

# Knowledge Organiser

## Year 9

### Term 2

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## BIG QUESTIONS

- How has the relationship between Napoleon and Snowball developed?
- Which pig has the better plans – Snowball or Napoleon?
- How is tension increasing on the farm?
  - Are the animals afraid?
- How might the animals feel about the changes?
  - What is happening to truth and reality?
  - What do the events surrounding commandment four suggest?
- How does Napoleon lead the animals?
  - How would a good leader rally his citizens?
  - Why is the treatment of the hens significant?
- How are the animals supposed to feel about Snowball?
- How can Napoleon get away with his reign of tyranny?
- How is propaganda used to control the animals?
- How does Napoleon's poem present him?
- Why have Napoleon's views of people changed?
  - How is the battle of the windmill different to the battle of the cowshed?
  - How is Napoleon building a cult of personality?
  - How is Boxer presented?
  - What effect does Boxer have on the animals?
- What has happened to the hopes and dreams of the animals?
  - How have the principles of the revolution been corrupted?
  - How has Animal Farm changed farming?

**Context**

Before the Revolution of 1917, Tsar Nicholas II ruled Russia. The ruling classes had money and power, whilst most of the population were poor, exploited peasant workers or from the working class. These people lived in terrible conditions and what they farmed was taken from them leaving them to face starvation and poverty.

The Revolution that came in 1917 sought to overthrow the Tsar and change the balance of society to give power back to the working class. The plot of *Animal Farm* closely parallels these events.

In *Animal Farm*, Orwell uses the animals to highlight the hardships of the working classes. He uses Mr Jones as a symbol for the Tsar Nicholas II - to highlight how lazy and neglectful the Tsar was. The animals each represent a different section of society at the time - they are a metaphor for what happened to the people. Napoleon is a symbol for Stalin, a leader who abused his power.

The animals, like the working class of Russia, had short, difficult lives, working to produce things that the ruling class would take for themselves. The Rebellion on the farm seeks to change this, but the revolutionary pigs soon adopt the ways of the ruling class that they sought to abolish.

**Chapter 5** Snowball suggests building a windmill. Napoleon thinks they should spend their time building up food stores instead. As the animals are about to vote on the matter, Napoleon calls his dogs into the barn. They are now fully grown and they chase Snowball away.

**Chapter 6** Supplies and food run short and the pigs start trading with the humans. They move into the farmhouse, sleep in beds and get up an hour later than the other animals.

**Chapter 7** An incident occurs when some hens who protest against unfair treatment and refuse to hand their eggs over. Napoleon stops their food and nine of them die as a result. After this, Napoleon holds show trials, where any animal that had spoken against him has to publicly confess their 'crimes' and is then killed.

**Chapter 8** Napoleon reduces the rations and rights of the animals and starts breaking the commandments. There is another invasion by the men and the windmill is blown up. The animals repel the human invasion and Napoleon declares it a victory. The pigs then break another commandment by drinking alcohol to celebrate the victory of the invasion.

**Chapter 9** The farm is proclaimed a republic and a president is 'elected' - but there was only one candidate to vote for, Napoleon. Boxer falls whilst re-building the windmill. The pigs claim they will look after him but sell him to a horse slaughterer. Squealer lies to the other animals, telling them that Napoleon ensured that Boxer got the best treatment possible. The pigs use the money from the sale of Boxer to buy whisky.

**Chapter 10** Napoleon and the other pigs learn to walk on their hind legs, wear human clothes and carry whips. Despite all their hard work, the animals of the farm are right back to where they began, hungry, scared and exploited by those in charge. Time moves on and the pigs grow fatter whilst the other animals work harder and are given less food. They now can't remember if they were better or worse off under the rule of Mr Jones. The pigs learn to walk on two legs and have adopted all of Mr Jones' bad habits that Old Major told them to avoid in his speech. They invite the humans they once fought against to the farm. Napoleon declares that the farm will be called 'Manor Farm' again, the animals watching the meeting cannot tell the difference between the humans and the pigs.

## Key Quotations

1. 'It had come to be accepted that the pigs, who were manifestly cleverer than the other animals, should decide all questions of farm policy, though their decisions had to be ratified by a majority vote.'
2. "If Comrade Napoleon says it, it must be right.' And from then on he adopted the maxim, 'Napoleon is always right,' in addition to his private motto of 'I will work harder.'"
3. "This work was strictly voluntary, but any animal who absented himself from it would have his rations reduced by half."
4. "Comrades,' he said quietly, 'do you know who is responsible for this? Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL!' he suddenly roared in a voice of thunder."
5. "Starvation seemed to stare them in the face. It was vitally necessary to conceal this fact from the outside world."
6. "Napoleon rarely appeared in public, but spent all his time in the farmhouse, which was guarded at each door by fierce-looking dogs. When he did emerge it was in a ceremonial manner, with an escort of six dogs who closely surrounded him and growled if anyone came too near."
7. "When the hens heard this, they raised a terrible outcry. They had been warned earlier that this sacrifice might be necessary, but had not believed that it would really happen."
8. "the air was heavy with the smell of blood, which had been unknown there since the expulsion of Jones."
9. "It was laid down as a rule that when a pig and any other animal met on the path, the other animal must stand aside: and also that all pigs, of whatever degree, were to have the privilege of wearing green ribbons on their tails on Sundays."
10. 'In April Animal Farm was proclaimed a Republic, and it became necessary to elect a President. There was only one candidate, Napoleon, who was elected unanimously."
11. "ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS."
12. "The creatures outside looked from pig to man, and from man to pig, and from pig to man again: but already it was impossible to say which was which."

## Key Vocabulary

**Karl Marx** was a German philosopher who lived during the 19th-century. His ideas formed the basis of communism - his ideas are collectively known as 'Marxism'. He developed theories on how power structures in society keep people under control.

**Vladimir Lenin** was a Russian revolutionary who established a form of Marxism in Russia in the early 20th-century, following the Revolution of 1917.

**Stalin** was involved in the Russian Revolution of 1917 and came to rule Soviet Russia after the death of Vladimir Lenin in 1924. He ruled until his death in 1953. During his time in power, the country was gripped by famine and fear, millions of people starved to death and those who opposed him were imprisoned or killed.

**Trotsky** was a political theorist, revolutionary and a leader of the Russian Revolutionary Red Army. After the Revolution he was involved in Russian foreign affairs and policy making. He opposed Stalin's decisions and eventually was forced into exile from the Soviet Union in 1929.

**Napoleon** Bonaparte (1776-1821) seized power after the French Revolution, crowned himself Emperor and ruled France until 1815.

## 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>

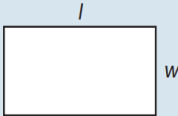
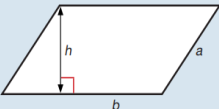
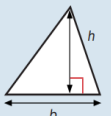
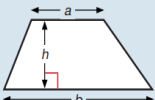


# Subject: Mathematics

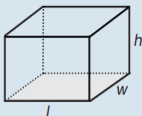
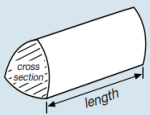
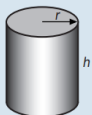
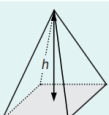
## Topic: Recall Knowledge

Year / Group: GCSE F/H  
Term: 1-6

### Areas

Rectangle = $l \times w$	
Parallelogram = $b \times h$	
Triangle = $\frac{1}{2} b \times h$	
Trapezium = $\frac{1}{2} (a + b)h$	

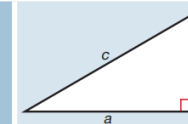
### Volumes

Cuboid = $l \times w \times h$	
Prism = area of cross section $\times$ length	
Cylinder = $\pi r^2 h$	
Volume of pyramid = $\frac{1}{3} \times$ area of base $\times h$	

### Pythagoras

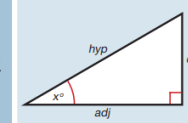
#### Pythagoras' Theorem

For a right-angled triangle,  
 $a^2 + b^2 = c^2$



#### Trigonometric ratios (new to F)

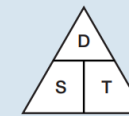
$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$ ,  $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$ ,  $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$



### Compound measures

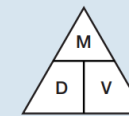
#### Speed

speed =  $\frac{\text{distance}}{\text{time}}$



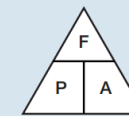
#### Density

density =  $\frac{\text{mass}}{\text{volume}}$



#### Pressure

pressure =  $\frac{\text{force}}{\text{area}}$

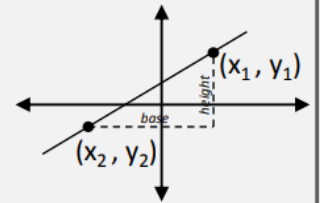


### Gradient of a Line

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

or

$$m = \frac{\text{height}}{\text{base}}$$



### Midpoint of two points

between  $(x_1, y_1)$  and  $(x_2, y_2)$   $\left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$

### Compound Growth & Decay

The amount after  $n$  years (or days, etc.) is:

$$\text{starting amount} \times \left( 1 \pm \frac{r}{100} \right)^n$$

where  $r$  is the rate of change.

The  $\pm$  means + for growth and - for decay

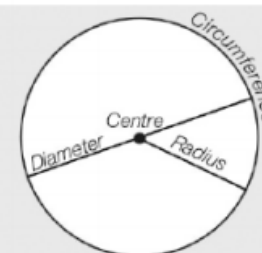
Literacy In Maths	Command Words
Evaluate ...	Work out and write your answer
Work out ...	Working out is required
Calculate ...	Working out is required. A calculator may be needed.
Solve ...	Work out the values
Prove ...	All working must be shown in steps to link reasons and values.
Expand...	Multiply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

### Circles

Circumference =  $\pi \times \text{diameter}$ ,  $C = \pi d$

Circumference =  $2 \times \pi \times \text{radius}$ ,  $C = 2\pi r$

Area of a circle =  $\pi \times \text{radius squared}$ ,  $A = \pi r^2$



### Area of a Sector

$$A = \frac{\theta}{360^\circ} \times \pi r^2$$

### Length of an Arc

$$A = \frac{\theta}{360^\circ} \times \pi d$$

### Set Notation

$A \cup B$

Union: in A or B (or both)

$A \cap B$

Intersection: in both A and B

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

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

### BIG QUESTIONS

How do we use and interpret algebraic expressions? – F

How can we use and interpret algebraic expressions, equations and sequences? – H

What is a formulae and how do we use them in Science?

## Sparx Maths

U585, U201,  
U105, U179,  
U768, U365

Higher  
U613, U556,  
U870, U206,  
U530

### Key Concepts

A **formula** involves two or more letters, where one letter equals an **expression** of other letters.

An **expression** is a sentence in algebra that does NOT have an equals sign.

An **identity** is where one side is the equivalent to the other side.

When **substituting** a number into an expression, replace the letter with the given value.

### Collecting Like Terms

Add/subtract the numbers in front of the common letters.

Multiply the numbers in front of the letters and put the letters next to each other.

Divide the numbers in front of the letters.

### Expanding brackets

Multiply the number outside the brackets with EVERY term inside the brackets

### Factoring expressions

Take the highest common factor outside the bracket.

### Examples

$C = \frac{5(F - 32)}{9}$  is a **formula** - a mathematical rule that involves more than 1 letter.

$5m - 7$  is an **expression** since there is no equals sign

$5(y + 6) \equiv 6y + 30$  is an identity as the left hand side is always equal to the answer on the right hand side (for any value of  $y$ ),

$3x - 6 = 12$  is an **equation** - can be solved to give a solution and has an equal sign.

### Collecting like Terms

$$f + 3g - 4f = 3g - 3g$$

$$6a \times 3b \times 2c = 36abc$$

$$\frac{9b}{3} = 3b$$

**Factorise**  $9x + 18 = 9 \begin{array}{|c|c|} \hline 9x & +18 \\ \hline \end{array} = 9(x + 2)$

### Expand and Simplify

$$5(x - 4) + 3(x - 3)$$

	x	- 4
5	5x	- 20

 $+$ 

	x	- 3
3	3x	- 9

$$5x - 20 + 3x - 9$$

Final Ans:  $8x - 29$

Watch out for negatives.

# H only

## Key Concepts

### Solving equations:

Working with inverse operations to find the value of a variable.

### Rearranging an equation:

Working with inverse operations to isolate a highlighted variable.

In solving and rearranging we **undo the operations** starting from the last one.

### Arithmetic sequences

increase or decrease by a common amount each time.

**Quadratic sequences** have a common 2<sup>nd</sup> difference.

### Fibonacci sequences

Add the two previous terms to get the next term

**Geometric series** has a common multiple between each term

Solve:

$$\begin{array}{rcl} 7p - 5 = 3p + 3 & & \\ -3p & & -3p \\ \hline 4p - 5 = 3 & & \\ +5 & & +5 \\ \hline 4p = 8 & & \\ \div 2 & & \div 2 \\ \hline p = 2 & & \end{array}$$

Rearrange to make  $r$  the subject of the formulae :

$$\begin{array}{rcl} Q = \frac{2r - 7}{3} & & \\ \times 3 & & \\ \hline 3Q = 2r - 7 & & \\ +7 & & +7 \\ \hline 3Q + 7 = 2r & & \\ \div 2 & & \div 2 \\ \hline \frac{3Q + 7}{2} = r & & \end{array}$$

Expand & Simplify:

$$(x + 3)(x - 2)$$

$\times$	$x$	$+3$
$x$	$x^2$	$+3x$
$-2$	$-2x$	$-6$

$$x^2 + 3x - 2x - 6$$

$$x^2 + x - 6$$

**Linear sequences:** 4, 7, 10, 13, 16.....

a) State the  $n$ th term

$$3n + 1$$

Term Difference      Table difference

b) What is the 100<sup>th</sup> term in the sequence?

$$\begin{array}{l} 3n + 1 \\ 3 \times 100 + 1 = 301 \end{array}$$

c) Is 100 in this sequence?

$$\begin{array}{l} 3n + 1 = 100 \\ 3n = 99 \\ n = 33 \\ \text{Yes as 33 is an integer.} \end{array}$$

**Quadratic sequences:**

Find a formula for the  $n$ th term of the sequence 8, 23, 48, 83, 128, ...

sequence	8	23	48	83	128
1st differences		+15	+25	+35	+45
2nd differences			+10	+10	+10

$$\text{So } a = 10 \div 2 = 5$$

The formula has a  $5n^2$  term in it.

$5n^2$	5	20	45	80	125
Sequence	8	23	48	83	128

The  $n$ th term is  $5n^2 + 3$

The numbers in the second row are 3 more than those in the first row.

Work out the second differences.

Halve the second difference to find the coefficient of  $n^2$ .

Compare the given sequence with  $5n^2$ .

## Homework Links

Sparx Maths

MathsGenie.co.uk/GCSE

Corbettmaths.com/contents

bbc.co.uk/bitesize/subjects

## Key Vocabulary

Expand

Factorise

Formula

Term

Equation

Expression

Identity

Solve

## BIG QUESTIONS

How can you extend your knowledge of displaying data from year 7 and 8?

How can you use your knowledge of averages for tables and charts?

### Key Terms

**Stem and leaf diagrams** are used to order and organise data. A **key** must be included.

Averages can be found easily from stem and leaf diagrams.

A **two way table** is used to represent categorised data.

e.g. gender and school year group

Once completed, probabilities can be formulated easily from two way tables.

Here are the times, in minutes, taken to solve a puzzle.

5 10 15 12 8 7 20 35 24 15  
20 33 15 24 10 8 10 20 16 10

Draw an ordered stem and leaf diagram:

0	5 7 8 8
1	0 0 0 0 2 5 5 5 6
2	0 0 0 4 4
3	3 5

Key: 2 | 4 = 24 mins

Calculate the median value = 15

State the mode = 10

Calculate the range =  $35 - 5$   
= 30

### Examples

80 children went on a school trip.  
They either went to London or to York.  
23 boys and 19 girls went to London.  
14 boys went to York.

(a) Complete a two way table for this information.

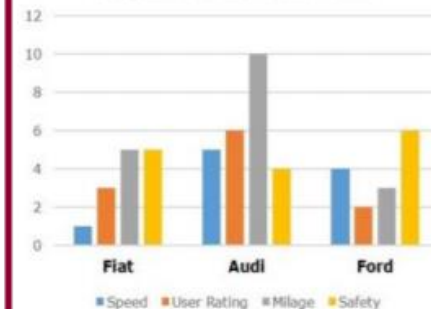
	London	York	Total
Girls	19	24	43
Boys	23	14	37
Total	42	38	80

(b) What is the probability that a person chosen at random went to London?  $\frac{42}{80}$

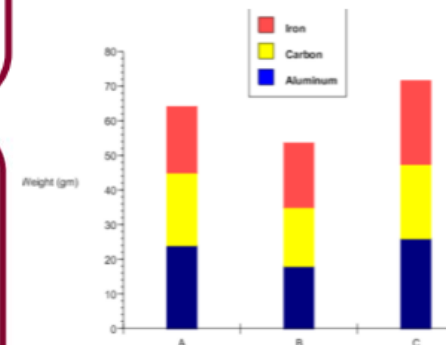
(c) A girl is chosen, what is the probability that she went to York?  $\frac{24}{43}$

### Comparative bar charts

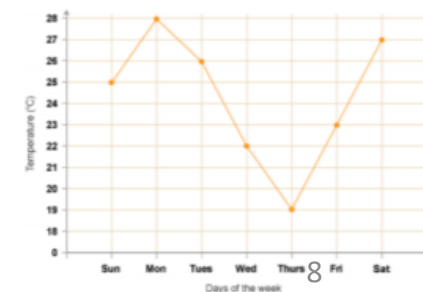
Comparison between various cars



### Composite bar charts



### Line graphs



## Sparx Maths

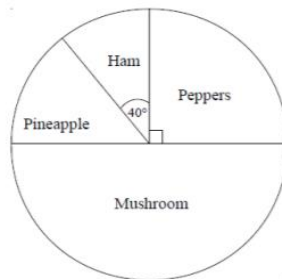
U981, U200,  
U172, U508,  
U363, U557,  
U506, U590,  
U193, U653

### Key Terms

**Pie charts** use angles to represent, proportionally, the quantity of each group involved.

Pie charts can only be compared to one another when the total frequency or populations are given.

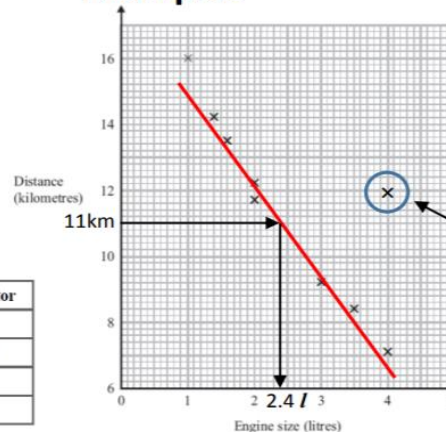
**Scatter-graphs** show the relationship between two variables. This relationship is called the **correlation**.



Topping	Frequency	Angle of Sector
Peppers	18	90°
Mushroom	36	180°
Pineapple	10	50°
Ham	8	40°

Total=72  
 $360^\circ \div 72$   
 $\times 5$

### Examples



A scatter-graph is drawn to show the relationship between the engine size of a car and how far it can travel.

It shows negative correlation.

This is an **outlier**. It does not match the trend.

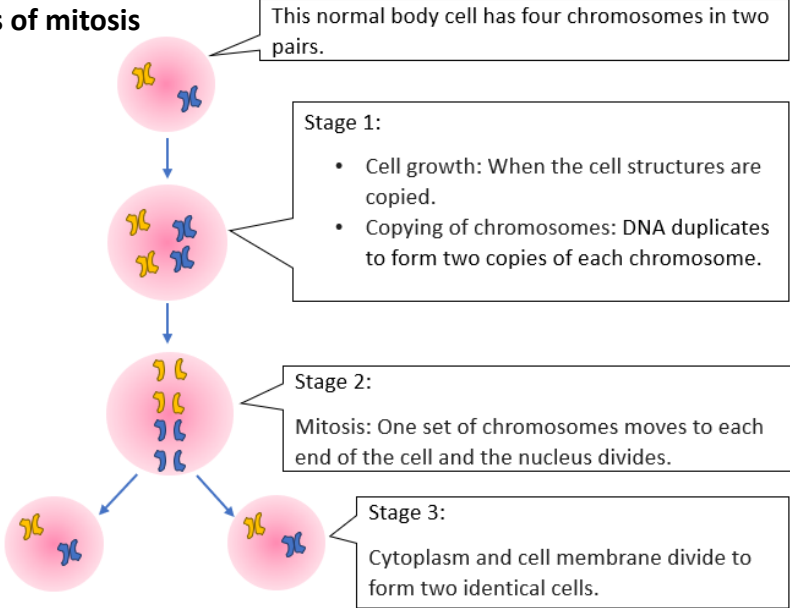
We draw a **line of best fit** through the data points to help estimate readings, based on the data sample. For example, estimating the engine size of a car that can travel 11km would be 2.4 litres.



