



KNOWLEDGE PREP

YEAR 10

HALF TERM 1

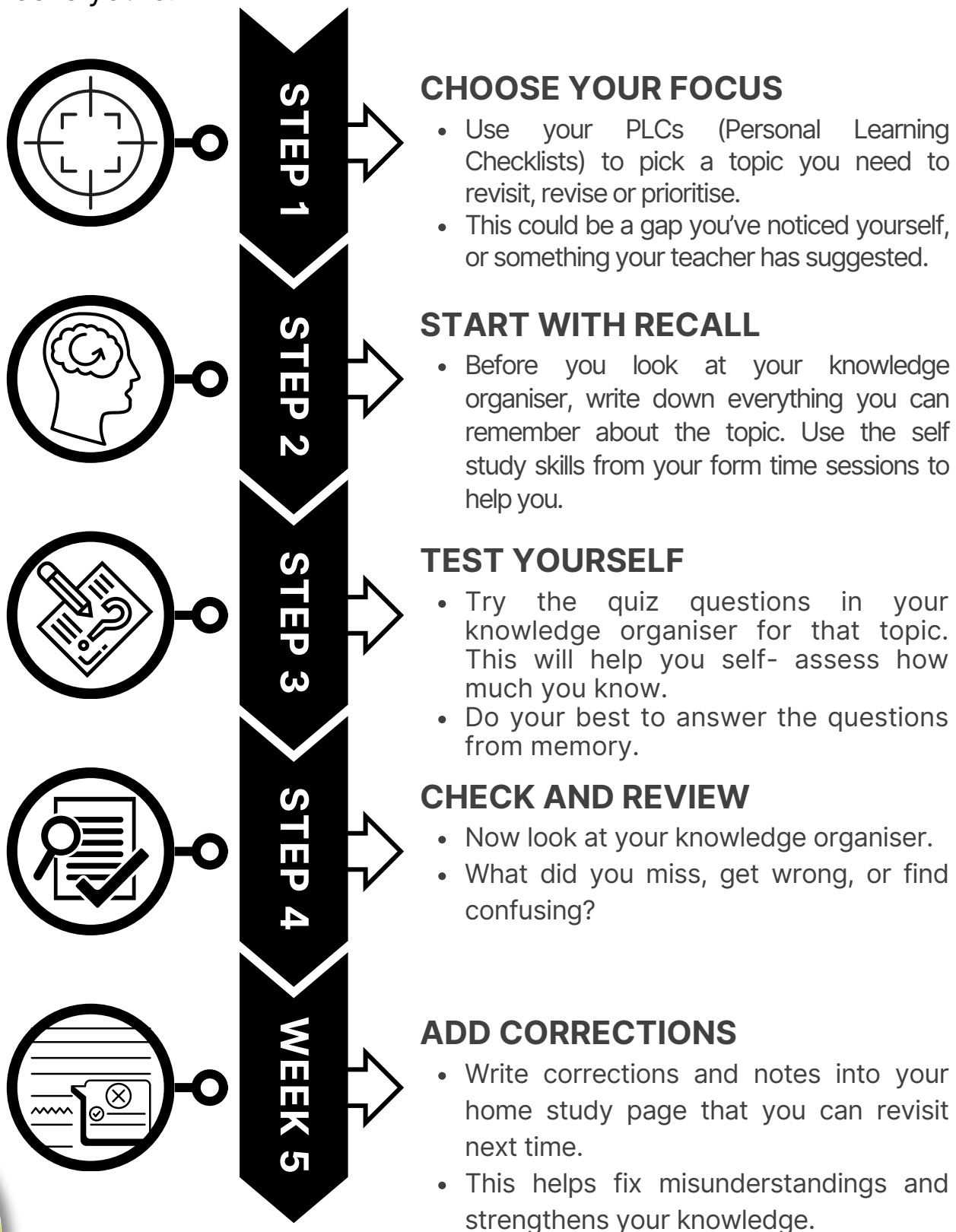
NAME

TUTOR GROUP

ACADEMIC YEAR

HOME STUDY GUIDANCE

You should complete one page of home study each night, following the steps below. You can focus on one subject or multiple subjects – the choice is yours.



FORTNIGHTLY PLANNER

Plan which subject/ areas to study each night over two weeks. Adjust as needed (e.g., to prep for an upcoming quiz or a topic you found difficult in class).

Monday

Tuesday

Wednesday

Thursday

Friday

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A wireframe sphere composed of numerous intersecting gray lines, creating a globe-like structure. A dark gray horizontal bar is superimposed across the center of the sphere.

CORE

Unit 1: Year 10 An Inspector Calls

Personal Learning Checklist

	Knowledge	R	A	G
1.1	What was the social and historical context of Britain between 1912 and 1945?			
1.2	What were JB Priestley's views on post-war Britain?			
2.1	How does Priestley use stage directions to establish setting?			
2.2	How is Mr Birling a symbol of capitalism?			
2.3	How does Priestley highlight the treatment of the working class?			
2.4	How are women viewed as disposable in An Inspector Calls?			
3.1	What is a fallen woman?			
3.1	Is Eva Smith a fallen woman?			
3.2	How does Priestley explore the sexual objectification of women?			
3.3	How is Mrs Birling a symbol of class division?			
3.4	How is Sheila the symbol of an oppressed woman?			
4.1	How does Priestley explore morality and social responsibility ?			
4.2	How does Priestley use dramatic irony?			
4.3	What is the significance of age as a factor for change?			
4.3	How does Priestley use the character of Eric to introduce morality, masculinity and the treatment of women?			
5.0	What is the significance of Inspector as a mouthpiece for Priestley?			
6.0	What is the significance of the play's structure?			

Unit 1: Year 10 An Inspector Calls
Personal Learning Checklist

	Skills	R	A	G
	Skills – Can I read, understand and respond to texts?			
	Skills – Can I maintain a critical style and develop an informed personal response?			
	Skills – Can I use textual references, including quotations, to support and illustrate interpretations?			
	Skills – Can I analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate?			
	Skills – Can I show understanding of the relationships between texts and the contexts in which they were written?			

English – Year 10 Unit 1 An Inspector Calls

Essential knowledge

Context of 1912 and 1945 Britain
Social Class
Capitalism and Socialism
Class Divide
Role of women
Morality and social responsibility
Authorial intent
Structure
Allegory

Key vocabulary Capitalism, socialism, morality, allegory, Conscience, dramatic irony, bourgeoisie, proletariat, patriarchy.

Context

Class system:



Society in 1912 was clearly structured into upper class (Lord and Ladies, royalty, people with inherited wealth); middle class ('white collar' workers: business owners, doctors, lawyers etc); and working class (manual labourers). Judgements about people's characters were often made based on their class: "Girls of that class —" (Mrs Birling, hinting that working class women are wild and unpredictable, Act 2)

Capitalism



A social system that believes individual wealth is good for society. Business are owned by private individuals who can compete for "lower costs and higher prices" (Mr Birling, Act 1). Priestley hated Capitalism; he created Mr and Mrs Birling to show Capitalist ideas as outdated and selfish.

Socialism:



A social system that believes business and industries should be owned by everyone, so that all profit equally from their success. The Inspector is a Socialist voice; he believes "We are members of one body. We are responsible for each other." (The Inspector, Act 3)

Women



Society in 1912 was patriarchal; women were at a significant disadvantage. They received lower wages than men, they were not able to vote and they were often looked down on. Women were not expected to voice opinions, which is why Mr Birling fires Eva: "S he had a lot to say far too much so she had to go" (Mr Birling, Act 1)

Prior learning links

Context 1912 & 1945 Year 9 Unit
1 Literary periods
Allegory Year 8
The Text is a Construct Year 7
Symbolism year 7 & 8
Capitalism & Socialism Year 8
Characterisation Year 7
Themes year 7, 8, 9
Morality Year 7 Antigone, year
Crucible
Structure Year 7, 8 and 9
Text as a construct Year 8
Animal Farm

Big Ideas

Generation Differences



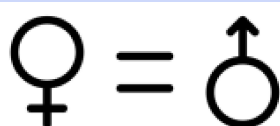
The older generation (Mr and Mrs Birling) are a symbol of Capitalism, so they do not change their ways and they are reluctant to accept blame for their role in Eva's demise. The younger generation, on the other hand (Sheila and Eric) become a symbol of Socialism as the play progresses. They accept blame and want to change; they change throughout the play, for the better.

Responsibility



The Inspector, as Priestley's mouthpiece, is a symbol of Socialism he wants everyone to look after each other and to view community as very important. He is sent to uncover the family's wrongdoings and to make them see that they should take responsibility for others. Sheila and Eric realise this, but Mr and Mrs B do not.

Gender inequality



Priestley wanted to show his audience that there was a lot of inequality back in 1912 when it came to how women were treated. By making certain characters out to be sexist, he highlighted this problem and tried to shame audiences into changing their own views about gender equality too. This is perhaps why the victim of their actions is a woman, and why she is working class (working class women were at the bottom of the pile).

English – Year 10 Unit 1 An Inspector Calls

Essential knowledge

Context of 1912 and 1945 Britain
Social Class
Capitalism and Socialism
Class Divide
Role of women
Morality and social responsibility
Authorial intent
Structure
Allegory

Key vocabulary Capitalism, socialism, morality, allegory, Conscience, dramatic irony, bourgeoisie, proletariat, patriarchy.

Transferable knowledge

Morality Play



A play with a moral message (a message about right and wrong), traditionally where characters personify abstract qualities designed to educate or challenge the audience. For example, Mr Birling is a symbol of Capitalism; the Inspector is a symbol of Socialism. Priestley uses both these characters as a means of exploring these concepts.

Allegory



A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Text as a construct



Don't forget! Nobody in the play is real: every character has been created by JB Priestley in order to make a specific point or serve a purpose. For example, Eva Smith is a symbol of the working class: she has been created by Priestley to represent a larger group of people.

Prior learning links

Context 1912 & 1945 Year 9 Unit
1 Literary periods
Allegory Year 8
The Text is a Construct Year 7
Symbolism year 7 & 8
Capitalism & Socialism Year 8
Characterisation Year 7
Themes year 7, 8, 9
Morality Year 7 Antigone, year
Crucible
Structure Year 7, 8 and 9
Text as a construct Year 8
Animal Farm

Key Quotes

'A man has to mind his own business and look after himself and his own
--' Arthur Birling

'She was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position'
Sybil Birling

'I felt rotten about it at the time and now I feel a lot worse'
Sheila Birling

'I suppose it was inevitable. She was young and pretty and warm heart
and intensely grateful. Gerald Croft

'You never understanding anything. You never did. You never even tried'
Eric Birling

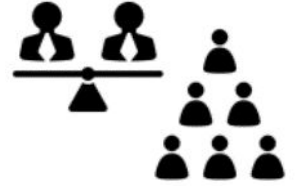
'We don't live alone. We are members of one body. We are responsible for each other.'
Inspector Goole

English – Year 10 Unit 1 An Inspector Calls

Context



- When was 'An Inspector Calls' written?
- When was it set?
- Describe the British class system before the First World War.
- What is the difference between Socialism and Capitalism?
- Describe Priestley's political beliefs.
- Explain the significance of each icon around this box



Big Ideas

Generation Divide 	<ul style="list-style-type: none"> • What is the difference between the responses of the old and young characters to the Inspector? Write a page of your reflection log for Eric and Sheila, then one for Mr and Mrs Birling, to show how they respond.
Social Responsibility 	<ul style="list-style-type: none"> • Which members of the family accept responsibility? Which do not? • What is Priestley's message to his audience? • How are Priestley's ideas about socialism expressed through the responses of each character?
Gender Inequality 	<ul style="list-style-type: none"> • Why is Eva Smith's position in society 'weakened'? • How is the theme of social class introduced at the start of the play? • How does Mrs Birling refer to Eva Smith? • Why is Mr Birling dismissive of his factory workers? • Write a page of your reflection log to summarise your understanding of the role of women in the play.

Transferable knowledge

Morality Play	Describe the conventions of a Morality Play. Explain how 'An Inspector Calls' fits into this genre.
Allegory	What is an allegory? How does this term apply to 'An Inspector Calls'?
Text as a construct	Explain what is meant by this phrase. For each character, explain why they have been constructed what might Priestley have wanted to achieve through each one?

Key Quotes

For each of the key quotations listed on the knowledge organiser (highlighted in yellow and in the 'key quotes' box), write down the quotation and then complete an 'explosion' task, exploring its links to themes and characters.

Use a page of your reflection log to copy out the quotes from memory –categorise them by theme or character.

