

‘Success is the sum of small efforts repeated day in and out.’



Community College

Name:

Tutor:

Cycle 4 2021

Science

French

**KNOWLEDGE ORGANISER**

History

English

Geography

Hegarty

Maths

Modern Britain

# QUESTIONS STEMS



Use these to help you set your own questions.  
Try to use some from each section.

## Simple Question Stems - recognising and recalling

Where is it?	Describe what happens when?
What is?	How would you define?
When did it happen?	How would you recognise?
How is?	Which one?
Why did?	Explain what is meant by?

## More complex questions

Identify the pros and cons of	What do you think about?
What would be the result of?	Which is the most important factor?
What explanation can you give for	What could you suggest about?
What is the problem with?	What would happen if?
What can you point out about?	What is the most important reason why

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## Book Pride

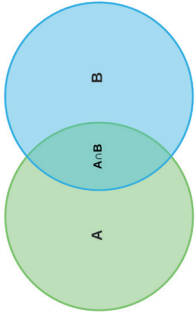
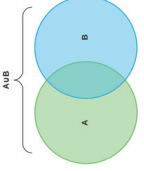
1	2
<ul style="list-style-type: none"> <li>● No dates and titles are underlined</li> <li>● Work is <b>very untidy</b></li> <li>● Extended writing tasks are <b>incomplete</b></li> <li>● <b>SPaG</b> errors being repeated</li> </ul> <p>Show more <b>PRIDE</b> in your learning. Be proud to learn and be proud of your work.</p>	<ul style="list-style-type: none"> <li>● <b>Some</b> dates and titles are underlined</li> <li>● Work is <b>untidy</b></li> <li>● Extended writing tasks are <b>short</b></li> <li>● <b>SPaG</b> errors being repeated</li> </ul>
3	4
<ul style="list-style-type: none"> <li>● <b>Most</b> dates and titles are underlined</li> <li>● Work is <b>usually</b> neat and well presented</li> <li>● Extended writing tasks are <b>good</b></li> <li>● <b>SPaG</b> is usually correct</li> </ul>	<ul style="list-style-type: none"> <li>● <b>All</b> dates and titles are underlined</li> <li>● Work is <b>exceptionally</b> neat and well presented</li> <li>● Extended writing tasks are <b>outstanding</b></li> <li>● <b>SPaG</b> is consistently correct</li> </ul> <p>You are <b>RESILIENT</b>. You always show <b>PRIDE</b> in your work.</p>

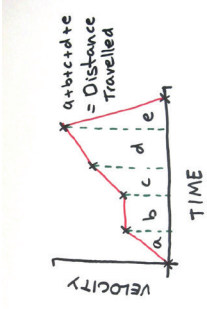
Y10 Cycle 4 Knowledge Organiser - Conflict Poetry Literature Paper 2 Section B			
<p><b>A Poison Tree by William Blake</b> Themes: Anger / Resentment / Vengeance</p>		<p><b>The Destruction of Sennacherib by Lord Byron</b> Themes: Power of God / Death / War</p>	
<p><b>Content</b> - Poem about repressing anger. The speaker fails to communicate so anger continues to grow until it develops into poisonous hatred.</p>	<p><b>Context</b> - This poem is taken from a larger collection called <i>Songs of Experience</i>. Blake explored morals and corruption</p>	<p><b>Content</b> - The poem retells a Biblical story from the Old Testament where God destroys the Assyrian army for their attack on Jerusalem.</p>	<p><b>Context</b> - Written in 1815. Byron was a Romantic poet. Byron was interested in liberty and freedom.</p>
<p><b>Language</b> - 'grow' / 'apple' - allusion to Adam and Eve - suggesting evil and corruption.</p>	<p><b>Form and Structure</b> - personal account - 'friend' / 'foe' - 'bright' / 'night' creating contrasts.</p>	<p><b>Language</b> - archaic / Biblical syntax / simile - 'like the wolf suggests a hunt/predator</p>	<p><b>Form and Structure</b> - quatrains / repetition of 'and' / chronological order</p>
<p><b>The Man He Killed by Thomas Hardy</b> Themes: Conflict, Regret, Humanity, Futility of War</p>		<p><b>Charge of the Light Brigade by Alfred, Lord Tennyson</b> Themes: Conflict, Suffering, Reality of War, Patriotism</p>	
<p><b>Content</b> - POV of an ordinary working-class soldier, reflects on the similarity between him and the 'enemy'.</p>	<p><b>Context</b> - <i>The Man He Killed</i> was written in 1902, at the time of the 2nd Boer War in South Africa. Hardy opposed it.</p>	<p><b>Content</b> - Describes a cavalry charge into a long valley. It is a celebration of the men's courage and Patriotism.</p>	<p><b>Context</b> - Published six weeks after a disastrous battle against the Russians in the (unpopular) Crimean War.</p>
<p><b>Language</b> - He', 'I', 'We' - interchange of pronouns implies change in relationship - reflective thoughts of speaker.</p>	<p><b>Form and Structure</b> - Story based narrative, ends with a form of realisation - hesitation and emotions.</p>	<p><b>Language</b> - 'jaws of Death' and "mouth of Hell": metaphor presents war as an animal that consumes its victims.</p>	<p><b>Form and Structure</b> - This is a ballad, a form of poetry to remember historical events - we should remember them.</p>
<p><b>Cousin Kate by Christina Rossetti</b> Themes: Inequality / Gender / Patriarchy</p>		<p><b>Belfast Confetti by Ciaran Carson</b> Themes: War, Conflict, Confusion, Civilian Perspective</p>	
<p><b>Content</b> - A young woman has been jilted by her lover. It is about love, and the inequalities between men and women.</p>	<p><b>Context</b> - Victorian poet. Close links with the Gothic and Romantics. Devout Christian and Proto- Feminist.</p>	<p><b>Content</b> - The title refers to nuts and bolts that were used as makeshift projectiles during hostilities in a riot.</p>	<p><b>Context</b> - Set in 'The Troubles' when Irish nationalist terrorism marked UK social and political life from the 1970s to the 1990s</p>
<p><b>Language</b> - 'cottage' / 'ye' / 'like a glove' (owned &amp; easily exchanged) - women are commodified.</p>	<p><b>Form and Structure</b> - medieval ballad form and moral message.</p>	<p><b>Language</b> - '...side streets blocked with stops and colons.' - metaphor of punctuation for obstructions.</p>	<p><b>Form and Structure</b> - describes a riot starting and the speaker trying to escape. 2 stanzas (1st-past tense, 2nd-present)</p>
<p><b>Extract from The Prelude by William Wordsworth</b> Themes: Power of Nature, Fear, Childhood</p>		<p><b>Exposure by Wilfred Owen</b> Themes: Conflict, Suffering, Nature, Reality of War</p>	
<p><b>Content</b> - Poem narrating the experience of stealing a boat and feeling afraid of the power of nature.</p>	<p><b>Context</b> - Wordsworth was a Romantic poet. They were interested in emotion and the power of nature.</p>	<p><b>Language</b> - '(led by her)': 'her' nature personified - shows his love for nature.</p>	<p><b>Form and Structure</b> - First person narrative - creates a sense that it is a personal poem.</p>
<p><b>Content</b> - Owen was a soldier and died in WW1. Of his work, Owen said: "My theme is war and the pity of war".</p>	<p><b>Context</b> - Speaker describes war as a battle against the weather and mud - a conflict between man and nature.</p>	<p><b>Language</b> - Repetition of pronouns 'we' and 'our' - conveys togetherness and collective suffering of soldiers.</p>	<p><b>Form and Structure</b> Repetition of "but nothing happens" creates circular structure of never ending suffering.</p>
<p><b>War Photographer by Carole Satyamurti</b> Themes: War / Media / Moral Conflict</p>		<p><b>War Photographer by Carole Satyamurti</b> Themes: War / Media / Moral Conflict</p>	
<p><b>Content</b> - This poem questions the role of the Media and the effect of editing on the meaning of what is depicted in imagery.</p>	<p><b>Context</b> - Written in 1987 at the time of several conflicts. The poem draws on the experience of modern warfare.</p>	<p><b>Content</b> - 'Hell like heaven is untidy.' - simile - suggests despair at the arbitrary nature of war.</p>	<p><b>Form and Structure</b> - Cyclical - starts with the frame - ends with the image.</p>

<p><b>Poppies by Jane Weir</b> Themes: Power of Nature, Decay, Pride</p>	<p><b>Content</b> - An alternative interpretation of bravery in conflict - POV is the mother who is left behind.</p>	<p><b>Context</b> - Time is deliberately ambiguous to give the poem a timeless relevance to all mothers and families.</p>	<p><b>Content</b> - This is an autobiographical poem exploring the relationship between Clarke &amp; her daughter.</p>	<p><b>Themes:</b> Cultural Destruction, Vietnam War</p>
<p><b>Language</b> - "I was brave, as I walked with you, to the front door": different perspective of bravery in conflict.</p>	<p><b>Form and Structure</b> - Strong sense of form despite the free verse, stream of consciousness addressing her son directly.</p>	<p><b>Context</b> - Welsh poet. She is well known for her poetry which explores her home life and her family.</p>	<p><b>Content</b> - After the children were killed there were no more buds". metaphor suggests all new life is gone - no life/hope.</p>	<p><b>Form and Structure</b> - Starts with a peaceful serenity-ends with destruction. Question and answer structure.</p>
<p><b>The Class Game by Mary Casey</b> Themes: Prejudice, Class, Society, Personal Identity</p>	<p><b>Context</b> - Based on a game in which one makes a judgement about the class and background of the person they are looking at.</p>	<p><b>Form and Structure</b> - Starts with one leg - ends with an invitation to see the whole.</p>	<p><b>Form and Structure</b> - Starts with one leg - ends with an invitation to see the whole.</p>	<p><b>Form and Structure</b> - 2 stanzas - 1st highlights problems, 2nd offers reflection and solutions.</p>
<p><b>Language</b> - 'hands stained with toil' - metonymy for hard-working working classes.</p>	<p><b>Form and Structure</b> - Starts with one leg - ends with an invitation to see the whole.</p>	<p><b>Form and Structure</b> - Starts with one leg - ends with an invitation to see the whole.</p>	<p><b>Form and Structure</b> - Starts with one leg - ends with an invitation to see the whole.</p>	<p><b>Form and Structure</b> - Starts with one leg - ends with an invitation to see the whole.</p>
<p><b>Language for comparison</b></p>				
<p><b>When poems have similarities</b> - Similarly, ... Both poems convey... Both poets explore / present... This idea is also explored in... In a similar way, ... Likewise, ...</p>	<p><b>Evaluative Language to know:</b> significantly, interestingly, essentially, critically, notably, effectively, fundamentally, deliberately...</p>	<p><b>Metaphor</b> - comparing one thing to another <b>Simile</b> - comparing two things with 'like' or 'as' <b>Personification</b> - giving human qualities to the nonhuman <b>Imagery</b> - language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste. <b>Tone</b> - the mood or feeling created in a poem. <b>Pathetic Fallacy</b> - giving emotion to weather in order to create a mood within a text. <b>Irony</b> - language that says one thing but implies the opposite eg. sarcasm. <b>Colloquial Language</b> - informal language, usually creates a conversational tone or authentic voice. Onomatopoeia - language that sounds like its meaning. <b>Alliteration</b> - words that are close together start with the same letter or sound. <b>Plosives</b> - short burst of sound: t, k, p, d, g, or b sound.</p>	<p><b>Stanza</b> - a group of lines in a poem. <b>Repetition</b> - repeated words or phrases <b>Enjambment</b> - a sentence or phrase that runs onto the next line. <b>Caesura</b> - using punctuation to create pauses or stops. <b>Juxtaposition</b> - contrasting things placed side by side. <b>Anaphora</b> - when the first word of a stanza is the same across different stanzas. <b>Volta</b> - a turning point in a poem.</p>	<p><b>Speaker</b> - the narrator, or person in the poem. <b>Free verse</b> - poetry that doesn't rhyme. <b>Blank verse</b> - poem in iambic pentameter, but with no rhyme. <b>Sonnet</b> - poem of 14 lines with clear rhyme scheme. <b>Rhyming couplet</b> - a pair of rhyming lines next to each other. <b>Meter</b> - arrangement of stressed/unstressed syllables. <b>Monologue</b> - one person speaking for a long time</p>
<p><b>When poems have differences</b> - Although... Whereas... Whilst... In contrast, ... Conversely, ... On the other hand, ... On the contrary, ...</p>				


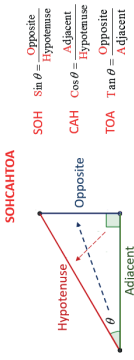
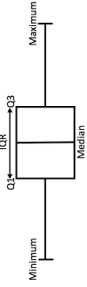
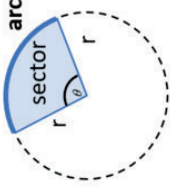
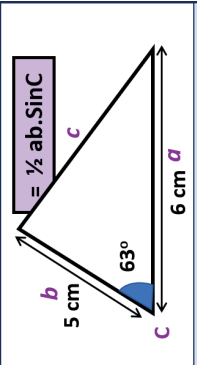
## Year 10 Maths Knowledge Organiser C4

Data and Statistics					
Skill	Definition	Examples	Skill	Definition	Examples
<b>Mean</b>	Most used measure of average Found by: $\frac{\text{sum of all numbers}}{\text{amount of numbers}}$	The mean of 2,3,4,1 is found by adding the numbers to = 10. Then dividing by 4. $10 / 4 = 2.5$	<b>Mode</b>	The number or item that occurs most often	The Mode of 2,2,4,5,3 is 2 You can have one, two or no modes.
<b>Median</b>	'Middle' average Found by: Putting the numbers in order and finding the middle number	The Median of 2,2,4,5,3 is 3. As when you reorder numbers the middle is three.	<b>Range</b>	Shows how spread out the data is. A small range means the data is more consistent Found by: Largest number - smallest number	The Range of 2,2,4,5,3 is 3 The largest number (5) subtract the smallest number (2)
<b>Pie Charts</b>	To find the angle in a pie chart Found by: $\frac{\text{frequency}}{\text{total frequency}} \times 360$ To find the frequency given the angle Found by: $\frac{\text{angle}}{360} \times \text{total frequency}$		<b>Stratified sample</b>	Used to select a sample that is representative of different groups, the number of items selected from each group will be proportional to the number of items in that group Found by: $\frac{\text{frequency in group}}{\text{total frequency}} \times \text{sample size}$	A sample of 100 students in a school is taken from the total population of 2000. There are 240 Y7 students in the school. A stratified sample is found by: $\frac{240}{2000} \times 100 = 12$ So 12 Y7 students should be asked

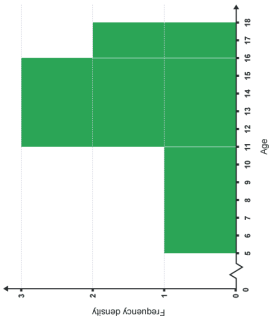
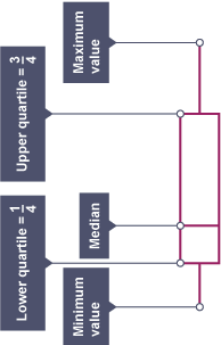
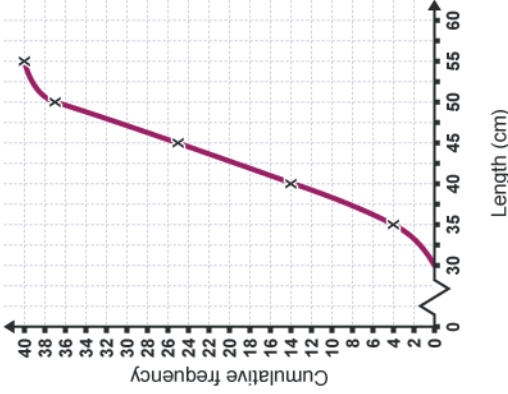
<b>Venn Diagrams</b>	$A \cap B$		<b>Venn Diagrams</b>	$A \cup B$	
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HIGHER Extras					
Skill	Definition	Examples	Skill	Definition	Examples
<b>Parallel lines</b>	Lines that are parallel have gradients that are equal	The gradients in the two equations are equal, so equations are parallel. $y = 4x + 5$ $y = 6 + 4x$	<b>Velocity-Time graphs</b>	Gradient is the acceleration Distance is the area under the graph	
<b>Perpendicular lines</b>	Lines that are perpendicular have negative reciprocal gradients	The gradients in the two equations are perpendicular. $y = 2x + 5$ $y = -\frac{1}{2}x + 4$	<b>Direct Proportion</b>	If y is directly proportional to x $y \propto x$ then $y=kx$ If y is directly proportional to the square of x $y \propto x^2$ then $y=kx^2$	
<b>Quadratic Formula</b>	Use this formula to solve quadratic equations in the form $ax^2 + bx + c = 0$	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	<b>Inverse proportion</b>	If y is inversely proportional to x $y \propto 1/x$ $y=k/x$	



