

YEAR 9

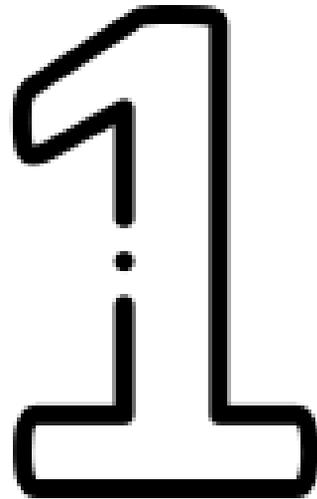
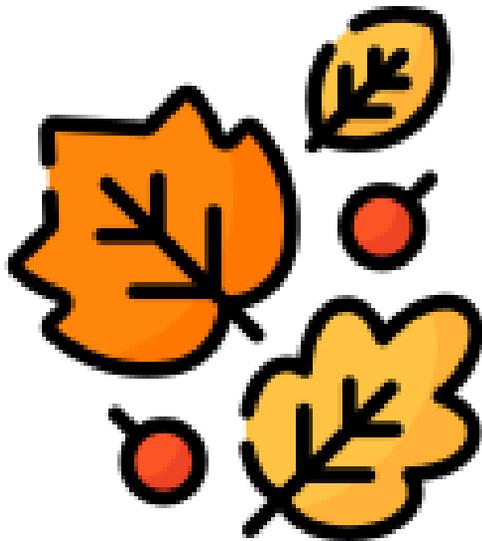
KNOWLEDGE ORGANISER

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AUTUMN TERM 1

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Risk Assessment	A process to identify hazards and reduce risks	Hazard	Something that could cause harm or injury
PPE (personal protective equipment)	Safety gear such as goggles, gloves, aprons worn to protect against hazards	Emergency stop	A button or switch that immediately turns off a machine in case of danger
First Aid	Basic medical treatment given before professional help arrives		

POWERFUL KNOWLEDGE

Why do we follow health and safety rules?

- To prevent accidents and injuries
- To protect ourselves and others
- To take care of tools and equipment
- To work in a clean and organized space

Types of PPE we use in the workshop:

- Goggles - Protects eyes from dust, debris, and chemicals
- Apron – Protects clothing and prevents them from getting caught in machines
- Gloves - Used when handling certain materials
- Dust mask - Protects from inhaling harmful particles
- Ear defenders – Protects hearing from loud machinery

Health and Safety rules we follow:

- No running
- Tie long hair back
- Remove jewellery
- Hang up bags and coats
- Stand up and tuck stools in during practical
- Wear the necessary PPE
- Listen carefully to instructions
- Keep your distance from others
- Know where the emergency stop buttons are
- Tell the teacher if something breaks



Injury Prevention and First Aid:

Common injuries in DT:

- Cuts
- Burns
- Splinters

What to do in case of an accident:

1. Stop what you are doing – Put down tools safely.
2. Assess the injury – If it is minor, use first aid (e.g., wash a small cut and apply a plaster).
3. Inform the teacher – Even small injuries should be reported.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Civilised	People are polite and well mannered in their interactions with others.	Inherent	Qualities that we are born with – instinctive and natural.
Brutality	Immense cruelty and savagery.	Transgression	An act that goes against a rule or law.
Thwart	To prevent someone from doing something.	Cohesive	When ideas are united and work together to support one larger argument
Resentment	A feeling of anger due to being forced to do something you disagree with.	Synonym	A word that has the same or nearly the same meaning.

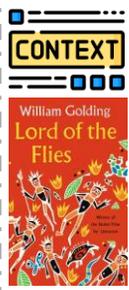
POWERFUL KNOWLEDGE



Jacob

The law is a set of rules and practices that a community or a country follows in order to maintain social order and keep society **civilised**. Laws are usually created by the leader of a community - this may be the government or the monarch.

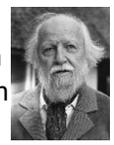
Some rules are more important than others. Some rules outline social courtesy (social manners that we can use to be polite to other people and keep society peaceful). Other rules (particularly laws) are in place to keep society **civilised** - so that we do not become a danger to the people around us.



Lord of Flies was written in **1954**. The period before this saw **two World Wars** and lots of destruction. People came to understand the **cruelty** that people were capable of committing.



Lord of Flies was written by **William Golding**. He was an English Teacher before the War. He joined the **Navy in 1940** and served until the end of the War. After war he returned to teaching



The novel is about a group of children who become **stranded on an island** after a plane crash. It follows the children as they attempt to establish a **civilized society**.



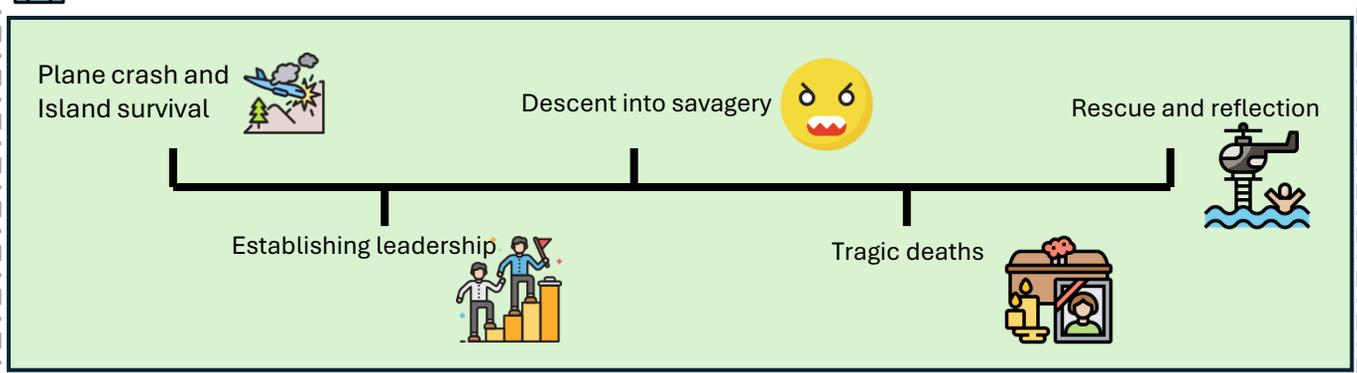
Characters

Character	Looks	Speech	Behaviour	Responses
Ralph	fair haired - athletic	confident - uses standard English	swims - stands on his head	chosen as leader - liked and admired
Piggy	poor eyesight - overweight	informed (e.g. the conch) - grammar errors	practical - lists the boys' names	mocked and called names
Jack	cloak and gold badge - impressive	imperatives - shouts	jumps onto the rock - tries to kill the pig	choir obey him - but don't like him

- Golding aims to provide an incisive insight into human behaviour
- Golding was horrified by the **brutality** he witnessed during the war, perpetrated by seemingly-ordinary people
- Golding used children for his exploration of human behaviour, arguably because they are considered innocent and impressionable
- Golding suggests that all humans have an innate savageness in their nature, which is suppressed by societal expectations
- Golding ultimately concludes that we all have the capacity (or the impulses) to behave sinfully, but it takes the right circumstances for **brutality** to emerge.



PLOT ...



KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Healthy diet	A diet that is low in fat, salt and sugar, and high in fibre	Traffic light food label	A colour coded food label which helps you to choose healthy foods
Energy needs	The average amount of food energy needed	Whole grain	Made with or containing whole unprocessed grains of something
Sustainable food	Able to be maintained at a certain rate or level		

POWERFUL KNOWLEDGE

What is the Eatwell Guide?

The Eatwell Guide shows how eating different foods can make a healthy and balanced diet. It divides food into groups and shows how much of each food group is needed for a healthy diet.

The groups of the Eatwell Guide are:

1. Fruit and vegetables
2. Starchy carbohydrate
3. Protein
4. Dairy and alternatives
5. Oils and spreads



A food label.

A traffic light food label is included so that you recognise this label and know that the green labels are the healthiest choices.

Drinks

We should drink between six and eight cups a day. These drinks could include

- Water
- Lower fat milk
- Sugar-free drinks
- Tea and coffee.

Fruit juices and smoothies are high in sugar: a maximum of 150ml per day is recommended.

Dietary fibre is important in the diet for several key reasons related to digestive health, disease prevention, and overall well being. The Eat Well Plate advise to eat whole grain versions, for example wholemeal pasta and brown rice.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Adaptation	Actions taken to adjust to natural events or conditions	Biome	Areas of the planet with similar climates (hot desert, rainforests)
Oasis	Small patch of vegetation surrounded by desert	Sahara	A hot desert spanning across Northern Africa
Nomadic	Tribes that move from one place to another - no permanent residence	Rain shadow	A patch of land that is forced to become a desert
Bedouin Tribe	A nomadic tribe who inhabit desert regions globally		

POWERFUL KNOWLEDGE

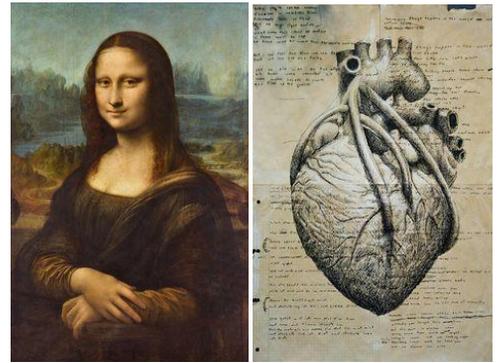
KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Tone	Tonal shading is a drawing technique used to create the illusion of three-dimensionality and volume on a flat surface by varying the lightness or darkness of a color or shade	Textures	refer to the visual or tactile quality of a surface. In art, design, and 3D modelling, they help define how something feels or looks in terms of its surface detail.
Artist Research	Looking at another artists work to find out more about their style, use of media to help inspire your own designs and work.		

POWERFUL KNOWLEDGE

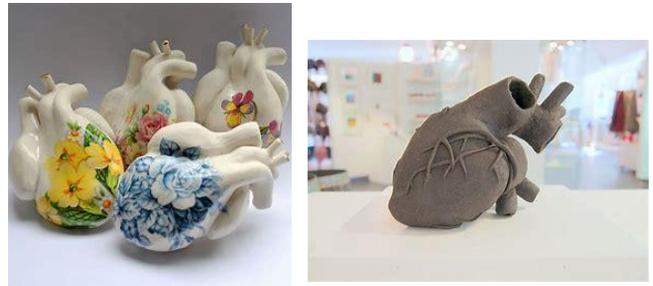
Leonardo DaVinci

(15 April 1452 – 2 May 1519) was an Italian polymath of the High Renaissance who was active as a painter, draughtsman, engineer, scientist, theorist, sculptor, and architect. Had a sketchbook containing many anatomical drawings of the human body, surrounded by mirror writing notes.



Jemma Millen

A graduate from the Applied Art department of Ulster University, Jemma Millen Ceramics works from her studio in the beautiful countryside in County Antrim, Northern Ireland, where she creates handmade ceramics. Her work is finely made porcelain clay hearts decorated like old fashioned bone China teacups.



Different types of materials and their properties-

Pencil, charcoal, chalk - leave grey or black marks that are easily erased but resistant to moisture, solvents, and aging. The darkness of the mark can vary depending on the pressure applied and the hardness

Clay - a natural material with several defining properties. Primarily, it is plastic when wet and hardens when dried or fired. It also has a high cation exchange capacity, meaning it can bind to and exchange ions, affecting soil fertility and water retention. Additionally, clay is known for its low permeability, meaning water and air movement through it is restricted. Scoring and slipping is when you attach parts together in clay. First score both parts to be joined, then use wet clay slip as glue

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Genre	Genre is the name we use to describe the categories that have developed over time for what we read, what we watch.	Layout Panel	A panel is an individual frame, or single drawing, in the multiple-panel sequence of a comic strip or comic book, as well as a graphic novel.
Script	A script is a written version of a storyline for books, comics, films and advertising.	Speech Bubbles	A communication aid to deliver the script.
Layout	The most common way is to use a grid layout. This involves dividing the page into a series of equal-sized panels.		

POWERFUL KNOWLEDGE

Panel Layout: Know how panel size, shape, and arrangement affect pacing and flow. Experiment with traditional grids versus dynamic layouts.

Narrative Structure

Plot Development: Familiarize yourself with classic storytelling structures (e.g., three-act structure, hero's journey) and how they can be adapted for comics.

Character Arcs: Develop compelling characters with clear motivations, growth, and arcs that resonate with the audience.

Character Design

Visual Identity: Design characters that are visually distinct and reflective of their personalities and roles in the story.

Consistency: Maintain character design consistency throughout the comic to help readers easily recognize characters.

Visual Storytelling Techniques

Facial Expressions and Body Language: Use visuals to convey emotions and reactions, often more powerfully than words alone.

Colour and Mood: Leverage colour schemes to enhance the mood and tone of scenes, influencing how readers perceive the story.

Audience Engagement

Target Audience: Understand your intended audience and their preferences, which will guide your themes, tone, and style.

Cultural Context: Be aware of cultural references and norms that might influence how your story is received.

Editing and Feedback

Revision Process: Embrace revision and feedback. Analyse what works and what doesn't and be open to making changes to enhance clarity and impact.

Peer Review: Collaborate with other creators or seek feedback from readers to refine your storytelling techniques.

Historical and Contemporary Influences

Research Influential Works: Familiarize yourself with both classic and contemporary comics to understand various storytelling styles and techniques.

Genres and Formats: Explore different genres (superhero, memoir, fantasy, etc.) and formats (graphic novels, webcomics) to broaden your creative approach.

By mastering these aspects, pupils can craft compelling and visually engaging comic stories that resonate with readers and effectively communicate their narrative vision.

Key Word	Definition	Example
Percentage Change	The amount of increase or decrease, expressed as a percentage of the original amount.	$\frac{\text{Difference}}{\text{Original}} \times 100$
Expected Outcomes	The theoretical average outcome of an event if it were repeated many times. It's not necessarily an outcome that will occur.	$P(\text{event}) \times \text{Number of Trials}$
Frequency Trees	A diagram used to organize and display data for two or more successive categorical events. Each branch represents a frequency or probability of an outcome.	
Changing the Subject	The variable that is isolated on one side of the formula, usually on its own (e.g., in $V=IR$, V is the subject).	

POWERFUL KNOWLEDGE

Calculate the percentage increase when 80 is increased to 96

$$\begin{aligned}
 \text{percentage change} &= \frac{\text{difference}}{\text{original value}} \times 100 \\
 &= \frac{96 - 80}{80} \times 100 \\
 &= \frac{16}{80} \times 100 \\
 &= 0.2 \times 100 \\
 &= 20\%
 \end{aligned}$$

A large bowl contains four different colours of beads.

A bead is chosen at random, the colour is recorded, and the bead is replaced. This happens 25 times.

The table shows the number of beads of each colour that were chosen.

Colour	Green	Purple	Black	Yellow
Frequency	5	4	10	6

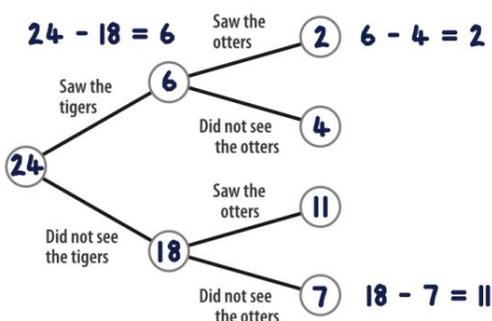
a) Work out the experimental probability of choosing a yellow bead as a decimal.

$$\begin{aligned}
 P(\text{yellow}) &= \frac{\text{number of yellow beads}}{\text{number of trials}} \\
 &= \frac{6}{25} \\
 &= 0.24
 \end{aligned}$$

Answer: 0.24

24 people visited a zoo.
 18 people did not see the tigers.
 Of the people who saw the tigers, 4 people did not see the otters.
 7 people saw neither the tigers nor the otters.

Fill in the missing values in the frequency tree below.



Make x the subject of $ax + Nt = 7$

$$\begin{array}{l|l|l}
 - Nt & ax + Nt = 7 & - Nt \\
 \div a & ax = 7 - Nt & \div a \\
 & x = \frac{7 - Nt}{a} &
 \end{array}$$

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Passing	The act of sending the ball using various parts of your foot to the receiver	Receiving	Controlling or taking the ball from the opposition or teammate
Dribbling	Controlling or moving with the ball predominantly with the use of feet	Shooting	The act or attempt of shooting at goal using various body parts
Tackling	Attempting to take the ball away from an opponent with the use of various forms	Possession	Maintaining and advancing with the ball without the opponent gaining the ball

POWERFUL KNOWLEDGE

Key Skills/Techniques

Shooting Non kicking foot needs to be next to the ball and players needs to keep their body balanced with their head slightly over the ball. Contact the ball either with the side of the foot (placement of ball) top of the foot (to generate power). Both legs need to be fixed but when striking the ball, kicking foot needs to be fully extended on the follow-through. For accuracy, aim to shoot between the goal keeper and the posts



Passing Non-kicking foot is closest to the ball.. Kicking foot needs to be at a right angle to the ball. Body need to be over the ball.. Eyes focused upon the ball and arms are to be used for balance. Use different types of pass; short, medium, long.



Heading The forehead is used to contact the ball. Eye must be focused on the ball. Meet the ball with your head by moving your feet or jumping to gain the extra height advantage and power. Do not wait for the ball to hit your forehead.



Dribbling allows you to move the ball around the field without losing possession. Keep the ball close to your feet at all times, when running with it. Use the inside of your foot to control the ball when moving.. Don't look down when running with the ball. Keep your head up.



Zonal Marking and Man to Man Marking Working in different zones to stop the opposition. Man to man marking to control and mark each individual opponent



Tactics

Vary the tactics and ways and styles you play and how and what formation you set up the game. Play to your opponent's weaknesses (if they are dominantly using their left foot, then play the balls on their right). Move opponents around he pitch to tire them out. Vary the pace and direction of passes. Think about a press. How you play the ball out from the back.

