

Knowledge Navigator 2022/2023 Cycle 1

Year 10

Name:

Form:

| | Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | | | | |
|-----------|----------|-----------------------------------|--------------------------|-----------------------------------|------------------------------|-----------------------------------|-----------------------------|----------------------------------|----------------------------|-----------------------------------|-----------------------------|--------------------------|-----------------------------|--------------------------|
| Monday | 29/08/22 | Bank holiday | 05/09/22 | French Page 20 Week 2 | 12/09/22 | French Page 20 Week 3 | 19/09/22 | French Page 20 Week 4 | 26/09/22 | French Page 20 Week 5 | | | | |
| Tuesday | 30/08/22 | Year 7 only | 06/09/22 | Science Page 8 Box 1/2 | 13/09/22 | Science Page 8 Box 3/4/5 | 20/09/22 | Science Page 8 Box 6/7 | 27/09/22 | Science Page 10 Box 1 | | | | |
| Wednesday | 31/08/22 | All students | 07/09/22 | RE Page 28 Week 2 Sparx Maths | 14/09/22 | RE Page 28 Week 3 Sparx Maths | 21/09/22 | RE Page 28 Week 4 Sparx Maths | 28/09/22 | RE Page 28 Week 5 Sparx Maths | | | | |
| Thursday | 01/09/22 | All students | 08/09/22 | English Page 2 Box B | 15/09/22 | English Page 2 Box C | 22/09/22 | English Page 2 Box D/E | 29/09/22 | English Page 3 Box F/G | | | | |
| Friday | 02/09/22 | All students | 09/09/22 | Geography Page 24 Quiz 2 | History Page 26 Box A | 16/09/22 | Geography Page 24 Quiz 3 | History Page 26 Box B | 23/09/22 | Geography Page 24 Quiz 4 | History Page 26 Box C | 30/09/22 | Geography Page 24 Quiz 5 | History Page 26 Box D |
| | Week 6 | | Week 7 | | Week 8 | | Week 9 | | Week 10 | | | | | |
| Monday | 03/10/22 | French Page 21 Week 6 | 10/10/22 | French Page 21 Week 7 | 17/10/22 | French Page 22 Week 8 | 07/11/22 | French Page 22 Week 9 | 14/11/22 | French Page 22 Week 10 | | | | |
| Tuesday | 04/10/22 | Science Page 10 Box 2/3 | 11/10/22 | Science Page 12 Box 1/2 | 18/10/22 | Science Page 12 Box 3/4 | 08/11/22 | Science Page 9 Box 1/2 | 15/11/22 | Science Page 9 Box 3/4 | | | | |
| Wednesday | 05/10/22 | RE Page 28 Week 6 Sparx Maths | 12/10/22 | RE Page 29 Week 7 Sparx Maths | 19/10/22 | RE Page 29 Week 8 Sparx Maths | 09/11/22 | RE Page 29 Week 9 Sparx Maths | 16/11/22 | RE Page 29 Week 10 Sparx Maths | | | | |
| Thursday | 06/10/22 | English Page 3 Box H | 13/10/22 | English Page 3 Box H | 20/10/22 | English Page 3 Box I | 10/11/22 | English Page 3 Box J/K | 17/11/22 | Staff only | | | | |
| Friday | 07/10/22 | Geography Page 24 Quiz 6 | History Page 27 Box E | 14/10/22 | Geography Page 25 Quiz 7 | History Page 26 Box A/B | 21/10/22 | Geography Page 25 Quiz 8 | History Page 26 Box C/D | 11/11/22 | Geography Page 25 Quiz 9 | History Page 27 Box F | 18/11/22 | Staff only |
| | Week 11 | | Week 12 | | Week 13 | | | | | | | | | |
| Monday | 21/11/22 | French Page 22 Week 11 | 28/11/22 | French Page 23 Week 12 | 05/12/22 | French Page 23 Week 13 | | | | | | | | |
| Tuesday | 22/11/22 | Science Page 9 Box 5/6/7/8 | 29/11/22 | Science Page 11 Box 1/2 | 06/12/22 | Science Page 11 Box 3/4 | | | | | | | | |
| Wednesday | 23/11/22 | RE Page 29 Week 11 Sparx Maths | 30/11/22 | RE Page 29 Week 12 Sparx Maths | 07/12/22 | RE Page 29 Week 13 Sparx Maths | | | | | | | | |
| Thursday | 24/11/22 | English Page 4 Box L | 01/12/22 | English Page 4 Box L | 08/12/22 | English Page 4 Box M/N | | | | | | | | |
| Friday | 25/11/22 | Geography Page 25 Quiz 11 | History Page 27 Box H | 02/12/22 | Geography Page 25 Quiz 12 | History Page 27 Box F | 09/12/22 | Geography Page 25 Quiz 13 | History Page 27 Box G | | | | | |



YEAR 10
CYCLE 1 HOMEWORK

YEAR 10 KNOWLEDGE NAVIGATOR

CYCLE 1

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| BOX A: Characters | |
|--------------------|--|
| Inspector | Priestley's mouthpiece; advocates social justice |
| Mr Birling | Businessman, capitalist, against social equality |
| Mrs Birling | Husband's social superior, believes in personal responsibility |
| Sheila | Young girl, comes to change views and pities Eva, feels regret |
| Eric | Young man, drinks too much, rapes Eva, regrets actions |
| Gerald | Businessman, engaged to Sheila, politically closest to Birling |
| Eva | Unseen in play, comes to stand for victims of social injustice |

| BOX C: Key Quotations | |
|------------------------------------|---|
| Birling's confidence | 'We're in for a time of steadily increasing prosperity' |
| Birling on society | 'the way some of these cranks talk and write now, you'd think everybody has to look after everybody else' |
| Sheila's recognition | 'but these girls aren't cheap labour – they're <i>people</i> ' |
| Sheila's regret | 'it's the only time I've ever done anything like that, and I'll never, never do it again to anybody' |
| Sheila on the Inspector | 'we all started like that – so confident, so pleased with ourselves until he began asking us questions' |
| Sheila on Eric | 'he's been steadily drinking too much for the last two years' |
| Inspector on guilt | 'I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it' |
| Mrs Birling defends herself | 'she was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position' |
| Eric explains | 'I'm not very clear about it, but afterwards she told me she didn't want me to go in but that – well, I was in that state when a chap easily turns nasty – and I threatened to make a row' |
| The Inspector says | 'but each of you helped to kill her. Remember that' |
| Inspector's message | 'there are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering, and chance of happiness, all intertwined with our lives, with what we think and say and do. We don't live alone.' |
| Birling's confidence | 'the famous younger generation who know it all' |

| BOX B: Plot | |
|--------------|---|
| Act 1 | Sheila and Gerald's engagement is celebrated |
| Act 1 | Birling says there will be no war; references Titanic |
| Act 1 | Inspector arrives; a young girl has committed suicide |
| Act 1 | Birling threw her out after strike; Sheila had her fired for laughing |
| Act 2 | Gerald had an affair with Daisy Renton |
| Act 2 | Mrs Birling refused to give charity to Eva; blames father |
| Act 3 | Eric's involvement revealed; possible rape hinted at |
| Act 3 | Inspector leaves. Gerald returns; met policeman, no Inspector G |
| Act 3 | Telephone rings; an inspector is coming |

| BOX D: Theatrical Stagecraft: Dramatic Devices | |
|--|---|
| 1. Dramatic irony | the audience knows what the characters don't |
| 2. Stage directions | Instructions for the actors; often revealing |
| 3. Setting | Constant throughout but subtle changes e.g. lighting |
| 4. Tension | Builds up throughout the play |
| 5. Cliff-hanger | The ending allows the audience to make up their minds |

| BOX E: Key Concepts and Context | |
|---------------------------------|---|
| 1912 | Play is set here; just before WWI and sinking of the Titanic |
| 1945 | Priestley wrote the play then; start of the welfare state and ideals of social equality made real |
| Social responsibility | Or socialism; we must all look after each other |
| Capitalism | Business should make money no matter the human cost; we are all responsible only for ourselves |
| Class | Upper and lower social classes are segregated |
| Age | Old vs young; new and old ideas counterposed |
| Attitudes to women | Patriarchal leading to misogyny |
| Wealth, Power, Influence | How should we use our wealth, power and influence? |
| Public versus Private | What appears private is shown to have influence outside |
| Morality and Legality | Priestley questions the morality of characters and audience |

| Act | BOX F: Events of 'AIC' | Characters | Context |
|--|---|--|---------|
| ACT 1 1) The family are celebrating the engagement of Sheila and Gerald. 2) Inspector Goole arrives announcing the death of Eva Smith. 3) Mr Birling & Sheila are each responsible for Eva's dismissals. 4) Eva changed her name to Daisy Renton. | BOX H: Mr Birling 1) "hard-headed, practical man of business" Manufacturer. 2) "A man has to make his own way – has to look after himself – and his family too." Capitalist/ proud/ individualistic/ social climber. 3) "unsinkable". Foolish/ overconfident. 4) "mixed up together like bees in a hive – community and all that nonsense". Selfish. 5) "I can't accept any responsibility". Does not learn from the Inspector/ stubborn. 6) "the famous younger generation who know it all." Older generation. | Context BOX J: JB Priestley (1894-1984): born in Bradford, worked in a wool firm, socialist, fought in WW1, influential in setting up the Welfare State. His work is controversial and politically charged. AIC encourages people to seize the opportunity the end of war had given them, to build a better, more caring society. BOX J: The play is set in 1912 but published in 1945. A 1945 audience would have recognised the huge changes that had taken place in the last 34 years (class distinctions were reduced, women had more rights, the Welfare State had been established. WW1: 1914-1918, WW2: 1939-1945. | |
| ACT 2 1) Gerald admits affair with Daisy. 2) We discover that Mrs Birling refused to offer Eva charity. 3) It is revealed that Eva was pregnant. Suspicion turns to Eric | BOX H: Mrs Birling 1) "about fifty, a rather cold woman and her husband's social superior." Higher social status than her husband/ upper class. 2) "I did nothing I'm ashamed of." Unsympathetic/ doesn't learn from the Inspector. 3) "She was claiming elaborate fine feelings and scruples that were simply absurd in a girl..." This is ironic - she is supposed to help women in her role in the charity. 4) "Girls of that class." Prejudiced. | BOX K: Capitalism: -An economic system that is based on the private ownership of industry. It focuses on the individual and often leads to the few, who have money, exploiting the man – the poor. Socialism: - The belief that as a society we have to look out for one another. Rich have a responsibility to look out for the poor. They believe there should be a collapse of the class system. Welfare State: - The term for all the organisations designed to help people. Set up in 1945 because of the Labour Party (Priestley helped set this up.) | |
| ACT 3 1) Eric admits guilt and having stolen money. 2) The inspector leaves, lecturing the family on the consequences of social irresponsibility. 3) Gerald discovers the inspector was a fake and there is no recorded death of Eva Smith. | Box H: Sheila 1) "I'm not a child." Younger generation. She is not content with her role. 2) "You and I aren't the same people who sat down to dinner here" She learns the lesson of responsibility. 3) "Yes – except for all last summer, when you never came near me, and I wondered what had happened to you." She is quite naïve at the beginning. 4) "Fire and blood and anguish." Wise. 5) "It was anything but a joke. You knew it then. You began to learn something." / "I suppose we're all nice people now." She quickly understands what the Inspector is saying about responsibility/ she is intelligent. 6) "I was absolutely furious" She is selfish in the beginning. 7) "Mother, I think that was cruel and vile." / "But these girls aren't cheap labour – they're people". Perceptive. 8) " <i>Half-stifled sob</i> " She makes a dramatic exit. She immediately feels guilt and remorse for her actions when confronted with the photograph. | BOX K: Edwardian England: - The period covering the reign of King Edward VII 1901 to 1910 but sometimes also includes the years leading up to WW1. - In 1912, rigid class and gender boundaries seemed to ensure that nothing would change. Yet by 1945, most those class and gender divisions had been completely changed. Priestley wanted to make the most of these changes. | |
| BOX G: Dramatic devices AO2: - Entrances and exits - Interruptions: Inspector interrupts Mr B's capitalist speech. - Dramatic irony: audience knows more than the characters on stage do. - Proleptic irony: events foreshadow what might happen later in the play, e.g. Mrs B = fool, unaware that Eric is father. - Pauses: characters pause/ scene ends for dramatic effect, e.g. "The telephone rings sharply..." - Lighting: "pink and intimate" - "brighter and harder" | BOX H: Eric 1) " <i>uneasily</i> " He doesn't fit in with the Edwardian upper middle class ideal family. 2) "You're squiffy" He has an alcohol problem. Represents the irresponsible younger generation. 3) "You're beginning to pretend now that nothing's really happened at all." Highlights the hypocritical nature of his parents. 4) "the girl's dead and we all helped to kill her" Takes collective responsibility. 5) "You're not the kind of father a chap can go to when he's in trouble." He doesn't have an open relationship with his parents. | | |
| BOX I: Eva Smith/ Daisy Renton 1) She was "warm-hearted". She represents the lower classes. Moralistic. 2) "A nice little promising life there... and a nasty mess somebody's made of it" Her death is used by the Inspector to make the other characters learn a lesson. 3) "she died in misery and agony – hating life" She had to commit suicide as her only way to escape the corrupt and immoral 1912 society. 4) "She'd been turned out and turned down too many times." Her death is the outcome of the others' irresponsibility/ selfishness. | BOX I: Gerald 1) "She was young and pretty and warm-hearted – and intensely grateful." He is superficial and hypocritical. 2) "She told me she had been happier than she'd ever been before – but that she knew it couldn't last – hadn't expected it to last." He is an aristocrat and an upper class 'gentleman' – he chooses to marry Sheila as this looks better in society. 3) "How do you know it's the same photograph?" He remains unchanged. | | |
| BOX I: Inspector Goole 1) "I'm on duty" Serious/ commanding 2) "I warn you, you're making it worse for yourself" Masterful/ systematic/ moral 3) " <i>disconcerting habit of looking hard at the person he addresses before actually speaking.</i> " Is he the mouthpiece of Priestley? A ghoul? God? Our own conscience? 4) "if men will not learn that lesson, then they will be taught it in fire and blood and anguish." Social responsibility. | BOX I: Edna 1) She is voiceless 2) She represents the working class and the 'underdog.' | | |

| English | | An Inspector Calls | | Cycle 1 | YEAR 10 |
|------------------------------------|--|--------------------|---|---------|---------|
| BOX L: Character Vocabulary | | | BOX M: Tier 2 Vocabulary | | |
| Inspector | <p>Omniscient: Knowing everything <i>J.B Priestley presents the Inspector as omniscient</i></p> <p>Commanding: Dominating; having a position of authority <i>The Inspector has a commanding presence when interrogating the family</i></p> <p>Authoritative: Commanding and self-confident; respected and obeyed <i>The Inspector questions Mr Birling with an authoritative tone</i></p> | Altruistic | <p>Selfless concern for the well-being of others; unselfish. <i>Towards the end of the play, Sheila displays an altruistic attitude</i></p> | | |
| Mr Birling | <p>Condescending: Having or showing an attitude of patronising superiority <i>Mr Birling speaks in a condescending manner when delivering his speeches</i></p> <p>Obstinate: Stubborn, refuses to change opinion <i>Faced with the reality of Eva Smith's death, Mr Birling remains obstinate.</i></p> <p>Pompous: Self-important, arrogant, opinionated <i>In the initial stage directions, Mr Birling is presented as pompous</i></p> | Benevolent | <p>Well meaning and kindly. <i>J.B Priestley encourages the audience to have a benevolent outlook to society</i></p> | | |
| Mrs Birling | <p>Supercilious: Behaving as though superior. Looking down on others. <i>Mrs Birling speaks in a supercilious tone to the Inspector</i></p> <p>Haughty: Stuck up, arrogant, disdainful to those considered inferior <i>In the opening, Mrs Birling is presented as 'cold' and haughty</i></p> <p>Affluent: Having a great deal of money; wealthy <i>J.B Priestley uses Mrs Birling as a symbol of the affluent</i></p> | Bourgeoisie | <p>The upper or middle classes, the capitalist class who own most of society's wealth and means of production. <i>At the start of the play, the Birlings are representative of the bourgeoisie</i></p> | | |
| Sheila | <p>Infantile: Childish and immature in behavior and outlook. <i>At the start of the play, Sheila is presented as infantile.</i></p> <p>Impressionable: Easily influenced <i>Sheila is shown as impressionable and lacking independence at the start</i></p> <p>Repentant: Expressing or feeling sincere regret and remorse <i>Sheila shows how repentant she is when she challenges her parents</i></p> | Hierarchy | <p>An ordering of members of an organization or society according to wealth, status or power. <i>In writing the play, Priestley intends to criticise the societal hierarchy of 1912 Britain</i></p> | | |
| Eric | <p>Ostracised: Excluded from a group or treated differently; failing to fit in <i>Eric appears an ostracised character who lacks voice at the start.</i></p> <p>Penitent: Feeling/ showing sorrow and regret for having done wrong <i>In contrast to his father, Eric is a penitent character.</i></p> <p>Misguided: Having/showing faulty judgement or reasoning; lacking guidance <i>Eric could be interpreted as misguided and a victim of his environment</i></p> | Microcosm | <p>A community, place, or situation regarded as encapsulating the characteristics of something much larger. <i>The death of Eva Smith is a microcosm of the prevalent voiceless and vulnerable poor in society.</i></p> | | |
| Gerald | <p>Sycophantic: Behaving in a fake and charming way in order to gain advantage. <i>Gerald has a sycophantic manner when talking to his soon to be father in law.</i></p> <p>Deceptive: Giving an appearance/impression different from the truth; misleading <i>Gerald was deceptive in his affair with Daisy Renton</i></p> <p>Charismatic: Exercising a compelling charm which inspires confidence <i>Gerald has a charismatic aura</i></p> | Oppression | <p>Prolonged cruel or unjust treatment or abuse of power or authority. <i>Societal oppression is seen in the play in terms of gender, class and wealth.</i></p> | | |
| Eva | <p>Emblematic: Serving as a symbol of a particular quality or idea <i>Eva Smith is emblematic of the exploited, vulnerable working class in 1912.</i></p> <p>Anguished: experiencing/ expressing severe mental/ physical pain or suffering <i>J.B Priestley presents the audience with the anguished life of Eva Smith.</i></p> | Patriarchy | <p>A system of society or government in which men hold the power and women are largely excluded from it. <i>Mr Birling is a symbol of traditional patriarchy. He expects to be unchallenged in everything he does, emulating the dominance men had in 1912</i></p> | | |
| | | Rampant Inequality | <p>A widespread, unchecked and flourishing lack of equality in terms of rights, opportunities and freedoms. <i>Priestley highlights the rampant inequality in 1912 Britain in terms of class, gender and wealth.</i></p> | | |
| | | Superficial | <p>Something that appears to be true or real only until examined more closely; lacking authenticity or depth. <i>The 'pink and intimate' lighting at the outset of the play represents the superficial nature of the Birling family</i></p> | | |
| BOX N: Essay vocabulary | | | | | |
| | | Criticise | J. B. Priestley criticises the exploitative upper class in his play, through the use of the Birling family. | | |
| | | Expose | J. B Priestley uses the commanding presence of the Inspector to expose the upper classes. | | |
| | | Furthermore | Furthermore , it could also show the audience the lasting impact of the Inspector. | | |
| | | Highlights | Sheila returning the ring to Gerald highlights her increasing confidence. | | |
| | | Implies | The lighting becoming 'brighter and harder' implies an increase in intensity and focus. | | |
| | | Significantly | Significantly , Eric's role in her death is last to be revealed. | | |

BOX 1: Key facts

Properties of shapes

A polygon is a 'many sided shape' with at least three straight sides. A circle is not a polygon as it has no straight sides. Polygons include triangles (3 sides), quadrilaterals (4 sides), pentagons (5 sides), hexagons (6 sides), heptagons (7 sides), octagons (8 sides), nonagons (9 sides), decagons (10 sides), hendecagons (11 sides), dodecagons (12 sides) and so on.

