

**Student Name** \_\_\_\_\_

**Form** \_\_\_\_\_

**Knowledge Organisers**  
**Block A – Year 11**

## Bolder Talk Roles for discussions in lessons

### Instigator

The person who starts the discussion.



#### **Will say:**

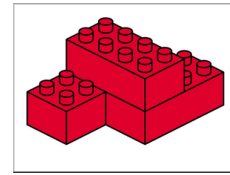
"I would like to start by saying..."

"I think the first thing we should consider is..."

"To begin with let's talk about..."

### Builder

Develops, adds to or runs with an idea.



#### **Will say:**

"I agree and I'd like to add..."

"Linking to your point..."

"Building on that idea..."

### Challenger

Disagrees with or presents an alternative argument.



#### **Will say:**

"That's true, but have you considered..."

"You mentioned X but what about..."

"I hear what you're saying, but..."

### Clarifier

Makes things clearer and simplifies ideas by asking questions.



#### **Will say:**

"What do you mean when you say..."

"Could you tell me more about..."

"Does that mean that..."

### Prober/Questioner

Digs deeper into the argument, asks for evidence or justification of ideas.



#### **Will say:**

"What evidence do you have to support that?"

"How does that support your argument?"

"How did you come to that conclusion?"

### Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points.



#### **Will say:**

"Overall, the main points covered were..."

"In summary..."

"From today's discussion, it's clear that..."

# How to Use your Knowledge Organiser

Each week for prep, you will be asked to complete:

- **Part A:** A vocabulary activity or writing task to explore and apply new key words from your knowledge organiser.
- **Part B:** Your teacher will give you an additional task connected to your subject – for example a challenge task or dig deep task from your knowledge organiser.

Both prep tasks are **compulsory**, you must complete them both.

You should use your knowledge organiser (KO) to help you with your prep tasks and you should always have them in lessons on your desk.

Finally, a reminder that prep completion is your responsibility.

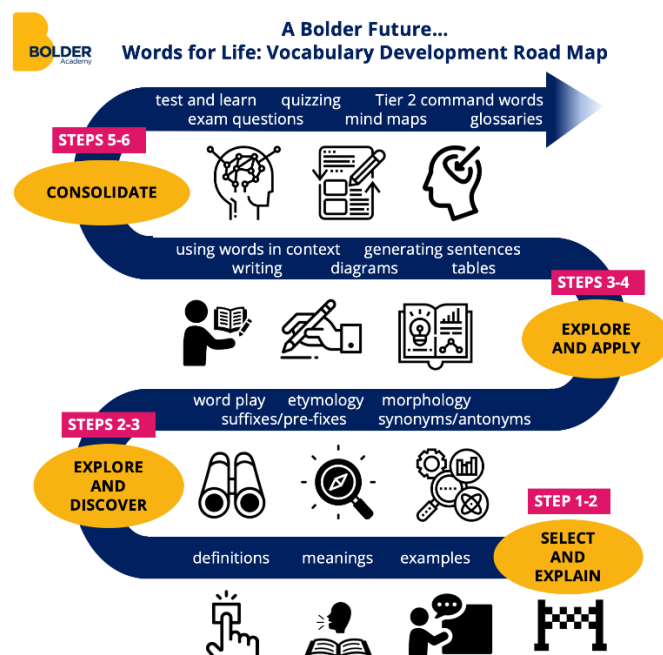
If at any point you are finding your prep difficult, you must tell your Subject teacher in advance of the lesson so that we can offer the help you need. This can be done via:

- An email, a note in your planner, a 1:1 conversation with your teacher.

## Words for Life at Bolder: Vocabulary Activities

Each week your teacher will set you vocabulary tasks using vocabulary from your knowledge organiser. You need to check carefully which activity your teacher has set you.

The road map shows you how you will develop your vocabulary and explains the process you go through when you learn new words. Your teacher will set you a variety of strategies leading up to the end of each cycle.



# Vocabulary Homework Examples

## SELECT AND EXPLAIN – KWL

Your teacher will give you a new word or topic that you are going to be learning. You need to research the word and fill in the boxes.

What I <b>K</b> now	What I <b>W</b> ant to Know	What I Want to <b>L</b> earn

Your teacher will give you some new words to learn – create word maps like this to help you learn them.

## SELECT AND EXPLAIN – Key words in a text

Your teacher will give you something to read at home, fill in the table to show your understanding of the key words that you find in the text:

Important words in the text	Tick if this is an unknown word	Tick if you already know this word	Meaning of the word	Use the word in a new sentence

## EXPLORE AND DISCOVER – Research it, transform it, use it!

**WORD:**

**Etymology**  
(Research the word origins)

**Link It!**  
Can you link the word to any vocabulary you already know?

**Transform it!** Transform the word into an image to help you remember it.

**Take It Further!**  
How does this word link to your current topic?

**Use it!**

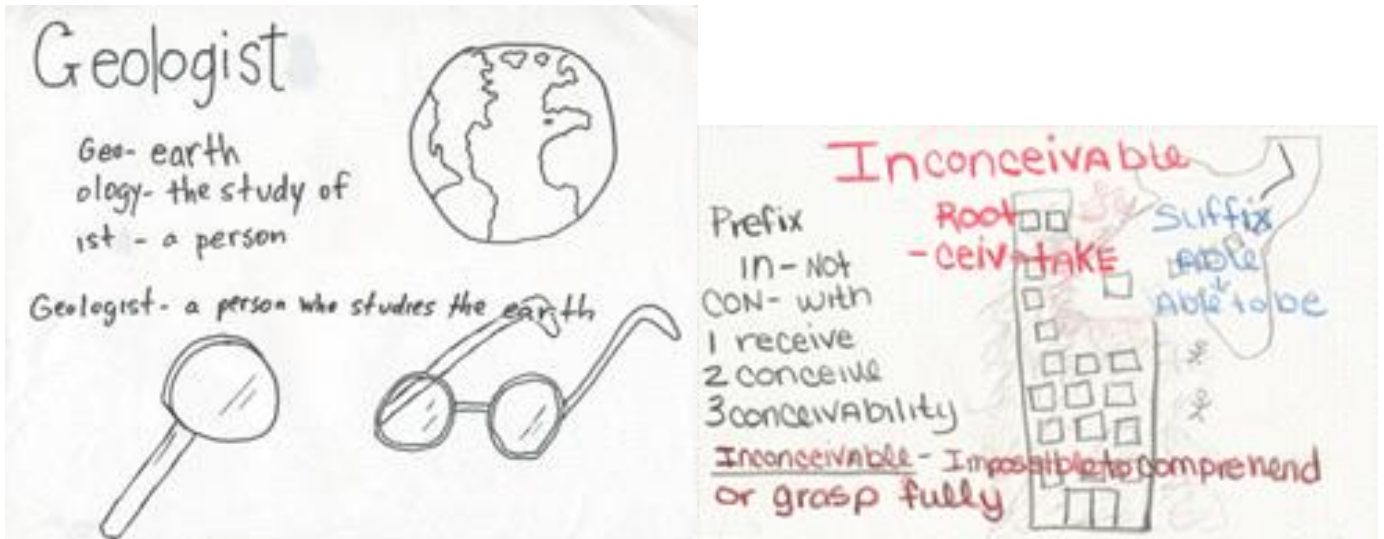
Use the word in three different sentences that you can use in your own work:

- 1.
- 2.
- 3.



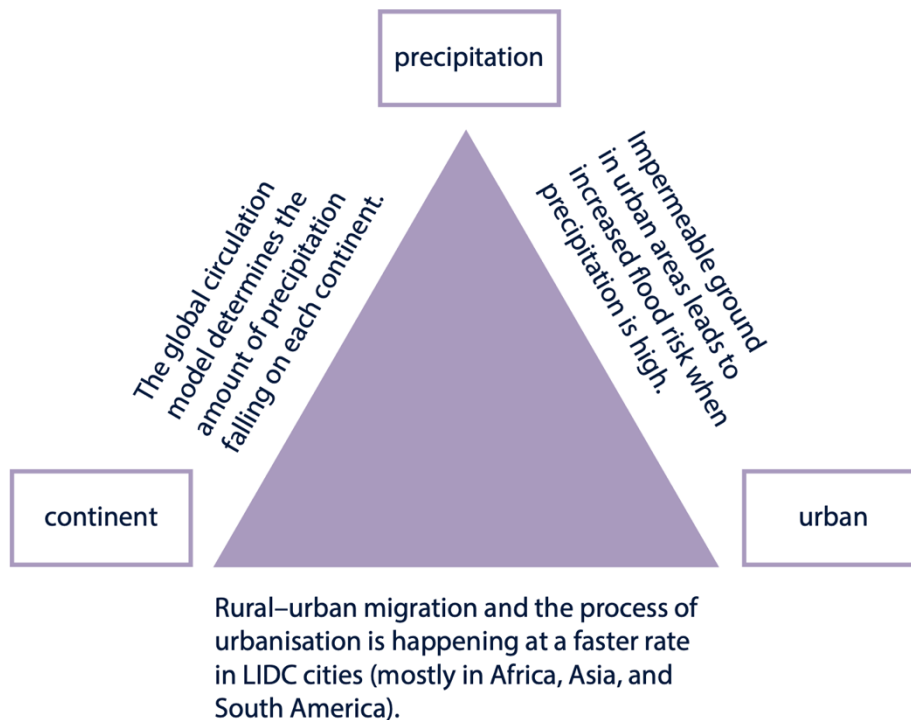
## CONSOLIDATE – Vocabulary concept cards

Create vocabulary concept cards to help you revise for your topic. You could include key information, diagrams, quotations, word parts – anything that will help you remember the words.



## CONSOLIDATE – Triangle Links

Your teacher will give you three key words. You need to put them into a triangle with the most important word at the top. Write a linking sentence along each of the sides of the triangle.





# Year 11 GCSE Art Knowledge Organiser – Identity

Tier 2 Vocabulary				Tier 3 Vocabulary			
1	<b>Identity</b>		the individual characteristics by which a thing or person is recognized or known	13	<b>Constructivism</b>		a style or movement in which assorted mechanical objects are combined into abstract mobile structural forms.
2	<b>Analyse</b>		<i>Verb.</i> To break down into components or essential features	14	<b>Expressionism</b>		<b>Expressionism</b> was an <b>art</b> movement at the beginning of the 20th century, which spanned the visual arts, literature, music, theatre and architecture. The aim of Expressionist artists was to express emotional experience, rather than physical reality.
3	<b>Annotate</b>		<i>Verb.</i> To add explanatory notes to or supply with critical comments	15	<b>Avant-Garde</b>		Something which is radically new or original.
4	<b>Illustrate</b>		<i>Verb.</i> To depict with an illustration	16	<b>Lino Printing</b>		<b>Lino printing</b> is a form of fine art printmaking where the <b>printing plate</b> is cut into <b>lino</b> .
5	<b>Portraiture</b>		A word picture of a person's appearance and character.	17	<b>Lino cutter</b>		a knife having a short stiff blade with a curved point used for cutting lino
6	<b>Armature</b>		a framework on which a sculptor molds a sculpture made of clay or a similar material	18	<b>Bench hook</b>		A bench hook is a <b>workbench appliance</b> used in woodworking to hold a workpiece in place
7	<b>Composition</b>		The way in which something is laid out or arranged.	19	<b>Polymer board</b>		Surface to use for lino printing that is carved into.
8	<b>Typography</b>		the craft of composing type and printing from it	20	<b>Printing ink</b>		Special ink with a sticky texture suitable for printing.
9	<b>Evaluate</b>		<i>Verb.</i> To form a critical opinion of something.	21	<b>Carving</b>		a sculpture created by removing material (as wood or ivory or stone) in order to create a desired shape
10	<b>Critique</b>		A serious examination or judgement of something.	22	<b>Dptych</b>		a painting or carving (especially an altarpiece) on two panels (usually hinged like a book)
11	<b>Portfolio</b>		a set of pieces of creative work collected to be shown to the examiner	23	<b>Triptych</b>		art consisting of a painting or carving (especially an altarpiece) on three panels (usually hinged together)
12	<b>Response</b>		A creative piece in the style of the artist	24	<b>Impasto</b>		The process or technique of laying on paint or pigment thickly so that it stands out from a surface.
13	<b>Study</b>		A direct copy of an artist's work	25	<b>Intaglio</b>		Refers to printmaking processes such as etching, engraving and drypoint, where the ink is contained within the lines and shapes before printing.
				26	<b>Surrealism</b>		A movement in art and literature that flourished in the early twentieth century. Surrealism aimed at expressing

### Challenge Questions

1. What **medium** has the artist used? How is this effective when exploring the theme 'identity'?
2. How does this artist inspire your own artwork?
3. How can you explore identity? E.g portraiture, objects

How are you marked? Here are the assessment objectives

			imaginative dreams and visions free from conscious rational control.
27	<b>Young British Artists</b>		A group of British artists who began to exhibit together in 1988 work that often used an experimental approach to materials and shock tactics
28	<b>Photorealism</b>		A genre of art that encompasses painting, drawing and other graphic media, in which an artist studies a photograph and then attempts to reproduce the image as realistically as possible in another medium.
29	<b>Externally Set Assignment</b>		students must select one starting point from the externally set assignment paper associated with their chosen title, evidencing coverage of all four assessment objectives.
30	<b>Component</b>		There are two sections to the GCSE. Component 1: Portfolio; Component 2: Externally set assignment.

<p><b>A01</b> EXPLORE</p> <p><b>DEVELOP</b></p> <p><b>DEVELOP IDEAS</b></p> <p>INVESTIGATE &amp; RESEARCH OTHER ARTISTS WORK</p> <p><b>ANALYSE</b></p> <p>ANNOTATE</p>	<p><b>A02</b> REVIEW</p> <p><b>REFINE</b></p> <p><b>EXPERIMENT</b></p> <p>EXPLORE DIFFERENT IDEAS AND MEDIA</p> <p>A RANGE OF TECHNIQUES &amp; PROCESSES</p> <p>SELECT</p> <p>IMPROVE</p>
<p><b>A03</b> EVIDENCE</p> <p><b>RECORD</b></p> <p><b>PRESENT IDEAS</b></p> <p>PRIMARY OBSERVATION</p> <p>DRAWING, PAINTING, PRINTING, PHOTOGRAPHY, WRITING, PHOTOGRAPHY...</p> <p>ANNOTATE</p> <p>DIFFERENT MEDIA</p>	<p><b>A04</b> OUTCOME</p> <p><b>PRESENT</b></p> <p><b>FINAL IDEAS</b></p> <p>DEVELOPED AS PLANNED</p> <p>CLEARLY RESPONDS TO ARTISTS EXPLORED</p> <p>CONNECTION</p> <p>CONCLUSION</p>



Lucian Freud



Francis Bacon



Lynn Skordal



### Artists inspired by Identity:

[Exploring the Self: 15 Identity Artworks to Show Students \(artclasscurator.com\)](https://www.artclasscurator.com)

[MoMA | Investigating Identity](https://www.moma.org)

[Changed Identity Coursework Guide | Tate](https://www.tate.org.uk)









Grayson Perry












# Citizenship Theme D: Power and Influence

## TIER 3 VOCABULARY

-  **Clicktivism:** supporting a political on the internet through social media or online petitions. This often involves little effort or commitment.
-  **Direct Action:** Action to bring about change (e.g. going on strike).
-  **Indirect Action:** Making your case by persuading people, rather than action
-  **Lobbying:** Trying to persuade the government to change the law or do something.
-  **Advocacy:** Publicly supporting an issue or idea.
-  **Pressure Group:** A group who puts pressure on the government to change something.

## TIER 2 VOCABULARY

-  **Volunteer:** Someone who works (usually to help people) without being paid.
-  **Protest:** When people march and use their voice to show that they are not happy with something.
-  **Media:** Where we get our news and entertainment from (Newspapers, TV, Social Media, Films)
-  **Free Press:** The idea of allowing journalists to say what they want about the government without getting in trouble. They can't be stopped them saying things against the government.
-  **Censorship:** When the government hides information from the public and does not allow the media to say/ do what they want.
-  **Dictatorship:** When a country is run by one person and ordinary people do not have a say in the way the country is run. The opposite of a democracy.
-  **Democracy:** Comes from the Greek *Demos* (people), and *Kratos* (rule): People rule. In a democracy ordinary people have a say in the way that the country is run and elect (choose) their leaders.