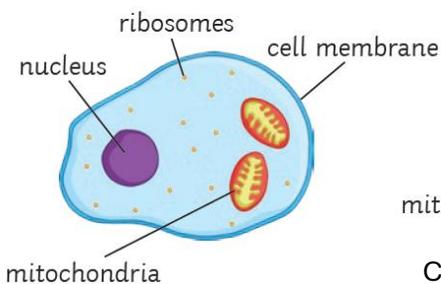


KEY VOCABULARY & DEFINITIONS

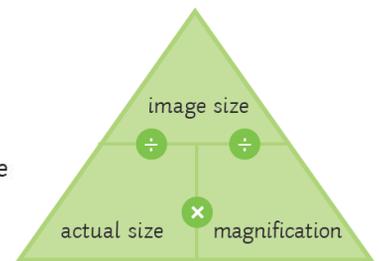
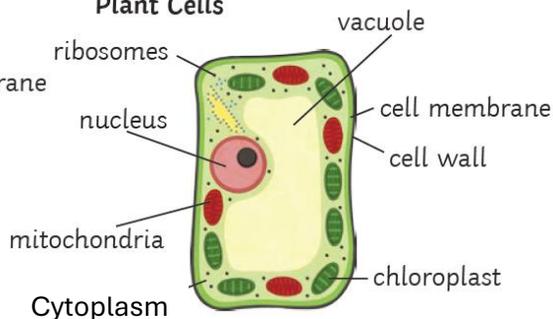
Key Term	Definition	Key Term	Definition
Magnification	how many times bigger an object appears	Eukaryotic cell	cell with organelles e.g. plant & animal cells
Prokaryotic cell	cell without organelles e.g. bacterial cell	Organelles	'little organs' – the parts of a cell such as nucleus and mitochondria
Diffusion	movement of particles from a high concentration to low concentration	Osmosis	movement of water from a dilute solution to a concentrated solution through a partially permeable membrane
Differentiation	changing to become specialized. Controlled by genes.	Specialised cell	cell that is adapted for a particular function/job

POWERFUL KNOWLEDGE

Animal Cells

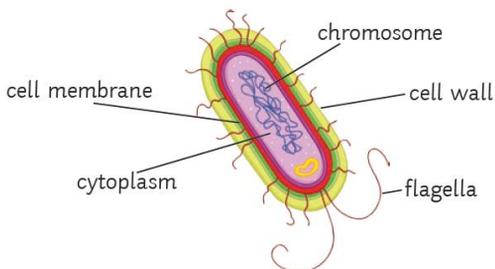


Plant Cells



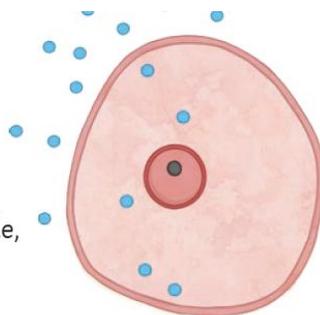
Bacterial Cells

Bacterial cells do not have a true nucleus, they just have a single strand of DNA that floats in the cytoplasm. They contain a plasmid.



Diffusion is the spreading out of particles from an area of higher concentration to an area of lower concentration.

Cell membranes are semi-permeable, only small molecules can get through.



Cell Diffusion

Osmosis is the movement of water molecules across a partially permeable membrane from a region of higher concentration to a region of lower concentration.

The potato in the sugar solution will lose water and so will have less mass at the end; the potato in the pure water solution will gain water.



Sperm cells have long tails to swim, lots of mitochondria to release energy, and a nucleus with 23 chromosomes to fuse with an egg cell nucleus.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Atheist	Someone who doesn't believe in God	Theist	Someone who has a belief in God
Agnostic	Someone who is unsure of their belief in God	Omnipotent	All powerful
Omnibenevolent	All Loving	Monotheism	Belief in one God
Natural Suffering	Suffering due to natural causes	Evil	Morally wrong, bad or wicked

POWERFUL KNOWLEDGE

Religious views about the nature of God – The majority of the world’s major religions hold some similar ideas about the nature/characteristics of God. These beliefs include that God is **omnipotent** (all-powerful) and has the ability to do anything. Also, that God is **omnibenevolent** (all-loving) and cares for all things on earth. Additionally, that God is **omnipresent** (present-everywhere) at once. Furthermore, that God is **omniscient** (all-knowing) and there is nothing God is not aware of. Finally, God is the **creator** of the earth/universe.



The **design argument** (supporting the belief in God) – **William Paley** – Paley argued that the world is like a watch in the desert. If you found a watch in the desert and opened it up, you would think that due to all its intricate mechanisms that it could not just be there by chance but must in fact have a designer. The earth is also extremely complex, just like the watch and therefore must have a designer, God



The **cosmological argument** (supporting the belief in God) – **Thomas Aquinas** – Aquinas’s argument was that nothing happens without a cause and therefore the earth could not be here without something creating it, God.



Religious experiences are another reason that some people believe in God. These may include **miracles** (actions that cannot be explained by laws of nature or science), **visions**, **dreams** **worship** etc.



There are also many arguments against the existence of God, some of which are **scientific**, such as the **theory of evolution** and the **big bang theory**. These theories point to alternative causes of the earth and its organisms. They show that the earth is billions of years old and has changed over time going against the theory God created it as it is now. The evolution theory shows that animals have changed over time and were not always as they are now.



Natural and moral suffering are other reasons that some people do not believe in God. These people question the ideas that God is all-powerful and all-loving when there is so much suffering in the world, therefore there must be no God.



Key Term	Definition	Key Term	Definition
Gustar	To like	Frecuencia	Frequency
Hacer	To do	Película	Movie
Ir	To go	Cumpleaños	Birthday

LESSON 1 – COSAS QUE ME MOLAN

- | | | |
|-----|--|---------------------------------|
| 1. | ¿Qué cosas te gustan / te molan? | <i>What things do you like?</i> |
| 2. | ¿Qué cosas te encantan / te chiflan / te flipan? | <i>What things do you love?</i> |
| 3. | Me gusta(n) / me mola(n)... | <i>I like...</i> |
| 4. | Me encanta(n)... / Me chifla(n)... | <i>I love...</i> |
| 5. | No me gusta(n) (nada)... | <i>I don't like (at all)</i> |
| 6. | el baile / el cine | <i>dancing / cinema</i> |
| 7. | el deporte / el dibujo | <i>sport / drawing</i> |
| 8. | el racismo / el teatro | <i>racism / theatre</i> |
| 9. | la moda / la música | <i>fashion / music</i> |
| 10. | la naturaleza / la pesca | <i>nature / fishing</i> |
| 11. | la violencia | <i>violence</i> |
| 12. | los cómics / los tebeos | <i>comic books</i> |
| 13. | los insectos | <i>insects</i> |
| 14. | los lunes | <i>Mondays</i> |
| 15. | las artes marciales | <i>martial arts</i> |
| 16. | las injusticias | <i>injustice</i> |
| 17. | las tareas domésticas | <i>household chores</i> |
| 18. | Ir | <i>To go</i> |
| 19. | Hacer | <i>To do or make</i> |
| 20. | Ser | <i>To be</i> |

LESSON 3 – CARTELERA DE CINE

- | | | |
|-----|--|--|
| 1. | Voy a ver una comedia. | <i>I am going to see...</i> |
| 2. | Voy a ver una película... | <i>I'm going to watch...</i> |
| 3. | ...de acción | <i>...an action film</i> |
| 4. | ...de animación | <i>...an animation film</i> |
| 5. | ...de aventuras | <i>...an adventure film</i> |
| 6. | ...de ciencia ficción | <i>...a science fiction film</i> |
| 7. | ...de fantasía | <i>...a fantasy film</i> |
| 8. | ...romántica | <i>...a romantic film</i> |
| 9. | ...de superhéroes | <i>...a superhero film</i> |
| 10. | ...de terror | <i>...a horror film</i> |
| 11. | ¿Vas a venir? | <i>Are you going to come?</i> |
| 12. | ¿Vamos a ver una película de...? | <i>Are we going to see a ... film?</i> |
| 13. | Reacciones | Reactions |
| 14. | Claro que sí | <i>Of course</i> |
| 15. | De acuerdo | <i>All right</i> |
| 16. | ¡Qué rollo! | <i>How boring!</i> |
| 17. | ¡Ni en sueños! | <i>Not a chance!</i> |
| 18. | ¿Estás loco? | <i>Are you crazy?</i> |
| 19. | No, gracias | <i>No, thanks,</i> |
| 20. | No voy a ir | <i>I am not going to go</i> |
| 21. | ¿Qué tipo de películas te gustan? | What type of films do you like? |
| 22. | Me encantan las comedias | <i>I love comedies</i> |
| 23. | No me gustan las películas de terror | <i>I don't like horror films</i> |
| 24. | Mi película favorita es... | <i>My favourite film is...</i> |
| 25. | ¿Qué tipo de película es? | <i>What type of film is it?</i> |
| 26. | Es una película de acción | <i>It is an action film</i> |
| 27. | En mi opinión... | <i>In my opinion...</i> |
| 28. | Creo que... / Pienso que... | <i>I believe... / I think...</i> |

LESSON 2 – MI SEMANA

- | | | |
|-----|-----------------------------------|---------------------------------------|
| 1. | ¿Cómo organizas tu semana? | How do you organise your week? |
| 2. | En mi tiempo libre... | <i>In my free time...</i> |
| 3. | Hago judo / natación | <i>I do judo / I swim</i> |
| 4. | Voy al parque | <i>I go to the park</i> |
| 5. | Voy al polideportivo | <i>I go to the sports centre</i> |
| 6. | Voy de pesca | <i>I go fishing</i> |
| 7. | Soy miembro de... | <i>I am a member of...</i> |
| 8. | ...un club. | <i>...a club.</i> |
| 9. | ...un equipo de... | <i>...a ... team.</i> |
| 10. | ...un grupo de... | <i>...a ... group.</i> |
| 11. | Bailo zumba | <i>I dance Zumba</i> |
| 12. | Cocino para mi familia | <i>I cook for my family</i> |
| 13. | Escribo canciones | <i>I write songs</i> |
| 14. | Juego en mi consola | <i>I play on my console</i> |
| 15. | Leo revistas | <i>I read magazines</i> |
| 16. | Leo libros | <i>I read books</i> |
| 17. | Monto en bici | <i>I ride my bike</i> |
| 18. | Navego por Internet | <i>I surf the net</i> |
| 19. | Preparo la cena | <i>I make dinner</i> |
| 20. | Saco fotos | <i>I take photos</i> |
| 21. | Toco el teclado | <i>I play the keyboard</i> |
| 22. | Veo un partido de fútbol | <i>I watch a football match</i> |
| 23. | ¿Con qué frecuencia? | How often? |
| 24. | A veces | <i>Sometimes</i> |
| 25. | Dos veces a la semana | <i>Twice a week</i> |
| 26. | (Muy) a menudo | <i>(Very) often</i> |
| 27. | (Casi) todos los días | <i>(Almost) every day</i> |
| 28. | Todo el tiempo | <i>All the time</i> |
| 29. | Siempre | <i>Always</i> |
| 30. | ¿Cuándo? | When? |
| 31. | Después del insti | <i>After school</i> |
| 32. | Este fin de semana | <i>This weekend</i> |
| 33. | Los fines de semana | <i>At the weekends</i> |
| 34. | Los lunes | <i>On Mondays</i> |
| 35. | Los martes | <i>On Tuesdays</i> |
| 36. | Los jueves por la mañana | <i>On Thursday mornings</i> |
| 37. | Los sábados por la tarde | <i>On Saturday afternoons</i> |
| 38. | Mañana por la tarde | <i>Tomorrow afternoon</i> |

LESSON 4 – UN CUMPLEAÑOS MUY ESPECIAL

- | | | |
|-----|--|--|
| 1. | ¿Cómo fue tu cumpleaños? | <i>How was your birthday?</i> |
| 2. | Celebré mi cumpleaños... | <i>I celebrated my birthday...</i> |
| 3. | ...con mi familia. | <i>...with my family.</i> |
| 4. | ...con mis amigos. | <i>...with my friends.</i> |
| 5. | ¿Qué hiciste? | <i>What did you do?</i> |
| 6. | Fui / Fuimos al parque de atracciones. | <i>I went / We went to the theme park.</i> |
| 7. | Invité a mis amigos a pasar la noche en mi casa. | <i>I invited my friends to sleep over at my house.</i> |
| 8. | Bebí / Bebimos refrescos. | <i>I/We drank soft drinks.</i> |
| 9. | Comí / Comimos tarta de cumpleaños. | <i>I ate / We ate birthday cake.</i> |
| 10. | Recibí muchos regalos. | <i>I received lots of presents.</i> |
| 11. | Fue alucinante | <i>It was amazing.</i> |
| 12. | Fue increíble | <i>It was incredible.</i> |

Step 1 – Select a subject KO you are going to self quiz on.

Step 2 – Complete the table below on the key vocabulary you have selected.

Step 3 – Only go back to the KO if you need support – try to do this from memory



In your own words write the definition:

Use the term correctly in a sentence:

Create a question where the keyword is the answer:

Key Vocabulary Spotlight

In your own words write the definition:

Use the term correctly in a sentence:

Create a question where the keyword is the answer:

Key Vocabulary Spotlight



AUTUMN TERM 2

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Under the Microscope	Drawing from a close up view. Being able to see finer details that possibly the human eye would normally miss and not be able to see.	Textures	refer to the visual or tactile quality of a surface. In art, design, and 3D modelling, they help define how something feels or looks in terms of its surface detail.
Artist Research	Looking at another artists work to find out more about their style, use of media to help inspire your own designs and work.		

POWERFUL KNOWLEDGE

Lizan Freijsen

is a Dutch artist who is fascinated (attracted to) by materials that invite feeling. Mastering textile techniques that recreate textures and layers to mimic and look like fungi, bacteria and zoomed in body organs.



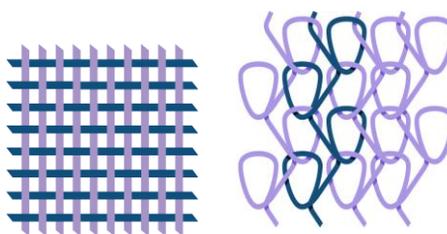
Annette Bruton

Is a mixed media textile artist who recreates what is hidden and lies beneath the surface using materials. Annette has a particular interest in surface design and how she can manipulate, layer and print material to make it look like something else.



Different types of materials and their properties-

Woven- Woven fabrics use a warp and weft yarn on a loom to interlock fibres.



Non- woven- Bonded –Fibres are visible and random, often has small holes on the surface
 Felted- Randomly matted fibres, often wool, available in many thicknesses and colours.

Knitted- Can be warp knitted (straight lines) or weft knitted (knitted upwards), available in a variety of textures and colours, can have patterns knitted in.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Tools	Handheld devices used to perform tasks like cutting, shaping or joining	Machines	Powered devices that perform tasks automatically or with minimal effort
Equipment	A collection of tools, machines and safety gear used for a specific task	PPE (personal protective equipment)	Safety gear such as goggles, gloves and aprons worn to protect against hazards

POWERFUL KNOWLEDGE

Tools and Equipment in the workshop:

Coping saw - Ideal for intricate or curved cuts in wood or thin plastic.

Junior hacksaw - Used for cutting metal, plastic, or small pieces of wood with a fine blade.

Tenon saw - Primarily used for precise woodworking cuts, especially for making joints.

File - Smooths or shapes rough edges of materials like metal, wood, or plastic.

Sandpaper - Abrasive paper used for smoothing or polishing surfaces of materials.

Clamp - Temporarily holds materials together or in position while working on them.

Vice - Holds objects securely in place for cutting, shaping, or assembly tasks.

Machines in the workshop:

Pillar drill - Used for precise drilling of holes in various materials.

Scroll saw - Ideal for making intricate and curved cuts in wood or thin materials.

Bandfacer - A machine for smoothing, shaping, or finishing surfaces using a rotating sanding belt.

Laser cutter - Uses a laser to cut or engrave materials like wood, metal, or acrylic with high precision.

Wood lathe - Shapes wood by rotating it against a cutting tool to create round or cylindrical objects.

Strip heater - Heats strips of plastic to soften and become malleable (bendable).

Vice



Clamp



Tenon saw



Coping saw



Sandpaper



File



Strip heater



Junior hacksaw



Scroll saw



Bandfacer



Pillar drill



Laser cutter



Wood lathe



KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Stereotype	A simplified view, belief or presentation of a group of people.	Tenacious	To be determined and persistent – to not give up.
Derogatory	A disrespectful or belittling attitude towards someone or something.		
Etiquette	Knowing the polite and proper way to behave in different situations.		
Autobiography	A piece of writing in which the writer tells the story of their own life.		

POWERFUL KNOWLEDGE

Non-fiction can give us an insight into historical attitudes and perspectives. Examples include speeches, letters, biographies and articles.

Non-fiction texts demonstrate how language can be adapted to suit different audiences, purposes and forms.

Although non-fiction is based on real-life events, a writer's use of language can present the truth, or facts, in different ways. They can even be biased.



Autobiographies – What you need to know...

- forms of personal texts include: letters, diaries, **autobiographies**, memoirs and travelogues
- writers of **autobiographies** will use **literary** devices to convey emotions and document events in detail
- features of **autobiographical** writing include: **first person**, past tense, use of descriptive and emotive language
- Mary Seacole effectively conveys the horror of war through her use of vivid imagery
- Seacole's use of **first person** and emotive language create an intimate and authentic account of war

Women's rights – A History

18th and 19th century:

- expectation** that women would stay at home and take care of the family
- any education was basic and aimed at domestic skills
- getting married was seen as the most important goal
- women should be obedient, quiet and polite
- women had fewer rights than men and were controlled by them in legal matters



Today:

- both women and men have access to the same education
- women are now not expected to get married
- women are more free to express themselves in the way they present themselves
- women can now vote, be financially independent and are involved in legal matters

What is a Gentleman?