Extra Research - Characters

How is Arthur Birling described in the stage directions?
 How does Mr Birling view Sheila's engagement?
 Describe Mrs Birling's personality.
 What is Mrs Birling's primary concern?
 Describe the change in Sheila's attitude as the play progresses.
 How is Eric introduced? What are your first impressions of him?
 Why might Eric be most responsible for the family's downfall?
 Give a quotation that suggests Gerald may not have treated Eva fairly.
 Give a quotation that summarises the Inspector's attitude towards society

Unit 1 – Algebraic Manipulation

Curriculum-Related Expectations	Sparx Maths Video/Task (Independent Practice Support)	R	A	G
Substituting into expressions	U201			
Simplifying expressions by collecting like terms	U105			
Simplifying expressions using index laws	U662			
Expanding single brackets	U179			
Factorise into one bracket	U365			

Unit 2 – Equations, Inequalities & Formulae

Curriculum-Related Expectations	Sparx Maths Video/Task (Independent Practice Support)	R	A	G
Solving equations with one step	U755			
Solving equations with two or more steps	U325			
Solving single inequalities	U759			
Change the subject of formulae with one step	U675			
Changing the subject of formulae with two or more steps	U181			

Unit 3 – Quadratic Expressions and Equations

Curriculum-Related Expectations	Sparx Maths Video/Task (Independent Practice Support)	R	A	G
Expanding double brackets	U768			
Factorising quadratic expressions	U178			

Essential knowledge

To be able to substitute into expressions

To be able to multiply and divide expressions with indices.

To be able to expand and factorise single brackets

Key Vocabulary

Simplify: grouping and combining similar terms

Substitute: replace a variable with a numerical value

Term: a single number or variable

Like: variables that are the same are "like"

Highest Common Factor (HCF): the biggest factor

Coefficient: the number used to multiply a variable

Base: the number that gets multiplied by a power

Prior learning links

Function Machines (Y7)

Expanding single brackets (Y8)

Expand a single bracket

$$\begin{array}{c}
 2x \quad 4 \\
 3 \times \begin{array}{|c|c|} \hline 3 \times 2x & 3 \times 4 \\ \hline 6x & 12 \\ \hline \end{array} \\
 \hline
 6x + 12
 \end{array}
 \quad 3(2x + 4)$$

$2x + 4$	$2x + 4$	$2x + 4$
x x 4	x x 4	x x 4
$6x + 12$		

Different representations of $3(2x+4) = 6x + 12$

Addition / Subtraction Laws with indices

$$3^5 \times 3^2 \longrightarrow 3^7$$

$$= (3 \times 3 \times 3 \times 3 \times 3) \times (3 \times 3)$$

The base number is all the same so the terms can be simplified

Addition law for indices

$$a^m \times a^n = a^{m+n}$$

$$3^5 \div 3^2 \longrightarrow 3^3$$

$$\frac{3 \times 3 \times 3 \times \cancel{3} \times \cancel{3}}{\cancel{3} \times \cancel{3}} \longrightarrow \frac{3^3}{3^0} \longrightarrow \frac{3^3}{1}$$

Subtraction law for indices

$$a^m \div a^n = a^{m-n}$$

Factorise into a single bracket

$$\begin{array}{c}
 \boxed{8x + 4} \\
 \leftarrow 4 \text{ (height)} \\
 \leftarrow 2x + 1 \text{ (width)}
 \end{array}
 \quad \leftarrow \text{Try and make this the highest common factor}$$

The two values multiply together (also the area) of the rectangle

$$8x + 4 \equiv 4(2x + 1)$$

Note:

$$8x + 4 \equiv 2(4x + 2)$$

This is factorised but the HCF has not been used

Substitute into expressions

$$4y \longleftarrow 4 \text{ lots of 'y'}$$

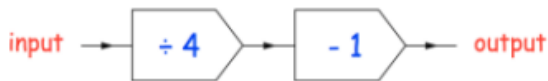
If $y = 7$ this means the expression is asking for 4 'lots of' 7

$$4 \times 7 \text{ OR } 7 + 7 + 7 + 7 \text{ OR } 7 \times 4$$

$$= 28$$

$$\begin{aligned}
 \text{eg: } y - 2 \\
 = 7 - 2 = 5
 \end{aligned}$$

Prior learning links



- Work out the output when the input is 24
- Work out the output when the input is 42
- Work out the output when the input is 17

Expand a single bracket

Expand the following brackets

$$3(x + 2)$$

$$4(x - 7)$$

$$2(3x - 5)$$

$$x(x + 9)$$

Factorise into a single bracket

Factorise:

$$4x + 6$$

$$15x + 20$$

$$x^2 + 7x$$

$$4w^2 + 10w$$

$$9y^2 - 6y$$

Key Vocabulary

Define the following keywords:

Simplify

Substitute

Term

Addition / Subtraction Laws with indices

Write as a single power

$$m^2 \times m^3$$

$$m^6 \times m^5$$

$$m^5 \div m^2$$

$$m^7 \div m^2$$

$$\frac{m^8}{m^4}$$

Substitute into expressions

Find the value of each expression when $a = 7$ $b = 10$ $c = 3$

$$a + 5$$

$$b - 4$$

$$2a + 3c$$

$$3b - 7$$

$$9c + 11$$

Essential knowledge

To be able to solve equations

To be able to solve inequalities

To be able to change the subject of formulae

Key Vocabulary

Simplify: grouping and combining similar terms

Product: multiply terms

Inequality: an inequality compares two values showing if one is greater or less than or equal to another

Formulae: a rule expressed in symbols

Term: a single number or variable

Prior learning links

Function machines (Y7)

Inverse operations (Y7 / Y8)

Simple inequalities

$<$ less than \leq Less than or equal to

$>$ More than \geq More than or equal to

$$x < 10$$

"x is a value less than 10"

$$10 > x$$

"10 is more than the value"

$$x + 2 \leq 20$$

"my value + 2 is less than or equal to 20"

$$x \leq 18$$

"the biggest the value can be is 18"

Change the subject of formula

Make x the subject:

$$\frac{x+c}{h} = y$$

$\times h$ $\times h$

$$x+c = hy$$

$-c$ $-c$

$$x = hy + c$$

$x \rightarrow +c \rightarrow \div h \rightarrow y$

$x \leftarrow -c \leftarrow \times h \leftarrow y$

Solve equations with brackets

$$3(2x+4) = 30$$

Expand the brackets

$$6x + 12 = 30$$

$$-12 \quad -12$$

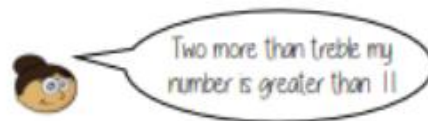
Substitute to check your answer.

$$6x = 18$$

$$-6 \quad -6$$

$$\boxed{x} = 3$$

Solve inequalities



Find the possible range of values

Form

$$x \rightarrow x3 \rightarrow +2 \rightarrow 11$$

$$3x + 2 > 11$$

Solve

$$x \leftarrow -3 \leftarrow -2 \leftarrow 11$$

$$x > 3$$

Check

This would suggest any value bigger than 3 satisfies the statement



Year 10 – Algebra – Equations, Inequalities & Formulae

IN **UNITY** WE SUCCEED
ACADEMY BLACKPOOL

Prior learning links

- (a) What is the inverse of multiplication?
- (b) What is the inverse of addition?
- (c) What is the inverse of squaring a number?

Key Vocabulary

Define the following keywords:

Simplify

Product

Formulae

Solve equations with brackets

Solve

(a) $3(x + 2) = 9$

(b) $4(x - 4) = 12$

(c) $5(x - 2) = 5$

(d) $2(x + 3) = 14$

Simple Inequalities

Write down an inequality for each of the following:

(a) x is greater than 7

(b) x is less than or equal to 1

(c) x is greater than or equal to -2

Change the subject of formula

Make y the subject of the formula

(a) $y + w = c$

(b) $y - 2g = n$

(c) $c = y - k$

(d) $ry = c$

Solve inequalities

Solve

(a) $x + 4 > 9$

(b) $x - 3 < 2$

(c) $2x \leq 14$

(d) $3x - 5 > 16$

(e) $4x + 7 < 11$

Science PLC: Biology Unit 1 – Cell Biology

	R	A	G
Eukaryotic and prokaryotic cells (Q5, Q7b)			
Animal and plant cells (Q1, Q2, Q8)			
Required practical 1 – Microscopy (Q3, Q4, Q6, Q7a, Q9, Q10)			
Cell specialisation (Q11, Q12)			
Knowledge check 1 score:			
Cell differentiation (Q1, Q2, Q9)			
Chromosomes (Q5)			
Mitosis and the cell cycle (Q3, Q4, Q6, Q10)			
Stem cells (Q7, Q8)			
Knowledge check 2 score:			
Diffusion (Q1, Q2, Q7, Q8)			
Osmosis (Q4, Q6, Q10)			
Required practical 2 – Osmosis (Q9)			
Active transport (Q3, Q5)			
Knowledge Check 3 score:			

Essential knowledge

- Structural differences between different types of cells enables them to perform specific functions
- For an organism to grow, cells must divide by mitosis producing two new identical cells
- Stem cells retain their ability to develop into a range of different types of cells
- Diffusion is the movement of particles from an area of high concentration to low concentration

Key Vocabulary

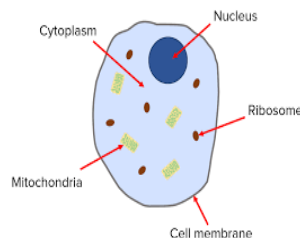
Eukaryotic
Prokaryotic
Stem cell
Differentiation
Diffusion
Osmosis

Prior learning links

- Animal cells have the following organelles; nucleus, cell membrane, cytoplasm, mitochondria and ribosomes.
- Cells are too small to be seen with the naked eye and require a microscope to view
- Plant cells have the same organelles as animal cells plus cell wall, a permanent vacuole and chloroplasts.
- Diffusion is the movement of particles from an area of high concentration to an area of low concentration
- Specialised cells have features that allow them to perform a specific function e.g sperm cell

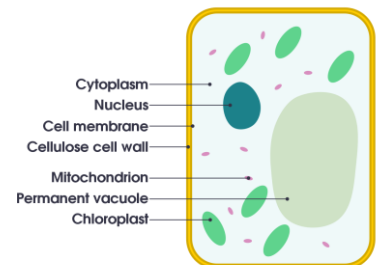
Animal Cells

- The nucleus controls the cell's activities
- The cell membrane allows substances into and out of the cell
- The cytoplasm is where the chemical reactions take place
- The mitochondria is the site of respiration
- Protein synthesis takes place in the ribosomes



Plant Cells

- Plant cells have a cell wall, vacuole and chloroplasts, whereas animal cells do not
- A cell wall strengthens and protects the cell
- The vacuole contains cell sap and nutrients
- The chloroplasts contain chlorophyll which absorbs light energy from the Sun for photosynthesis



Mitosis

- Cells divide when an organism grows and needs to replace damaged cells
- Stage 1 of the cell cycle - the cell grows and replicates subcellular structures, including the chromosomes
- Stage 2 - One set of chromosomes are pulled to each end of the cell and the nucleus divides
- Stage 3 - The cell membrane splits to form two new identical daughter cells

Stem cells

- Stem cells are unspecialised cells that can differentiate into many different types of cells
- Stem cells can be found in the bone marrow of adults and in embryos
- Stem cells can be found in the meristems of plants
- Stem cells can be used in the treatment of conditions such as paralysis and diabetes
- There are some ethical and religious reasons why some people object to the use of stem cells
- There are some risks to the use of stem cells such as viral infection transfer

Essential knowledge

- Structural differences between different types of cells enables them to perform specific functions
- For an organism to grow, cells must divide by mitosis producing two new identical cells
- Stem cells retain their ability to develop into a range of different types of cells
- Diffusion is the movement of particles from an area of high concentration to low concentration

Key Vocabulary

Which keyword:

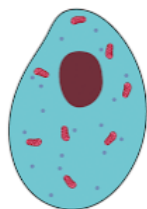
1. Describes a cell that has the ability to develop into many other types of cells?
2. Describes the movement of water from a high to low concentration?
3. Is an animal cell an example of?

Prior learning links

1. Name the organelles that are found in animal cells
2. Why can cells not be seen with the naked eye?
3. Name the apparatus that you would use to view cells
4. Name three organelles found in plant cells but not in animal cells
5. Define diffusion
6. What are specialised cells?
7. Give an example of a specialised cell

Animal Cells

1. State the function of the nucleus
2. State the function of the cell membrane
3. What is cytoplasm?
4. Which process occurs in the mitochondria?
5. Where, in the cell, does protein synthesis occur?
6. Label the nucleus, mitochondria, cell membrane, ribosomes and cytoplasm on the diagram



Plant Cells

1. State the function of the cell wall
2. What does cell sap contain?
3. Name the green pigment found in chloroplasts
4. What is the function of the chlorophyll?
5. Which process takes place in the chloroplasts?
6. Label the cell wall, vacuole and Chloroplasts on the diagram



Mitosis

1. State two reasons why a cell may need to divide
2. During which stage of the cell cycle does the cell grow?
3. What structures within the cell need to be replicated during stage 1 of the cell cycle?
4. Describe what happens during stage 2 of the cell cycle
5. What happens to the cell membrane during stage 3 of the cell cycle?
6. How many identical daughter cells are produced during mitosis?