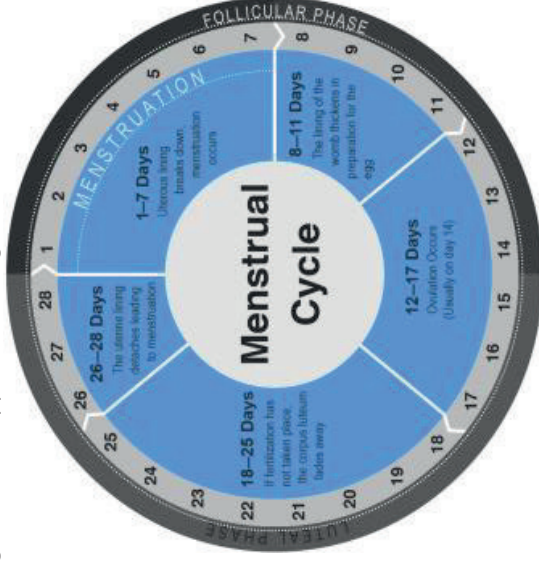
<p><b>Equation of a circle</b></p>	<p>Use this general formula for a circle, centre (0,0) with radius r</p>	$x^2 + y^2 = r^2$	<p><b>Trigonometry</b></p>		
<p><b>Transformation of graphs</b></p>	<p><math>f(x+2)</math> = shift l                eft 2  <math>f(x-2)</math> = shift right 2  <math>f(x) + 2</math> = shift up 2  <math>f(x) - 2</math> = shift 2 down</p>	<p><math>f(2x)</math> = [squash] each x coord has been halved  <math>2f(x)</math> = [squeeze] each y coord has been doubled  <math>f(-x)</math> = reflect in the y axis  <math>-f(x)</math> = reflect in the x axis</p>	<p><b>Segment</b></p>	<p>Area of a sector = <math>\frac{\text{angle}}{360} \times \pi r^2</math>              Arc length = <math>\frac{\text{angle}}{360} \times 2\pi r</math></p>	
<p><b>Composite functions</b></p>	<p><math>g(3)</math> = replace x with 3  <math>fg(x)</math> = put <math>g(x)</math> inside <math>f(x)</math> function  <math>f^{-1}(x)</math> = rearrange, then swap the variables</p>		<p><b>Area of a triangle</b></p>	<p>Area of triangle = <math>\frac{1}{2} ab \sin C</math></p>	
<p><b>Cosine Rule</b></p>	<p>To find a missing side when two sides and an angle are known              Found by:  <math>a^2 = b^2 + c^2 - 2bc \cos A</math>              To find a missing angle when three sides are known              Found by  <math display="block">\cos A = \frac{b^2 + c^2 - a^2}{2bc}</math></p>		<p><b>Sine Rule</b></p>	<p>To find the missing side when an angle and its opposite side are known              Found by:  <math display="block">\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}</math>              To find the missing angle when an angle and its opposite side are known.              Found by:  <math display="block">\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}</math></p>	



<p><b>Circle Theorems</b></p>					
<p><b>Histograms</b></p>	<p>A chart with bars, no gaps where the area of the bars (not the height) represents the frequency.</p> <p>The frequency density needs to be calculated to plot the histogram.</p> <p>Found by:  <math display="block">\text{Freq. density} = \frac{\text{frequency}}{\text{class width}}</math></p>	<p>A good tool for visually showing the spread of the data, isolates the central 50% of the data in the box. Whiskers span represents the range.</p>	<p><b>Capture / Recapture</b></p>		<p><b>IQR</b></p> 
<p><b>Cumulative Frequency</b></p>	<p>Found by:  <math display="block">\frac{\text{tagged population}}{\text{recaptured captured}}</math></p> <p>Cumulative frequency keeps a running total of the frequencies. Plot the upper class boundary against the cumulative frequency.</p>	<p>A measure of spread, it shows the range of the values of the middle 50% of the data. The smaller the IQR the more consistent the data</p> <p>Found by:  Upper quartile = lower quartile</p>			

## Cycle 4 Year 10 Biology Knowledge Organiser

	Keyword	Definition	Key Ideas									
	Follicle Stimulating Hormone	A reproductive hormone that causes eggs to mature in the ovaries.	<p><b>The Menstrual Cycle</b></p> <p>The menstrual cycle is a recurring process which takes around 28 days. During the process, the lining of the uterus is prepared for pregnancy. If implantation of the fertilised egg into the uterus lining does not happen, the lining is then shed. This is known as menstruation.</p> <p>Several hormones are involved in the menstrual cycle of a woman including oestrogen, progesterone, LH and FSH. The roles of each of these hormones are listed on the left of this page.</p> <p>If a woman becomes pregnant, the placenta produces progesterone. This maintains the lining of the uterus during pregnancy and means that menstruation does not happen.</p>									
	Luteinising Hormone	A menstrual cycle hormone that stimulates an egg to be released.										
	Oestrogen	A reproductive hormone that inhibits the production of FSH and stimulates the production of LH to allow an egg to be released.										
	Progesterone	Reproductive hormone that maintains the lining of the uterus.										
	In vitro fertilisation	A fertility treatment, whereby an egg is fertilised with sperm outside the body, in a laboratory.										
	Contraceptive	This is a device which will prevent pregnancy. They can be hormonal or barrier and includes examples such as the pill, the implant and condoms.										
	Sexual reproduction	Form of reproduction involving two parents, which introduces variation due to inheritance from both parents.										
	Menstruation	The process in a woman of discharging blood and other material from the lining of the uterus.										
	Ovulation	The release of an egg from the ovaries. This normally occurs at approximately day 14 of the menstrual cycle.										
	Meiosis	A type of cell division that results in four daughter cells each with half the number of chromosomes of the parent cell, as in the production of gametes										
	Allele	Alleles are different versions of the same gene. For example, you have a gene for eye colour but the alleles for that gene would be blue eyes, brown eyes etc.										
	Dominant	An allele that is expressed when one or two copies are present										
	Recessive	An allele that is only expressed when two copies are present.										
	Human migration	Human migration is the movement by people from one place to another, particularly different countries.										
	Heterozygous	Two alleles that are different for the same characteristic. For example Bb										
	Homozygous	Two alleles that are the same for a characteristic. For example BB or bb										
	Eugenics	The notion of improving a population by selecting certain desirable characteristics.										
W												
E												
E												
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3												
			<p><b>The Human Genome</b></p> <p>The genome of an organism is the entire genetic material of that organism. The genetic information is carried by a chemical called deoxyribonucleic acid (DNA).</p> <p>The human genome was mapped in the human genome project. In order to exploit its secrets, it is vital that the human genome is fully understood.</p> <ul style="list-style-type: none"> <li>• search for genes linked to different types of disease</li> <li>• understand inherited disorders and their treatment</li> <li>• trace human migration patterns from the past</li> </ul> <p><b>Genetic Crosses</b></p> <p>Genetic crosses, otherwise known as punnett squares, are used to show the inheritance of a specific trait.</p> <p>The alleles for the organism are shown from both parents and crossed to show the likelihood of offspring inheriting a particular trait. A punnett square showing the inheritance of the sex gene in humans is shown here:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>X</td> <td>Y</td> </tr> <tr> <td>X</td> <td>XX</td> <td>XY</td> </tr> <tr> <td>X</td> <td>XX</td> <td>XY</td> </tr> </table>		X	Y	X	XX	XY	X	XX	XY
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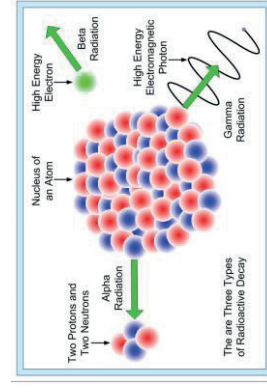


Chemistry Cycle 4 Year 10 Knowledge Organiser

	Keyword	Definition	Key Ideas
W E E K 5	Volume	The space taken up by a substance. Often used to measure liquids.	One experiment that you need to be aware of for the exam is investigating how different factors affect the rate of reaction.
	Rate of reaction	How quickly is a reaction happening. Calculated using $l / \text{time}$ .	There are four factors that can affect the rate of reaction.
	Concentration	The mass of solute dissolved in a fixed volume of solvent.	<ul style="list-style-type: none"> <li>• Temperature</li> <li>• Concentration (pressure for gases)</li> <li>• Surface area</li> <li>• Presence of a catalyst</li> </ul>
	Gas syringe	Equipment used for measuring the volume of a gas produced in a reaction.	
	Collision	When two chemicals hit one another during a reaction.	Reactions with happen at a faster rate when the temperature is increased. They also react more quickly when the concentration is higher. A larger surface area can also increase the rate of reaction.
	Collision frequency	How often collisions happen between reactants and products.	Chopping a chemical into smaller pieces, or making it into a powder, will increase the surface area of a substance. This will increase the rate of reaction.
	Collision theory	The theory of reactions that states that a reaction only occurs when a successful collision happens.	Catalysts are substances that make chemical reactions happen at a higher rate. They do not get used up in the reaction, so are able to be used over and over again.
	Catalyst	A substance that increases the rate of reaction without being used up.	
	Solute	A substance that is dissolved in a solution.	Collision theory is the idea that for a reaction to occur, the chemicals involved (reactants) have to hit each other. If these collisions are made more frequent, then the reaction will happen at a faster rate.
	W E E K 6	Measuring cylinder	A tall tube with measurements on the side, used for measuring liquids.
Sodium thiosulphate		A chemical that reacts with hydrochloric acid to form a cloudy white mixture.	Increasing the temperature of the reactants means that the particles have more energy and move more quickly. This <b>increases the frequency of successful collisions</b> and makes the reaction happen more quickly.
Balanced equation		Chemical equation written in chemical symbols showing the number of atoms on each side of the equation balance.	Increasing the concentration of the reactants means that the particles are closer together, there will be more of them in the same space. This <b>increases the frequency of successful collisions</b> and makes the reaction happen more quickly.
Inert		Unreactive	Catalysts lower the activation energy for chemical reactions, this makes them happen more quickly.
Mass		The amount of matter in something; it is measured in kilograms (kg).	Reactions will always produce the same final amount of product, even if it takes different amounts of time. This is because mass is conserved and the mass of the reactants must be the same as the mass of the products.
Reactants		Chemicals that react together in a chemical reaction (shown on the left-hand side of the chemical equation).	
Products		Substance produced by a chemical reaction (shown on the right-hand side of the chemical equation).	
Relative reactivity		The relative activity of a chemical compound when reacting with other compounds.	

## Cycle 4 Physics Year 10 Knowledge Organiser

	Keyword	Definition	Key Ideas	
W E E K 1	Solid	A state of matter characterised by particles arranged in a regular pattern, all touching, with no spaces in between. It has strong forces of attraction	<p>When solids are heated they gain internal energy, this means that the particles begin to vibrate more quickly. Eventually they have enough energy to overcome some of the forces holding them in the regular pattern. When they overcome these forces they change state to become liquids. Liquids have particles that are able to move around and are no longer in a fixed pattern. They are arranged in a random way. The particles are still touching each other. As they are heated, they begin to move more and more quickly. Eventually they will gain enough energy to overcome the forces holding them together and spread out as they change state into a gas. The forces of attraction in a gas are weaker, this allows the particles to move freely and spread out to fill the container they are in.</p> <p>Solids and liquids cannot be compressed because there are no spaces between the particles.</p> <p>Liquids and gases can flow because the particles can move around each other.</p>	
	Liquid	A state of matter where the particles are able to move over each other and 'flow'. The particles are all still touching. The forces of attraction are weaker than solids.		
	Gas	A state of matter where the particles are spread out with large spaces in between the, There are weak forces of attraction. The particles are very quick and move in a random motion.		
	Deposition	A state change where a gas becomes a solid, without turning into a liquid first.		
	Change of state	The changing between a Solid, liquid or gas. Evaporation is a change of state from liquid to gas.		
	Freeze	Where a liquid turns into a solid when its temperature is below its freezing point.		
	Melt	The process that occurs when a solid turns into a liquid when it is heated.		
	Sublimate	When a solid turns straight into a gas on heating, without becoming a liquid first - or when a gas turns straight into a solid, without becoming a liquid.		
	Alpha	A type of radioactive decay where a helium nucleus (2 protons and 2 neutrons) are released from decaying nuclei.		
	Beta	A type of radioactive decay where electrons are released from decaying nuclei.		
W E E K 2	Gamma	A type of radioactive decay where gamma waves (electromagnetic waves) are released from decaying nuclei.	<p>Ionising radiation is radiation that can cause atoms to gain or lose electrons. This turns them into ions.</p> <p>This can be really damaging to organisms as it can lead to mutations (changes) in their DNA. These changes can eventually lead to cancer.</p> <p>There are three types of radioactive ionising radiation. These are alpha, beta and gamma. Alpha radiation has a low penetrating ability and is highly ionising. It can be stopped by a sheet of paper and only travels a few cm in air. Beta is less ionising and can penetrate further, being stopped by a few millimetres of metal. Gamma is an electromagnetic wave and is highly penetrating. You need several metres of thick concrete and lead to absorb it.</p>	
	Penetration	How far a radioactive particle or wave can pass into or through a material.		
	Irradiation	When an object or organism is exposed to radiation from a radioactive substance.		
	Contamination	When radioactive material gets onto another object, causing it to become radioactive.		
	Half life	The time taken for the activity of a radioactive substance to half. The activity is measured in Becquerels.		