## DIG DEEPER

**Research - Follow the links to discover about:**

**The United Nations**

<https://www.bbc.co.uk/newsround/41159389>

**Keep up with current affairs:**

<https://www.bbc.co.uk/news>

**Listen - Listen to the following:**

**A Level Politics Show** (a little more difficult than some of the other resources, but be Brave and give it a go!) Type in 'A Level Politics Show' wherever you get your podcasts or scan the QR code below:



(Apple Podcast)



(Spotify)

**Watch**

Keep up with current affairs:

Newsround






[https://www.bbc.co.uk/newsround/news/watch\\_newsround](https://www.bbc.co.uk/newsround/news/watch_newsround)

BBC News:

<https://www.bbc.co.uk/tv/bbcnews>



## Citizenship Theme D: Power and Influence

Who?	When was it founded?	Why was it founded?	How does the organisation work?
<b>The Commonwealth</b> 	1949	To promote peace and prosperity, the promotion of democracy and freedom and trying to promote equality.	<p>54 countries come together to try to discuss and agree on ways to promote peace etc. around the world.</p> <p>There is no legal obligation, but they support each other and try to <b>promote cooperation between countries</b> (i.e. through things like the Commonwealth Games)</p>
<b>European Union (EU)</b> 	1951 (Britain joined in 1973 and left in 2020)	Originally, the EU was created in order to promote peace in Europe after WW2 through working together through trade.	<p>The idea is that if countries rely on each other for trade, then they are less likely to go to war with each other (This is called <b>trade interdependence</b>).</p> <p>There is a part of the EU called the <b>European Council</b>. They decide on the <b>political direction of the EU</b>.</p>
<b>North Atlantic Treaty Organisation (NATO)</b> 	1949	To protect countries in the 'West' against the Soviet Union (Russia) during the Cold War.	Countries come together to defend each other if they are attacked. There are many different parts of this, but one of the most important is <b>Article 5</b> which essentially says ' <b>An attack on one is an attack on all</b> '.
<b>World Trade Organisation (WTO)</b> 	1995	An organisation that regulates (keeps an eye on) international trade.	The organisation works by allowing all countries who are part of the organisation to have a say in the rules. The point is to have <b>fair trade</b> across the world, but also <b>encourage economic (money) competition</b> between different countries.
<b>United Nations (UN)</b> 	1945	The aim is promoting peace around the world after WW2. It also gives aid (help) to countries that need it and fights for Human Rights	193 countries (almost every country in the world) is a member of the UN and they come together to try to talk about issues that their countries face and to <b>promote peace and cooperation</b> between countries and to, hopefully, never have a world war again.

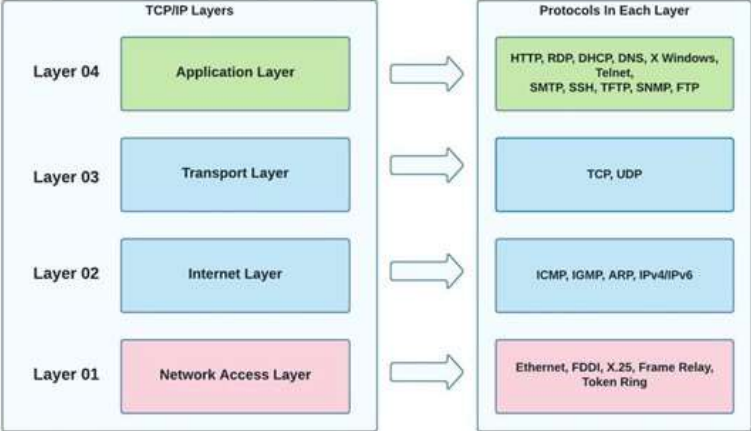
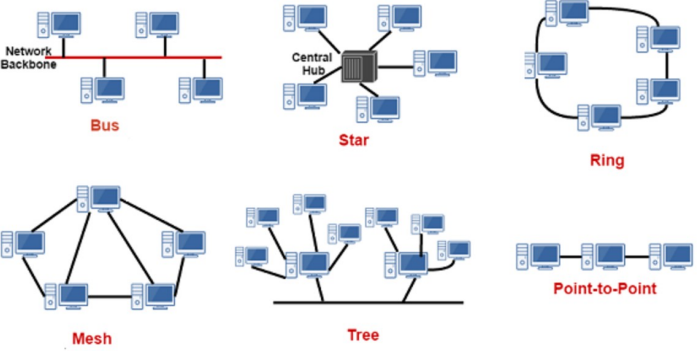


# BE STRONG - Knowledge Organiser

# Topic: Computing Block A (1-6)

(Networks – topologies, protocols and layers, searching and sorting algorithms, languages)

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>Calculate</b> <b>E</b>	Obtain (give) a numerical answer showing the relevant stages in the working – e.g. <i>calculate the measurements for a given file. Marks will be awarded for method/working.</i>	1	<b>Network</b>	More than one device connected together. This brings about many advantages and disadvantages such as increased communication and sharing of resources but also increased potential threats such as malware. <i>cq1</i>
2	<b>Compare</b> <b>E</b>	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.	2	<b>Searching algorithms.</b>	An algorithm is an ordered set of instructions to complete a task. Searching algorithms describe how these instructions find a desired item. You need to know about <b>binary</b> and the <b>linear</b> search. <i>Cq3</i>
3	<b>Complete</b> <b>E</b>	Finish (e.g. a diagram) or create the stages for an algorithm e.g. <i>complete the stages of this bubble sort algorithm.</i>	3	<b>Sorting algorithms</b>	Sorting algorithms describe how data is ordered. You need to know about the <b>bubble sort, insertion sort and merge set.</b> <i>Cq3</i>
4	<b>Protocol</b>	Rules. In computing protocols describes the rules for how devices communicate. There are several protocols you need to know. They belong to different <b>layers.</b>	4	<b>Node</b>	This is any device connected to a network.
5	<b>Threat</b>	A potential danger [to a network] <i>cq1</i>	5	<b>LAN/ WAN</b>	Local area network. This network is confined to a small geographical area.  Wide area network. This covers a large geographical area. A common example is in the internet. <i>Cq6</i>
6	<b>Layer</b>	A part of a whole. In computing layering is the organisation of programming into separate functional components. There are 4 layers of the TCP/IP stack that you need to know. Data/Network/Transport/Application ( <i>Donkeys need transport Apps</i> ). <i>Diagram 1</i>	6	<b>High/low level languages</b>	Everything in a computer needs to be translated to low level languages (machine code that computers can process). A high level language is more human friendly as it uses human language – e.g. python. <i>Cq4</i>
7	<b>Topology</b>	The way in which something is laid out. In computing there are several network topologies to learn. <i>Cq2, diagram 2</i>	7	<b>Peripheral</b>	Hardware that is connected to a computer system, that's outside the CPU. E.g. printer, mouse, scanner.
8	<b>Potential</b>	Something that could happen but it isn't guaranteed (it's not definite).	8	<b>Network hardware</b> (physical parts of the computer that you can touch).	These devices are necessary for devices or the network to work properly. <b>NIC - network interface card- connecting a device to a network</b> <b>WAP- wireless access point - enabling WIFI</b> <b>Switch (think smart/intelligent) / hub- controls data flow</b> <b>Router - connecting different networks together, routing data across most efficient route.</b> <i>Cq5</i>
9	<b>Efficient</b>	Something that completed quick, using minimum resources. <i>Cq3</i>	9		
10	<b>Sequential</b>	Something occurring in order	10		

Key Diagrams	Challenge Questions/ Tasks
<p style="text-align: center;"><b>TCP/IP Model</b></p>  <p>The diagram shows the TCP/IP Model with four layers on the left and their corresponding protocols on the right:</p> <ul style="list-style-type: none"> <li><b>Layer 04: Application Layer</b> (green box) → HTTP, RDP, DHCP, DNS, X Windows, Telnet, SMTP, SSH, TFTP, SNMP, FTP</li> <li><b>Layer 03: Transport Layer</b> (blue box) → TCP, UDP</li> <li><b>Layer 02: Internet Layer</b> (blue box) → ICMP, IGMP, ARP, IPv4/IPv6</li> <li><b>Layer 01: Network Access Layer</b> (pink box) → Ethernet, FDDI, X.25, Frame Relay, Token Ring</li> </ul>	<ol style="list-style-type: none"> <li>1 Discuss the drawbacks (including the threats) and advantages of <b>networking computers</b>.</li> <li>2 Compare the different <b>network topologies</b>.</li> <li>3 Compare the <b>sorting and searching algorithms</b>. Which are the most <b>efficient</b> of each? Which do you find easiest to complete?</li> <li>4 Compare <b>high and low level languages</b>. Provide examples of each.</li> <li>5 How many <b>network hardware</b> can you explain?</li> <li>6 Discuss what you would need to set up a <b>LAN</b>. How does this compare to a <b>WAN</b>?</li> </ol> <p style="text-align: center;"><b>Exam Style Questions and recommended resources</b></p>
 <p>The diagram shows six network topologies:</p> <ul style="list-style-type: none"> <li><b>Bus:</b> A central backbone with multiple devices connected to it.</li> <li><b>Star:</b> A central hub with multiple devices connected to it.</li> <li><b>Ring:</b> Devices connected in a closed loop.</li> <li><b>Mesh:</b> Devices connected in a complex, interconnected network.</li> <li><b>Tree:</b> A hierarchical network structure.</li> <li><b>Point-to-Point:</b> Two devices connected directly to each other.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the role of the server in a client-server model.</li> <li>2. 1,3,8,6,15,13 – show the stages of a bubble sort on this data.</li> <li>3. For the data in question 2, explain why a linear search needs to be carried out instead of a binary search. Show the stages of the linear search.</li> <li>4. Discuss three examples of network hardware.</li> <li>5. Draw a star topology. Discuss its advantages and drawbacks.</li> <li>6. Identify the different protocols and state what layer they belong to.</li> </ol> <p><b>Recommended resources:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zh4whyc/revision/1">https://www.bbc.co.uk/bitesize/guides/zh4whyc/revision/1</a></p> <p><a href="https://learnlearn.uk/gcsecs/wired-networks/">https://learnlearn.uk/gcsecs/wired-networks/</a></p> <p><a href="https://www.youtube.com/watch?v=SgIOzywNcwM&amp;t=386s">https://www.youtube.com/watch?v=SgIOzywNcwM&amp;t=386s</a></p> <p><a href="https://studyrocket.co.uk/revision/gcse-computer-science-aqa/computational-thinking-and-problem-solving/sorting-algorithms">https://studyrocket.co.uk/revision/gcse-computer-science-aqa/computational-thinking-and-problem-solving/sorting-algorithms</a></p>

**Key:** **E** – exam command word **C** = Challenge words **CQ** = specific challenge question associated. **EQ** = exam style question  
*Red text* is hints to help avoid misconceptions and remember the knowledge.



# BE STRONG - Knowledge Organiser

# Topic: Computing Block A (7-12)

*(Threats to computer systems, Operating system, Utility Software, IDE and Additional Programming Techniques)*

Tier 2 Vocabulary			Tier 3 Vocabulary		
1	<b>State E</b>	Give an answer, the same expectation as if the question said to <b>identify</b> or <b>name</b> .	1	<b>Operating system</b>	The main system software in a computer that allows a user to interact with the device. The OS has several functions – some of which can be remembered by <b>MUMPS</b> . Cq3
2	<b>Define E</b>	Give a precise meaning of a word. You could add examples here to demonstrate understanding but this won't necessarily add marks.	2	<b>Defragmentation</b>	Reorganizing data on the hard disk drive so the file locations are in consecutive order. Cq4
3	<b>Explain E</b>	Give a detailed answer including reasons or causes.	3	<b>Encryption</b>	Scrambling data so that it cannot be read without the decryption key. Encryption is an example of a utility software. Cq4
4	<b>Additional</b>	Means more or another. Additional programming techniques build on the simple programming skills already taught. Cq5	4	<b>Firewall</b>	A device that monitors data traffic, inspecting the data packets against set rules and then either allows or blocks access. Cq6
5	<b>Threat</b>	A potential danger [to a network] Cq1	5	<b>IDE</b>	Integrated development environment- software that provides tools to assist a programmer in their code development. Cq1.
6	<b>Preventative</b>	A design to stop something from occurring. Cq6	6	<b>GUI</b>	A graphical user interface. A user interface is one of the functions (roles) provided by the Operating System. Other user interfaces include natural language, menu-driven and command line. Cq2.
7	<b>Vulnerability</b>	A possibility of being attacked or harmed. Cq6	7	<b>SQL</b>	Structured query language- a specific language used to manage data. There are certain commands that you need to be familiar with such as: FROM, SELECT, WHERE. Cq6
8	<b>Utility</b>	The state of something being useful or beneficial. Utility software describes small software often with a dedicated function. Cq4	8	<b>Wildcard</b>	In SQL the wild card is the * which means it selects all fields. Cq6
9	<b>Mitigate</b>	This describes making something less severe. Cq6	9	<b>Peripheral</b>	Hardware connected to the computer. This can be an input, output or storage device. Cq3
10	<b>Integrated</b>	Where various parts are connected/linked. Cq1	10	<b>Array</b>	A data structure that holds similar related data. In Python you create lists. Remember you need [] and python starts counting from 0. Cq5
11	<b>Simultaneous</b>	Something occurring at the same time Cq3			

# BE STRONG - Knowledge Organiser

# Topic: Computing Block A (7-12)

(Threats to computer systems, Operating system, Utility Software, IDE and Additional Programming Techniques)

Key Diagrams	Challenge Questions/ Tasks
<div data-bbox="125 308 896 997"> <p><b>Integrated Development Environment</b></p> <pre> DECLARE @ProductID int SET @ProductID = 4 SELECT CASE @ProductID WHEN 1 THEN 'Bread and Biscuits' WHEN 2 THEN 'Confectioneries' WHEN 3 THEN 'Fruits and Vegetables' ELSE 'No such product' END                 </pre> <p>Results: (No column name) 1 No such product</p> </div> <div data-bbox="125 1005 896 1334"> </div>	<ol style="list-style-type: none"> <li>1 List some tools of the <b>IDE</b>. How do they assist a programmer?</li> <li>2 Compare the different <b>user interfaces</b>.</li> <li>3 Explain at least 3 roles of the <b>OS</b>.</li> <li>4 Describe at least 3 <b>utility software</b>.</li> <li>5 Write a list of data. How many string manipulations can you demonstrate?</li> <li>6 Find or create a table of data. Write some <b>SQL statements</b> to output data based on different criteria. Use the wildcard at least once.</li> <li>7 Discuss some <b>computer threats</b>. Explain why they make a system <b>vulnerable</b> and what <b>preventative measures</b> can be implemented to <b>mitigate</b> the risks.</li> </ol> <p><b>Exam Style Questions and recommended resources</b></p> <ol style="list-style-type: none"> <li>1. Explain how the Operating System manages memory.</li> <li>2. Identify the wildcard in SQL. State its purpose.</li> <li>3. Name three security threats and three preventative measures. Choose a different measure for each.</li> <li>4. Explain defragmentation and one other utility software.</li> </ol> <p><b>Recommended resources:</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zb3yb82/revision/1">https://www.bbc.co.uk/bitesize/guides/zb3yb82/revision/1</a>  <a href="https://www.st-ambrosecollege.org.uk/attachments/download.asp?file=754&amp;type=pdf">https://www.st-ambrosecollege.org.uk/attachments/download.asp?file=754&amp;type=pdf</a>  <a href="https://isaacomputerscience.org/concepts/sys_os_utility_software?examBoard=all&amp;stage=all">https://isaacomputerscience.org/concepts/sys_os_utility_software?examBoard=all&amp;stage=all</a>  <a href="https://study.com/academy/lesson/computer-security-threat-prevention-for-individuals-organizations.html">https://study.com/academy/lesson/computer-security-threat-prevention-for-individuals-organizations.html</a></p>

**Key:** **E** – exam command word **C** = Challenge words **CQ** = specific challenge question associated. **EQ** = exam style question  
**Red text** is hints to help avoid misconceptions and remember the knowledge.





GCSE Command words

Characteristics of Performance Texts

Tier 2 Word	Meaning
Analyse	Look at the information provided and break it down to identify and interpret the main points being raised.
Describe	Set out the characteristics of something.
Evaluate	Make a judgment from the evidence available.
Explain	Set out purposes or reasons.
How	State in what ways...
Name	Identify correctly.
What	Specify something.
Why	Give a reason or purpose.