Stem cells

1. What are stem cells?
2. State where stem cells can be found in adults
3. State another source of human stem cells
4. Where can stem cells be found in plants?
5. Name two conditions that stem cells have been used to treat.
6. State a reason why some people may object to the use of stem cells
7. State a risk of using stem cells

Science PLC: Chemistry Unit 1 – Atoms and the Periodic Table

	R	A	G
Atoms, elements and compounds (Q1, Q2, Q3, Q4)			
Mixtures (Q5, Q6, Q7, Q8, Q9, Q10)			
Knowledge check 1 score:			
Development of the model of the atom (Q7, Q8, Q9)			
Structure of the atom (Q1, Q2, Q6)			
Size and mass of atoms (Q3)			
Relative atomic mass (Q4, Q5)			
Knowledge check 2 score:			
Electronic structure (Q4)			
Development of the periodic table (Q1, Q2, Q3)			
Metals and non-metals (Q12)			
Group 1, group 7 and group 0 (Q5, Q6, Q7, Q8, Q9, Q10, Q11)			
Knowledge Check 3 score:			

Essential knowledge

- Elements are organised in the periodic table
- The position on the periodic table tells us about the physical and chemical properties of an element
- The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time
- The arrangement of elements in the modern periodic table can be explained in terms of atomic structure

Key Vocabulary

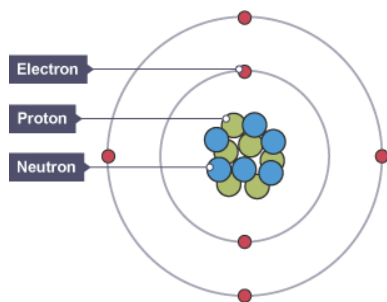
- Atom
- Element
- Compound
- Mendeleev
- Isotope
- Proton
- Neutron
- Electron

Prior learning links

- An atom is the smallest part of an element that can exist
- An atom consists of three sub-atomic particles called protons, neutrons and electrons
- Protons and neutrons are found in the nucleus
- Electrons are found orbiting the nucleus on the shells
- Protons have a charge of +1, neutrons have a charge of 0 and electrons have a charge of -1
- Mendeleev developed an early version of the periodic table
- He arranged elements in order of atomic weight
- He left gaps for undiscovered elements

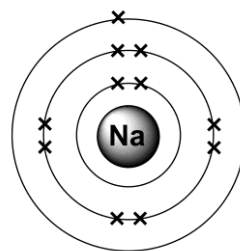
Atomic Structure

Subatomic particle	Location	Mass	Charge
Proton	Nucleus	1	+1
Neutron	Nucleus	1	No charge
Electron	Shells	0 (negligible)	-1



Electron Configuration

- The number of protons and electrons in an atom are the same
- The electron number is the smaller number on the periodic table
- 2 electrons can go on the first shell
- 8 electrons can go on the second shell
- 8 electrons can go on the third shell
- For example sodium has 11 electrons so its electron configuration is 2, 8, 1

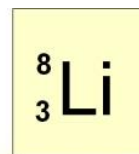
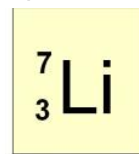
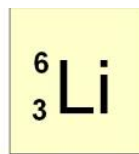


Period Table

- The early periodic table was developed by Mendeleev
- He arranged elements with similar chemical properties together and in order of atomic weight
- When an element did not fit his pattern, he left a gap
- The modern periodic table is in order of atomic number
- The columns represent the groups and the rows represent the periods
- The group number tells you how many electrons are in the outer shell of an atom

Isotopes

- An isotope of the same element has the same number of protons but a different number of neutrons. For example:



Transition Metals

- Are harder than group 1 metals
- Are more dense than group 1 metals
- Are less reactive than group 1 metals
- Form coloured compounds

Essential knowledge

- Elements are organised in the periodic table
- The position on the periodic table tells us about the physical and chemical properties of an element
- The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time
- The arrangement of elements in the modern periodic table can be explained in terms of atomic structure

Key Vocabulary

Which key word:

1. Has a positive charge?
2. Is found on the shells in an atom?
3. Is the scientist who developed the early periodic table?
4. Is the name of a different version of the same element with the same number of protons but different number of neutrons?

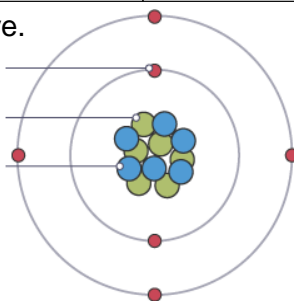
Prior learning links

- What is an atom?
- Name the three sub-atomic particles in an atom.
- Where are protons and neutrons found in an atom?
- Where are electrons found in an atom?
- State the charges on all three sub-atomic particles.
- What is the name of the scientist who developed the early periodic table?
- How did he arrange the early periodic table?
- Why did he leave gaps in the periodic table?

Atomic Structure

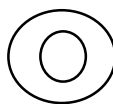
Subatomic particle	Location	Mass	Charge
Proton			
Neutron			
Electron			

1. Complete the table above.
2. Label the parts of the atom on the diagram.

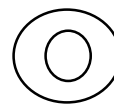


Electron Configuration

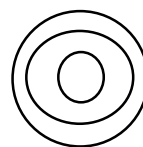
1. If an atom has 13 protons, how many electrons will it have?
2. Which number is the number of electrons on the periodic table: atomic number or mass number?
3. How many electrons can go on each shell?
4. Complete the electron structure diagrams below.



Lithium (2, 1)



Carbon (2, 4)



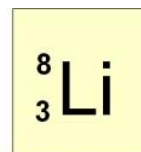
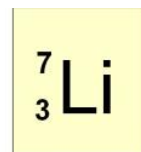
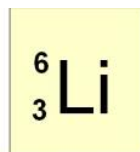
Sodium (2, 8, 1)

Period Table

1. Name the scientist who developed the early periodic table.
2. Describe how he arranged the periodic table.
3. Why did he leave gaps in the periodic table?
4. How is the modern periodic table ordered?
5. What is the name given to the columns?
6. What is the name given to the rows?
7. What does the group number tell you about an atom?

Isotopes

1. Define an isotope.
2. How many protons and electrons does lithium have?



Transition Metals

1. Compare the differences between the transition metals and group 1 metals. Give three differences.

The logo consists of a wireframe globe made of thin, intersecting grey lines. A solid dark grey horizontal bar is superimposed across the center of the globe.

EBACC

HT1 PLC:GCSE Geography check list – Unit 1A	R	A	G
<u>Tectonic hazards</u>			
Describe and explain the distribution of earthquakes and volcanoes			
Describe and explain the features of plate margins: constructive, destructive and conservative			
Assess and compare the primary and secondary effects of earthquakes in two contrasting areas of the world (LEDC/MEDC)			
Assess and compare the immediate and long-term responses to earthquakes in two contrasting areas of the world (LEDC/MEDC)			
Explain why people choose to live in tectonically active areas			
Examine how countries are reducing the risk of tectonic hazards via monitoring, predicting, protection and planning			
<u>Weather hazards</u>			
Describe and explain the global atmospheric circulation (temperate, desert and tropical climates)			
Describe the distribution of tropical storms			
Explain how tropical storms are formed			
Describe and explain the structure of tropical storms			
Assess how climate change might affect the distribution, frequency and intensity of tropical storms.			
Describe the primary and secondary effects of a named tropical storm			
Describe the immediate and long-term responses to a named tropical storm			
Examine how monitoring, prediction, protection and planning can reduce the effects of tropical storms.			
Know the different types of weather hazards in the UK			
Describe the causes and impacts of a named extreme weather event in the UK and assess what was done to manage the risk.			
Explain why extreme weather is increasing in the UK			
<u>Climate change</u>			
Evaluate the evidence for climate change			
Describe and explain the natural causes of climate change			
Describe and explain the human causes of climate change			
Examine how the impacts of climate change can be managed via mitigation			
Examine how the impacts of climate change can be managed via adaptation			

Year 10 Geography Term 1a

Tectonic Hazards

Essential knowledge

Name the different types of plate margins.

Give an example of an earthquake in a LIC.

Give an example of an earthquake in a HIC.

Compare the effects and responses of the two earthquakes.

Key vocabulary

Tectonic hazard

A natural hazard caused by movement of tectonic plates.

Tectonic plate

A rigid segment of the Earth's crust which can 'float' across the heavier, semi-molten rock beneath.

Plate margin

The margin or boundary between two tectonic plates.

Earthquake

A sudden or violent movement within the Earth's crust followed by a series of shocks.

Prior learning links

7.3 Our active planet - How earthquakes are formed and a case study of Kobe, Japan, were studied. Also, students studied a volcanic eruption in Mt. St. Helens.

8.3 What is Africa like? - Why people live close to volcanic activity.

Plate Margins

Constructive margin

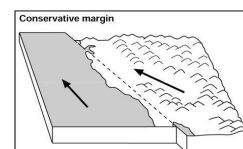
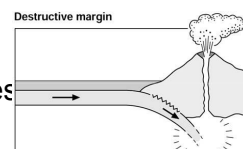
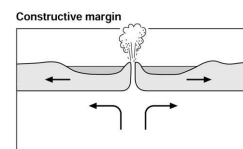
Process: Two convection cells diverge. Friction between the molten rock and crust pulls the oceanic plates apart. *Features:* Mild earthquakes, shield volcanoes, volcanic islands, ocean ridges. *Example:* Mid atlantic ridge: North American Plate and Eurasian plate.

Destructive margin

Process: Two convection cells meet and converge. This pulls an oceanic and a continental plate together. The oceanic plate is subducted. *Features:* Ocean trench, composite volcanoes, violent earthquakes. *Example:* Pacific plate subducts beneath the South American Plate.

Conservative margin

Process: Two convection cells pull plates in opposite directions or in the same direction at different speeds. *Features:* Earthquakes *Example:* San Andreas Fault: Pacific Plate and South American Plate.



Examples of earthquakes

Example in a LIC: Haiti (Caribbean)

12th January 2010, Magnitude 7.0, Focus 12.87 km deep

Primary effects: 220 000 died, 300 000 injured, main port damaged, 8 hospitals collapsed. **Secondary effects:** 3 million homes damaged, frequent power cuts, 2 million - no food or water, cholera spread - 10 months

Immediate responses 10 000 US troops, £20 million aid - UK, 10 000 tents from UNHCR, 40 pallets food and water. **Long term responses**, Tented cities created, water tankers deliver daily.

Example in a HIC: Christchurch (New Zealand)

22nd Feb 2011, magnitude 6.3, focus 4.99 km deep

Primary effects: 181 died, 7 000 injured, 50% of buildings damaged, cathedral spire collapse, **Secondary effects:** 10 000 homes damaged, 170 landslides, schools closed - two weeks, businesses shut - months

Immediate responses, foreign rescue teams, \$6.7 million global aid, 15 000 chemical toilets, 300 Australian police. **Long term responses**, 10 000 new homes built, fully restored in 6 months.

Comparing effects and responses

High income countries: Suffer lesser effects and have better responses. Money has been available to spend on monitoring, prediction, protection and planning. Warnings can be given, built infrastructure is resilient and people are educated and equipped.

Low income countries: People are more likely to live in low quality buildings with poor access to utilities. There will be no warnings, severe damage to buildings and little money to fund a recovery.

Year 10 Geography Term 1a

Tectonic Hazards

Prior learning links

1. Name two plate boundaries.
2. Which country was the Kobe earthquake in?
3. Which country was the Mt. St. Helens volcano in?
4. Name the four layers of the earth.
5. What is the difference between lava and magma.

Key vocabulary

1. What is a tectonic hazard?
2. Name one tectonic hazard.
3. What is a tectonic plate?
4. What do tectonic plates float on?
5. What is a plate margin?
6. What is an earthquake?

Plate margins

1. Name the three types of plate margins.
2. What is a constructive margin?
3. What is a destructive margin?
4. What is a conservative margin?
5. What features are found at all margins?
6. What margin has shield volcanoes and volcanic islands?
7. What margins have composite volcanoes and ocean trenches?
8. Give an example of a constructive margin.
9. Give an example of a conservative margin.
10. Give an example of a destructive margin.
11. Draw an annotated diagram of a constructive margin.
12. Draw an annotated diagram of a conservative margin.
13. Draw an annotated diagram of a destructive margin.

Examples of earthquakes

1. What is the example of an earthquake in a LIC?
2. When did the Haiti earthquake occur?
3. How deep was the focus?
4. How strong was it?
5. Give two primary effects.
6. Give two secondary effects.
7. Describe the effects of an earthquake in a LIC.
8. Give two immediate responses.
9. Give two long term responses.
10. Describe the responses to an earthquake in a LIC.
11. Explain why the effects of this earthquake were so severe.

Examples of earthquakes

1. What is the example of an earthquake in a HIC?
2. When did the Christchurch earthquake occur?
3. How deep was the focus?
4. How strong was it?
5. Give two primary effects.
6. Give two secondary effects.
7. Describe the effects of an earthquake in a HIC.
8. Give two immediate responses.
9. Give two long term responses.
10. Describe the responses to an earthquake in a HIC.
11. Explain why the effects of this earthquake were not severe

Comparing effects and responses

1. Which countries experience the most severe effects?
2. Which countries will have the fastest responses?
3. Why are warnings more likely to be given in HICs?
4. Why are buildings in LICs more likely to collapse than buildings in HICs?
5. Where is recovery likely to be fastest? Why?

UNITY Modern Foreign Languages DEPARTMENT



Personal Learning Checklist

Year 10 Autumn Term



Scheme for Learning: Tu as du temps à perdre?

How do you rate your learning success?	Evidence/ Example			
I can talk about sport and leisure in French.				
I can talk about using technology.				
I can understand a discussion about festivals and games.				
I can talk about TV programmes.				
I know how to use the future tense to make plans.				
I can conjugate <i>avoir</i> in the present tense				
I can use the perfect tense in French.				