In a regular polygon every side is equal and all interior angles are equal.

A triangle has 3 sides. An equilateral triangle is a regular triangle. In an equilateral triangle all the angles are 60° and all the sides are equal length. In an isosceles triangle the base angles are equal. An isosceles triangle has 2 sides of equal length. In a scalene triangle no angles and no sides are equal in length.

A quadrilateral is a four sided shape. The main types of quadrilateral are square, rectangle, rhombus, parallelogram, kite and trapezium. A square is a regular quadrilateral. A square has four equal sides and four angles of 90°. A rectangle has two pairs of equal sides and four angles of 90°. A rhombus has four equal sides and the opposite angles are equal. A parallelogram has two pairs of equal sides and opposite angles are equal. A kite has two pairs of equal sides and one set of equal angles. There are no parallel sides. A trapezium has one set of parallel sides. In a regular trapezium there are two sets of equal angles.

Symbols

= means equal to
 ≠ means not equal to
 ≡ means identical to
 ≤ means less than or equal to
 < means less than
 ≥ means more than or equal to
 > means more than
 √ means square root

Drawing facts

Diagrams and graphs should always be drawn with a pencil and ruler. NOT TO SCALE means the diagram has not been drawn accurately and so you can't make assumptions about lengths and angles. A protractor is used to measure angles. A compass is used to construct arcs and circles.

Area and Volume conversions

$1cm^2 = 100mm^2$
 $1m^2 = 10,000cm^2 = 1,000,000mm^2$
 $1cm^3 = 1000mm^3 = 1ml$
 $1m^3 = 1,000,000cm^3 = 1,000,000,000mm^3 = 1000$ litres

| Command word | Definition |
|-----------------------|--|
| Add/Label | Show information or name something on a graph, diagram or table. |
| Calculate | Work out an answer using numbers from the question. Show working out (e.g. equation and substitution) and units. |
| Comment on | Review data/information and say what you think it shows. |
| Compare | Look for the similarities <u>or</u> differences of two (or more) things. Use more, less, similar etc and -er words e.g. slower, longer |
| Complete | Add missing information to a table/diagram. |
| Describe | Describe a process, object or method. Ideas need to be linked in a logical order but do not need to explain. |
| Determine | Show how the answer can be reached mathematically. |
| Draw | Produce a diagram either using a ruler or using freehand. Use a pencil. |
| Estimate | Find an approximate number from a table or graph. May need to use a calculation or the line of best fit. |
| Justify | Give evidence to support an answer. |
| Give/State/Name/Write | Recall a piece of information such as a keyword or equation. |
| Give a reason/reasons | Say why something happens. |
| Identify | Select key information from a given question/ diagram/situation. |
| Measure | Use ruler or protractor to determine the dimensions or angle from a diagram. |
| Plot | Mark points on a graph (X's) accurately from the data and graph provided. Draw a line of best fit. Label axes and add a scale if these are not given in the question. |
| Show that | Prove the statement given in the question is right. May require a calculation. |
| Sketch | Produce a freehand drawing and label key features e.g. sketch a graph: Draw rough axis and axis labels and line of best fit. |
| State and explain | Make a point and link ideas to justify that point. This can include mathematical explanations. |

BOX 2: Congruence, similarity and enlargement

CONGRUENCE

| | |
|--------------|--|
| Congruent | Objects with exactly the same shape and size . All angles and all sides are the same . |
| Similarity | Two shapes are similar when one is an enlargement of the other. All angles are the same, but the lengths of sides are different. |
| Scale factor | The ratio of corresponding sides of two similar shapes. |

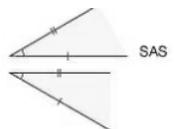
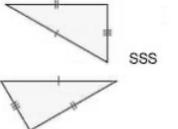
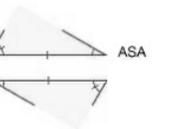
SIMILARITY

If the scale factor of enlargement is x
 Length scale factor: x
 Area scale factor: x^2
 Volume scale factor: x^3

| | |
|-------------|--|
| Enlargement | To change the size of a shape. |
| | To enlarge a shape you need a scale factor of enlargement , and sometimes a centre of enlargement . |
| | An enlargement with a fractional scale factor makes the shape smaller . An enlargement with a negative scale factor changes the size and flips a shape. |

CONGRUENT TRIANGLES

There are three ways to be able to construct a triangle

| | | |
|---|---|---|
|  |  |  |
| Side Angle Side | Side Side Side | Angle Side Angle |
| Use a ruler and protractor | Use a ruler and compass | Use a ruler and protractor |

BOX 3: Trigonometry

Pythagoras's Theorem

| | |
|----------------------------|---|
| Pythagoras's Theorem | A relationship between the 3 sides on a right angled triangle |
| Pythagoras' Theorem | $a^2 + b^2 = c^2$ |
| Pythagoras's Theorem in 3D | $a^2 + b^2 + c^2 = h^2$ |

TRIGONOMETRIC RATIOS

| | |
|---------------|---|
| Sin, Cos, Tan | Use with right angled triangles . Ratios between 2 lengths and an angle . |
| Hypotenuse | The longest side on a right angled triangle. It is always opposite the right angle . |
| Opposite side | This side depends on the angle you are using (θ) It is the angle opposite θ |
| Adjacent side | This side depends on the angle you are using (θ) It is the angle next to θ |
| Sin | $\sin\theta = \frac{\text{opposite}}{\text{hypotenuse}}$ |
| Cos | $\cos\theta = \frac{\text{adjacent}}{\text{hypotenuse}}$ |
| Tan | $\tan\theta = \frac{\text{opposite}}{\text{adjacent}}$ |

TRIGONOMETRIC RULES (HIGHER)

| | |
|----------------------------|---|
| Sine rule | Use with non right angled triangles. Use when the question involves 2 sides and 2 angles . |
| Sine Rule (for an angle) | $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$ |
| Sine Rule (for a side) | $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$ |
| Cosine rule | Use with non right angled triangles. Use when the question involves 3 sides and 1 angle . |
| Cosine Rule (for a side) | $a^2 = b^2 + c^2 - 2bc\cos A$ |
| Cosine Rule (for an angle) | $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$ |
| Area of a triangle (trig) | $\text{Area} = \frac{1}{2} ab\sin C$ |

EXACT TRIG VALUES (HIGHER)

| | 0° | 30° | 45° | 60° | 90° |
|------------|----|----------------------|----------------------|----------------------|-----|
| sin | 0 | $\frac{1}{2}$ | $\frac{\sqrt{2}}{2}$ | $\frac{\sqrt{3}}{2}$ | 1 |
| cos | 1 | $\frac{\sqrt{3}}{2}$ | $\frac{\sqrt{2}}{2}$ | $\frac{1}{2}$ | 0 |
| tan | 0 | $\frac{1}{\sqrt{3}}$ | 1 | $\sqrt{3}$ | --- |

BOX 4: Equations and inequalities

INSTRUCTIONS: EQUATIONS

| | |
|---------------------|---|
| Solve | Find the value of an unknown or variable. We use inverse operations and the balance method. |
| Iterate | Repeatedly carry out a process. When solving using iteration, it gives an approximate solution . |
| Rearrange | Changing the subject of a formula. Sometimes called transposing . We use inverse operations and the balance method, like when we solve an equation. |
| Inverse | The opposite . |
| Balance an equation | Do the same to both sides of the “=” We use this to solve an equation, or rearrange an equation. |

EXPRESSIONS, EQUATIONS, IDENTITIES AND FORMULA

| | | | | | |
|---|---|---------------|---------------------------------|------------------|--|
| Expression | A set of terms combined using the 2 operations +, -, x or ÷. There is no “=” sign . e.g. $4x-3$, $5a - 3xy + 17$ | | | | |
| Equation | Where two expressions are equal in value – there is always an “=” sign. e.g. $4b = 18$. | | | | |
| Inequality | Where two expressions are not equal in value. | | | | |
| | Strict <table border="0" style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding-right: 10px;">$<$ less than</td> <td></td> </tr> <tr> <td style="padding-right: 10px;">$>$ greater than</td> <td></td> </tr> </table> | $<$ less than | | $>$ greater than | |
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| Non-strict <table border="0" style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding-right: 10px;">\leq less than or equal to</td> <td></td> </tr> <tr> <td style="padding-right: 10px;">\geq greater than or equal to</td> <td></td> </tr> </table> | \leq less than or equal to | | \geq greater than or equal to | | |
| \leq less than or equal to | | | | | |
| \geq greater than or equal to | | | | | |
| Formula | A special type of equation, used to find the value of a specific thing. e.g. $F = ma^2$ | | | | |
| Identity | An equation that is true for all of its variables. e.g. $b + b = 2b$ | | | | |
| Function | A special type of equation where each input has a single output . | | | | |
| | Input – A variable you choose . Output – A variable that is calculated . | | | | |

FURTHER EQUATIONS VOCABULARY

| | |
|-------------------------|--|
| Subject of an equation | A single unknown or variable that everything else is equal to. |
| Solution of an equation | A value we can put in place of a variable that makes the equation true . |
| Simultaneous | Occurring at the same time . |
| Elimination | To remove or get rid of something. |

SOLVING QUADRATIC EQUATIONS

| | |
|---------------------------------|--|
| Quadratic | A polynomial where the highest power of x is x^2 |
| Solving a quadratic | Finding the roots of the graph. There are usually two roots / solutions. |
| General quadratic equation | A quadratic expression is of the form $ax^2 + bx + c = 0$ Where a, b and c are numbers, $a \neq 0$. |
| The quadratic formula | $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ |
| Factor | A quantity which divides equally into a number. E.g. factors of 8 are 1, 2, 4 and 8 . |
| Factorising a general quadratic | E.g. Quadratic: $x^2 + bx + c$ Factorised form: $(x + ?)(x + ?)$ |
| Difference of two squares | E.g. $a^2 - b^2$ Factorised form: $(a - b)(a + b)$ |
| Completing the square | A quadratic in the form $x^2 + bx + c$ can be written in the form $(x + p)^2 + q$ The turning point of the quadratic is (-p,q) |

BOX 5: Simultaneous equations

Links to: LINEAR GRAPHS

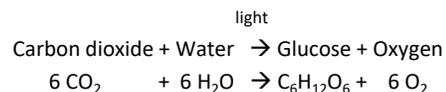
| | | |
|---|--|--|
| $y = mx + c$ | The general equation of a linear graph, where m is the gradient and c is the y-intercept . | |
| Simultaneous equations (graphically) | Simultaneous inequalities can be solved graphically by plotting the two lines and finding the point where they cross . | |
| Simultaneous inequalities (graphically) | Regions can be shaded that satisfy inequalities: Strict ($<$ or $>$) are a dashed line -----) Non-strict (\leq or \geq) are a solid line _____) | |

Links to: QUADRATIC GRAPHS

| | | |
|-------------------|--|--|
| Quadratic graph | A graph where the highest power of x is x^2 It is always a parabola (a U-shape) | |
| Roots (of graphs) | The ‘solutions’ of a graph. Where a function equals zero. Can be found in a graph where the curve meets the x axis. | |
| Turning point | The point where a graph turns, from negative to positive gradient or positive to negative gradient. | |

1. Photosynthesis

Photosynthesis as an endothermic reaction in which energy is transferred from the environment to the chloroplasts by light. Photosynthesis can be represented by the following word and symbol equations;



Carbon dioxide: Enters the leaf through diffusion, via small holes called stomata.

Water: Enters the roots via osmosis and then travels up from the roots due to transpiration

Sunlight: Absorbed by the chlorophyll; found in the chloroplasts, located in the leaf

Chlorophyll: Green pigment in which chemical reactions take place

2. Limiting factors of Photosynthesis

Limiting factor: environmental condition which limit the growth of a plant

| | |
|----------------|--|
| Temperature | If it gets too cold, the rate of photosynthesis will decrease. Plants cannot photosynthesise if it gets too hot. |
| Carbon Dioxide | Sometimes photosynthesis is limited by the concentration of carbon dioxide in the air. Even if there is plenty of light, a plant cannot photosynthesise if there is insufficient carbon dioxide. |
| Light | Without enough light, a plant cannot photosynthesise very quickly. Increasing the light intensity will boost the speed of photosynthesis. |

Maximising growth: artificial lights so photosynthesis continues beyond daylight hours, use of paraffin lamps producing CO₂ and heat.

Limiting factors are important in the economics of enhancing the conditions in greenhouses to gain the maximum rate of photosynthesis while still maintaining profit.

3. Uses of glucose from photosynthesis

The glucose produced in photosynthesis may be:

- used for respiration
- converted into insoluble starch for storage
- used to produce fat or oil for storage
- used to produce cellulose, which strengthens the cell wall
- used to produce amino acids for protein synthesis.

To produce proteins, plants also use nitrate ions that are absorbed from the soil.

4. Aerobic respiration

Cellular respiration is an exothermic reaction which happens all the time in living cells. It can take place aerobically (using oxygen) or anaerobically (without oxygen), to transfer energy.

Organisms need energy for:

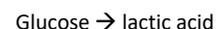
- chemical reactions to build larger molecules
- movement
- keeping warm.

The equation for aerobic respiration is:



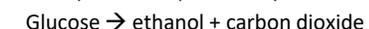
5. Anaerobic respiration

The equation for anaerobic respiration in muscles is:



As the oxidation of glucose is incomplete in anaerobic respiration much less energy is transferred than in aerobic respiration.

Anaerobic respiration in plant and yeast cells is:



Anaerobic respiration in yeast cells is called fermentation and has economic importance in the manufacture of bread and alcoholic drinks.

6. Response to exercise

During exercise the human body reacts to the increased demand for energy. The heart rate, breathing rate and breath volume increase during exercise to supply the muscles with more oxygenated blood.

If insufficient oxygen is supplied anaerobic respiration takes place in muscles. The incomplete oxidation of glucose causes a build up of lactic acid and creates an oxygen debt. During long periods of vigorous activity muscles become fatigued and stop contracting efficiently.

Blood flowing through the muscles transports the lactic acid to the liver where it is converted back into glucose. Oxygen debt is the amount of extra oxygen the body needs after exercise to react with the accumulated lactic acid and remove it from the cells.

7. Metabolism

Metabolism is the sum of all the reactions in a cell or the body.

The energy transferred by respiration in cells is used by the organism for the continual enzyme controlled processes of metabolism that synthesise new molecules.

Metabolism includes:

- conversion of glucose to starch, glycogen and cellulose
- the formation of lipid molecules from a molecule of glycerol and three molecules of fatty acids
- the use of glucose and nitrate ions to form amino acids which in turn are used to synthesise proteins
- respiration
- breakdown of excess proteins to form urea for excretion.

1. Homeostasis

Homeostasis is the regulation of the internal conditions of a cell or organism to maintain optimum conditions for function in response to internal and external changes.

Homeostasis maintains optimal conditions for enzyme to work. In the human body, these include control of:

- blood glucose concentration
- body temperature
- water levels.

Automatic control systems may involve nervous or chemical responses. All control systems include:

- cells called receptors, which detect stimuli
- coordination centres (such as the brain, spinal cord and pancreas) that receive and process information from receptors
- effectors, muscles or glands, which bring about responses which restore optimum levels.