Tier 3 Word	Meaning
Genre	The type of story being told, e.g. tragedy, comedy.
Structure	The way a piece of drama is put together.
Style	The way in which the drama is performed, e.g. naturalistic.
Form	A form is the method you select to tell your story and explore themes when presenting your work, e.g. mime, physical theatre.
Subtext	An underlying and often distinct theme in a piece of drama.
Dramatic climax	The most intense/ exciting part of something.
Interaction	Communication or direct involvement with someone or something.
Stage directions	an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.

**Dig Deeper Research**

**Theatre roles:**  
<https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1>

**Staging:**  
<https://www.bbc.co.uk/bitesize/guides/zjwp2sg/revision/1>

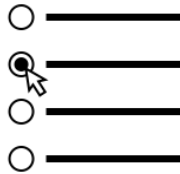
**Stage positioning:**  
<https://www.bbc.co.uk/bitesize/guides/zm2yt39/revision/1>

**Stanislavski:**  
<https://www.bbc.co.uk/bitesize/guides/zxn4mp3/revision/1>

**Brecht and Epic Theatre:**  
<https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1>

**Berkoff:**  
<https://www.bbc.co.uk/bitesize/guides/znn4vk7/revision/2>

**Physical theatre:**  
<https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1>



**Component 1 – Section A – Multiple choice questions**

**Q1 (1 mark)** Focuses on the **different theatre roles**. You will be asked to identify who would take on a specific role in the theatre.

**Q2 (1 mark)** Focuses on **suitable staging**. You will be asked to identify types of staging, their layout, or what they are used for.

**Q3 (1 mark)** Focuses on **types of stage**. You will be asked to look at an image and identify what type of stage is shown.

**Q4 (1 mark)** Focuses on **stage positioning of props and set**. You will be asked to look at an image and identify where a specific prop or item of set is positioned on stage.




**PERFORMANCE SKILLS**

For the GCSE course, you are required to have a thorough knowledge of a wide range of performance skills, so that you can write about how they can/ have been used as well as being able to use them yourself.


**Components**  
1, 2, 3

**VOCALS**

 **Pitch:** How high or low your voice is.

**Pace:** The speed that you speak at.



 **Pause:** A break in speaking; a period of silence.

**Volume:** The loudness or quietness of your voice.



**Diction:** The clearness of your voice – the audience being able to understand what you are saying.



**Power:** The amount of tension in your voice. This is not the same as volume – you can have large vocal power at a low volume.



**Emphasis:** 'Highlighting' a specific word or phrase, by changing at least one aspect of your vocals.




**Accent:** The way words are pronounced in a local area or country. E.g. Liverpoolian, R.P. 'Jordie', Irish, American South.



**Articulation:** The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word.




**PHYSICALITY**

 **Direction:** The position you face or move in.


**Pace:** The speed that you move at.



 **Gait:** The way that you walk.

**Tension:** How tightly you are holding your muscles.



 **Control:** Being able to execute a specific and precise movement.

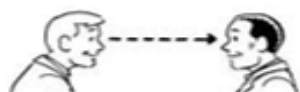
**Gesture:** A movement (of the head, arm, hand, leg or foot) which communicates a specific meaning.



**Facial Expression:** Using your face to show how a character is feeling.



**Eye Contact:** Choosing to look at a specific performer, object, audience member or direction.



**Posture:** The way that you sit or stand; the alignment of your spine. Your physical stance, which conveys information about your character.



**Dig Deeper Questions**

How could you use vocal skills to communicate subtle changes to a character's emotions?  
How could you use physical skills to communicate subtle changes to a character's emotions?  
Which do you think is the most important vocal skill? Why?  
Why do you need to change your characterisation depending on the style of the play?

How can eye contact change the meaning communicated?  
How might adding a pause change the meaning of a line?  
Which do you think is the most important physical skill? Why?  
What makes a successful performance?




**Tier 3 Vocabulary**







<b>1</b>	Analyse	Separate information into components to identify their characteristics.	<b>16</b>	Physical properties	Traits a material has before it is used.
<b>2</b>	Apply	Put into effect in a recognised way.	<b>17</b>	Absorbency	The ability to soak up moisture, light or heat.
<b>3</b>	Argue	Present a reasoned case.	<b>18</b>	Density	How solid a material is.
<b>4</b>	Compare	Identify similarities and differences.	<b>19</b>	Fusibility	The ability of a material to be heated and joined to another material when cooled.
<b>5</b>	Contrast	Identify differences.	<b>20</b>	Electrical conductivity	The ability to conduct electricity.
<b>6</b>	Define	Specify meaning.	<b>21</b>	Thermal conductivity	The ability to conduct heat.
<b>7</b>	Describe	Set out characteristics.	<b>22</b>	Working properties	How a material behaves when it is manipulated.
<b>8</b>	Discuss	Present key points about different ideas or strengths and weaknesses of an idea.	<b>23</b>	Strength	The ability to withstand compression, tension and shear forces.
<b>9</b>	Evaluate	Judge from available evidence.	<b>24</b>	Hardness	The ability to withstand impact without damage.
<b>10</b>	Explain	Set out purpose or reasons.	<b>25</b>	Toughness	Materials that are hard to break or snap are tough and can absorb shock.
<b>11</b>	Identify	Name or otherwise characterise.	<b>26</b>	Malleability	Being able to bend or shape easily would make a material easily malleable.
<b>12</b>	Justify	Support a case with evidence.	<b>27</b>	Ductility	Materials that can be stretched are ductile.
<b>13</b>	Name	Give the correct title or term.	<b>28</b>	Elasticity	The ability to be stretched and then return to its original shape.
<b>14</b>	Outline	Set out main characteristics.	<b>29</b>	Functionality	The material must be suitable for the product’s use.
<b>15</b>	Which	Select/give the correct information.	<b>30</b>	Aesthetics	Refers to the way a product looks.

Tier 3 Vocabulary					
1	Environmental	The way we extract and manufacture materials affects the environment.	16	Deforestation	The action of clearing wide areas of trees.
2	Availability	Refers to how easy a material is to source, how long it takes to grow/extract and how easy it is to transport.	17	Raw material distribution	The transportation of raw materials from their source to the customer.
3	Cost	The cost of materials and manufacture should not exceed the final price of the product.	18	Oceanic pollution	A combination of chemicals and waste, most of which comes from land sources that is washed or blown into the ocean.
4	Social and ethical factors	When choosing materials, designers often think out the materials' social and ethical impacts.	19	Atmospheric pollution	The presence of undesirable material in the air in large enough quantities to produce harmful effects.
5	Cultural factors	Some cultures may be against using specific materials.	20	The 6 Rs	Useful terms to explore reducing the impact of technology on people and the environment.
6	Tension	A pulling force.	21	Reduce	Minimise the amount of material and energy used.
7	Compression	A pushing force.	22	Reuse	Take an existing product that has become waste and use the materials or parts for another purpose without processing it.
8	Shear	Forces acting across the material.	23	Recycle	Take an existing product that has become waste and reprocess the material to use in a new product.
9	Bending	Forces at an angle to the material.	24	Rethink	Ask if we can sustain our current way of life and the way we design and make.
10	Torsion	A twisting force.	25	Refuse	Don't use or buy a product you think you don't need or if it bad for the environment.
11	Timber lamination	The process of forming multiple sheets of veneer, chips or solid timber using moulds and bonded together by very strong adhesives, to produce rigid, lightweight structures.	26	Repair	A product is designed so that it can be fixed rather than thrown away when it breaks down.
12	Kerfing	When cuts are made into a material (most commonly wood) to bend and shape it.	27	Seasoning	The process of drying timber to remove the bound moisture contained in the timber.

**Example Exam Questions**

<b>65</b>	Describe the process of kiln seasoning. (4 marks)
<b>66</b>	What material is suitable to use for a children’s toy? Explain your answer. (6 marks)
<b>67</b>	Explain how using non-biodegradable packaging for products can affect the environment. (8 mark)
<b>68</b>	Give 5 specification points for a children’s toy. (5 marks)
<b>69</b>	<p>The product below is a wind up torch used by people who hike.</p> <div style="text-align: center;">  </div> <p>Specification:</p> <ul style="list-style-type: none"> <li>• Lightweight.</li> <li>• Battery charged by winding the handle.</li> <li>• Waterproof.</li> <li>• Portable.</li> </ul> <p>Evaluate the torch in terms of:</p> <ol style="list-style-type: none"> <li>a. Suitability for the user. (4 marks)</li> <li>b. Aesthetics. (4 marks)</li> <li>c. Functionality. (4 marks)</li> <li>d. Ergonomics. (4 marks)</li> </ol>
<b>70</b>	What is fair trade and why do some people view it as more ethical? (2 marks)

**BE BOLD, DIG DEEP AND DISCOVER**




<b>71</b>	Find out more about the AQA GCSE Design and Technology specification:	
<b>72</b>	Test your knowledge and revise using Seneca Learning:	
<b>73</b>	Test your knowledge and revise using Mr Hadley’s Quizlet Sets:	
<b>74</b>	Listen to some revision podcasts on apple podcasts:	
<b>75</b>	Revise using BBC Bitesize:	
<b>76</b>	Practice your technical drawing skills using the Bolder D&T YouTube channel. Go to the GCSE drawing skills playlist:	

Les vacances (Holidays)



<p><b>Où vas-tu normalement en vacances?</b> Where do you normally go on holiday?</p>	<p><b>Normalement</b> - Normally <b>Généralement</b> - Generally <b>D'habitude</b> - Usually <b>Chaque année / été</b> - Every year / summer <b>Pendant les vacances de Noël / Pacques</b> - During the Christmas / Easter holidays</p>	<p><b>je vais</b> - I go <b>mon ami va</b> - my friend goes <b>nous allons</b> - we go <b>mes amis vont</b> - my friends go</p>	<p><b>en France</b> <b>en Espagne</b> <b>en Italie</b> <b>en Albanie</b> <b>en Australie</b> <b>en Pologne</b> <b>en Somalie</b></p>	<p><b>au Canada</b> <b>au Portugal</b> <b>au Maroc</b> <b>au Mexique</b></p>	<p><b>aux États - Unis</b> <b>aux Pays - Bas</b> - to the Netherlands</p>	
	<p><b>J'aime y aller</b> - I like going <b>there</b> <b>J'adore y aller</b> - I love going <b>there</b> <b>Je déteste y aller</b> - I hate going <b>there</b></p>	<p><b>parce que</b> - because <b>puisque</b> - since</p>	<p><b>je peux</b> - I can</p>	<p><b>aller à la plage</b> - I can go to the beach <b>visiter des musées</b> - I can visit museums <b>rendre visite à mes grands-parents</b> - I can visit my grand-parents <b>faire des sports aquatiques</b> - I can do water sports <b>apprendre de la culture</b> - I can learn about the culture <b>parler une autre langue</b> - I can speak another language</p>		
	<p><b>Si j'avais le choix</b> - If I had the choice <b>Si je gagnais la loto</b> - If I won the lottery</p>	<p><b>je voudrais aller</b> - I would like to go <b>j'irais</b> - I would go</p>				
	<p><b>le trajet est trop long</b> - the journey is too long <b>la nourriture est trop chère</b> - the food is too expensive <b>les attractions ne m'intéressent pas</b> - the attractions don't interest me</p>					




Les champs de lavande, Provence

<p><b>Où est-ce que tu es allé en vacances?</b> Where did you go on holiday?</p>	<p><b>L'année dernière</b> - Last year <b>L'été dernière</b> - Last summer <b>Il y a trois ans</b> - Three years ago <b>Pendant les vacances de Noël</b> - During the Christmas holidays</p>	<p><b>je suis allé (e)</b> - I went <b>nous sommes allé(e)s</b> - we went</p>	<p><b>en France</b> <b>en Espagne</b> <b>en Italie</b> <b>en Albanie</b> <b>en Australie</b> <b>en Pologne</b> <b>en Somalie</b></p>	<p><b>au Canada</b> <b>au Portugal</b> <b>au Maroc</b> <b>au Mexique</b></p>	<p><b>aux États - Unis</b> - to the United States <b>aux Pays-Bas</b> - to the Netherlands <b>aux Philippines</b></p>	
	<p><b>J'ai voyagé</b> - I travelled <b>Nous avons voyagé</b> - we travelled</p>	<p><b>en bus</b> - by bus <b>en avion</b> - by plane  <b>en car</b> - by coach <b>en voiture</b> - by car <b>en train</b> - by train</p>	<p><b>et le trajet</b> - and the journey</p>	<p><b>était long</b> - was long <b>était rapide</b> - was quick <b>était confortable</b> - was comfortable <b>était divertissant</b> - was entertaining <b>était fatigant</b> - was tiring <b>était stressant</b> - was stressful</p> <p><b>a duré une heure / trois heures</b> - lasted one / three hours</p>	<p><b>Pendant le trajet</b> - during the journey</p> <p><b>j'ai regardé des films</b> - I watched films <b>j'ai mangé des bonbons</b> - I ate sweets <b>j'ai lu un roman</b> - I read a novel <b>j'ai écouté la musique</b> - I listened to music <b>j'ai utilisé mon portable</b> - I used my phone <b>j'ai dormi</b> - I slept <b>j'ai parlé avec mon frère</b> - I spoke with my brother <b>je n'ai pas dormi</b> - I didn't sleep</p>	
	<p><b>Je suis resté(e)</b> - I stayed <b>Nous sommes resté(e)s</b> - we stayed</p>	<p><b>dans un hôtel pas cher</b> - in a cheap hotel  <b>dans un hôtel de luxe</b> - in a luxury hotel <b>dans un appartement</b> - in an apartment <b>dans un gîte</b> - in a holiday home <b>dans un camping</b> - in a campsite  <b>dans une caravane</b> - in a caravan <b>dans une auberge de jeunesse</b> - in a youth hostel <b>chez mes grands-parents</b> - at my grandparents' house</p>				

Les vacances (Holidays)

Comment était le logement? What was the accommodation like?	J'ai aimé - I liked J'ai adoré - I loved	 l'hôtel l'appartement le gîte le camping	car	c'était joli - it was pretty c'était pratique - it was convenient c'était moderne - it was modern c'était propre - it was clean une grande piscine - a big swimming pool un bon restaurant - a good restaurant un gymnase moderne - a modern gym un beau jardin - a beautiful garden des belles vues - beautiful views il y avait - there was les chambres étaient spacieuses - the rooms were spacious les employés étaient serviables - the staff were helpful le petit-déjeuner était délicieux - the breakfast was delicious
	Cependant	j'ai eu un problème parce que I had a problem because		la douche / la climatisation ne marchait pas - the shower / the air conditioning wasn't working l'eau était froide - the water was cold il faisait trop chaud dans la chambre - it was too hot in the room il y avait beaucoup de bruit pendant la nuit - there was a lot of noise at night je ne pouvais pas dormir - I couldn't sleep il n'y avait pas de serviettes / savon - there weren't any towels / soap c'était très sale - it was very dirty

Model Text	Le premier jour nous avons visité des musées	On the first day we visited museums
	et l'après-midi nous avons fait du cyclisme dans le parc.	and in the afternoon we did cycling in the park.
	Je dirais que le musée de Anne Frank était fascinant même si ça m'a rendu très triste.	I would say that the Anne Frank museum was fascinating even if it made me very sad.
	J'ai beaucoup aimé le parc car c'était joli et il y avait beaucoup de fleurs.	I really liked the park because it was pretty and there were lots of flowers.
	Vendredi soir nous sommes allés au cinéma	On Friday evening we went to the cinema
	pour voir un film d'action. Je pense que c'était formidable.	to watch an action film. I think that it was great.
	heureusement il y avait des sous-titres!	luckily there were sub-titles!
	D'habitude, mon père préparait des sandwiches pour le déjeuner	Usually, my dad prepared sandwiches for lunch
	mais le dernier jour nous avons mangé dans un restaurant typique	but on the last day we ate in a typical restaurant
	et c'était très savoureux mais selon mes parents c'était un peu cher.	and it was very tasty but according to my parents it was a bit expensive.
Le moment le plus mémorable était	The most memorable moment was	
quand nous avons pris un bateau sur le canal	when we took a boat on the canal	
et mon frère est tombé dans l'eau - c'était à mourir de rire!	and my brother fell in the water - it was hilarious!	
Ce que j'ai aimé le plus c'était	What I like the most was	
les bâtiments car je m'intéresse à l'architecture.	the buildings because I'm interested in architecture.	
Je voudrais y rentrer à l'avenir!	I would like to go back there in the future!	