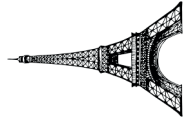






## Year 10 - French - Cycle 4

### Theme 2 - Units 5 (home, town, neighbourhood & region) and 8 (travel & tourism)



Week	Grammar	Vocabulary	Examples
<p><b>1</b></p> <p>Describing your room/furniture + Talking about house chores (5.1G)</p>	<p>An adjective goes after the noun it describes and agrees with it (masc. / fem. / plur.)</p> <p><u>Exception:</u> "BAGS" (Beauty, Age, Goodness, Size) adjectives go <u>before</u> the noun.</p> <ul style="list-style-type: none"> <li>&gt; beau/belle - beautiful</li> <li>&gt; joli(e) - pretty</li> <li>&gt; vieux/vieille - old</li> <li>&gt; jeune - young</li> <li>&gt; bon/bonne - good</li> <li>&gt; petit(e) - small</li> <li>&gt; grand(e) - big</li> </ul>	<p>Dans ma chambre - in my bedroom            Il y a - there is / il n'y a pas de - there isn't any            Un lit - a bed / une étagère - a shelf / une télé - a TV            un fauteuil - an armchair / un bureau - a desk            un canapé - a sofa / une armoire - a wardrobe            une fenêtre - a window            En cuir / bois / velours - in leather / wood / velvet            Noir(e)(s) - black / blanc(he)(s) - white            Marron - brown / Jaune(s) - yellow            Orange - orange / gris(e)(s) - grey            bleu(e)(s) - blue / vert(e)(s) - green            Rouge(s) - red / rose(s) - pink / violet(te)(s) - purple            Pour aider à la maison - to help at home            Je fais le ménage - I clean            Je fais la vaisselle - I do the washing up            Je fais le jardinage - I do the gardening            Je fais la cuisine - I do the cooking            Je fais les lits - I make the beds            Je lave la voiture - I wash the car            Je range ma chambre - I tidy up my room            Je nettoie la salle de bain - I clean the bathroom</p>	<p>Dans ma chambre, il y a une grande armoire bleue. - In my bedroom, there is a big blue wardrobe.            il y a un petit canapé en velours noir. - There is a small black velvet sofa.            Pour aider mes parents à la maison, je fais le ménage et les lits. - To help my parents at home, I clean and make the beds.            Il n'y a pas de télé ni de bureau dans ma chambre. - There is no TV or desk in my bedroom.</p>
<p><b>2</b></p> <p>Describing your home (5.1F)</p>	<p><u>Verbs:</u>            J'habite / je vis - I live            Qui date de: which dates back to            Qui donne sur: which overlooks            Qui se situe - which is situated            C'est - it is</p> <p><u>Negatives:</u>            Ce n'est pas - it isn't            Il n'y a pas de - there isn't any            Il n'y a que - there is only</p>	<p>Une maison individuelle/mitoyenne - a detached/semi-detached house            Un appartement - a flat / Une pièce - a room            Un quartier (calme) - a (quiet) area of town            Près de - near / next to / Un balcon - a balcony            Un village - a village / Une ville - a town/city            Une cuisine - a kitchen / une cave - a cellar            Une salle à manger - a dining room            Un salon - a living room / un jardin - a garden            Une salle de bain - a bathroom / des toilettes - toilets            Au rez-de-chaussée - on the ground floor            Au premier/deuxième étage - on the first/second floor            J'ai ma propre chambre - I have my own bedroom            Moderne - modern / ancien(ne) - ancient            douillet(te) - cosy / confortable - comfortable            bruyant(e) - noisy / animé(e) - animated            Énorme - huge / spacieux(euse) - spacious            Agréable - pleasant            Les voisins - the neighbours</p>	<p>Je vis dans un appartement dans un village animé. - I live in a big house in an animated village.            J'habite dans une ancienne maison qui date du 19ème siècle. - I live in an ancient house which dates back to the 19th century.            Il y a trois étages et cinq chambres. - There are 3 floors and 5 bedrooms.            J'ai ma propre chambre qui est assez douillette. - I have my own bedroom which is quite cosy.            Les voisins sont agréables mais bruyants. - The neighbours are pleasant but noisy.            Il n'y a pas de jardin. - There is no garden.</p>

<p><b>3</b> Saying where you live + Describing what a town is like (5.2G+F)</p>	<p>Je peux = I can / on peut = we can + infinitive <u>Example:</u> On peut visiter des monuments. - We can visit monuments.</p>	<p>Dans le nord/sud/est/ouest - In the South/North/East/West Au nord / sud de - in the North / South of à l'est / l'ouest de - in the East / west of Dans le centre du pays - in the centre of the country La plus grande ville de France - biggest city in France C'est célèbre pour - it is famous for Au bord de la mer - by the seaside à la campagne - in the countryside à la montagne - in the mountains Dans le centre-ville - in the city/town centre En banlieue - on the outskirts à côté de / près de - next to / near La frontière - the border De taille moyenne - average size Touristique - touristic historique - historic Des bâtiments - buildings Un aéroport - an airport Une piscine - a swimming pool Une centre commercial - a shopping centre Un hôtel bon marché - a cheap hotel Un parc aquatique - a water park Des magasins - shops</p>	<p>J'habite à la montagne, à côté d'un lac. - I live in the mountains, near a lake. J'habite dans le sud-est de la France, près de la frontière avec l'Italie. - I live in the South-East of France, near the border with Italy. C'est la deuxième plus grande ville du pays. - It's the second biggest city in the country. C'est une ville historique de taille moyenne avec de vieux bâtiments. - It's an average-sized historic town with old buildings. Il y a plein d'hôtels bon marché. - There are lots of cheap hotels.</p>
<p><b>4</b> Describing holiday destinations + Holiday preferences (8.1G+F)</p>	<p><u>in + means of transport:</u> En + voiture/bus/train/avion/car - By car/bus/train/plane/coach à pied / moto / vélo - on foot/by motorbike/bike <u>to/in + country:</u> En + countries ending in -e Au + masculine countries (all other endings) Aux + plural countries (ending in -s)</p>	<p>Mes vacances de rêve - my dream holiday Une plage privée/publique - a private/public beach Des loisirs sportifs - leisure activities Une station de ski - a ski resort Des activités nautiques - water sports Voyager - to travel En Angleterre - to/in England Au Portugal - to/in Portugal Aux Etats-Unis - to/in the USA Je passe - I spend (time) Je séjourne - I stay (in a place) J'aimerais / je voudrais aller - I would like to go Je préférerais - I would prefer Bronzer - to sunbathe</p>	<p>Pour mes vacances de rêve, je voudrais aller en Australie. - For my dream holiday, I'd like to go to Australia. En général je vais en Espagne en avion. - In general I go to Spain by plane. J'adore bronzer à la plage. - I love sunbathing on the beach. Je vais à la station de ski en bus. - I go to the ski resort by bus.</p>

<p><b>5 + 6</b> Talking about holiday activities in the past (8.2G+ F)</p>	<p><u>Opinions in the past:</u> J'ai trouvé ça - I found it C'était - it was</p> <p><u>Verbs in the imperfect:</u> Je faisais - I would do / used to do Je nageais - I would swim/ used to swim Il y avait - there was J'avais - I had/used to have J'allais - I would go / used to go Il faisait beau - it was sunny</p> <p><u>Verbs in the negative:</u> Je n'ai pas joué - I didn't play Je n'ai pas fait - I didn't do Je n'ai pas trouvé ça - I didn't find it</p> <p><u>Intensifiers:</u> Un peu - a bit assez - quite très - very Vraiment - really Trop - too (much)</p>	<p>Je suis allé(e) - I went J'ai fait - I did j'ai nagé - I swam J'ai visité- I visited J'ai passé - I spent J'ai bronzé - I sunbathed De la planche à voile - windsurfing De l'équitation - horse riding Intéressant - interesting / Formidable - wonderful Génial - great / Sympa - nice / Nul - rubbish Ennuyeux/barbant - boring Un camping - a campsite / un gîte - a holiday cottage Le matin - in the morning L'après-midi - in the afternoon Le soir - in the evening</p>	<p>Je suis allé dans un camping et c'était vraiment génial. - I went to a campsite and it was really great. Je n'ai pas fait les magasins. - I didn't do any shopping. J'ai trouvé ça un peu nul. - I found it a bit rubbish. J'ai fait de la planche à voile. - I went windsurfing. L'après-midi, j'allais faire des excursions. - In the afternoons, I would go on excursions.</p>
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**Cycle 4 Geography Year 10 Knowledge Organiser: Urban Change in the UK (Bristol)**

Session	Keywords	Knowledge	Geographical concepts
Week 1 and 2  <u>Bristol</u>  Location  Population  Importance  Migration	<p><b>Population density</b> is a measurement of population in a specific area</p> <p><b>Distribution</b> is the way in which something is shared out among a group or spread over an area.</p> <p><b>Migration</b> is when people move from one place to another</p> <p><b>National migration</b> occurs when people move from one part of a country to another.</p> <p><b>International migration</b> occurs when people cross country borders and stay in the new host country.</p>	<p><b>Location</b> Bristol is a city in the Southwest of England in the county of Avon. The population of the city is 430 thousand, making it the largest city in the Southwest. It is connected to the rest of the country by the M5 and an international airport.</p> <p><b>Importance</b></p> <ul style="list-style-type: none"> <li>Bristol holds a strategic position on the M4 corridor with links to London and Europe.</li> <li>Largest concentration of silicon chip manufacture outside of California.</li> <li>Home to the Creators of Wallace and Gromit (Aardman Animations).</li> <li>The large universities attract students from all over the world, providing graduates for professional, managerial and knowledge-based jobs.</li> <li>Historically known for I.K.Brunel and the Clifton Suspension Bridge and also Filton where Concorde was Built.</li> <li>Regional Culture, entertainment and tourism centre</li> <li>Multi ethnic city</li> </ul>	<p><b>Migration</b> About half of Bristol's population growth Comes from the EU countries, in particular Poland and Spain. 50 countries are represented in Bristol's population.</p> <p>Migration has brought opportunities and challenges.</p> <p><u>Opportunities:</u> A hardworking workforce. Enriches the cities cultural life, festivals and food. (eg St Pauls Carnival attracts 40,000 visitors each year, which aims to improve relations between European, African, Caribbean and Asian communities) Mainly young migrants help to balance the aging population.</p> <p><u>Challenges</u> Housing provision has not kept pace with growth- expensive housing. Teaching children with English as an additional languages. Integrating into the wide community.</p>
Week 3 and 4  Opportunities and challenges;  Social,  Economic,  Environmental  Brownfield Vs Greenfield	<p><b>Social opportunities</b> refer to a change in people's access to entertainment (e.g. shopping, theater and housing) and services (e.g. healthcare and education)</p> <p><b>Economic opportunities</b> The chances for people to improve their standard of living through employment.</p> <p><b>Environmental opportunities</b> The chances for people to improve their standard of living through changes to the environment .</p> <p><b>Urban Greening:</b> (opening up and preserving open space in urban areas).</p>	<p><b>Cultural Mix</b> Areas of Bristol such as the Waterfront and Montpellier are frequently voted the trendiest places to visit on social website like Travel Supermarket. Bristol is famous for the growth of the independent cafes and shops and the Hipster lifestyle.</p> <p><b>1998: Cribbs Causeway</b> Out of town shopping center The Mall at Cribbs Causeway is the premier shopping destination in the South West. Located on the north fringe of Bristol at J17 M5, The Mall hosts a line-up of over 130 top name stores Caused city center decline</p> <p><b>2008: Cabots Circus</b> Cost £500 million City Center location Includes offices, a cinema, a hotel and 250 apartments Encourages people back into the city center</p> <p>Urban Greening in Bristol opened up 8 nature reserves and has 300 parks in the City. - Queen square was once a dual carriageway and is now a open space with cycle ways.</p>	<p><b>Opportunities</b> <u>Social:</u> There are nightclubs bars and an vibrant underground music scene. Theatres include the Old Vic. Shopping: Cabot Circus open up in 2008 at a cost of £500m with new shops and leisure facilities, as well as a cinema and a hotel and 250 apartments. <u>Economic:</u> Bristol has changed from a Port to a centre of Quaternary IT industries. The Temple Quarter is an <i>Enterprise Zone</i> and has opened new office space and IT specialist business (eg The Engine Shed - cost £1.7m and home to 18 new high tech businesses). This has been helped by the addition of Superfast broadband and the electrification of the train line to London <u>Environmental:</u> Bristol was the 2015 European Green Capital. It was the first city to achieve the award. It developed the Integrated transport system (ITS) to improve the connectivity and efficient of buses to reduce car use and aim to increase the number of cycling through new cycle ways. It also trailed the poo bus.</p>

**Cycle 4 Geography Year 10 Knowledge Organiser: Urban Change in the UK (Bristol)**

Session	Keywords	Knowledge	Geographical concepts
Week 3 and 4 Opportunities and challenges; Social, Economic, Environmental Brownfield Vs Greenfield	<p>The <b>rural–urban fringe</b> can be described as the "landscape between town and country", where urban and rural mix and often clash.</p> <p><b>Greenfield land:</b> Land which has not previously been built on.</p> <p><b>Brownfield land:</b> Land which has previously been built on.</p>	<p><b>Causes of Urban Change</b></p> <ul style="list-style-type: none"> <li>Bristol has changed because it is home to global companies such as HP, Huawei and Toshiba .</li> <li>A government grant of £100 million for super fast internet</li> <li>Close links between city and university</li> <li>Educated skilled workforce</li> <li>Clean non polluted environment</li> </ul> <p><b>European Green Capital award 2015</b></p> <ul style="list-style-type: none"> <li>Transport improvements</li> <li>Improved energy efficiency</li> <li>Development of renewable energy</li> <li>First 100 electric car charging ports</li> <li>175 businesses created a 'green' action plan</li> </ul>	<p><b>Challenges</b>  <b>Harry Stoke:</b> developments on greenfield land. (easier and cheaper to build on). A new development of 1200 homes has been built on land at Harry Stoke, with 2000 more planned to be completed. Local people objected because it will increase congestion. Loose animal habitats and effect the local flooding.</p> <p><b>Bristol Harbourside:</b>                      Redevelopment of old brownfield site buildings – help to regenerate a poorly rundown part of the city. Means the people still live in the city centre keeping it vibrant and reducing commuting.                      But renovation has been costly and not everyone is happy about how it looks.</p> <p>In the future a further 30,000 homes planned for brownfield sites by 2026                      Between 2006 and 2013 only 6% of homes were built on greenfield sites</p>
Week 5 and 6 Waste Disposal Urban Sprawl and commuter settlements Temple Quarter Regeneration Integrated transport	<p><b>Waste recycling.</b>                      The process of extracting and reusing useful substances found in waste</p> <p><b>Landfill</b>                      the disposal of waste material by burying it, especially as a method of filling in and reclaiming excavated pits.</p> <p><b>Recycling</b>                      the action or process of converting waste into reusable material.</p> <p><b>Urban Sprawl:</b> The expansion (growth) of a city or town into the Countryside. Bradley Stoke is URBAN SPRAWL</p> <p><b>Commuter Settlement:</b> A village / town where people live but travel elsewhere to work. Usually the nearest city.</p>	<p><b>Urban sprawl</b></p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> <li>People can live in pleasant semi rural areas</li> <li>Access to motorways airports</li> <li>Business in out of town shopping centres</li> </ul> <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> <li>Loss of agricultural land</li> <li>Loss of traditional city centre</li> <li>Increasing traffic and pollution</li> <li>Loss of habitats</li> </ul> <p><b>Integrated transport systems</b> are when different transport methods connect together, making journeys smoother and therefore public transport more appealing. Better integration should result in more demand for public transport and should see people switching from private car use to public modes of transport, which should be more sustainable. It may also lead to a fall in congestion due to less road users.                      E.g. Improved access to Bristol City Centre: Cycle network and improvements to Bristol Temple Meads stations.</p> <p><b>Bristol Harbourside:</b>                      Redevelopment of old brownfield site buildings – help to regenerate a poorly rundown part of the city. Means the people still live in the city centre keeping it vibrant and reducing commuting.                      But renovation has been costly and not everyone is happy about how it looks.</p>	<p><b>Temple Quarter before Regeneration:</b>                      The Temple Quarter is an area of Bristol city centre that is located between the main shopping centre in the CBD and the Waterfront that was re-developed at the turn of the Millennium.                      The area was very run down.                      It gave a bad impression to the visitors driving in from the south.                      Old industrial buildings were empty e.g. Bristol Iron Works.                      Old industries had polluted the land – old diesel depot.</p> <p><b>Temple Quarter Regeneration project:</b></p> <ul style="list-style-type: none"> <li>Enterprise zone status: Offer incentives to businesses to move to the area including low rents and business taxes.</li> <li>Superfast Broadband to help expand the already successful IT industry.</li> </ul> <p><b>1. The Glass Wharf</b>                      A new office development of 3 spectacular buildings overlooking Bristol's historic waterside.</p> <p><b>2. Electrification of the London to Bristol railway</b>                      Electrification of the London to Bristol Line so easier to attract business as they can still work with partners in London. Creating faster connections between the cities.</p> <p><b>3. The Engine Shed</b>                      The re-use of Islamabad Kingdom Brunel's historic engine shed                      Cost £1.7million                      Installed with superfast broadband                      Home to high-tech, creative companies including:                      18 micro-electronics , media and digital production companies                      A further 44 companies                      A company developing the next generation of wi-fi</p>