2. The human nervous system

The nervous system allows humans to react to their surroundings and coordinate their behaviour. In a typical response the information from receptors pass along neurones as electrical impulses to the central nervous system (CNS). The CNS is the brain and spinal cord. The CNS coordinates the response of effectors which may be muscles contracting or glands secreting hormones. The pathway is:

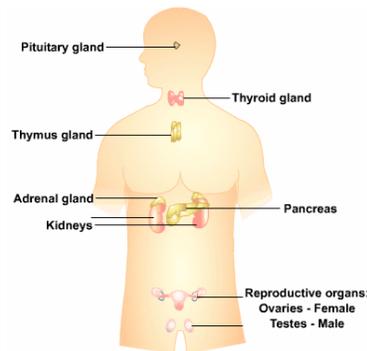
Stimulus → receptor → coordinator → effector → response

Reflex actions are automatic and rapid; they do not involve the conscious part of the brain. This makes the process faster and reduces the risk to the body. A reflex arc included the sensory neurone, synapse, relay neurone, motor neurone and effector.

3. Human endocrine system

The endocrine system is composed of glands which secrete chemicals called hormones directly into the bloodstream. The blood carries the hormone to a target organ where it produces an effect. Compared to the nervous system the effects are slower but act for longer.

The pituitary gland in the brain is a ‘master gland’ which secretes several hormones into the blood in response to body conditions. These hormones in turn act on other glands to stimulate other hormones to be released to bring about effects.



4. Blood glucose

Blood glucose concentration is monitored and controlled by the pancreas. If the blood glucose levels are too high, the pancreas produces the hormone insulin that causes glucose to move from the blood into the cells. In liver and muscle cells excess glucose is converted to glycogen for storage. Type 1 diabetes is a disorder in which the pancreas fails to produce sufficient insulin. It is characterised by uncontrolled high blood glucose levels and is normally treated with insulin injections. In Type 2 diabetes the body cells no longer respond to insulin produced by the pancreas. A carbohydrate controlled diet and an exercise regime are common treatments. Obesity is a risk factor for Type 2 diabetes. If the blood glucose concentration is too low, the pancreas produces the hormone glucagon that causes glycogen to be converted into glucose and released into the blood.

5. Hormones in human reproduction

During puberty reproductive hormones cause secondary sex characteristics to develop. Oestrogen is the main female reproductive hormone produced in the ovary. At puberty eggs begin to mature and one is released approx. every 28 days. This is ovulation. Testosterone is the main male reproductive hormone produced by the testes and it stimulates sperm production.

Several hormones are involved in the menstrual cycle of a woman.

- Follicle stimulating hormone (FSH) causes maturation of an egg in the ovary.
- Luteinising hormone (LH) stimulates the release of the egg.
- Oestrogen and progesterone are involved in maintaining the uterus lining.

6. IVF treatment

IVF involves giving a mother FSH and LH to stimulate the maturation of several eggs. The eggs are collected from the mother and fertilised by sperm from the father in the laboratory. The fertilised eggs develop into embryos. At the stage when they are tiny balls of cells, one or two embryos are inserted into the mother’s uterus (womb).

7. Methods of contraception

Fertility can be controlled by a variety of hormonal and non-hormonal methods of contraception. These include: oral contraceptive, injection, implant or skin patch, barrier methods such as condoms and diaphragms, intrauterine devices (IUD), spermicidal agents, abstaining and surgical methods of male and female sterilisation.

8. Negative feedback

Adrenaline is produced by the adrenal glands in times of fear or stress. It increases the heart rate and boosts the delivery of oxygen and glucose to the brain and muscles, preparing the body for ‘flight or fight’. Thyroxine from the thyroid gland stimulates the metabolic rate. It is important for growth and development.

1. Chemical measurements and conservation of mass

The **law of conservation** of mass states that no atoms are lost or made during a chemical reaction so the mass of the products equals the mass of the reactants.

This means that chemical reactions can be represented by symbol equations which are balanced in terms of the numbers of atoms of each element involved on both sides of the equation.

The **relative formula mass** (M_r) of a compound is the sum of the relative atomic masses of the atoms in the numbers shown in the formula.

In a balanced chemical equation, the sum of the relative formula masses of the reactants in the quantities shown equals the sum of the relative formula masses of the products in the quantities shown.

Some reactions may appear to involve a change in mass but this can usually be explained because a reactant or product is a gas and its mass has not been taken into account. For example: when a metal reacts with oxygen the mass of the oxide produced is greater than the mass of the metal or in thermal decompositions of metal carbonates carbon dioxide is produced and escapes into the atmosphere leaving the metal oxide as the only solid product.

2. Moles

Chemical amounts are measured in moles. The symbol for the unit mole is mol.

The mass of one mole of a substance in grams is numerically equal to its relative formula mass.

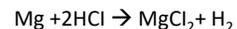
One mole of a substance contains the same number of the stated particles, atoms, molecules or ions as one mole of any other substance.

The number of atoms, molecules or ions in a mole of a given substance is the Avogadro constant. The value of the Avogadro constant is 6.02×10^{23} per mole.

3. Amounts of substances and limiting reactants

The masses of reactants and products can be calculated from balanced symbol equations.

Chemical equations can be interpreted in terms of moles. For example:



shows that one mole of magnesium reacts with two moles of hydrochloric acid to produce one mole of magnesium chloride and one mole of hydrogen gas.

In a chemical reaction involving two reactants, it is common to use an excess of one of the reactants to ensure that all of the other reactant is used. The reactant that is completely used up is called the limiting reactant because it limits the amount of products.

4. Percentage yield

Even though no atoms are gained or lost in a chemical reaction, it is not always possible to obtain the calculated amount of a product because:

- *the reaction may not go to completion because it is reversible*
- *some of the product may be lost when it is separated from the reaction mixture*
- *some of the reactants may react in ways different to the expected reaction.*

The amount of a product obtained is known as the yield. When compared with the maximum theoretical amount as a percentage, it is called the percentage yield.

$$\% \text{ Yield} = \frac{\text{Mass of product actually made}}{\text{Maximum theoretical mass of product}} \times 100$$

5. Atom economy

The atom economy (atom utilisation) is a measure of the amount of starting materials that end up as useful products. It is important for sustainable development and for economic reasons to use reactions with high atom economy.

The percentage atom economy of a reaction is calculated using the balanced equation for the reaction as follows:

$$\frac{\text{Relative formula mass of desired product from equation}}{\text{Sum of relative formula masses of all reactants from equation}} \times 100$$

6. Using concentrations of solutions in mol/dm³

The concentration of a solution can be measured in mol/dm³.

The amount in moles of solute or the mass in grams of solute in a given volume of solution can be calculated from its concentration in mol/dm³.

If the volumes of two solutions that react completely are known and the concentration of one solution is known, the concentration of the other solution can be calculated.

7. Use of amount of substance in relation to volumes of gases

Equal amounts in moles of gases occupy the same volume under the same conditions of temperature and pressure.

The volume of one mole of any gas at room temperature and pressure (20°C and 1 atm. of pressure) is 24 dm³.

The volumes of gaseous reactants and products can be calculated from the balanced equation for the reaction.

1. Reactivity series

Metals react with oxygen to produce metal oxides. The reactions are oxidation reactions because the metals gain oxygen.

When metals react with other substances the metal atoms form positive ions.

Metals can be arranged as a reactivity series in order of how readily they react with other substances.

Some metals react with acids to produce salts and hydrogen.

A more reactive metal can displace a less reactive metal from a compound.

Unreactive metals such as gold are found in the Earth as the metal itself but most metals are found as compounds that require chemical reactions to extract the metal.

Metals less reactive than carbon can be extracted from their oxides by reduction with carbon.

Reduction involves the loss of oxygen.

| Metal | Reactivity | | |
|-----------------|------------------|-------------------|-----------------|
| Potassium | React with water | | Very reactive |
| Sodium | | | |
| Lithium | | | |
| Calcium | | | |
| | React with acid | React with oxygen | |
| Magnesium | | | |
| Aluminium | | | |
| Carbon | | | |
| Zinc | | | |
| Iron | | | |
| Tin | | | |
| Lead | | | |
| Hydrogen | | | |
| Copper | | | |
| Silver | | | |
| | | | |
| Gold | | | Very unreactive |

2. Reactions of acids

Acids react with some metals to produce salts and hydrogen.

Acids are neutralised by alkalis (e.g. soluble metal hydroxides) and bases (e.g. insoluble metal hydroxides and metal oxides) to produce salts and water, and by metal carbonates to produce salts, water and carbon dioxide.



The particular salt produced in any reaction between an acid and a base or alkali depends on:

- the acid used (hydrochloric acid produces chlorides, nitric acid produces nitrates, sulphuric acid produces sulphates)
- the positive ions in the base, alkali or carbonate.

3. Acids and alkalis

Acids produce hydrogen ions (H^+) in aqueous solutions.

Aqueous solutions of alkalis contain hydroxide ions (OH^-).

The pH scale, from 0 to 14, is a measure of the acidity (0→6) or alkalinity (8→14) of a solution, and can be measured using universal indicator or a pH probe. A solution with pH 7 is neutral.

In neutralisation reactions between an acid and an alkali, H^+ react with OH^- to produce water (H_2O).

The volumes of acid and alkali solutions that react with each other can be measured by **titration** using a suitable indicator.

A strong acid (Hydrochloric, nitric, sulphuric acid) is completely ionised in aqueous solution. A weak acid (ethanoic, citric and carbonic acid) is only partially ionised in aqueous solution. The stronger an acid, the lower the pH. As the pH decreases by one unit, the hydrogen ion concentration of the solution increases by a factor of 10.

4. Electrolysis

When an ionic compound is melted or dissolved in water, the ions are free to move about within the liquid or solution. These liquids and solutions are able to conduct electricity and are called **electrolytes**.

Passing an electric current through electrolytes causes the ions to move to the **electrodes**. Positively charged ions move to the negative electrode (the **cathode**), and negatively charged ions move to the positive electrode (the **anode**). Ions are discharged at the electrodes producing elements. This process is called **electrolysis**.

When a simple ionic compound (e.g. lead bromide) is electrolysed in the molten state using inert electrodes, the metal (lead) is produced at the cathode and the non-metal (bromine) is produced at the anode.

5. Using electrolysis to extract metals

Metals can be extracted from molten compounds using electrolysis. Electrolysis is used if the metal is too reactive to be extracted by reduction with carbon or if the metal reacts with carbon. Large amounts of energy are used in the extraction process to melt the compounds and to produce the electrical current.

Aluminium is manufactured by the electrolysis of a molten mixture of aluminium oxide and cryolite using carbon as the positive electrode (anode).

6. Electrolysis of aqueous solutions and half equations

The ions discharged when an aqueous solution is electrolysed using inert electrodes depend on the relative reactivity of the elements involved.

At the negative electrode (cathode), hydrogen is produced if the metal is more reactive than hydrogen.

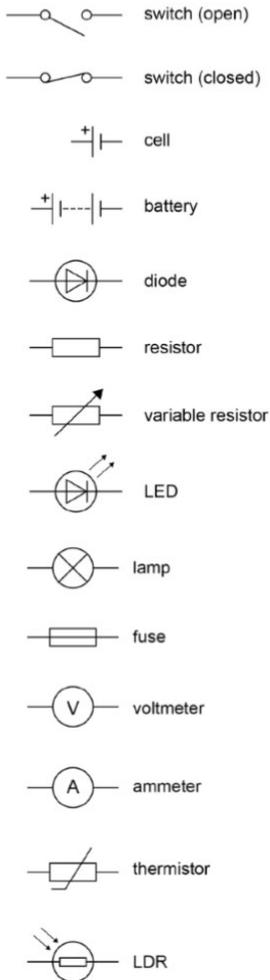
The positively charged hydrogen ions are reduced by gaining an electron [$2\text{H}^+ + 2\text{e}^- \rightarrow \text{H}_2$].

At the positive electrode (anode), oxygen is produced unless the solution contains halide ions when the halogen is produced. The hydroxide ions are oxidised and lose electrons. [$4\text{OH}^- \rightarrow \text{O}_2 + 2\text{H}_2\text{O} + 4\text{e}^-$].

This happens because in the aqueous solution water molecules break down producing hydrogen ions and hydroxide ions that are discharged.

N.B. **OILRIG** – Oxidation is the loss of electrons and reduction is the gain of electrons.

1. Circuit symbols



2. Current, potential difference and resistance

For electrical charge to flow through a closed circuit the circuit must include a source of potential difference.

Electric current is a flow of electrical charge. The size of the electric current is the rate of flow of electrical charge.

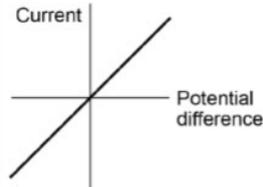
Charge flow (in coulombs) = current (in Amps) × time (in seconds) [Q = I t]

A current has the same value at any point in a single closed loop.

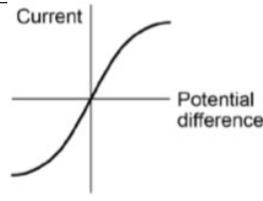
The current (I) through a component depends on both the resistance (R) of the component and the potential difference (V) across the component. The greater the resistance of the component the smaller the current for a given potential difference (pd) across the component.

pd (in volts) = current (in Amps) × resistance (in ohms) [V = I R]

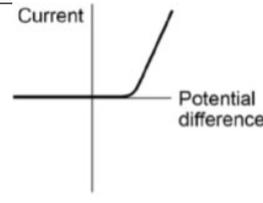
The current through an conductor (at a constant temperature) is directly proportional to the potential difference across the resistor. This means that the resistance remains constant as the current changes.



The resistance of components such as lamps, diodes, thermistors and LDRs is not constant; it changes with the current through the component. The resistance of a filament lamp increases as the temperature of the filament increases.



The current through a diode flows in one direction only. The diode has a very high resistance in the reverse direction.



The resistance of a thermistor decreases as the temperature increases.

The resistance of an LDR decreases as light intensity increases

3. Series and parallel circuits

There are two ways of joining electrical components, in series and in parallel.

For components connected in **series**:

- there is the same current through each component
- the total potential difference of the power supply is shared between the components
- the total resistance of two components is the sum of the resistance of each component.

$R_{total} = R1 + R2$ (in ohms, Ω)

For components connected in **parallel**:

- the potential difference across each component is the same
- the total current through the whole circuit is the sum of the currents through the separate components
- the total resistance of two resistors is less than the resistance of the smallest individual resistor.

4. Domestic uses and safety

In the UK, mains electricity is an ac supply, has a frequency of 50 Hz and is about 230 V.

Most electrical appliances are connected to the mains using three-core cable. The insulation covering each wire is colour coded for easy identification: live wire – brown, neutral wire – blue, earth wire – green & yellow stripes. The live wire carries the alternating potential difference from the supply. The neutral wire completes the circuit. The earth wire is a safety wire to stop the appliance becoming live.

5. Energy transfers

power = potential difference × current [P = V I]

power = current² × resistance [P = I²R]

The amount of energy an appliance transfers depends on how long the appliance is switched on for and the power of the appliance. Work is done when charge flows in a circuit. The amount of energy transferred by electrical work can be calculated using the equation:

energy transferred = power × time [E = P t] (or) energy transferred = charge flow × potential difference [E = Q V]

The National Grid is a system of cables and transformers linking power stations to consumers. Step-up transformers are used to increase the potential difference from the power station to the transmission cables then step-down transformers are used to decrease the potential difference for safer domestic use.

6. Static electricity

When certain insulating materials are rubbed against each other they become electrically charged. Negatively charged electrons are rubbed off one material and on to the other. The material that gains electrons becomes negatively charged. The material that loses electrons is left with an equal positive charge.

Two objects that carry the same type of charge repel. Two objects that carry different types of charge attract. Attraction and repulsion between two charged objects are examples of non-contact force.

