trigonometry: Problem solving	U319, U283, U545, U967
3D trigonometry	U170
The area rule	U592
Sine rule	U952
Cosine rule	U591
Trigonometry and bearings	U164
Vectors problems	U781, U560

Probability

Topic	Topic code
Product rule for counting	U369
Conditional probability	U246, U821, U806
Probability from Venn diagrams	U476, U748, U699

Statistics

Topic	Topic code
Averages	U877, U717
Cumulative frequency diagrams	U182, U642
Box plots	U879, U837, U507
Frequency polygons	U840
Histograms	U814, U983, U267
Capture-recapture	U328

6. Where can I find each topic on Sparx (Crossover Topics – Grade 5)

Red Amber Green

Number

Topic	Topic code
Fractions	U224, U538, U793
Factors, multiples and primes	U739, U250
Percentage change	U671, U332, U988
Standard form	U330, U534, U264, U290
Error intervals	U657

Algebra

Topic	Topic code
Linear equations	U325, U870, U599
Linear inequalities	U759, U738, U145, U337
Index laws	U662
Linear simultaneous equations	U760, U757, U836, U137
Linear graphs and coordinates	U315, U669, U477, U848, U377
Quadratic graphs and equations	U989, U667, U228, U601

Ratio and proportion

Topic	Topic code
Ratio	U687, U753, U176, U577, U921, U865
Speed	U151
Density and pressure	U910, U527
Proportion	U721, U357, U610

Geometry

Topic	Topic code
Area	U226, U343, U950
Volume	U786, U174, U915
Angles	U655, U826, U329, U427
Pythagoras' theorem	U385
Trigonometry	U605, U283, U545
Transformations	U196, U799, U696, U519, U766

Probability

Topic	Topic code
Calculating probabilities	U408, U510, U683, U580
Expected outcomes	U166
Tree diagrams	U558, U729
Set notation	U748, U296

Statistics

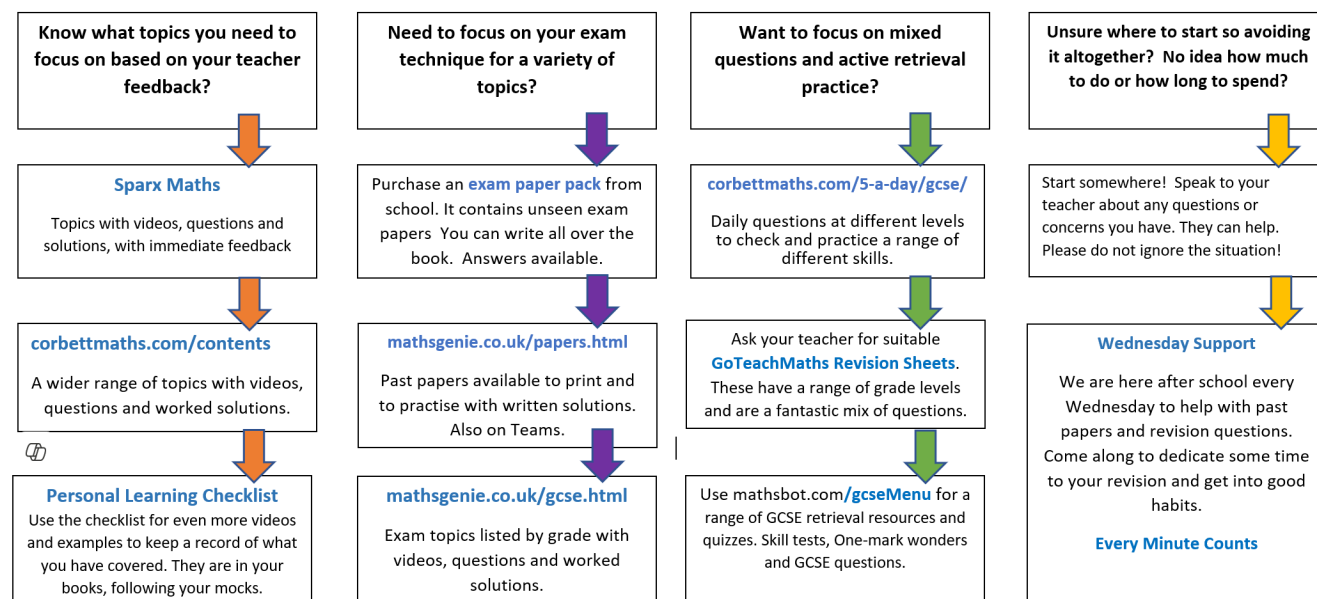
Topic	Topic code
Averages	U717, U569
Averages with grouped data	U877
Sampling	U162
Scatter graphs	U199, U277, U128
Frequency polygons	U840

HOME LEARNING TASKS

Task Description

Done?

We understand you may be feeling unsure or overwhelmed about your Maths revision. We have put this guide together to suit a range of needs. Overall, it should be a good starting point for those students yet to really get going on their revision and for others, it will provide additional resources to build on what they have started. As we complete more practice papers at school, this will also help to determine where your strengths and gaps are to focus your revision.



Why bother revising? ⚪ To maximise your chances of success ⚪ To improve your grade ⚪ To consolidate your learning over your years of education ⚪ To prepare you for your next steps ⚪ To secure your knowledge of how to solve real world everyday problems that you will encounter for the rest of your life.

Knowledge Organiser

Spanish
Year 11

Term 5
2024/25



The Abbey
School

Spanish Year 11 Term 5 – GCSE Revision

Term Focus – This term is a revision term in preparation for your upcoming exams. Your exam dates are as follows:

Speaking – April 30th – May 3rd

Reading and Listening – 10th June (am)

Writing – 17th June (am)



Prior Learning Links

- All KS4

Future Learning Links

- N/A

KEY VOCABULARY

Verb - A word used to describe an action, state or occurrence.

E.g. to play, to feel, to have, to be.