Biology - B1: Cell Biology Knowledge Organiser

C) Chromosome and mitosis

Stages of mitosis



Key term/question	Definition/answer
33. Chromosome	A long molecule of coiled DNA
34. DNA	A <b>polymer</b> made of two strands forming a <b>double helix</b>
35. Genes	Short sections of DNA coding for a sequence of amino acids
36. Number of chromosomes in human body cells	46 individual (23 pairs)
37. Number of chromosomes in sex cells (sperm and egg cell) ?	23 individual
38. Mitosis	A type of cell division which produces two identical cells
39. Purpose of mitosis	For growth and repair

D) Stem cells

Key term/question	Definition/answer
40. Human embryonic stem cells	Undifferentiated cells that can become any type of cell
41. Adult stem cells	Found in bone marrow that can only turn into certain cells (e.g. blood cells)
42. Clones of stem cells	Genetically <b>identical cells</b> that are grown in laboratory's
43. Uses of stem cells (3)	<u>1.</u> Replacing faulty blood cells <u>2.</u> Making insulin producing cells <u>3.</u> Replacing faulty nerve cells
44. Therapeutic cloning	An embryo with the same genetic information as the patient
45. Argument <b>for</b> therapeutic cloning	Won't be rejected by the patient's body
46. Argument <b>against</b> therapeutic cloning	May transfer a viral infection to the patient
47. Arguments for using embryonic stem cells (2)	<u>1.</u> Curing people who are suffering is more important than rights of the embryos. <u>2.</u> Unused embryos from fertility clinics are destroyed anyway.
48. Arguments against using embryonic stem cells (2)	<u>1.</u> Embryos are a potential life <u>2.</u> Embryos should have their own rights
Stem cells in plants	
49. Meristems	Differentiate throughout the plant's entire life
50. Uses of meristems (2)	<u>1.</u> Rare species can be cloned to protect from extinction. <u>2.</u> Disease resistant plants can be cloned

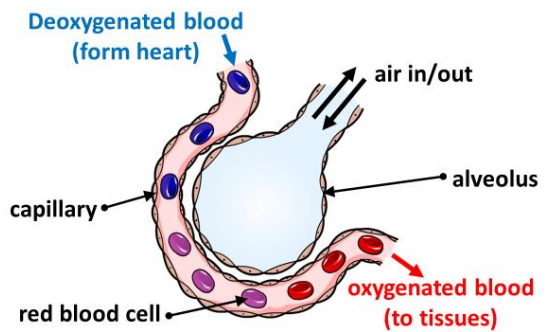
E) Transport: diffusion, osmosis and active transport

Key term/question	Definition/answer
51. Diffusion	Spreading out of particles from an area of <b>higher concentration</b> to an area of <b>lower concentration</b>
52. Small molecules that diffuse across cell membranes	Oxygen, carbon dioxide, amino acids, glucose
53. How does temperature affect the rate of diffusion?	The <b>higher</b> the temperature, the <b>faster</b> the rate of diffusion due to particles <b>gaining kinetic energy</b>
54. How does concentration affect the rate of diffusion?	The <b>larger</b> the difference in concentration, the <b>faster</b> the rate of diffusion
55. How does surface area affect the rate of diffusion?	The <b>larger</b> the surface area, the <b>faster</b> the rate of diffusion
56. Osmosis (type of diffusion)	Movement of <b>water</b> from an area of <b>higher</b> water concentration to an area of <b>lower</b> concentration, across a <b>semi-permeable membrane</b>
57. Semi – permeable / partially membrane	A membrane which only allows some substances to pass through
58. Active transport	The movement of particles <b>from a low concentration to high concentration</b> which requires <b>energy</b> from respiration

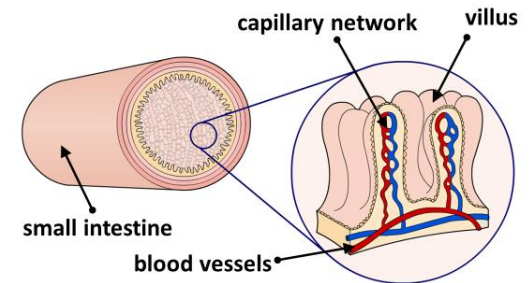
**F) Exchange Surfaces**

Key term/question	Definition/answer
59. Exchange surface	Specialised surface in an organism used for the exchange of materials
60. Area of a square =	length x height
61. Surface area of a cuboid =	Calculate the area of each side and add them all together
62. Volume of a cube/cuboid =	length x width x height
<b>Exchange in humans</b>	
63. Function of lungs	Transfers oxygen to red blood cells and removes carbon dioxide from blood
64. Alveoli	Tiny air sacs in the lung where gas exchange takes place
65. Process by which gas exchange takes place	Diffusion
66. Function of small intestine	Absorbs soluble substances (glucose and amino acids) into the blood stream
67. Function of Villi	Lines the inside of the small intestine and increases surface area to aid the absorption of nutrients
68. Process by which nutrients are absorbed (2)	<u>1.</u> Diffusion <u>2.</u> Active transport
69. Adaptations of alveoli and villi (4)	<u>1.</u> A large surface area <u>2.</u> A moist lining <u>3.</u> Very thin walls to provide a short diffusion pathway <u>4.</u> A rich blood supply
<b>Exchange in plants</b>	
70. Where does exchange in leaves take place?	<b>Stomata</b> on the underneath of the leaf
71. How does exchange take place?	Carbon dioxide diffuses <b>into</b> the stomata. Oxygen and water vapour diffuses <b>out</b> of the stomata
72. How is water loss by evaporation controlled?	Guard cells open and close the stomata
73. Adaptations of the leaf for gas exchange (2)	<u>1.</u> A large surface area <u>2.</u> thin leaves to provide a short diffusion pathway
<b>Gas exchange in fish</b>	
74. Where gas exchange in fish takes place?	Gills
75. How gas exchange takes place in the gills? (3)	<u>1.</u> Water enters the fish through the mouth and passes out through the gills. <u>2.</u> Oxygen diffuses from the water into the blood <u>3.</u> Carbon dioxide diffuses from the blood into the water
76. Adaptations of the gills for gas exchange (3)	<u>1.</u> Gill filaments provide a large surface area <u>2.</u> gill filaments are covered in lamella to further increase surface area <u>3.</u> Lamella have a rich blood supply

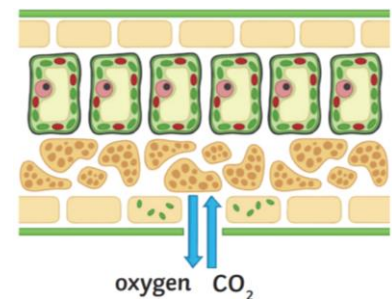
**Alveoli**



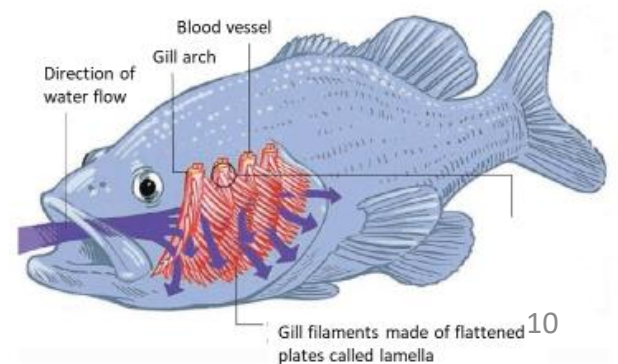
**Villi**



**Gas exchange in leaves**



**Gill Filaments**

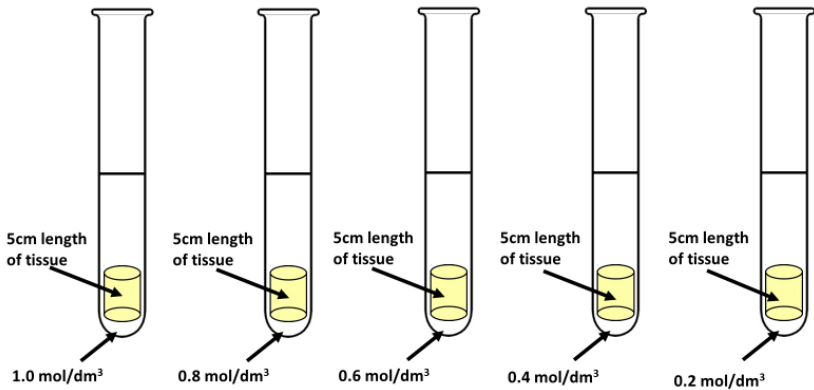


Biology 1 – B1: Required Practical 2 – Osmosis

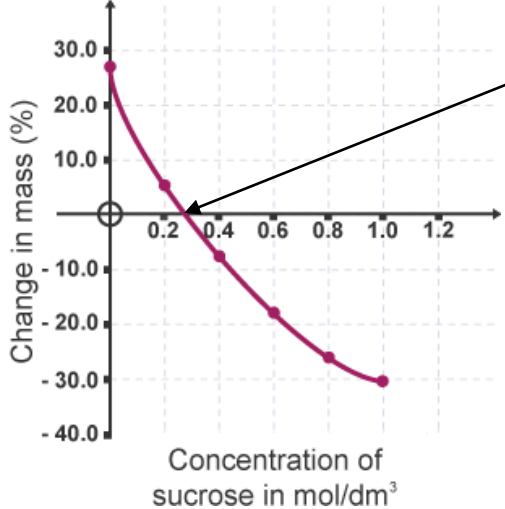
A) Method to investigate the effect of sugar solution on plant cells

- 1. Cut a potato into identical cylinders and measure their masses.
- 2. Get test tubes with different solutions in them. One should be pure water, and one should be a very concentrated sugar solution.
- 3. Examples of concentration **from concentrated to dilute** are 1.0 mol/dm<sup>3</sup>, 0.8 mol/dm<sup>3</sup>, 0.6 mol/dm<sup>3</sup>, 0.4 mol/dm<sup>3</sup>, 0.2 mol/dm<sup>3</sup>, 0.0 mol/dm<sup>3</sup>
- 4. Place one potato cylinder in each test tube. Place a bung on the test tube and leave them in the beakers for 24 hours.
- 5. Take the cylinders out and pat them dry with paper towel.
- 6. Calculate percentage change by  $\frac{\text{End mass} - \text{start mass}}{\text{Start mass}} \times 100$

Practical set up



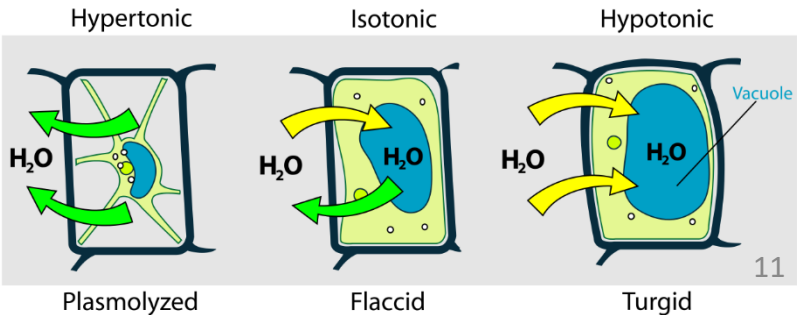
B) Graph of results



The point at which the line of best fit crosses the x-axis; there is no change in the mass of the potato.  
The concentration of the sugar solution is the same as the concentration of solution inside the potato cell.

Key term/question	Definition/answer
1. Independent variable (what you change)	Concentration of sugar solution (mol/dm <sup>3</sup> )
2. Dependent variable (what you measure)	Mass (g) of the potato cylinders
3. Control variables (what you keep the same) (4)	<u>1.</u> Volume of solutions <u>2.</u> Temperature <u>3.</u> time each cylinder is left in the solution for <u>4.</u> type of sugar used
4. Why is the skin removed from the potato?	The skin is not semi-permeable to water
5. Why is a bung placed on the test tube?	To prevent the loss of water by evaporation
6. Why is the potato patted dry with paper towel?	To remove excess water
7. Why is percentage (%) change in mass of potato calculated?	To control for the starting mass
8. Potato cylinders have an increase in mass	If <b>water</b> has been <b>drawn in</b> by <b>osmosis</b>
9. Potato cylinders have a decrease in mass	If <b>water</b> has been <b>drawn out</b> by <b>osmosis</b>
10. Random Error	Results varying in an unpredictable way from one measurement to the next caused by human mistakes
11. Possible random errors (2)	<u>1.</u> Not removing excess water, giving a higher mass <u>2.</u> If water evaporated from the boiling tubes, the concentrations of sugar solutions would change
12. Isotonic solution	Solution with the <b>same concentration</b> as the <b>cell cytoplasm</b>
13. Hypotonic solution	Solution with a <b>lower concentration</b> than <b>cell cytoplasm</b>
14. Hypertonic	Solution with a <b>higher concentration</b> than <b>cell cytoplasm</b>
15. When plant cells become turgid	Plant cell placed in a <b>hypotonic</b> solution. Water moves into the cell.
16. When a plant cell becomes flaccid	Plant cell placed in an <b>isotonic</b> solution. Water enters and leaves the plant cell at an equal rate.
17. When a plant cell becomes plasmolyzed	Plant cell placed in a <b>hypertonic</b> solution. Water moves out of the cell.

Diagram to show a plant cell plasmolyzed, flaccid and turgid



Chemistry 1 (C1) Required Practical 12 – Analysing Paper Chromatography

Key term/question	Definition/answer
1. Solute	Substance that dissolves in a solvent
2. Solvent	The liquid in which the solute is dissolved into
3. Solution	Solute and solvent combined
4. Paper chromatography	Method of separating and identifying substances in a mixture
5. Chromatogram	The pattern or spots formed as a result of separating a mixture using chromatography
6. Solubility	How well a substance dissolves
7. What are the two phases of chromatography? (2)	<u>1.</u> Mobile phase <u>2.</u> Stationary phase
8. Mobile phase	Where molecules can move (e.g. solvent such as liquid and gas)
9. Stationary phase	Where molecules cannot move (e.g. solid such as paper)
10. What happens to molecules with a higher solubility?	They will move further up the paper (closer to the solvent line/front)
11. What happens to molecules with a lower solubility?	They will move less up the paper (stay closer to the baseline/ pencil line/ start line)
12. How do you know the substance is pure?	Will only form one spot
13. How do you know the substance is impure?	More than one spot will form
14. R <sub>f</sub> value	Ratio between the distance travelled by the dissolved substance and the distance travelled by the solvent
15. R <sub>f</sub> value = (Calculation)	distance travelled by the substance ÷ distance travelled by the solvent
16. The higher the R <sub>f</sub> value =	The more time a substance spends in the mobile phase

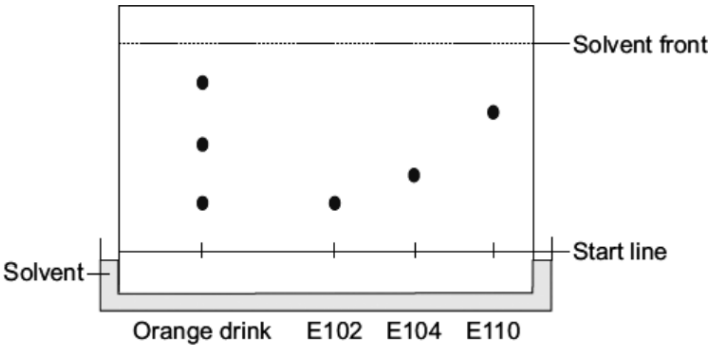
A. Method for paper chromatography

1. Draw a pencil line on a piece of chromatography paper.
2. Spot the mixture to be separated on the pencil and let the spot dry.
3. Pour water into a beaker.
4. Stand the paper in the beaker so that the water is below the pencil line.
5. Leave until the water has almost reached the top of the paper.
6. Remove the paper and hang the chromatogram up to dry. Mark the solvent front.
7. Measure the distance travelled by each spot and distance between base line and solvent front.
8. Calculate the R<sub>f</sub> value and compare the R<sub>f</sub> values for each of the spots of ink.

B. Identifying results using chromatography

**Worked example 1:** A scientist tested an orange juice to find out what additives it contained.  
What additive did the orange juice contain?

**The additive E102 is in the same line as one of spots of the orange juice. This means the orange juice only contains the additive E102 and does not contain the other additives.**



C. Calculating the R<sub>f</sub> value

**Worked example 2:** calculate the R<sub>f</sub> value for the substance G.

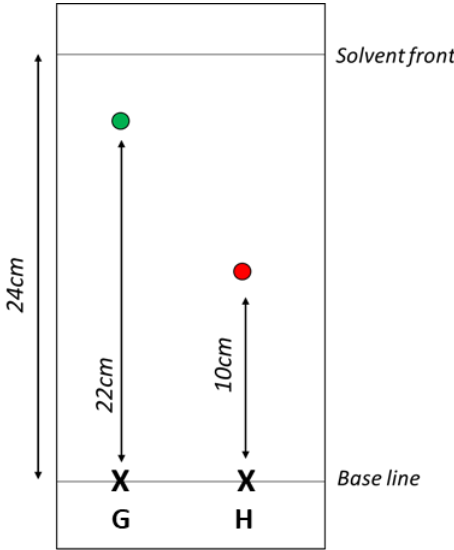
**Step 1:** Use a ruler to measure the distance travelled by the substance (base line to spot). Equals 22cm.

**Step 2:** use a ruler to measure the distance travelled by the solvent (base line to solvent front). Equals 24cm.

**Step 3:** Calculate the R<sub>f</sub> value for substance G.

R<sub>f</sub> value = 22cm ÷ 24 cm

**R<sub>f</sub> value = 0.92**





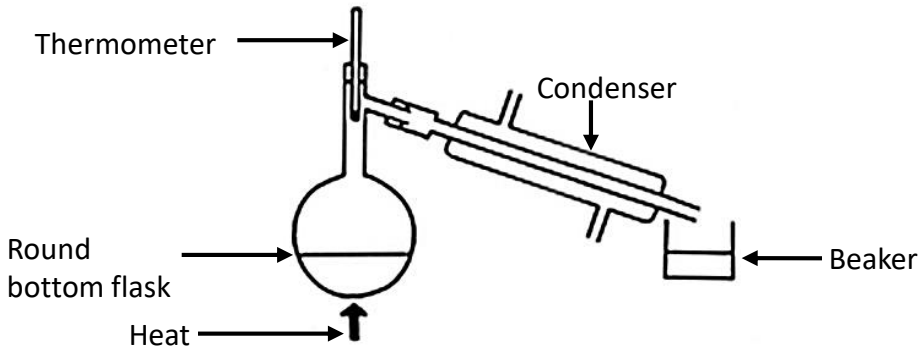
**Chemistry 1 Required Practical 13 – Distillation**

Key term/question	Definition/answer
1. Simple Distillation	Separates a liquid from a mixture when their boiling points are greatly different
2. What is simple distillation used for?	To remove salt from sea water
3. Fractional distillation	Separates a mixture of many different liquids when their boiling points are very close together
4. What is fractional distillation used for?	Separates crude oil into useful fractions
5. What is pure water	Water that has been distilled and only contains H <sub>2</sub> O molecules
6. What is the pH of pure water?	7 (neutral)
7. How to test for pure water	Boil the water. Pure water will boil at 100 °C. Impure water will have a higher boiling point.

**A. How simple distillation works to separate salt from water**

- 1. Solution of salt and water is placed into a round bottom flask.
- 2. As the solution is heated, the water will evaporate and pass into a condenser.
- 3. The water vapour will cool and condense in the condenser.
- 4. The pure distilled water is collected in a beaker.

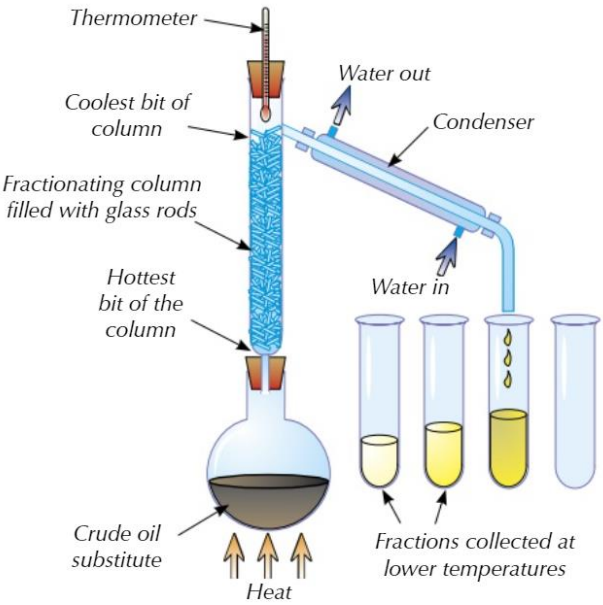
**B. Set up for simple distillation**



**C. How fractional distillation works in the laboratory to separate crude oil into fractions**

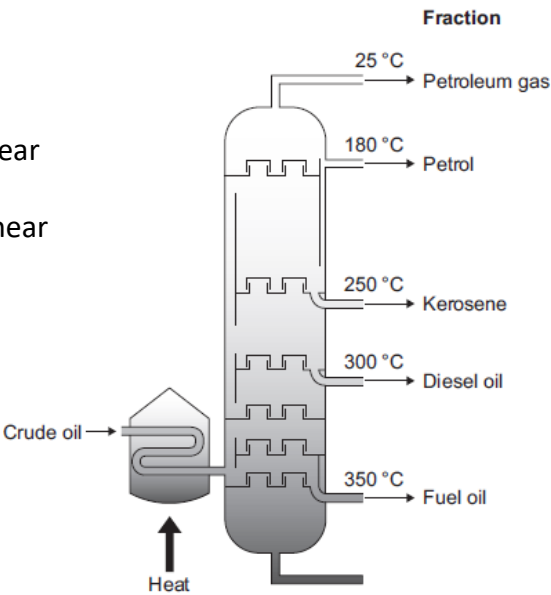
- 1. Place crude oil into a round bottom flask.
- 2. As the crude oil is heated, the different liquids will have evaporated at different temperatures.
- 3. The liquid with the lowest boiling point evaporates first, and then cools and condenses.
- 4. The liquid with the highest boiling point evaporates last, and then cools and condenses.
- 5. When the first liquid had been collected you increase the temperature.

