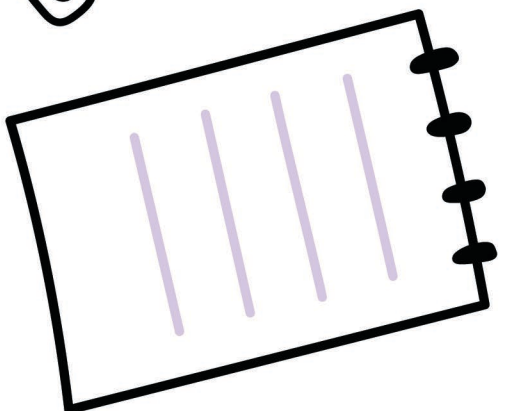
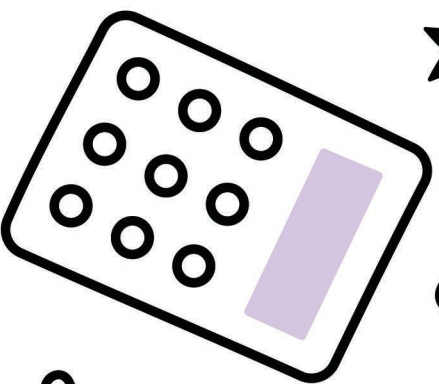
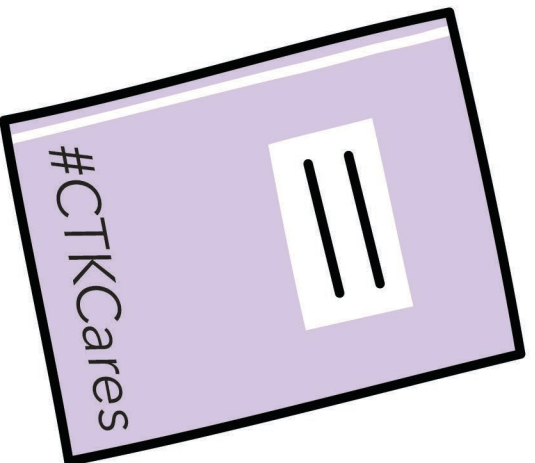
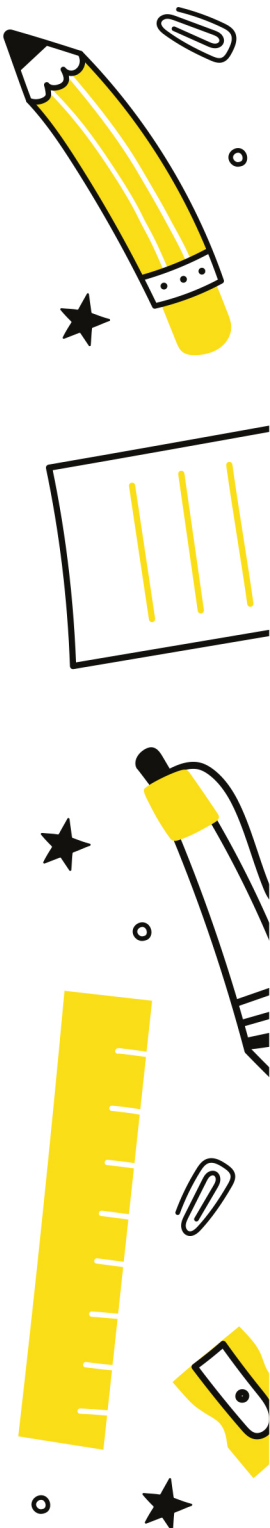




CHRIST THE KING
**KNOWLEDGE
ORGANISER**
Year 8 **PENTECOST**
(Term 3)





Knowledge Organisers

We use knowledge Organisers at Christ the King to help all students achieve. Knowledge Organisers improve your confidence by helping you to understand how to learn and revise. We are building a seven-year revision strategy that supports you to remember the core and powerful knowledge that is required to be successful in each subject.

The Ebbinghaus Forgetting Curve demonstrates that knowledge is lost over time if it is not revisited. A simple model for memory involves working memory and long term memory; working memory is limited, and can very easily become overloaded, whereas long-term memory is effectively limitless. You can support your limited working memory by storing key facts and processes in your long-term memory. Research evidence indicates that regular recall activities, known as retrieval practice, are an effective way of ensuring that knowledge is committed to long-term memory

At the start of each term, you will receive a knowledge organiser booklet that contains content for all subject areas. You will use your knowledge organiser in your lessons, in tutor time, and during homework tasks. An important aspect of your revision for assessments and end-of-year examinations will be to use the knowledge organisers for self-quizzing. If this core knowledge is secured, you will be in a strong position to use and apply this knowledge in a range of contexts. You will be given your knowledge organiser in a plastic wallet along with a homework booklet – the expectation is that you bring this to school every day – **it should be placed on your desk in every lesson**, ready to use. Geography and History highlight the essential 'golden knowledge' in yellow to support your learning.

How to use your Knowledge Organiser

The best way to use your knowledge organisers is to regularly use one of our Core 4 Revision strategies as part of your home learning. These strategies will be explained to you in more detail in tutor time, by your class teachers and as part of your Personal Development lessons.

o **Flash Cards:** Use the information from your knowledge organiser to create flashcards – these could be double sided, with a question on one side and the answer on another, or a keyword on one side and the definition on the other.

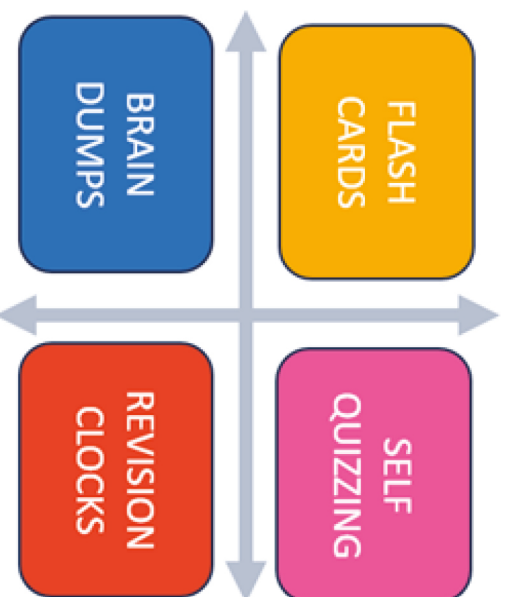
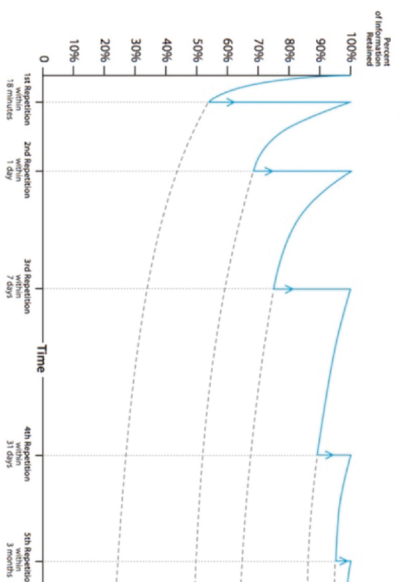
o **Self Quizzing:** There are different ways you can self-quiz:

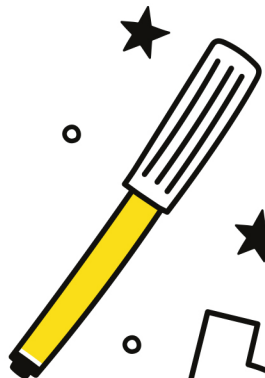
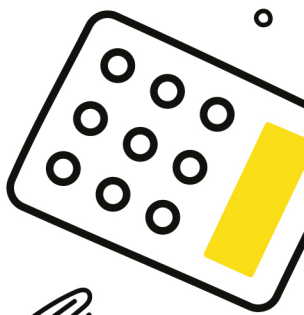
- Look, cover, write, (say), check
- Create gaps fills
- Create questions for the information you want to learn and then answer them from memory

o **Brain dumps:** These are a small but powerful revision strategy which help makes the information 'sticky' so that it goes into your long-term memory, ready for you to recall it into your working memory. They are good to use at the end of topics. An effective brain dump involves you writing down everything you can about a topic you want to revise from your memory. You then check the information against the information on your Knowledge Organiser – you then mark your work and add any missing information onto your brain dump in a different colour pen, so that you know which information you need to revisit, either through using flash cards or self-quizzing.

o **Revision Clocks:** Revision Clocks are a blank clock shape – divided into 12 segments. In each segment put a sub-heading and then include the information linked to that. They are effective as they allow you to 'chunk' up the core knowledge from the topic into the segments. You can use colours and pictures to make the information more 'sticky'.

Rate of Forgetting with Study/Repetition





Homework Schedule

You should complete at least one hour of Home Learning per school day.

This will consist of:

- Knowledge Organiser and Online Learning as directed by your teachers.
- If you have no tasks set, carry out Knowledge Organiser activities as per the Knowledge Organiser timetable below.
- Two periods of 20 minute reading each week.

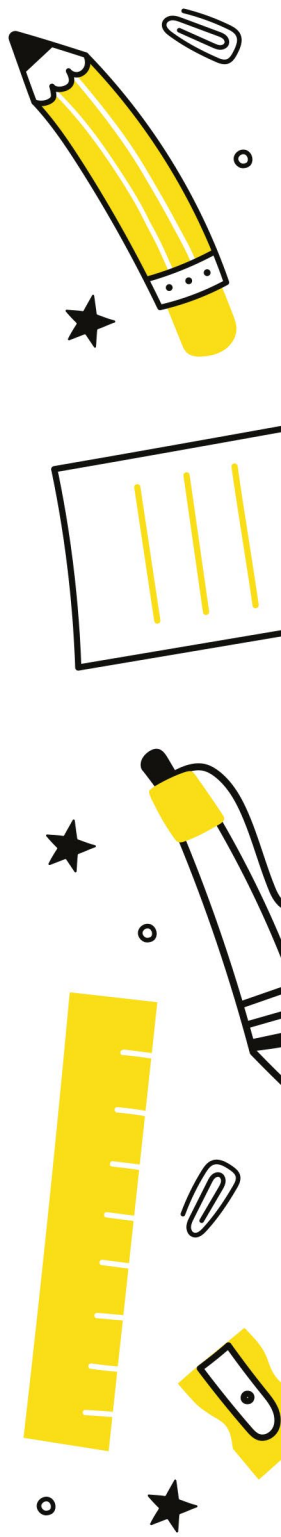
Week 1					
20 Minutes Per Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	English	Science	Maths (Sparx)	Maths	English
Subject 2	RE	PE	RE	Science	Geography
Subject 3	Music	History	Technology / IT	MFL	Art

Week 2					
20 Minutes Per Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Subject 1	Science	English	English	Maths (Sparx)	Science
Subject 2	RE	Maths	RE	Drama	Geography
Subject 3	Music (Practical)	History	Technology / IT	MFL	Art (Practical)

Read 20 minutes a day and you'll read 1,800,000 words per year.

Reading for 6 minutes a day reduces stress by 68%.

Children learn 4,000 to 12,000 words per year through reading,



What are the homework expectations?

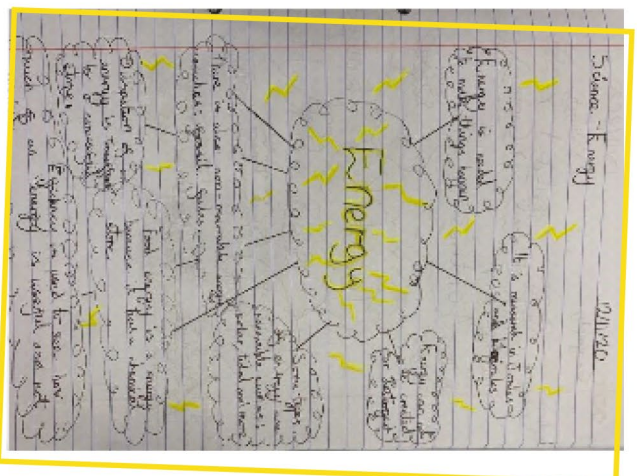
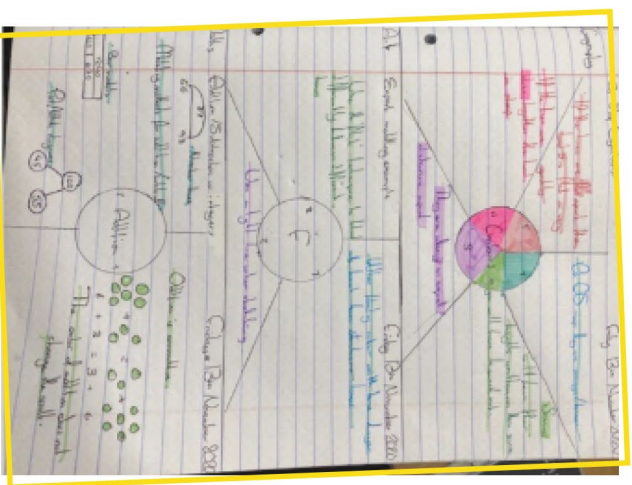
Each homework must meet the following 5 requirements:

- Write the complete title and date in full e.g *Wednesday 7th June 2023* on each page and underline.
- You should include minimum of words to summarise the topic. Do not copy the words from the text.
- Make full use of the page for each topic by scaling your notes and images appropriately to use all the space.
- You must include diagrams, sketches, or cartoon doodles to visually represent the topic, try to use humour.
- Highlight key words and phrases, using underlines and highlighter pens, and explain technical terms.

How should I present my work?

Please remember that the same rules apply to the presentation of your homework as applies for your class work: **dates and titles** (which should be the name of the subject) **need to be underlined with a ruler** and you should **present your work as neatly as you are able to**.