Prior Learning Links

Look at the list opposite.
Put a tick next to the French you already know.



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- TV genres
- Time
- Opinions + reasons
- Places about town
- Activities
- present and future tenses
- Pronouns
- Opinions
- Numbers for time
- High frequency verbs
- conjunctions
- The present tense
- The future tense.
- Using *Je*
- Making questions

Essential knowledge

- Opinions
- Numbers for time
- High frequency verbs
- conjunctions
- The present tense
- The future tense.
- Using *Je*
- Making questions

Prior learning links

- TV genres
- Time
- Opinions + reasons
- Places about town
- Activities
- present and future tenses
- Pronouns

Using the FUTURE tense:

Making plans

Je vais / I go / I am going
On va / Nous allons
We go / We are going ...

acheter un cadeau to buy a present
aller au musée to go to the museum
faire les magasins. to do shopping
jouer aux jeux. to play games
partir. to leave.
voir un spectacle. to see a show

Making and accepting

invitations:

t'intéresse? Are you interested?

Tu es libre? Are you free?

Tu viens? Are you coming?

Je veux bien, merci.
I'd like to, thanks.

Non, désolé(e), je ne peux pas.
No, sorry, I can't

Key vocabulary

À mon avis, c'est ...

In my opinion, it is ...
une bonne / mauvaise idée.
a good / bad idea

Tu es d'accord? Do you agree?

Qu'est-ce que tu fais en ligne?

What do you do online?

Je télécharge des applis sur ma
tablette. I download apps on my tablet.

J'écoute des chansons / de la musique.
I listen to songs / music.

Je parle avec ma famille au Maroc.

I speak with my family in Morocco.

Je partage des photos.

I share photos.

Je cherche des idées pour des
activités. I search for ideas for
activities.

J'achète des vêtements.

I buy clothes.

Je joue à des jeux contre mon/ma
meilleur(e) ami(e). I play games against
my best friend

Je regarde des vidéos amusantes sur
TikTok. I watch funny videos on TikTok.

J'envoie des messages sur un portable
/ send messages on a mobile phone.

Je fais ça ... I do it...

souvent. often.

tout le temps. all the time.

tous les jours. every day.

parfois. sometimes.

de temps en temps. from time to time.

À mon avis, Internet est ...

In my opinion, the internet is ...

des applis pour tout.

apps for everything.

des **risques** de sécurité.

security risks.

de fausses informations.

false information.

réseaux sociaux géniaux.

great social media networks. dans l'

équipe du collège.

in the school team.

un groupe de musique.

in a music group.

Je fais du vélo / de la cuisine.

I cycle / cook.

Est-ce que tu as une vie active?

Do you have an active life?

Je suis (très) actif/active.

I am (very) active.

Je ne suis pas actif/active.

I am not active.

Je regarde un peu de tout.

I watch a bit of everything.

des *clips de musique ou de danse.

music or dance clips.

des vidéos amusantes d'animaux.

funny animal videos.

le matin, avant le collège.

in the morning, before school. le

soir, après les cours.

in the evening, after school.

quand j'ai du temps libre.

when I have free time.

J'aime regarder des films ...

I like watching films ...

avec les membres de ma famille.

with members of my family.

tout(e) seul(e) dans ma chambre.

alone in my bedroom.

aujourd'hui today

demain tomorrow

ce matin / demain matin

this morning / tomorrow morning

cet après-midi / demain après-midi

this afternoon / tomorrow afternoon

ce soir / demain soir

this evening / tomorrow evening

à neuf heures at nine o'clock

neuf heures et demie

half past nine

dix heures moins vingt

twenty to ten 9:40

dix heures moins le quart

quarter to ten 9:45

midi / minuit

midday, noon / midnight

Je vais / I go / I am going

On va ... / Nous allons ...

We go / We are going ... acheter

un cadeau to buy a present aller

au musée to

go to the museum. faire

les magasins. to do shopping. jouer

aux jeux. play games partir.

to leave. voir un spectacle.

to see a show.

1

Write out the sentences, filling the gaps with the correct option in each case. Then translate the sentences into English.

- 1 Le week-end, j'aime **allez** / **aller** / **vais** au cinéma avec mes copains.
- 2 Je **regardes** / **regardez** / **regarde** souvent des émissions de sport.
- 3 Je préfère **regarde** / **regarder** / **regardes** des films d'action.
- 4 Je / Tu / Nous ne joue pas à des jeux en ligne.
- 5 Demain, je vais aller en ville avec **mon** / **ma** / **mes** sœur.

2

Look at the photo in the writing exam task. Note down in **English** what you can say about the following:

- 1 How many people are there?
- 2 Who are they?
- 3 Where are they?
- 4 What are they doing?
- 5 What else can you say about the photo?

You and your French friends are sharing photos on Instagram.



What is in this photo?

Write **five** sentences in **French**.

3

Write a short description of your hobbies.

Write approximately **50** words in **French**.

You must write something about each bullet point.

Mention:

- what hobby you do
- when you do this hobby
- what hobbies you don't like
- what you do at the weekend
- what you do with your friends.

4

Can you answer **some** or **all** of the following questions? Write your answers and then practise saying your them aloud for each question. Can you prepare a question to ask a friend or your teacher?

1. Les dix jours sans écrans. À ton avis, c'est une bonne ou mauvaise idée?
2. Qu'est-ce que tu fais en ligne?
3. Est-ce que tu fais ça souvent?
4. Tu as une vie active?
5. Qu'est-ce que tu as fait le weekend dernier?
6. Qu'est-ce que tu fais comme activités, si tu n'es pas en ligne?
7. Qu'est-ce que tu aimes regarder?
8. Quelle sorte de clip vidéos est-ce que tu préfères regarder?
9. Quand est-ce que tu regardes des vidéos ou la télé?
10. Tu aimes aller au cinéma?
11. Décris-moi ton film préféré.
12. Qu'est-ce qu'on va faire aujourd'hui?

Britain, Health and the People

Essential Knowledge Checklist

Ancient Medicine	1	2	3
What was Hippocrates known as?			
What did Galen dissect?			
What were the Four Humours?			
Why did the Church like Galen?			
Why was Galen important?			
Christianity and Islam			
What did Christians believe about cures?			
How did the Church help medicine?			
How did the Church hinder medicine?			
How was Islamic medicine different?			
What happened to Roger Bacon?			
Medieval Surgery			
Who would you see if you were ill?			
What was bloodletting?			
Why was surgery dangerous?			
How would doctors assess your illness?			
List two other Medieval cures?			
Towns V Monasteries			
2 ways public health was a problem in towns?			
Why was medicine better in a monastery?			
Why was monks water cleaner?			
How many times did Monks wash?			
VPH			
What does renaissance mean?			
How does Vesalius change medicine?			
What does Pare discover?			
What does Harvey discover?			
Who does Vesalius prove wrong?			
Plague v Black Death			
How many died in the Plague?			
How did they try and stop the plague?			
How did they try and stop the Black Death?			
Where did the Great Plague mainly take place?			
Vaccinations			
Who invented vaccinations?			
What did people do before vaccinations?			
Why did people oppose vaccinations?			
What disease did he cure?			

Germes	1	2	3
Who discovered germ theory?			
What year was germ theory discovered?			
What is Robert Koch important?			
Why did the scientists get funding?			
Industrial Surgery			
Who discovered anesthetics?			
How did Anesthetics change surgery?			
What was carbolic Spray used for?			
List 2 ways surgery was different by 1901 from 1801?			
Industrial Public Health			
Who built London's Sewers?			
Why was the Chadwick report significant?			
Why was John Snow important?			
What were conditions like in major cities?			
Penicillin			
Who discovered penicillin?			
Who developed penicillin?			
Who gave the scientists money? Why?			
What battle did penicillin help the allies win?			
WW1 + WW2			
List two medical advances developed in WW1?			
List two medical advances developed in WW2?			
How did plastic surgery develop?			
Why did medicine advance during the two wars?			
Liberal Reforms			
When were the Liberal reforms?			
Why are they called the Liberal reforms?			
How do the Liberal reforms help older people?			
How do the Liberal reforms help younger people?			
Why did the Liberals introduce the reforms?			
Modern Medicine			
How has the government helped medicine after 1945?			
List 1 treatment after 1945?			
List 1 Surgical development after 1945?			
List 1 new drug after 1945?			

GCSE - Britain: Health and the people

Medicine stands still

Essential knowledge

Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.

Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.

Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Key vocabulary

Bad air, gong farmer, pilgrimage, trepanning, sanitation, monk, cesspit, Theory of the Four Humours, Theory of Opposites, Church, Islam, Christianity, dissection, purging, vomiting, bloodletting, apothecary, urine chart, planets, Black Death, superstition, cauterisation, flagellation, privies, buboes, infirmary, monastery, barber surgeon, cesspit, prayer.

Prior learning links

Year 7 - the power of medieval religion including the beliefs in heaven and hell. The Black Death of 1348 - causes and treatments.

Key individuals

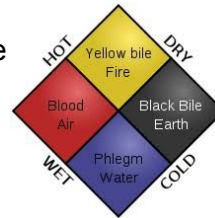
Hippocrates, Claudius Galen, Al-Razi (Rhazes), Ibn-Sina (Avicenna). Surgery - Albucasis, Frugardi, Hugh and Theodoric of Lucca, Mondino, Guy de Chauliac, John of Arderne. [Key people Quizlet](#)

Key beliefs

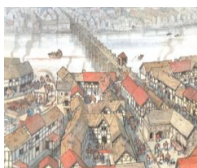

The Theory of the Four Humours (liquids) Black Bile, Yellow Bile, Blood and Phlegm. This was about balance in the body. If you were ill then you needed to restore balance and use opposites .

Diagnosis included checking urine using taste and urine charts.

Treatments included purging by vomiting and bloodletting. People used wise women, doctors, monasteries, prayer, the apothecary and barber surgeons.



Islam	Both	Christianity
<p>Doctors in hospitals</p> <p>'For every disease Allah has given a cure'</p> <p>Mental illness treated with compassion</p> <p>Settled empire</p> <p>Ibn-Sina's book documented 760 drugs</p>	<p>Medical books</p> <p>No human dissection</p> <p>Universities at Padua and Bologna</p> <p>Observation</p>	<p>Care not cure</p> <p>Illness comes from sinning.</p> <p>Use Galen and Hippocrates' ideas</p> <p>700 hospitals - mostly small and centres of rest</p>

Public health		Key dates
<p>Towns</p> <p>Built near rivers for both drinking water and waste disposal.</p> <p>Some towns had laws about public health.</p> <p>Rubbish thrown onto the street.</p> <p>Privies were usually over cesspits that were emptied by gong farmers.</p> <p>No knowledge of germs and infection believed in bad air, miasma.</p>	 <p>Monasteries</p> <p>Built near rivers in isolated areas.</p> <p>They had systems of pipes for water, a lavatorium to wash and an infirmary to care for the sick. Keeping clean was part of the daily routine of monks.</p> <p>Monks copied books including medical books approved by the church. Care not cure.</p> 	<p>C1230 Compendium Medicine written by Gilbert Eagle. A medical book of European and Arab knowledge.</p> <p>1348 The Black Death arrives in England. Bubonic and Pneumonic. No understanding of cause or known cure.</p>

GCSE - Britain: Health and the people

Medicine stands still

Prior learning links

1. When was the Black Death?
2. Why was the church important to people in the Middle Ages?

Key vocabulary Look up the following and write definitions

Pilgrimage
Trepanning
Cesspit
Purging
Cauterisation
Flagellation

Key individuals

[Key people Quizlet](#)

1. Who was Galen?
2. Who was Hippocrates?
3. Who was Ibn Sina?
4. Who was Al Razi?

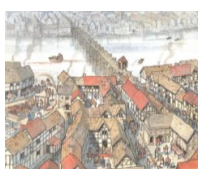
Key beliefs

1. What were the Four Humours?
2. How were the Four Humours used?
3. What was used for diagnosis?
4. Who could you go to for treatment?

Islam	Both	Christianity
What were the beliefs of Islamic medicine? What were the features of Islamic medicine?	What similarities did both religions share?	What were the beliefs of Christian medicine? What were the features of Christian medicine?

Public health

Why were the towns dirty? List as many reasons as you can.



Why were the monasteries cleaner? List as many reasons as you can.



Key dates

1. What did Gilbert Eagle write?
2. When did he write it?
3. What happened in 1348?
4. What were the two types of plague?
5. What was the medical knowledge of the plague?

GCSE - Britain: Health and the people

The beginnings of change

Essential knowledge

The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Key vocabulary

Renaissance, anatomy, blood, illustrations, Barber-Surgeons, Bec de Corbin, cauterisation, ligature, surgery, amputation, oil of roses, egg yolk, turpentine, circulation, arteries, veins, valves, quack, purgative, emetic, enema, Great Plague, watchmen, searchers, quarantined, epidemic, leeches, poisoned air, apothecary, hospitals, dispensary, specimens.

Prior learning links

Religious beliefs in the Middle Ages and their impact on the development of medicine. The Theory of the Four Humours including the use of opposites as treatments including bloodletting and purging.

