Woldgate School

Of great merit, character and value

Year 7 Knowledge Book

Summer Term

Wonder Learning Partnership

Educate | Empower | Engage | Enrich

Wonder
Institute of Education
Educate | Empower | Engage | Enrich

GCSE EXAMINATIONS

Final piece produced under exam conditions (10 hours)
Component 2

YEAR 11

SUMMER
Planning for the final piece
Work produced in the style of the artists
Artist research and critical analysis.
Externally Set Assignment (40% of GCSE)
SPRING
Sampling and mock-up for the final piece
Recording – drawings and paintings produced based on the resources collected earlier.
Collection of resources - using both primary and secondary sources
Final assessment of component 1 (coursework)
AUTUMN
Final piece produced
Planning for zoomed in section of final piece to explore refinement skills
Coursework re-visited and improved/developed further

YEAR 10

SUMMER
Developed planning for final piece
Mock-up for final piece
Work produced in the style of the artists 2
Recording – drawings and paintings produced based on the resources collected earlier.
Digital manipulation work and experimental work
SPRING
Planning for final piece
Work produced in the style of the artists 1
Lorem ipsum
Researching artists and analysing their work
Planning a final piece
Personal Choice Project – introduction
Personal Choice Project
AUTUMN
Work in the style of the artists
Creating a final piece and a review
A personal selection is made for a project that will be sustained for more than 20 weeks.
Collection of resources – using both primary and secondary sources
Artist research and critical analysis. This enables a greater understanding of the work of others and embeds links between their work and that of the pupil.

YEAR 9

SUMMER
Packaging Project (Whitehead and Graham)
A short project (2/2) to develop confidence and understanding of the basic structure of an art project
Creating a Landscape final piece and a review
Work in the style of the artists
A short project (1/2) to develop confidence and understanding of the basic structure of an art project
Development work 2. Mastering several texture and 3D techniques such as card relief and clay modelling.
Mastering a variety of drawing materials, techniques and processes looking at colour and tone.
SPRING
Planning a Landscape final piece
Researching artists and analysing their work
Landscape Project (Dodge and Mullan)
Development work 1. Mastering several printing techniques such as mono, press, emulsion and screen.
Exploring photography as a method of recording natural forms (Blincoe).
Mastering a variety of drawing materials, techniques and processes looking at B/W and tone
AUTUMN
Portraits (Contemporary – Loui Jover and Barbara Kruger)
Exploring art with messages and political commentary.
Lorem ipsum
START OF GCSE
Workshops (Natural Forms)
Exploring photography as a method of recording natural forms (Blossfeldt).
Re-visiting skills to improve confidence and independence

YEAR 8

SUMMER
Mastering the grid technique for drawing portraits
Combining text and images to create surreal portrait.
Close-up studies of seedheads
Seed heads (Angie Lewin, Blaxill)
Mastering selective layering technique
Andy Warhol-style "Toy" print
Developing mono-printing skills
SPRING
Exploring layered composition and pattern using mixed-media and / or clay
Exploring observation drawing. Mastering surface texture.
Mastering all previous skills (layers, mixed-media, typography)
Jasper Johns-style layered "Numbers" piece using mixed media
Developing oil pastel skills
Lichtenstein-style "sound burst" painting
AUTUMN
Mastering colour theory and colour mixing
Watercolour fish painting
African Pattern (contemporary)
Exploring the work of others and making connections through understanding
Developing existing colour mixing and painting skills
Fish Painting (Aleah Koury, MC Escher)
Mastering aerial perspective
Exploring watercolour painting techniques
Mastering independent design – tessalations
Mastering planning and independent composition-making
Pop Art (Roy Lichtenstein, Andy Warhol, Jasper Johns)
Exploring fonts, typography and onomatopoeia
Developing compositional layering skills

YEAR 7

SUMMER
Exploring 3D lettering with one point and two point perspective.
Mastering the illusion of depth
Exploring surface texture and tone on more complex objects (tools) (J Dine)
Exploring reflections and distortions on bottles and glasses (Morandi)
Exploring stacking and overlapping shapes
SPRING
Exploring 3D shapes with one point perspective.
Perspective (Van Gogh, LS Lowry)
Mastering biro cross-hatching techniques
Exploring complex compositions
Shading, blending and plotting shadows
AUTUMN
Baseline Test to establish skills
Still Life (B Hepworth, G Morandi, J Dine)
Exploring 3D shapes and form. Mastering pencil shading

ART

Woldgate School
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The Formal Elements In Art and Design

- LINE
- TONE
- SHAPE & FORM
- COLOUR
- TEXTURE
- PATTERN

Aleah Koury

Contemporary American artist that uses watercolour in a very soft and delicate way to show detail and colour in his work. He uses complementary colours to show contrast

Can you name 2 complementary colours?

How do you darken a colour?

YEAR 7 FISH PROJECT KNOWLEDGE ORGANISER

ARTISTS EXPLORED THROUGH CLASSWORK & HOMEWORK

Key Words

Complementary
colours opposite each other on the colour wheel and used to darken a colour.
Colour Wash
2 primary colours mixed together (purple, green, orange).
Harmonious
colours sit beside each other on the colour wheel (red orange)
Analogous
the color grouping has similarities. These color scheme types have close relationships to one another. Here are a few examples of analogous color schemes: Yellow, yellow-green, green. Violet, red-violet, and red.
Warm & Cool Colours
Warm: Red Orange Yellow and Red-Purple. Cool: Blue Geen Purple and Yellow-Green.
Monochromatic colours
single colour scheme varying in shades and tints
Wet-on-wet
Applying wet paint on to a wet surface.
Ariel View
to any view from a great height, even at a wide angle, as for example when looking sideways from an airplane window or from a mountain top.
Birds Eye View
a general view from above
Movement
colour, line, shape and composition, to create an illusion of motion or dynamism in a two-dimensional artwork

ALEAH KOURY (1952-)
AMERICAN CONTEMPORARY IMPRESSIONIST ARTIST
KOI (UNKNOWN)

HENRI MATISSE (1869-1954)
FRENCH ARTIST
THE GOLDFISH (1912)

MIKE SAVLEN (1963-)
AMERICAN EXPRESSIONIST ARTIST
EXPRESSIONIST PERMIT (2021)

ASSESSMENT: FISH PAINTING

Always put the 3 primary colours on the colour wheel first, then half-way between the primaries, place the 3 secondaries. The tertiary colours fill in the remaining gaps. Add white to create the lighter hues in the central circle.

Challenge Questions:
What does working wet-on-wet do to the paint? How can you paint highlights (2 different ways)? Why do we layer watercolour paint? Why are there different sizes and shapes of paint brush?

The Formal Elements In Art and Design

- LINE
- TONE
- SHAPE & FORM
- COLOUR
- TEXTURE
- PATTERN

M.C. ESCHER

Maurits Cornelis **Escher** was a Dutch graphic artist who made mathematically inspired woodcuts, lithographs, and mezzotints.

What is Tessellation? What subject uses tessellation?

YEAR 7 FISH PROJECT KNOWLEDGE ORGANISER

ARTISTS EXPLORED THROUGH CLASSWORK & HOMEWORK

Key Words

Pattern
A repeated decorative design.
Reflection
A mirror image.
Repetition
A shape or design repeated multiple times.
Rotation
The movement of something like a shape through 90 degrees or more.
Tessellation
An arrangement of shapes closely fitted together in a repeated pattern without gaps or overlapping. Another word used is tiling.
Chroma
the strength or dominance of the hue (colour)
Saturation
refers to the intensity and vividness of colour
Value
defines how light or dark a given colour or hue can be
Tint
any hue or mixture of pure colours to which white is added to lighten it
Shade
Any hue mixed with the opposite colour to darken it

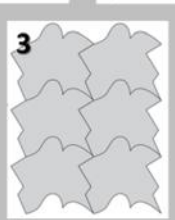
M.C. ESCHER (1898-1972)
DUTCH GRAPHIC ARTIST
BIRD FISH NO. 110 (1961)

ERNST HAECKEL (1834-1919)
GERMAN ZOOLOGIST AND ARTIST
OSTRACIONTES (1904)

PAUL KLEE (1879-1940)
SWISS GERMAN ARTIST
FISH MAGIC (1925)

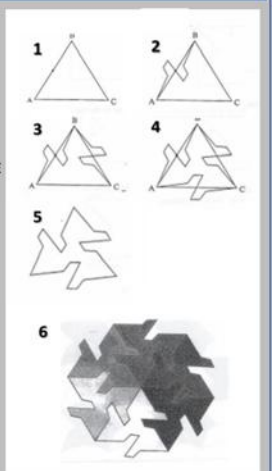
TRANSLATION TESSELLATION
1. CUT ALONG BOTTOM EDGE & TAPE ON TOP EDGE
2. CUT ALONG RIGHT EDGE & TAPE ON THE LEFT EDGE
3. ON A CLEAN PAGE TRACE ROUND YOUR SHAPE (SIDE A)
4. FLIP YOUR SHAPE (SIDE B) MOVE AND TRACE YOUR SHAPE
5. REPEAT FLIPPING & MOVING YOUR SHAPE COVERING THE PAGE

REFLECTION TESSELLATION
1. CUT ALONG BOTTOM EDGE & TAPE ON TOP EDGE
2. CUT ALONG RIGHT EDGE & TAPE ON THE LEFT EDGE
3. ON A CLEAN PAGE TRACE ROUND YOUR SHAPE (SIDE A)
4. FLIP YOUR SHAPE (SIDE B) MOVE AND TRACE YOUR SHAPE
5. REPEAT FLIPPING & MOVING YOUR SHAPE COVERING THE PAGE



ROTATION TESSELLATION
1. CUT ALONG BOTTOM EDGE & TAPE ON TOP EDGE
2. CUT ALONG RIGHT EDGE & TAPE ON THE LEFT EDGE
3. ON A CLEAN PAGE TRACE ROUND YOUR SHAPE (SIDE A)
4. FLIP YOUR SHAPE (SIDE B) MOVE AND TRACE YOUR SHAPE
5. REPEAT FLIPPING & MOVING YOUR SHAPE COVERING THE PAGE

NOW DRAW A BIRD OR ANIMAL TO YOUR SHAPE & ADD COLOUR TO YOUR TESSELLATION



Challenge Questions: How do you create a tessellation pattern? Can you name examples of tessellation patterns?

FISH ARTIST TIMELINE

1500 BC

ACIENT EYGPTIAN WALL PAINTING (1422-1411 BC)
WALL PAINTING OF FISH, TOMB OF MENNA THE SCRIBE, THEBES

17TH CENTURY

CLARA PEETERS (1607-1621)
FLEMISH STILL LIFE PAINTER
STILL LIFE OF FISH AND CAT (1620)

19TH CENTURY

UTAGAWA KUNIYOSHI (1798-1861)
JAPANESE PRINTER AND PAINTER
SAITO ONIWAKAMARU FIGHTS A GIANT CARP AT THE BISHIMON WATERFALL (UNKNOWN)

VINCENT VAN GOGH (1853-1890)
DUTCH POST-IMPRESSIONIST PAINTER
STILL LIFE WITH MACKEREL, LEMONS AND TOMATO (1886)

GUSTAVE COURBET (1819-1877)
FRENCH REALIST PAINTER
THE TROUT (1871)

TSUKIOKA YOSHITSHI (1839-1892)
JAPANESE PRINTMAKER
EARLY WORKS (UNKNOWN)

KATSUSHIKA HOKUSAI (1760-1849)
JAPANESE ARTIST
FISHING BY TOURCHLIGHT IN KAI PROVINCE (1833)

21ST CENTURY

MIKE SAVLEN (1963-)
AMERICAN EXPRESSIONIST ARTIST
EXPRESSIONIST PERMIT (2021)

YUSEI NAGASHIMA (UNKNOWN)
JAPANESE PAINTER
LETHRINUS NEBULOSUS (UNKNOWN)

ANDREA LARKO (1984-)
AMERICAN ARTIST
NO TITLE (UNKOWN)

ROBERT DAVIDSON (1946-)
CANADIAN HAIDA HERITAGE ARTIST
FISHERMAN'S DELIGHT (2019)

J VINCENT SCARPACE (1971-2009)
AMERICAN ARTIST
TINY BLUE PILL (UNKNOWN)

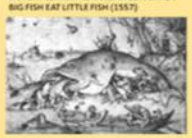
MARCIA BALDWIN (UNKNOWN)
AMERICAN FINE ARTIST
HAPPINESS KOI (2016)

16TH CENTURY

GIUSEPPE ARCIMBOLD (1527-1593)
ITALIAN PAINTER
ADMIRAL STILL LIFE WITH FISH AND SEAFOOD (1583)

ADRIAEN COENEN (1514-1587)
DUTCH ILLUSTRATOR
VISBOEK (1570)

PIETER BRUEGEL THE ELDER (1525-1569)
DUTCH FLEMISH RENAISSANCE PAINTER
BIG FISH EAT LITTLE FISH (1557)



18TH CENTURY

CLARA PEETERS (1607-1621)
FLEMISH STILL LIFE PAINTER
STILL LIFE OF FISH AND CAT (1620)

BIAN SHOUMIN (1684-1752)
CHINESE PAINTER
MANDARIN FISH (UNKNOWN)

ANNE VALLAYER-COSTER (144-1818)
FRENCH ARTIST
A STILL LIFE OF MACKEREL, GLASSWARE, A LOAF OF BREAD AND LEMONS (1787)

JEAN-BAPTISTE-SIMÉON CHARDIN (1699-1779)
FRENCH PAINTER
STILL LIFE WITH CAT AND FISH (1728)

KATSUSHIKA HOKUSAI (1760-1849)
JAPANESE PAINTER & PRINTMAKER
FISH (1795)

20TH CENTURY

TERRY GILECKI (1954-)
BRITISH COLUMBIAN FINE ARTIST
IT'S A SMALL WORLD (UNKNOWN)

HENRI MATISSE (1869-1954)
FRENCH ARTIST
THE GOLDFISH (1912)

KEN SCOTT (UNKNOWN)
AMERICAN TEXTILES DESIGNER
A FISH IS A FISH (1951)

ERNST HAECKEL (1834-1919)
GERMAN ZOOLOGIST AND ARTIST
OSTRACIONTES (1904)

M.C. ESCHER (1898-1972)
DUTCH GRAPHIC ARTIST
BIRD FISH NO. 110 (1961)

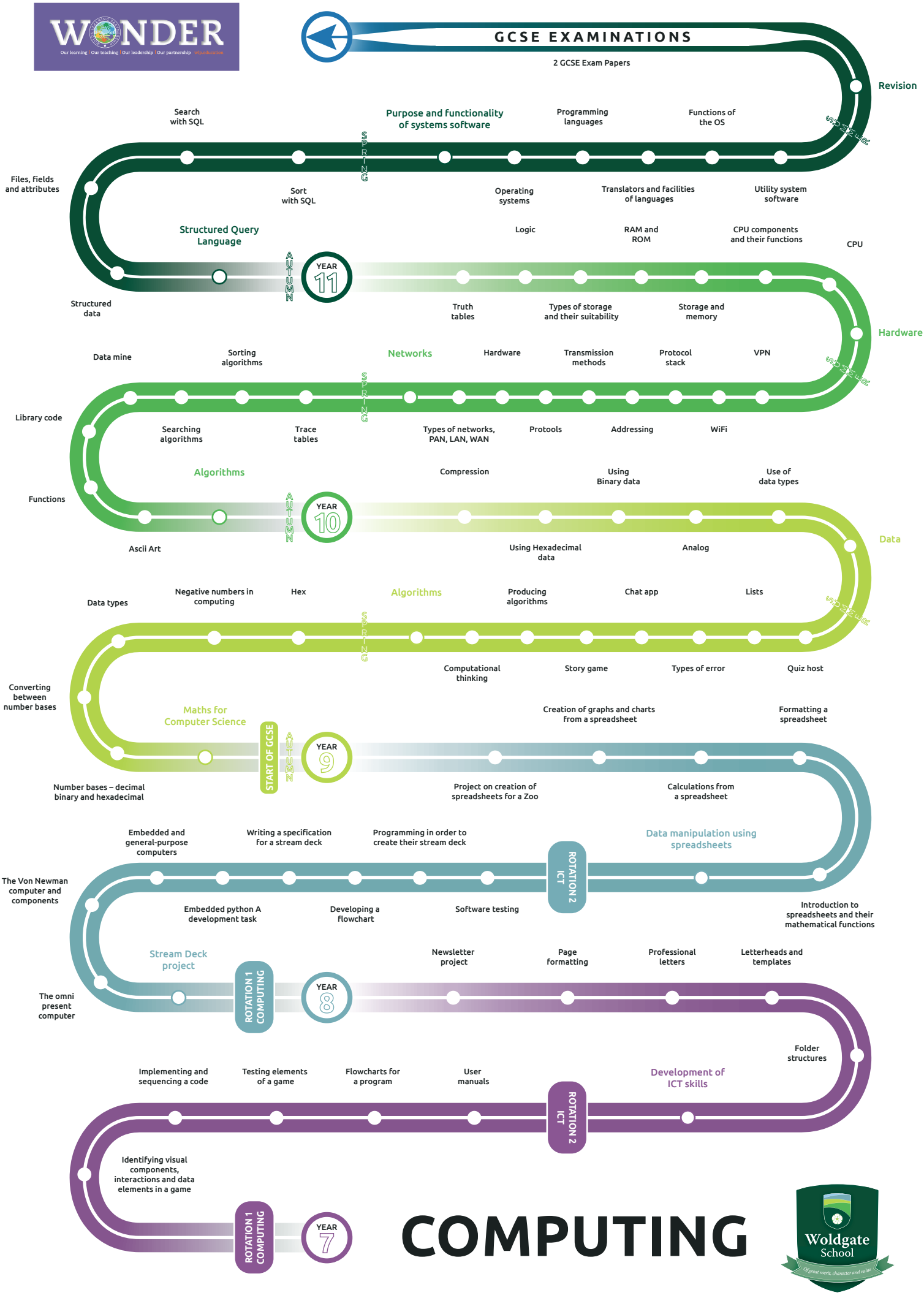
PAUL KLEE (1879-1940)
SWISS GERMAN ARTIST
FISH MAGIC (1925)

CLIFFORD POSSUM TJAPALTJARRI (1932-2002)
AUSTRALIAN ABORIGINAL PAINTER
FISH AND HONEY DREAMING (UNKNOWN)

ABDUL HALIM RADWI (1939-2006)
SAUDI ARTIST
STILL LIFE WITH FISH (1975)

PABLITA VELARDE (1918-2006)
AMERICAN PAINTER
EARTH (1980)

ALEAH KOURY (1952-)
AMERICAN CONTEMPORARY IMPRESSIONISM ARTIST
KOI (UNKOWN)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GCSE EXAMINATIONS
2 GCSE Exam Papers
Revision
SUMMER
Search with SQL
Purpose and functionality of systems software
Programming languages
Functions of the OS
SPRING
Files, fields and attributes
Sort with SQL
Operating systems
Translators and facilities of languages
Utility system software
Structured Query Language
Logic
RAM and ROM
CPU components and their functions
CPU
AUTUMN
YEAR 11
Structured data
Truth tables
Types of storage and their suitability
Storage and memory
Hardware
SUMMER
Data mine
Sorting algorithms
Networks
Hardware
Transmission methods
Protocol stack
VPN
SPRING
Library code
Searching algorithms
Trace tables
Types of networks, PAN, LAN, WAN
Protools
Addressing
WiFi
Algorithms
Compression
Using Binary data
Use of data types
Functions
AUTUMN
YEAR 10
Ascii Art
Using Hexadecimal data
Analog
Data
SUMMER
Data types
Negative numbers in computing
Hex
Algorithms
Producing algorithms
Chat app
Lists
SPRING
Computational thinking
Story game
Types of error
Quiz host
Converting between number bases
Maths for Computer Science
Creation of graphs and charts from a spreadsheet
Formatting a spreadsheet
START OF GCSE
AUTUMN
YEAR 9
Number bases – decimal binary and hexadecimal
Project on creation of spreadsheets for a Zoo
Calculations from a spreadsheet
Embedded and general-purpose computers
Writing a specification for a stream deck
Programming in order to create their stream deck
ROTATION 2 ICT
Data manipulation using spreadsheets
The Von Newman computer and components
Embedded python A development task
Developing a flowchart
Software testing
Introduction to spreadsheets and their mathematical functions
Stream Deck project
ROTATION 1 COMPUTING
Newsletter project
Page formatting
Professional letters
Letterheads and templates
YEAR 8
The omni present computer
Folder structures
Implementing and sequencing a code
Testing elements of a game
Flowcharts for a program
User manuals
Development of ICT skills
ROTATION 2 ICT
Identifying visual components, interactions and data elements in a game
ROTATION 1 COMPUTING
YEAR 7
COMPUTING
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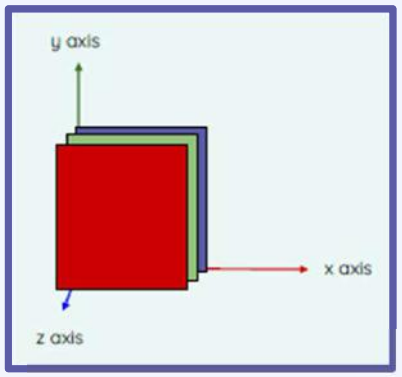
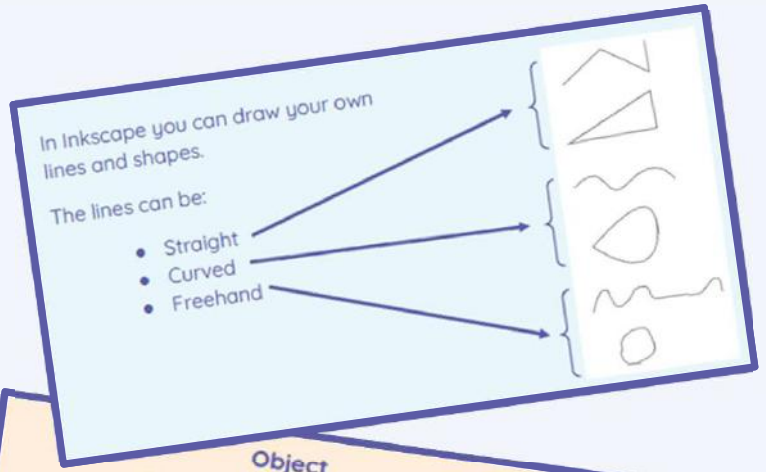
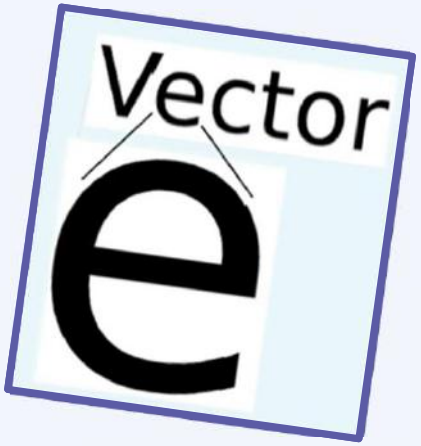
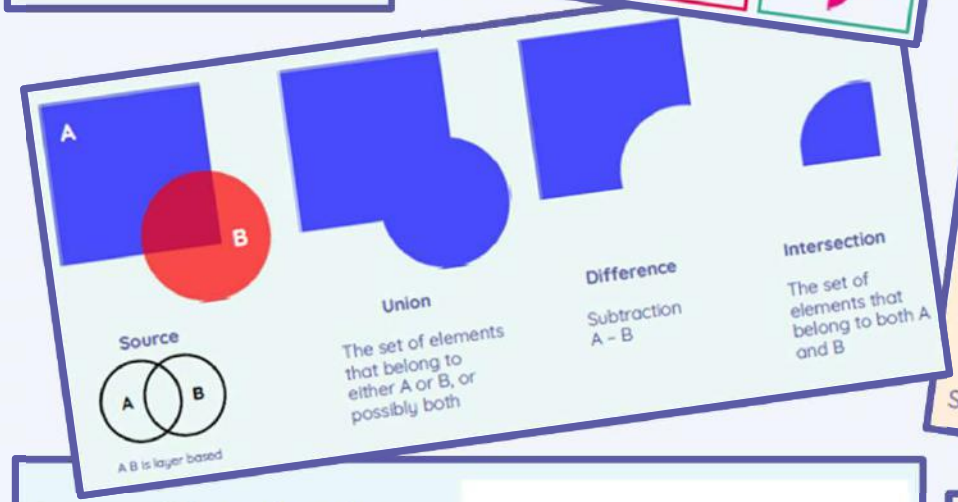
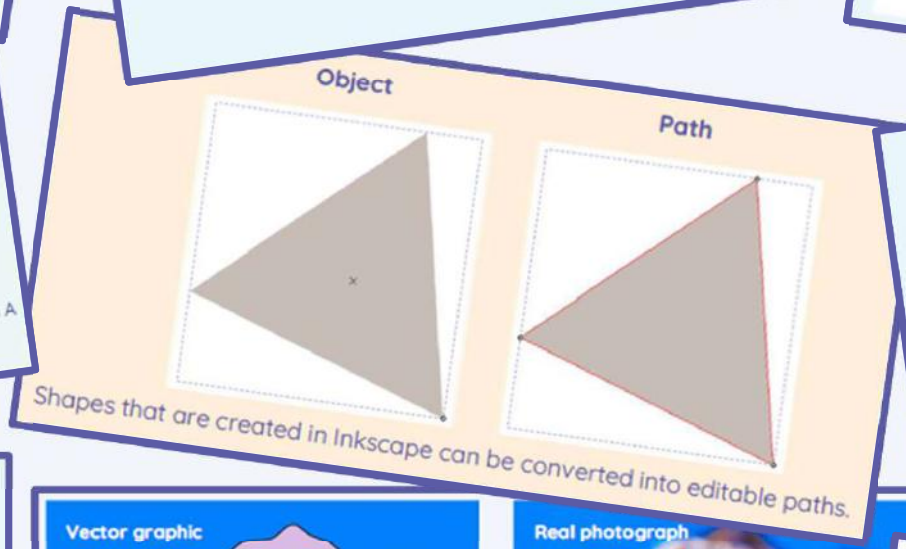




