Woldgate School

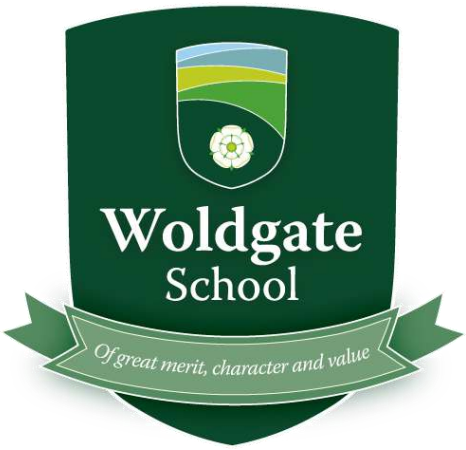
Of great merit, character and value

Year 9 Knowledge Book

Autumn Term

Wonder Learning Partnership

Educate | Empower | Engage | Enrich



Art

Wonder
Institute of Education
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ART

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.

SPRING
- Externally Set Assignment (40% of GCSE)
- Collection of resources - using both primary and secondary sources
- Recording – drawings and paintings produced based on the resources collected earlier.
- Sampling and mock-up for the final piece

AUTUMN
- Final assessment of component 1 (coursework)
- Coursework re-visited and improved/developed further
- Planning for zoomed in section of final piece to explore refinement skills
- Final piece produced
- Developed planning for final piece

YEAR 10

SUMMER
- Packaging Project (Whitehead and Graham)
- Planning a final piece
- Researching artists and analysing their work
- A short project (2/2) to develop confidence and understanding of the basic structure of an art project

SPRING
- Personal Choice Project – introduction
- Creating a final piece and a review
- Work in the style of the artists
- A personal selection is made for a project that will be sustained for more than 20 weeks.

AUTUMN
- Personal Choice Project
- 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.
- Collection of resources – using both primary and secondary sources
- Digital manipulation work and experimental work
- Recording – drawings and paintings produced based on the resources collected earlier.
- Work produced in the style of the artists 1
- Work produced in the style of the artists 2
- Planning for final piece
- Mock-up for final piece
- Lorem ipsum

YEAR 9

SUMMER
- Landscape Project (Dodge and Mullan)
- Creating a Landscape final piece and a review
- Work in the style of the artists
- Researching artists and analysing their work
- Planning a Landscape final piece
- A short project (1/2) to develop confidence and understanding of the basic structure of an art project

SPRING
- Mastering a variety of drawing materials, techniques and processes looking at colour and tone.
- 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 B/W and tone
- Exploring photography as a method of recording natural forms (Blincoe).
- Development work 1. Mastering several printing techniques such as mono, press, emulsion and screen.

AUTUMN
- Workshops (Natural Forms)
- Exploring photography as a method of recording natural forms (Blossfeldt).
- Re-visiting skills to improve confidence and independence
- Lorem ipsum
- Exploring art with messages and political commentary.
- Combining text and images to create surreal portrait.
- Portraits (Contemporary – Loui Jover and Barbara Kruger)
- Mastering the grid technique for drawing portraits

YEAR 8

SUMMER
- Fish Painting (Aleah Koury, MC Escher)
- Watercolour fish painting
- Mastering colour theory and colour mixing
- Mastering independent design – tessalations
- Mastering planning and independent composition-making
- Exploring watercolour painting techniques
- Mastering aerial perspective

SPRING
- Seed heads (Angie Lewin, Blaxill)
- Developing mono-printing skills
- Andy Warhol-style "Toy" print
- Mastering selective layering technique
- Close-up studies of seedheads
- Lichtenstein-style "sound burst" painting
- Developing oil pastel skills
- Jasper Johns-style layered "Numbers" piece using mixed media
- Mastering all previous skills (layers, mixed-media, typography)
- Exploring observation drawing. Mastering surface texture.
- Exploring layered composition and pattern using mixed-media and / or clay

AUTUMN
- Pop Art (Roy Lichtenstein, Andy Warhol, Jasper Johns)
- Developing existing colour mixing and painting skills
- Developing compositional layering skills
- Exploring the work of others and making connections through understanding
- Exploring fonts, typography and onomatopoeia
- African Pattern (contemporary)

YEAR 7

SUMMER
- Perspective (Van Gogh, LS Lowry)
- Exploring complex compositions
- Mastering biro cross-hatching techniques
- Exploring 3D shapes with one point perspective.
- Exploring stacking and overlapping shapes
- Exploring reflections and distortions on bottles and glasses (Morandi)
- Exploring surface texture and tone on more complex objects (tools) (J Dine)
- Mastering the illusion of depth
- Exploring 3D lettering with one point and two point perspective.

SPRING
- Still Life (B Hepworth, G Morandi, J Dine)
- Shading, blending and plotting shadows
- Exploring 3D shapes and form. Mastering pencil shading
- Baseline Test to establish skills

AUTUMN

Woldgate School
"Of great merit, character and value"

The Formal Elements In Art and Design

LINE
TONE
SHAPE & FORM
COLOUR
TEXTURE
PATTERN

YEAR 9 DRAWING WORKSHOP KNOWLEDGE ORGANISERS

TECHNICAL INFORMATION

PHOTOGRAPHY

Good studio photography involves composition, lighting, viewpoints etc




Key Words

Line
The path left behind by a moving point such as a pencil or paint brush.
Tone
The lightness or darkness of something. Tone or shading can help 2D shapes look 3D = form.
Composition
The way in which something is arranged or placed.
Viewpoint
A position or point of view from which something is studied
Primary colours
Cannot be mixed (red, blue, yellow)
Secondary colours
2 primary colours mixed together (purple, green, orange)
Tertiary colours
One primary and one secondary colour mixed together
Acrylic paint
Paint made from plastic polymers that is water resistant and is very versatile
Watercolour paint
Paint thinned with water to give a transparent colour
Colour wash
Layer of thin watery paint, often a background
Wet-on-wet
Applying wet paint on to a wet surface

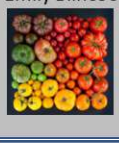
PHOTOGRAPHERS

Edward Weston

Karl Blossfeldt

Andy Small

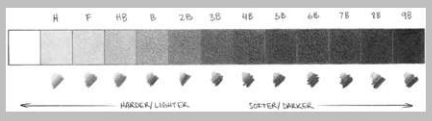
Emily Blincoe



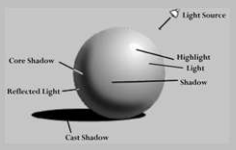
COMPOSITIONAL SKILLS

1. RULE OF THIRDS
2. BALANCE (FILLING EMPTY SPACE)
3. LEADING LINES
4. VIEWPOINT
5. BACKGROUND
6. SYMMETRY & PATTERNS
7. DEPTH
8. FRAMING
9. CROPPING
10. EXPERIMENTATION

LINE & TONE: DEVELOPING WORK FROM PHOTOGRAPHS (BLOSSFELDT & WESTON)



Tone varies from light to dark and can be achieved by pressing hard or lightly with a pencil. B pencils have a soft lead and produce the darkest tone.





COLOUR & TEXTURE: DEVELOPING WORK FROM PHOTOGRAPHS (SMALL & BLINCOE)



Challenge Questions: Why do you think composition is important in photography and art?
Challenge Tasks: Mix different media together and/or work on different surfaces.

The Formal Elements In Art and Design

LINE
TONE
SHAPE & FORM
COLOUR
TEXTURE
PATTERN

YEAR 9 PRINT & TEXTURE WORKSHOPS KNOWLEDGE ORGANISERS

TECHNICAL INFORMATION

Key Words

Press Print
Transferring an image through applied pressure
Stenciling
A technique for reproducing an image by passing paint over holes in a surface
Screen Print
A process where ink is forced through a mesh screen on to a surface
Printing Ink
Sticky ink used to transfer an image to a different surface
Collage
The technique of gluing a wide range of materials together
Texture
It refers to the surface quality in a work of art.
Relief
Work where the surface projects from the background.
Clay slab work
A construction technique in which clay is rolled into thin sheets.
Slip
Clay and water mixed. It is used to bond pieces of clay.
Hessian
A strong, coarse fabric made from hemp or jute, used for sacks. It stops clay sticking to the table!

Hessian

Creating a slab

Using slip to join pieces of clay

PRINTING


Press printing using polystyrene foam

Screen printing

Stenciling

Create a card relief first and then develop the textures into clay slab work

PRINTERS

MARK HEARLD

ANGIE LEWIN

MICHELLE HUGHES

Lisa Ellul

Carol Nelson

Jenny Beavan

CARD AND CLAY WORK (TEXTURE)


Challenge Questions: Why do you think printing is an important part of art?
Challenge Tasks: Work into your worst prints by drawing and painting over the top of them to add more definition or detail.

NATURE PHOTOGRAPHERS TIMELINE

19TH CENTURY

CHARLETON WATKINS (1829-1916)
AMERICAN PHOTOGRPAHER
YOSEMITE (1861)

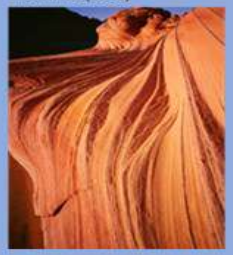
WILLIAM HENRY JACKSON (1843-1942)
AMERICAN PHOTOGRPAHER
EL CAPTAIN (1899)

ANNA ATKIN (1799-1871)
ENGLISH BOTANIST AND PHOTOGRPAHER
CYANOTYPE PHOTOGRAM (1843)

21ST CENTURY

GALEN ROWELL (1940-2002)
AMERICAN PHOTOGRPAHER
LIGHT SNOW (2008)

DAVID MUENCH (1936-)
AMERICAN LANDSCAPE AND NATURE PHOTOGRPAHER
THE WAVE (1988)



JOEL MEYEROWITZ (1938-)
AMERICAN PHOTOGRPAHER AND FILMMAKER
BRONX RIVER, NEW YORK BOTANICAL GARDENS, AUTUMN (2009)

CINDY SHERMAN (1954-)
AMERICAN PHOTOGRPAHER
DROP OFF (2015)

ROBERT FRANK (1924-)
SWISS-AMERICAN PHOTOGRPAHER AND FILMMAKER
STORM CLOUDS OVER THE ISLANDS (2018)

20TH CENTURY

MARGETHE MATHER (1941-)
AMERICAN PHOTOGRPAHER
ALPHABETARION # A FLOWER GEORGIA O'KEEFFE (1925)

IMOGEN CUNNINGHAM (1883-1976)
SWISS-AMERICAN PHOTOGRPAHER AND FILMMAKER
MAGNOLIA BLOSSOM, TOWER OF JEWELS (1925)

ANSEL ADAMS (1902-1984)
AMERICAN LANDSCAPE PHOTOGRPAHER
ROSE AND DRIFTWOOD (1932)

MANN RAY (1890-1976)
AMERICAN PHOTOGRAPHER AND FILMMAKER
SUNFLOWER (1930)

ALFRED STIEGLITZ (1864-1946)
AMERICAN PHOTOGRPAHER
POPLARS, LAKE GEORGE (1932)

JOHN BLAKEMORE (1936-)
BRITISH STILL LIFE AND LANDSCAPE PHOTOGRAPHER
THE STILLED GAZE (1994)

IRVING PENN (1917-2009)
AMERICAN PHOTOGRPAHER
STILL LIFE OF MUSHROOMS (1966)

OLIVIA PARKER (1941-)
AMERICAN STILL LIFE PHOTOGRPAHER
INTERUPTED INFORMATION (1985)

BRASSAÏ (1899-1984)
HUNGARIAN FRENCH PHOTOGRPAHER
PONT NEUF (1934)

PHILIP HYDE (1921-2006)
AMERICAN PHOTOGRPAHER
VIRGINIA CREEPER (1977)

ROBERT GLENN KETCHUM (1947-)
AMERICAN CONSERVATION PHOTOGRPAHER
BREWSTER BOOGIE WOOGIE (1981)

ELIOT PORTER (1901-1990)
AMERICAN PHOTOGRPAHER
BIRCH TREES ON CLIFFE (1963)

TINA MODOTTI (1896-1942)
ITALIAN MEXICAN PHOTOGRPAHER
ROSES (1924)

EDWARD WESTON (1886-1958)
AMERICAN PHOTOGRAPHER
PEPPER NO.35 (1930)

KARL BLOSSFELDT (1865-1932)
GERMAN PHOTOGRAPHER AND SCULPTOR
WUNDERGARTEN DER NATTUR
PASSION FLOWER (1932)

PAUL STRAND (1890-1976)
AMERICAN PHOTOGRPAHER AND FILMMAKER
THE HAPPY FAMILY (1957)

AARON SISKIND (1903-1991)
AMERICAN PHOTOGRPAHER
APPLE TREE (1971)

ANDRÉ KERTÉSZ (1894-1985)
AMERICAN PHOTOGRPAHER
WASHINGTON SQUARE WINTER (1954)

FRANS LANTING (1951-)
DUTCH NATIONAL GEOGRAPIC PHOTOGRAPHER
WATER LILIES, OKAVANGO DELTA BOTSWANA (1989)

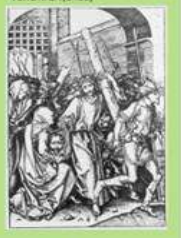
PRINTMAKERS TIMELINE

7TH CENTURY

TANG DYNASTY (618-907)
ANCIENT CHINESE PRINTING
AVALOKITESHVARA (618-907)

15TH CENTURY

MARTIN SCHONGAUER (1448-91)
GERMAN RENAISSANCE PAINTER AND PRINTMAKER
VERONICA (1480)



ALBRECHT DURER (1471-1528)
GERMAN RENAISSANCE PAINTER AND PRINTMAKER
CONVERSION OF PAUL (1494)

17TH CENTURY

MARTIN SCHONGAUER (1606-69)
GERMAN RENAISSANCE PAINTER AND PRINTMAKER
THE WINDMILL (1641)

18TH CENTURY

FRANCISCO DE GOYA (1746-1828)
GERMAN RENAISSANCE PAINTER AND PRINTMAKER
THE SLEEP OF REASON PRODUCES MONSTERS (1799)

19TH CENTURY

EDGAR DEGAS (1834-1917)
FRENCH IMPRESSIONIST PAINTER AND PRINTMAKER
THREE BALLET DANCERS (1878-80)

FÉLIX VALLOTTON (1865-1925)
SWISS FRENCH PAINTER AND PRINTMAKER
LA PARESSE (1896)

MARY CASSATT (1844-1926)
AMERICAN PAINTER AND PRINTMAKER
UNDER THE LAMP (1883)

HENRI DE TOULOUSE-LAUTREC (1864-1901)
FRENCH PAINTER AND PRINTMAKER
JANE AVRIL (1893)

PAUL GAUGIN (1848-1903)
FRENCH POST-IMPRESSIONIST ARTIST AND PRINTMAKER
WOODCUT WITH A HORNED HEAD (1898-99)

ALPHONSE MUCHA (1860-1939)
CZECH PAINTER AND LITHOGRAPHER
GISMONDA (1894)

20TH CENTURY

REGINALD MARSH(1898-1954)
AMERICAN PAINTER AND PRINTMAKER
NO ONE HAS STRAYED (1932)

EDWARD BAWDEN (1903-1989)
ENGLISH PRINTMAKER AND PAINTER
AUTUMN PRINT (1950)

EDWARD HOPPER (1882-1967)
AMERICAN PAINTER AND PRINTMAKER
HOUSETOPS (1921)

MILTON AVERY (1885-1965)
AMERICAN MODERN PAINTER AND PRINTMAKER
BIRDS AND SEE (1955)

STUART DAVIS (1892-1964)
AMERICAN MODERNIST PAINTER AND PRINTMAKER
SIXTH AVENUE EL (1931)

HALE WOODRUFF (1900-1980)
AMERICAN PAINTER AND PRINTMAKER
RETURNING HOME (1935)

JOAN MIRÓ (1893-1983)
SPANISH PAINTER PRINTMAKER AND SCULPTOR
GALATEA (1976)

PABLO PICASSO (1881-1973)
SPANISH CUBIST PAINTER AND PRINTMAKER
FIGURE COMPOSÉE II (1949)

GEORGES ROUAULT (1871-1958)
FRENCH PAINTER AND PRINTMAKER
MISERERE (1922-28)

STANLEY WILLIAM HAYTER (1901-1988)
ENGLISH PAINTER AND PRINTMAKER
WARRIORS 'GUERRIERS' (1953)

GEORGES BRAQUE (1882-1963)
FRENCH CUBIST PAINTER AND PRINTMAKER
LES OISEAUX IV (1959)

BEN SHAHN (1898-1969)
AMERICAN MODERNIST PAINTER AND PRINTMAKER
PRINTMAKING COUNCIL OF NEW JERSEY (1979)

21ST CENTURY

HENRY MOORE (1898-1986)
BRITISH SCULPTOR AND PRINTMAKER
IDEAS FOR METAL SCULPTURE (1981)

GRAHAM SUTHERLAND OM (1903-1980)
ENGLISH PAINTER AND PRINTMAKER
16. THE OX (1978-9)

MARK HEARLD (1974-)
BRITISH FINE ARTIST PRINTMAKER
OWL FLIGHT (2011)

JOHN PIPER (1903-1992)
ENGLISH PRINTMAKER AND PAINTER
TIFFORY-EVAS (1980)

MICHAEL ROTHENSTEIN (1908-1993)
ENGLISH PAINTER AND PRINTMAKER
GIANT COCKEREL (1987)

DAVID HOCKNEY (1937-)
ENGLISH PAINTER AND PRINTMAKER
POOL MADE WITH PAPER AND BLUE INK FOR BOOK (1980)

ANDY WARHOL (1928-1987)
POP ARTIST AND PRINTMAKER
MARILYN MONROE PORTFOLIO OF 10 (1967)

ANGIE LEWIN (1963-)
BRITISH FINE ARTIST PRINTMAKER
DAHLIAS AND ANEMONES (2022)

MICHELLE HUGHES (UNKNOWN)
BRITISH FINE ARTIST PRINTMAKER
WHITBY ABBEY STEPS (2022)

3D TEXTURE ARTIST TIMELINE

AARON SISKIND (1903-1991)
AMERICAN PHOTOGRAPHER
CHICAGO 25 (1957)

20TH CENTURY

21ST CENTURY

ALISON WATTS (1965-)
SCOTTISH PAINTER
SABINE (2000)

HEATHER COLLINS (UNKNOWN)
BRISTISH CONTEMPORARY TEXTILES ARTIST
DETAIL OF BRACKET FUNGUS (UNKNOWN)

ANSELM KIEFER (1945-)
GERMAN PAINTER AND SCULPTOR
TANDARADEI (2020)

KIRSTY WHITLOCK (1986-)
BRITISH MIXED MEDIA TEXTILES ARTIST
BAGS OF AGGRO (UNKNOWN)

SALLY MANKUS (UNKNOWN)
AMERICAN MIXED MEDIA ARTIST
GATHERING (2019)

CHRIS DRURY (1948-)
BRITISH ENVIRNOMENTALIST ARTIST
CARBON SINK (2011)

JOANNE COYLE (UNKNOWN)
BRITISH PHOTOGRAPHER
LIGHT SWITCH (UNKNOWN)

AMY KENNEDY (UNKNOWN)
AUSTRIALIAN CERAMIC ARTIST
WINDSWEPT (2021)

FRANK AUERBACH (1931-)
GERMAN-BRITISH PAINTER
HEAD OF E.O.W I (1960)

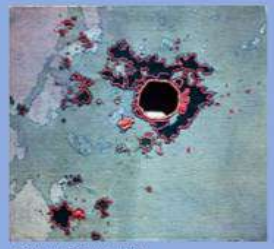
JENNY BEAVAN (1978-)
BRITISH CERAMICIST
UNKNOWN (UNKNOWN)

DON TAYLOR (UNKNOWN)
AMERICAN PHOTOGRAPHER
UNTITLED (2011)

SUE HOTCHKIS (UNKNOWN)
BRITISH CONTEMPORARY FIBRE ARTIST
SPIN DETAIL (2018)

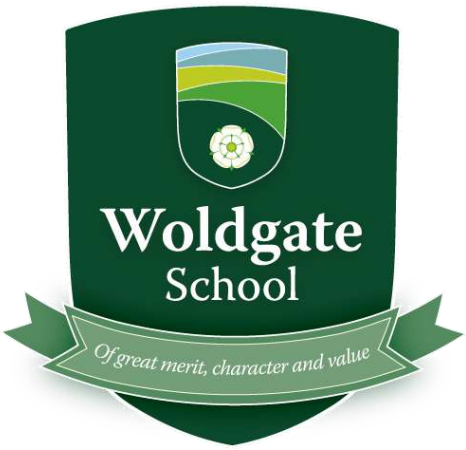
CAROL NELSON (UNKNOWN)
AMERICAN FINE ARTIST
UNKNOWN (UNKNOWN)

ANNE GOLDMAN (UNKNOWN)
AMERICAN CERAMIC ARTIST
BARK TREE VASE (UNKNOWN)



NOVA LUBELSKI (1968-)
AMERICAN CONTEMPORARY ARTIST
UNKNOWN (UNKNOWN)

GERRY JUDAH (1951-)
BRITISH ARTIST
RELIEF PAINTINGS (2011)



Business

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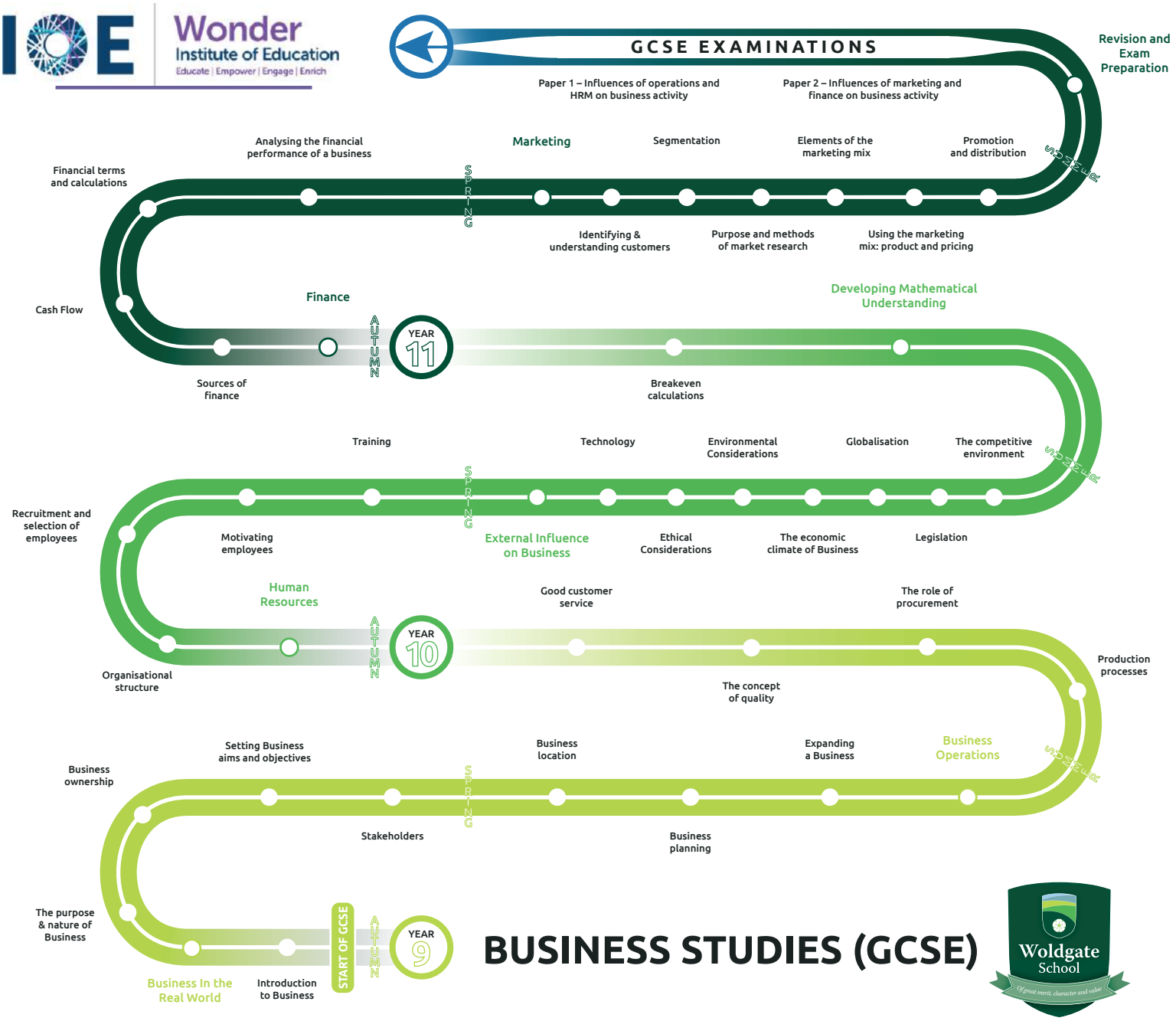
BUSINESS STUDIES (GCSE)

Woldgate School
Of great merit, character and value



3.1.1 - The purpose and nature of businesses

Businesses in the **Private Sector (owned by individuals)** usually exist to make a **profit** but may also exist for the **benefit of others (social enterprises)**. Profit or other benefits are achieved through **producing a good** or **providing a service** where a **business opportunity exists** in the **business environment**. **Public Sector organisations (owned/run by government)** exist to provide services to the population e.g. NHS, schools.

Factors of Production - resources that businesses use to provide their goods/services::

Capital	**Enterprise**	**Land**	**Labour**
Machine/equipment	Ideas & risk takers	raw materials / land	skills & N of staff

Sectors of Industry - businesses divided by their **stage of production**:

Primary Extracting raw materials 

Secondary manufacturing 

Tertiary Providing a service PRIMARK

Needs	**Wants**	**Goods**	**Services**
Products I need in order to survive e.g. food	Products I want to have but don't need e.g Xbox	Physical items 	Intangible product 

Opportunity Cost:
The value of the next best alternative, lost when we make a choice.

Entrepreneurs- someone who is willing to take the risks in starting a new business.

Reasons to start a business:

- ✓ be your own boss
- ✓ keep all the profits
- ✓ spotted an opportunity
- ✓ interest or hobby
- ✓ unhappy with current job

3.1.2 - Business ownership

	Liability/Size	Advantages	Disadvantages
Sole Trader Set up on your own	Owner: Unlimited liability Small	• Own Boss - Keep **control** • Keep all profits • Can employ people • Cheapest to set up	• all liability / need insurance • Not working = not earning
Partnership 2 or more people, max 20 partners.	Partners: Unlimited Liability Small/Medium	•Shared responsibility •More investment •Partners can cover e.g. if ill or on holiday •Partners can specialise in aspects of the business	• Have to share profits • Not in complete control • Decisions can be slower • More expensive to set up
Private Limited company (Ltd.)	Shareholders: Limited Liability Small—Large	•Can keep control by keeping a majority of the shares •shares can be sold to raise money	•Cannot sell on the stock market •Selling more than 49% of the shares could see you lose control •Profit likely to be shared through **dividends**
Public Limited Company (PLC.)	Shareholders: Limited Liability Medium-Very Large	•Can sell shares on the **Stock Market** - more investment • Kudos / greater reputation	•Kudos / greater reputation •**Share Price** controlled by the market - investment might increase or decrease depending on the **economy** •Risk of a **Hostile Takeover** - could be voted out as **CEO** by the shareholders at an **AGM**
Not for Profit	Trustees: Limited liability	•Opportunity to increase income/impact by publicising 'Charity' status	•Close scrutiny by the **Charity Commission**

Unlimited liability = personal possessions of owner at risk if business is in debt
Limited liability = owners only liable for debts up to the value of their investment

3.1.3 - Setting business aims and objectives

Objective	Explanation
Survival	For the business to avoid going bust
Profit Maximisation	To achieve the most profit (total revenue exceed total costs)
Growth	Internal e.g. sell more products/open more stores/franchise. External = merger / takeover
Market Share	Measures sales of product/business as % of the total market sales.
Social/Ethical/ environmental	To meet or exceed customer expectations related to the environment / treatment of staff or other issues
Customer Satisfaction	How pleased a customer is with the product or service received
Shareholder Value	Improving performance of the business to raise the share price or the amount of profit that can be shared as dividends

Purpose of setting objectives:

- ✓ Helps with decision making
- ✓ Helps investors understand the direction of the business
- ✓ Provides a target for everyone
- ✓ Helps motivate everyone to achieve the same goals

When a business starts it usually focuses on survival, then making a profit. Over time, objectives change for example growth/social objectives.

$$\text{Market Share} = \frac{\text{Total Sales of the Company}}{\text{Total Sales of the Market}} \times 100$$

AQA GCSE Business

Business in the Real World

Unit 1

Appears in: Paper 1 & Paper 2

3.1.4 - Stakeholders

A **Stakeholder** is any person or organisation that is affected by the activity of a business.

Common **Stakeholder Groups** include:

Internal (work within the business)

- ✓ Employees
- ✓ Managers
- ✓ Owners
- ✓ Directors

External (are affected by the business)

- ✓ Shareholders (PLC)
- ✓ Customers
- ✓ Local Community
- ✓ Government
- ✓ Banks
- ✓ Suppliers
- ✓ Pressure groups e.g. green peace

Different groups will have more or less of an interest and more or less influence over the business and its decisions.

Stakeholder conflict occurs as different stakeholder groups may be **in conflict** with one another as their interests contradict each others. Forexample:

McDonald's wants to open a new store. Managers want more sales, employees want job security, except the local community are concerned with increased traffic and litter.

5. - Business Location

Location is important because it affects:
1. costs, 2. sales, 3. image

Factors influencing location:

- ✓ Type of business e.g. theme park
- ✓ Access to raw materials e.g dairy cows
- ✓ Competitors e.g. petrol stations
- ✓ Proximity to target market e.g hairdresser
- ✓ Transport links e.g if exporting
- ✓ Technology e.g Internet access
- ✓ Availability & costs of labour e.g. moving production to China

OVERSEAS LOCATION DECISIONS

Advantages of overseas:

- ✓ Cheaper labour
- ✓ Access to resources
- ✓ Financial incentives from governments
- ✓ Avoid protectionist measures

Disadvantages of overseas:

- ➢ different rules and regulations
- ➢ customers may have different taste

3.1.6 - Business Planning

A business plan is a document setting out what a business does and what it hopes to achieve in the future.

PURPOSE of business planning

- ✓ Helps set up the new business - assess risks
- ✓ Raise finance - from investors/bank
- ✓ Set objectives - clear targets to achieve
- ✓ Co-ordinate actions - what is needed?

PROBLEMS of business planning:

- ➢ Uncertainty - lack of info about a situation.
- ➢ Lack of experience - e.g. financial skills
- ➢ Change - regularly need reviewing and updated.

MAIN SECTIONS of a business plan:

- ❖ background of founders (experience)
- ❖ Analysis of the market (target customers)
- ❖ Firms objectives
- ❖ Details of price and expected sales
- ❖ Competitor analysis (how do you intend to compete - USP)
- ❖ Analysis of financial data e.g. forecasts profit, cash flow and break even figures.

