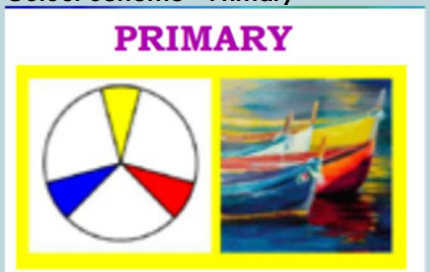
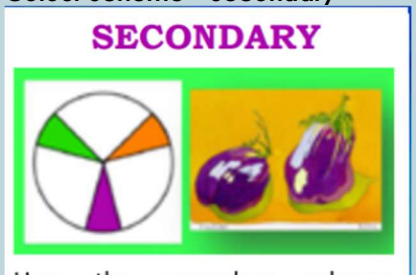
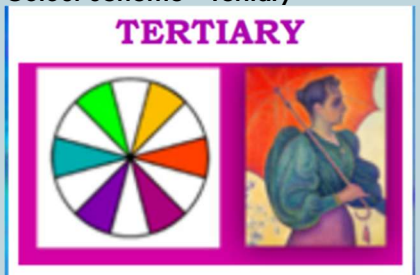
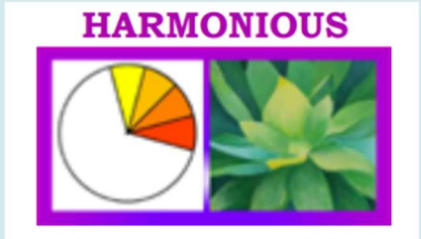
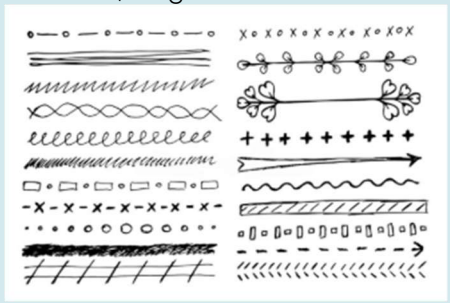
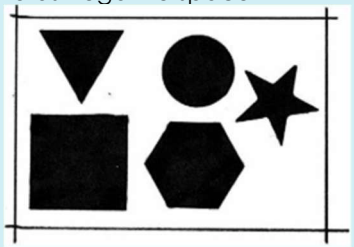
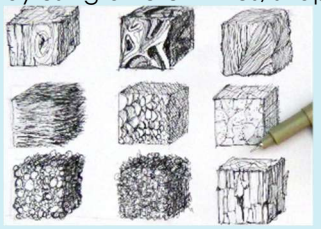
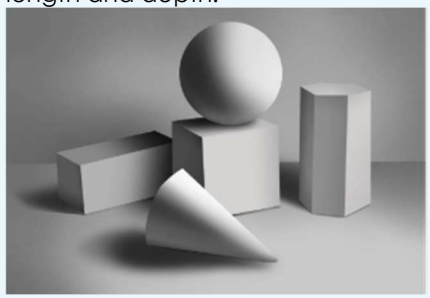
Art and Design

Week 1	Week 2	Week 3 -
Colour Scheme - Primary  Uses the primary colours: Red, Yellow & Blue. They can not be made by mixing other colours.	**Colour Scheme – Secondary**  Uses the secondary colours: Orange, Green & Purple. Each secondary colour is made by mixing two primary colours.	**Colour Scheme – Tertiary**  Uses the tertiary colours. They are made by mixing a primary and a secondary colour next to each other on the colour wheel.
Week 4	**Week 5 -**	**Week 6 -**
Colour Scheme – Complementary  Uses a pair of colours that are opposite each other on the colour wheel. The pairs are: Green/Red; Blue/Orange; Yellow/Purple.	**Colour Scheme – Harmonious**  Uses three or four colours (primary, secondary and tertiary) that are next to each other on the colour wheel.	**Formal Elements – Line** is the path left by a moving point, i.e. a pencil or a brush. A line can take many forms. It can be horizontal, diagonal or curved. 

Week 7 -	Week 8 -	Week 9 -
Formal Elements – Tone is the lightness or darkness of an object. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. In every 3D object there are minimum of 3 tones; light, mid-tone and dark. Tone can be flat or it can vary from dark to light. 	**Formal Elements – Shape** is an area enclosed by a line. It could be just an outline or it could be shaded in. When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as negative space 	**Formal Elements – Texture** is the surface quality of something, the way something feels or looks like it feels. Actual texture exists, you can feel it or touch it. You can create actual texture in an artwork by changing the surface. Visual texture is created using marks to represent actual texture. It gives the illusion of a texture or surface. You can create visual texture by using different lines, shapes, colours or tones. 
Week 10 -	**Week 11 -**	**Week 12 - Assessment**
Formal Elements – Form is a three dimensional shape (3D), such as a cube, sphere or cylinder. In 2D artworks, lines, tones and perspective can be used to create an illusion of form. The three dimensions of form are width, length and depth. 	**Formal Elements – Pattern** is a symbol or shape that is repeated. A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements. Tessellating any image creates a Repetitive pattern 	Use these sentence starters to direct your research: I particularly like…(title of the work) It is a… (painting, sculpture, textile etc) It has been created by… (what materials and techniques did the artist use?) The subject of this piece is… (what is in the work? If there are people in it what are they doing? If there are objects in it, what are they and where are they placed?) Describe it in detail. How was their work produced? What methods and materials did they use? I am interested in this type of work because at this stage I think I might… (what are you going to do?) To develop my ideas I will be experimenting with…

Computer Science

Week 1 - Primary Storage

Volatile - Data will be lost when there is no power.
Primary Storage - Holds data and instructions which the CPU can much more easily and quickly access than from secondary storage devices.
RAM - Random Access Memory. Volatile Storage which stores running programs and a small part of the operating system.
ROM - Read Only Memory, this stores the computer boot up information and is sometimes called the BIOS.
Cache - Memory which stores frequently used instructions and data. It can be accessed faster than RAM.
Enquiry Task: **Black** and **Purple** Book Questions on page 11 and review questions on page 18.

Week 2 - Secondary Storage

Non-volatile - Data will not be lost when there is no power.
Secondary Storage - Permanent storage of instructions and data not in use by the processor. Stores the operating system, applications and data not in use. Read/write and non-volatile.
BIOS - Basic Input Output System, sometimes referred to as the bootstrap. Contains the boot up information.

Programming Techniques

Sequence – Any block of code
Selection – Any IF statement in a program
Iteration – Any loop, this could be FOR or WHILE
Enquiry Task: **Black** and **Purple** Book Questions on page 10 and review questions on page 18.

Week 3 - Data Representation

bit: b- One single binary digit 0 or 1.
nibble - 4 bits of binary. 0000 to 1111.
Byte: B - 8 bits of binary
KiloByte: KB - 1024 Bytes
MegaByte: MB - 1024 KiloBytes
GigaByte: GB - 1024 MegaBytes
TeraByte: TB - 1024 GigaBytes
PetaByte: PB - 1024 TeraBytes
For all of these in the exam you can use 1000 to keep the calculations simpler.
Function - Reusable block of code which **must** return a value.
Procedure - Reusable block of code which **does not have to** return a value.
Enquiry Task: **Black** and **Purple** Book Questions on page 25.

Week 4 - Binary Conversion

Binary - Base 2 number system due to only having 2 numbers available 0 or 1. The main numbers are powers of 2.

128	64	32	16	8	4	2	1
1	1	0	1	0	1	0	0

The above number to convert into denary (normal numbers) would be 212. Which is 128 + 64 + 16 + 4.
Enquiry Task: **Black** and **Purple** Book Questions 1 - 4 on page 25.

Week 5 Binary Addition and Shifting

Left Shift - This is moving a binary number to the left. It doubles the value of the binary number with each shift.
Example: 11010 Shifted Left 1 = 110100
Right Shift - This is moving a binary number to the right which removes a digit. It halves the value of the binary number with each shift.
Example: 11010 Shifted Right 1 = 1101.

Binary Addition Rules

0 + 1 = 1
1 + 1 = 0 r 1
1 + 1 + 1 = 1 r 1
Enquiry Task: **Black** and **Purple** Book Questions 5-6 on page 26.

Week 6 Hexadecimal & Mid Cycle Assessment

Hexadecimal- Base 16 number system due to it having 16 digits available.These are

0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F

The key advice is to know that A is equal to 10, the rest of the letters are then easier to remember - i.e. B = 11 etc.

A5 in Hexadecimal to convert to denary.
Take the first character and multiply it by 16. Then add the second character.

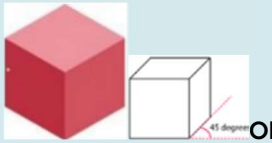
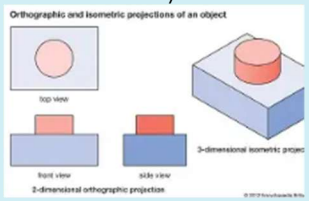
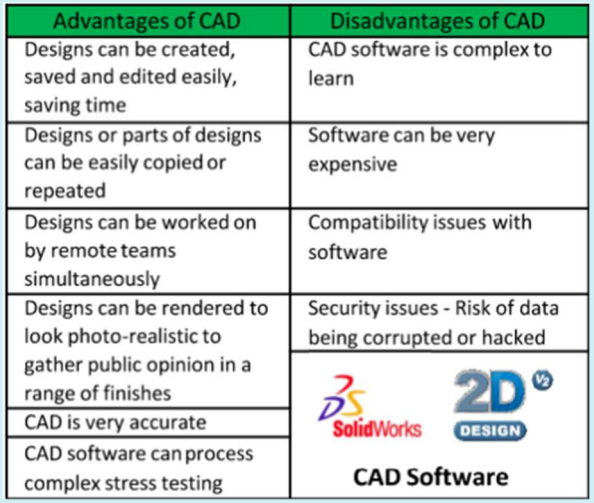
A5 = (A * 16) + 5 = (10* 16) + 5 = 165

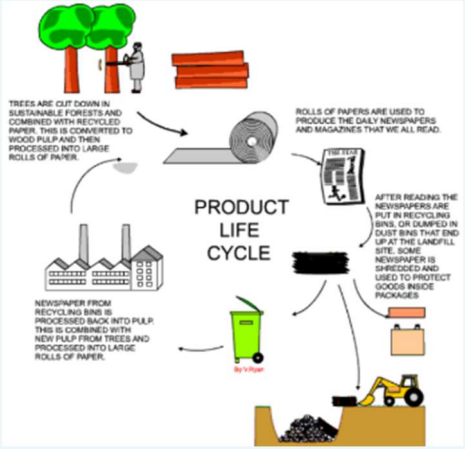
Enquiry Task: **Black** and **Purple** Book Question 7 on page 26 and the revision questions on 33 .