If you are self-quizzing correctly, there should be **evidence of green pen on your page**. Here are some examples of how to set out your work:



DON'T FORGET!

Always record
the date, topic,
and page
number in
your Home
Learning
Book!

Landscape Project

Landscape Art can come in many different forms such as paintings, drawings, photographs, prints and even sculptures. They often show images of nature such as the countryside but also can depict cities and urban areas. Landscape Art can be **abstract** and **realistic** and can document factual events or can be used to express the feelings and emotions of the artist. created

1. Perspective	a techniques which attempts to create the illusion of depth and 3 dimensions in a drawing or painting.
2. Background	usually at the top and back of the painting or drawing and appears to be further away.
3. Foreground	can be seen at the front or bottom of a landscape which appears to be closer.
4. Post Impressionism	started in Europe in the late 19 century, characteristics include bright colours and thick brush stokes.
5. Brush strokes	can shape and form and direction in a painting.
6. Composition	how you arrange and place the different parts of a piece of art work
7. Horizon line	used to show where the land disappears In the distance
8. Vanishing point	used when drawing in perspective to create a 3D effect
9. Cityscape	A landscape which shows 'urban' areas including buildings and streets.

Brush strokes and use of line are a key characteristic of **'Post Impressionism'**



Famous Van Gogh painting 'Stary Night'



'Post Impressionism'

- Began in Europe in the late 19 century.
- Paintings would show scenes of 'everyday life' such as people at work, the countryside and nature.
- Paintings would use brighter vivid colours and thick brushstrokes.
- Post Impressionist painters captured natural light and 'emotion' in their work.
- Vincent van Gogh, Paul Gauguin, Paul Cezanne and George Seurat are considered original Post Impressionist artists



Vincent van Gogh (born 30 March 1853 – 29 July 1890) was a Dutch post-impressionist painter. His work had a great influence on modern art because of its striking colours and emotional power. He suffered from anxiety and fits of mental illness and famously cut off his ear lobe. During a 10 year painting career, he produced over 1000 pieces of work. Although he only sold one painting in his life time, his work is now extremely valuable and popular sells for millions.



KudaMushang (born 1995 Nottingham) now based in London, Kuda is a painter and architectural assistant. He is a previous CTK student who completed his GCSEs and A Levels before studying Architecture at John Moore's University in Liverpool. Kuda's art is influenced by many traditional and contemporary artists from all over the world. He paints portraits, interiors and landscape. Kuda's work often reflects his feelings and thoughts about society and his heritage. His landscape paintings have a strong connection to Post Impressionistic painting.



The Stages of the Design Process

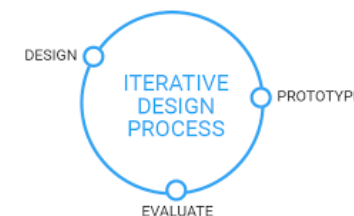
Problem	The main purpose of developing a new product is to solve a problem, this solves either a need or a want. It is important to investigate problems before you start designing.
Design brief	A design brief is a statement of intent that addresses how the product will solve the identified problem and satisfy the need or want. It normal considers; budget, function, target market, aesthetics and timescale.
Research	Market research and analysis is performed to help the designer fully understand and identify issues. This may involve looking at existing products, speaking to users, making observations and completing site visits.
Specification	This is shaped through the results of research. It is a list of SPECIFIC requirements that are measurable. It is used to test the product to assess success throughout.
Design ideas	These are produced by the designer by hand or using computer aided design (CAD). They are used to develop and communicate solutions to the identified problem.
Development	Designers often used the iterative process to model and test the design ideas against the specification, continually making improvements to get to the best solution.
Prototype Manufacture	A prototype is aa pre-production working model of a product, that is used to test the concept. The prototypes are usually manufactured using the same processes to ensure that the product meets expectations.
Evaluation	Prototypes must go though rigorous testing and analysis to ensure they are safe, fit for purpose and meet the design brief and specification. Any issues that are found, need to be resolved before the product can go into production.

Material Properties

Corrugated card	Two or more layers of card with a fluted layer in-between to add strength.
Foam core board	Two thin layers of card with a foam inner core in between.

Design & Technology - Design and Make

Iterative design is the repeated process of prototyping a design, testing it, collecting feedback, evaluating the design and making improvements based on results. The process is repeated until the final design is ready to be produced.



Scale A scale drawing is an enlarged or reduced drawing that is proportional to the original object. This means that all of the ratios between the corresponding sides of the original figure and the drawing are equal. Scale drawings are used by architects, clothing designers, and map makers among others.

2:1	The drawing is twice the size of the actual object.
1:1	The drawing is to actual size.
1:2	The drawing is half the size of the actual object.

Attachment techniques

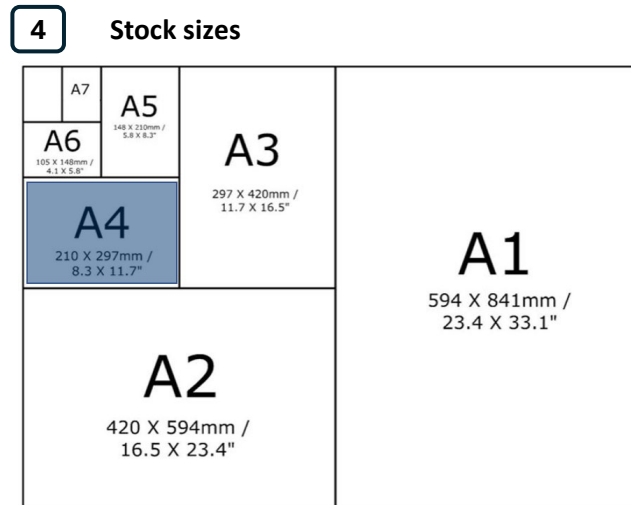
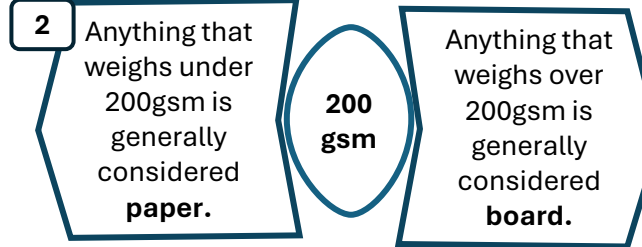
These are different ways to attach and join card together



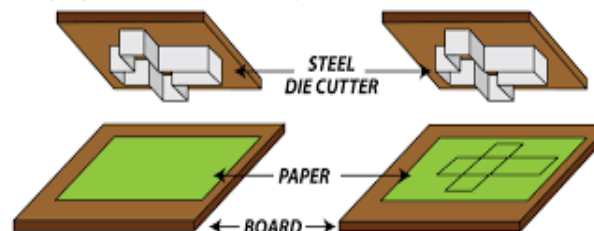
A split pin is a standard component that can be used to join materials whilst still allowing movement.



1 Keywords	
Keywords	Definition
1. Paper	Material manufactured in thin sheets from the pulp of wood or other fibrous substances, used for writing, drawing, or printing on.
2. Cellulose	Fibres found in plant materials.
3. Renewable	A sources of material that if managed responsibly will not run out.
3. Typography	The style or appearance of text.
4. Mood Board	An arrangement of images, materials, pieces of text, colours, textures etc. Intended to embody or project a particular style or theme.
5. Net	The 'net' of a shape is a term used to describe what a 3D shape would look like if it was opened out and laid flat.
6. Scoring	Scoring involves partially cutting into a material without going all the way through, usually to aid folding.
7. Branding	Key elements such as the logo, color scheme, typography, and other design components that makes a brand stand out from competitors, and recognizable to consumers.
8. Typography	The art of arranging letters and text in a way that makes it visually appealing to the reader.



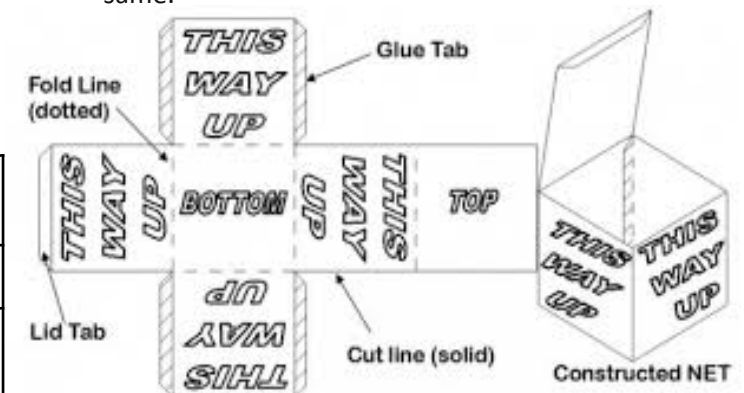
5 Die cutting
Die cutters are used to cut, crease or perforate paper to create shapes and make nets.



1. The die is pressed against the card and the steel cuts into the card.
2. Sharp blades will cut through the paper/card.
3. Rounded blunt blades will crease the paper/card for folding.

3 Paper Manufacture
1. DEBARKED: Trees chopped down and logs put into a rotating drum to remove the bark.
2. WOOD CHIPPED: Wood is then put through the chipper to make wood chips. Sometimes these are taken from unused offcuts from sawmills. This saves waste.
3. COOKED WITH CHEMICALS: Mixed with chemicals to dissolve the lignin in the wood. This creates pulp.
4. SIZING: The pulp is filtered, squeezed, bleached and pounded before other materials, such as chalk or chemicals, are added to change the opacity and absorbency of the paper.
5. DRYING: The pulp is pumped on to a moving belt and a set of rollers to remove the water. This is repeated until all of the water is removed.
6. CALENDERS: The paper passes through calendar rollers which give the paper its final finish.

6 The two-dimensional shapes that form a net can be arranged in different ways for a particular 3D shape. The relationship of **faces**, and **edges** must remain the same.

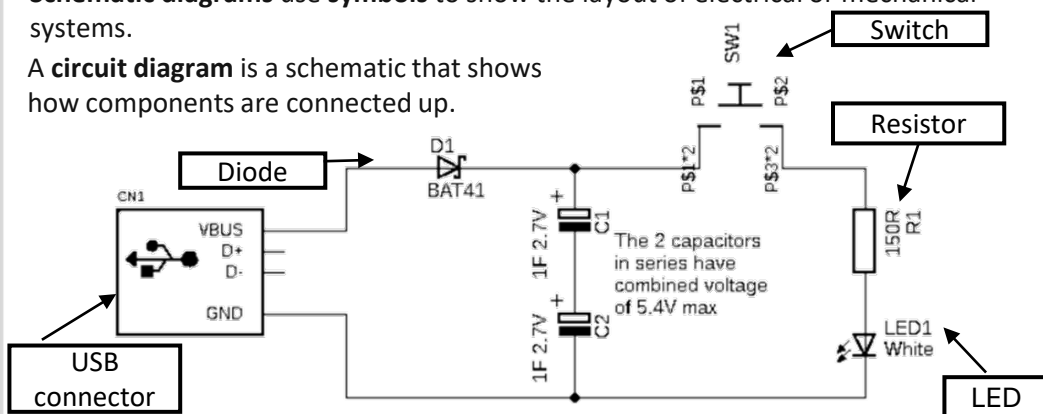




Key Word	Definition
1. CAD (Computer Aided Design)	Using a computer program to produce computer models/ designs.
2. CAM (Computer Aided Manufacture)	Machines that are controlled by computer software to determine movement and power.
3. Laser Cutter	An example of a CAM machine. A laser cuts through or etches onto a chosen material.
4. Etching	Using the laser cutter to etch/ burn the surface of a material and draw a design.
5. Solder	Solder is a metal alloy usually made of tin and lead which is melted using a hot iron. It is used to join electronic components to a circuit board.
6. 2D Design	The CAD software used to design models and control the laser cutter.
7. MDF (Medium Density Fibreboard)	It is a manufactured board that is made by pressing wood fibres pressed together using glue and heat.

Schematic diagrams use **symbols** to show the layout of electrical or mechanical systems.

A **circuit diagram** is a schematic that shows how components are connected up.



A **system diagram** uses the logical order of an input, a process and an output to plan the function of a circuit.



Electronic Components			
Component	Job	Image	Symbol
LED (Light Emitting Diode)	LED stands for Light Emitting Diode. LEDs are like normal diodes, in that they only allow current to flow in one direction, however, when the current is flowing, the LED lights up.		
Resistor	A resistor is a device that opposes the flow of electrical current. The bigger the value of a resistor, the more it opposes the current flow. The value of a resistor is given in Ω (ohms) and is often referred to as its 'resistance'.		
Switch	A device used to interrupt the flow of electrons in a circuit. They are usually on or off.		
USB Connector	Allows a circuit to connect to a USB port, charging the capacitor.		
Capacitor	A capacitor is a component that can store electrical charge (electricity). In many ways, it is like a rechargeable battery.		
Diode	Diodes let current flow in one direction, but stop it from flowing in the other. They are like a one way valve.		
Circuit Board	A thin rigid board containing an electric circuit; a printed circuit.		



WHAT AM I
DOING
WELL ?

WHAT DO I
NEED TO DO
TO IMPROVE ?

HOW DO STEREOTYPES IMPACT
THE WAY THE AUDIENCE SEE
THE CHARACTERS ?

YEAR 8 CRIME AND PUNISHMENT

Key words

CHARACTER MOTIVATION

The reason behind a character's behaviours and actions in a given scene or throughout a story.

BACKGROUND

Your character's past life experiences- where they come from, their upbringing, how they have been treated.

DEVISING

Working together in a group to create scenes from scratch in response to a stimulus.