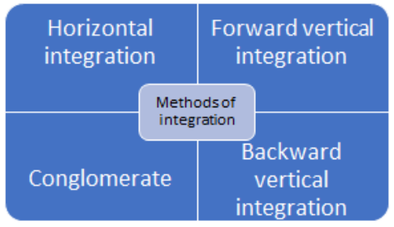
REDUCING the RISKS of business planning:

- ➢ Research the market thoroughly
- ➢ talk to consultants (if affordable)
- ➢ Plan for a variety of outcomes
- ➢ Regularly review and update the plan

Profit = Total revenue - Total costs

3.1.7 - Expanding a business

Internal growth	External growth
Franchising	Merger
Opening new stores	Takeover (acquisition)
E-commerce	
Outsourcing	



Takeover	Also called an acquisition, one company buys another. This could be by buying a majority of the shares, or by buying the company outright.
Merger	Two companies agree to join together – both original sets of owners keep some ownership.
Forwards Vertical	A business integrates (merges with or takes overs) a business **closer** to the customer. i.e. a manufacturer buying a retailer who sells their goods.
Backwards Vertical	A business integrates with a business **further away** from the customer. i.e. a retailer buying a manufacturer that supplies them with goods.
Horizontal	A business integrates with a business who operate in the same market as them, at the **same stage of production**. i.e. two car manufacturers like Jaguar and Land Rover.
Conglomerate	A business integrates with a business who operates in a different market, possibly at a different stage of production. i.e. Tata, who bought Jaguar Land Rover, and PG Tips.
Outsourcing	Paying another company to do some of your work for you, or perform certain jobs for you.
Franchising	Selling the right to use your brand – you (the **Franchisor**) allow other companies (**Franchisees**) to use your name, logo, products, in exchange for an annual fee and share of the revenue.

Economies of Scale: benefits of getting larger (Purchasing / Technical)
Diseconomies of Scale: drawbacks of getting larger (Communication/ Coordination)

unit cost = total costs / output

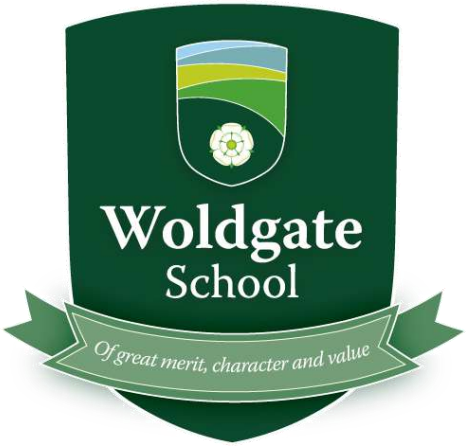
AQA GCSE Business

Business in the Real World

Unit 1

Appears in: Paper 1 & Paper 2

Key Term	Definition
Acquisition / Takeover	One business takes control and ownership of another.
Business Environment	The range of external factors that influence a business: PESTLE-C – Political, Economic, Social, Technological, Legal, Environmental and Ethical, and Competition.
Business plan	Document setting out what a business does and what it hopes to achieve in the future
Capital	Investment in machinery, and the money required to start the business. One of the four **Factors of Production**.
Competition	The rivalry between businesses looking to sell their goods/services in the same market.
Competitive market	Businesses compete for the same customers, no one business has more than 25% market share.
Conglomerate	A business that owns brands in a range of different industries. For example, easyGroup own easyJet, easyHotel, easyPizza, easyGym, easyMoney, easyEnergy, and more.
Consumer	Someone who uses good and services produced by a business.
Costs	The money spent by a business on goods and services. Fixed Costs: The costs that stay largely the same, regardless of the business' output. Variable Costs: costs that vary directly with the business's levels of output
Creditor	These are people or organisations who have supplied goods or services to a firm but have not yet been paid for them.
Customer	Someone who buys a product from a business
Deed of Partnership	This is a legal document which shows how responsibilities, profits and workload are to be shared.
Diseconomies of Scale	When a business grows too large, leading to a possible increase in unit cost.
Dividend	A portion of the after-tax profit that is paid to shareholders according to the number of shares they own.
E-Commerce	Business transactions carried out electronically on the internet.
Economies of Scale	The cost advantage of producing on a large scale. As output increases the unit cost decreases.
Enterprise	The ability to identify business ideas and opportunities to bring them to fruition and to take risks where appropriate. One of the four **Factors of Production**.
Entrepreneur	A person who is willing to take a risk by investing money into a business, organising the resources and hoping to make a profit. e.g. Richard Branson. Usually they do this because; they are ambitious, dissatisfied with working for other people, to pursue an interest, or because they have seen an opportunity,
Entrepreneurship	The act of being an entrepreneur – starting your own business and taking risks.
Flotation	Occurs when a private limited company becomes a public limited company and has its shares listed on the stock exchange.
Good	A physical product, such as a car.
Gross domestic product (GDP)	Measures all the income earned in a country's economy in the year
Imports	Goods and services from overseas by consumers of a businesses
Inflation	Refers to the rate at which prices are increasing
Integration	Businesses joining together through either a **Merger** or **Acquisition / Takeover**
Interest rates	The costs of borrowing money or the reward for saving with a bank.
Intrapreneurship	Encouraging your employees to take risks and act **as if they were an entrepreneur** – but while working for you.
Labour	The work done by employees are those running the business. One of the four **Factors of Production**.
Land	Land and buildings. One of the four **Factors of Production**.
Liability	The extent of the owner's/owners' responsibility for the debts of the business. **Limited Liability**: The owners are not responsible for the debts of the business. The limit of their liability for the business' debts is the amount they have **already** invested.
Market capitalisation	Of a company measures the value of all its shares. Market capitalisation = market price of shares x the number of shares
Merger	When two or more businesses agree to join together.
Monopoly	Where a business has a market share of 25% or more. This allows them to dictate prices, their size in the market makes them difficult to compete with as they are able to achieve economies of scale.
Objective	A specific statement that defines a precise goal that can be measured and delivered within a given time.
Opportunity Cost	The cost of the next-best alternative that has to be given up when a choice is made.
Outsourcing	Contracting another business to carry out some of the business' activities.
Primary Industry	Industries which extract natural resources. e.g. farming, oil drilling & mining.
Private Sector	Businesses not owned by the state (government) but by individuals or groups.
Profit / Loss	**Profit**: Where income is greater than expenditure. **Loss**: Where expenditure is greater than income.
Public Sector	Organisations where the activities are carried out either by national or local government.
Quota	Limit on the number of foreign goods imported into a country
Raw Materials	Materials and resources that are found / grown / extracted in the form that they will be used.
Resources	The inputs that businesses use to provide their goods or services.
Revenue	Income from the sale of goods and services over a period of time.
Service	Intangible product (you cannot touch it) such as a bus journey
Secondary Industry	Industries which manufacture, assemble, process and construct goods.
Shareholder	A person or an organisation that owns part of a company
Social enterprise	A business that is set up to help society rather than to make a profit.
Sole trader	Someone who sets up their own business
Special Interest Group	A stakeholder in an organisation with a particular interest, such as the Environmental Lobby – a group with a specific interest in businesses operating in an environmentally friendly way.
Stakeholder	Individuals and organisations that are affected by, and affect, the activities of a business.
Tertiary Industry	Industries which provide services both to individuals and other sectors of industry.
Trade Union	An organisation who work to ensure that the interests and rights of their members (a group of workers) are protected.
Unit Cost	The costs of the raw materials and components that have been combined to create a product.
Unlimited liability	Personal possessions of the owners of a business are at risk if there are any problems



Drama

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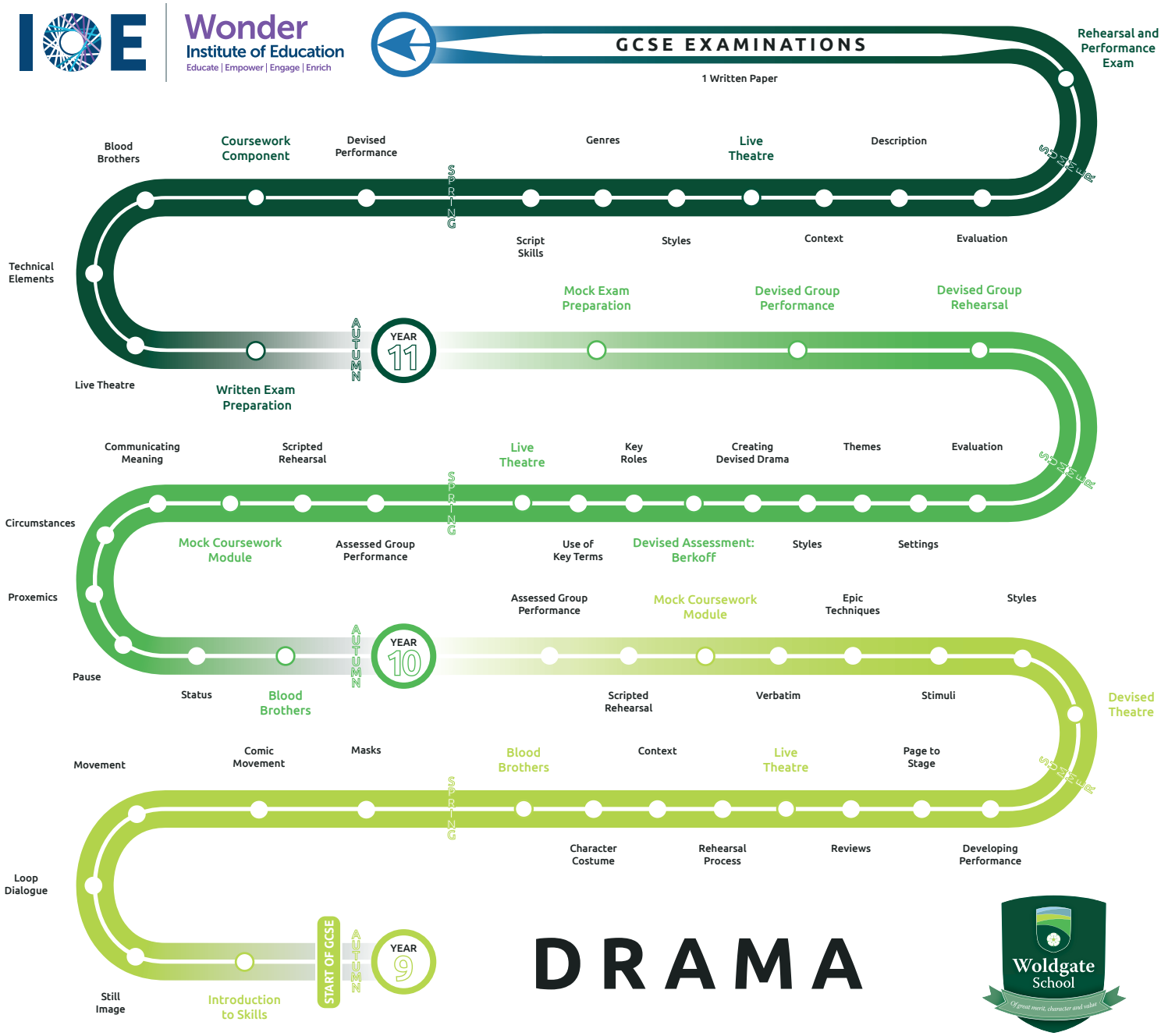
DRAMA



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Autumn 1 Knowledge Organiser – Year 9 Drama GCSE

Physical and Vocal skills

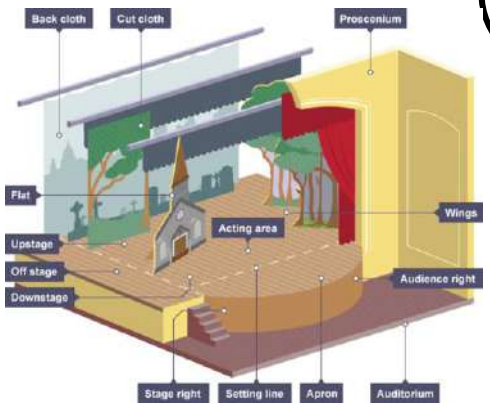
Physical skills

- Weight
- Tension
- Pace
- Gait
- Internal Rhythm
- Period of piece
- Reactions
- Non-verbals
- Facial expressions
- Gestures
- Mime
- Stance

Vocal skills

- Volume
- Pace
- Intonation
- Emphasis
- Tone
- Personality
- Register
- Accent
- Age
- Mannerisms

Performance spaces



Analysing and Evaluating

Sentence Starters

This element of the performance …

explored, conveyed, communicated, showed, presented

This symbolised …

This represented …

This moment was …

The use of design elements included …

The acting skills made use of …

The director staged the section by …

Building a Character

Basic

What do they sound like?

How do they move?

What do they look like?

What is their backstory?

Advanced

Improvise characters in different scenarios.

Hotseat characters in pairs

Visualise characters and then analyse text to decide motivations and objectives moment to moment +super objective

Rehearse script extract applying motivations and objectives

Writing about Performance Skills

Ask Mr. King for a FULL appendix which includes not only performance terminology, but every possible word you will need to describe even the most advanced piece of dramatic staging!

Voice

accomplished

enhanced the performance

exemplary use of

sophisticated

highly effective

impressive

creative

thought provoking

powerful

inspired

innovative

Physicality

basic

inconsistent

variable

lacked development

poor

cursory

vague

patchy

little evidence of

ineffective

under-rehearsed

innovative

Warm Ups

Should include….

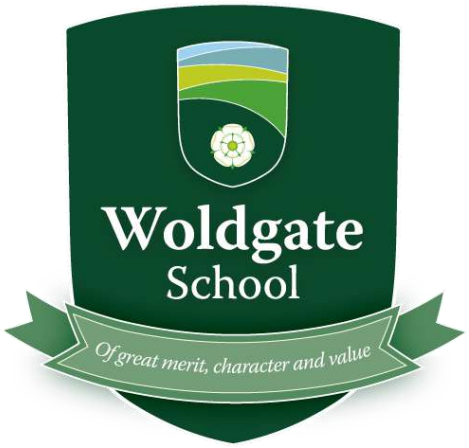
Physical – Relaxation, Relieving tension, Energising Vocal – Resonance, Breath, Articulation drills

Autumn 2 Knowledge Organiser – Year 9 Drama GCSE

Performance Glossary

acting style	a particular manner of acting which reflects cultural and historical influences
articulation	the clarity or distinction of speech
aside	Lines spoken by an performer to the audience and not supposed to be overheard by other characters on-stage.
business	a piece of unscripted or improvised action, often comic in intention, used to establish a character, fill a pause in dialogue, or to establish a scene. An author may simply suggest 'business' to indicate the need for some action at that point in the play.
characterisation	how a performer uses body, voice, and thought to develop and portray a character.
dialogue	spoken conversation used by two or more characters to express thoughts, feelings, and actions.
focus	in acting, the act of concentrating or staying in character.
gesture	any movement of the performer's head, shoulder, arm, hand, leg, or foot to convey meaning.
imaging	a technique which allows performers to slow down and focus individually on an issue. The performers, sitting quietly with eyes closed, allow pictures to form in their minds. These images may be motivated by bits of narration, music, sounds, smells, etc.
improvisation	the spontaneous use of movement and speech to create a character or object in a particular situation; acting done without a script.
inflection	change in pitch or loudness of the voice.
Interaction	the action or relationship among two or more characters
language	in drama, the particular manner of verbal expression, the diction or style of writing, or the speech or phrasing that suggests a class or profession or type of character.
mannerism	a peculiarity of speech or behaviour.
mime	acting without words.
mirroring	copying the movement and/or expression or look of someone else exactly.
monologue	a long speech made by one performer; a monologue may be delivered alone or in the presence of others.
motivation	the reason or reasons for a character's behaviour; an incentive or inducement for further action for a character.
movement	stage blocking or the movements of the performers onstage during performance; also refers to the action of the play as it moves from event to event.
pace	rate of movement or speed of action
performance elements	include acting (e.g., character motivation and analysis, empathy), speaking (breath control, vocal expression and inflection, projection, speaking style, diction), and nonverbal expression (gestures, body alignment, facial expression, character blocking, movement).
pitch	the particular level of a voice, instrument or tune.

posture	Physical alignment of a performer's body or a physical stance taken by a performer which conveys information about the character being played
projection	how well the voice carries to the audience.
prompt	to give performers their lines as a reminder; the *prompter* is the one who assists performers in remembering their lines.
proxemics	contemporary term for 'spatial relationships', referring to spatial signifiers of the relationship between different performers or a performer and elements of the set which convey information about character and circumstances.
rhythm	measured flow of words or phrases in verse forming patterns of sound. Regularity in time or space of an action, process or feature.
role	the character portrayed by a performer in a drama.
role playing	improvising movement and dialogue to put oneself in another's place in a particular situation, often to examine the person(s) and/or situation(s) being improvised.
soliloquy	a speech in which a performer, usually alone on stage, speaks the inner thoughts of his/her character aloud.
spatial awareness	traditional term for what is currently referred to as '**proxemics**', referring to spatial signifiers of the relationship between different performers or a performer and elements of the set which convey information about character and circumstances.
stage presence	the level of comfort, commitment, and energy a performer appears to have on stage.
staging	another term for **blocking**; deliberate choices about where the performers stand and how they move on stage to communicate character relationships and plot and to create interesting stage pictures in relation to set, properties and audience and effects created by lighting, for example.
stock characters	characters who represent particular personality types or characteristics of human behaviour. Stock characters are immediately recognizable and appear throughout the history of theatre, beginning with Greek and Roman comedy and elaborated upon in *commedia dell' arte.*
tableau	a technique in creative drama in which performers create a frozen picture, as if the action were paused; plural is *tableaux.* Not to be confused with *freeze frame*, which is a term used in film and video production.
theatre games	improvisational exercises structured by the director or teacher to achieve a specific objective, such as breaking down inhibitions or establishing trust.
timbre	The distinctive character or quality of a musical or vocal sound apart from its pitch or intensity such as in a nasal voice quality.
upstage: (verb)	to deliberately draw the audience's attention away from another performer or performers by overacting, using flashy bits of business, or other means; term originated from an performer purposefully positioning himself upstage of the other performers so that they must turn their backs on the audience to deliver their lines to him.
vocal expression	how an performer uses his or her voice to convey character
vocal projection	directing the voice out of the body to be heard clearly at a distance.
voice	the combination of vocal qualities a performer uses



Computer Science

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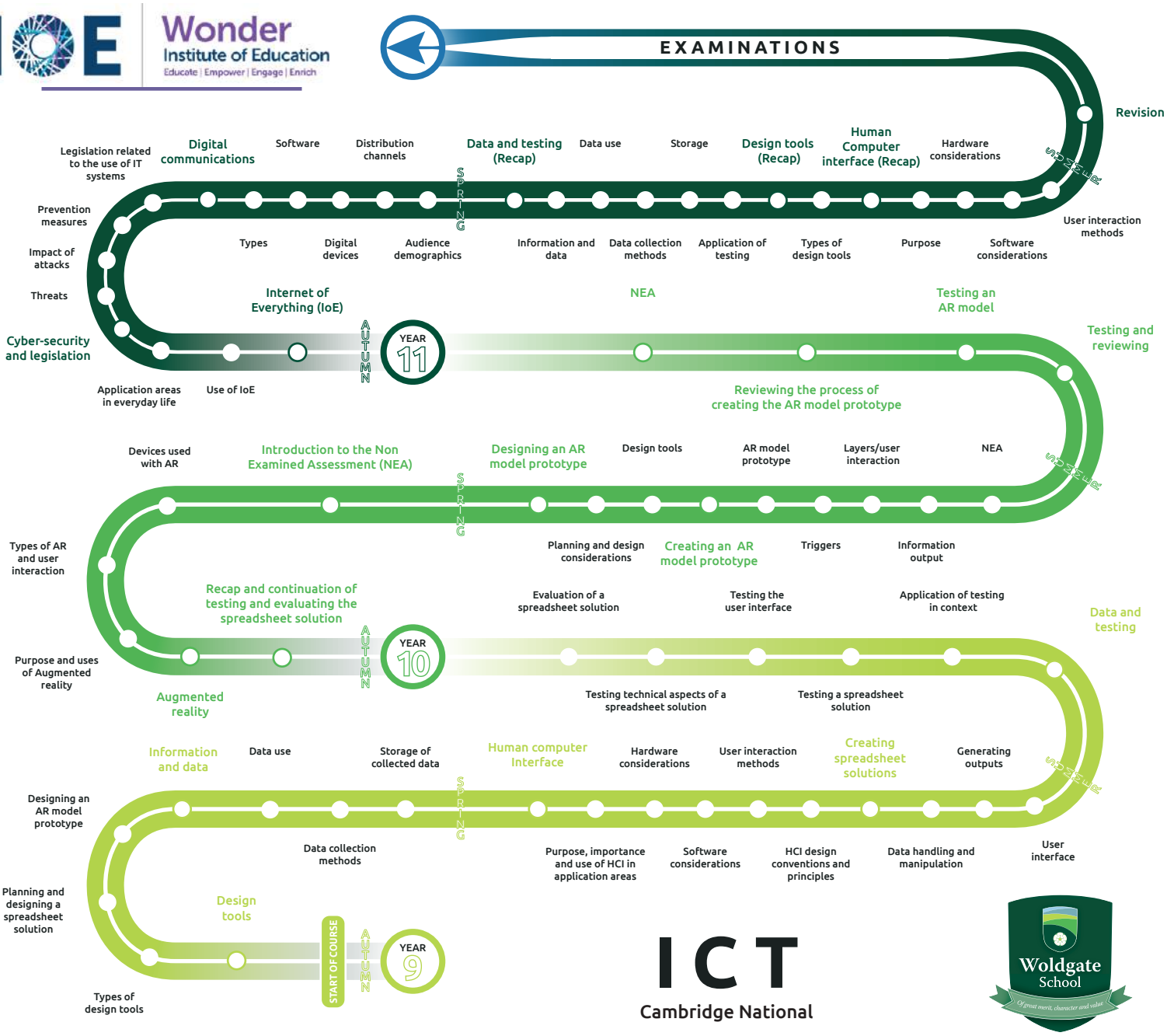

ICT

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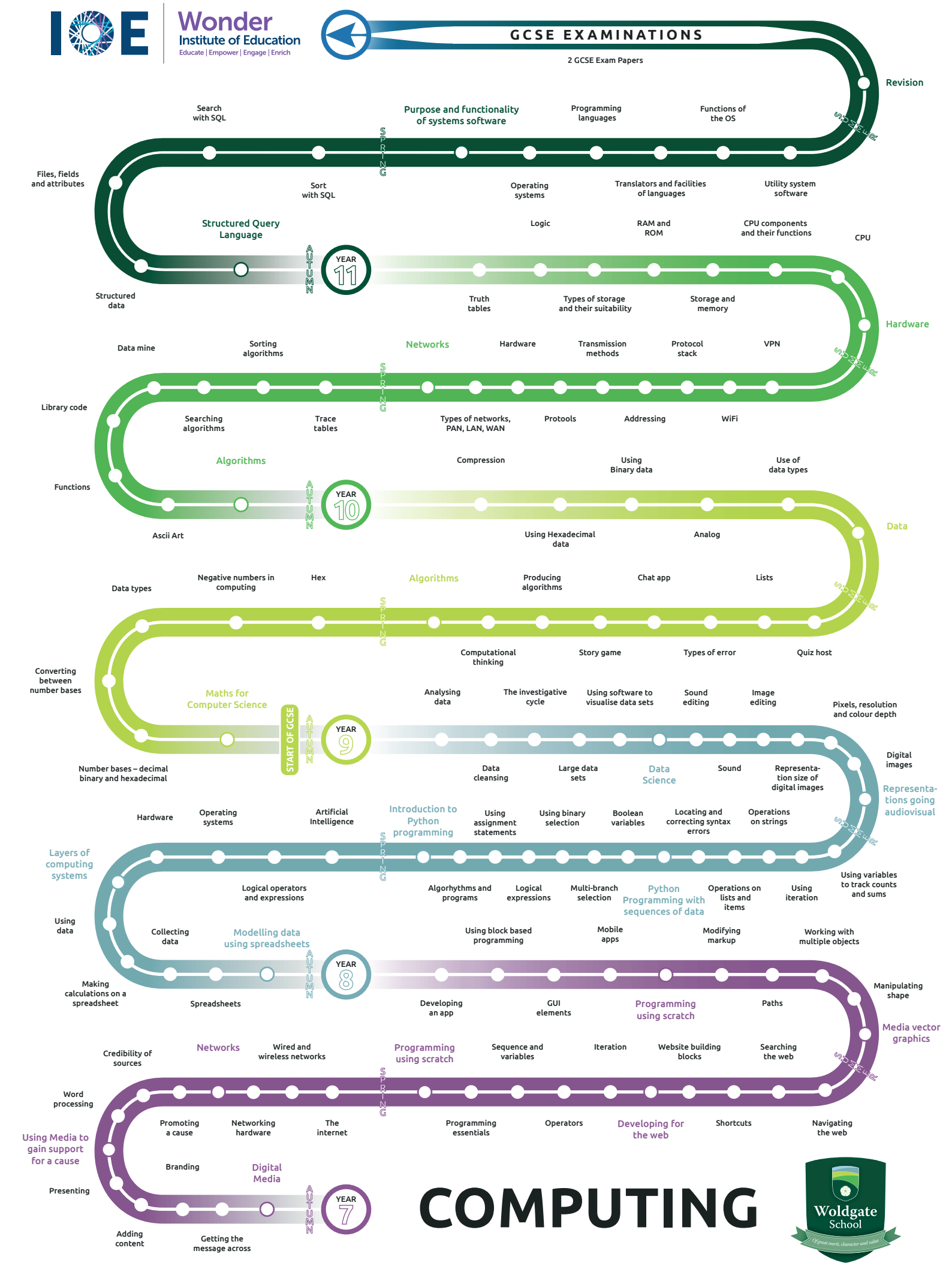
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GCSE EXAMINATIONS
2 GCSE Exam Papers
Revision
SUMMER
Search with SQL
Purpose and functionality of systems software
Programming languages
Functions of the OS
SPRING
Files, fields and attributes
Sort with SQL
Operating systems
Translators and facilities 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
Data mine
Sorting algorithms
Networks
Hardware
Transmission methods
Protocol stack
VPN
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
YEAR 10
Ascii Art
Using Hexadecimal data
Analog
Data
Data types
Negative numbers in computing
Hex
Algorithms
Producing algorithms
Chat app
Lists
Computational thinking
Story game
Types of error
Quiz host
Converting between number bases
Maths for Computer Science
Analysing data
The investigative cycle
Using software to visualise data sets
Sound editing
Image editing
Pixels, resolution and colour depth
START OF GCSE
YEAR 9
Number bases – decimal binary and hexadecimal
Data cleansing
Large data sets
Data Science
Sound
Representation size of digital images
Digital images
Representations going audiovisual
Hardware
Operating systems
Artificial Intelligence
Introduction to Python programming
Using assignment statements
Using binary selection
Boolean variables
Locating and correcting syntax errors
Operations on strings
Layers of computing systems
Logical operators and expressions
Algorhythms and programs
Logical expressions
Multi-branch selection
Python Programming with sequences of data
Operations on lists and items
Using iteration
Using variables to track counts and sums
Using data
Collecting data
Modelling data using spreadsheets
Using block based programming
Mobile apps
Modifying markup
Working with multiple objects
YEAR 8
Making calculations on a spreadsheet
Spreadsheets
Developing an app
GUI elements
Programming using scratch
Paths
Manipulating shape
Media vector graphics
Networks
Credibility of sources
Wired and wireless networks
Programming using scratch
Sequence and variables
Iteration
Website building blocks
Searching the web
Word processing
Promoting a cause
Networking hardware
The internet
Programming essentials
Operators
Developing for the web
Shortcuts
Navigating the web
Using Media to gain support for a cause
Branding
Digital Media
Presenting
YEAR 7
Adding content
Getting the message across
COMPUTING
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Data Representation: Compression of Images and Text

A	Key Vocab
Compression	Reduction in file size to lessen download times and storage requirements
Lossy	Compression which loses data (and therefore quality)
Lossless	Compression which preserves the original data
Metadata	Data about data

B	Representing Text
ASCII	A 7-bit code which represents a basic *character set*
Extended ASCII	A *character set* represented by 8 bits instead of 7, in other ways just like ASCII
Unicode	A modern standard *character set* which uses 16 bits and includes many international characters
Character set	The complete set of letters and symbols available within a given code

C	Representing Images
Bitmap	The representation of an image by converting it to pixels and each pixel to a binary number
Vector	The representation of an image by splitting it into shapes and storing each shape as a binary number
Pixel	The smallest element of an image. One dot of one colour.
Resolution	The level of detail in an image, measured in pixels (dots) per inch (dpi)
Colour depth	The number of bits used per pixel to record colour.
File Size	width (px) × height (px) × *colour depth*

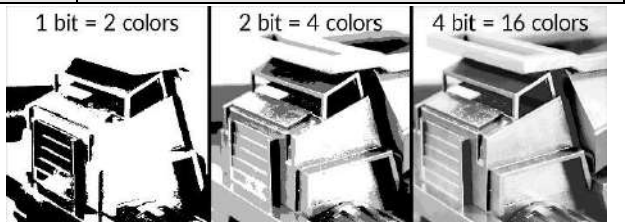
D	File types	
PDF	document	lossless
PNG	image	lossless
JPEG	image	lossy
GIF	image	lossy
BMP	image	uncompressed
MPEG	video	lossy
MP4	video	lossy
MOV	video	lossless
MP3	audio	lossy
WAV	audio	lossy

E	Image metadata
Filename	
File format	
Dimensions	
Resolution	
Colour depth	
Time and Date	
Location	
Camera settings	

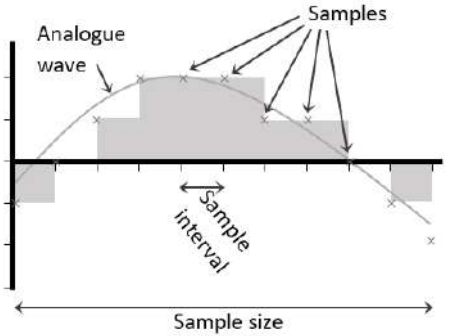
F **Lossy compression**

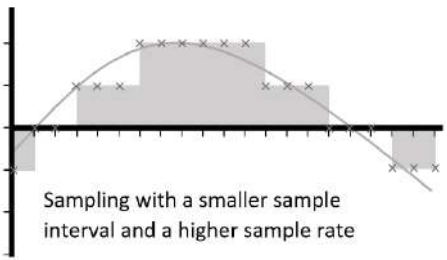
Original: 12KB | Compressed: 1.8KB | Very compressed: 0.56KB