Qu'est-ce que tu as fait pendant ton séjour? What did you do during your stay?	Pendant mon séjour During my stay Pendant les vacances During the holiday	j'ai fait beaucoup de choses I did a lot of things je n'ai pas fait grand-chose I didn't do much je n'ai rien fait I did nothing	j'ai passé beaucoup de temps avec ma famille I spent a lot of time with my family j'ai passé beaucoup de temps avec mes amis I spent a lot of time with my friends
	Le premier jour On the first day	j'ai visité - I visited je suis allé(e) à - I went to nous avons visité - we visited nous sommes allé(e)s à - we went to	des musées - museums des galeries d'art - art galleries des sites touristiques - tourist sites
	Le deuxième jour On the second day	j'ai fait - I did nous avons fait - we did	 du cyclisme - cycling des sports aquatiques - water sports de la voile - sailing du shopping - shopping du tourisme - sightseeing de la randonnée - hiking la grasse matinée - (I had) a lie in
	Le matin In the morning	j'ai nagé - I swam nous avons nagé - we swam	dans la mer - in the sea dans la piscine - in the swimming pool
	L'après-midi In the afternoon	j'ai mangé - I ate nous avons mangé - we ate	dans un restaurant - in a restaurant au McDo - at McDonald's la nourriture typique - typical food
	Le soir In the evening	j'ai lu des romans - I read novels j'ai vu des monuments - I saw monuments j'ai bu du café - I drank coffee	
		je me suis bien amusé(e) - I had a good time je me suis bronzé(e) - I sunbathed je me suis levé(e) tard - I got up late je me suis couché(e) tard - I went to bed late	nous nous sommes bien amusé(e)s - we had a good time

Wow!	J'aurais préféré d'aller - I would have preferred to go J'y ai passé cinq jours - I spent 5 days there J'ai l'intention de visiter - I intend to visit J'étais en train de me bronzer quand... - I was sunbathing when ... L'hôtel m'a beaucoup plu - I really liked the hotel Je n'y rentrais jamais - I would never go back there
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# Perfect Tense – Regular ‘Avoir’ Verbs

## WHAT IS IT?

Used when talking about something which **happened in the past**. Most verbs use ‘avoir’ but some use ‘être’.

## EXAMPLES IN ENGLISH

I **ate** a hamburger  
He **finished** his homework.  
She **lost** her bag.

## EXAMPLES IN FRENCH

J’ai **mangé** un hamburger.  
Il **a fini** ses devoirs.  
Elle **a perdu** son sac.

## HOW DO I FORM IT?

1. Take your **subject** and the **correct part of ‘avoir’**

I	J’ai
You (singular)	Tu as
He/she/it	Il/elle a
We	Nous avons
You (plural)	Vous avez
They	Ils/elles ont

2. Choose your **regular verb** then **add the correct ending** depending on whether it is an ER, IR or RE verb:

Take off...	Add...
-ER	é
-IR	i
-RE	u

## STILL STUCK?



## Examples of regular ‘avoir’ verbs

**Some ER Verbs:**  
manger/parler/jouer

**Some IR Verbs:**  
finir/choisir/venir

**Some RE Verbs:**  
rendre/vendre/perdre



# Perfect Tense – Regular ‘être’ Verbs

## WHAT IS IT?

Used when talking about something which **happened in the past**. Most verbs use ‘avoir’ but some use ‘être’.

## EXAMPLES IN ENGLISH

**I stayed** at home.

**He went** to town.

**They went out** last night.

## EXAMPLES IN FRENCH

**Je suis resté** chez moi.

**Il est allé** au centre-ville.

**Ils sont sortis** hier soir.

## HOW DO I FORM IT?

1. Take your subject and the correct part of ‘être’

I	Je suis
You (singular)	Tu es
He/she/it	Il/elle est
We	Nous sommes
You (plural)	Vous êtes
They	Ils/elles sont

2. Choose your regular verb then add the correct ending depending on whether it is an ER, IR or RE verb:

Take off...	Add...
-ER	é
-IR	i
-RE	u

Scan me if you still need help with this!



## Verbs which take être

**Remember ‘MRS VAN DER TRAMP’**

Monter → monté (went up)

Retourner → retourné (returned)

Sortir → sorti (went out)

Venir → venu (came)\*

Arriver → arrivé (arrived)

Naitre → né (was born)\*

Descendre → descendu (went down)

Entre(r) → entré (entered)

Rester → resté (stayed)

Tomber → tombé (fell)

Rentre(r) → rentré (went back in)

Aller → allé (went)

Mourir → mort (died)\*

Partir → parti (left)

*\*Some of these are irregular\**

**The past participle has to agree with the subject of the verb.**

Feminine Singular	Add <b>e</b> to the past participle	Elle est allée
Masculine Plural	Add <b>s</b> to the past participle	Ils sont allés
Feminine Plural	Add <b>es</b> to the past participle	Elles sont allées

## Perfect Tense – Irregular Verbs

There are some irregular verbs which don't follow the same rules as regular perfect tense verbs. Here are some examples...

### Irregular Verbs which take 'avoir'

avoir → eu (had)  
boire → bu (drunk)  
comprendre → compris (understood)  
connaître → connu (known)  
croire → cru (believed)  
devoir → dû (had to)  
dire → dit (said)  
écrire → écrit (written)  
être → été (been)  
faire → fait (done)  
lire → lu (read)  
mettre → mis (put)  
ouvrir → ouvert (opened)  
pouvoir → pu (been able to)  
prendre → pris (taken)  
savoir → su (known)  
voir → vu (seen)  
vouloir → voulu (wanted)



### Irregular Verbs which take 'être'

Venir → venu (came)  
Naitre → né (been born)  
Mourir → mort (died)

**Scan me to see more irregular  
past participles:**



# L'environnement (the environment)


Qu'est-ce qu'on peut faire pour aider la planète? What can we do to help the planet?	 <p>                     Pour aider la planète – to help the planet                      Pour protéger l'environnement – to protect the environment                      Pour améliorer notre quotidien – to improve our daily life                      Pour préserver l'écosystème – to preserve the ecosystem                 </p>	<p>                     je pense qu'                      I think that                      je trouve qu'                      I find that                      à mon avis                      in my opinion                      selon moi                      according to me                      il me semble qu'                      it seems to me that                 </p>	<p>                     il est                      c'est                      vraiment - really                      totalement – totally                      carrément – totally                      surtout - especially                      très – very                      évidemment -                      obviously                 </p>	<p>                     important                      important                      essentiel                      essential                      primordial                      essential                      urgent                      urgent                      facile                      easy                      pratique                      convenient                      recommandé                      recommended                      suggéré                      suggested                 </p>	<p>                     de /                      d'                      (to)                 </p>	 <p>                     recycler le plastique – recycle plastic                      ramasser les déchets - pick up litter                      fermer les robinets - turn off the taps                      prendre une douche (au lieu d'un bain) – have a shower (instead of a bath)                      éteindre les lumières quand on quitte une pièce - to switch off lights when we leave a room                      trier les déchets – sort the rubbish                      calculer son empreinte carbone – calculate your carbon footprint                      manger et acheter des produits locaux – eat and buy local products                      utiliser les transports en commun – use public transport                      se déplacer à pied / à vélo / en bus – to move about by foot / bike / bus                 </p>

Quel est le problème environnemental plus grave? What is the most serious environmental problem?	<p>                     Il y a beaucoup de problèmes à cause du changement climatique                      there are lots of problems because of climate change                 </p>	<p>par exemple</p>	<p>                     les inondations - floods                      la sécheresse - drought                      les tempêtes – storms                      les températures augmentées – raised temperatures                      les tremblements de terre – earthquakes                      la migration – migration                      la pollution de l'air – air pollution                 </p>
	<p>                     Il y a beaucoup de problèmes qui causent le changement climatique                      There are lots of problems that cause climate change                 </p>	<p>par exemple</p>	<p>                     le déboisement – deforestation                      les émissions des combustibles fossiles – fossil fuel emissions                      la pollution de l'air – air pollution                      les marées noires – oil spills                      la circulation – traffic                      le réchauffement du terre – global warming                      la surpopulation – overpopulation                      le gaz d'échappement – exhaust fumes                 </p>


<p><b>Key verbs</b></p> <p>                     ramasser – to collect                      recycler – to recycle                      augmenter – to increase                      réduire – to reduce                      protéger – to protect                      produire – to produce                      trier – to sort (rubbish)                      endommager – to damage                      cultiver – to grow                      sauver – to save                      disparaître – to disappear                 </p>
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## BE STRONG – Knowledge Organiser

Challenge Questions (Respond to these questions including phrases from the knowledge organiser)	
1)	Pourquoi les vacances sont-ils importants ?
2)	Décris tes vacances plus mémorables.
3)	Qu'est-ce que tu as fait l'année dernière ? Qu'est-ce que tu vas faire l'année prochaine ?
4)	Write a Trip Advisor review in French about a hotel you have stayed in / a tourist attraction you have visited.
5)	Comment seraient tes vacances de rêve ?

Exam Style Questions	
1)	<b>Paper 1 &amp; 3</b> Go to: <a href="https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/1">https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/1</a> and practice the reading and listening questions on the environment.
2)	<b>Paper 2, Task 2:</b> <i>Décris la photo</i> (Write a description of the photo). 
3)	<b>Paper 2, Task 1:</b> Look at the role-play and use 10 minutes to prepare what you have to say. Record yourself on <a href="https://vocaroo.com">https://vocaroo.com</a> and send to your teacher.
4)	<b>Paper 4</b> Write responses to these bullet points. <ul style="list-style-type: none"> <li>• Des vacances récentes</li> <li>• Ton transport préféré</li> <li>• Tes vacances de rêve</li> <li>• Les vacances à la plage – les avantages</li> </ul>

## Topic: Block A Ma famille, mes intérêts et influences

**1**  Role play

Your teacher or partner will play the part of a Tourist Office employee and will speak first.

You should address the employee as *vous*.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question.




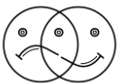










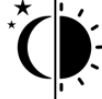



Vous parlez à un(e) employé(e) dans un office de tourisme en France.

- Logement en ce moment (**un** renseignement).
- ? Information sur les loisirs dans la ville.
- Activités préférées (**deux** renseignements).
- Excursion hier (**deux** renseignements).
- !














[15 marks]

Dig Deeper: (Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers)	
1)	Use <a href="https://vocaroo.com">https://vocaroo.com</a> to record your answers to any of the challenge questions.
2)	Research a French speaking tourist destination, such as Montréal, Dakar, Madagascar.
3)	Watch this video of French people describing their dream holidays. <a href="https://www.youtube.com/watch?v=xfB_G8DW2TU">https://www.youtube.com/watch?v=xfB_G8DW2TU</a>
4)	Read this article about where French people like to go on holiday. Bullet point the main ideas – you don't need to understand everything! <a href="https://www.lemonde.fr/les-decodeurs/article/2019/07/12/en-vacances-ou-partent-les-francais-et-ou-vont-les-touristes-etrangers_5488767_4355770.html">https://www.lemonde.fr/les-decodeurs/article/2019/07/12/en-vacances-ou-partent-les-francais-et-ou-vont-les-touristes-etrangers_5488767_4355770.html</a>

# Year 11, English, Term 1: The Strange Case of Dr. Jekyll and Mr. Hyde by Stevenson

Tier 2 key vocabulary		Tier 3 key vocabulary		The writer's methods/techniques		
1	<b>reputation</b> 	the beliefs or opinions that are generally held about someone or something	<b>morality</b> 	principles concerning the distinction between right and wrong or good and bad behaviour.	1 <b>anthropomorphism</b> 	The attribution of human characteristics or behaviour to a god, animal, or object. Also known as <b>zoomorphism</b> .
2	<b>duality</b> 	the quality or condition of being dual	<b>Victorian era</b> 	the period of Queen Victoria's reign, from 20 June 1837 until her death on 22 January 1901.	2 <b>foreshadow</b> 	To show or warn that something bigger, worse, or more important is coming.
3	<b>rational</b> 	based on or in accordance with reason or logic	<b>Victorian gentleman</b> 	Of high status, classified by owning their own land and having a particularly generous income.	3 <b>settings</b> 	The place or type of surroundings where something is positioned or where an event takes place. Stevenson uses the setting of <b>Edinburgh and London</b> in the novella.
4	<b>uncanny</b> 	strange or mysterious, especially in an unsettling way	<b>Gothic</b> 	a style of writing characterized by gloomy settings, supernatural element, first established with the publication of Walpole's, <i>The Castle of Otranto</i> in 1764.	4 <b>symbolism</b> 	A setting, object, character, or event in a story that carries more than the literal <b>meaning</b> .
5	<b>depraved</b> 	morally corrupt; wicked	<b>Industrial Revolution</b> 	the transition to new manufacturing processes in the period from about 1760-1840	5 <b>oxymoron</b> 	A phrase made of two or more words that have opposite meanings (loving hate).
6	<b>secrecy</b> 	the action of keeping something secret or the state of being kept secret	<b>Soho</b> 	One of the most densely populated areas of London in the Victorian era; an epicentre of entertainment	6 <b>juxtaposition</b> 	When the writer deliberately "places" two contrasting things side by side in order to highlight the differences.

# Year 11, English, Term 1: The Strange Case of Dr. Jekyll and Mr. Hyde by Stevenson

7	<b>suppression</b> 	the act of ending something by force		<b>Darwin</b> 	English naturalist, geologist and biologist, best known for his contributions to evolutionary biology	7	<b>pathetic fallacy</b> 	A figure of speech in which the natural world (or some part of it) is treated as though it had human emotions.
8	<b>metamorphosis</b> 	the process of great and usually rather sudden change in the form and habits of a person or animal.		<b>Theory of Evolution</b> 	the idea that all species are related and gradually change over time	<b>CHALLENGE TASKS</b>		
9	<b>atavism</b> 	a tendency to revert (return) to something ancient or ancestral		<b>juggernaut</b> 	a huge, powerful, and overwhelming force	1	<b>Research:</b> Queen Victoria- why was her reign so successful?	
10	<b>troglodyte</b> 	(especially in prehistoric times) a person who lived in a cave.		<b>fury</b> 	wild or violent anger	2	<b>Writing:</b> How does Stevenson clearly establish the novel as a gothic fiction from the beginning of the text?	
11	<b>savage</b> 	(of an animal or force of nature) fierce, violent, and uncontrolled		<b>eerie</b> 	strange and frightening atmosphere	3	<b>Research:</b> What was the ideal Victorian gentleman? How does Stevenson reflect or go against this in the text?	
12	<b>unorthodox</b> 	contrary to what is usual, traditional, or accepted; not orthodox		<b>subconscious</b> 	the part of the mind that is not currently of focal awareness	4	<b>Writing:</b> Write a monologue from Jekyll/Hyde's perspective about what it is like to transform.	
						5	<b>Research:</b> Explore Soho in the Victorian era and compare to the modern day- What has changed? What remains the same or similar?	
						6	<b>Writing:</b> Write a paragraph answering the following question: <i>How does Stevenson present mystery in the opening chapters?</i>	
						7	<b>Research:</b> Stevenson's upbringing in Scotland. Why do you think he sets the novel in London, but bases it on Edinburgh?	
						8	<b>Writing:</b> Create a character who struggles with duality- write a poem/monologue from their perspective, using the themes and ideas from the text as inspiration.	