Week One-Rise of Wolsey	Week Two- Wolsey's Policies
<p><b>Key Words</b>  <b>Alter Rex</b> - second King                      Cardinal - highest religious office                      Chaplain - a priest who holds services for a king or nobleman                      Royal Almoner - person who gives out charity money on behalf of the king</p> <p><b>Key Dates</b>                      1509 –Henry becomes King                      1515 - Wolsey becomes chancellor</p> <p><b>Key Facts-</b>  <b>Henry VIII – Renaissance Prince</b> 18 years old – young , athletic, intelligent.Marrried to Catherine of Aragon in 1509Desired glory through war ‘ war is a kingly pursuit’.He was intelligent spoke many languagesReligious – he had been destined to go into the church – wrote a book called Defender of the Faith</p> <p><b>Thomas Wolsey.</b>Son of a butcher from Ipswich/ graduated at Oxford University aged 15. Realising being a priest would further his career.(Chaplin, royal almoner, Bishop of Lincoln, Archbishop of York, cardinal, Papal Legate, Lord chancellor). He was intelligent, motivated, hard working and well organised.He organised Henry’s french campaign getting men and equipment to the battlefield and in return he became Henry’s chief minister.</p>	<p><b>Key Words</b>  <b>Amicable Grant</b> - a friendly gift of money - given by the nobility to the king to show their love for him                      Court of Star Chamber - a special law court where cases against the nobility could be tried                      Domestic - things that happened in England                      Etham Ordinances– changes to Kings household to reduce spending / reduced number of people close to the king                      Enclosures – areas of common land that the nobility were putting fences round</p> <p><b>Key Dates</b>                      1512 – Battle of Spurs                    1517 - Enclosures                      1518 – Treaty of London                1520 – Field of Cloth of Gold                      1522-5 – War with France                1525 – Amicable Grant</p> <p><b>Key Facts</b>                      From 1517 held 260 cases against Enclosures but nobility did it anyway.                      Star Chamber - rich could bring cases against the rich                      Subsidy – reformed taxes made them based on incomeAmicable Grant – noble tax to pay for French war caused a rebellion (Suffolk). Henry sided with nobility                      Etham Ordinances – got rid of sick and old servants/ cut spending on food. Reduced privy chamber from 12 to 6. Henry didn’t accept it</p> <p><b>Foreign Policy – Wolsey</b> Battle of Spurs (France – captured Tournai and Therouanne)Opponents Francis 1<sup>st</sup> (France) Charles V (Spain) Papal States , Scotland.1520 – Field of cloth of Gold Henry and Francis trying to outdo each other – prevent war with France – gain status. Wolsey played France and Spain off against each other. France and Spain at war . England backed Spain at the Treaty of Bruge when Francis was taken hostage at the Battle of Pavia..England signed the Treaty of More with France agreeing not to invade in return for the French pension.</p>

<b>Week Three - The Fall of Wolsey/ The Annulment</b>	<b>Week Four - Rise of Cromwell and the Break with Rome</b>
<p><b>Key Words</b></p> <p>Annulment - ending of the marriage  Consummate- a marriage completed by the sexual act  Dispensation - Pope granting special permission  Praemunire - crime of serving a foreign power</p> <p><b>Key Dates</b></p> <p>1527 – Henry decides to seek an annulment from Catherine  1527-30 - Wolsey attempts to get the annulment  1528 – Henry declares war on Charles V  1528 - Wolsey tries to get the annulment heard in England  1530 – Wolsey falls from power and dies</p> <p><b>Key Facts</b> Wolsey delayed asking the Pope for a divorce thinking Henry's love for Anne would fade. Wolsey approached Pope Clement VII to ask for the annulment. The Pope sent Cardinal Campeggio to England to lead a commission to decide on Henry's marriage.</p> <p>Henry believed his marriage should be annulled because Catherine had previously been married to his brother Arthur. He found a verse in the Bible Leviticus 20 which said if you marry your brother's wife your marriage will be childless. Catherine denied that Arthur and her had ever consummated their marriage. As the commission was deliberating the Pope became a prisoner of Catherine's nephew Charles V. Campeggio was recalled to Rome. Wolsey was charged with praemunire . he died before he could be charged</p>	<p><b>Key Words</b></p> <p>Supremacy - holds power over something  Succession - who should come next as the king</p> <p><b>Key Dates</b></p> <p>1524- Cromwell employed by Wolsey  1529- remained loyal to Wolsey and this impressed Henry  1533- Cromwell became Chancellor of the Exchequer  1533 - Henry married Anne in secret and Elizabeth is born in September  1534 - Act of Succession made Elizabeth heir to the throne  1534 – Henry's chief minister Act of Supremacy made Henry Head of the Church in England</p> <p><b>Key Facts</b></p> <p><b>QUALITIES:-</b> legally trained, experienced as an MP, loyal, intelligent, inventive 'Mr Fixit'  <b>ANNULMENT:-</b> Cromwell realised that the Pope was never going to grant the annulment so he worked to free England from Rome. He began with an Act of Parliament to put Henry in control of taxes and church laws. Made Cranmer Archbishop of Canterbury and he was willing to say Henry's marriage to Catherine was invalid. He also agreed to marry Henry and Anne secretly having annulled the marriage. Finally in 1534 Act of Supremacy made Henry Head of the Church in England. Everyone had to take an oath recognising Henry as Head of the church, anyone who didn't was charged with treason</p>

<b>Week Five - Religious Changes</b>	<b>Week Six- Fall of Anne Boleyn</b>
<p><b>Key Words</b></p> <p>Monastery - place where monks and nuns live  submission- putting them under control  Dissolution - getting rid of monasteries</p> <p><b>Key Dates</b></p> <p>1521- Henry wrote a book against Protestantism and received the title Defender of the Faith. He was a strong Catholic and under him England was always a Catholic country.  1532 - Submission of Clergy - Henry not the Pope would approve all religious laws</p>	<p><b>Key Words</b></p> <p>Adultery - sleeping with someone who is not your husband</p> <p><b>Key Dates</b></p> <p>1536- Anne miscarried a male child / Henry in love with Jane Seymour/ commission to investigate Anne / Anne's trial and execution / Henry married Jane  1537 – Edward born</p> <p><u>The Seymours</u>  Edward - made Viscount Beauchamp - spent a lot of time in court</p>

1533 - Act in Restraint of Appeals - stopped people appealing to the Pope for help  
1534 - Treason Act - altered the law so that it was treasonable to call Henry or Anne a heretic or support the Pope

1536- Dissolution of the smaller monasteries - those with an income of under £200

- Act of 10 Articles - reduced the sacraments from 7 to 3 (only Baptism, Eucharist and praying for your own sins to remain)
- Pilgrimage of Grace

1538 - Royal Injunction created English Bible / removed Holy Relics from churches / insisted churches kept records

- Act for 6 Articles - shift back to Catholicism - mass allowed in private/ priests could not marry

1539 - Act for Dissolution of Greater monasteries - closed all remaining monasteries

#### Key Facts

Religious opposition Elizabeth Barton - nun of Kent - at 16 she said she saw a vision of the Virgin Mary . She said Henry would die or lose his throne if he married Anne. she told him to his face. Executed for treason

John Fisher - supported Catherine of Aragon. Refused to sign the Acts of succession or supremacy. Executed even though he was dying.

Thomas More - Lord chancellor and Henry's friend. Refused to sign the Act of succession. He wanted to retire to the countryside. He refused to say anything. He was executed for saying treasonable thoughts even though he didn't speak

#### Pilgrimage of Grace

Robert Aske - organised it because the monasteries were being shut down and this meant people had no help. He blamed Thomas Cromwell.30,000 people gathered in the North and marched south taking Pontefract Castle. Duke of Norfolk was sent to sort it out. He promised to help them and then when they dispersed they were arrested and hung.

Thomas - given lands became a knight and eventually marries Catherine Parr - Henry's last wife  
Key Facts

Anne Boleyn gave birth to Elizabeth on 7th September 1533 not the boy Henry wanted. a male heir was needed to ensure the Tudor dynasty.In 1535 Henry noticed Jane Seymour, a lady in waiting for Anne. She was a complete opposite to the loud and demanding Queen. In January 1536 Anne suffered a miscarriage after hearing a rumour that Henry was dead(he fell from his horse and was unconscious for two hours). Henry did not believe this was an accident and thought that God was punishing him for marrying Anne while he was still married to Catherine.

Henry and Anne attended the May Day Joust. Half way through the King left and several courtiers were arrested accused of committing adultery with the queen.Five men were accused of adultery including Anne's own brother George Boleyn. Cromwell interrogated all men and produced evidence.














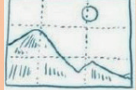











Week Seven - Cromwell's Reforms	Week Eight- Anne of Cleves and the Fall of Cromwell
<p><b>Key Words</b> ward - a minor protected by the court</p> <p><b>Key Dates</b> 1530-1540</p> <p><b>Key Facts</b></p> <p><b>QUALITIES:-</b> legally trained, experienced as an MP, loyal, intelligent, inventive 'Mr Fixit'</p> <p><b>ANNULMENT:-</b> Break from Rome- Act of Parliament put Henry in control of taxes and church laws. Made Cranmer Archbishop of Canterbury who married Anne secretly having annulled the marriage. 1534 Act of Supremacy made Henry Head of the Church in England</p> <p><b>CROMWELL'S ROLE:-</b> make sure everyone submitted to Henry as Head of the Church. UNited England and Wales. Controlled foreign policy</p> <p><b>CROMWELL'S REFORMS:-</b></p> <p>Crime and justice- 1536-law abolished liberties (places where the kings law didn't count). 1540 abolished sanctuary</p> <p>Royal power:- 1536- Act of Union – English laws applied in wales. Council of the North reorganised to deal with serious crimes like murder and treason- improved loyalty. Ireland – increased control of the Pale</p> <p>Finance :- court of Argumentations – handled money from the monasteries. Crown took control of the estates of minors</p> <p>Parliament:- house of Commons forced to vote.Those not agreeing with king told to stay home</p>	<p><b>Key Words</b> Diplomatic marriage - a marriage made to arrange an alliance</p> <p><b>Key Dates</b> 1540 arranged the Cleves marriage</p> <p><b>Key Facts</b> Henry had refused to consider marriage after the death of Jane Seymour but he still only had one son. Cromwell persuaded him to consider a foreign marriage to give England an alliance against France.Henry had Anne's portrait but when he saw her in real life he thought of her as 'Flanders Mare'. Cromwell persuaded him to marry her even so and when Henry regretted it he blamed Cromwell.</p> <p><b>EXECUTION:-</b> Bill of Attainder charged Cromwell with treason so he had no chance to defend himself. Accused of protecting protestants/ plotting to marry Mary Tudor/ trying to make himself great.</p> <p><b>Reals reasons:-</b></p> <p><b>Ambitious for power-</b> planning to marry Mary no evidence of this and she was a Catholic. However this was treason and punishable by death</p> <p><b>Enemies:-</b> Duke of Norfolk didn't like his low birth and wanted England to be more catholic. He also wanted to marry his daughter to Henry (Katherine Howard)&gt; he believed without Cromwell he would be able to get closer to the king</p> <p>Henry's personality- His ill health made him an angry tyrant. He was quick to blame others and had terrible mood swings.Norfolk convinced him that Cromwell was the reason for all his problems</p>

# Art, Craft and Design

## WEEK 1 & 4:

**Assessment Objective 3: Reflective Recording** - Record ideas, observations and insights relevant to intentions as work progresses.

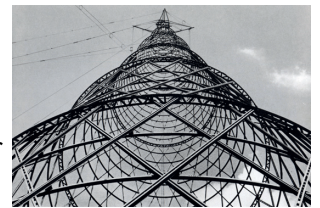
Methods of Recording		Colour Theory																		
<i>Observational drawing</i>	Drawing from looking at images or objects.	<b>Primary:</b> Red, Yellow, Blue <b>Secondary:</b> Primary + Primary <b>Tertiary:</b> Primary + Secondary <b>Shades:</b> Add black <b>Tints:</b> Add white																		
<i>First hand observation</i>	Drawing directly from looking at objects in front of you.																			
<i>Second hand observation</i>	Drawing from looking at images of objects.																			
<i>Photographs</i>	Using a camera or smartphone to record images will class as first hand observation.	<b>Complimentary:</b> Colours opposite on the colour wheel <b>Harmonious:</b> Colours next to each other on the wheel <b>Monochromatic:</b> Shades, tones and tints of one colour <b>Hue:</b> The pigment <b>Warm:</b> Red, Orange, Yellow <b>Cold:</b> Blue, Green, Purple																		
<i>Sketches</i>	Basic sketches and doodles can act as a starting point for development.																			
<i>Tonal shading</i>	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.																			
<b>Developing your idea as a final piece.</b>  <b>Rough</b> - A basic sketch of a final idea <b>A Visual/Maquette</b> - A small image or model created in the selected materials <b>Final Piece</b> - An image or sculpture pulling all preparatory work together	 <table border="1"> <tbody> <tr> <td>LINE</td> <td></td> <td>Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.</td> </tr> <tr> <td>SHAPE</td> <td></td> <td>2D/flat, geometric (square, circle) organic (non straight edges)</td> </tr> <tr> <td>FORM</td> <td></td> <td>3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)</td> </tr> <tr> <td>COLOUR</td> <td></td> <td>Refers to the light, hue, value and intensity of the pigment.</td> </tr> <tr> <td>TEXTURE</td> <td></td> <td>The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)</td> </tr> <tr> <td>SPACE</td> <td></td> <td>The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.</td> </tr> </tbody> </table>	LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.	SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)	FORM		3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)	COLOUR		Refers to the light, hue, value and intensity of the pigment.	TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)	SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.	<p>Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle</p>  <p>Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other</p>  <p>Simplify and fill. Enlarge or crop the image to fill the space</p>  <p>Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C</p> 
LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.																		
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## WEEK 2 & 5:

**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.

### Artists/Designers

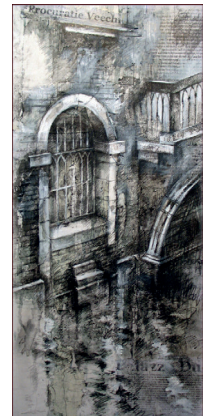
**Alexander Rodchenko.** was one of the most versatile constructivist and productivist artists to emerge after the Russian Revolution. He worked as a painter and graphic designer before turning to photomontage and photography. His photography was socially engaged, formally innovative, and opposed to a painterly aesthetic. Concerned with the need for analytical-documentary photo series, he often shot his subjects from odd angles—usually high above or down below—to shock the viewer and to postpone recognition. He wrote: "One has to take several different shots of a subject, from different points of view and in different situations, as if one examined it in the round rather than looked through the same key-hole again and again."



### Ian Murphy

Ian Murphy works in a variety of drawing, printing and painting techniques to produce large bold canvasses. The character and eroded architecture of Venice has been the inspiration for much of his work. He experiments with collage to create a textured base for his detailed pen and ink work. The colours and mark making used within his work creates a very sad and gloomy effect.

The emotion in his work makes you wonder who, if anybody, lives in the buildings he draws. Look closely to see the different materials and techniques used within the artwork. What would happen if you changed the colours used? Would this change the emotion of the piece of work?





**WEEK 3 & 6:**

**Assessment Objective 2: Creative Making** - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

<i>Media</i>	The substance that an artist uses to make art.
<i>Materials</i>	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
<i>Techniques</i>	The method used to complete the art work, can be generic such as painting or more focused such as blending.
<i>Processes</i>	The method used to create artwork that usually follows a range of steps rather than just one skill.
<i>Pencil</i>	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
<i>Pen/Biro</i>	Drawings can be completed in pen and shaded using hatching or cross hatching.
<i>Pastel/Chalk</i>	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
<i>Acrylic paint</i>	A thick heavy paint that can be used smoothly or to create texture.
<i>Watercolour</i>	A solid or liquid paint that is to be used watered down and layered.
<i>Pressprint</i>	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
<i>Monoprint</i>	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
<i>Collograph</i>	A printing plate constructed of collaged materials, producing prints that are based on textures.
<i>Card construction</i>	Sculptures created by building up layers of card or fitting together.
<i>Wire</i>	Thick or thin wire manipulated to create 2D or 3D forms.
<i>Clay</i>	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

**WEEK 3 & 6:**

**Assessment Objective 1: Contextual Understanding** - Develop ideas through investigations, demonstrating critical understanding of sources.