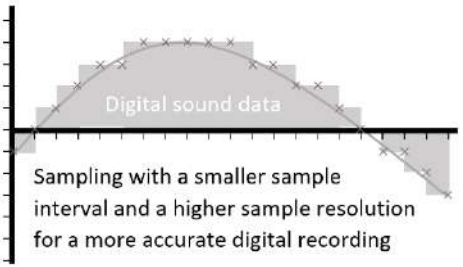
G **Colour depth**

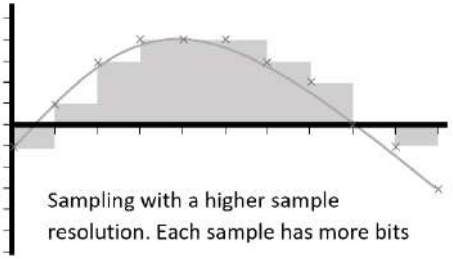


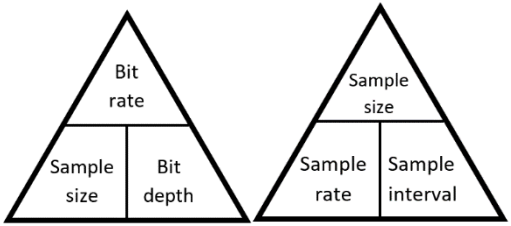
Data Representation: Compression of Sound











A	Representing Sound	
Digital	Having discrete values which can be stored as binary	
Analogue	Having continuously changing values	
Sample	The smallest element of a recorded sound. A value or set of values which represent a sound at a specific moment	
Sample size	The number of seconds over which a *sample* was taken	*s*
Sample rate	The number of times per second the sound is sampled. *Sample size ÷ sample interval*	*Hz*
Bit rate	The number of bits used to store a second of sampled sound. *Bit depth × sample rate*	*bps*
Sample interval	The length of time between two samples	*s*
Bit depth / Sample resolution	The number of bits used to store each sample	*b*
Channel	An audio file which is intended to be played at the same time as another	
File size	*Sample rate × bit depth × sample size*	

Programming: Basics

A	Key Vocab
Debugging	Finding and fixing errors in code
Execution	When a command or program is run by the processor
Operation	A mathematical process which takes one or two inputs and produces one output
Programming Language	A set of instructions and syntax which can be used to make programs
Script	A small simple program, particularly run on command line interfaces
Sequence	The order in which a list of instructions is carried out

B	Syntax
Comment	A part of a program which is ignored by the computer but can be read by the programmer
Indentation	A stylistic approach for writing code. The contents of loops or selection are set a few spaces in from the previous indentation
Syntax	Rules for the structure of a programming language

C	Variables and Constants - Initialisation
Assign	Give a value to a variable or constant at the beginning of a program
Data Type	The nature of information used by a computer
Declare	Set up a *variable* by naming it and allocating memory to it
Initialise	*Declare* variables and *assign* values at the beginning of a program

D	Variables and Constants - Types
Variable	A named value which can be changed as the program is running
Constant	A label that refers to a location in memory containing a fixed value
Global	A *variable* which is used throughout the program
Local	A *variable* which is defined and used only within a sub program

E	Sub Programs
Sub program	Any section of the program which might be *called* by the main program and is self-contained
Argument	Data supplied to a *function* or *procedure* when it is *called*
Breakpoint	The part of a subprogram where it stops and returns to the main program or where the main program stops completely
Call	An instruction to run a sub program
Function	A *sub program* which can take any amount of *arguments* and *return* a value
Parameter	A *variable* which is defined within a *sub program* and which the *sub program* needs to run
Procedure	A *sub program* which can take arguments but which does not return a value
Return	To give back a value from a sub program to the main program

Programming: Operations

A	Key vocab
Operand	A number (or string or Boolean) which is to be operated on
String manipulation	Operating on strings

B	Unfamiliar operations	
Concatenation	Joins two strings together	":" + "-)"
Exponentiation	Raises one number to the power of another	2**3
Modulus / mod	Returns the remainder after division	10 % 3 = 1
Quotient / floor division	Returns the whole number part of the division	10 // 3 = 3
Unary	Only has one operand	-7

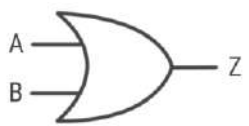
C	Types of operator	
Arithmetic operator	An operator which turns two numbers into a single number with a mathematical process	**, /, %, //, *, +, -
Assignment operator	An operator which assigns a value to a name	=, ⇒
Boolean operator	An operator which compares Boolean values	AND, OR, NOT
Comparison operator	An operator which compares two numbers	>, <, >=, <=, ==, !=

D	Order of operations	
1	**Brackets**	Whatever is in the brackets is resolved first
2	**Unary**	An operation with only one *operand*
3	**Indices**	Raising to the power of a number
4	**Division**	Including *quotient* and *modulus* division
5	**Multiplication**	× or *
6	**Addition**	+
7	**Subtraction**	-
8	**Comparison**	An operation which returns a Boolean by comparing two operands
9	**Boolean**	An operation which returns a Boolean by comparing two Booleans
10	**Assignment**	An operation which assigns a value to a name

E	Logic vocab
Boolean algebra	Mathematical expression of logic circuits
Logic gate	A component which takes in one or two binary inputs and produces a single binary output
Logic circuit	A circuit made of a combination of logic gates
Truth table	A table of inputs and outputs for a logic gate system

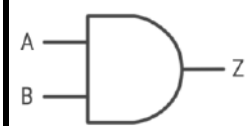
F	Logic gates

OR gate



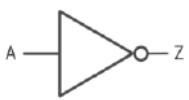
A	B	Z
0	0	0
0	1	1
1	0	1
1	1	1

AND gate



A	B	Z
0	0	0
0	1	1
1	0	1
1	1	1

NOT gate



A	Z
0	1
1	0

Programming: Structures

A	Key Vocab
Iteration	Repeated execution of a group of instructions
Condition controlled loop	An iteration statement which repeats until a certain requirement is met
Count controlled loop	An iteration statement which repeats for a specified number of times
Search	Find a specific item in a list of data using an algorithm
Selection	A choice of which branch to take in a program, often with IF statements
Sort	Arranging a list into an order
Statement	An instruction or clause in a program
Recursive	An algorithm which calls itself

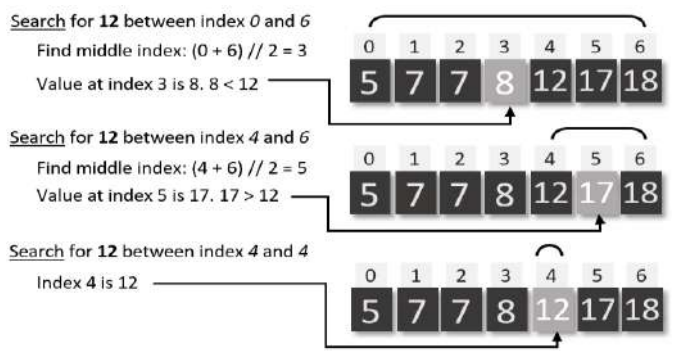
B	Iteration structures
DO UNTIL	Iteration structure which has a stop condition at the end of the loop
DO WHILE	Iteration structure which has a continuation condition at the end of the loop
FOR NEXT	Iteration structure which has an index variable, a step value and a stop condition
WHILE	Iteration structure which has a start condition at the beginning of the loop

C	Selection structures
IF (ELIF) ELSE	A selection statement which branches the program under certain conditions
SWITCH CASE	A type of selection statement where there are a number of possible branches

D	Search
Linear search	A search algorithm which starts by looking at the first item in an unordered list, then moves to the second etc.
Binary search	A search algorithm which starts by looking at the middle term in an ordered list, then if the item is not found, recursively searching on the half of the list with the item in it

E	Sort
Bubble sort	A sorting algorithm which swaps adjacent items in a list if they are not in the right order, before moving onto the next pair.
Insertion sort	A sorting algorithm which goes through a list by item, removes the item and puts it into the appropriate place in a new ordered list
Merge sort	A sorting algorithm which splits a list in two, sorts each list recursively, then merges them back together

F **Binary search**



Programming: Data and Data types

A	Key vocab
Alphanumeric	Containing letters, digits and symbols
Data	A unit of information without context, measured in bits
Information	Data, made intelligible by context
Typecast	Force a variable into a certain data type

B	Number Systems
Binary	Counting system using 1s and 0s. Computers use it because transistors can be used as switches: 1 is 'on' and 0 is 'off'.
Denary	Our normal numbering system with digits from 0 to 9
Hexadecimal	A number system using the digits from 0 to 9 and A to E. Easy to convert to and from binary and easier to read than binary

C	Data types	Python
Array	An indexed list of values. The index normally starts at 0. Unlike a Python list, all values have the same data type and the maximum size is normally declared	[‘o’,‘m’,‘g’] [6, 0, 8, 1] [0.1, 5.0]
Boolean	A data type which is either true or false	True, False
Character	A single alphanumeric symbol	‘B’, ‘@’, ‘8’
Integer	A data type which is a whole number	50, -7, 2
List	An indexed collection of data in Python	[“a”, 2, True]
Real / Float	A number with a decimal point	5.0, 3.14, 1.9
String	A data type which is a collection of any number of characters	“hello”, “”, “01273”

D	Data measurements	
Bit	A single unit of information. A 1 or a 0. A binary digit.	*b*
Nibble	Half a byte. Four bits.	
Byte	Eight bits	*B*
Kilobyte	1000 B	*KB*
Megabyte	1000 KB	*MB*
Gigabyte	1000 MB	*GB*
Petabyte	1000 GB	*PB*
Terabyte	1000 PB	*TB*

E	Binary manipulation
Binary shift	Adding or taking a zero at the end of a binary number
Left shift	Adding a zero to the end of a binary number, multiplying it by 2
Right shift	Taking a bit from the end of a binary number, dividing by 2 and rounding down
Binary addition	Adding binary numbers together
Overflow	A carried digit which is lost because the number is too big for the space allotted to it. ie 1111 + 0011 = 0010 (4 bit addition)

Memory

A	Secondary Storage: Types
Flash	A type of SSD which stores information by forcing electrons through a barrier with a large current
Magnetic	Cheap storage which requires moving parts and writable magnetic disks
Optical	Cheap storage which requires a laser and a disk
Solid State Drive (SSD)	Memory with no moving parts

C	Primary Storage
Main memory	Other ways of saying RAM
Primary storage	
Virtual memory	Part of secondary storage which is used as main memory when RAM is full
Dynamic RAM	Single transistor / capacitor RAM which needs to be refreshed every few milliseconds
Static RAM	4/5 transistor RAM which can hold data without being refreshed (but does need power)

D	Key Vocab
Read Only Memory (ROM)	Non-volatile memory which cannot be over-written. Generally used for booting
Storage device	Any hardware which can hold, read and write data
Storage medium	The type of material or method used to store data
Tertiary storage	External high-capacity storage
Volatile	Memory which requires power
Non-volatile	Memory which persists without power

B	Secondary Storage: Qualities	
1	**Capacity**	Amount of data a storage device can hold
2	**Durability**	How well the device resists damage
3	**Portability**	How easily the device can be carried
4	**Reliability**	How well the data resists corruption
5	**Speed**	How quickly the data can be read from the storage device
6	**Cost**	Pounds per GB

E	The Cloud	
Cloud	Remotely located storage and software, accessed via the internet	
	Advantages	**Disadvantages**
1	No need to update application software	Entrusting potentially sensitive data with outsiders
2	No need to maintain the equipment, software or data	Safety and security of sensitive data is outside your control
3	No need to employ network managers or other technical staff	The service must be totally reliable
4	Service provider takes care of backups	Requires internet connection
5	Easy to share files and collaborate across platforms and locations	

Programming: Essential Programs 1

A Count from 1 to 20

Condition controlled loop

Python

```
1  x = 1
2  while x < 21:
3    print(x)
4    x = x + 1
```

Pseudocode

```
x = 1
while x < 21
  print(x)
  x = x + 1
endwhile
```

```
x = 1
do
  print(x)
  x = x + 1
until x == 21
```

Main Differences

- Pseudocode has ENDWHILE
- Pseudocode can use DO UNTIL

Count controlled loop

Python

```
1  for i in range(1, 21):
2    print(i)
```

Pseudocode

```
for i=1 to 20
  print(i)
next i
```

Main Differences

- Pseudocode FOR loop looks like this.
- Must have NEXT i

B One Question Quiz

Python

```
1  ans = input("5 x 3?")
2  if ans == "15":
3    print("Yes")
4  elif ans == "16":
5    print("Close")
6  else:
7    print("No")
```

Pseudocode

```
ans = input("5 x 3?")
if ans == "15" then
  print("Yes")
elseif ans == "16" then
  print("Close")
else
  print("No")
endif
```

```
ans = input("5 x 3?")
switch ans:
  case "15":
    print("Yes")
  case "16":
    print("Close")
  default:
    print("No")
endswitch
```

Main Differences

THEN instead of colon
ELSEIF instead of elif
ENDIF at the end
Indentation not necessary
SWITCH CASE is not in Python

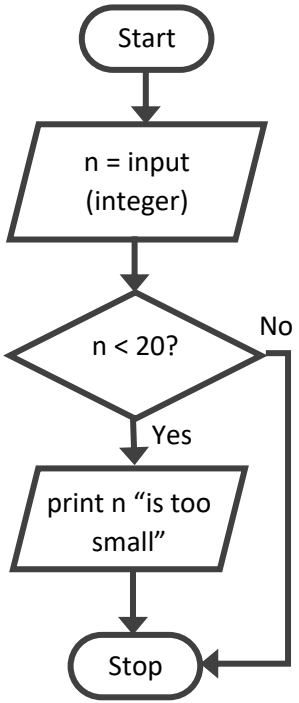
C Output all the members of an array which are multiples of 3.

```
1  a = [2,3,5,8,13,21,34,55]
2  for x in a:
3    if x % 3 == 0:
4      print(x)
```

Makes use of modulo division – **x % 3** means **x MOD 3** which means **the remainder when x is divided by 3**. If the remainder is 0, there is no remainder. Which means that x is an exact multiple of 3. This program will output 3 and 21

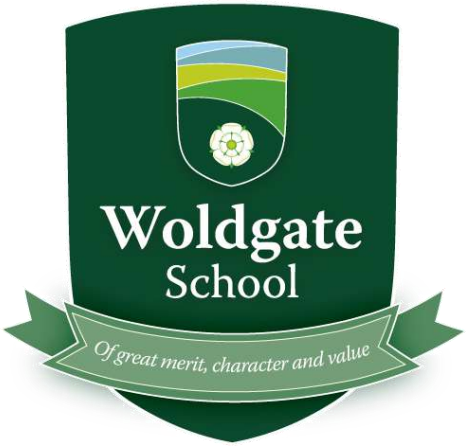
Flowcharts

A	Key Vocab		
Component	Shape	Function	Notes
Terminator	Rounded rectangle	**Start or end of the program.** Normally “Start” or “Stop”	The start will always have one arrow coming out. The end may have many arrows going in.
Input/ Output	Parallelogram	**Input – asks for an input** `input()` or wait for click etc. **Output – outputs information** `print()` or make a sound etc.	Can have many arrows coming in. Only one arrow comes out.
Process	Rectangle	**Performs an action internally** ie change the value of a variable, pause etc.	
Decision	Diamond	**Contains a question where the answer is normally Yes/No** ie `n == 8` or is password == “car”?	Always has two arrows coming out (at least). The paths **must** be labelled (eg Yes and No)

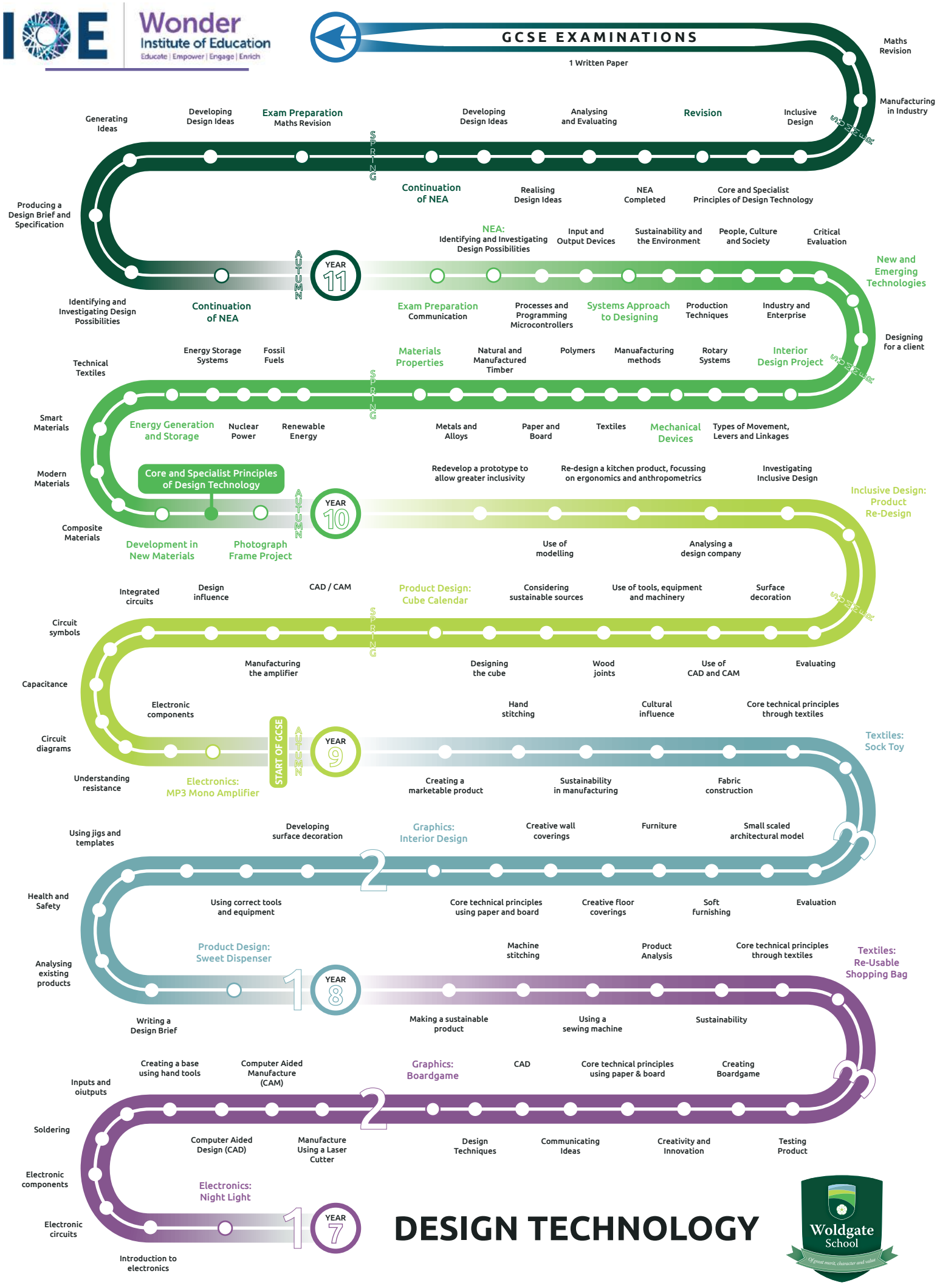


B	Programming Structures in Flowcharts
Sequence	The order of instructions. Shown here with arrows
Iteration	Looping or repeated instructions. Shown here when arrows go back to a previous point in the program
Selection	Where a program can branch in (at least) two directions. Decision components are always examples of selection

C	Key Ideas
Flow	The direction the arrows point in. Similar concept to sequence
Arrows	Always point towards the next component in the sequence
Reason	Visually shows the sequence of a program



Design and Technology


Wonder
Institute of Education
Educate | Empower | Engage | Enrich
GCSE EXAMINATIONS
1 Written Paper
Maths Revision
Manufacturing in Industry
Inclusive Design
Revision
Analysing and Evaluating
Developing Design Ideas
Exam Preparation
Maths Revision
Developing Design Ideas
Generating Ideas
SPRING
SUMMER
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
Energy Storage Systems
Fossil Fuels
Materials Properties
Natural and Manufactured Timber
Polymers
Manuafacturing methods
Rotary Systems
Interior Design Project
Technical Textiles
SPRING
SUMMER
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
SPRING
SUMMER
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
Woldgate School
Of great merit, character and value

Knowledge Organiser – Year 9 Cube Calendar Project

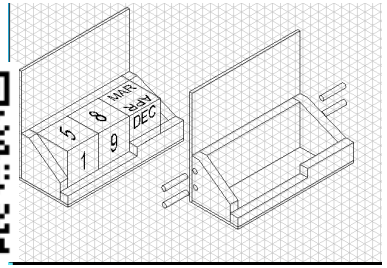
KS4

Knowledge

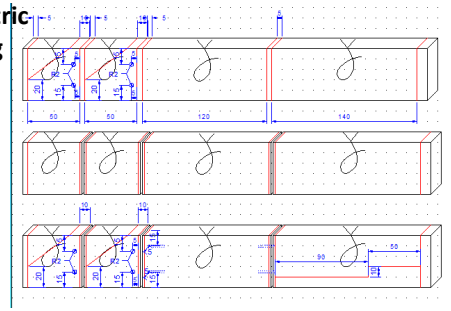
CAD - Drawing design ideas by hand and using 2D Design to produce a range of designs for the Cube Calendar.

Isometric – Using Isometric to draw different views of Cube Calendar.

Manufacturing Plans – Following complex planning for marking out, cutting and assembling of Cube Calendar.



SCAN ME - Isometric Drawing



Design Process

Task Analysis:

Design Situation – The Problem you are aiming to solve.
Moodboard – A collection of inspiring images and words based on a chosen theme/s.

Design Brief & Specification:

A written description of what you intend to design and make and why.
A list of specific statements to then further describe exactly what your product will be like.

Research:

Existing Products– looking at existing Cube Calendars, analysing them using ACESS FAME and then how we can use these features for our own designs.

Design:

CAD – using computers to generate Isometric Final Idea
Drawing techniques – using hand drawn images to generate designs for the Cube Calendar.

Evaluation:

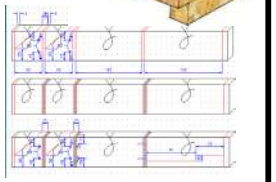
Analyse, refine and test the final product. Suggest modifications.

Practical Skills

Pencil Crayons: Used to apply subtle colour.
Felt Tips: Used to apply bold colour.
Laser Cutter: Used to cut out parts and pieces for Cube Calendar.
Vinyl Cutter: Used to further embellish Cube Calendar..

SCAN ME – Vinyl Cutting

Hand Tools & Machinery – Used for cutting, sanding and assembly parts of Cube Calendar.
Manufacturing Plan Templates – Used to follow, mark out, drill and cut parts and pieces for Cube Calendar.



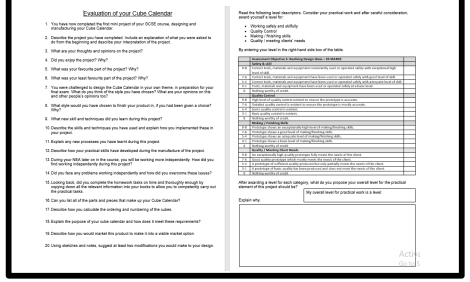
Key Words

Aesthetics: Concerned with beauty or the appreciation of beauty.
Analyse: To look at and discuss in depth.
CAD: Computer Aided Design – the use of computers to help create and design.
Client: The customer/target audience you are designing and making for.
Isometric Projection: A 3dimensional drawing where all angles on the horizontal lines are pre-set to angles of 30 degrees.
Manufacturing Plan: The planning of the making of a product from its raw material to the finished product.
Risk Assessing: Identifying hazardous tasks on machines and being able to control those risks associated with them.

SCAN ME – Health & Safety

Literacy

Write about your own design ideas and sources.
E.g. I am really pleased with the Cube Calendar I have designed**. I like** it **because** it **reflects** the needs/wants of my Client I researched. Whilst **I think that** my first design reflects the needs of my Client, I don't think it is what they want …
Completing a thorough Analysis of Cube Calendar to produce a Final Evaluation.



Numeracy

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

Tolerance = +/- 3mm

Area = Length x Width
Perimeter = all sides added together

2D & 3D Shapes - Sides, Faces, Edges & Vertices

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

Inspiration

Product Analysis Research

Cube Calendar Models

Knowledge Organiser – Year 9 Inclusive Design Project

KS4

Knowledge

Accessibility – Ensuring that within designing there are no barriers that prevent the interaction with a product.

Modelling – Using a variety of modelling mediums to produce different solutions to a problem.

Inclusive Design – Applying the principle that the design of a product relies on a single design to suit the needs of those with all types of abilities and disabilities, from non-disabled individuals to those with visual, auditory, cognitive and physical disabilities.

5th to 95th % - Designing for approximately 90% of the population.

SCAN ME
- Modelling

Design Process

Task Analysis:

Design Situation – The Problem you are aiming to solve.

Design Brief – A written description of what all of the project aims are.

Mind Map – A brainstorm of all the different areas of research.

Moodboard – A collection of inspiring images and words based on a chosen theme/s.

Research:

Different Materials – looking at modelling materials that we can use for our own models and prototypes

Design:

CAD – using computers to design and make parts/pieces for prototypes.

Drawing techniques – perspective, isometric and CAD to draw walls, floors and different views of final idea.
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 finger tips.

Craft Knife: Used for cutting with precision and trimming.

Cutting Mat: Used to protect surfaces when cutting with a craft knife.

Junior Hacksaw – A small handsaw used for cutting a variety of resistant materials in wood, metal and plastic.

Bench Hook – Holds work in place whilst crosscutting with a hand saw.

Key Words

Accessibility – the practice of making information, activities, products and/or environments sensible, meaningful and useable for as many people as possible.

Anthropometrics – Measurements of the human body that are needed to ensure designs are the correct size.

Ergonomics – The study of people's efficiency in their working environment. It is concerned with making products and equipment more comfortable for the people that use it.

Inclusive Design – Also called universal design makes places and products useable by everyone regardless of age, ability and circumstance.

Percentiles – the 100 equal groups the population can be divided into.

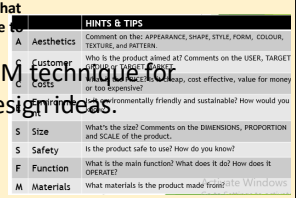
Literacy

Write about your own design ideas and sources.

E.g. I am really pleased with the prototype I have designed**. I like** it **because** it **reflects** the needs of the user I have researched. Whilst **I think that** my first design reflects their needs, it may be inaccessible for all.

I think that	**next time**
reminds me of	**it's almost as it**
Portrays	**this particular idea**
suggests that	**what I like about this idea**
it could be that	**of all the ideas I have drawn**
makes me feel	**satisfies the specification**
gives the impression that	
another idea would be	

Use ACCESS FM technique for annotating design ideas.



Numeracy

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Tolerance = +/- 3mm

Area = Length x Width
Perimeter = all sides added together

2D & 3D Shapes - Sides, Faces, Edges & Vertices

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

Calculating design percentiles

Inspiration

Existing Products

SCAN ME
- Good Grips Products

Inclusive Design Prototype Models

Knowledge Organiser – Year 9 Mp3 Player Project

KS4

Knowledge

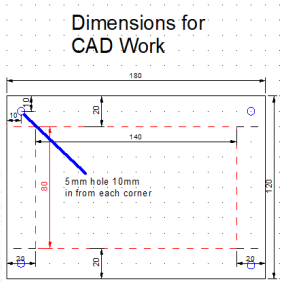
CAD - Drawing design separate parts/pieces using 2D Design to formulate a completed Final Idea.

Guerrilla Marketing – Using creative and unconventional ways to promote and advertise final Mp3 Player.

Manufactured Boards – Using man-made boards to construct the frame of the Mp3 Player.

Polymers – Using Plastics to form the parts/pieces needed for the Final Idea of the Mp3 Player.

Soldering – Joining electronic components together to make a complex circuit.



SCAN ME – Guerilla Marketing

Design Process

Task Analysis:

Design Situation – The Problem you are aiming to solve.

Design Brief – A written description of what all of the project aims are.

Mind Map – A brainstorm of all the different areas of research.

Moodboard – A collection of inspiring images and words based on a chosen theme/s.

Research:

Different Artists/Designers – looking at inspiring work that we can use for our own Mp3 inspiration.

Design:

CAD – using computers to generate parts/pieces to create our designer theme.

Drawing techniques – perspective, isometric and CAD to draw designs.

Marketing & packaging –designing creative ways to promote and advertise Final Mp3 Player.

Manufacture:

Modelling – Using different mediums to build a protype model.

Practical Skills

Pencil Crayons: Used to apply subtle colour.

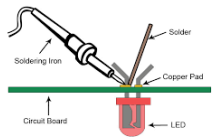
Felt Tips: Used to apply bold colour.

Laser Cutter: Used to cut out parts and pieces for Mp3 Player.

Vinyl Cutter: Used to further embellish Mp3 Player.

Hand Tools & Machinery – Used for cutting, sanding and assembly parts of Mp3 Player.

Soldering: Used to join and combin electronic components to make a fully working circuit for the Mp3 Player.



Key Words

Acrylic – Scientific name Polymethylmethacrylate (PMMA). A synthetic Polymer used for strength and thermoplastic properties.

Ceramic Disc Capacitor – A small component, that looks like a flat bean, that holds the charge for storage devices.

Electrolytic Capacitor - A small component, that looks like a cylinder, that holds the charge for storage devices. This has a polarity.

MDF – Medium Density Fibreboard is a man-made wood, made from wood offcuts and resin to hold it together.

Push To Make Switch – An electronic switch that operates when pressed.

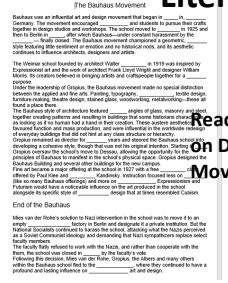
Thermoplastic – A plastic polymer that can be heated, soften and remoulded.

Thermosetting Plastic - A plastic polymer that can only be heated and moulded once.

Tinning – Coating the soldering iron or component with soft solder.to encourage the flow.

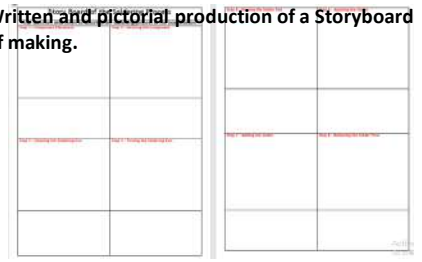
SCAN ME – Tinning

Literacy



Reading and comprehension on Designer/Artist Movement:

Written and pictorial production of a Storyboard of making.