# Year 11, English, Term 1: The Strange Case of Dr. Jekyll and Mr. Hyde by Stevenson

## Plot



## Characters

**Dr. Henry Jekyll**- A doctor and experimental scientist who is both wealthy and respectable.

**Mr. Edward Hyde** A small, violent and unpleasant-looking man; an unrepentant criminal.

**Gabriel Utterson**- A calm and rational lawyer and friend of Jekyll

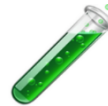
**Dr. Hastie Lanyon**- A conventional and respectable doctor and former friend of Jekyll

**Richard Enfield** -A distant relative of Utterson and well-known man about town.

**Poole**- Jekyll's servant/butler

**Sir Danvers Carew**- A distinguished gentleman who is beaten to death by Hyde.

**Mr Guest**- Utterson's secretary and handwriting expert.



## Key quotations

"was pale and dwarfish"	"shrank back with a hissing intake of breath"	"large, handsome face"	"trampled calmly over the child's body"
"small and particularly wicked-looking"	"grew pale to the very lips"	"A large, well-made, smooth-faced man of fifty"	"he gave an impression of deformity"
"he had a displeasing smile"	"there came a blackness about his eyes"	"ape-like fury"	"began to go wrong, wrong in mind"
'man is not truly one but truly two'	'like some damned juggernaut'	'sinister block of buildings'	'double dealer'

## Geography Knowledge Organiser. Section B - The Living World.

Tier 2 Language		Tier 3 Language	
<b>Interrelationships</b>	the way in which each of two or more things is related to the other or others	<b>Ecosystem</b>	a biological community of interacting organisms and their physical environment.
<b>Interdependence</b>	the dependence of two or more people or things on each other	<b>Biotic factor</b>	factors that are living
<b>Value</b>	the regard that something is held to deserve; the importance, worth, or usefulness of something	<b>Abiotic factor</b>	factors that are non-living
<b>Conservation</b>	seeks the sustainable use of nature by humans, for activities such as hunting, logging, or mining	<b>Biodiversity</b>	the variety of plant and animal life in the world or in a particular habitat,
<b>Adaptations</b>	the act or process of changing to better suit a situation	<b>Deforestation</b>	the action of clearing a wide area of trees.
<b>Opportunities</b>	a time or set of circumstances that makes it possible to do something.	<b>Conservation</b>	prevention of wasteful use of a resource
<b>Challenges</b>	Something which makes a factor more difficult	<b>Over grazing</b>	excessive grazing which causes damage to grassland
<b>Development</b>	the process of developing or being developed to improve something	<b>Over cultivation</b>	the act or practice of cultivating land to an excessive degree in the growing of crops so that soil quality is degraded
<b>Distinctive</b>	characteristic of one person or thing, and so serving to distinguish it from others.	<b>Appropriate technology</b>	small scale affordable technology
<b>Subsistence</b>	the action or fact of maintaining or supporting oneself, especially at a minimal level	<b>Infrastructure</b>	buildings, roads, power supplies
<b>Sustainability</b>	Sustainability is the practice of using natural resources responsibly, so they can support both present and future generations.	<b>Climate</b>	The long-term temperature and rainfall patterns in an area

# Geography Knowledge Organiser. Section B - The Living World.

COMMAND WORD	DEFINITION	Number of marks
<b>Assess</b>	Make an informed judgement. Approach this similarly to other evaluative commands (evaluate, to what extent, discuss).	4, 6 or 9
<b>Calculate</b>	Work out the value of	1 or 2
<b>Compare</b>	Identify similarities and differences	1, 2, 3 or 4
<b>Complete, draw, label</b>	Complete - finish the task by adding given information Draw - sketch a map or diagram Label - add specific names or detail to a stimulus	1, 2 or 3
<b>Describe</b>	Set out characteristics - to say what something is, is like, or appears like.	1, 2 or 4
<b>Discuss</b>	Present key points about different sides of an argument, issue or the strengths and weaknesses of an idea. Approach this similarly to other evaluative commands (assess, to what extent, evaluate).	6
<b>Evaluate</b>	Judge from evidence, weighing up both sides of an argument. Approach this similarly to other evaluative commands (assess, to what extent, discuss).	9
<b>Explain</b>	Set out purposes or reasons - say why or how.	2, 3, 4, 6, 9
<b>Identify, name, state, give, define</b>	Identify/name - name or otherwise characterise State - express in clear terms Give - produce an answer from recall Define - state the meaning of a term	1
<b>Justify</b>	Support a case with evidence - give detailed reasons for an idea.	3 or 9
<b>Outline</b>	Set out main characteristics - to give a brief account or summary.	2 or 3
<b>Suggest</b>	Present a possible case, to propose an idea, solution or answer.	1, 2, 4, 6, 9
<b>To what extent</b>	Judge the importance or success of (strategy, scheme, project). Approach this similarly to other evaluative commands (assess, evaluate, discuss)	6 or 9

Revision resource locations for this unit

BBC Bitesize



Seneca Learn



Physics and Maths Tutor



## Knowledge Organiser: Living Under Nazi Rule 1933-1945

### Unit 1: Democracy to dictatorship

<b>Nazi Control and Dictatorship</b>		<b>Key Words</b>	
1	This was a time when Hitler formed a legal dictatorship and put in place methods of propaganda and censorship to persuade and encourage all Germany people to support Nazi ideals.	15	<b>Marinus van der Lubbe</b> The Reichstag Fire was blamed on this Communist
<b>Key events</b>		16	<b>Enabling Act</b> Gave the Nazis full power for the next 4 years
2	<b>1933 January</b> Hitler becomes Chancellor	17	<b>Gleichschaltung</b> Hitler's attempt to bring German society into line with Nazi philosophy
3	<b>1933 February</b> Reichstag Fire	18	<b>German Labour Front (DAF)</b> Set up to replace Trade Unions
4	<b>1933 March</b> Nazis win 288 seats	19	<b>Dachau</b> First concentration camp
5	<b>1933 March</b> Enabling Act passed	20	<b>Centralisation</b> Germany had been divided into districts called Lander. Now Germany was run from Berlin alone
6	<b>1933 July</b> Nazis become the only legal party in Germany –	21	<b>Purge</b> To get rid of opposition
7	<b>1934 June</b> Night of the Long Knives	22	<b>Gestapo</b> Secret police headed by Goering.
8	<b>1934 August</b> President Hindenburg dies	23	<b>Night of the Long Knives</b> Removal on internal and external opposition
9	<b>1934 August</b> Hitler combines the post of Chancellor and President and becomes Fuhrer	24	<b>Sicherheitsdienst (SD)</b> The intelligence body of the Nazi Party
10	<b>1934 August</b> German army swears allegiance to Hitler	25	<b>Concordat</b> In July 1933 the Pope agreed to stay out of political matters if the Nazis did not interfere with Catholic affairs
11	<b>1938</b> Over the course of the year, Hitler removes 16 army generals from their positions	26	<b>Eidelweiss Pirates and Swing Youth</b> Groups who opposed the Hitler Youth
<b>Key Concepts</b>		27	<b>Confessional Church</b> Followed traditional German Protestantism and refused to allow the Nazification of religion. Led by Pastor Martin Niemoller
12	<b>Removal</b> – From 1933 to 1934, Hitler removed all opposition and established himself as Fuhrer.	28	<b>Mit Brennender Sorge (With Burning Concern)</b> The Pope wrote to priests in Germany about his concerns over the Nazi attempts to control religion
13	<b>Control</b> – There was an attempt to control and influence attitudes. This was done by propaganda and terror.	31	After the Enabling Act, Hitler banned all other political parties and trade unions
14	<b>Opposition</b> – The youth and the churches opposed the regime.	32	Ernst Rohm and other leaders of the SA were rounded up and executed during the Night of Long Knives
<b>Key Facts</b>		33	400 other political opponents killed during Night of Long Knives
29	After the Reichstag Fire, Hitler persuaded Hindenburg to ban the Communist Party and give Hitler temporary powers to pass any laws		
30	Hitler used temporary powers to pass the Enabling Act		

Y11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Working with number			Geometric reasoning			Statistics			Algebra		
	<b>Indices and standard form</b> <ul style="list-style-type: none"> <li>Review indices and surds</li> <li>Problem solving with indices and surds</li> <li>Calculating with standard form</li> </ul>			<b>Constructions and proof</b> <ul style="list-style-type: none"> <li>Review constructions from KS3</li> <li>Constructions and loci for GCSE</li> <li>Algebraic and geometric proof</li> </ul>			<b>Statistical charts and techniques</b> <ul style="list-style-type: none"> <li>Box plots</li> <li>Cumulative frequency graphs</li> <li>Histograms</li> <li>Capture/recapture</li> </ul>			<b>Transformations and algebraic methods</b> <ul style="list-style-type: none"> <li>Further graph transformations</li> <li>Finding solutions to an equation by an iterative method</li> <li>Finding the area under a curve</li> <li>Estimating the gradient using a tangent</li> </ul>		

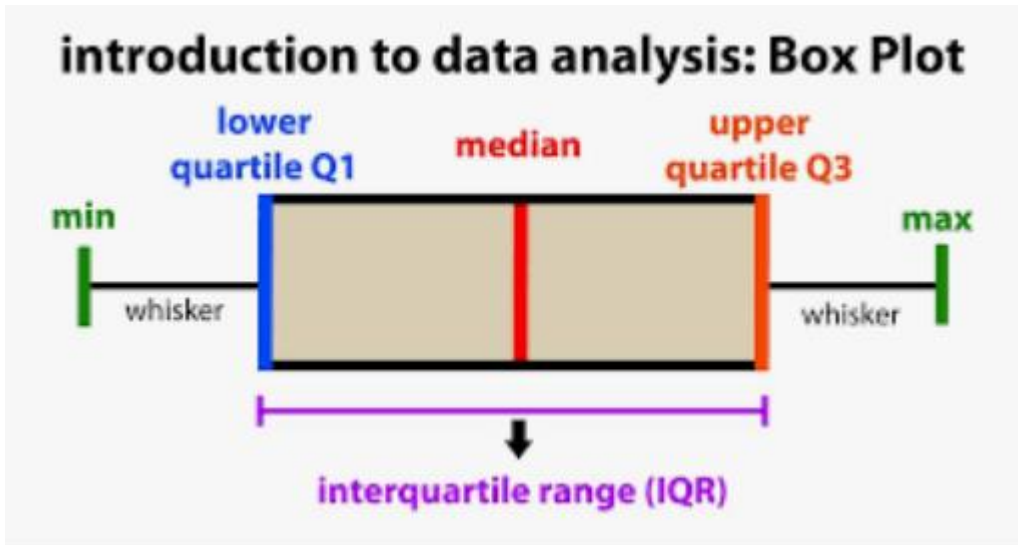
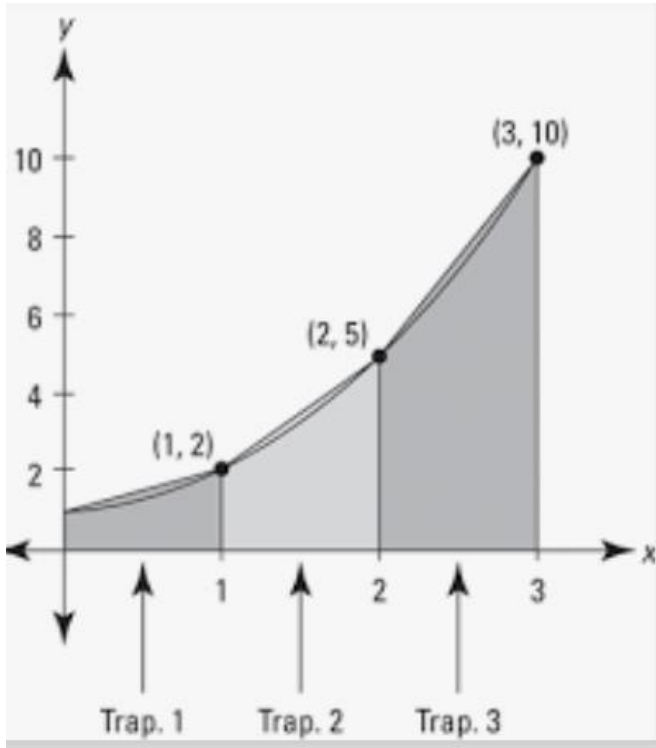
## TIER 2 VOCABULARY

## TIER 3 VOCABULARY

1	Mapping	Assigning to each object in one set a particular object in another (or the same) set.	1	Function	A relation between each element in the domain and a unique element in the codomain. This is denoted by $f : X \rightarrow Y$ .
2	Input	What is put in, or operated on by any process.	2	Domain	Set of inputs of the function. This is denoted by $X$ .
3	Output	What is obtained after a process was carried out.	3	Codomain	Set of all permissible outputs. This is denoted by $Y$ .
4	Solve	To find a solution, explanation, or answer for a problem.	4	Range	Set of all attained outputs. It is a subset of the codomain. This is denoted by $f(X)$ .
5	State	Express something definitely and clearly in speech or writing.	5	Image	Set of all possible values the function can take. This is denoted by: $Im(A) = \{y \in Y \mid \exists a \in A, f(a) = y\}$ .
6	Set	Collection of things.	6	Composition of 2 functions $f$ and $g$	New function we get by performing $g$ first, then performing $f$ . This is denoted by $f \circ g = f(g(x))$ .
7	Cumulative	increasing or increased in quantity, degree, or force by successive additions.	7	Index	an exponent or other superscript or subscript number appended to a quantity.
8	Frequency	the rate at which something occurs over a particular period of time or in a given sample.	8	Standard deviation	a quantity expressing by how much the members of a group differ from the mean value for the group.
9	Proof	evidence or argument establishing a fact or the truth of a statement	9	Locus	a curve or other figure formed by all the points satisfying a particular equation of the relation between coordinates
10	Transform	make a marked change in the form, nature, or appearance of	10	Box plot	a simple way of representing statistical data on a plot in which a rectangle is drawn to represent the second and third quartiles, usually with a vertical line inside to indicate the median value.
11	Iterative	repetition of a mathematical or computational procedure applied to the result of a previous application, typically as a means of obtaining successively closer approximations to the solution of a problem	11	Quartile	each of four equal groups into which a population can be divided according to the distribution of values of a particular variable
12	Estimate	roughly calculate or judge the value, number, quantity, or extent of	12	Interquartile Range	situated between the first and third quartiles of a distribution.
13	Infer	deduce or conclude (something) from evidence and reasoning rather than from explicit statements.	13	Tangent	a straight line or plane that touches a curve or curved surface at a point, but if extended does not cross it at that point



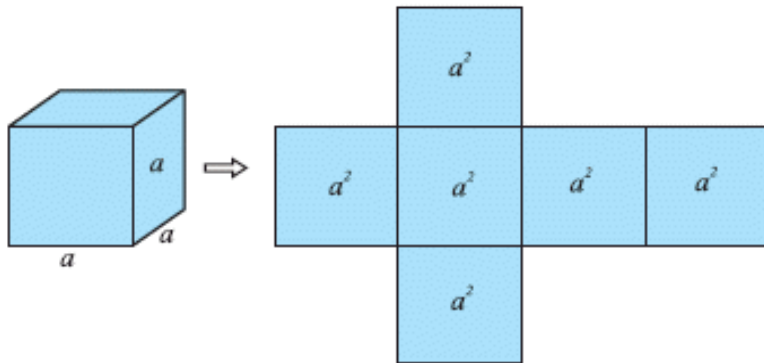
# USEFUL DIAGRAMS



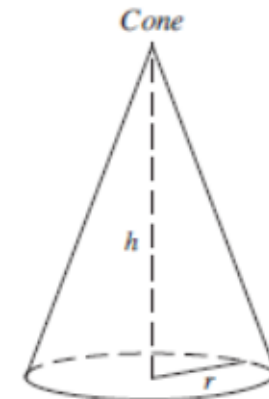
Volume  $V = a^3$

Surface Area of a Cube =  $6a^2$

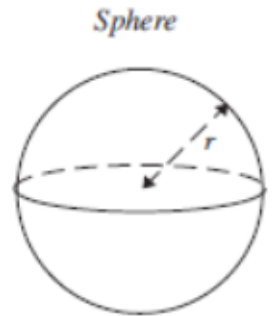
where  $a$  is the edge of the cube.



$V = \frac{1}{3}Ah$



$V = \frac{1}{3}\pi r^2 h$



$V = \frac{4}{3}\pi r^3$

# ETYMOLOGY

Number	Greek Prefix	Latin Prefix	Examples
0, zero		Nul-	Null, nil
1, one	Mono-	Uni-	Monotone, unicycle, uniform
2, two	Di-	Bi-, du-	Bicycle, bisect, bilingual, dioxide, duo, double,
3, three	Tri-	Tri-	Tricycle, triangle, triathlon, tripod
4, four	Tetra-	Quad- Qua-	Quadrilateral, tetrahedron
5, five	Penta-	Quin-	Pentagon, quintuplet
6, six	Hexa-	Sext-	Hexagon, sextuplet
7, seven	Hepta-	Sept-	Heptagon, septuagenarian
8, eight	Octo-	Oct-	Octagon, octopus
9, nine	Ennea-	Nona- Novem-	Novena, nonagon
10, ten	Deca-	Deci – Decem-	Decade, decimal, decagon
100, one hundred	Hecto-	Cent-	Century, centurion, cent
1000, one thousand	Kilo-	Milli- Mille-	Kilogram, Kilometre, millennium
½ Half	Hemi-	Semi-	Hemisphere, semicircle
¼ Quarter		Quart-	Quarter, Quartile
Many	Poly-	Multi-	Polygon, multiplication

### Did you know?

During Roman times the year had 10 months with the first month as March. Some of the months were named after Gods or important people while others were just numbered. Can you use the prefixes in the table to work out which months were numbered?