STIMULUS

A starting point for creating a scene.

tone

The emotion behind what your character says e.g. an angry tone, a surprised tone.

PITCH

How high or low your character's voice is.

ACCENT

The way a person speaks- can show where they are from and sometimes class or status.

PACE

The speed at which your character speaks or moves.

STANCE

The way a person stands.

GAIT

The way your character walks- do they have a narrow gait or a wide gait?

POSTURE

The position in which someone holds their body when they sit or stand- can give us clues to their personality.

GESTURES

Using your hands (or sometimes eyes and head) to communicate meaning with other characters and the audience.

BODY LANGUAGE

Showing emotion through the way you sit, stand or position yourself.

FACIAL EXPRESSION

Showing emotion through your face- eyes, mouth, eyebrows...

MARK THE MOMENT

Highlight a significant moment in a piece of drama in a way which makes it stand out for the audience.



Important vocabulary for this topic

SUSPECT:

a person thought to be guilty of a crime or offence

EVIDENCE:

the available facts or information indicating whether something is true or not

INTERROGATE:

ask questions of (someone) closely, aggressively, or formally

CRIME:

an action or omission which is punishable by law

GUILT:

the fact of having committed a specified offence or crime.



STEREOTYPE:

a widely held but oversimplified image or idea of a type of person.



REPORT:

an official document written after thorough investigation, by an appointed person.

USEFUL TOOLS

REHEARSAL TECHNIQUES HELP US TO

UNDERSTAND OUR CHARACTER

☆ Thought-tracking

☆ Hot seating

☆ Conscience alley

PERFORMANCE TECHNIQUES HELP US

TO ENGAGE THE AUDIENCE

☆ Marking the moment

Slow motion, freeze frame, highlighting.

use of lighting, use of sound...

☆ Non verbal communication

Use of body language, facial expression,

eyeline, pause, posture....



WHAT AM I
DOING
WELL ?

WHAT DO I
NEED TO DO
TO IMPROVE ?

WHAT TOOLS CAN WE USE
TO CREATE A POWERFUL
ATMOSPHERE ?

YEAR 8
ZOMBIE SCHOOL



DESIGN ELEMENTS

Which body part does
your character lead from?
How does this impact the
rest of their body
language?

Where have they
just been?
Where are they
going now?

My
character

How do their
background and past
experiences influence
their attitude?



PERFORMANCE CHECKLIST

- Audience awareness ✓
- Well organised performance ✓
- Smooth transitions ✓
- Good projection ✓
- Using the whole space ✓
- Thoughtful use of physical ✓
- and vocal skills ✓
- Use of proxemics ✓
- Costume ✓
- Hair and make up ✓
- Sound and lighting ✓



WHAT IS THE PURPOSE OF LIGHTING?

- It illuminates the action onstage- the audience need to see what it happening to understand it.
- It conveys setting and time of day- where is the action taking place?
- It adds to the mood or atmosphere of a piece- how do you want your audience to feel?

HOW DO WE USE SOUND TO ENHANCE A PERFORMANCE?

- It can influence the pace of a scene- do we want the scene to feel rushed and frantic or slow and languid?
- It can convey time period, setting, time of day- can the audience hear birds singing? The sound of traffic? The radio?
- It can impact the way the audience feel- think about how different music makes you feel and how it could improve the piece.

WHY ARE COSTUME AND MAKE-UP IMPORTANT ASPECTS OF A PLAY?

- They establish a character- show who they are
- They shows the context of the production- what is going on in the world of our play?
- They support the style of the production- is the play naturalistic or abstract?

Key words and techniques *
you will need for this topic

EFFECTIVE REHEARSAL

The time used to create a performance. It is important to giving meaningful feedback and set targets to make sure that every rehearsal is productive.

STAGE COMBAT

A technique in theatre designed to create the illusion of fighting without causing harm to the performers. Each move must be carefully choreographed to keep everyone safe.

ENSEMBLE

A group of performers working together to create a scene. No one actor is more important than any other.

ATMOSPHERE

The overall feeling or mood created by the actors in a scene. The atmosphere should affect the way to audience experience the scene or play.

HOT SEATING

One actor sits in the 'hot seat'. Everyone in the ensemble asks the actor questions about their character's thoughts and feelings which they answer in role (as their character).

Accent
Pitch
Tone of
voice

What do
others think
of them?

Name
Age
Status in
the group

Body
language
Stance
Gait

Your
Character

What is their
objective?

What do
they think of
others in the
group?

MISSING



STEREOTYPE

A widely held but oversimplified image or idea of a type of person. Used in theatre to create easily recognisable characters.

SPECIAL EFFECTS

Design elements that don't fall under any category (lighting, sound, set etc). Can include smoke, pyrotechnics, prosthetics, make-up, flying... (also known as SFX).

ROLE ON THE WALL

A rehearsal technique involving writing down everything you know about your character. This helps to identify any gaps in your knowledge of the character.



A Midsummer Night's Dream

Shakespeare wrote over 30 plays which are often put into three categories – comedies, histories and tragedies. A Midsummer Night's Dream is a **comedy**.

A Shakespearean comedy has the following key parts:

- A happy resolution at the end- often a marriage
- A romantic plot
- A group of ridiculous characters
- Confusion over who is who



Key Characters:

The Lovers

- **Hermia** – the daughter of Egeus and is in love with Lysander. Her best friend is Helena.
- **Lysander** – a gentleman in the court of Athens. He is in love with Hermia.
- **Helena** – Hermia's best friend. She is in love with Demetrius but he does not love her anymore.
- **Demetrius** – a gentleman in the court of Athens. He is in love with Hermia and Egeus wants them to marry.

The Mechanicals

- **Nick Bottom** – goes into the forest to practise his role in the craftman's play.

The Athenians

- **Theseus** – Duke of Athens, engaged to Hippolyta (Queen of the Amazons).
- **Egeus** – Hermia's father. He wants her to marry Demetrius.

The Fairies

- **Titania** – Queen of the Fairies, married to Oberon
- **Oberon** – King of the Fairies, married to Titania
- **Puck** – also called Robin Goodfellow, a fairy and Oberon's servant

Shakespeare's Theatre

- The theatre was **open air** and plays had to be performed in **daylight**.
- A **flag** would be flown from the top of the theatre to show a play was going to be performed.
- People sat around the stage in galleries.
- The cheapest place was in front of the stage where ordinary people **stood**. They were known as 'groundlings'.
- There was very little **scenery** – a character would tell the audience where the scene was set.
- Women's parts were played by boys.
- There was generally plenty of **violence** in the plays – Tudor audiences loved it.
- Many enjoyed going to the theatre as it provided good **entertainment**, an escape from their everyday lives and the chance to socialise and catch up on the latest news.
- Many nobles attended the theatre and the showing of a new play became a **social event**.
- **Puritans** disapproved of the non-religious nature of the plays which could lead to bad habits and behaviour. They believed it kept people from going to church.
- The authorities were unhappy because they believed it encouraged people to miss work and be idle, they also felt that theatres were ideal places for **thieves** and vagabonds to operate and where **plague** and other infectious diseases could spread.

Key Settings:

Ancient Athens- Considered to be the birthplace of Western civilization. Named after the Greek goddess Athena (Goddess of wisdom and war). Ancient Athens was the home of democracy, the army/military discipline and philosophy. It represents order and control in the play enforcing strict laws for their citizens.



Enchanted Forest – The natural world lying outside the city walls and home of the Fairies. The forest is initially a place of refuge and freedom for the Lovers. However, it is an mysterious, secretive, unpredictable and confusing place where characters' behaviour often changes and social norms break down.

Historical Context

Queen Elizabeth I – She reigned England for 44 years from 1558-1603. Her time on the throne is known as 'The Elizabethan Era' or sometimes the 'Golden Age'. The play was written around 1590 when public opinion of her was negative due to war, plague and political tensions.

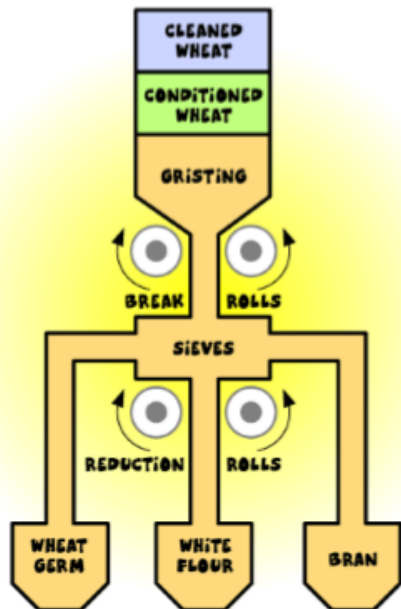
Midsummer – also known as the Summer Solstice (June 21st). Traditionally people celebrated with dances, music and bonfires. It was a time of superstition/ magic –when young maidens and men thought they could discover who their true love was in their dreams.



Key terms	Definition
1. Halal 	Foods that are allowed to be eaten according to Islamic law. Foods that are not permitted are known as haram.
2. Kosher 	Is a word used to describe food and drink that complies with Jewish religious dietary law and that are fit and proper for consumption.
3. Organic	Food produced without the use of chemical fertilisers, pesticides or other artificial chemicals.
4. Intensive farming	A way of producing large amounts of crops, by using chemicals and machines as well as keeping animals indoors to restrict movement.
5. Seasonal	The times of the year when the harvest or the flavour of a food is at its peak.
6. Food miles	The distance food is transported from the time of its making, until it reaches the consumer.

1

Farm to Fork – How flour is made



On arrival at the mill the wheat is **cleaned** to remove dust, straw and other impurities.

Conditioning with water softens the bran layer of the wheat and makes it easier to separate the parts of the wheat.

The wheat is blended with other types of wheat in a process called **gristing** to make different kinds of flour.

It is then **milled** through steel rollers with teeth that break the grains open.

The fragments of wheat grain are **separated** by sieves.

The bran, wheatgerm and endosperm have all been separated out. They can now be **blended** to make different types of flour.

2

	Intensive Farming	Organic Farming
Quantity (yield)	High yield, large amounts of food produced.	Lower yield of crops and more is lost and less is grown.
Pesticides	Artificial pesticides are used to keep pests away resulting in more crop.	Pesticides restricted; natural predators encouraged.
Animals	Battery rearing of animals in enclosures, less humane and can cause disease to spread quickly through the animal population..	Animals have a better quality of life with access to outdoors. Animals not given antibiotics.
Labour	Artificial chemicals and machines means fewer people are needed for work.	More people are needed to work the farms.
Fertilisers	If too much is used, it can wash in to streams and lead to pollution.	Only natural fertilisers are used along with crop rotations.
Cost	Low cost of production but a high initial set up, maximum output is achieved resulting in a lower cost for consumers	Production is lower and more space is needed, resulting in higher cost produce for consumers.

3



Farmed animals that have been inspected to **VERY high welfare standards** – providing them with physically and mentally stimulating environments from birth to slaughter.



This symbol means that the food you buy has been **responsibly sourced** from **British** farmers, safely produced and comes from crops and animals that have been well cared for.



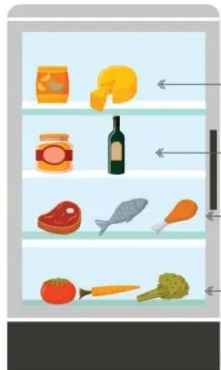
This logo is stamped on to egg to certify that they are **British** and that the **hens have been vaccinated** against Salmonella.



This symbol means that the product is certified to **high organic standards** and provides an assurance of organic authenticity.



4	Food Safety
Microorganism	Tiny living things, such as bacteria, yeasts and moulds which cause food spoilage.
Pathogen	Harmful bacteria which can cause food poisoning.
High Risk Food	Foods which are ideal for the growth of bacteria or micro-organisms (e.g., chicken and shellfish).
Contamination	When food is affected with micro-organisms.



READY TO EAT FOOD
Such as dairy products, yoghurt & cream

READY TO EAT FOOD
Such as cream cakes, butter, cooked meats, leftovers & other packaged food.

RAW MEAT, POULTRY & FISH
Always cover & keep in sealed containers.

SALAD, FRUIT & VEGETABLES
Keep ready to eat fruit and vegetables in sealed bags or containers, always wash before use.

Prevent Cross Contamination

Use correct colour coded chopping boards and knives at all times

RAW MEAT

RAW FISH

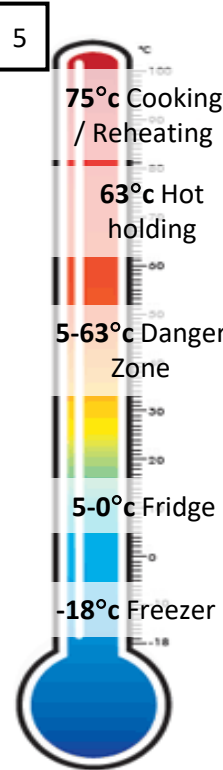
COOKED MEATS

SALADS & FRUITS

VEGETABLES

DAIRY PRODUCTS

ALLERGENS



6	Different ages have different nutritional needs
Age	Definition
Young children	Children have small stomachs and should have small meals more frequently. Dairy is important for calcium. They should be encouraged to try new foods.
Children	They are very active and growing rapidly. Need a balanced diet, sugar and snacking should be avoided.
Teenagers	Growth is in spurts, protein required for muscles and calcium for skeleton. Teenage girls begin mensuration. Teenagers deal with stress and this can lead to poor eating habits.
Adults	Stop growing so needs don't as much. Eatwell guide should be followed. Metabolic rate slows through age. Muscle is lost and fat gained.
Elderly	Usually less active and need less energy. Taste and smell can change which affects enjoyment.
Pregnancy	Mum's diet is important for formation of a healthy fetus. Iron and calcium and supplement of B9.