Numeracy

Mm = Millimeters

Cm = Centimetres M = Meters

1cm = 10 mm

10cm = 100mm

100cm = 1000mm

1000mm = 1m

Tolerance = +/- 3mm

Area = Length x Width

Perimeter = all sides added together

2D & 3D Shapes - Sides, Faces, Edges & Vertices

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

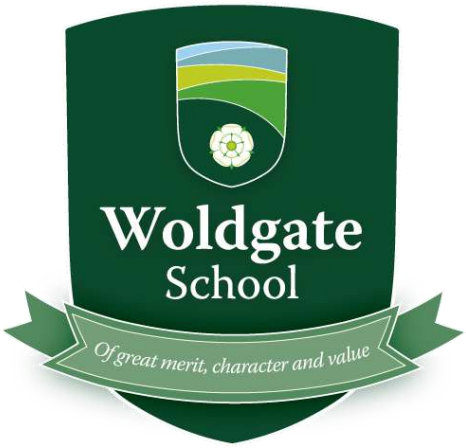
Resistor Values and Calculations

Inspiration

Designer Research

Existing Products

Mp3 Models



English

Wonder
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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
- A Christmas Carol
- Significance of context
- Significance of character

SPRING

- Writer's methods
- Effective answer structures
- Impact on the reader
- Departmental Revision Schedule begins

SUMMER

- Spoken Language Presentation
- Mock Exam Preparation
- Exploring writer's intentions
- Key themes
- Historical significance
- Exploring writer's methods
- Significance of character
- Significance of context
- Macbeth

YEAR 10

AUTUMN

- Explorations in Creative Reading – Language Paper 1
- Structural analysis
- Language analysis

SPRING

- Explorations in Creative Writing – Language Paper 1
- Descriptive writing structures
- Evaluating texts
- Narrative writing structures
- Creative writing techniques
- Power and Conflict Poetry Cluster – Literature Paper 2
- Exploring writer's methods
- Comparison skills
- Summary Writing
- Writer's methods
- Exploring writer's intentions
- Significance of contexts
- Writers' viewpoints and perspectives – Language Paper 2
- Comparison

SUMMER

- 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 Supernatural
- Individual Vs Society
- Individual Vs Nature
- Dystopian Literature – The Literary Conflicts
- Individual Vs Self

SPRING

- Individual Vs Technology
- The Road
- The Hunger Games
- 1984
- Animal Farm
- Origins and features of tragedy
- Producing effective essays
- Developing poetic terminology
- Tragedy – Love and Relationships
- Romeo and Juliet
- An introduction to poetry – Love and Relationships
- Love and relationship poetry cluster
- START OF GCSE

SUMMER

- *Akala Natives*
- Black and British
- Representations of race
- *Creme De Cassis*
- Non-fiction texts

YEAR 8

AUTUMN

- Dealing with contextual information
- The Victorians
- Extracts from Victorian Literature

SPRING

- Non-fiction articles
- Representations of different classes
- 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

- Old English
- Origins of English
- Tower of Babel
- Early Communication

SPRING

- Literary Heritage
- Beowulf
- Shakespeare
- Developing thesis statements
- Middle English
- The Canterbury Tales
- Gulliver's Travels
- An introduction to narrative writing
- Re-birth
- Voyage and Return
- The Quest
- Classical texts for character arcs
- Character Archetypes
- Over coming the Monster
- Rags to Riches
- Structuring narratives

SUMMER

ENGLISH

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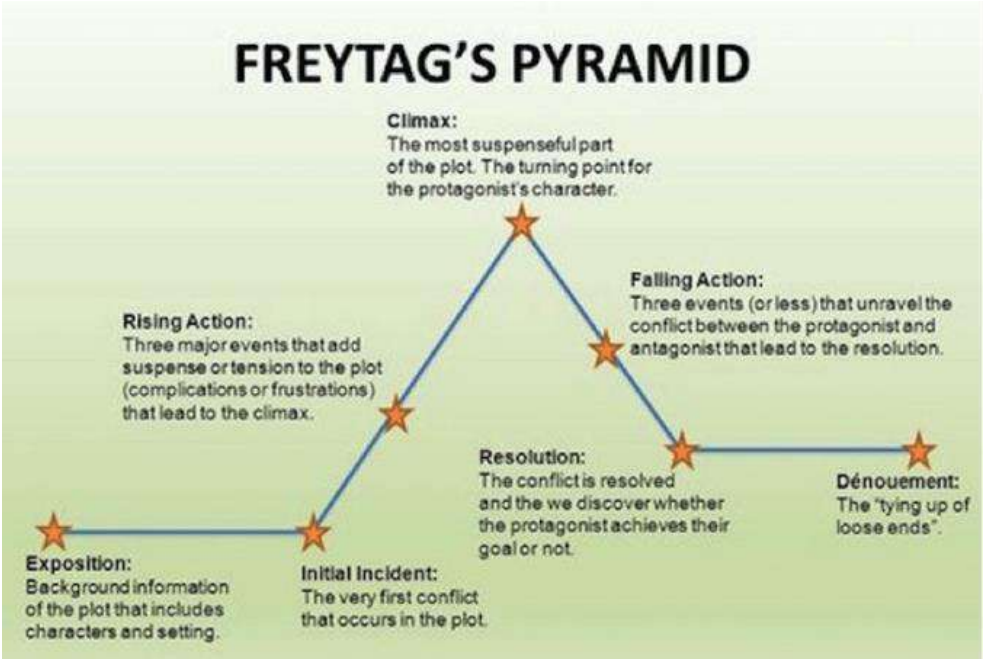
Of great merit, character and value

Narrative Writing

Technique	Example
Open with an adverb (describes the verb)	Hysterically, the girl began to laugh…
Open with a verb (doing word/action)	Sauntering towards the exam hall, the student couldn't control his dread…
Open with a simile	Like a dangerous assassin, the cat waited patiently to pounce…
Open with 3 adjectives	Silvery, shimmering and bright, the sea stretched out endlessly into the horizon…
Open with 'Although' or 'Despite'	Although the fire had been blazing relentlessly for three months, it was showing no signs of stopping…
Open with a noun phrase	Chairs with tattered upholstery littered the empty hallway…
Open with a prepositional phrase	Beneath the bridge, the children giggled hysterically at the fact they had managed to shake off their dad…



Narrative hooks can be:

- **funny** – appeal to the reader's sense of humour
- **atmospheric** – evoke a particular mood through description of a place or emotion
- **speech** – capture the immediate action and scene
- **direct address** – talk directly to the reader
- **question** – encourage the reader to find an answer

Setting is the context in which a narrative occurs and includes the time, place, and social environment. It is important to establish a setting in your narrative, so your readers can visualize and experience it to the maximum degree. Settings can also build up a sense of atmosphere which can hugely heighten a readers sense of enjoyment and excitement.

- Simile – Comparing something to something else using 'as' or 'like' e.g. 'eyes as blue as the ocean'
- Metaphor – Saying something IS something else (direct comparison) e.g. 'David growled viciously at his parents' or 'He was a pig'
- Personification – Giving human qualities to inanimate objects 'The daffodils danced merrily in the breeze'
- Pathetic Fallacy – When the weather reflects the mood of the story. 'The rain lashed down furiously outside as the family began to argue yet again'
- Zoomorphism - It means to attribute animal forms or animal characteristics to other animals, or things other than an animal

1. The resolution takes place directly after the climax and is the last scene(s) in the book.

2. The resolution must tie off all prominent loose ends, leaving the reader without any salient questions. However, it must also avoid being too Neat.

3. The resolution needs to offer the reader a sense of continuation in the lives of the characters. Even a standalone book should hint at the life the characters will lead after the reader has closed the back cover.

4. The resolution should give the reader a concrete example of how the character's journey has changed him. If he was a selfish jerk at the beginning of the story, the resolution needs to definitively demonstrate his change of heart.

5. Finally, the resolution should strike an emotional note that resonates with the tone of the book as a whole (funny, romantic, melancholy, etc.) and leaves the reader completely satisfied.

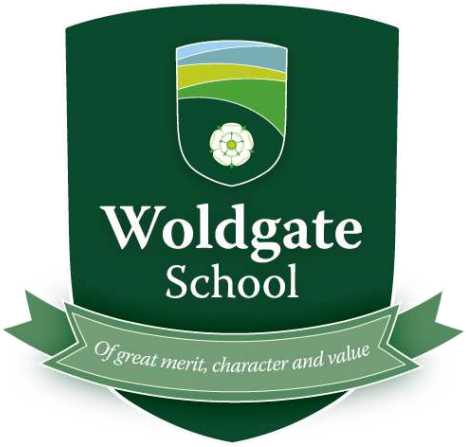
The hero is the audience's personal tour guide on the adventure that is the story. It's critical that the audience can relate to them, because they experience the story through their eyes. During the journey, the hero will leave the world they are familiar with and enter a new one. This new world will be so different that whatever skills the hero used previously will no longer be sufficient. Together, the hero and the audience will master the rules of the new world, and save the day.:

Anti-hero: Anti-heroes do not possess traditionally heroic qualities. In fact, they have qualities that seem more befitting of a villain, such as dishonesty, greed, or general immorality.

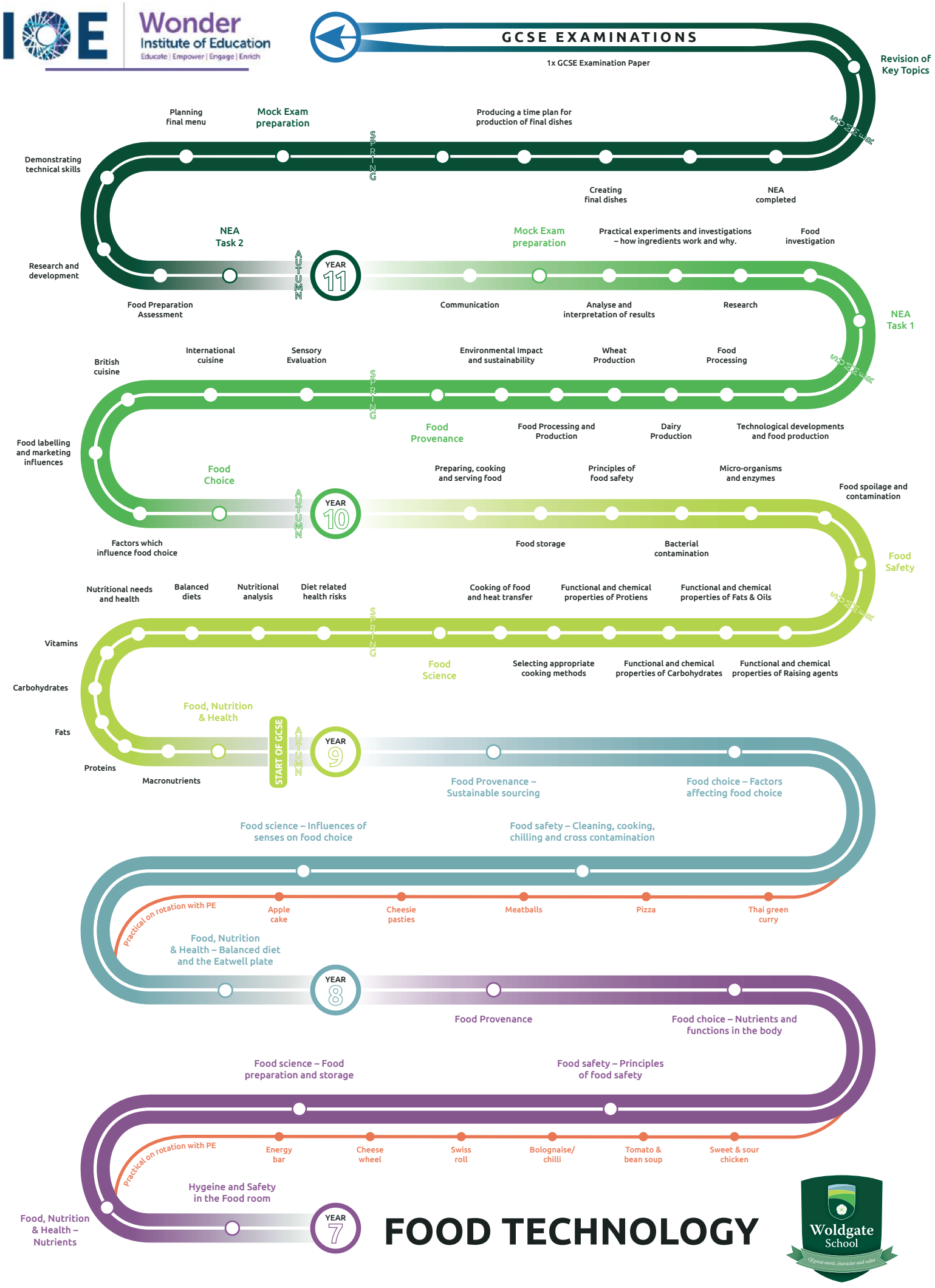
Tragic hero: A tragic hero is a hero who possesses a fatal flaw or makes an error in judgment that ultimately leads to their downfall.

Everyman hero: Everyman heroes are ordinary people without any apparent heroic qualities or characteristics.

Classical hero: A classical hero is a character who possesses a great talent or ability that separates them from the rest of their contemporaries.



Food Technology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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
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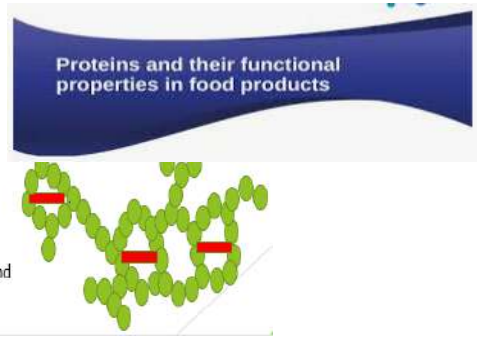
Proteins are large molecules, made up of amino acids
As they are so big, protein molecules are often folded into compact bundles as they take up less space.
Proteins are complex molecules which contain the elements: oxygen, carbon, hydrogen, nitrogen and sometimes sulphur and phosphorus.
Chemical bonds in the protein molecule bundles hold it together and stop it unfolding.



<u>Denaturation</u>

Protein molecules can easily be denatured.

This means that the chemical bonds that hold the protein molecule bundle together can be broken, which makes the protein molecule bundle unfold and change shape.



<u>Denaturation</u> of protein molecules can be caused by:-

Heat e.g. boiling or frying an egg

Acids e.g. when adding lemon juice to cream or meat as a marinade

Air bubbles e.g. in a whisked sponge such as Swiss roll

Mechanical agitation e.g. whisking egg whites for meringue

<u>Acids</u> e.g. marinating

Marinating is the process of soaking meat, fish or vegetables in liquid before cooking.

Marinating will tenderise tougher cuts of meat because the acids (used in the marinade) cause the meat fibres to break down and allows more moisture to be absorbed into the meat, making the meat juicy and tender.

Denatured protein molecules are larger and take up more space.

Due to this, they knock into other denatured protein molecules and then start to join together in large groups. This is called **<u>coagulation</u>**

As they coagulate, the protein molecules trap and hold water from the food in pockets.

As coagulation continues, the appearance and texture of the food changes.

If a food containing a protein is overcooked, the coagulated protein molecules tighten up and squeeze out the water they were holding. This is why overcooked meat or fish is dry and chewy and an overcooked scrambled egg is rubbery and watery. (**Syneresis**)

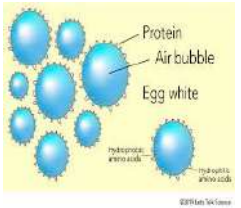
<u>Mechanical agitation</u> e.g. whisking to form a foam

Whisking makes the protein in the egg white unravel and denature. This allows tiny bubbles of air to be incorporated into the egg white producing an egg white foam.

This form of denaturation is reversible because if the foam is left to stand it will collapse back into liquid egg white.

However, if you heat the foam it will <u>coagulate</u> resulting in a firm texture.

If you add an acid to the egg whites before whisking it will make the mixture slightly acidic and therefore less likely to suffer the effects of over whisking e.g. lumpiness, loss of water and collapse.



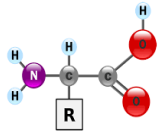
Protein is needed for:

growth of body cells and tissue
repair and **maintenance** of all body tissue
providing a **secondary** source of energy

Proteins are made from **amino acids.**

There are about 20 amino acids.

These amino acids combine in different ways to make all the proteins in your body.



Some amino acids can only be obtained from food. These are called **essential amino acids**. There are eight essential amino acids needed by adults and children. Some extra ones are needed by children because they are growing

Different people need different amounts of protein:

Men need more protein than women as they are normally taller than women and have more muscle tissue.
Babies and children need a lot of protein (relative to their size) as they are growing.
Teenagers need more protein for their rapid growth spurts.

High biological value sources of protein	Low biological value sources of protein
Meat	Pulses (peas, beans and lentils)
Fish	Cereals (e.g. wheat, rice, oats and barley)
Eggs	Nuts
Cheese	Seeds
Yoghurt	
Soya beans	
Mycoprotein (e.g. Quorn™)	
Quinoa	

Foods that contain all of the essential amino acids are called
high biological value (HBV).
HBV proteins come mainly from animal proteins, for example meat, fish, dairy produce and eggs.
There are some exceptions to this rule – soya beans and quinoa. These contain all of the essential amino acids.
Soya beans have many uses. They may be used in their natural bean form, for example in a soya bean casserole. Alternatively, soya is used to make many products such as textured vegetable protein (TVP), tofu, soya milk and soya desserts.
Quinoa may be used in the same way as rice in cooking.

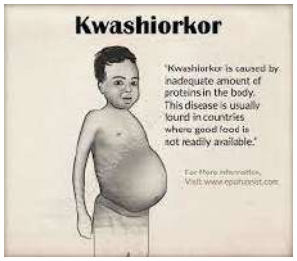
Age	Males	Females
1–3 years	14.5g	
4–6 years	19.7g	
7–10 years	28.3g	
11–14 years	42.1g	41.2g
15–18 years	55.2g	45g
19–49 years	55.5g	45g
50 years+	53.3g	46.5g

Foods that lack one or more of the essential amino acids are called low biological value (LBV).
LBV proteins are supplied by plant foods: beans (except soya beans), pulses, nuts, seeds and cereals.

Eating **too much protein** may be **harmful to the kidneys and liver** because they have to break down the protein.
If you don't use the extra protein consumed for energy, it will be stored as fat, which can lead to weight gain.

When LBV proteins are eaten together, the biological value will increase. This is because the essential amino acids missing in one LBV food can be supplied by another LBV food.
For example, beans are lacking one essential amino acid and bread is lacking one essential amino acid, but together these foods supply all of the essential amino acids. Combining LBV foods in this way is called **protein complementation**.

Protein **deficiency is very rare** in the developed world as most people eat a wide range of foods.
Kwashiorkor is a deficiency disease caused by a lack of protein.
Kwashiorkor can occur in children in developing countries where there is famine or an unstable food supply.
Symptoms of kwashiorkor include poor growth rates, water retention, hair loss and infections.



Protein complementation examples
Beans on toast
Lentil dhal and chapattis
Rice and peas
Hummus and pitta bread

French

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GCSE EXAMINATIONS

Reading (25%) Writing (25%)
Listening (25%) Speaking (25%)

YEAR 11

AUTUMN
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*
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
Pronoun 'on' *Simple Future Tense* *Adverbs* *Imperative*

SPRING
Global and Social Issues
Modal verbs in the conditional *Passive* *Indirect object pronouns* *Using three time frames*
Rights, Environmental issues, Protecting the environment, Poverty and homelessness, Volunteering, Big events – positives and negatives
Problems, Ideal holiday, Facilities, Activities, Transport
Countries

SUMMER
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*

YEAR 10

AUTUMN
Technology and Free Time
Jouer à / de *Possesive pronouns* *Comparitives + superlatives* *Relative pronoun 'que'* *Imperfect tense* *Direct object pronouns*
Role models, Sports, Music, Film and TV, Activities online, Reading habits, Life when younger
Relation-ships, Qualities of a friend, Physical and personality descriptions
Pour + infinitive *Emphatic pronouns* *Reflexive verbs* *Relative pronoun 'qui'*

SPRING
Home, Town & Local Area
Paritive article *Il faut + infinitive* *Modal verbs* *Pronoun 'en'* *Tu vs. Vous* *Venir de + infinitive* *Venir de + infinitive* *Pronoun 'y'* *Asking questions using 'quel'* *Using idiom* *Simple future tense*
Festivals & traditions, Food, Shops, Clothes, Daily Routine, Key festivals, Family celebrations, Traditions, Accommo-dation, Countries, Geo-graphical features, Places in a town, Directions
Transactional language – doctor's, Injuries, Illnesses, Body parts, Health advice
Holidays
Positives and negatives of a town
Sport

SUMMER
START OF GCSE
Present tense – regular and irregular *Adjectival agreement*
Family
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*

YEAR 9

AUTUMN
Negatives 'ne….jamais, ne…rien' *Revise Perfect tense regulars and introduce irregulars*
Digital technology, Films, Reading, Shopping trip
TV programmes, Favourite/least favourite celebrities
Revise near future tense *Forming questions using 'tu'*

SPRING
Cultural Topic (Film)
Adjectival agreements *Comparatives and superlatives* *Reflex verbs* *Introduce conditional* *Revise perfect tense*
Characters, Themes, Descriptions, Relationships, Ideal friend / teacher, Film reviews
Speciality dishes and ingredients, Quantities, Food, Activities, Opinions
Sport and Health

SUMMER
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*

YEAR 8

AUTUMN
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

SPRING
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
House types
Nationalities, Countries, Questions, Weather, Hobbies and free-time activities, Key frequency phrases
Differences between 'tu' and 'vous'
Sports (using jouer and faire)

SUMMER
Basic negatives
Where I live
Si clauses with present *Full present tense (regulars)* *Frequency phrases* *À + le etc* *Present of ' faire'* *Present of 'jouer'*
Model verbs + infinitive (pouvoir, vouloir)

YEAR 7

AUTUMN
Singular present tense of 'être' *Negatives with 'ne…pas'*
School
Basic adjectival agreements *Qualifiers* *Present tense er' verbs* *Basic opinions* *Key connectives*
Free Time

SPRING
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
Definite and indefinite articles

SUMMER
Singular present tense of 'avoir'
Question words
Self, Family and Friends

FRENCH

Colour = Topic Regular = Vocab *Italic = Grammar*

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Y9 French Knowledge Organiser: Unit 1 Mon temps libre

Ma célébrité préférée – *My favourite celebrity*

Ma célébrité préférée s'appelle…

Je l'aime parce qu'il/elle est

très
assez
trop
vraiment
un peu
extrêmement

Pourtant il/elle n'est jamais

masculine singular	feminine singular	*English*
arrogant	arrogante	*arrogant*
intelligent	intelligente	*intelligent*
laid	laide	*ugly*
méchant	méchante	*nasty*
bête	bête	*stupid*
drôle	drôle	*funny*
égoïste	égoïste	*selfish*
travailleur	travailleuse	*hard-working*
généreux	généreuse	*generous*
sérieux	sérieuse	*serious*
parresseux	parresseuse	*lazy*
gentil	gentille	*kind*
beau	belle	*good-looking*

Les émissions de télé – *TV programmes*

Verb	Programme type	Connect.	verb	adjective	
J'aime (I like)	**les comédies** (comedies)	**car** because	**je les trouve** (I find them)	***amusantes***	(fun)
Je n'aime pas (I don't like)	**les séries** (series)		**ce sont** (they are)	***intéressantes***	(interesting)
J'adore (I love)	**les émissions de télé-réalité** (reality tv)			***divertissantes***	(entertaining)
Je déteste (Ihate)	**les émissions de sport** (sport shows)			***enfantines***	(childish)
	les émissions de musiques (music shows)			***ennuyeuses***	(boring)
	les émissions de cuisine (cooking shows)			***éducatives***	(educational)
	les émissions de science-fiction			***nulles***	(rubbish)
				barbantes	(boring)
	les dessins animés (cartoons)	**car** because	**je les trouve** (I find them)	***amusants***	(fun)
	les jeux télévisés (game shows)		**ce sont** (they are)	***intéressants***	(interesting)
	les documentaires (documentaries)			***divertissants***	(entertaining)
	les feuilletons (soaps)			***enfantins***	(childish)
				ennuyeux	(boring)
				éducatifs	(educational)
				nuls	(rubbish)
				barbants	(barbants)

Ma vie numérique – *My digital life*

You can ask questions about a range of subjects by using:
a question word + *est-ce que* + the *tu* form of the verb.

Avec qui *est-ce que tu …?*	**With whom** do you …?
Comment *est-ce que tu …?*	**How** do you …?
Où *est-ce que tu …?*	**Where** do you …?
Quand *est-ce que tu …?*	**When** do you …?
Qu' *est-ce que tu …?*	**What** do you …?
Pourquoi *est-ce que tu …?*	**Why** do you …?

You can ask questions in other tenses in the same way:
Qu'est-ce que tu as regardé hier?
What did you watch yesterday?

Use time phrases, to give more detailed answers:

d'habitude	usually
en ce moment	at the moment
souvent	often
parfois	sometimes
de temps en temps	from time to time
tout le temps	all the time
le weekend	at weekends / at the weekend
tous les soirs / après-midi / matins	every evening / afternoon / morning

Aller au ciné – *Going to the cinema*

Je vais voir *(I'm going to see)* Je veux voir *(I want to see)* Je voudrais voir *(I'd like to see)*	un film d'action *(an action film)* un film d'animation *(an animated film)* un film d'horreur *(a horror film)* un film romantique *(a romance film)* un film de science-fiction *(a science-fiction film)* un film de super-héros *(a superhero film)* une comédie *(a comedy)*

ce matin	*this morning*
cet après-midi	*this afternoon*
ce soir	*this evening*
demain matin / après-midi / soir	*tomorrow morning / afternoon / evening*

Mes passetemps – *My hobbies*

Negative expressions go around the verb.
Remember, **ne** shortens to **n'** in front of a vowel.

ne … pas (not)	*Je **ne** joue **pas** au foot.*
ne … jamais (never)	*Je **ne** vais **jamais** en ville.*
ne … rien (nothing)	*Je **ne** fais **rien**.*

After a negative, *du, de la, de l'* and *des* change to *de*:
*Je **ne** fais **jamais** de sport.*

Page 74

The verb ***lire*** (to read) is irregular.

*je **lis***	I read
*tu **lis***	you (singular) read
*il/elle **lit***	he/she reads
*on **lit***	we read
*nous **lisons***	we read
*vous **lisez***	you (plural or polite) read
*ils/elles **lisent***	they read

The ***–ent*** in *ils/elles lisent* is silent.

Après les cours, *After lessons,*	j'écoute … *I listen*	mais pourtant cependant	Je	n'	écoute *I don't listen*	pas …
Le samedi, *On Saturdays*	je joue … *I play*	*but* *however* *however*		ne	joue *I never play*	jamais …
Parfois, *Sometimes*	je fais … *I do*				lis	
Souvent, *Often*	je lis … *I read*				vais	
De temps en temps, *From time to time*	je regarde … *I watch*		Je	ne	fais *I do nothing*	rien.
En été, *In summer*	je vais … *I go*				regarde *I watch nothing*	
					lis	
					I read nothing	

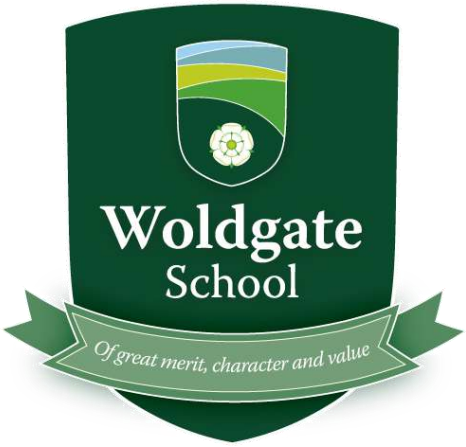
4. Describing what you did at the shopping centre.