- traits: integrity, honour, politeness and duty towards all regardless of social class
- public service: charity work, serving in local government roles
- education: knowledge of literature, arts, history, and classical language (Greek and Latin)
- etiquette**: demonstrating proper behaviour in social settings and grooming
- occupation: traditionally associated with clergy, military, and professionals like lawyers and doctors



Nonverbal cues and body language.



Looking out and waving. Smile on face.

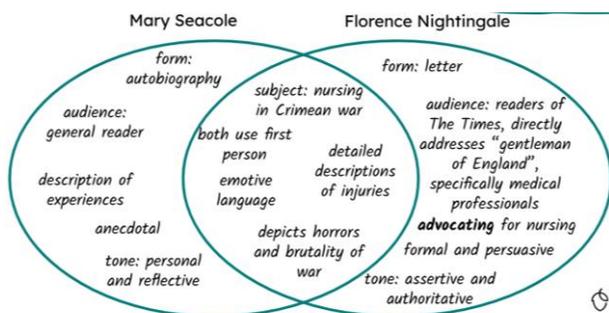


Looking up and finger to chin suggests he is thinking.

Body language and facial expressions are welcoming, relaxed and confident.

He is presenting a serious and thoughtful expression.

Comparing perspectives.



Writing a Speech.

- it is important to consider how the tone of a speech opening will engage the audience and **establish** your **viewpoint**
- an introduction should hook your audience in, regardless of the topic
- the ending of your persuasive speech presents the last opportunity to influence your audience
- at the end of your persuasive speech, your audience should know exactly how to help or what to think or feel
- using rhetorical devices can elevate your opening and closing paragraphs

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Insulin	A hormone produced in the pancreas	Performance	The action or process of performing a task
Dietary Fibre	Plant material that cannot be digested by the human body	Nutrients	A substance that provides nourishment

POWERFUL KNOWLEDGE

Skipping breakfast has been associated with low blood sugar and insulin levels in the morning and these low levels may be linked to poor problem-solving abilities later in the morning. Teenagers and younger adults often skip breakfast but may feel hungry in the middle of the morning so eat fatty and sugary snacks and drinks such as crisps, doughnuts and fizzy drinks.

Schools now offer breakfast for their students

Breakfast means 'breaking the fast'. A fast is a time when no food is eaten. Breakfast is the first meal of the day and breaks an overnight fast which could be as long as sixteen hours

What if you miss breakfast?

Research shows that repeatedly missing breakfast over a long period of time can affect behaviour and performance at school and at work

Nutritional value of breakfast

Breakfast should supply 25% of our daily intake of energy and nutrients

What do people eat for breakfast?

In Britain 45% of people eat cereals for breakfast and others eat toast and / or a drink or a cooked meal. 55% eat nothing at all.

A healthy breakfast is an important part of a healthy diet. A bowl of breakfast cereal with milk for breakfast can supply many important nutrients, including vitamins and minerals.

A survey showed that children who ate breakfast cereals had higher intakes of some vitamins, calcium and iron, but also had less energy in their diet from fat. Breakfast cereals are high in carbohydrates and may provide fibre, so they form part of a healthy eating plan.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Armistice	A short-term agreement to stop fighting	Treaty Of Versailles	Long term agreement for lasting peace
Allies	Countries that cooperated with each other during the war	Big Three	Leaders of Britain, France and the USA
Diktat	A dictated peace – forced to agree to it	Reparations	Money paid in compensation for damage
£6.6bn	The amount Germany was forced to pay	Conscription	Being forced to join the army

POWERFUL KNOWLEDGE

GERMANY in 1918

Kaiser **ABDICATED** (gave up throne) and left Germany.

Germany was in **debt** due to the Kaiser

The war was going badly; the politicians decided to get Germany out of the war..

VERSAILLES 1919

- Germany surrendered by signing the **ARMISTICE**
- It was signed on **11th November 1918 at 11 am.**
- The Allies met at Versailles in 1919 to decide what would happen now the war was over; Germany was not invited.
- Negotiations were difficult between the 'Big Three' leaders.



GEORGES CLEMENCEAU

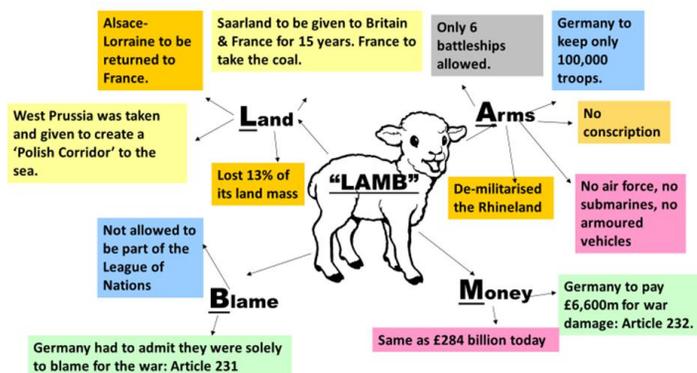


DAVID LLOYD GEORGE



WOODROW WILSON

TERMS OF THE TREATY OF VERSAILLES

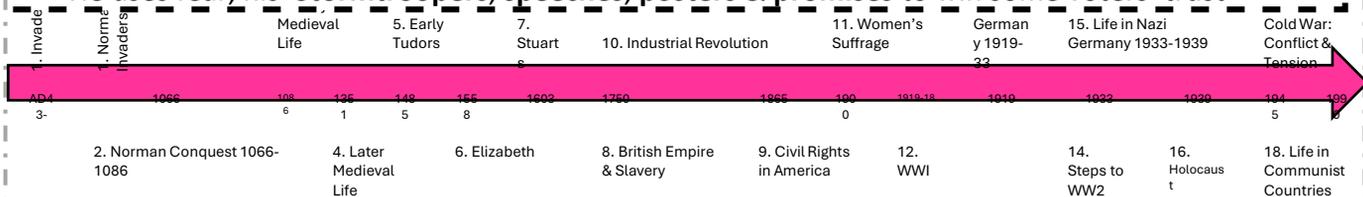


PROBLEMS IN GERMANY 1919-1923

- **1919:** Communists try to take over
- **1920:** ex-soldiers try to take over
- **1923:** French soldiers invade the Ruhr to get money owed
- **1923:** Germany prints off extra money & its worth goes down: hyperinflation
- **1923:** Hitler first tries to take over in Munich

HITLER'S RISE TO POWER 1929 1933

- From 1929 there was a worldwide **Depression**
- Hitler chose to get to power by **winning votes**
- He uses fear, his '**Stormtroopers, speeches, posters & promises to win some voters' trust**



KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Mood Board	A visual representation or collage of images, colours, textures, typography, and other design elements used to convey the style, feel, or theme of a project.	Mind Map	A diagram used to visually organize information. It starts with a central idea or concept and branches out to show related ideas, concepts, or themes
Copyright	Copyright protects the creator’s work from being copied, reproduced, or distributed without permission.	Pixel	Pixels are the tiny dots of colour that make up an image on screens, such as a monitor or phone. The more pixels an image has, the higher its resolution and clarity.

POWERFUL KNOWLEDGE

Visual Elements

Line: Understanding the use of lines in design to create shapes, textures, and forms.

Shape and Form: Knowledge of geometric vs. organic shapes and their impact on design.

Colour: In-depth understanding of colour models (RGB, CMYK), colour harmonies, and the emotional implications of colour choices.

Texture: Awareness of how texture can affect the visual and tactile experience of a design.

Typography

Font Families: Familiarity with serif, sans-serif, script, and decorative typefaces and their appropriate uses.

Typographic Hierarchy: Knowledge of how to create emphasis and structure through font size, weight, and spacing.

Composition and Layout

White Space: Understanding the role of negative space in improving clarity and emphasis.

Branding Principles

Brand Identity: Knowledge of elements such as logos, taglines, and visual style that convey a brand's essence.

Consistency: Understanding the importance of maintaining visual consistency across all brand materials.

Audience Targeting: Recognizing how different demographics respond to visual branding elements.

Software and Tools

Graphic Design Software: Proficiency in tools like, Photoshop, paint and InDesign for creating and manipulating designs.



Visual Identity Applications

Logo Design: Knowledge of principles and processes for creating effective logos.

Marketing Materials: Understanding how visual identity translates to brochures, business cards, and online assets.



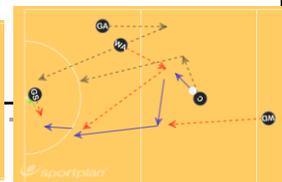
Assessment and Critique

Feedback Mechanisms: Knowledge of how to solicit and integrate constructive feedback into design processes.

Design Evaluation: Familiarity with criteria for assessing the effectiveness of visual identities.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Pass and receiving	To use a range of passes to keep possession of the ball	Contact	You can't touch or push any player during the game as it is a non-contact game - this will result in penalty pass or shot
Obstruction	You must be 1m away from the player with the ball before your arms go up	Replayed/ repossession	If a player drops the ball or bounces the ball and picks it back up again the other team get a free pass
Possession	Maintaining and advancing with the ball without the opponent gaining the ball		



POWERFUL KNOWLEDGE

Footwork: When you receive the ball from another player you will land with your feet using '1, 2'. Introduce split landing and passing on the move (releasing the ball before your landing foot re-lands).

Pivoting: You may move around on a pivot by keeping foot number 1 on the floor, but not lifting it up, your foot number 2 can help you by moving around in a circle.

Chest pass: This is a short and powerful pass, you have your hands in a W shape and push to extend your arms, you also step forward to give more power.



Shoulder pass: This is a long and powerful shot, you start with the ball in your strong hand next to your shoulder, you extend your arm and follow through with your body.

Marking: You must be 1m away with your feet from the player, once you have this distance you put both of your arms up over the ball and go onto your tiptoes, when the ball is released you jump to attempt to intercept.



Shooting: You have one hand underneath the ball and the other helping it to balance, you get your aim correct and then bend your knees and release the ball, flicking your wrists

Set play/ set centre passes: The Stack, The screen, the overload.

Tactics

Dodging tactics: always signal when you want to receive the ball. (Feint Dodge: Drive/Sprint Dodge: Roll Off: Double feint dodge). When do we use each strategy? Depending on our defender.



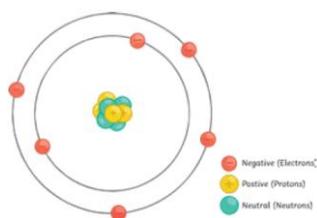
Attacking: Gain the front position on a defender. Move in front of the defender to gain an advantage. Receive the ball on ball side

Defending- 3 steps - mark the player, mark the ball and mark the space Limit available options for the ball carrier. Stage 1, Stage 2 and stage 3 defence.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Atom	the smallest part of an element that can exist on its own	Proton	subatomic particle found in the nucleus of an atom. Positive charge
Neutron	subatomic particle found in the nucleus of an atom. No charge	Electron	subatomic particle orbiting the nucleus of an atom in shells. Negative charge
α scattering	experiment using gold foil that showed the positive nucleus	Distillation	process that evaporates a solvent to collect it
Chromatography	method used to separate a mixture of pigments	Filtration	process that collects an insoluble substance from a mixture

POWERFUL KNOWLEDGE



Overall, atoms have **no charge** because they possess the same number of protons as electrons. An **ion** is a charged particle that does not have an equal number of protons and electrons.

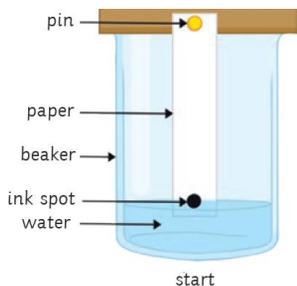
Electrons are found in shells, with a maximum of two in the innermost shell, then eight in the second and third shells. The inner shell is filled first

Elements are made of atoms with the same atomic number.

Atomic number refers to the number of protons. **Mass**

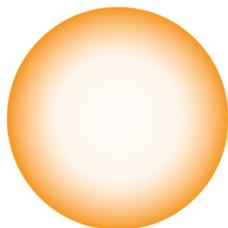
number refers to the sum of protons and neutrons.

Atomic Number	6	
	C	Symbol
Element Name	Carbon	
	12.01	Atomic Mass

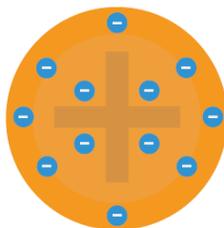


In a mixture, there are **no chemical bonds** between components, making them easy to separate. Examples include air and salt water. Chromatography, distillation, filtration, crystallization and fractional distillation are examples of techniques used to separate mixtures.

Atomic Models



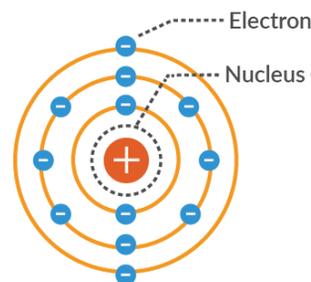
Solid sphere model
(Dalton, 1803)



Plum pudding model
(Thomson, 1897)



Nuclear model
(Rutherford, 1911)



Planetary model
(Bohr, 1913)

Different models of the atom have been developed depending on the results of experiments that were available at the time. The modern model of the atom came from work by James Chadwick in the 1930s and his discovery of the neutron.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Trabajo	Work/ I work	Tengo que	I have to
Responsabilidad	Responsibility	Cualidades	Qualities
Trabajo ideal	Ideal Job	Me gustaría	I would like to

LESSON 1 – HOTEL CATÁSTROFE

- | | |
|--|--|
| 1. Soy... | <i>I am...</i> |
| 2. ...camarero/a | <i>...a waiter / waitress</i> |
| 3. ...cocinero/a | <i>...a cook</i> |
| 4. ...dependiente/a | <i>...a shop assistant</i> |
| 5. ...esteticista | <i>...a beautician</i> |
| 6. ...jardinero/a | <i>...a gardener</i> |
| 7. ...limpiador(a) | <i>...a cleaner</i> |
| 8. ...peluquero/a | <i>...a hair dresser</i> |
| 9. ...repcionista | <i>...a receptionist</i> |
| 10. ¿En qué consiste tu trabajo? | <i>What does your job involve?</i> |
| 11. Tengo que... | <i>I have to...</i> |
| 12. ...constestar el teléfono | <i>...answer the phone</i> |
| 13. ...ayudar a los clientes | <i>...help the customers</i> |
| 14. ...cortar el pelo a los clientes | <i>...cut customers' hair</i> |
| 15. ...cuidar las plantas | <i>...look after the plants</i> |
| 16. ...hacer manicuras | <i>...do manicures</i> |
| 17. ...limpiar habitaciones | <i>...clean rooms</i> |
| 18. ...preparar comida | <i>...prepare food</i> |
| 19. ...servir la comida en el restaurante | <i>...serve food in the restaurant</i> |
| 20. ...vender productos en la tienda | <i>...sell products in the shop</i> |
| 21. ¿Te gusta tu trabajo? | <i>Do you like your job?</i> |
| 22. (No) me gusta (nada) mi trabajo porque es... | <i>I (don't) like my job (at all) because it is...</i> |
| 23. ...difícil/complicado. | <i>...difficult/complicated</i> |
| 24. ...duro. | <i>...hard.</i> |
| 25. ...estimulante. | <i>...stimulating.</i> |
| 26. ...estresante. | <i>...stressful.</i> |
| 27. ...interesante. | <i>...interesting.</i> |
| 28. ...monótono. | <i>...monotonous.</i> |
| 29. ...repetitivo. | <i>...repetitive.</i> |
| 30. Compañero/a | <i>Partner/colleague</i> |

LESSON 3 – ¿CÓMO VA A SER TU FUTURO?

- | | |
|------------------------------------|---|
| 1. En el futuro... | <i>In the future...</i> |
| 2. Cuando sea mayor... | <i>When I am older...</i> |
| 3. Dentro de X años | <i>In X years time...</i> |
| 4. Voy a... | <i>I am going to...</i> |
| 5. ...casarme | <i>...get married</i> |
| 6. ...ganar mucho dinero | <i>...earn lots of money</i> |
| 7. ...hacer un trabajo interesante | <i>...do an interesting job</i> |
| 8. ...ir a la universidad | <i>...go to university</i> |
| 9. ...ser famoso/a | <i>...be famous</i> |
| 10. ...ser voluntario/a | <i>...be a volunteer</i> |
| 11. ...tener hijos | <i>...have children</i> |
| 12. ...viajar (mucho) | <i>...travel (a lot)</i> |
| 13. ...vivir en el extranjero | <i>...live abroad</i> |
| 14. ...tener mi propio negocio | <i>...have my own business</i> |
| 15. Va a ser (muy) interesante | <i>It is going to be (very) interesting</i> |
| 16. En este momento... | <i>At the moment...</i> |

LESSON 2 – ¿EN QUÉ TE GUSTARÍA TRABAJAR?