7	Diet Related Health Problems
Obesity	The most common over nutrition problem is obesity caused by too much energy being consumed, or high levels of inactivity. It is measured as a ratio of weight to height.
Dental Health	To maintain healthy teeth, you need to have a balanced diet. Bacteria feeds on the sucrose found in food and produces acid.
CHD & High blood pressure	Coronary heart disease (CHD) is related to the amount of fat in the diet and is caused by a narrowing of the blood vessels to the heart. This reduces the flow of blood to the heart. High levels of cholesterol in blood increase the risk of CHD.
Type 2 Diabetes	This is a metabolic disorder caused by poor absorption of glucose. Diet plays a strong role in preventing type 2 diabetes, a condition that causes the level of sugar (glucose) in the blood to become too high.
Anaemia	A condition caused by insufficient iron in the body and vitamin C , which is needed for absorption. Common symptoms include tiredness and lethargy.
Diverticulitis	A condition which affects the large intestine. It is linked to a low fibre diet and causes the lining of the bowel to become inflamed, infected and damaged.
Osteoporosis & rickets	Calcium is important for strong bones. Vitamin D is needed for calcium to be absorbed from food. Rickets is caused by a lack of calcium and vitamin D in children. Osteoporosis is a disease in which the bones start to lose minerals and their strength and break easily.



D'habitude je vais en vacances en France pour une semaine avec mes parents à mon avis c'est génial	1	Usually I go on holiday to France for a week with my parents in my opinion it is great!
Nous voyageons en avion car c'est rapide mais je voudrais voyager en ferry car j'adore la mer	2	we travel by plane because it is fast but I would like to travel by boat because I love the sea.
Normalement nous restons dans un camping, au bord de la mer ce que je trouve vraiment nul !	3	Normally we stay in a campsite by the seaside which I find really rubbish!
En général, je vais à la plage tous les jours. Parfois, je fais de la natation ou je joue au volley, c'est reposant	4	In general, I go to the beach every day Sometimes, I do swimming or I play volleyball, it's relaxing.
Par contre l'année dernière , je suis allée aux alpes pendant une semaine avec mes amis	5	However, last year, I went to the Alps for a week with my friends
J'ai visité un grand lac et j'ai fait beaucoup de sports d'hiver	6	I visited a big lake and did lots of winter sports
J'ai fait du ski tous les jours avec mon meilleur ami, J'adore ça c'est mon sport préféré.	7	I did skiing every day with my best friend, I love that it's my favourite sport.
cependant à la fin des vacances c'était un peu fatigant	8	However at the end of the holiday it was a bit tiring.
L'année prochaine, je vais aller à Marseille avec mes grands-parents et mes cousins	9	Next year, I am going to go to Marseille with my grand-parents and my cousins
Nous allons rester dans un hôtel de cinq étoiles avec une grande piscine et des bons restaurants	10	We are going to stay in a five star hotel with a big swimming pool and good restaurants.
Je voudrais voir le vieux-port et visiter les marchés, ça sera vraiment cool	11	I would like to see the old port and visit the markets, that will be really cool.
Si je pouvais je visiterais aussi la cathédrale et je mangerais la bouillabaisse.	12	If I could, I would visit also the cathedral and I would eat bouillabaisse

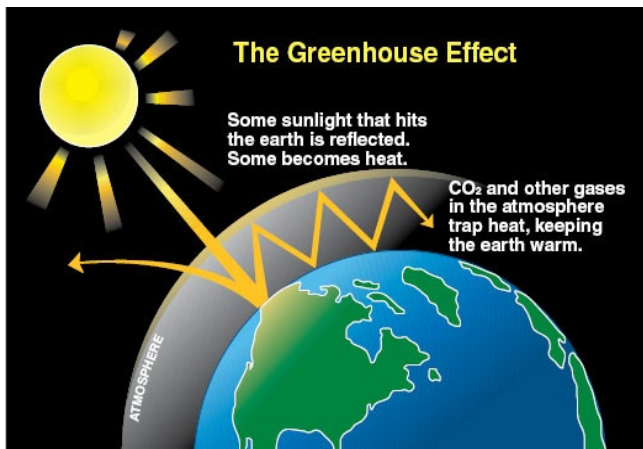


1. Climate Change key words

Climate Change	Changes in climate as a result of natural causes or human activity
Global warming	The recent increase in global temperatures
Greenhouse effect	Trapping of the sun's warmth in our lower atmosphere which warms the earth
Greenhouse gases	Gases such as carbon dioxide and methane, which absorb heat from Earth
Anthropogenic	Environmental change caused by humans
Mitigation	To reduce or eliminate the effects of something from happening
Adaptation	Do not aim to reduce or stop global warming – actions taken to adjust to natural events

2. The greenhouse effect

The natural process of trapping the sun's warmth in our lower atmosphere which warms the earth



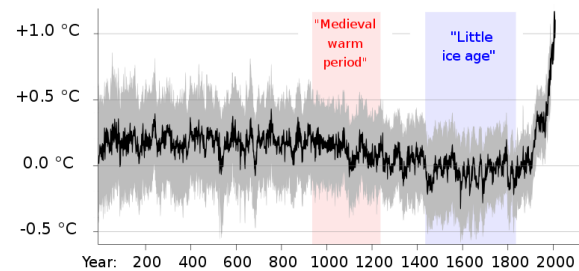
3. Evidence of Climate Change

Short-term	Long-term
Glacier retreat	Ice cores
Rising sea levels	Pollen analysis

4. Causes of Climate Change

Natural	Anthropogenic
Changes in the orbit and tilt of the Earth	Burning of fossil fuels
Volcanic activity	Deforestation
Solar output	Dumping waste into landfill
	Agriculture

Global Average Temperature Change



5. Natural Resources

Natural Resource	Substances that are found in nature which can be used by humans for our benefit e.g. water, soil, coal, minerals, wood, animals
Energy Mix	The proportion of energy that comes from different sources e.g. coal, wind, solar
Fossil Fuels	Non-renewable energy sources e.g. coal, oil and natural gas
Renewable	Sources of energy that can be replaced when they are used
Non-renewable	Sources of energy that cannot be replaced once they are used
Resource security	Plentiful supply of a resource

6. Sources of Energy

Renewable	Non-renewable
Solar	Oil
Wind	Coal
Hydro-electric power (HEP)	Gas
Biomass	Nuclear
Geothermal	

7. Factors in locating a wind farm

Droughts
Storms
Heat waves
Rising sea levels
Melting glaciers
Warming oceans

7. Global Consequences of Climate Change

Droughts
Storms
Heat waves
Rising sea levels
Melting glaciers
Warming oceans

8. Effects on small island developing states (SIDS)

Increase in storms
Relocation of populations
Loss of biodiversity
Coastal erosion

9. Climate Change impacts in the UK

Severe water shortages in the summer
Risk of flooding will double to 1.9 million people
Increase in sea levels by one metre and as much as two metres by coasts
Increase in heat related deaths in the summer

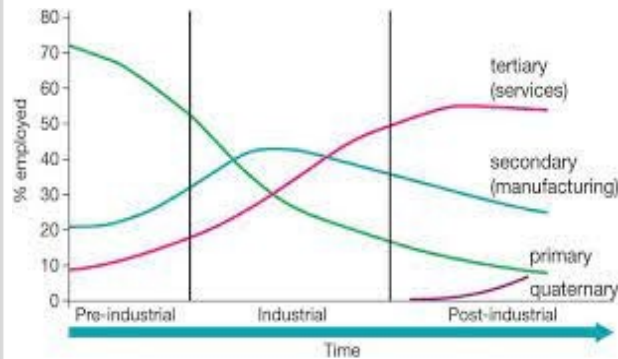
10. Managing global climate change

Mitigation	Adaptation
Alternative energy	Agriculture
International agreements	Water supply
Planting trees	Reducing risk from sea level rise



Economy	The wealth and resources of a country in terms of the goods that are produced and consumed there
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1. Clark Fisher Model – showing sectors of industry over time



2. Agriculture

Arable farming	Where crops are grown e.g. wheat and barley
Pastoral farming	Where animals are raised e.g. cattle and sheep
Mixed farms	Where crops are grown and animals kept
Market gardens	Where fruits, vegetables and flowers are grown

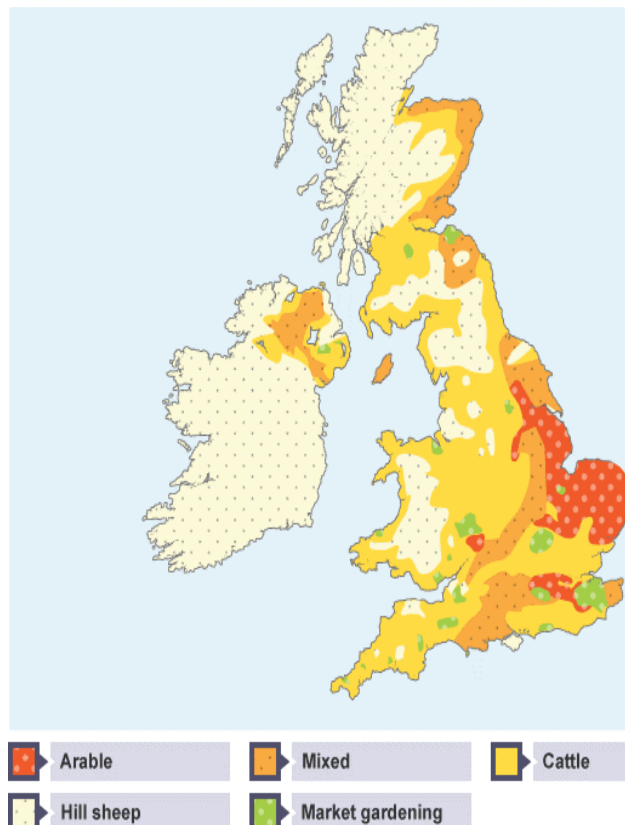
3. Factors in determining factory locations

Costs	Buying/leasing land, equipment, wages, training, taxes
Capacity of the workforce	Availability of local labour with the right skills
Capability of the region	Raw materials available, availability of road/rail connections
Culture of the region	Ability to attract talented workforce, government policies supporting industry
Customers	Close by to the markets
Physical Landscape	Flat land/space for expansion

4. Retail change in the UK

Convenience goods	Goods bought nearly everyday such as bread, milk. Readily available from the majority of shops
Comparison goods	Higher value goods purchased less often such as electrical goods, clothes. People go to several shops to compare before buying.
Clone town	A town where the high street is dominated by chain stores
Out of town retail parks	Areas of shops located away from the traditional CBD

Agriculture in the UK



5. Globalisation & trade

Globalisation	The increasing links between countries around the world as a result of the movement of goods, services, and money.
Containerisation	A system of transporting products by using freight containers (usually on ships)
Balance of trade	The difference in value between a country's imports and exports
Trade link	A connection between two countries to allow the movement of goods and services

6. Economic advantages of tourism

Supports employment, for example in hotels, restaurants and shops
Boosts local farming to supply hotels and restaurants
Encourages improvements in road networks and the environment
Brings income for the local economy, which can be spent on improving public services

7a. Benefits of TNCs

Creation of jobs
Improved education and skills
Investments in infrastructure e.g. roads
Help exploit natural resources

7b. Costs of TNCs

Poorer working conditions
Damage to the environment
Profits go to companies overseas, not locals
Natural resources may be over-exploited



1. Causes of WW1	
The Alliance system	The Triple Alliance and the Triple Entente
Triple Alliance	Germany, Italy and Austria-Hungary
Triple Entente	England, France and Russia
Arms Race	Competition to build armies and Dreadnoughts
Schlieffen plan	German plan for war
Assassination	Murder of Archduke Franz Ferdinand in Sarajevo

2. Living and fighting in the trenches	
Trench warfare	System of open top interlinking tunnels used by both sides
Layout	Zig zag lines, fire steps, duck boards, sandbags, dugouts, bell
Food	Bully beef, tinned food, a tot of rum before going over the top.
Rats	Grew fat on the bodies of fallen soldier's dead bodies
Lice	Clothing and skin was infested with lice and fleas all the time.
Weapons	Tanks, machine guns, mustard gas, rifles and bayonets.

3. The Battle of the Somme	
The Somme	River in France
Purpose	Reduce pressure on French forces
Length	5 months
Losses	300,000 lives

4. Causes of WW2	
Appeasement	Negotiating with an aggressive power with the intention of avoiding conflict.
Hitler and the Nazi's	Hitler built up the Germany army, he marched soldiers into the Rhineland, he invaded Austria, Czechoslovakia and Poland.
League of Nations	They had no army, no power, met a few times a year, and the USA (most powerful country) were not included.
Treaty of Versailles	The treaty was very harsh and hated by Germans, particularly the Nazi party.

5. Dunkirk	
Dunkirk	Port in France where British troops were evacuated from.
Causes	Nazi Blitzkrieg tactics
Events	British navy and little ships evacuated soldiers off the beaches
Short term consequence	Presented as a victory to the general public
Long term consequence	Narrowly avoided destruction of entire army. Loss of vehicles, horses and ammunition



1. Blitz and evacuation	
Blitz	Nighttime bombing of key British cities
Blitzkrieg	The German word for 'Lightning War'
Air raid warning siren	Alarm would go off to warn of incoming Nazi planes
Air raid shelter	Underground areas of safety to hide in during the bombings
Evacuation	Organised removal of children from cities to the countryside.