When	who step 1 &2	Past participle Step 3	(activity)	Extra
le soir (in the evening) **le matin** (in the morning) **le weekend dernier** (last weekend) **samedi dernier** (last Saturday) **la semaine dernière** (last week) **hier** (yesterday)	**j'ai** **il a /elle a** **nous avons** **ils ont/elles ont**	**joué** (played) **regardé**(watched **acheté**(bought) **mangé**(ate) **découvert** (discovered) **fait** (did/made)	**au foot** **un film** **des bonbons** **des vêtements** **un sandwich** **une balade** **une promenade** **des achats** **les magasins**	**who with** **Where** **opinion:** **c'était = it was** **ce n'était pas = it wasn't**
	je suis **il est / elle est** **nous sommes**	**allé(e)s** (went) **resté(e)s** (stayed)	**au café** **au parc** **au cinéma**	

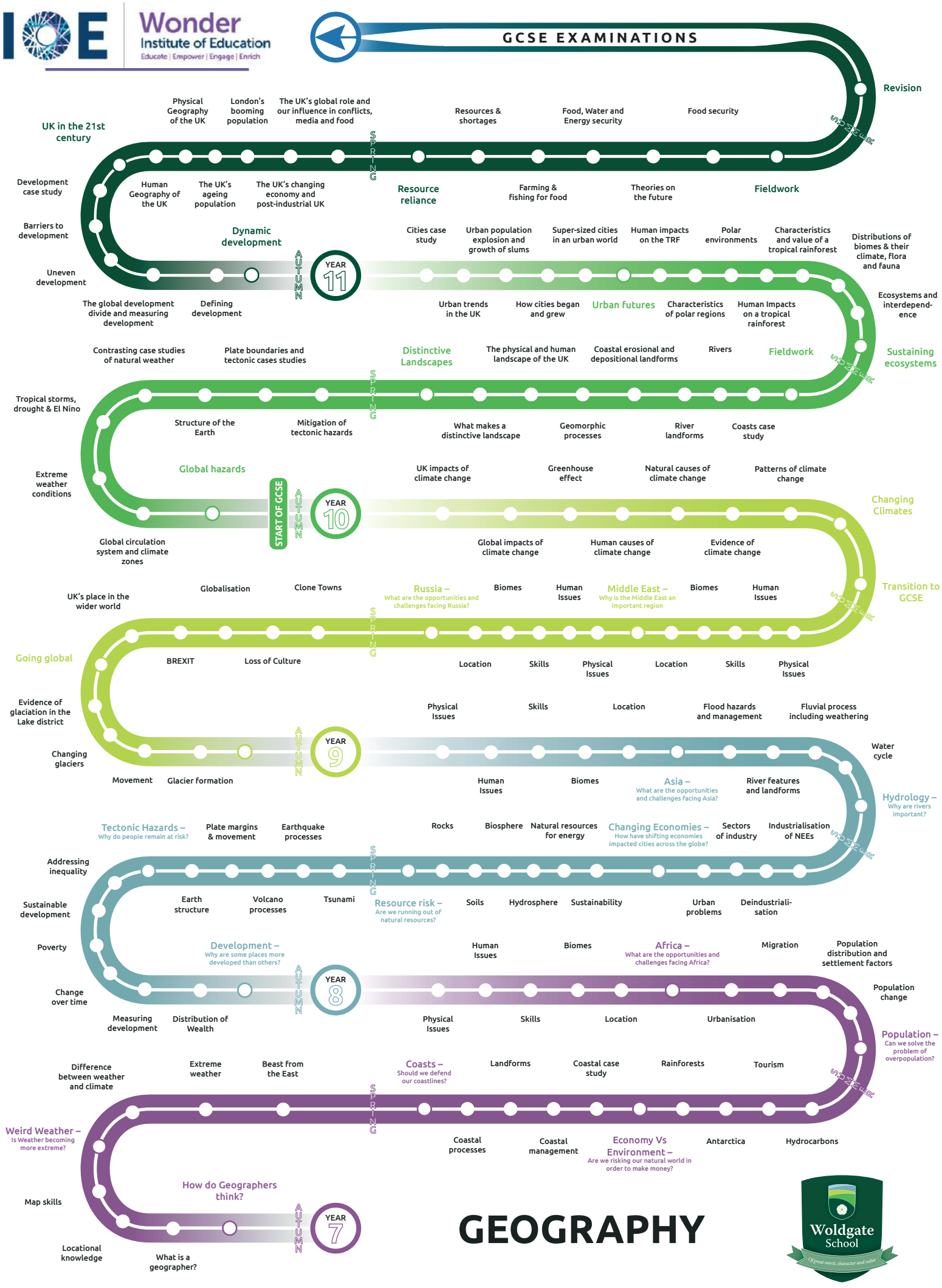
5. Talking about activities using 3 tenses

Present tense	Past tense	Future tense
Normalement *(normally)*	**Hier** *(yesterday)*	**Demain** *(tomorrow)*

present tense	perfect tense	near future tense
je joue I play	*j'ai joué* I played	*je vais jouer* I'm going to play
je bois	*j'ai bu*	*je vais boire*
je fais I do	*j'ai fait* I did	*je vais faire* I'm going to do
je prends I take	*j'ai pris* I took	*je vais prendre* I'm going to take
je vais	*je suis allé(e)** *on est allé(e)s**	*je vais aller*



Geography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GCSE EXAMINATIONS
Revision
SUMMER
Physical Geography of the UK
London's booming population
The UK's global role and our influence in conflicts, media and food
Resources & shortages
Food, Water and Energy security
Food security
UK in the 21st century
SPRING
Development case study
Human Geography of the UK
The UK's ageing population
The UK's changing economy and post-industrial UK
Resource reliance
Farming & fishing for food
Theories on the future
Fieldwork
Barriers to development
Dynamic development
Cities case study
Urban population explosion and growth of slums
Super-sized cities in an urban world
Human impacts on the TRF
Polar environments
Characteristics and value of a tropical rainforest
Distributions of biomes & their climate, flora and fauna
Uneven development
AUTUMN
YEAR 11
The global development divide and measuring development
Defining development
Urban trends in the UK
How cities began and grew
Urban futures
Characteristics of polar regions
Human Impacts on a tropical rainforest
Ecosystems and interdepend-ence
Contrasting case studies of natural weather
Plate boundaries and tectonic cases studies
Distinctive Landscapes
The physical and human landscape of the UK
Coastal erosional and depositional landforms
Rivers
Fieldwork
Sustaining ecosystems
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
Extreme weather conditions
Global hazards
UK impacts of climate change
Greenhouse effect
Natural causes of climate change
Patterns of climate change
START OF GCSE
YEAR 10
Global circulation system and climate zones
Global impacts of climate change
Human causes of climate change
Evidence of climate change
Changing Climates
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
Transition to GCSE
Going global
BREXIT
Loss of Culture
Location
Skills
Physical Issues
Location
Skills
Physical Issues
Evidence of glaciation in the Lake district
Physical Issues
Skills
Location
Flood hazards and management
Fluvial process including weathering
Changing glaciers
YEAR 9
Movement
Glacier formation
Human Issues
Biomes
Asia –
What are the opportunities and challenges facing Asia?
River features and landforms
Water cycle
Hydrology –
Why are rivers important?
Tectonic Hazards –
Why do people remain at risk?
Plate margins & movement
Earthquake processes
Rocks
Biosphere
Natural resources for energy
Changing Economies –
How have shifting economies impacted cities across the globe?
Sectors of industry
Industrialisation of NEEs
Addressing inequality
Earth structure
Volcano processes
Tsunami
Resource risk –
Are we running out of natural resources?
Soils
Hydrosphere
Sustainability
Urban problems
Deindustriali-sation
Sustainable development
Poverty
Development –
Why are some places more developed than others?
Human Issues
Biomes
Africa –
What are the opportunities and challenges facing Africa?
Migration
Population distribution and settlement factors
Change over time
YEAR 8
Measuring development
Distribution of Wealth
Physical Issues
Skills
Location
Urbanisation
Population change
Population –
Can we solve the problem of overpopulation?
Difference between weather and climate
Extreme weather
Beast from the East
Coasts –
Should we defend our coastlines?
Landforms
Coastal case study
Rainforests
Tourism
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
How do Geographers think?
Map skills
YEAR 7
Locational knowledge
What is a geographer?
GEOGRAPHY
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GOING GLOBAL

KEY WORDS

Globalisation	The process by which the world becomes more interconnected
MNC	Multinational company
TNC	Transnational company, a MNC or TNC is a company which operates in more than one country
The Commonwealth	53 countries, including the UK, that have a historical and some economic and social ties
The United Nations	An international organisation formed in 1945 to promote international peace, security and co-operation among member nations
NATO	North Atlantic Treaty Organization is an alliance of 30 countries that border the North Atlantic Ocean
The EU	A group of 27 countries whose governments work together. There are set laws and rules which they have to follow
Brexit	Britain's exit from the European Union (EU)
Homogenisation	The process by which the world becomes the same
Clone Town	A town where the high street or other major shopping areas are significantly dominated by chain stores

NIKE: CASE STUDY OF A TNC

- Head office – Oregon, USA. 25% of footwear made in Indonesia and other LIDCs/EDCs.
- Workers are paid $1.25 per day. Nike made $19.962 billion profit in 2021.
- Clothes for consumers in Acs are cheaper because workers are paid so little.
- Nike burns the excess show rubber in villages which releases CO_2 and other pollutants.

REASONS FOR GLOBALISATION

Containerisation:
From 1970, there was a rapid adoption of the steel transport container. This reduced the costs of inter-modal transport making trade cheaper and more efficient

Improvements of communications:
Since the mid-1990s we have seen the rise of the internet and of the use of mobile communication devices such as mobile phones and tablets. In 2012, more than 2.4 billion (over ½ of the world's human population) have used the services of the internet

Improved transportation:
Transport has greatly improved. For example, air travel is cheaper, more accessible, and more efficient than ever before. You can travel from the UK to the USA in 8 hours or from the UK to France in 1 hour

The introduction of Global Trading Blocs:
These are agreements made between countries that they will reduce barriers to trade such as taxes or quotas. For example, the UK is part of the European Union along with countries such as Spain and France. If you go on holiday to these countries, you can travel freely (without the need for a visa) and can bring products back into the UK

Spatial division of labour:
Labour costs in some areas of the world are cheaper than in others – for example some countries do not have a national minimum wage or strict health and safety procedures

IMPACTS OF BREXIT

Some estimates suggest the total economic cost of EU membership was around £200 billion	The EU is one of the world's largest markets, accounting for 25% of global profits
The UK had no control over immigration from other EU member states. Therefore, we could not stop people from EU countries entering and working in the UK	EU laws dictates regulated working hours and break times, so people cannot be forced to work more than 48 hours a week
Our membership of the EU made us a more attractive destination for foreign investment. In 2012, we received £937 billion of foreign investment	EU laws over-ruled British laws. This meant that Britain could not pass laws that the EU did not agree with. We also had to obey EU laws, even if we disagreed with them
It was estimated that around 3 million jobs in the UK were reliant on the EU – although it was not known exactly how many would be in jeopardy when we left	The EU was also our biggest trading partner. Over 50% of the UK's imports were to the EU, while 50% of imports were from the EU. Our exports to the EU in 2021 were 15% of what they were before

KNOWLEDGE ORGANISER

INTERNATIONAL ORGANISATIONS

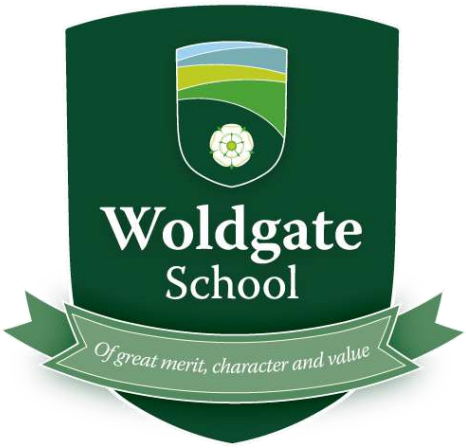
- The Commonwealth: The King is the ceremonial head of the Commonwealth, which currently has 53 member states. Membership is voluntary. The Commonwealth has no power over its members, although it can suspend membership. The Commonwealth is based on the core values of democracy, good government, and the rule of law.
- The European Union (EU): a group of 27 countries who trade together and share the same laws. Britain voted to leave the EU as part of Brexit.
- The North Atlantic Treaty Organisation (NATO): The UK is also a member of NATO. NATO is a group of European and North American countries that have agreed to help each other if they come under attack. It also aims to maintain peace between all its members.
- United Nations (UN): The UK is part of the UN, a peaceful organisation with more than 190 countries as members. The UN was set up after the Second World War and aims to prevent war and promote international peace and security. There are 15 members on the UN Security Council, which recommends actin when there are international crises and threats to peace. The UK is one of 5 permanent members of the UN Security Council

WHY IS THE UK GLOBALLY SIGNIFICANT?

Trade	• Trade is the movement of goods and services across the world. • It usually involves transport by air, sea, road and rail. • The internet is becoming more important for trade – in finance, communications and the creative industries. • The UK's main trading links have been with the EU. Other main trading partners include the USA and China. Trading links with other countries are set to become more important following Brexit. • Britain's biggest export products by value in 2021 were gold, cars, turbo-jets, medication and crude oil • The UK shipped US$459.4 billion worth of goods around the globe in 2021.

Culture	• 'Culture' means the values and beliefs of a society or group of people.
	• Culture can include writing, painting, fashion, architecture and music.
	• **Television – one of the UK's most successful exports:**
	  • Accounted for over £1.28 billion in 2013-14.
	  • Biggest programmes include *Atlantis, Downton Abbey, Dr Who* and *Sherlock.*
	  • English speaking countries are the main markets – USA, Australia & New Zealand.
	  • The Chinese market is expanding rapidly.
	• **Language – gives the UK strong links worldwide through music, books and films. 67 countries worldwide have English as their official language**
	• **Multi-culturalism – migrants have brought their own culture to the UK:**
	  • Food (e.g. China, India, Italy)
	  • Fashion (e.g. France, Italy)
	  • Music (e.g. America, Africa)
	  • Films (e.g. India's Bollywood)
	  • Festivals (e.g. Notting Hill Carnival)

Transport	• London Heathrow is one of the busiest airports in the world. • It is an important hub where people transfer between flights within Europe and worldwide. • The UK and mainland Europe are linked by the Channel Tunnel and sea ferries. • Southampton is a major port for cruise liners that take tourists around the world. There were an estimated 145.1 million passenger arrivals in the year ending September 2019 (including returning UK residents), a 3% increase compared to the previous year and the highest number on record.
FDI and TNCs	• Investment in the UK by individuals and firms from abroad (known as foreign direct investment or FDI) is significant • The UK has the second largest amount of FDI in the world after the US, the vast majority of which comes from Europe and the Americas. • Many British companies are transnational corporations (TNCs) with branches all over the world, e.g. Shell, Vodaphone, and Barclays Bank. • Many TNCs from other countries have set up branches in the UK, like Sony, Coca-Cola, Nike, and McDonalds. • There are over 500 transnational companies in the UK, 271 have their headquarters in London. The TNCs will pay tax to the UK government for being here.



History

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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: Elizabethan England, c1568–1603 | Part one: Elizabeth's court and Parliament | Part two: Life in Elizabethan times | Part three: Troubles at home and abroad | Part four: The historic environment of Elizabethan England

SPRING: Part three: Transformation of the Cold War | Conflict and tension between East and West, 1945–1972 | Part one: The origins of the Cold War | Part two: The development of the Cold War

SUMMER: Conflict and tension between East and West, 1945–1972 | Part three: A revolution in medicine | Part four: Modern medicine | Britain: Health and the people: c1000 to the present day

YEAR 10

AUTUMN: Germany, 1890–1945: Democracy and dictatorship | Part one: Germany and the growth of democracy | Looking through a Bristol shaped window: What can the Bristol Bus Boycott tell us about the lives of Black people in the UK? (Significance) | The land of the free: to what extent has life really improved for Black Americans? (Change and Continuity) | Was the Holocaust inevitable? (Interpretations) | What were the key turning points of WWII? (Change and Continuity)

SPRING: Part two: Germany and the Depression | Part three: The experiences of Germans under the Nazis | Part one: Medicine stands still | Britain: Health and the people: c1000 to the present day | Part two: The beginnings of change

SUMMER: Britain: Health and the people: c1000 to the present day

YEAR 9

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) | 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) | How similar were Hitler and Stalin? (Similarity and Difference) | Why did the World go to war in 1939? (Causation)

SPRING: Why did the World go to war in 1914? (Causation) | What was it like to fight on the Western Front? (Evidence) | Why did women win the vote? (Causation) | What were children taught to think about Empire? (Evidence) | Why do historians disagree about the end of the slave trade? (Interpretations) | What made Thomas Clarkson so angry? (Evidence) | Why did the British Empire start in India? (Causation)

SUMMER: How did women fight back in the 19th Century? (Change and Continuity)

YEAR 8

AUTUMN: When was it most dangerous to speak your mind under the Tudors? (Change and Continuity) | Why has Guy Fawkes caused so many arguments? (Interpretations) | How well did Elizabeth solve the problems of her reign? (Causation) | Why did the King and Parliament go to war in 1642? (Causation) | Was there a typical experience during the Civil War? (Similarity and Difference) | Why do people's opinions on Cromwell keep changing? (Interpretations) | Why does the Great Fire of London matter? (Significance) | Was the 'Glorious Revolution' really 'glorious'? (Significance) | Why did Britain become the workshop of the world? (Causation) | Who cared about industrialisation? (Evidence)

SPRING: Why did Henry VIII stop following the Pope in the 16th century? (Causation) | How did ordinary life change between 1500 and 1800? (Change and Continuity) | What sort of changes did England experience during the Wars of the Roses? (Change and Continuity) | 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) | What was so special about Baghdad? (Significance) | Why did Islam spread so far and so fast? (Causation) | How much power did medieval kings have? (Change and Continuity) | What really happened on the 14th June 1381? (Evidence)

SUMMER: Why was the Black Death so terrifying (Significance)

YEAR 7

AUTUMN: How did life in Britain change 43AD – 1066? (Change and Continuity) | Why did William win the battle of Hastings? (Causation) | How did William take control of England? (Causation) | Why could no one ignore the power of the Church? (Significance) | How far did the Normans change England? (Change and Continuity) | Did towns make people free? (Similarity and Difference) | Why did Henry and Becket's quarrel turn bitter and fatal? (Causation) | Was King John truly the "worst king of England"? (Interpretations)

SPRING: What made the Roman Empire collapse? (Causation) | What is history? (Evidence) | Why was the Roman Army unstoppable? (Causation)

SUMMER

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PART ONE

WORLD WAR ONE

KNOWLEDGE ORGANISER

KEY WORDS

Democracy	A system of government through elected representatives
Dictatorship	A system of government ruled by one person with no elections
Ideology	A set of beliefs about how the world is or should be run
Assassination	Murdering someone considered important
Kaiser	German King
Allies	France, Britain and Russia (and Italy from 1915, USA from 1917)
Central Powers	Germany, Austria-Hungary and the Ottoman Empire
Armistice	An agreement by both sides to stop fighting
Treaty	Agreement which formally ends a state of war
Enlist	To join the military
Artillery	Heavy weapons used for launching long distances
Trench	Cut out of land used during WW1

CAUSES OF WORLD WAR ONE

LONG TERM CAUSES (M.A.I.N.):

1. **M**ilitarism – relating to the army and navy
2. **A**lliances – friendships between countries, often confirmed in a document
3. **I**mperialism – building an empire to extend a country's power
4. **N**ationalism – having pride in your country and looking after your own interests

SHORT TERM CAUSES:

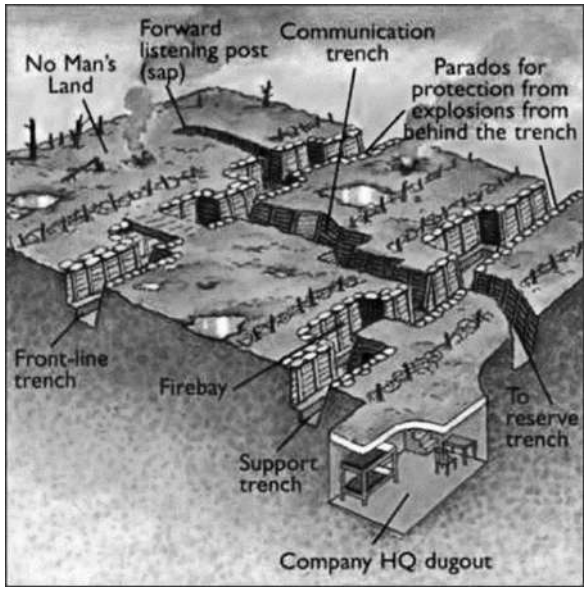
1. Archduke Franz Ferdinand is shot in Sarajevo
2. Russia prepares to help Serbia, an ally
3. Austria declares war on Serbia
4. Austria declares war on Russia
5. Germany, Austria's ally, declares war on Russia
6. Germany invades France, then occupies Belgium
7. Britain enters the war to help its allies France and Russia

WHY DID MEN JOIN?

Self-Motivation	Persuasion
✸ Wanted to defend British ideas of justice and freedom ✸ Men had been taught to worship the British Empire ✸ Sense of adventure	✸ Propaganda such as posters and speeches ✸ Pals Battalions ✸ Peer pressure ✸ Use of white feathers

LIFE IN THE TRENCHES

1. Trenches were often full of water. This would cause a disease known as trench foot
2. Trenches were often infested with rats
3. Firing squads were used for misbehaviour such as cowardice or desertion
4. Poison gas became a commonly used weapon
5. Soldiers suffered from shell shock – a type of PTSD
6. Many soldiers lost limbs through amputation or bomb blasts



TRENCH WARFARE

New Weapons:

1. Poison Gas – Usually chlorine or mustard gas, this would attack the respiratory system. Gas was first used extensively in 1915.
2. Tanks – The first tanks arrived on battlefields in September 1916
3. Aviation – Aeroplanes were first used for surveillance, but later took part in 'dogfights'

TIMELINE OF WORLD WAR ONE (1914-1916)

- 28th June 1914 – Archduke Franz Ferdinand assassinated
- 28th July 1914 – Austria-Hungary declares war on Serbia
- 4th August 1914 – Britain declares war on Germany
- 18th Feb 1915 – Germany begins naval blocade of Britain
- 7th May 1915 – Germany sinks the Lusitania
- 23rd May 1915 – Italy declares war on Austria-Hungary
- 1st July 1916 – Battle of the Somme begins

PART TWO

WORLD WAR ONE

KNOWLEDGE ORGANISER

KEY WORDS

Ideology	A set of beliefs about how the world is or should be run
Assassination	Murdering someone considered important
Kaiser	German King
Allies	France, Britain and Russia (and Italy from 1915, USA from 1917)
Central Powers	Germany, Austria-Hungary and the Ottoman Empire
Armistice	An agreement by both sides to stop fighting
Treaty	Agreement which formally ends a state of war
Imperialism	Policy of expanding territory and having full political and economic control of a country
Colonialism	Taking political control of a country, occupying it with settlers and exploiting it economically – e.g. taking resources
Reparations	Money paid in compensation

WHY DID GERMANY LOSE?

Germany's Weaknesses:

1. German soldiers began to mutiny
2. By November 1918, all of Germany's allies had surrendered
3. Food riots and strikes in Germany forced the Kaiser to flee

Allies' Strengths:

1. The Allies had more advanced technology and developed faster
2. France and Britain had resource-rich empires
3. Britain had a very powerful Navy

TREATY OF VERSAILLES

- People at the time thought that the Treaty of Versailles was unfair
- Key Terms:
  - Germany accepts all war guilt
  - Germany had to return all colonies and land won
  - Limits placed on German army and navy
  - Germany had to pay reparations of £6.6 billion
- People thought the reparations were too high, and the loss of land unfair
- Some also didn't think it was fair to force Germany to accept all war guilt

THE HOME FRONT

- Germans living in Britain were often suspected of being spies due to suspicion
- The Defence of the Realm Act (1914) limited press freedom and regulated behaviour
- Rationing was introduced to preserve supplies, rather than limit consumption
- The Women's Land Army was created in 1916 to help with a shortage of labour

THE BRITISH EMPIRE

- Troops from countries in the British Empire were used in World War One
- Men were drafted from India, Canada, Australia, New Zealand and Britain's colonies in Africa and the Caribbean
- Following WW1, many countries began to demand freedom from the British Empire, and the Statute of Westminster prevented any law passed by the British Parliament from automatically applying to the Dominions

BATTLE OF THE SOMME

- Began on 1st July 1916 as a British and French offensive against the Germans
- Led by General Haig – often given the nickname 'The Butcher'
- 19,240 British soldiers were killed on the first day of the battle
- At the end of the battle, after 140 days, the British had advanced 6 miles into German territory – their largest gain since 1914

THE UNITED STATES

Causes of the US Joining WWI:

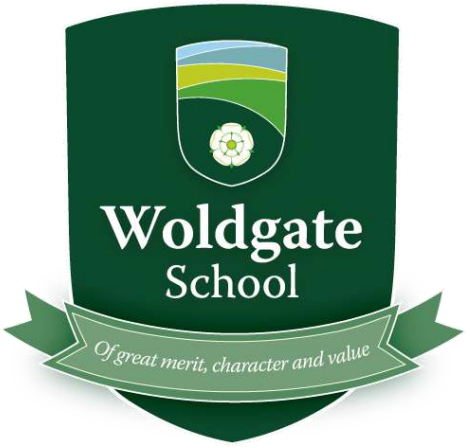
1. May 1915 – German U-Boats sink the Lusitania, a passenger ship carrying US civilians
2. January 1917 – Germany begins unrestricted submarine warfare, attacking US ships carrying supplies for Britain
3. February 1917 – The British intercept a telegram sent to Mexico from Germany offering an alliance. This is passed on to the US
4. April 1917 – 7 US cargo ships are sunk by U-Boats. Germany's offer to Mexico is made public. War was declared on 6th April 1917

Consequences of the US Joining WWI:

- The US supplied France and Britain with food, materials and billions of dollars
- The arrival of new troops boosted the Allies' morale
- The increase in manpower was a relief for exhausted troops

TIMELINE OF WORLD WAR ONE (1916-1919)

- 1st July 1916 – Battle of the Somme begins
- 18th December 1917 – Battle of Verdun ends
- 6th April 1917 – US delcares war on Germany
- 15th December 1917 – Russia signs armastice with Germany
- 11th November 1918 – Germany signs the Armastice, ending WW1
- 18th January 1919 – Peace conference begins in Paris
- 28th June 1919 – Alled and German representatives sign the Treaty of Versailles



Maths

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GCSE EXAMINATIONS

3 papers – 1 non-calculator and 2 calculator papers

YEAR 11

SUMMER
Percentages
Sine rule and Cosine rule (Higher Only)
Equation of a circle (Higher Only)
Consolidation of previous content based on analysis of mock exams
Problem solving and contextual focus on all topics

SPRING
Block J
Constructions & loci
Functions (Higher Only)
Bearings, maps, and scales
Probability
Block I
Volume of prisms, pyramids, and spheres
Approximations, rounding and significant figures
Solving quadratic equations
Block H
Transformations

AUTUMN
Venn diagrams
Circle theorems (Higher Only)
Non-linear simultaneous equations (Higher Only)
Completing the square and quadratic formula (Higher Only)
Non-linear graphs
Vector geometry (Higher Only)
Histograms (Higher Only)
Representing and interpreting data using graphs and charts

YEAR 10

SUMMER
Fractions
Laws of Indices
Surds (Higher Only)
Area, volume, and surface area
Pythagoras's theorem
Area of a segment (Higher Only)
Sequences and nth term
Ratio
Direct and Indirect proportion
Block G

SPRING
Block D
Percentages
Standard Form
Block E
Arc length and area of sectors
Trigonometry
Block F
Iteration (Higher Only)
Proportionality
Algebraic Fractions (Higher Only)
Conversion graphs
Equations of linear graphs
Block C
Simultaneous equations
Angles in polygons
Algebraic proof (Higher Only)
Simplifying expressions

AUTUMN
Parallel and perpendicular lines
Powers, factors, multiples & primes
Congruence & similarity
Linear equations
Block B
Algebraic expansion and factorising
Averages from frequency tables

YEAR 9

SUMMER
Indices & proportion
Standard form
Transformations
Geometry with right-angled triangles
Block A

SPRING
START OF GCSE
Sequences including quadratic sequences
Indices
Ratio and proportion
Transformations and geometry
Constructions and loci
Solving quadratic equations
Quadratics
Averages from frequency tables
Probability of multiple events
Volume and surface area of pyramids, cones, and spheres

AUTUMN
Plotting non-linear graphs
Expanding double brackets and factorising
Tree diagrams
Probability
Volume and surface area of prisms
Properties of 3D shapes

YEAR 8

SUMMER
Equations & Formulae
Solving equations
Percentages of amounts
Compound interest and contextual percentages
Plotting coordinates and points on a graph
Real life graphs
3D Geometry

SPRING
Area and circumference of circles
Substitution into Formulae
Inequalities
Percentages
Percentage increase and decreases
Graphs
Drawing linear graphs
Speed distance and time

AUTUMN
Area and perimeter of 2D shapes
Perimeter & Area
4 rules of number with fractions
Equivalent and simplifying fractions and mixed numbers
Averages from charts and tables
Averages
Representing data in graphs and charts

YEAR 7

SUMMER
Angles and constructions
Types of angles
Angles in triangles and polygons
Bearings and constructions
Square and cube numbers
Product of primes, HCF & LCM
Expressions and Sequences
Collecting like terms
Data & Averages

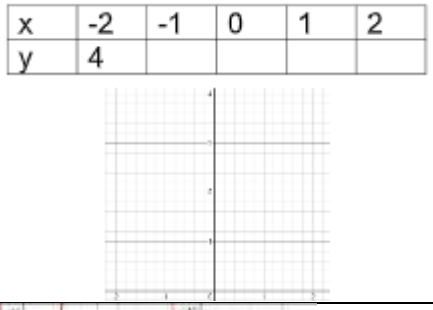
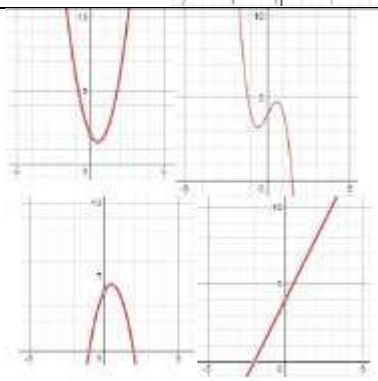
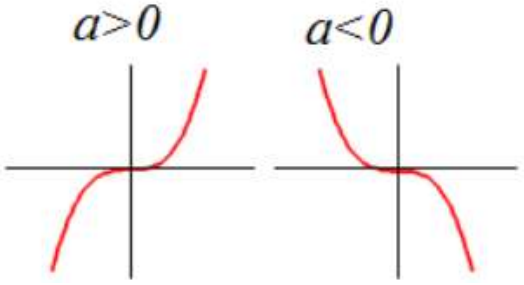
SPRING
Application of decimals and negatives
Calculations with angles
Angles in parallel lines
Number properties
Factors, multiples, and primes
Rounding, bounds and estimation
Substitution
Expanding brackets
Sequences

AUTUMN
Negative numbers
Use of decimals
Rules of number
Written methods of multiplication and division
Column addition & subtraction
Converting metric and imperial units
Ordering fractions using conversions
Fractions
Representing and interpreting data in tables

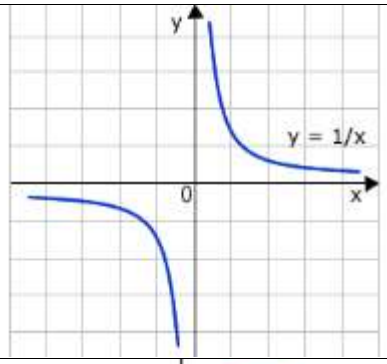
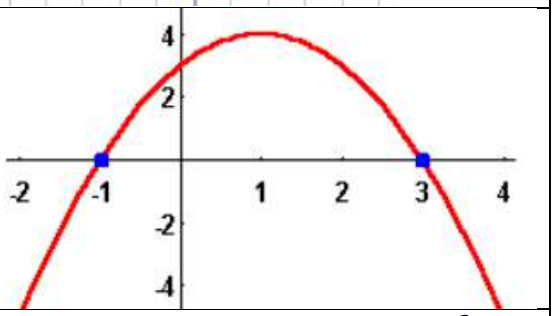
MATHS

Woldgate School
Of great merit, character and value

Year 9 – Autumn 1, Quadratics & Sequences Knowledge Organiser

Topic/Skill	Definition/Tips	Example
Expanding double brackets	**Multiply** every term in the first bracket by **every term** in the second bracket. Be careful with negatives!	GRID e.g. $(x+2)(x+7)$ $x^2 + 2x + 7x + 14$ $= x^2 + 9x + 14$ SMILEY FACE e.g. $(x+3)(x+5)$ $x^2 + 3x + 5x + 15$ $= x^2 + 8x + 15$
Factorising quadratics	A quadratic expression is in the form $ax^2 + bx + c$. Find the two numbers that **add to give b and multiply to give c**. Be careful with negatives!	Factorise $x^2 + 7x + 10$ $(x + 5)(x + 2)$ Because 5 and 2 add to give 7 and also multiply to give 10.
Solving quadratic equations by factorising	**Factorise** the quadratic in the usual way. **Solve** $= \mathbf{0}$.	$x + 5 = 0$ $\therefore x = -5$ $x + 2 = 0$ $\therefore x = -2$
Plotting non-linear graphs	Sketching a non-linear graph is the same as plotting a linear graph. Choose some values for x, work out the y values, and plot the graph.	 x | -2 | -1 | 0 | 1 | 2 y | 4 | | | |
Recognising non-linear graphs	A 'U-shaped' quadratic curve is called a **parabola**. A parabola can also be upside down. **Cubic** graphs are in the form $ax^3 + bx^2 + cx + d$.	 

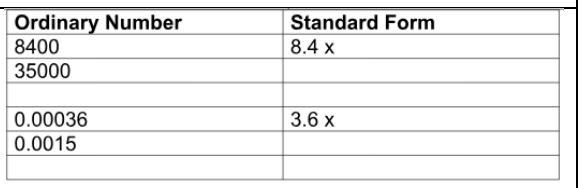
Year 9 – Autumn 1, Quadratics & Sequences Knowledge Organiser

	Reciprocal graphs have **asymptotes** on the x and y-axis. An asymptote is a straight line that a graph approaches but never touches.	
Solve quadratics graphically	The **roots** of quadratic graphs are **solutions**. The roots of a quadratic are the $\boldsymbol{x}$-**intercepts** of the quadratic graph.	
Trial and improvement	Substituting the unknown with different values, until we find the one that works.	Find the answer to the equation $x^3 - 2x = 25$ to 1 decimal place. Start by guessing what x could be, then refine your answer based on your result.
Generating sequences from nth term	A rule which allows you to **calculate the term** that is in the **nth position** of the sequence. n refers to the **position of a term** in a sequence. Substitute n for the term you want in the sequence.	nth term is: $2n$ 100th term is therefore: $2(100) = 200$
Nth term of linear sequences	1. Find the **first difference.** 2. **Substitute** to find out **what number you need to add or subtract to get to the first number in the sequence**.	Find the nth term of: $3, 7, 11, 15, \ldots$ 1. Difference between the terms is 4. 2. The nth term therefore starts $4n$. $4(1) = 4$. But our first term is not 4, it is 3. Therefore, we need to subtract 1, and the nth term is: $4n - 1$.