**D. Set up for fractional distillation**



**E. How fractional distillation works in the industry to separate crude oil**

- 1. Crude oil is heated in the fractional column.
- 2. Crude oil evaporates.
- 3. Vapour condenses into useful fractions.
- 4. The fractions with the lowest boiling points condense near the top of the column, where it is coolest.
- 5. The fractions with the highest boiling points condense near bottom of the column, where it is hottest.



## Physics – P1: Energy Knowledge Organiser

### B) Energy Stores and Transfers

Key term/question	Definition/answer
36. Thermal insulation definition	Poor thermal conductors (keep heat in)
37. Examples of thermal insulation in the home (6)	Cavity walls, loft insulation, double glazing, draught proofing, hot water tank jacket, thick curtains
38. Use of lubricants	Reduce friction meaning less energy lost to thermal store
39. Is it possible to achieve 100% efficiency?	Only when appliance use is for heating

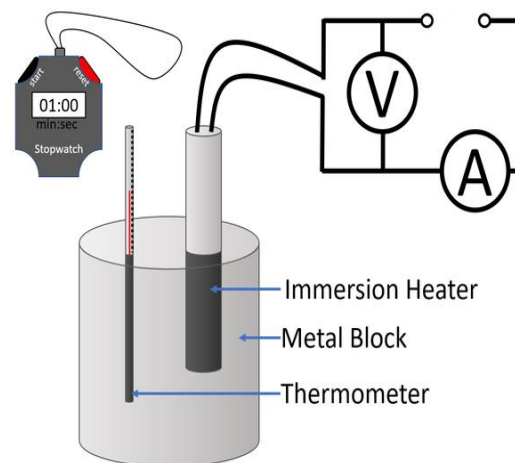
### C) Energy Resources

Key term/question	Definition/answer
40. Non-renewable definition	Cannot be replenished. Limited supply.
41. Non-renewable energy sources (4)	Coal, Natural gas, Oil, Nuclear fuels (uranium, plutonium)
42. Renewable definition	Can be replenished as it is used. Unlimited supply.
43. Renewable energy sources (7)	Wind, Tidal, Solar, Biofuel, Water, Hydroelectricity, Geothermal
44. Uses of energy resources (3)	Transport, heating, electricity
45. Arguments for renewable energy resources	Less damaging to environment, unlimited supply,
46. Arguments against renewable energy resources	Produce less energy than non-renewables, can be unreliable due to being location specific or dependent on weather conditions, expensive.

### D) Specific Heat Capacity Required Practical

#### Method for measuring the specific heat capacity of a metal block

- Using a balance measure the mass of the block, then wrap the block in insulation.
- Use a pipette to put a small volume of water in the smaller hole.
- Put the thermometer in this hole and measure the starting temperature of the block.
- Place a heater in the larger hole in the block.
- Connect the ammeter, power pack and heater in series.
- Connect the voltmeter across the power pack in parallel.
- Switch the powerpack on and record the ammeter and voltmeter readings.
- Calculate the power by using the equation  $P = I \times V$
- Record the temperature every minute for 10 minutes.
- Calculate the temperature change for each result.
- Calculate the energy transferred to the block by using the equation  $E = P \times t$
- Calculate the specific heat capacity by using the equation  $\text{specific heat capacity} = \text{energy} / (\text{mass} \times \text{temperature change})$



Key term/question	Definition/answer
47. Specific heat capacity (SHC) definition	Amount of energy needed to raise the temperature of 1kg of a substance by 1°C
48. SHC equation	$\text{specific heat capacity} = \text{energy} / (\text{mass} \times \text{temperature change})$
49. Investigating SHC equipment	Power supply, thermometer, block of material, insulation, ammeter, voltmeter, stopwatch

## History – Year 9 – Term 2

### Topic: Renaissance and 18<sup>th</sup> and 19<sup>th</sup> century Medicine

# BIG QUESTIONS

## How did Medicine progress during the Renaissance?

What was the Renaissance and why was it important?

How much change was there during the Renaissance?

Why did medical knowledge and understanding develop during the Renaissance?

How did prevention and treatment change during the Renaissance?

How did Vesalius improve knowledge of anatomy during the Renaissance?

How much did care for the sick change during the Renaissance?

Did William Harvey's discovery revolutionise medicine?

How did ideas about Plague Change from the Black Death in 1347 to the Great Plague of 1665?

## Summary of the Renaissance Period

The Renaissance was a period of scientific discovery, with several philosophers and scientists coming up with new ideas. The printing press helped the sharing of these ideas across Europe and organisations like the Royal Society encouraged experimentation and the search for knowledge. The influence of the Church on medicine was reduced and many people now recognised that God did not send disease. There was a greater understanding of anatomy, thanks to Vesalius and Harvey, and most physicians, by the end of the 17th century, no longer believed in the theory of the four humours or in diagnosis using urine.

Despite all these changes, there was also a great deal of continuity. Ordinary people still believed in the four humours and miasma, and were slow to accept new ideas. While the practice of medicine did not change much at this time, ideas were starting to change. Therefore, this period laid the foundations for changes in medicine to come.

## Key Renaissance Vocabulary

**Alchemy** - An early form of chemistry. Alchemists tried to turn one material into another, mainly with metals.

**Anatomy** - The science of understanding the structure and make-up of the body.

**Dissection** - The dismembering of a body to study its anatomical structure.

**Iatrochemistry** - A way of treating disease using chemical solutions. Pioneered by Paracelsus.

**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.

**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.

**Secular** - Not religious; not connected with spiritual beliefs.

**Syphilis** - A sexually transmitted infection, also known as the Great Pox. Can cause blindness, paralysis and madness.

## Key Renaissance Dates

1543 - Vesalius publishes On the Fabric of the Human Body.

1628 - William Harvey proves that blood circulates around the body.

1660 - First meeting of the Royal Society.

1665- The Great Plague arrives in Britain.

1665- Thomas Hooke develops powerful microscope.

1676 - Thomas Sydenham publishes Observationes Medicae.

### Key Individuals of the Renaissance

#### **Thomas Sydenham**

Believed that diseases could be organised into groups and not individual to the patient. He valued close observation of symptoms rather than relying on medical books to make a diagnosis. Also known as "the English Hippocrates".

#### **Vesalius**

Author of one of the most influential books on human anatomy (Fabric of the Human Body). He carried out many dissections on the bodies of executed criminals and discovered over 300 mistakes in Galen's original works on anatomy.

#### **William Harvey**

Discovered that blood circulates around the body rather than being made in the liver, as had been taught by Galen.

#### **Paracelsus**

Rejected Galen's theory of the four humours. Used chemical substances to treat illness, for example, metal mercury for the treatment of syphilis.

#### **Robert Hooke**

An English scientist and head of experiments at the Royal Society. He developed a powerful microscope and published a book of images from his observations.

### Renaissance Case Studies

William Harvey's An Anatomical Account of the Motion of the Heart and Blood in Animals, published in 1628, proved that blood circulated around the body.

Great Plague in 1665: government action to prevent its spread, including quarantining infected households, cancelling public assemblies and killing cats and dogs. Continuity in many treatments, similar to those used during the Black Death.

### Ideas about the cause of illness - Renaissance

Continuing use of the Theory of the Four Humours.

Thomas Sydenham's championing of observation over theory when diagnosing patients and development of the concept of 'species' of disease to improve observation. His book, Observationes Medicae, as the standard medical textbook for the next two centuries.

More widespread use of printing, allowing better access to up-to-date medical texts.

Founding of the Royal Society in 1660. Their sponsorship of scientists in research and assistance with publication, improving the spread of knowledge.

### Approaches to prevention and treatment - Renaissance

The loss of many of England's hospitals following the dissolution of the monasteries.

Setting up of some free hospitals, funded by charitable donations and run by trained physicians instead of monks.

Publication by Vesalius, a professor of surgery in Padua, of The Fabric of the Human Body in 1543, with detailed drawings of human dissections, leading to an improvement in anatomical understanding.

Continuity in most medical training being theoretical and based on classical works such as Galen. Carrying out of some dissections

### Homework Links

<https://www.bbc.co.uk/bitesize/guides/z8pdcwx/revision/1> (a number of pages summarizing medicine in the Renaissance period)

<https://www.youtube.com/watch?v=tRbl2JsZKd4> (a great BBC teach video summarizing key developments during the Renaissance)

# BIG QUESTIONS

## How did Medicine progress during the 18<sup>th</sup> and 19<sup>th</sup> centuries?

How was smallpox eradicated from the planet?

What new Ideas did people have about disease in 18<sup>th</sup> and 19<sup>th</sup> century Britain?

What impact did Koch have and how did various factors aid him?

What role did John Snow play in combating cholera?

How was the Problem of Pain Solved?

How was the Problem of Infection solved?

How did government involvement impact on Public Health in the 19<sup>th</sup> Century?

How did Hospitals change in the 18<sup>th</sup> and 19<sup>th</sup> Century and Why?

### Summary of 18<sup>th</sup> and 19<sup>th</sup> Century Period

Significant changes in medicine occur in this period. By 1900, there was a better understanding of how germs cause disease and work was being done to develop new vaccines and treatments. The government, which started out with a laissez-faire attitude to public health, began to become more involved, with compulsory small pox vaccination and the Public Health Act of 1875. Hospitals developed into clean, modern institutions thanks to the work of Florence Nightingale and more surgery became possible through the use of anaesthetics. Fewer people died as a result of surgery because of Joseph Lister's pioneering work with antiseptics.

### Key 18<sup>th</sup> and 19<sup>th</sup> Century Dates

**1798** - Jenner publishes his discovery about the smallpox vaccine

**1847** - Simpson discovers the anaesthetic properties of chloroform

**1848** - First Public Health Act (not enforced so ineffective)

**1852** - Smallpox vaccine made compulsory (although fines not issued)

**1854** - Snow disproves miasma by proving cholera is water-borne

**1861** - Pasteur publishes his germ theory, which disproves spontaneous generation

**1865** - Inspired by Pasteur, Lister uses carbolic acid as an antiseptic

**1875** - Public Health Act (enforced and government no longer considered laissez-faire)

**1876** - Koch discovers that specific germs cause specific diseases

**1881** - Koch develops anthrax vaccine

**1882** - Koch discovers a way to stain microbes to make them easier to study.

### Key 18<sup>th</sup> and 19<sup>th</sup> Century Individuals

**Edward Jenner** - Pioneers the smallpox vaccine by testing on James Phipps. Made the link with Cowpox and milkmaids.

**Louis Pasteur** - Disproved spontaneous generation with his germ theory; developed vaccines for anthrax and rabies; pioneered pasteurisation.

**Henry Bastian** - Influential doctor in Britain who believed in **spontaneous generation**.

**Robert Koch** - Used Pasteur's germ theory to identify which germs caused anthrax, proving specific germs cause specific diseases. He developed a way of dying germs to help study them

**Florence Nightingale** - Helped establish **nursing** as a respectable profession for women; improved the sanitation and standard of care at military hospitals in the **Crimea** (became known as "the lady with the lamp"); founded school of nursing at St Thomas hospital.

**Joseph Lister** - British surgeon who pioneered antiseptic surgery using Carbolic Acid spray.

**James Simpson** - Discovered the anaesthetic properties of chloroform.

**John Snow** - Proved that cholera is spread by water, not miasma. Made chloroform and ether safer to use by working out correct dosage.

#### **Ideas about the cause of disease and illness – 18<sup>th</sup> & 19<sup>th</sup> Century**

Little change at the start of the period. Some theorising by scientists about germs being produced by decaying matter – spontaneous generation.

Continuity in the belief in miasma.

Publication in 1861 of Louis Pasteur's Germ Theory, which proved that microbes in the air caused decay.

Limited impact of Germ Theory on medicine in this time period because each disease had to be researched individually.

Robert Koch's development of Pasteur's work by developing a process for identifying specific microbes, such as TB and cholera.

#### **Approaches to prevention and treatment – 18<sup>th</sup> & 19<sup>th</sup> Century**

Change in hospital conditions from dirty, dingy places to clean, airy, modern spaces.

Impact of Florence Nightingale's ideas about hospitals and nursing on these changes.

Anaesthetics were developed, most notably chloroform, which was discovered by James Simpson in 1847.

Move towards an emphasis on the importance of keeping surgery clean and free from germs. Joseph Lister's use of carbolic acid to prevent infection during surgery.

Vaccination against smallpox; the introduction by the government of a nationwide vaccination program.

Some efforts by the government to improve public health, but real improvements only after the second Public Health Act of 1875, after the publication of Germ Theory

#### **Case Studies – 18<sup>th</sup> & 19<sup>th</sup> Centuries**

Jenner's publication in 1798 of his observation that exposure to cowpox acted as a preventative for smallpox; term 'vaccination' coined.

Vaccination effective against smallpox developed. Limitations of Jenner's discovery: not a process applicable to other diseases.

Urgency in discovering the cause of cholera due to the epidemics that swept through London in the nineteenth century. John Snow's discovery, through careful observation, of the source of a cholera outbreak in 1854, tracing it back to the Broad Street pump. Impact of his work.

### Key vocabulary

**Amputation** - The removal of a limb by surgery.

**Anaesthetic** - A drug or drugs given to produce unconsciousness before and during surgery.

**Antiseptics** - Chemicals used to destroy bacteria and prevent infection.

**Chloroform** - A liquid whose vapour acts as an anaesthetic and produces unconsciousness.

**Diarrhoea** - A symptom of a disease (such as cholera); frequent, fluid bowel movements.

**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”.

**Germ theory** - The theory that germs cause disease, often by infection through the air.

**Inoculation** - Putting a low dose of a disease into the body to help it fight against a more serious one.

**Laissez-faire** - Belief that governments should not interfere in people’s lives.

**Microbe** - A living organism that is too small to see without a microscope.

**Pasteurisation** - A way of preserving food or drink by heating to 55 degrees C and thus killing the bacteria.

**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.

**Spontaneous generation** - The theory that decaying matter turns into germs.

**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.

### Homework Links

<https://www.bbc.co.uk/bitesize/guides/z8pdcwx/revision/1> (a number of pages summarizing medicine in the Renaissance period)

<https://www.bbc.co.uk/bitesize/guides/ztpw4j6/revision/1>

(a number of pages summarizing medicine in the 18<sup>th</sup> and 19<sup>th</sup> century)

[https://www.youtube.com/watch?v=MdNXDqCGv3M&list=PLCvEcrsF\\_9zI2dNGU9uUOWo9tenQi93UG&index=142](https://www.youtube.com/watch?v=MdNXDqCGv3M&list=PLCvEcrsF_9zI2dNGU9uUOWo9tenQi93UG&index=142)

(a great BBC teach video summarizing key developments during the 18<sup>th</sup> and 19<sup>th</sup> century)

### HOMEWORK: Week 2

Revise for Week 3 assessment – details on Bromcom

#### Week 4

Research the work of William Harvey proving that the heart pumps blood around the body. Create a case study showing the importance of his work

#### Week 6

Why was there such rapid change in surgical treatments in the period 1700 – 1900? Explain.

## BIG QUESTIONS

- Who is eating all the food, drinking all the water and using all the energy?
- What are resources and why might they run out?
- The more developed a country is, the more resources it uses. Why?
- Suggest ways to get water from areas of surplus to areas of deficit in the UK
- How has energy use changed over time and what might it look like in the future?
- Explain why there is a growing demand for organic and locally sourced food.
- What are food miles and how are they impacting the environment?

### Resource challenges

Resources are things that humans require for life or to make our lives easier. Humans are becoming increasingly dependent on exploiting these resources, and as a result they are in high demand.

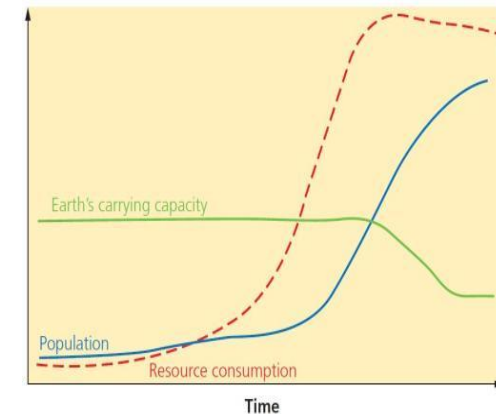
Resources such as food, energy and water are what is needed for basic human development.

FOOD	WATER	ENERGY
Without enough nutritious food, people can become <b>malnourished</b> . This can make them ill. This can prevent people working or receiving education.	People need a supply of <b>clean and safe water</b> for drinking, cooking and washing. Water is also needed for food, clothes and other products.	A good supply of energy is needed for a basic standard of living. People need <b>light and heat</b> for cooking or to stay warm. It is also needed for industry.

### Demand outstripping supply

The demand for resources is rising so quickly that supply cannot always keep up. Importantly, access to these resources varies dramatically in different locations

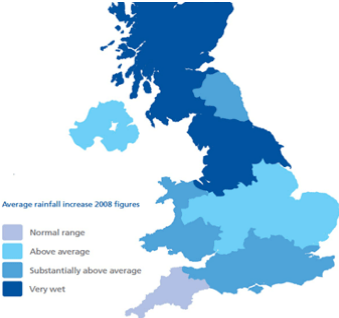
Population growth	Economic development
<ul style="list-style-type: none"> <li>Currently the global population is <b>7.7 billion</b>.</li> <li>Global population has risen <b>exponentially</b> this century.</li> <li>Global population is expected to reach <b>9-10 billion by 2050</b>.</li> <li>With more people, the <b>demand</b> for food, water, energy, jobs and space <b>will increase</b>.</li> </ul>	<ul style="list-style-type: none"> <li>As <b>LICs</b> and <b>NEEs</b> develop further, they require <b>more energy</b> for industry.</li> <li><b>LICs</b> and <b>NEEs</b> want similar lifestyles to <b>HICs</b>, therefore they will need to <b>consume more resources</b>.</li> <li>More <b>water is required</b> for food production as diets improve.</li> </ul>



### Homework

Revise and take test: [Resources - food, energy and water](#) - [Distribution of resources](#) - [AQA - GCSE Geography Revision](#) - [AQA - BBC Bitesize](#)  
Food Production: [Home Page](#) - [Thanet Earth Challenge Notes](#): [Food Production](#) - [THE GEOGRAPHER ONLINE](#)



Water in the UK		Food in the UK	
Growing demand	Deficit and surplus	Growing demand	Impact of demand
<p>The average water used per household has risen by 70%. This is due to:</p> <ul style="list-style-type: none"> <li>A growing UK population.</li> <li>Water-intensive appliances.</li> <li>Showers and baths taken.</li> <li>Industrial and leisure use.</li> <li>Watering greenhouses.</li> </ul>	<p>The north and west have a <b>water surplus</b> (more water than is required). The south and east have a <b>water deficit</b> (more water needed than is actually available). More than half of England is experiencing <b>water stress</b> (where demand exceeds supply).</p>	<ul style="list-style-type: none"> <li>The UK imports about 40% of its food. This increases people's <b>carbon footprint</b>.</li> <li>There is growing demand for greater choice of <b>exotic foods</b> needed all year round.</li> <li>Foods from abroad are more affordable.</li> <li>Many food types are unsuitable to be grown in the UK.</li> </ul>	<p><b>Foods can travel long distances (food miles). Importing food adds to our carbon footprint.</b></p> <p>+ Supports workers with an income + Supports families in LICs. + Taxes from farmers' incomes contribute to local services. - Less land for locals to grow their own food. - Farmers exposed to chemicals.</p>
Pollution and quality	Water stress in the UK	Agribusiness	Sustainable foods
<ul style="list-style-type: none"> <li>Chemical run-off from farmland can destroy habitats and kills animals.</li> <li>Oil from boats and ships poisons wildlife.</li> <li>Untreated waste from industries creates unsafe drinking water.</li> <li>Sewage containing bacteria spreads infectious diseases.</li> </ul>	 <p>Average rainfall increase 2008 figures</p> <ul style="list-style-type: none"> <li>Normal range</li> <li>Above average</li> <li>Substantially above average</li> <li>Very wet</li> </ul>	<p>Farming is being treated like a large industrial business. This is increasing food production.</p> <p>+ Intensive farming maximises the amount of food produced. + Using machinery which increases the farms efficiency. - Only employs a small number of workers. - Chemicals used on farms damages the habitats and wildlife.</p>	<p>Organic food and local food sourcing is also rising in popularity.</p> <ul style="list-style-type: none"> <li>Reduces emissions by only eating food from the UK.</li> <li>Buying locally sourced food supports local shops and farms.</li> <li>A third of people grow their own food.</li> </ul>
Energy in the UK			
Growing demand	Energy mix		
<p>The UK consumes less energy than compared to the 1970s despite a smaller population. This is due to the <b>decline of industry</b>.</p>	<p>The majority of UK's energy mix comes from <b>fossil fuels</b>. By 2020, the UK aims for 15% of its energy to come from <b>renewable sources</b>. These renewable sources do not contribute to <b>climate change</b>.</p>		

## Key vocabulary

**Agribusiness** – farming conducted on commercial principles, for profit.

**Carbon footprint** – a measure of the amount of carbon dioxide in the atmosphere as a result of human activity.

**Energy mix** – the combination of fossil fuels, nuclear power and renewable sources of energy that is used to meet domestic and industrial energy needs.