<b>TIER 2</b> Vocabulary and definitions	<b>TIER 3</b> Vocabulary and definitions
<p><b>Versatile</b> - able to adapt or be adapted to many different functions or activities.</p> <p><b>Revolution</b> - a forcible overthrow of a government or social order.</p> <p><b>Innovative</b> - introducing new ideas; original and creative in thinking.</p> <p><b>Aesthetic</b> - the appreciation of beauty.</p> <p><b>Analytical - documentary</b> - research based work</p> <p><b>Postpone</b> - to wait</p> <p><b>Recognition</b> - acknowledgement of something</p> <p><b>Societies</b> - a community of people</p> <p><b>Transform</b> - to change</p> <p><b>Reconstruction</b> - to rebuild</p> <p><b>Restoration</b> - to repair</p> <p><b>Decay</b> - To deconstruct with age</p> <p><b>Alludes</b> - to suggest</p>	<p><b>Artistic</b> - relating to art</p> <p><b>Art Movement</b> - a style in art with a common theme or idea within a certain time period</p> <p><b>Constructivist</b> - art movement started in Russia</p> <p><b>Graphic Designer</b> - a creative profession</p> <p><b>Photomontage</b> - a collage with photographs</p> <p><b>Photography</b> - capturing images with a camera</p> <p><b>Urban landscape</b> - man made environment</p> <p><b>Geometric</b> - mathematical shapes</p> <p><b>Architecture</b> - the design of buildings</p> <p><b>Compositional</b> - the layout or design of an image</p>

Week	Key Knowledge		Key terms	Contextual information
1 Aims and Objectives	Financial aims	Non financial aims	<p><b>Objective</b> – An incremental step to help a business achieve an Aim.</p> <p><b>SMART</b> – Specific/Measurable/Achievable/Realistic/Time bound</p> <p><b>Social enterprise</b> – A business set up to support a social or community need</p> <p><b>Formula</b></p> <p><b>Revenue = Price X Quantity</b></p> <p><b>Total costs (TC) = Fixed costs (FC) + Variable costs (VC)</b></p>	<p>Aims and objectives will change over time and depending on the size of a business.</p> <p>A new business will want to survive in its first year whereas an established business will want to make a profit and growth.</p> <p>A small business might be focused on profit where as a large business might want to increase market share or move into new markets</p>
	Survival	Satisfaction		
	Profit	Challenge		
	Growth	Control		
Week	<b>Key Knowledge</b>		<b>Formula</b>	<b>Contextual information</b>
2 Revenue and costs	Revenue – Money from the sale of products or services		<p><b>Revenue = Price X Quantity</b></p> <p><b>Total costs (TC) = Fixed costs (FC) + Variable costs (VC)</b></p>	<p>They are lots of different words for money in business. It is important that you spend lots of your own time to revise their meanings</p>
	Variable costs – Costs that change with output (or sales)			
	<p>Fixed costs – Costs that have to be paid whether a business produces/sells one or a million</p> <p>Total costs – All costs incurred by a business (Fixed costs and variable costs added together)</p>			
Week	<b>Key Knowledge</b>		<b>Key terms</b>	<b>Contextual information</b>
3 Profit and loss Interest	<p><b>Profit</b> – The money left after all the costs have been paid from the revenue taken</p> <p><b>Loss</b> – When the business takes less revenue than its costs</p> <p><b>Interest</b> – The extra that is paid when borrowing money from a financial institution</p>		<p><b>Income statement</b> – An accounting document that shows all of the money that has come in and will go out of a business.</p> <p><b>Net profit</b> – The profit after all costs have been paid</p> <p><b>Gross profit</b> – The profit after variable costs have been paid (Cost of sales)</p>	<p>Profit is the most important aim for any business</p> <p>Gross profit shows whether they are paying too much for their variable costs and whether they are pricing their product appropriately</p> <p>Net profit shows how much you are paying for your fixed costs like rent or marketing. This might show an entrepreneur they need to consider relocation or cheaper promotional methods</p>
	<p><b>Key Knowledge</b></p>			
	<p><b>Formula</b></p>			
4 Breakeven	<p><b>Breakeven level of output</b> – The amount a business must produce/sell to make no loss and no profit</p> <p><b>Margin of safety</b> - The expected sales less the breakeven sales</p>		<p><b>Breakeven =</b></p> <p style="text-align: center;"><b>Fixed costs</b></p> <p style="text-align: center;"><b>Selling price – Variable costs</b></p>	
	<p><b>MoS =</b></p> <p style="text-align: center;"><b>Actual sales – Breakeven sales</b></p>			

Week	Key Knowledge	Cash flow chart																																																											
5 Cash flow	<b>Cash flow forecast</b> – Inflows and outflows that are expected for a business in a given time period. It is a PREDICTION	<table border="1"> <thead> <tr> <th></th> <th>June</th> <th>July</th> <th>August</th> <th>September</th> </tr> <tr> <th>£</th> <th>£</th> <th>£</th> <th>£</th> </tr> </thead> <tbody> <tr> <td>Balance brought forward</td> <td>0</td> <td>(20900)</td> <td>(11200)</td> <td>10700</td> </tr> <tr> <td><b>INCOME</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sale of T-shirts</td> <td>6000</td> <td>14000</td> <td>28000</td> <td>1000</td> </tr> <tr> <td><b>TOTAL</b></td> <td>6000</td> <td>(6900)</td> <td>16800</td> <td>11700</td> </tr> <tr> <td><b>EXPENDITURE</b></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Purchase of T-shirts</td> <td>25000</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Retail and distribution costs</td> <td>1200</td> <td>2800</td> <td>4000</td> <td>400</td> </tr> <tr> <td>Administration</td> <td>700</td> <td>1500</td> <td>2100</td> <td>300</td> </tr> <tr> <td><b>TOTAL EXPENDITURE</b></td> <td>26900</td> <td>4300</td> <td>6100</td> <td>700</td> </tr> <tr> <td>Balance carried forward</td> <td>(20900)</td> <td>(11200)</td> <td>10700</td> <td>11000</td> </tr> </tbody> </table> <p><b>Fig. 6</b> Cash flow forecast for the sale of T-shirts related to the 2017 Festival</p>		June	July	August	September	£	£	£	£	Balance brought forward	0	(20900)	(11200)	10700	<b>INCOME</b>					Sale of T-shirts	6000	14000	28000	1000	<b>TOTAL</b>	6000	(6900)	16800	11700	<b>EXPENDITURE</b>					Purchase of T-shirts	25000	0	0	0	Retail and distribution costs	1200	2800	4000	400	Administration	700	1500	2100	300	<b>TOTAL EXPENDITURE</b>	26900	4300	6100	700	Balance carried forward	(20900)	(11200)	10700	11000
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5 Cash flow	<b>Net cash flow</b> – Inflows minus outflows																																																												
	<b>Opening balance</b> – The amount of money a business has at the beginning of a trading period																																																												
	<b>Closing balance</b> – the amount of money a business has at the end of a trading period																																																												
	<b>Key Knowledge</b>																																																												
5 Cash flow	<b>Employees</b> – A business will need to pay its workers if they are to continue to work for the company																																																												
	<b>Suppliers</b> – If a business wants to build a good relationship with its suppliers then it will need to pay them on time																																																												
	<b>Pay expenses</b> – In order for the business to continue to run it will need to pay its rent and bills																																																												
6 Finance	<b>Key Terms</b>																																																												
	<b>Retained profit</b> – Money saved by the business from previous profit																																																												
	<b>Trade credit</b> – A short term source of finance whereby a supplier will provide goods but not expect payment for a month.																																																												
	<b>Share capital</b> – Money from selling shares in a business. The business will need to pay dividends to the shareholder from the profits																																																												
6 Finance	<b>Personal savings</b> – An entrepreneur may use their own savings in order to start or grow their business.																																																												
	<b>Venture capital</b> – Money invested by other entrepreneurs who will then own a stake in your business																																																												
	<b>Crowdfunding</b> – Money donated, through a website, by people who have an interest in your business. There are two types of crowdfunding. <ul style="list-style-type: none"> <li>One where you give a free gift or some kind of exclusivity</li> <li>One where you give a share of the business in return for a share in the profits</li> </ul>																																																												
6 Finance	<b>Overdraft</b> – a short term source of finance placed on a bank account that allows the business to spend more than they have in their account – Very expensive																																																												
	<b>Loan</b> – Money borrowed from a financial institution, usually a long term source of finance. The business will need to pay interest																																																												
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<b>Key terms</b>		<b>Contextual information</b>																																																											
<b>Expenses</b> – an out flow, usually fixed costs		<b>A cash flow forecast may show that there will be times in the month when a business does not have enough to cover their outgoings. You will see a negative figure in the closing balance when this happens. A business may decide to put an overdraft on the account to deal with this short fall.</b>																																																											
<b>Payments</b> – Expenses or costs paid by a business																																																													
<b>Receipts</b> – An inflow, usually revenue																																																													

## Year 10 Computer Science - Network Protocols

### Week 1: Standards and Protocols (TCP / IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP):

Keywords	Knowledge
<p><b>Protocol</b> - A set of instructions that need to be followed.</p> <p><b>HTTP</b> - Hypertext Transfer Protocol.</p> <p><b>HTTPS</b> - Hypertext Transfer Protocol Secure.</p> <p><b>POP</b> - Post Office Protocol.</p> <p><b>SMTP</b> - Simple Mail Transfer Protocol.</p> <p><b>IMAP</b> - Internet Messaging Access Protocol.</p> <p><b>IP</b> - Internet Protocol - Routes the individual packets from one IP address to another</p> <p><b>TCP</b> - Transmission Control Protocol - Breaks up messages sent over the Internet into small chunks called packets</p>	<ul style="list-style-type: none"> <li>● HTTP is used for accessing and receiving web pages via the Internet.                             <ul style="list-style-type: none"> <li>○ The protocol requests a web page from the web server.</li> </ul> </li> <li>● HTTPS encrypts the information so that it cannot be understood by an eavesdropper                             <ul style="list-style-type: none"> <li>○ Some specific types of site that use HTTPS are:                                     <ul style="list-style-type: none"> <li>■ Banks – to prevent theft</li> <li>■ Online shops – for bank and log in details</li> <li>■ Social networks – for login details and personal data</li> </ul> </li> </ul> </li> <li>● POP will download every new message to your local device and with them no longer being available on the server.</li> </ul> <p><b>Example Question:</b> How do we use Internet Protocols?  <b>Answer:</b> These can be used to identify each device connected to a network.</p>

### Week 2: The concept of layers:

Keywords	Knowledge
<p><b>OSI Model</b> - A framework used to describe functions of a networking system.</p> <p><b>MAC Address</b>                      - Media Access Control                      - A unique value assigned to a device for identification.</p>	<ul style="list-style-type: none"> <li>● The protocol stack defines four layers that enable communication on the Internet</li> <li>● This is a modular design with each layer being responsible for a small part of the communication process</li> <li>● The four layers are divisions of network functionality, each carrying out different roles:                             <ul style="list-style-type: none"> <li>○ <b>Application layer</b> - Applications such as email clients and web browsers create data to send in this layer.</li> <li>○ <b>Transport layer</b> - The Transport layer creates the connection between two computers, or 'hosts'.</li> <li>○ <b>Internet layer</b> - Source and destination addresses are written on to the packets ready for transmission.</li> <li>○ <b>Link layer</b> - The link layer removes the MAC address and passes packets up to the Internet layer.</li> </ul> </li> </ul> <p><b>Example Question:</b> Why are networks divided into layers?  <b>Answer:</b> Hardware or software operate on a particular layer providing clear connections.</p>

### Week 3: Malware and Social engineering:

Keywords	Knowledge
<p><b>Malware</b> - Malicious software.</p> <p><b>Ransomware</b> - Holds a computer hostage until a payment is made.</p> <p><b>Trojan</b> - Software that appears useful but is actually malicious.</p> <p><b>Worms</b> - Replicate themselves and slow down computer networks.</p>	<ul style="list-style-type: none"> <li>● Malware are executable programs that run on a computer.</li> <li>● One type of malware that exists is a computer virus.                             <ul style="list-style-type: none"> <li>○ They replicate their code in other programs</li> <li>○ They infect other computers</li> <li>○ They harm the computer by deleting, corrupting or modifying files</li> </ul> </li> <li>● Social engineering is the ability to obtain confidential information by asking people for it.</li> <li>● <b>Shoulder Surfing</b> - Gaining information by watching the data that someone enters (passwords, bank details or personal information).</li> <li>● <b>Phishing</b> - Emails, texts or phone calls are sent to users commonly pretending to be from a bank or website.</li> </ul> <p><b>Example Question:</b> Why do people create malicious software?  <b>Answer:</b> To gain personal details for financial gain.</p>

## Year 10 Computer Science - Network Protocols

### Week 4: Penetration Testing and Anti-Malware Software:

Keywords	Knowledge
<p><b>Encryption</b> - Masking characters so that data cannot be read without an encryption key.</p> <p><b>Firewall</b> - Software/hardware used to monitor incoming and outgoing traffic.</p>	<ul style="list-style-type: none"> <li>● Pen' testing is the practice of deliberately trying to find security holes in your own systems.</li> <li>● The goal of penetration testing is to:                             <ul style="list-style-type: none"> <li>○ identify the targets of potential attacks</li> <li>○ identify possible entry points</li> <li>○ attempt to break in</li> <li>○ report back the findings</li> </ul> </li> <li>● Anti-malware software will detect malware such as viruses, worms, trojans, and spyware.                             <ul style="list-style-type: none"> <li>○ When a virus or new malware is detected it is sent to the anti-virus company.</li> <li>○ They verify it is malware then create a signature of the virus.</li> <li>○ They then add it to their virus database and tell computers to run an update.</li> </ul> </li> </ul> <p><b>Example Question:</b> Why would we use Anti-virus software?  <b>Answer:</b> To remove malicious software from our computers.</p>

### Week 5: Purpose and function of operating systems:

Keywords	Knowledge
<p><b>GUI</b> - Graphical User Interface - allow users to see what they are interfacing with.</p> <p><b>Interrupts</b> - Signals sent by external devices to the CPU.</p>	<ul style="list-style-type: none"> <li>● System software is the software that provides a platform for other software to work</li> <li>● Operating systems manage computer hardware, users and the resources used by software</li> <li>● They are responsible for managing:                             <ul style="list-style-type: none"> <li>○ <b>The user interface</b> - User interfaces provide a method for users to interact with a computer.</li> <li>○ <b>Memory management</b> - To run a program, the computer must copy the program from storage into main memory.</li> <li>○ <b>Multitasking</b> - Multi-tasking is where an operating system manages many tasks happening at the same time.</li> <li>○ <b>Peripheral management and drivers</b> - This includes additional devices plugged into the computer. Drivers are programs that allow peripherals to work with a computer.</li> <li>○ <b>User management</b> - Responsible for user logins and passwords.</li> <li>○ <b>File management</b> - This is where all of the files (images and documents) are saved.</li> </ul> </li> </ul> <p><b>Example Question:</b> How does an operating system benefit a computer?  <b>Answer:</b> Operating systems create a bridge between hardware and software.</p>

### Week 6: Purpose and function of utility software:

Keywords	Knowledge
<p><b>Secondary storage</b> - Permanent storage used for files.</p> <p><b>Fragment</b> - The process of separating all files.</p> <p><b>Disk cleanup</b> - This is where secondary storage is checked for corrupt or redundant files.</p>	<ul style="list-style-type: none"> <li>● Utility programs perform extra functionality and housekeeping tasks that keep computers running efficiently.</li> <li>● <b>Encryption software</b> - Encryption software is used to encode text so that it cannot be understood without knowing the key to decode it.</li> <li>● <b>Defragmentation software</b> - Files will be moved around to create more storage space.</li> <li>● <b>Data compression</b> - This will be used to make files and folders smaller.</li> <li>● <b>Disk formatters</b> - Secondary storage will be completely wiped in case of malicious software or corrupt files.</li> </ul> <p><b>Example Question:</b> What is a benefit of using utility software?  <b>Answer:</b> The mixture of software is used to make sure that computers can continue to run efficiently.</p>