Noun – A person, place or thing.

Every noun in Spanish is either masculine or feminine.

Conjunction – A word used to link two clauses or sentences.

Key Conjunctions: y (and), también (also), porque (because)

Adjective - A word used to describe a noun.

Adjectives must agree in feminine/masculine and singular/ plural with the noun.

Intensifier - A word used before an adjective to add detail.

Key intensifiers: muy (very), bastante (quite), un poco (a little), demasiado (too)

Time expression - A word or phrase that tells us when something happens or how frequently something happens.

Adjectival agreement - 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.

Negative structure – not, never.

Negative structures in Spanish go before the conjugated verb: no... (not), nunca... (never)

Infinitive verb - A verb in its most basic form.

It tells us what the action is but not who is doing it or when it is happening.

In Spanish, infinitives will end with –ar, –er or –ir. In English, we translate them with the word ‘to’ at the start.

1. How do you describe a photo? (Speaking and Writing)

Red

Amber

Green

Describing a picture

People

En la foto (In the picture)		un hombre (a man)	una mujer (a woman)	un/ una joven (a young person)	un grupo de estudiantes (a group of students)
En primer plano (In the foreground)	hay (there is/ there are)	un chico (a boy)	una chica (a girl)	una familia (a family)	mucha gente (lots of people)
En segundo plano (In the background)		un niño (a child, m)	una niña (a child, f)	una pareja (a couple)	unos amigos (some friends)

Location

Activity

Están (They are)	en la calle (in the street)	al aire libre (outdoors)	donde (where)	bailan (they dance)	hablan (they speak)
Puedo ver (I can see)	en una ciudad (in a city)	en una plaza (in a square)		cantan (they sing)	disfrutan (they enjoy)
	unos edificios (some buildings)	un desfile (a parade)		tocan instrumentos	se divierten (they have fun)

	(some monuments) (a music band)		(they play instruments)	
--	---------------------------------	--	-------------------------	--

2. How do you ask questions? (Speaking – Role play)

Red

Amber

Green

In the role play task, you will need to ask a question to your teacher. At foundation, you will need to ask x1 question. At Higher, you will need to ask x2 questions.

Spanish	English	Spanish	English
Dónde...	Where...	¿A qué hora?	At what time?
Cuándo...	When...	¿Cuánto cuesta?	How much is it?
Cómo...	How...	¿Qué hay...?	What is there...?
Por qué...	Why...	¿Hay... ?	Is there...?
Qué...	What...	¿Qué piensas... ?	What do you think...?
Cuál...	Which...	¿Te gusta...?	Do you like...? (informal)
Quién...	Who...	¿Le gusta...?	Do you like...? (formal)

3. What is the structure of the speaking exam?

Red

Amber

Green

Part 1: Role Play (10 marks) <ul style="list-style-type: none"> X5 questions ? = you must ask a question ! = surprise question 	Part 2: Describe a photo (24 marks) <ol style="list-style-type: none"> Describe a photo Opinion question Past tense question Future tense question Opinion question (surprise on the higher) 	Part 3a: General Conversation topic 1 (36 marks for both parts) <ol style="list-style-type: none"> Presentation (no longer than 1 minute) Follow up questions
		Part 3b: General Conversation topic 2 <ol style="list-style-type: none"> Approx. 2 minutes of questions

4. What key verbs do I need to know?

Red

Amber

Green

Infinitive	Present	Past	Future	Imperfect	Conditional
Ir (to go)	Voy (I go)	Fui (I went)	Voy a ir (I'm going to go)	Iba (I used to go)	Iría (I would go)
Jugar (to play)	Juego (I play)	Jugué (I played)	Voy a jugar (I'm going to play)	Jugaba (I used to play)	Jugaría (I would play)
Hacer (to do)	Hago (I do)	Hice (I did)	Voy a hacer (I'm going to do)	Hacía (I used to do)	Haría (I would do)
Comer (to eat)	Como (I eat)	Comí (I ate)	Voy a comer (I'm going to eat)	Comía (I used to eat)	Comería (I would eat)
Beber (to drink)	Bebo (I drink)	Bebí (I drank)	Voy a beber (I'm going to drink)	Bebía (I used to drink)	Bebería (I would drink)
Ver (to watch)	Veo (I watch)	Vi (I watched)	Voy a ver (I'm going to watch)	Veía (I used to watch)	Vería (I would watch)
Ser (to be)	Es (it is)	Fue (It was)	Va a ser (it's going to be)	Era (It used to be)	Sería (It would be)

Verbs in blue will not be needed at foundation tier in your writing but may appear in the reading and listening papers. For students taking the higher paper, using the verbs in blue will help improve your writing and speaking.

5. How do I give interesting opinions?

Red

Amber

Green

English	Spanish
I think that	Pienso que
I believe say that	Creo que
I would say that	Diría que
In my opinion	En mi opinión
According to me	Según yo
My parents say that	Mis padres dicen que
My parents think that	Mis padres piensan que

6. How do I extend my sentences?

Red

Amber

Green

English	Spanish
But	Pero
However	Sin embargo
Also	También
On the one hand	Por un lado
On the other hand	Por otro lado
However	En contraste
In addition	Además

7. How do I avoid the word 'divertido'?

Red

Amber

Green

<p>You will lose marks in your writing or speaking is too repetitive.</p> <p>divertido is one of the most overused words. Try these instead!</p>	Cómico	funny
	Emocionante	Exciting
	Maravilloso	Marvellous
	Genial	Great
	Agradable	Pleasant
	Formidable	Excellent

8. How do I avoid the word 'ennuyeux'?

Red

Amber

Green

<p>You will lose marks in your writing or speaking is too repetitive.</p> <p>aburrido is one of the most overused words. Try these instead!</p>	Monótono	Boring
	Irritante	Annoying
	Horroroso	Awful
	Triste	Sad
	Desagradable	Unpleasant
	Terrible	Terrible

9. What 'WOW' phrases will improve my writing?

Red

Amber

Green

Spanish	English	Spanish	English
Si pudiera elegir...	If I had the choice...	Si fuera rico...	If I were rich
Aunque sea...	Although it is...	Es pan comido	It's easy

Me hace reír	It makes me laugh	Lo peor es que...	The worst thing is that...
Hay que + infinitive	You must + infinitive	Lo mejor es que...	The best thing is that...