**Food miles** – how far a food item has travelled from producer to consumer.

**Fossil fuel** – the natural fuel derived from coal, oil and gas (remains of organisms formed in the geological past).

**Insecurity** – the condition of not having sufficient access to a resource.

**Local food sourcing** – food that is produced within a short distance to where it is consumed.

**Organic produce** – the product produced without man-made fertilisers or chemicals.

**Security** – sufficient access to a resource.

**Renewable energy** – an energy from a source that will not be depleted.

**Water deficit** – Inadequate or insufficient access to water.

**Water scarcity** – an areas demand outpaces supply, leading to lack of resource.

**Water stress** – demand for water exceeds the available amount in an area.

**Water surplus** – water supply exceeds demand.

## BIG QUESTIONS

How do artists use printmaking?

Exploit ways to record ideas for printmaking

Describe a situation where positive and negative space could be used.

Define the term relief printmaking.

Demonstrate the reduction printing process.

List the materials and equipment needed to make a lino print.

Describe 3 types of printmaking



### Overarching Big Question

*Broaden printmaking skills learned in Year 8, through experimenting with a range of printmaking techniques. Investigate how artists make use of printmaking techniques and processes in their work. Select and develop ideas appropriate for printmaking.*



## Key Skills

### RECORD

#### I will learn to record...

- images and information appropriate for printmaking
- using drawing and printmaking techniques
- building on my knowledge and understanding of how artists use printmaking techniques to create meaningful work
- ideas for a print

### DEVELOP

#### I will learn how to develop...

- and broaden my knowledge and understanding of printmaking
- a range of compositions suitable for printmaking
- alternative ideas in response to a given theme, linking to artists work.
- my higher order thinking skills

### REFINE

#### I will learn how to...

- use images and information to create ideas for printmaking
- experiment with a range of printmaking techniques e.g. Relief, Mono and Collagraph.
- select ideas to adapt and improve into a final idea

### EVALUATE

#### I will learn how to...

- analyse and reflect on the development of my own work
- make connections between my own and abstract artists' work
- suggest ways I could improve
- evaluate artists using analytical writing skills and forming opinions

### PRESENT OUTCOMES

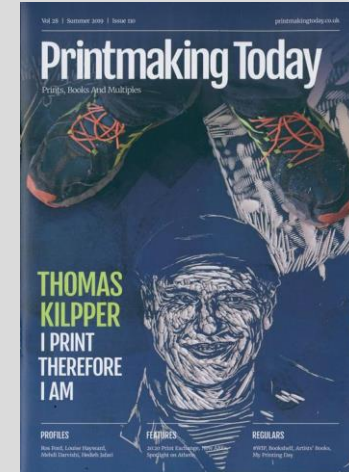
#### I will learn how to...

produce a finished outcomes in print.



## Homework Links

*Homework- tasks linked to 'Drawing and Printmaking' (2 hours per cycle)*



## Key Vocabulary

#### I will learn the meaning of...

*Relief/Repeat/  
Texture/Sequence/  
Reduction/Pattern/  
Line/Positive and Negative  
space within the context of  
printmaking.*

### EVALUATING ARTISTS' WORK

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

### ANNOTATING YOUR OWN WORK

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

**Annotate means to explain your own creations**

**Artist evaluation is when you write about the artist**

**Project evaluation is written about the whole project at the end**

### END OF PROJECT EVALUATION

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



### **Big Questions:**

- § Can you attempt/complete a variety of fitness tests?
- § Can you name the relevant components of fitness?
- § Can you perform bodyweight exercises with the correct technique?
- § Can re-test your fitness and compare to your results from Part 1?

### **Key Principles of Circuit Training:**

- A method training which enables you train muscular strength, muscular endurance, power or aerobic endurance.
- Participants rotate around a series of exercises (stations), including a set period of time for work and rest.
- Benefits of circuit training; working all muscle groups and components in alternate system of stations allowing recovery of muscles and capacity to exert maximum effort; facilitates anaerobic energy system.
- Can function as a skills or fitness enhancing method with use of stations.



### **Fitness:**

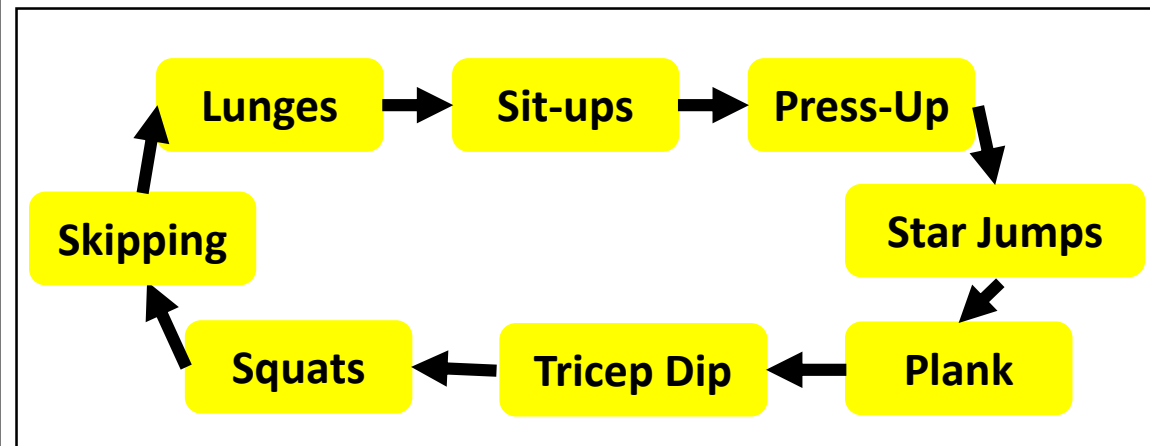
- Shows effort in exercise.
- Can conduct simple fitness tests.
- Know how to record and interpret fitness results against normative data.
- Perform exercises safely.

### **Knowledge:**

- Identify the basic muscles and demonstrate a stretch for each.
- Know the difference between static and dynamic stretches.
- Can identify and describe the key components of fitness and demonstrate suitable exercise to improve each.

### **Leadership and Coaching:**

- Can run a three part warm up.
- Devise and run a small circuit.
- Encourages and motivates others to work effectively.
- Good organisation and communication skills.
- Confident in different roles: Fitness Instructor, measurer, motivator.



### **Big Questions:**

Can you make an accurate pass while running with the ball?

Can you safely and effectively make a tackle?

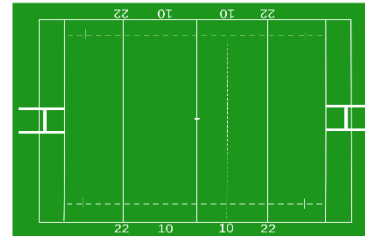
Can you safely and effectively create a ruck?

Can you use tactics to create space to attack?



### **Key Skills:**

- Tackling: Socket to Pocket, Ring of Steel, Hit Low and Hard, Release when player is down.
- Passing: Soft Hands, Hands Up (W), Pass across Chest, Follow through to Target.
- Scrum: Used to restart the game after a knock on. Front Row (Prop-Hooker-Prop) Second Row (4-5), Flankers (Open Side - Number 8 - Blindside)
- Ruck: Contest for the ball after a tackle is made. Must come through the gate, hands out.
- Line Out: Used to restart the game if the ball goes off the field. Hooker throws the ball down the middle of the two teams lines (Forwards).



### **Teamwork and Respect:**

- Sets an example for others to follow.
- Very fair in competition.
- Always gracious in defeat and humble in victory.
- Works well in a team and supports their peers.
- Never argues with the referee.

### **Key Rules in Rugby:**

- High Tackle: All tackles must be below the shoulder and you must attempt to wrap your arms around player, NO shoulder barges.
- Knock On: If you drop the ball it has to bounce backwards. Any knock on will result in a scrum.
- Pass Backwards: All passes have to go backwards. If you make a forward pass, it will result in a scrum.
- Off Side: Defenders need to make sure they are On Side, which is behind the "Gain Line".

### **Leadership and Coaching:**

- Can run a three part warm up.
- Devise and run a small skill practice
- Encourages others
- Good organisation skills
- Good communication skills
- Confident in different roles: Coach, Referee, Scorer.



### **Big Questions:**

- § Can I consistently rally with a partner (overhead clear)?
- § Can I serve accurately (backhand, underarm)?
- § Can I effectively play an attacking shot (drop, smash)?
- § Can apply rules and tactics effectively to score points?



### **Key Skills:**

**Overhead Clear:** Force opponent to rear of court, hit at highest point, follow through and stand side on.

**Smash:** Aim to skim net, hit at highest point in downwards direction and transfer body weight.

**Drop Shot:** Stand side on, skim net and land just beyond, light tap.

**Backhand Shot:** Backhand grip, aim for back of court, strong follow through and stand side on

**Long Serve:** Drop and swing at same time, aim for back of court, stand side on and start with racket at waist height.

**Short Serve:** Short back swing, aim to skim net, racket in front with backhand grip.

### **Leadership and Coaching:**

- Can compare performance using key terminology and teaching points for a variety of sports and skills
- Can use ICT to compare performance
- Know how to gain others attention



### **Key Rules in Badminton:**

- Singles: Court long and narrow
- Doubles: Court short and wide for serving, whole court thereafter
- You can't touch or cross the net
- Can only hit the shuttle once when returning
- Games are played to 21 points
- Points are scored on every serve



### **Teamwork and Respect:**

- Set examples to others in lessons and competitive games
- Show fair in competition
- Respect officials' decisions
- Be gracious in defeat e.g. shake hands with each other

## **Big Questions:**

### **Year 7:**

Can I "travel" using different techniques?

Can I work with another individual to create a balance?

Can I combine balances, jumps and travelling into a mini routine?

Can I create a routine with a peer?

### **Year 8:**

Can I correctly take off when using the springboards?

Can I confidently take off and land correctly when vaulting?

Can I generate height to land on equipment?

Can I create a routine, which includes a jump, roll and balance?



## **Key Skills:**

- Travelling: Moving around the hall using a variety of different, rolls, steps, slides and jumps.
- Balance: Balancing on different body parts, the amount of body parts and performing partner balances with 2 or 3 peers.
- Flight: Travelling through the air, using springboards as an aid.
- Routine: Combining these skills mentioned above to create a routine



## **Leadership and Coaching:**

- Can run a three part warm up.
- Devise and run a small skill practice
- Encourages others
- Good organisation skills
- Good communication skills
- Confident in different coaching roles.

## **Key Safety Rules:**

- Bare feet only
- Ensure equipment is safe and correctly put out before use
- Only 1 person at any one time on a piece of equipment
- Ensure you are confident and have the right out of support before attempting any jumps, rolls and balances.

## **Teamwork and Respect:**

- Sets an example for others to follow.
- Very fair in competition.
- Always respect others whilst they are demonstrating their routine
- Works well in a team and supports their peers.





### **Big Questions:**

Can you effectively dribble the ball?

Can you use a bounce/ chest or shoulder pass?

Can you effectively perform the set shot /lay-up shot?

Can you use key defensive /attacking tactics effectively?



### **Key Skills**

- **Shooting:** Set shot: Shoot with one hand only. Bend your knees and flick your wrist. BEEF (Balance/Elbow/Eye/Follow-through). Jump shot: Release the ball at the top of your jump. Lay-up: Use the top right/left hand side of the backboard. Drive up off your right or left leg.
- **Passing:** Chest/Bounce/Javelin: Step into your pass. Always have your hands up and ready to receive the ball.
- **Dribbling:** Controlled dribble/Cross-Over/Speed/Spin: Bounce between hip and knee height. Keep the ball under control & look up.
- **Defending:** Stay between your opponent and your own basket. Move your feet. Do not reach in.



### **Teamwork and Respect**

- Honest/Fair
- Compassionate
- Inspires others
- Speaks to peers/teacher with respect
- Demonstrates good sportsmanship

### **Key Rules**

- Double dribble
- Jump ball
- Traveling
- Time violations
- Out of court
- Tip off
- Back court violation
- Contact fouls
- Free throws
- Side and base line ball

### **Coaching and Leadership**

- Knowledge of rules and regulations
- Organisational skills
- Interpersonal communication skills
- Vision
- Creativity
- Humility
- Confidence



Can you research these common rules to find out more specific details?

### **Big Questions:**

Can you perform the correct footwork technique in netball?

Can you accurately pass a netball using different techniques?

Can you demonstrate good shooting technique?

Can you apply different strategies to get free from your opponent and tactic's in a game?



### **Key Skills:**

- Chest pass: W grip/ Step/Chest to chest/Follow through/ short distance
- Bounce pass: W grip/ Step/Chest to chest/Follow through/ Bounce before player/ short distance
- Shoulder pass: sideways on/elevation/ shoulder to shoulder/ step/ follow through/arch/ long distance
- Footwork: -Landing on alternate feet- first foot to land is the static pivoting foot - Landing on simultaneous feet – either foot can become static pivoting foot -On the move – release ball before third step
- Getting free from their marker e.g. sprint into a space, sprint and feint
- Marking a player and a player with the ball
- Shooting: balance/height/line and aim/ flick and follow/ knee extension.

### **Leadership and Coaching:**

- To run a three part warm-up
- To show good communication skills
- To take the lead in practices
- To have the opportunity to take on different roles e.g. player, coach, scorer, umpire

### **Key Rules in Netball:**

- Netball is a 7 a side game.
- Players are given certain positions and areas they are allowed e.g. GA, GD, C, WA, WD, GS, GK.
- The netball is not allowed to go over a third without it being touched.
- To score a goal the GA or GS must be within the semi-circle to shoot.
- You are not allowed to walk with the ball.
- You should be a metre away when defending a player with the ball.
- A centre pass is taken when a goal has been scored, it is alternated between the two teams.

### **Teamwork and Respect:**

- Follows guidance from others
- Works well in a team
- Does not argue with the netball umpire
- Motivates others
- Fair in competition



### **Big Questions:**

Can you effectively dribble the ball?

Can you successfully make a short, side-footed pass, and a long-lofted pass?

Can you shoot accurately and with power?

Can you use effective attacking and defensive tactics?



### **Key Skills:**

- Passing: Use the side of your foot to give you accuracy and control of the ball.
- Dribbling: Dribble the ball close to your body to keep more control.
- Shooting: Try to keep shots low and aim for the corners. Power and accuracy are key.
- Defending: Nearest person to the ball should apply pressure on the ball by moving into a position within 2-3 yards of their opponent to close them down. Don't jump in. Communication is key



### **Leadership and Coaching:**

- Encourage and motivate others
- Be creative
- Display knowledge and understanding of the rules
- Show compassion towards others
- Inspire others to perform better
- Be a good role model

### **Key Rules in Football:**

- Throw-in
- Offside
- Corner kick
- Goal kick
- Kick off
- Foul play
- Free kick
- Penalty
- Handball

Can you research these common rules to find out more specific details?

### **Teamwork and Respect:**

- Sets an example for others to follow.
- Very fair in competition.
- Honest
- Always gracious in defeat and humble in victory.
- Works well in a team and supports their peers.
- Never argues with the referee.





### **Big Questions:**

- Can you solve a problem as a team?
- Can you orientate a map?
- Can you take on the role of leader?
- Can you communicate effectively to help your team solve a problem?
- Can you effectively Plan, Do, and Review to overcome a problem?



### **Key Skills:**

- To take on the principle of 'Plan, do, review' in problem solving activities
- To refine ideas and try different approaches to solving problems
- To orientate a map of the school field
- To use grid references to place markers out and to find codes
- To work as a team member
- Verbal and non-verbal communication skills



### **Leadership and Coaching:**

- To run a warm-up appropriate for OAA
- To show good communication skills
- To consider the safety of self and others in the tasks set
- To take on a variety of roles e.g. leading, organising, managing

### **Key Rules in OAA:**

- To follow the rules of orienteering and problem solving
- To follow the safety aspects of the tasks set



### **Teamwork and Respect:**

- To listen to each others opinion and discuss ideas
- To motivate others to succeed
- To cooperate with others in solving problems
- To be fair in competition



### Big Questions

- 1) How do different extrinsic factors influence the risk and severity of injury?
- 2) How do different intrinsic factors influence the risk and severity of injury?
- 3) What are the key components of a warm up?
- 4) What are the physiological and psychological benefits of a warm up?
- 5) What are the key components and physiological benefits of a cool down?
- 6) What are the types and causes of acute injuries?
- 7) What are the types and causes of chronic injuries?
- 8) How can you reduce the risk and severity of an injury or medical condition?
- 9) What are common responses and treatments to medical conditions?
- 10) What are the common causes, symptoms and treatments of medical conditions?

### 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.
- ✓ **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.

### Big Questions

- 1) How do different extrinsic factors influence the risk and severity of injury?
- 2) How do different intrinsic factors influence the risk and severity of injury?
- 3) What are the key components of a warm up?
- 4) What are the physiological and psychological benefits of a warm up?
- 5) What are the key components and physiological benefits of a cool down?
- 6) What are the types and causes of acute injuries?
- 7) What are the types and causes of chronic injuries?
- 8) How can you reduce the risk and severity of an injury or medical condition?
- 9) What are common responses and treatments to medical conditions?
- 10) What are the common causes, symptoms and treatments of medical conditions?

### 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.
- ✓ **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.

## Big Questions

- 1) How are components of fitness relevant to different sports?
- 2) Can you justify why different components of fitness are relevant for different sports?
- 3) What fitness tests are used for each component of fitness?
- 4) Can you apply the components of fitness to a skilled performance?
- 5) What are the principles of training?
- 6) What are SMART goals?
- 7) What are methods of training and their advantages/disadvantages?
- 8) What factors should you consider when designing a fitness training programme?
- 9) How do you apply the principles of training to a fitness training programme?
- 10) How do you plan a fitness training programme?
- 11) How do you record your results from a fitness training programme?
- 12) What are the strengths and areas for improvement for your fitness training programme?

## Topic Area 1: Components of fitness applied in sport

### Key Terms:

- ✓ **Cardiovascular endurance** - the ability of the heart and lungs to get oxygen to the working muscles for use by the body.
- ✓ **Muscular endurance** - the ability of a muscle to sustain repeated contractions.
- ✓ **Aerobic** - with oxygen; oxygen is used to produce energy during low intensity, long-duration aerobic exercise.
- ✓ **Speed** - the maximum rate at which an individual is able to perform a movement.
- ✓ **Strength** - the extent to which a muscle or muscle group can contract against resistance.
- ✓ **Power** - the exertion of rapid muscular strength; it can be remembered as strength × speed.
- ✓ **Agility** - the ability to move and change direction quickly while maintaining control.
- ✓ **Balance** - the ability to maintain a position; this involves maintaining the centre of mass over the base of support.
- ✓ **Flexibility** - the range of movement possible at a joint.
- ✓ **Co-ordination** - the ability to use two or more body parts together (simultaneously) smoothly and efficiently.
- ✓ **Reaction time** - the time taken from the onset of a stimulus to the start of the reactive movement.
- ✓ **Maximum oxygen uptake (VO2 Max)** – maximum volume of oxygen that can be consumed per minute / unit of time.
- ✓ **Protocol** - the accepted or established procedure for conducting a test.
- ✓ **Validity** - refers to how well a fitness test measures the component of fitness that it aims to test.
- ✓ **Reliability** - a fitness test is reliable if it can be repeated and gives similar results each time.
- ✓ **Maximal tests** – fitness tests that require maximal effort in order to produce a valid, comparable result.
- ✓ **Sub-maximal tests** - fitness tests that do not require maximal exertion.
- ✓ **PAR-Q** - physical activity readiness questionnaire.

## Topic Area 2: Principles of training in sport

### Key Terms:

- ✓ **SPOR** - principles of training: specificity, progression, overload and reversibility.
- ✓ **Specificity** - making training specific to the movements, skills and muscles that are used in the activity.
- ✓ **Progression** – gradually making training harder as it becomes too easy.
- ✓ **Overload** - working harder than normal.
- ✓ **Reversibility** – ‘use it or lose it’. If you stop training, you will lose fitness.
- ✓ **FITT** - principles of overload: frequency, intensity, time and type.
- ✓ **SMART** - principles of goal setting: specific, measurable, achievable, realistic and time bound.
- ✓ **Continuous training** - any activity or exercise that can be continuously repeated without suffering undue fatigue.
- ✓ **Aerobic training zone** – the optimal zone of training to make aerobic gains in the body to improve cardiovascular endurance and stamina.
- ✓ **Fartlek training** - ‘speed play’, which generally involves running, combining continuous and interval training with varying speed and intensity.
- ✓ **Interval training** – any training that involves periods of work and rest.
- ✓ **Circuit training** - a series of exercises performed at work stations with periods of work and rest.
- ✓ **Plyometric training** - repeated exercises such as bounding, hopping or jumping over hurdles, which are designed to create fast, powerful movements.
- ✓ **Eccentric contraction** - when a muscle contracts and lengthens.
- ✓ **Concentric contraction** - when a muscle contracts and shortens in length.
- ✓ **Resistance training** - training that involves working against some kind of force that ‘resists’ the movement.
- ✓ **Hypertrophy** - an increase in muscle size as a result of training.
- ✓ **High-intensity interval training (HIIT)** – training that involves periods of very high-intensity work and rest.