Key individuals

Andreas Vesalius, Ambroise Paré William Harvey, John Hunter, Edward Jenner, Thomas Sydenham
Other key people - William Clowes, Nicholas Culpeper, Lady Mary Wortley Montagu [Key people Quizlet](#)

Impact of the Renaissance on Britain

Through careful observation and dissections **Vesalius** proved that some of Galen's findings were wrong about the anatomy of the human body. This encouraged people to question the knowledge used for 1400 years. His books inspired the work of people including Fabricius and Fallopius.

Paré was a surgeon who changed ideas about surgery and cauterisation. By chance he ran out of cautery oil and used Vigo's oil of roses, egg yolk and turpentine mixture. He found they slept well and their wounds healed quickly. He also used ligatures and made false limbs.

Harvey investigated and proved that the heart acted as a pump, that blood circulated rather than being burned up and that veins had one way valves. His discovery was not used for 50 years without further scientific discovery. He could not explain the full process as he could not see capillaries.

Dealing with disease

King Charles was given 58 drugs some of which would have contributed to his death. Ordinary people still went to barber-surgeons, apothecaries, wise women and quacks. New medicines were being brought back on voyages of discovery including Quinine to treat malaria. The Great Plague hit again in 1665 and there was still no cure. In the 18th century hospitals began to be built. John Hunter the scientific method and collected anatomical specimens for his collection.

Prevention of disease

Inoculation - giving a weakened form of live germs to build up immunity. It could be fatal but had been the most popular method of dealing with smallpox. **Jenner** had noticed that milkmaids did not get smallpox but did get cowpox. From this developed a vaccination from the latin vacca - cow. He could not explain his findings scientifically so his ideas were not embedded until a £10,000 research grant from parliament in 1802. In 1853 vaccination was compulsory.

Key dates

1400s The Renaissance - a period of history when there was a 'rebirth' of ancient Greek and Roman ideas.
1552 Vigo published Of wounds in General
1543 Vesalius published The Fabric of the Human Body
1575 Paré published Works on Surgery
1585 William Clowes published Proved Practice
1628 Harvey published De Motu Cordis
1665 The Great Plague
1685 King Charles II died
1796 Edward Jenner's cowpox vaccination

GCSE - Britain: Health and the people

The beginnings of change

Prior learning links

1. What were the four humours?
2. What were the common treatments?
3. What were Christian beliefs about illness and treatment?
4. What phrase represents Christian beliefs?
5. What were Islamic beliefs about illness and treatment?
6. What phrase represents Islamic beliefs?

Key vocabulary

Look up these words and write definitions

Renaissance
Anatomy
Barber-Surgeons
Cauterisation
Apothecary
Quack
Purgative

Key individuals

Key people Quizlet

1. Who was Ambroise Paré?
2. Who was William Harvey?
3. Who was Andreas Vesalius?
4. Who was Edward Jenner?
5. Who was Thomas Sydenham?

Impact of the Renaissance on Britain

Vesalius

1. Who did Vesalius prove wrong?
2. How long had this knowledge been used?
3. What was the impact of his work?
4. What was his area of research?
5. Who did he inspire?

Paré

1. What was his area of knowledge?
2. What method had he used?
3. What happened to change this?
4. What was in the mix from Vigo that he used?
5. What else did he develop.

Harvey

1. What was his area of knowledge?
2. What was his discovery about the heart?
3. What did he say the blood did?
4. What did the veins have?
5. Why was his work not used immediately?

Dealing with disease

1. How many drugs were given to King Charles?
2. Who did ordinary people go to for treatment?
3. Which medicine was found in the New World for malaria?
4. When did the Great Plague hit?
5. What were being built in the 18th century?
6. What did John Hunter do?

Prevention of disease

1. What was inoculation?
2. What illness did Jenner investigate?
3. What was his new method to deal with this?
4. What does the Latin word vacca mean?
5. What could Jenner not do?
6. How much money did parliament give him?
7. What happened in 1853?

Key dates - write out what happened in each year

1400s

1552

1543

1575

1585

1628


1665

1685

1796

Year 10 Personal Learning Checklist: RE and Philosophy

Unit 1a Diversity in Religion

	Knowledge	R	A	G
1.1a	Can I understand the concept of colonialism?	<div></div>		
1.2a	Can I understand the concept of denominations?	<div></div>		
1.3a	Can I identify similarities and differences between the Abrahamic faiths?	<div></div>		
1.4a	Can I understand the different ways in which groups of people can be diverse?	<div></div>		

Year 10 - Diversity in religion

Essential knowledge

- Similarities and Differences between the Abrahamic faiths
- Understand the concept of denominations
- Understand the concept of colonialism.
- Understand the different ways in which groups of people can be diverse
- Difference between Monotheism and Polytheism
- Similarities and differences between the Eastern religions
- Understand the origin and influences of Sikhism
- Understand the challenges some religions face due to geography

Prior learning links

Students will have looked at each different religion in previous years. They will have also studied religious attitudes to a number of topics, such as Crime and Punishment and Animal Rights in year 8 and Religion and Conflict in year 9 that demonstrates diversity in religious belief.

Hinduism

There are four main groups in Hinduism. They are; Vaishnavism, Shaivism, Shaktism and Smartism. All of these different groups worship different Gods. For example, a Vaishnavite worships the deity Vishnu, whilst a follower of Shaivism worships the deity Shiva. Although these groups fall under the one religion of Hinduism, there are vast differences between them in terms of worship and what they emphasise in terms of importance.

Key vocabulary

Denomination, Catholic, Protestant, Orthodox, Liberal, Masorti, Reform, Sephardim, Ashkenazim, Sunni, Shi'a, Sufi, Theravada, Mahayana, Shaivism, Vaishnavism, Shaktism, Smartism, Khalsa Sikh

Christianity

There is a great deal of diversity within Christianity, as there are numerous denominations including Catholicism, Protestantism and Orthodox. Each one has their own views towards certain issues or aspects of the way Christians should live their lives. One example of this is marriage. Catholics believe that once a person is married, they cannot divorce, whereas Protestants believe that a person can choose to divorce another if they so wish. The spread of Christianity as a percentage of the population is varied too. Latin America is 85% Christian, with North American and Europe following on 77 and 76% respectively.

Islam

The two main groups within Islam are called Sunni and Shi'a Muslims. They worship the same one god - Allah, but have different religious practises. Sunnis are the largest group of Muslims and make up 85-90% of Muslims worldwide, which is followed by Shi'a Muslims which make up another 10-15%.

Sufis are not really a different group of Muslims, both Sunni and Shi'a can also be Sufi. Sufism is a very spiritual form of Islam and a Sufi is someone who dedicates themselves to religious learning in order to be closer to Allah.

One main difference between Sunni and Shi'a are the key beliefs. Sunni Muslims believe in the Six Articles of Faith, whereas Shi'a Muslims believe in the Five Roots of Usul ad-Din.

Sikhism

Sikhism consists of three major denominations; these sects in the order of importance are: Khalsa, Namdhari, Nirankari. They take different positions on the nature of Guru or spiritual teacher. Khalsa sect - to which the majority of Sikhs adhere - itself consists of three groups, which become distinguished from each other by their certain kind of clothes, life style, and some religious principles. Many Sikhs decide to show greater commitment to their religion by becoming Amritdhari Sikhs. This means they are gone through the Amrit Sanskar ceremony, which remembers Guru Gobind Singh's first Khalsa.

Judaism

Being Jewish is a matter of belonging to the wider population of Jewish people sometimes called Jewry. Practising Judaism is a matter of embracing the Jewish religion and being a religious Jew. Historically, the Jewish people who have spread from the homeland of Israel has adapted their own customs and traditions to the local culture. Jewish people who settled in Spain, Portugal, North Africa and the Middle East are known as Sephardim. Jews from people from France, Germany and Eastern Europe are Ashkenazim. Differences between the groups relate to religious laws are followed and festival customs.

Buddhism

There are two main groups in Buddhism - Theravada and Mahayana. These two groups differ in many ways; settled in different areas and focused on different aspects on the Buddha's teachings, scriptures used by each group are written in different languages and they have different beliefs about the Buddha's teachings.

Year 10 - Religious Diversity

Prior learning links

1. Name two denominations in Christianity
2. What is the collective name given to the Christian, Muslim and Jewish faiths?
3. What is the name given to the Hindu, Sikh and Buddhist faiths?
4. Who is the leader of the Catholic Church?
5. Who is the leader of the Church of England?

Hinduism

1. What are the four main groups in Hinduism?
2. What is the main difference between these four groups?
3. Which group worships the deity Vishnu?
4. Which group worships the deity Shiva?
5. Are the core religious beliefs for each group necessarily the same or not?

Key vocabulary

Write down which religion is associated with the word:

1. Catholic
2. Sephardim
3. Sunni
4. Vaishnavism
5. Khalsa
6. Mahayana

Christianity

1. Name the three main denominations in Christianity.
2. Give one difference between Catholic and Protestant beliefs.
3. Which is the largest denomination?
4. What percentage of South America is Christian?
5. What percentage of North America is Christian?
6. What percentage of Europe is Christian?

Islam

1. What are the two main groups in Islam?
2. Name a very spiritual form of Islam.
3. What percentage of Muslims are Sunni?
4. What percentage of Muslims are Shi'a?
5. Which group in Islam follow the Six Articles of Faith?
6. Which group in Islam follow the Five Roots of Usul ad-Din?

Sikhism

1. Name the three main groups in Sikhism in order of importance.
2. What does the word Guru mean?
3. Which Guru formed the Khalsa?
4. How might a member of the Khalsa be distinguished from other groups?
5. Why might Sikhs undertake the Amrit Sanskar?
6. What does the Amrit Sanskar remember?

Judaism

1. What might the wider population of Judaism also be known as?
2. What are the two main groups in Judaism?
3. Which country is believed to be the Jewish homeland?
4. What nations do Ashkenazim Jews come from?
5. Which nations do Sephardim Jews come from?
6. What differences do the two main groups in Judaism have?

Buddhism




1. What are the two main groups in Buddhism?
2. Name two differences between the two main groups in Buddhism?
3. Due to the focus on different aspects of the Buddha's teachings, what has been a key difference between the two Buddhist groups?



CREATIVE

GCSE Graphic Communication PLC Year 10 HT1

ASSESSMENT OBJECTIVES			
AO1 Conducting research and using artists / movements/ time periods/ themes to inspire ideas.	AO2 Experimenting with decorative techniques, methods and styles to develop and refine ideas.	AO3 Recording your ideas, annotations, analysing work as you move through the project.	AO4 Realising intentions through personal and meaningful responses.

TASK	AO	SUCCESS CRITERIA			
Creative Mindmap <i>Exploring chosen theme with as many ideas and relating words, themes and topics relevant to your chosen theme.</i>	AO1	<ul style="list-style-type: none"> - Detailed & use the full page - Creative analysis of the theme - Relevant decoration 			
Moodboard <i>20 - 30-ish photos relating to your chosen theme, should include other examples of artwork surrounding your theme. This will help you in the future.</i>	AO1	<ul style="list-style-type: none"> - Presented creatively - Full page with no gaps - Can include key words 			
Further research into the theme. Research into Blackpool landmarks, Graffiti and music themes	Ao1	<ul style="list-style-type: none"> - Imagery collected to inspire design ideas - Typography images collected to inspire design ideas. 			
1st Artist Research <i>Double page spread at least!</i> <i>Research pages on your chosen artist/theme.</i> <i>Background, title, chosen colours, layout and overall presentation should all be inspired by your chosen artist.</i>	AO1	<ul style="list-style-type: none"> - Artists techniques and inspiration identified. - The background and title links to artist - Evaluation of artists work (your opinion) - Your interpretation of the artists style - Photos of the artists work (as many as possible) 			
Experiments for 1st Artist <i>Creating samples and experiments working in the style of your chosen artist using imagery related to your chosen theme - this is better if you use your own photos. (using your artists' techniques)</i>	AO2 AO3	<ul style="list-style-type: none"> - Wide range of decorative and digital techniques used - Links to chosen artist - Annotations of your work to explain how it links to theme/artist - Presented neatly - Experiments using techniques relevant to your theme. 			

Essential Knowledge

- The definitions of the six components of Graphic Design and be able to apply and experiment with them in their developments. Composition.

Key Vocabulary

Composition	Alignment
Lay out	Contrast
Proximity	Repetition
White space	Hierarchy

Prior learning links

How to generate and communicate design ideas in Graphics.

How to use existing imagery and typography to create 2D and 3D original ideas.

Typography, Imagery and colour theory.

Composition in Graphic Design

Composition in graphic design is where all information is placed on a page focussing on the importance of the information and the clarity of how the page looks. Designers need to consider what is the focal point of the page, what graphics stand out the most, symmetry and negative space.

Proximity – Is the process of placing all related information and imagery together on a page. Unrelated items should be spaced apart.

White space - refers to the empty space on a page. If the design is a confined and cluttered, then adding white space can add focus to the important information however, too much white space can leave the audience bored.

Alignment – This is where Information and imagery are placed in line with each other. It is important that the alignment is consistent as it adds clarity and professionalism to the work.

Contrast – is when two opposing colours or tones are used to help information or imagery stand out more. It also gives a greater balance to the page.

Repetition - is the process of repeating elements throughout a design, to give a unified look. You can think of it as adding consistency to a design.

Hierarchy – This is where information is organised in order of importance. Examples of this are titles and headlines.