Understanding Units of Measurement				
Prefix Name	Prefix Symbol	Base 10	Decimal	English word
Tera-	T	10 <sup>12</sup>	1 000 000 000 000	trillion
Giga-	G	10 <sup>9</sup>	1 000 000 000	billion
Mega-	M	10 <sup>6</sup>	1 000 000	million
Kilo-	k	10 <sup>3</sup>	1 000	thousand
Hecto-	h	10 <sup>2</sup>	100	hundred
Deca-	da	10 <sup>1</sup>	10	ten
		10 <sup>0</sup>	1	one
Deci-	d	10 <sup>-1</sup>	0.1	tenth
Centi-	c	10 <sup>-2</sup>	0.01	hundredth
Milli-	m	10 <sup>-3</sup>	0.001	thousandth
Micro-	μ	10 <sup>-6</sup>	0.000001	millionth
Nano-	n	10 <sup>-9</sup>	0.000000001	billionth

### Examples

A centimetre cm is one hundredth of a metre 1cm = 0.01m

A millilitre is one thousandth of a litre 1ml = 0.001l

A kilogram is one thousand times larger than a gram 1kg = 1000g

### Did you know?

The word for one thousand comes from Italian "mille – thousand" "-oné – big" . A millioné was a 'big thousand' or a thousand thousand.

## DIG DEEPER

Read *The Everything Kids: Maths Puzzle Book* by Meg Clements – puzzles, games and trivia.



Listen to the podcast on mathematics, logic and puzzles with Chaim Goodman-Strauss and Kyle Kellmas series – *The Math Factor*

<https://mathfactor.uark.edu>

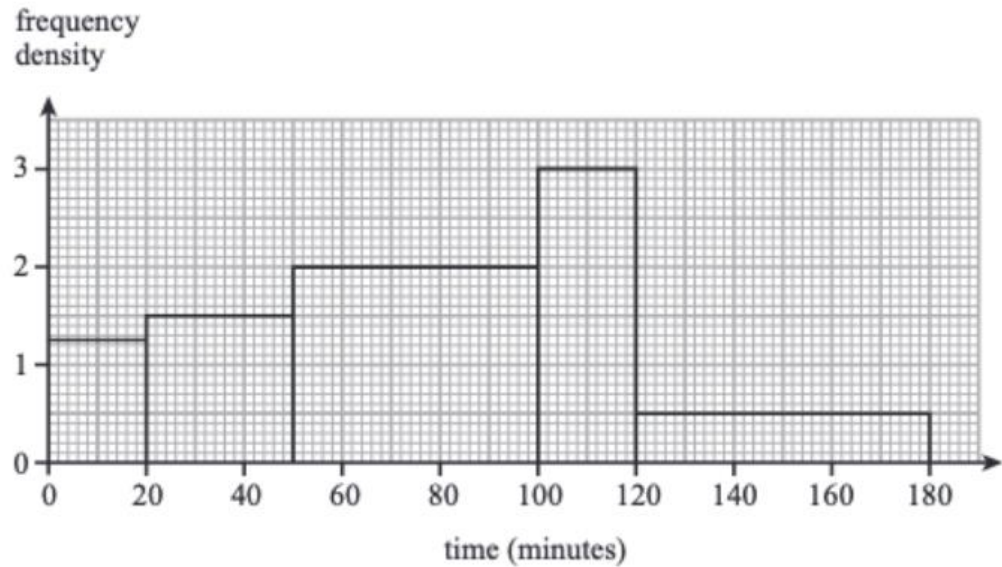


Watch the documentary: *The Story of 1 – history of numbers* presented by Terry Jones, directed by Nick Murphy



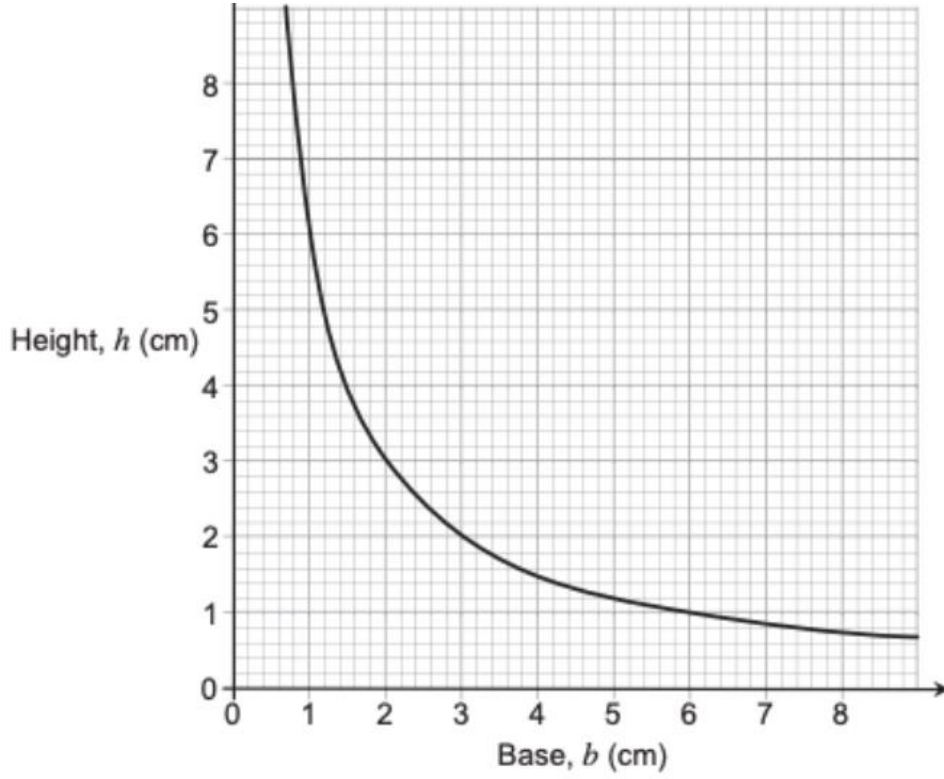
# Challenge

The histogram illustrates how much time cars spent in a car park.



Half the cars using the car park were there for more than  $M$  minutes.  
Calculate an estimate for the value of  $M$ .

The graph shows the relationship between the base,  $b$  and the height,  $h$  of a triangle with a fixed area.



A triangle with an area of  $3 \text{ cm}^2$  has a height that is twice the base.

Work out approximate values for the base and height of this triangle.

## Sport Psychology knowledge organiser

In this topic you will learn about psychological factors that can affect performers and their performance

### Tier 2 Vocabulary (Exam command words)

1	Analyse	Separate information into components to identify their characteristics.
2	Apply	Put into effect in a recognised way.
3	Argue	Present a reasoned case.
4	Compare	Identify similarities and differences.
5	Contrast	Identify differences.
6	Define	Specify meaning.
7	Describe	Set out characteristics.
8	Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
9	Evaluate	Judge from available evidence.
10	Explain	Set out purpose or reasons.
11	Identify	Name or otherwise characterise.
12	Justify	Support a case with evidence.
13	Name	Give the correct title or term.
14	Outline	Set out main characteristics.
15	Which	Select/give the correct information.

### Tier 3 Vocabulary (Topic specific words)

1	Open skill	A skill that you do not have complete control over e.g. returning a tennis shot
2	Closed skill	A skill which you have complete control over – e.g. a basketball free throw
3	Massed practice	Practice that occurs without rest periods during the session
4	Distributed practice	Practice that is broken down in to small sessions
5	Fixed practice	A specific movement is practiced repeatedly, known as a drill
6	Variable practice	Frequently changing the task for a performer
7	SMART targets	Specific, Measurable, Achievable, Realistic, Time-bound,
8	Visual feedback	Watching a recording of your performance
9	Verbal feedback	A coach or teacher telling you about your performance
10	Manual guidance	A coach or teacher who moves the performer through a movement to learn how it feels
11	Mechanical guidance	A device is used to support the performer in learning new skills. E.g. arm bands for swimming, or a harness for trampolining and learning somersaults.
12	Intrinsic feedback	Information received by the performer from kinaesthetic senses – muscles, joints, balance
13	Extrinsic feedback	Comes from external source- a teacher or a coach, from sight of sound
14	Concurrent feedback	Received during the movement, both intrinsically and extrinsically
15	Terminal feedback	Received when the movement is complete or after training.





Visual feedback



Verbal Feedback

**Extrinsic Feedback**

**Mass  
practice**



**S**

**Specific**  
Clearly State your Goal

**M**

**Measurable**  
Ensure you can Measure Success

**A**

**Attainable**  
Set Goals you know you can Achieve

**R**

**Relevant**  
Set Goals Relevant to your Career or Education

**T**

**Time-Based**  
Set a Deadline for Completion



**Manual  
Guidance**



**Mechanical  
Guidance**

**Upgrade resources**

**Skill classification**

<https://www.brianmac.co.uk/continuum.htm>

<https://www.youtube.com/watch?v=MyJzoXqfVx4>

**Practice structure and mental preparation**

<https://www.youtube.com/watch?v=6YWJ95bHjXU>



**Soccer**



**Chess**



**Walking a tightrope**



**Archery**

**Open skill – closed skill continuum**



# SCIENCE BE STRONG - Knowledge Organiser - Year 11

## Science Vocabulary



Tier 2 Word	Meaning
<b>Calculate</b>	Use numbers given in the question to work out the answer.
<b>Compare</b>	Describe multiple similarities and/or differences between two things.
<b>Define</b>	Say the meaning of something.
<b>Describe</b>	Recall some facts, events, or processes in a scientific way.
<b>Evaluate</b>	Make points for and against an idea and come to a conclusion.
<b>Explain</b>	Say the reasons for something happening.
<b>Justify</b>	Use evidence from the information given to support an answer.
<b>Label</b>	Point out the correct names on a diagram.
<b>Measure</b>	Find the amount, size or degree of something.
<b>Predict</b>	Give a likely outcome.
<b>Plan</b>	Write a method.
<b>Suggest</b>	Apply your knowledge and understanding of a scientific concept to a new situation.

## Units

Quantity being measured	Unit in words and symbols	Quantity being measured	Unit in words and symbols
Length	metre m	Temperature	degrees Celsius °C
Mass	gram g	Speed	metres per second m/s
Pressure	Pascal Pa	Density	square metres m <sup>2</sup>
Force	Newton N	Volume	cubic metres m <sup>3</sup>

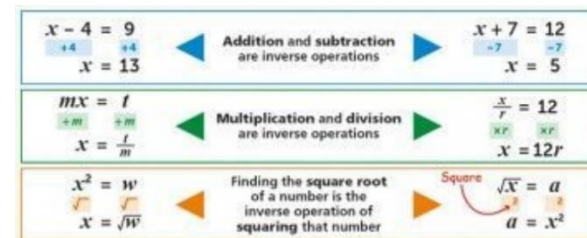
## Experimental words

Tier 3 Word	Meaning
<b>Reliable</b>	The original experimenter repeats the investigation using same method and equipment and obtains the same results. Also known as <b>repeatable</b> .
<b>Variables</b>	These are physical, chemical or biological quantities.
<b>Control Variable</b>	Control variable are the parts of the practical that have to be kept constant or monitored.
<b>Dependent Variable</b>	Dependent variable is the part of the practical that is measured.
<b>Independent Variable</b>	Independent variable is the part of the practical that is changed on purpose.
<b>Anomalies</b>	These are values in a set of results which are judged not to be part of the variation caused by random uncertainty (an odd one out).

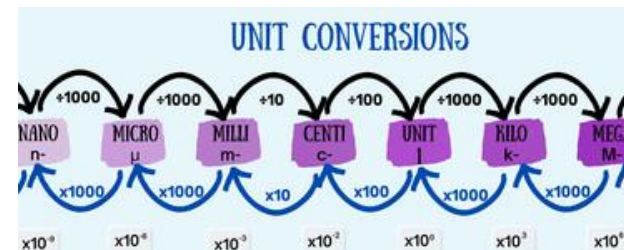
## Maths



Quantity measured	Name of unit	Symbol
length	metre	m
mass	kilogram	kg
time	second	s
force	newton	N
area	square metres	m <sup>2</sup>
volume	cubic metres	m <sup>3</sup>
temperature	degrees Celsius	°C
speed	metres per second	m/s
current	ampere or amp	A
energy	joule	J
voltage	volt	V
pressure	pascal	Pa
power	watt	W
frequency	hertz	Hz



Values  
Equation  
Substitute  
Rearrange  
Answer  
Units



## Extra Lesson support:

Use the following QR codes to access Oak Academy lessons. This is great for revision or catching up on missed lessons!

### Combined science



### Triple: biology



### Triple: chemistry



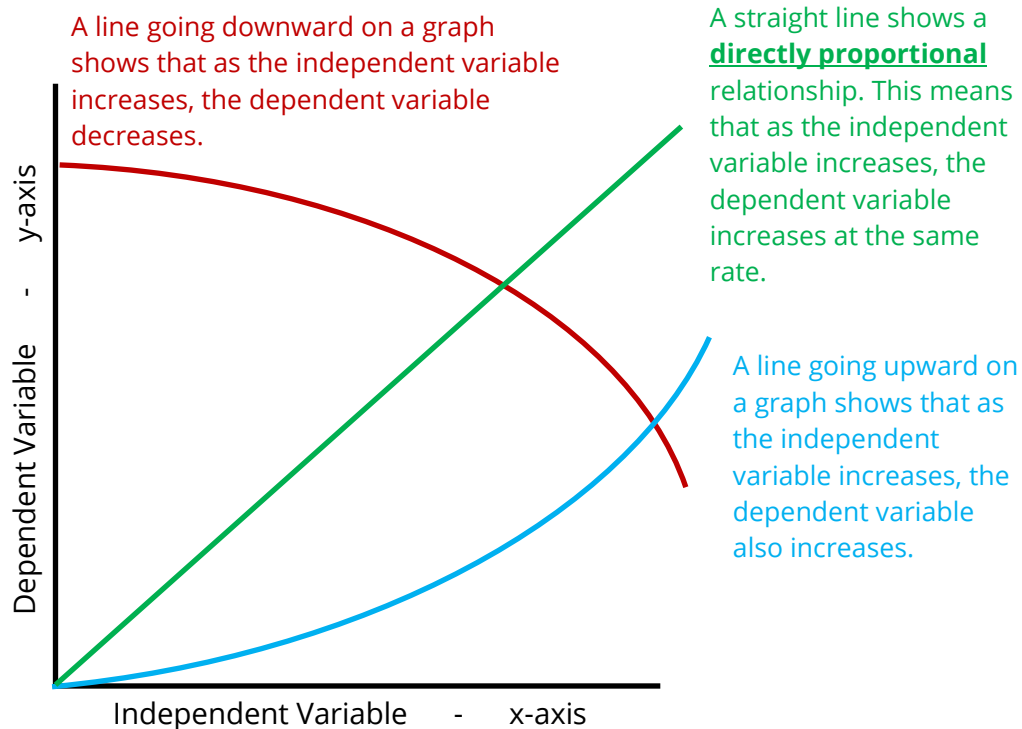
### Triple: physics



# SCIENCE BE STRONG - Knowledge Organiser - Year 11

## Graph skills

1. The **independent** variable is always on the **x axis**
2. The **dependent** variable is always on the **y axis**
3. Plot data points accurately
4. Use appropriate **linear scales** on axes
5. Choose scales that enable all data points to be plotted within the graph area
6. Label axes, with **units** included
7. Make graphs that **fill the space** the exam paper gives you
8. **Draw a line (or curve) of best-fit** to identify trends. The line must be smooth and cover as many data points as possible!