## Dance - Year 10 - Knowledge Organiser C4

<p><b>Production elements:</b> Weeks 1 and 3</p>	<p><b>Choreographic approaches:</b> Weeks 2 and 4</p>
<p><u>West side Story</u></p> <p><u>Generating movement from a theme:</u> The theme used within West Side Story is racism, this is as a result of the social issues in the USA during the 1960's. Robbins wanted to educate his audience through dance, that is it not okay to be racist.</p> <p><u>Collaboration:</u> Jerome Robbins collaborated with Leonardo Bernstein (the composer) to create the music scores for West Side Story. As a result of this collaboration direct correlation between the movement and music occurred, this is when the music directly matched the movement.</p> <p><u>Date:</u> 1961</p> <p><u>Set:</u> Naturalism USA</p> <p><u>Choreographer:</u> Jerome Robbins</p> <p><u>Dancers:</u> 34 cast members</p> <p><u>Themes:</u> racism, love and rivalry</p> <p><u>Contextual influence:</u> In 1898 Puerto Rico became a possession of the United States as a result of the Spanish-American War. over 1,800 Puerto Rico citizens were not granted American Citizenship until 1917 causing a cultural divide and severe racism. This issue is explored during West Side Story.</p>	<p><b>Organising and running rehearsals:</b> creating a plan of action to help develop the performance when generating movement material.</p> <p><b>Setting tasks for performers:</b> The choreographer creates an activity for a group or individual to work on, to help generate movement material based on the stimulus.</p> <p><b>Providing notes or feedback:</b> A choreographer will give notes and feedback on their performers to highlight their strengths and areas for improvement.</p> <p><b>Collaboration:</b> When practitioners work together towards an end product or performance</p> <p><b>Sharing ideas and intentions:</b> The choreographer will discuss their ideas to ensure all performers understand the purpose of the performance.</p> <p><b>Teaching movement to performers:</b> A choreographer will deliver pre-planned movement to performers in a workshop setting.</p> <p><b>Developing performance material through choreographic devices:</b> A choreographer will use devices such as fragmentation (changing the order) to add interest and variety to the performance.</p> <p><b>Responding to a stimulus:</b> Using a starting point such as an image to inspire the dance.</p>



## Dance - Year 10 - Knowledge Organiser C4

<p><b>Stimulus :</b> Week 5</p> <p><b>Stimulus:</b> The starting point or inspiration of a dance.</p> <p><b>Tactile:</b> Touch (Velvet)</p> <p><b>Auditory:</b> Hearing (The wind)</p> <p><b>Ideological:</b> Thoughts and facts (Gravity)</p> <p><b>Visual:</b> Sight (The colour pink)</p> <p><b><u>Professional repertoire:</u></b></p> <ul style="list-style-type: none"> <li>● Stimulus used in <i>Emancipation of Expressionism</i>: <b>Auditory Til Enda</b></li> <li>● Stimulus used in <i>West Side Story</i>: <b>Ideological The story of Romeo and Juliet</b></li> <li>● Stimulus used in <i>The Nutcracker</i>: <b>Ideological Hoffman's original story</b></li> </ul>	<p><b>Practitioner style:</b> Week 6</p> <ul style="list-style-type: none"> <li>● Selects his dance for their musical theatre skills.</li> <li>● Famous for his use of collaboration.</li> <li>● He collaborated with Leonard Bernstein, a composer in <i>West Side Story</i>.</li> <li>● Using the technique of Dance for Camera</li> <li>● Uses realism within his performances</li> <li>● Will often use the style of Jazz and Fosse technique within his performances.</li> <li>● Within <i>West Side Story</i> Jerome Robbins used sharp, quick dynamics, and large, whole body actions to give the impression of athletic masculine movement to help amplify the aggressive gang culture.</li> <li>● Choreographically Robbins uses lots of Unison with different facing and clear links to jazz through isolated body actions, use of rhythm, high extension in legs.</li> <li>● Jerome Robbins liked to explore themes within <i>West Side Story</i>; he looked at racism, sexism and love. All current and social issues of the time of creation.</li> </ul>
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## Drama - Year 10 - Knowledge Organiser C3

### Drama Knowledge Organiser - Year 10 Cycle 4 - **WE LOST ELIJAH**

Drama Knowledge Organiser - Year 10 Cycle 4 - **WE LOST ELIJAH**

<p><b>Synopsis and Key Features:</b> Weeks 1 and 5</p> <p><b>Plot:</b>          'We Lost Elijah' is about a boy named Elijah trying to find his place in the world and feeling so low and isolated to the point of nearly committing suicide until his older brothers girlfriend, Grace, comes up with a plan. To make his life better by making his friends and family really miss him, Elijah should hide in the shed in Grace's garden, even if it means hurting everyone. Grace becomes gradually more controlling and power obsessed, manipulating everyone she meets. Eventually there is an explosion in the shed on the night of Elijah's vigil, leaving a cliffhanger ending where we wonder whether Elijah survived.</p> <p><b>Genre:</b>          Modern Tragedy - it shows modern issues such as youth identity and builds suspense throughout leaving us with the shock of a tragic ending - either resulting in bad injuries or even death.</p> <p><b>Performance Style:</b>          Non-naturalistic - shown specifically when narrator Kara addresses the audience. Breaking the fourth wall means she uses aspects of Brecht's theatre. The set is also minimalistic and the actors use mime.</p> <p>The actors work as an ensemble to present the physical moments in the play, such as the rioting. They also move the stage furniture around to keep the pace slick between scenes.</p>	<p><b>Cultural Context:</b> Weeks 2 and 6</p> <p><b>Historical Context:</b>          Influenced by the kidnapping case of Shannon Matthews, the events surrounding her disappearance in 2008 and set against the dramatic backdrop of the London Riots, We Lost Elijah explores the concepts of youth identity, the manipulation of the truth and just how far someone will go to be noticed by others. The <b>London Riots</b> were a series of riots between 6 and 11 August <b>2011</b>. Thousands of people rioted in cities and towns across England, which saw looting, arson, as well as mass deployment of police and the deaths of five people. The riots began following a protest in Tottenham over the shooting of Mark Duggan by police.</p> <p><b>Cultural Context:</b>          The National Theatre, which commissions Connections plays like <i>We Lost Elijah</i>, is a large, publicly supported theatre. It has three main performance spaces in it's London complex, but also tours and promotes educational outreach, such as the Connections programme, which started in 1995. Each year, a select group of the youth theatre productions from across the UK are invited to perform in the National Theatre. <i>We Lost Elijah</i> was part of the programme in 2013.</p> <p><b>Social Context:</b>  <i>We Lost Elijah</i> focuses on Elijah's community and friendship group. Growing up in an economically deprived area of London in the early 2000s, Elijah is a social outcast. With no real friends, a successful older brother, Malachi, and a broken family Elijah represents those invisible people in society. He is depressed, along with his mum who takes anti-depressant tablets. Elijah considers suicide too.</p> <p>The gang's behaviour in the riots is anti-social. Elijah wears an Obama mask to hide his identity and throws his phone away so the police can't trace him. Shana and Holly loot from shops, but steal nothing of any use (velour tracksuit bottoms which don't fit, two left trainers and a phone charger for a phone they don't own).</p>
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## Drama - Year 10 - Knowledge Organiser C3

<p><b>Characters:</b> Weeks 3</p>	<p><b>Language:</b> Weeks 4</p>
<p>Elijah: Main protagonist who builds the empathy of the audience. He is a teenage boy, younger brother of Malachi, who is upset as he feels like he doesn't fit into the social group. He admires his brother and cares for his mum and fancies Becky Myers. Found by the railway tracks contemplating suicide, he is easily manipulated by Grace to hide in her Dad's shed. The play ends with an explosion, does he die or get seriously injured?</p> <p>Malachi: Older, successful, brother of Elijah. A young entrepreneur who is popular amongst his peers and charismatic. Boyfriend of Grace, and a team player for the school football team. He steps into the role of his father for Elijah and feels responsible when Elijah vanishes. It breaks his heart and he can think of nothing else.</p> <p>Grace: Girlfriend of Malachi and chief manipulator who plots events for her own rewards. She is a jealous teenage girl who constantly worries that another girl will try to steal her boyfriend. She searches Malachi's room for evidence of him cheating. Grace talks Elijah into hiding in her Dad's shed and forces him to remain there until she dictates he can be revealed. She also forces her little sister Kara to deceive the other's by concealing the truth.</p> <p>Kara: Younger sister of Grace and narrator. Kara relays the events to the audience. She is a kind and moral person who genuinely cares for Elijah as a friend. Kara discovers Grace sneaking things to their shed and reveals the truth about Elijah's hiding.</p> <p>Becky Myers: A quirky girl from Elijah's class who loves literature, philosophy and hats. She is not interested in Elijah, but 'allows him' to admire her.</p> <p>Titus and Maxwell: Comic relief characters who claim to be friends with Elijah, but don't really know him well. Write a rap to raise funds, but the real aim is for their own fame.</p> <p>Holly and Shana: Two girls who hang around in the gang. Not very bright, they get caught up in the looting. Shana is a teen mum.</p>	<p>Language refers to the choices of style and vocabulary made by the writer. When analysing the language Friel uses you should think about:</p> <ul style="list-style-type: none"> <li>• <b>what</b>, the playwright's choice of specific words and dramatic devices</li> <li>• <b>where/how</b>, the way in which the writer uses them</li> <li>• <b>why</b>, the effect on the audience</li> </ul> <p>Many of the effects mentioned throughout when discussing character, themes, form and structure are created through Craig's innovative use of language and other dramatic devices.</p> <p><b>Dialogue</b> Craig's use of dialogue reveals much about the characters and situation. They speak using <b>vernacular</b>. This creates realism as it is the speech pattern we would associate with young people living in London. The script is conversational and often embeds ellipses to show that they are hesitating or thinking on the spot.</p> <p><b>Direct Address</b> The character of Kara uses Direct language when she addresses the audience. This device ensures the audience understand the development of the plot and engages them with the characters, helping to build rapport and empathy.</p> <p><b>Stage directions</b> The stage directions are the part of the script, often in brackets or italics. Stage directions tell the actors how they are to move or speak their lines. While they do not form the dialogue of the play, they are obviously important as they inform us what the writer intended the audience to see on stage.</p> <p><b>Rhyme - RAP</b> Maxwell and Titus create a RAP which uses rhyming words to try and raise money for the fund set up to search for Elijah. This reflects the age of these characters and their taste in music.</p>


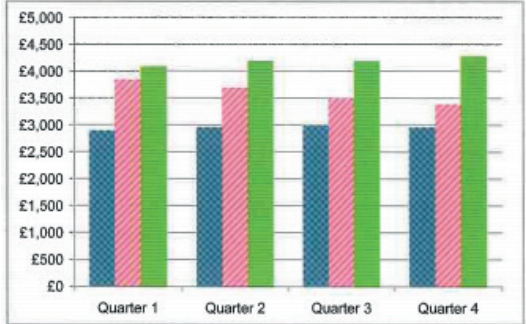
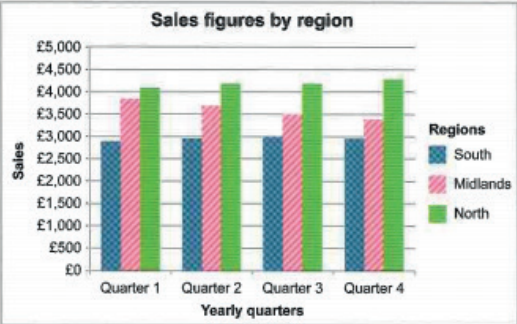
# Year 10 BTEC IT

## Cycle 3 Knowledge Organiser

### Week 1: What is a Data Dashboard?

Keywords	Knowledge
<p><b>Dashboard</b> A dashboard is the 'front window' of a system. They need to look professional and emphasise the most important information in a way that can be understood easily.</p>	<p>Data Dashboards display the most important information. They need to be <b>accessible</b>, this would involve the following:</p> <ul style="list-style-type: none"> <li>Font sizes should be <b>readable</b>.</li> <li>There should be a <b>hierarchy of text sizes</b>, with main headings and titles larger than subheadings.</li> <li>Consistency within the dashboard, with all the text of the same level using the same colours, fonts and styles.</li> <li>Use a small number of colours or shades and use them consistently.</li> </ul> <p><b>Cell borders and shading</b> can be used to make viewing the dashboard easier as they will separate information.</p> <p><b>Graphics</b> can be added as a visual reminder to show what the data is representing. Or, by adding a company logo to reinforce the brand and link it to the organisation.</p> <p><b>Example Question:</b> What is meant by <b>hierarchy of text sizes</b>?  <b>Example Answer:</b> The term, <b>hierarchy of text sizes</b>, is used to describe when main headings and titles are larger than subheadings. For example, a document may have headings with a font size of 16, titles with a font size of 12 (and in bold) and the main text with a font size of 10.</p>

### Week 2: Formatting Graphs

Keywords	Knowledge
<p><b>Legend</b> Shows the different groups of data and how they are coloured in the chart. In the image: <i>South</i>, <i>Midlands</i> and <i>North</i> are listed in the legend.</p> <p><b>X-Axis</b> The horizontal axis on a chart</p> <p><b>Y-Axis</b> The vertical axis on a chart</p> <p><b>Add and Edit a Google Chart</b></p> 	<p><b>Creating Graphs</b> Spreadsheet software will generate graphs automatically. In your lessons, you have previously learnt how to do this using Google Sheets. Use the QR code to revise this process.</p> <p><b>Axis Labels</b> Graphs have axes which run up the side and along the bottom of the graph, called the x-axis (horizontal) and y-axis (vertical). Axes need to be labelled to make their meaning clearer.</p> <p><b>Titles</b> All graphs should have a relevant title, that makes it easy to see what the graph is showing.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p><b>Example Question:</b> What is a legend used for?  <b>Example Answer:</b> To show the different groups of data in a graph and how they are presented.</p>

# Year 10 BTEC IT

## Cycle 3 Knowledge Organiser

### Week 3: Trends and Patterns

Keywords	Knowledge
<p><b>Trend</b> When there is a change over time, such as an increase or decrease in the price of an item in a supermarket.</p> <p><b>Pattern</b> When there is a repeating change in the data over time.</p>	<p><b>Spotting Trends</b> can be difficult, but it is much easier to do this if you create a graph using the data. There are two main types of trend:</p> <ul style="list-style-type: none"> <li>• An <b>upward trend</b> shows the value <b>increasing</b> over time.</li> <li>• A <b>downward trend</b> shows values <b>decreasing</b> over time.</li> </ul> <p>Before reaching a conclusion, you need to make sure you are looking at enough data. A small amount of data might not be accurate in predicting a trend. For example, if you were looking for evidence of global warming, you would need to look at data over a long period (perhaps 50 years or more).</p> <p><b>Patterns are different</b> from trends because they don't necessarily go in one direction. A pattern can sometimes be seasonal (depending on the time of year) or time-dependent (depending on the time of day)</p> <p><b>Example Question:</b> Give an example of an upward trend  <b>Example Answer:</b> The profit for a business increasing each month over the course of one year</p>

### Week 4: Anomalies and Bias

Keywords	Knowledge
<p><b>Anomaly</b> When something differs for the normal, or what is expected.</p> <p><b>Bias</b> An external factor that may influence results.</p>	<p>Anomalies occur when some aspect of the data does not fit the overall trend or pattern. This may be because of an error in the data (it may have been entered incorrectly, for example) or it may be caused by an unusual circumstance (such as fault in a sensor). Care should be taken to make sure anomalies do not affect the overall trend or pattern in the data One way to overcome the effect of anomalies is to ensure a large sample size is taken so that one anomaly has little effect.</p> <p>Errors that may cause anomalies:</p> <ul style="list-style-type: none"> <li>• Human error (typing mistakes, etc)</li> <li>• Functions / Formulas that have been typed incorrectly (For example: using the SUM function instead of AVERAGE, for example)</li> </ul> <p>Methods used to collect data the timing of these methods might introduce bias. For example, carrying out a survey about customer satisfaction on a warm, sunny day may result in people responding more positively and rating their experience more highly.</p> <p><b>Example Question:</b> Describe what is meant by the term 'human error'  <b>Example Answer:</b> Human error is when a person enters data into a computer system incorrectly. Such as typing an incorrect amount into a spreadsheet.</p>