A charged object creates an electric field around itself. The electric field is strongest close to the charged object. The further away from the charged object, the weaker the field. A second charged object placed in the field experiences a force. The force gets stronger as the distance between the objects decreases.

| French | Key Information | CYCLE 1 | All Years |
|--------|-----------------|---------|-----------|
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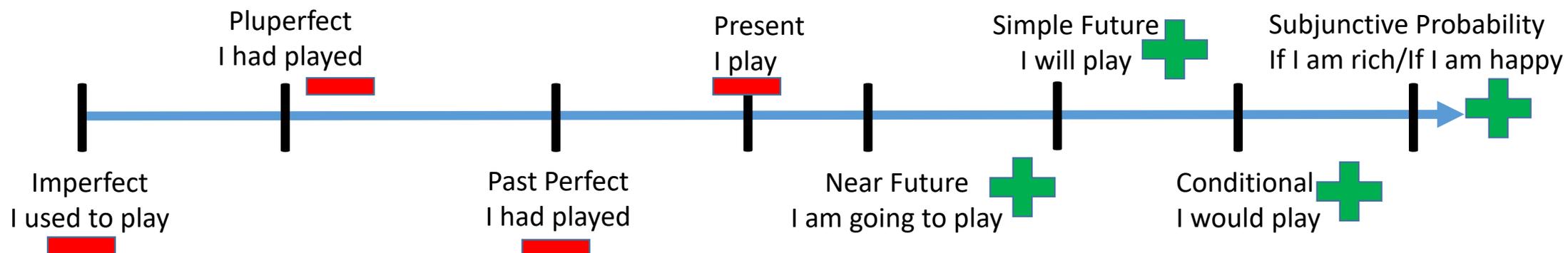
| Les jours de la semaine |
|-------------------------|
| lundi |
| mardi |
| mercredi |
| jeudi |
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| samedi |
| dimanche |
| Les mois |
| janvier |
| février |
| mars |
| avril |
| mai |
| juin |
| juillet |
| août |
| septembre |
| octobre |
| novembre |
| décembre |

| Les nombres en français | | | |
|---------------------------|---------------------|-----------------------------|--------------------------------|
| 0 zero | 10 dix | 20 vingt | 30 trente |
| 1 un | 11 onze | 21 vingt-et-un | 31 trente-et-un |
| 2 deux | 12 douze | 22 vingt-deux | 32 trente-deux |
| 3 trois | 13 treize | 23 vingt-trois | 33 trente-trois |
| 4 quatre | 14 quatorze | 24 vingt-quatre | 34 trente-quatre |
| 5 cinq | 15 quinze | 25 vingt-cinq | 35 trente-cinq |
| 6 six | 16 seize | 26 vingt-six | 36 trente-six |
| 7 sept | 17 dix-sept | 27 vingt-sept | 37 trente-sept |
| 8 huit | 18 dix-huit | 28 vingt-huit | 38 trente-huit |
| 9 neuf | 19 dix-neuf | 29 vingt-neuf | 39 trente-neuf |
| 40 quarante | 50 cinquante | 60 soixante | 70 soixante-dix |
| 41 quarante-et-un | 51 cinquante-et-un | 61 soixante-et-un | 71 soixante-onze |
| 42 quarante-deux | 52 cinquante-deux | 62 soixante-deux | 72 soixante-douze |
| 43 quarante-trois | 53 cinquante-trois | 63 soixante-trois | 73 soixante-treize |
| 44 quarante-quatre | 54 cinquante-quatre | 64 soixante-quatre | 74 soixante-quatorze |
| 45 quarante-cinq | 55 cinquante-cinq | 65 soixante-cinq | 75 soixante-quinze |
| 46 quarante-six | 56 cinquante-six | 66 soixante-six | 76 soixante-seize |
| 47 quarante-sept | 57 cinquante-sept | 67 soixante-sept | 77 soixante-dix-sept |
| 48 quarante-huit | 58 cinquante-huit | 68 soixante-huit | 78 soixante-dix-huit |
| 49 quarante-neuf | 59 cinquante-neuf | 69 soixante-neuf | 79 soixante-dix-neuf |
| 80 quatre-vingt | | 90 quatre-vingt-dix | |
| 81 quatre-vingt-et-un | | 91 quatre-vingt-onze | |
| 82 quatre-vingt-et-deux | | 92 quatre-vingt-douze | |
| 83 quatre-vingt-et-trois | | 93 quatre-vingt-treize | |
| 84 quatre-vingt-et-quatre | | 94 quatre-vingt-quatorze | |
| 85 quatre-vingt-et-cinq | | 95 quatre-vingt-quinze | |
| 86 quatre-vingt-et-six | | 96 quatre-vingt-seize | |
| 87 quatre-vingt-et-sept | | 97 quatre-vingt-sept | |
| 88 quatre-vingt-et-huit | | 98 quatre-vingt-dix-huit | |
| 89 quatre-vingt-et-neuf | | 99 quatre-vingt-dix-neuf | |
| 100 cent | 600 six cents | 105 cent cinq | 1,001 mille et un |
| 200 deux cents | 700 sept cents | 149 cent quarante-neuf | 1,500 mille cinq cents |
| 300 trois cents | 800 huit cents | 181 cent quatre-vingt-un | 1,766 sept cent soixante-six |
| 400 quatre cents | 900 neuf cents | 501 cinq cent un | 2,001 deux mille un |
| 500 cinq cents | 1,000 mille | 565 cinq cent soixante-cinq | 40,000 quarante mille |
| | | | 74,000 soixante-quatorze mille |
| | | | 100,000 cent mille |
| | | | 1,000,000 un million |
| | | | 3,000,000 trois millions |
| | | | 1,000,000,000 un-milliard |

| French SPAG marking | |
|---------------------|-------------------------------|
| sp | Spelling |
| art | Article |
| vb | Verb |
| T | Tense |
| Acc | Accent |
| adj | Adjective incorrect/agreement |
| C | Capital |
| ww | Wrong word |
| ? | Re-phrase/no sense |
| | Word re-order |

| Title: | | | | | |
|----------------------|---|------------|------------------------|---------------------------|------------|
| <u>Detail</u> | <u>WWW</u> | <u>EBI</u> | <u>Tenses</u> | <u>WWW</u> | <u>EBI</u> |
| Connectives | 1 2 3 | | Present tense | 1 2 3 | |
| Opinions | 1 2 3 | | Past Perfect | 1 2 3 | |
| Reasons (adjectives) | 1 2 3 | | Imperfect | 1 2 3 | |
| Intensifiers | 1 2 3 | | Conditional | 1 2 3 | |
| Time expressions | 1 2 3 | | Simple Future | 1 2 3 | |
| Adverbs | 1 2 3 | | Pluperfect | 1 2 3 | |
| Negatives | 1 2 3 | | Perfect Conditional | 1 2 3 | |
| | | | Subjunctive | 1 | |
| Comparatives | plus moins | | Modal Verbs | 1 | |
| Superlatives | le plus le moins le pire le meilleur | | Other Persons | 1 2 3 | |
| | | | <u>Quality of Work</u> | Si j'avais le choix | |
| Si clause | 1 2 3 | | | | |
| Openers | 1 2 3 | | 1 Excellent | Quand j'étais plus jeune | |
| Exclamation | 1 2 3 | | 2 Good | Pour que je sois contente | |
| Questions | 1 2 3 | | | Quand je serai plus âgé | |
| <u>Total:</u> | | | 4 Poor | vu que | |
| | | | | tandis que | |
| | | | | Si je pourrais | |
| | | | | Pour que je puisse | |

| French | Verb conjugation explanation | CYCLE 1 | All Years |
|--------|------------------------------|---------|-----------|
|--------|------------------------------|---------|-----------|



| Tense | Add or Remove ending | Meaning | Example |
|---------------|---|--------------------|--|
| Imperfect | Remove ending ER IR RE OIR | I used to play | Jouer – remove er – je jouais |
| Pluperfect | Remove ending ER IR RE OIR | I had played | Jouer – remove er – J’avais joué |
| Past perfect | Remove ending ER IR RE OIR | I have played | Jouer – remove er – j’ai joué |
| Present | Remove ER IR RE OIR | I play | Jouer – remove er – je joue |
| Near future | Add the infinitive | I am going to play | Jouer – add to the structure – je vais jouer |
| Simple future | Add to the infinitive ER IR RE | I will play | Jouer – add the ending to the end – je jouerai |
| Conditional | Add to the infinitive ER IR RE | I would play | Jouer – add the ending to the end – je jouerais |
| Subjunctive | Probability – If I am rich /If I am happy | | Learn set sentences (marking sticker& writing frame) |

*imperfect and conditional share endings

| French | | French Literacy Mat | | CYCLE 1 | All Years |
|---|---|--|---|---------|---|
| Connectives car / parce que = because puisque = since aussi = also donc = therefore puis = then après = after Ensuite = next/then ou = or cependant = however par conséquent = as a result étant donné que = given that tandis que = whereas vu que = considering that Malgré = despite Afin que = so that Pourvu que = given that Sauf = except Magré = despite En outre furthermore Pour que = so that | Subjunctive Pour que je sois = so that I am Pour que je puisse = so that I can Il faut que = It is necessary that Il est essential qu'il aie = it is essential that there is... Il est nécessaire qu'on fasse = it is necessary that we do | | Adverbs d'habitude = Usually normalement = normally quelquefois = sometimes tous les jours = every day généralement = generally | | Reasons (Adjectives) <i>c'est... = it is...</i> <i>c'était... = it was...</i> <i>ce sera... = it will be...</i> <i>ce serait...=it would be...</i> intéressant = interesting passionnant = exciting sympa = nice époustouflant = mind-blowing triste = sad affreux = terrible épouvantable = dreadful bizarre = strange sale = dirty propre = clean bruyant = noisy tranquille = calm beau/joli = nice cher = expensive différent = different ennuyeux = boring mauvais/mal = bad paresseux = lazy vieux = old propre = clean facile = easy moche/ laid = ugly grand = big petit = small |
| | Questions Pourquoi? = Why Qui? = Who? Quand? = When? Comment? = How? Que = What? N'est-ce pas? = Isn't it? As-tu / Avez-vous? = Do you have? | Time Phrases Aujourd'hui = Today Hier = Yesterday Demain = Tomorrow En été = In summer En hiver = In winter L'année dernière = Last year L'année prochaine = Next year À l'avenir = In the future La semaine dernière = Last week Le mois prochain = Next month | Superlatives le / la moins = the least le / la plus = the most le / la pire = the worst le / la mieux = the best | | |
| | Intensifiers très = very assez = quite un peu = a little vraiment = really beaucoup = a lot | Adjectival Agreement un garçon intelligent = a clever boy une fille intelligente = a clever girl un pull bleu = a blue jumper une veste grise = a grey blazer une cravate violette = a purple tie une chemise blanche = a white shirt | Exclamation Quel surprise! = What a surprise! Quel chance! = What luck! Quel dommage! = What a shame! Quel horreur! = What horror! | | |
| Openers D'abord = firstly Par contre = On the other hand Premièrement = Firstly Deuxièmement = Secondly Troisièmement = Thirdly Finalement = Finally Pour moi = As for me | Complex Opinions Je pense que = I think that J'estime que = I consider that Je crois que = I believe that Il me semble que = It seems to me that Je trouve que = I find that À mon avis = in my opinion En ce qui me concerne = Concerning me Je suis d'accord car = I agree because | | Negatives ne... pas = not ne... jamais = never ne... que = only ni... ni = neither... nor ne... plus = not anymore | | |
| | | Comparatives plus... que = more... than moins... que = less... than | | | |

| French | | | Verbs | | | | CYCLE 1 | | All Years | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------|----------------|------------------|--------------|-----|---------------|---------|-------------|--------------------------|---------------|---------|----------------------|----------|---------------------|---------------|---------|-------------|----------------|--------|---------|-----------------------|-------|---------|----|--------|-----|----|----|---------|----|----------|----|-----|----------|----|------------|----|-------------|----|--------|---------|----|-------|---------|----|--------|-----|----|---|---------|----|----------|----|----|----------|----|-----------|----|-------------|----|--------|---------|------|-------|---------|------|--------|-----|------|---|---------|------|----------|------|----|----------|------|-----------|------|-------------|------|--------|---------|----|-------|---------|----|--------|-----|----|---|---------|----|----------|----|----|----------|----|-----------|----|-------------|----|--------|---------|------|--------|---------|------|--------|------|------|-------|---------|------|------------|------|-------------|--------|--------------|------------|---------|-------------|------|---------|---------|------|--------|-------|------|--------|---------|------|-----------|-------|-------|-----------|------|------------|--------|-------------|-----------|--------|------------|------|---------|---------|-----|---------|-------|-----|--------|---------|-----|------------|-------|------|------------|-----|-------------|--------|---------------|------------|----------|-------------|-------|----------|---------|-------|---------|-------|-------|--------|---------|-------|------------|-------|-------|------------|-------|-------------|--------|---------------|------------|----------|-------------|-------|----------|-------|
| Pluperfect | | Past Imperfect | | Past Perfect | | Present Tense | | Near Future | | Simple Future | | Conditional | | Perfect Conditional | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| INFINITIVE: porter = to wear (Regular er) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I had worn | | | I used to wear | | | I wore | | | I am wearing/I wear | | | I am going to wear | | | I will wear | | | I would wear | | | I would have worn | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Je (J') | avais | porté | Je (J') | port | ais | Je (J') | ai | porté | Je (J') | port e | Je (J') | vais | porter | Je (J') | porter ai | Je (J') | porter ais | Je (J') | aurais | porté | Tu | avais | porté | Tu | port | ais | Tu | as | porté | Tu | port es | Tu | vas | porter | Tu | porter as | Tu | porter ais | Tu | aurais | porté | Il | avait | porté | Il | port | ait | Il | a | porté | Il | port e | Il | va | porter | Il | porter a | Il | porter ait | Il | aurait | porté | Elle | avait | porté | Elle | port | ait | Elle | a | porté | Elle | port e | Elle | va | porter | Elle | porter a | Elle | porter ait | Elle | aurait | porté | On | avait | porté | On | port | ait | On | a | porté | On | port e | On | va | porter | On | porter a | On | porter ait | On | aurait | porté | Nous | avions | porté | Nous | port | ions | Nous | avons | porté | Nous | port ons | Nous | allons | porter | Nous | porter ons | Nous | porter ions | Nous | aurions | porté | Vous | aviez | porté | Vous | port | iez | Vous | avez | porté | Vous | port ez | Vous | allez | porter | Vous | porter ez | Vous | porter iez | Vous | auriez | porté | Ils | avaient | porté | Ils | port | aient | Ils | ont | porté | Ils | port ent | Ils | vont | porter | Ils | porter ont | Ils | porteraient | Ils | auraient | porté | Elles | avaient | porté | Elles | port | aient | Elles | ont | porté | Elles | port ent | Elles | vont | porter | Elles | porter ont | Elles | porteraient | Elles | auraient | porté |
| INFINITIVE: finir = to finish (ir) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I had finished | | | I used to finish | | | I finished | | | I am finishing/ I finish | | | I am going to finish | | | I will finish | | | I would finish | | | I would have finished | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Je (J') | avais | fini | Je (J') | finiss | ais | Je (J') | ai | fini | Je (J') | fin is | Je (J') | vais | finir | Je (J') | finir ai | Je (J') | finir ais | Je (J') | aurais | fini | Tu | avais | fini | Tu | finiss | ais | Tu | as | fini | Tu | fin is | Tu | vas | finir | Tu | finir as | Tu | finir ais | Tu | aurais | fini | Il | avait | fini | Il | port | ait | Il | a | fini | Il | fin it | Il | va | finir | Il | finir a | Il | finir ait | Il | aurait | fini | Elle | avait | fini | Elle | finiss | ait | Elle | a | fini | Elle | fin it | Elle | va | finir | Elle | finir a | Elle | finir ait | Elle | aurait | fini | On | avait | fini | On | finiss | ait | On | a | fini | On | fin it | On | va | finir | On | finir a | On | finir ait | On | aurait | fini | Nous | avions | fini | Nous | finiss | ions | Nous | avons | fini | Nous | fin issons | Nous | allons | finir | Nous | finir ons | Nous | finir ions | Nous | aurions | fini | Vous | aviez | fini | Vous | finiss | iez | Vous | avez | fini | Vous | fin issez | Vous | allez | finir | Vous | finir ez | Vous | finir iez | Vous | auriez | fini | Ils | avaient | fini | Ils | finiss | aient | Ils | ont | fini | Ils | fin issent | Ils | vont | finir | Ils | finir ont | Ils | finir aient | Ils | auraient | fini | Elles | avaient | fini | Elles | finiss | aient | Elles | ont | fini | Elles | fin issent | Elles | vont | finir | Elles | finir ont | Elles | finir aient | Elles | auraient | fini |
| INFINITIVE: attendre = to wait (re) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I had waited | | | I used to wait | | | I waited | | | I am waiting/ I wait | | | I am going to wait | | | I will wait | | | I would wait | | | I would have waited | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Je (J') | avais | attendu | Je (J') | attend | ais | Je (J') | ai | attendu | Je (J') | attend s | Je (J') | vais | attendre | Je (J') | attendr ai | Je (J') | attendr ais | Je (J') | aurais | attendu | Tu | avais | attendu | Tu | attend | ais | Tu | as | attendu | Tu | attend s | Tu | vas | attendre | Tu | attendr as | Tu | attendr ais | Tu | aurais | attendu | Il | avait | attendu | Il | attend | ait | Il | a | attendu | Il | attend _ | Il | va | attendre | Il | attendr a | Il | attendr ait | Il | aurait | attendu | Elle | avait | attendu | Elle | attend | ait | Elle | a | attendu | Elle | attend _ | Elle | va | attendre | Elle | attendr a | Elle | attendr ait | Elle | aurait | attendu | On | avait | attendu | On | attend | ait | On | a | attendu | On | attend _ | On | va | attendre | On | attendr a | On | attendr ait | On | aurait | attendu | Nous | avions | attendu | Nous | attend | ions | Nous | avons | attendu | Nous | attend ons | Nous | attendr ons | Nous | attendr ions | Nous | aurions | attendu | Vous | aviez | attendu | Vous | attend | iez | Vous | avez | attendu | Vous | attend ez | Vous | allez | attendre | Vous | attendr ez | Vous | attendr iez | Vous | auriez | attendu | Ils | avaient | attendu | Ils | attend | aient | Ils | ont | attendu | Ils | attend ent | Ils | vont | attendre | Ils | attendr ont | Ils | attendr aient | Ils | auraient | attendu | Elles | avaient | attendu | Elles | attend | aient | Elles | ont | attendu | Elles | attend ent | Elles | vont | attendre | Elles | attendr ont | Elles | attendr aient | Elles | auraient | attendu | | | |

| | | | |
|--------|-------|---------|-----------|
| French | Verbs | CYCLE 1 | All Years |
|--------|-------|---------|-----------|