Proximity

White space



Alignment

Contrast



Repetition

Hierarchy



Year 10: Composition

Key Vocabulary

Composition

Lay out

Proximity

White space

Alignment

Contrast

Repetition

Hierarchy

Prior learning links

Name three types of colour scheme.

Name the four types of font

What kind of images do graphic designers buy to help with thieir ideas?

Composition in Graphic Design

Why is proximity important in composition?

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What does white space add to a graphic design?

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What does alignment add to a graphic design?

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How does contrast help a graphic design work well?

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What kind of look does repetition give a graphic design?

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.....

Give two examples in advertising where Hierarchy is used.

-

Give three areas/Jobs in graphic design where composition is especially important.

-
-
-

Create a poster to advertise the new I phone. (in the space below)

Include all of the important components of composition.

Proximity, White space, Alignment, Contrast, Repetition and Hierarchy.

What areas of composition did you use successfully?

-
-
-
-
-

GCSE ART - NATURAL FORMS - PLC

ASSESSMENT OBJECTIVES						
AO1 Conducting research and using artists / movements/ time periods/ themes to inspire ideas.	AO2 Experimenting with decorative techniques, methods and styles to develop and refine ideas.	AO3 Recording your ideas, annotations, analysing work as you move through the project.	AO4 Realising intentions through personal and meaningful responses.			
TASK	AO	SUCCESS CRITERIA				
CREATIVE MINDMAP <i>1x Single Page Spread</i> <i>Exploring the theme of Natural Forms with as many ideas and relating words, themes and topics relevant to the theme.</i>	AO1	Information about artists and themes within natural forms				
		Creative title				
		Relevant decoration				
MOODBOARD <i>1x Double Page Spread</i> 20 - 30-ish photos relating to natural forms should include other examples of artwork surrounding your theme.	AO1	Presented creatively				
		Full page with no gaps				
		Can include keywords				
PEN AND INK STUDY <i>1x Double Page Spread</i> Pen study drawings using various mark making methods to complete observational drawings of imagery relating to Natural forms.	AO2 AO3	Presented creatively				
		Relevant background and title				
		Different mark making techniques				
		Your pen drawings (minimum of 2)				
		Analysis of your work				
OIL PASTEL STUDY <i>1x Double Page Spread</i> Oil Pastel drawings using various mark making methods and blending techniques to complete observational drawings of imagery relating to Natural forms.	AO2 AO3	Presented creatively				
		Relevant background and title				
		Different mark making techniques				
		Your oil pastel drawings (minimum of 2)				
		Analysis of your work				
ARTIST RESEARCH Georgia O'Keeffe <i>1x Double Page Spread</i> Research page on Georgia O'keeffe. Background, title, chosen colours, layout and overall presentation should all be inspired by O'Keeffe.	AO1 AO2	Presented creatively				
		Relevant background and title				
		Images of the artists work (minimum of 4)				
		Information about the artist				
		Your interpretation of their work				
		Analysis of the artists work with your opinion				
WATERCOLOUR PAINT <i>1x Double Page Spread</i> Watercolour paintings experimenting with wet on wet and wet on dry painting techniques. Painting images relevant to the theme of Natural Forms	AO2 AO3	Presented creatively				
		Relevant background and title				
		Different painting techniques				
		Your watercolour paintings (minimum of 2)				
		Analysis of your work				

ACRYLIC PAINT <i>1x Double Page Spread</i> Acrylic paintings experimenting with mixing paints and tonal ladders. Painting images relevant to the theme of Natural Forms.	AO2 AO3	Presented creatively			
		Relevant background and title			
		Colour mixing with paint and tonal ladder			
		Your acrylic paintings (minimum of 2)			
		Analysis of your work			
ARTIST RESEARCH Lou Tonkin <i>1x Double Page Spread</i> Research page on Lou Tonkin. Background, title, chosen colours, layout and overall presentation should all be inspired by O'Keeffe.	AO1 AO2	Presented creatively			
		Relevant background and title			
		Images of the artists work (minimum of 4)			
		Information about the artist			
		Your interpretation of their work			
		Analysis of the artists' work with your opinion			
MONOPRINTING <i>1x Double Page Spread</i> Presented neatly with a relevant title, background, step by step and analysis	AO2 AO3	Presented creatively			
		Relevant background and title			
		Positive and negative prints			
		Step by step method			
		Analysis of your work			
LINO PRINTING <i>1x Double Page Spread</i> Presented neatly with a relevant title, background, step by step and analysis	AO2 AO3	Presented creatively			
		Relevant background and title			
		Lino carving and prints			
		Step by step method			
		Analysis of your work			
FABRIC PAINTING <i>1x Double Page Spread</i> Presented neatly with a relevant title, background, step by step and analysis	AO2 AO3	Presented creatively			
		Relevant background and title			
		Fabric prints			
		Step by step method			
		Analysis of your work			
ARTIST RESEARCH Lisa Stevens <i>1x Double Page Spread</i> Research page on Lisa Stevens. Background, title, chosen colours, layout and overall presentation should all be inspired by Stevens.	AO1 AO2	Presented creatively			
		Relevant background and title			
		Images of the artists work (minimum of 4)			
		Information about the artist			
		Your interpretation of their work			
		Analysis of the artists work with your opinion			
DESIGN IDEAS <i>1x Double Page Spread</i>	AO2 AO3	Presented creatively			

3x Design ideas for your clay half moon creation inspired by the artist Lisa Stevens. This should be linked to your theme of natural forms.		Relevant background and title			
		3 x Different design ideas			
		All 3 designs should be coloured			
		Analysis of your work			
CRAFTING CLAY PIECE Final clay piece inspired by Lisa Stevens. Design should come from your previous design ideas in your sketchbook.	AO3 AO4	Related to Natural Forms			
		Involve coral linking to Lisa Stevens			
		Mixture of sculpting techniques			
		Smooth Finish			
		Texture carved into clay inspired by textures in nature			
PAINTING CLAY PIECE Final clay piece inspired by Lisa Stevens. Design should come from your previous design ideas in your sketchbook.	AO3 AO4	Painted using muted pastel colours			
		Smooth application of colours			
		Blending and mixing colours			
		Finished with PVA			

GCSE Art Knowledge Organiser

Assessment Objectives

Essential Knowledge:

- To generate ideas from research
- Take inspiration from artists and research
- Experiment using various media and techniques.
- Create a personal response
- Develop ideas.
- Be critical and analytical of the work of yourself and others.

Prior Learning Links:

- Working in the style of an artist.
- Various drawing skills
- Initial research and mindmaps.
- Presentation of work

Key Vocabulary:

- **Development** - To develop something is to improve it and add to it.
- **Experiment** - An experiment is when a procedure or technique is practiced
- **Research** - the investigation and study of materials and sources in order to establish facts and reach new conclusions.
- **Inspiration** - The process of being mentally stimulated to do or feel something, especially to do something creative.
- **Refine** - To improve and remove impurities from something.
- **Relevant** - Closely connected or appropriate to what is being studied or considered
- **Personal** - Connecting to someone's private life, their likes/dislikes, relating to their personality and emotions.

AO1- Develop ideas through investigations, demonstrating critical understanding of sources.

Finding out about artists and using them to inspire you.

- Finding pictures of the work of or creating samples in the styles of the artist.
- Point out relevant details or visual elements in their work and in your samples.
- Annotate thoroughly, showing a strong ability to discuss and analyse different aspects of the work and point to what aspects will influence you.
- Present your work in a clear and attractive way.

AO2-Refine your ideas through experimenting and selecting appropriate resources, media, materials, technique and processes.

Experimenting with decorative techniques and improving your skills and visual ideas so you can devise a final idea.

- Show that you can use a range of decorative techniques and processes resulting in textiles work of a high standard.
- Doing a large number of appropriate samples and ideas in your sketchbook showing wide variation, imagination and skill.
- Using at least four techniques very well.
- Evaluating your samples thoughtfully so that you can make intelligent improvements and alterations, showing the influence of the artist that you have studied.
- Come up with an ambitious but achievable final idea.

AO3- Record ideas, observations and insights relevant to intentions as work progresses.

Thinking about the theme, making observations and collecting resource material.

- Collecting relevant images by cutting them out of magazines, copying out of books and using the internet.
- Doing drawings and other decorative techniques showing a high level of skill and accuracy.
- Taking own photographs, using these to demonstrate your vision and creativity.
- Adding notes to all of this to say why you have included these images and what you could do with them, showing insight and reason.
- Change things slightly and say why you have done this.

AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Complete a relevant and final piece that shows off all of your research and personal response.

- Show you have used the ideas and decorative techniques used in your sketchbook. The sketchbook is also a piece of artwork and is included in the marking as it shows your personal response to the theme.
- Producing an ambitious, confident, visually accomplished and well-crafted final piece.
- Evaluating the whole project, pointing out strengths and weaknesses and speculating intelligently on what could be achieved with further work.

Questions on Prior Learning:

Please write the questions out and answer the questions or complete the tasks accordingly.

1	What websites can you use to look online for artists?
2	Name and explain a technique you used in year 10.
3	Find artists for the following themes: - Portrait - Natural forms - Texture - Still life
4	Name 3 different medias you have used last year.
5	What should you include in an analysis of a piece of work.

Use 'Cover-Look-Write-Check' to check the following Definitions:

• **Development:**

• **Experiment:**

• **Research:**

• **Inspiration:**

• **Refine:**

• **Relevant:**

• **Personal:**

Please write the questions out and answer the questions or complete the tasks accordingly.

1	Would you gain more marks for drawing from primary or secondary sources?
2	Summarise what you need to do for Assessment Objective 1 (AO1)
3	Summarise what you need to do for Assessment Objective 2 (AO2)
4	Summarise what you need to do for Assessment Objective 3 (AO3)
5	Summarise what you need to do for Assessment Objective 4 (AO4)
6	Which Assessment objective looks at the media, techniques and skills you use in your sketchbook.
7	True or False - Your sketchbook needs to be presented perfectly and neatly and cannot contain messy pages even if they relate to your artist? <i>Re-write your answer in a full sentence.</i>
8	True or False - Assessment Objective 4 looks at only your final piece? <i>Re-write your answer in a full sentence.</i>

Photography Projects PLC (years 10 and 11)

AO1 – using artist research to inspire ideas	AO2 – experimenting with techniques to develop and refine ideas	AO3 – recording your ideas – drawing, notes, photos	AO4 – realising intentions through personal and meaningful responses
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Task	Success criteria	Extension	R	A	G
Mind map of ideas	Wide range of ideas, clearly communicated.	Additional collage of pictures (e.g. mood board) linked to ideas			
Analysis of two photographers/artists (biography, achievements etc) with an analysis of two or more pieces of their work.	Analyse don't describe. Use key photography words, give your opinion and link to your project ideas clearly.	Higher level of analysis and technical language, and/or analysis of further artists and extra images.			
Plan your next photoshoot to link to your new artists, including notes and sketches of what you will shoot.	Thoughtfully and purposefully plan the location, models, techniques, compositions, lighting etc. through notes and drawings.				
Photoshoot to link to your new artists. Shoot the photographs that will be used to create images in the style of your chosen photographers / artists.	20+ photos, technically effective and relevant to your planning and project.	Additional photoshoots in different locations / with different lighting / using other techniques.			
Create your own version of each artist's work, using <i>your</i> photographs and <i>their</i> style/techniques.	Clear links to each artist's style/technique. Edited to a good standard and explained.	Create two versions of each artist's work, based on different images, using other photos from your shoot.			
Clear description, analysis and annotations of your recent images created in the style of the artist	Evaluate, analyse strengths and weaknesses, and link clearly to artists, ideas and intentions.	Use key terminology, come across as self-aware and thoughtful.			
Combined experiment – combine elements of <i>both</i> artists' styles in one or more edited photographs.	Thoughtful combination of both artist's styles and techniques, refining your ideas with each edit.	Additional edits to combine their styles and test techniques, working on different photos.			
A different combined experiment – combine elements of both artists styles in one or more edited photographs in a different way.					
Clear description, analysis and annotations of your recent combined experiment images.	Evaluate, analyse strengths and weaknesses, and link clearly to artists, ideas and intentions.	Use key terminology, come across as self-aware and thoughtful.			
ASSESSMENT: mini outcome – produce a piece that combines elements of all of your experiments so far.	Bring together all edits so far in a significant experiment that could be classed as an outcome. Meet the criteria of 'realising intentions', 'meaningful and personal outcomes'.				
Edit your mini outcome further to link back to one of the artists you investigated at the start of the project.	Build on the experiment to include previous artists.	Complete multiple experiments to refine ideas.			
Find other photographs by your two (or more) artists to develop your ideas further. Include new photos of their work on your PowerPoint/sketchbook and a couple of sentences by each one to consider how you could develop your ideas from here.	Should be in a similar style to the original photos you looked at, but will generate further ideas e.g. Colour schemes, different editing techniques, ideas for photoshoot etc.	Make clear links to your ideas and how the new images will develop from your previous work.			
Plan your next photoshoot, including notes and sketches.	Simple drawings for compositions and planning lighting etc.	More in depth planning with clear reference to artists.			
Another photoshoot in a different location, and/or using different techniques, showing different skills to your previous ones. This should link to the new photos by your photographer.	Ensure that you have a clear plan for what you will do next. How will these photos build on previous work?	Additional photoshoots in different locations / with different lighting / using other techniques.			
Further experiments that combine elements of both artists' styles in each edited photograph.	Show different camera skills and editing techniques	Focus on refining and improving each image.			
Create a set of final images or piece of work that brings together all of your experiments and artists etc.	Bring all images together in a set of photos (3-10 images)	Extra set of final images, to build on the first set.			
Write an evaluation of your whole project to explain how your ideas developed and how you have met your intentions (see the next point below).	Evaluate, analyse strengths and weaknesses, and link clearly to artists, ideas and intentions.	Use key terminology, come across as self-aware and thoughtful.			
Go back to the start of your project and add a paragraph as a 'statement of intent'.	Your 'statement of intent' explains what you intend to do. Write this as though you had written it before starting your project.				