Week 7 Character Sets & Networks	Week 8 Images and MetaData	Week 9 Sound and Compression
Ascii - A character set of how letters and symbols on a keyboard translate into binary. Has 2^7symbols. **Extended Ascii -** A larger character set which can be used for multiple languages. Has 2^8 symbols. **Unicode -** A very large character set used by computers. It contains 2^{16} symbols. **Colour depth -** Also known as bit depth, is either the number of bits used to indicate the colour of a single pixel, in a bitmapped image or video frame buffer, or the number of bits used for each colour component of a single pixel. **Resolution -** The number of pixels in the image. **File size -** This increases as you increase colour depth or resolution. Enquiry Task: Questions on page 31, 33.	**MetaData -** Data about data. It usually includes file format, height, width, file type, filename and more. **Mesh Network -** A network topology where there is no central server. Each node is responsible for its own files and peripherals. **Calculating Image File Size** File size in bits = width (in pixels) x height (in pixels) x colour depth Then divide that value by 8 to get the number of Bytes. Example: 100 x 200 image with 8 bit colour depth 100 x 200 x 8 = 160,000 bits divide by 8 for Bytes 20,000 Bytes = 20 KB Enquiry Task: **Black** and **Purple** Book Questions on page 31, 32,33.	**Sample Rate -** The number of samples taken per second, measured in Hertz (Hz) **Calculating Sound File Size** File size in bits = Sample rate x duration(s) x bit depth **Compression -** The process of reducing the size of a **Lossy compression -** Permanently reduced the file size. There will be a loss in resolution which is not usually noticeable. Cannot be used on exes or text/word documents. **Lossless compression -** Uses an algorithm to compress the image. It is reversible and allows the original image/file to be recreated. Enquiry Task: **Black** and **Purple** Book Questions on page 32 , 33.
Week 10 Encryption & Network Layers	**Week 11 Revision & Test**	**Week 12**
Encryption - Uses an algorithm to scramble plain text into cipher text which cannot be understood without a key. **SMTP** – Used for sending emails to a server. **IMAP** – Used for managing remote boxes. **POP** – Used for receiving emails from a server. **HTTP** – Hypertext transfer Protocol, A client-server method of requesting and delivering HTML web pages. **FTP** – File transfer protocol usually used over WANs. **Layers** – Their purpose is to split up network connectivity. It means you can work on one layer without affecting the others. Enquiry Task: Book Questions on page 47.	**Assessment week** You will need to check all keywords throughout this knowledge organiser. All teacher resources and lessons are in google classroom. **Black** and **Purple** Book. Pages 33, 50 for full learning checklist	**Teacher set homework based on knowledge gaps identified in assessments. Use this box to outline your areas of weakness for revision.**

Design Technology

Week 1 – 1.3 – People, Culture & Society	Week 2 – 1.4 – Production Techniques & Systems	Week 3 – 1.5 – Informing Design Decisions
How people change products: - **Consumer Choice** – more products available, competition helps keep prices low - **Technology Push** – new products get developed, Research and Development (R&D) departments in large companies. - **Market Pull** – demand for new products from market puts pressure on companies - **Job role changes** – less reliance on manual labor, workers must 'skill up' and be flexible - **Fashion & Trends** – designers up to date **Society pressures** mean companies must put the environment and people before profit: use renewable materials, carbon neutral, fairtrade, recycled materials, considering different groups (elderly, disabled, religions).	**Computer Aided Design (CAD)** **Advantages**: can create, save and edit easily; can easily copy & repeat designs; remote and simultaneous working; rendering designs to look realistic; very accurate **Disadvantages**: complex software to learn; can be expensive; compatibility issues; security issues **Computer Aided Manufacture (CAM)** **Advantages:** quick speed of production; consistency; accuracy; less human error/mistakes; cost savings as workforce reduced **Disadvantages:** CAM training needed; high outlay for machines; stoppage if machines break down; social issues (less human jobs needed) **Flexible manufacturing systems (FMS)** – machines on short-run batch production, products frequently change **Just In Time (JIT)** – created as demanded, no stock of materials or finished items kept.	**Planned Obsolescence** – consumers expect some products to last a long time (e.g. a sofa), others to throw away after one use (e.g. a ballpoint pen). Ensuring a product only performs it's task for a certain length of time is **planned or built-in obsolescence**. **Design for maintenance** – less products are being designed to be repaired. One reason is advances in technology, products are becoming too complex to repair without specialist training. **Technology push** – impossible to design too far into future when you don't know what new technologies will be. **Trends** – many goods sold because they are fashionable, often not designed to last very long **Disposal** – important to consider end of life of products, can it be recycled etc.
Week 4 – 3.1 – Paper and Board	**Week 5 – 3.5 - Textiles**	**Week 6 – 6.4 – Types of Drawings**
Papers - common types: Layout paper (thin, cheap, for sketches/ideas), tracing paper, cartridge paper (thicker, printer paper), bleed proof paper (thicker, textured, stop marker pens showing through), grid paper (e.g. squared, graphed or isometric paper). **Boards – common types:** Corrugated cardboard, duplex board (food containers), foil lined board (insulating, water resistant), foam core board, ink jet card (photos and printing), solid white board (most expensive, e.g. hard backed books, expensive packaging).	**Natural fibres** – **cotton** (clothing, towels, bedding), **wool** (jumpers), **silk** (luxury clothing, wall hangings) **Synthetic fibres – polyester** (clothing, carpets, rope, backpacks), **nylon** (clothing, sports material), **elastant/Lycra** (sportswear, swimsuits)  **Blended/mixed fibres** – **poly-cotton** (alternative to most cotton products) **Woven Textiles** –most common way to produce cloth from yarn, different weaves.	**Types of designs/drawings** - **2D design** – best for plan views and adding dimensions - **3D design** – better conveys overall shape, more visually appealing and good for aesthetic properties

GSM – grams per square metre (paper thickness) **Microns** – thickness paper/card 1000 microns=1mm	**Non-woven textiles** – usually glued/heated together, can be treated e.g. flame resistance **Felting** – mechanical process to matt together fibres with heat, pressure, moisture and movement. Can pull apart under tension, not strong.	 - **Oblique drawing** – 45 degree angle to draw lines representing the depth and top of the drawing. - **Isometric drawing** – 30 degree angle, more realistic, accurate, simple technique to draw complex shapes
Week 7 – 6.4 – Types of Drawing	**Week 8 – 6.4 – Prototypes and modelling**	**Week 9 – 6.4 (Autocad)**
Annotated drawings – notes added to explain detail not conveyed by drawings. Can identify materials, manufacturing technique, sustainability issues. **Exploded diagrams** – shows how components fit together. Parts drawn separately, but with paths to show how they are assembled  **Working drawings** – enough detail to be able to make a prototype or manufacture from. Needs a front, end and plan view. May need a sectional view to see inside the design. Usually in orthographic projection	**Mathematical modelling** – most projects include maths, e.g. amount of material needed, costings. Some need stress and load testing, angle calculation **Model constructions** – to test design elements. Can be a scaled up/down model of whole product, or just part of it. **Prototypes** – to test different elements of a design to work out viability. Should ensure you satisfy client design brief, innovative, check functionality, check aesthetics (looks good enough to sell), marketability. **Evaluating prototypes** – must critically analyse prototypes, test and evaluate to see what works and what needs improvement. Often use market testing and user groups. Modifications suggested to ensure final product is fit for purpose (perform successfully) **Design fixation** -stuck producing only similar designs. Iterative design can help solve this	

Week 10 – Revision	Week 11 – Revision (Assessment)	Week 12 – Super Teach
Product Life Cycle  	**<u>Scales of Production</u>** **One off** – one unique item (e.g. bespoke suits) **Batch** – when you make a few (e.g batch of cookies) **Mass** – when you make thousands (e.g. stools) **Continuous** – open ended production (e.g. supermarket loaves of bread) **<u>Tolerances</u>** – amount of error allowed for a given task. Usually a measurement +/- a given amount. Usually impossible to achieve 100% accuracy, so an appropriate tolerance must be considered. The more technical, the smaller the tolerance, and the higher cost. **<u>Kerf Allowance</u>** –kerf is the width removed by the cutting tool e.g. the thickness of the blade/laser	**Some AQA Specified Designers and Companies:** **Ettore Sottsass** – **Ettore Sottsass** (14 September 1917 – 31 December 2007) was an Italian architect and designer during the 20th century. His work included furniture, jewellery, glass, lighting, home objects and office machine design, as well as many buildings and interiors. **Alessi** – **Alessi** is a housewares and kitchen utensil company in Italy, producing everyday items from plastic and metal, created by famous designers. **Apple** – **Apple Inc.** is an American multinational technology company headquartered in Cupertino, California that designs, develops, and sells consumer electronics, computer software, and online services. **Dyson** – **Dyson Ltd.** is a British technology company established by James Dyson in 1987. It designs and manufactures household appliances such as vacuum cleaners, hand dryers, bladeless fans, heaters and hair dryers.

Drama

Week 1: Performance & Acting Skills	Week 2: Drama Techniques	Week 3: Stage & Design Elements
• **Physical skills** – movement, gesture, posture, facial expression • **Vocal skills** – tone, pitch, pace, pause, projection • **Characterisation** – how an actor creates a role • **Interpretation** – your personal understanding of a character or scene • **Rehearsal** – practice process before performance	• **Still image / Freeze frame** – a frozen moment to show meaning • **Thought-tracking** – speaking a character's thoughts aloud • **Hot seating** – answering questions in character • **Role play** – improvising in role • **Forum theatre** – audience suggests changes to improve outcomes • **Narration** – telling the story directly	• **Set** – scenery and staging • **Props** – objects used on stage • **Costume** – clothing worn by actors • **Lighting** – use of light to create mood/atmosphere • **Sound** – music or effects used in performance • **Stage directions** – instructions in a script
Week 4: Theatre Types & Styles	**Week 5: Audience & Purpose**	**Week 6: Evaluation & Coursework Language**
• **Naturalism** – realistic acting and believable characters • **Physical theatre** – storytelling through movement • **Epic theatre** – encourages audience to think (not just feel) • **Theatre in the round** – audience sits all around the stage • **Proscenium arch** – traditional "picture frame" stage	• **Audience** – who watches the performance • **Engagement** – how you keep the audience interested • **Intention** – what you want the audience to think/feel • **Atmosphere** – mood created in a performance	• **Analyse** – Explain how something works. • **Evaluate** – Judge strengths and weaknesses. • **Interpret** – Give your understanding of meaning. • **Justify** – Explain why you made a choice. • **Reflect** – Think about what went well and what to improve.

Week 7: Stage & Space	Week 8: Rehearsal & Development	Week 9: Structure & Meaning
• **Blocking** – Planned positioning and movement on stage. • **Levels** – Using height to show meaning or status. • **Proxemics** – Distance between performers. • **Spatial Awareness** – Understanding how to use the stage space. • **Entrances/Exits** – How performers come on/off stage.	• **Rehearsal** – Practice before performance. • **Refinement** – Improving performance work. • **Feedback** – Constructive comments for improvement. • **Collaboration** – Working effectively with others. • **Experimentation** – Trying different ideas.	• **Narrative** – The storyline. • **Structure** – How the piece is organised. • **Stimulus** – Starting point for a piece. • **Theme** – Main message or idea. • **Symbolism** – Using objects/actions to represent ideas.
Week 10: Places to revise	**Week 11: Revision**	**Week 12: Assessment Week: Careers**
Video-Based Learning • YouTube Search for: o *"BTEC Performing Arts Component 1/2/3 explained"* o Devising techniques o Evaluation examples • BBC Bitesize Good for: o Drama basics (skills, staging, terminology) o Easy-to-understand explanations	**Component 1: Exploring the Performing Arts** **What it is:** Study professional performances and styles. **Component 2: Developing Skills and Techniques** **What it is:** Build and improve your acting skills. **Component 3: Responding to a Brief** **What it is:** Create a performance from a set brief (exam).	There are many jobs or career areas related to Drama. Some of these are: • Actor • Dancer • Musical Theatre Performer • Director • Playwright • Choreographer • Lighting Designer • Sound Designer • Set Designer • Costume Designer • Stage Manager

English

Week 1- London	Week 2 – The Prelude	Week 3 - Exposure
London- BLAKE (1794) Ardent - very enthusiastic or passionate. Veiled Criticism - said so that the true meaning or purpose is hidden. Blake uses the poem 'London' as an ardent and thinly veiled criticism of those in power in Georgian London. **Language** 'I Wander thro' each charter'd street' 'Marks of weakness, marks of woe' 'The mind-forg'd manacles I hear' 'Every Black'ning church appals' **Structure** The rigid quatrain and rhyme scheme could evoke the rigid and corrupted power structures of London	**The Prelude- WORDSWORTH (1839)** Sublime - a greatness beyond all possibility of calculation. Intensely beautiful. Biographical – related to a particular person's life. Wordsworth's autobiographical poem reflects on the sublime beauty and awesome power of nature. **Language** 'One summer evening (led by her)' 'Small circles glittering idly in the moon' 'a huge peak, black and huge 'the grim shape Towered up between me and the stars' **Structure** Wordsworth's use of blank verse could evoke the sense of a heroic journey.	**Exposure – OWEN (1917)** Realistic - presenting things in a way that is accurate and true to life. Jaded - bored or lacking enthusiasm In 'Exposure', Owen's jaded tone 'exposes' the realistic effects of conflict on the human psyche. "Our brains ache in the merciless iced East winds that knive us" "But nothing happens"