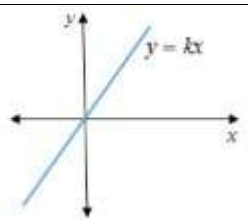
Year 9 – Autumn 1, Quadratics & Sequences Knowledge Organiser

Nth term of quadratic sequences	1. Find the first and second differences. 2. Halve the second difference and multiply this by n^2. 3. Substitute into your expression so far. 4. Subtract this set of numbers from the corresponding terms in the sequence from the question. 5. Find the nth term of this set of numbers. 6. Combine the nth terms to find the overall nth term of the quadratic sequence. Substitute values in to check your nth term works for the sequence!	Find the nth term of: $4, 7, 14, 25, 40, \ldots$ Second difference = +4 nth term ∴ starts $2n^2$ Sequence: 4, 7, 14, 25, 40 2, 8, 18, 32, 50 Difference: 2, -1, -4, -7, -10 nth term of this set of numbers is: $-3n + 5$ So, overall nth term is: $2n^2 - 3n + 5.$

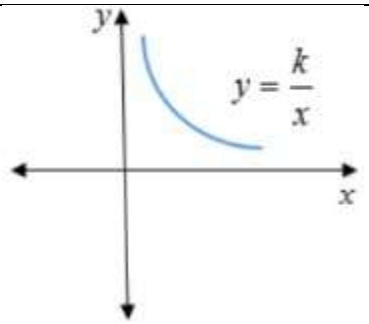
Year 9 – Autumn 2, Number & Proportion Knowledge Organiser

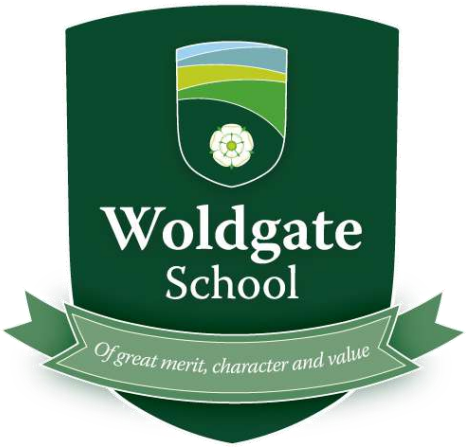
Topic/Skill	Definition/Tips	Example
Squares, cubes and higher powers and roots	**Square numbers** are the product of a repeated number. **Cube numbers** are the product of the same number repeated three times. **Square roots** - the number that was originally multiplied by itself to make the square number. The square root of a number can be both positive and negative. **Cube roots** - The number that was originally multiplied by itself three times to make the cube number.	49 is a square number; it is the product of 7 repeated. 512 is a cube number; it is the product of 8 repeated three times. 10 is the square root of 100 because $10 \times 10 = 100$. -10 is also the square root of 100 because $-10 \times -10 = 100$. 6 is the cube root of 216 because $6 \times 6 \times 6 = 216$.
Basic laws of indices	When **multiplying** with the same base, **add** the powers. When **dividing** with the same base, **subtract** the powers. When raising a **power to another power**, **multiply** the powers together.	$x^2 \times x^3 = x^5$ $x^2 \div x^3 = x^{-1}$ $(x^2)\text{^}3 = x\text{^}6$
Writing large and small numbers in standard form	Standard form is a convenient way to write very large or small numbers. Standard form is in the format: $\boldsymbol{a \times 10^n}$ Where a is a number bigger than or equal to 1 but less than 10.	 **Ordinary Number** / **Standard Form** 8400 / 8.4 x 35000 / / 0.00036 / 3.6 x 0.0015 / /
Add and subtract numbers in standard form	Convert into ordinary numbers, calculate and then convert back into standard form. If the power is too difficult to convert into an ordinary number, see if you can change one number into the same form as another.	Calculate $(4.5 \times 10^4) + (6.45 \times 10^6)$. $= 45,000 + 6,450,000$ $= 6,495,000$ $= 6.495 \times 10^6$

Year 9 – Autumn 2, Number & Proportion Knowledge Organiser

Multiply and divide numbers in standard form	**Multiply**: Multiply the numbers and add the powers. **Divide**: Divide the numbers and subtract the powers.	Calculate $(3 \times 10^3) \times (3 \times 10^9)$. Multiply the first numbers – which in this case is $3 \times 3 = 9$. Apply the index law on the powers of 10: ▪ $10^3 \times 10^9 = 10^{3+9} = 10^{12}$ ▪ $(3 \times 10^3) \times (3 \times 10^9) = 9 \times 10^{12}$
Equivalent ratios	Equivalent ratios are the **same** ratios when we compare them.	1:2 2:4
Simplifying ratios	**Divide** all parts of the ratio by a **common factor**.	5 : 10 = 1 : 2 (divide both by 5) 14 : 21 = 2 : 3 (divide both by 7)
Writing ratios in the form 1:n and n:1	**Divide** both parts of the ratio by one of the numbers to make **one part equal 1**.	5 : 7 = 1 : 1.4 in the form 1 : n
Sharing a quantity into a ratio, given the total	1. Add the total parts of the ratio. 2. Divide the amount to be shared by this value to find the value of one part. 3. Multiply this value by each part of the ratio. Use this method only if you know the **total**.	Share £60 in the ratio 3 : 2 : 1. 3 + 2 + 1 = 6 60 ÷ 6 = 10 3 x 10 = 30, 2 x 10 = 20, 1 x 10 = 10 £30 : £20 : £10
…And when the ratio is already shared	Find what **one part** of the ratio is worth using the **unitary method**.	Money was shared in the ratio 3:2:5 between Ann, Bob and Cat. Given that Bob had £16, found out the total amount of money shared. £16 = 2 parts So £8 = 1 part 3 + 2 + 5 = 10 parts, so 8 x 10 = £80
Best buys	Find the **unit cost** by dividing the price by the quantity. The **lowest number is the best value**.	8 cakes for £1.28 16p each (÷by 8) 13 cakes for £2.05 15.8p each (÷by 13) Pack of 13 cakes is best value.
Direct proportion (higher)	If two quantities are in direct proportion, **as one increases, the other increases** by the same percentage.	

Year 9 – Autumn 2, Number & Proportion Knowledge Organiser

Inverse proportion (higher)	If two quantities are inversely proportional, **as one increases, the other decreases** by the same percentage.	



Media Studies

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MEDIA STUDIES

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Non-Exam Assessment Marks sent off to exam board

GCSE EXAMINATIONS

Paper 1 – Section A: Representation and Language
Section B: Audience and Industries

Paper 2 – Section A: Television
Section B: Online Social and Participatory Media

YEAR 11

AUTUMN
- Moving Image
- Kiss Radio
- Radio 1
- Radio
- Marcus Rashford
- Online Media
- Close Study Products:

SPRING
- Doctor Who
- His Dark Materials
- Mock: Media Paper 2
- Non-Exam Assessment: Guided Independent Project

SUMMER
- Consolidation of previous learning informed by analysis of the mock exams.
- Revision of all topics
- Exam Questions & Technique
- Mock: Media Paper 1
- Photography Skills Unit
- Lara Croft Go!
- Kim Kardashian: Hollywood
- Participatory Media

YEAR 10

AUTUMN
- Print News
- Blood Donor (Moving Image)
- OMO (Print)
- Advertising
- Galaxy (Moving Image)
- Close Study Products:

SPRING
- The Daily Mirror
- The Times
- Introduction to the GCSE structure
- Marketing
- Black Widow
- Practical Application Unit
- I, Daniel Blake
- Print Magazine
- Tatler
- Reveal
- Music Video
- Blackpink
- Arctic Monkeys
- Advertising: Print and Television
- Introduction to Radio

SUMMER
- Media Forms:
- Industries
- Audience
- Representation
- Language
- Theoretical Framework:

START OF GCSE

AUTUMN
- Moving Image
- Television Drama
- Print Media
- Introduction to Media Studies

SPRING
- Film Advertising
- Online and Social Media
- Music Video
- Print News

YEAR 9

GCSE Media – Media Language

KEY TERMINOLOGY:

Denotation: actual/literal meaning e.g. a candle.

Connotation: deeper meanings e.g. a candle might connote hope or light, or have religious connotations.

Codes and conventions: the elements of media language that usually occur in particular forms (e.g. magazines or adverts) or genres (e.g. sitcom).

Narrative: how stories are structured and communicated.

Genre: the type or category of product (e.g. crime, sitcom).

Intertextuality: where a media product refers to another text to communicate meaning to the audience.

KEY CONTENT:

The various forms of media language used to create and communicate meanings in media products, for example:

Visual codes: elements that relate to the look of a product, e.g. mise-en-scène, colour palette, layout and design.

Technical codes: e.g. camera shots/ angles, editing.

Audio codes: e.g. non-diegetic music, effects, dialogue.

Language codes: written or spoken words.

Apply it… analyse how these elements of media language are used in the set products e.g. *the red, white and black colour palette on the set GQ cover connotes masculine strength and power to appeal to the target audience*.

KEY CONTENT:

How choice (selection, combination and exclusion) of elements of media language influences meaning in media products, for example:

- How the selection and combination of camera shots **creates narrative** in the *set television episodes* or *music videos*.
- How the written text anchors meanings in the images on the *set newspaper front pages* to **portray aspects of reality**
- What has been excluded from the *set print advertisements*— and how the **point of view** might be different if alternative elements had been included.
- How the combination of design elements, images and cover lines **conveys messages and values** on the *set magazine front covers*.

Apply it… analyse how the choices producers make about media language communicates meanings in the set products.

E.g. *the combination of images and headline on the front page of The Sun (for assessment from 2021) conveys patriotic values and communicates a point of view that MPs should vote for the Brexit Bill*.

Give examples to support this point.

WHERE WILL I NEED TO STUDY/ APPLY MEDIA LANGUAGE?

COMPONENT 1: Section A

Question 1 will require analysis of one of the set products detailed on Page 11 of the Specification: magazine front covers , newspaper front pages, film posters and print adverts.

COMPONENT 2: Section A

Question 1 will require analysis of media language or representation in an extract from the set television crime drama or sitcom.

COMPONENT 2: Section B

Question 3 will require analysis of media language or representation **in the set music products detailed on page 19 of the Specification**: music videos and online media.

COMPONENT 3

Learners will be assessed on their ability to use media language to communicate meanings in the production work (Non-Exam Assessment).

KEY CONTENT:

Codes and conventions of media language: how they develop and become established as 'styles' or genres, for example:

How the conventions of a genre (e.g. crime drama or sitcom) have developed and solidified.

How they may vary over time, for example:

How the conventions of a form (e.g. print advertising) have changed, due to new technologies and changing social/ cultural contexts.

Apply it… analyse how the contemporary set print advert, film poster, television programme and music videos show developments from the older/ historical set products you have studied.

E.g. *The Spectre poster uses digital technology to construct an enigmatic layered main image in contrast to the montage of drawn images depicting narrative scenes in the historical poster*.

KEY CONTENT:

Intertextuality, including how inter-relationships between media products can influence meaning:

Several set products use intertextuality, for example the set music videos by Katy Perry and Taylor Swift are constructed as 'mini-films' and show the influence of other texts.

Apply it… identify references to other texts in the set products you have studied and think about how these communicate meanings.

E.g. *Roar includes intertextual references to the well known 1969 film, The Jungle Book, in the use of visual codes and elements of narrative. These familiar references can communicate meanings (e.g. about a human 'taming' the jungle) and create humour*.

THEORETICAL PERSPECTIVES AND CONTEXTS:

GENRE, including:

Principles of repetition and variation: products usually include typical genre conventions that audiences recognise, and also different elements to engage the audience/ keep the genre 'fresh'.

The dynamic nature of genre: genres are not 'set in stone', they change and develop over time.

Hybridity (combining elements of two or more genres in a product) and **intertextuality** provide further variation and offer something 'new' to engage audiences.

Apply it… consider how these ideas apply to the set products you have studied for Component 2.

NARRATIVE theories:

Propp's theory must be studied: the key character types (hero, villain, 'princess', father, donor, helper, dispatcher, false hero) and their role in the stages of the narrative.

Apply it… consider how Propp's character types could apply to the set products you have studied.

Other theories, such as Todorov's theory (equilibrium, disruption, resolution), Levi-Strauss' Binary Oppositions or Barthes' Action and Enigma codes may also be studied.

CONTEXTS: Historical, Social, Cultural, Political:

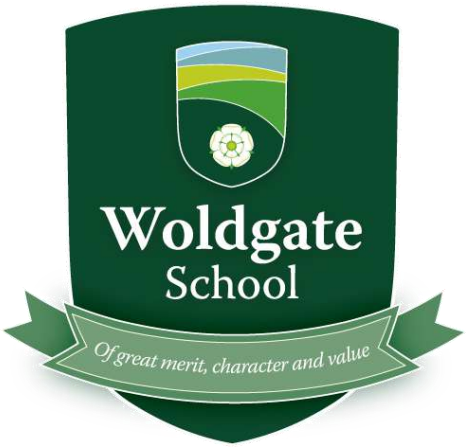
How the media language in the set products reflects the contexts of production in terms of:

- themes, values, messages, viewpoints
- genres, styles, technologies, media producers.

APPLYING MEDIA LANGUAGE: PRACTICAL TASKS

Art skills not important!

1. Choose a different song by Katy Perry or Taylor Swift: **storyboard 20 shots for a new music video**. Include some performance and narrative to reflect conventions. Think about the range of camera shots and the mise-en-scène to communicate the meanings in the lyrics to your audience.
2. **Design a front cover for a new magazine** in a genre of your choice. Sketch the layout and design, paying close attention to the colour palette, the font style and the main image.
   Write 5 cover lines, aiming to communicate messages and use language codes.



Music

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GCSE EXAMINATIONS

1 Paper

YEAR 11

SUMMER: Revision; Performing Solo; NEA Composing; NEA Composing from a brief

SPRING: Final Composing portfolio; Free Choice composition; NEA Performing; Ensemble; NEA Performing; Solo

AUTUMN: Recap and Revision; Mock Examination; Set Work 'Release'; Fusions; Set Work, 'Samba Em Preludio'

YEAR 10

SUMMER: Composing; Film project; Music for stage and screen; Performing; Music for stage and screen

SPRING: Set Work, 'Star Wars'; Ensemble Performance; Set work, 'Defying Gravity'; Solo Performance

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

YEAR 9

SUMMER: Composing a 12 bar blues; Composing with Chords; Solo Performance; Reggae; Theory and listening, Harmony and tonality; Song writing & Rap

SPRING: Set Work 'Brandenburg Concerto No. 5'; Periods of Classical Music; Theory and listening, Harmony and tonality II; Periods of Classical Music; Theory and listening, Elements of Music

AUTUMN: Blues; Composing a blues melody; 12-bar blues progression; Improvising using the blues scale; Samba; Club Dance Remix

START OF GCSE

YEAR 8

SUMMER: Editing using virtual studio workstation; Harmony in song composition; Improvising around notes of an Indian Raga; Culture of Indian Music; Using Music technology to create a multi-layered composition; Minimalism

SPRING: Composing chord progressions, bass lines and melodies; Composing in Layers; Key timbres and structure of Indian music; Indian Music; Appraising music from the genre of minimalism; Appraising music that uses Chromaticism

AUTUMN: Composing and recording a 4/8 bar melody; Rock 'n' Roll; Sequenced performance of a rock 'n' roll song; Editing Music using music technology; Melody Writing; Sharps and Flats; Chromaticism

YEAR 7

SUMMER: Playing the Djembe; World of Rhythm; Music notation; Understanding Melody; Elements of Music; Rhythm Composition; Recognising Pitch and Rhythm

SPRING: Polyrhythmic performance; Music of Africa; C Major Scale; Notes on a keyboard; Rhythm Performance; Basic symbols

AUTUMN: Bridging Unit; Music notation; Pitch and duration

Musical Futures: Ukeleles/Guitars

MUSIC

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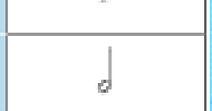
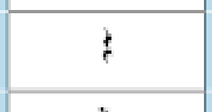
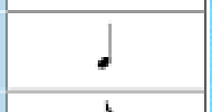
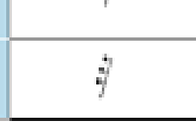
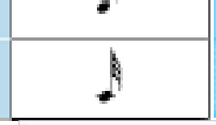
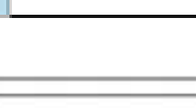
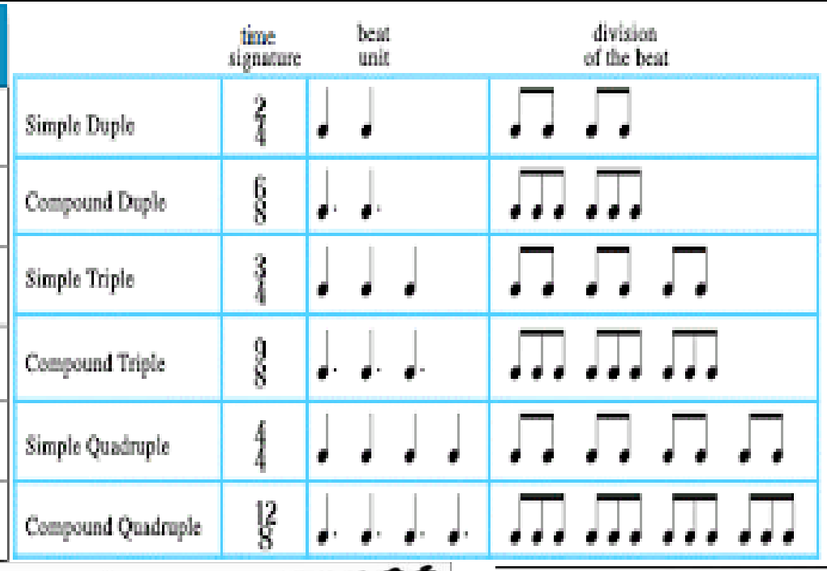
MUSIC KNOWLEDGE ORGANISER

KS4- Year 9
Term 1

M	A	D	T	S	H	I	R	T
Melody	**Articulation**	**Dynamics**	**Texture**	**Structure**	**Harmony**	**Instruments**	**Rhythm**	**Tempo**
The tune ***Treble Clef*** *notes* ***Bass Clef*** *notes* ***Octave*** – The distance between a note and the next one that has the same letter name E.g. C3-C4. Remember 'Oct'=8 (Octagon-8 sides; Octave-8notes) ***Stave*** The five lines and 4 spaces used for pitch Stepwise***/conjunct*** Leaps***/disjunct***	*How notes are played* ***Staccato; detached*** ***Legato; smoothly*** ***Accented > ^*** ***SFz-Sfortzando*** ***Forced accent***	*The volume of music* ***Forte (f)*** Loud ***;Piano (p)*** soft***;*** ***Mezzo Forte (mf)*** Moderately loud ***;Mezzo Piano (mp)*** moderately soft; ***Fortissimo (ff)*** Very loud***;*** ***Pianissimo (pp)*** Very soft ***Cresecendo****-getting louder* ***Diminuendo*** *getting quieter*	*Layers of sound* ***Ostinato/loop*** a repeated pattern used in the accompaniment ***Solo*** one performer or the performer that is the main focus ***Ensemble*** any group of musicians ***Leader call and Response*** a passage of music where a leader performs a phrase that is answered by others	*How music is organised* ***Ternary Form*** ABA ***Variation Form*** A, A1, A2 etc. ***Rondo Form;*** ABACAD etc. ***Arch From*** ABCBA ***Song Form;*** Intro Verse Chorus Outro	*Chords used* ***Tonality*** refers to ***Major, Minor, Chromatic*** *etc.*	*Types of instruments/ sounds used* ***Orchestra; Strings, Woodwind, Brass, Percussion.*** ***Acoustic/Electric*** ***Samba*** Instruments ***Surdo; Tambourin; Agogo Bells; Guiro; Ganza***	*The use of different durations of notes* different duration notes one after the other to creates a **rhythm** pattern. ***Dotted notes***-a dot after a note increases its duration by half as much again ***Syncopation***; music that has the emphasis on off beats and often had lots of tied notes	*The speed of music* ***Pulse***-The underlying beat of the music. You don't do this out loud but you have to be able to hear it in your head! We use Italian in music to describe the tempo so **:-** ***Presto***-very fast ***Allegro***-fast ***Moderato***-moderately ***Andante***-at a walking pace ***Largo***-Slow ***Lento***-very slow ***Grave***-really slowly ***Accelerando****-getting faster* ***Rallentando****-getting gradually slower*

Rest Name	Rest Symbol	Rest Length	Note symbol
Whole Note *(Semi-breve)*		4 beats	
Half Note *(Minim)*		2 beats	
Quarter Note *(Crotchet)*		1 beat	
8th Note *(Quaver)*		½ beat	
16th Note *(Semiquaver)*		¼ beat	
32nd Note *(Demi-semiquaver)*		⅛ beat	

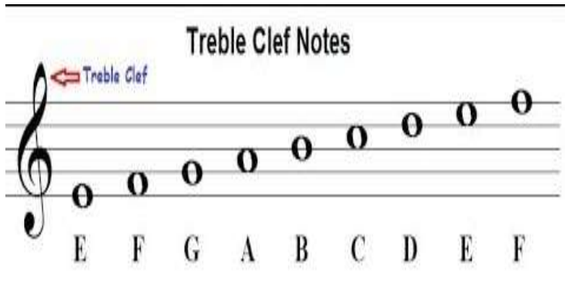


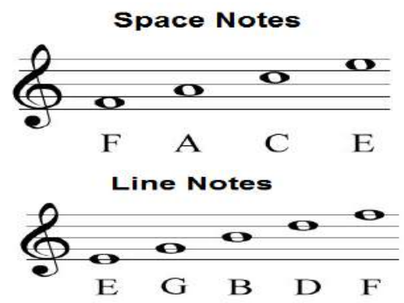
Metre refers to the basic count-how many beats in each bar and is describes as either **Simple** or **Compound**

In **simple time** each beat can be divided into two quavers

In **compound time** each beat can be divided into three quavers

The rule is if you can divide the top figure by 3 and get an answer of 2 or more then the music has to be in compound time!



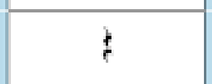
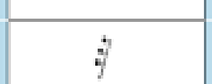


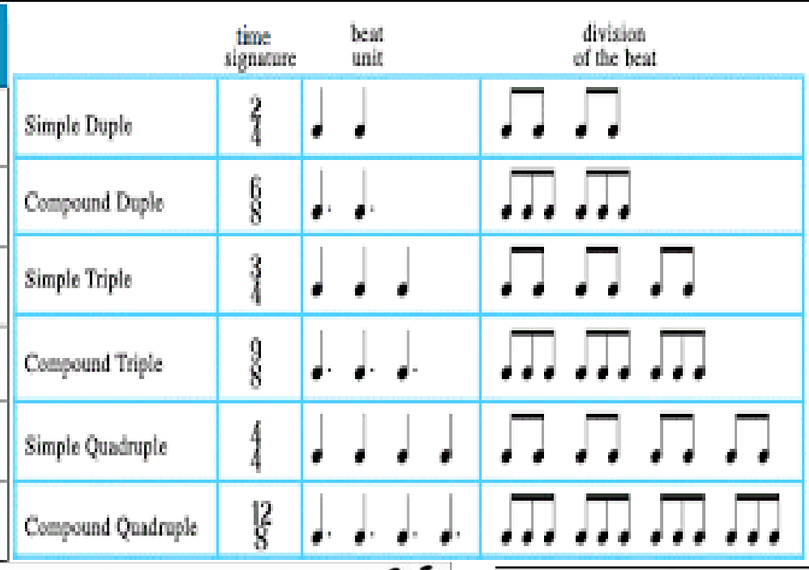
MUSIC KNOWLEDGE ORGANISER

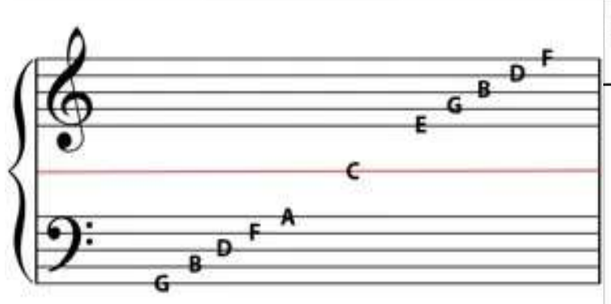
KS4- Year 9
Term 1 (2)

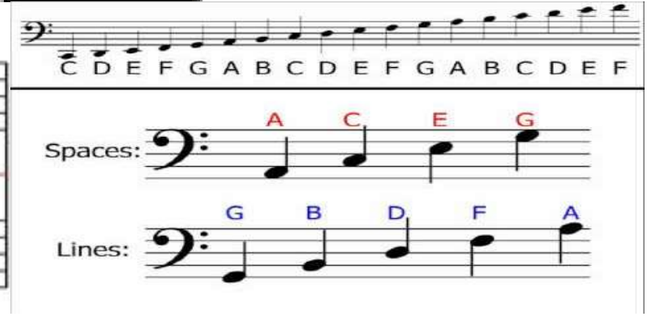
M	A	D	T	S	H	I	R	T
Melody	**Articulation**	**Dynamics**	**Texture**	**Structure**	**Harmony**	**Instruments**	**Rhythm**	**Tempo**
The tune ***Octave*** – The distance between a note and the next one that has the same letter name E.g. C3-C4. Stepwise***/conjunct*** Leaps***/disjunct*** ***Semitone****-smallest steps possible on a keyboard* ***Tone****-distance of two semitones* ***Major Scale****-TTSTTTS* ***Minor Scale****-TSTTS(Sx3)S* ***#-sharp****-semitone higher* *b-**flat**-semitone lower*	*How notes are played* ***Staccato; detached*** ***Legato; smoothly*** ***Accented > ^*** ***SFz-Sfortzando*** ***Forced accent***	*The volume of music* ***Forte (f)*** Loud ***;Piano (p)*** soft***;*** ***Mezzo Forte (mf)*** Moderately loud ***;Mezzo Piano (mp)*** moderately soft; ***Fortissimo (ff)*** Very loud***;*** ***Pianissimo (pp)*** Very soft ***Cresecendo****-getting louder* ***Diminuendo*** *getting quieter*	*Layers of sound* ***Homophonic****-typically music based on chords with a melody on top* ***Polyphonic****-where two or more melodies are interwoven to create complex-sounding passages* ***Alberti Bass****-an accompaniment technique where the root is played then the 5th then the 3rd and then the 5th again*	*How music is organised* ***Ternary Form*** ABA ***Variation Form*** A, A1, A2 etc. ***Rondo Form;*** ABACAD etc. ***Arch From*** ABCBA ***Song Form;*** Intro Verse Chorus Outro ***Binary Form*** *AB*	*Chords used* ***Cadences:-*** ***Perfect****-V-I* ***Plagal****-IV-I* ***Imperfect****-I-V* ***Interrupted****-V-VI* ***Diatonic****-a piece of music using notes from a major or minor scale* ***Pedal (pedal note)****-a note held or repeated in the bass whilst chords change*	*Types of instruments/ sounds used* ***Orchestra; Strings, Woodwind, Brass, Percussion.*** ***Acoustic/Electric***	*The use of different durations of notes* different duration notes one after the other to creates a **rhythm** pattern. ***Dotted notes***-a dot after a note increases its duration by half as much again ***Syncopation***; music that has the emphasis on off beats and often had lots of tied notes	*The speed of music* ***Presto***-very fast ***Allegro***-fast ***Moderato***-moderately ***Andante***-at a walking pace ***Largo***-Slow ***Lento***-very slow ***Grave***-really slowly ***Accelerando****-getting faster* ***Rallentando****-getting gradually slower*

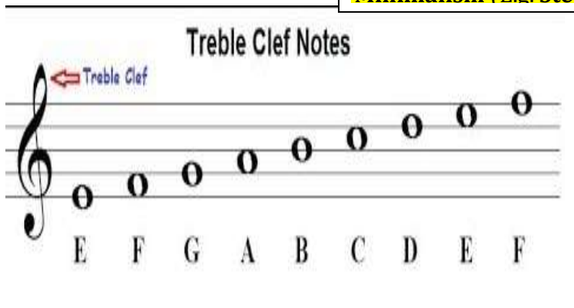
Baroque Period- 1600-1785 Music typified by diatonic harmony in either a homophonic or polyphonic style, often highly technical and can be complex sounding with lots of ornaments (decoration) in the melody. Composers include **J.S. Bach, Handel, Purcell**
Classical Period -1750-1820 A simpler style of music than polyphonic Baroque Music. Music is more often homophonic with a clear melody over the top. The emphasis is on balance and a grace and beauty of melodic lines. The invention of the Piano at this time greatly influenced the style. Harmony is still diatonic but may contain some chromaticism. Composers include **Mozart, Haydn and Beethoven.**
Romantic Period-1820-1900 Very expressive music dealing with contrasts of human emotions or influenced by nature, paintings and literature. Music is often programme music-music that tells a story. Huge increase in the size of orchestras and piano music became much more dramatic and contrasting. Composers included Tchaikovsky, Brahms and Chopin. Beethoven spanned the Classical and Romantic Periods.
20th Century-1900-2000 An age of much experimentation starting with composers challenging the whole tonal system or serialism where all 12 notes are given equal importance so music is often **atonal**. Composers such as **Schoenberg** and **Berg** used this. **Stravinsky** also tried this before inventing Neo- Classicism that used classical ideals in a new and very different way. Later **experimental** and **electronic music** (e.g. **Stockhausen**) came to be as well as **Minimalism** (E.g. **Steve Reich**)

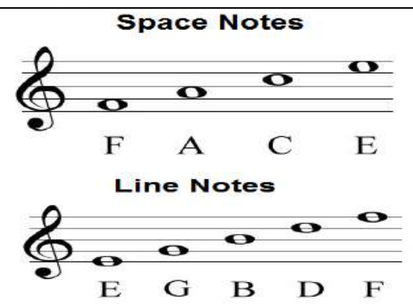
Rest Name	Rest Symbol	Rest Length	Note Symbol
Whole Note (Semi-breve)		4 beats	
Half Note (Minim)		2 beats	
Quarter Note (Crotchet)		1 beat	
8th Note (Quaver)		½ beat	
16th Note (Semiquaver)		¼ beat	
32nd Note (Demi-semiquaver)		⅛ beat	