### Big Questions

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- 12) What are the strengths and areas for improvement for your fitness training programme?

### Topic Area 3: Organising and planning a fitness training programme

#### Key Terms:

- ✓ **One rep max** – the maximum weight that can be lifted once (one repetition).
- ✓ **Adaptability** - flexibility to adapt a programme if, for any reason, the session being performed cannot be followed precisely.
- ✓ **Objective measures** – facts that provide figures/ numbers, which can allow a performer to monitor improvement.



**Figure 2.36** One rep max refers to the maximum weight that can be lifted once

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



**Figure 2.38** Stretching forms a vital part of warm up and cool down routines

Target area	Suitable activity
Cardiovascular endurance/stamina	<b>Specific exercises:</b> any aerobic activity, for example cycling, swimming, jogging, walking, rowing <b>Overload intensity:</b> 60–80 per cent of maximum heart rate (220 – age) <b>Time:</b> 20 minutes or more of activity, three to four times per week
Muscular strength	<b>Specific exercises:</b> use of high resistance, for example weights, resistance machines, body weight <b>Overload intensity:</b> 70 per cent or more of one rep max (maximum lift); three sets of six to eight repetitions <b>Time:</b> 30 minutes or more
Muscular endurance	<b>Specific exercises:</b> use of low resistance, for example weights, resistance machines, body weight <b>Overload intensity:</b> less than 70 per cent of one rep max (maximum lift); three to four sets of 10–15 repetitions <b>Time:</b> 30 minutes or more
Agility	<b>Specific exercises:</b> shuttles or circuits that involve speed work while changing direction, for example sprinting round cones, ladder running <b>Overload intensity:</b> work : rest ratio of 1 : 3 (30 seconds work with 90 seconds rest between different exercises) <b>Time:</b> 30 minute sessions, two or three times per week
Speed	<b>Specific exercises:</b> use speed ladders, sprints, interval sprints <b>Overload intensity:</b> work : rest ratio of 1 : 3 (30 seconds work with 90 seconds rest between different exercises) <b>Time:</b> 30 minutes or more
Power	<b>Specific exercises:</b> interval training – high-intensity, short sharp activities; acceleration sprint training; plyometric training, for example box jumping and hurdle jumps <b>Overload intensity:</b> for example, box jumps with three to six sets of 8–15 repetitions, depending upon the stress of the exercise being done; sprints with a work : rest ratio of 1 : 3 (30 seconds work with 90 seconds rest between sprints) <b>Time:</b> 30 minutes or more
Balance, flexibility, co-ordination or reaction time	<b>Specific exercises:</b> use of predesigned circuit to include flexibility stretches, co-ordination drills or balancing exercises <b>Overload intensity:</b> two to three sets of 12 reps with 30-second recovery intervals <b>Time:</b> 30 minutes or more



### Big Questions

- 1) What is the function and role of the cardio-respiratory system?
- 2) How is technology used to inform us about the cardio-respiratory system?
- 3) What are the components and role of the musculo-skeletal system?
- 4) How is technology used to inform us about the musculo-skeletal system?
- 5) What are the short-term effects of exercise on the cardio-respiratory system?
- 6) What are the short-term effects of exercise on the musculo-skeletal system?
- 7) What are the long-term effects of exercise on the cardio-respiratory system?
- 8) What are the long-term effects of exercise on the musculo-skeletal system?

### 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.
- ✓ **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.

### 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.
- ✓ **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.

### Big Questions

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- 3) What are the components and role of the musculo-skeletal system?
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- 5) What are the short-term effects of exercise on the cardio-respiratory system?
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- 7) What are the long-term effects of exercise on the cardio-respiratory system?
- 8) What are the long-term effects of exercise on the musculo-skeletal system?

### Key Terms (continued Topic 1):

- ✓ **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).



Figure 3.18 Smartwatch

### 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.
- ✓ **ROM** - range of movement.

### Key Terms (continued Topic 2):

- ✓ **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 4: Long-term effects of exercise on the cardio-respiratory and musculo-skeletal 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.

- Big Questions
1.

What is the Story of Jesus?
2.

Who was Jesus?
3.

How is Jesus as part of the Trinity?

What is Judgement Day?

Some Christians believe that God judges each soul as soon as a person's body dies. Souls are then sent straight to Heaven or Hell, rather than waiting for a Day of Judgement . This is called personal **judgement**. Some Christians believe that people will be judged again at the Last Judgement, at the end of time.

What happens in the Afterlife?

Heaven is described as **eternity** in the presence of God, as Heaven is a state of being rather than a physical place. Heaven is the ultimate aim for all Christians, for their soul to be reunited with God and united with Christ.

Since God has given human beings **free will**, there must be an opportunity for people to reject God. This is the basis of the idea of Hell. Hell has traditionally been depicted as a place of eternal fire that symbolises pain and suffering. This is seen as the result of the refusal to accept the happiness that God wants people to share with him. Hell is the opposite of Heaven - it is eternity in the absence of God.

What is the Incarnation?

The **incarnation** is the Christian belief that God took human form by becoming Jesus. Incarnation literally means ‘to take on flesh’. For Christians, the incarnation shows that Jesus was fully God and fully human. It is an essential part of belief in the **Trinity**.

- What is the Crucifixion?
- The Gospel of Mark (15:21–41)
- Jesus is forced to carry his cross to Golgotha, the place of his crucifixion, but Simon of Cyrene, a passer-by, is made to carry it when Jesus becomes exhausted.
- At Golgotha, Jesus is offered wine mixed with myrrh to reduce his discomfort, but he does not take it.
- The soldiers take his clothes and gamble to decide who gets what.
- Jesus is crucified in the morning alongside two criminals, who are nailed to crosses either side of him. Many passers-by insult and mock Jesus.
- At noon, darkness settles over the land. Then, at three o’clock in the afternoon, Jesus cries out, “Eloi, Eloi, lema sabachthani?”, meaning My God, my God, why have you forsaken me?
- At the moment of Jesus’ death, the curtain of the Temple rips in two from top to bottom. A Roman soldier who witnesses Jesus’ death exclaims, 'Surely this man was the Son of God!'

What is the Ascension?

40 days after his resurrection Jesus physically ascended into the heavens in front of 11 of his disciples.

Key words:

Trinity – the trinity is the word used to describe the three persons of God.

Natural evil – is when suffering is caused by nature, for example earthquakes, floods etc.

Moral evil – moral evil is when suffering occurs due to human. For example, murder, bullying, stealing etc.

Creation – Creation is the word used when describing how the world came into being.

Creationist – a creationist is someone who believes in the biblical account of creation in Genesis 1.

Incarnation – God made flesh – (Jesus)

Crucifixion – Refers to Jesus being killed on the cross.

Ascension – refers to the event where Jesus physically ascended to the heavens.

Quick facts!

Holy book – The Bible (500CE)

Age of religion 2027 years old (roughly)

Place of worship – Church

Name of followers – Christians

Number in the UK - 31,479,876<sup>39</sup>

## Big Questions

**You will now have your scripted extracts for your upcoming exam performance. You must ensure that you have prepared in the following ways:**

Have you learnt your lines?

Have you planned your use of physical performance skills?

Have you planned your use of vocal skills?

Have you shown a clear character and thought process consistently throughout the two extracts?

Have you used rehearsal techniques to develop your role?

Are you attending extra rehearsals and implementing feedback?

### Rehearsal Techniques

Once your group has explored the script, you need to focus on developing your characterisation.

There are several rehearsal techniques you can use to explore your character:

#### Hot Seating

a strategy in which a character or characters, played by the teacher or a student, are interviewed by the rest of the group. ... Before engaging in this strategy, prepare the person or people who will be in the **hot** seat to successfully take on their role.

#### Given Circumstances

This technique refers to the “who, where, what, when, why, and how” of the characters: Who are you? (Name, age, gender, nationality, physical health, mental health, etc. List as much information down as possible!

#### Storytelling/questioning

Ask a member of the group to stop your character during a scene and ask how you are feeling at this moment. This can help you consider how you can show this clearly to an audience, using your knowledge of skills

#### ‘Say It Again’

This technique focuses on vocal skills. For key lines of dialogue, the actor playing the role must speak a line, the other group members will say ‘Say it again’ then the actor will say it in a different way, changing the way vocal skills are used. This is a good way of planning how to say specific lines!

Physical Performance Skills	Vocal Performance Skills
Facial Expressions	Pitch
Eye Contact	Pace
Gestures	Pause
Planned Movement	Emphasis
Levels	Projection
Space	Accent
Body Language	Intonation

### Production Elements

Consider how the following production elements could enhance your performance:

**Lighting** – create an atmosphere during key moments

**Music** – Atmosphere can also be created by music and sound

**Costume** – This can communicate meaning to an audience clearly

**Set** – Where does the scene take place? Set can communicate this to an audience

**Style** – Abstract? Naturalistic? Minimalist?

**KEY WORDS**  
Characterisation  
Thought Process  
Interaction  
Reaction  
Motivation  
Relationships  
Subtext  
Personality  
Situation  
Communication





## BIG QUESTIONS

What is a motif?

What is a stimulus?

What is a choreographic intent?

When describing a motif, what must you refer to?

How does the choreographic approach help us understand the choreographic intention of the piece?

How does the stimulus link to the choreographic intent of the work?

Can you give an example of how you have used a stimulus to create a choreographic intent?

**Stimulus:** The starting point for a dance piece, the initial concept where further ideas can be developed

**Choreographic intention:** what the choreographer would like the audience to learn about the dance, what the dance is about

**Example:**

Stimulus = cage

Dance idea = abusive relationship. The relationship makes you feel trapped and unable to get out.

**Motif:** A short phrase of movement that reflects a choreographic intention. A motif must always refer to or include action, space and dynamics

**When describing a motif you MUST refer to ACTION, SPACE AND DYNAMICS!**

The dancer begins in a lunge position (right leg bent/left leg straight) facing the back in centre stage. A controlled anti clockwise turn shifts the dancer to face the front. The dancer performs an elevated turn quickly into a suspended seat roll towards the left side of the stage ending on the floor in a kneeling position facing the front. Next, the dancer circles their left arm anti – clockwise sharply.

A motif can vary in size  
(3 – 10 actions usually)

A motif are actions in their most original form – no development will have been made.

**Choreographic approach:**

How the choreographer created the dance and movement material e.g: improvisation, collaboration, choreographic tasks.

What is the overall process in which a a choreographer goes through in order to get a piece performance ready?

1. **Research** – find out information
2. **Improvisation** – create as you go along, no planning, just dance
3. **Generate** - make the movement (various ways to generate e.g: chance)
4. **Develop** – make changes using technical skills
5. **Select** – choose the parts that work
6. **Structure** – how is the piece put together; beginning, middle, end, transitions, overall structure
7. **Refine and synthesise** – make minor changes, rehearse to make performance ready.

**AUDITORY** music – choreographer must be aware of nature of music and if it complements or conflicts with the dance idea. Dictates mood, style, length, phrasing and overall form. Voice, poems, found sound (effects) – little restriction in the ways these can be used.

**KINESTHETIC** movement itself – has no communicative purpose, it does not intend to transmit any given idea but does have a style, mood, dynamic range, pattern or form, e.g., tip, fall, walk, turn, etc.

**TACTILE** feel of a piece of material, clothing, object, etc... – produces kinesthetic response, e.g., full skirt may provoke swirling, turning, freely flowing, etc.

**VISUAL** pictures, sculptures, objects, patterns, shapes, etc... – lines, shape, rhythm, texture, colour, imagined associations. Provides more freedom for the dance choreographer, can be unaccompanied by the stimulus or used in the setting of the dance work.

**IDEATIONAL** to convey an idea or unfold a story or an emotion – e.g., if it is war the choreographer's range of choice is limited to movement that will suggest this. If it is a story then it also has to be sequentially portrayed in a narrative form.

## **Different types of stimuli**

**The choreographer** – once the decision is made on how to use the stimulus – must then decide whether or not successful communication of the idea depends upon knowledge of the origin.

Some choreographers use the stimulus to accompany the work (e.g., music, set, text, etc.) others provide a programme note as a brief explanation, some just use the title to give some insight (or not!). You will have to provide a programme note for your choreography.

The choreographer should take advantage of the wide variety of stimuli available to him/her. In doing this he/she will ensure that his/her compositions will not be tedious, meaningless or uninspired.

**Stimulus** – something that excites or evokes

**Stimuli** – more than one stimulus

What is the plural for stimulus?

Name the different types of stimuli?

Can you give an example of an auditory, kinaesthetic, tactile, visual and ideational stimulus? How can you link the stimulus to a choreographic intent?

### **Homework Links**

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>

### **Key Vocabulary**

You must be able to identify and define **ALL** vocabulary listed.



## BIG QUESTIONS

Can you identify and offer specific movement examples of the 5 basic body actions?

How do expressive skills contribute to the overall performance of a piece of dance?

How do physical skills contribute to the overall performance of a piece of dance?

What is the difference between mental skills for process and mental skills for performance?

How might a dancer improve their expressive skills?

How can a physical skill be improved over time?

### Physical Skills: aspects enabling effective performance

**Posture** – The way the body is held

**Alignment** – Correct placement of body parts in relation to each other

**Balance** - A steady or held position achieved by an even distribution of weight

**Coordination** – The efficient combination of body parts

**Control** – The ability to start and stop movement, change direction and hold a shape efficiently

**Flexibility** - The range of movement in the joints (involving muscles, tendons and ligaments)

**Mobility** – The range of movement in a joint; the ability to move fluently from action to action

**Stamina** – Ability to maintain physical and mental energy over periods of time

**Extension** – Lengthening of one or more muscles or limbs

**Isolation**: an independent movement of part of the body

### Expressive Skills: aspects that contribute to performance artistry and that engage the audience.

**Projection** – The energy the dancer uses to connect with and draw the audience in

**Focus** – The use of the eyes to enhance performance or interpretative qualities

**Spatial awareness** – Consciousness of the surrounding space and its effective use

**Facial expressions** – use of the face to show mood, character or feeling

**Phrasing** – The way in which the energy is distributed in the execution of a movement phrase

**Musicality** – the ability to make the unique qualities of the accompaniment evident in performance

**Sensitivity to other Dancers** – Awareness of and connection to other dancers

### **Mental Skills: skills in preparation for a performance**

**Systematic repetition** – repeating something in an ordered way

**Mental rehearsal** – thinking through or visualising the dance

**Rehearsal discipline** – attributes and skills required for refining a performance – effective use of a rehearsal and time

**Planning of rehearsal** – organisation of when to go over material

**Response to feedback** – implementing changes and making improvements based on feedback/opinion given to you

**Capacity to improve** – willing to make changes and better, relearn, implement or adapt to make something better

### **Mental Skills: skills needed during a performance**

**Movement memory** – the automatic recall of learned movement material without conscious thought

**Commitment** – dedication to a performance

**Concentration** – the power to focus all of one's attention

**Confidence** – the feeling or belief that one can have in one's performance or work

### **Technical Skills: the accuracy of content**

- **Action Content**; 5BBA, use of different body parts
- **Spatial Content**; size, direction, level, pathway
- **Dynamic Content**; flow, speed, force
- **Relationship Content**; lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations
- **Timing Content**
- **Rhythmic Content**

**The Five Basic Body Actions: 5BBA**  
**Jump, Turn, Travel, Stillness and Gesture**

Can you define each of the 5 basic body actions?

What is the overall impact of technical skills in a performance?

What is the acronym to remember physical skills/expressive skills/technical skills and mental skills?

### **Homework Links**

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>

### **Key Vocabulary**

You must be able to identify and define **ALL** vocabulary listed.

You must be able to distinguish what category each skill falls under

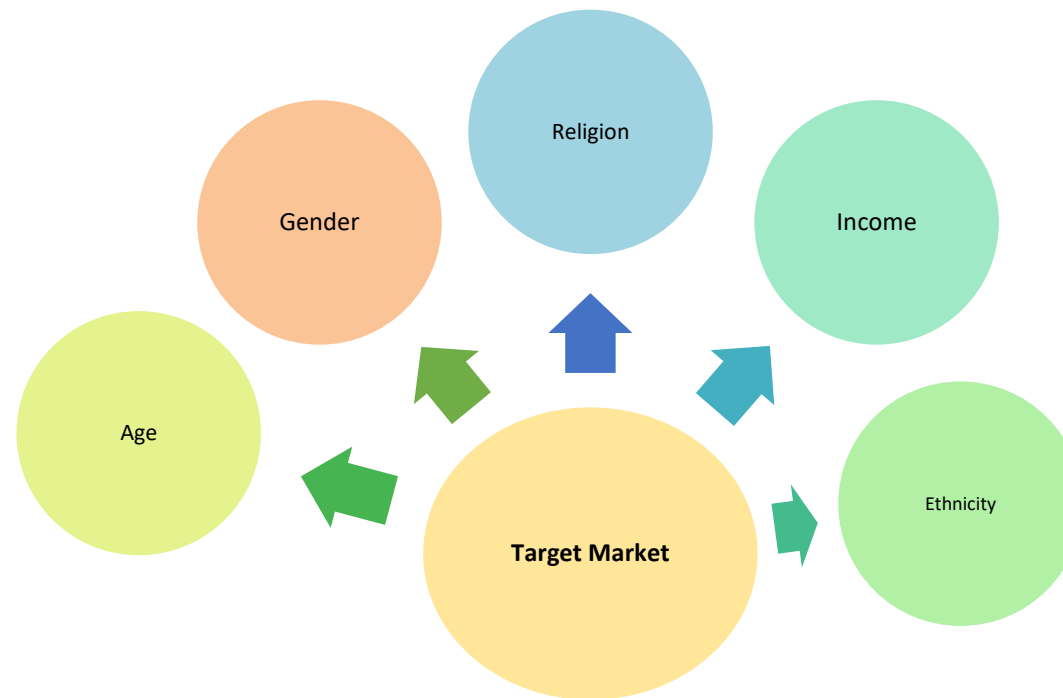
EG: strength is a physical skill NOT a mental skill

## BIG QUESTIONS

- Describe different methods of segmentation
- Explain why businesses use target marketing
- Analyse and evaluate how appealing a product or service is to a target market

Before a business starts, it is important that the owners know exactly who their customers are likely to be.

Homework: Choose a local business and write a short report on the target market including 1) age range 2) gender 3) location 4) income



### Target market

*The group of customers who a business aims to sell its products to*

### Primary research

*Data collected first-hand (field research)*

### Secondary research

*Data collected by others (desk research)*

### Qualitative data

*Data based on opinions of those being asked*

### Quantitative data

*Data based on facts or numbers*

## BIG QUESTIONS

- Identify the different types and methods of communication
- Explain the purposes of communication and the usefulness of different methods of communication

Enterprises have to **decide how** to communicate with their target market:

### Selection of methods

Advertising, use of social media, direct marketing, sponsorship, flyers, magazine/newspaper articles, networking



### Design of promotional materials

***Appropriate Content*** – is it accurate? Is the information/message clear?

***Appropriate Appearance*** – Use of colour, visual features, images, logos and text.

### Cost effectiveness

Methods of communication must be cost effective. This means they obtain the best results as cheaply as possible.

### Key Words

- Target Market
- Promotion
- Cost Effective
- Clarity
- Appropriate Content
- Appropriate Appearance

### Homework:

**a)** Find out what community radio stations are in your local area.

**b)** Can you think of any campaigns you have heard on your local radio stations? How successful do you think they were? Explain why?

## BIG QUESTIONS

- What resources are used to produce business products or services?
- What is the difference between 'physical', 'financial', and 'human resources'?

### Key Words

- Running costs
- Sources of finance
- Training and development
- Start-up costs

### Physical Resources

These are what a business needs to be able to operate and carry out its work. Without physical resources, a business will not be able to pay the running costs and recruit employees.

They are split into many sub-categories;

- Buildings/facilities
- Materials and waste
- Plant and machinery
- IT equipment

### Financial Resources

Financial Resources are assets of the organization, and are used to carry out the business activities, like paying salaries and buying supplies.

#### ***Sources of financial resources:***

- Internal sources: the sale of goods and services.
- External sources: bank loans
- Capital funding: issues of shares and capital contributions

### Human Resources

One of the most important aspects of a business is its employees. The business will need to consider:

- What job roles will be needed?
- How many staff will be needed and at what hours?
- Will additional staff be needed as the business grows?
- Are there specialist staff available for a specific job role?

### Definitions:

#### **Sources of finance:**

Where can the business accumulate finances from?  
i.e. sleeping partners, bank loans, shares, sales

#### **Start-up costs:**

The expenses incurred during the process of starting up and new business.