| Present Tense Regular Verbs | | | | | | | | |
|-----------------------------|-----------|------------------------------|---------------------------|------------|--------------------------------|----------------------------|------------|------------------------------|
| ER verb habiter = to live | | | IR verb finir = to finish | | | RE verb attendre = to wait | | |
| Je (J') | habit e | <i>I live</i> | Je (J') | fin is | <i>I finish</i> | Je (J') | attend s | <i>I wait</i> |
| Tu | habit es | <i>You live (s/informal)</i> | Tu | fin is | <i>You finish (s/informal)</i> | Tu | attend s | <i>You wait (s/informal)</i> |
| Il } | habit e | <i>He lives</i> | Il } | fin it | <i>He finishes</i> | Il } | attend _ | <i>He waits</i> |
| Elle } | habit e | <i>She lives</i> | Elle } | fin it | <i>She finishes</i> | Elle } | attend _ | <i>She waits</i> |
| On } | habit e | <i>We live</i> | On } | fin it | <i>We finish</i> | On } | attend _ | <i>We wait</i> |
| Nous | habit ons | <i>We live</i> | Nous | fin issons | <i>We finish</i> | Nous | attend ons | <i>We wait</i> |
| Vous | habit ez | <i>You live (pl/formal)</i> | Vous | fin issez | <i>You finish (pl/formal)</i> | Vous | attend ez | <i>You wait (pl/formal)</i> |
| Ils } | habit ent | <i>They live (m/mixed)</i> | Ils } | fin issent | <i>They finish (m/mixed)</i> | Ils } | attend ent | <i>They wait (m/mixed)</i> |
| Elles } | habit ent | <i>They live (f)</i> | Elles } | fin issent | <i>They finish (f)</i> | Elles } | attend ent | <i>They wait (f)</i> |

| Present Tense Irregular Verbs | | | | | | | | | | | |
|-------------------------------|-------|------------------------------|----------------|--------|-----------------------------|----------------|---------|----------------------------|------------------|--------|----------------------------|
| avoir = to have | | | être = to be | | | faire = to do | | | aller = to visit | | |
| Je (J') | ai | <i>I have</i> | Je (J') | suis | <i>I am</i> | Je (J') | fais | <i>I do</i> | Je (J') | vais | <i>I go</i> |
| Tu | as | <i>You have (s/informal)</i> | Tu | es | <i>You are (s/informal)</i> | Tu | fais | <i>You do (s/informal)</i> | Tu | vais | <i>You go (s/informal)</i> |
| Il } | a | <i>He has</i> | Il } | est | <i>He is</i> | Il } | fait | <i>He does</i> | Il } | va | <i>He goes</i> |
| Elle } | a | <i>She has</i> | Elle } | est | <i>She is</i> | Elle } | fait | <i>She does</i> | Elle } | va | <i>She goes</i> |
| On } | a | <i>We have</i> | On } | est | <i>We are</i> | On } | fait | <i>We do</i> | On } | va | <i>We go</i> |
| Nous | avons | <i>We have</i> | Nous | sommes | <i>We are</i> | Nous | faisons | <i>We do</i> | Nous | allons | <i>We go</i> |
| Vous | avez | <i>You have (pl/formal)</i> | Vous | êtes | <i>You are (pl/formal)</i> | Vous | faites | <i>You do (pl/formal)</i> | Vous | allez | <i>You go (pl/formal)</i> |
| Ils } | ont | <i>They have (m/mixed)</i> | Ils } | sont | <i>They are (m/mixed)</i> | Ils } | font | <i>They do (m)</i> | Ils } | vont | <i>They go (m/mixed)</i> |
| Elles } | ont | <i>They have (f)</i> | Elles } | sont | <i>They are (f)</i> | Elles } | font | <i>They do (f)</i> | Elles } | vont | <i>They go (f)</i> |

| | | | |
|--------|-------|---------|-----------|
| French | Verbs | CYCLE 1 | All Years |
|--------|-------|---------|-----------|

| Present Tense | Past Perfect | Immediate Future | Conditional | Simple Future | Past Imperfect | Past Pluperfect | Perfect Conditional |
|---|---|--|---|---|--|--|---|
| INFINITIVE: aller = to go (Irregular) | | | | | | | |
| I am going / I go | I have gone / I went | I am going to go | I would go | I will go | I was going / I used to go | I had gone | I would have gone |
| Je (J') vais Tu vas Il } va Elle } va On } va Nous allons Vous allez Ils } vont Elles } vont | Je (J') suis allé(e) Tu es allé(e) Il } est allé(e) Elle } est allé(e) On } est allé(e) Nous sommes allé(e/s) Vous êtes allé(e/s) Ils } sont allé(e/s) Elles } sont allé(e/s) | Je (J') vais aller Tu vas aller Il } va aller Elle } va aller On } va aller Nous allons aller Vous allez aller Ils } vont aller Elles } vont aller | Je (J') irais Tu irais Il } irait Elle } irait On } irait Nous irions Vous iriez Ils } iraient Elles } iraient | Je (J') irai Tu iras Il } ira Elle } ira On } ira Nous irons Vous irez Ils } iront Elles } iront | Je (J') allais Tu allais Il } allait Elle } allait On } allait Nous allions Vous alliez Ils } allaient Elles } allaient | Je (J') étais allé(e) Tu étais allé(e) Il } était allé(e) Elle } était allé(e) On } était allé(e) Nous étions allé(e/s) Vous étiez allé(e/s) Ils } étaient allé(e/s) Elles } étaient allé(e/s) | Je (J') serais allé(e) Tu serais allé(e) Il } serait allé(e) Elle } serait allé(e) On } serait allé(e) Nous serions allé(e/s) Vous seriez allé(e/s) Ils } seraient allé(e/s) Elles } seraient allé(e/s) |
| INFINITIVE: faire = to do / make (Irregular) | | | | | | | |
| I am doing/ I do | I have done / I did | I am going to do | I would do | I will do | I was doing / I used to do | I had done | I would have done |
| Je (J') fais Tu fais Il } fait Elle } fait On } fait Nous faisons Vous faites Ils } font Elles } font | Je (J') ai fait Tu as fait Il } a fait Elle } a fait On } a fait Nous avons fait Vous avez fait Ils } ont fait Elles } ont fait | Je (J') vais faire Tu vas faire Il } va faire Elle } va faire On } va faire Nous allons faire Vous allez faire Ils } vont faire Elles } vont faire | Je (J') ferais Tu ferais Il } ferait Elle } ferait On } ferait Nous ferions Vous feriez Ils } feraient Elles } feraient | Je (J') ferai Tu feras Il } fera Elle } fera On } fera Nous ferons Vous ferez Ils } feront Elles } feront | Je (J') faisais Tu faisais Il } faisait Elle } faisait On } faisait Nous faisions Vous faisiez Ils } faisaient Elles } faisaient | Je (J') avais fait Tu avais fait Il } avait fait Elle } avait fait On } avait fait Nous avions fait Vous aviez fait Ils } avaient fait Elles } avaient fait | Je (J') aurais fait Tu aurais fait Il } aurait fait Elle } aurait fait On } aurait fait Nous aurions fait Vous auriez fait Ils } auraient fait Elles } auraient fait |
| DR/MRS VANDERTRAMP verbs take être not avoir Descendre – je suis descendu(e)(s) - to come down (stairs) Rester – je suis resté(e)(s) - to stay Monter – je suis monté(e)(s) - to climb Revenir – je suis revenu (e)(s) - to return Sortir – je suis sorti(e)(s) - to go out Venir – Je suis venue (e)(s) - to come Aller – je suis allé(e)(s) - to go Naître - je suis né(e)(s) - to be born | | | | Devenir – je suis devenu(e)(s) - to become Entrer – je suis entré(e)(s) - to enter Rentrer – je suis rentré(e)(s) - to re-enter Tomber – je suis tombé(e)(s) - to fall Retourner – je suis retourné(e)(s) - to return Arriver- je suis arrivé(e)(s) - to arrive Mourir – je suis mort(e)(s) - to die Partir – je suis parti(e)(s) - to leave | | | |

| | | | |
|---------------|----------------------|----------------|----------------|
| French | Relationships | CYCLE 1 | Year 10 |
|---------------|----------------------|----------------|----------------|

| Week 1 | | | | Week 2 | | | |
|-----------------------|----------------------|-----------------------|-------------|--|------------------------|-----------------------------|-----------------|
| Relationships - Verbs | | Relationships - Verbs | | Relationships – Family members and friends | | | |
| se fâcher | to get angry | supporter | to bear | mon père/ ma mère | my dad/mum | ma copine/mon copain | my friend |
| s'énerver | to get annoyed | habiter | to live | mon grand-père | my grand-father | mon petit copain | my boyfriend |
| s'entendre bien/mal | to get on well/badly | vivre | to live | mon cousin/ma cousine | my cousin | ma famille | my family |
| discuter | to discuss | se séparer | to separate | mon oncle/ma tante | my uncle/auntie | mon beau père/ma belle mère | my step dad/mum |
| se disputer | to argue | se divorcer | to divorce | mon neveu/ma nièce | my niece | mon ami/mon amie | my friend |
| améliorer | to improve | respecter | to respect | mon fils/ ma fille | my son/daughter | mon/ma/mes | my |
| se battre | to fight | tricher | to cheat | mon frère/ma soeur | my brother/sister | ton/ta/tes | yours |
| s'amuser | to have fun | choisir | to choose | mon mari/ma femme | my husband | son/sa/ses | his/hers |
| s'épouser | to marry | sentir | to feel | mon épouse | my partner in marriage | leur/leurs | theirs |

| Week 3 | | Week 4 | | | | Week 5 | |
|----------------------|--------------------------|----------------------------|------------|-----------------------|---------------|-------------------|--------------------------|
| Physical Description | | Relationships - Adjectives | | Improve Relationships | | Careers - Jobs | |
| les cheveux/les yeux | hair/ eyes | gentil/gentille | kind | réduire | to reduce | un psychologue | a psychologist |
| petit (e)/grand (e) | short / tall | méchant/méchante | mean | augmenter | to increase | un médecin | a doctor |
| de taille moyenne | of average height | paresseux/paresseuse | lazy | baisser | to turn down | un architecte | an architect |
| gros/ mince | fat / thin | timide/bavard (e) | shy/chatty | parler | to talk | un enseignant(e) | a primary school teacher |
| barbe/moustache | beard / moustache | drôle/sympa | funny/kind | écouter | to listen | un agent | an agent / officer |
| joli (e)/ laid (e) | pretty / ugly | actif/active | active | passer du temps | to spend time | un policier (ère) | a police officer |
| belle/beau/moche | pretty / handsome / ugly | ennuyeux/ennuyeuse | annoying | comprendre | to understand | un pompier | a fireman |
| élegant/élégante | elegant | marrant/marrante | hilarious | respecter | to respect | un ingénieur | an engineer |
| jeune/vieux | young / old | généreux/généreuse | generous | crier/rier | to cry/laugh | un fermier (ere) | a nurse |

| Week 6 | | | |
|-----------------------|----------------------|-----------------------|-------------|
| Relationships - Verbs | | Relationships - Verbs | |
| Se fâcher | To get angry | Supporter | To bear |
| S'énervier | To get annoyed | Habiter | To live |
| S'entendre bien/mal | To get on well/badly | Vivre | to live |
| Discuter | To discuss | Se séparer | To separate |
| Se disputer | To argue | Se divorcer | To divorce |
| Améliorer | To improve | Respecter | To respect |
| Se battre | To fight | Tricher | To cheat |
| S'amuser | To have fun | Choisir | To choose |
| S'épouser | To marry | Sentir | To feel |



| Week 7 | | | | | | | |
|-------------------|------------------------|----------------------|-------------------|---------------------------|--------------------|----------------------------|-----------------------------|
| Marriage Plans | | | | | | | |
| l'amour | Love | une grande fête | a big celebration | vivre en concubinage | to co-live | concentrer sur ma carrière | to concentrate on my career |
| j'ai confiance en | I trust in | démodé | outdated | je suis en couple | I am in a couple | les avantages | the advantages |
| j'ai envie de | I want to | inutile | useless | la mode de vie | the style of life | les inconvénients | the disadvantages |
| charmant (e) | Charming | pénible | a pain | il me fait rire | he makes me laugh | c'est moins cher | it is less expensive |
| élever | To raise | vouloir des enfants | to want kids | se remarier | to re-marry | partager le prix | to share the price |
| exprimer | To express | toute la vie | for life | se séparer | to separate | acheter une bague | to buy a ring |
| je viens de fêter | I have just celebrated | je suis fidèle | I am loyal | vivre ensemble | to live together | s'occuper des enfants | to look after children |
| je suis promis à | I am promised to | un morceau de papier | a piece of paper | se divorcer | to divorce | tomber amoureux | to fall in love |
| mon fiancé | My fiancé | rester célibataire | to stay single | je suis heureux/mécontent | I am happy/unhappy | rester à la maison | to stay at home |

| French | | | | Healthy Lifestyle | | | | CYCLE 1 | | Year 10 | |
|--------|--|--|--|-------------------|--|--|--|---------|--|---------|--|
|--------|--|--|--|-------------------|--|--|--|---------|--|---------|--|

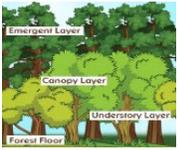
| Week 8 | | | | Week 9 | | | | Week 10 | | | |
|-------------------------|------------------|-----------|-----------------|-------------------------|---------------------------------|--------------|------------|----------------------|--|--|--|
| Healthy Lifestyle Verbs | | | | Healthy Lifestyle Verbs | | | | Food and Drink Nouns | | | |
| maintenir la forme | to stay in shape | exercer | to exercise | améliorer | to improve | le poisson | fish | | | | |
| réveiller | to wake up | éviter | to avoid | distraindre | to entertain | le poulet | chicken | | | | |
| déjeuner | to have lunch | fumer | to smoke | sentir | to feel | les oeufs | eggs | | | | |
| se lever | to get up | concerner | to be concerned | maigrir/grossir | to slim down / to put on weight | le riz | rice | | | | |
| se coucher | to go to bed | célébrer | to celebrate | fatiguer | to be tired | le pain | bread | | | | |
| cuisiner | to cook | prendre | to take | promener | to walk | les céréales | cereals | | | | |
| choisir | to choose | changer | to change | garder | to keep | de l'eau | some water | | | | |
| consommer | to consume / use | adapter | to adapt | perdre | to lose | les légumes | vegetables | | | | |
| essayer | to try | entraîner | to train | remplacer | to replace | les huiles | oils | | | | |
| motiver | to motivate | endormir | to fall asleep | empêcher | to prevent | le sel | salt | | | | |

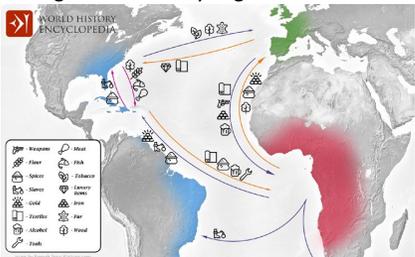
| Week 10 | | | | Week 11 | | | | | | | | | | | |
|----------------------|----------------|------------------------|------------------------|------------------|-------------------|------------------------|------------------|------------|--|--|--|-------------------------|--|--|--|
| Food and Drink Nouns | | | | Complex Opinions | | | | Adjectives | | | | Healthy/Unhealthy foods | | | |
| les bonbons | sweets | il me semble que | it seems to me that | rafraichissant | refreshing | les calories | calories | | | | | | | | |
| le beurre | butter | je crois que | I believe that | piquant/épicé | spicy | les glucides/ les gras | fats | | | | | | | | |
| la viande rouge | red meat | je pense que | I think that | salé | salty | les protéines | protein | | | | | | | | |
| les pâtes | pasta | d'après moi | according to me | dégoutant | disgusting | le sel/salé | salty | | | | | | | | |
| le lait | milk | ce n'est pas facile de | It is not easy | affreux | awful | la portion/ quantité | portion/quantity | | | | | | | | |
| le fromage | cheese | je préfère | I prefer | délicieux | delicious | végétarien | vegetarian | | | | | | | | |
| les frites | chips | je trouve que | I find that | sucré | sugary | la viande | meat | | | | | | | | |
| les sucreries | sweets / candy | c'est pénible de | It is a pain to | ça me fait vomir | it makes me vomit | la restauration rapide | fast food | | | | | | | | |
| le chocolat | chocolat | c'est frustrant que | It is frustrating that | gras | greasy | faim/ soif | hungry/thirsty | | | | | | | | |

| | | | |
|--------|-------------------|---------|---------|
| French | Healthy Lifestyle | CYCLE 1 | Year 10 |
|--------|-------------------|---------|---------|

| Week 12 | | | | | | | |
|--------------------------|------------|---------------------|-----------------|-----------------|----------------------|-----------------------------------|-----------------------|
| Adverbs/Time Expressions | | Mealtimes | | Past imperfect | | Immediate Future vs Simple Future | |
| souvent | often | le matin | the morning | je mangais | I used to eat | on pourra | we will be able to |
| rarement | rarely | l'après-midi | the afternoon | je buvais | I used to drink | je ferai | I will do |
| absolument | absolutely | le soir | the evening | je sortais | I used to go out | j'irai | I will go |
| bien / mal | good/bad | la nuit | the night | je consumais | I used to consume | je voudrai | I will want |
| lentement | slowly | pendant la semaine | during the week | je faisais | I used to do | je devrai | I will have to |
| jamais | never | les weekends | on the weekends | je prenais | I used to take | je serai | I will be |
| régulièrement | regular;y | le petit - déjeuner | breakfast | je voulais | I used to want | j'aurai | I will have |
| trop | too much | le goûter | snack | je pouvais | I used to be able to | il faudra | we will have to |
| un peu | a little | le déjeuner | lunch | je devais | I used to have to | je vais + inf | I am going to + inf |
| des fois | sometimes | le dîner | dinner | j'avais/j'étais | I used to have/be | nous allons +inf | We are going to + inf |