- | | |
|----------------------------------|--------------------------------------|
| 1. ¿Cómo eres? | <i>What are you like?</i> |
| 2. En mi opinión, soy... | <i>In my opinion I am...</i> |
| 3. Creo / Pienso que soy... | <i>I think I am...</i> |
| 4. Soy muy / bastante... | <i>I am very / quite...</i> |
| 5. ...ambicioso/a | <i>...ambitious</i> |
| 6. ...creativo/a | <i>...creative</i> |
| 7. ...independiente | <i>...independent</i> |
| 8. ...inteligente / responsable | <i>...intelligent / responsible</i> |
| 9. ...organizado/a | <i>...organised</i> |
| 10. ...paciente / sociable | <i>...patient / sociable</i> |
| 11. ...práctico/a | <i>...practical</i> |
| 12.serio/a | <i>...serious</i> |
| 13. ...maleducado/a | <i>...rude</i> |
| 14. Me gustaría ser... | <i>I would like to be...</i> |
| 15. Quiero ser... | <i>I want to be...</i> |
| 16. ...abogado/a | <i>...a lawyer</i> |
| 17. ...cantante | <i>...a singer</i> |
| 18. ...diseñador(a) | <i>...a designer</i> |
| 19. ...enfermero/a | <i>...a nurse</i> |
| 20. ...mecánico/a | <i>...a mechanic</i> |
| 21. ...periodista | <i>...a journalist</i> |
| 22. ...policía | <i>...a police officer</i> |
| 23. ...taxista | <i>...a taxi driver</i> |
| 24. (No) me gustaría (nada)... | <i>I would(n't) like (at all)...</i> |
| 25. ...trabajar al aire libre | <i>...to work outdoors</i> |
| 26. ...trabajar con animales | <i>...to work with animals</i> |
| 27. ...trabajar con niños | <i>...to work with children</i> |
| 28. ...trabajar en equipo | <i>...to work in a team</i> |
| 29. ...trabajar en una oficina | <i>...to work in an office</i> |
| 30. ...trabajar solo/a | <i>...to work alone</i> |
| 31. ...hacer un trabajo creativo | <i>...to do a creative job</i> |
| 32. ...hacer un trabajo manual | <i>...to do a manual job</i> |
| 33. ...por eso... | <i>...that's why...</i> |

LESSON 4 – ¿CÓMO ES UN DÍA TÍPICO?

- | | |
|--|---|
| 1. ¿En qué trabajas? | <i>What do you do for a living?</i> |
| 2. ¿Por qué decidiste ser...? | <i>Why did you decide to be a...?</i> |
| 3. Me gusta mucho... y por eso decidí ser... | <i>I really like,,, and so I decided to be a...</i> |
| 4. Estudié ... y me encantó | <i>I studied... and I loved it</i> |
| 5. ¿Cómo es un día de trabajo típico? | <i>What is a typical working day like?</i> |
| 6. Hablo con los clientes | <i>I talk to customers</i> |
| 7. Leo mi agenda | <i>I read my diary</i> |
| 8. Preparo mis cosas | <i>I prepare my things</i> |
| 9. Trabajo con mi equipo | <i>I work with my team</i> |
| 10. Voy a la oficina | <i>I go to the office</i> |
| 11. ¿Qué cualidades tienes que tener? | <i>What qualities do you need to have?</i> |
| 12. Tienes que ser... | <i>You have to be...</i> |
| 13. En mi trabajo, los idiomas son muy importantes | <i>In my job, languages are very important</i> |
| 14. Hablo español, alemán e inglés | <i>I speak Spanish, German and English</i> |

Step 1 – Select a subject KO you are going to self quiz on.

Step 2 – Complete the table below on the key vocabulary you have selected.



Step 3 – Only go back to the KO if you need support – try to do this from memory

<p>In your own words write the definition:</p>	<p>Use the term correctly in a sentence:</p>	<p>Create a question where the keyword is the answer:</p>
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Key Vocabulary Spotlight

<p>In your own words write the definition:</p>	<p>Use the term correctly in a sentence:</p>	<p>Create a question where the keyword is the answer:</p>
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Key Vocabulary Spotlight

What went well?	Even Better if.....

SPaG

Bronze
A number of SPaG errors. Your work is generally coherent but basic in development

Silver
A few SPaG errors but good use of geographical terms. Your work is generally worded into paragraphs.

Gold
Very few SPaG errors. Your work is well organized, contains key geographical terms and is worded into clear paragraphs.

Growth Mindset

Bronze
You have struggled to push yourself to achieve your potential in this assessment

Silver
You have shown your potential in this assessment but need to push a little further to achieve

Gold
You have worked hard to achieve and exceed your targets in this assessment- well done!

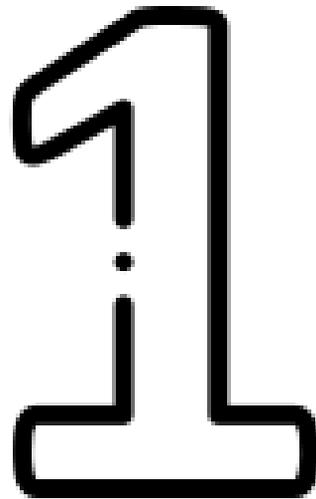
Spelling Errors

Rewrite spelling errors below three times.

Spelling 1

Spelling 2

What can be improved for next term?



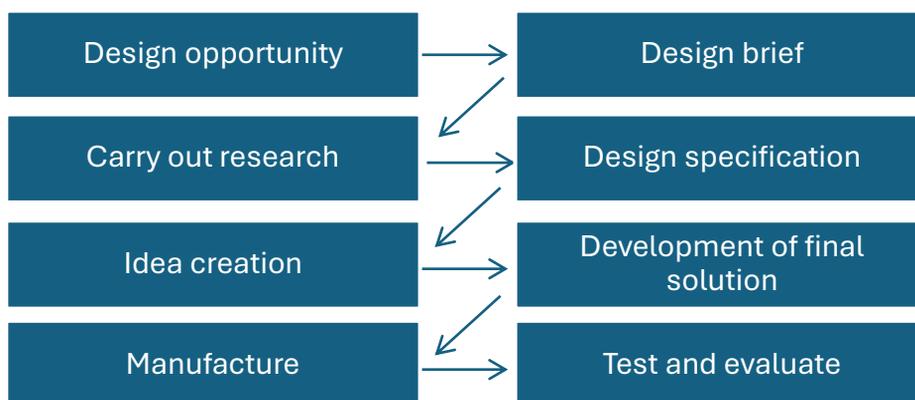
SPRING TERM 1

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Design Opportunity	A problem that needs to be solved or a new idea to deal with a situation	Design Brief	A short statement that outlines the problem to be solved
Design Specification	A list of requirements that a product needs to address	Product Analysis	The process of examining a product in detail to evaluate its design. This helps to identify strengths, weaknesses and areas for improvement.

POWERFUL KNOWLEDGE

The order of the design process is:



Design specifications could include the following:



Function - What is the function and purpose of the product? How well does it work? Could it be improved?



Size - What is the size of the product? Is it comfortable to use? Is it a similar size to other products with the same use?



Cost - How much did it cost to make? How much does it cost to buy? Is it considered good value by the consumer?



Materials and Components - What materials and components have been used to make the product? Why were these materials and components used?



Environment - Is the product sustainable and/or environmentally friendly? Is it recyclable? Can it be easily repaired rather than thrown away?



Aesthetics - What does the product look like? What is the colour, texture, pattern and decoration of the product?



Ergonomics - Is the product designed in a way to make it easy to use. Shape, size, weight, position of buttons and controls are all aspects that contribute to a product having good ergonomic design.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Propaganda	Communication which is designed to influence the audience via misleading information	Skim reading	Reading quickly to gather key words and ideas
Trench Warfare	Defensive structures – deep ditches are dug and fortified by each side.	Close reading	Carefully, thoughtfully and slowly reading a text
No Mans Land	The space between the opposing sides trenches – dangerous and deadly	Recount	To describe something that happened – tell the story.
Short Story	A story that can be read in one sitting – focuses on one character or event	Tone	The attitude and emotion in your voice – Written or verbal.

POWERFUL KNOWLEDGE

What was the trench system?

- a deep ditch dug by soldiers
- the ditch would protect soldiers from enemy fire
- trenches were made of mud, wood, sandbags and barbed wire



men would wait in **trenches** before 'going over the top' - charging at the enemy

the space between **trenches** was known as '**no man's land**' - a place of danger



'Propping up the Line'

- 'Propping Up The Line' is a **short story** by Ian Beck written using a **third person narrative** voice
- Beck was inspired to write the story to "honour" his grandfather who was gassed in the trenches during World War One
- gas attacks killed about three percent of people immediately
- there were long term physical and psychological effects for those who survived gas attacks
- many people who write about World War one try to convey the horrors of gas attacks in their work



This table shows you the different ways to read....

Skimming and scanning	Close reading
<ul style="list-style-type: none"> quickly reading a text understanding the gist understanding the overall tone selecting some words, images or phrases 	<ul style="list-style-type: none"> rereading parts of a text slowly understanding its finer points understanding shifts in tone analysing words, images and phrases

Conditions in the Trenches

- the mud and water could kill you, both through drowning or infection
- rats and lice were everywhere
- you were exposed to the weather which could be harsh and unforgiving
- constant bombing and threat of death was contrasted with long periods in which nothing happened



Wilfred Owen was a soldier and poet. He fought in World War One and his poetry **reflects his experiences of war**. His poetry uses **metaphors** and **similes** to create vivid images in your mind of the horrors of war

- "Bent double, like old beggars under sacks, Knock-kneed, coughing like hags, we cursed through sludge"



A letter should include the following....

- an introduction which establishes a relationship and overall **tone**
 - a **recount** of a particularly horrifying event
 - feelings and attitudes towards the event
- who are you writing to, and from where? what is your relationship like with this person?
 - what event will you **recount**?
 - how do you feel about what happened and why?

the front line

the Western Front

the Home Front

The front line is the bit of the battlefield which is closest to the enemy.



The Western Front is one of the settings in 'Propping Up The Line'.



The Home Front means how civilians in Britain were affected by World War One in their day to day lives.



the narrator uses 'she', 'he' and 'they' rather than 'I'

the person telling the story is not a character in the story

third person omniscient **narrator**

the narrator is 'all-knowing' about the events and characters

a third person narrator might focus more on one character's experience; in this short story, the character is Alfred

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Pop Artist	Pop Art is an art movement that emerged in the 1950s and became popular in the 1960s, characterized by its use of mass media, consumer products, and popular culture as subjects. Pop artists often incorporated everyday items like advertisements, comic strips, and consumer goods into their work, blending fine art with commercial and popular imagery.	Graffiti Artist	Graffiti artist is someone who creates artwork or writing (usually on public or private surfaces like walls, trains, or buildings) using spray paint, markers, stencils, or other materials. Graffiti is often associated with street art, urban culture, and rebellion. It's a form of self-expression and while it has historically been linked to vandalism, it has increasingly gained recognition as a legitimate art form in recent decades.

POWERFUL KNOWLEDGE

Favelas

Favela is an umbrella name for several types of impoverished neighbourhoods in Brazil. The term, which means slum or ghetto, was first used in the Slum of Providência in the center of Rio de Janeiro in the late 19th century, which was built by soldiers who had lived under the favela trees in Bahia and had nowhere to live following the Canudos War.



Buff Monster



Colourful

Layered patterns

Original designs

Mr.Doodle



Doodle art

Applique

Hand embroidery

Sarah Button



Batik

Observational drawing skills

Researching an artist

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Web design software	Web design software is a digital tool that helps designers and developers create, edit, and manipulate the visual elements and layout of websites.	HTML	HTML stands for Hyper Text Markup Language · HTML is the standard markup language for creating Web pages
Navigation System	Website navigation is the act of clicking and looking through resources on the internet, such as the various pages that make up a website	Webpage	A web page is a document written in hypertext (also known as HTML) that you can see online, using a web browser. Most web pages include text, photos or videos, and links to other web pages. A group of many web pages managed by one person or company is a website.

POWERFUL KNOWLEDGE

Web Design Principles

User Experience (UX): Understand how to create intuitive, user-friendly interfaces that prioritize the needs and behaviours of users.

User Interface (UI) Design: Familiarity with design elements such as buttons, menus, and layouts that enhance usability.

Visual Hierarchy: Knowledge of how to organize content so that the most important information stands out, guiding users through the site.

Responsive Images: Use of image formats and techniques to ensure fast loading times on different devices and screen resolutions.

Responsive Images: Use of image formats and techniques to ensure fast loading times on different devices and screen resolutions.

Web Accessibility

Accessibility Guidelines: Knowledge of web accessibility standards (like WCAG) to ensure websites are usable by people with disabilities.

Inclusive Design: Strategies to create designs that are accessible to a diverse range of users, including those with visual, auditory, or cognitive impairments.

Digital Marketing

Content Marketing: Understanding how to create engaging content that attracts and retains users, often involving blogs, videos, and social media.

Social Media Integration: Knowledge of how to effectively incorporate social media strategies to enhance website reach and engagement.



KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Preparation Phase	The athlete sets their stance, grips the implement, and builds momentum. It includes balance, and the in movement like the wind-up in discus, the glide or spin in shot put and the approach run in javelin.	Delivery Phase	This is when the athlete applies maximum force to the implement. It includes the final push in shot put, the last rotation in discus and the final thrust in javelin.
Release Phase	The moment the implement leaves the hand. The angle, speed, and direction of release determine how far it will go.	Recovery Phase	The athlete regains balance and control to avoid fouling. This includes staying inside the circle in shot put, discus, or avoiding crossing the foul line in javelin.

POWERFUL KNOWLEDGE

Continuous Shot Put Grip & Positioning: Hold the shot against the neck with fingers spread "clean palm, dirty hand"). Elbow high and wrist firm to ensure control. Glide Technique: Shift weight explosively from back to front foot while maintaining a low, balanced position. Engage the core and legs to maximize force. Spin Technique: Use a fast, controlled rotation with the dominant leg driving powerfully before release. Maintain balance throughout the spin. Release: Extend through fingers, ensuring a high elbow position, pushing the shot at an angle of 37-42 degrees for optimal trajectory. Recovery: Keep a strong stance to avoid fouling, using a controlled deceleration technique.

Javelin Grip & Positioning: Hold using the "V grip" (between index and middle fingers) or "American grip" (resting in palm), ensuring wrist stability. Approach Run: Sprint efficiently, maintaining a controlled build-up of speed rather than running too fast. Crossover Step: Ensure a long, low last step, keeping the non-throwing arm extended forward for balance and optimal hip rotation. Release: Maintain a relaxed grip and extend the throwing arm fully, aiming for 35-40 degrees for optimal aerodynamics. Recovery: Keep the body controlled, ensuring a legal throw by not crossing the foul line.

Discus Grip & Stance: Spread fingers evenly over the discus, keeping the wrist firm but flexible for a clean release. Rotation: Engage the hips and core in a quick, powerful spin to build momentum before release. Release: Keep shoulders level, using a whip-like motion to transfer energy from the legs and torso to the discus. Angle: Aim for a 32-37 degree release for maximum distance. Recovery: Remain inside the throwing circle by maintaining balance during the follow-through.

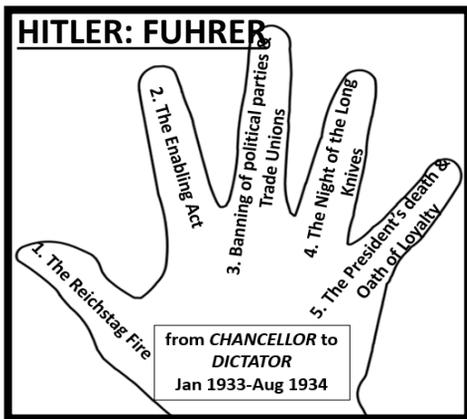
Long Jump Approach Run: Use a precisely measured stride pattern to reach maximum controlled speed. Take-Off: Lower center of gravity in the penultimate stride to increase explosive power. Flight Phase: Use either hitch-kick (cycling motion) or hang technique (stretching arms and legs forward) to maintain balance and momentum. Landing: Extend arms and legs just before impact, ensuring a low-hip position to avoid losing distance.

Triple Jump Phases: The jump consists of 5 phases - Approach, Hop, Step, Jump, and Landing. Hop Phase: Land on the same foot you take off from, keeping knee high and hips stable. Step Phase: Land on the opposite foot, keeping the body upright and maintaining momentum. Jump Phase: Drive forward into the pit, using arms for balance. Landing: Keep legs extended forward while controlling the landing to minimize backward movement.

Key Term	Definition	Key Term	Definition
Chancellor	Germany's version of our Prime Minister.	Fuhrer	Leader – Role of Chancellor and President combined
Reichstag	German Parliament.	Rearmament	Building the military – weapons and equipment.
Anschluss	Union with Austria – forbidden under the Treaty of Versailles	Appeasement	Giving in to demands to avoid a conflict
Munich Agreement	Agreement between Chamberlain and Hitler – He could have the Sudetenland but take no more of Czechoslovakia.		