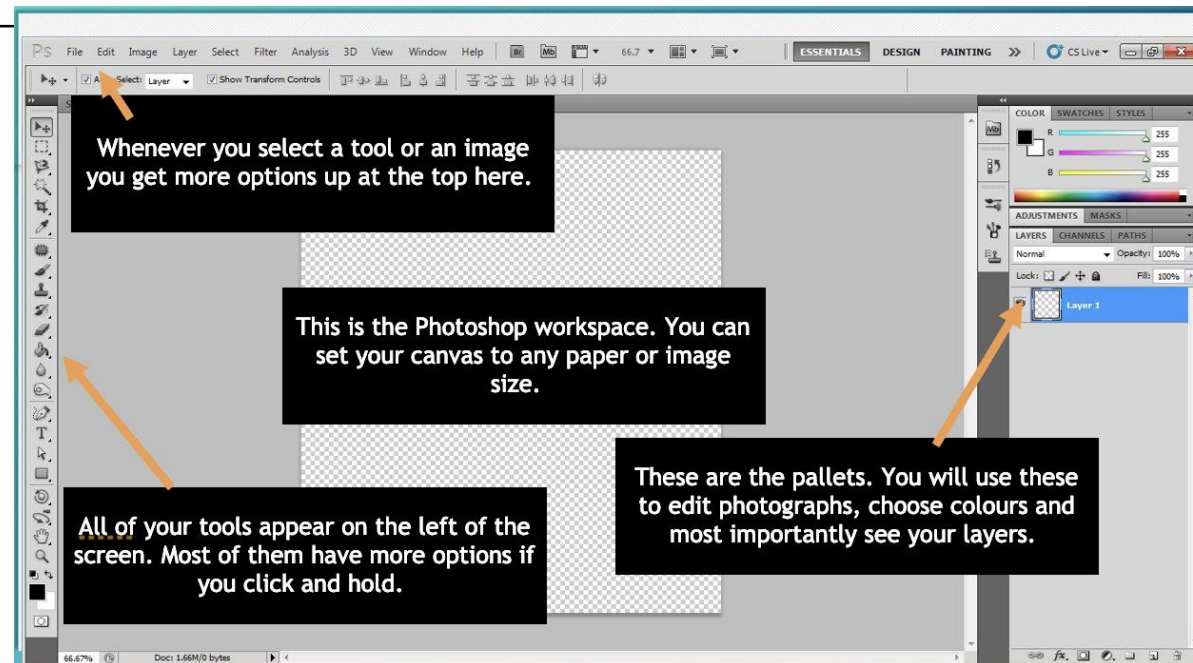
#### **Running costs:**

The money you need to spend regularly to keep the business running.

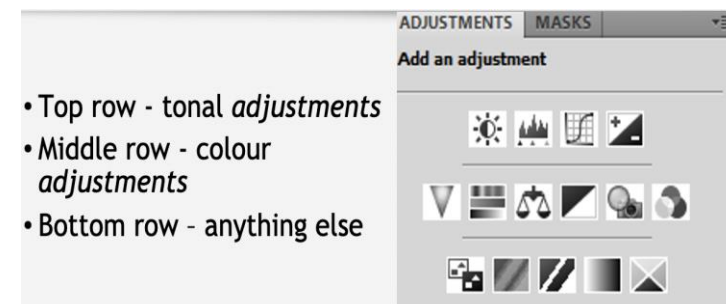
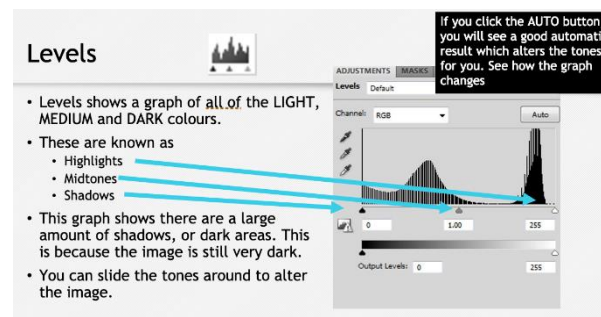


## BIG QUESTIONS

1. What are the two main types of graphics?
2. How can you utilise content aware tools to improve an image?
3. What is making a selection and how can this be used in graphics manipulation and composition?
4. What is puppet warp and how can this be used?
5. What is a layering and how can this be used to make a composition?



## Adjustments and levels in Photoshop



Mast head is red and white. Colour has connotations with Christmas as well as having the snow on top. Exaggeration on the other part of the mast head, "massive Christmas double issue"

The font size is large here which makes it stand out. The words portray Simon Cowell as the grinch which is a Christmas film. All of the writing is on the left hand side which makes the main focus of the front cover the picture.

The front cover advertises articles about specific bands and artists for example "Blur" and "Biffy Clyro". This will directly attract a specific target audience who will want to read about their favourite bands.

The text is displayed using several types of different fonts. It uses block capitals for the majority of the text and only one section has used lower case letters. The font sizes entice the reader into reading closer into the magazine because the sub headings can't be read that easily from distance.



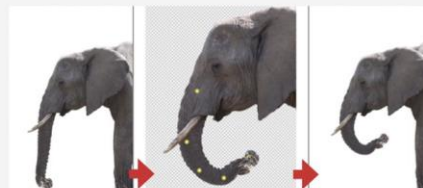
Central image is large and the main focus of the magazine. The way that the subject is looking down and smirking shows power and authority. The fact that he is dressed in black and white shows his good and bad sides.

The use of the baubles and angles writing shows that the magazine is intended for a casual audience. The cover uses white, black and red which are all colours that stand out and attract the customer. The red also represents the Christmas season. The black and white could demonstrate the two sides of Simon Cowell, the good and the bad.

The barcode shows this magazine is for sale. It is placed in the bottom corner of the cover so the attention is not distracted from the central image or masthead.

## Puppet warp

- The puppet warp tool takes an existing photograph of a person or animal, and allows you to move the position of the limbs like a puppet.
- It can be used on other images too, to change the angle of an object.



## Homework for terms 1 & 2

### Links in Teams

**Homework 1.** either take an image or find one online. Explain what happens when you stretch the image.

**Homework 2.** Find an image of your favourite front cover of a magazine. Label this to show the main components of the composition.

**Homework 3.** Complete graphics homework 3 tasks 1-6.

**Homework 4.** Complete graphics homework 3 tasks 1 and 2.

## Key Vocabulary

Magic Wand

Composition

Duplication

Adjustments

Content aware

Manipulation

Puppet warp



# Camera Technique

## Big Questions

What is Mise- en scene?

What is cinematography?  
What is framing?

What camera movement techniques are there?

What are the main camera angles?

## Camera Shots

### Types of camera shot

#### Extreme Wide Shot



The **ews** (extreme wide shot) above is taken from a distance, but **denotes** a precise location - it might even **connote** all of the entertainment industry if used as the **opening shot** in a news story.

This is often used as a scene-setting, **establishing shot**. This will be the first shot of a movie or sequence that establishes the **Setting** or **Location**. It normally shows an **EXTERIOR**, i.e. the outside of a building, or a landscape, and is also sometimes used to show scenes of thrilling **action**. There will be less detail visible in the shot as it's meant to give a general impression of a place.

## Camera Shots

### Types of camera shot

#### Long Shot



**Long shots** focus on characters, but still show plenty of **background** detail. In this shot we can tell the coffins are in a Western-style **setting**, for instance.

A **long shot** typically shows an entire object or person and is usually intended to place it in some relation to its surroundings. The **LS** (Long Shot) would show the entire human body, with the head near the top of the frame and the feet near the bottom.

## Camera Shots

### Types of camera shot

#### Close Up



A film-maker may use this to make us feel **extra** comfortable or extremely **uncomfortable** about a character, and usually uses a **zoom lens** in order to get the required **framing**.

Close ups show very little background, and concentrate on either a face, or a specific detail of **mise en scene**. Everything else is just a blur in the background. This shot **magnifies** the object and is used to show the importance of things, e.g. words written on paper, or the expression on someone's face. The **CU** (close-up) tries to take us into the mind of a character, by getting close up on their expression.

## Camera Shots

### Types of camera shot

#### Medium Shot



Variations on this shot include:  
• The **TWO SHOT** (containing two figures from the waist up)  
• The **THREE SHOT** (contains 3 figures).

Sometimes called a mid shot. Contains a figure from the knees/waist up and is normally used for **dialogue** scenes, or to show some detail of **action**. It is mainly used for scenes where the **director** wants the **audience** to see the subject's facial expressions and their **body language**.

## Camera Shots

### Types of camera shot

#### Over the Shoulder Shot



**OVER THE SHOULDER SHOTS** are used extensively in both **film** and **TV**. One particular use in television is in **news interviews**.

The **OSS** ('Over-the-Shoulder-Shot') positions the camera behind one figure, looking over their shoulder and revealing the other figure. Part of the first figure's back, head and shoulder will also be in shot. It gives the impression of the **audience** standing behind the character and listening to the conversation.

## Camera Shots

### Types of camera shot

#### Extreme Close Up



The tight **focus** required means that extra care must be taken when setting up and **lighting** the shot - the slightest camera shake or error in **focal length** is very noticeable.

As its name suggests, an extreme version of the close up, generally **magnifying** beyond what the human eye would experience in reality. An **ECU** (extreme close-up) of a face, for instance, would show only the mouth or eyes, with no background detail whatsoever. This is a very artificial shot, and can be used for **dramatic effect**.

## Camera Angles

### Types of camera Angle

#### High Angle



This shot is often used in **action movies** to show how big a problem the characters are facing (literally!)

Not so extreme as a Bird's Eye View. The camera is **elevated** above the **action** using a **crane** to give a general overview. High angles make the object photographed seem **smaller**, and less significant (or scary). The object or character often gets swallowed up by their **setting** - they become part of a wider **picture**.

## Camera Angles

### Types of camera Angle

#### Low Angle



**Low angle** is used to make this character look much bigger and more threatening than he really is.

These increase **height** (useful for short actors like Tom Cruise or James McAvoy). Low angles also help give a sense of confusion to a **viewer** and powerlessness within the action of a scene. The **background** of a low angle shot will tend to be just sky or ceiling, the lack of detail about the setting adding to the disorientation. Low angles add height to a person or object and make it inspire fear and insecurity in the viewer. It can make things appear dominant or give them more status on screen.

## Camera Angles

### Types of camera Angle

#### Canted Angle



**canted angles** are often used to twist reality and make the world look strange.

Sometimes called a **DUTCH TILT**, the camera is **tilted** (i.e. is not placed horizontal to floor level), to suggest imbalance, **transition** and instability (very popular in horror movies). This **technique** is sometimes used as part of Point of View shots (i.e. when the camera becomes the 'eyes' of one particular character, seeing what they see) A **hand held camera** is often used for this.

## Camera Movement

### Types of camera Movement

#### Panning Shot



In this shot the camera is being **panned** to follow the man across the room.

A **panning shot** scans a scene **horizontally**. The camera is usually placed on a **tripod**, then is turned either right to left or left to right, to follow or pass over an object which is kept in the middle of the frame. The camera itself does not move position. (Turns up a lot in car chases!)

## Camera Movement

### Types of camera Movement

#### Tracking Shot



Here the camera is **Tracking** (keeping up with) the action in the scene.

Also known as a **Dolly Shot**, the camera is mounted on a wheeled truck (a Dolly) and follows a subject either from behind, alongside or in front. A dolly can move in a number of directions: forward, backward, side to side, diagonally, and even in circles.



## Camera Movement

### Types of camera Movement

#### Zoom Lenses



A slower **Zoom** allows the **audience** time to see that the character is thinking about what he has to do.

A **Zoom Lens** allows the camera operator to change the **size** and **length** of the shot without moving the camera. The **speed** of the **Zoom** can create very different effects.



## BIG QUESTIONS

## 1) C'est comment, ta famille?

*What is your family like?*

## 2) Tu es comment?

*What are you like?*

## 3) Que fais-tu avec tes amis?

*What do you do with your friends?*

## 4) C'est quoi un bon ami?

*What makes a good friend?*

## 5) Tu t'entends bien avec ta famille?

*Do you get on with your family?*

## 6) Qui est la personne que tu admires?

*Who do you admire?*

## 7) Pourquoi est-ce que tu admires cette personne?

*Why do you admire this person?*

## 8) PAST: Qu'est-ce qu'il / elle a fait?

*What has he / she done?*

## Les amis

l'ami (m)/le copain  
l'amie (f)/la copine  
le petit ami/le petit copain  
la petite amie/la petite copine  
Je retrouve mes amis au parc.

Je traîne en ville avec mes copines.

Je tchatte en ligne avec ma  
meilleure copine.

## L'amitié

Je pense que ...  
Pour moi, ...  
À mon avis, ...  
Un(e) bon(ne) ami(e) est ...  
compréhensif/-ive  
cool  
drôle  
fidèle  
généreux/-euse  
gentil(le)  
honnête  
modeste  
optimiste

## Les rapports en famille

Je m'entends bien avec ...  
Je me dispute avec ...  
Je me chaille avec ...  
Je m'amuse avec ...  
Je m'occupe de ...  
le frère aîné/cadet  
la sœur aînée/cadette

## La personne que j'admire

Comment s'appelle la personne  
que tu admires?  
Mon héros s'appelle ...  
Mon héroïne s'appelle ...  
Mon modèle s'appelle ...  
C'est qui?  
C'est un pilote de Formule 1.  
C'est un scientifique.  
C'est une actrice.  
C'est une créatrice de mode.  
Fais-moi sa description physique.

Il/Elle est petit(e)/gros(se), etc.

Il/Elle a les cheveux bruns, etc.

Quelle est sa personnalité?

## Friends

(male) friend  
(female) friend  
boyfriend  
girlfriend  
I meet up with my friends in  
the park.

I hang out in town with my  
(female) friends.I chat online with my best  
(female) friend.

## Friendship

I think that ...  
For me ...  
In my opinion ...  
A good friend is ...  
understanding  
cool  
funny  
loyal  
generous  
kind  
honest  
modest  
optimistic

## Family relationships

I get on well with ...  
I argue with ...  
I bicker with ...  
I have fun with ...  
I look after ...  
older/younger brother  
older/younger sister

## The person I admire

What is the name of the person  
you admire?  
My hero is called ...  
My heroine is called ...  
My role model is called ...  
Who is he/she?  
He is a Formula 1 driver.  
He is a scientist.  
She is an actress.  
She is a fashion designer.  
Describe for me what he/she  
looks like.

He/She is ... small/fat, etc.

He/She has brown hair, etc.

What is his/her personality?

Avec mon petit ami, j'écoute de  
la musique.

Je passe chez ma petite copine.  
On rigole bien ensemble.  
On regarde un film ou des  
clips vidéo.

On joue au foot ou au  
basket ensemble.

On discute de tout.

On mange ensemble au fast-food.

patient(e)

sensible

sympa

Un(e) bon(ne) ami(e) ...

écoute mes problèmes/  
mes secrets

discute de tout avec moi

aide tout le monde

accepte mes imperfections

respecte mes opinions

a les mêmes centres d'intérêt

que moi

a le sens de l'humour

Il/Elle est/a l'air/semble ...

dynamique

égoïste

jaloux/-euse

sévère

timide

travailleur/-euse

Il/Elle est ...

travailleur/-euse/créatif/-ive, etc.

Pourquoi est-ce que tu admires  
cette personne?

J'admire (Stromae/Malala, etc.)

car il/elle ...

a travaillé très dur

a joué dans beaucoup de films

a gagné beaucoup de courses

a donné de l'argent aux  
bonnes œuvres

a lutté contre ses problèmes

J'aimerais être comme lui/elle.

I listen to music with my boyfriend.

I go to my girlfriend's house.  
We have a good laugh together.  
We watch a film or music videos.

We play football or basketball  
together.

We talk about everything.

We eat together at a fast-food

patient

sensitive

nice

A good friend ...

listens to my problems/secrets

talks about everything with me

helps everyone

accepts my faults

respects my opinions

has the same interests as me

has a sense of humour

He/She is/looks/seems ...

lively

selfish

jealous

strict

shy

hard-working

He/She is ...

hard-working/creative, etc.

Why do you admire this person?

I admire (Stromae/Malala, etc.)

because he/she ...

worked/has worked very hard

acted/has acted in lots of films

won/has won lots of races

gave/has given money to

good causes

fought/has fought his/  
her problems

I would like to be like him/her.



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honnête  
modeste  
optimiste

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In my opinion ...  
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funny  
loyal  
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kind  
honest  
modest  
optimistic

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I bicker with ...  
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older/younger sister

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patient(e)  
sensible  
sympa

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mes secrets  
discute de tout avec moi  
aide tout le monde  
accepte mes imperfections  
respecte mes opinions  
a les mêmes centres d'intérêt  
que moi  
a le sens de l'humour

Il/Elle est/a l'air/semble ...

dynamique  
égoïste  
jaloux/-euse  
sévère  
timide  
travailleur/-euse

Il/Elle est ...  
travailleur/-euse/créatif/-ive, etc.  
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together.

We talk about everything.  
We eat together at a fast-food

patient  
sensitive  
nice

A good friend ...  
listens to my problems/secrets  
talks about everything with me  
helps everyone  
accepts my faults  
respects my opinions  
has the same interests as me  
has a sense of humour

He/She is/looks/seems ...

lively  
selfish  
jealous  
strict  
shy  
hard-working

He/She is ...  
hard-working/creative, etc.  
Why do you admire this person?

I admire (Stromae/Malala, etc.)  
because he/she ...  
worked/has worked very hard  
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won/has won lots of races  
gave/has given money to  
good causes  
fought/has fought his/  
her problems

I would like to be like him/her.



## BIG QUESTIONS

## 1. Qu'est-ce qu'il y a dans ta ville?

*What is there in your town?*

## 2. Où est le/la...?

*Where is the...?*

## 3. Qu'est-ce que tu fais en ville?

*What do you do in town?*

## 4. FUTURE: Qu'est-ce que tu vas faire?

*What are you going to do?*

## 5. Tu veux venir?

*Do you want to come?*

## 6. PAST: Qu'est-ce que tu as fait hier?

*What did you do yesterday?*

## 7. PAST: C'était comment?

*What was it like?*

## 8. Que fais-tu normalement?

*What do you do normally?*

## En ville

la boîte de nuit  
le bowling  
le café  
le centre commercial  
le cinéma  
les magasins  
la patinoire

## In town

night club  
bowling alley  
cafe  
shopping centre  
cinema  
shops  
ice rink

la piscine  
la plage  
le théâtre  
dans  
derrière  
devant  
entre

swimming pool  
beach  
theatre  
in  
behind  
in front of  
between

## Quand?

aujourd'hui  
demain  
ce/demain matin  
cet/demain après-midi

## When?

today  
tomorrow  
this/tomorrow morning  
this/tomorrow afternoon

ce/demain soir  
lundi matin  
samedi soir

this/tomorrow evening  
on Monday morning  
on Saturday night

## On va sortir

Je vais ...  
aller à un match/au bowling  
aller au cinéma/à la piscine

## Going out

I am going ...  
to go to a match/the bowling alley  
to go to the cinema/the swimming pool

voir un spectacle  
faire du patin à glace/du skate  
faire les magasins  
jouer à des jeux vidéo  
Tu veux venir?

to see a show  
to go ice skating/skateboarding  
to go shopping  
to play video games  
Do you want to come?

## Les questions

Quand?  
Avec qui?  
On y va comment?

## Questions

When?  
With who(m)?  
How are we getting there?

On se retrouve où?  
On se retrouve à quelle heure?

Where shall we meet?  
At what time shall we meet?

## Une sortie

J'ai contacté un copain/une copine.  
J'ai quitté la maison.  
J'ai raté le bus.  
Je suis allé(e) en ville.  
J'ai écouté de la musique.  
J'ai retrouvé mon copain/ma copine.

## An outing

I contacted a friend.  
I left the house.  
I missed the bus.  
I went into town.  
I listened to music.  
I met up with my friend.

J'ai discuté avec mon copain/  
ma copine.  
J'ai mangé un sandwich.  
J'ai acheté des vêtements.  
C'était super.  
J'ai passé une très bonne journée.

I talked to my friend.  
I ate a sandwich.  
I bought some clothes.  
It was great.  
I had a very good day.