| Week 13 | | | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|----------------------|--------------------|-------------------------|---------------------|
| Improve your lifestyle | | | | Bad Habits | | | |
| changer de style de vie | change lifestyle | gagner du poids | to gain weight | les drogues | drugs | diminuer les effets | reduce the effects |
| réussir à éviter | to manage avoiding | maigrir urgemment | to slim urgently | l'alcool | alcohol | un relaxant | sedatif |
| faire de l'exercice | to do exercise | entraîner régulièrement | to train regularly | les mélanges /premix | mixing alcohol | une addiction | an addiction |
| manger plus sainement | to eat more healthy | contrôler les portions | to control portions | quelques verres | some glasses | devenir dependant | to become dependant |
| compter les calories | count calories | sentir mieux | to feel better | un alcoolique | an alcoholic | donner de la confiance | to give confidence |
| etre fatigué | to be tired | avoir plus d'énergie | to have more energy | s'injecter | to inject yourself | sentir mal | to feel bad |
| se coucher plus tôt | to go to bed earlier | etre en bonne santé | to be in good health | fumer | to smoke | vomir | to vomit |
| éviter de se lever tard | to avoid waking up late | baisser la chance de | to reduce the chance of | inhaler | to inhale | le système respiratoire | respiratory system |
| demander de l'aide | to ask for help | améliorer la confiance | to improve confidence | les cicatrices | scars | commettre un suicide | commit suicide |

| Geography | | The Living World | | CYCLE 1 | YEAR 10 | | | | | | |
|--|---|------------------|------|--|---------|--|---|--|---|--|---|
| Quiz | Key Knowledge to learn | | Quiz | Key Knowledge to learn | | | | | | | |
| 7 | <p>Tropical Rainforest – distribution and structure</p> <p>Distribution of Tropical Rainforests Tropical rainforests are centred along the Equator between the Tropic of Cancer and Capricorn. Rainforests can be found in South America, central Africa and South-East Asia. The Amazon is the world's largest rainforest and takes up the majority of northern South America, encompassing countries such as Brazil and Peru.</p>  <p>Layers of the Rainforest</p> <p>Emergent - Highest layer with trees reaching 50 metres.</p> <p>Canopy - Most life is found here as it receives 70% of the sunlight and 80% of the life.</p> <p>Under Canopy - Consists of trees that reach 20 metres high.</p> <p>Shrub Layer - Lowest layer with small trees that have adapted to living in the shade.</p> | | 10 | <p>Tropical Rainforests – Case Study Malaysia</p> <p>What are the causes of deforestation?</p> <table border="1"> <tr> <td> <p>Logging</p> <ul style="list-style-type: none"> Most widely reported cause of destructions to biodiversity. Timber is harvested to create commercial items such as furniture and paper. Violent confrontation between indigenous tribes and logging companies. </td> <td> <p>Agriculture</p> <ul style="list-style-type: none"> Large scale 'slash and burn' of land for ranches and palm oil. Increases carbon emission. River saltation and soil erosion increasing due to the large areas of exposed land. Increase in palm oil is making the soil infertile. </td> </tr> <tr> <td> <p>Mineral Extraction</p> <ul style="list-style-type: none"> Precious metals are found in the rainforest. Areas mined can experience soil and water contamination. Indigenous people are becoming displaced from their land due to roads being built to transport products. </td> <td> <p>Tourism</p> <ul style="list-style-type: none"> Mass tourism is resulting in the building of hotels in extremely vulnerable areas. Lead to negative relationship between the government and indigenous tribes Tourism has exposed animals to human diseases. </td> </tr> <tr> <td> <p>Energy Development</p> <ul style="list-style-type: none"> The high rainfall creates ideal conditions for hydro-electric power (HEP). The Bakun Dam in Malaysia is key for creating energy in this developing country, however, both people and environment have suffered. </td> <td> <p>Road Building</p> <ul style="list-style-type: none"> Roads are needed to bring supplies and provide access to new mining areas, settlements and energy projects. In Malaysia, logging companies use an extensive network of roads for heavy machinery and to transport wood. </td> </tr> </table> | | <p>Logging</p> <ul style="list-style-type: none"> Most widely reported cause of destructions to biodiversity. Timber is harvested to create commercial items such as furniture and paper. Violent confrontation between indigenous tribes and logging companies. | <p>Agriculture</p> <ul style="list-style-type: none"> Large scale 'slash and burn' of land for ranches and palm oil. Increases carbon emission. River saltation and soil erosion increasing due to the large areas of exposed land. Increase in palm oil is making the soil infertile. | <p>Mineral Extraction</p> <ul style="list-style-type: none"> Precious metals are found in the rainforest. Areas mined can experience soil and water contamination. Indigenous people are becoming displaced from their land due to roads being built to transport products. | <p>Tourism</p> <ul style="list-style-type: none"> Mass tourism is resulting in the building of hotels in extremely vulnerable areas. Lead to negative relationship between the government and indigenous tribes Tourism has exposed animals to human diseases. | <p>Energy Development</p> <ul style="list-style-type: none"> The high rainfall creates ideal conditions for hydro-electric power (HEP). The Bakun Dam in Malaysia is key for creating energy in this developing country, however, both people and environment have suffered. | <p>Road Building</p> <ul style="list-style-type: none"> Roads are needed to bring supplies and provide access to new mining areas, settlements and energy projects. In Malaysia, logging companies use an extensive network of roads for heavy machinery and to transport wood. |
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| 8 | <p>Tropical Rainforests – Case Study Malaysia -</p> <p>Malaysia is a LIC country in south-east Asia. 67% of Malaysia is a tropical rainforest with 18% of it not being interfered with. However, Malaysia has the fastest rate of deforestation compared to anywhere in the world.</p> <p>Adaptations</p> <p>Orangutans - Large arms to swing & support in the tree canopy.</p> <p>Drip Tips - Allows heavy rain to run off leaves easily.</p> <p>Lianas and Vines - Climbs trees to reach sunlight at canopy.</p> <p>Rainforest Inhabitants</p> <p>Many tribes have developed sustainable ways of survival. The rainforest provides inhabitants with...</p> <ul style="list-style-type: none"> Food through hunting and gathering. Natural medicines from forest plants. Homes and boats from forest wood.   | | 11 | <p>Tropical Rainforests – Case Study Malaysia: Impacts of Deforestation</p> <p>Economic Development</p> <ul style="list-style-type: none"> + Mining, farming and logging creates employment and tax income for government. + Products such as palm oil provide valuable income for countries. - The loss of biodiversity will reduce tourism. <p>Soil Erosion</p> <p>Once the land is exposed by deforestation, the soil is more vulnerable to rain.</p> <ul style="list-style-type: none"> - With no roots to bind soil together, soil can easily wash away. <p>Climate Change</p> <p>When rainforests are cut down, the climate becomes drier.</p> <ul style="list-style-type: none"> - Trees are carbon 'sinks'. With greater deforestation comes more greenhouse emissions in the atmosphere. - When trees are burnt, they release more carbon in the atmosphere. This will enhance the greenhouse effect    | | | | | | | |
| 9 | <p>Tropical Rainforests – Case Study Malaysia</p> <p>Issues related to biodiversity</p> <p>Why are there high rates of biodiversity?</p> <ul style="list-style-type: none"> Warm and wet climate encourages a wide range of vegetation to grow. There is rapid recycling of nutrients to speed plant growth. Most of the rainforest is untouched. <p>Main issues with biodiversity decline</p> <ul style="list-style-type: none"> Keystone species (a species that are important of other species) are extremely important in the rainforest ecosystem. Humans are threatening these vital components. Decline in species could cause tribes being unable to survive. Plants & animals may become extinct. Key medical plants may become extinct.  | | 12 | <p>Tropical Rainforests – Case Study Malaysia: Sustainability for the Rainforest</p> <p>Uncontrolled and unchecked exploitation can cause irreversible damage such as loss of biodiversity, soil erosion and climate change.</p> <p>Possible strategies include:</p> <ul style="list-style-type: none"> Selective logging - Trees are only felled when they reach a particular height. Education - Ensuring those people understand the consequences of deforestation Afforestation - If trees are cut down, they are replaced. Forest reserves - Areas protected from exploitation. Ecotourism - tourism that promotes the environments & conservation  | | | | | | | |
| | | | 13 | <p>Create a fact file summarising Ecosystems and Tropical Rainforests! You may do this as a mind map. Your Quiz will be a summary quiz.</p> | | | | | | | |

| History | | Migrants to Britain - Overview | | Cycle 1 | Year 10 | | |
|---|--|---|--|--|---------|---|--|
| Section A – Medieval Period Power in Medieval England The land ruled by the King of England in 1250 included, England, part of Ireland and two regions of what is now France: Gascony in the South West and Calais in the north east. <ul style="list-style-type: none"> By 1283, England also controlled Wales but many Welsh people did not accept English rule During the Hundred Year's War between England and France, control of parts of France changed hands multiple times → People who were considered to be English were now seen as 'aliens' when France took over Scotland was a foreign country. Those not born in lands ruled by the King were classed as aliens During the medieval period people gained some rights such as a Parliament that had an influence over wars and taxation Kings used taxes to collect money for wars and other projects. Religion in Medieval England <ul style="list-style-type: none"> Most people in England were Christian The Roman Catholic Church was one of the most powerful organisations in the Europe. It was led by the Pope in Rome. Life in Medieval England <ul style="list-style-type: none"> Most people were farmers who lived in the same villages all of their lives. Some were freemen owning their own land but many were villeins who worked for the wealthy people who owned lots of land. Many mothers died in childbirth, infant mortality was high and in 1348 the Black Death killed up to half the population. This caused lots of jobs to become available. Conflict in the medieval world <ul style="list-style-type: none"> England was involved in the crusades, a series of wars that were fought to control the lands around Jerusalem. This encouraged hostility against Jews and Muslims Tension between the ruling class and everyday people who had no say in government often led to rebellion | | Section B – Early Modern Period Changing ideas about religion <ul style="list-style-type: none"> The Reformation – when millions of people rejected the Catholic Church and turned to Protestant churches – was one of the key changes Britain was the leading Protestant power in Europe; Catholic Spain and France were its main enemies. By the mid 18th century, British society was more accepting of different religions. Changing ideas about the world <ul style="list-style-type: none"> Sailors from European nations began to explore and colonise the wider world Spanish forces invaded and colonised parts of central and south America The Portuguese enslaved Africans and transported them to their colonies in Brazil Dutch merchants dominated trade with Asia. English people in North America and the West Indies set up plantations using slaves. In 1660, the Company of Royal Adventurers Trading to Africa was set up → main people involved in the slave trade The East India Company was set up by a group of English merchants who began trading in Asia after 1600. Changing ideas about wealth and power. <ul style="list-style-type: none"> English Civil war in the 1600s removed the King and gave parliament more power Money and wealth moved away from people who were born wealthy Companies trading internationally in good such as sugar, tobacco, spices, tea, coffee and textiles became extremely wealthy  | | Section C – The Industrial Period The British Empire <ul style="list-style-type: none"> By 1900 Britain controlled 1/3 of the world through its Empire India was on Britain's key colonies which led to increased migration Britain's wealth was based on trade and its growing empire in the Americas, Africa and Asia was a source of cheap raw materials and cheap labour At times of war, white sailors were drafted into the Royal Navy → Asian, African and West Indian Men took their jobs aboard merchant ships. Their work, often in terrible conditions was key to Britain's growing wealth. Industrialisation, migrant workers and entrepreneurs. <ul style="list-style-type: none"> Industrial revolution = wealth and influence Success depended on shipping routes, railways and the factory system Factories needed large numbers of workers. Pushed by poverty and pulled by the chance to work in growing cities whole families left the countryside. Workers organised themselves into trade unions and labour movements → demands for voting rights, higher wages and better living conditions were often led by migrant workers. New Freedoms and political reform <ul style="list-style-type: none"> Opposition to slavery grew and became more popular throughout the 1800s In 1807, Parliament abolished the slave trade. 1833 they passed the Slavery Abolition Act which officially ended slavery in the British Empire. Upheaval around the world <ul style="list-style-type: none"> In 1781, after defeating the British army, white American settlers declared independence → This led to the creation of the USA In 1789 the French monarchy was overthrown in the French Revolution → This led to lots of war between France and the rest of Europe Two new unified nations, Germany and Italy emerged. | | Section D World wars and the end of Empire <ul style="list-style-type: none"> In 1900 Britain ruled the largest Empire the world had yet seen, with the strongest navy and access to apparently unlimited resources. Through two world wars the UK depended on food, equipment and manpower from its colonies. War and the rise of independence movements weakened Britain By the end of the 1900s Britain had lost most of its empire along with its status as a world superpower. Countries in Asia, Africa and the Caribbean gained independence in the 1940s, 1950s and 1960s. United Europe <ul style="list-style-type: none"> World War 1 and World War 2 caused vast destruction and loss of life, as well as mass movement of refugees. Nationalist feelings were strong before and during World War One. After World War One, European countries created the League of Nations to work together. The EU was created in 1993. By the early 21st century the EU had expanded to 28 countries The free movement of workers meant that Europeans could travel easily across borders. In 2016, the UK voted to leave the EU → led to divided Europe. 21st Century Tensions <ul style="list-style-type: none"> 2003 the UK supported a US invasion of Iraq – created more tension in the Middle East Conflicts as well as continuing crises in Afghanistan, Pakistan and Eritrea and the effects of climate change have caused a rise in asylum seekers. Rise in anti-Semitism and Islamophobia in Europe | |

Section E - Attitudes towards migrants

The authorities

Official reception of immigrants varied considerably. It depended on several factors:

- how strong the king was
- whether the country was at war
- the state of the economy
- whether the king wanted to collect taxes

Although most Medieval immigrants seem to have settled peacefully and become part of their communities, at times of crisis they could be vulnerable and at risk of violent attacks.

- In the 1330s, King Edward III gave strong protection to Flemish weavers.
- After the Black Death immigrants were welcomed to fill the gap and there were foreign-born workers in most towns and villages.
- In 1354 a law gave aliens who appeared in court the right to be tried by a half-alien jury.
- After 1370, letters of denization gave migrants the same rights and protection as English citizens.

The Wider Population

In times of war, 'enemy aliens' could have their goods confiscated or be deported. Flemish merchants, French migrants and Irish immigrants were all expelled from England at different times. Many people resented foreign merchants and bankers because they believed they had come only to make money for themselves.



Section F - The diversity of migrant communities

In the 15th century approximately one in every ten people in England was foreign-born, and in London it was one in six.

Artisans and craftspeople

- Many migrants came to England from the Low Countries.
- Many came as refugees from war as it was only a short sea journey to England, where conditions were more peaceful, and wages were better.
- Many, especially weavers, were encouraged to come by kings such as Henry III and Edward III who wanted them to pass on weaving skills to English craftspeople.
- Craftspeople came from Ireland, Scotland and France to fill a wide variety of occupations; from saddlemakers to goldsmiths and bakers.
- They were joined by priests who travelled to spread the Christian faith.

Bankers and merchants

- From the 1220s, wealthy Italian banking families began to set up in London, lending money to kings such as King Edward I who used it for wars and castle building in Wales.
- The king gave these bankers and merchants a Charter in 1303, allowing them to trade in wool and other goods at reduced tax rates.

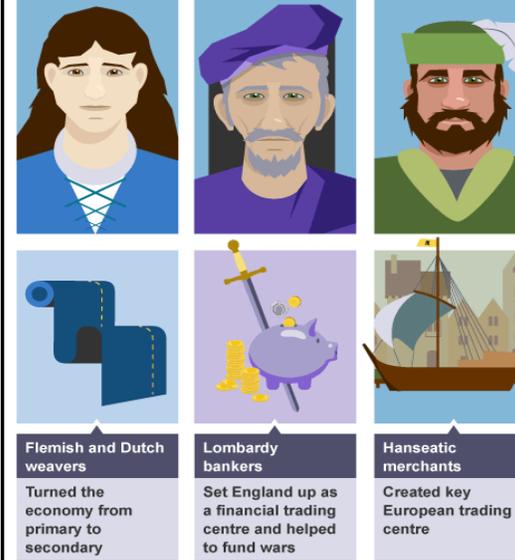
Wealthy immigrants

- Some foreigners who came to settle were from the nobility and royalty.
- They included foreign nobles, some of them refugees, arriving under Crown protection.
- When foreign princesses arrived to marry kings, they brought many relatives and attendants who settled with them.

Servants and labourers

- The largest group by far, were those who came to work as servants and labourers.
- Many of these were from Ireland, Scotland and France.
- Households across the country depended on migrants.

Section G – The Impact of migrants

**Artisans and Craftspeople**

- Flemish and Dutch craftspeople brought skills that helped move the economy from a primary one based on raw materials to a secondary manufacturing one.
- This brought new wealth to England based on woollen textiles.

Bankers

- Italian money funded King Edward I's campaign in Wales,
- The very first stage of English empire building. Loans to King Edward III helped fund English forces in the Hundred Years' War.

Merchants

- The bases set up by Hanseatic merchants with trade in woollen cloth as a major good.
- Trade with cities around the North and Baltic Seas increased, bringing money to the Crown through tax on imports and exports.

Section H - Jewish experiences

Reasons for coming to England

- Jewish settlers arrived in England in about 1070, invited by William the Conqueror.
- Catholic teaching did not allow Christians to lend money with interest.
- Jewish people were therefore encouraged, sometimes forced, to be moneylenders.
- Many Jews filled a whole range of occupations within the communities where they lived, from doctors to fishmongers.
- They were allowed to mix freely and were given a "Charter of Liberties" by King Henry I which meant they could go to the safety of the King's castles if they were in danger.
- They also had to pay higher taxes than everyone else in return for protection from the Crown.