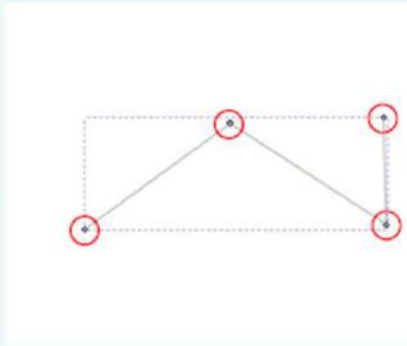


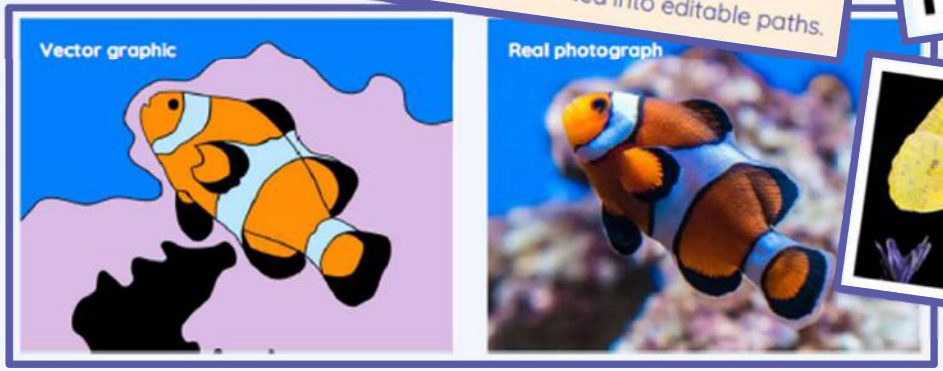


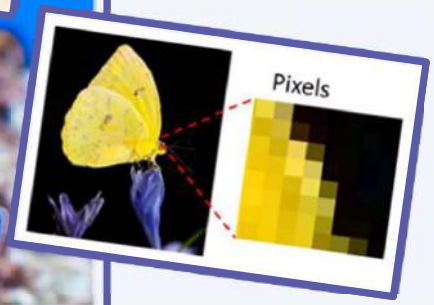


A vector path has **nodes** at the **start**, **end**, and at **changes of direction**.

Nodes can be moved or removed. They can also be added at any point along a line.

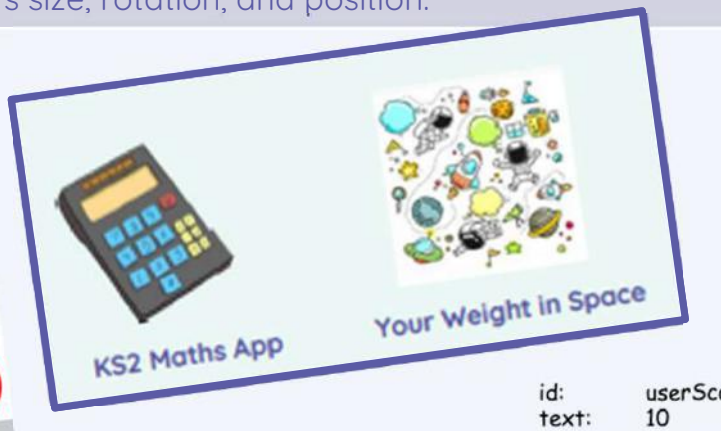






Year 7 Computer Science Mobile App Development Knowledge

Key Word	Definition
Decomposition	Breaking complex problems down into smaller, more manageable ones.
Object Ids	Used for referencing the object in event handlers or other UI element modification functions.
Object Properties	Control things like the object's size, rotation, and position.



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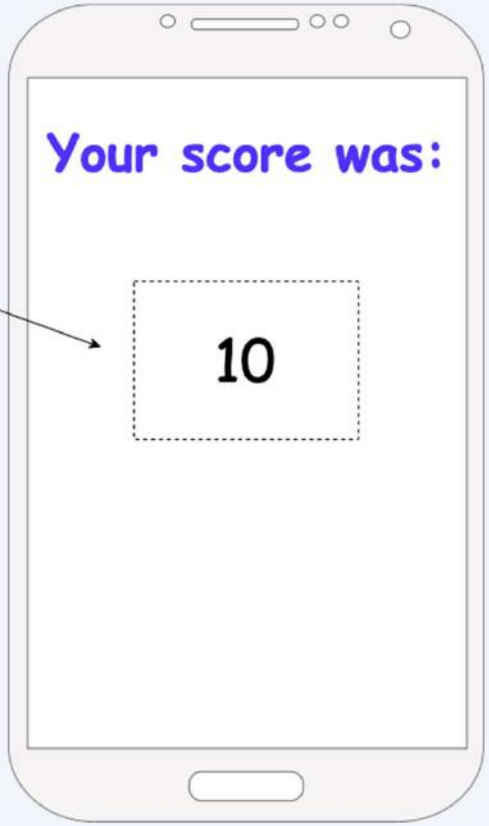

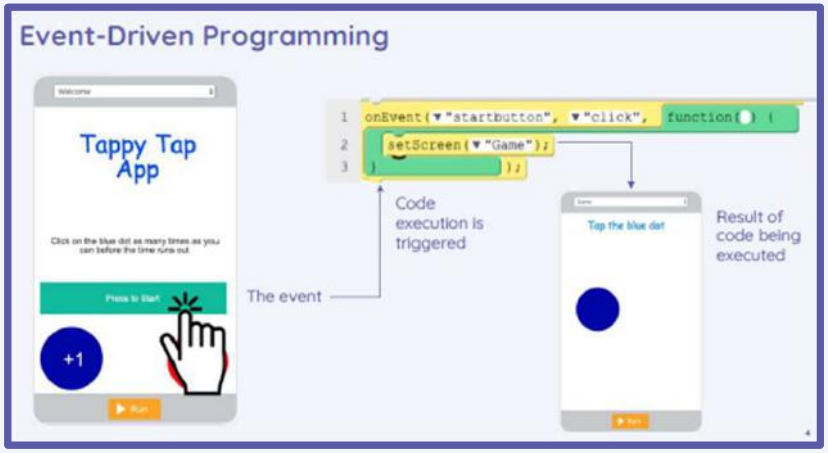

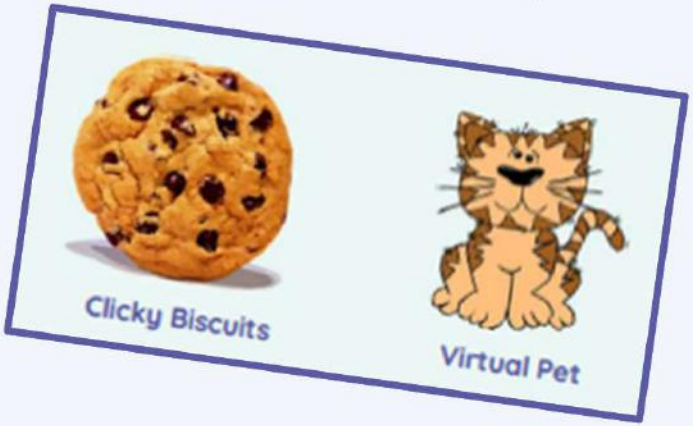

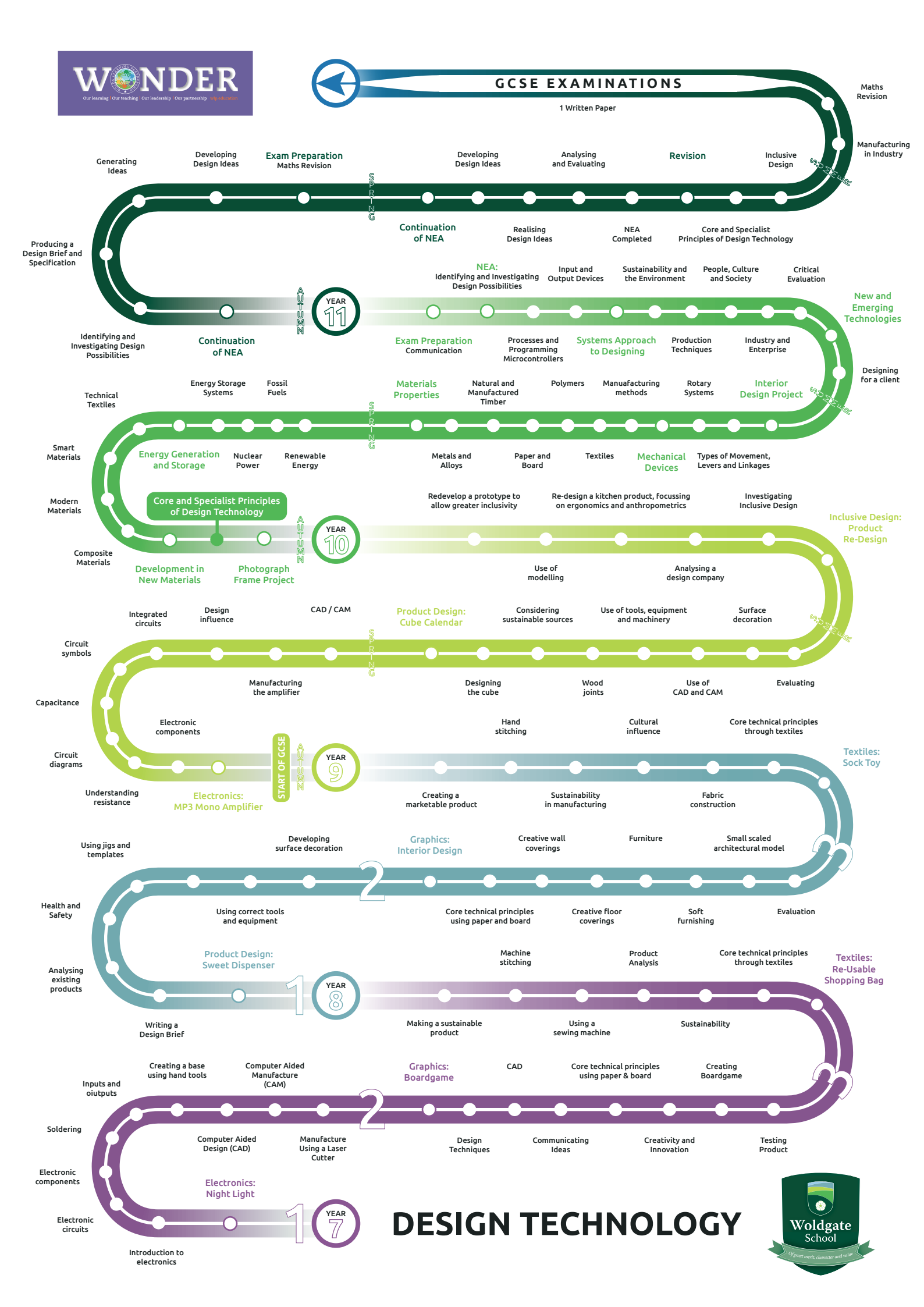
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GCSE EXAMINATIONS
1 Written Paper
Maths Revision
Manufacturing in Industry
Generating Ideas
Developing Design Ideas
Exam Preparation
Maths Revision
Developing Design Ideas
Analysing and Evaluating
Revision
Inclusive Design
SUMMER
SPRING
Continuation of NEA
Realising Design Ideas
NEA Completed
Core and Specialist Principles of Design Technology
Producing a Design Brief and Specification
NEA:
Identifying and Investigating Design Possibilities
Input and Output Devices
Sustainability and the Environment
People, Culture and Society
Critical Evaluation
AUTUMN
YEAR 11
New and Emerging Technologies
Identifying and Investigating Design Possibilities
Continuation of NEA
Exam Preparation
Communication
Processes and Programming Microcontrollers
Systems Approach to Designing
Production Techniques
Industry and Enterprise
Designing for a client
Technical Textiles
Energy Storage Systems
Fossil Fuels
Materials Properties
Natural and Manufactured Timber
Polymers
Manuafacturing methods
Rotary Systems
Interior Design Project
SUMMER
SPRING
Smart Materials
Energy Generation and Storage
Nuclear Power
Renewable Energy
Metals and Alloys
Paper and Board
Textiles
Mechanical Devices
Types of Movement, Levers and Linkages
Modern Materials
Core and Specialist Principles of Design Technology
Redevelop a prototype to allow greater inclusivity
Re-design a kitchen product, focussing on ergonomics and anthropometrics
Investigating Inclusive Design
AUTUMN
YEAR 10
Inclusive Design: Product Re-Design
Composite Materials
Development in New Materials
Photograph Frame Project
Use of modelling
Analysing a design company
Integrated circuits
Design influence
CAD / CAM
Product Design: Cube Calendar
Considering sustainable sources
Use of tools, equipment and machinery
Surface decoration
SUMMER
SPRING
Circuit symbols
Manufacturing the amplifier
Designing the cube
Wood joints
Use of CAD and CAM
Evaluating
Capacitance
Electronic components
Hand stitching
Cultural influence
Core technical principles through textiles
START OF GCSE
AUTUMN
YEAR 9
Textiles: Sock Toy
Circuit diagrams
Understanding resistance
Electronics: MP3 Mono Amplifier
Creating a marketable product
Sustainability in manufacturing
Fabric construction
Using jigs and templates
Developing surface decoration
Graphics: Interior Design
Creative wall coverings
Furniture
Small scaled architectural model
3
2
Health and Safety
Using correct tools and equipment
Core technical principles using paper and board
Creative floor coverings
Soft furnishing
Evaluation
Product Design: Sweet Dispenser
Machine stitching
Product Analysis
Core technical principles through textiles
Textiles: Re-Usable Shopping Bag
Analysing existing products
1
YEAR 8
Writing a Design Brief
Making a sustainable product
Using a sewing machine
Sustainability
Creating a base using hand tools
Computer Aided Manufacture (CAM)
Graphics: Boardgame
CAD
Core technical principles using paper & board
Creating Boardgame
Inputs and oiutputs
3
2
Soldering
Computer Aided Design (CAD)
Manufacture Using a Laser Cutter
Design Techniques
Communicating Ideas
Creativity and Innovation
Testing Product
Electronic components
Electronics: Night Light
1
YEAR 7
Electronic circuits
Introduction to electronics
DESIGN TECHNOLOGY
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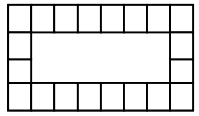
Knowledge Organiser – Year 7 Boardgame Project

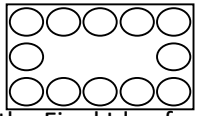
Key Words

Aesthetics: Concerned with beauty or the appreciation of beauty.
Analyse: To look at and discuss in depth.
Brand: A product manufactured by a company under a particular name.
CAD: Computer Aided Design – the use of computers to help create and design.
Flow Chart: A type of picture of the separate steps of a process in sequential order.
GANTT Chart: A type of bar chart that illustrates a project's schedule.
Logo: A word, symbol or picture used to promote and identify a product.
Perspective: A drawing method used to create a 3D effect on a 2D surface.

Knowledge

CAD - Drawing design ideas using publisher to produce a range of designs for the boardgame.





Also using CAD to produce the Final Idea for the boardgame and packaging.

Perspective – Using 1 and 2 point perspective to draw different views of our boardgames.
Nets – A 2D shape, that when scored, cut and folded,, creates a 3D shape.

Design Process

Task Analysis:
Brainstorm – a mind map of all the different areas of the Graphics Project.
Moodboard – A collection of inspiring images and words based on a chosen theme/s.
GANTT Chart – Planning of time to order the stages of making for the Project.

Research:
Existing Products – products that already exist can give us ideas for our own designs.
Brands – Understand what makes a brand and how to create our own.

Design:
Drawing techniques – perspective and CAD to draw views of final idea.
Logo – Your own Boardgame brand and logo.
Packaging – Design the packaging for your product, which must hold all of the cards, board, counters etc.

Practical Skills

Pencil Crayons: Used to apply subtle colour.
Felt Tips: Used to apply bold colour.
Safety Ruler: Used with a craft knife to protect fingertips.

Craft Knife: Used for cutting with precision and trimming.
Cutting Mat: Used to protect surfaces when cutting with a craft knife.

Material	Description
Thermosetting Plastics	Once heated and moulded, these plastics **cannot be reheated** and **cannot be remoulded**. The molecules of these plastics are cross linked in three dimensions, and this is why they cannot be reshaped or recycled. The bond between the molecules is very strong.
Thermoplastics	**Thermoplastics** once heated and formed to a shape, **can be reheated and reshaped**. Every time they are reshaped, the quality of the thermoplastic tends to be reduced. They are recyclable.
Natural Wood	**Hardwoods**, sometimes called **Broad-Leaved trees**, loose their leaves, in winter. They have a wider variety of woods and colour and tend to be harder than softwoods (with the exception of balsa). They are also more expensive than softwoods and take longer to grow. **Softwoods** are from trees that have needs/exposed seeds and not leaves. They grow quickly, compared to most hardwoods and tend to be light brown/pale in colour when sawn or planed. They are cheaper.
Man-Made Wood	Manmade boards are commonly used in the construction industry, for interior fittings and furniture. They are more stable than natural woods and are less likely to warp and twist out of shape. The three main types are; plywoods (laminated boards), particle boards and fibreboards. They are all manmade in factories / mills. They are usually composed of natural woods and resin, which binds them together.

Literacy

Capital Letters: Use immediately after a dull stop or at the start of a new sentence.

Full stops: Used at the end of every sentence.

Commas: Used to separate sentences or items in a list.

Slang: Not to be used in written classwork.

Tenses: Past, Present and Future. E.g. I drew, I draw & I am drawing.

Numeracy

Mm = Millimeters
Cm = Centimeters
M = Meters
1cm = 10 mm
10cm = 100mm
100cm = 1000mm
1000mm = 1m

Tolerance = +/- 5mm

Area = Length x Width
Perimeter = all sides added together

$C = 2 \pi R$ $D = C / \pi$

Year 7 Night Light Knowledge Organiser

INPUT – USB and Switch	PROCESS Flow of Electrons	OUTPUT – LED Strip

The Soldering Process

Place the component onto the PCB.

Bend the legs to secure it to the PCB.

Clean the soldering iron tip with wire wool.

Tin the tip of the iron with solder

Apply heat to the PCB and component leg.

Apply a small amount of solder to the joint.

Remove the solder wire first.

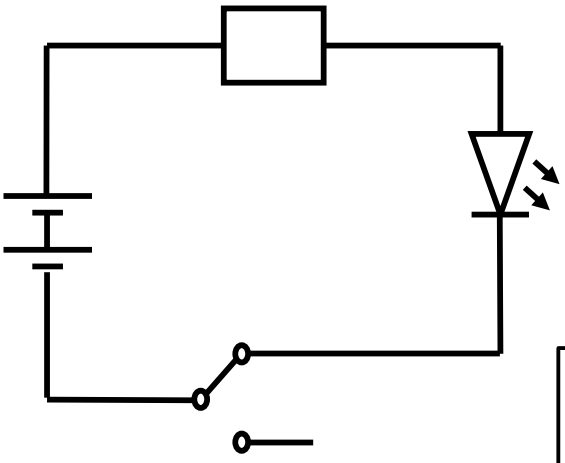
Then, remove the soldering iron.

Clean the soldering iron tip with wire wool.

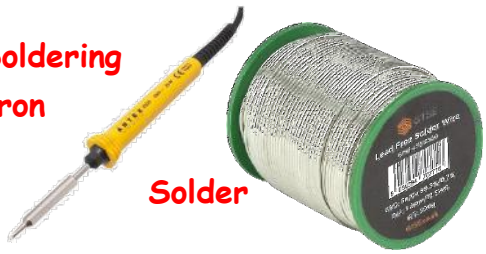
Check for Dry Joints and resolder / repair if necessary.

Electronic Circuit

A closed loop of electronic components that allows electricity to flow through it.

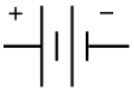
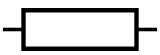
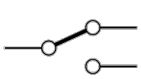


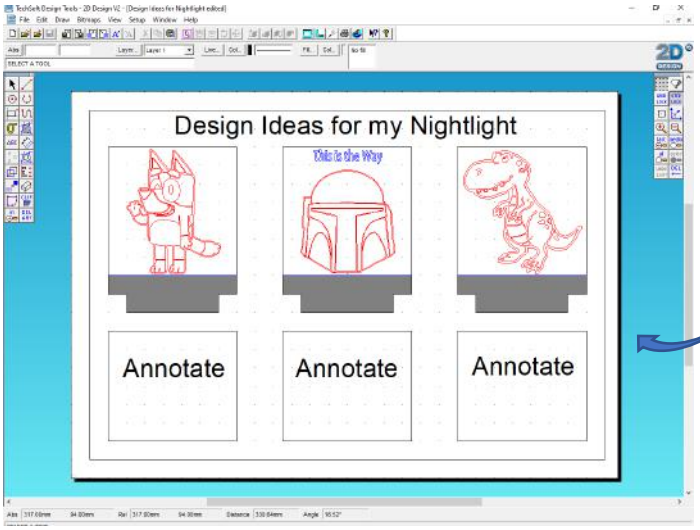
Scan the QR code above to watch a video on the soldering Process.



Soldering

Soldering is a semi-permanent joining process used to join electronic components to Printed Circuit Boards, PCB's, to create an electronic circuit. Heat from the soldering iron is used to melt the solder around the area to be joined.

Component	Symbol	Function in the Circuit
Input Power via the USB Power Cable		Once the USB cable is connected to a USB plug or laptop, this will power the night light.
The Resistor, (or in this project, a bridging wire)		A resistor 'slows down' or 'opposes' the flow of electricity to protect other components from damage. E.g., in my circuit, the LED strip.
LED (Light Emitting Diode)		The LED strip provides light output to the night light. It has a **Polarity**, which means it has a +(positive leg) and a – (negative leg) and must be soldered the correct way around.
Slide Switch		The Slide Switch turns the circuit on or off.



2d Design CAD Software

CAD Skills

2d Design allows users to create technical and graphical drawings with direct machine output.

Laser Cutter

Scan the QR code below to watch a video on the laser cutting.