## Les mots essentiels






très  
assez  
mais  
ou  
où  
hier

## High-frequency words

very  
quite  
but  
or  
where  
yesterday

d'abord  
puis  
ensuite  
après  
plus tard  
le soir

first of all  
then  
next  
afterwards  
later  
in the evening

<h3>Definite and Indefinite articles</h3> <p> When you are speaking or writing, be careful to use 'a' and 'the' correctly.</p> <p>Il y a <b>un</b> café dans <b>le</b> cinéma. There is <b>a</b> cafe in <b>the</b> cinema.</p> <table><tr><td></td><td><b>masculine</b></td><td><b>feminine</b></td><td><b>plural</b></td></tr><tr><td>'the'</td><td><i>le</i></td><td><i>la</i></td><td><i>les</i></td></tr><tr><td>'a' or 'some' (pl)</td><td><i>un</i></td><td><i>une</i></td><td><i>des</i></td></tr></table> <p>If a noun begins with a vowel or <i>h</i>, <b>le</b> or <b>la</b> shortens to <b>l'</b>, e.g. <b>l'église</b> (the church).</p>		<b>masculine</b>	<b>feminine</b>	<b>plural</b>	'the'	<i>le</i>	<i>la</i>	<i>les</i>	'a' or 'some' (pl)	<i>un</i>	<i>une</i>	<i>des</i>	<h3>Time</h3> <p> <b>Point culture</b></p> <p>French speakers use the 24-hour clock much more than English speakers, so don't be surprised if you see or hear times like 19h30 (<i>dix-neuf heures trente</i>) in conversations. If you have to write a time like 20h30 in English, you can write it as 8.30 p.m. or 20:30.</p> <p><b>Il est huit heures. It is 8 o'clock.</b> <b>à 8 heures/20 heures at 8 o'clock</b></p>	<h3>The near future tense</h3> <p>The near future tense is formed with the verb <i>aller</i> followed by an <b>infinitive</b>.</p> <table><tr><td>je vais</td><td><b>aller</b> à un match/au bowling/</td></tr><tr><td>tu vas</td><td>au cinéma/à la piscine</td></tr><tr><td>il/elle/on va</td><td><b>voir</b> un spectacle</td></tr><tr><td>nous allons</td><td><b>faire</b> du patin à glace/du skate/</td></tr><tr><td>vous allez</td><td>les magasins</td></tr><tr><td>ils/elles vont</td><td><b>jouer</b> à des jeux vidéo</td></tr></table> <p>To say what it is going to be like, use <i>ça va être</i> + adjective. <b>Ça va être super!</b> It's going to be great!</p>	je vais	<b>aller</b> à un match/au bowling/	tu vas	au cinéma/à la piscine	il/elle/on va	<b>voir</b> un spectacle	nous allons	<b>faire</b> du patin à glace/du skate/	vous allez	les magasins	ils/elles vont	<b>jouer</b> à des jeux vidéo	<h2>Homework Links</h2> <p>Most of your homework in MFL will require you to revise vocabulary and grammar to effectively understand and produce high quality language.</p> <p><u><b>Skills</b></u></p> <p>Aiming to add the following skills to your language will help you hugely with this topic and the exams:</p> <ul style="list-style-type: none"><li>- Definite and indefinite articles</li><li>- Prepositions</li><li>- How to say the time</li><li>- The verb <i>aller</i></li><li>- The preposition <i>à</i></li><li>- The near future tense</li><li>- Asking questions</li><li>- Giving opinions using <i>ça va être</i> + adjective</li><li>- The perfect tense</li><li>- Using <i>c'était</i></li><li>- Using context to work out meaning</li></ul> <p><u><b>Writing</b></u></p> <p>Below is an example of the kind of points you will need to address in written tasks for this topic:</p> <ul style="list-style-type: none"><li>- Ce que tu as fait récemment avec tes amis</li><li>- Tes projets pour le week-end prochain avec tes amis</li><li>- Ta ville</li></ul>
	<b>masculine</b>	<b>feminine</b>	<b>plural</b>																								
'the'	<i>le</i>	<i>la</i>	<i>les</i>																								
'a' or 'some' (pl)	<i>un</i>	<i>une</i>	<i>des</i>																								
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nous allons	<b>faire</b> du patin à glace/du skate/																										
vous allez	les magasins																										
ils/elles vont	<b>jouer</b> à des jeux vidéo																										
<h3>The preposition à</h3> <p>The preposition <b>à</b> means 'at' or 'to'.</p> <p>à + <b>le</b> → <b>au</b>, e.g. <b>au</b> cinéma (at/to the cinema) à + <b>les</b> → <b>aux</b>, e.g. <b>aux</b> magasins (at/to the shops) <b>à 8 heures/20 heures</b> (at 8 o'clock)</p>																											
<h3>Useful time phrases</h3> <table><tr><td>aujourd'hui</td><td>today</td></tr><tr><td>demain</td><td>tomorrow</td></tr><tr><td>ce/demain matin</td><td>this/tomorrow morning</td></tr><tr><td>cet/demain après-midi</td><td>this/tomorrow afternoon</td></tr><tr><td>ce/demain soir</td><td>this/tomorrow evening</td></tr><tr><td>lundi matin/samedi soir</td><td>on Monday morning/on Saturday night</td></tr></table>		aujourd'hui	today	demain	tomorrow	ce/demain matin	this/tomorrow morning	cet/demain après-midi	this/tomorrow afternoon	ce/demain soir	this/tomorrow evening	lundi matin/samedi soir	on Monday morning/on Saturday night	<h3>Asking questions</h3> <p>To make a statement into a question, make your voice go up at the end of the sentence.</p> <p><i>Tu veux venir?</i> Do you want to come?</p> <p>To make a question using a question word, you can put the question word at the end and make your voice go up.</p> <p><i>Tu vas aller au cinéma comment?</i></p> <p><b>How</b> are you going to go to the cinema?</p> <p>Question words include these:</p> <p><i>où?</i> where? <i>qui?</i> who? <i>à quelle heure?</i> at what time? <i>quand?</i> when? <i>comment?</i> how?</p>													
aujourd'hui	today																										
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<h3>Pronunciation tips</h3>		 Make sure there is a clear difference between the way you pronounce <b>je</b> and <b>j'ai</b> . Also make sure you pronounce the sound <b>é</b> correctly.																									
<h3>More useful prepositions</h3> <table><tr><td><i>dans</i></td><td>in</td></tr><tr><td><i>derrière</i></td><td>behind</td></tr><tr><td><i>devant</i></td><td>in front of</td></tr><tr><td><i>entre</i></td><td>between</td></tr></table>	<i>dans</i>	in	<i>derrière</i>	behind	<i>devant</i>	in front of	<i>entre</i>	between	<h3>The perfect tense</h3> <p> Remember, each perfect tense verb has two parts:</p> <p><b>j'ai</b> or <b>je suis</b> + a past participle with <b>é</b> on the end.</p> <p>Make sure you use both parts!</p> <p>You use the <b>perfect tense</b> to talk about what you <b>did</b> or <b>have done</b>.</p> <p>For most verbs, you use the <i>je</i> form of <b>avoir</b> (<b>j'ai</b>) followed by a <b>past participle</b>.</p> <p>For <i>-er</i> verbs, the past participle has <i>-é</i> on the end: <i>mangé/contacté/discuté</i>. <i>j'ai contacté</i> I contacted</p> <p>The verb <i>aller</i> (to go) is different. It uses <b>être</b> instead of <i>avoir</i>. <i>je suis allé(e)</i> I went</p> <p>Add the extra <i>-e</i> if you are a girl.</p>																		
<i>dans</i>	in																										
<i>derrière</i>	behind																										
<i>devant</i>	in front of																										
<i>entre</i>	between																										
<div><div></div><div><p>This term: <b>Module 1 – Studio Edexcel GCSE French (foundation)</b></p><p>lesson to prepare!</p><p><a href="https://www.memrise.com/course/1634713/module-1-studio-edexcel-gcse-french-foundation/">https://www.memrise.com/course/1634713/module-1-studio-edexcel-gcse-french-foundation/</a></p></div><div><p>Use Memrise the day before your</p></div></div>																											



## BIG QUESTIONS

1) **¿Qué haces en tu tiempo libre?**  
*What do you do in your free time?*

2) **¿Qué tiempo haces?**  
*What is the weather like?*

3) **¿Qué haces cuando...?**  
*What do you do when it is...?*

4) **¿Cómo pasas las vacaciones?**  
*How do you spend your holiday?*

5) **¿Cómo prefieres pasar las vacaciones?**  
*How do you prefer to spend your holiday?*

6) **PAST: ¿Adónde fuiste de vacaciones?**  
*Where did you go on holiday?*

7) **PAST: ¿Cuándo fuiste?**  
*When did you go?*

8) **PAST: ¿Qué hiciste?**  
*What did you do?*

**¿Qué haces en verano?**

Compro un montón de revistas.  
Escucho música / la radio.  
Hago deporte / kárate / los deberes / submarinismo.  
Juego a los videojuegos / al baloncesto / al voleibol.  
Monto a caballo / en bici.

**What do you do in summer?**

I buy loads of magazines.  
I listen to music / the radio.  
I do sport / karate / homework / diving.  
I play computer games / basketball / volleyball.  
I go horseriding / cycling.

Nado en el mar.

Salgo con mis amigos / mi hermano/a.

Toco la guitarra / el piano.

Veo la tele / un partido de fútbol.

Voy al parque / a la playa / al centro comercial.

I swim in the sea.

I go out with my friends / my brother / sister.

I play the guitar / the piano.

I watch TV / a football match.

I go to the park / the beach / the shopping centre.

**¿Con qué frecuencia?**

siempre  
a menudo  
todos los días  
a veces  
una vez a la semana  
dos o tres veces a la semana  
casi nunca

**How often?**

always  
often  
every day  
sometimes  
once a week  
two or three times a week  
almost never

nunca

Cuando...

hace buen tiempo

hace mal tiempo

hace calor / frío

hace sol / viento

llueve / nieva

never

When...

it's good weather

it's bad weather

it's hot / cold

it's sunny / windy

it's raining / snowing

**¿Cómo prefieres pasar las vacaciones?**

¿Dónde vives?

Vivo en el...

norte / sur...

este / oeste...

de España / México

de Inglaterra / Escocia

de Gales / Irlanda (del Norte)

Tengo... semanas de vacaciones.

Soy adicto/a a...

Soy un(a) fanático/a de...

ya que / dado que

Prefiero...

**How do you prefer to spend the holidays?**

Where do you live?

I live in the...

north / south...

east / west...

of Spain / Mexico

of England / Scotland

of Wales / (Northern) Ireland

I have... weeks holiday.

I'm addicted to...

I'm a... fan / fanatic

given that / since

I prefer...

Me gusta...

Me encanta / Me mola / Me chifla...

No me gusta (nada)...

Odio...

A (mi padre) le gusta...

estar al aire libre

hacer artes marciales /

deportes acuáticos

ir de compras / de excursión

leer

no hacer nada

tomar el sol

usar el ordenador

ver películas

I like...

I love...

I don't like... (at all)

I hate...

(My dad) likes...

being outdoors

doing martial arts /

water sports

going shopping / on an excursion

reading

doing nothing

sunbathing

using the computer

watching films

**Mis vacaciones ideales**

Prefiero ir de vacaciones en...

primavera / verano / otoño /

invierno

Me gusta ir a la costa / al campo /

a la montaña / a la ciudad

**My ideal holidays**

I prefer going on holiday in...

spring / summer / autumn /

winter

I like going to the coast / countryside /

mountains / city

Prefiero ir a un hotel / un camping /

un apartamento / una casa rural

Es divertido / barato /

interesante / relajante

I prefer going to a hotel / campsite /

apartment / house in the country

It's fun / cheap /

interesting / relaxing

**¿Adónde fuiste de vacaciones? Where did you go on holiday?**

Hace una semana / un mes

Hace dos semanas / meses / años

El año / verano pasado

Fui de vacaciones a...

Francia / Italia / Turquía

¿Con quién fuiste?

Fui...

A week / month ago

Two weeks / months / years ago

Last year / summer

I went on holiday to...

France / Italy / Turkey

Who did you go with?

I went...

con mi familia / insti

con mi mejor amigo/a

solo/a

¿Cómo viajaste?

Viajé...

en autocar / avión

en barco / coche / tren

with my family / school

with my best friend

alone

How did you travel?

I travelled...

by coach / plane

by boat / car / train

## BIG QUESTIONS

## 1. PAST: ¿Qué hiciste?

*What did you do?*

## 2. PAST: ¿Que fue lo mejor de tu visita?

*What was the best thing?*

## 3. PAST: ¿Cómo era?

*How was it?*

## 4. ¿Cuánto cuesta una habitación, por favor?

*How much is a room please?*

## 5. ¿Dígame?

*Hello, can I help?*

## 6. ¿Dónde prefieres pasar las vacaciones?

*Where do you prefer to spend your holiday?*

## 7. ¿Qué te gusta hacer por lo general?

*What do you like to do?*

## 8. PAST: ¿Adónde fuiste de vacaciones el año pasado?

*Where did you go on holiday last year?*

## ¿Qué hiciste?

primero  
luego  
después  
más tarde  
finalmente

Lo mejor / peor fue cuando...  
aprendí a hacer vela  
comí muchos helados  
compré recuerdos  
descansé  
hice esquí / turismo / windsurf

## What did you do?

first  
then  
after  
later  
finally

The best / worst thing was when...  
I learned to sail  
I ate lots of ice creams  
I bought souvenirs  
I rested  
I went skiing / sightseeing / windsurfing

perdí mi móvil  
saqué fotos  
tomé el sol  
tuve un accidente en la playa  
vi un partido en el estadio  
visité el Park Güell  
visité... a pie / en bici / en Segway  
vomité en una montaña rusa  
fuimos al Barrio Gótico  
vimos los barcos en el puerto  
visitamos el Museo Picasso

I lost my mobile phone  
I took photos  
I sunbathed  
I had an accident on the beach  
I saw / watched a match at the stadium  
I visited Park Güell  
I visited... on foot / by bike / by Segway  
I was sick on a roller coaster  
we went to the gothic quarter  
we saw the boats in the port  
we visited the Picasso Museum

## ¿Qué tal lo pasaste?

Lo pasé fenomenal / fatal  
Lo pasé bien / mal  
En mi opinión / Creo que...  
Fue inolvidable / interesante / flipante / horroroso  
¿Qué aburrido / miedo / guay!

## How was it?

I had a great / awful time  
I had a good / bad time  
In my opinion / I think that...  
It was unforgettable / interesting / awesome / awful  
How boring / scary / cool!

¿Qué desastre!  
¿Qué tiempo hizo?  
Hizo buen / mal tiempo.  
Hizo calor / frío.  
Hizo sol / viento.  
Llovió / Nevó.  
excepto el martes, cuando...

What a disaster!  
What was the weather like?  
It was good / bad weather.  
It was hot / cold.  
It was sunny / windy.  
It rained / snowed.  
except for Tuesday, when...

## ¿Dónde te alojaste?

Me alojé / Me quedé...  
en un albergue juvenil / un hotel  
en un parador  
en un camping / una pensión

Estaba...

cerca de la playa  
en el centro de la ciudad  
en el campo

¿Cómo era el hotel?

Era...

un poco / bastante...  
muy / demasiado...  
antiguo/a  
animado/a  
barato/a  
caro/a  
cómodo/a

## Where did you stay?

I stayed...

in a youth hostel / a hotel  
in a state-run luxury hotel  
on a campsite / in a guest house

It was...

near the beach  
in the city centre  
in the country

What was the hotel like?

It was...

a little bit / quite...  
very / too...  
old  
lively  
cheap  
expensive  
comfortable

grande  
lujoso/a  
moderno/a  
pequeño/a  
ruidoso/a  
tranquilo/a

Tenía...

Había...

No tenía ni... ni...

Además, no tenía...

(un) bar  
(un) gimnasio  
(un) restaurante  
(una) cafetería  
(una) discoteca  
(una) piscina climatizada  
(una) sauna  
mucho espacio

big  
luxurious  
modern  
small  
noisy  
quiet

It had...

There was/were...

It had neither... nor...

Furthermore, it didn't have...

a bar  
a gym  
a restaurant  
a café  
a disco  
a heated pool  
a sauna  
lots of space

## Mis vacaciones desastrosas

Por lo general  
Por un lado... por otro lado...  
Sin embargo  
Por eso  
El primer / último día...  
Al día siguiente...  
alquilé una bicicleta  
conocí a mucha gente  
fui a una fiesta  
perdí mis gafas de sol  
visité el pueblo

## My disastrous holiday

In general  
On one hand... on the other hand...  
However  
Therefore / So  
(On) the first / last day...  
On the following day...  
I hired a bicycle  
I met lots of people  
I went to a festival / party  
I lost my sunglasses  
I visited the town / village

cogimos el teleférico  
decidimos acampar  
fuimos de excursión  
Tuve / Tuvimos...  
un retraso / una avería.  
Tuve / Tuvimos que...  
ir a la comisaría.  
llamar a un mecánico.  
Perdí / Perdimos...  
el equipaje / la cartera / las llaves.  
El paisaje era precioso.

we took the cable car  
we decided to camp  
we went on an excursion  
I had / We had...  
a delay / a breakdown.  
I had to / We had to...  
go to the police station.  
call a mechanic.  
I lost / We lost...  
the luggage / the wallet / the keys.  
The landscape was beautiful.



<b>Quisiera reservar...</b> ¿Hay... aire acondicionado? aparcamiento? wifi gratis? (una) tienda de recuerdos? ¿Cuánto cuesta una habitación...? Son... euros por noche. ¿A qué hora se sirve el desayuno? ¿Cuándo está abierto/a el/la...? ¿Hasta qué hora está abierto/a el/la...? ¿Se admiten mascotas?	<b>I would like to book...</b> Is/Are there... air conditioning? parking? free wifi? a gift shop? How much does a... room cost? It's... euros per night. What time is breakfast served? When is the... open? What time is the... open until? Are pets allowed?	Hay un suplemento para perros. Quisiera reservar... una habitación individual / doble con / sin balcón con baño / ducha con vistas al mar con cama de matrimonio con desayuno con media pensión con pensión completa ¿Para cuántas noches? Para... noches del... al... de...	There's a supplement for dogs. I would like to book... a single / double room with / without balcony with a bath / shower with sea view with double bed with breakfast with half board with full board For how many nights? For... nights from the... to the... of...
--	---	--	---

<b>Quiero quejarme</b> Quiero... hablar con el director. cambiar de habitación. un descuento. El aire acondicionado... El ascensor... La ducha... La habitación... La luz... no funciona. está sucio/a.	<b>I want to complain</b> I want... to speak to the manager. to change room. a discount. The air conditioning... The lift... The shower... The room... The light... doesn't work. is dirty.	Hay ratas en la cama. No hay... Necesito... papel higiénico jabón / champú toallas / (un) secador ¿Cuál es el problema? ¿Qué habitación es? ¿Cómo se llama usted? ¿Cómo se escribe? ¿Puede repetir, por favor?	There are rats in the bed. There is no... I need... toilet paper soap / shampoo towels / a hairdryer What's the problem? Which room is it? What are you called? (polite) How do you spell that? Can you repeat, please?
--	--	--	---

Listening out for the word **y** can help you to understand higher numbers:

49	cuarenta <b>y</b> nueve	forty <b>and</b> nine
259	doscientos cincuenta <b>y</b> nueve	two hundred fifty <b>and</b> nine

Take care with numbers over a hundred.

100	cien
110	ciento diez
200	doscientos
500	quinientos

When listening for positive and negative opinions listen for clues such as **lo mejor / lo peor** (the best / worst thing). **Demasiado** (too) usually suggests a negative opinion.

Phrases like **pero** (but), **sin embargo** (however) or **por un lado... por otro lado** (on one hand... on the other hand) may suggest a mixed opinion.

- Use your imagination – don't just say what you can see in the photo!
- Extend your sentences by giving extra details (e.g. when, who with, etc.).
  - Try to use some verbs in the 'we' form.
  - Mention something that went wrong.
  - Try to add an opinion phrase to every answer.
  - Include negative phrases (e.g. *No tenía ni... ni...*).
  - Use the **preterite** for saying what you did (e.g. *Descanśé en...*).
  - Use the **imperfect** for descriptions in the past (e.g. *Era..., Había..., Estaba...*).

Use the **present tense** to say what usually happens.  
**Tomo el sol.**                      **I sunbathe.**

To say what you did in the past you use the **preterite tense**.  
**Fui a la playa.**                      **I went to the beach.**

To describe things in the past you use the **imperfect tense**.  
El hotel **estaba** en la costa.                      The hotel **was** on the coast.  
**Tenía** una piscina.                      It **had** a swimming pool.

<b>era</b>	it was (descriptions)	<b>tenía</b>	it had
<b>estaba</b>	it was (location)	<b>había</b>	there was / were

## Homework Links

Most of your homework in MFL will require you to revise vocabulary and grammar to effectively understand and produce high quality language.

### Skills

Aiming to add the following skills to your language will help you hugely with this topic and the exams:

- Using two past tenses (preterite and imperfect)
- Giving opinions about the past
- Using sequencers
- Using verbs with *usted*
- Understanding higher numbers
- Using the present, preterite and imperfect together
- Identifying positive and negative opinions

### Writing

Below is an example of the kind of points you will need to address in written tasks for this topic:

- Tus opiniones sobre dónde te alojaste
- Qué hiciste
- Cómo prefieres pasar las vacaciones y por qué
- Tus planes para las próximas vacaciones

## Key Vocabulary

Please note: The pupils cover an enormous range of vocabulary in MFL. Every word is a key word.



## ¿Qué hiciste?

primero  
luego  
después  
más tarde  
finalmente  
Lo mejor / peor fue cuando...  
aprendí a hacer vela  
comí muchos helados  
compré recuerdos  
descansé  
hice esquí / turismo / windsurf

## What did you do?

first  
then  
after  
later  
finally  
The best / worst thing was when...  
I learned to sail  
I ate lots of ice creams  
I bought souvenirs  
I rested  
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perdí mi móvil  
saqué fotos  
tomé el sol  
tuve un accidente en la playa  
vi un partido en el estadio  
visité el Park Güell  
visité... a pie / en bici / en Segway  
vomité en una montaña rusa  
fuimos al Barrio Gótico  
vimos los barcos en el puerto  
visitamos el Museo Picasso

I lost my mobile phone  
I took photos  
I sunbathed  
I had an accident on the beach  
I saw / watched a match at the stadium  
I visited Park Güell  
I visited... on foot / by bike / by Segway  
I was sick on a roller coaster  
we went to the gothic quarter  
we saw the boats in the port  
we visited the Picasso Museum

## Present tense

	regular		
	nadar (to swim)	leer (to read)	vivir (to live)
(yo)	nado	leo	vivo
(tú)	nadas	lees	vives
(él/ella/usted)	nada	lee	vive
(nosotros/as)	nadamos	leemos	vivimos
(vosotros/as)	nadáis	leéis	vivís
(ellos/ellas/ustedes)	nadan	leen	viven

Some verbs change their stem: *juego* (jugar – to play)

Some verbs are irregular: **voy** (ir – to go), **hago** (hacer – to do/make), **salgo** (salir – to go out), **veo** (ver – to see/watch)

These key verbs are irregular in the **present tense** (i.e. they don't follow the normal pattern).

	ser (to be)	tener (to have)	ir (to go)
(yo)	soy	tengo	voy
(tú)	eres	tienes	vas
(él/ella/usted)	es	tiene	va
(nosotros/as)	somos	tenemos	vamos
(vosotros/as)	sois	tenéis	vais
(ellos/ellas/ustedes)	son	tienen	van

To write a longer, more interesting piece of work:

Use connectives such as **pero** (but), **sin embargo** (however), **también** (also) and **donde** (where).