Week 4 – Ozymandias	Week 5 – My Last Duchess	Week 6 – Storm on the Island
Ozymandias – SHELLEY (1818) Ephemeral - lasting for a very short time Extended Metaphor- using an entire poem as a metaphor for a bigger idea. A microcosm. In 'Ozymandias', Shelley uses the extended metaphor of a shattered statue to reveal the ephemeral nature of power. **Language** 'Half sunk a shattered visage lie 'My name is Ozymandias, King of Kings' 'Look on my Works, ye Mighty, and despair!' 'Nothing beside remains. Round the decay of that colossal wreck' **Structure** Shelley's use of a corrupted sonnet form could reflect the ephemeral nature of power and art.	**My Last Duchess – BROWNING (1842)** Megalomaniacal - an obsessive desire for power Naturalistic - closely imitating real life or nature based on the accurate depiction of detail. Browning's naturalistic presentation of the Duke in 'My Last Duchess' reveals the corrupting and megalomaniacal effects of power. **Language** 'That's my last Duchess painted on the wall/ Looking as if she were alive.' 'none puts by /The curtain I have drawn for you, but I' 'I gave commands; Then all smiles stopped together' **Structure** Browning's rigid iambic pentameter and rhyme scheme could evoke the narrator's total control.	**Storm on the Island – HEANEY (1966)** Normalised – when something happens so often it becomes normal. Desensitised- feeling less shocked due to overexposure to distressing events. In 'Storm on the Island', Heaney suggests that when a state of conflict is normalised, those exposed to it are ultimately desensitised to its effects. **Language** 'We are prepared: we build our houses squat' The Sea 'Exploding comfortably down on the cliffs...'spits like a tame cat Turned savage' 'Space is a salvo. /We are bombarded by the empty air' Strange, it is a huge nothing that we fear' **Structure** Enjambment could show the power and freedom of the wind. End Stop lines immediately after show how the storm eventually exhausts itself and loses power.

Week 7 – The Emigree	Week 8 - Remains	Week 9 – War Photographer
The Emigree- RUMENS (1993) Subjective - based on personal feelings, tastes, or opinions. Nostalgia - a sentimental longing for the past. In 'The Emigree' Rumens reflects on the subjective nature of memory and the power of the nostalgia it creates. **Language** 'There once was a country...i left it as a child' 'it may be sick with tyrants, but I am branded by an impression of sunlight' The white streets of that city, the graceful slopes glow even clearer as time rolls its tanks 'They accuse me of being dark in their city' **Structure** The rigid distinction between stanzas could reflect three different perspectives across time.	**Remains – ARMITAGE (2006)** Anecdotal - based on personal accounts rather than facts Expressionist - seeking to express the inner world of emotion rather than external reality. In 'Remains', Armitage's anecdotal tone provides an expressionist insight into of the effects of PTSD. **Language** 'probably armed, possibly not' 'I see every round as it rips through his life' 'The drink and the drugs won't flush him out' 'His bloody life in my bloody hands' **Structure** Enjambment between stanzas could reflect the distorting effects of PTSD on our perception and the idea that it is not possible to control the condition.	**War Photographer – DUFFY (1985)** Psychological- affecting, or arising in the mind Detached - separate or disconnected. In War Photographer, Duffy explores the psychological trauma of conflict and how it can lead us to become emotionally detached. **Language** 'In his dark room he is finally alone' 'spools of suffering set out in ordered rows' 'his hands, which did not tremble then, though they seem to now" 'A stranger's features faintly start to twist before his eyes, a half formed ghost.' **Structure** Duffy's rigid stanza structure and rhyme scheme contrasts with internal enjambment, possibly reflecting the Photographer's inner trauma.
Week 10 – Checking Out Me History	**Week 11 – Tissue**	**Week 12 - Super Teach Week**
Checking Out Me History – AGARD (2005) Eurocentric – a version of events that is centred on European perspectives. Trivialise - make (something) seem less important than it really is. In 'Checking out me History, Agard criticises Eurocentric presentations of history and their tendency to trivialise the achievements of black historical figures. **Language** 'Dem tell me wha dem want to tell me' 'Bandage up me eye with me own history' 'Blind me to my own identity'	**. Tissue – DHARKER (2006)** Arbitrary – based on random choice Fractured- broken, cracked, unable to function. In 'Tissue', Dharker reflects on the arbitrary and fractured nature of human power. **Language** 'Paper that lets the light/ shine through, this/ is what could alter things' "Koran" "Maps" "Fine slips from grocery shops" 'Raise a structure never meant to last' 'paper smoothed and stroked and thinned to be transparent, turned into your skin.'	

'I checking out me own history...'I carving me identity' **Structure** The lack of punctuation,, irregular rhyme scheme and the use of Creole challenges Eurocentric conventions.	**Structure** The contrast between rigid 4-line stanzas and enjambement between individual lines could symbolise the fluidity	

French

Week 1 School	
Pouvoir – to be able/can	
je peux	I can
tu peux	you can (s)
il/elle peut	he/she can
nous pouvons	we can
vous pouvez	you can (pl)
ils peuvent	they can
Devoir – to have to/must	
je dois	I have to
tu dois	you have to
il/elle doit	he/she has to
nous devons	we have to
vous devez	you have to (pl)
ils doivent	they have to
porter	**to wear**
travailler	**to work**
étudier	**to study**
faire	**to do/make**

Week 2 Past tense	
To say what you did in the past use the perfect tense. To say what you did in the past use the perfect tense. Present tense of avoir or etre -ER verbs → **é** -IR verbs → **i** -RE verbs → **u** Present tense of avoir + past participle	
j'ai fait	I did
j'ai étudié	I studied
j'ai parlé	I spoke
j'ai joué	I played
j'ai mangé	I ate
je suis allé(e)	I went
j'ai écrit	I wrote
j'ai porté	I wore
je suis rentré(e)	I returned
j'ai eu	I had
il y avait	there was
c'était	it was

Week 3 Negative structures	
ne…pas	not
ne…plus	no more
ne…jamais	never
ne…que	only
ne…rien	nothing
ne..personne	nobody
ne…ni…ni	neither…nor
un cours	lesson,course
un leçon	a lesson
une matière	a subject
un sujet	a subject
connaître	to know
apprendre	to learn
enseigner	to teach
expliquer	to explain
améliorer	to improve
devenir	to become
le lycée	college
l'université	university

Week 4 Conditional tense	
je voudrais	**I would like**
j'aimerais	**I would like**
The conditional is used to say what **would** happen in the future. It is formed using the infinitive of the verb plus the conditional ending.	
je porter**ais**	I would wear
tu préférer**ais**	you would prefer
il étudier**ait**	he would study
nous accepter**ions**	we would accept
vous obtenir**iez**	you would obtain (pl)
ils fer**aient***	they would do
Verbs with irregular* stems: Avoir: **aur_** Être:**ser_** Aller: **ir_**	
le meilleur	the best
le pire	the worst

Week 5 Education	
un examen	exam
la note	grade, mark
la règle	rule
l'uniforme	uniform
le bureau	desk, office
le but	goal, aim, purpose
le choix	choice
le défi	challenge
un emploi	job
enseignement	education, training
un étudiant	student
le niveau	level
le progrès	progress
le résultat	result
construire	to build
scolaire	school
utile	useful

Write a paragraph about what you have to do at school.		Write a paragraph to say what you did yesterday at school.		Write a paragraph about your future plans.		Review the vocabulary for weeks 1-4.		Write a description of your ideal school.
KEY:	**verbs**	**masculine nouns**		**feminine nouns**		**adjectives**		**connectives**
Week 6 Jobs		**Week 7 World of work**		**Week 8**		**Week 9**		**Week 10 Revision**
métier, boulot	job	Indefinite adjectives refer to people or things in a general way. They must still agree with the noun.		un stage	work experience	la confiance	confidence, trust	Revise the vocabulary from this cycle ready for your assessment next week.
avocat	lawyer							
chef	cook, boss			entreprise	business	demander	to ask for	
écrivain	writer	autre	other	réunion	meeting	discuter	to discuss	
facteur	postman	chaque	each, every	être en train de	to be in the middle of	durer	to last	
serveur	waiter	tout(e)	all, every			répondre	to reply	
auteur	author	plusieurs	several	venir de	to have just	envoyer	to send	
médecin	doctor	quelques	some, a few	**être en train de** and **venir de** will both be followed by an infinitive.		la réception	reception	
propriétaire	owner	devenir	to become			les affaires	business	
directeur	headteacher, manager	rêver	to dream	apprentissage	apprenticeship	une usine	a factory	**Week 11**
		trouver	to find	enquête	survey	un magasin	a shop	Assessment Week
policier	police officer	gagner	to earn, win	carrière	career	la grève	strike	**Week 12**
acteur	actor	chercher	to look for	Adverbs of quantity will <u>always</u> be followed by **de/d'**		la journée	day	Super Teach + Careers
journaliste	journalist	demander	to ask for			la tâche	task, chore	In this cycle you have built on your grammatical knowledge and can now talk about education and work. There are many jobs or careers related to this: • Teacher • University lecturer • Lawyer • Accountant
scientifique	scientist	payer	to pay	plus de	more (of)	faible	weak	
secrétaire	secretary	réussir	to succeed	beaucoup de	lots of, many	fort	strong	
professeur	teacher	le salaire	wage, salary	trop de	too many	dur	hard	
aidant	carer	le futur	future	moins de	less (of)	capable	able, capable	

au chômage	unemployed	l'avenir	future	peu de	little, few (of)	travailleur	hardworking	• Police officer
Enquiry tasks – complete in French								
Make a list of the jobs you are interested in French.		Write a paragraph to talk about your dream job.		Write about your work experience.		Review the vocabulary from weeks 6-9.		

Geography

Week 1 – What is a global city?	Week 2 – Why do global cities grow?	Week 3 – What are the consequences of rapid urban growth?
Urbanisation Urbanisation is the increase in the proportion of people living in towns and cities.Over half of the world (55%) live in urban settings. The UN estimates this milestone event – when the number of people in urban areas overtook the number in rural settings – occurred in 2007. A global city is well connected to other places by the process of globalisation. For example, London is connected to other places by transport as Heathrow airport. Today they are mostly found in HICs and NICs but in the future more global cities will be found in Africa. A megacity is a place with a population of over 10 million people e.g. Tokyo.	**Causes of urban growth** The pattern of urban growth is not the same around the world. Cities in Europe and North America reached the peak of their growth in the 1950s or earlier. Urbanisation is currently much more rapid in NICs and LICs. Cities in Asia and Africa have now overtaken HICs in terms of population size. PUSH factors are reasons for leaving the countryside/villages e.g. lack of jobs. PULL factors are reasons for moving to the towns and cities e.g. more services. Mumbai is experiencing rapid rural-urban migration which is the movement of people from the countryside to the cities.	Mumbai in India has experienced rapid urban growth which has resulted in the creation of informal settlements. The standard of living in these informal settlements can be a lot lower than other parts of the city where people lack access to basic sanitation, often sharing 1 toilet per 500 people. Families live in units known as chawls, which are apartments and families share 1 room. The number of children living on the streets is also high and they pay rent to the criminals who 'own' them. The transport system in Mumbai is overwhelmed and overcrowded with the city's 22 million residents.
Week 4 – What is life in Dharavi like?	**Week 5 – How can informal settlements be improved?**	**Week 6 – Why has Sydney grown?**
More than 650,000 people are spread over 2.5 sq km. Homes and factories coexist in single buildings lining the narrow lanes. **Challenges:** Eight to 10 people live together in 100 sq ft. Most people are informal daily-wage workers. dwellings. About 80% of the residents use community toilets. **Opportunities:** 120,000 rag-pickers collect waste and help to recycle - 80% of waste is recycled compared to 20% in the UK. There is a strong sense	**Top-down development: wholesale clearance:** The old buildings would be demolished and the new homes (high rise flats) will improve the quality of life and remove polluting industries from the area. There will also be schools and parks, and will cost around $2.3 billion to create. **Bottom-up development: self-help schemes:** They use appropriate technology suited to local conditions, e.g. using motorised rickshaws to deliver concrete as lorries would not fit in the narrow streets. The concrete can then be used to improve people's homes.	Sydney is a global city in Australia, a **high income country (HIC)**. It is connected to other parts of the world by international migration, finance and trade. Sydney has grown due to international migration. Up until the 1970s, people came from Europe but since the 1970s more people have arrived from Vietnam and other Pacific countries. Within Sydney some parts are richer than others, e.g. Manly is wealthier while Cabramatta is poorer.