Experiences of Jewish immigrants

- Conditions for Jews in England got steadily worse in the 12th and 13th centuries.
- Anti-Semitic attacks increased in frequency and violence
- The Crusades were a time of rising antagonism against all faiths that were not Catholic and attacks on Jews grew
- Some priests who blamed Jews for the death of Jesus.
- Many ordinary people did not like the protection Jews had received and connected them with their kings were ready to turn on them.
- The monarchy, borrowing from Italian bankers, depended less and less on money from rich Jews and so offered them less protection, eventually turning on them.
- Some Jewish people were forced to wear yellow badges to represent being Jews.
- Throughout the medieval period persecution got worse until many Jews were forced out of England.

| Week | Key Knowledge to learn | Week | Key Knowledge to learn |
|-----------------------------|--|-------------------------------|---|
| 1 - Worship | <ul style="list-style-type: none"> Liturgical worship: set words and actions for worship, based on the Bible. Informal worship: worship that is less formal and more relaxed; may be in a café, home or workplace. The bible is at the heart of ALL forms of Christian worship. Private worship: an individual or family worshipping at home or in a private place away from others (Jesus taught that private worship is the most important as we should never worship just to look devout.) Charismatic worship involves singing and people speaking from the heart when the spirit of God moves them to do so (typical in some Evangelical churches). Some prefer liturgical worship as it is a familiar ritual that makes them feel like part of a bigger Christian community saying the same thing at the same time and reminds them of the never changing nature of God, as it is the same in all churches that use it. Others prefer informal or private worship as it enables them to directly experience God for themselves, rather than going through ministers who may have different or misleading understanding of God; it is also easier to join in with if you are new to that particular church. All forms of worship use the Bible (could be in the sermon, readings, hymns or prayers). | 4 Sacrament- Eucharist | <ul style="list-style-type: none"> The Eucharist celebrates the Last Supper the night before Jesus was crucified. The Last Supper was the final meal that Jesus shared with his disciples when instructed them to remember him. At the last supper Jesus blessed and shared bread and wine. It helps Christians remember and reflect on Jesus's sacrifice for them on the cross – his body was broken and his blood spilled to save them from death and the consequences of sin. <u>Scripture says: "Take, eat, this is my body. Take, drink, this is my blood. Do this in remembrance of me."</u> (Bible) <u>The</u> Some churches eg Catholic use wine at the Eucharist as Jesus used it at the Last Supper. Others eg Methodists use non-alcoholic juice as they believe alcohol can cause problems and they don't want to encourage people to use it. Catholics believe in transubstantiation – the bread and wine really become Christ's body and blood when they are blessed by the priest. Catholics call the Eucharist "Holy Communion" or Mass Others eg Methodists believe the bread and wine are simply symbols that help us remember Jesus' sacrifice on the cross |
| 2 – Prayer | <ul style="list-style-type: none"> <u>The Lord's Prayer</u>: teaches Christians that God is "<u>our Father</u>" and what he is like, and what they should want. Jesus taught his disciples this prayer in the Bible so it is his exact words. Set prayers: prayers with fixed words that never change (eg <u>the Lord's Prayer</u> and <u>the Jesus Prayer</u>). Informal prayer: prayers made up by the person praying. Arrow prayers: very quick prayers sent up quickly to God in a moment eg "Help me God" or "Let him live". Jesus taught Christians should pray in private "<u>When you pray, go into your room and close the door.</u>" Some prefer set prayers as they are sure they are praying in the way the Bible and the Church want them to, and they trust them to have a greater understanding of God than the individual believer. Others prefer informal prayers that they make up themselves because they may fit the situation better and allow believers to have direct communication with God, which gives them their own understanding of Him and avoids misleading impressions others may give them. Prayer is an important part of Christian worship which helps them develop their relationship with God and to understand God through direct communication with Him. | 5 – Pilgrimage | <ul style="list-style-type: none"> Pilgrimage means going on a journey to spend time in the presence of God, visit holy sites and reach new spiritual insights It often involves visiting a place where miracles occurred eg Lourdes in France Christians believe the Virgin Mary appeared to a girl called Bernadette in the village of Lourdes in 1844 and that she said that should build a chapel so that people could pray Other pilgrimage sites are dedicated to quiet reflection and spend some time living in a community based on Christian values eg Iona. Iona is a Scottish Island which pilgrims have visited since the 7th Century. It was the home of one of the first and most important monasteries in Britain. Pilgrimage can also be about visiting places connected to the life of Jesus so that they can get closer to Jesus the man. Christians call this place the Holy Land and visit places such as Bethlehem and Jerusalem Some say it is important because it enables you to leave secular life behind and focus fully on understanding God. Others say it is not commanded in the Bible so not necessary; you could achieve the same insights by reading about holy people and places, and donate the cost of the journey to charity instead |
| 3 Sacrament- Baptism | <ul style="list-style-type: none"> Jesus was baptised by John the Baptist in the River Jordan. At the moment of his Baptism all three parts of the trinity were present. Jesus the Son, the voice of God the Father and the Holy Spirit descending as a dove. In the bible, Jesus taught "<u>None can enter the Kingdom of God unless they are born again of water and spirit.</u>" Water is poured over the head, or the person is fully immersed in water, to symbolise their sins being washed away. Baptism cleanses sin and welcomes a new believer into the Christian Church family and community. White clothes are often worn to symbolise purity. Some believe infant baptism is not necessary as a just God would not send a baby to hell for not being baptised; infant baptism is pointless as the child is too young to commit to being a disciple of Jesus; the Bible only mentions adults being baptised. Others say Jesus clearly taught that all must be baptised as soon as possible after birth in case they die and need to enter heaven very young (see Scripture on the left). It is also a good way to mark the birth of a baby and welcome them into the Christian church community. Parents make promises to bring their children up as good Christians. It is the first sacrament of initiation. The words said are "I baptise you in the name of the Father and of the Son and of the Holy Spirit." | 6 - Celebration | <ul style="list-style-type: none"> Christmas is a time to thank God for the incarnation of Jesus and to go to Church and pray Christmas is a time to spend with family and show love through exchange of gifts; Christmas is a time to remember and give to those who like Jesus were born and grew up in poverty. Christmas can include the following: midnight Mass; nativity plays; Christmas cards and presents; carols; charity donations; spending time with friends and family; volunteering with the homeless on or around Christmas Day The season before Christmas is ADVENT. This is a time of preparation for Christmas Easter remembers Jesus suffering and death then celebrates his resurrection Easter recalls the act of reconciliation between God and humanity that Jesus' death represented and enabled to happen The 40 days before Easter are known as the season of LENT. During this time Christians prepare through fast and prayer. Easter week starts with Palm Sunday which celebrates Jesus entry into Jerusalem Maundy Thursday celebrates the Last Supper Good Friday is the day the Jesus crucifixion is remembered Easter Sunday celebrates the Resurrection Easter: Easter vigil, going to church, decorating eggs, lighting the Paschal candle; reflecting on Jesus's death and resurrection Many see Easter as more significant than Christmas because it is Jesus' resurrection that showed he was the Son of God and that death was overcome. Jesus atoned for sin through the crucifixion and so led humanity to salvation |

| RE | | Christian Practices | | Cycle 1 | Year 10 |
|---|---|---|---|---------|---------|
| Week | Key Knowledge to learn | Week | Key Knowledge to learn | | |
| 7 – The role of the Church in the local community | <ul style="list-style-type: none"> Food banks help those who are in poverty by giving parcels containing donated food to last three days Street pastors help those who are vulnerable to crime and alcohol abuse late at night in city centres Scripture: Both show Christians performing the duty to “<u>Love they neighbour</u>” and help the needy as taught in the <u>Parables of the Sheep and Goats and the Good Samaritan</u> In the Parable of the Sheep and Goats suggests Some say doing your Christian duty through actions in the community is more important than showing faith through worship in church; others feel worship and prayer are more important because they are direct contact with God and so are truer reflections of faith. | 10 – The Worldwide Church Responding to persecution | <ul style="list-style-type: none"> Jesus taught that we should love our enemies and pray for those who persecute us; this would lead to rewards in heaven St Peter wrote to Christians who were persecuted that they should see persecution as a form of purification to make them more fit for eternal life with God; they were sharing in Jesus’ sufferings and should trust God to help them in their time of need. Christians will attempt to fight persecution and help those who are preventing from worshipping openly CASE STUDY: Open Doors is an organisation that helps persecuted Christians worldwide today by providing lawyers to help Christians who are taken to court for blasphemy in countries where Christianity is not the main religion, and by raising awareness in Christian countries of the risks other Christians face of persecution so they can pray for them or donate money They work and pray for peace, justice and an end to persecution worldwide | | |
| 8 – A growing Church | <ul style="list-style-type: none"> “Mission” means sending – the idea that Christians have been sent to achieve a purpose by God, eg help the poor or victims of crime “Evangelism” means spreading the Gospels, usually with the aim of converting people to Christianity CASE STUDY: The Church Army’s Sorted Project in Bradford is an example of mission and evangelism in our local community Scripture: “<u>Go, and make disciples of all nations, baptising them...and teaching them to obey all that I have taught you.</u>” Missionary work happens in the UK and overseas, particularly in developing countries, to grow the church and spread the teachings of Jesus. Serving in Mission works in the UK and West Africa: they support Christians to go and work in education and medicine in overseas and preach to those whom they have helped, if they wish to hear it. Evangelical churches are growing in the UK; they plant new churches to spread Jesus’ message and worship him. Their structure is different to traditional denominations with cells which meet in people’s homes as well as wider congregations and celebrations across a number of churches. Church Planting = opening new churches eg the Leeds Vineyard Project | 11 – Christian responses to poverty | <ul style="list-style-type: none"> Jesus taught in the Parable of the Sheep and Goats that for Christians to achieve salvation they must help those who are in need The Golden Rule “treat others as you wish to be treated” suggests we should help people in difficult situations, since we would want them to do the same to us – including poverty Christians respond to poverty by donating to food banks or volunteering to help them because of the Parable of the Sheep and Goats. The Parable of the Sheep and Goats is in Matthew 25 The Parable says that “But when the Son of Man comes in his glory, and all the holy angels with him, then he will sit on the throne of his glory. Before him all the nations will be gathered, and he will separate them one from another, as a shepherd separates the sheep from the goats.” The sheep represent those that have followed Christian teaching and the goats are those that have not followed teaching. They therefore may respond by giving money to charities that help the poor worldwide such as Christian Aid, or helping Christian Aid raise money by going door to door in their fundraising campaign in May every year | | |
| 9 - The Worldwide Church Working for reconciliation | <ul style="list-style-type: none"> Jesus’ death was an act of reconciliation between humans and God Christians believe that reconciliation with former enemies is extremely difficult, but Jesus taught to love your enemy and bless those who curse you, so they must try to do this Christians believe people should be reconciled to each other, just as Jesus reconciled God and humankind. Scripture: Jesus taught “love your enemy and bless those who curse you” The Bible teaches that Jesus’ death reconciled God and humans. CASE STUDY: the Community of the Cross of Nails in Coventry reconciled with Germany who bombed their cathedral in World War Two. Today, they work with groups in conflict worldwide to guide them in talking and listening to each other to increase understanding of each other’s point of view; this reduces tensions so they can forgive and be reconciled so they can live in peace. | 12 - Christian Aid Overseas | <ul style="list-style-type: none"> Christian Aid’s work overseas: Christian Aid was set up in 1945. It was first set up by British and Irish Churches to help refugees. Emergency aid helps in natural disasters with food and bottled water, shelter and medical care, as well as sending doctors and rescue workers to disaster zones Short term aid comes next to rebuild communities, reunite families who have been separated and get children back to school, especially if orphaned Long term development aid is essential to deal with the cause of poverty such as unfair debt owed by LICs to HICs, corruption in LICs: it involves <u>setting up schools, digging wells and training health and medical workers.</u> | | |
| | | 13 – Christian Aid At home | <ul style="list-style-type: none"> Christian Aid campaign so that the government helps those in need in the UK and worldwide more through funding welfare benefits and poverty charities like Oxfam, and letting LICs off debt Increasing public awareness eg getting celebrities to speak out against poverty in the media and through education programmes in schools Fundraising: raising money to help those in poverty and emergency situations plus longer term development to reduce poverty for the future. They knock on doors and hold a fundraising campaign in May every year to do this. They encourage Christians to give their time and act as volunteers, becoming Christian aid speakers, ambassador and teachers. They campaign for the use of clean renewable energy. | | |

| Performing Arts - MUSIC | Roles and Responsibilities | CYCLE 1 | Year 10 |
|---|---|--|---------|
| <p>Box A – Types of contract/employment</p> <p>Fixed term contract – Work for a specific length of time Permanent contract – Work with no end date in sight Temporary – Similar to fixed term, often seasonal work Self-employed/Freelance – Working for yourself, need to invoice & organise taxes yourself Volunteer – Working for no money in exchange for experience</p> | <p>Box B – Job roles within the music industry</p> <p>Musician – Plays music for themselves or other artists, either live or in the studio Producer/songwriter – Writes/helps record music for artist, often to a given brief Musical Director – Is in charge of all music played live by musician Live sound technician – Is the person in charge of all technical aspects of a live performance (anything you hear) Roadie – Helps to bring all equipment in and get set up for live performances Instrumental support – Guitar/drum technician who will ensure instruments are ready for live performances</p> | <p>Box C – Common health and safety points</p> <ul style="list-style-type: none"> • Tripping hazards • Fire exits • Security • Toilets • Spilled liquids • Disabled access • Smoking rules • Lighting • First aid • Overcrowding • Staging | |
| <p>Box D – Recording roles</p> <p>Recording engineer – will ‘capture’ the sound, works with all equipment Technical manager – Oversees all equipment and ensures everything is fit for purpose Producer – Helps guide the artist to create their music Session Musician – Performs given music for an artist/producer Mastering engineer – Ensures the final mix is right for all sound systems</p> | <p>Box E – Service companies/organisations</p> <p>Stylist – Decides the artist’s ‘look’ Manager – Organises everything for an artist Hire company – Can hire any equipment from this company Transport company – Will be paid to move equipment/musicians from one place to another</p> | <p>Box F - Royalty collection agencies/ Departments within record companies</p> <p>PRS – Collects royalties when an artist’s music is performed live MCPS – Collects royalties when an artist’s music is recreated mechanically (like a CD or DVD) PPL – Collects royalties when an artist’s recording is played in a public space</p> <p>Legal – Protects the artist from legal issues Artists & Repertoire (A&R) – finds/develops an artist to become a product Marketing – Organises a marketing strategy to sell a product Art – Creates artwork and promotional material Promotion – Promotes artists to venues to ensure live performances are being held</p> | |

BOX 1: Learning aim A: Explore ideas and plan for a micro-enterprise activity

The impact of internal factors on costs: markets and customer satisfaction. Internal Factors – Factors inside the business which they can control.

Key Words: Micro Enterprise, Ideas, Planning, Pitching, Promotional Material, Innovation, Target Market.

Explore ideas and plan for a micro-enterprise activity.

Learning aim A: Explore ideas and plan for a micro-enterprise activity.

Evidence for the assignment/to know: Learners will individually research **three potential ideas** for a micro-enterprise activity and **prepare a business plan** for one of these ideas.

Level 2 learners will develop a comprehensive plan for their micro-enterprise idea. It will need to be based on the research concepts from Component 1 and learners will show how they considered relevant factors when choosing their activity to plan. Financial forecasts will be realistic for the type of enterprise activity and timescales.



For **Level 2 Distinction**: Learners will produce a comprehensive plan that gives details of all elements, including:

- Explanation of the aim of the enterprise activity
- An estimate of the resources required, both physical and financial, and a discussion on how these resources are to be obtained/funded
- An appropriate timescale for the activity, from initial plan through to completion of trading
- Methods of promotion, giving reasons why they are appropriate
- A risk assessment and contingency plan to overcome any issues identified and ensure quality of the product/service.
- Learners will give detailed and valid reasons for the choices made. Learners will produce complete and accurate financial documents, which must be realistic and achievable for the type of enterprise activity.

For **Level 2 Merit**: Learners will produce a detailed plan that gives mostly relevant information, including:

- The aim of the enterprise activity
- An estimate of the physical and financial resources required and how these resources are to be obtained/funded
- An appropriate timescale for the activity, from initial plan through to completion of trading
- Appropriate methods of promotion
- A risk assessment and identification of ways to minimise any issues and ensure quality of the product/service. The plan will be logically structured and learners will give valid reasons to support their decisions. In addition, learners at this level will produce complete financial documents The forecasts must be realistic and achievable for the type of enterprise activity.

For **Level 2 Pass**: Learners will clearly describe their three potential ideas for a micro-enterprise activity, giving clear records of their market research of each idea. They will give reasons for their choice of activity, showing how they considered relevant factors, including resources, financial forecasts, costing and pricing, methods of communication and promotion, and potential customers. Learners will produce a plan that gives a clear account of most relevant information, including:

- The aim of the enterprise activity
- Physical and financial resources (any omissions are minor)
- Appropriate methods of promotion
- Timescales for most aspects of the plan
- A risk assessment with recommendations for how to minimise risks and ensure quality of the product/service.

Learning aim B: Pitch a micro-enterprise activity.

Pitch a micro-enterprise activity

Learners must demonstrate presentation and communication skills listed in the content when pitching a plan. Level 2 learners will create a presentation for the plan and pitch it to an audience. The plan will be supported by detailed reasons for their choices. Learners will use appropriate presentation and communication skills proactively and fluently.