POWERFUL KNOWLEDGE

POLICY OF APPEASEMENT: to give someone who's aggressive what they want to avoid conflict with them



CHURCHILL	CHAMBERLAIN
<p>If we stand up to Hitler & give a clear message that he can't do what he wants, we'll stop war.</p>	<p>Millions were killed in WWI</p>
<p>Every time Hitler invades a new country, he becomes more powerful & difficult to defeat.</p>	<p>Stalin's USSR is more of a threat than Hitler.</p>
	<p>We treated Germany so badly in the Treaty of Versailles.</p>
	<p>Britain's army is too small, we need time to build it up.</p>

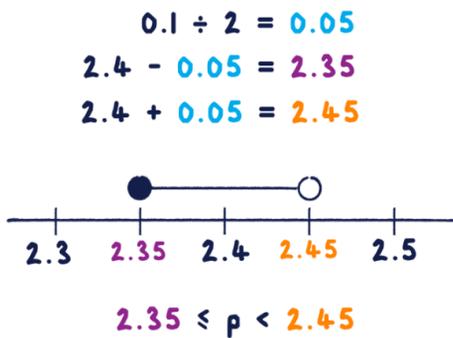
DUNKIRK	BATTLE OF BRITAIN	THE BLITZ	OPERATION BARBAROSSA	PEARL HARBOR	OPERATION OVERLORD
May-June 1940	July-Oct 1940	Sept '40-May '41	June 1941-	Dec 1941	June-Aug 1944
Evacuation of British & French troops	Nazi air attack on RAF targets	Nazi air attack of London & other cities	Nazi invasion of USSR	Japanese pre-emptive attack on USA	Allies' reoccupation of Europe
300,000 troops rescued 40,000 left behind, killed or captured	Luftwaffe: 2,550 planes RAF: 749 planes Pilots' 'Blitzkrieg': lightning war	57 nights of bombing London, 1 million bombs, Incendiary bombs,	Blitzkrieg: bombing, tanks, 3 million soldiers, early rains, sub-zero winter, scorched earth, civilians	2,335 US deaths, 20 ships & 300 planes destroyed, 1 hour 50 mins	Paratroopers, warships, landing craft, air support, 100,000 Allied deaths

1. Invaders
 2. Norman Conquest 1066-1086
 3. Early Medieval Life
 4. Later Medieval Life
 5. Early Tudors
 6. Elizabeth
 7. Stuart
 8. British Empire & Slavery
 9. Civil Rights in America
 10. Industrial Revolution
 11. Women's Suffrage
 12. WWI
 13. German y 1919-33
 14. Steps to WW2
 15. Life in Nazi Germany 1933-1939
 16. Holocaust
 17. The Cold War: Conflict & Tension
 18. Life in Communist Countries

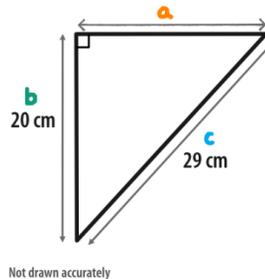
Key Word	Definition	Example
Error Intervals	The range of possible values that a number could have been <i>before</i> it was rounded or truncated. Also known as "bounds."	$x=7$ cm (nearest cm) $\Rightarrow 6.5 \leq x < 7.5$ $y=4.8$ m (1 d.p.) $\Rightarrow 4.75 \leq y < 4.85$ $z=200$ kg (nearest 100 kg) $\Rightarrow 150 \leq z < 250$ $P=3000$ people (1 s.f.) $\Rightarrow 2500 \leq P < 3500$
Pythagoras Theorem	In a right-angled triangle , the square of the length of the hypotenuse (the side opposite the right angle) is equal to the sum of the squares of the lengths of the other two sides.	$a^2 + b^2 = c^2$
Plotting straight-line graphs	A graph that forms a straight line. It represents a linear relationship between two variables (usually x and y).	
Distance time graphs	A graph to show distance travelled over time.	Speed = distance \div time Distance = speed \times time Time = distance \div speed

POWERFUL KNOWLEDGE

A number, p , rounded to 1 decimal place is 2.4
 Write down the error interval for p



Calculate the length of the unknown side.



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

$$a^2 + 20^2 = 29^2$$

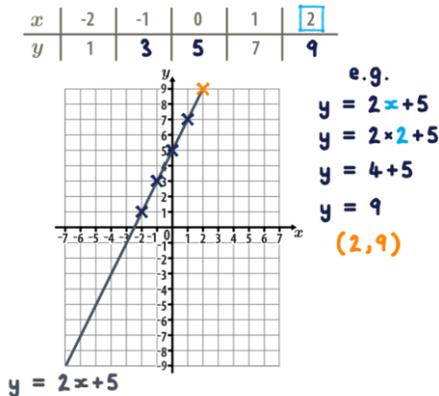
$$a^2 = 29^2 - 20^2$$

$$a^2 = 441$$

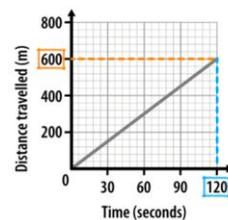
$$a = \sqrt{441}$$

$$a = 21$$

By first completing the table of values for $y = 2x + 5$, draw the graph of $y = 2x + 5$ on a set of axes.



The distance-time graph below shows part of Bradley's run. Calculate Bradley's speed.



$$\text{speed (m/s)} = \frac{\text{distance (m)}}{\text{time (seconds)}}$$

$$= \frac{600}{120}$$

$$= 5$$

Key Term	Definition	Key Term	Definition
Hacer	To do	Enfermedad	illness
Mejorar	To improve	Saludable	Healthy
Deporte	Sport	Jugar	To play

LESSON 1 – ¿Llevas una dieta sana?

- | | | | |
|--------------------------------------|--|--|-----------------------------------|
| 1. Llevo una dieta sana | <i>I have a healthy diet</i> | 17. Como / comí verduras | <i>I eat / I ate vegetables</i> |
| 2. Me gusta bastante / mucho el pan. | <i>I (quite / really) like bread. I like biscuits.</i> | 18. Bebo / bebí agua | <i>I drink / I drank water</i> |
| 3. Me gustan las galletas | <i>I (really) don't like (at all)...</i> | 19. ¿Con qué frecuencia comes pescado? | <i>How often do you eat fish?</i> |
| 4. No me gusta(n) (nada)... | <i>...rice</i> | 20. Lo / la / los como... | <i>I eat it / them...</i> |
| 5. ...el arroz | <i>...bread</i> | 21. Tres veces al día | <i>Three times a day</i> |
| 6. ...el pan | <i>...chicken</i> | 22. Cada día | <i>Every day</i> |
| 7. ...el pollo | <i>...fish / meat</i> | 23. Todos los días | <i>Every day</i> |
| 8. ...el pescado / la carne | <i>...salad</i> | 24. Dos veces a la semana | <i>Twice a week</i> |
| 9. ...la ensalada | <i>...pasta / pizza</i> | 25. Los fines de semana | <i>At the weekends</i> |
| 10. ...la pasta / la pizza | <i>...sweets</i> | 26. Una vez al mes | <i>Once a month</i> |
| 11. ...los caramelos | <i>...eggs / cheese</i> | 27. Dos veces al año | <i>Twice a year</i> |
| 12. ...los huevos / el queso | <i>...cakes</i> | 28. (Muy) a menudo | <i>(Very) often</i> |
| 13. ...los pasteles | <i>...biscuits</i> | 29. A veces | <i>Sometimes</i> |
| 14. ...las galletas | <i>...vegetables</i> | 30. De vez en cuando | <i>From time to time</i> |
| 15. ...las verduras | <i>...salad</i> | 31. Nunca | <i>Never</i> |
| 16. ...la ensalada | | 32. Casi nunca | <i>Almost never</i> |

LESSON 2 – ¿Qué haces para estar en forma?

- | | |
|---------------------------------|------------------------------------|
| 1. Me gusta mucho hacer deporte | <i>I really like doing sport</i> |
| 2. Hago artes marciales | <i>I do martial arts</i> |
| 3. Hago atletismo | <i>I do athletics</i> |
| 4. Hago footing | <i>I do jogging</i> |
| 5. Hago gimnasia | <i>I do gymnastics</i> |
| 6. Hago natación. | <i>I go swimming</i> |
| 7. Hago equitación | <i>I go horse riding</i> |
| 8. Juego al baloncesto | <i>I play basketball</i> |
| 9. Juego al ping-pong | <i>I play table tennis</i> |
| 10. Juego al tenis | <i>I play tennis</i> |
| 11. Juego al voleibol | <i>I play volleyball</i> |
| 12. Juego a la pelota vasca | <i>I play Basque ball game</i> |
| 13. ...en el parque/gimnasio | <i>...in the park / gym</i> |
| 14. Voy al polideportivo | <i>I go to the sports centre</i> |
| 15. Soy miembro de un club | <i>I am a member of a club</i> |
| 16. Voy a clases de baile | <i>I go to dance clases</i> |
| 17. Prefiero jugar al fútbol. | <i>I prefer playing football</i> |
| 18. Es mi deporte preferido. | <i>It is my favourite sport</i> |
| 19. Empecé (a jugar)... | <i>I started (playing)...</i> |
| 20. ...a los diez años | <i>...at the age of ten</i> |
| 21. Voy a empezar a (hacer) | <i>I am going to start (doing)</i> |

LESSON 4 – ¡Muévete!

- | | |
|---|-------------------------------------|
| 1. Consejos para estar en forma | <i>Advice to keep fit</i> |
| 2. Se debe... | <i>You / One must...</i> |
| 3. ...beber agua | <i>...drink water</i> |
| 4. frecuentemente | <i>Frequently</i> |
| 5. ...comer más fruta y verduras | <i>...eat more fruit and veg</i> |
| 6. ...comer menos chocolate | <i>...eat less chocolate</i> |
| 7. ...comer menos caramelos | <i>...eat less sweets</i> |
| 8. ...dormir ocho horas al día | <i>...sleep 8 hours a day</i> |
| 9. ...entrenar una hora al día | <i>...exercise 1 hour a day</i> |
| 10. No se debe... | <i>You / one must not...</i> |
| 11. ...beber alcohol | <i>...drink alcohol</i> |
| 12. ...beber muchos refrescos | <i>...drink lots of soft drinks</i> |
| 13. ...comer comida basura | <i>...eat junk food</i> |
| 14. ...fumar | <i>...smoke</i> |
| 15. Soy adicto/a al / a la / a los / a las... | <i>I am addicted to...</i> |

LESSON 3 – ¿Cuál es tu rutina diaria?

- | | |
|-------------------------------|---------------------------------|
| 1. Me despierto... | <i>I wake up...</i> |
| 2. ...muy temprano | <i>...very early</i> |
| 3. ...muy tarde | <i>...very late</i> |
| 4. ...a las siete | <i>...at 7 o'clock</i> |
| 5. Me levanto... | <i>I get up...</i> |
| 6. ...enseguida | <i>...straight away</i> |
| 7. Me lavo los dientes | <i>I brush my teeth</i> |
| 8. Me ducho | <i>I shower</i> |
| 9. Me visto | <i>I get dressed</i> |
| 10. Me acuesto | <i>I go to bed</i> |
| 11. Desayuno | <i>I have breakfast</i> |
| 12. Meriendo | <i>I have a snack (pm)</i> |
| 13. Ceno (...) | <i>I have (...) for dinner</i> |
| 14. Salgo (a correr) | <i>I go out (for a run)</i> |
| 15. Corro (20 kilómetros) | <i>I run 20 km</i> |
| 16. Entreno | <i>I exercise / train</i> |
| 17. Voy al insti / al trabajo | <i>I go to school / work</i> |
| 18. Termino (a las dos) | <i>I finish (at 2)</i> |
| 19. Duermo (ocho horas) | <i>I sleep (for 8 hours)</i> |
| 20. Normalmente | <i>Normally</i> |
| 21. Por la mañana/tarde | <i>In the morning/afternoon</i> |

LESSON 5 – ¡Me duele todo!

- | | |
|------------------------------|-----------------------------|
| 1. ¿Qué te duele? | <i>What hurts?</i> |
| 2. Me duele... | <i>...hurts</i> |
| 3. ...el brazo/el pie | <i>My arm/foot</i> |
| 4. ...el estómago | <i>My stomach</i> |
| 5. ...la cabeza/la espalda | <i>My head/My back</i> |
| 6. ...la garganta/la mano | <i>My throat/hand</i> |
| 7. ...la nariz | <i>My nose</i> |
| 8. Me duelen... | <i>...hurt</i> |
| 9. ...los dientes/los oídos | <i>My teeth/ears</i> |
| 10. ...los ojos/los labios | <i>My eyes/lips</i> |
| 11. Tengo catarro | <i>I have a cold</i> |
| 12. Tengo náuseas | <i>I feel sick/nauseous</i> |
| 13. Tengo quemaduras del sol | <i>I am sunburn</i> |
| 14. Estoy cansado/a | <i>I am tired</i> |
| 15. Estoy enfermo/a | <i>I am ill</i> |
| 16. No me encuentro bien | <i>I don't feel well</i> |

Step 1 – Select a subject KO you are going to self quiz on.

Step 2 – Complete the table below on the key vocabulary you have selected.



Step 3 – Only go back to the KO if you need support – try to do this from memory

<p>In your own words write the definition:</p>	<p>Use the term correctly in a sentence:</p>	<p>Create a question where the keyword is the answer:</p>
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Key Vocabulary Spotlight

<p>In your own words write the definition:</p>	<p>Use the term correctly in a sentence:</p>	<p>Create a question where the keyword is the answer:</p>
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Key Vocabulary Spotlight



SPRING TERM 2

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Atom	the smallest part of an element that can exist on its own	Atomic Number	number of protons in an atom of an element (also no. electrons in an atom)
Element	particle that is only made of one type of atom	Mass Number	number of protons plus neutrons in the atom
Isotope	atoms with the same number of protons but a different number of neutrons	Periodic Table	organizational chart showing all known elements, with gaps for undiscovered elements
Ion	charged particle that has gained or lost electrons	Reactivity	how reactive an element is

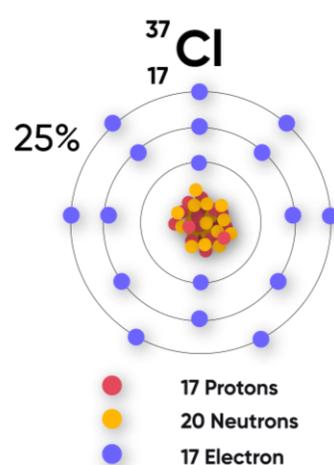
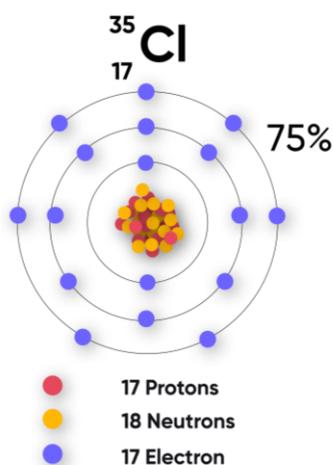
POWERFUL KNOWLEDGE

Isotopes are elements with the **same number of protons** (and thus the same atomic number) but a **different number of neutrons**, leading to a different mass number. For example, Hydrogen isotopes include ^1H , ^2H , and ^3H .

The **relative atomic mass (Ar)** can be calculated using the equation: sum of (isotope abundance \times isotope mass number) divided by the sum of abundances of all isotopes

Development of the Periodic Table:

In the early 1800s, elements were arranged by atomic mass, but the table was incomplete and some elements were misplaced. **Dimitri Mendeleev** (1869): Arranged elements by atomic mass and **left gaps** for undiscovered elements, which later proved correct.



Alkali metals (group 1)

Metals including lithium, sodium & potassium.

Soft, very reactive metals. low density, Reactivity **increases as you go down the group**

Halogens (group 0)

Non-metals including fluorine, chlorine, bromine, iodine.

Reactivity **decreases as you go down the group**
Melting and boiling points **become higher** down the group.

Noble gases (group 0)

Non-metals including helium, neon & argon.

Un-reactive due to being very stable. All are colourless gases at room temperature. Their boiling points **increase as you go down the group**

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Jewish	A person who believes in Judaism. They believe that there is only one God, and they have a special agreement called a covenant	Star of David	A star with six points that represents Judaism
Nazi	A member of the National Socialist Party, led by Adolf Hitler, which controlled Germany from 1933 to 1945	Propaganda	Information, ideas, opinions, or images, often only giving one part of an argument
Kristallnacht	The night of November 9-10, 1938, when German Nazis attacked Jewish persons	Sefer Torah	The religious text of Jewish people
Synagogue	Also called shul or a temple, is a place or worship for Jews and Samaritans	Memorials	An object, often large and made of stone, that has been built to honour a famous person or event

POWERFUL KNOWLEDGE**Jewish life before the Holocaust.**

Jewish people had lived in Europe since the ancient period, during which their communities lived mainly in Greece and the Mediterranean. Over time, for a range of different reasons, Jewish people had settled all over Europe. As these communities were located all over the continent, there was lots of diversity in terms of culture, language and history.

The Holocaust and Concentration camps.

Also known in Hebrew as the Shoah. Was the genocide of European Jews during World War II. Between 1941 and 1945, Nazi Germany and its collaborators systematically murdered some six million Jews across German-occupied Europe, around two-thirds of Europe's Jewish population. The murders were carried out primarily through mass shootings and poison gas in extermination camps, chiefly Auschwitz-Birkenau, Treblinka, Belzec, Sobibor, and Chetmno in occupied Poland.

Nazi propaganda. • Kristallnacht and the lead up to it.

Kristallnacht owes its name to the shards of shattered glass that lined German streets from the windows of synagogues, homes, and Jewish-owned businesses. The violence was instigated primarily by Nazi Party officials and members of the SA

In its aftermath, German officials announced that *Kristallnacht* had erupted as a spontaneous outburst of public sentiment in response to the assassination of Ernst vom Rath who was a German embassy official stabbed to death by, a 17-year-old Polish Jew.

Jewish resistance to the Holocaust.

Between 1941 and 1943, underground resistance movements developed in about 100 Jewish ghettos in Nazi-occupied eastern Europe. Their main goals were to organize uprisings, break out of the ghettos, and join partisan units in the fight against the Germans.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Stencil	In practice, a stencil is usually a thin sheet of material, such as paper, plastic, wood etc, with letters or a design cut from it, used to produce the letters or design on an underlying surface by applying pigment through the cut-out holes in the material	Symbolism	an artistic and poetic movement or style using symbolic images and indirect suggestion to express mystical ideas, emotions, and states of mind.
Artist Research	Looking at another artists work to find out more about their style, use of media to help inspire your own designs and work.		