CAD – Computer Aided Design

CAM – Computer Aided Manufacture

Advantages of CAD/CAM

- Faster to draw higher quality designs
- Easy to copy and paste.
- Easier to edit.
- Simple to share files via email.
- Usually, cheaper

Advantages of CAD/CAM

- Work can be lost due to computer error.
- Work is prone to computer viruses.
- Work could be hacked.
- Takes time to learn the software.
- Expensive to purchase the software.

The software I will use to design the lens for my Night Light is called "2d Design".

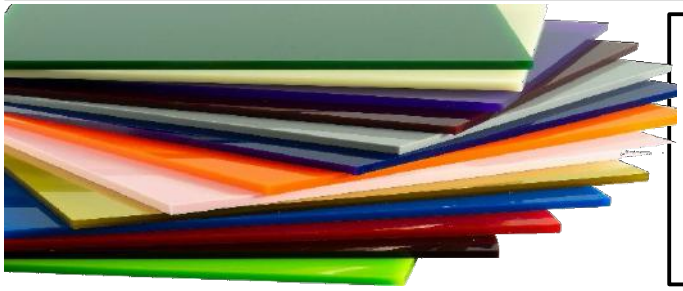
CAM Skills

Laser Cutter: Used to cut out the lens for the Night Light and for embellishing and adding decoration to the Night Light base.

Black Line – Cut

Red Line – Kiss Cut

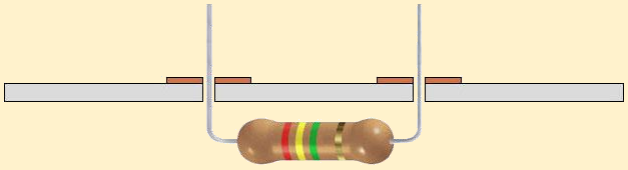
Plywood: Used for the base of your Night Light, this man-made board is made from veneers, (plies), of timber, with each grain layer being placed at right angles to each other and bonded together by resin and pressure.



Acrylic: Commonly used in a school workshop, it is usually purchased in the form of sheets and comes in a variety of colours. It can be translucent, transparent, or opaque. It is resistant to most acids and weather conditions.

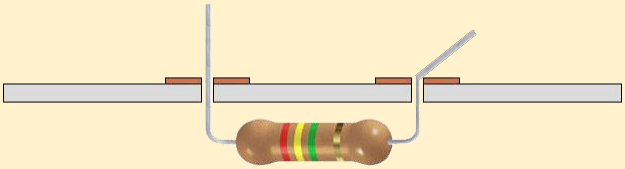
Knowledge Organiser – The Soldering Process

Step 1 - Component Placement



Add your component (example shown is a resistor) by pushing the wires through the pre-drilled holes, you have in your PCB.

Step 2 - Securing the Component



Bend over the wires you're going to solder to about a 45^0 angle to prevent the component falling away from the PCB.

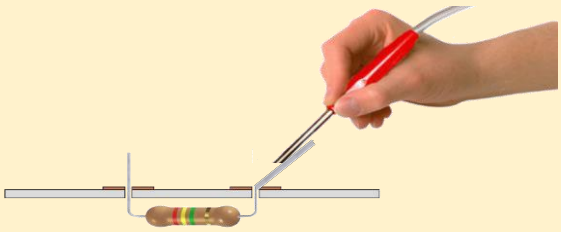
Step 3 - Cleaning the Soldering Iron

Clean the tip of the iron to take away any dirt on a damp sponge.

Step 4 - Tinning the Soldering Iron

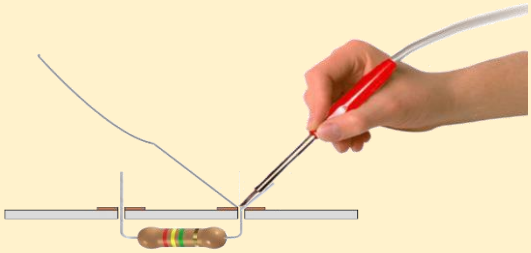
"Tin" the iron. Melt a tiny bit of solder onto the tip of the soldering iron.

Step 5 - Heating the Solder Pad



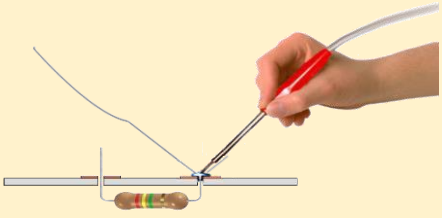
Heat your solder pad by holding the iron's tip onto it for about 3 seconds.

Step 6 - Applying the Solder



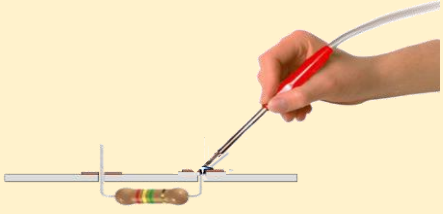
Touch the tip of the solder wire onto the track and continue to apply heat for about 2 seconds.

Step 7 - Melting the solder.



Melt just enough solder to make a good, soldered joint.

Step 8 - Removing the Solder First



Lift away the solder wire BEFORE you remove the soldering iron.

Working safely

To ensure safety in the Textiles room you must

Store bags & coats carefully
Keep chairs tucked under tables & benches when not in use
Only use machines under supervision
Sit to use a sewing machine, scissors & pins
Maintain focus when using the sewing machine
Keep your fingers away from the needle when the machine is switched on
Work at a speed appropriate to your skill level
Store tools & equipment safely when not in use.

Plastic facts

The raw material for plastic is crude oil, a finite resource.
A plastic bag is used on average for 12 minutes.
Plastic can take hundreds of years to break down & even then remains in the environment as microplastics.
Some scientists believe that plastic pollution is as serious an issue as global warming.
Plastic litter is harmful to wildlife. Birds, animals & sea life are all affected.
Every piece of plastic that has ever been

Numeracy

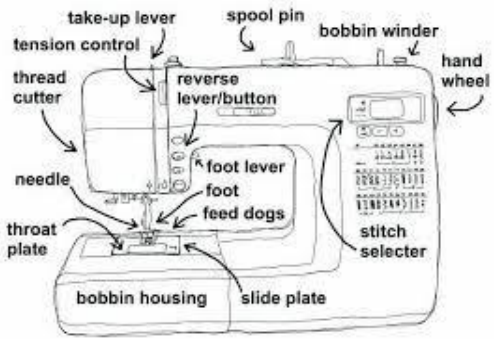
Accurate measurements are key to the success of your product

Always use a ruler or tape measure to check your measurements
Measure in cm & mm

Mm = Millimetres **Cm = Centimetres** **1cm = 10 mm**

Seam allowances are 1cm
Tolerance = +/- 5mm

Checking your measurements regularly ensures the accuracy of your final product



Literacy

Always title your work. <u>Make sure that your title is underlined</u>
Write in full sentences. These start with a capital letter & end with a full stop.
Check the spelling of key words.
Present your work with care & pride.

Machine threading –

Top thread

Place the reel of thread on the spool pin. Replace stopper to secure the reel.

With your left hand, draw the end of the thread to the left

Take the thread around the points marked 1, 2 3 & 4 on the machine

Secure the thread behind the metal bar above the needle

Thread the needle from front to back

Tuck the end of the thread under then behind the foot. There should be 110-15cms of thread.

Key Words for this project

Aesthetics How something appeals visually
Accuracy Being exact or correct
Analyse To look at and discuss or write about in depth.
Annotate Add notes to a drawing to give explanation.
Cotton A plant-based fibre grown in hot climates.
Fabric The material used to make textiles products
Fibre thread-like parts from plant or artificial material that can be made into fabric
Client A person who uses your products or services.
Plastic A synthetic material made from polymers
Product Something that is made to be sold.
Seam A line of stitching which joins 2 pieces of fabric.
Seam allowance The distance from the edge of the fabric to the seam
Sewing Machine Specialist electrical equipment used to stitch fabrics
Stitch (verb) To sew 2 things together using thread.
Stitch (noun) A loop of thread which has passed through fabric
Sustainable Something that can keep going for a period of time without harming the environment.
Thread A twisted string of yarn, used for stitching

Cotton

Is a natural, staple plant fibre which comes from the seed boll of the cotton plant. It grows in hot, dry climates. Chemical fertilisers and insecticides are used in cotton farming to improve yields and increase profits.
Organic cotton is grown without chemical fertilisers or pesticides which makes it more expensive to produce, but not harmful to the environment.

Wonder
Institute of Education
Educate | Empower | Engage | Enrich

GCSE EXAMINATIONS

Two English Language Papers

Two English Literature Papers

YEAR 11

AUTUMN

Unseen Poetry

Key themes

Exploring writer's intentions

Exploring writer's methods

Historical significance

Significance of context

Significance of character

Writer's methods

Effective answer structures

Impact on the reader

SPRING

Departmental Revision Schedule begins

SUMMER

A Christmas Carol

Spoken Language Presentation

Exploring writer's intentions

Historical significance

Significance of character

Mock Exam Preparation

Key themes

Exploring writer's methods

Significance of context

Macbeth

YEAR 10

AUTUMN

Explorations in Creative Writing – Language Paper 1

Evaluating texts

Structural analysis

Language analysis

Descriptive writing structures

Narrative writing structures

Creative writing techniques

SPRING

Power and Conflict Poetry Cluster – Literature Paper 2

Exploring writer's methods

Comparison skills

Summary Writing

Writer's methods

Writers' viewpoints and perspectives – Language Paper 2

Exploring writer's intentions

Significance of contexts

Comparison

SUMMER

Explorations in Creative Reading – Language Paper 1

Rhetorical devices

Opinion Writing

Exploring writer's intentions

Historical significance

Significance of character

An Inspector Calls – Modern Text

Effective structures

Model texts

Key themes

Exploring writer's methods

Significance of context

YEAR 9

AUTUMN

Individual Vs Technology

Individual Vs Supernatural

Individual Vs Society

Individual Vs Nature

Individual Vs Self

The Road

The Hunger Games

SPRING

Origins and features of tragedy

Producing effective essays

Developing poetic terminology

1984

Animal Farm

Tragedy – Love and Relationships

Romeo and Juliet

An introduction to poetry – Love and Relationships

Love and relationship poetry cluster

START OF GCSE

SUMMER

Dystopian Literature – The Literary Conflicts

Akala Natives

Black and British

Representations of race

Creme De Cassis

Non-fiction texts

YEAR 8

AUTUMN

Non-fiction articles

Dealing with contextual information

Extracts from Victorian Literature

Representations of different classes

The Victorians

SPRING

Female gender tropes in fairy tales

The Brontes

Mary Shelley

The Bloody Chamber

Women in Literature

Feminist perspectives

Jane Eyre

The Yellow Wallpaper

SUMMER

Nature representing conflict

The Pastoral

Nature as Edenic

The Natural Word

The Romantics

The Sublime

Nature representing life

YEAR 7

AUTUMN

Literary Heritage

Middle English

Old English

Tower of Babel

Beowulf

Shakespeare

Early Communication

Developing thesis statements

Origins of English

SPRING

An introduction to narrative writing

Re-birth

Voyage and Return

The Quest

Classical texts for character arcs

The Canterbury Tales

Gulliver's Travels

Character Archetypes

Over coming the Monster

Rags to Riches

Structuring narratives

SUMMER

ENGLISH

Woldgate School
Of great merit, character and value

The Natural World

Glossary Words	
Edenic	(adjective) Relating to or characteristic of the garden of Eden
Pastoral	Pastoral poetry is known for exploring the relationship between humans and nature, and for romanticizing the ideals of a simple country life
The Sublime	A meeting of the subjective-internal (emotional) and the objective-external (natural world): when we allow our emotions to overwhelm our rationality as we experience the wonder of creation The sublime is associated with objects and events that, while threatening, are yet a source of 'delight'. E.g., In nature, lofty mountains, raging seas and erupting volcanoes may all, when viewed under the right circumstances (not too close, but not too distant), be regarded as sublime.
Stanza	(A verse) A group of lines in a poem organised together – often with a recurring pattern
Caesura	A pause in a poetic line or a sentence. It often occurs in the middle of a line, or sometimes at the beginning and the end
Enjambment	A line of poetry carries its idea or thought over to the next line without a grammatical pause
Sonnet	A poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line
Form	Form is a term that means the style in which a text is written
Rhythm	the measured flow of words and phrases in verse or prose as determined by the relation of long and short or stressed and unstressed syllables
Rhyme	similarity of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.
Blank Verse	poetry written in unrhymed but metered lines, almost always iambic pentameter
Iambic Pentameter	a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable
Simile	A simile is a figure of speech that directly compares two things. Similes differ from metaphors by highlighting the similarities between two things using comparison words such as "like", "as", "so", or "than"
Metaphor	A metaphor makes a comparison by stating that one thing is something else
Pathetic Fallacy	The phrase pathetic fallacy is a literary term for the attribution of human emotion and conduct to things found in nature that are not human.

What is a theme?

An idea that runs through a text, which helps to shine a light on the meaning of a work.

Romantic Poetry

-Romantic poetry was a major part of the Romantic movement that occurred between 1800 to 1850.

-Romantic poetry is all about expressing the poet's emotions and individual view of the world.

-Romantic poetry often focuses on nature, beauty and imagination. Despite its name, Romantic Poetry is not normally about romantic love.

-It is all about one's inner thoughts and spirituality.

-Romantic poetry emerged as a rejection of the industrial revolution and the realist ideas of the time.

Spring in War-Time

BY SARA TEASDALE

I feel the spring far off, far off,
The faint, far scent of bud and leaf—
Oh, how can spring take heart to come
To a world in grief,
Deep grief?

The sun turns north, the days grow long,
Later the evening star grows bright—
How can the daylight linger on
For men to fight,
Still fight?

The grass is waking in the ground,
Soon it will rise and blow in waves—
How can it have the heart to sway
Over the graves,
New graves?

Under the boughs where lovers walked
The apple-blooms will shed their breath—
But what of all the lovers now
Parted by Death,
Grey Death?

Source: *A Treasury of War Poetry* (1917)

Context (AO3)

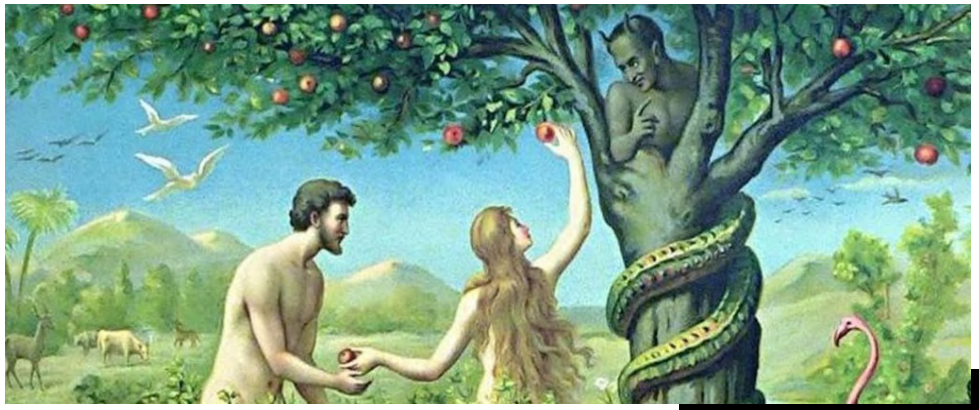
Romanticism is the name given to a movement in literature in the period from the 1770s to the mid-19th century. It was developed in reaction to the dominant style of the preceding period, and involved a revival of classical ideas, with Greek and Roman authors used as models. In its early years, Romanticism was associated with radical and revolutionary political ideas, again in reaction against the generally conservative mood of European society.

William Blake:

William Blake was born in 1757 and was originally an engraver. In 1789 he published an illustrated set of poems called *Songs of Innocence* and in 1793 followed this with *Songs of Experience.*

The Garden of Eden

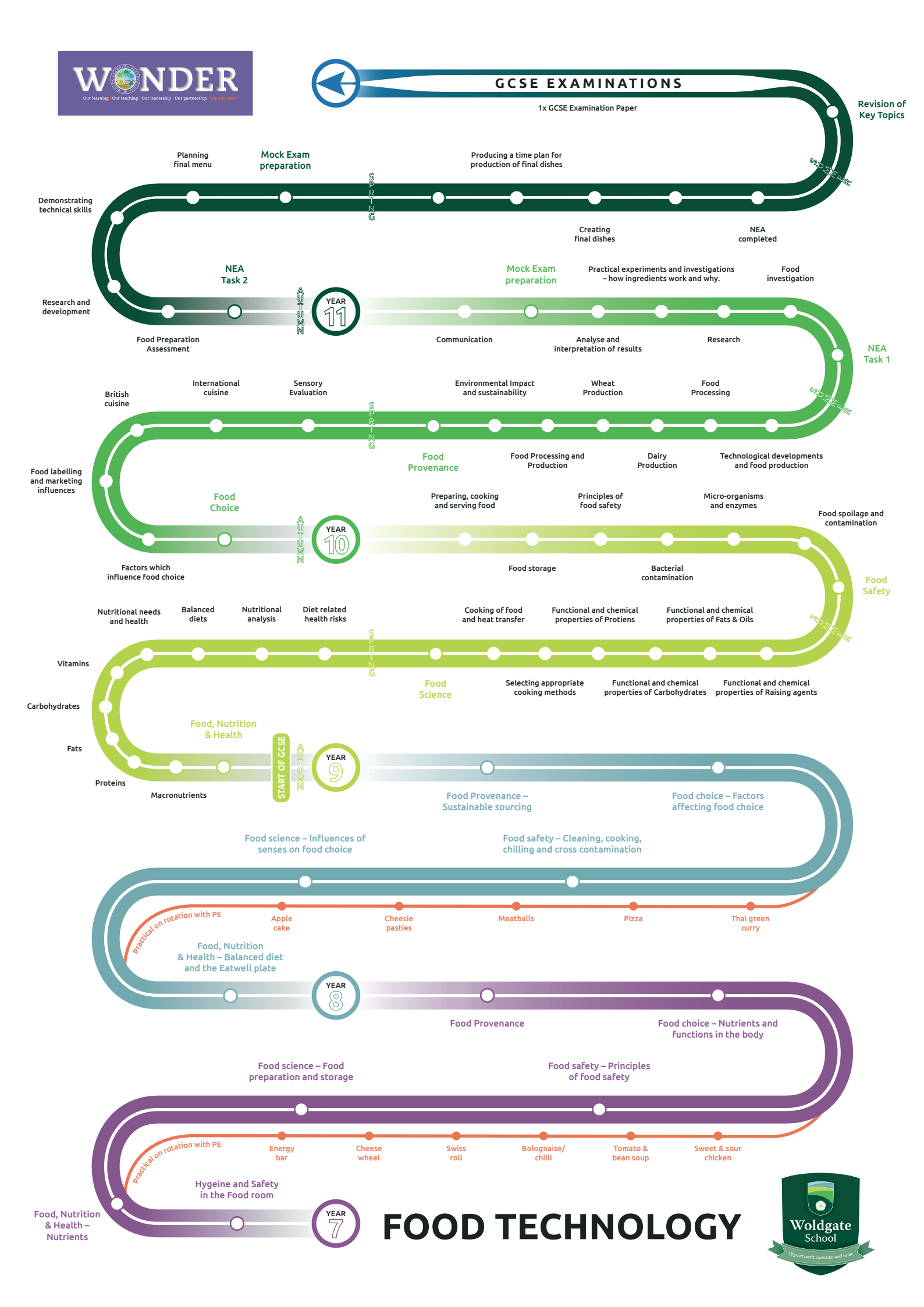
"The Lord God planted a garden to the east in Eden. He put the man there whom He had made. **9** And the Lord God made to grow out of the ground every tree that is pleasing to the eyes and good for food. And He made the tree of life grow in the centre of the garden, and the tree of learning of good and bad.



The Tempest opens in the midst of a fierce storm. The location is a ship at sea, with a royal party on board. As the sailors fight to save the ship, several of the royal passengers enter, and Alonso, the king, demands to know where the master (captain) is to be found. The boatswain, worried that the passengers will interfere, orders them to go below deck.

Prepare Task Vocabulary			
Mutiny	Illegal, bad, or dishonest behaviour	Victorious	A male piece of clothing
Nonsensical	Deal with or describe in an idealized or unrealistic fashion	Woeful	Evergreen shrub
Obliterate	Relating to farmers or their way of life	Perpetual	Existing or happening now, and therefore seeming modern
Swarmed	A type of music not related to religion	Quash	Simple and often rough in appearance; typical of the countryside
Treacherous	A violent storm	Radical	A sweet sound – often musical
Uniquely	Part of the ship that needs to be taken in, in very bad weather		

Key Vocabulary			
Corruption	Illegal, bad, or dishonest behaviour	**Kirtle**	A male piece of clothing
Romanticizing	Deal with or describe in an idealized or unrealistic fashion	**Myrtle**	Evergreen shrub
Agrarian	Relating to farmers or their way of life	**Swains**	Lovers
Contemporary	Existing or happening now, and therefore seeming modern	**Levelled**	Something that has been flattened
Rustic	Simple and often rough in appearance; typical of the countryside	**Whetstone**	A sharpening stone used for knives
Melodious	A sweet sound – often musical	**Wildered**	To be lead astray
Madrigals	A type of music not related to religion	**Masque**	A ball/performance/opera
Tempest	A violent storm	**Auxiliary**	Giving help or support
Topsail/Topmast	Part of the ship that needs to be taken in, in very bad weather	**Appose**	"to put near, side by side, or alongside."


WONDER
Our learning | Our teaching | Our leadership | Our partnership
GCSE EXAMINATIONS
1x GCSE Examination Paper
Revision of Key Topics
SUMMER
Planning final menu
Mock Exam preparation
Producing a time plan for production of final dishes
SPRING
Demonstrating technical skills
Creating final dishes
NEA completed
NEA Task 2
Mock Exam preparation
Practical experiments and investigations – how ingredients work and why.
Food investigation
Research and development
AUTUMN
YEAR 11
Food Preparation Assessment
Communication
Analyse and interpretation of results
Research
NEA Task 1
SUMMER
British cuisine
International cuisine
Sensory Evaluation
Environmental Impact and sustainability
Wheat Production
Food Processing
SPRING
Food Provenance
Food Processing and Production
Dairy Production
Technological developments and food production
Food labelling and marketing influences
Food Choice
Preparing, cooking and serving food
Principles of food safety
Micro-organisms and enzymes
Food spoilage and contamination
AUTUMN
YEAR 10
Factors which influence food choice
Food storage
Bacterial contamination
Food Safety
SUMMER
Nutritional needs and health
Balanced diets
Nutritional analysis
Diet related health risks
Cooking of food and heat transfer
Functional and chemical properties of Protiens
Functional and chemical properties of Fats & Oils
SPRING
Vitamins
Food Science
Selecting appropriate cooking methods
Functional and chemical properties of Carbohydrates
Functional and chemical properties of Raising agents
Carbohydrates
Food, Nutrition & Health
Fats
START OF GCSE
AUTUMN
YEAR 9
Proteins
Macronutrients
Food Provenance – Sustainable sourcing
Food choice – Factors affecting food choice
Food science – Influences of senses on food choice
Food safety – Cleaning, cooking, chilling and cross contamination
Practical on rotation with PE
Apple cake
Cheesie pasties
Meatballs
Pizza
Thai green curry
Food, Nutrition & Health – Balanced diet and the Eatwell plate
YEAR 8
Food Provenance
Food choice – Nutrients and functions in the body
Food science – Food preparation and storage
Food safety – Principles of food safety
Practical on rotation with PE
Energy bar
Cheese wheel
Swiss roll
Bolognaise/ chilli
Tomato & bean soup
Sweet & sour chicken
Hygeine and Safety in the Food room
Food, Nutrition & Health – Nutrients
YEAR 7
FOOD TECHNOLOGY
Woldgate School
Of great merit, character and value

Knowledge Organiser – Year 7 Food and Nutrition

Key Words

Nutrition = The study of food

Healthy eating = Eating a diet consisting of foods from all nutrient groups

Balanced diet = Eating a diet consisting of foods from all nutrient groups

Carbohydrate= A nutrient that we get from food which provides the body with energy

Protein = needed by the body for growth and repair and keeping cells healthy

Fat = needed by the body to keep us warm, making cell membranes and nerve cells, protect vital organs and to provide backup stores of energy

Vitamins and minerals = essential nutrients because acting together, they perform hundreds of roles in the body. They help support bones, heal wounds, and bolster your immune system. They also convert food into energy, and repair cellular damage.