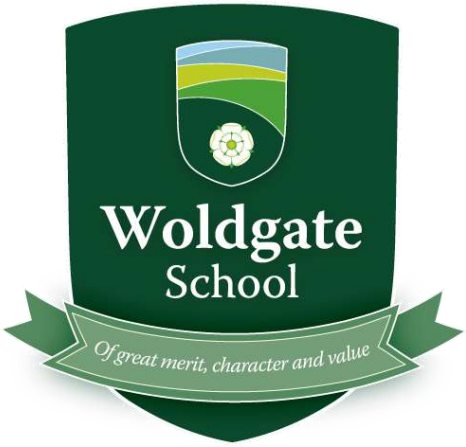












PE

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GCSE EXAMINATIONS

2 Written Papers

YEAR 11

SUMMER
- Exam preparation
- Consolidation of previous content
- Final typed evaluation of practical performance

SPRING
- NEA Coursework
- Evaluating practical performance
- Core PE Sports on Rotation: Sports Leaders, Badminton, Football, Rugby, Softball, Netball, Table Tennis, Fitness, Basketball, Volleyball, Dodgeball

AUTUMN
- Types of Guidance
- Practical Performance
- NEA Coursework
- Participation in Physical Activity and Sport
- Optimising Training

YEAR 10

SUMMER
- Player Violence
- Commercialisation in Sport
- Antagonistic Muscle Pairs
- Muscles
- Ethics in Sport
- Drugs in Sport
- Cardiovascular system
- Health, Fitness & Wellbeing
- Principles of Training
- Components of Fitness
- Goal Setting

SPRING
- Skills and Skill Classifications
- Injury Prevention
- Diet and Nutrition
- Commercialisation in Sport
- Core PE Sports on Rotation: Netball, Badminton, Football, Softball, First Aid, Rugby, Dodgeball, Golf, UniHoc, Non Traditional Games, Team Building

AUTUMN
- Lever Systems
- Cardiovascular System
- Optimising Training
- Team Building
- Circumstances
- Respiratory System
- Aerobic/ Anaerobic exercise
- Preventing Injury
- Planes and Axes
- Short term effects of exercise
- Long term effects of exercise
- Types of Feedback

YEAR 9

SUMMER
- Striking & Fielding – Rounders
- Striking & Fielding – Cricket
- Mental Preparation
- Core PE Sports on Rotation: Netball, Badminton, Football, Table Tennis, Fitness, Rugby, Dodgeball, Golf, Athletics, Rounders, Softball, Cricket

SPRING
- Performing at Max Levels Athletics
- Striking & Fielding – Cricket
- Outwitting Opponents – Badminton
- Synovial Joints
- Bones
- Function of the Skeleton

START OF GCSE

AUTUMN
- Accurate Replication – Dance (Capoeira)
- Food & Nutrition
- Outwitting Opponents – Rugby
- Outwitting Opponents – Table Tennis
- Outwitting Opponents – Football
- Outwitting Opponents – Handball
- Outwitting Opponents – Gymnastics

YEAR 8

SUMMER
- Striking & Fielding – Rounders
- Striking & Fielding – Cricket
- Performing at Max Levels Athletics
- Core PE Sports on Rotation
- Outwitting Opponents – Netball
- Accurate Replication – Dance (Swansong)

SPRING
- Accurate Replication – Dance (Capoeira)
- Food & Nutrition
- Outwitting Opponents – Table Tennis
- Outwitting Opponents – Football
- Outwitting Opponents – Handball
- Outwitting Opponents – Badminton
- Outwitting Opponents – Netball

AUTUMN

YEAR 7

- Core PE Sports on Rotation
- Accurate Replication – Dance (Chain Gang)

PE

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Components of Fitness & Fitness Tests

Component of Fitness	Definition	Sporting Examples	Fitness Tests
CV	The ability to work the whole body for a prolonged time without tiring	Marathon runners, Triathlon, Tour De France cyclists	Multi-stage fitness test (Bleep test) or 12 Minute Cooper run
Flexibility	The range of movement at a joint	Stretching to form a shape eg a Pike in Gymnastics	Sit and Reach test
Muscular Strength	Amount of force a muscle can generate when it contracts to overcome resistance	Weight Lifter	1 rep Max or Hand Grip Dynamometer
Muscular Endurance	The ability to repeat a movement with the same muscle without tiring	Swimming, rowing	Press ups in 1 min, Sit ups in 1 min
Power	The ability to perform strength exercises quickly	Throwing a Javelin	Vertical jump or Standing Long Jump
Balance	The ability to keep your centre of mass over your base of support	Holding a shape in Gymnastics or Dance	Standing Stork Test
Reaction Time	The time taken to respond to a stimulus	The start of a sprint race	Ruler drop test
Coordination	Ability to move two or more body parts together	Jumping and hitting a Smash shot in Badminton	Alternate wall throw test
Speed	The rate at which your body, or part of your body is able to perform a movement	100m	30m Sprint
Agility	The ability to change direction quickly and in control	Side step in Football or Rugby	Illinois Agility Run

AO1	**Knowledge**
AO2	**Application**
AO3	**Evaluation/Analysis**

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GCSE PE KNOWLEDGE ORGANISER

Goal Setting

BEGINNERS BEGINNER	#beElite ELITE
Best to avoid outcome goals as they rely on factors that cannot be controlled (other performers)	Outcome goals can increase motivation to succeed and win, for example win a gold medal, the best performers will persevere even after losing
Performance goals are suited to this performer as they can concentrate on trying to better themselves rather than others	Performance goals can help these athletes to work and refine their technique in order to assist them with winning

GOAL SETTING

S	Specific	They must be specific to the sport, skill or muscles used	A netball team looking to improve the goals scored per game from 22 to 30
M	Measurable	It must be possible to measure what has been achieved	Monitoring the percentage of first serves that are in during training.
A	Achievable	It must be an goal which can be reached by the performer	A sprinter aiming to improve their 100m time buy 0.6 of a second.
R	Recorded	It must be written down and recorded as evidence of the goal	Recording the number of set and reps at each weight to ensure progression.
T	Timed	It must be set over a fixed period of time	A four week training programme to improve the sprint start technique

HOW SMART ARE YOU?

Goal Setting Principle	Description	Example
Specific	Stating exactly what you want to achieve	Wanting to run 13.5 secs in the 100m
Measurable	Having a way to test if you have achieved your goal	Wanting to run 13.5 secs in the 100m
Achievable	The goal should be within your capabilities and not too hard	Wanting to win the hockey league because you came 2nd last year
Recorded	The goal should be written down so you tick it off when achieved	Writing in your diary "I want to be a top goal scorer in our football club"
Timed	You should say when you want to achieve the goal by, and might have short term goals as stepping stones towards a longer term goal	Wanting to win today's tennis game

AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis

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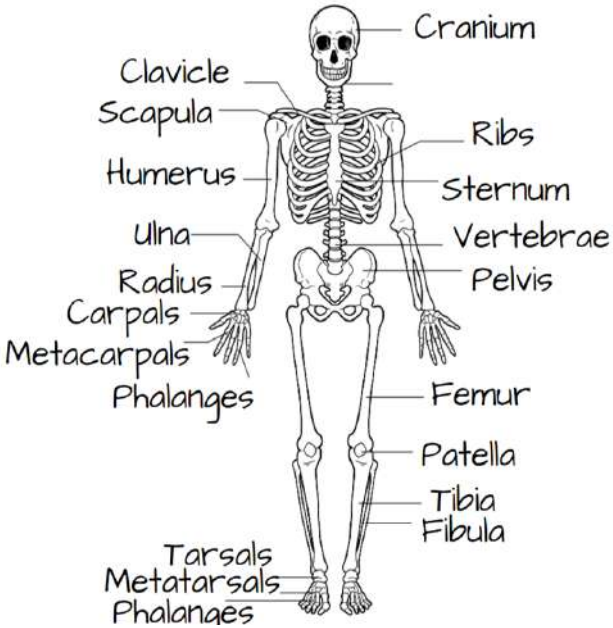
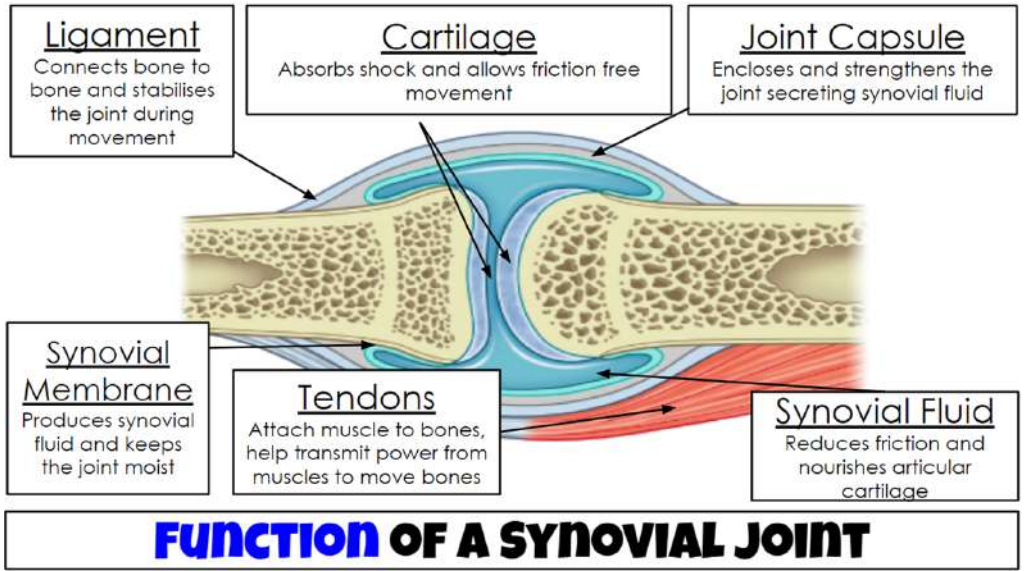
GCSE PE

The Structure and Function of the Skeletal System

TYPE OF BONE	TYPE OF BONE	TYPE OF BONE	TYPE OF BONE
Long Bones	Short Bones	Flat	Irregular
EXAMPLE	EXAMPLE	EXAMPLE	EXAMPLE
Femur	Carpals and Tarsals	Cranium and Pelvis	Vertebrae
JOB	JOB	JOB	JOB
Produces large movements	Produces small/ intricate movement	Protection of vital organs	Protection of the spinal cord





AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis

GCSE PE KNOWLEDGE ORGANISE

Mental Preparation

1 Mental Rehearsal

Mental Rehearsal is a tool used to relax the performer and comes in two forms:

- Internal Rehearsal - where you imagine yourself performing the activity in your head. This can stimulate the feelings of the activity, for example the bobsleigh
- External Rehearsal - where you picture yourself from outside your body, like watching your performance on a video.

Type of Technique
Cognitive

2 Positive Thinking

This technique is sometimes called "self talk". This involves the performer being **positive** about past experiences by talking to themselves of how successful they can be. This in turn boosts their **confidence.** This technique has proven to raise aspirations of sports performers and how successful they are within their sport.

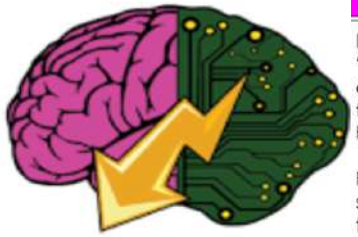
Type of Technique
Somatic

3 Selective Attention

When learning a skill or performing a skill in sport, it is often difficult to distinguish between information that is relevant and information that is unimportant in the execution of the skill.

For example a badminton player may play too much attention to the movement of the opposition rather than the flight of the shuttle. It is therefore important when performing/learning a skill that needs more concentration that the **performer concentrates on what is relevant and ignores irrelevant distractions.**

This is known as **selective attention**.



Type of Technique
Cognitive

4 Imagery

Imagery is where a performer **pictures themselves "somewhere else"** in order to improve their **concentration**. Many performers try to capture the feeling of movement or an emotion like happiness or success.

For example a performer who is feeling nervous or stressed may "go to another place" in their minds to try and calm themselves down.

Many sports performers claim that this technique helps to reduce stress and anxiety when performing, it also **blocks out distractions**.

Type of Technique
Cognitive

AO1	Knowledge
AO2	Application
AO3	Evaluation/Analysis

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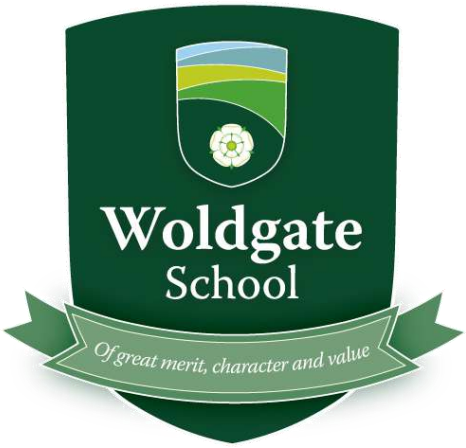
GCSE PE



Religious Studies

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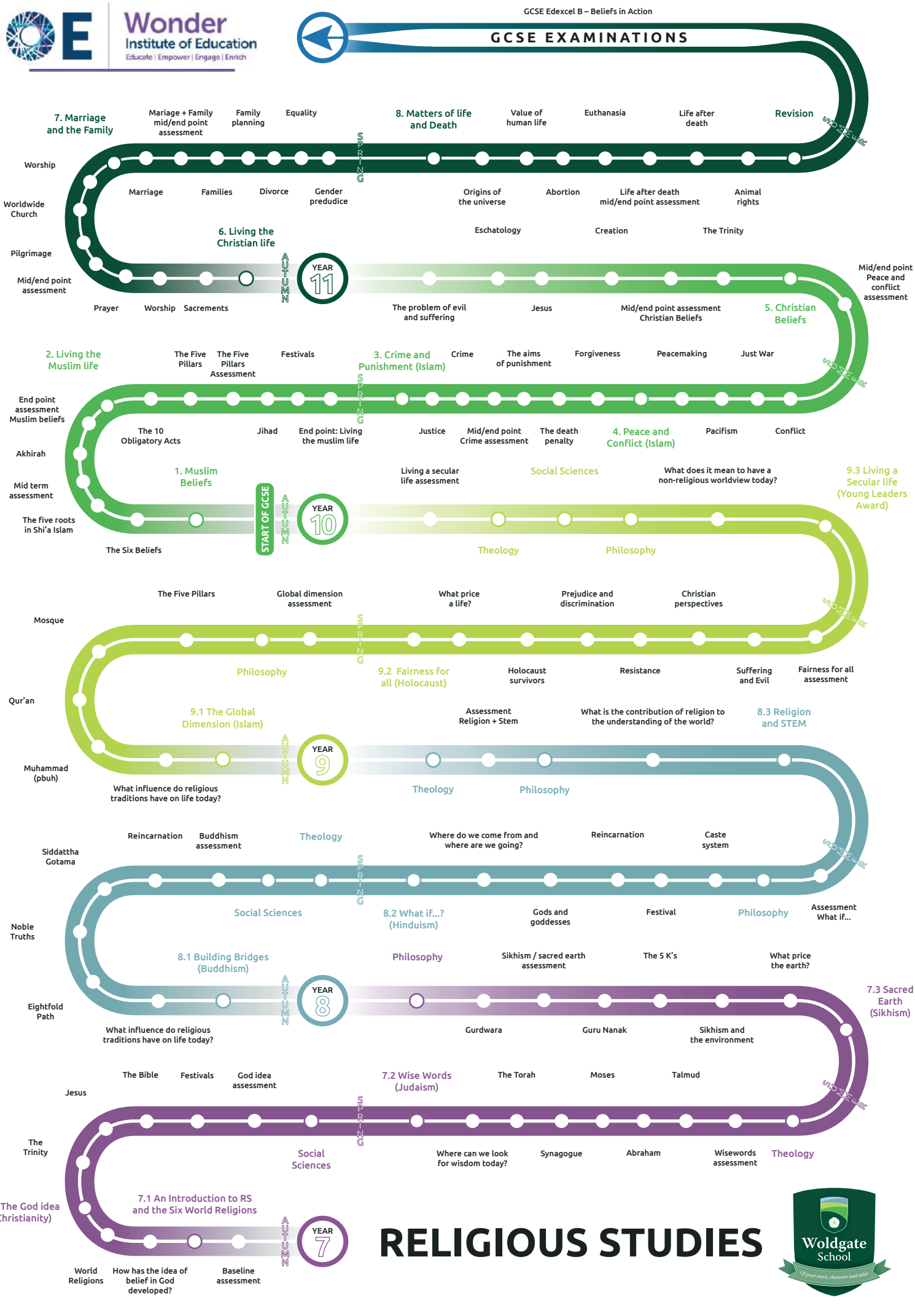
GCSE Edexcel B – Beliefs in Action



RELIGIOUS STUDIES

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Year 9 : Unit 9:1 Building Bridges

What is the future of religion ?

KNOWLEDGE ORGANISER

KEY WORDS

Equality	The state of being equal, rights, status, opportunities
Denominations	For example: Protestant, Catholic, Methodist
Interfaith	When different religions work together – e.g on an environmental issue (pollution)
Collaboration	Working as a unit together to produce something
Unity	The state of being united or joined as a whole
Diversity	Different groups of people – gender/race/faith
Worldviews	How people see with world/ their view.
Dialogue	A conversation between two or more people
respect	Treating someone with care and kindness
Controversy	A lot of disagreement or argument about something
Ethics	What is morally good/bad or right or wrong
Ecumenical	Promoting or tending towards worldwide Christian unity
numinous	Feeling there is a sense of God/supernatural/mysterious
Ten Moral Precepts	10 rules to live by in Buddhism. For example, do not steal, do not take life
Ahmadadiya	A Muslim group that believes that peace is important

Religious views about equality

Christians believe equality is very important. "Love your neighbour" and "There is neither Jew nor Greek. Male nor female, slave nor free, for you are all one in Christi Jesus.

Buddhists believe that everyone has the potential to achieve enlightenment. They will follow the Five Precepts, which tells them to not hurt others and to speak with kindness. Buddhists are encouraged to treat people equally.

Jews believe in tzedakah. This means charity, but more, it means justice. Through charity there is justice. Genesis says humans were made in his image, so Jews believe they should strive to bring equality to the world.

Sikhs are bound to fight for justice when they see oppression. Inequality leads to oppression and injustice, so Sikh's have a duty to fight for this. Everyone is created by God and carry a divine spark.

Muslims believe that inequalities of the world are a test from Allah. The Qur'an tells Muslims to give to charity. "They ask thee what they should spend in charity, Say, "Whatever ye spend, that is good" Surah 2

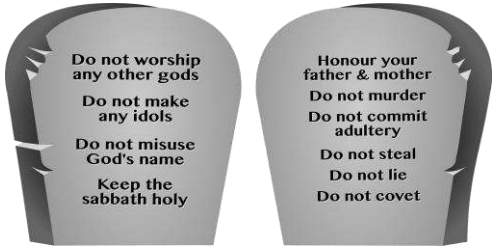
A Hindu believes that everyone has part of Brahman(God) within them. This means that everyone has a right to be treated fairly and deserves respect. Charity, compassion and fairness are Hindu virtues.

WHAT IS INTERFAITH ?

Interfaith week increases people's awareness of different faith communities in the UK and to celebrate the contribution that their members make to their neighbourhood and to wider society.

Humanists believe in equality. People should be treated with dignity and respect.

WHAT ARE THE 10 COMMANDMENTS?

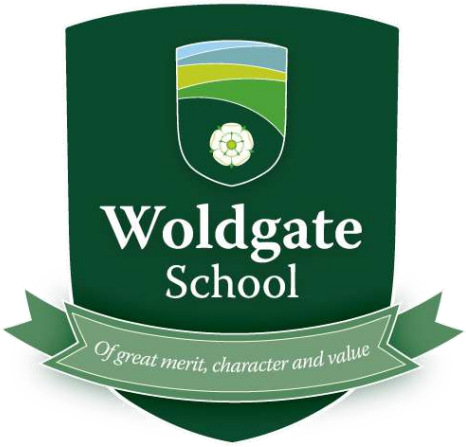


What does the Baha'I faith say about equality ?

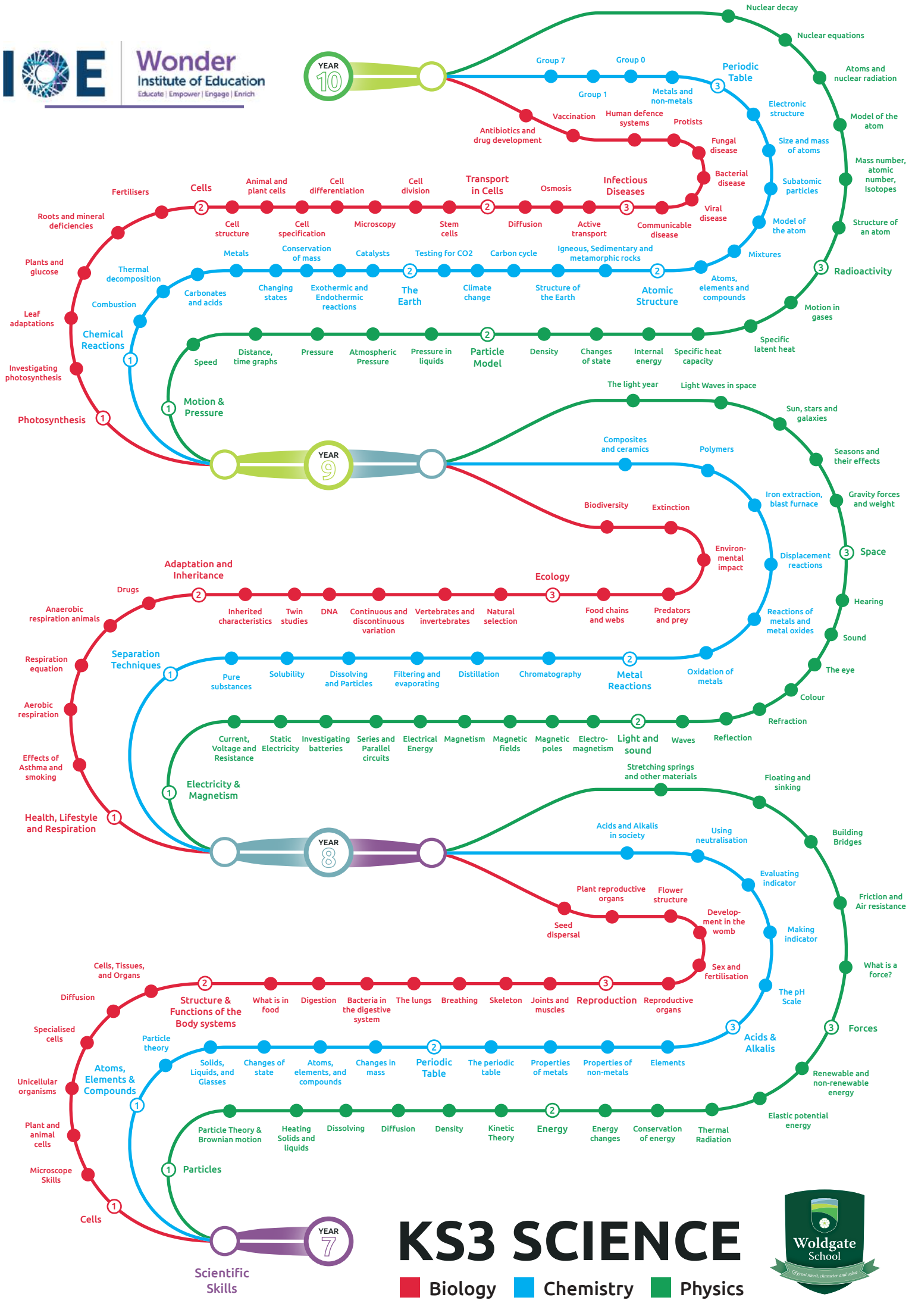
*Everyone should have an education.

*All people are equal and should have equal rights.

*No one should be extremely rich or extremely poor.



Science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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
Subatomic particles
Size and mass of atoms
Electronic structure
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Electrical Energy
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Evaluating indicator
Making indicator
The pH Scale
Acids & Alkalis
Solids, Liquids, and Glasses
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Atoms, elements, and compounds
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Properties of non-metals
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Seed dispersal
Reproductive organs
Reproduction
Joints and muscles
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Cells, Tissues, and Organs
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Specialised cells
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Plant and animal cells
Microscope Skills
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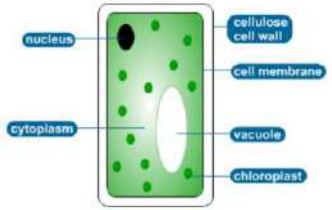
YEAR 7
Scientific Skills
KS3 SCIENCE
Biology
Chemistry
Physics
Woldgate School
Of great merit, character and value

Photosynthesis

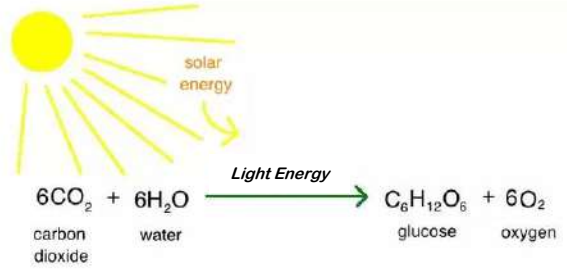
Keyword	Definition
Photosynthesis	Process carried out where plants make their own food. Carbon Dioxide + Water → Glucose + Oxygen
Chlorophyll	Green pigment in chloroplasts of plant cells. It enables photosynthesis to take place.
Chloroplasts	Contain the green pigment chlorophyll; the site of photosynthesis.
Waxy Cuticle	Waxy layer, prevents water loss.
Upper Epidermis	Thin and transparent allowing light to pass through.
Palisade Mesophyll	Main region for photosynthesis. Lots of palisade cells containing lots of chloroplasts.
Spongy Mesophyll	Cells are more loosely packed. Contains air spaces between cells allowing gas exchange.
Lower Epidermis	Contains stomata to regulate the loss of water vapour (transpiration)
Stomata	Each stomata surrounded by a pair of guard cells. Guard cells control whether they're open or closed.
Petals	Brightly coloured to attract insects.
Stamen	The male part of the flower (each consist of an anther held up on a filament)
Stigma	The top of the female part of the flower which attracts pollen.
Anthers	Produce make sex cells (pollen grains)
Ovary	Produces the female sex cells (contained in the ovules)
Nectary	Produce a sugary solution called nectar, which attracts insects.

Green plants and algae do not eat food to get their energy, Instead they make their own food by a process called photosynthesis.
Photosynthesis takes place inside plant cells within the chloroplasts.
Below shows a diagram of a plant cell.



Chloroplasts contain a green pigment called chlorophyll. This absorbs light energy needed for photosynthesis to occur.

Plants use the raw materials; Carbon Dioxide and Water. With the presence of light energy from the sun, the raw materials are converted into Glucose and Oxygen.



This plant is deficient in nitrate ions. There is poor grown and yellow leaves. Nitrate ions are needed to build proteins and to help the plant grow.

This plant is deficient in phosphate ions. Phosphate ions are needed to ensure good root growth.

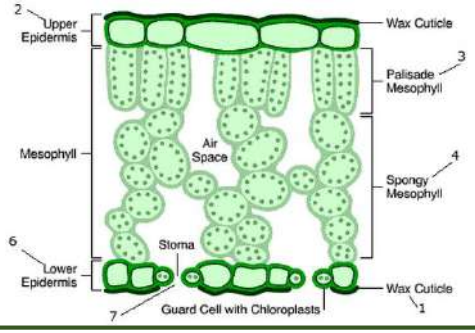
The leaves are starting to turn purple.

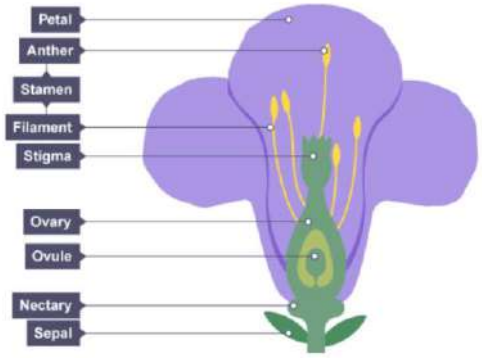
This plant is deficient in Magnesium ions. Yellow leaves start to form, so rate of photosynthesis is reduced. Magnesium ions are needed for photosynthesis.

This plant is deficient in Potassium ions. Potassium ions are needed for making flowers and fruit.

The leaves are turning yellow, with dead spots.

The Leaf Structure





Photosynthesis

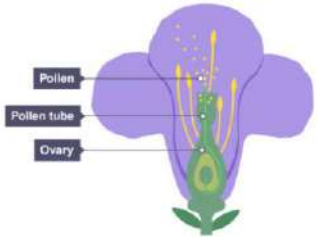
Pollination

During plant reproduction, pollen grains need to move from the anther of one flower to the stigma of another flower. This is called pollination. Pollination can occur by either insects or the wind.

Feature	Insect-pollinated	Wind-pollinated
Petals	Large and brightly-coloured – to attract insects	Small, often dull green or brown – no need to attract insects
Scent and nectar	Usually scented and with nectar – to attract insects	No scent or nectar – no need to attract insects
Number of pollen grains	Moderate - insects transfer pollen grains efficiently	Large amounts – most pollen grains are not transferred to another flower
Pollen grains	Sticky or spiky - sticks to insects well	Smooth and light – easily carried by the wind without clumping together
Anthers	Inside flower, stiff and firmly attached - to brush against insects	Outside flower, loose on long filaments – to release pollen grains easily
Stigma	Inside flower, sticky - pollen grains stick to it when an insect brushes past	Outside flower, feathery – form a network to catch drifting pollen grains

Fertilisation

After pollination the pollen makes a pollen tube down the style to the ovary. The nucleus of the pollen cell travels down the tube to the ovum – when the cell join, this is fertilisation. The cell made when the pollen and ovum fuse will become the seed, which can become a new plant. Plants then form fruits, often from the ovary walls.



Further Reading:

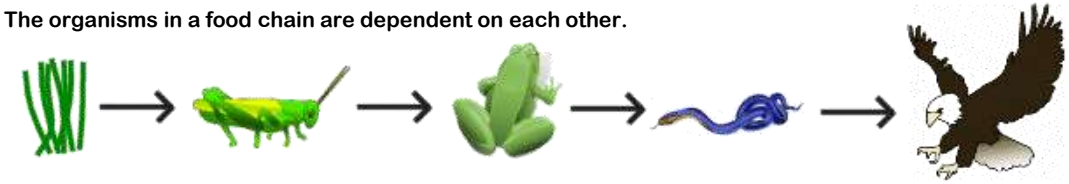
Seed Dispersal

Plants compete with each other for factors including light, water, space, minerals in the soil. Seeds must be dispersed or spread away from each other and from the parent plant. This is to reduce competition between parent plant and new plants.