of family. The businesses in Dharavi generate between$665 million to $1 billion annually.		International migrants from Vietnam have moved to the poorer parts of Sydney.
Week 7 – What challenges does Sydney face?	**Week 8 – How can Sydney be made more sustainable?**	**Week 9 – Do all global cities face the same challenges?**
Poverty and deprivation- The wealthiest areas are in the east of Sydney – 20% of all income goes to 1% of the population. **Waste disposal -**Landfill sites close to the city are running out of space as the population has grown. **Transport and infrastructure -** Sydney is a large, sprawling city. About 80% of all journeys in Sydney are made by car. People living in the suburbs to the west and southwest have few public transport options, so most are forced to drive. **Housing provision and quality-** Sydney is in the top ten least affordable cities in the world	In 2018 the Government began a four-year scheme to improve the transport infrastructure. AU$55.6 billion will be invested by 2022. The money will be spent on improving motorways and roads, as well as a new tram system, Sydney Light Rail. It will connect the city center to the southeast suburbs and will be able to carry 13,500 passengers an hour. Sydney's 10 targets for 2030 include:The city will reduce greenhouse gas emissions by 50% compared to 1990 levels, 100% of electricity demand and 10% of water demand will be met by local production, 48,000 additional dwellings and 7.5 per cent of all city housing will be social housing, and 7.5 per cent will be affordable housing.	**Mumbai (NIC):** Squatter settlement (Dharavi) is built next to a river so there is a risk of flooding. There is a lack of sanitation from the informal buildings and no piped water. 62% of people in Mumbai don't have access to clean water/basic services. This is as a result of rural-urban migration happening at such a fast pace. **vs London (HIC):** However only 1% of people in London are homeless – due to more well paid formal jobs in London fewer people have challenges with housing. Although housing prices are high there is more housing available (London is not growing as quickly).
Week 10 – Why is Jakarta sinking?	**Week 11 – What makes a city sustainable?**	**Week 12 – Do all cities face the same challenges?**
Jakarta is located in Indonesia, on the island of Java. It is located in Asia. It is a megacity. Jakarta is home to about 10 million people and has three times that number in the greater metropolitan area. It has been described as the world's most rapidly sinking city, and at the current rate, it is estimated that one-third of the city could be submerged by 2050. The main cause is uncontrolled groundwater	**Features of a sustainable city include:** Solar or wind energy creates electricity, lots of well-paid jobs, lots of green, open space, electric public transport, people and businesses recycle their waste and good quality, affordable homes are built. **Sustainable** means the meeting of today's needs without compromising future generations to meet their own needs. **Masdar City** is a planned city project in Abu Dhabi, in the United Arab Emirates. Masdar City is one of the world's most sustainable urban communities, a low-carbon development made up of a rapidly	Based on what you have learnt this cycle answer one of the questions below 1. Do cities in NICs and HICs face the same challenges? Why/not? 2. What challenges does Sydney face and why? 3. What challenges does Mumbai face and why? 4. Will the challenges faced by cities change in the future? Why?

extraction, but it has been exacerbated by the rising Java Sea due to climate change.	growing clean-tech cluster, business free zone and residential neighbourhood with restaurants, shops and public green spaces.	

Health and Social Care

Week 1-2	Week 3-4	Week 5-6
Health Care Services Different health care services and how they meet service user needs 1. **Primary Care** services provide the first point of contact in the healthcare system. **Examples**: GP surgeries, dental care, out of hours services, telephone services such as 111, Accident and Emergency departments. 2. **Secondary care** is the specialist treatment and support provided by doctors and other healthcare professionals for patients that have been referred to them for specific expert care, most often in hospitals. **Examples**: rheumatology, respiratory medicine, cardiology, endocrinology. 3. **Tertiary Care** refers to highly specialised treatment. **Examples**: oncology, transplant services, neurosurgery, psychiatry, palliative care, intensive care and other complex medical and surgical care units. 4. **Allied health professionals**: allied health practitioners are trained professionals who are not doctors, dentists or nurses. **Examples:**. physiotherapy, occupational therapy, speech and language therapy, dieticians, audiologists, art therapists. **Enquiry Task**: Choose one of the examples listed above and research the job roles available, detailing qualifications needed, pay and hours.	**Social Care Services** Different social care services and how they meet service user needs 1. **Services for children and young people** Examples: foster care, residential care, youth work 2. **Services for adults or children with specific need**s (learning disabilities, sensory impairments, long-term health issues) Examples: residential care, respite care, domiciliary care 3. **Services for older adults** Examples: residential care, domiciliary care 4. **Informal social care** provided by relatives, friends and neighbours **Enquiry Task**: Investigate what social care services are available to young people in Exeter. Choose one and create a fact file detailing what they offer and how a young person can access it.	**Barriers to accessing services** Types of barriers and how they can be overcome by the service providers and users 1. **Physical barriers**: issues getting into and around the facilities 1. **Sensory barriers:** hearing and visual difficulties 2. **Social, cultural and psychological barriers**: lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence 3. **Language barriers**: differing first language, language impairments 4. **Geographical barriers**: distance of provider, poor transport links 5. **Intellectual barriers:** learning difficulties 6. **Resource barriers for service provider:** staff shortages, lack of local funding, high local demand 7. **Financial barriers**: charging for services, cost of transport, loss of income **Enquiry Task**: Scenario: Amiya Dutta is 33 years old and a mum of 2 children aged 4 and 7. Amiya has recently moved to England from India and speaks very little English. She lives in a suburban flat and doesn't have a car. One of her children is unwell and requires medication but Amiya doesn't know what she should do. **What barriers are preventing Amiya from seeking vital support? How could these be overcome?**

Week 7-8	Week 9-10	Week 11-12
Care Values **The 6 Cs:** 1. **Care** – Receiving correct and consistent care through every stage of life, both for the health of the individual and the health of the whole community. 2. **Compassion** – How care is given; through empathy, respect and dignity. Compassion is intelligent kindness and is central to how an individual perceives their care. 3. **Competence** – All those in caring roles must have the ability to understand an individual's health and social needs. It is about using skills, expertise and knowledge to deliver effective care and treatments, based on evidence and research. 4. **Communication** – Central to caring relationships and to effective team working. Listening is as important as what we say. Communication is the key to a good relationship with all individuals. 5. **Courage** – Enabling us to do the right thing for those we care for, and to speak up when we have concerns. Courage means having the personal strength to support others. 6. **Commitment** – To improve care and experience for individuals. **Enquiry Task:** Create a poster for a job role in Health and Social Care, advertising the 6 Cs.	**Physiological Indicators** A **physiological indicator** is a physical action that can be used to measure an individual's health, wellbeing and physical condition. **Physiological indicators that are used to measure health are:** **a.** Pulse (resting and recovery rate after exercise) **b.** Blood **c.** Peak flow **d.** Body mass index (BMI) **BMI** is calculated with the formula: **BMI=kg/m2** It is a simple calculation using a person's height and weight. A BMI of 25.0 or higher is considered a healthy weight. Published guidance is used to interpret data relating to these physiological indicators and this information helps to guide health professionals. **The potential significance of abnormal readings of physiological indicators is the risk these could have to an individual's physical health.** **Enquiry Task:** Choose a physiological indicator and write a paragraph detailing the impact this could have on an individual's health, referring to PIES.	**Revision** For homework this week, review key topics from this term. • Use look, cover, write, check • Make flashcards—this will be useful for coursework • Review key phrases and terminology **Week 12 - Super Teach Week (Careers)** In this cycle you have looked at Health and Social Care Skills, Attributes and Values. There are many jobs or career areas related this area of Health and Social Care. Some of these are: • Nurse • Midwife • Receptionist • Paradmedic • Healthcare assistant • Care home nurse • Dietician • Physiotherapist Research other possible jobs, thinking about career pathways and salary.

History

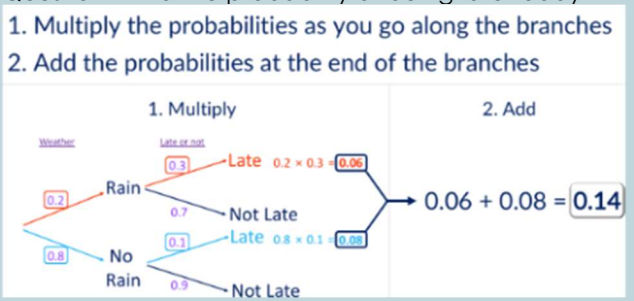
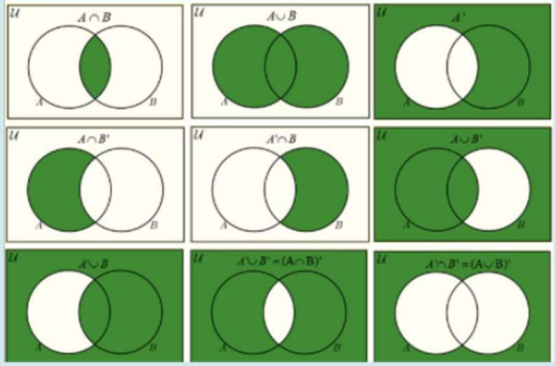
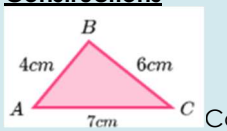
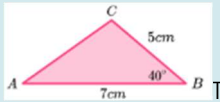
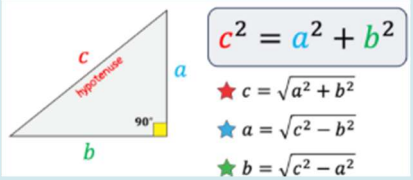
1. Medieval – causes, prevention, and treatments	2. Medieval case studies and key individuals	3. Renaissance – causes, prevention, and treatments
Causes - **Supernatural ideas**:. Disease is a punishment sent by God. Astrology Idea that the position of the stars affects our lives. **Four Humours:** This was an ancient idea, first put forward by Hippocrates (a Greek physician and philosopher). The universe is made up of four elements; and the body is made up of four humours (liquids) when they are unbalanced you become ill. Galen (Roman physician) developed the idea with theory of Opposites. **Miasma:** Bad smelling air thought to be harmful – so corpses, rotting matter, swamps thought to cause disease. **Treatment and prevention: Religious/supernatural:** Prayer; saying mass; fasting; going on pilgrimage – all advised as religious "treatments". **Humoural Treatments:** including bleeding and purging; bathing (only available to rich); remedies (made from herbs and spices) **Prevention:** PRAY! Practice basic hygiene/Purifying bad air	**The Black Death (1348)** Killed 1/3 of British population 1348-50 **Ideas about cause:** People did not understand real cause, they thought it was: Punishment from God, Imbalance of four humours **How was it dealt with?** : Prayer / fasting / flagellation (whipping), Light fires / carry posies to ward off miasma **Consequences of the Black Death:** Fewer workers, demand higher wages and had more freedoms. **Key people:** **Hippocrates:** 'Father of Medicine' – 4 humours, clinical observation, importance of exercise, **Galen**: Built on Hippocrates' ideas – theory of opposites also dissected animals to find out about anatomy	**Causes**: Same as Medieval, although more focus on miasma **Approaches to prevention and treatment:** Approaches to prevention and treatment and their connection with ideas about disease and illness; religious actions, bloodletting and purging, purifying the air, and the use of remedies. **New and traditional approaches to hospital care in the 13th century:** The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals. **Cleanliness** still important; though less use of public baths since arrival of syphilis **Moderation** avoiding too much alcohol, cold, food **To reduce miasma**, homeowners in some towns had to pay a fine if they did not clean outside their homes