POWERFUL KNOWLEDGE

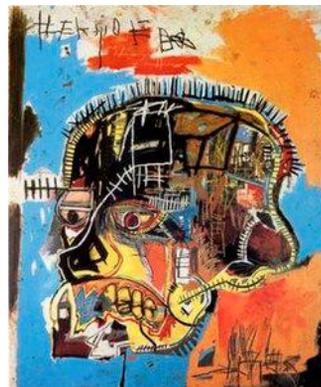
BANKSY

Banksy is a pseudonymous England-based street artist, political activist, and film director whose real name and identity remain unconfirmed and the subject of speculation. Active since the 1990s, his satirical street art and subversive epigrams combine dark humour with graffiti executed in a distinctive stenciling technique. His works of political and social commentary have appeared on streets, walls, and bridges throughout the world.



Basquiat

Jean-Michel Basquiat was an American artist who rose to success during the 1980s as part of the neo-expressionism movement. Basquiat first achieved notoriety in the late 1970s as part of the graffiti duo SAMO, alongside Al Diaz, writing enigmatic epigrams all over Manhattan, particularly in the cultural hotbed of the Lower East Side where rap, punk, and street art coalesced into early hip-hop culture. By the early 1980s, his paintings were being exhibited in galleries and museums internationally



Different types of materials and their properties-

Stencil and paint sponging – Stencils are reusable templates used to apply a design or image onto a surface by allowing substance through cut-out areas. They are commonly made from durable, flexible materials like plastic. Stencils offer several benefits, including the ability to create repeatable bold designs, customize artwork, and efficiently apply patterns to various materials. Paint sponging allows a quick, even coat of paint through the stencil.

Mixed media graffiti - like traditional graffiti, can be highly diverse, combining spray paint with other materials like stickers, paper, and found objects to create layered and textured artworks. It often explores themes of urban culture, social commentary, and individual expression, using a variety of techniques and materials to convey messages and visual impact

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Timber (wood)	Material from trees used in building and making furniture. It is strong, durable and looks natural	Plastic	Material made from chemicals that can be easily shaped when soft. Used to make many everyday items.
Metal	A strong, solid material found in the earth. Often shiny, conductive and used for making tools, structures and products	Properties	Characteristics or features that describe how a material behaves or looks. Examples include hardness, colour and flexibility

POWERFUL KNOWLEDGE

Categories of Plastic:

Thermoplastic - A polymer material which can be formed or reformed using heat processes.

Thermoset plastic - A polymer, that once set, cannot be changed.

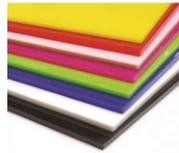
Memory Plastic – Some thermos plastics can be deformed using heat and then reformed back to their original shape again. The polymer chains return to their original state, hence ‘memory’.

Examples of Plastics

Thermoplastic

Type: Acrylic

Uses: A hard, tough plastic usually available in sheet form and as granules for molding. In its clear form it makes a safer alternative to glass. It scratches easily. Popular for signs and displays, furniture and household products such as clocks, fish tanks.



Thermoset plastic:

Type: Epoxy Resin (ER)

Uses: High strength and good chemical wear resistance. Resists heat to 250 degrees centigrade. Used in the electronics industry for protecting components like circuit boards. Also used as an adhesive (glue).



Environmental Impacts:

Plastic harms the environment because it takes hundreds of years to break down, creating pollution in land and oceans. It can harm animals that mistake it for food. Making plastic also uses a lot of energy and fossil fuels. Recycling and using less plastic helps reduce waste and protect nature.



Properties:

Transparent – A clear material, like glass, but safer because it doesn’t break easily.

Brittle – A hard material that can break or snap if bent or hit.

Tough (durable/strong) – A strong material that can handle rough use and bad weather.

KEY VOCABULARY & DEFINITIONS

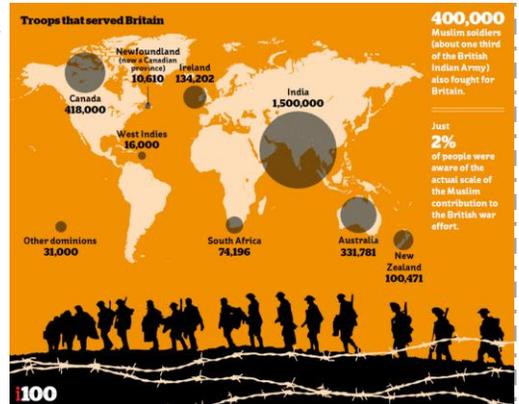
Key Term	Definition	Key Term	Definition
Patriotic	Showing love and support for your country	Activism	Using vigorous campaigning to bring about political or social change.
Provocative	Something designed to cause anger or other strong emotions.		
Naive	Lack of experience, wisdom or judgement.		
Colonial	Period of political control by a more powerful country over another.	Remembrance	Remembering the dead.



POWERFUL KNOWLEDGE

The British Empire and WW1:

- Over three million soldiers and labourers from across the **Empire** and commonwealth served alongside the British army in World War One.
- Men came from India (which included Pakistan and Bangladesh at the time), Canada, Australia, New Zealand, South Africa, and Rhodesia (now Zimbabwe).



Poet focus – Rupert Brooke

Rupert Brooke was born in 1887.

He began writing poetry at an early age and continued to write throughout his education at Rugby School and Cambridge University.

His poetry largely centred on themes of love and nature and is considered representative of the **optimism** of the opening months of World War I.

At the outbreak of war, Brooke immediately volunteered and joined the Royal Navy Volunteer Reserve.

His first posting was in Antwerp, Belgium where his unit experienced no military action.

During a sea voyage to Dardanelles in 1915, Brooke suffered blood poisoning from an insect bite and died.

Brooke did not experience any military action during the war.

Therefore, Brooke was not exposed to the harsh realities of military combat.

Brooke's optimism

Had he experienced more of the war, his **optimistic** attitude may have changed as he witnessed the deaths of fellow soldiers and worsening conditions.

Brooke died relatively early on during the war (eight months in) and may have been still caught up in the initial enthusiasm.



Poet focus – John McCrae

- He served in the Boer War in South Africa as an artillery subaltern in the Canadian Contingent from 1899 to 1900.
- McCrae reenlisted in the First Canadian Contingent soon after the start of World War I.
- After volunteering for the war, McCrae wrote to a friend expressing his fear of going to war but that he was more afraid to stay at home with his conscience.
- Given McCrae's background as a doctor, he was appointed a Medical Officer of the Canadian Field Artillery.
- In April 1915, McCrae was stationed near Ypres, Belgium, in the area called Flanders.
- On May 2, 1915, McCrae's friend, Lieutenant Alexis Helmer, was killed in action and buried in a makeshift grave. McCrae was inspired to write 'In Flanders Fields' the next day.

Potentially, McCrae wanted to show that the soldiers still matter – even though they're dead. Also creates **empathy**.

McCrae could be showing how united the soldiers are in their **call to arms** to the reader.

The speaker in 'In Flanders Fields'

The idea of the dead soldiers speaking directly to the reader makes the **call to arms** more powerful since it comes from those who have already sacrificed their lives.



Poet focus – Sarojini Naidu

Sarojini Naidu was born in India in the late 1800s, during a time when the country was still under the rule of the British Empire.

She participated directly in nonviolent acts of protest against the British, and was imprisoned for 21 months.

Given that the soldiers from India volunteered to fight, arguably they themselves are the 'gift'.

The Gift of India

Since the soldiers were fighting for Britain, arguably Britain is the one receiving the 'gift'.

Given Naidu's political protests against British rule over India – it is likely that the title is ironic and expressing her displeasure at Indian soldiers fighting for Britain.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Dietary fibre	Dietary fibre is a group of carbohydrates found in plants that cannot be fully digested in our gut.	Nutrients	are chemical compounds in food that are used by the body to function properly and maintain health
Minerals	in food are the elements present in food that are required by our body to develop and function properly	Vitamins	Vitamins are nutrients that are found in the foods we eat and are needed for growth, metabolism, and nervous system activities

POWERFUL KNOWLEDGE

Eat lots of fruit and vegetables

We should all aim to eat at least five portions of fruit and vegetables every day. One portion is 80g, which is, for example, one apple, banana, orange or pear. Frozen, canned and dried fruits and vegetables all count. A glass of fruit juice counts as a maximum of one portion per day, because fruit juices contain a lot of sugars. Fruits and vegetables – except for avocado’s – are low in fat. Many fruits and vegetables are low in energy value and are good sources of dietary fibre. Fruits and vegetables provide us with a range of nutrients which form, part of a healthy diet, so by eating 5 portions a day we can improve our nutritional intake.



Healthier cooking with fruit and vegetables

Water soluble vitamins are destroyed by cooking and are also lost over time. Minerals and vitamins leach out into cooking water.

Buy good quality fruit and vegetables and store in a cool, dry place.

Vitamins, minerals and fibre often located just under the skin of fruit and vegetables. Peel very thinly.

Cook vegetables as quickly as possible in very little water. Steam or microwave if possible

Don’t chop fruit and vegetables into small pieces – it exposes more of the surface and means more nutrients are lost.

Prepare fruit and vegetables before you need them – don’t leave them to keep warm as Vitamin C is destroyed by warmth and time.

Use vegetable water for soups and sauces, so the minerals and vitamins that may have leached out are recycled



How to include 5 portions of fruit and vegetables in a day

Breakfast – Shredded wheat with semi-skimmed milk and a banana

Snack – 1 piece of fruit

Lunch – ham and tomato sandwich

Dinner – Chilli Con carne. Made from onion, mince, tinned tomatoes, kidney beans

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Finger Knitting	Finger knitting is a simple form of knitting that uses your fingers instead of needles to create a knitted fabric.	Natural Materials	A natural material a substance that comes from plants, animals, or the earth, and has not been made by humans .
Felting	Felting is a textile process that involves matting, condensing, and pressing fibres together to create a dense, non-woven fabric known as felt. It can be done using natural fibres like wool, which have microscopic scales that interlock when exposed to moisture, heat, and agitation.		

POWERFUL KNOWLEDGE

Fibres can be classified into two categories- Natural and synthetic.

Natural fibres come from plants, animals or insects. They are easily renewable and biodegradable.
Eg- cotton (plant), hemp (plant), silk (insect), wool (animal)

Synthetic fibres are made mainly from non-renewable coal and oil refined into monomers, which join together in a process called polymerisation. They do not degrade easily but they can be made into any length (continuous filament) and thickness and for any purpose.
Eg- Acrylic, polyester, Elastane

Blended fibres are mixtures of fibres that combine properties of two or more fibres eg- polycotton

What are fibres?

Fibres are twisted into yarns, which are either woven or knitted into fabrics.
These fabrics have their own characteristics, but often reflect the properties of the fibre.



Felting

Felting is the process which causes wool fibres to interlock, unable to separate, creating a compact material.

What went well?	Even Better if.....

SPaG

Bronze
A number of SPaG errors. Your work is generally coherent but basic in development

Silver
A few SPaG errors but good use of geographical terms. Your work is generally worded into paragraphs.

Gold
Very few SPaG errors. Your work is well organized, contains key geographical terms and is worded into clear paragraphs.

Growth Mindset

Bronze
You have struggled to push yourself to achieve your potential in this assessment

Silver
You have shown your potential in this assessment but need to push a little further to achieve

Gold
You have worked hard to achieve and exceed your targets in this assessment- well done!

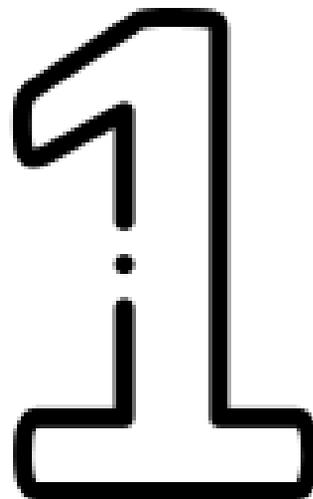
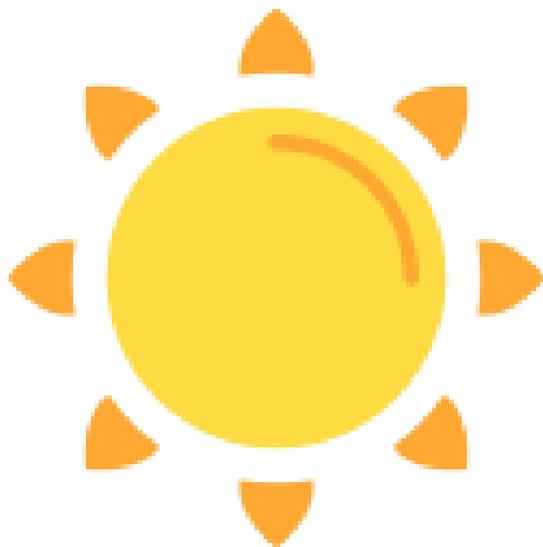
Spelling Errors

Rewrite spelling errors below three times.

Spelling 1

Spelling 2

What can be improved for next term?



SUMMER TERM 1

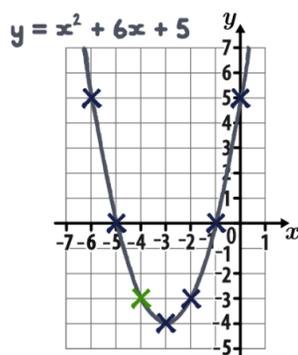
Key Word	Definition	Example
Quadratic Curve	The graph of a quadratic function is always a symmetrical curve called a parabola	
Bearings	A bearing is an angle, measured clockwise from the North direction, used to describe the direction of one point relative to another.	
Scatter Graph	A scatter graph (or scatter plot) is a diagram that shows the relationship between two numerical variables (bivariate data). Each point on the graph represents a pair of data values.	
Grouped Data	Data that has been organized into classes or intervals (groups). This is common for continuous data or when there's a wide range of discrete data.	

POWERFUL KNOWLEDGE

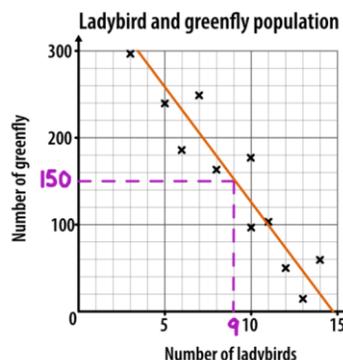
By first completing the table of values for $y = x^2 + 6x + 5$, draw the graph of $y = x^2 + 6x + 5$ on a set of axes.

x	-6	-5	-4	-3	-2	-1	0
y	5	0	-3	-4	-3	0	5

e.g.
 $y = x^2 + 6x + 5$
 $y = (-4)^2 + 6 \times (-4) + 5$
 $y = 16 - 24 + 5$
 $y = -3$
 $(-4, -3)$



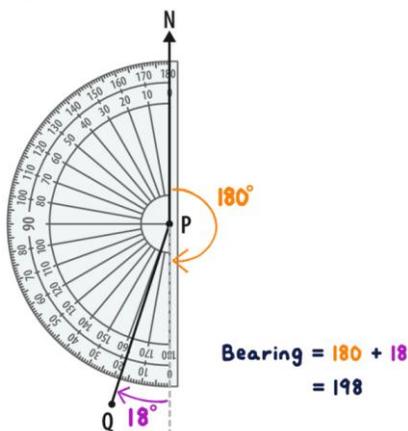
The scattergraph compares the populations of ladybirds and greenflies in some gardens.



Estimate the population of greenflies, given there are 9 ladybirds.

Answer: 150

Work out the bearing of Q from P.



The table below shows information about the thickness of each book on a shelf. Work out an estimate for the **mean** book thickness.

Thickness, x (mm)	Frequency	midpoint	total
$0 < x \leq 4$	3	2	$3 \times 2 = 6$
$4 < x \leq 8$	9	6	$9 \times 6 = 54$
$8 < x \leq 12$	8	10	$8 \times 10 = 80$

number of books = $3 + 9 + 8$
 $= 20$

total thickness = $6 + 54 + 80$
 $= 140$

mean thickness = $\frac{\text{total thickness}}{\text{number of books}}$
 $= \frac{140}{20}$
 $= 7$

KEY VOCABULARY & DEFINITIONS

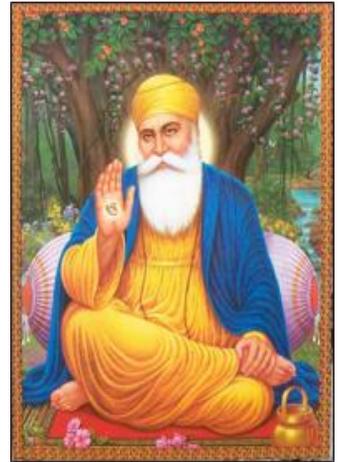
Key Term	Definition	Key Term	Definition
Guru Nanak	The first Guru, religious teachers and leader of Sikhism	5Ks	The five items that Sikhs carry or have that symbolise their beliefs
Guru Granth Sahib	The Holy Book of Sikhism	Gurdwara	The Holy Temple in Sikhism
Vaisakhi	A major festival Sikhs celebrate in Spring for the founding of Sikhism	Golden Temple	A large temple in Amritsar, India that is very important to Sikhs
Sewa	Selflessness and Charity		

POWERFUL KNOWLEDGE

Origins of Sikhism

Sikhs follow the teachings of the Ten Gurus.

- Each Guru taught the early Sikhs from the 1500s onwards important lessons, especially about charity and surviving as a community
- The first Guru, Guru Nanak, lived an ordinary life before disappearing into a river. He reappeared days later, and started teaching the first Sikh followers
- Following this, there were nine more Gurus who taught and defended Sikhs in the Punjab region in India.



Sikhism and God

- Sikhism is a monotheistic religion, worshipping one god called Waheguru.
- Sikhs believe Waheguru is eternal, meaning never beginning or ending, and that Waheguru created all things, before time started.
- The Mool Mantra is the Sikh statement of belief that reminds Sikhs about Waheguru and how to live life.