10. What is the structure of the writing exam?

Red

Amber

Green

	Q1	Q2	Q3	Q4
Foundation	Describe a photo and give an opinion (12 marks)	40-50 words on 4 bullet points. Present + Future tense. (16 marks)	80-90 words on 4 bullet points. Present + Past + Future tense. (20 marks)	Translation x5 sentences into Spanish. (12 marks)
Higher	80-90 words on 4 bullet points. Present + Past + Future tense. (20 marks)	120-130 words on 4 bullet points. Present + Past + Future tense. (28 marks)	Translation paragraph into Spanish. (12 marks)	

11. What negative structures can I use?

Red

Amber

Green

			Example
Don't / not	no	verb	No juego al fútbol I don't play football
Never	nunca		Nunca juego al fútbol I never play football
No longer	ya no		Ya no juego al fútbol I no longer play football

12. Where can I access past papers?

Red

Amber

Green

You can access past papers in the following places:

- From your teacher
- On your class Teams Channel
- On the year 11 Teams Channel
- By scanning the QR code on the right



HOME LEARNING TASKS

Task Description	Done?
Go to www.seneca.com to practise vocabulary.	
Go to www.sentencebuilders.com and practise vocabulary.	
Revise your speaking presentation.	
Revise the speaking questions.	
Practise past role play and photo cards.	
Complete past papers.	

Knowledge Organiser

Sport Science
Year 11

Term 5
2024/25



The Abbey
School

Sport Science // Year 11 // Terms 1-5

Cambridge National Level 1 / 2 Sport Science

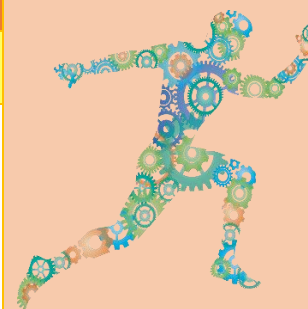
R180: Reducing the risk of sports injuries and dealing with common medical conditions

Prior Learning Links

- Knowledge of warm-ups and cool downs from Core PE.
- Knowledge of sporting examples from R181 and R182 and Core PE.
- Risk assessments and EAPs covered in R181.

Future Learning Links

- BTEC Level 3 Unit 17 – Sports Injury Management
- BTEC Level 3 Unit 2 – Fitness Training and Programming



KEY VOCABULARY

KEY WORDS & TERMINOLOGY

Topic Area 1: Different factors which influence the risk and severity of injury

Key Terms:

- ✓ **Extrinsic factors** – where the factor or risk of injury comes from outside the body
- ✓ **Intrinsic factors** – where the factor or risk of injury comes from within the body
- ✓ **Contact sports** – sports where physical contact between performers is an accepted part of play
- ✓ **Non-contact sports** – sports where participants compete alternately, or are physically separated, or the rules detail no contact.
- ✓ **Hypothermia** – a dangerous drop in body temperature below 35°C.
- ✓ **Veterans** – performers above a certain age that is specific to the sport.
- ✓ **Psychological factors** – mental factors that affect a performer.
- ✓ **Motivation** – the drive to do something.
- ✓ **Arousal** – level of activation or excitement.
- ✓ **Anxiety** – negative emotional state due to nervousness.
- ✓ **Stress** – the feelings we get when we find it difficult to cope with the demands placed on us.
- ✓ **Confidence** – belief in your own ability to master a situation.
- ✓ **Aggression** – Intention to cause harm.
- ✓ **Mental rehearsal** – going over a skill in the mind before performance.

Topic Area 2: Warm up and cool down routines

Key Terms:

- ✓ **Warm up** - exercises to prepare the body for exercise so that the chances of injury or ill effects are reduced.
- ✓ **Dynamic stretches** – active stretching exercises.
- ✓ **Adrenaline** - hormone that prepares the body for exercise.
- ✓ **Lactic Acid** - waste product of anaerobic exercise; it causes fatigue.
- ✓ **Anaerobic** – without oxygen; oxygen is not used to produce energy during high-intensity, short-duration anaerobic exercise.
- ✓ **Cool down** - easy exercise done after a more intense activity to allow the body to gradually move to a resting condition.
- ✓ **Maintenance stretches** - stretches designed to just maintain flexibility.
- ✓ **Static stretches** – stretches where the stretched position is held for many seconds in an attempt to improve flexibility.
- ✓ **Proprioceptive neuromuscular facilitation (PNF)** - advanced form of flexibility training, involving both the stretching and contracting of the muscles being targeted.
- ✓ **Delayed onset muscle soreness** – muscle pain that starts a day or two after an exercise workout.

Topic Area 3: Different types and causes of sports injuries

Key Terms:

- ✓ **Acute injuries** – injuries caused by impacts or collisions.

Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions

Key Terms:

- ✓ **Hazard** - something that can cause harm.
- ✓ **Risk** - the likelihood of danger.