Raising agent = a substance added to a mixture to make it rise.

When preparing food remember HATTIE

H – Tie your hair back or wear a hairnet/hat. Wash your hands
A – Put an apron on
T – Clean your table with antibacterial spray
T – Collect a cutlery tray
I – Collect all the ingredients you need
E – Collect equipment you need; prepare any tins/baking sheets (e.g. grease or line tins)

Knowledge

hazard = The potential of risk from a substance, machine or operation
Risk = what a hazard may cause.

There are 5 main nutrients our body needs and these are Fats, Protein, Carbohydrates, Vitamins and Minerals.

Carbohydrates can be broken into 3 categories: Sugars, Starches and Dietary fibre

80g of fresh, canned or frozen fruit and vegetables, 30g of dried fruit, 150ml of fruit juice, vegetable juice or smoothie, 80g of beans and pulses counts as 1 portion of your 5 A Day

Rubbing in method

Whisking method

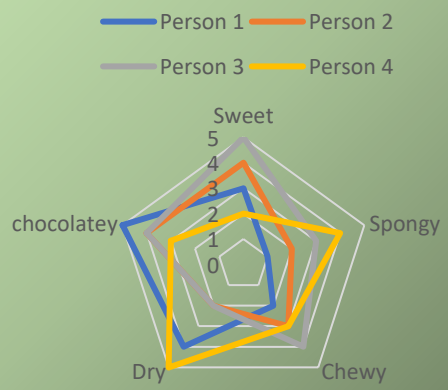
Creaming method

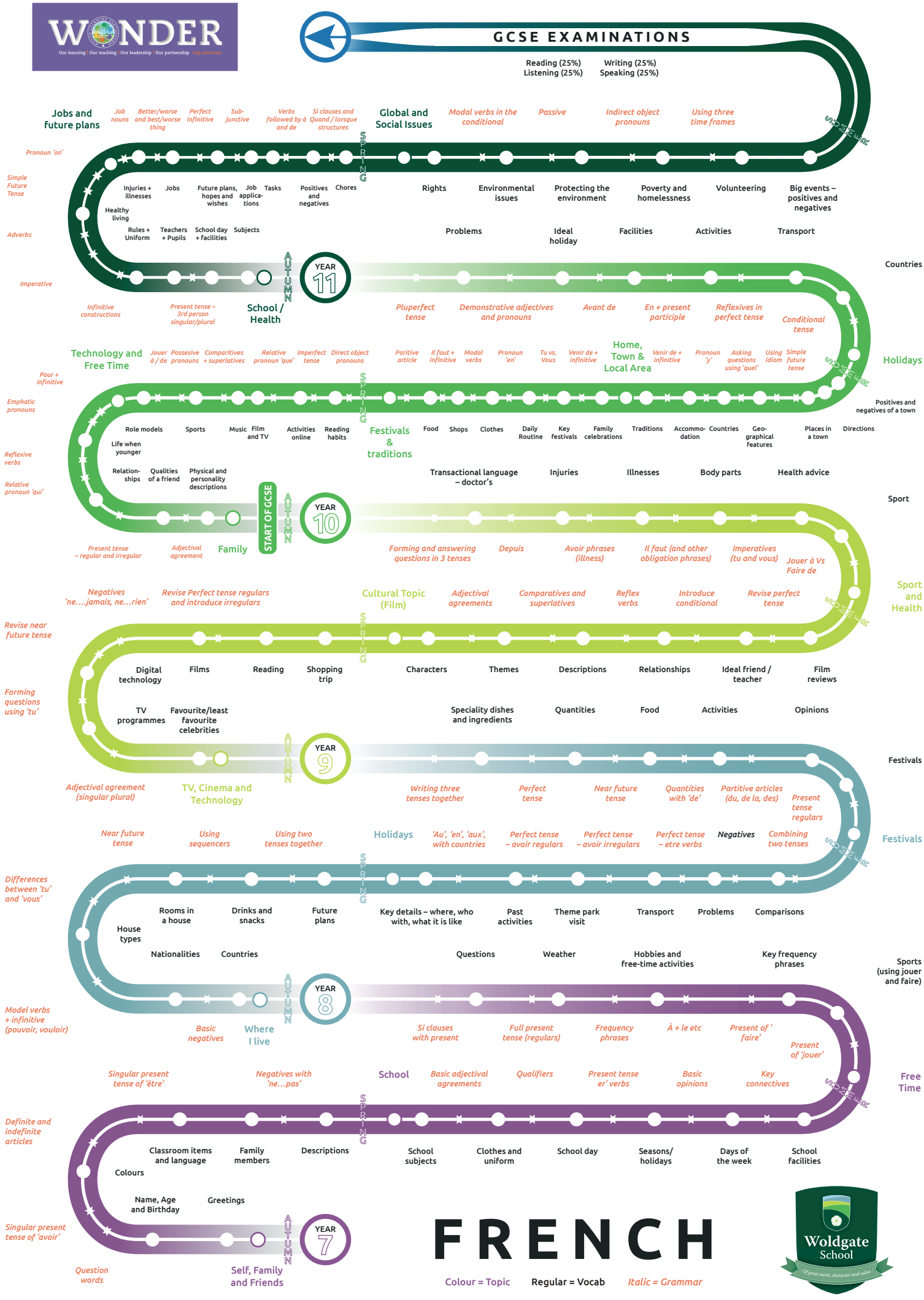
Numeracy

Accurate measurements are key to the success of your product
Always use a scales, a jug or a measuring spoon.

G = grams
KG = kilograms
Tsp = teaspoon
Tbsp = tablespoon
ml = millilitres

Example of a practical evaluation




WONDER
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GCSE EXAMINATIONS
Reading (25%)
Listening (25%)
Writing (25%)
Speaking (25%)
YEAR 11
Jobs and future plans
Job nouns
Better/worse and best/worse thing
Perfect infinitive
Sub-junctive
Verbs followed by à and de
Si clauses and Quand / lorsque structures
Global and Social Issues
Modal verbs in the conditional
Passive
Indirect object pronouns
Using three time frames
Pronoun 'on'
Simple Future Tense
Adverbs
Imperative
Infinitive constructions
Present tense – 3rd person singular/plural
School / Health
Pluperfect tense
Demonstrative adjectives and pronouns
Avant de
En + present participle
Reflexives in perfect tense
Conditional tense
Injuries + illnesses
Jobs
Future plans, hopes and wishes
Job applica-tions
Tasks
Positives and negatives
Chores
Healthy living
Rules + Uniform
Teachers + Pupils
School day + facilities
Subjects
Rights
Environmental issues
Protecting the environment
Poverty and homelessness
Volunteering
Big events – positives and negatives
Problems
Ideal holiday
Facilities
Activities
Transport
Countries
YEAR 10
Technology and Free Time
Jouer à / de
Possesive pronouns
Comparitives + superlatives
Relative pronoun 'que'
Imperfect tense
Direct object pronouns
Paritive article
Il faut + infinitive
Modal verbs
Pronoun 'en'
Tu vs. Vous
Venir de + infinitive
Home, Town & Local Area
Venir de + infinitive
Pronoun 'y'
Asking questions using 'quel'
Using idiom
Simple future tense
Holidays
Pour + infinitive
Emphatic pronouns
Reflexive verbs
Relative pronoun 'qui'
Present tense – regular and irregular
Adjectival agreement
Family
Festivals & traditions
Forming and answering questions in 3 tenses
Depuis
Avoir phrases (illness)
Il faut (and other obligation phrases)
Imperatives (tu and vous)
Jouer à Vs Faire de
Role models
Sports
Music
Film and TV
Activities online
Reading habits
Life when younger
Relation-ships
Qualities of a friend
Physical and personality descriptions
Food
Shops
Clothes
Daily Routine
Key festivals
Family celebrations
Traditions
Accommo-dation
Countries
Geo-graphical features
Places in a town
Directions
Positives and negatives of a town
Transactional language – doctor's
Injuries
Illnesses
Body parts
Health advice
Sport
START OF GCSE
YEAR 9
Sport and Health
Negatives 'ne….jamais, ne…rien'
Revise Perfect tense regulars and introduce irregulars
Cultural Topic (Film)
Adjectival agreements
Comparatives and superlatives
Reflex verbs
Introduce conditional
Revise perfect tense
Revise near future tense
Forming questions using 'tu'
Digital technology
Films
Reading
Shopping trip
Characters
Themes
Descriptions
Relationships
Ideal friend / teacher
Film reviews
TV programmes
Favourite/least favourite celebrities
Speciality dishes and ingredients
Quantities
Food
Activities
Opinions
YEAR 8
Festivals
Adjectival agreement (singular plural)
TV, Cinema and Technology
Writing three tenses together
Perfect tense
Near future tense
Quantities with 'de'
Partitive articles (du, de la, des)
Present tense regulars
Near future tense
Using sequencers
Using two tenses together
Holidays
'Au', 'en', 'aux', with countries
Perfect tense – avoir regulars
Perfect tense – avoir irregulars
Perfect tense – etre verbs
Negatives
Combining two tenses
Festivals
Differences between 'tu' and 'vous'
House types
Rooms in a house
Drinks and snacks
Future plans
Key details – where, who with, what it is like
Past activities
Theme park visit
Transport
Problems
Comparisons
Nationalities
Countries
Questions
Weather
Hobbies and free-time activities
Key frequency phrases
Sports (using jouer and faire)
YEAR 7
Free Time
Model verbs + infinitive (pouvoir, vouloir)
Basic negatives
Where I live
Si clauses with present
Full present tense (regulars)
Frequency phrases
À + le etc
Present of ' faire'
Present of 'jouer'
Singular present tense of 'être'
Negatives with 'ne…pas'
School
Basic adjectival agreements
Qualifiers
Present tense er' verbs
Basic opinions
Key connectives
Definite and indefinite articles
Classroom items and language
Family members
Descriptions
School subjects
Clothes and uniform
School day
Seasons/ holidays
Days of the week
School facilities
Colours
Name, Age and Birthday
Greetings
Singular present tense of 'avoir'
Question words
Self, Family and Friends
FRENCH
Colour = Topic
Regular = Vocab
Italic = Grammar
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Y7 French Unit Organiser: Module 3 *Mon Temps Libre*

Quel temps fait-il? – *What is the weather like?*

When	Weather		I + Verb
Quand *When* **Si / S'** *If*	**il y a** *It is*	**du soleil** *sunny* **du vent** *windy* **du brouillard** *foggy* **des orages** *stormy*	**je joue…** *I play…* **je danse…** *I dance…* **je chante…** *I sing…* **je tchatte…** *I chat…* **je nage…** *I swim…* **je reste…** *I stay…* **je porte…** *I wear…*
	il fait *It is*	**beau** *nice weather* **mauvais** *bad weather* **chaud** *hot* **froid** *cold*	
	il pleut *it's raining*		
	il neige *it's snowing*		

au printemps	*in spring*
en été	*in summer*
en automne	*in autumn*
en hiver	*in winter*

Tu es sportif / sportive? – *Are you sporty?*

Verb	Sport/Hobby 1	Connective	Sport/Hobby 2
Je joue *I play* **Tu joues** *You play* **Il/Elle joue** *He/She plays* **On joue / Nous jouons** *We play* **Vouz jouez** *You (pl) play* **Ils/Elles jouent** *They play*	**au basket** *basketball* **au billard** *snooker* **au foot** *football* **au hockey** **au rugby** **au tennis** **au volleyball** **à la pétanque/ aux boules** *boules* **aux cartes** *cards* **aux échecs** *chess*	**et**	**au basket** **au billard** **au foot** **au hockey** **au rugby** **au tennis** **au volleyball** **à la pétanque/ aux boules** **aux cartes** **aux échecs**

Use ***jouer à*** to say what sports you play.

à + **le** → **au**		**le** basket	→ *Je joue **au** basket.*
à + **la** → **à la**		**la** pétanque	→ *Il joue **à la** pétanque.*
à + **les** → **aux**		**les** cartes	→ *Tu joues **aux** cartes?*

Tu fais ... ? / Je fais ... (Do you do...? / I do...)

du skate (skating)	**de la** cuisine (cooking)
du patin à glace (ice-skating)	**de la** danse (dance)
du théâtre (drama)	**de la** gymnastique (gymnastics)
du vélo (cycling)	**de la** natation (swimming)
du ski (skiing)	
du judo (judo)	
de l'athlétisme (athletics)	**des** randonnées (walking/hiking)
de l'équitation (horse-riding)	

faire is an irregular verb. It often translates as 'to do'.

je ***fais***	I do
tu ***fais***	you (singular) do
il/elle/on ***fait***	he/she does / we do
nous ***faisons***	we do
vous ***faites***	you (plural or polite) do
ils/elles ***font***	they do

You also use *faire* to describe the weather.
Il fait beau / chaud / froid.

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Use ***faire de*** to talk about some sports and other activities.
de changes according to the noun that follows it.

de + ***le*** → ***du***	*le vélo*	→	*Je fais **du** vélo.*
de + ***la*** → ***de la***	*la cuisine*	→	*Tu fais **de la** cuisine.*
de + ***l'*** → ***de l'***	*l'équitation*	→	*Il fait **de l'**équitation.*
de + ***les*** → ***des***	*les randonnées*	→	*Elle fait **des** randonnées.*

In the negative, just use ***de*** (or ***d'*** before a vowel).
*Je ne fais pas **de** natation. / Je ne fais pas **d'**athlétisme.*

Est-ce que tu fais souvent (du vélo)?
Je fais (du vélo) ...

parfois / souvent / tout le temps
tous les jours / tous les weekends
tous les lundis / mardis / ...
quand il pleut / il fait chaud / ...

Do you often (cycle)?
I do (cycling)...
Sometimes / often / all the time
Every day / every weekend
Every Monday / Tuesday / ...
When it rains / it's hot / ...

Verb	Intensifier	Adjective
Je suis *I am* **Il est** *He is* **Elle est** *She is*	**un peu** *a bit* **assez** *quite* **très** *very*	**sportif (m) / sportive (f)** *sporty*
Je ne suis pas *I am not* **Il n'est pas** *He is not* **Elle n'est pas** *She is not*	**très**	

Les activités - *Activities*

✓✓	j'adore	1 bloguer	1. Blogging
✓	j'aime	2 écouter de la musique	2. Listening to music
✗	je n'aime pas	3 envoyer des SMS	3. Sending text messages
✗✗	je déteste	4 prendre des selfies	4. Taking selfies
		5 partager des photos et des vidéos	5. Sharing photos and videos
		6 regarder des films	6. Watching films
		7 tchatter avec mes copains/copines	7. Chatting with my friends
		8 télécharger des chansons	8. Downloading songs

Remember, the infinitive is the form of the verb which means 'to' do something.

*regard**er*** (to watch)
*prend**re*** (to take)

Many (but not all) infinitives end in ***–er***.

Use ***aimer*** (to like), ***adorer*** (to love) and ***détester*** (to hate), plus the infinitive of another verb, to say what you like or don't like doing.

When used after these verbs, the infinitive translates as 'do**ing** something'.

J'aime regarder …
J'adore télécharger …
Je n'aime pas prendre …
Je déteste faire …

*J'aime **écouter** de la musique.* I like **listening** to music.

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Present Tense – Regular -IR and -RE verbs

	Finir – To finish	**Rendre visite à** – to visit
Je (I)	fini**s**	rend**s** visite à
Tu (You singular)	fini**s**	rend**s** visite à
Il / Elle / On (He / She / We)	fini**t**	rend_ visite à
Nous (We)	fini**ssons**	rend**ons** visite à
Vous (You plural)	fini**ssez**	rend**ez** visite à
Ils / Elles (They)	fini**ssent**	rend**ent** visite à

Les questions - *Questions*

Est-ce que *tu …?* means '**Do** you …?'

Est-ce que *tu aimes faire du judo?*
(Do you like doing judo?)

Qu'est-ce que *tu …?* means '**What do** you …?'

Qu'est-ce que *tu aimes faire sur ton portable?*
(What do you like doing on your phone?)

Remember, ***est-ce que tu …?*** means 'do you …?', so start your answer with ***oui*** or ***non***.

Don't forget to change the pronoun and verb form in your answer.

Est-ce que ***tu aimes*** *faire …?* → *Oui,* ***j'aime*** *faire … / Non,* ***je*** *n'****aime*** *pas faire …*

You can often use part of a question to form your answer, but remember to change the pronoun and the verb form from ***tu*** to ***je***.

Est-ce que ***tu aimes*** *faire de la gymnastique?* → *Oui,* ***j'aime*** *faire de la gymnastique.*

comment …?	*how … ? (also used to ask what someone or something is like)*
quand …?	*when … ?*
quel(le/s) …?	*which/what … ?*

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GCSE EXAMINATIONS

Revision

YEAR 11

AUTUMN
- Dynamic development
- Development case study
- Barriers to development
- Uneven development
- The global development divide and measuring development
- Defining development

SPRING
- UK in the 21st century
- Physical Geography of the UK
- Human Geography of the UK
- The UK's ageing population
- London's booming population
- The UK's changing economy and post-industrial UK
- The UK's global role and our influence in conflicts, media and food

SUMMER
- Resource reliance
- Resources & shortages
- Farming & fishing for food
- Food, Water and Energy security
- Theories on the future
- Food security
- Fieldwork

YEAR 10

AUTUMN
- Urban Futures
- Cities case study
- Urban trends in the UK
- Urban population explosion and growth of slums
- How cities began and grew
- Super-sized cities in an urban world
- Characteristics of polar regions
- Human impacts on the TRF
- Human Impacts on a tropical rainforest
- Polar environments
- Characteristics and value of a tropical rainforest
- Distributions of biomes & their climate, flora and fauna
- Ecosystems and interdependence

SPRING
- Sustaining ecosystems
- Distinctive Landscapes
- Contrasting case studies of natural weather
- Plate boundaries and tectonic cases studies
- The physical and human landscape of the UK
- Coastal erosional and depositional landforms
- Rivers
- Fieldwork

SUMMER
- Changing Climates
- Global hazards
- Tropical storms, drought & El Nino
- Structure of the Earth
- Mitigation of tectonic hazards
- What makes a distinctive landscape
- Geomorphic processes
- River landforms
- Coasts case study
- UK impacts of climate change
- Greenhouse effect
- Natural causes of climate change
- Patterns of climate change

START OF GCSE

YEAR 9

AUTUMN
- Going global
- Extreme weather conditions
- Global circulation system and climate zones
- Global impacts of climate change
- Human causes of climate change
- Evidence of climate change

SPRING
- Transition to GCSE
- UK's place in the wider world
- Globalisation
- Clone Towns
- Russia – What are the opportunities and challenges facing Russia?
- Biomes
- Human Issues
- Middle East – Why is the Middle East an important region
- Biomes
- Human Issues

SUMMER
- Evidence of glaciation in the Lake district
- Changing glaciers
- Movement
- Glacier formation
- BREXIT
- Loss of Culture
- Location
- Skills
- Physical Issues
- Location
- Skills
- Physical Issues
- Physical Issues
- Skills
- Location
- Flood hazards and management
- Fluvial process including weathering

YEAR 8

AUTUMN
- Hydrology – Why are rivers important?
- Water cycle
- Tectonic Hazards – Why do people remain at risk?
- Plate margins & movement
- Earthquake processes
- Human Issues
- Biomes
- Asia – What are the opportunities and challenges facing Asia?
- River features and landforms

SPRING
- Addressing inequality
- Sustainable development
- Poverty
- Change over time
- Measuring development
- Distribution of Wealth
- Earth structure
- Volcano processes
- Tsunami
- Development – Why are some places more developed than others?
- Resource risk – Are we running out of natural resources?
- Soils
- Hydrosphere
- Sustainability
- Urban problems
- Deindustriali-sation
- Human Issues
- Biomes
- Africa – What are the opportunities and challenges facing Africa?
- Migration
- Population distribution and settlement factors

SUMMER
- Rocks
- Biosphere
- Natural resources for energy
- Changing Economies – How have shifting economies impacted cities across the globe?
- Sectors of industry
- Industrialisation of NEEs
- Physical Issues
- Skills
- Location
- Urbanisation
- Population change

YEAR 7

AUTUMN
- How do Geographers think?
- Map skills
- Locational knowledge
- What is a geographer?
- Difference between weather and climate
- Extreme weather
- Beast from the East
- Coasts – Should we defend our coastlines?
- Landforms
- Coastal case study
- Rainforests
- Tourism

SPRING
- Population – Can we solve the problem of overpopulation?
- Weird Weather – Is Weather becoming more extreme?
- Coastal processes
- Coastal management
- Economy Vs Environment – Are we risking our natural world in order to make money?
- Antarctica
- Hydrocarbons

GEOGRAPHY

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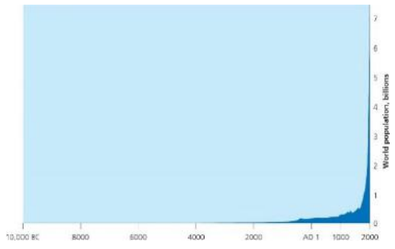
POPULATION PROBLEM

KEY WORDS

Population	The number of people living in a particular place
Population Density	The average number of people per unit of land
Densely Populated	Places with a high population density, that contain lots of people
Sparsely Populated	Places with a low population density, that contain few people
Population Distribution	The pattern of where people live
Census	A survey used by the government to understand the makeup of the population
Migration	The movement of people from one area to another
Immigration	The migration of people into an area from a different country
Illegal immigration	The migration of people into an area from a different country without permission
Rural area	The countryside
Urban area	Towns and cities
Rural to Urban Migration	The movement of people from the countryside to towns and cities
Urbanisation	The increase in the proportion (number) of people living in towns and cities
Megacity	A city with a population of over 10 million – e.g. Mumbai
Push Factor	Things that make people want to leave – they are 'pushed' out of a place
Pull Factor	Things that attract people to a place – they are 'pulled' towards it
Overpopulation	When there are too many people to be supported to a good standard of living by the resources of a region or country
Shanty Town	An informal settlement with houses often made of wood, plastic and sheet metal

POPULATION OVER TIME

- The current world population (to the nearest billion) is 8 billion people
- For most of history, the world's population growth has been slow
- In 1800, it reached 1 million for the first time
- Since then, the population has 'exploded', with rapid growth
- This is because of an increase in better paid jobs and education, which meant people could access more food, water, healthcare, and live safer lives. Life expectancy has increased as a result.