Sikhism in the Community

- The Sikh community is called the Khalsa, and the first five Sikhs were called the Panj Pyare.
- Sikhism focuses on charity, and they have communal or public kitchens called Langars, where even non-Sikhs can eat.
- The Sikh Holy building is called a Gurdwara and serves as the place for prayer and community.



KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Attacking Tactics Break: quickly transitioning from defence to offence Blocking and screening: players use screen to block view Overloading one side: positioning players on one side Pass and move: emphasises quick, short passes		Goalkeeper tactics Anticipation & positioning: goalkeepers must read the game and position themselves effectively to cover the most likely shooting angles Distribution after save: after a save, distribute the ball quickly	
Defensive Tactics Man-to-man defence: each defender is assigned a specific attacker Zonal Defence: cover specific areas		Set Plays Free throws and penalties: when a foul is committed, the attacking team can use free throws to create scoring chances	

POWERFUL KNOWLEDGE

- Break (Counterattack):** After a defensive rebound or steal. This is often a 2v1 or 3v2 situation, exploiting the opponent’s unprepared defense.
- Blocking and Screening:** Prevents defenders from following the attacking player. This can create open lanes for passes or shots.
- Overloading One Side:** Draws defenders in one direction. The objective is to create space on the opposite side for an easy pass or shot.
- Pass and Move:** Players constantly reposition themselves to create passing angles, making it harder for the defense to anticipate passes.
- Man-to-Man Defense:** Focus on denying them possession of the ball and preventing them from making a successful shot.
- Zonal Defense:** The goal is to force attackers into certain positions and limit shooting opportunities. A 6-0 defense (six players across the goal area) is common in handball.
- Anticipation and Positioning:** They often anticipate passes or shots to react quickly. A goalkeeper might come off their line to challenge attackers in a one-on-one situation or block potential passes.
- Distribution After Saves:** Via a throw or pass to initiate a counterattack is a vital part of the team’s offense.
- Free Throws and Penalties:** These throws can be strategically placed or used to set up a play involving multiple players.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Colour	Colour in art helps make things stand out and shows mood, light, and depth. It's made up of hue (the colour), value (how light or dark it is), and saturation (how bright or dull it is).	Tattoo	a set of pre-drawn designs that clients can choose from at a tattoo shop. These designs are often simple and popular, like skulls or hearts.
Artist Research	Looking at another artists work to find out more about their style, use of media to help inspire your own designs and work.		

POWERFUL KNOWLEDGE

Sailor Jerry

Sailor Jerry, born Norman Collins in 1911, was a legendary American tattoo artist known for his bold, unique style. Working in Honolulu in the 1940s and 50s, he blended American and Japanese tattoo influences, often using nautical themes and vibrant colors. He also improved tattooing techniques and equipment.



Different types of materials and their properties-

Carbon Paper – Carbon paper is used to make a copy of something you write or draw. Place it between two sheets of paper with the dark side facing the bottom sheet. When you write on the top sheet, the pressure leaves a copy on the bottom sheet. It's useful for creating duplicates quickly.

Watercolour paint - Watercolor paint is see-through, can be mixed with water, and blends easily. Some colors don't fade over time, it dries quickly, and can create unique textures depending on how it's used. These features make it versatile but challenging to control.

Oil pastel - Oil pastels are smooth, bright, and easy to blend or layer. They stay in place and are durable, though heat can affect them. They're perfect for creating colorful, textured art.

Chalk pastel - Chalk pastels are soft and easy to blend, giving vibrant colors. They can be smudged for a softer look but are dusty and can smudge easily. To keep them in place, a fixative is often needed.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Holocaust	The name given to the mass murder of Jewish people by the Nazis.	Antisemitism	Hatred towards Jewish people, racism only against Jewish people
Persecution	hostility and ill-treatment, especially on the basis of ethnicity, religion, or sexual orientation or political beliefs.	Einsatzgruppen	Mobile killing squads responsible for the 'Holocaust by Bullets'
Ghetto	Area of a town or city that was where Jewish people were forced to live	Death Camps	The place where Jewish people were taken and systematically murdered by the Nazi's.

POWERFUL KNOWLEDGE

ANTI SEMITISM

Anti semitism has happened throughout history.

Jewish people have been blamed for the death of Jesus, for the Black Death and many other problems.

PRE NAZI GERMANY

- Jewish people were blamed for Germany losing the First World War.
- People like Hitler fed into these rumours that Jewish people were in league with Communists to bring Germany down
- However, many Jewish soldiers had fought and died for Germany in WWI.



THE NUREMBERG LAWS 1935

- There were in total 400 laws passed 1933-1945 to restrict Jewish people's lives and businesses, eg. not being able to use public transport, buying from shops, going to library
- Two laws were passed in 1935 stopping Jewish people from marrying non-Jewish people, and stopping Jews from being citizens of Germany.

KRISTALLNACHT 1938

- The Nazis used the killing of a Nazi diplomat in Paris by a Jew as an excuse to start riots and violence against Jewish people.
- Plain clothed Nazis destroyed 267 Synagogues and 7500 shops.
- 30,000 Jewish men were taken to concentration camps and the Jewish community had to pay 1 billion marks worth of damage.

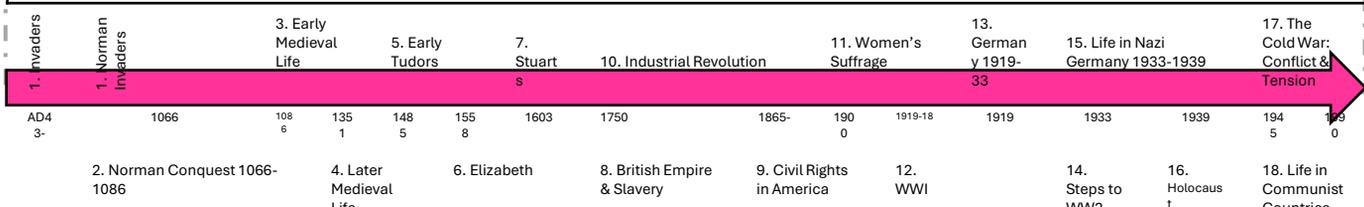
GHETTOS 1939-

- Ghettos were in Poland & Eastern Europe and were small areas of towns that were only for Jewish people to live in, with walls around.
- They were forced to move there by the Nazis to make room for the 'pure Germans' or Aryans under the Lebensraum policy.
- Conditions were terrible – overcrowding: 6-7 people in a room, starvation (only 700 calories of food per day) and disease.

EINSATZGRUPPEN 1941-

- These were mobile killing squads that were sent into Russia and Eastern European countries in 1941
- The idea was to purge the Jewish population from these areas.
- Jewish people were rounded up, made to dig huge trenches, forced to undress and were then shot on the edge of the pits.

FINAL SOLUTION 1942-1945 the decision was taken at the Wannsee Conference in January 1942 to use extermination camps to kill as many of the remaining Jewish population; 6 death camps were set up, the biggest of which was Auschwitz (killing 1.5 million Jewish people) by using Zyklon B gas. A complex networks and hard-labour was used to make the death camps be effective.



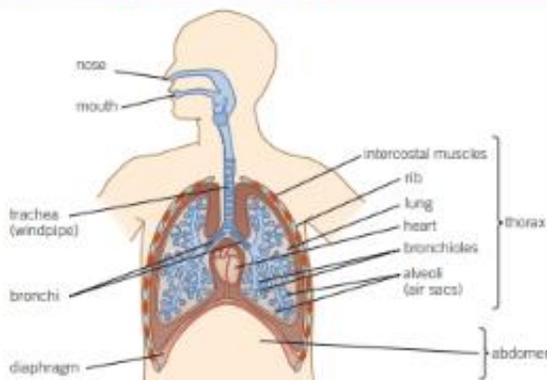
KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
System	Organs working together in an organism	Gas exchange	The process of absorbing oxygen and removing CO in the lungs
Inhale and exchange	Breathing in and breathing out	Respiration	A chemical reaction using oxygen and glucose to produce energy
Digestion	Breaking down large insoluble molecules into small soluble molecules	Enzyme	A biological catalyst made from protein which speeds up chemical reactions
Drug	A chemical that affects the body's reaction	Deficiency	A health condition caused by a lack of essential nutrients in the diet

POWERFUL KNOWLEDGE

Gas exchange and breathing

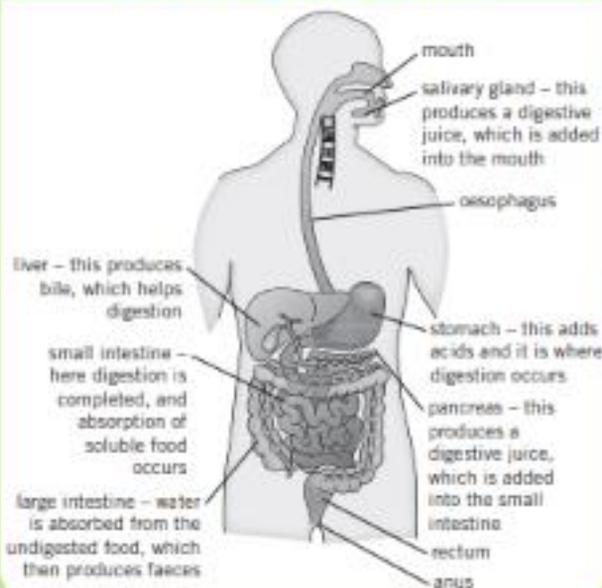
- **Gas exchange** is the process of taking in oxygen and giving out carbon dioxide
- This occurs in the **respiratory system**
- The proportions of gases in the air we **inhale** and **exhale** changes due to using oxygen in **respiration** and producing carbon dioxide



What happens when you breathe in and out

- | | |
|--------------------------------------|--|
| when you breathe in (inhale) | <ul style="list-style-type: none"> • muscles between the ribs contract • ribs are pulled up and out • diaphragm contracts and flattens • volume of the chest increases • pressure inside the chest decreases • air rushes into the lungs |
| when you breathe out (exhale) | <ul style="list-style-type: none"> • muscles between ribs relax • ribs are pulled in and down • diaphragm relaxes and moves up • volume in the chest decrease • pressure inside the chest increases • air is forced out of the lungs |

The digestive system



Enzymes

- **Enzymes** are biological **catalysts**, they speed up the digestion of **nutrients**
 - Each enzyme is specific to each nutrient
 - The way the enzyme and nutrient bind with each other is called a **lock and key model**
-
- **Carbohydrases** break **carbohydrates** down into simple sugars
 - **Proteases** break **proteins** down into amino acids
 - **Lipase** breaks **lipids (fats)** down into fatty acids and glycerol



Step 1 - Select a KO you are going to self quiz on.

.....
Step 2 - In the first box write as much as you can remember above that subject

.....
Step 3 - Go back to the KO and see how much you remembered.

.....
Step 4 - Repeat the process for box 2, 3 and 4. See how much you can remember. Don't forget to go back and check.

.....
Step 5 - Add in purple pen what you didn't write down in the end.



Box 1

Box 2



Add in purple pen what you didn't write down at the end...

Box 4

Box 3



Step 1 – Select a subject KO you are going to self quiz on.

Step 2 – Complete the table below on the key vocabulary you have selected.



Step 3 – Only go back to the KO if you need support – try to do this from memory

<p>In your own words write the definition:</p>	<p>Use the term correctly in a sentence:</p>	<p>Create a question where the keyword is the answer:</p>
<p style="text-align: center;">Key Vocabulary Spotlight</p> <hr style="width: 50%; margin: auto;"/>		

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KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Moorish	Moorish people are people from North Africa that ruled Spain from 711 - 1492	Activism	Using vigorous campaigning to bring about political or social change.
Catalyst	Something that causes something else to happen.	Hamartia	A character's fatal mistake or flaw that leads to their downfall.
Protagonist	Main character in a play.	Peripeteia	A pivotal action that changes the protagonist's fate from secure to vulnerable
Colonial	Period of political control by a more powerful country over another.	Anagnorisis	The moment where a character understands their circumstances

Othello - Background



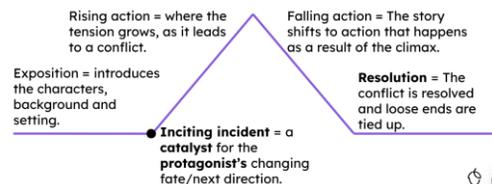
Othello is classed as a **'tragedy'**. Tragic plays follow a protagonist whose actions cause their own **downfall**.

The play is set in **sixteenth century** Venice. It later moves to **Cyprus**, where Othello and his army go to help **defend** Cyprus against a Turkish invasion

POWERFUL KNOWLEDGE

Freytag's pyramid...

Climax = the turning point in a story where tension is highest.



PLOT ...

1. Othello secretly marries

Desdemona who is of a higher social standing than him. Her father is furious but because Othello is an important General it is allowed.

3. Iago gets Cassio, Othello's loyal Lieutenant drunk and involved in a brawl. Cassio is demoted and Iago advises him to seek Desdemona's help to regain Othello's favour – Setting the stage for jealousy

5. Othello confronts and kills Desdemona in a jealous rage. Emilia, Iago's wife, reveals the truth about the handkerchief and Iago's lies.

2. Iago, who is Othello's ensign, is upset about being passed over for promotion. He begins plotting against Othello by manipulating others, such as Roderigo, who is secretly in love with Desdemona

4. Iago plants Desdemona's handkerchief (a gift from Othello) in Cassio's possession. He uses this as proof of her infidelity. Othello, who is consumed by jealousy, believes the lies

6. Realising his mistake, Othello takes his own life. Iago is arrested and the play ends in sorrow and ruin for all.

What makes a 'tragic hero?'



High status and power

Has a **hamartia**

Experiences **peripeteia** and **anagnorisis**



Admirable and good

Demise comes from personal error

Machiavellian villain

Machiavellian is an adjective. It describes someone who gets what they want in cunning, ruthless and immoral ways.

Villain is a noun. In literature, this term refers to someone who commits evil actions in the story.

racial **prejudice** and **xenophobia** were prevalent in the Jacobean era

Othello's racial identity is undefined but being an outsider makes him vulnerable to Iago's machinations

before 'Othello', Black characters in Elizabethan drama were often villains; the presentation of a noble Moor was new

imagery of black and white, light and dark is regular, suggesting colour is important in the play

Aristotelian tragedy

Time



A tragedy must take place within a short time frame, with no time elapses, ideally within 24 hours.

Place



A tragedy must take place in one location.

Action



A tragedy develops and resolves a single conflict.



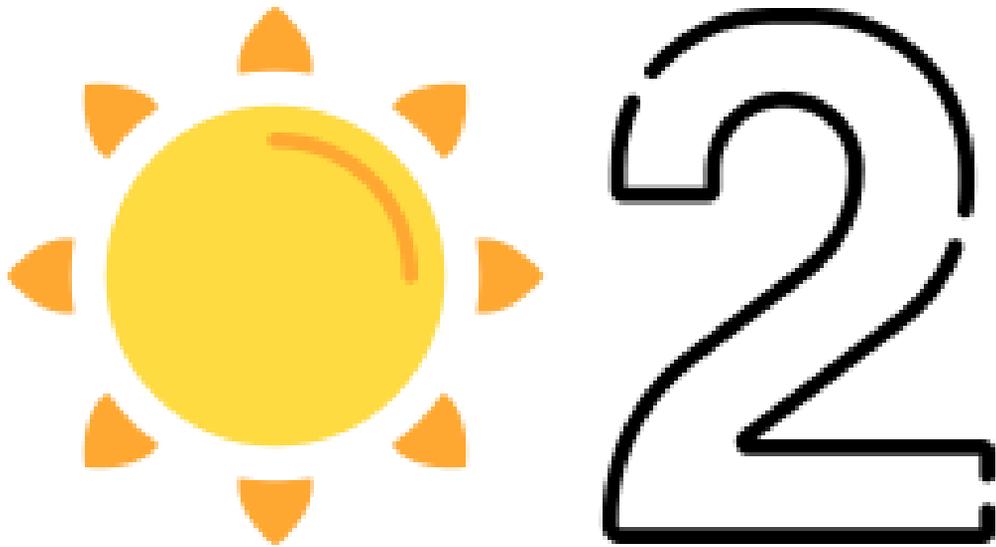
How is Desdemona presented?

in Act 1, Desdemona is brave and adventurous, proclaiming her love for Othello and following him to the battleground

Othello greets her as "my fair warrior" in Act 2, highlighting her strength

many argue that Desdemona becomes a **submissive** character

Desdemona's name in Greek means 'ill-fated' or 'unfortunate', suggesting that she is a tragic victim



SUMMER TERM 2

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Hygiene	Refers to practices that help maintain good health	Safety	Refers to the condition of being protected from harm
Cross contamination	Transfer of harmful bacteria	Germ	Harmful micro-organisms
Cleanliness	Being clean, free from dirt	Hazard	A potential source of harm, danger or risk
Food poisoning	Caused by consuming food or drink contaminated with harmful bacteria		

POWERFUL KNOWLEDGE

Personal hygiene

Personal hygiene is very important for anyone preparing, cooking and serving food. High standards of personal hygiene will mean food poisoning is less likely to occur.

Personal hygiene rules for the kitchen.

- Don't cough or sneeze over food
- Don't touch your head, especially your mouth, nose and ears
- Don't brush your hair in the kitchen or with your apron on.
- Long hair should be tied back or covered.
- Wounds such as cuts and scratches should be covered with a coloured waterproof plaster.
- Wear a clean apron (to protect the food from bacteria on your clothes).
- Don't prepare food if you are unwell with diarrhoea or coughs and colds, as you could spread bacteria onto food



When should you wash your hands?

- Before you start any food preparation
- After touching your hair or face
- After using the toilet
- After using a handkerchief or tissue to cough or blow your nose
- After cleaning, or putting rubbish into the bin
- After handling raw meat, poultry, vegetables or eggs
- After eating or drinking.