Method	Detail	Examples
Wind	Seeds have lightweight parts, wings or parachutes	Dandelion, sycamore
Animals (inside)	Brightly coloured and tasty fruits contain seeds with indigestible coats, so that the seeds pass through the animal's digestive system undamaged	Tomato, plum, raspberry, grape
Animals (outside)	Fruits have hooks that attach them to the fur of passing animals	Goose grass, burdock
Self-propelled	Have a pod that bursts open when ripe, throwing the seeds away from the plant	Pea pod

Food Webs & Interdependence

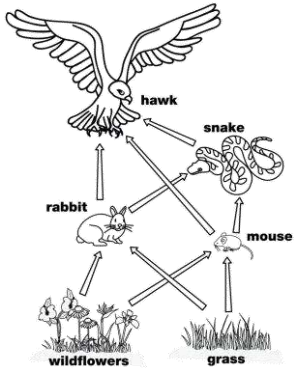
The organisms in a food chain are dependent on each other.



For example, grass is eaten by the caterpillar, which eaten by the frog, which is eaten by the snake, which in turn is hunted by the bird.

The grass is the producer in this food chain, and producers are at the start of all food chains. The grass captures the energy from the sunlight to photosynthesise and make glucose. The glucose provides energy for the grass to grow. When the caterpillar eats the grass, some of the energy left in the grass is transferred to the caterpillar. This energy is passed down the food chain.

Changes in the number of one organism in an area – its population can affect other organisms in the same food chain.
The number of plants in an area can be affected by the amount of rain, sunlight, minerals and space available to grow.
The number of animals can be affected by the availability of food habitats, mates, water and disease.



If the population of mice caught a disease, then there would be more competition between the Hawk and Snake to catch the Rabbit. This could then cause the number of Rabbits to decrease.

The Periodic Table

Keyword	Definition
Periodic Table	A tabular representation of all known elements in order based on atomic number.
Atomic Number	The number of protons in the nucleus of an atom. Also called the proton number.
Periods	A horizontal row in the periodic table.
Groups	A vertical column in the periodic table containing elements with similar chemical properties.
Element	A substance made of only one type of atom.
Compound	A Substance where two or more elements have chemically joined together.
Mixture	Two or more substances that are not joined together. The substances can be elements, compounds or both.
Reactive	The tendency of a substance to undergo a chemical reaction.

Further Reading:
https://www.bbc.com/bitesize/guides/z3vwxnb/revision/5
https://www.bbc.com/bitesize/guides/z84wjxs/revision/1

The periodic table is arranged in rows called periods and columns called groups. Groups contain elements with similar chemical properties.

Group 1 – Alkali Metals

Group 1 metals are very soft metals which can be cut with a knife. They have very low melting and boiling points and are very reactive compared to other metals. The elements become more reactive as you go down group 1.

When the group 1 metals react in water they produce a metal hydroxide and hydrogen gas.
E.g.
Lithium + Water → Lithium Hydroxide + Hydrogen

Group 2 – Alkali Earth Metals

Group 2 metals are reactive, but less reactive than group 1 elements.
Group 2 metals react with acids to produce a salt and hydrogen. The name of the salt depends on the acid used.
Hydrochloric Acid – Chloride
Sulfuric Acid – Sulfate
Nitric Acid - Nitrate
E.g.
Magnesium + Hydrochloric Acid → Magnesium Chloride + Hydrogen
Magnesium + Sulfuric Acid → Magnesium Sulfate + Hydrogen
Magnesium + Nitric Acid → Magnesium Nitrate + Hydrogen

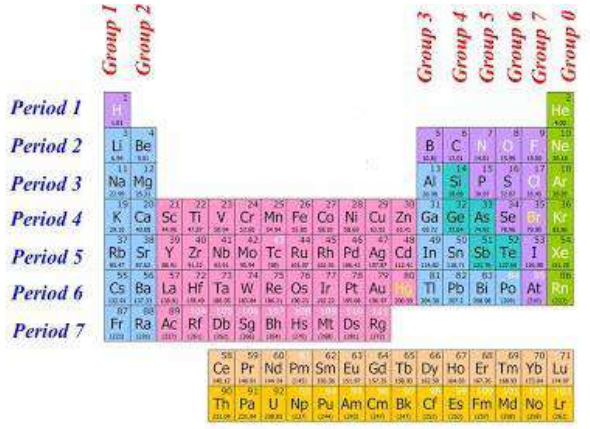
Group 2 metals become more reactive when you go down group 2.

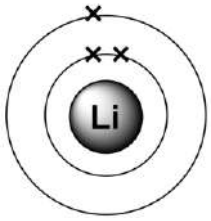
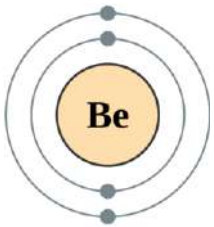
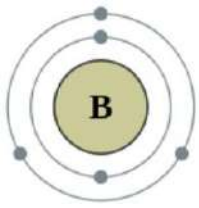
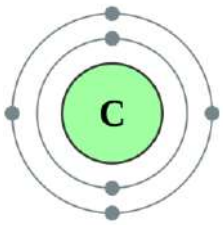
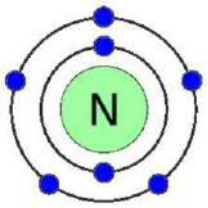
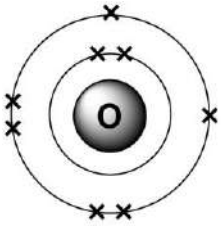
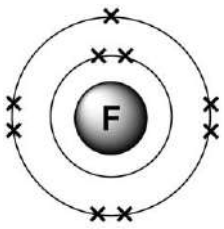
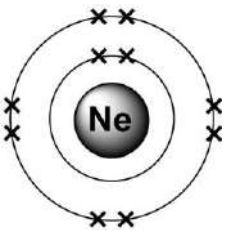
Group 7 – The Halogens

Group 7 elements become less reactive when you move down the group. This can be shown as a displacement reaction.

Group 0 – The Noble Gases

Group 0 elements are not reactive. This is because the atoms have full outer shells.



Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Lithium - Li Sodium - Na Potassium - K	Beryllium – Be Magnesium – Mg Calcium - Ca	Boron – B Aluminium – Al Gallium – Ga	Carbon – C Silicon – Si Germanium – Ge	Nitrogen – N Phosphorus – P Arsenic – As	Oxygen – O Sulfur – S Selenium - S	Fluorine – F Chlorine – Cl Bromine - Br	Helium – He Neon – Ne Argon - Ar
							

Electricity

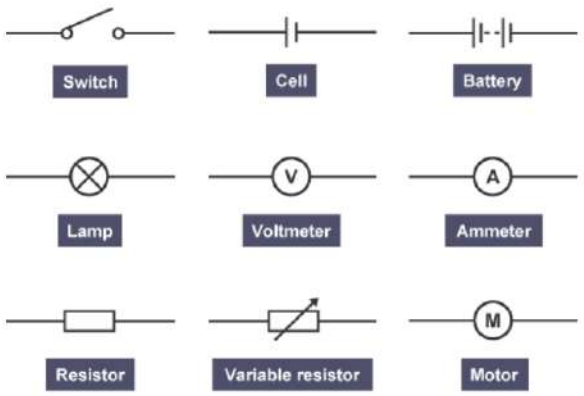
Keyword	Definition
Ammeter	A device used to measure electric charge.
Ampere	Unit of current. E.g. The current in the bulb is 4 amps or amperes (A).
Cell	A store of internal energy that can be transferred as an electric current in a circuit.
Conductor	A material which allows charge to move easily through it.
Electron	Sub atomic particle which flows in a circuit carrying a negative charge.
Series Circuit	A circuit connected in a way that the same current flows through each component in turn.
Parallel Circuit	In a parallel circuit, the current divides into two or more paths before recombining to complete the circuit.
Insulator	A material that does not allow charge or heat to pass through it easily.
Ohms	The unit of electrical resistance. Unit is **Ω**
Resistance	The opposition in an electrical component to the movement of electrical charge through it. Resistance is measured in ohms.
Potential Difference	The potential difference (or voltage) of a supply is a measure of the energy given to the charge carries in a circuit.
Volt	Unit of voltage. E.g. the voltage across the lamp was 6 volts (V).
Voltmeter	A device used to measure potential difference or voltage.

Further Reading:

https://www.bbc.co.uk/bitesize/guides/zsfgr82/revision/1

Use the following link to set up some circuits using the simulation.
https://phet.colorado.edu/en/simulation/circuit-construction-kit-dc-virtual-lab

Circuit Symbols



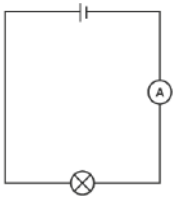
Electric Charge

Some particles carry an electric charge. In electric wires these particles are called electrons. An electric current is a flow of charge, and in a wire this will be a flow of electrons.
For an electric current to flow we need:

- Something to transfer the energy to the electrons, such as a cell, battery or power pack.
- A complete path for the electrons to flow through (a complete circuit).

Current

Current is measured in amperes (A). 20A is a bigger current that 10A. An ammeter is used to measure the current. The ammeter must be connected in series.



Equations To Remember

Current

$$\text{Current} = \frac{\text{Charge}}{\text{time}} \qquad I = \frac{Q}{t}$$

Current in Amps (A), Charge in Coulombs (C), Time in Seconds (s).

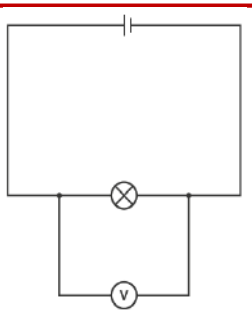
Potential Difference:

Potential Difference = Current x Resistance
V = I x R

Potential difference in Volts (V), Resistance in Ohms (**Ω**), Current in Amps (A)

Potential Difference

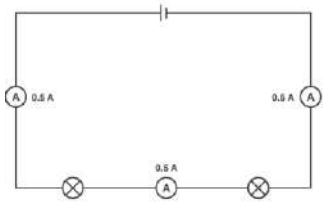
Potential difference is a measure of the difference in energy between two parts of a circuit. The bigger the difference in energy, the bigger the potential difference.
Potential difference is measured in volts. A 230V is a bigger potential difference than 12V.
A voltmeter is used to measure the potential difference, and must be in parallel.



Series Circuit

In series circuits:

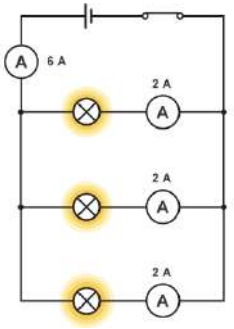
- You get several components one after another.
- If a component breaks, the circuit is broken and all the other components stop working.
- The current is the same everywhere in a series circuit no matter where you put the ammeter – it will give the same reading.



Parallel Circuit

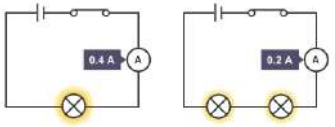
In parallel circuits:

- Different components are connected on different braches.
- If a component breaks, the components on the different braches keep working.
- Unlike series, the lamps stay bright If you add more lamps in parallel.
- Current is shared between the components.

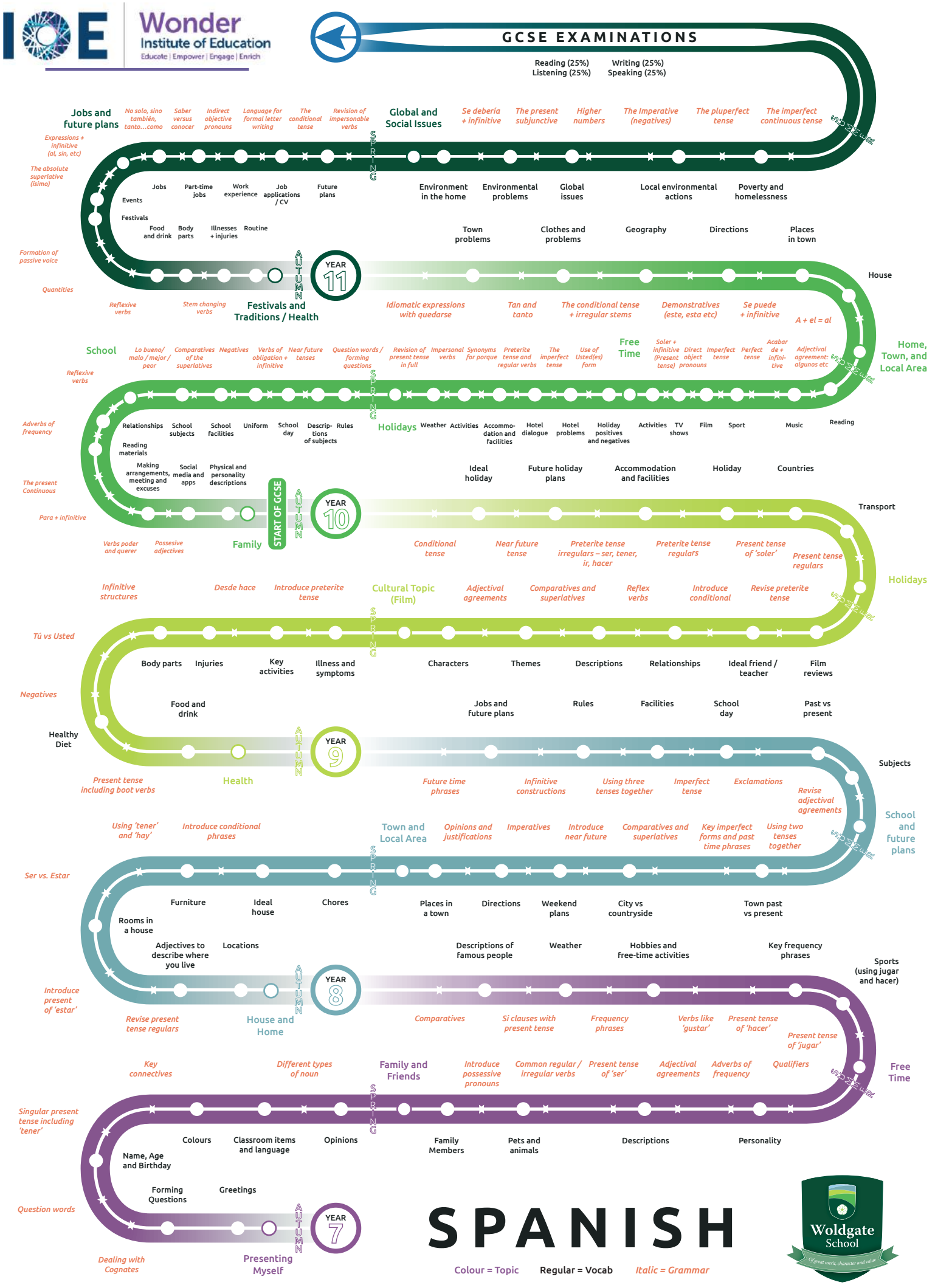


Resistance

The wires and other components in a circuit reduce the flow of charge through them – this is resistance.
The resistance increases when you add more components in series.
The resistance of two lamps is greater than the resistance of one lamp, so less current will flow through them.



Spanish


Wonder
Institute of Education
Educate | Empower | Engage | Enrich
GCSE EXAMINATIONS
Reading (25%)
Listening (25%)
Writing (25%)
Speaking (25%)
YEAR 11
YEAR 10
START OF GCSE
YEAR 9
YEAR 8
YEAR 7
AUTUMN
SPRING
SUMMER
Jobs and future plans
Global and Social Issues
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
Free Time
Home, Town, and Local Area
School
Holidays
Ideal holiday
Future holiday plans
Accommodation and facilities
Holiday
Countries
Transport
Family
Conditional tense
Near future tense
Preterite tense irregulars – ser, tener, ir, hacer
Preterite tense regulars
Present tense of 'soler'
Present tense regulars
Holidays
Cultural Topic (Film)
Adjectival agreements
Comparatives and superlatives
Reflex verbs
Introduce conditional
Revise preterite tense
Desde hace
Introduce preterite tense
Infinitive structures
Subjects
Health
Future time phrases
Infinitive constructions
Using three tenses together
Imperfect tense
Exclamations
Revise adjectival agreements
School and future plans
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
Using 'tener' and 'hay'
Introduce conditional phrases
Sports (using jugar and hacer)
House and Home
Comparatives
Si clauses with present tense
Frequency phrases
Verbs like 'gustar'
Present tense of 'hacer'
Present tense of 'jugar'
Free Time
Family and Friends
Introduce possessive pronouns
Common regular / irregular verbs
Present tense of 'ser'
Adjectival agreements
Adverbs of frequency
Qualifiers
Key connectives
Different types of noun
Presenting Myself
Dealing with Cognates
Forming Questions
Greetings
Question words
Name, Age and Birthday
Colours
Classroom items and language
Opinions
Family Members
Pets and animals
Descriptions
Personality
Singular present tense including 'tener'
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
Relationships
School subjects
School facilities
Uniform
School day
Descrip-tions of subjects
Rules
Reading materials
Making arrangements, meeting and excuses
Social media and apps
Physical and personality descriptions
Weather
Activities
Accommo-dation and facilities
Hotel dialogue
Hotel problems
Holiday positives and negatives
Activities
TV shows
Film
Sport
Music
Reading
Body parts
Injuries
Key activities
Illness and symptoms
Characters
Themes
Descriptions
Relationships
Ideal friend / teacher
Film reviews
Food and drink
Jobs and future plans
Rules
Facilities
School day
Past vs present
Healthy Diet
Furniture
Ideal house
Chores
Places in a town
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Rooms in a house
Adjectives to describe where you live
Locations
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Weather
Hobbies and free-time activities
Key frequency phrases
Expressions + infinitive (al, sin, etc)
The absolute superlative (isimo)
No solo, sino también, tanto...como
Saber versus conocer
Indirect objective pronouns
Language for formal letter writing
The conditional tense
Revision of impersonable verbs
Se debería + infinitive
The present subjunctive
Higher numbers
The Imperative (negatives)
The pluperfect tense
The imperfect continuous tense
Formation of passive voice
Quantities
Reflexive verbs
Stem changing verbs
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
Soler + infinitive (Present tense)
Direct object pronouns
Imperfect tense
Perfect tense
Acabar de + infini-tive
Adjectival agreement: algunos etc
Reflexive verbs
Adverbs of frequency
The present Continuous
Para + infinitive
Verbs poder and querer
Possessive adjectives
Tú vs Usted
Negatives
Present tense including boot verbs
Using 'tener' and 'hay'
Introduce conditional phrases
Ser vs. Estar
Introduce present of 'estar'
Revise present tense regulars
Key connectives
Different types of noun
Singular present tense including 'tener'
Question words
Dealing with Cognates
SPANISH
Colour = Topic
Regular = Vocab
Italic = Grammar
Woldgate School
Of great merit, character and value

Y9 Spanish Knowledge Organiser: Unit 1 ¡Por fin de vacaciones!

1. Describing where you go on holiday and how you get there

¡Atención!

The verb *ir* (to go) is irregular in the present tense:

voy	I go
vas	you (singular) go
va	he/she/it goes
vamos	we go
vais	you (plural) go
van	they go

Gramática p.44; WB p.20

***Ir* with prepositions**

Ir can be used with various prepositions.

Voy de vacaciones...	**I go on holiday...**
a *Cuba*	**to** Cuba
con *mi familia*	**with** my family
en *coche*	**by** car
en *avión*	**by** plane
voy ***a*** *pie*	I go **on** foot

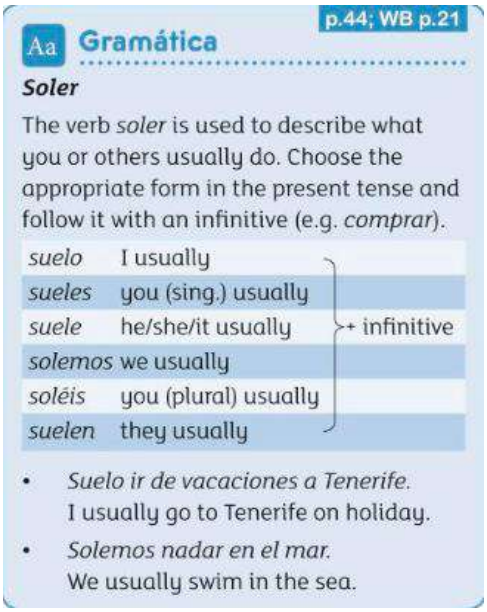
Los países - *Countries*

Patrones y reglas

Many countries are spelt the same or similarly in English and Spanish. However, be careful with your pronunciation – even if a country looks familiar, it is likely to sound very different! Argentina is one example.

Describing what you usually / like to do on holiday

Suelo	*I usually*	leer un libro	*(read a book)*
Sueles	*You (s) usually*	ver la tele / una película	*(watch TV / a film)*
Suele	*He/She usually*	escuchar música	*(listen to music)*
Solemos	*We usually*	nadar en el mar / nadar en la piscina	*(swim in the sea / swim in the pool)*
Soléis	*You (pl) usually*		
Suelen	*They usually*	jugar al fútbol / baloncesto / vóley-playa	*(play football / basketball / beach volleyball)*
Me chifla	*I love…*		
Me mola	*I love…*	navegar por Internet	*(surf the Internet)*
Me interesa	*…interests me.*	pasear por la playa	*(walk on the beach)*
Me encanta	*I love*	tomar el sol	*(sunbathe)*
Me gusta mucho	*I really like*	ir al parque / a la playa / al centro de la ciudad	*(go to the park / beach / city centre)*
Me gusta	*I like*		
Prefiero	*I prefer*	ir de compras	*(go shopping)*
No me gusta	*I don't like*	sacar fotos	*(take photos)*
No me gusta nada	*I really don't like*	visitar los monumentos	*(visit the monuments)*
Me aburre	*…bores me.*	comer en restaurantes	*(eat in restaurants)*
Odio	*I hate*		
Detesto	*I hate*		



Aa Gramática

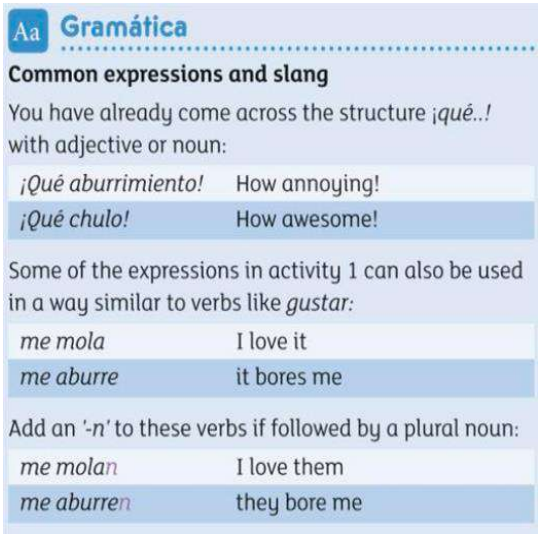
p.44; WB p.21

Soler

The verb *soler* is used to describe what you or others usually do. Choose the appropriate form in the present tense and follow it with an infinitive (e.g. *comprar*).

suelo	I usually	+ infinitive
sueles	you (sing.) usually	
suele	he/she/it usually	
solemos	we usually	
soléis	you (plural) usually	
suelen	they usually	

- *Suelo ir de vacaciones a Tenerife.*
  I usually go to Tenerife on holiday.
- *Solemos nadar en el mar.*
  We usually swim in the sea.



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Common expressions and slang

You have already come across the structure *¡qué..!* with adjective or noun:

¡Qué aburrimiento!	How annoying!
¡Qué chulo!	How awesome!

Some of the expressions in activity 1 can also be used in a way similar to verbs like *gustar:*

me mola	I love it
me aburre	it bores me

Add an *'-n'* to these verbs if followed by a plural noun:

me molan	I love them
me aburren	they bore me

Describing a past holiday

El año pasado (Last year) El verano pasado (Last summer) Hace dos semanas (Two weeks ago) Hace un mes (A month ago)	fui (I went) fuimos (we went)	de vacaciones (on holiday)	a Alemania (to Germany) a China (to China) a Escocia (to Scotland)	a los Estados Unidos (to the United States) a España (to Spain) a Francia (to France)	a Irlanda (to Ireland) a Italia (to Italy) a Japón (to Japan)	
Viajé (I travelled) Viajamos (We travelled)	en (by)	autocar (coach) avión (plane) barco (boat)	coche (car) tren (train)	y el viaje (and the journey)	fue (was)	cómodo (comfortable) divertido (fun)	largo (long) rápido (quick)
					duró (lasted)	una hora (1 hour) dos horas (2 hours)	diez horas (10 hours) dos días (2 days)
Me alojé (I lodged (i.e. paid)) Nos alojamos (We lodged (i.e. paid))	en (in)	un albergue juvenil (a youth hostel) un camping (a campsite)	una granja (a farm) un hostal (a hostel)	un hotel barato (a cheap hotel) un hotel de lujo (a luxury hotel)	y (and)	fue genial (it was great) me encantó (I loved it) me gustó mucho (I liked it a lot) lo pasé bomba (I had a great time)	
Me quedé (I stayed) Nos quedamos (We stayed)		casa de mis abuelos (my grandparents' house) casa de un amigo (a friend's house)					

Aa Gramática p.45; WB p.23

The preterite tense (irregular verbs)

There are many key verbs which are irregular in the preterite tense, such as *tener*, *ir*, *ser* and *hacer*. Refer to page 148 for some examples. Note also that *ir* (to go) and *ser* (to be) are the same in the preterite tense.

fui	I went	I was
fuiste	you (singular) went	you were
fue	he/she/it went	he/she/it was
fuimos	we went	we were
fuisteis	you (plural) went	you were
fueron	they went	they were

The preterite tense (regular verbs)

This past tense is used to describe actions completed at a fixed point in time or during a specific period. To form it, remove the *–ar*, *–er* or *–ir* of the infinitive and add these endings:

	–ar	*–er/–ir*
yo	*–é*	*–í*
tú	*–aste*	*–iste*
él/ella	*–ó*	*–ió*
nosotros/as	*–amos*	*–imos*
vosotros/as	*–asteis*	*–isteis*
ellos/as	*–aron*	*–ieron*

visitar → *visité* (I visited)
jugar → *jugaron* (they played)
beber → *bebiste* (you drank)
salir → *salisteis* (you went out)

Las actividades - *Activities*

Durante las vacaciones (During the holidays) El primer día (On the first day) El segundo día (On the second day) El tercer día (On the third day) Un día (One day) El último día (On the last day) Lo mejor fue cuando (The best thing was when)	alquilé una bici (I rented a bike) comí comida deliciosa (I ate delicious food) compré recuerdos (I bought souvenirs)	conocí a mucha gente (I met a lot of people) descansé en la playa (I rested on the beach) di un paseo (I went for a walk)	jugué al fútbol (I played football) nadé en el mar (I swam in the sea) probé platos típicos (I tried typical dishes)	saqué fotos (I took photos) vi un partido de fútbol (I watched a football match) visité el castillo (I visited the castle)	con mi hermana (with my sister) con mi hermano (with my brother) con mi madre (with my mother) con mi padre (with my father)
hice (I did)	buceo (diving)	natación (swimming)	senderismo (hiking)	turismo (sightseeing)	
fui (I went)	al centro comercial para comprar cosas (to the shopping mall to buy things) al centro de la ciudad para hacer turismo (to the city centre to do sightseeing)	a la montaña para hacer senderismo (to the mountains to do hiking) al parque para jugar al tenis (to the park to play tennis)	a la playa para nadar en el mar (to the beach to swim in the sea) a la playa para tomar el sol (to the beach to sunbathe)		
fuimos (we went)					
hicimos (we did)	buceo (diving)	natación (swimming)	senderismo (hiking)	turismo (sightseeing)	

Describing plans for a future / ideal holiday

Este verano (This summer) En julio (In July) En agosto (In August) El mes que viene (Next month) El año que viene (Next year)	voy a ir (I'm going to go) vamos a ir (we're going to go)	de vacaciones (on holiday)	a Argentina (to Argentina) a Chile (to Chile) a Cuba (to Cuba) a España (to Spain) a México (to Mexico)	en autocar (by coach) en avión (by plane) en barco (by boat) en coche (by car)
	voy a quedarme (I'm going to stay) vamos a quedarnos (we're going to stay)	en la casa de mi familia (in my family's house) en un camping (on a campsite) en un hotel barato (in a cheap hotel) en un hotel de lujo (in a luxury hotel)	en la capital (in the capital) en el norte (in the north) en el sur (in the south) en la costa (on the coast) en la montaña (in the mountains)	del país (of the country) de España (of Spain) de Francia (of France)
Voy a pasar (I'm going to spend) Vamos a pasar (We're going to spend)	una semana (a week) dos semanas (2 weeks) un mes (a month) quince días (15 days)	allí (there) con mi familia (with my family) con mis primos (with my cousins) con mis amigos (with my friends)	y creo que será (and I think it will be) y será (and it will be)	aburrido (boring) divertido (fun) genial (great) guay (cool)

Durante las vacaciones (During the holidays) El primer día (On the first day) El segundo día (On the second day) El tercer día (On the third day) Un día (One day) El último día (On the last day)	voy a (I am going to) vas a (you are going to) va a (s/he is going to) vamos a (we are going to) vais a (you all are going to) van a (they are going to)	bailar (to dance) comer y dormir (to eat and sleep) comer comida deliciosa (to eat delicious food) comprar recuerdos (to buy souvenirs) comprar regalos (to buy presents) descansar (to rest) hacer buceo (to go diving) hacer deporte (to do sport) hacer natación (to go swimming) hacer turismo (to go sightseeing) ir a la playa (to go to the beach) ir de compras (to go shopping) ir de marcha (to go clubbing) jugar con amigos (to play with friends) montar en bici (to ride a bike) nadar en el mar (to swim in the sea) salir al centro (to go out into town) tocar la guitarra (to play the guitar) tomar el sol (sunbathe)	cada mañana (every morning) cada tarde (every afternoon) cada noche (every night) todos los días (every day) todos los fines de semana (every weekend) todo el día (all day long)
	me gustaría (I would like to) nos gustaría (we would like to)		

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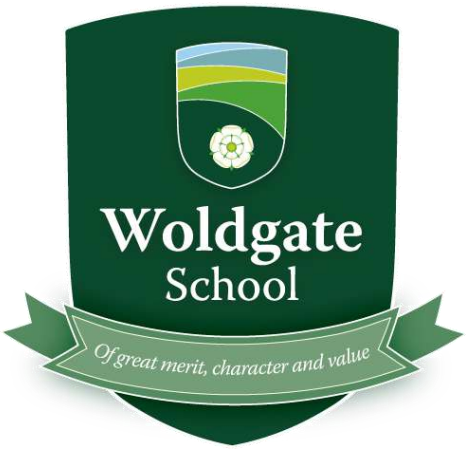
The conditional

The conditional is usually translated as 'would'. To form the conditional, add the following endings to the infinitive form of *–ar*, *–er* and *–ir* verbs.

I	***–ía***
you (singular)	***–ías***
he/she/it	***–ía***
we	***–íamos***
you (plural)	***–íais***
they	***–ían***

si ganara la lotería	if I were to win the lottery
si fuera millonario/a	if I were a millionaire
si pudiera	if I could
si fuera posible	if it were possible



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