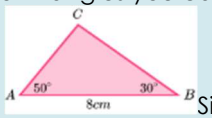
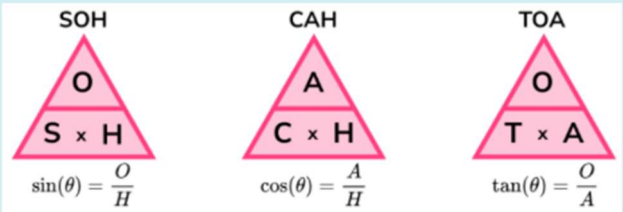
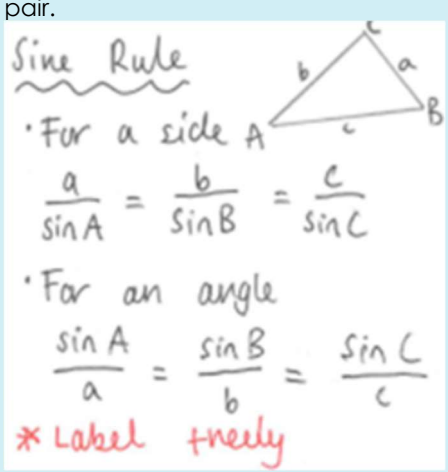
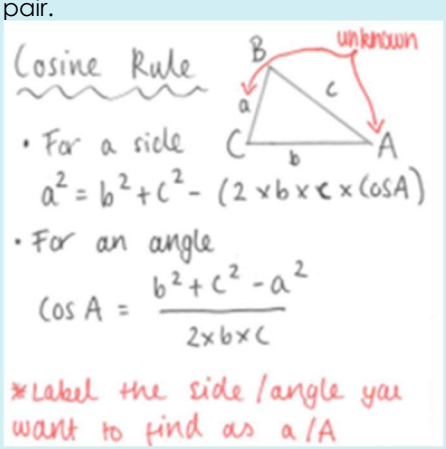
4. Renaissance – case studies and key individuals	5. Industrial – causes, prevention, treatment	6. Industrial – case studies and key individuals
Great Plague – 1665 More than 65,000 died in London **Prevention** = Measures recommended to help people avoid the Plague: - Prayer - Quarantine - "watchman" guard house of victims - Cross marked on every affected house - Plague doctors wore Mask full of herbs - Public gatherings banned **Key people:** **Thomas Sydenham -** He observed patients' symptoms. This enabled him identify the disease that needed to be treated. **Vesalius** - Anatomist. Carried out dissections, found errors in Galen's ideas. **William Harvey -** discovered how blood circulated round the body =, published his findings in 1628.	**Cause**s: 1861, Louis Pasteur published Germ Theory. Robert Koch identified that different microbes caused different diseases. **Prevention: Florence Nightingale**: nurse in Sanitation (clean hospital, bedding) - Nurses to provide care – Good meals, cleanliness **Edward Jenner** developed vaccination to protect against smallpox **Public Health: 1848 Public Health act -** encouraged cities to provide clean water, but not compulsory. **1852** smallpox vaccinations compulsory. **1875 Public Health Act.**. City authorities forced to: provide clean water, dispose of sewage properly, public health officer to monitor outbreak of disease, ensure good new housing	**Case Study: Cholera (1854)** Cholera particularly affected the poor –Government tried to prevent by cleaning slums to reduce miasma – did not work. **Key people** **Louis Pasteur** developed germ theory **Robert Koch** identified specific microbes, developed methods to study them better **Florence Nightingale** formulated ideas of modern nursing / hospital design **James Simpson** discovered chloroform **Joseph Lister** develop use of carbolic acid to tackle infection in surgery **John Snow** worked out that cholera caused by dirty water **Edward Jenner**: created first vaccination

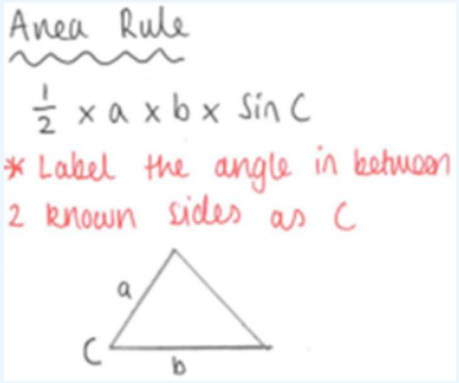
7. Modern – causes, prevention, treatment	8. Modern – case studies	9. Context of the western front
Technology developed to diagnose: blood tests; x-rays; ultrasound scans; endoscopes **Genetics** 1953 Watson and Crick discovered the shape of DNA Using this information, doctors can know if someone is likely to suffer from a hereditary illness, and take steps to prevent the impact **Lifestyl**e. Smoking It is the biggest cause of preventable disease in the world now A poor diet with too much sugar or fat can cause heart disease and type 2 diabetes. **Prevention:** **Technology / Chemical cures** Magic bullet = attacks disease, not body Salvarsan 606 – first developed to attack syphilis Penicillin (see right) **NHS** 1911 National Insurance Act only covered working men. 1948 – to provide free healthcare for all	**Case study 1: Penicillin** **1928** Alexander Fleming noticed that in his lab, some mould was killing bacteria in a dirty petri dish. He didn't study further but published his findings. Florey and Chain were studying antibiotics. **1940** tested successfully on mice. When US joined WWII **1941**, Florey and Chain got backing from big American drug companies to mass produce. **Case study 2 : Lung cancer** 85% of cases are smokers / ex-smokers Lung cancer hard to diagnose accurately with X-ray, it can be diagnosed using CT scan (only recently) – which is more accurate. When diagnosed treatment can be: - remove infected part of lung - Transplant lung – Radiotherapy – Chemotherapy. Government action: - Advertising ban -	**The Ypres Salient:** Tunnelling and mines were used by the British at Hill 60. First Battle of Ypres - 1914. Second Battle of Ypres -1915. Third Battle of Ypres - 1917. **The Somme:** Battle of the Somme - July-November 1916.1st day of battle, 60,000 injured and 20,000 died. **Arras:** Battle of Arras - 1917. Before the battle, Allied soldiers dug tunnels below Arras. Tunnels led to rooms and included an underground hospital **Cambrai**: Battle of Cambrai -1917. 450 tanks used to advance on the German position, however, plan did not work because there was not enough infantry to support.

from cradle to grave. Hospital, GP, dentist, ambulance, health visitor.	Ban on smoking in public - Anti-smoking campaigns - Raising taxes.	**Impact of terrain on helping the wounded:** Difficult to move around, + night, communication was difficult, collecting wounded from No Man's Land was dangerous. Stretcher bearers found it difficult to move
10. Illnesses and injuries	11. Evacuation	12. Impact of war
Trench fever: caused by body lice and included flu-like symptoms including high temperature. **Prevention:** Clothes disinfected and delousing stations were set up. **Trench foot:** caused by soldiers standing in mud/waterlogged trenches. **Treatment:** amputation. **Prevention:** Changing socks + keeping feet dry and rubbing whale oil into feet. **Shell-shock:** caused by stressful conditions of war and symptoms included tiredness, nightmares, headaches and uncontrollable shacking. **Chlorine Gas:** Led to death by suffocation. 1915, gas masks given to all British soldiers. **Mustard Gas:** Odourless gas, worked in 12 hours. Caused blisters, burn the skin easily.	**Stretcher bearers:** Collect wounded 4 for each stretcher. **Regimental Aid Post:** Always close to the front line and staffed by a Medical officers **Field Ambulance and Dressing Station:** Emergency treatment for wounded. **Casualty Clearing Station**: Large, well equipped station **Base Hospitals**: X-ray, operating theatre and areas to deal with gas poisoning. **Underground hospital at Arras:** Running water, 700 beds and **RAMC:** Involved medical officers and learnt about wounds never seen before. This organisation organised and provided medical care **Mobile X-ray unit:** Portable X-ray unit that could be moved around the Western Front.	**The Thomas Splint**: Stopped joints moving and increased survival rates from 20 to 82%. **Blood Transfusions**: Blood loss = major problem. Blood transfusions used at Base Hospitals **Blood bank at Cambrai**: Adding Sodium Citrate allowed blood to be stored for longer. **Brain surgery**: Magnets used to remove metal fragments from the brain. Local anaesthetic. **Plastic surgery**: Harold Gillies developed new techniques, skin drafts developed for grafts. **The Carrel-Dakin method**: sterilised salt solution were inserted into wounds to kill the bacteria **Debridement**: cutting away dead, damaged and infected tissue from around the wound

Maths

Week 1	Week 2	Week 3
Averages from frequency tables A set of data can be presented in a frequency table instead of a long list of numbers. A **frequency table** shows how many times a value occurs. **Mean** - To find the **sum of all the values**, multiply each category by its frequency and then find the total of the results. The **sum of all the frequencies** shows how many values there are. The mean is the **sum of all the values divided by the sum of the frequencies.** **Mode** - the value that has the **highest frequency**.	**Averages from frequency tables** **Range** - measures how spread out the data is. It is the **difference** between the **lowest** and **highest** value. **Median** • Writing down each of the values in the table and crossing off values to find the **middle value.** • If the data set is large, you can use the formula to work out the position of the median. **Position of the median =** (n+1)2(*n+1)2* **th** and **cumulative frequency** to find the actual median value. Cumulative frequency is where you add up the numbers in the frequency column as you go down the table.	**Probability tree** Question - Find the probability of being late today  AND rule – multiplication (××) OR rule – addition (+)
Week 4	**Week 5**	**Week 6**
Venn Diagrams 	**Constructions**  Constructing triangles is making an **accurate drawing** of a triangle with some information given.  To do this we need to use a **pencil**, a **ruler** and **compasses**.	**Pythagoras' Theorem** 

	3 types of triangles you can construct  1) Side, Side, Side (SSS) 2) Side, Angle, Side (SAS) 3) Angle, Side, Angle (ASA)	**Trigonometry – Exact values** $\begin{array}{\|c\|c\|c\|c\|c\|c\|}\hline & 0^\circ & 30^\circ & 45^\circ & 60^\circ & 90^\circ \\ \hline \sin(\theta) & 0 & \frac{1}{2} & \frac{1}{\sqrt{2}} & \frac{\sqrt{3}}{2} & 1 \\ \hline \cos(\theta) & 1 & \frac{\sqrt{3}}{2} & \frac{1}{\sqrt{2}} & \frac{1}{2} & 0 \\ \hline \tan(\theta) & 0 & \frac{1}{\sqrt{3}} & 1 & \sqrt{3} & undefined \\ \hline \end{array}$
Week 7	**Week 8**	**Week 9**
Trigonometry – SOH CAH TOA SOH CAH TOA is an easy way to remember the 3 main trigonometric ratios; Sine (Sin), Cosine (Cos) and Tangent (Tan). You can use these ratios to find missing sides or angles in **right angle triangles.**  	**Trigonometry – non-right-angle triangles** **Sine Rule** – use when you have a side/angle pair.  	**Trigonometry – non-right-angle triangles** **Cosine Rule –** use when you **don't** have a side/angle pair. 