SETTLEMENT FACTORS

- The world's population is not evenly distributed – some places have lots of people, others do not
- Historically, settlements have been built in places with natural resources such as water, soil, good climates, and access to good jobs etc.
- There are positive factors (things that would lead to a densely populated area) and negative factors (things that would lead to a sparsely populated area). For example:

Positive Factors	Negative Factors
Lots of raw materials (e.g. coal) for industry, reliable water supply, fertile soil that is good for farming, flat land that is easier for farming and transport, a pleasant climate, lots of jobs	Steep land that is bad for building and farming, too hot and dry for crops to grow, poor water supply, dense forest that makes communication difficult, too cold for crops to grow, few raw materials for industry, few jobs available

URBANISATION

Push Factors	Pull Factors
Unemployment	More jobs
Lower wages	Higher wages
Crop failure	Better education and healthcare
Poor living conditions	Better living conditions
Poor education and healthcare	Better facilities
Few facilities	Less chance of natural disasters
Natural disasters and civil war	

- **When people move from rural areas to urban ones, this is known as urbanisation**
- There are many push and pull factors which can cause this
- This can lead to megacities (with over 10 million people), such as Tokyo and Delhi

KNOWLEDGE ORGANISER

CAUSES OF OVERPOPULATION IN MUMBAI

- 38% of people moving to Mumbai are from Maharashtra state (the state that Mumbai is in)
- There are a number of push and pull factors that are specific to Mumbai. For example:
- **Push Factors:** Poor farming – machines have replaced people; droughts ruin crops; and small farms are being sold to large land owners
- **Pull Factors:** In Mumbai, there are more jobs with higher wages; more schools, healthcare and entertainment; and people in Mumbai are more likely to be able to access electricity, water and sanitation

IMPACTS OF OVERPOPULATION IN MUMBAI

- **Shanty towns:** Poorly constructed buildings that are overcrowded – e.g. Dharavi
- **Water and sanitation:** 60% rely on communal taps, factories pollute the river, open sewers pose a health risk
- **Health and education:** Hospitals and schools can't cope with demand, children drop out of school to earn money
- **Unemployment:** Not enough jobs for the number of people, people are paid less than they should be and work in poor conditions
- **Transport and air pollution:** Water pipes run close to sewers, leading to leaks which cause disease. High levels of air pollution from cars, mopeds and factories. Overcrowded pubic transport

SHANTY TOWNS OF MUMBAI

- Shanty towns have developed due to a lack of permanent and affordable housing, due to a rapid increase in population
- Conditions in shanty towns are poor – many people live in small houses with lots of people. There are open sewers. Disease spreads quickly. Freshwater comes from communal puppies which are only turned on for a few hours a day. There is an average of 1 toilet per 1,450 people. Many people have informal jobs – such as collecting rubbish and sorting it
- **Improving shanty towns:**
  - Slum sanitation project – 30 community toilet blocks with over 5100 toilets being built
  - Mumbai slum resettlement scheme – residents moved into new homes, made from bricks and water
  - Slum electrification project – 210,000 residents provided with electricity to replace bottled gas
  - Incremental housing strategies – Families are allowed to buy the land, then redesign and rebuild their homes

MIGRATION FROM MEXICO TO THE USA

- Every year, over one million Mexicans migrate to the USA – the main reason is an improved quality of life
- There are a number of push and pull factors that encourage people to cross the Mexico-USA border:
- **Push Factors:** Unemployment and poverty are major problems in Mexico and have increased in recent years. 40% of the population of Mexico are unemployed, and many rely on farming in rural areas where the climate makes it difficult to farm successfully
- **Pull Factors:** In the USA, 99% of the population can read and write (compared to 86% in Mexico) and the life expectancy in the USA (80) is 8 years longer than that in Mexico

IMPACTS OF MIGRATION ON MEXICO AND THE USA

- Migration has impacts not only on the country people are migrating to, but the country they have left
- These impacts can be both positive and negative – migration can be a controversial topic
- **The USA:** Unskilled American workers might find it harder to get a job, as migrant populations are often willing to do the work that many Americans don't want to do and for less money. This can sometimes lead to cultural and racial tension. However, the USA has benefitted from Mexican culture such as food, language, and music
- **Mexico:** Workers moving to the USA can lead to less competition for jobs in Mexico, reducing unemployment. Those who have migrated to the USA often send money home to their relatives in Mexico which can help with healthcare and education, but it does mean that their families are split up. Migration has also led to depopulation (reduced population) in some Mexican towns and villages

SOLVING THE PROBLEM OF OVERPOPULATION

- Two main approaches:
  - **Controlling the population** to reduce overpopulation – introducing laws or policies to limit the number of babies born, e.g. China 1979-2016, family planning and contraception. China introduced its One Child Policy as the population of China was predicted to reach 1.8 billion by 2025 and there wouldn't have been enough food to go around
  - **Solving overpopulation** when it has already happened – trying to limit them impacts of overpopulation, e.g. through campaigning for gender equality, increased funding, and government schemes

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2 Papers – Understanding the Modern World & Shaping the Nation

GCSE EXAMINATIONS

Understanding the Modern World
- Germany 1890-1945. Democracy and dictatorship
- Conflict and tension between East and West: 1945-1972

Shaping the Nation
- Health and the people c1000-present day
- Elizabethan England 1568-1603

HISTORY

YEAR 11

AUTUMN
- Conflict and tension between East and West, 1945–1972
- Part two: The development of the Cold War

SPRING
- Elizabethan England, c1568–1603
- Part one: Elizabeth's court and Parliament
- Part three: Transformation of the Cold War

SUMMER
- Part two: Life in Elizabethan times
- Part four: The historic environment of Elizabethan England
- Part three: Troubles at home and abroad

YEAR 10

AUTUMN
- START OF GCSE
- Germany, 1890–1945: Democracy and dictatorship
- Part one: Germany and the growth of democracy

SPRING
- Part one: The origins of the Cold War
- Conflict and tension between East and West, 1945–1972
- Part two: Germany and the Depression

SUMMER
- Part four: Modern medicine
- Part three: A revolution in medicine
- Britain: Health and the people: c1000 to the present day

YEAR 9

AUTUMN
- Part three: The experiences of Germans under the Nazis
- Britain: Health and the people: c1000 to the present day
- Part two: The beginnings of change

SPRING
- Part one: Medicine stands still
- The land of the free: to what extent has life really improved for Black Americans? Change and Continuity
- What were the key turning points of WWII? Change and Continuity

SUMMER
- Looking through a Bristol shaped window: What can the Bristol Bus Boycott tell us about the lives of Black people in the UK? Significance
- Was the Holocaust inevitable? Interpretations
- To what extent was the British Army lions led by donkeys? Interpretations
- Did the USA win WWI? Causation
- Why did people at the time think the Treaty of Versailles was unfair? Significance
- Why did the World go to war in 1939? Causation

YEAR 8

AUTUMN
- Does General Haig deserve to be remembered as the Butcher of the Somme? Evidence
- How did the Empire help the war effort? Similarity and Difference
- Why did the World go to war in 1914? Causation
- What was it like to fight on the Western Front? Evidence

SPRING
- How similar were Hitler and Stalin? Similarity and Difference
- Why did women win the vote? Causation
- Why do historians disagree about the end of the slave trade? Interpretations
- Why did the British Empire start in India? Causation
- What were children taught to think about Empire? Evidence
- What made Thomas Clarkson so angry? Evidence

SUMMER
- How did women fight back in the 19th Century? Change and Continuity

YEAR 7

AUTUMN
- When was it most dangerous to speak your mind under the Tudors? Change and Continuity
- How well did Elizabeth solve the problems of her reign? Causation
- Why did the King and Parliament go to war in 1642? Causation
- Why has Guy Fawkes caused so many arguments? Interpretations
- Was there a typical experience during the Civil War? Similarity and Difference
- How did ordinary life change between 1500 and 1800? Change and Continuity

SPRING
- Why do people's opinions on Cromwell keep changing? Interpretations
- Was the 'Glorious Revolution' really 'glorious'? Significance
- Who cared about industrialisation? Evidence
- Why does the Great Fire of London matter? Significance
- Why did Britain become the workshop of the world? Causation
- How certain can we be that Richard III murdered the Princes in the Tower? Evidence
- How can we know what Muslims thought of Crusaders and invaders? Evidence
- Why did Islam spread so far and so fast? Causation
- What really happened on the 14th June 1381? Evidence

SUMMER
- Why did Henry VIII stop following the Pope in the 16th century? Causation
- Why was the Black Death so terrifying Significance
- What sort of changes did England experience during the Wars of the Roses? Change and Continuity
- What was so special about Baghdad? Significance
- How much power did medieval kings have? Change and Continuity

YEAR 7

AUTUMN
- How did life in Britain change 43AD – 1066? Change and Continuity
- How did William take control of England? Causation
- Why did William win the battle of Hastings? Causation
- What is history? Evidence
- What made the Roman Empire collapse? Causation
- Why was the Roman Army unstoppable? Causation

SPRING
- How far did the Normans change England? Change and Continuity
- Why did Henry and Becket's quarrel turn bitter and fatal? Causation
- Was King John truly the "worst king of England"? Interpretations
- Why could no one ignore the power of the Church? Significance
- Did towns make people free? Similarity and Difference

SUMMER

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ISLAMIC WORLD

KNOWLEDGE ORGANISER

KEY WORDS

Caliphs	Leader of the Muslim world
Mosque	House of worship for Muslims
Holy Land	Sacred land, with Jerusalem at its heart
Kaaba	Square temple in Makkah, with 300 holy objects around it
Bedouin	A tribe who would foster children from the Quraysh tribe
Pilgrimage	Journey of religious significance
Fasting	Go without food at certain times
Crusade	Religious wars to capture the Holy Land
Franks	European Christians
Seljuks	Turkish Muslims

MUHAMMAD'S EARLY LIFE

The daughter-in-law (Aminah) of a rich merchant who was the elderly leader of the Quraysh tribe, gave birth to Muhammad. He was fostered by Halimah
Muhammad lived in the desert with his foster mother. He lived as a nomad, with hardly any personal possessions. He lived in one of the clan's tents, learning about hospitality, helping the poor and sick, listening to poems about love, war and history
Muhammad returned to his mother when he was 6. She died shortly after, and he was then looked after by his uncle, Abu Talib, who was a merchant. His uncle taught him trades, how to care for sheep and goats, and then camels

THE ARABS OF MAKKAH

- There were no kings in Arabia. About 100 families made up a clan, and clans belonged to a tribe. Loyalty to your clan was very important
- There were many Jewish and Christian preachers in Arabia.
- Makkah was a holy place, more than just a stopping point for the camel caravans

MUHAMMAD'S MESSAGE

- Muhammad said everyone should submit and give thanks to Allah, by bowing (not by blood sacrifice), care for the poor and weak, praying and fasting
- When his uncle, Abu Talib died, Muhammad no longer had protection. Pilgrims from Yathrib offered protection and they and Muhammad made their way to Medina

THE SPREAD OF ISLAM

Reasons for the spread of Islam

Other empires were weak
Many saw the Muslims as liberators
To the Arabs, fighting wars was a chance to get rich from war booty
Arabs were skilled fighters

Timeline of Movement:

700: African coast
705: Afghanistan
711: Invasion of Spain
711: North India and central Asia
732: Battle of Poitiers, France

BAGHDAD

- Caliph al-Mansur decided to build a new capital, Baghdad, between two rivers which would provide fertile soil to grow crops and supply the town
- Thousands of workers helped construct Baghdad, which was perfectly round
- There were a number of hospitals in Baghdad, and doctors added medical knowledge from their own studies
- In the 'House of Wisdom', scholars in Baghdad advanced Mathematics, Geography and Astronomy. They created the number zero, drew maps and used the stars to work out calendars
- Madrasas, Islamic colleges were created in Baghdad to teach future generations

THE CRUSADERS

- From 395, the Holy Land was controlled by Greek Christians. In 638, Arab Muslims took control. In 1077, the Seljuks took over. In 1099, the Franks invaded to retake the Holy Land, after the Pope promised rewards in Heaven for joining the crusade
- The Muslims found the Crusaders rude, dumb, primitive and unreliable
- Between 1100 and 1291, it was Christians, not Muslims who ruled the Holy Land
- The rulers sometimes went to war, however ordinary Christians, Muslims and Jews continued to live as neighbours as before

TIMELINE 570-1099

570 Birth of Muhammad
610 Muhammad recieves his first message
622 Muslims move to Medina
630 Muhammad takes over Makkah
632 Death of Muhammad
762 Baghdad is founded
1099 European Christians invade the Holy Land

WARS OF THE ROSES

KNOWLEDGE ORGANISER

MEDIEVAL KINGS 1066-1422

King	Reign	Death	Wars
William I	1066-1087	Injured in battle	Conquered England
William II	1087-1100	Possibly murdered	Won wars against Welsh and Scots
Henry I	1100-1135	Indigestion	Won war against brother
Stephen	1135-1154	Heart attack	Won civil war against cousin
Henry II	1154-1189	Fever	Won land in Ireland and France
Richard I	1189-1199	Killed in war	Successful in Crusades
John	1199-1216	Dysentery	Lost civil war
Henry III	1216-1272	Old age	Wars against France. Lost civil war
Edward I	1272-1307	Old age	Won wars against Welsh and Scots
Edward II	1307-1327	Murdered	Lost wars against Scots and French
Edward III	1327-1377	Old age	Won wars in France
Richard II	1377-1399	Possibly murdered	Lost wars in France and civil war
Henry IV	1399-1413	Skin disease	Won civil war
Henry V	1413-1422	Dysentery	Won wars and land in France

POWER OF MEDIEVAL KINGS

The power that Medieval Kings had depended on a number of factors:

1. Success or failure in war and conquest
2. Relationship with the Church, and with Barons and Nobles
3. Keeping peace in England
4. Money, age, luck and legitimacy

DEATH OF EDWARD III

- Edward III died in 1377. His eldest son had died before he did, but his son, Richard, was crowned King Richard II instead of Edward's three surviving sons
- This skipping of an entire generation had meant there were multiple claims to the throne
- Henry Bolingbroke forced his cousin Richard II off the throne. Henry became Henry IV, which passed to his son, Henry V, and finally to Henry VI, who became King when he was 9 months old.

HOUSES OF YORK AND LANCASTER

House of Lancaster	
Henry VI	King at the start of the war. Henry VI was mentally ill
Margaret of Anjou	Wife of Henry VI, who took control of the country and led the fight against Henry's enemies
Richard, Earl of Warwick	Began the war on the side of the Yorkists, he changed sides after disagreeing with the way Edward IV ruled
House of York	
Richard, Duke of York	Father of Edward IV and Richard III. He began the war by defeating the Lancastrians and putting Henry VI in prison
Edward IV	The first York to become King
Edward V	Son of Edward IV. Sent to the Tower of London by uncle Richard III
Richard III	Brother of Edward IV. Took the throne from his nephew Edward V

RICHARD III

- Richard was born in 1452, his father was Richard, Duke of York
- The Duke of York fought against King Henry VI, but was killed in battle
- Richard's brother defeated Henry VI in battle, and was crowned King Edward IV
- King Edward IV died in 1483, and his son was to become King Edward V
- Richard convinced everyone that he should be King, not Edward
- Richard III was killed by Henry Tudor at the Battle of Bosworth in 1485
- Edward Tudor became King Henry VII in October 1485
- In 2012 Richard III's remains were found in a car park in Leicester

WHAT HAPPENED TO EDWARD V?

- When King Edward IV died, Prince Edward was to be king at age 12
- Richard imprisoned Earl Rivers, the Queen's brother, and has Lord Hastings, Edward IV's closest friend, killed
- Prince Edward lived in the Royal Apartments in the Tower of London until his coronation. Richard had the Archbishop of Canterbury ask to take the Prince's younger brother to the Tower too
- Richard convinced everyone that he should be King. The Princes were never seen again.

TIMELINE OF THE WAR OF THE ROSES

1455 — Wars of the Roses begins. Richard of York defeats Henry VI

1460 — The Lancastarians kill Richard of York in the Battle of Wakefiled

1461 — Richard of York's son, Edward IV defeats the Lancastarians and becomes King

1470 — The Earl of Warwick and Queen Margaret restore Henry VI to the throne

1471 — Edward IV defeats the Lancastarians. Henry VI is sent to the Towe of London where he dies

1483 — Edward V becomes King. His uncle, Richard III sends him to the Tower and declares himself King

1485 — Henry Tudor defeats Richard III at the Battle of Bosworth, and Henry becomes King Henry VII

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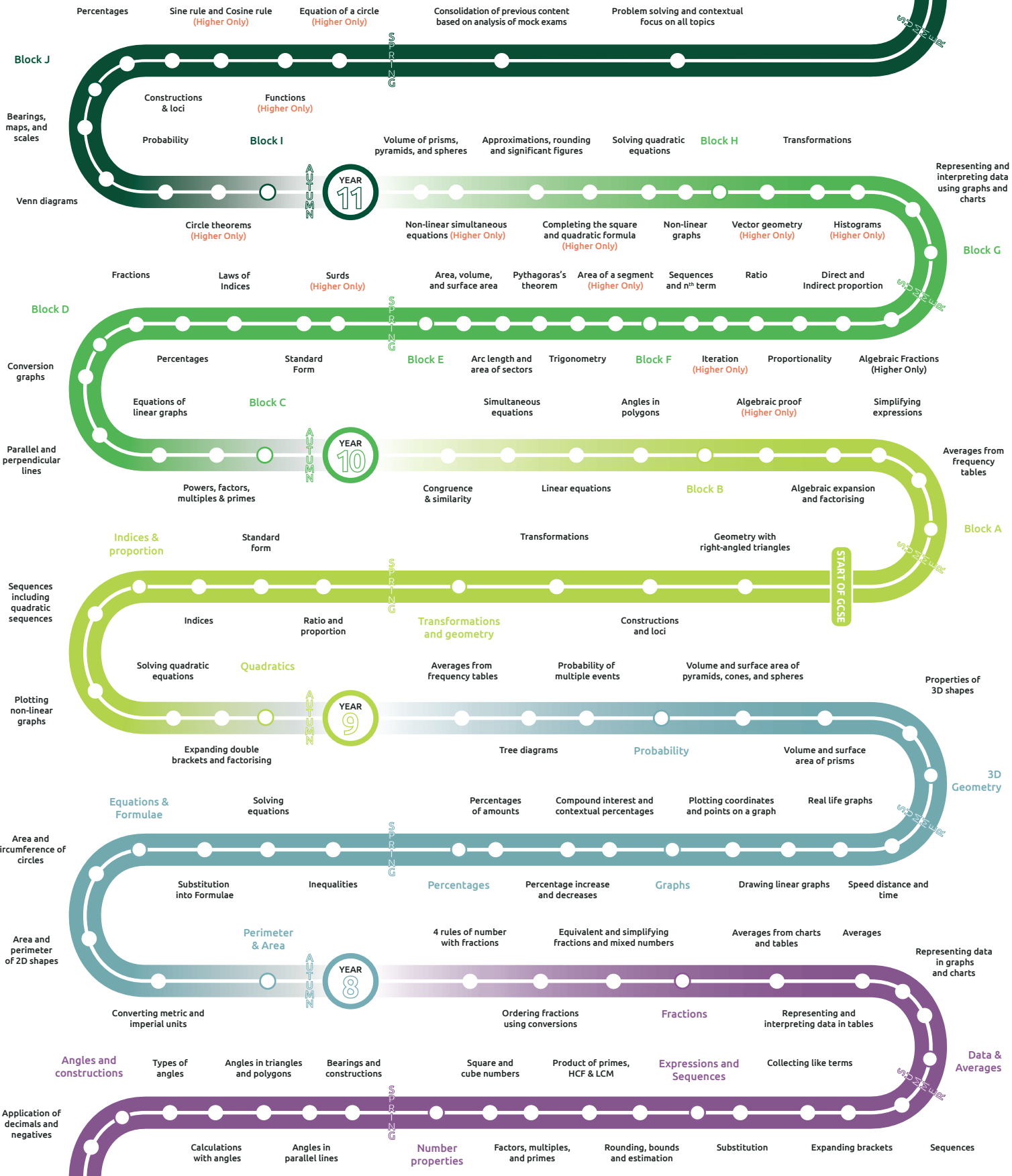
GCSE EXAMINATIONS

3 papers – 1 non-calculator and 2 calculator papers



MATHS

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Year 7 – Summer 1, Fractions

Topic/Skill	Definition/Tips	Example
Fraction	A mathematical expression representing the **division** of one integer by another. Fractions are written as **two numbers separated by a horizontal line**.	$\frac{2}{7}$ is a 'proper' fraction. $\frac{9}{4}$ is an 'improper' or 'top-heavy' fraction.
Numerator	The **top** number of a fraction.	In the fraction $\frac{3}{5}$, 3 is the numerator.
Denominator	The **bottom** number of a fraction.	In the fraction $\frac{3}{5}$, 5 is the denominator.
Unit Fraction	A fraction where the **numerator is one** and the denominator is a positive integer.	$\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ $etc.$ are examples of unit fractions.
Reciprocal	The reciprocal of a number is **1 divided by the number**. The reciprocal of x is $\frac{1}{x}$ **When we multiply a number by its reciprocal we get 1**. This is called the 'multiplicative inverse'.	The reciprocal of 5 is $\frac{1}{5}$ The reciprocal of $\frac{2}{3}$ is $\frac{3}{2}$, because $\frac{2}{3} \times \frac{3}{2} = 1$
Mixed Number	A number formed of both an **integer part** and a **fraction part**.	$3\frac{2}{5}$ is an example of a mixed number.
Simplifying Fractions	**Divide the numerator and denominator by the highest common factor**.	$\frac{20}{45} = \frac{4}{9}$
Equivalent Fractions	Fractions which represent the **same value**.	$\frac{2}{5} = \frac{4}{10} = \frac{20}{50} = \frac{60}{150}$ $etc.$
Comparing Fractions	To compare fractions, they each need to be rewritten so that they have a **common denominator**. **Ascending** means **smallest to biggest**. **Descending** means **biggest to smallest**.	Put in to ascending order : $\frac{3}{4}, \frac{2}{3}, \frac{5}{6}, \frac{1}{2}$. Equivalent: $\frac{9}{12}, \frac{8}{12}, \frac{10}{12}, \frac{6}{12}$ Correct order: $\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}$
Fraction of an Amount	**Divide** by the **denominator**, **times** by the **numerator**	Find $\frac{2}{5}$ of £60 $60 \div 5 = 12$ $12 \times 2 = 24$

Year 7 – Summer 1, Fractions

Adding or Subtracting Fractions	Find the **LCM of the denominators** to find a common denominator. Use equivalent fractions to change each fraction to the **common denominator**. Then just **add or subtract the numerators** and keep the **denominator the same**.	$\frac{2}{3}+\frac{4}{5}$ Multiples of 3: 3, 6, 9, 12, **15**.. Multiples of 5: 5, 10, **15**.. LCM of 3 and 5 = 15 $\frac{2}{3}=\frac{10}{15}$ $\frac{4}{5}=\frac{12}{15}$ $\frac{10}{15}+\frac{12}{15}=\frac{22}{15}=1\frac{7}{15}$
Multiplying Fractions	**Multiply** the **numerators** together and **multiply** the **denominators** together.	$\frac{3}{8}\times\frac{2}{9}=\frac{6}{72}=\frac{1}{12}$
Dividing Fractions	Keep the first fraction the same Find the **reciprocal** of the second fraction Change the divide to a multiply Multiply the fractions as above instead.	$\frac{3}{4}\div\frac{5}{6}=\frac{3}{4}\times\frac{6}{5}=\frac{18}{20}=\frac{9}{10}$
Fractions to decimals	**Numerator ÷ Denominator**	$\frac{1}{4}$ = 1 ÷ 4 = 0.25
Decimals to fractions	-Write decimal as a fraction over 1 - Multiply numerator and denominator by 10 for each decimal digit -Simplify	$0.25=\frac{0.25}{1}$ $\frac{0.25}{1}=\frac{25}{100}$ $\frac{25}{100}=\frac{1}{4}$

Year 7 – Summer 1, Data Handling Knowledge Organiser

Topic/Skill	Definition/Tips	Example
Data Collection	**Qualitative** – non-numerical data. **Quantitative** – numerical data. Quantitative data can be discrete or continuous. **Discrete** – Data that can take **only specific values** within a given range. **Continuous** – Data that can take **any numerical value** within a given range. **Primary** – Data that has been generated by the researcher. Data **collected yourself** for a specific purpose. **Secondary** – Data that has previously been gathered and can be accessed by researchers. Data **collected by someone else** for another purpose.	Qualitative data – eye colour, gender etc. Quantitative data – Discrete – number of children, shoe size etc. Continuous – weight, height etc. Primary – Data collected by a student for their own research project. Secondary – Census data.
Questionnaires	When looking at the **suitability and effectiveness** of questionnaires, consider the following: -Have you included any **leading questions**? -Are there **overlapping response boxes**? -Are there missing questions which would be beneficial to ask? -Have you included too many **open questions**? -Is your questionnaire free from **bias**? -Are your questions **appropriate**?	1) How old are you? ☐ 10 – 12 ☐ 12 – 14 ☐ 14 - 16 2) How much pocket money do you get each week? ☐ £1 – £2 ☐ £3 – £4 ☐ £5 – £10 Consider the issues with this questionnaire.