- ✓ **Chronic injuries** - injuries caused by continuous stress.
- ✓ **Soft tissue injuries** - injuries to muscles, tendons or ligaments.
- ✓ **Hard tissue injuries** – injuries to part of the skeletal system, such as fractures or dislocations.
- ✓ **Strains** - injuries to muscles.
- ✓ **Sprains** - injuries to ligaments.
- ✓ **Ligaments** - tissue that connects bone to bone and strengthens joints.
- ✓ **Abrasion** - surface damage to the skin; grazes.
- ✓ **Cut** - skin wound where the tissues of the skin become separated.
- ✓ **Laceration** - a torn or jagged wound caused by a sharp object.
- ✓ **Contusion** - bruise caused by blood leaking into the surrounding area.
- ✓ **Blister** - bubble on the skin caused by friction.
- ✓ **Fracture** - partial or complete break in a bone.
- ✓ **Dislocation** - when a bone is dislodged from its position in a joint.
- ✓ **Concussion** - head injury in which the brain is shaken inside the skull.
- ✓ **Tendonitis** - inflammation of the tendons.
- ✓ **Epicondylitis** - inflammation of an epicondyle of a bone.
- ✓ **Stress fracture** – tiny cracks in a bone caused by repetitive force, often from overuse.
- ✓ **Risk assessment** – careful examination of what, in relation to a sports activity, could cause harm to people.
- ✓ **Electrocardiogram (ECG)** - technology used to detect the rhythm and electrical activity within the heart.
- ✓ **Emergency action plan (EAP)** - written document identifying what action to take in the event of an emergency at a sporting event.
- ✓ **SALTAPS** - acronym for see, ask, look, touch, active, passive, strength.
- ✓ **DRABC** - acronym for danger, response, airway, breathing and circulation.
- ✓ **Recovery position** – position for an unconscious person that keeps their airway clear and open.
- ✓ **PRICE** - acronym for protection, rest, ice, compression, elevation.
- ✓ **Ultrasound** - use of high frequency sound waves to diagnose and treat injuries.
- ✓ **Electrotherapy** - use of electrical energy to treat injuries.
- ✓ **Hydrotherapy** - use of water to improve blood circulation, relieve pain and relax muscles.
- ✓ **Cryotherapy** - use of cold temperatures to treat injuries.
- ✓ **Contrast therapy** – use of quickly changing temperatures from hot to cold and back again to treat injuries.
- ✓ **Analgesics** – medication used to relieve pain.
- ✓ **Cast** - hard fibreglass or plaster casing designed to prevent broken bones from moving.
- ✓ **Splint** - plastic or fibreglass support for a limb injury.
- ✓ **Sling** - support, usually of folded cloth, designed to immobilise and rest the arm.

Topic Area 5: Causes, symptoms and treatment of medical conditions

Key Terms:

- ✓ **Asthma** - a condition in which the airways narrow and swell, which can make breathing difficult.
- ✓ **Inhaler** - device that allows medicine to be breathed in.
- ✓ **Nebuliser** - machine that allows medicine to be breathed in.
- ✓ **Glucose** - simple sugar found in blood used as an energy source.
- ✓ **Insulin** - a hormone that lowers blood glucose levels.
- ✓ **Diabetes** - condition in which blood sugar levels are not regulated by the body effectively.
- ✓ **Ketones** – chemicals produced by the liver during fat breakdown.
- ✓ **Diabetic ketoacidosis (DKA)** - a condition caused by excess ketones in the blood.
- ✓ **Insulin-dependent** - another name for Type 1 diabetes.
- ✓ **Insulin-resistant** – another name for Type 2 diabetes.
- ✓ **Hypoglycaemia** - low blood sugar level.
- ✓ **Hyperglycaemia** – high blood sugar level.
- ✓ **Epilepsy** – abnormal brain activity that causes recurring seizures.
- ✓ **Seizures** - bursts of electrical activity that temporarily affect how the brain works.
- ✓ **Triggers** - things that make epileptic seizures more likely.
- ✓ **Fatigue** - a feeling of overwhelming tiredness.
- ✓ **Anti-epileptic drugs (AEDs)** - medicine taken to help control seizures.
- ✓ **Ketogenic diet** - a diet high in fats and low in carbohydrates and proteins.

- ✓ **Sudden cardiac arrest (SCA)** - a condition in which the heart suddenly and unexpectedly stops beating.
- ✓ **Commotio cordis** – a sudden trauma, such as a blow to the chest directly over the heart at certain points in the heartbeat cycle that can cause sudden cardiac arrest.
- ✓ **Electrolytes** – minerals found in blood, urine and sweat that carry an electric charge when dissolved in water.

1. How do different extrinsic factors influence the risk and severity of injury?

Red

Amber

Green

Type of Activity

One extrinsic factor that can influence injury is the type of activity i.e. contact sports versus non-contact sports. Different sports and activities present different risks of injury, due to the requirements and demands of the sport.



Contact sports, such as rugby, football and field hockey, can increase risk of injury due to **impact**. **Written rules** are in place to reduce risk, e.g. no high tackle, or spear tackle, due to dangers.



Non-contact sports, such as gymnastics and trampolining, can still result in injury due to **complex routines** and the use of **apparatus** which is above the ground.

2. How do different intrinsic factors influence the risk and severity of injury?

Red

Amber

Green

Individual Variables

One of the main intrinsic factors is individual variables. Some individual variables have been shown to increase injury. However, some of these we cannot change, such as age.

Experience is one of 11 different individual variables you need to know...



Experience

- Experienced performers are more likely to have a body which has **adapted** to regular training and become **robust**, helping reduce the risk of injury.
- Experienced performers will know to complete an appropriate **warm-up** prior to exercising to help reduce the risk of injury.
- Experienced performers will also be able to **identify situations** which have the potential to result in injury, such as an opponent in football flying into a tackle, allowing them to pull out to save getting injured.
- Experienced performers are able to perform skills with the correct **technique**, preventing injury caused by poor execution of skills.

3. What are the key components of a warm-up?

Red

Amber

Green

Warm-ups

Below are the four key components of a warm-up:

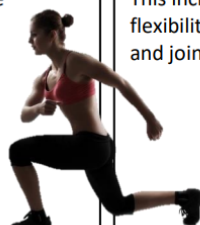
1. **Pulse** should be **raised** gradually, e.g. by jogging, cycling or skipping.