Week 10	Week 11	Week 12 - Super Teach Week
Trigonometry – non-right-angle triangles **Area Rule**  	**Transformations** To describe the 4 transformations, you need the following information. 1) Translations a. The word 'translation' b. A column vector (ab*ab*) 2) Rotations a. The word 'rotation' b. Degree of rotation (90°, 180°)*90°, 180°)* c. Direction of rotation (clockwise or anticlockwise) d. Centre of rotation (x,y)	**Transformations** To describe the 4 transformations, you need the following information. 3) Reflections a. The word 'reflection' b. Line of reflection (x=? or y=?) 4) Enlargement a. The word 'enlargement' b. Scale factor (can be positive, negative and/or fractional) c. Centre of enlargement (x,y)

Music

Week 1: Types of Venue	Week 2: Unions and Trade Bodies	Week 3: Service companies and agencies
Small and medium local venues • Pub • School stage • Small theatre Large multi-use spaces • Sports' arena • West end theatre • Outdoor festival	• MU (Musicians' Union) • Equity • BECTU (Broadcast Entertainment Cinematograph TheatreUnion) • MPG (Music Producers Guild) • APRS (Association of Professional Recording Services) • PLASA (Professional Lighting and Sound	PRS (Performing Rights Society) • Licenses the composer's copyright for public performances of your songs (broadcast, live, recorded). MCPS (Mechanical Copyright Protection Society • Licenses the composer's copyright (royalties) for sound recordings (i.e. CD, ringtone). It will be in physical format (i.e. digital). PPL Licensing (Phonographic Performance Limited • Licenses the right to perform sound recordings and collects royalties for record companies and performers on recordings.
Week 4: Marketing and distribution	**Week 5: Promoters**	**Week 6: Promoting practice**
Marketing • The action of promoting and selling a product Distribution • The movement of goods (CDs) from the source (record label) through a distribution channel (iTunes, HMV) right up to the customer	*Activity that supports (marketing and promotion) and encourages (publicity) a product for public awareness (i.e. live events).* • *Secure a venue for a show* • *Promote the show (media, posters)* • *Work with the artist to make sure all needs are covered (PA, effects)* • *Cover the venue costs and costs of promotion (taking a percentage)* • *Earn an agreed-to fee or royalties*	*Promotion is a part of marketing. Music is promoted using a variety of techniques and tools that constantly change and develop into newer and fresher ideas. Musicians have to consider what strategies are used in the music industry at the moment and why some promotional strategies work whilst others fail.*

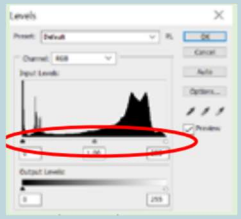
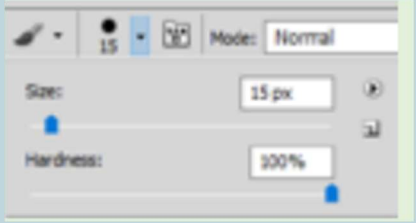
Week 7: Types of microphones	Week 8: Copyright law	Week 9: Types of Leads
Condenser • Very sensitive – breaks easily • Used for acoustic instruments and recording vocals  Dynamic • Very robust – hard to break • Use mainly for stage and live performances 	The law gives the creators of literary, dramatic, musical, artistic works, sound recordings, broadcasts, films and typographical arrangement of published editions, rights to control the ways in which their material may be used. In order for musiciansto legally cover songs for their own benefit, they first need to obtain a license.	XLR • Used primarily for microphones  Jack lead • Used primarily for instruments 
Week 10: Types of effects:	Week 11: Health, safety and security at venues	Week 12: Careers
• Compression – regulates the loudness of the track • Reverb – recreates sound echo of different room sizes • EQ – filtering the frequency range of the track	• Heating, lighting and ventilation • Electrical equipment • Toilets and drinking water • First aid and emergency exits • Obstacles appropriately lit/indicated • Adequate parking and parking arrangements • Flow of people in and out of venue • Secure ramps/stage scaffolding	There are many jobs or career areas related to Music . Some of these are: • Musician / Performer • DJ / Electronic Artist • Music Producer • Sound Engineer • Live Sound Technician • Studio Technician • Film/TV Composer • Game Audio Designer • Podcast Producer • Music Video Editor / Director • Instrument Tutor • Music Promoter

PE (GCSE)

Week 1 – Aerobic and Anaerobic	Week 2 – Immediate & Short Term Effects of Exercise	Week 3 – Long Term Effects of Exercise
Key Words: **Aerobic Exercise** With Oxygen (O2). Aerobic exercise can be maintained for long periods and includes activities like walking, jogging, cycling and swimming. Working between 60-80% of max heart rate **Anaerobic Exercise** Without Oxygen (O2). When you exercise at a high intensity, the respiratory system cannot supply enough oxygen to the muscles. Working between 80-90% of max heart rate	**Immediate Effects of Exercise:** 1.Breathing Rate increases – supplying 02 to muscles 2.Heart Rate increases – pumping blood to muscles 3.Body Temperature increases 4.Sweating **Short-Term Effects of Exercise: (24-36hrs after)** 1.Feel tired or fatigued 2.Muscle cramps 3.Feel nauseous (sick) 4.DOMS (Delayed Onset of Muscle Soreness) 5.Muscles ache 6.Feel light headed	**Long Term Effects of Exercise:** (months-years) 1.Bradycardia – decreasing your resting heart rate because your heart has become stronger and more efficient 2.Cardiac Hypertrophy – heart increasing in size and strength 3.Muscular Hypertrophy – muscles increase in size and strength 4.Improve a variety of components of fitness 5.Change your body shape through either losing weight or gaining muscle mass 6.Improve flexibility
Week 4 – Lever Systems	**Week 5 – Planes and Axis**	**Week 6 – Components of Fitness 1-5**
Key Words: **Fulcrum** – pivot point of the lever (joint) **Effort** – the force that is applied to move the resistance or weight (muscles) **Resistance** – the load to be moved by the lever system (weight, limbs) 1 2 3 F L E **Mechanical advantage** depends on the distance between effort and fulcrum when compared to distance of resistance from fulcrum – known as effort arm and resistance arm.	Sagittal Plane – Forwards and backwards. Frontal Plane – Side to side. Transverse Plane – Rotational or turning movements. Transverse Axis – Through the body from left to right. Sagittal Axis – Through the body from back to front. Longitudinal Axis – Passes vertically top to bottom. **Try Learning** **Serious Tekkers** **For Soccer**	**Agility** - The ability to change direction, at speed, while maintaining control. Agility is especially important in sports that require turns lie side-stepping an opponent in rugby **Balance -** The ability of the performer to maintain their center of mass over their base of support whilst static or dynamic (whilst moving) **Cardiovascular Endurance** - The ability of the heart and lungs to supply oxygen to the working muscles **Coordination** - The ability to use two or more different parts of the body together, smoothly and efficiently. **Flexibility** - The range of movement possible at a joint. Important for gymnasts to perform skills.

Week 7 – Components of Fitness 6 - 10	Week 8 – Principles of Training	Week 9 – FITT Principles
Muscular Endurance - The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue. **Power** - Is a product of speed and strength. (Power = Speed x Strength) **Reaction Time** - The time taken to initiate a response to a stimulus eg 100m start gun **Strength -** Is the ability to overcome a resistance. **Speed -** The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time, putting the body parts into action as quickly as possible	**S.P.O.R.T Principle** **Specificity** – Making training relevant to the demands of the sport, muscles or needs of the individual athlete **Progressive** – Gradually increasing the intensity of training over a period of time **Overload** - Working harder than normal to enable to body to adapt **Reversibility** – A reversal of fitness caused by something that either stops or prevents your training such as illness or injury **Tedium** – Regularly changing your training to avoid boredom	**F.I.T.T Principle** **Frequency** – How often you train (twice a week, 3 times a week, everyday) **Intensity** – How hard/intense you train (in relation you your aerobic or anaerobic threshold or, if weight training, in relation you your 1 rep max) **Time** - How long you train (20mins, 1 hour) **Type** – Which method of training you use (Circuit, Continuous, Plyometric)
Week 10 – Methods of Training 1 - 4	**Week 11 – Methods of Training 5 - 7**	**Week 12 - Super Teach Week (Careers)**
Circuit Training – A series of stations performed one after another, either for time or a certain number of repetitions **Continuous Training** – Continuously training, without stopping, usually for a period of 20minutes or longer **Fartlek Training** – Swedish for 'Speedplay.' Similar to continuous training but varies in either intensity or terrain, whilst remaining continuous **Flexibility Training** – Static stretching, usually for 30seconds or longer at a time, of a certain muscle to increase the range of movement possible at a joint	**Interval Training** – High periods of work followed by a period of complete rest. This is then repeated. **Plyometric Training** – High impact training including exercises such as leaping and bounding **Weight Training** – The use of resistance machines, free weights or body weights to increase either muscular endurance or muscular strength	Throughout this cycle you have looked at Effects of Exercise and Methods of Training. Careers in sport from this cycle: 1. Sports Coach 2. Sports Physiotherapist 3. Physical Trainer (PT) 4. PE Teacher 5. Strength and Conditioning Coach

Photography

Week 1	Week 2	Week 3 -
Levels (CTRL + L) **Levels** adjust the exposure of your photograph using the black/grey/white arrows under the histogram. The histogram tells you where the majority of your light falls, from mostly shadow on the left to highlights on the right. 	**Hue/ Saturation (CTRL + U)** To adjust the colours in your photograph/selection. **Hue** is the colour in your image. **Saturation** is the intensity, or richness of that colour/hue. **Lightness** controls the brightness value, but to a poor effect- use levels instead to control light. 	**Brush settings (under file/edit)** **Size** is the diameter of the brush (this can also be changed using the square brackets). **Hardness** controls the finish of the brush. A harder brush will have clear, sharp edges, whereas a softer brush will have blurred and less defined edges 
Week 4	**Week 5 -**	**Week 6 -**
Shortcuts **CTRL+T** – Transform Tool- use to resize elements. **CTRL+D** – Deselects your selection **CTRL+ / CTRL –** zoom in / out **[/]** (square brackets when using a brush based tool) will make your brush size smaller / bigger	**Shortcuts** **CTRL+C** – copy a selected area **CTRL+V** – paste a copied area **Shift** (when using a brush based tool) – hold down shift to connect brush strokes to form a straight line **Space** – hold space to pan around your screen	**Key words** **Exposure**: How light or dark an image is. Can be described when too much or too little light is in your photo **Highlight/ shadow**: Light and shadow in your photo can be created and controlled with artificial light (lamps or flash) or natural light (sun) **Contrast**: the difference between the darkest and lightest area in your photograph (high contrast = strong colours- punchy, Low contrast = grey/foggy) **Focal Point**: The part of the photograph that the eye is immediately drawn to **Composition**: To arrangement of the subject matter and how they relate to one another within the photograph