Year 7 – Summer 1, Data Handling Knowledge Organiser

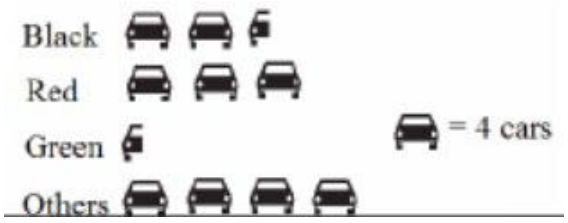
<table>
<tr>
<td>Frequency Table</td>
<td>A record of how often each value in a set of data occurs.

Grouped data – is data that has been gathered and then sorted into categories in the form of class intervals.
You will see grouped data in grouped frequency tables for example.

<table>
<tr><th>Foot length, l, (cm)</th><th>Number of children</th></tr>
<tr><td>$10 \leqslant l < 12$</td><td>5</td></tr>
<tr><td>$12 \leqslant l < 17$</td><td>53</td></tr>
</table>
</td>
<td>
<table>
<tr><th>Number of marks</th><th>Tally marks</th><th>Frequency</th></tr>
<tr><td>1</td><td>𝍸 ||</td><td>7</td></tr>
<tr><td>2</td><td>𝍸</td><td>5</td></tr>
<tr><td>3</td><td>𝍸 |</td><td>6</td></tr>
<tr><td>4</td><td>𝍸</td><td>5</td></tr>
<tr><td>5</td><td>|||</td><td>3</td></tr>
<tr><td>Total</td><td></td><td>26</td></tr>
</table>
</td>
</tr>
<tr>
<td>Two-way Tables</td>
<td>A table that organises data around two categories.

Fill in the information step by step using the information given.

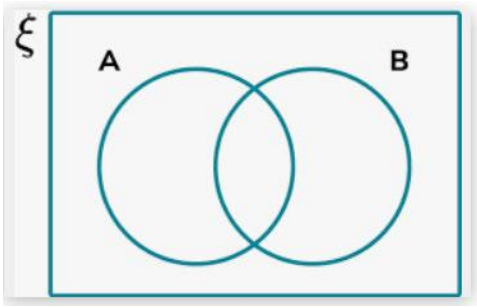
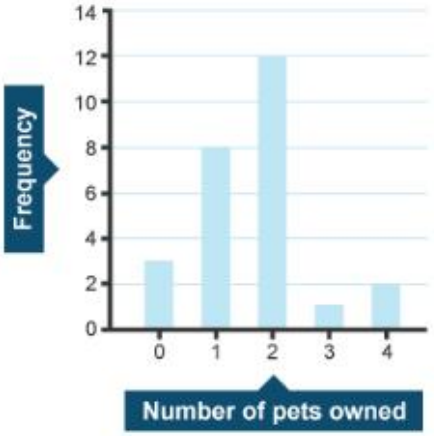
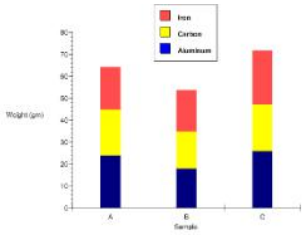
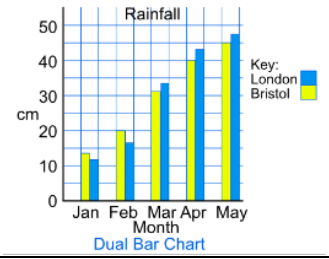
Make sure all the totals add up for all columns and rows.</td>
<td>
Question: Complete the 2 way table below.
<table>
<tr><th></th><th>Left Handed</th><th>Right Handed</th><th>Total</th></tr>
<tr><td>Boys</td><td>10</td><td></td><td>58</td></tr>
<tr><td>Girls</td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td></td><td>84</td><td>100</td></tr>
</table>
Answer: Step 1, fill out the easy parts (the totals)
<table>
<tr><th></th><th>Left Handed</th><th>Right Handed</th><th>Total</th></tr>
<tr><td>Boys</td><td>10</td><td>48</td><td>58</td></tr>
<tr><td>Girls</td><td></td><td></td><td>42</td></tr>
<tr><td>Total</td><td>16</td><td>84</td><td>100</td></tr>
</table>
Answer: Step 2, fill out the remaining parts
<table>
<tr><th></th><th>Left Handed</th><th>Right Handed</th><th>Total</th></tr>
<tr><td>Boys</td><td>10</td><td>48</td><td>58</td></tr>
<tr><td>Girls</td><td>6</td><td>36</td><td>42</td></tr>
<tr><td>Total</td><td>16</td><td>84</td><td>100</td></tr>
</table>
</td>
</tr>
<tr>
<td>Pictograms</td>
<td>Uses pictures or symbols to show the value of the data.

A pictogram must have a key.</td>
<td> 
</td>
</tr>
<tr>
<td>Carroll Diagrams</td>
<td>A way of sorting information into categories.</td>
<td>1. Place these numbers into the Carroll diagram.

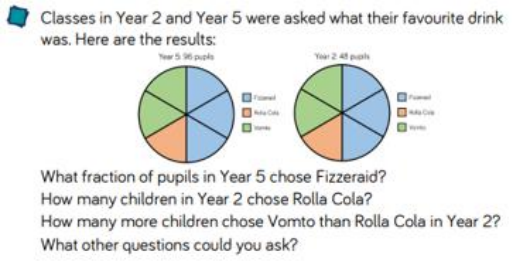
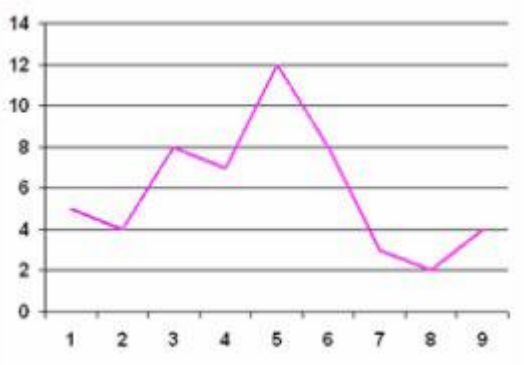
2, 3, 7, 9, 11, 13, 17, 19, 21, 24, 29

<table>
<tr><th></th><th>A prime number</th><th>Not a prime number</th></tr>
<tr><td>An even number</td><td></td><td></td></tr>
<tr><td>Not an even number</td><td></td><td></td></tr>
</table>
</td>
</tr>
</table>

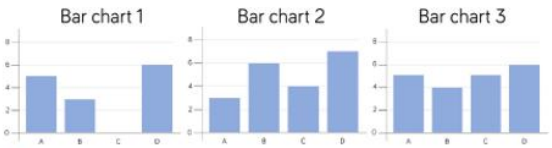
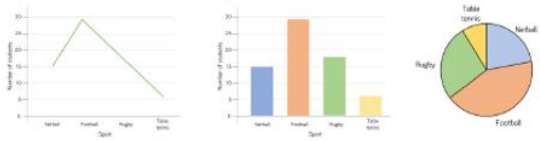
Year 7 – Summer 1, Data Handling Knowledge Organiser

Venn Diagrams	A **diagram** that uses **overlapping circles** to show collections of mathematical elements (sets) and what they have in common. The diagrams illustrate the similarities and differences between things.	
Bar Chart	Represents data as vertical blocks. Bar charts show the **type** of data and the **frequency** for each type of data. Each bar should be the **same width**. There should be **gaps** between each bar. Remember to **label** each axis. Remember: **BLAST** – Bars, Labels, Axes, Scale, Title.	
Dual & Composite Bar Charts	Dual & composite are types of bar chart. **Compound/Composite** Bar Charts - show data stacked on top of each other. **Comparative/Dual** Bar Charts - show data side by side.	  Dual Bar Chart
Drawing Pie Charts	Used for showing **how data breaks down into** its constituent **parts**. When drawing a pie chart, **divide 360° by the total frequency**. This will tell you how many degrees to use for the frequency of each category.	

Year 7 – Summer 1, Data Handling Knowledge Organiser

	Remember to **label** the category that each sector in the pie chart represents.	If there are 40 people in a survey, then each person will be worth $360 \div 40 = 9°$ of the pie chart.
Interpreting Pie Charts	**What's the same and what's different** about the favourite drinks pie charts? Sometimes you will be asked to interpret pie charts.	
Line Graph	A graph that uses **points connected by straight lines** to show how data changes in values. This can be used for **time series data**, which is a series of data points spaced over uniform time intervals in time order.	
Averages	**Mean, Median & Mode** are all **types of average**. **Mean** – Add up the values and divide by how many values there are. **Median** – The middle value. Put the data in ascending order and find the middle value. If there are two middle values, find the number halfway between them by adding them together and dividing by 2.	4,5,2,3,6,7,8 $\frac{4+5+2+3+6+7+8}{7} = 5$ Find the median of: 4, 5, 2, 3, 6, 7, 6 Ordered: 2, 3, 4, **5**, 6, 6, 7 Median = 5

Year 7 – Summer 1, Data Handling Knowledge Organiser

	Mode – Most frequent/common value. There **can be more than one mode** (bi-modal or multi-modal) or **no mode** (if all values appear once for example). You can find the mode from both qualitative and quantitative data. **Range** – A **measure of spread**. The smaller the range the more consistent the data. **Subtract the smallest value from the highest value**.	Find the mode: 4, 5, 2, 3, 6, 4, 7, 8, 4 Mode = 4 Find the range: 3, 31, 26, 102, 37, 97. Range = 102-3 = 99
Averages and range from bar & pie charts	You might be asked to find the averages and range from a bar and/or pie chart. Make sure you are using the scales correctly.	Compare the bar charts.  What is the same and what is different about the data sets? Which data set has the highest range? Which has the lowest range?
Comparing data	Consider which average is most appropriate for certain questions. When comparing data sets, you should also consider the spread of the data.	Dora wants to use a diagram to represent the number of students that attended each after school sports club.  Which diagram best represents the information? Why?

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GCSE EXAMINATIONS

1 Paper

YEAR 11

SUMMER: Revision

SPRING: Performing Solo; Final Composing portfolio; Recap and Revision

AUTUMN: NEA Composing from a brief; NEA Composing; NEA Performing; Solo; NEA Performing; Ensemble; Free Choice composition; Mock Examination; Set Work 'Release'; Set Work, 'Samba Em Preludio'; Fusions

YEAR 10

SUMMER: Composing; Film project

SPRING: Music for stage and screen; Performing; Music for stage and screen; Solo Performance; Set work, 'Defying Gravity'; Ensemble Performance; Set Work, 'Star Wars'

AUTUMN: Composing; Vocal music; Composing; Composing; Set Work, 'Music for a while'; Vocal music; Set Work 'Killer Queen'; Ensemble Performance; Set Work 'Pathetique Sonata'

YEAR 9

SUMMER: Composing a 12 bar blues

SPRING: Song writing & Rap; Theory and listening, Harmony and tonality; Reggae; Solo Performance; Composing with Chords

AUTUMN: START OF GCSE; Periods of Classical Music; Theory and listening, Harmony and tonality II; Periods of Classical Music; Set Work 'Brandenburg Concerto No. 5'; Theory and listening, Elements of Music; Club Dance Remix; Samba; Composing a blues melody; Blues; Improvising using the blues scale; 12-bar blues progression

YEAR 8

SUMMER: Editing using virtual studio workstation

SPRING: Minimalism; Using Music technology to create a multi-layered composition; Culture of Indian Music; Improvising around notes of an Indian Raga; Harmony in song composition

AUTUMN: Appraising music that uses Chromaticism; Appraising music from the genre of minimalism; Indian Music; Key timbres and structure of Indian music; Composing in Layers; Composing chord progressions, bass lines and melodies; Chromaticism; Rock 'n' Roll; Composing and recording a 4/8 bar melody; Sharps and Flats; Sequenced performance of a rock 'n' roll song; Editing Music using music technology; Melody Writing

YEAR 7

SUMMER: Playing the Djembe

SPRING: Rhythm Composition; Elements of Music; Understanding Melody; Music notation; World of Rhythm; Recognising Pitch and Rhythm; Rhythm Performance; Notes on a keyboard; C Major Scale; Music of Africa; Polyrhythmic performance

AUTUMN: Basic symbols; Bridging Unit; Pitch and duration; Music notation

Musical Futures: Ukeleles/Guitars

MUSIC

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Y7 Melody

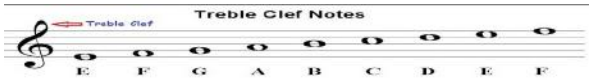
SUCCESSFUL MELODIES:

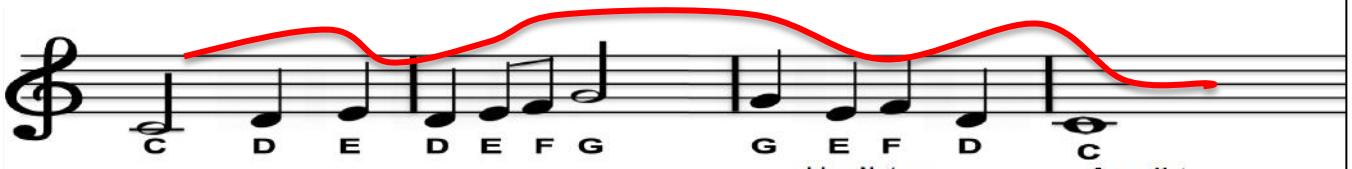
- Have interesting **rhythms** with a variety of note values (e.g. **crotchets, quavers, minims**).
- Need a mixture of long and short durations.
- Have a good sense of shape (**contour**) and are mostly made up of **steps** (we call this **CONJUNCT**)
- Avoid too many big leaps of pitch. (This would make it **DISJUNCT**)
- Use some **repetition** to help make the melody more memorable.

Symbol	American (British) Note Names	Beats
𝅝	Whole note (Semibreve)	4 beats
𝅗𝅥	Half note (minim)	2 beats
♩	Quarter note (crotchet)	1 beat
♪	Eighth note (quaver)	1/2 beat

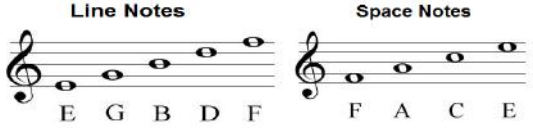
OCTAVE – An octave is the distance of 8 notes. The keyboard diagram to the left shows an octave from C to C.

SCALE – When the notes of an octave are played one after the other in order this creates a scale
Scales normally ascend and descend. Just as you would a ladder.
(e.g. The Scale of C Major)





All melodies have a shape to them. The technical term for this is the **contour.** The red line above shows the shape of the melody in exercise 1 from the lessons.



This melody has an ARCH SHAPE because it rises up and then falls again. When composing your melody you need to make sure that the rhythm in each bar adds up to 4 beats and that the pitches are carefully placed in the correct place on the stave. Remember to start and end on the note C-this is the KEYNOTE of C Major.

What's the catch?
A 'catchy' melody is one that you can remember easily. You find yourself hearing it in your head at odd times! This is called an **earworm**. Not a real worm it's just a melody stuck in your head!

Garageband Reminders

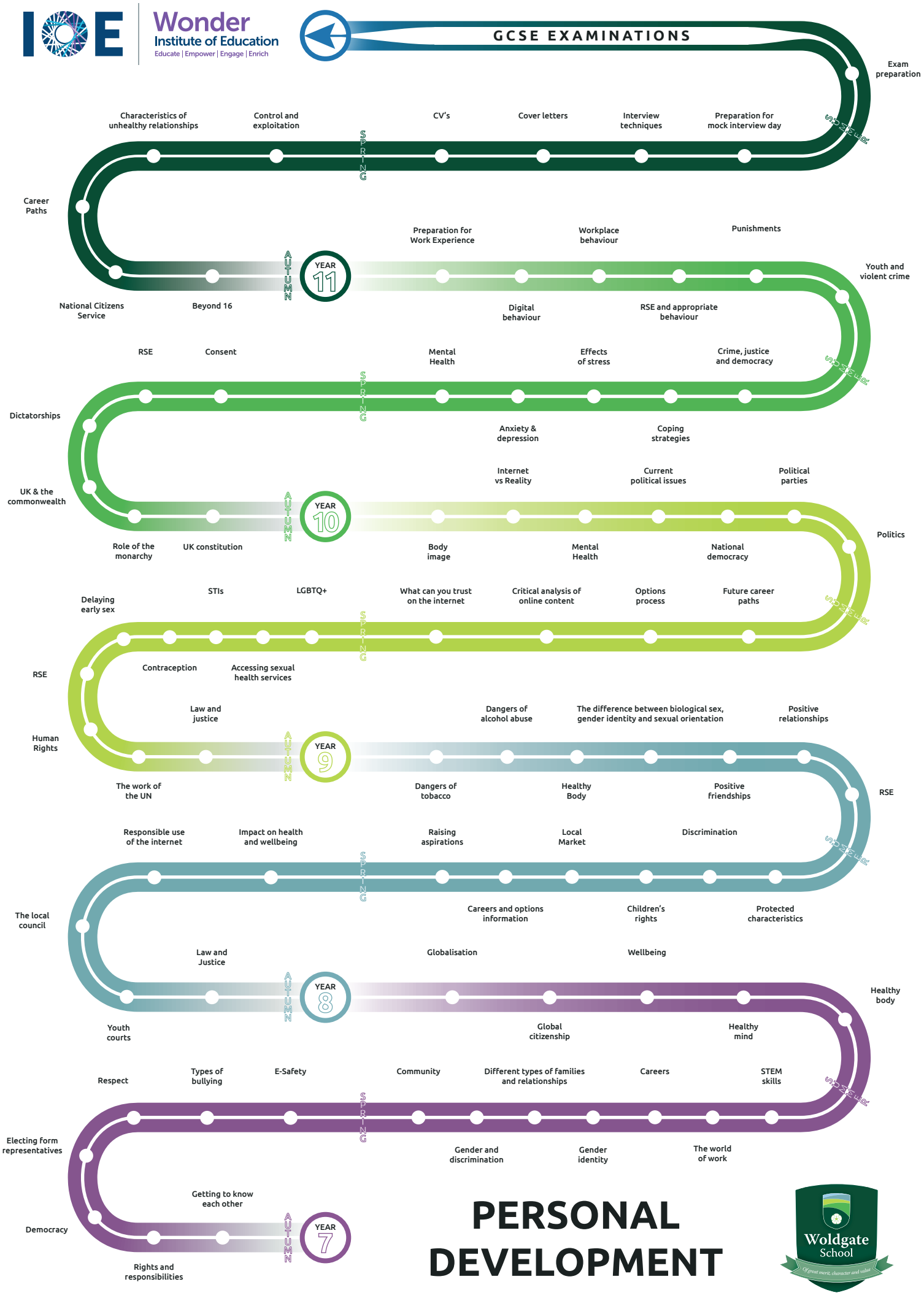
Remember when recording in Garageband to use the **METRONOME** (click) to help you keep in time.

Also use the **COUNT IN**, to give you a full bar's count before recording.

You can also change the **TEMPO** by clicking on the blue note and selecting 'Project' and then adjust the 'tempo' to suit your speed.

Why 4 bars long?
This comes from the **Classical Period** and composers like **Mozart, Haydn and Beethoven** who declared that the most beautiful part of music is the melody and that it should have a graceful contour and be perfectly balanced.

M	A	D	T	S	H	I	R	T
Melody	Articulation	Dynamics	Texture	Structure	Harmony	Instruments	Rhythm	Tempo


Wonder
Institute of Education
Educate | Empower | Engage | Enrich
GCSE EXAMINATIONS
Exam preparation
Characteristics of unhealthy relationships
Control and exploitation
CV's
Cover letters
Interview techniques
Preparation for mock interview day
SUMMER
SPRING
Career Paths
Preparation for Work Experience
Workplace behaviour
Punishments
AUTUMN
YEAR 11
Youth and violent crime
National Citizens Service
Beyond 16
Digital behaviour
RSE and appropriate behaviour
RSE
Consent
Mental Health
Effects of stress
Crime, justice and democracy
SUMMER
SPRING
Dictatorships
Anxiety & depression
Coping strategies
Internet vs Reality
Current political issues
Political parties
UK & the commonwealth
AUTUMN
YEAR 10
Politics
Role of the monarchy
UK constitution
Body image
Mental Health
National democracy
STIs
LGBTQ+
What can you trust on the internet
Critical analysis of online content
Options process
Future career paths
SUMMER
SPRING
Delaying early sex
RSE
Contraception
Accessing sexual health services
Law and justice
Dangers of alcohol abuse
The difference between biological sex, gender identity and sexual orientation
Positive relationships
Human Rights
AUTUMN
YEAR 9
RSE
The work of the UN
Dangers of tobacco
Healthy Body
Positive friendships
Responsible use of the internet
Impact on health and wellbeing
Raising aspirations
Local Market
Discrimination
SUMMER
SPRING
The local council
Careers and options information
Children's rights
Protected characteristics
Law and Justice
Globalisation
Wellbeing
AUTUMN
YEAR 8
Healthy body
Youth courts
Global citizenship
Healthy mind
Respect
Types of bullying
E-Safety
Community
Different types of families and relationships
Careers
STEM skills
SUMMER
SPRING
Electing form representatives
Gender and discrimination
Gender identity
The world of work
Getting to know each other
Democracy
AUTUMN
YEAR 7
Rights and responsibilities
PERSONAL DEVELOPMENT
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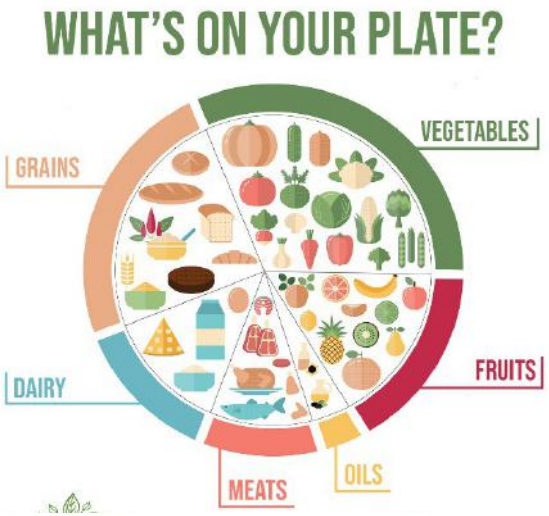
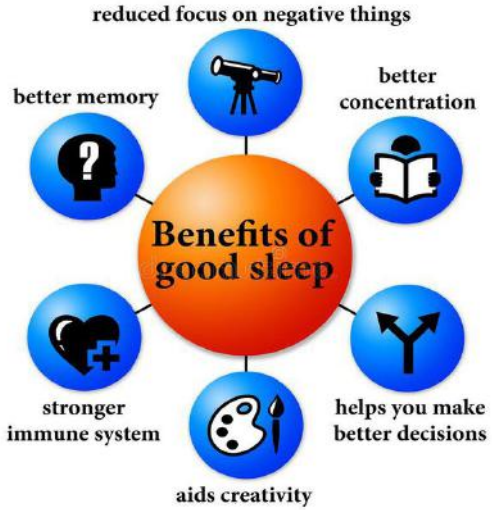
How can you look after our physical wellbeing?