## Deep Dive

Here are some websites and links to support and upgrade your learning

### Useful websites

<https://www.dogonews.com/category/science>  
<https://www.sciencenewsforstudents.org/>  
<https://sciencejournalforkids.org/>  
<https://edu.rsc.org/eic/section/the-mole?adredir=1>  
<https://cellfiemagazine.wixsite.com/blog>  
<https://informationisbeautiful.net/beautifulnews/>  
<https://www.positive.news/environment/renewal-why-clean-energy-should-power-the-new-normal/>  
<https://www.tweentribune.com/>  
<https://www.nationalgeographic.com/>

### Useful podcasts

<https://www.bbcearth.com/podcast/>  
<https://www.rebelgirls.com/pages/podcast>

### Other fun websites

<https://scaleofuniverse.com/>  
<https://phet.colorado.edu/>  
<https://www.biointeractive.org/classroom-resources/how-animals-use-sound-communicate>

### Useful revision websites

<https://www.savemyexams.co.uk/>  
<https://www.revisely.co.uk/gcse/science/aqa>  
<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>  
<https://www.youtube.com/watch?v=mKYQ-K23Mr4>  
<https://www.aqa.org.uk/subjects/science/gcse>

# Las Vacaciones

¿Adónde fuiste de vacaciones recientemente?  
Where did you go on holiday recently?

<b>El año pasado</b> [last year]	<b>hace dos semanas</b> [two weeks ago]	<b>fui</b> [I went]	<b>de vacaciones</b> [on holiday]
<b>El verano pasado</b> [last summer]	<b>hace un mes</b> [one month ago]	<b>fuimos</b> [we went]	

<b>Fui a</b> <b>Fuimos a</b>	<b>Alemania</b> [Germany]	<b>los Estados Unidos</b> [USA]	<b>Irlanda</b> [Ireland]
	<b>China</b> [China]	<b>España</b> [Spain]	<b>Italia</b> [Italy]
	<b>Escocia</b> [Scotland]	<b>Francia</b> [France]	<b>Japón</b> [Japan]

<b>Viajé</b> [I travelled]	<b>en</b> [by]	<b>autocar</b> [coach]	<b>y el viaje</b> [and the trip]	<b>fue cómodo</b> [was comfy]
<b>Viajamos</b> [We travelled]		<b>avión</b> [plane]		<b>fue divertido</b> [was fun]
	<b>barco</b> [boat]	<b>fue largo</b> [was long]		
	<b>coche</b> [car]	<b>fue rápido</b> [was quick]	<b>duró</b> [took/lasted]	<b>1 hora</b>
	<b>tren</b> [train]			<b>2 horas</b>

<b>*Me alojé en</b> [I stayed in]	<b>un albergue juvenil</b> [a youth hostel]	<b>una granja</b> [a farm]
<b>Nos alojamos en</b> [We stayed in]	<b>un piso</b>	<b>un hostel barato</b> [a cheap hotel]
	<b>un camping</b>	<b>un hotel de lujo</b> [a luxury hotel]

<b>Me quedé en</b> [I stayed in]	<b>la casa de mis abuelos</b> [my grandparents' house]
<b>Nos quedamos en</b> [We stayed in]	

¿Qué fue lo mejor de tus vacaciones?  
What was the best thing about your holiday?

<b>Me gustó porque</b> [I liked it because]	<b>el hotel era genial</b> [the hotel was great]	<b>había mucho que hacer</b> [there was a lot to do]
<b>Lo pasé bomba porque</b> [I had a great time because]	<b>la gente era simpática</b> [the people were nice]	<b>había playas magníficas</b> [there were superb beaches]

<b>En el hotel</b>	<b>había</b> [there was/were]	<b>un gimnasio</b> [a gym]	<b>una cancha de tenis</b> [a tennis court]
		<b>un parque acuático</b> [an aqua park]	<b>una sala de juegos para niños</b> [a playroom for kids]
		<b>un restaurante</b> [a restaurant]	<b>una zona de spa para mis padres</b> [a spa area for my parents]

## Grammar: The preterite tense

The preterite tense is used to describe actions **in the past** which have been completed. As usual 'ir' [to go] is irregular, so you have to learn it by heart. 'Viajar' is a regular '-ar' verb, so follows the pattern below.

- Fui** [I went]
- Fuiste** [You went]
- Fue** [He went]
- Fuimos** [we went]
- Fuistéis** [you went, plural]
- Fueron** [they went]

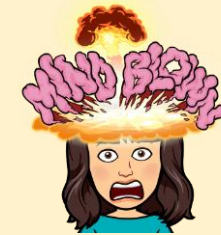
## Did you know?

The verbs **ir** [to go] and **ser** [to be] have **exactly** the same form in the preterite tense?

### Ejemplo

**Mi amigo fue a Francia.**  
[My friend went to France.]

**El viaje fue largo.**  
[The journey was long.]



## Verbs Regulares

	VERBOS -AR	VERBOS -ER	VERBOS -IR
	HABLAR	COMER	VIVIR
yo	hablé	comí	viví
tú	hablaste	comiste	viviste
él / ella	habló	comió	vivió
usted	habló	comió	vivió
nosotros / as	hablamos	comimos	vivimos
vosotros / as	hablasteis	comisteis	vivisteis
ellos / ellas	hablaron	comieron	vivieron
ustedes	hablaron	comieron	vivieron



SCAN ME



# Las Vacaciones

¿Qué hiciste durante las vacaciones / el primer día etc?  
What did you do during the holidays / on the first day etc.?

<b>Durante las vacaciones</b> [During the holidays]	<b>hice muchas cosas</b> [I did many things] <b>no hice casi nada</b> [I did hardly anything] <b>pasé mucho tiempo con mi familia</b> [I spent a lot of time with my family]			
<b>El primer día</b> [On the first day]	<b>pasé bastante tiempo solo/a</b> [I spent quite a bit of time alone]			
<b>El primer día</b> [On the first day]	<b>alquilé una bici</b> [I rented a bike] <b>comí comida deliciosa</b> [I ate delicious food] <b>compré recuerdos</b> [I bought souvenirs] <b>conocí a un chico simpático / una chica simpática</b> [I met a nice boy/girl]			
	<b>descansé en la playa</b> [I rested on the beach] <b>di un paseo</b> [I went for a walk] <b>jugué con mis primos</b> [I played with my cousins] <b>nadé en el mar</b> [I swam in the sea] <b>probé platos típicos</b> [I tasted typical dishes] <b>saqué fotos</b> [I took photos]			
<b>Por la mañana</b> [In the morning]	<b>tomé el sol</b> [I sunbathed] <b>visité lugares históricos</b> [I visited historic places]			
	<b>me acosté tarde</b> [I went to bed late] <b>me desperté tarde</b> [I got up late]			
<b>Por la tarde</b> [In the afternoon]	<b>fui</b> [I went]	<b>al parque</b> <b>a la playa</b> <b>a la montaña</b> <b>al centro de la ciudad</b>	<b>para</b> [in order to]	<b>nadar en el mar</b> [swim in the sea] <b>comprar cosas</b> [buy things] <b>tomar el sol</b> [sunbathe] <b>ir de tiendas</b> [go shopping]
	<b>fuimos</b> [we went]	<b>al centro comercial</b> <b>de excursión</b> [on a trip] <b>de marcha</b> [clubbing]		
<b>Por la noche</b> [In the evening]	<b>*hice</b> [I did]	<b>buceo</b> [diving]		<b>senderismo</b> [hiking]
	<b>hicimos</b> [we did]	<b>natación</b> [swimming]		<b>turismo</b> [sightseeing]

¿Qué fue lo mejor de tus vacaciones?

What was the best thing about your holiday?

<b>Lo mejor fue cuando</b> [The best thing was when]	<b>cené en un restaurante</b> [I had dinner in a restaurant]	<b>con</b>	<b>mi mejor amigo/a</b> <b>mi familia</b>
	<b>vi un partido de fútbol</b> [I saw a football match]		
	<b>pasé tiempo con mis abuelos</b> [I spent time with my grandparents]		
<b>En mi opinión</b> [In my opinion]	<b>fuieron unas vacaciones</b> [they were ... holidays]	<b>inolvidables</b> [unforgettable] <b>buenísimas/malísimas</b> [really really good/bad]	
<b>y</b> [and] <b>pero</b> [but]	<b>(no) me gustaría</b> [I would -not- like]	<b>volver</b> [to go back]	<b>el año próximo</b> [next year]
<p><i>*Note: In Spanish "hacer" means "to do" and is often used in combination with actions and activities. However, watch out, because sentences such as "HICE natación" are translated back into natural English as "I swam" or "I WENT swimming".</i></p>			



## Exam-style questions: role plays



### A - Role play

Look at the role play card and prepare what you are going to say.

In the role play task you don't need to expand your answers. Focus on the accuracy of what you say.

What reason could you give for choosing this hotel? Keep it simple!

#### Topic: Travel and tourist transactions

##### Instructions to candidates:

You are talking to the receptionist at a hotel in Spain and wish to book a room. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *usted*.

You will talk to the teacher using the five prompts below.

- where you see - ? - you must ask a question.
- where you see - ! - you must respond to something you have not prepared.

##### Task

*Usted está en un hotel en España. Quiere reservar una habitación y habla con el/la recepcionista.*

- Habitación - tipo
- hotel - razón
- !
- Desayuno - precio
- Piscina - horario

The third bullet point always asks you to give an unprepared answer in the **past tense**. What could the receptionist ask you here?

Start your question with '¿Cuánto ...?'

If you don't know the meaning of 'horario', can you work it out from the word 'hora'?



¿Cuánto cuesta(n) [...] How much does [...] cost?

¿A qué hora abre(n) / cierra(n) [...] What time does [...] open / close?

## Los Festivales



¿Has asistido a un festival español?  
Have you attended a Spanish festival?

El año pasado	fui fuimos	a Buñol	para participar en / para ver [to take part in / to see]	la Tomatina
Fui	solo con mi mejor amigo/a	Me desperté [I woke up] Él/ella se despertó [He/she woke up]	a las ocho muy temprano [very early]	
Viajé Viajamos	en avión coche	y luego	en autocar tren	El viaje fue [The trip was] largo pero y divertido duro
Alquilé [I rented] Alquilamos [We rented]	un coche [a car]			
El día del festival	llegué [I arrived] llegamos [we arrived]	temprano [early]	al pueblo [to the town]	para coger sitio [to get a good spot]
Por la mañana	estuvo nublado [it was cloudy] hizo buen tiempo hizo sol	pero luego	por la tarde	hizo frío hubo tormenta [there was a storm] llovió un poco
Durante el festival / la batalla [During the tomato fight]	yo conocí a mucha gente divertida [I met many fun people] me caí muchas veces [I fell over many times] me ensucié mucho [I got really dirty] me reí mucho [I laughed a lot] tiré un montón de tomates [I threw loads of tomatoes]		mi amigo y yo conocimos a mucha gente nos caímos muchas veces nos ensuciamos mucho nos reímos mucho tiramos un montón de tomates	

Por la tarde	volví volvimos	al hotel	y	comí tapas descansé me duché	comimos tapas descansamos nos duchamos
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Finalmente	me acosté nos acostamos	a las diez.	Fue una experiencia	increíble inolvidable maravillosa
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### Exam-style questions: photo cards



<u>To start off:</u>	
En la imagen...	In the image
En la foto...	In the photo
Hay...	There is/ are
Veo...	I see
Se puede ver...	You can see
La foto muestra...	The photo shows...
<u>Be specific!</u>	
En primer plano...	In the foreground
Al fondo...	In the background
A la izquierda...	to the left
A la derecha...	to the right
Cerca de...	close to
Delante de...	In front of

<u>What's there?</u>	
Un hombre/una mujer	a man/woman
Unas personas	some people
Mucha gente	lots of people
Unos edificios	some buildings
Unos árboles	some trees
Una escena de...	a scene of

<u>Describing people</u>	
Parece(n)...	he/she/they seem(s)
Contento/a(s)	happy
Triste(s)	sad
Cansado/a(s)	tired
Enfadado/a(s)	angry

<u>What are they doing?</u>	
Está(n) hablando	They are talking
Está(n) discutiendo	They are arguing
Está(n) sonriendo	They are smiling
Está(n) riendo	They are laughing
Está(n) trabajando	They are working
Está(n) jugando	They are playing

<u>Opinion phrases</u>
Creo que...
I think that
Pienso que...
I think that...
Imagino que...
I imagine that...
Supongo que...
I presume that...
Diría que...
I would say that
Me parece que
It seems to me that..
Me recuerda a...
It reminds me of...

<u>Weather</u>	
Hace sol	it's sunny
Hace buen tiempo	it's nice weather
Hace mal tiempo	It's bad weather
Está lloviendo	it's raining
Está nublado	it's cloudy



**Topic: Cultural life**

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre la Navidad
- lo que hiciste en un día especial reciente
- cómo vas a celebrar tu próximo cumpleaños
- (!)





# El trabajo y mis proyectos futuros

<p><b>¿Qué planes tienes para el futuro?</b> What plans do you have for the future?</p>	<p><b>En el futuro</b> [In the future]</p> <p><b>Cuando sea mayor</b> [When I am older]</p> <p><b>Después de mis exámenes</b> [After my exams]</p>	<p><b>voy a</b> [I am going]</p> <p><b>tengo la intención de</b> [I intend to]</p> <p><b>espero</b> [I hope]</p> <p><b>me gustaría</b> [I would like]</p>	<p><b>tener éxito</b> [to be successful]</p> <p><b>ser contento/a</b> [to be happy]</p> <p><b>ser rico/a</b> [to be rich]</p> <p><b>ir a la universidad para estudiar empresariales</b> [to go to university in order to study (business studies)]</p> <p><b>trabajar como abogado/a</b> [to work as a lawyer]</p> <p><b>hacer un aprendizaje</b> [to do an apprenticeship]</p>	<p><b>porque</b> [because]</p> <p><b>ya que</b> [since]</p> <p><b>pero</b> [but]</p> <p><b>sin embargo</b> [however]</p> <p><b>no obstante</b> [nevertheless]</p> <p><b>por eso</b> [therefore]</p>	<p><b>pienso que</b> [I think that]</p> <p><b>creo que</b> [I believe that]</p> <p><b>encuentro que</b> [I find that]</p> <p><b>desde mi punto de vista</b> [from my point of view]</p> <p><b>según mis padres</b> [according to my parents]</p> <p><b>mi primo me ha dicho que</b> [my cousin has told me that]</p>	<p><b>será fascinante</b> [it will be fascinating]</p> <p><b>será difícil</b> [it will be difficult]</p> <p><b>será útil para mi futuro</b> [it will be useful for my future]</p> <p><b>me ayudará mucho</b> [It will help me a lot]</p> <p><b>ganaré mucho/poco dinero / mucha/poca experiencia</b> [I will earn a lot of/ not much money / experience]</p> <p><b>aprenderé mucho</b> [I will learn a lot]</p>
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Challenge Tasks Respond to these questions including EQUATACO phrases	
1)	¿Qué planes tienes para el futuro? [What plans do you have for the future?]
2)	¿Qué opinas de ir a la universidad? ¿Por qué? [What do you think of going to university? Why?]
3)	¿En qué te gustaría trabajar? [What would you like to work as?]

Dig Deeper: (Be brave, dig deep and discover) People, places, events, emotions (website links, famous people, historical, people, events). Recommended texts/websites/writers)	
1)	Use <a href="https://vocaroo.com">https://vocaroo.com</a> to record your answers to any of the challenge questions and send your recording to your teacher.
2)	Research festivals in the Spanish-speaking world such as: <i>La Feria de Abril</i> , <i>Día de los Muertos</i> , <i>Las Fallas</i> , and <i>Los Sanfermines</i> .
3)	Revise with BBC Bitesize: <a href="#">Holidays</a> , <a href="#">Customs and festivals</a> , <a href="#">Jobs</a> ,
4)	Watch a Spanish TV show on Netflix or Disney Plus etc. to review vocabulary from previous cycles.