2. Imperial Soldiers in WW1 and WW2	
WW1	Around 1.4 million Indians volunteered as soldiers and labourers. Around 15,000 West Indians joined, with 10,000 from Jamaica. British colonies in Africa provided 12,000 soldiers, but also food and materials.
WW2	Most empire countries gave money to Britain to help fight during WW2. Nations also contributed with soldiers, sailors and aircrew. India, served as a training base and provided vast quantities of food to Britain. African countries supplied vital raw materials such as rubber, tin, palm oil, steel and cotton. Canada built thousands of tanks, ships and aircraft. West Indian men and women volunteered to fill jobs in Britain.

3. Atomic Bomb	
Causes	Japan attacked Pearl Harbour (US naval base) in 1941
Events	2 bombs dropped – Fat Man and Little Boy.
Short term consequences	Up to 126,000 immediate civilian deaths at Hiroshima and up to 80,000 at Nagasaki. Radiation burns, extreme heat which incinerated people, and later nuclear fallout.
Long term consequences	Increase in deaths due to cancer. Genetic deformities in newborn babies.

4. Timeline of key dates	
1914	The start of World War One
1916	The Battle of the Somme
1918	The Armistice 11am 11 th November (end WW2)
1919	Treaty of Versailles
1 st September 1939	Germany invaded Poland. Start of WW2.
1 st September 1940	The evacuation of children to the countryside began
7 th September 1940	The Blitz began
May/ June 1940	Dunkirk
December 1941	America entered the war after the Japanese attack on Pearl Harbour
6 th August 1945	Atomic Bomb dropped on Hiroshima
9 th August 1945	Atomic Bomb dropped on Nagasaki
2 nd September 1945	End of WW2



1. Keywords	
Antisemitism	Hostility or prejudice against Jewish people.
Prejudice	Preconceived opinion that is not based on reason or actual experience.
Persecution	Hostility or ill-treatment, especially because of race or political or religion beliefs.
Holocaust	The Holocaust was the systematic murder of Europe's Jews by the Nazis and their collaborators during the Second World War. For the first time in history, industrial methods were used for the mass extermination of a whole people.

2. Jewish people in Europe pre-war	
Jewish people	Jewish people are an <i>ethnoreligious</i> group originating from the <i>Israelites</i> and <i>Hebrews</i> . Jewish ethnicity and religion are strongly interrelated, as Judaism is the ethnic religion of the Jewish people.
Normans	William the Conqueror invited Jews to England in 1070 because he needed to borrow large sums of money to build castles.
Clifford's Tower	In 1190 the entire Jewish population of York was massacred in Clifford's Tower.
Black Death	Jews were blamed for causing the Black Death and were deported from England in 1290. Other countries then followed.
Earl Modern period	Although Jews were allowed to live and work in Britain from 1650s they only gained emancipation (equal rights to British born citizens) in 1858.

5. Concentration camps and ghetto's	
Final Solution	The Final Solution was a policy of the Nazi Party, a policy of deliberate and systematic genocide, and was decided by the Nazis in the January of 1942 at the Wannsee Conference.
Ghettos	The German conquest of Poland in autumn 1939 brought three million more Jews under Nazi control. Polish Jews were confined to ghettos and camps in terrible conditions, where hundreds of thousands died of starvation and disease.
Mass Killings	Einsatzgruppen who were tasked to round up Jews, as well as other opponents, and execute them. The victims, forced to dig mass graves and then shot and buried in huge numbers. By the end of 1941, 500,000 Jews had been killed in this way and in total the victims of Einsatzgruppen numbered around 1.2 million.
Concentration camps	It was agreed all Jews under German occupation would be brought to Poland, where those fit enough would be worked to death and the rest exterminated. Jews arrived at the camps on trains, where they were separated into two groups: those fit enough to work and those to be killed immediately – usually women, children and the elderly. The latter group were ushered into what they thought were showers, where they were gassed to death.

6. Nazi Germany	
Nazi Party	National Socialist German Worker's Party, far-right political party who is led by a dictator.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view. Hitler used propaganda to influence German people.
Organisation	Hitler was democratically elected into power and restructured the Nazi party to be more organised.
Promises to voters	Hitler promised workers jobs, farmers higher prices, and that shopkeepers would be protected against opposition.
Use of technology	Radio and film was used to broadcast speeches and planes used to fly Nazi party members to speak at multiple locations a day.

7. Timeline of key dates	
1921	Hitler becomes leader of the Nazi party.
1923	Hitler is arrested and imprisoned.
1933	Hitler becomes Chancellor in Germany, all Jewish lawyers, judges and teachers are sacked and Jews are banned from sports clubs.
1934	Hitler becomes Dictator and Jewish shops made to show yellow star of David.
1935	Jews not allowed to vote and marriage between Jews and non-Jews banned.
1938	Jewish children banned from German schools, Jews banned from swimming pools, Kristallnacht takes place.
1939	Jews can be evicted from their homes, Jews no longer allowed out between 8pm-6am.
1939-1945	World War Two



1. Cold War	
Why?	When WW2 ended, relations between the US and Soviet Union deteriorated over a conflict of ideologies (ideas).
Communism	A system of running a country in which all means of production are owned by the community. Private property does not exist, and everyone contributes according to their ability and receives according to their needs. There is no hierarchy of social class.
Capitalism	A system of running a country where most businesses are owned by private companies or individuals, not the government.
Nuclear arms race	Soviet Union succeeded in creating its own nuclear weapons in 1949, leading to a nuclear arms race between the USSR and the US as they raced to develop more and bigger bombs.

2. Windrush	
Windrush	The ship that brought the first immigrants from the Caribbean to the UK post-WW2
Passengers	On board were almost 500 people including experienced labourers, cleaners and nurses
Problems	The immigrants experienced racism from the white people in Britain. They were not made welcome in the country. In 1958 there were the Notting Hill Riots between the white 'Teddy Boys' and the Caribbean community.

4. NHS	
National Health Service (NHS)	The publicly funded healthcare system of the UK
Arguments FOR	Many poor people were falling ill and dying because they could not afford to see a doctor.
Arguments AGAINST	The British Medical Association did not like the idea. Doctors voted against it due to loss of wages.
SUCCESSSES	The health of the nation improved dramatically. Some people saw a doctor/dentist for the first time ever. Hundreds of thousands of lives have been saved and people live on average 10 years longer.
PROBLEMS	So many medical problems were discovered that the government was forced to introduce a fee to pay for prescriptions. Today there are long waiting lists for surgery.

3. Migration	
Pull factors	Offers of jobs and education in the UK
Push factors	A lack of jobs in the Caribbean.
British Empire	The British government invited all Empire citizens to work and live in Britain after WW2.
Housing	Often in the poorest areas of inner cities e.g. Notting Hill in London
Employment	Many returned to military service. Others took below the level of their qualifications

5. Moon landing	
When?	21 st July 1969
Who?	Apollo 11 included Neil Armstrong, Buzz Aldrin.
What?	They spent 2 hours and 31 minutes walking on the surface of the moon. They took photographs and sent live television pictures back to earth.
Why?	The US and USSR were competing to explore space.
What happened after Apollo 11?	There were 5 more landings on the moon, with the last one being in 1972. NASA began a Space Shuttle Programme in 1972. In 1998 the International Space Station was launched.

6. Timeline of key dates	
1945	WW2 comes to an end
1948	The British Nationality Act
1948	The NHS is launched
22 nd June 1948	Windrush arrived in the UK
1968	UK's first heart transplant
21 st July 1969	First moon landing
1972	CT scanners used for the first time in the UK
5 th January 2018	NHS celebrates 80 years
22 nd June 2021	Nottingham celebrates Windrush Day



1. Type of software	Example	Used for
Web browser	Google Chrome	Searching for information / images
Word processor	Microsoft Word	Creating documents / letters / reports
Spreadsheet app	Microsoft Excel	Data analysis / graphs / charts
Email client	Microsoft Outlook	Sending and receiving emails / calendar function
Team collaboration software	Microsoft Teams	Sharing files / working on files with other people

2. Keyword	Definition
Cell	Individual element of a spreadsheet
Formula	Mathematical equation
Function	A preset formula such as SUM, AVERAGE or COUNT
Filter	Used to highlight data that contain a certain value
Sort	Allows data to be placed in an order such as numerical or alphabetical

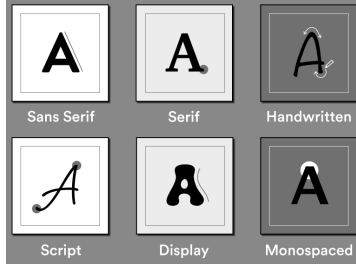
3. Colour swatch



Company Logo



Font Style



4.

Animations	Images / text can be animated to move around or appear on a slide in a specific way
Transitions	Movement between one slide and the next
Slide Show	Presenting the slides in order to an audience

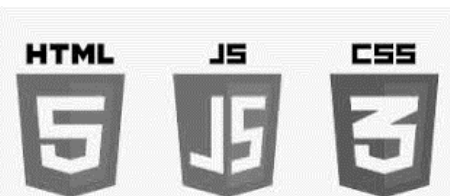
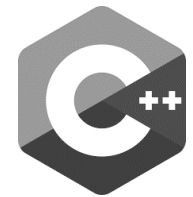
1. Keyword	Description
Algorithm	A sequence of instructions that can be used to complete a task
Computational Thinking	Understanding a complex problem and developing possible solutions
Programming	Writing computer code to solve a particular problem
Programming Language	A defined structure of words that can be used to create a program or application

2. Variable Rules

- Suitable name (helps you to understand what they are for)
- Can't use spaces in the name
- Can't start with a number
- Use quotes for text
- No quotes for numbers

3. Concept	Explanation
Variable	A named memory location that can store information for later use. This can be changed whilst the program is running
Constant	A named memory location that can store information for later use. This cannot be changed whilst the program is running
Input	Information provided by the user
Output	Information displayed to the user, usually as audio, text or video

4. Python Keywords	Explanation
print	Output a message to the display
input	Take input from the user
if	Branch code depending on if a condition is met
while	Loop code depending on if a condition is met
int	Convert to an integer

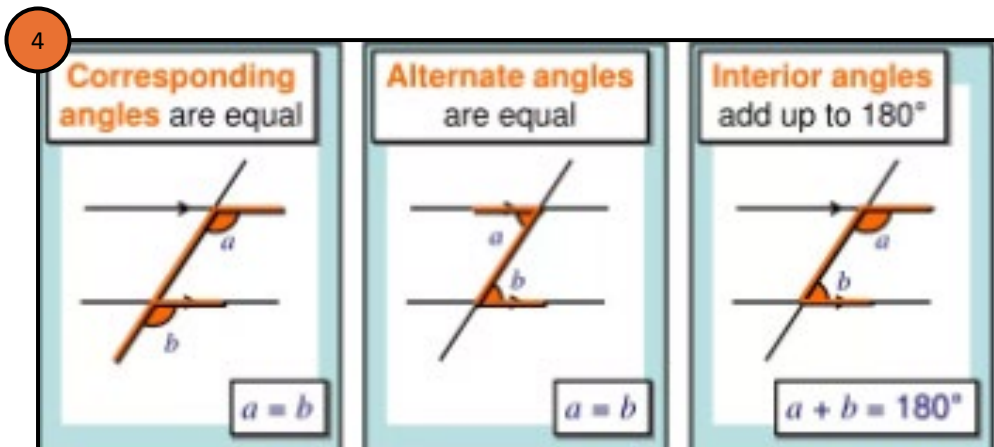
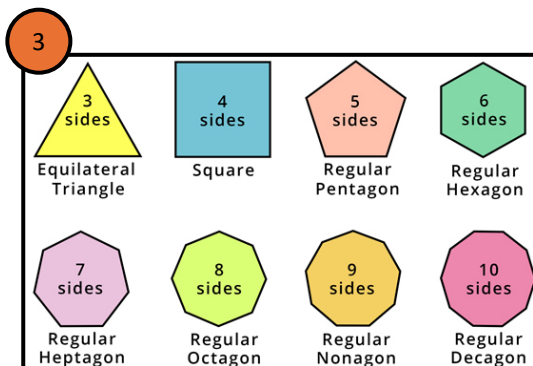
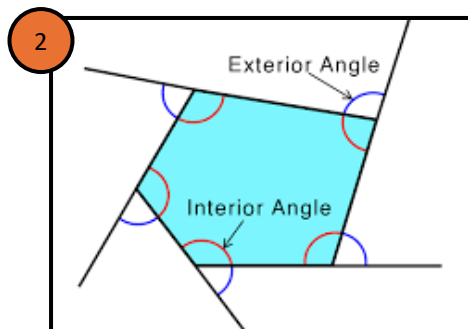




Polygons and Parallel Lines

Sparx Codes M653 U826 U427

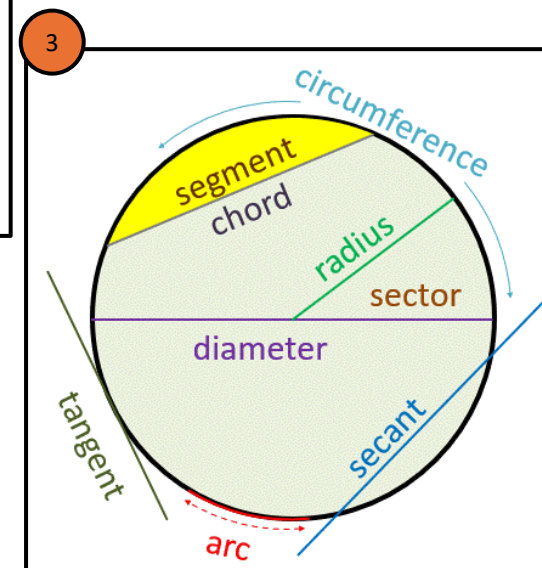
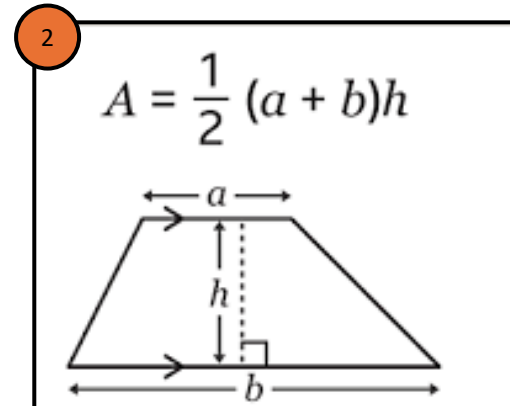
1	Key Word	Definition
	Parallel	Straight lines equal distance apart (Never Meet)
	Perpendicular	Lines that meet or intersect at 90°
	Polygon	A 2D shape with straight sides
	Interior	The inside angle of a shape
	Exterior	The angle between a side of a polygon and an extended adjacent side