Essential knowledge

- Understand exposure and the Exposure Triangle
- Know how to set and change shutter speed
- Know how to set/ change the aperture (in terms of exposure & depth of field)
- Know how to change ISO

Key Vocabulary

Exposure: the amount of light which reaches your camera sensor.
Exposure triangle: how aperture, shutter speed and ISO interrelate.
Shutter speed: The time the shutter leaves the CCD or film open to light during an exposure.
Aperture: The opening behind the camera lens through which light passes on its way to the camera's image sensor.
Depth of field: the range of sharp focus within an image.
ISO: represents sensitivity to light as a numerical value. A higher number indicates higher sensitivity and a greater ability to capture light.

Prior learning links

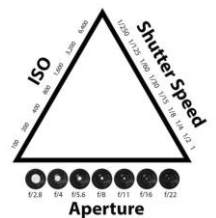
N/A

Exposure refers to controlling the amount of light that reaches the camera's sensor to ensure a correct exposure, i.e. not too bright or too dark.



Exposure triangle

The exposure triangle is made up of three components: aperture, shutter speed and ISO. Each of these components can be varied to change the exposure of an image, e.g. using a faster shutter speed or smaller aperture allows less light to reach the sensor so the image will be darker. Using a higher ISO will make the image brighter.



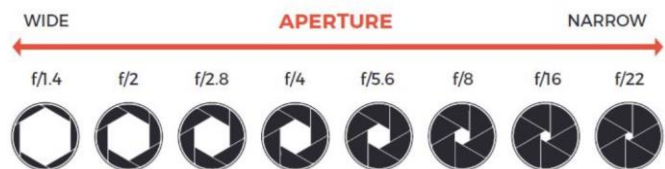
Shutter speed

- How quickly the shutter opens and closes (measured in fractions of a second or seconds). The longer it is open the more light reaches the sensor.
- The slower the speed the more blurred the photograph.



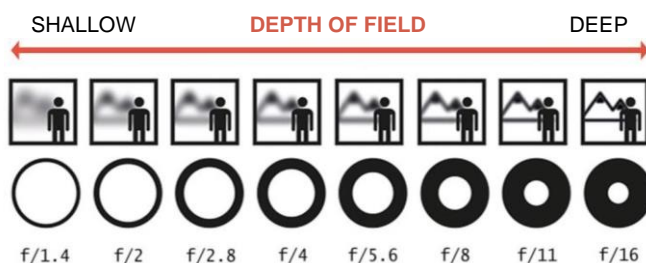
Aperture

The opening in the camera lens through which light passes on its way to the camera's sensor. The larger the aperture (smaller *f number*), the more light reaches the sensor, making the image brighter.



Depth of field (aka DoF)

Depth of field refers to how much of the image is in focus behind and in front of the point of focus. It is controlled by the aperture. The larger the aperture (smaller *f number*), the less DoF, the smaller the aperture the larger the DoF.



ISO

Changing the ISO on a digital camera changes the sensor's sensitivity to light. For example, if the shutter speed and aperture stay the same, setting a higher ISO will make the image brighter, while a lower ISO will make it darker. Using a higher ISO is sometimes necessary in low light to avoid your images becoming blurred but can cause an image to become grainy or 'noisy'.



Prior learning links

Although there are no specific prior learning links for this knowledge organiser see if you can think of anything you have learnt in other subjects that might be relevant to photography, e.g. could maths be helpful in helping you to calculate an exposure? What have you learnt in art that could help you to think about creating a good photograph? Are there any other subjects or topics that you have studied that are relevant to photography?

Key Vocabulary

Use cover, look, write, check to write the definitions ...

Exposure:

Exposure triangle:

Shutter speed:

Aperture:

Depth of field:

ISO:

Exposure when using automatic mode the camera will attempt to produce an image that is not too bright or too dark. When might you want to change this?



Shutter speed

Why are the lights in the first image blurred? Why does the girl appear frozen in space? What shutter speeds do you think were used for each of these images? Slow or fast?



Scan here for an introduction on using shutter speed settings



Use Google to find images that were taken with either a fast or a slow shutter speed.

ISO

Changing the ISO on a digital camera changes the sensor's sensitivity to light, but can create 'noise' at higher settings.



Scan here for an introduction on using ISO settings



Aperture & Depth of field (aka DoF)



Aperture determines the 'Depth of Field', i.e. how much of an image is in focus. For example, the image on the left is all in focus (all the detail is important – deep DoF), while the one on the right has a blurred background (which visually separates the person from the background – shallow DoF).

Use Google to find images that were taken with either a shallow or deep Depth of Field.



Scan here for an introduction on using aperture settings



Hospitality and catering PLC- HT1

The learner can:	Assessment Criteria	Content			
Understand the importance of nutrition when planning menus	AC1.1 Describe functions of nutrients in the human body Compare nutritional needs of specific groups	Nutrients <ul style="list-style-type: none"> • Protein • Fat • Carbohydrate • Vitamins • Minerals • Water • Dietary fibre (NSP) Specific groups <ul style="list-style-type: none"> • Different life stages • Childhood • Adulthood 			
2.1.2 How cooking methods can impact on nutritional value	AC2.1.2 Explain how cooking methods impact on nutritional value	Cooking methods <ul style="list-style-type: none"> • Boiling • Steaming • Baking • Grilling • Stir-fry • Roasting • Poaching 			

The learner can:	Assessment Criteria	Content			
Factors affecting menu planning	Explain factors to consider when proposing dishes for menus	Cost Portion control Balanced diets/current nutritional advice Time of day Clients/customers. Equipment available Skills of chef Time available Environmental issues Time of year Organoleptic qualities			
2.2.2 How to plan production	Plan production of dishes for a menu	commodity list with quantities contingencies Equipment health, safety and hygiene quality points sequencing/dove-tailing Timing mise en place cooking cooling hot holding serving storage.			

Year 10 Hospitality Knowledge Organiser

Function of Nutrients in the body – Protein and Carbohydrates

Essential knowledge

The importance of different Nutrients with in the body., how do those nutrients for effect menu planning.

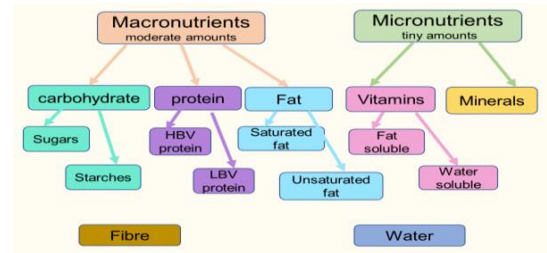
Key Vocabulary

Carbohydrate- one of the three main nutrients. It is made from sugars which the body breaks down into glucose. This is the main source of energy for your body's cells, tissues, and organs.

Protein- is a nutrient your body needs to grow and repair cells, and to work properly. Protein is found in a wide range of food and it's important that you get enough protein in your diet every day.

Prior learning links

During KS3 students have studied healthy eating and nutritional requirements of diet through life stages.



What is the function of protein?

- Protein provides the amino acids for the body to grow especially in children and pregnancy.
- Protein is used to repair body tissues after illness, injury and surgery.
- Produces enzymes for digesting food.
- A secondary source of energy for the body.

Types of Protein

Protein –HBV

Proteins that provide all the amino acids the body needs, they are called high biological value proteins. They are found in animal sources with the exception soya from beans.

Protein – LBV

Proteins that only contain some of the amino acids that the body needs are called low biological value proteins. – all plants source – by eating a variety of them you can gain all the amino acids you need.

What is the function of carbohydrate ?

- Carbohydrates provides an important source of energy for the body.
- Carbohydrates provide 16kj per grams which is used for both energy to move and be active, as well as energy for body processes such as breathing and to keep the heart beating.
- Vitamin B helps to release the energy to the body.
- All carbohydrates are converted to glucose which is then converted to energy..

Carbohydrates –starch

- Starchy foods provide slow release energy helping your blood sugar levels stay the same. So we don't get tired.

Carbohydrates- sugar

- Sugar gives a fast release of energy that means your blood sugar levels go up.
- Some food contains natural sugars such as honey, milk and fruits.
- Many foods such as fizzy drinks and sweets contains extra table sugars which are bad for tooth health.

Year 10 Hospitality Knowledge Organiser

Function of Nutrients in the body – Protein and Carbohydrates

Essential knowledge

What nutrients are needed for a balanced diet?

What would you need to eat for a balanced vegetarian diet?

Key Vocabulary

Carbohydrate-

Protein-

Prior learning links

Energy requirements change during your life, list the factors that affect a person's energy requirements.

What are Macronutrients?
Give examples of a macronutrient?
What are micronutrients?
Give examples of a micronutrient?

What is the function of protein?

What is the function of protein?

What is the secondary function of protein within the body?

What are HBV proteins?

Which foods are HBV proteins found in?

What are LBV proteins?

Which foods are LBV proteins found in?

Research Task

Use the internet to research a diet related health condition such as obesity, heart disease, strokes and type 2 diabetes.

What is the function of carbohydrate?

What is the role of carbohydrate in the body?

What is the difference between simple and complex carbohydrates?

Identify some food sources of simple and complex carbohydrates

What happens if you don't eat enough/too much carbohydrate?

Are there any health problems associated with carbohydrate based foods?

What is the reference intake (RI) for carbohydrate?

GCSE ART TEXTILES PLC

ASSESSMENT OBJECTIVES						
AO1 Conducting research and using artists / movements/ time periods/ themes to inspire ideas.	AO2 Experimenting with decorative techniques, methods and styles to develop and refine ideas.	AO3 Recording your ideas, annotations, analysing work as you move through the project.	AO4 Realising intentions through personal and meaningful responses.			
TASK	AO	SUCCESS CRITERIA				
Creative Mindmap <i>Exploring chosen theme with as many ideas and relating words, themes and topics relevant to your chosen theme.</i>	AO1	Detailed & use the full page				
		Creative title				
		Relevant decoration				
Moodboard <i>20 - 30-ish photos relating to your chosen theme, should include other examples of artwork surrounding your theme. This will help you in the future.</i>	AO1	Presented creatively				
		Full page with no gaps				
		Can include key words				
1st Artist Research <i>Double page spread at least! Research pages on your chosen artist/theme. Background, title, chosen colours, layout and overall presentation should all be inspired by your chosen artist.</i>	AO1	Artists techniques and inspiration identified.				
		The background and title links to artist				
		Evaluation of artists work (your opinion)				
		Your interpretation of the artists style - produce samples				
		Photos of the artists work (at least 4)				
Experiments for 1st Artist <i>Creating samples and experiments working in the style of your chosen artist using imagery related to your chosen theme - this is better if you use your own photos. (using your artists' techniques)</i>	AO2 AO3	Wide range of decorative techniques used				
		Links to chosen artist				
		Annotations of your work to explain how it links to theme/artist				
		Presented neatly with all loose threads trimmed.				
		Experiments using techniques relevant to your theme.				
2nd Artist Research / Theme <i>2nd research page. This may be on another artist, a time period, a theme or anything else you might take inspiration from.</i>	AO1	Clear links to researched topic / artist.				
		Background and title linked to topic / artist.				
		Evaluation of artists work (your opinion).				
		Your interpretation of the techniques and styles used.				
		Photos of the artists work / example photos of the chosen topic.				
Experiments for 2nd Artist / Theme <i>Creating samples and experiments working in the style of your chosen artist using imagery related to your chosen theme - this is better if you use your own photos. (using your artists' techniques)</i>	AO2 AO3	Wide range of decorative techniques used				
		Links to chosen artist				
		Annotations of your work to explain how it links to theme/artist				
		Presented neatly with all loose threads trimmed.				

		Experiments using techniques relevant to your theme.			
Further Developments <i>Exploring extra techniques, styles, time periods and imagery you might like to take inspiration from in your final piece.</i>	AO2 AO3	Experimenting with different techniques and media.			
		Annotations explaining what materials you have used and your opinions on your work.			
Final Ideas <i>Combining the different styles and techniques you have experimented with throughout your sketchbook. You should create a minimum of 3 possible final ideas you can choose from before you move forward with your final piece.</i>	AO2 AO3	At least 3 possible final ideas combining multiple styles and techniques.			
		Should see connections to research in your sketchbook.			
		Annotations explaining what you have done and what materials you will need for each idea.			

Year 10 Art Textiles, Half Term 1

Assessment Objectives

Essential Knowledge:

- To generate ideas from research
- Take inspiration from artists and research
- Experiment using various media and techniques.
- Create a personal response
- Develop ideas.
- Be critical and analytical of the work of yourself and others.