Key vocab

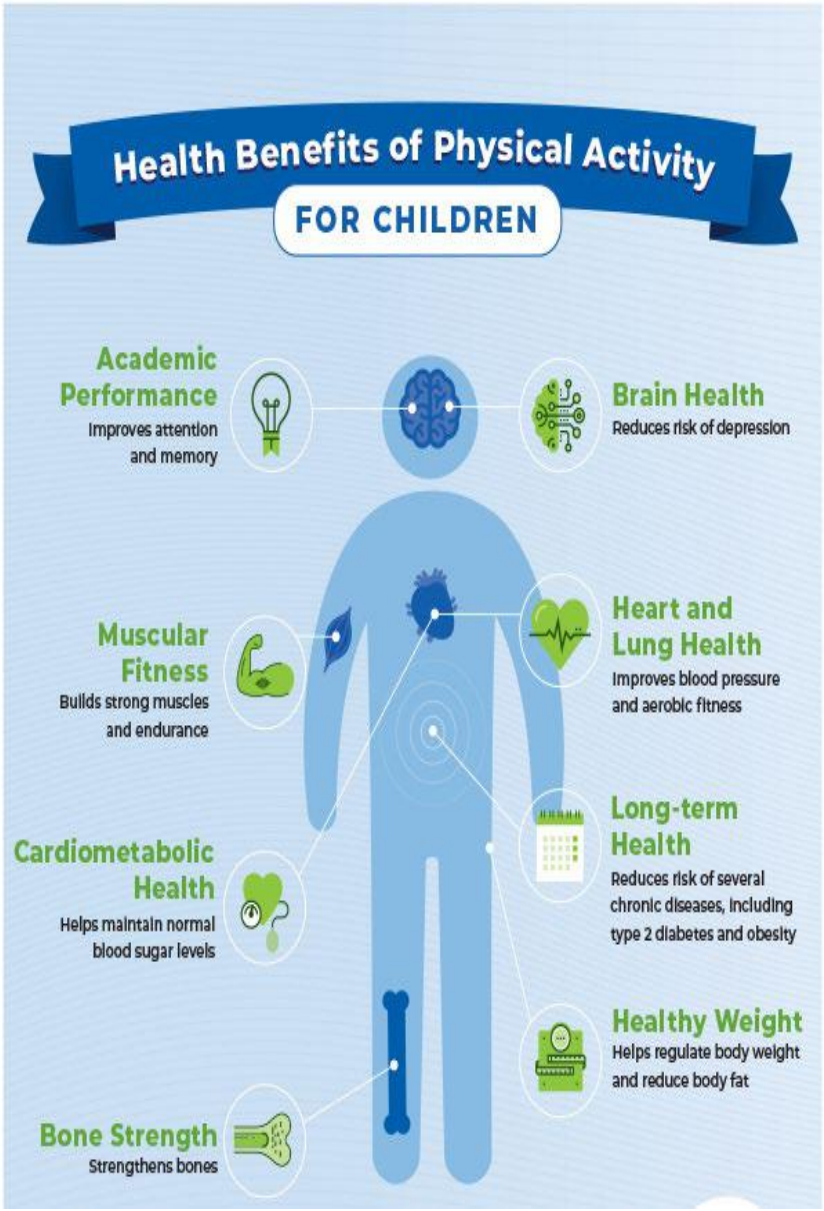
Term	Meaning
Food groups	There are 5 main food groups: Carbohydrates, Protein, Dairy, Fruit and vegetables, Fats and sugars.
Processed food	Food that has been altered during preparation
Marketing	Messages company use to try and persuade you to buy their product
Government guidelines	Suggestions that the government publish to advise on healthy eating
Celebrity endorsements	The use of celebrities by companies to help influence people to buy their products
Aerobic exercise	Aerobic exercise is any cardiovascular conditioning or "cardio."
An aerobic exercise	Shorter or more high intensity eercise





Personal Development link:

- **Health and wellbeing**



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GCSE Edexcel B – Beliefs in Action

GCSE EXAMINATIONS

YEAR 7

AUTUMN
- 7.1 The God idea (Christianity)
- 7.1 An Introduction to RS and the Six World Religions
- World Religions
- How has the idea of belief in God developed?
- Baseline assessment

SPRING
- The Trinity
- Jesus
- The Bible
- Festivals
- God idea assessment
- Social Sciences
- 7.2 Wise Words (Judaism)
- Where can we look for wisdom today?
- Synagogue
- Abraham
- Wisewords assessment
- Theology
- The Torah
- Moses
- Talmud

SUMMER
- 7.3 Sacred Earth (Sikhism)
- Gurdwara
- Guru Nanak
- Sikhism and the environment

YEAR 8

AUTUMN
- Eightfold Path
- 8.1 Building Bridges (Buddhism)
- What influence do religious traditions have on life today?
- Noble Truths
- Social Sciences
- 8.2 What if...? (Hinduism)
- Gods and goddesses
- Festival
- Philosophy
- Assessment What if...
- Siddattha Gotama
- Reincarnation
- Buddhism assessment
- Theology
- Where do we come from and where are we going?
- Reincarnation
- Caste system
- Philosophy
- Sikhism / sacred earth assessment
- The 5 K's
- What price the earth?

SPRING
- Mosque
- Philosophy
- 9.2 Fairness for all (Holocaust)
- Holocaust survivors
- Resistance
- Suffering and Evil
- Fairness for all assessment
- The Five Pillars
- Global dimension assessment
- What price a life?
- Prejudice and discrimination
- Christian perspectives

SUMMER
- 9.3 Living a Secular life (Young Leaders Award)

YEAR 9

AUTUMN
- Muhammad (pbuh)
- 9.1 The Global Dimension (Islam)
- What influence do religious traditions have on life today?
- Qur'an
- Theology
- Philosophy
- Assessment Religion + Stem
- What is the contribution of religion to the understanding of the world?
- 8.3 Religion and STEM

SPRING
- Mid term assessment
- The five roots in Shi'a Islam
- The Six Beliefs
- 1. Muslim Beliefs
- Living a secular life assessment
- Social Sciences
- What does it mean to have a non-religious worldview today?

SUMMER
- START OF GCSE

YEAR 10

AUTUMN
- Akhirah
- End point assessment Muslim beliefs
- The 10 Obligatory Acts
- Jihad
- End point: Living the muslim life
- 2. Living the Muslim life
- The Five Pillars
- The Five Pillars Assessment
- Festivals
- 3. Crime and Punishment (Islam)
- Crime
- Justice
- Mid/end point Crime assessment
- The death penalty
- The aims of punishment
- 4. Peace and Conflict (Islam)
- Forgiveness
- Pacifism
- Peacemaking
- Conflict
- Just War
- Theology
- Philosophy

SPRING
- Worship
- Worldwide Church
- Pilgrimage
- Mid/end point assessment
- Prayer
- Worship
- Sacrements
- 6. Living the Christian life
- Marriage
- Families
- Divorce
- Gender predudice
- Eschatology
- The problem of evil and suffering
- Creation
- Jesus
- The Trinity
- Mid/end point assessment Christian Beliefs
- 5. Christian Beliefs

SUMMER
- Mid/end point Peace and conflict assessment

YEAR 11

AUTUMN
- 7. Marriage and the Family
- Mariage + Family mid/end point assessment
- Family planning
- Equality
- 8. Matters of life and Death
- Origins of the universe
- Abortion
- Life after death mid/end point assessment
- Animal rights
- Value of human life
- Euthanasia
- Life after death
- Revision

SPRING
- GCSE EXAMINATIONS

SUMMER

RELIGIOUS STUDIES

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Year 7 Unit 7.3 Sacred Earth: Key Question: What price the Earth ?

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KEY WORDS :

Environment	The natural world; surroundings in which someone lives.
Wonder	Marvelling at the complexity and beauty of the universe.
Awe	A feeling of devout respect, mixed with fear or wonder.
Responsibility	A duty to care for, or having control over, something or someone.
Stewardship	The idea that believers have a duty to look after the environment on behalf of God.
Dominion	Dominance or power over something: having charge of something or ruling over it.
Pollution	Making something dirty and contaminated especially the environment.
Natural resources	Materials found in nature- such as oil and trees-that can be used by people.
Sustainable development	Building and progress that tries to reduce the impact on the natural world for future generations.
Abuse	Misuse of the world and the environment.
Non-renewable resources	Things the earth provides that will eventually run out. For example, oil, coal, gas and other minerals.
Deforestation	The cutting down of large amounts of forest, usually for business needs.
Recycling	Reusing old products to make new ones.
Renewable energy	Energy that comes from a source that does not run out, such as wind or the sun.
Poverty	Lacking the basic essentials of life so that living each day is difficult.
Sacred	Special in a religious way.
Creation	The living world; for most religions, this is considered to have been created by God.

Religious environmental action

Judaism

Judaism states that humans should take environmental responsibility for the world given to them by God. The mitzvot provide many commandments about taking care of the environment e.g never destroy things on earth that are useful.

Hinduism Hindus believe in Ahimsa, which means non-violence. Hinduism believes that all living things are sacred. Hindus should so respect to all living things. Hindus believe in Karma, which means all actions have consequences.

Christianity

Christians show look after the environment. They should not use up the world's natural resources. The world should be persevered and looked after. Christians are stewards of God creation.

Buddhism

Modern day Buddhists take looking after the environment very seriously. Buddhist must consider future generations. The Eightfold Path states that Buddhists should be mindful of the effects of their actions on the world.

Islam The Qur'an says that God created the world and gave humans the responsibility of taking care of it. Muslims believe that they are stewards(khalifahs) who should protect the environment.

Sikhism The Guru Granth Sahib teaches that Sikhs should show respect and responsibility to the environment. They also work towards equality, which means to share the worlds resources.

Key Religious Teachings

Genesis : *"Rule over the fish of the sea, the birds of the air and everything living that moves on earth"*

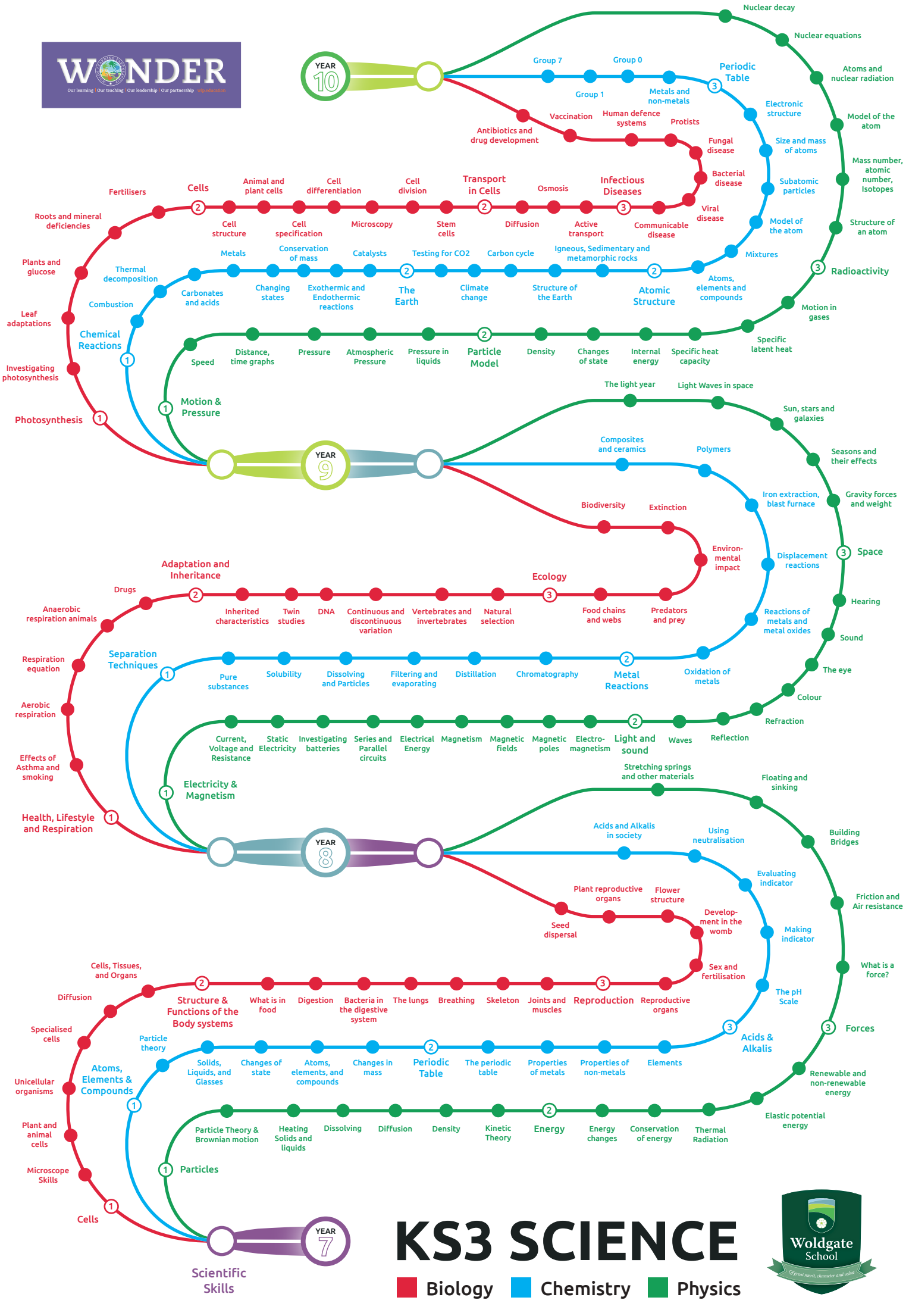
Genesis: "God took the man and put him in the Garden of Eden to work it and take care of it."

Buddhism : "*Respect life" "Do not hurt others"*

Hinduism : "*The Earth is our mother and we are all her children"*

Religious Environmental Groups

Buddhism	Christianity	Islam	Judiaism	Sikhism	Hinduism	Friends of the Earth
One Earth Sangha	Green Christians	Islamic Foundation for Ecology and Environmental Sciences	Coalition on the environment and Jewish life	EcoSikh	Friends of Vrindavan	Green Peace
	A Rocha					Global Citizen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YEAR 10
Nuclear decay
Nuclear equations
Atoms and nuclear radiation
Model of the atom
Mass number, atomic number, Isotopes
Structure of an atom
Radioactivity
Motion in gases
Specific latent heat
Mixtures
Model of the atom
Electronic structure
Size and mass of atoms
Subatomic particles
Periodic Table
Group 7
Group 0
Group 1
Metals and non-metals
Vaccination
Human defence systems
Protists
Antibiotics and drug development
Fungal disease
Bacterial disease
Viral disease
Infectious Diseases
Communicable disease
Transport in Cells
Osmosis
Diffusion
Active transport
Cells
Animal and plant cells
Cell differentiation
Cell division
Cell structure
Cell specification
Microscopy
Stem cells
Fertilisers
Roots and mineral deficiencies
Plants and glucose
Leaf adaptations
Investigating photosynthesis
Photosynthesis
Thermal decomposition
Combustion
Chemical Reactions
Carbonates and acids
Metals
Changing states
Conservation of mass
Exothermic and Endothermic reactions
Catalysts
The Earth
Testing for CO2
Climate change
Carbon cycle
Structure of the Earth
Igneous, Sedimentary and metamorphic rocks
Atomic Structure
Atoms, elements and compounds
Speed
Distance, time graphs
Pressure
Atmospheric Pressure
Pressure in liquids
Particle Model
Density
Changes of state
Internal energy
Specific heat capacity
Motion & Pressure
YEAR 9
The light year
Light Waves in space
Sun, stars and galaxies
Seasons and their effects
Gravity forces and weight
Space
Hearing
Sound
The eye
Colour
Refraction
Reflection
Displacement reactions
Iron extraction, blast furnace
Polymers
Composites and ceramics
Biodiversity
Extinction
Environ-mental impact
Ecology
Food chains and webs
Predators and prey
Adaptation and Inheritance
Inherited characteristics
Twin studies
DNA
Continuous and discontinuous variation
Vertebrates and invertebrates
Natural selection
Drugs
Anaerobic respiration animals
Respiration equation
Aerobic respiration
Effects of Asthma and smoking
Health, Lifestyle and Respiration
Separation Techniques
Pure substances
Solubility
Dissolving and Particles
Filtering and evaporating
Distillation
Chromatography
Metal Reactions
Oxidation of metals
Reactions of metals and metal oxides
Current, Voltage and Resistance
Static Electricity
Investigating batteries
Series and Parallel circuits
Electrical Energy
Magnetism
Magnetic fields
Magnetic poles
Electro-magnetism
Light and sound
Waves
Electricity & Magnetism
YEAR 8
Stretching springs and other materials
Floating and sinking
Building Bridges
Friction and Air resistance
What is a force?
Forces
Renewable and non-renewable energy
Elastic potential energy
Thermal Radiation
Energy changes
Conservation of energy
Energy
Kinetic Theory
Density
Dissolving
Diffusion
Heating Solids and liquids
Particle Theory & Brownian motion
Particles
Acids and Alkalis in society
Using neutralisation
Evaluating indicator
Making indicator
The pH Scale
Acids & Alkalis
Elements
Properties of non-metals
Properties of metals
The periodic table
Periodic Table
Changes in mass
Atoms, elements, and compounds
Changes of state
Solids, Liquids, and Glasses
Particle theory
Atoms, Elements & Compounds
Plant reproductive organs
Flower structure
Develop-ment in the womb
Sex and fertilisation
Seed dispersal
Reproductive organs
Reproduction
Joints and muscles
Skeleton
Breathing
The lungs
Bacteria in the digestive system
Digestion
What is in food
Structure & Functions of the Body systems
Cells, Tissues, and Organs
Diffusion
Specialised cells
Unicellular organisms
Plant and animal cells
Microscope Skills
Cells
YEAR 7
Scientific Skills
KS3 SCIENCE
Biology
Chemistry
Physics
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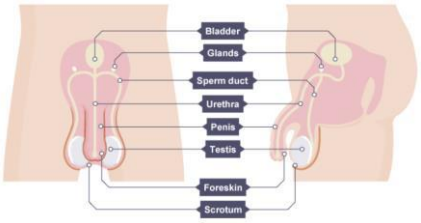
Reproduction

Keyword	Definition
Egg Cell	The female sex cell (gamete)
Sperm Cell	The male sex cell (gamete)
Fertilisation	The fusing of the male and female sex cells.
Ovary	The female reproductive organ that releases egg cells.
Testes	The male reproductive organs which produce sperm cells.
Embryo	Tiny new human life which grows by cell division from a fertilised egg cell.
Gestation	The period between fertilisation and birth, also known as 'pregnancy'
Placenta	The organ that allows substances (such as oxygen) to pass between the mothers blood and baby's blood.
Amniotic Fluid	A fluid which surrounds the foetus and helps to cushion it.
Foetus	The unborn baby after around 8 weeks of pregnancy.
Menstruation	Where the lining of the uterus breaks down every month if the egg is not fertilised. Also known as the period.
Sexual Reproduction	Producing new organisms by the joining of two sex cells.
Asexual Reproduction	Producing new organisms from only one parent.

Further Reading:
https://www.bbc.com/bitesize/guides/z9fgr82/revision/1

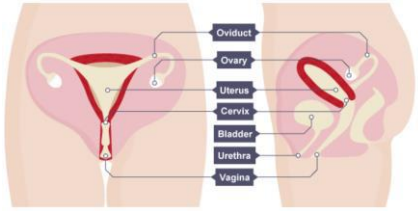
The Male Reproductive System

The testes produce millions of make gametes (sex cells) called sperm. The sperm pass through sperm ducts, and mix with fluids produce by the glands. The penis passes urine and semen out of the males body. The urethra is the tube which carries the urine or semen.



The Female Reproductive System

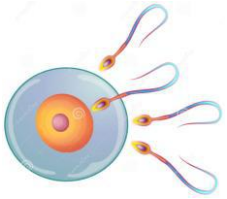
The two ovaries contain hundreds of undeveloped female gametes. These are called ova (one is called an ovum). Women have these cells in their body from birth.
Each ovary is connected to the uterus by an oviduct, sometimes known as the fallopian tube. Every month, an egg develops, becomes mature and is released from an ovary.



- The uterus is where a baby develops until its birth.
- The cervix is a ring of muscle at the lower end of the uterus. It keeps the baby in place while the woman is pregnant.
- The vagina is a muscular tube that leads from the cervix to the outside of the woman's body.

Fertilisation

Fertilisation is when a sperm cell and ovum fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). Only one sperm cell breaks through the cell membrane and enters the ovum.



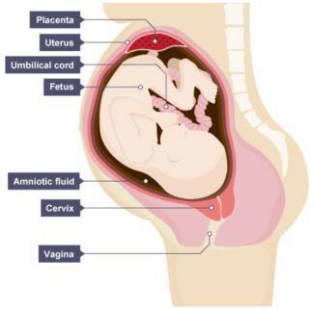
The Menstrual Cycle

The menstrual cycle prepares the female body for pregnancy by causing eggs (ova) to mature and be released. The process lasts for 28 days.

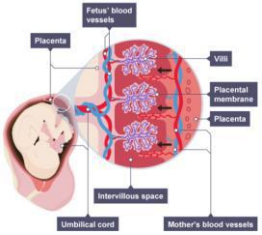
Days 1-5	• 'period' happens (menstruation), where uterus lining breaks down.
Days 6-13	• Uterus lining builds up (thickens) to prepare for pregnancy. The egg (ovum) matures in the ovary
Day 14	• Egg (ovum) released from the ovary and travels down the oviduct
Days 15-28	• Uterus lining stays thick, in case the egg is fertilised

Foetus Development & Placenta

The foetus relies upon its mother as it develops.
- Protection against knocks and bumps.
- Oxygen
- Nutrients (food & Water)



The placenta is an organ responsible for providing oxygen and nutrients, and removing waste substances. It grows into the wall of the uterus and is joined by the foetus by the umbilical cord.
- Oxygen and nutrients diffuse from mother to foetus.
- Carbon dioxide and other waste substances diffuse across the placenta from foetus to mother.



Acids & Bases

Keyword	Definition
Acid	Corrosive substance which has a pH lower than 7. Acidity is caused by a high concentration of hydrogen ions.
Acidic	Having a pH lower than 7.
Alkali	A base which is soluble in water.
Alkaline	Having a pH greater than 7.
Base	A substance that reacts with an acid to neutralize it and produce a salt.
Neutralise	To be make neutral by removing any acidic or alkaline nature.
Neutral	When a substance is neither acidic nor alkaline, and has a pH of 7.
Litmus Paper	An indicator that can be red or blue. Red litmus paper turns blue in alkalis, while blue litmus turns red in acids.
pH	A scale of acidity or alkalinity. A pH value below 7 is acidic, a pH value above 7 is alkaline.
Universal Indicator Paper	Paper stained with universal indicator, a chemical solution that produces many different colour changes corresponding to different pH levels.

Further Reading:

Acids

If you look around your kitchen, you may find some acids to eat or drink.

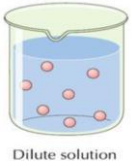
Vitamin C – Ascorbic Acid

Lemons – Citric Acid

Vinegar – Ethanoic Acid

Fizzy Drink – Carbonic Acid

Some acids are more dangerous. Hydrochloric Acid (HCl), Sulfuric Acid (H_2SO_4) and Nitric Acid (HNO_3) are acids which we use in the Science Lab. These acids can come as dilute or more concentrated.



Dilute solution

Concentrated solution

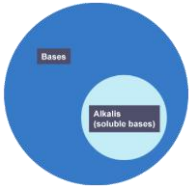
Dilute acids are not as dangerous as concentrated acids. This is because there are fewer acid particles in the same volume.

Irritant hazard sign, used for substances that are not corrosive but are irritants. Usually found on more dilute acids and alkali.

Corrosive hazard sign. Usually found on more concentrated acids and alkali.

Bases

A base is a substance that can react with acids and neutralise them.
Metal oxides, metal hydroxides and metal carbonates are examples of bases.
Many bases are insoluble – they don't dissolve in water. However, if a base does dissolve in water, we also call it an alkali.



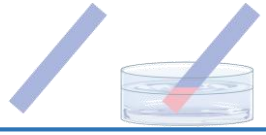
Some alkalis are harmful. However, many are harmless and useful. Many cleaning products such as bleach, washing powder and oven cleaner contain alkalis.
The most dangerous alkalis in our homes are oven cleaners and caustic soda (used to unblock drains).

Soap and washing up liquid are safe alkalis.

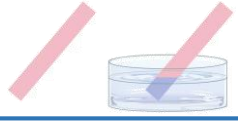
Oven cleaner is a very strong alkali which is very corrosive.

Indicators

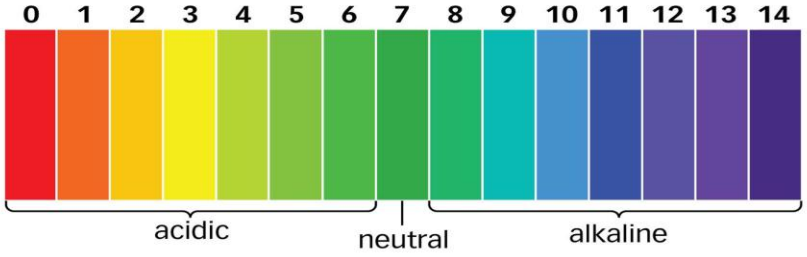
Blue litmus paper turns red when it is put into an acid.
If the substance was an alkali or neutral, the blue litmus paper would stay blue.