Trapeziums and Circles

Sparx Codes M169 M231 M705

1	Key Word	Definition
	Trapezium	A quadrilateral with one pair of parallel sides
	Circle	A 2D shape whose boundary consists of points equidistant from a fixed point (the centre)
	Pi π	The sixteenth letter of the Greek alphabet. Used in Maths to denote the ratio of a circle's circumference to its diameter. (Approx equal to 3.14159)
	Perimeter	The total distance around a 2D shape
	Circumference	The perimeter of a circle
	Area	The total amount of space taken up by a 2D shape

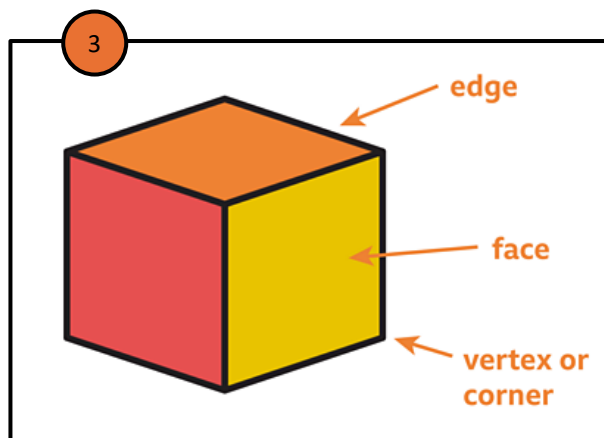
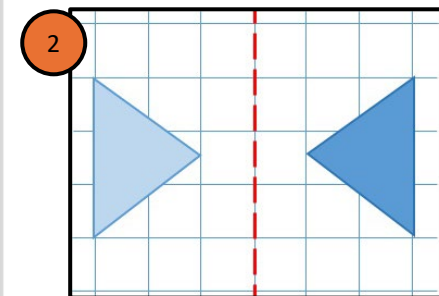




Symmetry and Reflection

Sparx Codes M523 M290

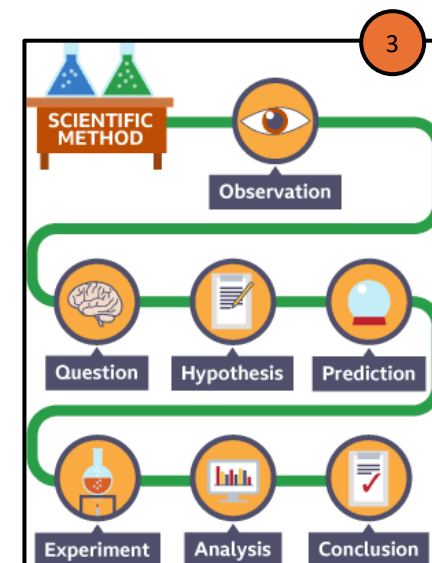
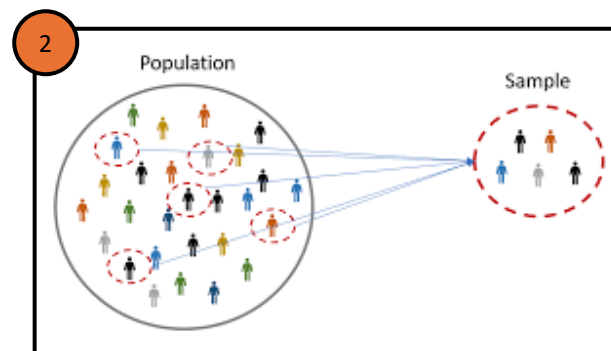
1	Key Word	Definition
	Line Symmetry	A line of symmetry is the line that divides a shape or an object into two equal and symmetrical parts
	Reflection	A type of geometrical transformation, where an object is flipped to create a congruent image on the opposite side of a given line of symmetry
	Object	The original shape or figure
	Image	The 'new' shape resulting from a transformation of the object.
	Congruent	Two shapes are described as congruent. if they are identical. (All sides and angles are exactly the same)
	Vertex	A point where two or more curves, lines, or edges meet or intersect.



Data Handling

Sparx Codes M493 M945 M450

1	Key Word	Definition
	Primary Data	First-hand data gathered by the researcher
	Secondary Data	Data used from information that already exists
	Hypothesis	A proposal made on the basis of limited evidence as a starting point for further investigation.
	Sample	A sample is a subset of individuals within a larger population that you will collect data from.
	Discrete Data	Exact figures you can count, such as the numbers of students in a class.
	Continuous Data	Measurable data that can take any value e.g. Height, weight, temperature and length





Averages

Sparx Codes M934 M841 M940 M328

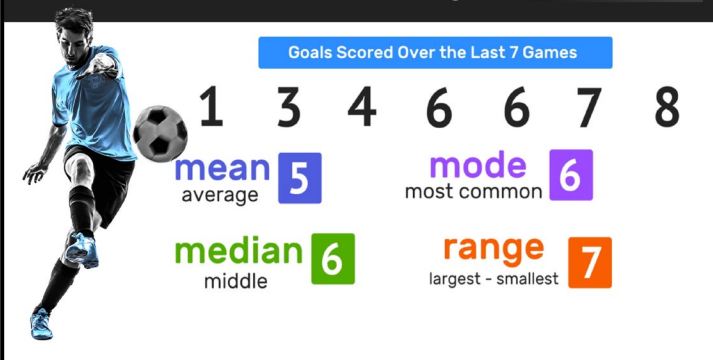
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Key Word	Definition
Average	A number expressing the central or typical value in a set of data, in particular the mode, median, or (most commonly) the mean
Mean	The sum of all numbers divided by total number of values
Median	The middle value of data when ordered in terms of size
Mode	The most common value in a set of data
Range	The spread of data. Highest value take the lowest value
Outlier	A single data point that goes far outside the average value of a group of statistics

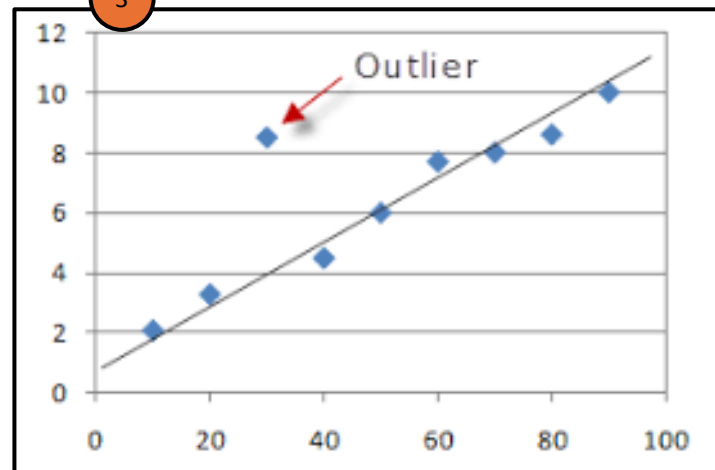
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Mean, Median, Mode, and Range

mashupmath



3





What Makes a Good Song?

Exploring Popular Songs and Musical Arrangements



A. Popular Song Structure

SONG STRUCTURE – How a song is made up of or divided into different sections (see below) and the order in which these sections occur. To work out the structure of a song, it's helpful to analyse the **LYRICS** and listen to a recording for the song (for instrumental sections).

INTRO – often shortened to 'intro', the first section of a song which sets the mood of the song and is sometimes, but not always, an instrumental section using the song's chord pattern.

VERSES – songs normally have several verses. Verses introduce the song's theme and have the same melody but different lyrics for each verse which helps develop the song's narrative and story. Songs made up entirely of verses are called **STROPHIC**.

LINK – a optional short section often used to join different parts of a song together, often instrumental, and sometimes joins verses together or appears at other points within a song.

PRE-CHORUS – an optional section of music that occurs before the **CHORUS** which helps the music move forward and "prepare" for what is to come.

CHORUS – occurs several times within a song and contains the most memorable **HOOK/RIFF**. The chorus relays the message of the song and is repeated with the same melody and lyrics each time it is heard. In popular songs, the chorus is often repeated several times towards the end of the song.

MIDDLE 8/BRIDGE – a section (often 8 bars in length) that provides contrasting musical material often featuring an instrumental or vocal solo using new musical material allowing the performer to display their technical skill on their instrument or voice.

CODA/OUTRO – The final section of a popular song which brings it to an end (Coda is Italian for "tail"!)

B. Key Words

LYRICS – The words of a song, usually consisting of **VERSES** and a **CHORUS**.

HOOK – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece. Hooks can be either **MELODIC**, **RHYTHMIC** or **VERBAL/LYRICAL**.

RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.

MELODY – The main tune of the song often sung by the **LEAD SINGER**.

COUNTER-MELODY – An 'extra' melody often performed 'on top of' the main melody that 'fits' with it a **DESCANT** or **INSTRUMENTAL SOLO**.

TEXTURE – The layers that make up a song e.g., *Melody, Counter-Melody, Hooks/Riffs, Chords, Accompaniment, Bass Line*.

C. Lead Sheet Notation and Arrangements

A **LEAD SHEET** is a form of musical **NOTATION** that contains only the essential elements of a popular song such as the **MELODY**, **LYRICS**, **RIFFS**, **CHORDS** (often as guitar chord symbols) and **BASS LINE**; it is not as developed as a **FULL SCORE ARRANGEMENT** and is open to interpretation by

performers who need to use and adapt the given elements to create their own musical **ARRANGEMENT**: their "version" of an existing song.

COVER (VERSION) – A new performance, remake or recording by someone other than the original artist or composer of the song.

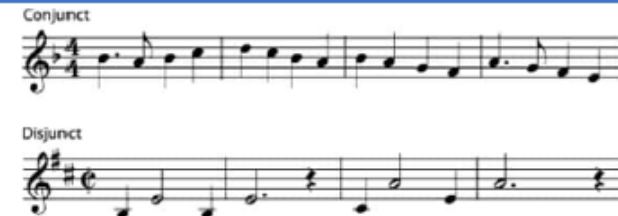


D. Conjunct and Disjunct Melodic Motion

CONJUNCT MELODIC MOTION – Melodies which move mainly by step or use notes which are next to or close to one another.

DISJUNCT MELODIC MOTION – Melodies which move mainly by leap or use notes which are not next to or close to one another.

MELODIC RANGE – The distance between the lowest and highest pitched notes in a melody.



E. Song Timbre and Sonority (Instruments that are used to Accompany Songs)



Pop Bands often feature a **DRUM KIT** and **PERCUSSION** to provide the rhythm along with **ELECTRIC GUITARS** (**LEAD GUITAR**, **RHYTHM GUITAR** and **BASS GUITAR**) and **KEYBOARDS**. Sometimes **ACOUSTIC INSTRUMENTS** are used such as the **PIANO** or **ACOUSTIC GUITAR**. **ORCHESTRAL INSTRUMENTS** are often found in pop songs such as the **STRINGS**, **SAXOPHONE**, **TROMBONE** and **TRUMPET**.



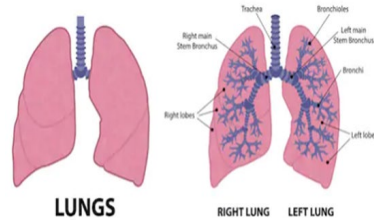
Singers are essential to a pop song - **LEAD SINGER** – Often the "frontline" member of the band (most famous) who sings most of the melody line to the song. **BACKING SINGERS** support the lead singer providing **HARMONY** or a **COUNTER-MELODY** (a melody that is often higher in pitch and different, but still 'fits with' the main melody) and do not sing all the time but just at certain points within a pop song e.g. in the chorus.

Respiratory System

1) Respiratory System

Function – to get **OXYGEN** in and **CARBON DIOXIDE** out.

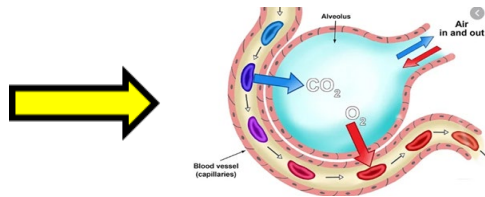
Oxygen is transported around the body via the blood and pumped around the body by the heart.



2) Respiratory System and Cardiovascular System

The respiratory system (lungs) works with the cardiovascular system (heart and blood vessels) to increase the supply of oxygen and remove carbon dioxide efficiently.

GASEOUS EXCHANGE Occurs in the **ALVEOLI**



3) KEY TERMS

Tidal Volume (TV): the amount of air that is inspired and expired normally.

Breathing Rate (f): the number of breaths taken in a minute normally.

Lung Capacity: the amount of air (volume) the lungs can hold.

Minute Ventilation (VE): the volume of air that is inspired or expired in one minute.

$$VE = TV \times f$$

(measured in 1/min)

4) Breathing Rates

AT REST: breathing rate is slow and shallow (normal)

DURING EXERCISE: breathing rate increases and depth of breathing increases. Allows more air in.