This increases heart rate and helps deliver blood (and oxygen) to the working muscles.



2. **Mobility** – joints should be taken through their full range of movement, e.g. arm swings / hip circles.

This helps increase the pliability of the ligaments and tendons.

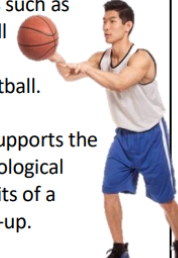


3. **Dynamic stretching** to move the muscle through its range of motion while on the move, e.g. performing lunges.

This increases the flexibility of muscles and joints.

4. **Skill-rehearsal phase** which replicates movement and skills of the sport, e.g. dribbling drills in football and passing drills in ball sports such as netball and basketball.

This supports the psychological benefits of a warm-up.



4. What are the physiological and psychological benefits of a warm up?

Red

Amber

Green

Benefits of a Warm-up

Warming up is one of the most effective methods for the prevention of injury in sport. The clipboard below highlights the physiological and psychological benefits of a warm-up:



5. What are the key components and physiological benefits of a cool down?

Red

Amber

Green

Cool Downs

A cool down is one of the most effective methods for the prevention of injury in sport and physical activity after exercise.

A **cool-down** should include the following:

1. **Pulse-lowering exercises** (e.g. easy movements, light running and stretching) – this is to gradually lower the heart rate and reduce muscle temperature back to resting levels.
2. **Stretching**, e.g. maintenance and static stretches, such as hamstring stretches after running, which helps return muscle length to its resting state. Proprioceptive neuromuscular facilitation (PNF) can also be used, where a partner or an external resistance is used to help move the muscle beyond its usual range of motion, increasing flexibility.

6. What are the types and causes of acute injuries?

Red

Amber

Green

Acute Injuries

What are acute injuries?

Acute injuries

- Caused by **immediate trauma** to the body
- Result in **immediate pain**
- **Swelling** is common
- May result in **loss of function**
- Examples of how they can happen include:
 - **being hit by a ball**, e.g. a cricket ball
 - **a hard rugby tackle**

Sprain

Twisting of the **ligaments**, often caused by a sharp or sudden change in direction. The joint does not dislocate.

Leads to pain at the affected area, and may display swelling and a bruise (contusion). You may not be able to bear your weight.

Examples include: *anterior cruciate ligament (ACL) in the knee, which accounts for around 40% of all sports injuries*

7. What are the types and causes of chronic injuries?

Red

Amber

Green

Chronic Injuries

What are chronic injuries?

Chronic/overuse injuries

- Caused by **continuous stress / overuse**
- Injury develops over a **long period** of time

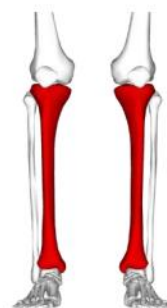


REVISION TIP!

Remember...

Acute = **A**t the time (i.e. immediate trauma)

Chronic = **C**onstantly or **C**ontinuous



Shin splints

Overuse injury caused by repeated impact during weight-bearing activities that causes pain when you start exercising.

8. How can you reduce the risk and severity of an injury or medical condition?

Red

Amber

Green

There are various measures that can be taken before and during participation in sport and physical activity to reduce the risk of injury; for example, emergency action plans (EAPs), safety checks, and risk assessments.

Risk Assessments

	Hazard	Risk	Control measures
Facilities	Deep water in swimming pool	Drowning, especially with beginners	Use depth markings and have a lifeguard present
	Leak from roof onto floor of sports hall	Slippery surface, resulting in injury	Use wet floor sign and mop up excess liquid
Equipment	Heavy weights in the gym	Failure to lift or maintain full control	Use a spotter and ensure equipment is loaded safely
	Cricket balls	Hard contact with unprotected areas of the body	Wear protective equipment such as pads, guards and helmets
Clothing	Poor ventilation	Risk of overheating	Wear well-ventilated clothing
	Lack of grip on footwear	Trip hazard	Ensure appropriate footwear is worn for the activity

9. What are common responses and treatments to medical conditions?

Red

Amber

Green

With any injury, it is important to respond to it quickly in order to allow for the quickest recovery and to prevent any further or permanent damage to the body.

SALTAPS

If you see an athlete injured on the field, you should follow this routine to assess their injury status.

S ee	This involves viewing the injury taking place, and starting the assessment process .
A sk	Ask questions to determine the nature, severity and location of the injury.
L ook	Try to discover any physical signs of an injury, e.g. cuts, bruises, etc.
T ouch	Gently touch the injured area (if the player permits you to) to assess damage.
A ctive	Have the athlete move the injured area to help determine their range of movement .
P assive	This is the external physical movement of the injured area by someone else (e.g. a first-aider).
S trength	Determine the strength of the injured area against resistance.



10. What are the common causes, symptoms and treatments of medical conditions?

Red

Amber

Green

There are several common medical conditions that can affect athletes and participants in sport. Asthma, diabetes, epilepsy, sudden cardiac arrest (SCA), hypothermia, heat exhaustion and dehydration are all covered in your exam.

Asthma

An asthma attack is where the symptoms have worsened to the point that the airways are so inflamed that oxygen delivery to the lungs is severely reduced.

Causes can be either environmental or induced by exercise.

Environmental	<ul style="list-style-type: none">• Polluted air, e.g. from cars in congested areas, or smoke produced by factories• Cold, dry air, such as that experienced in the evening and in winter months• Pollen, e.g. during the summer months• Dusty environments
Exercise-induced	High-intensity exercise can cause a shortness of breath, reducing oxygen delivery to the lungs











Symptoms

Symptoms of asthma may include, but are not limited to:

- Coughing
- Wheezing
- Shortness of breath
- Tightness in the chest



HOME LEARNING TASKS

Task Description			Done?
1) Complete Checkpoint 1 on The EverLearner at a minimum grade of 70%: Different Factors Which Influence the Risk & Severity of Injury			
2) Complete Checkpoint 2 on The EverLearner at a minimum grade of 70%: Warm Up and Cool Down Routines			
3) Complete Checkpoint 3 on The EverLearner at a minimum grade of 70%: Different Types & Causes of Sports Injuries			
4) Complete Checkpoint 4 on The EverLearner at a minimum grade of 70%: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions			
5) Complete Checkpoint 5 on The EverLearner at a minimum grade of 70%: Causes, Symptoms & Treatment of Medical Conditions			

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

Cambridge National Level 1 / 2 Sport Science

Unit R182: The body's response to physical activity and how technology informs this.