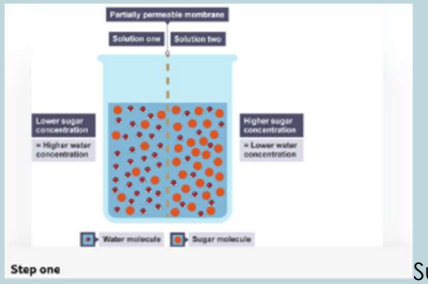
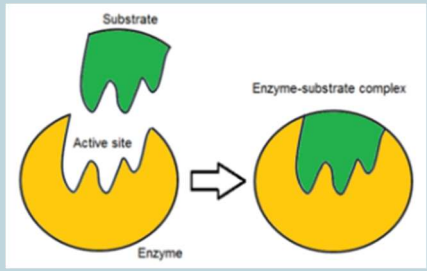
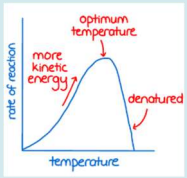
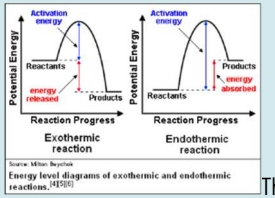
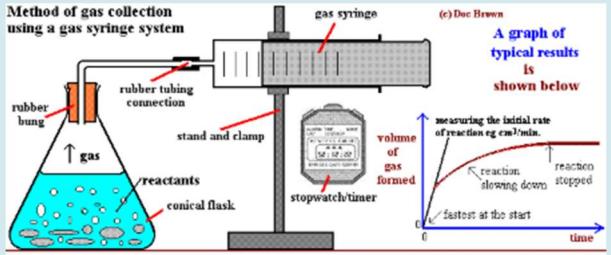
Week 7 -	Week 8 -	Week 9 -
Key Words **Portraiture**: a photograph of a person or group of people that captures the personality of the subject by using effective lighting, backdrops, and poses **Landscape**: shows spaces within the world. Landscape photographs typically capture nature but can also focus on the man-made features of the land **Still Life:** focuses on inanimate objects; manmade (clothing, technology...) and natural (food, shells…) Flay lay photography is a modern take on still life **Close up:** a photograph that shows a lot of detail because it is taken very near to the subject. **Macro** is where small items are photographed larger than life	**Tom Hussey** is an American photographer specialising in commercial advertising and lifestyle photography. 'Reflections of the Past' was used by a healthcare company in a marketing campaign for the treatment of Alzheimer's disease. The work features elderly models staring at reflections of their former selves 	**Slinkachu** is a London-based street installation and photographic artist. His work involves remodelling and painting of miniature model train set characters, which are then placed on the street. The titles given aim to reflect the loneliness and melancholy of living in a big city but along side this there is always some humour in the work. 
Week 10 -	**Week 11 -**	**Week 12 - Evaulations**
Zev Hoover (born 1999), from Natick, Massachusetts. Hoover creates work about a 'miniature world'. In his fantastical photos people (usually himself) are digitally shrunken. The process involves capturing the background image first, shrinking photos of people in similar lighting, manipulating the images in Photoshop and editing the colour scheme so that it all matches 	**Sandy Skoglund** is an American photographer and installation artist. Skoglund creates surrealist images by building elaborate sets, furnishing them with carefully selected coloured furniture and other objects. The works are characterized by an overwhelming amount of one object and either bright, contrasting colours or a monochromatic colour scheme. 	**Evaluating work** How did you take your photograph? How did you set up your shot/ control your background/ lighting? Why? Technical comments- depth of field? Rule of thirds? What can you tell me? How did you edit your photograph? Why? How does your work link to the photographer / theme? What are your opinions of your work? Is your end result successful? Why? How could you improve your work? Bonus do this! Did you enjoy your shoot? Why?

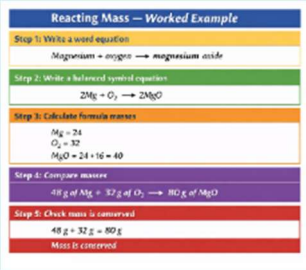
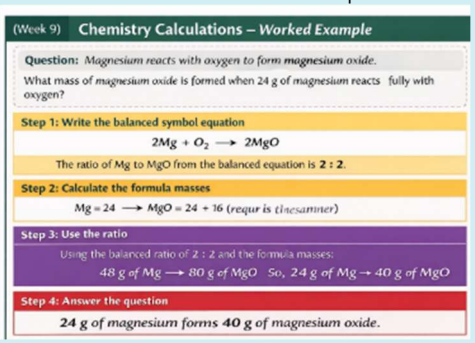
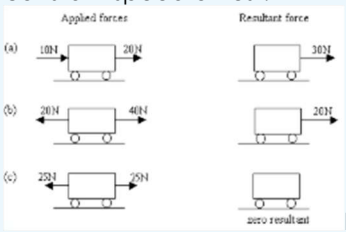
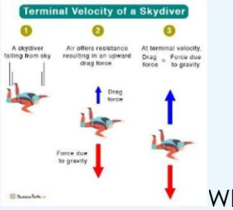
Religious Education

Week 1 - Key Words	Week 2 - The Buddha's Life	Week 3 - Dharma, Dependent Arising & 3 marks of existence
Enlightenment: To find the truth about life, and to escape Nirvana. Nirvana: To escape the cycle of 'samsara'; birth, death, rebirth. Meditation: Calming and focusing the mind. Puja: Worship. Dhamma: The truth the Buddha realised when he became enlightened. Dukkha: Suffering. Anicca: Impermanence. Anatta: People don't have a fixed self or soul. Bodhisattvas: A person that can reach enlightenment but delays it due to suffering people.	- Buddhism was founded around 2500 years ago. The Buddha was called Siddhartha Gautama. - The Buddha lived a life of luxury until he was 18. - The Buddha saw the 4 sights (old age, illness, death and a holy man). - The 4 sights are spiritual insights into suffering and the Buddha's spiritual path. - The Buddha lived a life of an aesthetic, which means he had a simple lifestyle. - The aesthetic life didn't work for Siddhartha, so he began to live in the 'middle way'. -The Buddha meditated under a peepul tree, and then his enlightenment took place during the three watches of the night (three realisations).	- The Dhamma (Dharma) links to the truth about existence, the path of training of the Buddha and the universal law that governs how reality works. - There are 3 refuges (jewels) in Buddhism; the Buddha, the Dhamma and the Sangha (Buddhist community).These are central to Buddhism. -The Dhamma reduces suffering, gives meaning to life and leads to more awareness etc. - Dependent arising is the idea that everything arises dependent upon conditions, which gives a view or vision of the nature of reality. - The 3 marks of existence are dukkha (suffering), anicca (impermanence) and anatta (no soul).
Week 4 - 4 Noble Truths & 8-Fold Path	**Week 5 - Samsara, 3 Poisons & Buddhism**	**Week 6- Human Destiny & Personality**
-The 4 Noble Truths are the truths the Buddha taught about suffering. They explain why people suffer and how they can overcome it. - The 4 noble truths are part of the Dhamma and are the Buddha's first teachings after his enlightenment. - Full understanding of the 4 noble truths leads to enlightenment for Theravada Buddhists. - There is suffering (Dukkha), suffering has a cause (samudaya), suffering can come to an end (nirodha) and there is a means to bring suffering to an end (magga). - The Eightfold Path is the 4th part of the Four Noble Truths. It gives Buddhists a path they can follow to end suffering.	- Samsara is the cycle of birth, death and rebirth. It is considered to be dukka (suffering). - The causes of suffering are known as the three poisons: greed (rooster), ignorance (pig) and hatred (snake). - Theravada Buddhism is one of the oldest schools of Buddhism, it teaches that the human personality is made up of 5 parts or aggregates: form, sensation, perception, mental formations and consciousness. - Mahayana Buddhism is a term used to describe a number of different Buddhist traditions such as pureland, zen and Tibetan. It emphasises emptiness.	-Theravada Buddhists attempt to become an arhat, which is a perfected person. - In Theravada Buddhism, a person who has achieved nibbana is known as an arhat. - Mahayana Buddhists attempt to become Bodhisattvas, which are enlightened beings. They choose to remain in the cycle of samsara in order to enlighten others. - To become a Bodhisattva, they must become perfect in six areas of their lives. These are generosity, morality, patience, energy, meditation and wisdom.

Week 7 - Place and how to worship	Week 8 - Meditation & Role of Buddhists	Week 9 - Death / Mourning & Festivals
- A temple is a place where Buddhists come together to practice. - A shrine is an area with a statue or image of a Buddha. It provides a focal point for meditation and devotion. - A monastery is a place where a community of Buddhists monks or nuns live. - Buddhists meditate, study and practice in their place of worship. - Worship is known as puja and they express their gratitude and respect for the Buddha. - Chanting is a type of worship that involves reciting from the Buddhist scripts. - Buddhists may chant mantras; short sequences.	- Meditation is a spiritual exercise that calms the mind and body and leads to the development of insight into the nature of existence. - There are a number of meditation techniques that help Buddhists to develop samatha (calm) and vipassana (insight). - Visualization of Buddhas and Bodhisattvas is used in Mahayana Buddhism as part of meditation. - Buddhists may use thangkas or mandalas to help visualise a Buddha or Bodhisattva. This helps them connect with the spiritual qualities of a Buddha or Bodhisattva.	- Buddhist tradition teaches that when a Buddhist dies, their kammic energy leaves their body and is reborn in a new one. - Death is not seen as an end but a transition between one life and the next. - Funeral practices vary between different Buddhist traditions and countries, for example in Tibet they have a sky burial where the body is left in a high place as a gift to the vultures. - Festivals allow Buddhists to celebrate important events in the history of Buddhism. - Wesak is a Theravada festival that celebrates the Buddha' birth, enlightenment and death. - Parinirvana Day is a Mahayana festival that commemorates the Buddha's passing away.
Week 10 - Ethics & The 6 perfections	**Week 11 - Activities**	**Week 12 - Exam Style Questions**
- Kamma (Karma) is an ethical principle that explains how a person's actions lead to either happiness or suffering.How a person lives their life will affect their next life. - Compassion (Karuna) is feeling concerned for the suffering of other people. - Loving Kindness (metta) is a desire for others to be happy. - The 5 moral precepts give Buddhists rules to follow that are ethical, for example don't take a life. - The 6 perfections are 6 qualities or virtues that Mahayana Buddhists try to develop in order to become Bodhisattvas.	● Create revision cards for each week, ensuring that there is a question on one side and a short, simple answer, on the other. ● Create revision posters for each week, ensuring that lots of colour and dual coding (images) are used. ● Summarise each week into 20 words, using images to also help you.	1. What is meant by the word dukkha [1] ● Happiness ● Suffering ● Enlightenment ● Rebirth 2. Give two reasons why Siddhartha Gautama rejected his aesthetic life [2]. 3. Explain two ways in which the 4 noble truths influenced the Buddha's teachings [4]. 4. Explain two stages of the eightfold path [8]. 5. The four noble truths are the most important teachings in Buddhism Discuss [12].

Science

Week 1 – Key Vocabulary	Week 2 – Transporting substances & osmosis	Week 3 – Enzymes and digestion
Acceleration – change in velocity per second. Active site – region of an enzyme where the substrate binds. Catalyst – substance that increases reaction rate without being used up. Concentration – amount of solute per unit volume of solution. Denaturation – permanent change to enzyme structure. Diffusion – net movement of particles from high to low concentration. Empirical formula – simplest whole-number ratio of atoms in a compound. Enzyme – biological catalyst that speeds up reactions.	 Substances move into and out of cells by diffusion, osmosis and active transport. Osmosis is the movement of water from a dilute solution to a more concentrated solution through a partially permeable membrane. In plant cells, osmosis affects turgor, helping support the plant. In the osmosis practical, changes in mass are used to determine water movement and solution concentration.	 Enzymes are biological catalysts that speed up digestion by breaking large molecules into smaller ones. Each enzyme has a specific active site that only fits its substrate. Temperature increases enzyme activity up to an optimum, after which denaturation occurs. Digestive enzymes include amylase, protease and lipase.
Week 4 – Enzymes and conditions	**Week 5 – Rates of reaction**	**Week 6 – Rates practical & conservation of mass**
Enzyme activity is affected by temperature, pH and substrate concentration. Extreme temperatures or pH values cause denaturation by changing the shape of the active site. Different enzymes have different optimum pH values depending on where they work in the body. Practical investigations show how conditions affect reaction rate. 	 The rate of reaction describes how fast reactants are used up or products are formed. Increasing temperature, concentration or surface area increases collision frequency. Catalysts increase the rate by lowering activation energy. Collision theory explains reaction rates in terms of particle energy and collisions.	 Reaction rate can be measured by gas volume produced or mass lost over time. Graphs can be used to compare reaction speeds. In a closed system, mass is conserved during a chemical reaction. Any apparent mass loss is due to gases escaping.