Skeletal System

1. Skeletal System – Classification of joints

Hinge Joints	This includes the knee and elbow. Allow flexion and extension movement to occur for example kicking a football
Ball and socket joints	This includes the hip and the shoulder. They allow abduction, adduction and rotation. For example abduction from shoulder when serving in tennis
Pivot	This is found in the neck – for example turning your head to look for the next pass in netball.

2. Type of movement	Joints that provide it	Examples in sport
Flexion — bending movement that decreases the angle between body parts	Shoulder, hip, elbow	Someone working out in the gym bends their arms when doing a bicep curl
Extension — straightening movement that increases the angle between body parts	Shoulder, hip	A swimmer swings the arm backwards preparation for a racing dive
Adduction —movement that pulls towards the midline of the body	Shoulder, hip	A golfer on the tee swings the club down towards the ball
Abduction —movement that pulls away from the midline of the body	Shoulder, hip	A gymnast moves their arms out sideways at the shoulder when performing 'the crucifix' on the rings
Rotation —movement around a single axis or pivot point	Shoulder, hip	A tennis
Circumduction —moving in a circular shape	Shoulder, hip	A cricketer bowls a ball
Dorsi—flexion —bending or flexin the toes up, closer to the shin	Ankle	A sprinter positions their feet in the starting blocks
Plantar –flexion —extending or pointing the toes down, away from the shin	Ankle	A floor gymnast points their toes



Keyword	Definition
Aerobic respiration	The process by which organisms use oxygen to transfer the energy in a fuel into chemical energy
Algae	A single celled plant
Anaerobic respiration	The process by which organisms transfer the energy in a fuel into chemical energy, but in the absence of oxygen
Chlorophyll	The green pigment found in plants which absorbs light during photosynthesis
Mineral deficiency	A condition in organisms where the concentration of a mineral is lower than it should be and so impairs the function of the organism
Fermentation	A type of anaerobic respiration in which glucose is converted to ethanol, carbon dioxide and energy
Fertiliser	Chemicals containing minerals that plants need to be healthy
Haemoglobin	The substance in blood that carries oxygen around the body
Lactic acid	An acid produced by animals during anaerobic respiration
Magnesium	An element essential for healthy plant growth. It is used to make chlorophyll
Nitrates	Minerals containing nitrogen, used by plants to make protein
Oxygen debt	Extra oxygen required after anaerobic respiration to break down lactic acid
Phosphates	Minerals containing phosphorus, used by plants to form healthy roots
Photosynthesis	The process plants and algae use light energy to make glucose.
Plasma	A liquid that transports blood cells and other materials around the body
Potassium	A mineral needed by plants for healthy leaves and flowers
Producer	The plant in the food chain that uses light energy and photosynthesis to produce glucose
Red blood cells	Blood cells that transport oxygen around the body

1. Respiration

- Respiration is the process in which energy is released from the molecules of food which you eat
- Respiration happens in the mitochondria of the cell
- Aerobic respiration** involves oxygen, it is more efficient as all of the food is broken down to release energy

$$\text{glucose} + \text{oxygen} \rightarrow \text{carbon dioxide} + \text{water}$$
- The glucose is transported to the cells in the blood **plasma**
- The oxygen is transported to the cells in **red blood cells**, by binding with **haemoglobin**
- Carbon dioxide is a waste product and is transported from the cells to the lungs to be exhaled
- Anaerobic respiration** is a type of respiration which does not use oxygen, it is used when the body cannot supply the cells with enough oxygen for aerobic respiration
- Anaerobic respiration releases less energy than aerobic respiration

$$\text{glucose} \rightarrow \text{lactic acid} + \text{carbon dioxide}$$
- The **lactic acid** produced through anaerobic respiration can cause muscle cramps
- Lactic acid will build up if there is not enough oxygen present in the blood supply to break it down. This is known as an **oxygen debt**

2. Fermentation

- Fermentation** is a type of anaerobic respiration which occurs in yeast
- Instead of producing lactic acid, yeast produces ethanol, which is a type of alcohol

$$\text{glucose} \rightarrow \text{ethanol} + \text{carbon dioxide}$$
- This process can be used to form alcohol to drink or to allow bread and cakes to rise

5. Leaves

- To best adapt for photosynthesis leaves have a number of adaptations
- They are thin to allow the most light through
- There is a lot of **chlorophyll** to absorb light
- They have a large surface area to absorb as much light as possible

3. Plant minerals

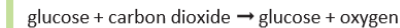
Plants need minerals for healthy growth, if they do not have enough of these minerals this is known as a **mineral deficiency**

Mineral	What it is used for?	What happens if there is not enough?
nitrates (contain nitrogen)	healthy growth	poor growth and older leaves yellow
phosphates (contain phosphorus)	healthy roots	poor growth, younger leaves look purple
potassium	healthy leaves and flowers	yellow leaves with dead patches
magnesium	making chlorophyll	leaves will turn yellow

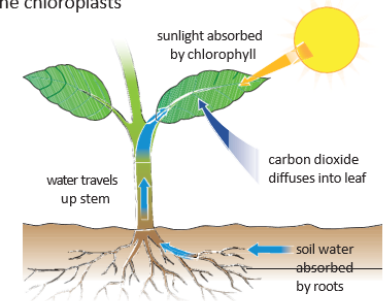
Fertilisers can be used to stop plants from suffering with mineral deficiencies

4. Photosynthesis

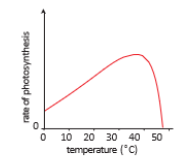
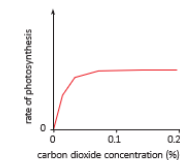
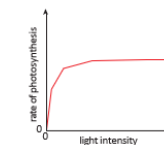
- Photosynthesis** is the process which occurs in the chloroplasts to produce glucose using sunlight



- Any organism that can use photosynthesis to produce its own food is known as a **producer**, these are not just limited to plants but can include other organisms such as **algae**

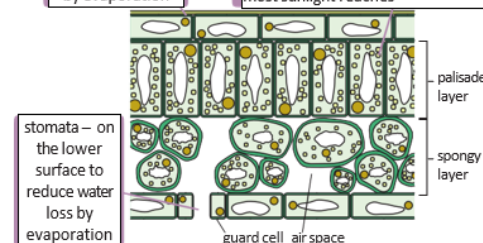


- The rate of photosynthesis can be affected by:
 - Light intensity – the higher the light intensity the higher the rate of photosynthesis up to a point
 - Carbon dioxide concentration – the higher the carbon dioxide concentration the higher the rate of photosynthesis up to a point
 - Temperature – the optimum temperature is the temperature at which photosynthesis occurs at the highest rate, before and after this the rate will be less



waxy layer – to reduce water loss by evaporation

chloroplasts – mainly located on the upper side of the leaf where the most sunlight reaches





Keyword	Definition
Atmosphere	The mixture of gases found in the air around us.
Carbon cycle	The process by which carbon is naturally transferred from one store to another
Climate change	Long term changes to weather patterns
Combustion	The burning of a fuel in oxygen
Electrolysis	The extraction of metal from a compound using electricity
Fossil fuel	A chemical energy store formed from the remains of organisms
Global warming	The gradual increase in the temperature of the Earth
Greenhouse gas	Gases in the atmosphere that trap radiation. eg methane and carbon dioxide
Mineral	A naturally occurring mineral or compound
Natural resources	Resources that are not man-made and can be found in the environment
Ore	A naturally occurring rock which has a mineral content worth extracting
Photosynthesis	The process of plants transferring light energy to chemical energy
Recycling	The collecting and processing of materials so they can be used again
Respiration	The process by which organisms transfer chemical energy to useable energy stores

5. Extracting metals

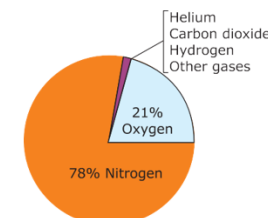
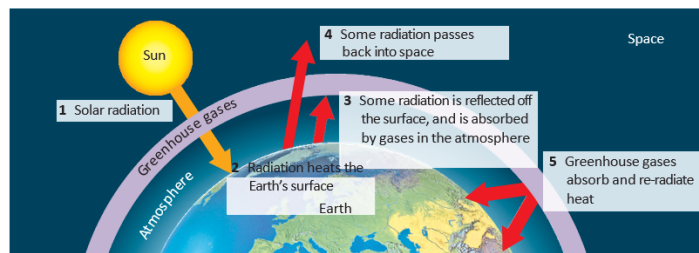
- Metals are a **natural resource**, with most being found joined with other elements in compounds
- Naturally occurring metals and their compounds are known as **minerals**
- An **ore** is a naturally occurring rock which contains enough of a mineral to be worth extracting
- An example of an ore is Bauxite, which contains aluminium hydroxide
- When metals are **extracted** they first **have to** be separated from other minerals in the ore, then they need to undergo a chemical reaction to separate them from the other element that they are joined to in a compound
- If a metal is below carbon in the reactivity series, it can be extracted by reacting it with carbon in a displacement reaction
- As carbon is more reactive it will take the place of the metal in the compound, leaving the metal on its own:
 $\text{carbon} + \text{metal oxide} \rightarrow \text{metal} + \text{carbon dioxide}$
 $\text{carbon} + \text{copper oxide} \rightarrow \text{copper} + \text{carbon dioxide}$
- If the metal is above carbon in the reactivity series, **electrolysis** can be used, this involves separating the metal by using electricity

Reactivity series

magnesium
aluminium
carbon
zinc
iron
lead
copper

1. The atmosphere

- The air around us all of the time is known as the **atmosphere**, it is made up of a mixture of gases
- When the Sun heats the Earth's surface, some of the radiation is absorbed and some is **reflected back** into space
- Some of the gases in the atmosphere absorb radiation that is about to be reflected into space, this keeps the Earth at a warmer temperature than it would be without the atmosphere, this is needed as otherwise it would be too cold for life
- The gases in the atmosphere which absorb and trap this radiation are known as **greenhouse gases**, the **most commonly known** greenhouse gases are carbon dioxide and methane

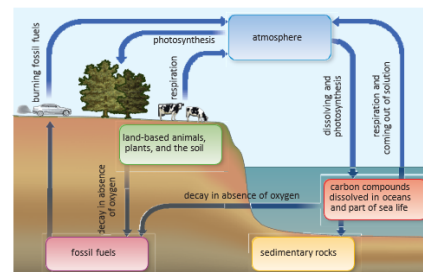


2. Global Warming

- Global warming** is the gradual increase in temperature of the Earth
- This is closely linked to the rise in carbon dioxide levels in the atmosphere

3. The carbon cycle

- The **carbon cycle** is the processes by which carbon is naturally transferred to different stores through a range of natural processes
- Carbon is released into the atmosphere through **combustion of fossil fuels**, and animal **respiration**
- It is then reabsorbed by plants during **photosynthesis**



4. Climate change

- Long term changes to weather patterns are known as **climate change**
- This can cause the ice caps to melt, leading to sea levels rising and flooding of **low level** land
- Graphs alone cannot confirm that humans are the cause, but the majority of scientists now believe that human activity is a very likely cause
- We can help to prevent climate change by:
 - Using renewable energy resources
 - Using cars less
 - Buying and wasting less resources

6. Recycling

- Recycling** is the collecting and processing of materials that have been used so that the resources can be used again
- Recycling can have both advantages and disadvantages:

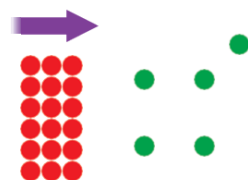
Advantages	Disadvantages
<ul style="list-style-type: none"> Resources will last longer It uses less energy than extracting new materials It reduces waste and pollution 	<ul style="list-style-type: none"> Separating rubbish can be seen as a nuisance The lorries collecting recycling produce pollution Some materials are easier to recycle than others



1. Friction and drag

- Friction** is a force which will slow down a moving object due to two surfaces rubbing on one another
- The greater the friction, the faster an object will slow down, or the greater the force it will need to overcome the force of friction. For example, it is easier to push a block on ice than on concrete, as the ice is smoother and causes less friction

- When an object is moving through a fluid, either liquid or gas, the force which slows it down is known as **drag**
- The fluid particles will collide with the moving object and slow it down, meaning that more force is needed to overcome this
- Both drag and friction are **contact forces** as the two surfaces in friction, and the object and fluid particles in drag, come into contact with one another



A solid moves through a gas.



A solid moves through a liquid.