Presentation skills: *Professional behaviour and conduct of presenter required.*

- Positive attitude
- Well-rehearsed and prepared
- Considerate of the needs and interests of the audience
- Use of visual aids, e.g. computer projection/slideshow with speaker notes, handouts for audience, clarity and legibility of text, impact of graphics and images.

Communication skills:

- Body language, gestures and eye contact o language and tone, pace, volume and projection
- Use of business terminology
- Listening, handling questions and formulating appropriate responses.



BOX 1:
Learning Aim A:

Understand the different types of health and social care services and barriers to accessing them.

A1 Health and social care services

Providing good health and social care services is very important and a set of ‘care values’ exist to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.

A1 Health and social care services
Different health care services and how they meet service user needs

- Primary care, e.g. dental care, optometry, community health care
- Secondary & tertiary care, e.g. specialist medical care
- Allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians

Different social care services and how they meet service user needs

- Services for children and young people, e.g. foster care, residential care, youth work
- Services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) e.g. residential care, respite care, domiciliary care
- Services for older adults, e.g. residential care, domiciliary care
- Role of informal social care provided by relatives, friends and neighbours



BOX 2:
A2 Barriers to accessing services

A2 Barriers to accessing services
Types of barriers and how they can be overcome by the service providers and users

- Physical barriers, e.g. issues getting into and around the facilities
- Sensory barriers, e.g. hearing and visual difficulties
- Social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence
- Language barriers, e.g. differing first language, language impairments
- Geographical barriers, e.g. distance of provider, poor transport links
- Intellectual barriers, e.g. learning difficulties
- Resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand
- Financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services



| | |
|---|---|
| <p>BOX 3: <u>B1 Care Values</u></p> | <p><u>B1 Care Values</u></p> <ul style="list-style-type: none"> • <u>Empowering</u> and promoting independence by involving individuals, where possible, in making choices • <u>Respect</u> for the individual by respecting service users' need, beliefs and identity • Maintaining <u>confidentiality</u> • Preserving the <u>dignity</u> of individuals to help them maintain privacy and self-respect • <u>Effective communication</u> that displays empathy and warmth • <u>Safeguarding</u> and <u>duty of care</u> • <u>Promoting anti-discriminatory practice</u> by being aware of types of unfair discrimination and avoiding discriminatory behaviour  |
| <p>BOX 4: <u>B2 Reviewing own application of care values</u></p> | <p><u>B2 Reviewing own application of care values</u> Key aspects of a review</p> <ul style="list-style-type: none"> • Identifying own strengths and areas for improvement against the care values • Receiving feedback from teacher or service user about own performance • Responding to feedback and identifying ways to improve own performance  |

BOX 1: Learning Aim A: Investigate the aims of UK travel and tourism organisations.

Key Words: Private, Public, Voluntary, Destination routes, Customer Types, Facilities, profit, non-for profit.

Travel and Tourism organisations

Tour operators - Assemble and operate component parts for holidays as a package for travel agents to sell.

Travel agents (Business and Retail) - Give advice and guidance; arrange and book trips; excursions, flights and package holidays for customers; arrange and book ancillary services.

Accommodation providers - Provide a range of facilities, options and services.

Tourist attractions - Provide recreation, entertainment, education and tourist facilities.

Tourism promotion - Tourism agencies, regional tourist boards, tourist information centres – provide information and advice.

Transport facilities and providers, gateways and terminals - Provide safe transport from one destination to another, can include additional services such as catering, entertainment.

Conference and events management - To book/provide venue and services such as administration, promotion, equipment hire for a conference or event.

Regulators - Regulate the industry and protect customers, give customers advice and support, representation, repatriation, licensing, deal with customer complaints/arbitration.

Travel and tourism trade associations - ABTA – represent travel agents and tour operators.

Ownership of travel and tourism organisations

Private - Owned or controlled by private individuals or shareholders e.g. travel agencies, accommodation providers; common ownership, e.g. tour operators and travel agents under the same ownership.

Public - Funded and sometimes owned by central and local government, e.g. tourist information centres, national tourism agencies, museums.

Voluntary - Independent organisations funded by membership donations, grants, sales of products, services – e.g. conservation charities.

Aims of travel and tourism organisations

Financial aims - Selling of goods and services to make a profit.

Increasing sales and maximising revenue

Increasing market share

Reducing losses

Controlling costs

Breaking even

Managing assets

Strategic aims - Corporate social responsibility, sustainability, e.g. managing tourism to protect the environment, to contribute to the local community

Expanding

Diversifying

Competing

Providing high-quality services and products

Providing value for money

Generating customer loyalty

Raising brand awareness



BOX 2: Learning Aim B: Explore travel and tourism and tourist destinations.**Key Words:** Coastal areas, seaside resorts, countryside areas, visitor attractions, facilities, climate, package, all-inclusive, independent/tailor made.Types of tourism

Visitor - Someone making a visit to a main destination outside of their usual environment and for less than a year for any main purpose, including holidays, leisure, business, health and education.

Tourist - Someone travelling for leisure.

Domestic - Taking holidays and trips in own country.

Outbound - Travelling to a different country for a visit or holiday

Inbound - Visitors from overseas coming into the country.

Tourist destinations

Types of destination - Coastal areas, including seaside resorts

Types of visitor - Individuals, couples, families, groups, domestic visitors, inbound visitors, customers with specific needs e.g. different languages or cultures; visual, hearing or mobility needs.

Features of destinations - Geographical features and natural attractions; e.g.: Oceans, seas, rivers, canals, lakes, mountains, hills, woodland, parks, nature reserves, caves, waterfalls, coastal areas, islands.

Visitor attractions; e.g.: purpose built, natural, theme and water parks, historical sites such as castles, stately homes, walls, ruins, wildlife, and nature such as marine world, zoo, safari park, arts and entertainment such as sports stadiums/events, theatres, art galleries, museums, festivals, exhibitions, local events.

Facilities - Sports facilities, shopping including local, outlets, markets, catering, including restaurants, cafes, bars, activity and adventure centres.

Climate, how climate/weather can lead to peak/off seasons at a destination, how the climate and weather of a destination could affect the types of holiday and activity on offer by tourist destinations, how climatic conditions/seasonal variations affect the appeal of a destination.

Reasons for travel

Leisure travel - Days trips, holidays, visiting friends and relatives (VFR).

Business travel - Meetings and conferences.

Modes of transport - Modes of transport – the advantages and disadvantages of the following types of transport, and why visitors may choose one form of transport over another.

Air (including short haul, long haul, domestic, outbound)

Rail (including channel tunnel)

Sea (including ferries, boats and ships)

Road, (including coach, car, taxi)

Making links between choice of transport, types of visitor and their reasons for travel.

Types of holiday

Package - This includes all-inclusive such as summer sun, winter sun.

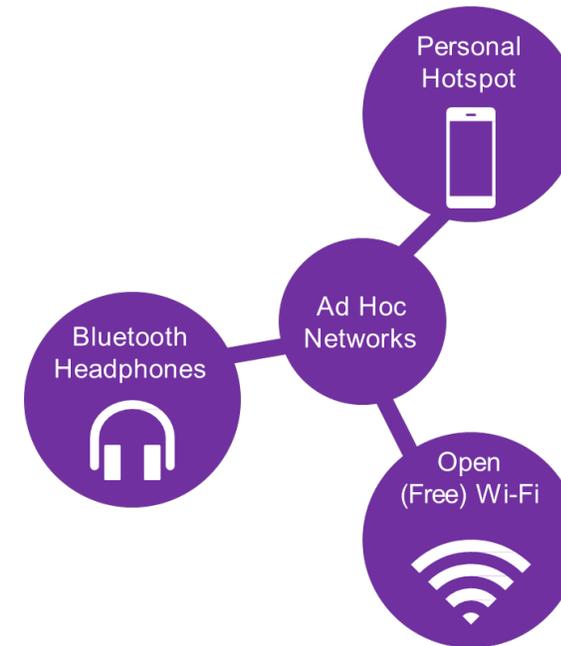
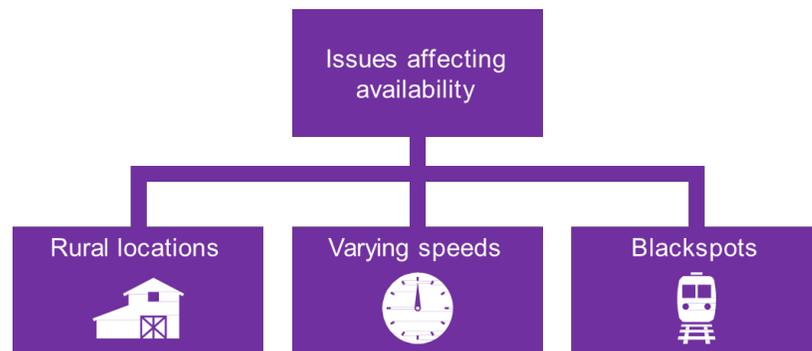
Independent/Tailor made - Sold by a sole trader or partnership business. These can be tailored to the customer.

Short – breaks - City breaks, spa breaks, activity breaks. Touring - Cruises, river, rail and coach. Specialist/niche - Sports, cultural, educational, wellbeing, adventure, eco-holidays, voluntary work, conservation, holiday parks.



BOX 1: Ad Hoc Networks

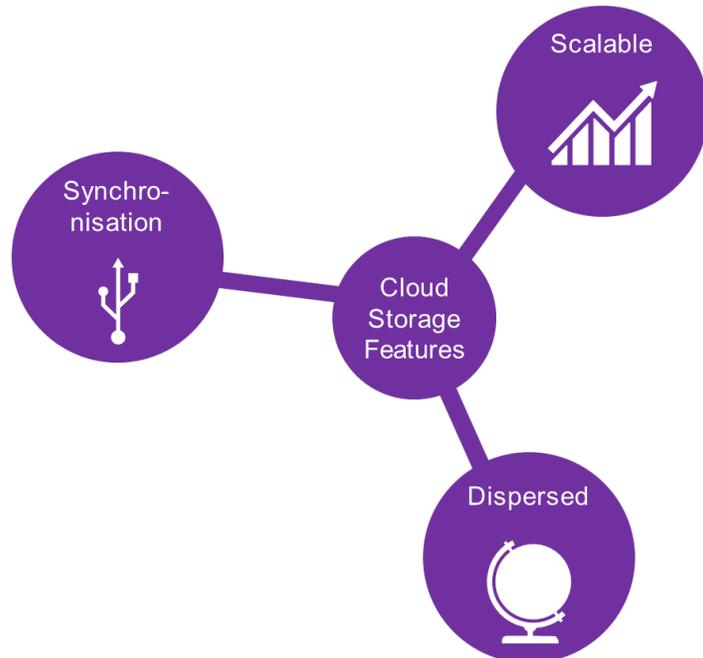
| Key Terms | |
|-----------------------|--|
| Bluetooth | A short range technology that connects multiple devices. |
| Ad Hoc Network | A wireless network that does not require fixed hardware. |
| Personal Area Network | A network of computers based on or around a person. |
| Tethering | Where a smartphone acts as an internet access point. |
| Personal Hotspot | Using a phone's internet connectivity on another device. |
| PIN | 'Personal Identification Number' |
| Encrypted | Means that data cannot be read without a key. |
| USB | A standard for connection sockets on computers. |
| Insecure | A connection vulnerable to interception. |
| Streaming | A continuous flow of data sent over the internet. |



| Advantages | Disadvantages |
|-------------------------------------|---|
| More devices can be added any time. | More open, so they are less secure. |
| Can be set-up anywhere. | Unorganised, with no device in control. |
| They require limited set-up. | The more devices, the slower the speed. |

BOX 2: Cloud Storage**Key Terms**

| | |
|---------------|--|
| Server | A computer that delivers data over a network (the internet). |
| Downloading | The process of transferring from a server to computer. |
| Uploading | The process of transferring from a computer to a server. |
| Synchronising | When files on two devices are updated to be the same. |



Cloud storage is where files created and used on one or more computers or devices are **stored and managed remotely**. The files are stored on **servers** so that they can be accessed **via the internet**.

What can be stored in the cloud?

Data back-ups

Photos and videos

Documents

Advantages

You can access your data from any device on the internet.

It is scalable, meaning more storage can be added easily.

Disadvantages

You cannot access your files without the internet.

You have no control over how your data is stored by providers.

| Sport Science | | R180 –Reducing the risk of injury | CYCLE 2 | Year |
|---------------|---|--|--|------|
| Box A | Extrinsic and intrinsic factors which influence the risk of injury | | | |
| | Extrinsic factors that can increase the chance of injury are factors that you cannot control. These are outside of a player's control. | Examples of extrinsic factors are: environment; equipment; coaching/instructing/leading; types of sports. | Coaching can cause injury by a player being taught the incorrect technique, for example, being taught a bad tackle technique at rugby. | |
| | Protective Equipment can help reduce injury by players having the correct protective equipment for example shin pads, gum shields and helmets if required. Lack of these can contribute to injuries | Intrinsic factors are things that a player can control and these can then reduce the chance of injury to the player. | Examples of intrinsic factors are: wearing protective equipment, warming up correctly and wearing the correct clothing/ footwear. | |
| | Individual variables are what makes a person unique and impact the sport they can participate or make the susceptible to injuries. | Examples of individual variables are: Gender; age; ;experience; weight; fitness levels; techniques/abilities; nutrition/hydration; medical condition; sleep; previous injuries. | If a participant has an injury, such as shin splints. Competing before it has healed will cause more damage and poor technique/performance. It will cause lasting damage too. | |
| Box B | Psychological factors which increase the risk of injury | | | |
| | There are four psychological factors that impact on an athletes performance: Motivation, Aggression (Direct and Channelled, Arousal and Anxiety. | Arousal is a player's level of excitement and readiness to perform. | There are three mental strategies that can support a performer: Mental Rehearsal; imagery; selective attention. | |
| | Direct aggression is any form of behaviour that directed towards the goal of harming another player or person such as a two footed tackle in football. | Channelled aggression such as a boxer can assist with a successful outcome for a boxer. It can also be channelled to support a performance to win. | Reasons for aggression can be: Level of performance; retaliation; pressures to win; officials decisions; performance enhancing drugs. | |
| | Over arousal is when a player feels over 'psyched' up for a game. This can be harmful to a player's performance and technique at performing skills in a game. | Under arousal is the opposite where a player feels 'sluggish' or 'lazy' – this can lead to a player not fully preparing and this can lead to injury. | Anxiety is the feeling of being nervous or worrying about a performance. This can lead to poor performance or injury as a player is not fully focussed. | |
| Box C | Warm up and Cool Down | | | |
| | Warming up and cooling down routines can help prevent injuries to players. | Four phases of a warm up are: pulse raiser, mobility, dynamic movement, and skill rehearsal. This is the same regardless of the sport you are playing. | Pulse raiser: exercises that slowly increase the heart rate and body temperature of a player. Examples of a pulse raiser are: jogging, skipping cycling. | |
| | Mobility: exercises that take the joint through the full range of movement. Examples of dynamic movements are arm swings and hip circles. | Dynamic movements: this is changing of speed and direction. For example, sprinting towards a cone and changing direction then sprinting to another. Dynamic examples – walking lunges, high knees. | The use of suitable components and examples, in the design of the warm up routines and exercises/stretches that target different muscles/joints in the body. | |
| | Skill rehearsal: This is rehearsing common skills and movements that will be used in a game situation or the activity. For example passing in football, dribbling in basketball or shooting in netball. | Physical benefits of a warm up include: increased body temperature, increased blood flow, increased flexibility of muscle, increase in pliability of ligaments, s and increased range of movement in joints. | Psychological benefits of a warm up include: heightens arousal, settles nerves, improves concentration, increases confidence and gets players in the 'zone' through mental strategies. | |

| | | | | |
|---|--|---|---|--|
| Box A | Warm up and Cool Down | | | |
| | There are two phases of a cool down. These are the same regardless of what sport you are playing. These phases are: Pulse lowering and stretching | Pulse lowering: exercises that gradually lower a player's pulse and reduce the body temperature. For example light jogging and reducing the speed to a walk. | | Stretching: in a cool down a player should only do static stretches and this helps reduce muscles stiffness. |
| | There are many things that need to be considered when planning a warm up or cool down: gender, medical conditions, size of group, disability, age, experience and individual fitness levels. | Disability: whether you have people with disabilities in the group. If you have what are they? How can they be catered for? | | Size of group: the size of the group important to know. Is the space too big or small? Do you have enough equipment? |
| | Experience of participants: are the participants beginners? Professionals? – Activities must be challenging and appropriate. | Medical conditions: do any of the participants have medical conditions? If so do they have the adequate medication with them for example an inhaler for asthma. | | Common medical conditions include Asthma, Epilepsy and Diabetes. |
| Box B | Types, causes and treatments of common sports injuries | | | |
| | Acute injuries are injuries that happen because of an immediate impact and cause immediate pain. For example, a fracture, a strain or sprain. | | Chronic injuries are injuries that happen over a long period of time that causes pain. They are also known as overuse injuries. | |
| | A sprain is when a ligament has been stretched twisted or torn. Symptoms of a sprain are; swelling, pain and bruising. Treat with R.I.C.E. | A strain is when muscles have been torn or stretched. Symptoms of a strain are; swelling, pain, loss of movement and bruising. Treat with R.I.C.E. | Concussion is a sudden trauma to the head that causes a short loss of mental functions. It can also cause unconsciousness. | Examples of chronic injuries are shin splints, golfers elbow and tennis elbow. |
| Open, closed and stress are different types of fractures. | Contusions (bruises) and blisters are examples of acute injuries. | A treatment for a soft tissue injury is R.I.C.E. Rest, Ice, Compression, Elevation | | |