Prior Learning Links

- Knowledge of basic anatomy and physiology from Core PE.
- Knowledge of sporting examples R181 and Core PE.

Future Learning Links

- Some links to questions in exam paper for R180.
- BTEC Level 3 Unit 1 – Anatomy and Physiology



KEY VOCABULARY

KEY WORDS & TERMINOLOGY

Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities

Key Terms:

- ✓ **Atria** - upper chambers of the heart that collect blood from veins.
- ✓ **Ventricles** – lower chambers of the heart that pump blood out through arteries.
- ✓ **Valves** - prevent the backflow of blood.
- ✓ **Deoxygenated** – venous blood (in veins) that does not carry oxygen.
- ✓ **Oxygenated** - arterial blood (in arteries) that carries oxygen.
- ✓ **Arteries** - blood vessels that mainly carry oxygenated blood away from the heart.
- ✓ **Capillaries** - tiny, thin walled blood vessels that join arteries (which carry blood away from the heart) and veins (which carry blood back to the heart).
- ✓ **Alveoli** - tiny air sacs in the lungs.
- ✓ **Veins** - blood vessels that mainly carry deoxygenated blood back to the heart.
- ✓ **Trachea** - tube connecting the mouth and nose to the lungs.
- ✓ **Lungs** - large spongy organs in chest; used for gas exchange.
- ✓ **Bronchi** - airways that lead from the trachea into the lungs.
- ✓ **Bronchioles** - air passages inside the lungs that connect the bronchi to the alveoli.
- ✓ **Diaphragm** - dome-shaped muscle causing inhalation and exhalation.
- ✓ **Radial pulse** - heart rate that can be felt at the wrist.
- ✓ **Carotid pulse** - heart rate that can be felt at the neck.
- ✓ **Vasoconstriction** – reduction in the diameter of a blood vessel to reduce blood flow through that vessel.

Topic Area 1 (Continued...):

- ✓ **Vasodilation** - widening in the diameter of a blood vessel to increase blood flow through that vessel.
- ✓ **Cardiac output** – the volume of blood that the heart is able to pump out in one minute.
- ✓ **Stroke volume** – the volume of blood that leaves the heart during each contraction.
- ✓ **Systolic blood pressure** - blood pressure when the heart is contracting.
- ✓ **Diastolic blood pressure** - blood pressure when the heart is relaxed.
- ✓ **Inhalation** - breathing in.
- ✓ **Exhalation** - breathing out.
- ✓ **Intercostal muscles** - muscles located between the ribs.
- ✓ **Diffusion** - the movement of a gas from an area of high concentration to an area of low concentration.
- ✓ **Wearable technology** - technology worn on the body during exercise to provide data.
- ✓ **Laboratory-based technology** - the use of technology inside a laboratory to provide data.
- ✓ **Field-based technology** - technology that can be used to provide data outside of a laboratory in the setting where sports take place, for example a football pitch.
- ✓ **Spirometer** - machine that produces a spirometry trace of breathing volumes.
- ✓ **Vital capacity** – amount of air expelled from your lungs when you take a deep breath and then exhale fully.
- ✓ **Pulse oximeter** – device used to measure how efficiently oxygen is being carried to the extremities by the heart (blood oxygen level).

Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements

Key Terms:

- ✓ **Clavicle** - the collarbone.
- ✓ **Scapula** - the shoulder blade.
- ✓ **Humerus** - bone in the upper arm.
- ✓ **Radius** - bone of the forearm; attaches to the thumb side of the wrist.
- ✓ **Ulna** - bone of the forearm; forms the point of the elbow.
- ✓ **Cranium** - skull bone, which surrounds the brain.
- ✓ **Ribs** - bones surrounding the heart and lungs, forming the chest cavity.
- ✓ **Sternum** - flat bone at the front of the chest, sometimes called the breastbone.
- ✓ **Vertebrae** - many single bones joined together to form the backbone.
- ✓ **Femur** - long bone of the thigh or upper leg, which extends from the hip to the knee.
- ✓ **Tibia** - the shin bone; forms knee joint with the femur.
- ✓ **Fibula** - bone in the lower leg that forms the ankle.
- ✓ **Patella** - the kneecap; covers the knee joint.
- ✓ **Deltoids** - muscles on shoulder joint that move the upper arm.
- ✓ **Trapezius** - muscle at the top of the back that moves the scapula and head.
- ✓ **Latissimus dorsi** – muscle at the side of back that moves the upper arm.

Topic Area 2 (Continued...):

- ✓ **Pectorals** - muscles in the chest that move the upper arm.
- ✓ **Biceps** - muscles at the front of the upper arm.
- ✓ **Triceps** - muscles at the back of the upper arm.
- ✓ **Abdominals** – stomach muscles that protect internal organs.
- ✓ **Gluteals** - buttock muscles, which are used when running.
- ✓ **Hamstrings** - muscles at the back of the upper leg.
- ✓ **Quadriceps** - muscles at the front of the upper leg.
- ✓ **Gastrocnemius** - one of the calf muscles; used in walking.
- ✓ **Soleus** - one of the calf muscles; used in walking.