Week 7 – Key Vocabulary	Week 8 – Formula mass & reacting masses	Week 9 – Chemistry calculations
Inertia – resistance of an object to changes in motion. Isotonic – solution with the same concentration as the cell contents. Momentum – product of mass and velocity. Osmosis – diffusion of water through a partially permeable membrane. Rate of reaction – speed at which reactants form products. Resultant force – overall force acting on an object. Substrate – molecule an enzyme acts upon. Terminal velocity – constant speed reached when forces are balanced. Weight – force acting on a mass due to gravity.	 Example: Water (H_2O) • Hydrogen has a relative atomic mass of 1 • Oxygen has a relative atomic mass of 16 Water has: • 2 × hydrogen → 2 × 1 = 2 • 1 × oxygen → 1 × 16 = 16 Formula mass of water = 18 Relative formula mass (Mr) is the sum of the relative atomic masses in a compound. Balanced equations show reacting ratios. Reacting mass calculations use formula mass and ratios to find amounts of reactants and products.	Chemical calculations link mass, formula mass and amount of substance. Equations must be balanced before calculations are attempted. 
Week 10 – Forces: mass, weight & Newton's Laws	Week 11 – Acceleration & Newton's Laws	Week 12 – Science Careers
Mass is the amount of matter in an object, while weight is the force due to gravity. Resultant force determines changes in motion. Newton's First Law states that an object's motion only changes when a resultant force acts. Balanced forces result in constant speed or rest.  Newton's Third Law states that forces occur in equal and opposite pairs acting on different objects.	Acceleration is caused by a resultant force acting on a mass. Newton's Second Law links force, mass and acceleration, F = ma.  When an object falls, gravity causes it to accelerate downwards. As its speed increases, air resistance also increases. Eventually, the upward force of air resistance equals the downward force of weight. At this point the resultant force is zero, so acceleration stops. The object continues to fall at a constant speed called terminal velocity.	• **Biochemist** – Studies enzymes and chemical reactions in living organisms. • **Chemical Engineer** – Uses chemical calculations and reaction rates to design efficient industrial processes and manufacture products. • **Pharmacologist** – Investigates how drugs interact with enzymes and body systems to treat disease. • **Mechanical Engineer** – Designs machines and vehicles using principles of force, acceleration, and weight. • **Sports Scientist** – Uses physics and biology to analyse movement, forces, and acceleration to improve athletic performance. • **Laboratory Technician** – Carries out experiments involving osmosis, enzymes, and reaction rates, recording and analysing data.

		• **Aerospace Engineer** – Applies Newton's laws and chemical calculations to design air/spacecrafts.

Spanish

Week 1 Present tense verbs		Week 2 Three key verbs		Week 3 Personality		Week 4 Descriptions		Week 5 Reflexive verbs	
Hablar	**To speak, talk**	**Ser**	**To be**	alegre	happy	alto	tall	**Llamarse**	**To be called**
hablo	I speak	soy	I am	débil	weak	bajo	short	**me** llamo	I am called
hablas	you speak (s)	eres	you are (s)	deportivo	sporty	pequeño	small	**te** llamas	you're called
habla	he/she speaks	es	he / she is	divertido	fun	delgado	slim	**se** llama	he/she's called
hablamos	we speak	somos	we are	duro	hard, resilient	gordo	fat	**nos** llamamos	we're called
habláis	you speak(pl)	sois	you are (pl)	feliz	happy	grande	big	**os** llamáis	you're called
hablan	they speak	son	they are	fuerte	strong	largo	long	**se** llaman	they're called
Comer	**To eat**	**Estar**	**To be**	gracioso	funny	corto	short	Reflexive verbs need a **reflexive pronoun** before the conjugated form of the verb.	
como	I eat	estoy	I am	joven	young	el pelo	hair		
comes	you eat (s)	estás	you are (s)	listo	ready, clever	los ojos	eyes	casarse	to get married
come	he/she eats	está	he/she is	menor	younger	marrón	brown	divorciarse	to get divorced
comemos	we eat	estamos	we are	nervioso	nervous	moreno	brown/dark	llevarse	to get on with
coméis	you eat (pl)	estáis	you are (pl)	optimista	optimistic	negro	black	parecerse a	to look like

comen	they eat	están	they are	perezoso	lazy	rubio	blond	pelearse	to fight
Vivir	**To live**	**Tener**	**To have**	práctico	practical	azul	blue	separarse	to separate
vivo	I live	tengo	I have	religioso	religious	gris	grey	mi, mis	my
vives	you live (s)	tienes	you have (s)	responsable	responsible	verde	green	tu, tus	your
vive	he/she lives	tiene	he/she has	serio	serious	blanco	white	su, sus	his / her / its
vivimos	we live	tenemos	we have	simpático	nice, friendly	bonito	pretty	nuestro(a/s)	our
vivís	you live (pl)	tenéis	you have (pl)	tonto	silly	feo	ugly	vuestro(a/s)	your
viven	they live	tienen	they have	trabajador	hardworking	guapo	good looking	su, sus	their

Enquiry tasks – complete in Spanish

Create flashcards for the regular present tense verbs.	Create flashcards for the irregular present tense verbs	Write 50 words about your friend's personality.	Write 50 words about what your friend looks like.	Review the vocabulary from weeks 1-5.

KEY:	**verbs**	**masculine nouns**	**feminine nouns**	**adjectives**	**connectives**

Week 6 Ser + Estar	**Week 7 Modern families**		**Week 8 Irregular verbs**		**Week 9 Future plans**		**Week 10**
Ser is used for:	una familia	a family	salgo	I go out	voy	I am going	Revise the key vocabulary and grammar for this cycle from weeks 1-9
Description – es blanco	con	with	hago	I do/make	vas	you're going	
Occupation – es profesor	sin	without	doy	I give	va	He/she's going	
Character – es severo	el padrastro	stepfather	pongo	I put	vamos	we're going	
Time – es la una							
Origin – es español							

Relationship – es mi padre

Estar is used for:

Position – está a la derecha

Location – está en Madrid

Action – está hablando

Condition – está cansado

Emotion – está feliz

The **present continuous** says what you are doing now. Present tense of Estar + the gerund = stem + -**ando** or -**iendo**

estoy hablando	I'm speaking
estoy comiendo	I'm eating

Estar can also be used with a past participle or adjective

casado	married

la madrastra	stepmother
el bebé	baby
el respeto	respect
el miembro	member
bi(sexual)	bisexual
civil	civil
gay	gay
hetero(sexual)	straight
independiente	independent
tradicional	traditional
transgénero	transgender
el hijo	son, child

conozco	I know
parezco	I seem like
caigo	I fall
traigo	I bring
cojo	I catch
escojo	I choose
protejo	I protect

Sometimes it is enough to learn the first person but there are other verbs you need to learn in full.

decir	**to say**
digo	I say

vais	you're going
van	they're going

The **immediate future** says what you are going to do.

Present of ir + **a** + infinitive

buscar	to look for
tener	to have
el hombre	man
el matrimonio	marriage
la boda	wedding
el amor	love
el marido	husband

Week 11

Assessment Week

Week 12

Super Teach + Careers
In this cycle you have built on your grammatical knowledge and can now talk relationships. There are many jobs or careers related to this: Family lawyer, Social care worker, Nanny

Sports Studies

Week 1 – Key Vocabulary	Week 2 – Types of Outdoor Activities	Week 3 – Key Considerations
Outdoor Adventure Activities – mainly non-competitive and offer alternative ways to enjoy a healthy approach to recreation and outdoor activities. **Health and Safety** – regulations and procedures intended to prevent accident or injury in workplaces or public environments. **Hazards** – anything that could cause harm **Skills** – The ability to perform a sporting skill consistently well at speed, under fatigue and pressure conditions in a competition environment **Knowledge** – facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject	➢ Water sports (e.g., dinghy sailing, windsurfing) ➢ Trekking (e.g. hillwalking, orienteering, mountaineering) ➢ Camping (e.g. wild camping) ➢ Climbing (e.g. single pitch, abseiling) ➢ Caving (e.g. potholing, mine exploration) ➢ Cycling (e.g. mountain biking, trail biking) ➢ Snow sports (e.g. snowboarding, cross country skiing, downhill skiing, snowshoeing) ➢ Gliding (e.g. hang gliding, paragliding) ➢ Other land-based activities (e.g. gorge walking, sea level traversing, high rope courses)	**Health and safety** (e.g. is the activity suitable for the group, have all potential risks been identified) **Personnel** (e.g. ratio of leaders to participants, is the activity leader suitably qualified) **Adventure Activities Licensing Authority** (e.g. centres delivering outdoor activities have to have a license) **Clothing and equipment** (e.g. appropriate to the activity, not damaged/torn) **Location** (e.g. is the terrain suitable for the activity, is it suitable for the experience of the participants) Supplies (e.g. will there be access to food and water)
Week 4 - Key Considerations	**Week 5 – Hazards**	**Week 6 – Skills and Knowledge**
Emergency procedures (e.g. is there a first aider available, is there an escape route should you become trapped, will there be mobile phone reception to contact emergency services) **Contingency plans** (e.g. alternative route should there be an unexpected obstruction, spare equipment should any break) **Shelter** (e.g. will an overnight stay be required, is there shelter from adverse weather conditions) **Weather forecast** (e.g. will the weather conditions be suitable for the activity, will the weather conditions cause any risk during the activity) **Timing** (e.g. is the time length of the activity suitable)	**Inappropriate supervision/tuition** **Poor/incorrect equipment** (e.g. wrong type footwear, a back pack that is too heavy) **Unforeseen weather conditions** (e.g. blizzards/flash floods) **Illness/injury** (e.g. dehydration, frost bite, fractures/sprains) **Poor organisation** (e.g. undefined roles within a team, inaccurate timings) **Getting lost** **Unstable terrain** (e.g. mud slides, avalanches) **Animals and insects** (e.g. insect bites, animals scavenging food).	You must be able to demonstrate these skills: ➢ Reliability ➢ Active listening and Active participation ➢ Collaborative working ➢ Demonstrating commitment ➢ Treating others with respect ➢ Problem-solving skills ➢ Prioritise issues ➢ Set targets for resolution ➢ Use experience to help resolve problem ➢ Evaluate their performance in resolving a problem. e.g. (next time it will be better if I do this first)

Week 7 – Lesson Planning	Week 8 – Skills and Knowledge	Week 9 – Target Planning
Planning – the act or process of making or carrying out plans specifically: the establishment of goals, policies, and procedures. **Differentiation –** tailoring instruction to meet individual needs. **STEP Principle** – STEP stands for Space, Task, Equipment, and People. **Warm up** – prepare for physical exertion or a performance by exercising or practicing gently beforehand. **Cool Down** - the act or an instance of allowing physiological activity to return to normal gradually after strenuous exercise by engaging in less strenuous exercise.	**You must be able to demonstrate these skills** **Care and use of equipment:** understanding of correct purpose and use of activity specific equipment **Safe practice:** follow instruction closely ensure they have the prescribed clothing/equipment make sure they are aware of emergency procedures **Communication skills**: verbal (e.g. appropriate language, suitable level of information provided) non-verbal (e.g. hand signals in scuba-diving) activity specific language/terminology **Decision-making skills**: defining and clarifying an issue gathering facts about issues and understanding their causes, generating/brainstorming possible solutions comparing the pros and cons	What Outdoor Activity session do you think you will be planning and how are you going to deliver it? **Target Client -** Who is the activity for? **Activity Ideas -** What do you want to do? **Aims & Objectives -** Why do you want to do it? What do you want to achieve? **Location -** Where do you want your event to take place? **Numbers -** Overall size of the class that are participating?
Week 10 – Differentiation of an Activity	**Week 11 – Differentiation of an Activity**	**Week 12 - Super Teach Week (Careers)**
The time length of the activity should be changed to suit the participants. **The type** of activity should match the goal or specific activity for the participants. **The intensity** of the exercise should be high enough to push participants, but not so high that they injure themselves or do not enjoy the activity. **Equipment** should be tailored to suit different situations and participants. **Rules** of an activity should be changed to suit the people participating.	**The activity area or environment** should be adapted to suit the participants. For example, making a practice area smaller for children or making an environment friendlier for young children. **When running activities**, the correct number of staff should be assigned to a suitable number of participants. Appropriate supervision is key. This keeps the activities safe and legal. **Participant numbers** can be changed to meet the needs of different groups. For example, reducing the number of participants can reduce the challenge, increase safety and allow socially anxious individuals to engage more.	Throughout this Unit you have researched and looked at a wide range of OAA's. Here are some potential jobs that could follow on from your awareness of OAA's. Careers in sport from this cycle: ● Outdoor Activity Instructor ● Expedition Leader ● Forest School Leader ● Adventure Tourism Operator ● Outdoor Education Co-Ordinator