### Week 5: Functions

Keywords	Knowledge																
<p><b>Function</b> A keyword that is used in spreadsheet software to quickly perform calculations</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><code>=SUM()</code></td> <td>Add together all the values in a range of cells</td> </tr> <tr> <td><code>=MAX()</code></td> <td>Find the highest value in a range of cells</td> </tr> <tr> <td><code>=MIN()</code></td> <td>Find the lowest value in a range of cells</td> </tr> <tr> <td><code>=AVERAGE()</code></td> <td>Find the average (mean) value from a range of cells</td> </tr> <tr> <td><code>=COUNT()</code></td> <td>Counts the number of numerical values in a range of cells</td> </tr> <tr> <td><code>=COUNTA()</code></td> <td>Counts the number of text values in a range of cells</td> </tr> <tr> <td><code>=COUNTBLANK()</code></td> <td>Counts the number of blank cells in a range</td> </tr> <tr> <td><code>=COUNTIF()</code></td> <td>Counts all of the cells that contain a specific criteria.</td> </tr> </table> <p><b>Example Question:</b> How would you count the number of blank cells in a range of cells from A4 to D10?  <b>Example Answer:</b>  <code>= COUNTBLANK(A4:D10)</code></p>	<code>=SUM()</code>	Add together all the values in a range of cells	<code>=MAX()</code>	Find the highest value in a range of cells	<code>=MIN()</code>	Find the lowest value in a range of cells	<code>=AVERAGE()</code>	Find the average (mean) value from a range of cells	<code>=COUNT()</code>	Counts the number of numerical values in a range of cells	<code>=COUNTA()</code>	Counts the number of text values in a range of cells	<code>=COUNTBLANK()</code>	Counts the number of blank cells in a range	<code>=COUNTIF()</code>	Counts all of the cells that contain a specific criteria.
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### Week 6: Preparing for Assessment

Self-quiz the knowledge covered in Weeks 1 - 5
























## Media Year 10 Cycle 4

Week One/Four	Week Two/Five
<p><b>Key Words</b></p> <p><b>Narrative Theory</b></p> <p><b>Claude Levi-Strauss</b> - the idea from the theory of Structuralism that all stories can be seen as working around a series of <b>binary opposites</b> eg night and day, heroes and villains, good and bad, inside and outside etc. The tension and interest arises from the conflict between those two opposites.</p> <p><b>Tzvetan Todorov</b> - all stories start with a period of calm (which he called <b>equilibrium</b>), before a problem or conflict emerges. This throws the protagonist's world into chaos (or <b>disequilibrium</b>). The protagonist then has a moment of realisation of the problem and sets out on a quest to return the world to some kind of normality. This is achieved, although the normality (<b>equilibrium</b>) may not be the same as that at the beginning of the story.</p> <p><b>Vladimir Propp</b> - says that there are 7 main character types/functions in all stories - these being the hero; the villain; the donor; the princess; the princess's father; the helper and the false hero.</p> <p><b>Roland Barthes</b> - all stories engage the audience through <b>enigmas</b> - puzzles or questions that keep the audience viewing.</p>	<p><b>Key Words</b></p> <p><b>Mode of address</b> - The way that a media text 'speaks' to an audience eg as if an older sibling giving gentle advice</p> <p><b>Direct gaze</b> - When the cover star looks directly at the camera, as if they are looking directly into your eyes as an audience.</p> <p><b>Representation</b> - how different groups of people, places, issues and events in society are presented</p> <p><b>Gender</b> - traditionally refers to male or female but can also be used to encompass a broad range of identities</p> <p><b>Ethnicity</b> - a social group that has a common national or cultural tradition.</p> <p><b>Genre</b> - a category of media product defined by a set of codes and conventions, for example comedy.</p> <p><b>Narrative</b> - story, and how it is organised</p> <p><b>Marketing</b> - All of the ways that an audience is made aware of a product. This includes advertising.</p> <p><b>Pre- production</b> - the activities taken before a film goes into production (eg writing the screenplay, storyboarding, location searches, casting, creation of a shot list)</p>
<p><b>Media Theories</b></p> <p><b>Audience Theories</b></p> <p><b>Uses &amp; Gratifications Theory - Blumler and Katz (1974)</b></p> <p>Audiences actively consume media for one of the following reasons:</p> <p><b>Surveillance</b> - the viewer wants to acquire information, knowledge and understanding by watching programmes like The News.</p> <p><b>Diversion</b> - Viewers watch programmes for enjoyment and escapism.</p> <p><b>Personal Identity</b> - Viewers can recognise a person or product that reflect similar values to themselves and can copy some of their characteristics.</p> <p><b>Personal Relationships</b> - Media products produce a topic of conversation. For example who is the best contestant</p> <p><b>Reception theory - Stuart Hall (1980)</b></p> <p>Media texts are <b>encoded</b> and <b>decoded</b>. The producer <b>encodes messages</b> and <b>values</b> into their media which are then <b>decoded</b> by the audience. The audience</p>	<p><b>Media Theories</b></p> <p><b>Audience Theories</b></p> <p><b>Uses &amp; Gratifications Theory - Blumler and Katz (1974)</b></p> <p>Audiences actively consume media for one of the following reasons:</p> <p><b>Surveillance</b> - the viewer wants to acquire information, knowledge and understanding by watching programmes like The News.</p> <p><b>Diversion</b> - Viewers watch programmes for enjoyment and escapism.</p> <p><b>Personal Identity</b> - Viewers can recognise a person or product that reflect similar values to themselves and can copy some of their characteristics.</p> <p><b>Personal Relationships</b> - Media products produce a topic of conversation. For example who is the best contestant</p> <p><b>Reception theory - Stuart Hall (1980)</b></p> <p>Media texts are <b>encoded</b> and <b>decoded</b>. The producer <b>encodes messages</b> and <b>values</b> into their media which are then <b>decoded</b> by the audience. The audience</p>

<p>will take the view of:  <b>Dominant</b> -Agreeing with the producers view. <b>Oppositional</b> - Challenging the producers view.  <b>Negotiated</b> - Falling between agreeing and disagreeing</p>	<p>will take the view of:  <b>Dominant</b> -Agreeing with the producers view. <b>Oppositional</b> - Challenging the producers view.  <b>Negotiated</b> - Falling between agreeing and disagreeing</p>
<p><b>Week Three/Six</b></p>	
<p><b>Key Words</b></p> <p><b>Demographics</b> - the audience and how it is categorised</p> <p><b>NRS social grade</b> - the system of categorising people by income and career, creating the categories A, B, C1, C2, D, E</p> <p><b>Psychographics</b> - the system of categorising people by lifestyle and personality</p> <p><b>Sectors</b> - the 3 different types of media industry</p> <p><b>Stereotype</b> - a widely held but fixed and oversimplified image or idea of a particular type of person or thing</p> <p><b>Media Industry</b></p> <p><b>The film industry</b></p> <p>The first people to project moving images to a paying audience were the <b>Lumiere brothers</b> in 1895 in France. Initially, films were purely animated photographs and attracted audiences based on the novelty of the form. <b>Narrative</b> in films was introduced and popularised by Georges Melies, again in France, at the turn of the century (around 1900) in films like <b>A Trip to the Moon</b>. Films in these days were quite static due to the size of the equipment.</p> <p>Greater mobility arose through technological developments in the reduction in size of the cameras, along with the use of tracks to enable tracking shots. By 1941 developments in cinema approached something much close to the films we view today. It is widely viewed that <b>Orson Welles'</b> film <b>Citizen Kane</b> invented modern film language, with its variety of camera shots, angles and movement and use of mise-en-scene and editing helping the director to tell his story.</p> <p>More recent years have seen the development of special effects and CGI (Computer Generated Imagery) take film-making into new areas of spectacle, although there are still many film-makers who prefer to use more traditional ways of creating a sense of wonder (eg <b>Christopher Nolan</b> in <b>Tenet</b> chose to build an airport and use a real aeroplane in a crash sequence that would more normally these days be completely computer generated). In terms of how the industry works, things have largely moved on from the 1930's practice of film companies <b>producing</b> the film, <b>distributing</b> the film and <b>exhibiting</b> the film. There is also an increased move towards home viewing via <b>streaming services</b> such as <b>Netflix</b>. The film industry initially refused to recognise Netflix and Amazon Prime's own productions when it came to accepting films for consideration for Academy Awards (more commonly known as the Oscars). However, since the pandemic began there is a new recognition that without the likes of such streaming services, the film industry would have suffered even more economically. Netflix and Amazon Prime now fund a considerable amount of films that are screened in cinemas and shown on television via their streaming services. These films are now recognised in Awards ceremonies.</p>	

## Music - Year 10 - Knowledge Organiser C4

<p><b>Dynamics and their symbols:</b> Weeks 1 and 5</p> <p>Remembering which symbol matches the names is your task. It is also important to remember their value.</p>	<p><b>Key vocabulary:</b> Weeks 2 and 6</p> <p><b>Dynamics</b> - The louds and softs (volume) in music. Usually written using the symbols in the adjacent box.</p> <p><b>Expression</b> - conveying emotion when performing. Dynamics are one way that performers can convey emotions.</p> <p><b>Tuning</b> - Making sure that the correct pitches are sung.</p> <p><b>Rhythm</b> - Keeping in time with the beat/other instruments.</p> <p><b>Ensemble</b> - Performing as part of a group. Also making sure that every part of the ensemble is heard clearly and equally.</p> <p><b>Technique</b> - Using the correct musical/instrumental techniques in order to perform accurately and expressively.</p> <p><b>Tonality</b> – the character of a piece of music as determined by the key in which it is played or the relations between the notes of a scale or key.</p>																																
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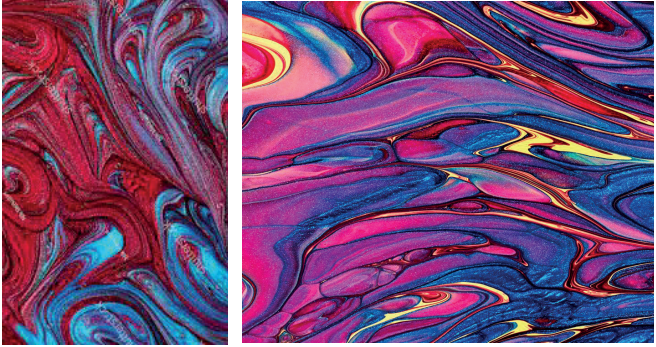
## Music - Year 10 - Knowledge Organiser C4

<p><b>Stage Presence</b> - is that energy, or charisma and appeal, that an artist has while performing in front of others.</p> <p><b>Projection</b> - Voice projection is the strength of speaking or singing whereby the voice is used loudly and clearly.</p> <p><b>Enunciation</b> - Enunciation refers to how clearly and distinctly a particular individual forms the sounds that make up a word.</p> <p><b>Confidence</b> - Feeling good about yourself and your ability to perform well.</p> <p><b>Crowd Participation</b> – This can be achieved by using eye contact, vocal cues, physical cues and talking to the crowd. This is a very useful skill to learn, as it would further entertain crowds keeping them interested until the end of your set.</p>	<p><b>Queen</b> – A British rock band renowned for their live performances and front man Freddie Mercury. Formed in the 1970's with Brian May (Guitar), Roger Taylor (Drums), John Deacon (Bass) and Freddie Mercury (Piano &amp; Vocals)</p> <p><b>Live Aid</b> - a benefit concert held on Saturday 13 July 1985, as well as a music-based fundraising initiative. The original event was organised by Bob Geldof and Midge Ure to raise funds for relief of the 1983–1985 famine in Ethiopia. Billed as the "global jukebox", the event was held simultaneously at Wembley Stadium in London, UK, attended by about 72,000 people</p> <p><b>Performance Skills:</b> <b>Crowd Participation</b> – During their performance at Wembley, Freddie encouraged the crowd to sing along during the song Radio Ga Ga. He did this by using hand gestures and using eye contact with crowds while clapping the rhythm.</p> <p><b>Stage Presence</b> – When on stage Freddie would use the whole stage, walking from one side of the stage to the other. Running, dancing and using his microphone stand to conduct the band and the crowd.</p>
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# Year 10 Photography

<p><b>WEEK 1 &amp; 2</b> <b>FOCUS - Assessment Objective 1 (AO1)</b></p>	<p>Research, inspiration, mind maps, shoot plans and your ideas.</p>	<p><b>WEEK 2 &amp; 3</b> <b>FOCUS - Assessment Objective 2 (AO2)</b></p>	<p>Experimenting, photoshop edits, manual edits, taking photos using different camera settings.</p>
<p><b>Artists/Photographers - Cycle 4 Surfaces and Textures</b></p> <p><b>Thomas Blanchard</b> (1984 - Present day) is a French filmmaker and director. The example to the right is a still image taken from one of his short films. Thomas films coloured paints, oil, milk, and honey as they mix and bead under a macro lens. The colours used in these liquid experiments symbolise anger, love, sadness, joy etc. Watching paint mix is a lot more interesting than watching paint dry.</p>		<p><b>Bruce Boyd</b> (1989 - Present day) is a South African Photographer fascinated by capturing images of ice. particularly the way that objects look distorted when encapsulated inside a large ice block. He collaborated with the Artist Tharien Smith to create a series of images entitled 'Zero Degrees'. The work captures flowers perfectly preserved in blocks of ice.</p> <p><b>The Boyle Family</b>, a collaborative group of artists, are known for their "Earth studies"—site-specific black-and-white 3-D casts of the earth. The communal group, started by husband and wife team Mark Boyle and Joan Hills, later came to include the couple's children and even their friends and neighbours, who assisted in the artistic process.</p>	
<p><b>Key Terms</b></p> <p><b>SYMMETRICAL</b> - Something which looks the same on one side as it does on another, as if a mirror has reflected it.</p> <p><b>WIDE ANGLE</b> - A type or setting of lens which gives a large field of view (the opposite of being "zoomed in"). This is often used in landscape photography.</p> <p><b>WORMS EYE VIEW</b> - A camera angle which looks up at the subject. This can make your subject look large or powerful.</p> <p><b>CONTEXTUALISE</b> - Something to consider something in relation to the situation in which it happens or exists. As important as the photograph is a caption to contextualize the image.</p>		<p><b>Technical Keyboard Shortcuts</b></p> <p><b>Ctrl + N</b> = New page  <b>Ctrl + C</b> = Copy  <b>Ctrl + V</b> = Paste  <b>Ctrl + Z</b> = Step backwards</p> <p><b>Ctrl + Shift + Alt + V</b> = Paste into selection  <b>Ctrl + X</b> = Cut  <b>Ctrl + T</b> = Transform</p> <p><b>Tier three words:</b></p> <p><b>MACRO</b> - Short for "Macroscopic", this term refers to producing photos of very small items at a scale larger than life size.</p> <p><b>MONOCHROME</b> - An image using only white and one colour (usually black).</p> <p><b>RESOLUTION</b> - The number of pixels in an image, expressed as _____ x _____ (ie. 1200 x 1870). The higher the resolution, the greater the amount of detail and quality in a photograph and the larger it is.</p> <p><b>SHUTTER SPEED</b> - This is how long your camera's shutter stays open for and it can be read on either the back of your screen or within the viewfinder. Fast shutter speed captures action shots and slow shutter speed captures motion.</p>	