- ✓ **Synovial joint** - a freely moveable joint.
- ✓ **Ball and socket joint** - ball shaped end of bone fits into the socket of another, for example the hip.
- ✓ **Hinge joint** - end of bone fits against another bone allowing movement in only one direction, for example the knee.
- ✓ **Gliding joint** - one bone can slide over another, for example the carpals in the wrist.
- ✓ **Pivot joint** - rounded end of one bone fits into a ring formed by the other bone, for example the vertebrae of the neck, which allow head rotation.

Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

Key Terms:

- ✓ **Anticipatory rise** – slight increase in heart rate before exercise.
- ✓ **Heart rate** – Number of times the Heart beats per minute
- ✓ **Stroke volume** – Volume of blood that leaves the Heart during each contraction
- ✓ **Cardiac output** – Volume of blood that the Heart pumps out in one minute
- ✓ **Breathing rate** – Number of breaths taken per minute
- ✓ **Gaseous exchange** – The exchange of gases in the lungs (Oxygen in – Carbon dioxide out)
- ✓ **ROM** – Range of movement at joints

Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculoskeletal systems

Key Terms:

- ✓ **Fast twitch fibres** – muscle fibres that contract quickly and/or with high force; used during high-intensity work.
- ✓ **Slow twitch fibres** – muscle fibres that contract with a low force but do not fatigue quickly.
- ✓ **Bradycardia** – decrease in the resting heart rate because of training.
- ✓ **Goniometer** - device used to measure flexibility (range of movement at a joint).
- ✓ **Lung capacity** - the amount of air the lungs can hold.
- ✓ **Tidal volume** - the amount of air breathed in and out at rest.
- ✓ **Bone density** - the amount of bone mineral in bone tissue.
- ✓ **Capillarisation** – an increase in the number of capillaries as a result of endurance training.

- ✓ **Heart disease** - when the heart's blood supply is blocked or interrupted by a build-up of fatty substances in the coronary arteries that supply the heart with blood.
- ✓ **Heart attack** – medical emergency in which the supply of blood to the heart is suddenly blocked.

1: What is the function and role of the cardio-respiratory system?

Red

Amber

Green

- **What is Heart Rate and how is it measured?**

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- **What is Stroke Volume?**

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- **What is Cardiac Output?**

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- **What is Breathing Rate and how is it measured?**

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- **What is Tidal Volume?**

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- **What is Gaseous Exchange?**

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2: How is technology used to inform us about the cardio-respiratory system?

Red

Amber

Green

Key terms

Technology Putting scientific knowledge into practical use to solve problems or invent useful tools.

Wearable technology

Technology worn on the body during exercise to provide data.

Laboratory-based technology

The use of technology inside a laboratory to provide data.

Field-based technology

Technology that can be used to provide data outside of a laboratory in the setting where sports take place, for example a football pitch.

- How could a coach use data from a Central Midfielder's Heat Map to assess the performance of his/her Football player?

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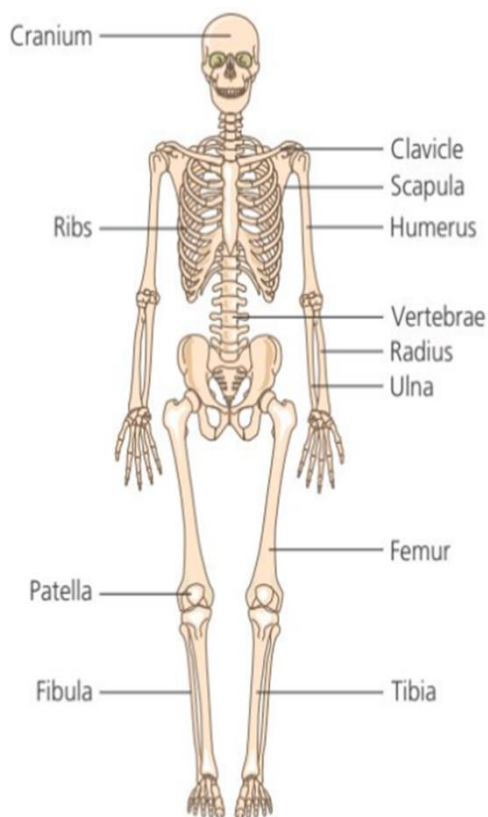
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3: What are the components and role of the musculo-skeletal system?

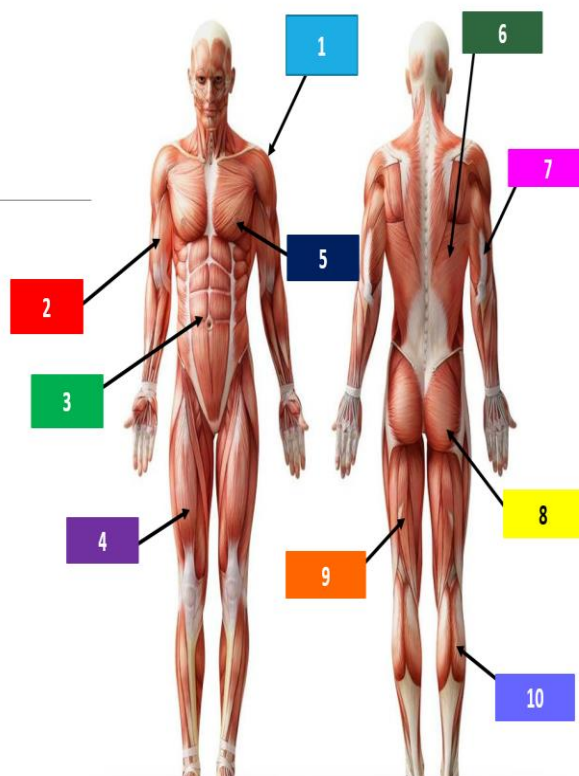
Red

Amber

Green



- 1 = Deltoid
- 2 = Bicep
- 3 = Abdominals
- 4 = Quadriceps
- 5 = Pectorals
- 6 = Latissimus Dorsi
- 7 = Triceps
- 8 = Gluteal
- 9 = Hamstring
- 10 = Gastrocnemius



4: How is technology used to inform us about the musculo-skeletal system?