Say what you did not do (**No...**).

Include opinion phrases such as **en mi opinión**.

## Preterite tense

Use the **preterite tense** to talk about completed actions in the past.

visitar (to visit)	beber (to drink)	salir (to leave / to go out)	irregular verbs ir (to go) ser (to be)
visité	bebí	salí	fui
visitaste	bebiste	saliste	fuiste
visitó	bebió	salíó	fue
visitamos	bebimos	salimos	fuimos
visitasteis	bebisteis	salisteis	fuisteis
visitaron	bebieron	salieron	fueron

Other irregular verbs in the preterite include:

**hacer** (hice – I did / made) and **ver** (vi – I saw / watched).

## Opinions

The verbs *gustar*, *encantar*, *chiflar* and *molar* all work like this:

**Me gusta bailar.** I like **dancing**.  
**Te gusta leer.** You (singular) like **reading**.  
**Le gusta comer.** He/She likes **eating**.

If you use a **noun** you need to add the word **a**:

**A mi padre le chifla cocinar.** My Dad loves **cooking**.

Prefiero	hacer	deportes acuáticos
Me gusta		artes marciales
Me chifla	ir	de compras
Me encanta		al parque
Me mola		a la playa
No me gusta	ver	películas
Odio	estar	al aire libre
	usar	el ordenador

## Homework Links

Most of your homework in MFL will require you to revise vocabulary and grammar to effectively understand and produce high quality language.

### Skills

Aiming to add the following skills to your language will help you hugely with this topic and the exams:

- Regular verbs in the present tense
- Connectives
- Irregular verbs in the present tense
- Opinions
- Question words
- Preterite tense (regular verbs)
- Preterite tense (ser / ir)
- Negatives

### Writing

Below is an example of the kind of points you will need to address in written tasks for this topic:

- Tus opiniones sobre dónde te alojaste
- Qué hiciste
- Cómo prefieres pasar las vacaciones y por qué

## Key Vocabulary

Please note: The pupils cover an enormous range of vocabulary in MFL. Every word is a key word.



This term: **Viva GCSE Foundation Mod 1**

<https://www.memrise.com/course/1965377/viva-gcse-foundation-mod-1/>

Use Memrise the day before your lesson to prepare!

## BIG QUESTIONS

To be able to understand -

- ✓ How can parents-to-be prepare for pregnancy?
- ✓ Why is it important for mothers-to-be to attend antenatal care?
- ✓ Why is it important to understand the three stages of birth?
- ✓ How do we care for newborn babies?
- ✓ What do we mean by the physical, social and emotional needs of a newborn?
- ✓ What is postnatal care?



## Preparation for pregnancy and birth

Learners need to understand the antenatal provision that is available to all expectant mothers

### **Antenatal provision**

1. Routine checks in pregnancy carried out at:

- a) the first antenatal visit - blood group, rhesus factor, rubella, haemoglobin, hepatitis B
- b) Carried out at every antenatal visit - blood pressure, urine test, abdominal exam
- c) Specialist tests not carried out at routine visits - ultrasound scan, amniocentesis, CVS

2. The role of health professionals

### Preparation for the birth of the new baby

- a) The process of birth - the onset of labour, stages of labour, pain relief in labour
- b) Complications in labour - induction of labour, premature labour, forceps delivery, caesarean section
- c) The role of the father in labour

### Postnatal care

- a) Help and support - midwife, health visitor, GP, father/partner
- b) Postnatal depression - baby blues, postnatal depression



### BIG QUESTIONS

To be able to understand -

- ✓ How can parents-to-be prepare for pregnancy?
- ✓ Why is it important for the mother-to-be to attend antenatal care?
- ✓ Why is it important to understand the three stages of birth?
- ✓ How do we care for newborn babies?
- ✓ What do we mean by the physical, emotional and social needs of a newborn?
- ✓ What is postnatal care?



### Antenatal care

Learners need to understand the antenatal provision that is available to all expectant mothers

#### **Antenatal - Before birth**

- This is the care provided during pregnancy and is carried out either by an antenatal clinic, a family doctor or community midwife
- At the antenatal clinic the midwife will carry out some routine checks on each visit. These include:

1. Blood pressure
2. Urine
3. Feel mum's tummy

Antenatal classes are available towards the end of the pregnancy for new parents. The new parents will learn different ways to be ready for their new baby:

- Methods of pain relief
- Positions for labour
- Relaxation and breathing exercises
- Breast and bottle feeding
- How to care for the new-born

### Homework

2.2 Design an information sheet about diet for a woman planning to (or in the early stages of ) having a baby.

Include:

- a) Advice about folic acid - what foods is folic acid found in?
- b) The types of food to eat
- c) What foods to avoid
- d) A 3 day suggested diet plan

### Homework Links

Research from the following websites-

- ✓ <https://www.nhs.uk/conditions/infertility/>
- ✓ <https://www.nhs.uk/conditions/infertility/causes/>

### Key Terms

**Reproduction-** The process by which living things create young or offspring.

**Fertilisation** - when an egg and sperm join together in the fallopian tube.

**Conception** - fertilisation of the female ovum (egg) by the male sperm.  
**Antenatal** -the period between conception and birth

**Antenatal** -the period between conception and birth

**Embryo** - a fertilised ovum from conception until the eighth week

**Foetus** - the developing baby from eight weeks until birth

**Postnatal** - the first six weeks following the birth

**Big Questions:**

- What are the rights of individuals using health or social care services
- How can the individual rights of service users be upheld?
- What is legislation and how does it help to maintain individual rights?
- What is a duty of care?
- Why is confidentiality important in health and social care?



Health and social care integration

**Individual rights in health and social care include:**

- To be allowed privacy and confidentiality
- To be treated as an individual and allowed independence
- To be able to take risks and to be allowed choices
- To be allowed access to information about self
- To be treated equally
- To be involved in own care
- To be safe
- To be treated with dignity

**Key Legislation in helping to maintain individual rights includes:**

**Legislation:**

Equality Act 2010

Human rights Act 1998

Mental Health Act 1983

Data Protection Act 2018

Nursing and Residential Care Homes Regulations 2002



## Protected Characteristics under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## Risk assessment

Risks are related to hazards. For example the hazard is the cleaner's bucket at the bottom of the stairs, the risk is that someone could trip and fall over the bucket.

Risk assessments are vital for all service users and should be reviewed and updated regularly.

Being safe is an important part of our individual rights.

Hazard	Who might be harmed?	What is in place to prevent harm?	Is anything else needed?	Who is responsible?	Action required by when?
Falls	Service user, staff, visitors	Areas well lit, no trailing cables	Return all resources to cupboard after use	All staff	Ongoing

## Key Terms:

Empowerment - enabling individuals to take responsibility for their own lives by making informed decisions.

Dignity - a calm and serious manner/style suitable for the situation and treating someone with respect.

Diversity - difference or variety

Empathy - imagining yourself in someone else's position in order to share and understand their emotions.

Sympathy - feeling pity or sorrow for another person's feelings, emotions or distress

Duty of care - responsibility to keep people in our care safe from harm.

Risk assessment - investigating all hazards and offering precautions to prevent harm



Subject: 3D AD

Topic: Grayson Perry Breakfast bowl and spoon

Year: 9

Term: 2

## BIG QUESTIONS

Describe the process of development in artists work.

Explain why primary sources are the richest form of research.

How can Secondary sources enrich the development of 3D ideas?

Show different ways of recording your observations

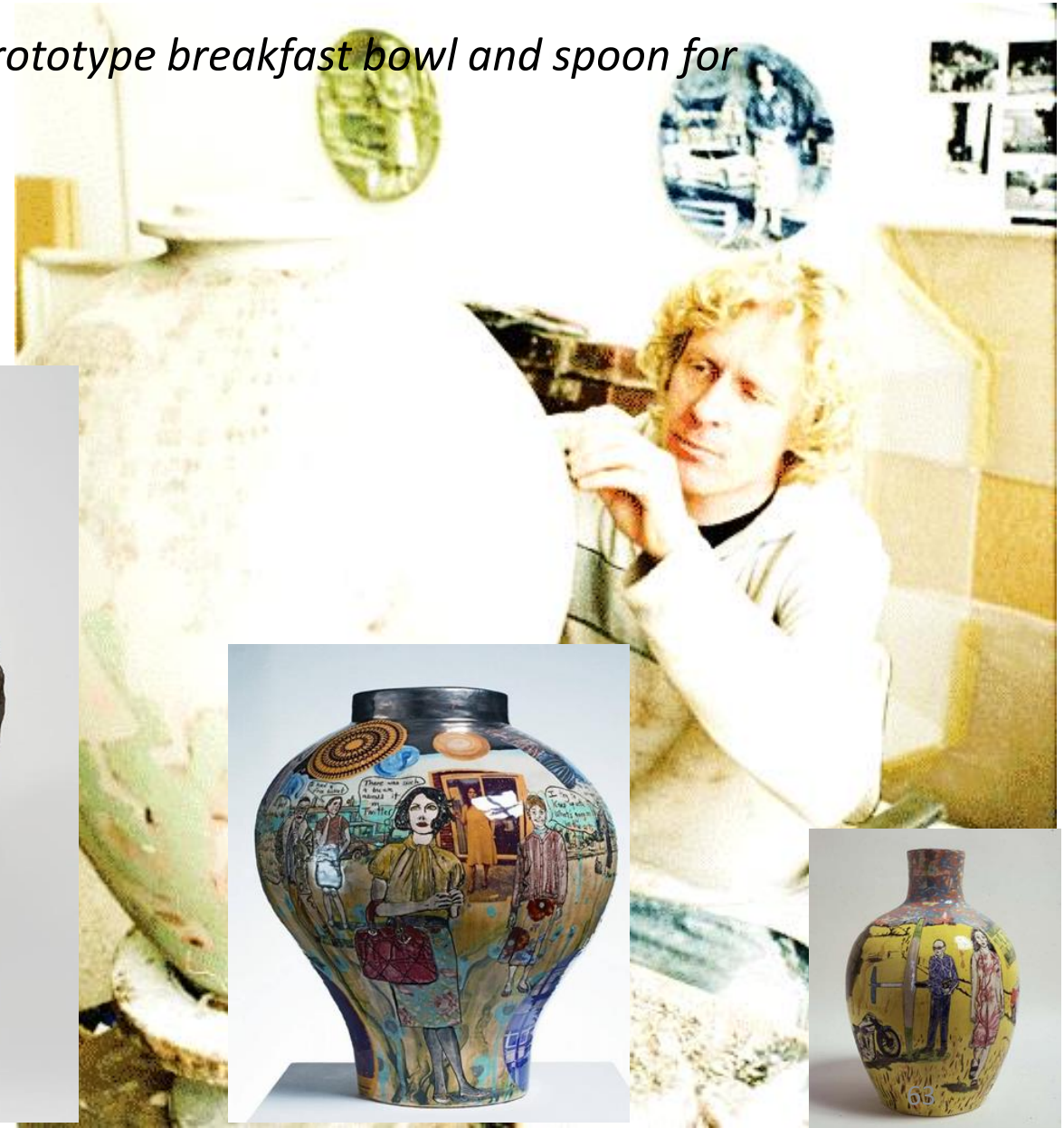
Why should you plan a wide range of ideas before selecting a final one?

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

Why is it important to evaluate?

What is a prototype?

**Client Brief-** Design and make a prototype breakfast bowl and spoon for the artist themed café



## Key Skills

### RECORD

#### I will learn to record...

- images and information appropriate for the bowl theme
- using 2D & 3D media
- using drawing and photography
- building on my knowledge and understanding of how artists/designers use materials and imagery to create meaningful work
- ideas for a bowl inspired by Grayson Perry

### DEVELOP

#### I will learn how to develop...

- my observation skills using a range of media, techniques and processes.
- my knowledge and understanding of 3D styles and techniques
- my drawing and planning skills
- ideas in response to a given theme, linking to artists work.
- my higher order thinking skills

### REFINE

#### I will learn how to...

- select and experiment with a range of 3D media and techniques
- select ideas to adapt and improve e.g. adjustments to size, colour and composition.
- develop a piece of work from one media into another

### EVALUATE

#### I will learn how to...

- analyse and reflect on the development of my own work, through annotation making connections to artists and suggesting ways I could improve.
- evaluate artists using analytical writing skills and forming opinions

### PRESENT OUTCOMES

#### I will learn how to...

Produce one or more finished outcomes in 3D



## Homework Links

*Tasks linked to the theme 'Bowls'*  
(2 hours per cycle)



## Key Vocabulary

*Shape/Clay/Form/Coil/  
Slab/Slip/Join/Texture/  
Relief/Papier-  
mâché/Primary  
Source/Secondary  
Source/Composition/  
Personality/Prototype*

I will be expected to recall keywords learned in previous projects and use them in the appropriate context.

### EVALUATING ARTISTS'/DESIGNERS' WORK

1. Describe the piece of art/design you are looking at
2. What is the name of the artist/designer or type of art/design?
3. What part of the world does the art/design come from?
4. Research and list 5 or more things about the artist/designer?
5. Describe the materials used to make the art/design
6. How has the artist/designer made the work?
7. What is being communicated through the art/design?
8. Which of these words best describes the mood of the picture/artefact?  
EMOTIONAL/POWERFUL/HUMEROUS/USEFUL/SERIOUS/BUSY/SLOW/PEACEFUL/WARM/COLD/HAPPY/SAD/CALM/INTENSE/ SCARY can you think of any other words?
9. What do you like or dislike about the picture/artefact? Explain your reasons...

### ANNOTATING YOUR OWN WORK

- In this piece of work I was trying to...
- The artist/designer that has influenced my work is...
- In my work I used the technique of...
- The source I have used is...
- The media I have used is...
- I like this piece because...
- My idea links to the brief because...
- I can improve this piece by...
- Next, I'm going to.....

**Annotate means to explain your own creations**

**Artist evaluation is when you write about the artist**

**Project evaluation is written about the whole project at the end**

### END OF PROJECT EVALUATION

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



## Big Questions

### PSHE

Drugs, risks and the law – what do I need to know?

What are the legal classifications for drugs in the UK and what are the penalties?

Can I identify risks (legal/health)?

What are my opinions on illegal drug use in the UK?

Why is smoking so bad for us and why must we try to avoid second hand smoke?

Why do people drink alcohol? Do I know the units?

### WPD

What are British Values?




What are the Protected Characteristics?

What is court and what are the different types in the UK?

How does sentencing work?

### House Christmas craft competition

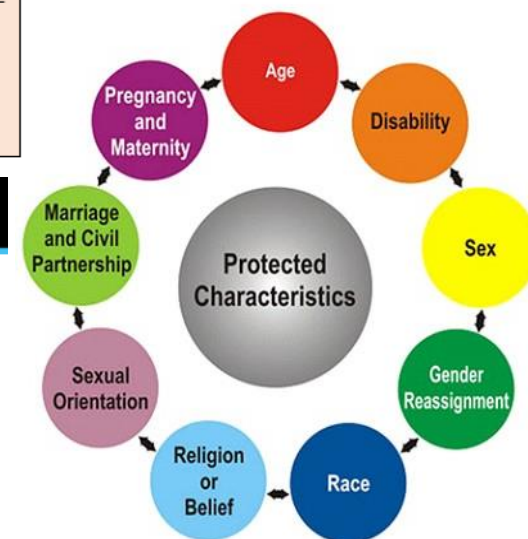
Create at least one craft item that is in the colour of your house. This could be any craft that is not perishable such as knitting/crochet, sewing, clay, origami, jewellery, items made from wood/plastic, Christmas cards, soap, candles and so on. The item must be fit for sale as all items will be sold to raise money for charity. The house that produces the most items for sale will win and receive house points. The best craft item produced will win that student additional house points and a prize. Deadline for submissions (to Mrs Green please) is Monday 5th December. The craft sale will be in the last week of term. More details to follow by student email this term.

<p>2</p> 	<p><b>Health and Wellbeing</b> D.A.T.E – Drugs, alcohol and tobacco education</p> <ul style="list-style-type: none"> <li>Drugs, risks and the law</li> <li>Legal classifications in the UK</li> <li>Penalties</li> <li>Identifying risks – legal/health</li> <li>Smoking/second hand smoke – damage to the body</li> <li>Alcohol – units and the law; teen attitudes</li> </ul>		<p><b>Wider Personal Development</b> <b>Rule of Law:</b></p> <ul style="list-style-type: none"> <li>The Protected Characteristics</li> <li>Equality Act 2010</li> <li>The court system and structure</li> <li>Sentencing – judges and magistrates/types of sentences</li> <li>Factors that influence sentencing</li> <li>You be the judge: Robbery/Mugging</li> <li>Responsible citizens</li> </ul>		<p><b>Careers Employability Skills Builder:</b> <b>Aiming High</b> <b>Industry Focus – Financial Services</b></p> <ul style="list-style-type: none"> <li>Goal setting</li> <li>Ordering and prioritising tasks to achieve goals</li> <li>Securing resource to achieve goals</li> <li>Setting goals and planning to involve others in the best way</li> <li>Financial services</li> <li>Why aiming high is important in the financial services</li> </ul>
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## TYPES OF DRUGS

Caffeine	Cocaine	Heroin	Cannabis	Crack Cocaine	Amphetamines	Ecstasy
<b>Caffeine</b> is a naturally occurring chemical stimulant called trimethylxanthine. In its pure <b>form</b> , <b>caffeine</b> is a white crystalline powder that tastes very bitter. <b>Caffeine</b> is in tea, coffee, chocolate, many soft drinks, and pain relievers and other over-the-counter medications.	The <b>hydrochloride</b> salt is usually in a powdered form by the time it makes it to street dealers and users. The texture is similar to baby powder. In fact, it is so similar that many dealers will cut their coke with baby powder in order to increase their profits. The color can range from a clear white to an off-white, and sometimes even a yellowish color.	In its purest form, heroin is a fine white powder. But more often, it is found to be rose gray, brown or black in color. The coloring comes from additives which have been used to dilute it, which can include sugar, caffeine or other substances. Street heroin is sometimes "cut" with strychnine <sup>1</sup> or other poisons.	Soft black resin, furry green leaves dried to look like herbs or hard brown lumps, cannabis can look very different depending on its type – but it all comes from cannabis plants.	<b>Crack cocaine</b> is a purer form of cocaine and looks somewhat like rocks. Most of the time, crack cocaine is off-white in color, but it can have a rosy hue that makes it appear pink.	It's usually an off-white or pinkish powder and can sometimes look like crystals. It's also available in a paste form which is usually white/grey or brown in colour, and can be damp and gritty.	Ecstasy comes in pill or powder form. Ecstasy pills can be white, coloured, round, square or pressed into any shape. Some pills have designs stamped into them, like well known company logos that the pills are then named after. Ecstasy powder looks like white/grey crystals and is called MDMA, mandy or MD.
Alcohol	Inhalants	Tobacco	LSD		Magic Mushrooms	Steroids
While some drinks have more alcohol than others, the type of alcohol in all alcoholic drinks is the same – it's a type of alcohol called ethanol. Alcohol is a colourless, odourless and inflammable fluid.	The term <b>inhalants</b> refers to the various substances that people typically take only by inhaling. These substances include solvents (liquids that become gas at room temperature), aerosol sprays; gases; nitrites (prescription medicines for chest pain)	Tobacco is a plant grown for its leaves, which are dried and fermented before being put in tobacco products. People can smoke, chew, or sniff tobacco. Smoked tobacco products include cigarettes, cigars, bidis, and kreteks. Some people also smoke loose tobacco in a pipe or hookah (water pipe). Chewed tobacco products include chewing tobacco, snuff, dip, and snus; snuff can also be sniffed.	It is produced in crystal form laboratories, mainly in the United States. These crystals are converted to a liquid for distribution. It is odorless, colorless, and has a slightly bitter taste. LSD is sold on the street in small tablets ("microdots"), capsules or gelatin squares ("window panes"). It is sometimes added to absorbent paper, which is then divided into small squares decorated with designs or cartoon characters ("loony toons"). Occasionally it is sold in liquid form.		Magic mushrooms are often sold raw or dried. In the UK, the most common types are liberty caps ( <i>Psilocybe semilanceata</i> ) and fly agaric ( <i>Amanita muscaria</i> ). Liberty caps look like small tan-coloured mushrooms. Fly agarics look like red and white spotted toadstools	Anabolic steroids come in the form of tablets, capsules, a solution for injection and a cream or gel to rub into the skin. Weightlifters and bodybuilders who use steroids often take doses that are up to 100 times greater than those used to treat medical conditions.

**Careers:**  
**Employability Focus during**  
**form time – Aiming High**  
**Careers Event – Industry**  
**Specific Careers Event**



## WHAT ARE BRITISH VALUES?



- \*Democracy
- \*The rule of law
- \*Individual liberty
- \*Mutual respect
- \*Tolerance of those with different faiths and beliefs.