## **Tier 2 vocabulary – exam paper terminology and command words**

**Outline** - write the main points of the topic.

**Describe** - tell me everything about all the features you are describing

**Explain** - set out purpose or reasons.

**Name** - give the correct title or term

**Identify** – Name or otherwise characterise.

## **Websites to support you with this topic**

### **LO1 – understand different factors which influence the risk of injury**

#### ***Causes of injuries***

<https://www.news24.com/health24/medical/sports-injuries/overview/causes-of-sports-injuries-20160329>



#### ***Risk assessments***

[https://www.sportenglandclubmatters.com/pluginfile.php/38051/mod\\_resource/content/2/Club%20Matters%20-%20Creating%20a%20Risk%20Assessment%20SO.pdf](https://www.sportenglandclubmatters.com/pluginfile.php/38051/mod_resource/content/2/Club%20Matters%20-%20Creating%20a%20Risk%20Assessment%20SO.pdf)

#### ***Intrinsic risk factors***

<https://asaxoninjuries.wordpress.com/intrinsic-risk-factors>

#### ***Posture***

<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/posture>

#### ***Symptoms, causes and treatment of bad posture***

<https://www.thephysiocompany.com/>

## **Websites**

### **LO2 – understand how appropriate warm up and cool down routines can help to prevent injury**

#### ***Benefits of warm up***

<https://benefitof.net/benefits-of-warm-up/>

#### ***Warming up and stretching***

<https://www.fitnesshealth101.com/>

#### ***Benefits of cooling down***

[www.exercise4weightloss.com/benefits-of-cooling-down.html](http://www.exercise4weightloss.com/benefits-of-cooling-down.html)

### **LO3 - know how to respond to injuries within a sporting context**

#### ***Concussion***

[www.nhs.co.uk/conditions](http://www.nhs.co.uk/conditions)

#### ***Fractures***

[www.medicalnewstoday.com](http://www.medicalnewstoday.com)

### **LO4 – know how to respond to common medical conditions**

[www.nhs.co.uk/conditions/asthma](http://www.nhs.co.uk/conditions/asthma)

[www.nhs.co.uk/conditions/diabetes](http://www.nhs.co.uk/conditions/diabetes)

[www.nhs.co.uk/conditions/epilepsy](http://www.nhs.co.uk/conditions/epilepsy)

<b>Learning Outcome 1: <u>understand different factors which influence the risk of injury</u></b>	
Extrinsic factors	Risks or factors from outside the body.
Contact sports	Sports in which physical contact between performers is accepted
Non-contact sports	Sports where participants compete alternatively, or in lanes, so that they are physically separated, or where the rules detail no contact
Hypothermia	A dangerous drop in body temperature
Heat exhaustion	Fatigue and collapse resulting from long term exposure to excessive or unaccustomed heat.
Hazard	Something that can cause harm
Risk	The likelihood of a hazard causing harm
Intrinsic factors	Risks or factors from within the body
Training	The process of bringing a person to a suitable level of proficiency
Overuse injuries	Chronic injuries caused by repetitive movements
Psychological factors	Mental factors that can affect a performer positively or negatively.
Aggression	The intention to cause harm to others
Gait	How people walk or run
Risk assessment	Careful examination of what, in relation to a sports activity

<b>Learning Outcome 2: <u>understand how appropriate warm up and cool down routines can help to prevent injury</u></b>	
Muscle contraction	The process which creates tension in the muscle, which creates movement.
Lactic acid	Waste product of anaerobic exercise, it causes fatigue (tiredness)
Mental rehearsal	Visualising or imagining each aspect of the activity before performing it
Imagery	When a performer pictures something in their head to try to maintain focus.

<b>Learning Outcome 3: <u>know how to respond to injuries within a sporting context</u></b>	
Acute injuries	Injuries caused by sudden trauma
Chronic injuries	Injuries caused by chronic stress
Tendonitis	Chronic injury to tendons
Soft tissue injury	Damage to muscles, ligaments or tendons

<b>Learning Outcome 4: <u>know how to respond to common medical conditions</u></b>	
Diabetes	Condition in which blood sugar levels are unregulated by the body
Epilepsy	Condition causing abnormal brain activity leading to seizures
Asthma	Lung condition that causes occasional breathing difficulties

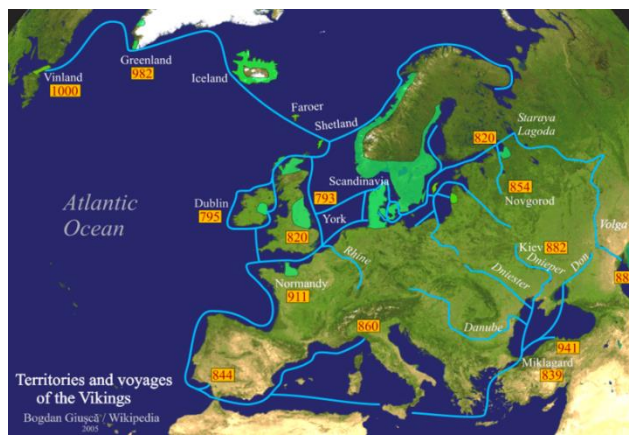
# History - Unit 1: Viking Expansion 750-1050

## TIER 3 VOCABULARY

- 1  **Viking** - People from Scandinavia who went 'Viking' or raiding by sea.
- 2  **Dane** - Vikings mainly from Denmark or Norway who traded and settled west.
- 3  **Rus** - Vikings mainly from Sweden who traded and settled east.
- 4  **Norse** - A name linked to the people of Scandinavia, especially Norway.
- 5  **Midgard** - Viking name for earth - means middle place or middle earth.
- 6  **Yggdrasil** - A sacred ash tree at the centre of the Viking universe.
- 7  **Skald** - A Viking poet and mystic.
- 8  **Runes** - Viking writing.
- 9  **Runestones** - Stone engraved with Viking writing in runes.
- 10  **Oral tradition** - Historical stories which are passed on by word of mouth only.
- 11  **Saga** - Stories written in Iceland about Vikings after the end of the Viking age.
- 12  **Assembly** - Like a parliament or council.
- 13  **Thing** - Local assemblies where Viking freemen met to make decisions.
- 14  **Althing** - A yearly great thing (assembly) in Iceland.
- 15  **Geld** - A type of tax paid by Saxons.
- 16  **Danegeld** - Protection money paid by Saxons to bribe Vikings not to attack them.
- 17  **Mint** - A place where coins are made.
- 18  **Chronicle** - A written record of the past.

## The Viking World

### Viking Settlements Viking Trade routes







## Viking Gods

### Key words:

- 1 **Deity** - A God
- 2 **Pagan** - Person who believes in more than one god.
- 3 **Heathen** - Person who does not accept a religions that says there is only one God.
- 4 **Asgard** - Where the Viking Gods lived.

### The Gods

- 5 **Odin** - Viking chief god 
- 6 **Thor** - God of thunder Lightning and Law 
- 7 **Frey** - God of weather and good fortune 
- 8 **Freya** - Goddess of love and magic 

## KEY EVENTS 750-1050

Viking raid on the monastery at Lindisfarne

The Oseberg Viking Longship Is buried

Viking settlers create the city of Dublin

Rus Vikings attack Constantinople

Novgorod city is founded by the Rus Viking Ulrich

The Great Heathen Army arrives in England

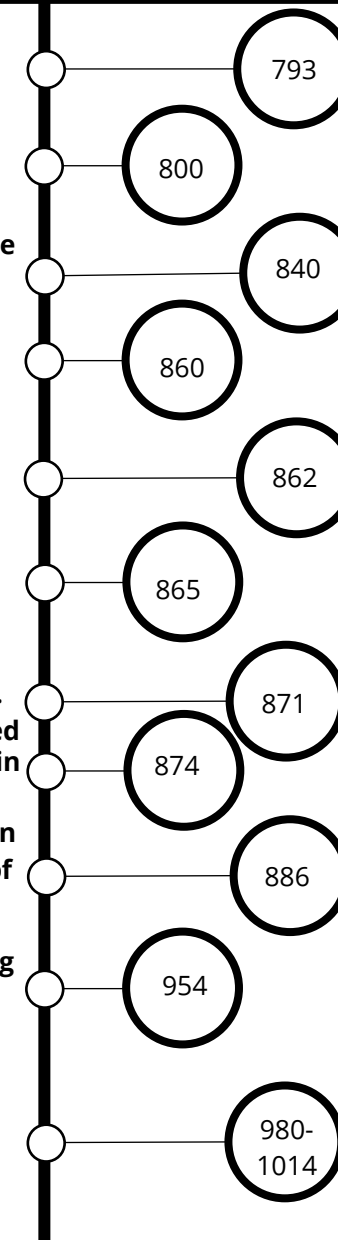
Alfred the Great becomes Saxon King.

Viking invasion halted Vikings settle in Iceland

Danelaw is created in the north and east of England













Eric Bloodaxe, Viking King of York is thrown out

In new Viking raids on England Viking Cnut becomes King



# History - Unit 1: Viking Expansion 750-1050

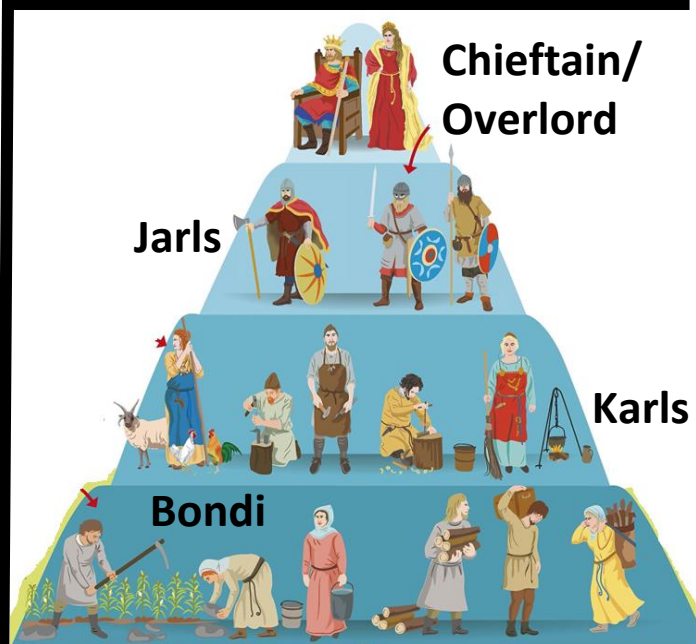
## TIER 2 VOCABULARY

- 1  **Archaeologist** – Study the past by finding and studying remains.
- 2  **Aristocrat** – A noble person, such as a Lord, Duke or Earl.
- 3  **Bazaar** – A market.
- 4  **Cultivable** – land suitable for growing crops.
- 5  **Culture** – A way of life.
- 6  **Fertile** – Productive land e.g. crops grow quickly and easily.
- 7  **Estuary** – The mouth of the river, where the river meets the sea.
- 8  **Fjord** – Deep sea estuaries along the coast of Scandinavia and Greenland.
- 9  **Monastery** – The home of a group of monks.
- 10  **Scandinavia** – Term for modern day Denmark, Norway and Sweden.
- 11  **Tactics** – Plans of attack
- 12  **Wharf** – A wooden platform on a river/the sea built for ships to tie up to

## The Eastern World

- 1 **Abbasid** – Family that ruled Baghdad and the Muslim world 750-1258
- 2 **Byzantine** – Byzantine Empire – capital city at Constantinople (modern Istanbul)
- 3 **Caliph** – title of a Muslim ruler
- 4 **Caliphate** – are ruled by a Muslim Caliph
- 5 **Dirham** – An Arabic gold coin

## Viking society



- 1 **Thrall** – Slave
- 2 **Vassal** – A person who swore loyalty to an Overlord
- 3 **Eddas** – Viking folk stories
- 4 **Amber** – A hard orange substance made from fossilised tree resin. Often used to make jewellery.
- 5 **Housecarl** – A professional warrior who fought in a Lord or king's bodyguard
- 6 **Berserker** – A ferocious Viking warrior who wore a bear-skin in battle.
- 7 **Lid** – A fighting unit in an Overlord's army
- 8 **Loom** – A machine for weaving cloth
- 9 **Norns** – Three female creatures who controlled fate (past, present, future). Held everyone's string of life.
- 10 **Hel** – Place where evil creatures e.g. trolls, lived according to Viking belief.

## DIG DEEPER

Borrow the books below from the school library!



Listen – Listen to the following History podcasts!

- 1 **Histories of the Unexpected: Vikings!** – Scan the top QR code
- 2 **Valkyrie: Warrior Women of the Viking World** – Scan the second QR code
- 3 **Vikings: River Kings** – Scan the third QR code
- 4 **The History of the Vikings (series)** – Scan the fourth QR code
- 5 **Vikings in America** – Scan the fifth QR code
- 6 **Vikings: A History of Northmen** – Scan the sixth QR code

Watch these TV series

The Last Kingdom - Netflix  
Vikings – Amazon Prime





# How do we revise using knowledge organisers?

## RECORD IT

Try reading information and key vocabulary out loud, record it on your phone and listen back to it!

## POST IT NOTES

Use post it notes – write out as many key words, dates and facts that you can remember in a minute.

## FLASH CARDS

Write the key words, dates or facts on one side and the explanation/definition on the other side. Test your memory by asking someone to quiz you on either side of the flash card.

## PRACTICE

Sometimes re-writing notes and writing out key facts and information repeatedly can really help it stick.

## RAG RATE

Use red, orange and green to highlight and colour code how confidently you can remember facts and key words.  
RED – I need to revise the most.  
AMBER – I need to go over.  
GREEN – What I have mastered.

## LOOK, SAY, COVER, WRITE, CHECK

LOOK at your knowledge organiser and take the information in.  
SAY the facts and key words out loud.  
COVER your knowledge organiser.  
WRITE down everything you can remember on a blank piece of paper.  
CHECK what you know and did not know.

## REVISING EXAM QUESTIONS

**B**ox the question  
**O**bserve the marks available  
**L**ine key vocabulary  
**D**o your best (do not give up)  
**E**xtend your vocabulary  
**R**e-read your work and your answers

## READ ALOUD

Practice reading out facts, key words and information out loud – it really helps you to remember it.

## SKETCH IT

Draw pictures to represent facts, words or dates. It could even be a symbol that helps you to remember a difficult word.

## Q&A

Make up questions, where the answers are on your knowledge organiser. Write different questions that will help you to remember the answers.

## TEACH IT

Teach someone the facts or get someone to test you. Test someone else on the questions you would be asked.

# SPEAK STRONG AND WRITE BRAVELY!

## Academic Verbs - these are very helpful when you are analysing

### Inference:

suggests implies indicates  
shows expresses demonstrates  
symbolises represents  
illustrates reveals signifies  
insinuates

### Writer's purpose:

establishes creates constructs  
devises develops epitomises  
outlines encapsulates

### Comparison:

contrasts contradicts  
juxtaposes reinforces refers  
alludes to opposes supports  
develops

## Discourse Markers - These are helpful in discussions and your writing

Sequencing Arguments	Contrasting and counter Arguments	Adding information and furthering arguments	Concluding Arguments	Introducing evidence
To begin with...	Others might argue...	Many people believe...	Admittedly...	For instance, ...
In the first place...	Conversely...	In addition to this...	Certainly...	Such as...
First and foremost....	However...	Similarly...	In conclusion...	In the case of...
Primarily...	Although...	Equally...	Finally...	As illustrated by...
Firstly...	On the other hand...	Likewise...	Consequently...	As revealed by...
Secondly...	Whereas...	Also...	Subsequently...	This can be seen when...
Thirdly...	Contrasting with...	Moreover...	Therefore...	This is/was demonstrated when...
Lastly...	On the contrary...	What's more...	Thus...	Evidence of this can be found.....
Finally...	Nevertheless...	Furthermore...	We can conclude that...	
After this it can be seen....	In comparison...	In the same way...	Finally, it can be seen...	
	Nonetheless...	For example...	Above all....	
	Even though....	For instance...	Most of all....	
	In contrast....	Likewise...		

# SPEAK STRONG AND WRITE BRAVELY!

## "I'm stuck for something to say!" BE BRAVE

- Could you repeat the question please?
- Please could you come back to me in a minute?
- Please can I have some more thinking time?
- Could you clarify the last point please?
- Please can I have a sentence starter to help?
- Could you simplify the question for me?
- Could you give me an example?

## Phrases to help you respond: BE STRONG

- I have another example of that...
- \_\_\_ said \_\_\_, but I disagree because...
- I think I can clarify that last point
- I'd like to offer an alternative answer
- To build on what \_\_\_ said,

## Fillers that I SHOULD NOT USE: BE KIND

Like  
isn't it that  
Literally  
basically  
obviously  
Innit  
yeah  
actually

These phrases are very informal and are not part of academic speech.

## How sure are you? BE BRAVE

Almost certain!

I'm fairly sure...

Hmm...

## Statement of Claim - What point are you trying to make when you answer a question?

It is certain that...  
It seems clear that...  
X is definitely...

It appears probable...  
It is usually the case that... In the majority of cases...  
The results suggest it is likely that...  
It is most likely that....

Conceivably,...  
It is possible that...  
Occasionally,...  
It may be the case that...  
The answer might be....however.....

Answering questions -  
**How sure are you?**

Try NOT to say:  
'I think that'  
'My answer is'  
'I don't know'