# Year 10 Photography

<p><b>WEEK 3 &amp; 4</b> <b>FOCUS - Assessment Objective 3 (AO3)</b></p>	<p>Writing, annotating, taking photos etc ...</p>	<p><b>WEEK 5 &amp; 6</b> <b>FOCUS - Assessment Objective 4 (AO4)</b></p>	<p>Finished edits, outcomes, project evaluation &amp; final piece.</p>
<p><b>Describing Texture</b></p> <ul style="list-style-type: none"> <li>• How do you see different textures within the photograph?</li> <li>• Do the textures help to create a mood or effect?</li> <li>• Does the lighting help to highlight these textures?</li> </ul> <p>Flat, polished, smooth, raised, rough, coarse, cut, incised, pitted, scratched, uneven, hairy, sticky, soft, hard, shiny, glossy, reflective, satin, silk, frosted, matte.</p>		<p><b>Keywords</b></p> <p><b>Camera Raw:</b> Also known as RAW, is an image file that contains a minimal amount of processed data from the scene. Many photographers favour this image format over JPEG as it allows more control at the editing stage.</p> <p><b>Cloning:</b> Is a digital processing tool that allows you to copy part of an image to another part. This means you can remove part of an image that is unwanted.</p> <p><b>Composition:</b> Is the placement of relative subjects and elements within an image or scene to create a pleasing feel.</p> <p><b>Contact Sheet:</b> Used primarily in film cameras, is a sheet of all the frames and is used as a proof print. However, it is now also used with digital images to showcase work to a client from the shoot.</p>	
<p><b>Nik Merkulov</b></p> <p>Before becoming a Photographer, Nik Merkulov was a painter. He was always fascinated by the 'Mistaken happenings' when mixing different mediums such as paint, oil, wax etc.</p> <p>He said of his work "With this new series of paint textures, I could finally unite my passions for photography and painting. I chose nail varnish as the paint in this photo. They all had different textures, different densities, and different colors, etc. I used purple varnish as a base, and then I introduced some reddish paint. I took a palette knife and started drawing wavy lines to create the main texture".</p>		<p><b>Glossary of terms</b></p> <p><b>External flash</b> – A supplementary flash unit that connects to the camera with a cable, or is triggered by the light from the camera's internal flash. Many fun and creative effects can be created with external flash.</p> <p><b>Fill flash</b> – A flash technique used to brighten deep shadow areas, typically outdoors on sunny days. Some digital cameras include a fill flash mode that forces the flash to fire, even in bright light.</p> <p><b>Image resolution</b> - The number of pixels in a digital photo is commonly referred to as its image resolution. 300ppi is the correct resolution for print. 72ppi is the correct screen resolution.</p>	



## Cycle 4 Sociology Year 10 Knowledge Organiser: Stratification

Session	Keywords	Knowledge	Sociological concepts
Week 1 and 2	<p><b>Achieved Status</b> - status gained through your own efforts</p> <p><b>Ascribed status</b> - status of the group you were born into</p> <p><b>Social class</b> Based on income according to the National Statistics Socio-Economic classification</p> <p><b>Hierarchy- The way society is structured or divided into layers with least favourable at the bottom</b></p> <p><b>Social class, A form stratification based on economic factors</b></p> <p><b>Social inequality- some people have more power and status in society</b></p> <p><b>Social mobility,- The ability to move up and down the social scale</b></p> <p><b>Income- The flow of resources into your household</b></p> <p><b>Wealth,- Ownership of assets like property, land or other valuable things</b></p>	<p><b>Slavery</b> -Slaves are people owned by others in the society It was part of the Greek and Roman Empire Slaves were also used on the plantations of USA and West Indies Treatment of slaves is usually poor and brutal Slaves are regarded as less than human and inferior to their owners Britain made a lot of money out of slavery during the Slave Trade Modern slavery still happens today <b>Caste system</b>-Used in India based on the Hindu religion A child is born into a caste based on their Parents occupation (ascribed status) You stay in that Caste all your life Your Caste is based on your behaviour in your last life. People of low Castes are their because they did wrong in their previous life. This rebirth is known as reincarnation Individuals at the bottom are called Untouchables The aim is to live a good life - work your way up the caste system to the top Apartheid South africa 1948 - 1994 It was a racially based stratification People were classified black, white or coloured Depending on your racial classification- depended on where you could go , work, live, swim or shop Based on the idea of white superiority</p>	<p>Weber's View He said social classes are formed when one group employs another The second group sells their labour - Weber saw the process of hiring labour and the rewards that arose from this as vital in explaining class Weber said class is a group of people with similar access to life chances ( the ability to be successful) in life and opportunities in education, health He found 4 main social classes:- - Property owners - The working class - Professionals - The petty bourgeoisie (shop keepers) These different class situation reflected different market situations in the labour market <b>Functionalist's View - Davis and Moore</b> They argued that social stratification was a 'universal necessity'. It was needed for society to survive so that the following could happen:- All roles in society can be filled Rules are filled by best person for the best job Necessary training can take place Everyone performs their role to the best of their ability These roles will only be all filled if social stratification attaches unequal rewards and privileges to different positions in society. You need to attach best rewards to the most skilled and difficult jobs to attract the most talented to them. Society is a meritocracy so the most talented will receive the best rewards and everyone has an equal chance of getting these</p>
Week 3 and 4	<p><b>Intergenerational social mobility</b> - moving into a different social class from your parents</p> <p><b>Intragenerational</b> - moving into different classes in your own lifetime</p> <p>Assimilation - ethnic minority groups give up their culture and adopt British way of life</p> <p>Authority - The exercise of power based on consent or agreement</p>	<p><b>Social mobility</b> Routes to social mobility come from Education - Marriage- windfalls like the lottery These routes can be blocked by Unemployment - discrimination - Divorce Life chances - the opportunities that an individual has to get material or cultural resources Life expectancy - how long anyone is expected to live Life chances - these are affected by education, sexuality, gender, social class, age and health</p>	<p>Bureaucracy- An organisation that operates as a hierarchy with a clear set of rules Charismatic authority- obedience by using your personality Coercion - use of force to make something happen Class alignment -strong links between class and voting behavior Class dealignment - weakening links between class and voting</p>

**Cycle 4 Sociology Year 10 Knowledge Organiser: Stratification**

Session	Keywords		
<p><b>Week 5 and 6:</b></p>	<p>Rational legal authority-Obedience is based on the operation of a set of rules                      Power -A social relationship between individuals - where one person or people have dominance                      Market situation - classes develop in market economies in which individuals compete to get resources                      Pluralism -More than one view in society                      Morbidity - having a serious illness or disease                      Party - an organisation or group who seek to exercise power                      Social construction - patterns of behaviour based on norms and expectations                      Social mobility - people's movements up or down the social scale                      Status - the level of prestige or importance                      Windfall - a sudden and unexpected influx of cash like winning the lottery                      Toxic childhood - the idea that life is dangerous for children today                      Traditional authority -A social relationship between individuals - where one person or people have dominance                      Turn out - the number of people voting in an election                      Voter apathy - lack of interest in the outcome of elections</p>	<p><b><u>Inequalities in groups</u></b>  <b><u>Gender</u></b>                      Attempts to improve women's rights:-                      1944 - Education Act - allowed married women to stay in teaching                      1960s-70s - Women's Liberation Movement - campaigning for women's rights                      1970 - Equal Pa Y Act - same pay for men and women                      1975 - Sex Discrimination Act - men and women have same opportunities in work/ education/ society                      1988 Education Act girls and boys to study English, Maths and science to 16                      This would suggest that things are more equal now                      However:-                      Fire fighting is male dominated                      82% of workers in care , leisure industry are female                      10% of workers in skilled trades like plumbing are female                      Glass ceiling even when men and women are employed in the same jobs there is an invisible barrier which stops people getting the best paid jobs                      Women earn about 1/5 less than men per hour (gender pay gap)                      Women's improved education means the pay gap has narrowed but this increases again when they have children</p> <p><b><u>Political power</u></b>                      Political power = one group in society have more power to make decisions                      In UK we have a democracy. People vote regularly for who they want to rule them. Free elections and a choice of parties.                      Voting is influenced by parents, class, peers and events.                      There are two main views on who holds power in society and how it is distributed                      1. Pluralism - there are a range of competing interests and interest groups                      2. Conflict - only those from privileged backgrounds</p>	<p><b><u>Ethnicity and inequality</u></b>                      UK is culturally diverse - has lots of different ethnic groups in it like Polish, Afro caribbean and Indian                      Sociologists do not divide people by race instead they use ethnicity                      They do accept that minority ethnic groups will suffer prejudice and racism                      13% of UK population are from ethnic minorities                      However they are under represented in political and decision making positions they make up:-                      - 6.3% of MPs                      - 3.4 % of senior police officers                      - 5% of court judges                      - 40% of NHS doctors                      This is despite the                      Attempts to redress the problem:-                      Equality an anti- discrimination legislation - acts since 1975 have tried to stop minority ethnic groups being unfairly treated. The Equality Act 2010 combines over 100 laws into one act. Its aim was to protect people from unfair treatment and to promote a fair and more equal society</p> <p><b><u>Pluralism</u></b>                      Political power is shared between groups                      No single group dominates                      The state acts as a referee between the groups and serves the needs of all society                      Pressure (interest) groups , new social movements are crucial to democracy  <b><u>Conflict</u></b>                      Other countries like North Korea have a dictatorship                      Dictatorships use censorship, propaganda and military force to keep control                      Nation state shown by things like flags, anthems</p>

<b>WEEK 1 &amp; 5 Short term effects of exercise on the cardiorespiratory system</b>	<b>WEEK 2 &amp; 6 Short term effects of exercise on the musculoskeletal system</b>
<p><u>Keywords and definitions</u></p> <p><b>Heart rate (HR)</b> = the number of times your heart beats in a minute  <b>Stroke volume (SV)</b> = amount of blood pumped by heart per beat  <b>Adrenalin</b> = a substance which your body produces to make your heart beat faster and it gives you more energy.  <b>Cardiac output (Q)</b> = amount of blood pumped by heart per minute (HR x SV)  <b>Vasoconstriction</b> = narrowing of arterioles  <b>Vasodilation</b> = opening of arterioles  <b>Breathing rate</b> = The amount of breaths taken in a minute  <b>Tidal volume</b> = the amount of air inhaled and exhaled with each breath</p> <p><b>How do your heart and lungs respond when you start to exercise?</b></p> <p><b>Heart rate and stroke volume</b> increases:</p> <ul style="list-style-type: none"> <li>• Due to the heart having to work harder to pump oxygenated blood around the body</li> </ul> <p>Anticipatory rise:</p> <ul style="list-style-type: none"> <li>• Before you exercise your heart rate is increased due to the release of <b>Adrenalin</b></li> </ul> <p>Increase in blood flow</p> <ul style="list-style-type: none"> <li>• to allow more blood and nutrients to be delivered to muscles</li> </ul> <p>Increased <b>cardiac output (Q)</b></p> <ul style="list-style-type: none"> <li>• To get oxygenated blood to working muscles (due to increased heart rate and stroke volume)</li> </ul> <p>Redistribution of blood flow</p> <ul style="list-style-type: none"> <li>• Blood is delivered to different parts of the body through <b>vasoconstriction</b> and <b>vasodilation</b>.</li> </ul> <p>Increased build-up of lactic acid in the blood</p> <ul style="list-style-type: none"> <li>• To slow your muscles down so the body can rebuild oxygen stores</li> </ul> <p>Increased <b>breathing rate</b></p> <ul style="list-style-type: none"> <li>• In order to supply more oxygen to working muscles and remove carbon dioxide</li> </ul> <p>Increase in <b>tidal volume (TV)</b></p> <ul style="list-style-type: none"> <li>• As muscular activity increases, the production of carbon dioxide increases resulting in TV</li> </ul>	<p><u>Keywords and definitions</u></p> <p><b>Synovial fluid</b> = a lubricant found in synovial joints  <b>Increased muscle temperature</b> = more blood in muscles warms them up and means muscles are more flexible  <b>Micro tears</b> = small tears that happen in the muscles  <b>Progressive overload</b> = in order to progress (improve), training needs to be demanding enough to cause the body to adapt (change), improving performance.  <b>Weight bearing activity</b> = exercise one performs while on their feet (running)  <b>Metabolic activity</b> = all of the chemical reactions that are occurring inside your body.</p> <p><b>How do your muscles and bones respond when you start to exercise?</b></p> <p>Increased production of <b>synovial fluid</b></p> <ul style="list-style-type: none"> <li>• To give joint lubrication and nourishment</li> <li>• Reduces friction during movement</li> </ul> <p>Increased joint range of movement</p> <ul style="list-style-type: none"> <li>• Due to increase in blood flow and <b>increased muscle temperature</b></li> </ul> <p>Increase in <b>micro tears</b> in muscle fibres</p> <ul style="list-style-type: none"> <li>• Causing the muscle to rebuild itself and become slightly bigger and stronger</li> <li>• <b>Progressive overload</b> helps create these micro tears safely</li> </ul> <p>New bone formation</p> <ul style="list-style-type: none"> <li>• Proteins, like collagen, are laid down to strengthen the bone</li> <li>• This occurs during <b>weight bearing activity</b></li> </ul> <p>Increased <b>metabolic activity</b></p> <ul style="list-style-type: none"> <li>• Our body produces energy to maintain exercise</li> <li>• Chemical reactions give off heat which can warm an athlete in cold conditions</li> </ul>



<u>Week 3 - Energy Systems</u>	<u>Week 4 - Energy Systems</u>
<p><u>Keywords and definitions</u></p> <p><b>Anaerobic</b> = producing energy without oxygen</p> <p><b>Aerobic</b> = using oxygen to produce energy</p> <p><b>Adenosine triphosphate (ATP)</b> = a molecule that is the only useable form of energy in your body</p> <p><b>Creatine phosphate (CP)</b> = a molecule that can be quickly converted to ATP for energy</p> <p><b>Energy system</b> = method of converting nutrients to energy</p> <p><b>Glycolysis</b> = the process of converting glycogen/glucose to ATP for energy</p> <p><b>Glycogen</b> = a form of carbohydrate stored in the liver and muscles</p> <p><b>Fatty acids</b> = produced from the breakdown of fat. Fatty acids are converted to ATP for energy</p> <p><b>Re-synthesis</b> - to reproduce ATP</p> <p><b>Lactic acid</b> = the chemical byproduct of anaerobic respiration</p>	<p>There are 3 energy systems (2 anaerobic, 1 aerobic):</p> <p><u>Anaerobic pathway:</u></p> <p><b>1. ATP/CP System</b></p> <ul style="list-style-type: none"> <li>- Uses stored ATP to produce energy. When stores of ATP run out, CP is used to restore ATP levels</li> <li>- Can produce energy for up to 20 seconds of activity</li> <li>- Mainly used by sporting events such as high jump, 100m sprint and weightlifting</li> </ul> <p><b>2. Glycolysis/Lactic acid system</b></p> <ul style="list-style-type: none"> <li>- Uses glucose stored in the liver and muscles to produce energy</li> <li>- Energy is supplied for up to 240 seconds of activity, although tends to reach its peak from 60-90 seconds</li> <li>- Mainly used by sports such as 400m, 800m or 1500m.</li> <li>- Lactic acid is a by product of this system</li> </ul> <p><u>Aerobic pathway:</u></p> <p><b>3. Aerobic System</b></p> <ul style="list-style-type: none"> <li>- Uses oxygen to resynthesise ATP over a long period of time</li> <li>- Uses glycogen and fatty acids to produce ATP for energy</li> <li>- This system is important for sustained activity in events such as marathon running, long distance swimming and long distance cycling</li> </ul>



# Stoke Damerel Six



## RESPECT

- Respect each other
- Be kind, treat others how you want to be treated
- Respect yourself

## RESPONSIBLE

- Take responsibility for your learning and behaviour
  - Try to be a leader
- Be a positive role model

## RESILIENT

- Commit to your learning
  - Try your best
- And try again and again

## PREPARED

- Be prepared and ready to learn
- Be here, be on time and bring everything you need for learning
  - Take part in your learning and your school

## PROFESSIONAL

- Be polite
- Be welcoming to all members of our College
- Smile and be friendly

## PRIDE

- Be proud to learn; proud of your work
- Wear your Stoke Damerel uniform with pride
  - Be proud of yourself