Prior Learning Links:

- Working in the style of an artist.
- Various decorative skills
- Construction of a product
- Using the sewing machine
- Presentation of work

Key Vocabulary:

- **Development** - To develop something is to improve it and add to it.
- **Experiment** - An experiment is when a procedure or technique is practiced
- **Research** - the investigation and study of materials and sources in order to establish facts and reach new conclusions.
- **Inspiration** - The process of being mentally stimulated to do or feel something, especially to do something creative.
- **Refine** - To improve and remove impurities from something.
- **Relevant** - Closely connected or appropriate to what is being studied or considered
- **Personal** - Connecting to someone's private life, their likes/dislikes, relating to their personality and emotions.

AO1- Develop ideas through investigations, demonstrating critical understanding of sources. *Finding out about artists and using them to inspire you.*

- Finding pictures of the work of or creating samples in the styles of the artist.
- Point out relevant details or visual elements in their work and in your samples.
- Annotate thoroughly, showing a strong ability to discuss and analyse different aspects of the work and point to what aspects will influence you.
- Present your work in a clear and attractive way.

AO3- Record ideas, observations and insights relevant to intentions as work progresses. *Thinking about the theme, making observations and collecting resource material.*

- Collecting relevant images by cutting them out of magazines, copying out of books and using the internet.
- Doing drawings and other decorative techniques showing a high level of skill and accuracy.
- Taking own photographs, using these to demonstrate your vision and creativity.
- Adding notes to all of this to say why you have included these images and what you could do with them, showing insight and reason.
- Change things slightly and say why you have done this.

AO2- Refine your ideas through experimenting and selecting appropriate resources, media, materials, technique and processes. *Experimenting with decorative techniques and improving your skills and visual ideas so you can devise a final idea.*

- Show that you can use a range of decorative techniques and processes resulting in textiles work of a high standard.
- Doing a large number of appropriate samples and ideas in your sketchbook showing wide variation, imagination and skill.
- Using at least four techniques very well.
- Evaluating your samples thoughtfully so that you can make intelligent improvements and alterations, showing the influence of the artist that you have studied.
- Come up with an ambitious but achievable final idea.

AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. *Complete a relevant and final piece that shows off all of your research and personal response.*

- Show you have used the ideas and decorative techniques used in your sketchbook. The sketchbook is also a piece of artwork and is included in the marking as it shows your personal response to the theme.
- Producing an ambitious, confident, visually accomplished and well-crafted final piece.
- Evaluating the whole project, pointing out strengths and weaknesses and speculating intelligently on what could be achieved with further work.

Year 10 Art Textiles, Half Term 1

Assessment Objectives

Essential Knowledge:

- To generate ideas from research
- Take inspiration from artists and research
- Experiment using various decorative techniques and processes..
- Create a personal response
- Develop ideas.
- Be critical and analytical of the work of yourself and others.

Prior Learning Links:

How can I use the work of an artist to inspire my work?
What decorative techniques can I use to showcase my work?

Key Vocabulary:

Cover, look , write, check the definitions of the following:

- **Development -**
- **Experiment -**
- **Research -**
- **Inspiration -**
- **Refine -**
- **Relevant -**
- **Personal -**

AO1- Develop ideas through investigations, demonstrating critical understanding of sources.

1. Summarise what work you need to do to meet this Assessment Objective (AO1)

AO2-Refine your ideas through experimenting and selecting appropriate resources, media, materials, technique and processes.

2. Summarise what work you need to do to meet this Assessment Objective (AO2)

AO3- Record ideas, observations and insights relevant to intentions as work progresses.

3. Summarise what work you need to do to meet this Assessment Objective (AO3)

AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

4. Summarise what work you need to do to meet this Assessment Objective (AO4)

5	Would you gain more marks for drawing from primary or secondary sources?
6	Which assessment objective looks at the media, techniques and skills you use in your sketchbook?
7	True or False - Your sketchbook needs to be presented perfectly and neatly and cannot contain messy pages even if they relate to your artist? <i>Write your response and give a reason for your answer. Write using full sentences.</i>
8	True or False - Assessment Objective 4 looks at only your final piece? <i>Write your response and give a reason for your answer. Write using full sentences.</i>

Caribbean/Reggae Music PLC- HT1

Element of Music	Essential knowledge	R	A	G
Melody	<ul style="list-style-type: none"> • Repetition • Stepwise movement • Triadic/disjunct movement • Riff 			
Harmony	<ul style="list-style-type: none"> • Primary chords I, IV, V 			
Tonality	<ul style="list-style-type: none"> • Major 			
Sonority/ Timbre/ Instrumentation	<ul style="list-style-type: none"> • Vocals, backing vocals • Bass guitar • Guitar • Drum Kit • Keyboard 			
Texture	<ul style="list-style-type: none"> • Mainly melody with accompaniment. 			
Metre and Tempo	<ul style="list-style-type: none"> • 4/4 • Andante or Moderato 			
Rhythm	<ul style="list-style-type: none"> • Dotted rhythms • Syncopation • One drop (drum kit) • Bubble (keyboard) • Skank (guitar) 			
Dynamics	<ul style="list-style-type: none"> • Mainly mezzo forte or forte 			
Typical Reggae Features	<ul style="list-style-type: none"> • Riffs played by bass guitar. • Call and response between lead vocals and backing vocals. • Bubble and skank rhythms (beats 2 and 4). • Primary chords 			

Year 10 – AoS 3 Traditional Music

Reggae

Essential knowledge

- **Reggae** originates in Jamaica
- Influenced by Mento, Ska and Rock Steady styles of music
- Uses syncopated and off-beat rhythms
- Simple harmonies using the Primary Chords I IV and V
- Associated with **Rastafarianism** (a religious movement), the lyrics have themes of love, brotherhood, peace, anti-racism, optimism and freedom.

Key vocabulary

Learn the spelling using the look, cover, write, check method.

RHYTHM

Syncopation One drop
Offbeat / Bubble / Skank

MELODY

Repetition / Call and response / Bass riff

HARMONY -

Primary chords= Tonic I / Subdominant IV / Dominant V

Prior learning links

Year 7

- Samba -syncopated rhythms

Year 8

- Riffs and Ostinatos - repeating patterns
- African drumming -call and response

Year 9

- Blues primary chords

Rhythms

OFFBEAT – Rhythms that emphasise beats 2 and 4. If played by a keyboard this is known as **bubble**. If played by a guitar this is known as **skank**.

SYNCOPIATION – a rhythmic device where the emphasis is placed on unexpected or off-beats, rather than the strong beats of a bar.

ONE DROP - a strong emphasis on the third beat of the bar, often with the bass drum and snare drum played together to create a backbeat, while the first beat is "dropped" or not emphasised. This creates a laid-back, syncopated feel that is distinctive to reggae.

How did Reggae develop?

Reggae is one of the traditional musical styles from Jamaica. It developed from:

Mento - A form of Jamaican folk music like **Calypso** popular in the 1950's.

Ska - Fast dance music that emerged in the 1950's fusing American R&B with **Mento** rhythms.

Rock steady - A more vocal style of dance music which used riffs, simple harmony/primary chords, off beat rhythms and a strong bass line.

Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

Musical features of Reggae

- Bubble and Skank offbeat rhythms
- Primary chords
- Syncopated rhythms in the melody
- Melodic riffs usually played by the bass guitar.
- 4/4 time signature.
- Verse and chorus structure

Timbre / Sonority / Instrumentation

- Leader singer often with backing vocals, sometimes singing in call and response.
- Brass instruments and Saxophones known as a horn section.
- Electric guitar, bass guitar, keyboard and drum kit.

What are Reggae songs about?

Reggae is closely associated with **Rastafarianism** (a religious movement worshipping Haile Selassie as the Messiah and that black people are the chosen people and will eventually return to their African homeland). The lyrics of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as love, brotherhood, peace, poverty, Optimism and freedom.

Who was Bob Marley?

BOB MARLEY was a famous reggae singer, songwriter, and musician who first became famous in his band The Wailers, and later as a solo artist. He was born Nesta Robert Marley on February 6th, 1945 in Nine Mile, Saint Ann, Jamaica in the Caribbean. Although he grew up in poverty, he surrounded himself with music. Bob Marley became involved in the Rastafarian movement and this influenced his music style greatly. He was the first international superstar to have been born in poverty in a Third World country.

Year 10 – AoS 3 Traditional Music

Reggae

Prior learning links

Year 7

- Samba -syncopated rhythms

Year 8

- Riffs and Ostinatos - repeating patterns
- African drumming -call and response

Year 9

- Blues primary chords

Key vocabulary

Learn the spelling using the look, cover, write, check method.

RHYTHM

Syncopation One drop
Offbeat / Bubble / Skank

MELODY

Repetition / Call and response / Bass riff

HARMONY -

Primary chords= Tonic I / Subdominant IV / Dominant V

Copy the rhythm grids into your book

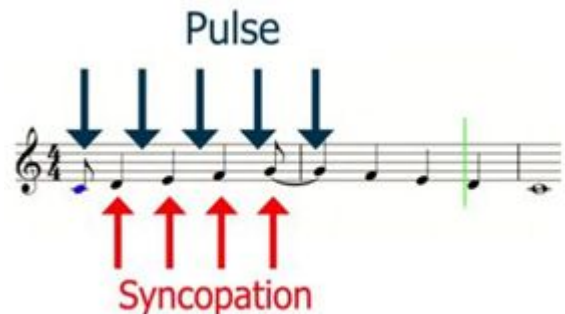
Onbeat Rhythms

Pulse/ Beat	1	2	3	4	1	2	3	4
"Onbeat" rhythms (strong beats)								

Offbeat Rhythms (Bubble/skank)

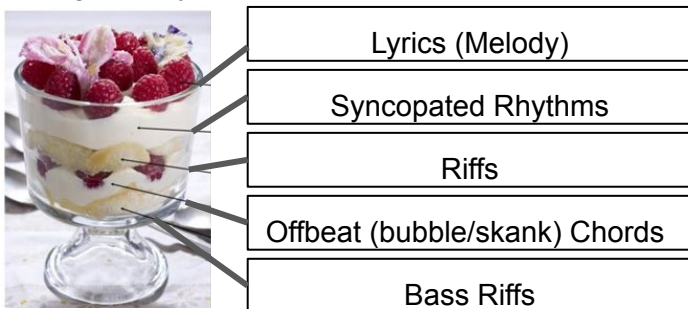
Pulse/ Beat	1	2	3	4	1	2	3	4
"Offbeat" rhythms (weak beats)								

Copy the Syncopation notation into your book



The "Reggae Trifle"

The "Reggae Trifle" is an example of how many Reggae songs are layered in a thick Texture. Draw a diagram in your book based on this example.



Listening Task

Write a review of a song by **Bob Marley** as if you were in the audience listening to it live. Be sure to talk about the:-

Lyrics
Instruments
Rhythms

Most importantly, how the song makes you feel, or what you think the intention of the song is.

Answer the following in your book

Which three styles of music influenced Reggae music?
Give a brief description of each style.

Which instruments are commonly found in Reggae music?

What is the most common time signature used?

Regardless of the key signature, which chords are used in Reggae?

What are the terms used for offbeat rhythms when played by a keyboard or a guitar?

Essential knowledge

- Strengths and weaknesses of sports performance
- Methods to improve performance
- Measuring improvement in performance

Key Vocabulary

- **Strengths** - refer to the areas where an athlete excels.
- **Weaknesses** - are the areas where an athlete is lacking or performs below their potential
- **Improvement** - refers to the process of enhancing skills, abilities, and performance levels in sports

Prior learning links

R185 Topic Area 1 - Sports performance
Key stage 3 Head/Thinking curriculum

Assessing strengths and weaknesses

- Skills and techniques
- Tactics and strategies
- Compositional ideas

Methods to improve

Progressive practices/drills - that show a clear increase in difficulty, dependent on the ability of the performer. This could be starting at a basic level, such as a static passing drill between two players in netball, followed by passing on the move and then introducing a defender

Different types of practice - depending on the level of the performer or the chosen activity, which could be fixed, variable, whole or part practice

Altering the context – could be by playing with more or against better players

Measuring improvement

Use of tools to aid evaluation

Video analysis - to identify weaknesses and how performance can be improved

- **Other assistive technology** - to improve performance, such as quantitative activity trackers
- **Monitoring competition results** - over a period of time

Tools selected will be dependent on the chosen activity and the ability level of the performer

Video analysis example

With this veo camera you can capture and analyse football games. You can record your game with the camera, watch and share with Veo Editor, and analyse with Veo Analytics. All powered by AI.



Prior learning links

What other topic areas will help you with this unit of work?
What does sports performance mean?
How can you improve your performance?

Key Vocabulary

Define these 3 terms

- Strengths
- Weaknesses
- Improvement

Measuring improvement

What are the tools to measure improvement?

How can each of these tools measure performance?

How can you monitor competition results over time?

Assessing strengths and weaknesses

- What are the 3 areas of assessing strengths and weaknesses

Video analysis example

Watch the video and make notes on you can improve performance with this veo camera.



Methods to improve

What are progressive drills?
Can you give an example of progressive drills?
What are the 4 different types of practice?
What does alternating the context mean?
How can you alter the context? Give an example.