Red litmus paper turns blue when it is put into an alkali.
If the substance was an acid or neutral the red litmus paper would stay red.



pH Scale



Energy

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Keyword	Definition
Energy Transfer	Changes from one form of energy to another form of energy.
Conservation of Energy	Energy cannot be created or destroyed It can be stored, dissipated or transferred from one form into another.
Internal Energy	Energy stored in all materials, including energy due to the motion of particles and the forces between them.
Kinetic Energy	Energy which an object possesses by being in motion.
Elastic Potential Energy	Energy stored in squashed, stretched or twisted materials.
Gravitational Potential Energy	The energy stored by an object lifted up against the force of gravity. Also known as GPE.
Thermal Energy Store	Energy store filled when an object is warmed up.
Work done	Work is done when a force makes an object move a distance, energy is transferred
Power	The rate of work done. Or The energy transferred per second.
Fossil Fuel	Natural, finite fuel formed from the remains of living organisms, e.g. oil, coal and natural gas.
Non-Renewable	A resource that cannot be replaced when it is used up, such as natural gas or cold.
Renewable	An energy resource that will not run out, e.g. solar energy and wind energy

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https://www.bbc.com/bitesize/guides/zggk87h/revision/1
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Type of energy	Description	Type of energy	Description
Kinetic 	The energy in moving objects	**Thermal (Internal)** 	The heat stored in an object
Chemical 	When a substance undergoes a chemical reaction	**Gravitational potential** 	When an object is raised to a height
Magnetic 	When 2 objects attract or repel	**Electrostatic (electrical)** 	Allows an electric current to flow
Elastic potential 	When an object is stretched or squashed	**Nuclear** 	Energy stored in an atom*(not needed till GCSE)*
Light 	*From a bright object (not stored)*	*Sound* 	*From a vibrating object (not stored)*

Calculating Kinetic Energy

$$E_K = \frac{1}{2}mv^2$$

E_K = Kinetic Energy
m = Mass
v = velocity

Calculating GPE

GPE = mass x gravitational field strength x height

- Mass is measured in **kilograms (kg)**.
- Gravitational field strength is measured in **newtons per kilogram (N/kg)**, usually taken as 10N/kg on Earth.
- Height is measured in **metres (m)**.
- GPE is measured in **joules (j)**.

Calculating Power

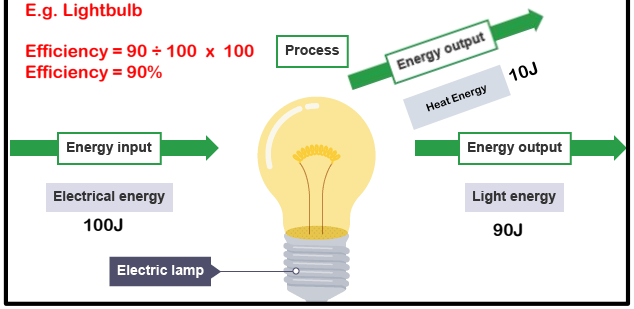
Word Equation	Power	=	Work Done / Time Taken	
Dimensions	P	=	W	/ t
Units	Watt	=	Joule	/ second

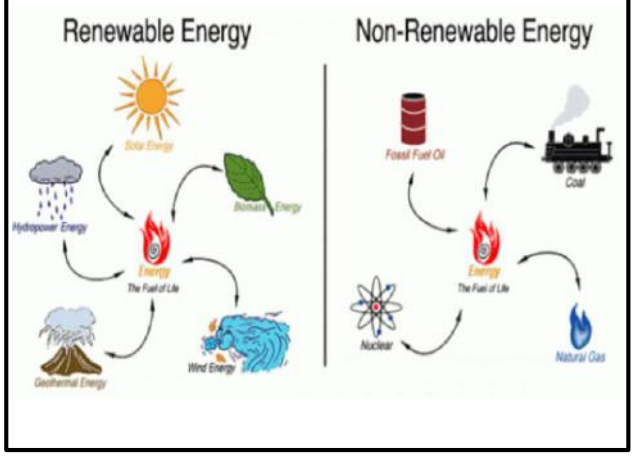
Calculating Efficiency.

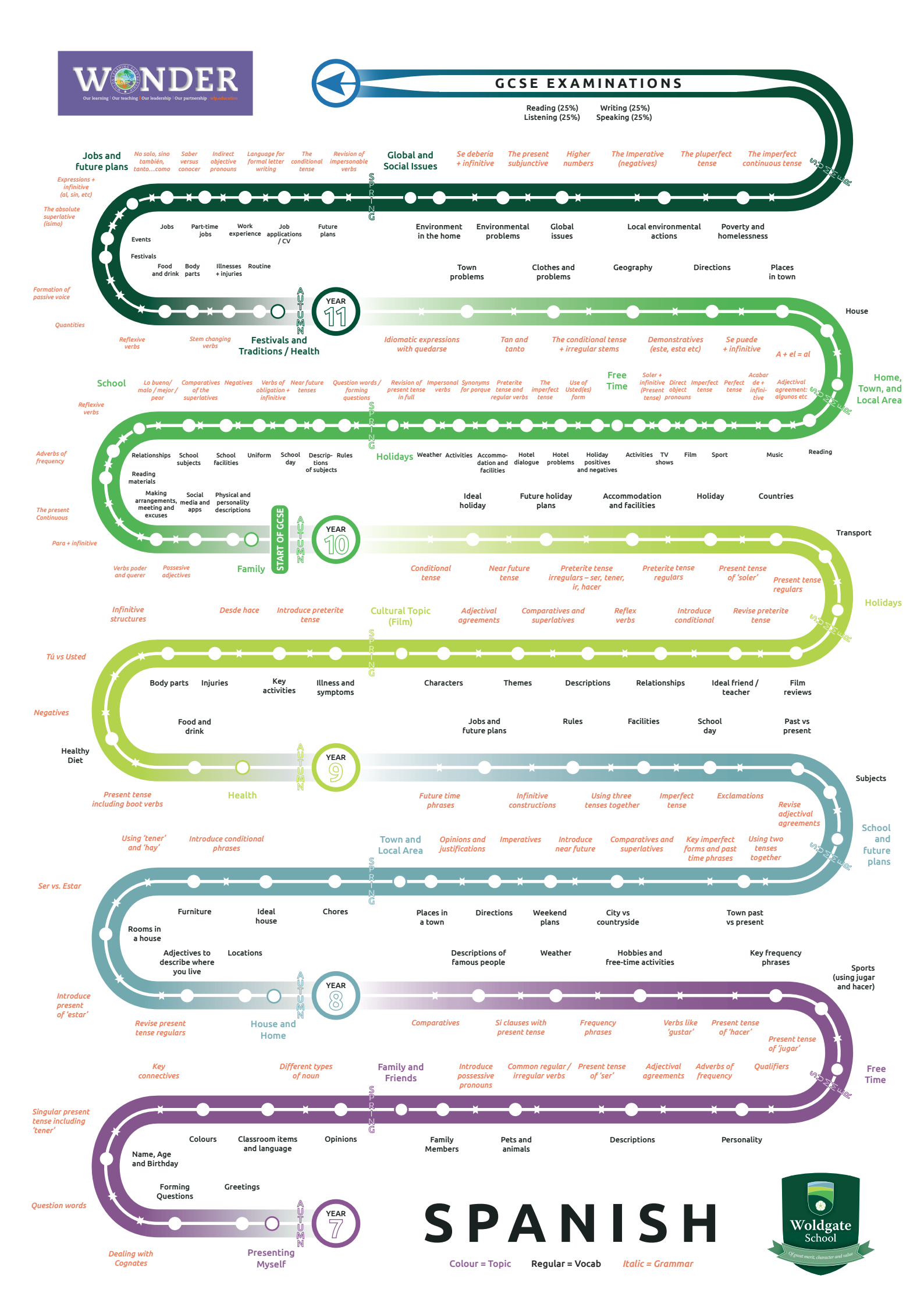
Efficiency = useful energy out / total energy in X 100

E.g. Lightbulb

Efficiency = 90 ÷ 100 x 100
Efficiency = 90%






WONDER
Our learning | Our teaching | Our leadership | Our partnership
wlp.education
GCSE EXAMINATIONS
Reading (25%)
Listening (25%)
Writing (25%)
Speaking (25%)
YEAR 11
AUTUMN
SPRING
SUMMER
Jobs and future plans
No solo, sino también, tanto...como
Saber versus conocer
Indirect objective pronouns
Language for formal letter writing
The conditional tense
Revision of impersonable verbs
Global and Social Issues
Se debería + infinitive
The present subjunctive
Higher numbers
The Imperative (negatives)
The pluperfect tense
The imperfect continuous tense
Expressions + infinitive (al, sin, etc)
The absolute superlative (isimo)
Jobs
Part-time jobs
Work experience
Job applications / CV
Future plans
Events
Festivals
Food and drink
Body parts
Illnesses + injuries
Routine
Environment in the home
Environmental problems
Global issues
Local environmental actions
Poverty and homelessness
Town problems
Clothes and problems
Geography
Directions
Places in town
Formation of passive voice
Quantities
Reflexive verbs
Stem changing verbs
Festivals and Traditions / Health
Idiomatic expressions with quedarse
Tan and tanto
The conditional tense + irregular stems
Demonstratives (este, esta etc)
Se puede + infinitive
A + el = al
House
YEAR 10
AUTUMN
SPRING
SUMMER
School
Lo bueno/ malo / mejor / peor
Comparatives of the superlatives
Negatives
Verbs of obligation + infinitive
Near future tenses
Question words / forming questions
Revision of present tense in full
Impersonal verbs
Synonyms for porque
Preterite tense and regular verbs
The imperfect tense
Use of Usted(es) form
Free Time
Soler + infinitive (Present tense)
Direct object pronouns
Imperfect tense
Perfect tense
Acabar de + infinitive
Adjectival agreement: algunos etc
Home, Town, and Local Area
Reflexive verbs
Adverbs of frequency
Relationships
School subjects
School facilities
Uniform
School day
Descrip-tions of subjects
Rules
Holidays
Weather
Activities
Accommo-dation and facilities
Hotel dialogue
Hotel problems
Holiday positives and negatives
Activities
TV shows
Film
Sport
Music
Reading
Reading materials
Making arrangements, meeting and excuses
Social media and apps
Physical and personality descriptions
Ideal holiday
Future holiday plans
Accommodation and facilities
Holiday
Countries
The present Continuous
Para + infinitive
START OF GCSE
Family
Conditional tense
Near future tense
Preterite tense irregulars – ser, tener, ir, hacer
Preterite tense regulars
Present tense of 'soler'
Present tense regulars
Transport
Verbs poder and querer
Possessive adjectives
YEAR 9
AUTUMN
SPRING
SUMMER
Infinitive structures
Desde hace
Introduce preterite tense
Cultural Topic (Film)
Adjectival agreements
Comparatives and superlatives
Reflex verbs
Introduce conditional
Revise preterite tense
Holidays
Tú vs Usted
Body parts
Injuries
Key activities
Illness and symptoms
Characters
Themes
Descriptions
Relationships
Ideal friend / teacher
Film reviews
Negatives
Food and drink
Jobs and future plans
Rules
Facilities
School day
Past vs present
Healthy Diet
Health
Present tense including boot verbs
Future time phrases
Infinitive constructions
Using three tenses together
Imperfect tense
Exclamations
Revise adjectival agreements
Subjects
YEAR 8
AUTUMN
SPRING
SUMMER
Using 'tener' and 'hay'
Introduce conditional phrases
Town and Local Area
Opinions and justifications
Imperatives
Introduce near future
Comparatives and superlatives
Key imperfect forms and past time phrases
Using two tenses together
School and future plans
Ser vs. Estar
Furniture
Ideal house
Chores
Places in a town
Directions
Weekend plans
City vs countryside
Town past vs present
Rooms in a house
Adjectives to describe where you live
Locations
Descriptions of famous people
Weather
Hobbies and free-time activities
Key frequency phrases
Sports (using jugar and hacer)
Introduce present of 'estar'
Revise present tense regulars
House and Home
Comparatives
Si clauses with present tense
Frequency phrases
Verbs like 'gustar'
Present tense of 'hacer'
Present tense of 'jugar'
YEAR 7
AUTUMN
SPRING
SUMMER
Key connectives
Different types of noun
Family and Friends
Introduce possessive pronouns
Common regular / irregular verbs
Present tense of 'ser'
Adjectival agreements
Adverbs of frequency
Qualifiers
Free Time
Singular present tense including 'tener'
Colours
Classroom items and language
Opinions
Family Members
Pets and animals
Descriptions
Personality
Name, Age and Birthday
Forming Questions
Greetings
Question words
Dealing with Cognates
Presenting Myself
SPANISH
Colour = Topic
Regular = Vocab
Italic = Grammar
Woldgate School
Of great merit, character and value

Y7 Spanish Knowledge Organiser: Unit 3 Mi casa

Donde vivo yo - *Where I live*

Basic use of *ser* and *estar*

ser	to be
soy	I am
eres	you (sing) are
es	he/she/it is
somos	we are
sois	you (pl) are
son	they are

estar	to be
estoy	I am
estás	you (sing) are
está	he/she/it is
estamos	we are
estáis	you (pl) are
están	they are

Ser and *estar* both mean 'to be' in English, but they are used in very different ways.

Ser is used for general descriptions:

- *Madrid **es** una ciudad grande.*
- *Mis hermanos **son** altos y simpáticos.*

Estar is used for location and position:

- *Marbella y Málaga **están** en el sur de España.*
- *La lámpara **está** encima de la mesa.*

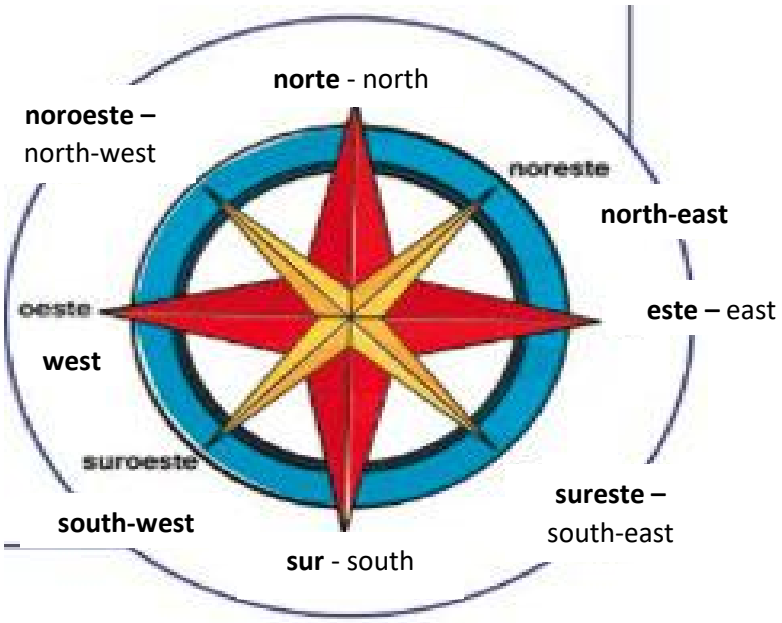
Yo vivo (I live)
Tú vives (You live)
Él vive (He lives)
Ella vive (She lives)

en (in)

en un edificio antiguo (in an old building)
en un edificio moderno (in a modern building)

en el centro (in the centre)
en las afueras (on the outskirts)
en la costa (on the coast)
en el campo (in the country)
en la montaña (in the mountains)

Escocia (Scotland)
España (Spain)
Gales (Wales)
Inglaterra (England)
Irlanda (Ireland)
los Estados Unidos (the USA)



Mi casa – *My house*

Yo vivo (I live)
Tú vives (You live)
Él vive (He lives)
Ella vive (She lives)

en (in)

un piso (a flat)
bonito (pretty)
feo (ugly)
grande (big)
pequeño (small)

una casa (a house)
bonita (pretty)
fea (ugly)
grande (big)
pequeña (small)

You can make descriptions of homes more impressive by adding adjectives:

viejo/a	old
nuevo/a	new
espacioso/a	spacious
cómodo/a	comfortable
lujoso/a	luxurious

Remember to make sure the adjectives agree with what they describe:

Me gusta (I like)
No me gusta (I don't like)

mi piso (my flat)
mi casa (my house)

porque (because)

es (it is)
está (it is)

acogedor(a) (cosy)
antiguo/a (old)
bonito/a (beautiful)
grande (big)
luminoso/a (well lit)
pequeño/a (small)

bien amueblado/a (well furnished)
bien ubicado/a (well situated)
limpio/a (clean)
sucio/a (dirty)

¿Qué hay en tu casa? – *What is there in your house?*

Vivo en (I live in)	una casa (a house) un piso (a flat)	bonito/a (pretty) cómodo/a (comfortable) feo/a (ugly) grande (big) pequeño/a (small)	en el centro (in the centre) en las afueras (on the outskirts) en la costa (on the coast) en el campo (in the country) en la montaña (in the mountains)
En mi casa (In my house) En mi piso (In my flat) Arriba (Upstairs) Abajo (Downstairs)	hay (there are)	dos (2) cuatro (4) tres (3) cinco (5)	habitaciones en total (rooms in total) dormitorios (bedrooms) cuartos de baño (bathrooms)

Abajo hay… Downstairs there is

A living room

A dining room

A kitchen

A hallway

Arriba hay… Upstairs there is

A toilet

A bedroom

A bathroom

A storage room

Fuera hay… - *Outside there is*

un balcón A balcony

un jardín A garden

un garaje A garage

Las escaleras – *Stairs*

El ático – *Attic*

El dormitorio **de** mis padres - *My parent's bedroom*

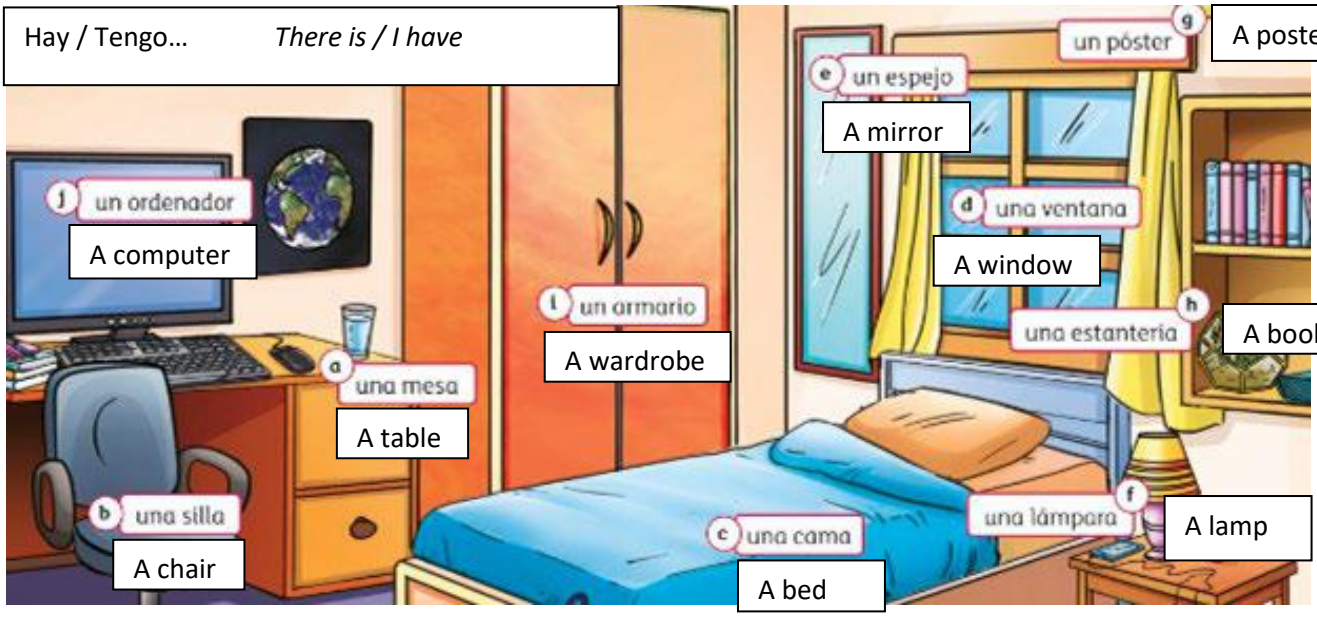
El dormitorio **de** mi hermano - *My brother's bedroom*

El dormitorio **de** mi hermana - *My sister's bedroom*

Mi dormitorio – *My bedroom*

En mi dormitorio hay (In my bedroom there is) En mi habitación hay (In my room there is)	un armario (a wardrobe) una cajonera (a chest of drawers)	una cama (a bed) un espejo (a mirror)	y (and)	un escritorio (a desk) una estantería (a bookshelf)	un ordenador (a computer) unas cortinas (some curtains)

Hay / Tengo… *There is / I have*



Prepositions of place with *estar*

The following expressions are used with the verb *estar* to state where something is:

encima de	on top of
debajo de	under
al lado de	next to
delante de	in front of
detrás de	behind
entre	between

Whenever you have *de* and *el* together in a sentence, you must combine them to make *del*.

- *El póster está encima* ***de el*** *armario.*

  ↓

  El póster está encima ***del*** *armario.*

Note that *entre* is **not** followed by *de* and so this rule is not needed.

Está – it is	encima de – above detrás de – behind delante de – in front of	la cama – the bed la mesa – the table la ventana – of the window
Están – they are	entre – in between debajo de - under al lado de(l) – next to	la estantería – the shelf la silla – the chair *de + el = **del** armario

Mi casa de ensueño – *My dream home*

Gramática

The conditional
Using the conditional can make your speaking and writing sound much more impressive. It is like saying 'would' in English.

tendría	I would have / it would have
habría	there would be
estaría	it would be (position)
sería	I would be / it would be (definition)
me gustaría	I would like
me encantaría	I would love

Accent on **í**a

Mi casa ideal	*My ideal house*	estaría **en**	*would be in/on (situation)*	la costa/el campo/la montaña/la playa/el centro *the coast/country/mountains/beach/centre*
Mi casa de ensueño	*My dream house*	sería	*would be (description)*	enorme/bonita/lujosa/moderna/espaciosa/nueva *massive/pretty/luxurious/modern/spacious/new*
La casa de mis sueños	*The house of my dreams*	tendría	*would have*	un cine/una piscina/un bar/un campo de golf/jardines *a cinema/a pool/a bar/a golf course/gardens*
EN mi casa ideal	***IN** my ideal house*	habría	***there** would be*	un cine/una piscina/un bar/un campo de golf/jardines *a cinema/a pool/a bar/a golf course/gardens*

Ayudo en casa – *I help around the house*

You have already used many adverbs of frequency, such as *siempre* (always), *a veces* (sometimes) and *nunca* (never). To say exactly how many times you do something, you must use:

una vez al día	once a day
dos veces a la semana	twice a week
tres veces al mes	three times a month
todos los días	every day

Una vez a la semana (Once a week)
Dos veces a la semana (Twice a week)
Entre semana (During the week)
Todos los días (Every day)

tengo que (I have to)
suelo (I tend to (usually))

mi hermano (my brother)
mi hermana (my sister)

tiene que (has to)
suele (tends to (usually))

arreglar mi habitación (tidy my room)	fregar el suelo (mop the floor)	pasear al perro (walk the dog)
arreglar su habitación (tidy his/her room)	hacer la cama (make the bed)	poner la mesa (lay the table)
ayudar a mis padres (help my parents)	hacer la compra (do the shopping)	quitar la mesa (clear the table)
cocinar (cook)	lavar los platos (wash the dishes)	regar las plantas (water the plants)
cuidar a mi hermano menor (take care of my younger brother)	pasar la aspiradora (vacuum)	trabajar (work)

¡Atención!
If you want to say that you like or dislike certain household tasks, you will need to use the infinitive form of the verb after the opinion.

- *Me gusta **ordenar** mi dormitorio.*
- *Detesto **lavar** los platos.*

Everything you do should be of great merit, character, and value