Red

Amber

Green

- How could a High Jump coach use the data gathered from Slow Motion Capture to assess the performance of his/her athlete?

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5: What are the short-term effects of exercise on the cardio-respiratory system?

Red

Amber

Green

- What would you notice occurring to your Heart Rate and Cardiac Output during exercise?

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- What would you notice occurring to your Breathing Rate during exercise?

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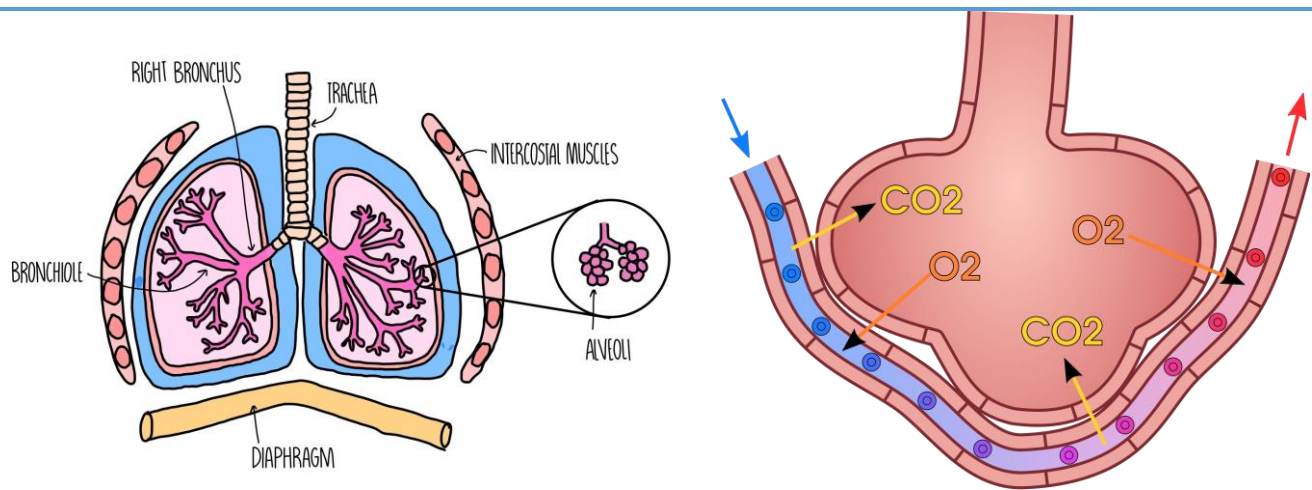
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6: What are the short-term effects of exercise on the musculo-skeletal system?

Red

Amber

Green

- **During exercise, what happens to blood flow to muscles and why does this occur?**
- **What effect would this have on muscle temperature and pliability?**

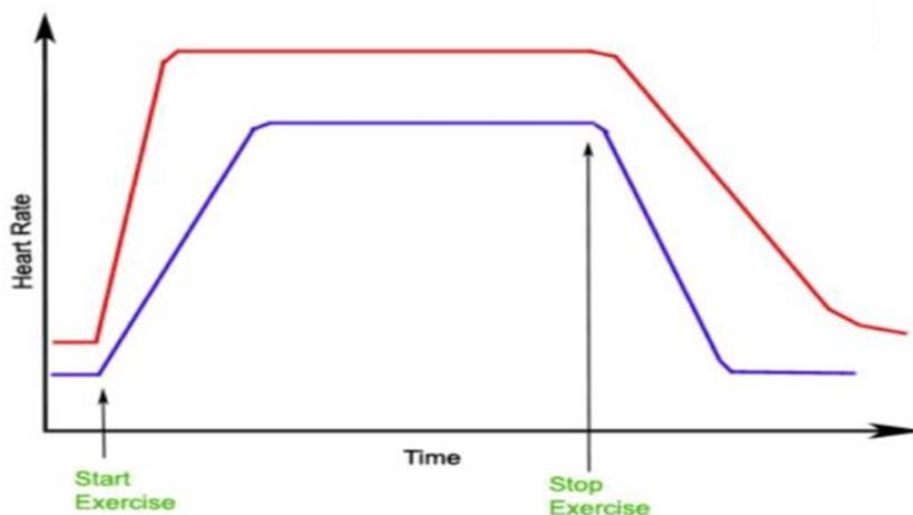
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Think:

- ✓ **Heart rate** – Number of times the Heart beats per minute
- ✓ **Stroke volume** – Volume of blood that leaves the Heart during each contraction
- ✓ **Cardiac output** – Volume of blood that the Heart pumps out in one minute
- ✓ **Breathing rate** – Number of breaths taken per minute
- ✓ **Gaseous exchange** – The exchange of gases in the lungs (Oxygen in – Carbon dioxide out)





Long-term effects of exercise on the cardio-respiratory system occurs to:

- **Heart Rate**
 - **Stroke Volume**
 - **Cardiac Output**
 - **Heart Rate recovery**
 - **Lung capacity**
-
- This graph shows the **Heart Rates** of two performers running 100m. One of them is fit, while the other is unfit. Which is which? Back up your answer with **two reasons** as to why you have come to your conclusions. **(4 marks)**

[illegible]

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HOME LEARNING TASKS

Task Description		Done?
1) Complete Checkpoint 1 on The EverLearner at a minimum grade of 70%: <i>"The cardio-respiratory system and how the use of technology supports different types of sports and their intensities"</i>	 	
2) Complete Checkpoint 2 on The EverLearner at a minimum grade of 70%: <i>"The musculo-skeletal system and how the use of technology supports different types of sports and their movements"</i>	 	
3) Complete Checkpoint 3 on The EverLearner at a minimum grade of 70%: <i>"Effects of Exercise"</i>	