Safety in the Food room.

- Do not run
- Switch off the cooker after use.
- Return all sharp knives to the teacher
- Clean up immediately anything spilt on the floor.
- Wear oven gloves to place and remove items from the oven



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KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Batting	Hitting the ball and running around stumps to score a rounder	Bowling	Fielder delivering an under-arm throw to the batter in the box
Fielding	Team who are defending the field, placed on stumps	Throwing and Catching	Sending and receiving the ball using both under and overarm throws
No Ball	An unsuccessful bowl to the batter (too high, too low, body ball or wide)		

POWERFUL KNOWLEDGE**Tactics**

Batting – When you are batting, identify a space and aim to hit the ball in that space. Usually where there are minimal fielders, and harder for them to get you out. This is ‘directional’ hitting. If you hit the ball, aim to get to at least 2nd post.

Fielding – If the batter does not hit the ball the backstop must try to react quickly to get the ball to 1st post to stump the batter out. If the batter has hit a backward hit, players back up post 2 so the backstop throws directly to post 2 to stop a half rounder being scored. If a no ball is called but you hit the ball well you can take it. The fielders may not think you will take it, so may not react as quick which could allow you score a rounder or a half. Play your strongest batters towards the beginning as they get more bats than the others and it can give you a strong advantage. Move around your fielders depending on the batters strategy, left handers, far hitter, sideways hitters etc.

Bowling: You must bowl underarm. Start with your arm back. As you bring your arm forward step into the bowl using the opposite foot to your bowling hand. The ball must be bowled below the head and above the knee. The ball must not aim towards the body or be too wide so that the batter has to move to hit the ball. If the above happens then it is classed as a no ball and the batter does not have to run.

Introduce different bowling techniques:

Donkey drop- Releasing the ball later to allow the ball to travel high and drop below the batters head at the appropriate time.

Spin ball- Holding the ball on the stitching and rotating your wrist when releasing the ball to include a spin.

Fast ball- Increasing the speed when releasing the ball to send the ball to the batter at a faster pace.

Stumping: To get a player out you must stump the post that the batter is running to with the ball before the batter touches the post.

Running and stopping: When you are running around the posts, cut in tight to the post so that you can reach the next post quicker. You must stop efficiently otherwise if you stop after the post you have effectively left that post for the next one and maybe stumped out at the next post.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Photoshop	An image creation and photo editing software developed by Adobe. It provides many image editing features for pixel-based images, raster graphics and vector graphics	Layers	A stack of transparent sheets, each holding different elements like images, texts or shapes. They can be combined to form complex images
PSD	Standard format for files created with Adobe photoshop. Graphics format .svg. The SVG file extension (Scalable Vector Graphics)	Colour Palette	Where you can select and change your foreground and background colours that will be used with brushes and fills

POWERFUL KNOWLEDGE**Photo Editing and Retouching**

- **Enhancing Photos:** Photoshop allows users to adjust colors, contrast, brightness, and sharpness to improve the overall quality of photos.
- **Removing Imperfections:** Tools like the **Spot Healing Brush** and **Clone Stamp** let you remove blemishes, wrinkles, or unwanted objects from photos.
- **Skin Smoothing and Touch-Ups:** Retouching portraits, including smoothing skin, whitening teeth, and brightening eyes.
- **Fixing Exposure and Lighting:** Correcting issues like overexposed or underexposed photos to make the image look more balanced.

2. Graphic Design

- **Creating Posters, Flyers, and Brochures:** Photoshop is commonly used for designing marketing materials, both digital and print. You can combine images, text, and vector elements to create eye-catching layouts.
- **Social Media Graphics:** Designers use Photoshop to create custom-sized images for social media posts, banners, and ads.
- **Logo Design:** You can design logos from scratch or modify existing ones using Photoshop's powerful design tools.

Understanding Layers:

- **What Are Layers?** Layers are like transparent sheets stacked on top of each other. Each layer can hold a different part of your design, such as images, text, or shapes. Understanding layers is crucial because it lets you work on different elements without affecting the rest of the project.
- **Layer Types:** Learn about different types of layers, such as:
 - **Image Layers:** These contain your photos or graphics.
 - **Text Layers:** These allow you to add and edit text.
 - **Adjustment Layers:** These let you adjust things like brightness, contrast, and colors non-destructively.

Selection Tools:

- **Magic Wand:** Use the Magic Wand tool to select areas of similar color in an image. This is helpful for quick selections, like isolating a background.
- **Crop Tool:** Trims or removes parts of the image to change the composition, focus on a subject, or adjust the aspect ratio.
- **Zoom Tool:** Allows you to zoom in and out of your image to focus on details or view the full canvas. Both tools are essential for editing and improving the look of your images in Photoshop.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Current	movement of electrons through a conductor (like a wire)	Power	rate of energy transfer in a circuit
Potential Difference	difference in electrical energy between 2 points in a circuit	Efficiency	how much of the input energy is converted usefully
Resistance	opposition to the flow of electrical current	Series Circuit	circuit with components in a single loop
Charge Flow	amount of current flowing through a conductor in a given time	Parallel Circuit	circuit with components in multiple loops

POWERFUL KNOWLEDGE

Electric current is the **flow of electric charge**. It only flows when the circuit is complete.

Charge (Q) is measured in **coulombs (C)**.

Potential difference (voltage) (V) is the **push of electrical charge**. It is measured in volts (V)

Resistance (R) slows down the flow of electricity. It is measured in ohms (Ω)

cell		closed switch		fuse	
resistor		ammeter		LDR	
battery		voltmeter		LED	
variable resistor		bulb		thermistor	
open switch		diode			

Series Circuits

Once one of the components is broken then all the components will stop working.

Potential difference – the total p.d. of the supply is shared between all the components.

$$V_{\text{total}} = V_1 + V_2$$

Current – wherever the ammeter is placed in a series circuit the reading is the same.

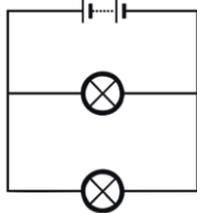
$$I_1 = I_2 = I_3$$

Resistance – In a series circuit, the resistance will add up to make the total resistance.

$$R_{\text{total}} = R_1 + R_2$$

Parallel Circuits

They are much more common - if one component stops working, it will not affect the others. This means they are more useful.



Potential Difference – this is the same for all components.

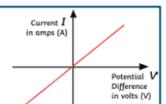
$$V_1 = V_2$$

Current – the total current is the total of all the currents through all the components.

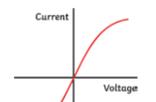
$$I_{\text{total}} = I_1 + I_2 + I_3$$

Resistance – adding resistance reduces the total resistance.

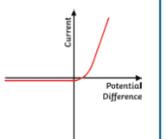
Ohmic conductor: the current is directly proportional to the potential difference - it is a straight line (at a constant temperature).



Filament lamp: as the current increases, so does the temperature. This makes it harder for the current to flow. The graph becomes less steep.



Diode: current only flows in one direction. The resistance is very high in the other direction which means no current can flow.



Key Term	Definition	Key Term	Definition
Reciclar	To recycle	Derecho	Right
Futuro	Future	Transporte	Transport
Organización benéfica	Charity organization	Medio ambiente	Environment

LESSON 1 – Mis derechos

- | | | | |
|----------------------------------|------------------------------------|---|---|
| 1. Tengo derecho... | <i>I have the right...</i> | 15. porque... | <i>because...</i> |
| 2. ...al amor y la familia | <i>...to love and family</i> | 16. ...soy un(a) chico/a | <i>...I am a boy/girl</i> |
| 3. ...al juego | <i>...to play</i> | 17. ...tengo que ganar dinero | <i>...I have to earn money</i> |
| 4. ...a la educación | <i>...to education</i> | 18. ...hay mucha violencia en mi ciudad | <i>...there is a lot of violence in my city</i> |
| 5. ...a la libertad de expresión | <i>...to freedom of expression</i> | 19. ...mi padre grita mucho | <i>...my dad shouts a lot</i> |
| 6. ...a un medio ambiente sano | <i>...to a healthy environment</i> | 20. ...tengo que trabajar | <i>...I have to work</i> |
| 7. ...a vivir en armonía | <i>...to live in harmony</i> | 21. ...el aire está contaminado | <i>...the air is polluted</i> |
| 8. No puedo... | <i>I cannot...</i> | 22. No es justo porque... | <i>It is not fair because...</i> |
| 9. ...dar mi opinión | <i>...give my opinion</i> | 23. Es inaceptable porque... | <i>It is not acceptable because...</i> |
| 10. ...jugar con mis hermanos | <i>...play with my brothers</i> | 24. Tenemos mucha suerte | <i>We are very lucky</i> |
| 11. ...salir solo/a | <i>...go out alone</i> | | |
| 12. ...dormir | <i>...sleep</i> | | |
| 13. ...ir al instituto | <i>...go to school</i> | | |
| 14. ...respirar | <i>...to breathe</i> | | |

LESSON 2 – El comercio justo

- | | |
|---|--|
| 1. Tiene (diez) años | <i>He/She is (ten) years old</i> |
| 2. Vive / Viven... | <i>He/she lives / They live...</i> |
| 3. ...con su familia | <i>...with their family</i> |
| 4. ...en una plantación | <i>...on a plantation</i> |
| 5. Trabaja / Trabajan... | <i>He/she works / They work...</i> |
| 6. (catorce) horas al día | <i>(fourteen) hours a day</i> |
| 7. (seis) días a la semana | <i>(six) days a week</i> |
| 8. ...para un patron | <i>...for an employer</i> |
| 9. ...para una cooperativa | <i>...for a cooperative</i> |
| 10. Gana / Ganan (treinta) euros al mes | <i>He/she earns / They earn (thirty) euros a month</i> |

LESSON 4 – Mi ciudad

- | | |
|--|---|
| 1. ¿Cómo era tu ciudad antes? | <i>What was your town / city like before?</i> |
| 2. Antes... | <i>Before...</i> |
| 3. ...era (bastante) aburrida | <i>...it used to be (quite) boring</i> |
| 4. ...era (muy) peligrosa | <i>...it used to be (very) dangerous</i> |
| 5. ...estaba sucia | <i>...it used to be dirty</i> |
| 6. ...había mucha basura | <i>...there used to be lots of rubbish</i> |
| 7. ...había mucha contaminación | <i>...there used to be a lot of pollution</i> |
| 8. ...había mucha violencia | <i>...there used to be lots of violence</i> |
| 9. ...no había medios de transporte público | <i>...there didn't used to be means of public transport</i> |
| 10. ...no había nada para los jóvenes | <i>...there didn't used to be anything for young people</i> |
| 11. ¿Cómo es ahora? | <i>What is it like now?</i> |
| 12. Ahora... | <i>Now...</i> |
| 13. ...está limpia | <i>...it is clean</i> |
| 14. ...hay menos basura | <i>...there is less rubbish</i> |
| 15. ...hay menos contaminación | <i>...there is less pollution</i> |
| 16. ...hay parques y espacios públicos muy bonitos | <i>...there are park and public spaces</i> |
| 17. ...hay una red de transporte muy buena | <i>...there is a very good transport network</i> |
| 18. ...hay muchas cosas para los jóvenes | <i>...there are lots of things for young people</i> |
| 19. ...no tiene barrios peligrosos | <i>...it doesn't have dangerous neighbourhoods</i> |

LESSON 3 – ¡Reciclamos!

- | | |
|---|--|
| 1. ¿Qué se debería hacer para proteger el medio ambiente? | <i>What should you/we do to protect the environment?</i> |
| 2. Para proteger el medio ambiente... | <i>In order to protect the environment...</i> |
| 3. Se debería... | <i>You/We should...</i> |
| 4. ...ahorrar energía en casa | <i>...save energy at home</i> |
| 5. ...apagar la luz | <i>...turn off the light.</i> |
| 6. ...cerrar el grifo | <i>...close the tap</i> |
| 7. ...conservar el agua | <i>...save water</i> |
| 8. ...desenchufar los aparatos eléctricos | <i>...unplug electrical devices</i> |
| 9. ... ducharse en vez de bañarse | <i>...have a shower instead of a bath</i> |
| 10. ...ir en bici | <i>...go by bike</i> |
| 11. ...reciclar el papel | <i>...recycle paper</i> |
| 12. ...reciclar el plástico | <i>...recycle plastic</i> |
| 13. ...reciclar el vidrio | <i>...recycle glass</i> |
| 14. ...usar el transporte público | <i>...use public transport</i> |
| 15. No se debería... | <i>You/we shouldn't</i> |
| 16. ...malgastar el agua | <i>...waste water</i> |
| 17. ...tirar la basura al suelo | <i>...throw rubbish on the ground</i> |
| 18. ...usar bolsas de plástico | <i>...use plastic bags</i> |

High-frequency words

- | | |
|----------------------|---------------------------------|
| 1. Mi/mis | <i>My</i> |
| 2. Su/sus | <i>His/her/their</i> |
| 3. Nuestro/a/os/as | <i>Our</i> |
| 4. Más... que | <i>More... than</i> |
| 5. Menos... que | <i>Less... than</i> |
| 6. Para | <i>(in order) to, for</i> |
| 7. Hay | <i>There is / are</i> |
| 8. Había | <i>There was / were</i> |
| 9. A partir de ahora | <i>From now on</i> |
| 10. Además | <i>In addition, furthermore</i> |
| 11. Sin embargo | <i>However</i> |
| 12. Porque... | <i>Because...</i> |
| 13. Antes / Ahora | <i>Now / Before</i> |
| 14. Después | <i>After</i> |
| 15. Por lo tanto | <i>Therefore</i> |

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
SuperPower	A country that is stronger than the others, military and economically	Marshall Aid	Money given by America to rebuild and stop Communism.
Truman	The President of the USA.	Capitalism	A system where business is owned by individuals and profits are kept
Communism	A system where business is owned by the government and profits shared	Espionage	Spying

POWERFUL KNOWLEDGE

ATOMIC BOMBS

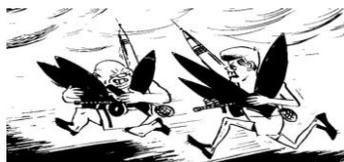


- There were two atomic bombs dropped on Japan in 1945
- Little Boy was dropped on Hiroshima and Fat Man was dropped on Nagasaki.
- The world had not seen weapons this powerful or destructive before.
- The radiation from these bombs caused suffering for years after they were used.



ARMS RACE

- The creation of the Atomic Bomb sparked an 'Arms Race' where the USA and USSR tried to build the biggest and most powerful weapons
- This led to the idea of MAD (Mutually Assured Destruction) Both sides would destroy each other in the event of an attack



SPACE RACE



- The Space race was the second competition of the Cold War.
- It was a race to see who could get into space fastest.
- The USSR managed to get the first man in space (Yuri Gagarin)
- The USA were the first country to put a man on the moon

KOREA 1950-1953



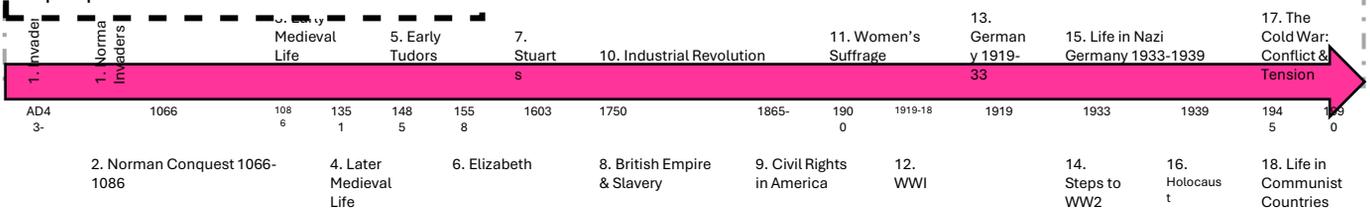
Korea was split into North (Communist) and South (Capitalist). In 1950, North Korea invaded the South. The USA and Communist China both fought in this war as well. It resulted in a stalemate (no winner)

BERLIN

- Berlin was a hotspot of the Cold War. Germany was divided after the war into 4 zones – USSR, USA, Britain and France. They also divided up Berlin which was in the USSR's Zone.
- The USA, Britain and France combined their areas together which upset Stalin.
- Stalin blockaded the roads to Berlin and the Allies had to airlift food to their people. Eventually Stalin built a wall around his part of Berlin to keep people in.

VIETNAM

- Vietnam was divided into North (Communist) and South (Capitalist).
- The USA intervened to try to help the South Vietnamese.
- This war was very unpopular in the USA and led to protests.



Step 1 - Select a KO you are going to self quiz on.

.....
Step 2 - In the first box write as much as you can remember above that subject

.....
Step 3 - Go back to the KO and see how much you remembered.

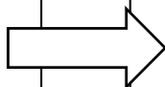
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Step 4 - Repeat the process for box 2, 3 and 4. See how much you can remember. Don't forget to go back and check.

.....
Step 5 - Add in purple pen what you didn't write down in the end.



Box 1

Box 2



Add in purple pen what you didn't write down at the end...

Box 4

Box 3



What went well?	Even Better if.....

SPaG

Bronze
A number of SPaG errors. Your work is generally coherent but basic in development

Silver
A few SPaG errors but good use of geographical terms. Your work is generally worded into paragraphs.

Gold
Very few SPaG errors. Your work is well organized, contains key geographical terms and is worded into clear paragraphs.

Growth Mindset

Bronze
You have struggled to push yourself to achieve your potential in this assessment

Silver
You have shown your potential in this assessment but need to push a little further to achieve

Gold
You have worked hard to achieve and exceed your targets in this assessment- well done!

Spelling Errors

Rewrite spelling errors below three times.

Spelling 1

Spelling 2

What can be improved for next term?