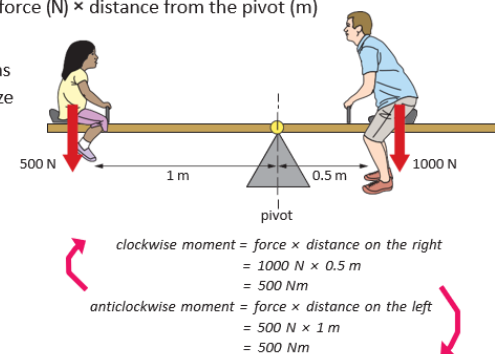
- Both drag and friction are **forces** so they are measured in **Newtons (N)**

2. Turning forces

- A **moment** is the turning effect of a force, it is measured in Newton meters
- We can calculate a moment with the equation:

$$\text{moment (Nm)} = \text{force (N)} \times \text{distance from the pivot (m)}$$

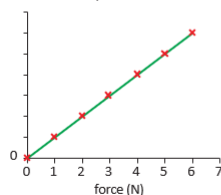
- The size of the moment will increase as the distance from the **pivot** or the size of the force increases
- When an object, such as a seesaw, is balanced, the clockwise and the anticlockwise moments will be equal and opposite, which is known as **equilibrium**
- When forces are equal and opposite to each other, there is no **resultant force**



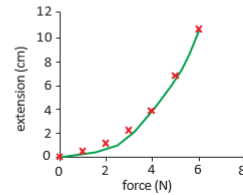
Keyword	Definition
Air resistance	The force on an object moving through the air (also known as drag)
Atmospheric Pressure	The pressure caused by the weight of the air above a surface
Contact force	A force when 2 objects are touching
Drag	The force slowing down an object as it moves through a liquid or gas
Elastic limit	The point beyond which a spring will not return to its original length when the force is removed
Equilibrium	When the moments are equal and opposite
Extension	The amount of stretch in an object
Friction	A force which will slow down an object due to 2 surfaces rubbing on one another
Gas pressure	Caused by the particles of a gas colliding with the wall of a container
Hooke's Law	A law that says that if you double the force on an object, the extension will double
Incompressible	Cannot be compressed
Linear relationship	When 2 variables are graphed and show a straight line through the origin
Moment	A measure of the ability of a force to rotate an object about a pivot
Newton	Unit for measuring force (N)
Pivot	The point about which a lever or see-saw balances or rotates
Pressure	The ratio of force to surface area, in N/m^2 and how it causes stresses in solids
Resultant force	Single force which can replace all the forces acting on an object and have the same effect
Stress	The effect of a force applied to a solid Stress = force/area

3. Hooke's law

- Some objects, like springs, can be stretched, the amount that they stretch is known as their **extension**
- A force needs to be applied to the spring for it to be stretched, we can achieve this by adding masses which exert the force weight
- A spring will continue to stretch until it passes its **elastic limit**
- If an object obeys **Hooke's law** it will have a **linear relationship**: if the force applied to the spring is doubled, the extension will double too
- If an object does not obey Hooke's law, it will not have a linear relationship



This graph shows how the extension of a spring changes as you pull it



This graph shows the relationship between force and extension

4. Gas pressure

- Gas pressure** is caused by the particles of a gas colliding with the wall of the container which they are in
- The more often that the particles collide with the wall of the container, the higher the pressure of the gas will be
- Gas pressure can be increased by:
 - Heating the gas so the particles move more quickly and collide with the container with a higher energy
 - Compressing the gas so there are the same **amount** of particles within a smaller volume meaning that there are more collisions
 - Increasing the **amount** of particles within the same volume so there are more collisions
- Atmospheric pressure** is the pressure which the air exerts on you **all** of the time, nearer the ground there are more particles weighing down on **you** so the pressure is greater
- The higher you go, the smaller the atmospheric pressure, this is because there will be less particles weighing down on you

5. Pressure in solids

- The pressure which is exerted on a solid is known as **stress**
- The greater the area over which the force is exerted over, the lower the pressure, this is why snowshoes have a large area to prevent you sinking into the snow
- Pressure** can be calculated using the following equation:

$$\text{pressure} = \frac{\text{force}}{\text{area}}$$

6. Pressure in Liquids

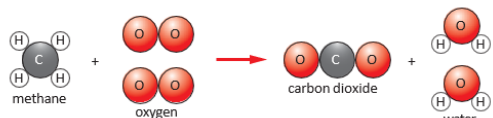
- Liquids are **incompressible**
- The particles in a liquid are already touching, meaning that there is little space between them to compress
- Liquids will transfer the pressure applied to them, this is seen in hydraulic machines
- As the ocean gets deeper, the pressure will increase, this is because the pressure depends on the weight of the water above
- The greater the number of water molecules above, the higher the pressure will be



Keywords	Definitions
Balanced symbol equation	Show the amounts of all the individual atoms in a reaction
Chemical bond	the force that holds atoms together in molecules
Chemical reaction	A change in which a new substance is formed
Combustion	A chemical reaction in which a substance reacts with oxygen and gives out heat and light
Conserved	When the quantity of something does not change
Conservation of mass	The total mass of the reactants is equal to the total mass of the products
Decomposition	A chemical reaction in which a compound breaks down
Fuel	A substance that stores energy in a chemical store
Endothermic	A reaction that takes in energy, usually heat from the surroundings
Energy level diagram	A diagram showing whether a reaction is endothermic or exothermic
Exothermic	A reaction that gives out energy into the surroundings
Products	Substances formed in a reaction
Reactants	Substances that react together
Thermal decomposition	A chemical reaction in which a compound breaks down when heated

1. Chemical reactions

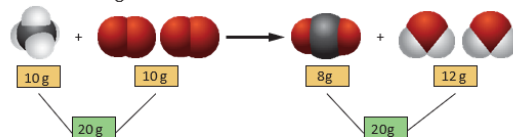
- Word equations can represent a **chemical reaction**:



- The **reactants** are on the left side of the arrow and the **products** are on the right side of the arrow
- We use an arrow instead of an **equals** sign as it represents that the reactants are changing into a new substance
- In a reaction, the amount of each type of atom stays the same, however they are rearranged to form a new product

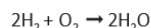
2. Conservation of mass

- In a reaction the mass will be **conserved**, this means that the total mass of the reactants will be equal to the total mass of the products
- If it appears that some of the mass has been lost, this means that a gas has been produced and escaped, accounting for the lost mass



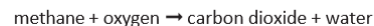
Balanced symbol equations show the amounts of **all** of the individual atoms in a reaction

- The symbols used are from the Periodic Table
- They also show:
 - Formulae of reactants and products
 - How the atoms are rearranged
 - Relative amounts of reactants and products



3. Combustion

- Combustion** is the burning of a **fuel** in oxygen
- A fuel is a substance which stores energy in a chemical store
- Examples of fuels include petrol, diesel, coal and hydrogen
- When a **carbon based** fuel undergoes combustion, it will produce water and carbon dioxide

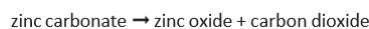


- Hydrogen can also be used as a **fuel**, this is much better than traditional fossil fuels as it does not produce carbon dioxide:

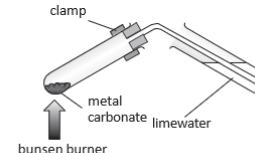


4. Thermal decomposition

- A **thermal decomposition** reaction is one where the reactants are broken down (decomposition) using heat (thermal energy)
- An example of this is with metal carbonates:



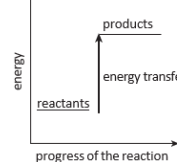
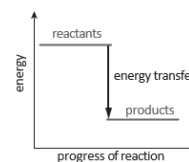
- We can test for this carbon dioxide by bubbling the gas through limewater, if the limewater turns cloudy, the gas is carbon dioxide



6. Energy level diagrams

Energy level diagrams show the values of energy between the reactants and the products in a reaction

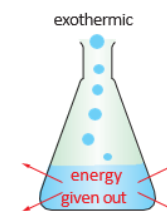
- If the energy is greater in the reactants than the products then the reaction is exothermic as energy has been given out to the surroundings
- If the energy is lower in the reactants than the products then the reaction is endothermic as energy has been taken in from the surroundings



5. Exothermic and endothermic reactions

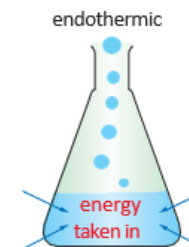
Exothermic reactions involve a transfer of energy from the reactants to the surroundings

- As energy is transferred to the surroundings this will show an increase in temperature
- Examples of exothermic reactions include combustion, freezing, and condensing



Endothermic reactions involve a transfer of energy from the surroundings to the reactants

- As energy is taken into the reactants a decrease in temperature will be shown
- Examples of endothermic reactions include thermal decomposition, melting, and boiling



7. Bond Energies

- Energy must be used to break chemical bonds, meaning that this reaction is endothermic
- Energy is given out when chemical bonds are made, meaning that this reaction is exothermic
- To see if a reaction is endothermic or exothermic, you must find the difference in the energy needed to break and to make the bonds in the reaction
- If the energy needed to break the bonds is less than the energy given out when making the bonds, the reaction is exothermic
- If the energy needed to break the bonds is more than the energy released when making the bonds, the reaction is endothermic

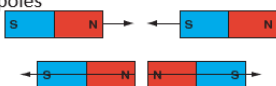


Keyword	Definition
Attract	Objects moving towards one another due to a magnetic force
Core	Soft iron metal which the solenoid is wrapped around
Circuit breaker	A device that uses an electromagnet to break a circuit
Electromagnet	A non-permanent magnet turned on and off by controlling the current through it
Electric bell	A device that uses an electromagnet to make sound using a "make and break circuit"
Loudspeaker	A device that uses an electromagnet. It turns an electrical signal into a pressure wave of sound

Keyword	Definition
Magnet	A material with a magnetic field around it in which a magnetic material experiences a force
Magnetic pole	The ends of a magnetic field, called north-seeking and south-seeking poles
Magnetic field lines	Imaginary lines that show the direction of the force on a magnetic material
Magnetic material	A material that experiences a magnetic force when placed near a magnet
Permanent magnet	An object that is magnetic all the time
Repel	Objects moving away from one another due to a magnetic force

1. Magnets

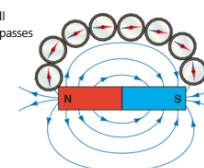
- A **magnet** has two poles, a north and a south pole
 - North poles **attract** south poles
 - South poles **attract** north poles
 - South poles **repel** south poles
 - North poles **repel** north poles



- Magnetic materials** will experience a magnetic force when placed near a magnet, this is a type of non-contact force as the materials do not have to touch for the force to be apparent
- The three magnetic metals are iron, nickel and cobalt

2. Magnetic fields

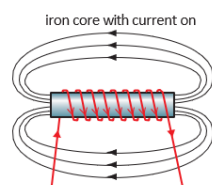
- A **magnetic field** is an area where a magnetic material will experience a force
- A **permanent magnet** will have its own magnetic field
- Magnetic field lines** represent the field, these always travel out of the north pole of the magnet, and into the south pole
- The closer together the magnetic field lines are, the stronger the magnetic field will be
- We can find out the shape of a magnetic field in two ways:
 - Using plotting compasses
 - Using iron filings



- The Earth has its own magnetic field, which acts like a giant bar magnet inside the centre of the Earth
- This magnetic field allows compasses to work when navigating around the Earth

3. Electromagnets

- Electromagnets** are made by wrapping a coil of wire around a magnetic **core**
- Electromagnets only work when electricity is flowing through the coil, which means that they can be turned on and off
- Electromagnets are also stronger than **permanent** magnets
- The electromagnet will produce the same magnetic field shape as a bar magnet

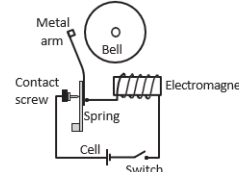


- You can increase the strength of an electromagnet by:
 - Increasing the number of turns on the coil around the core of the electromagnet
 - Increasing the current which is flowing through the coil of wire
 - Using a more magnetic material for the core, e.g. iron rather than aluminium

4. Using electromagnets

Electric Bells

The electromagnet attracts the iron armature
 ↓
 When it moves, it breaks the circuit, no longer allowing current to flow
 ↓
 The coil and core are no longer magnetic meaning the spring is no longer attracted and returns to its original position
 ↓
 The bell is rung once
 ↓
 The circuit is complete again, restarting the process

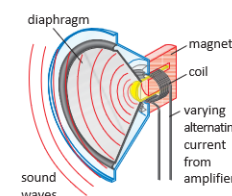


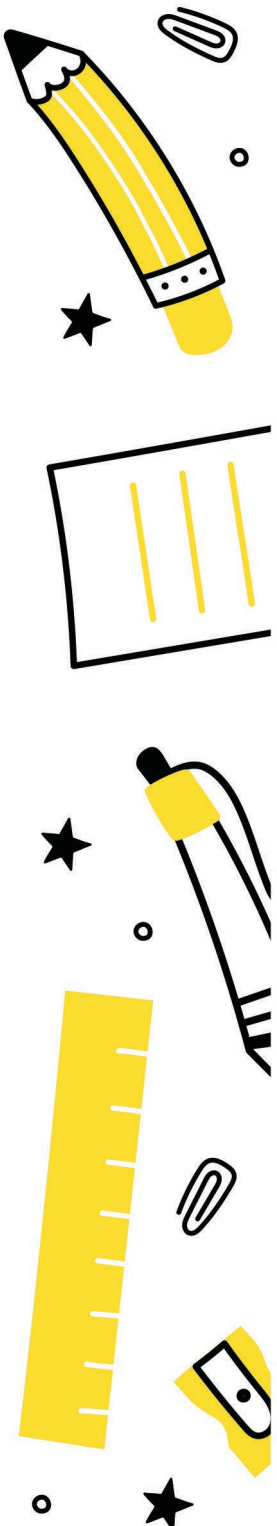
Circuit breakers

- Circuit breakers detect large changes in current in a house, and will break a circuit
- When a large current flows, the electromagnet becomes strong enough to attract an iron catch which will break a circuit
- They can then be reset and used again
- This makes them suitable as an electrical safety device in a home

Loudspeakers

- Loudspeakers use an electromagnet in order to generate sound
- A current passes through the coil and creates an electromagnet, this repels another permanent magnet which moves the cone in and out creating sound





THE CORE FOUR

How to Create Flash Cards



1. Identify Knowledge



- What are you creating flashcards on?
- Do you have your knowledge organiser?
- Use your book to look at previous misconceptions from whole class feedback.

2. Colour Coding



- Use different coloured flash cards for different topics. This helps with organisation, NOT recall.

3. Designing



- 1 Question per flash card - make them concise and clear
- Use a one-word prompt, so that you can recall as much as you can
- No extended answer questions
- Number your cards for self-quizzing.

4. Using



- Write your answers down, then check, or say your answers out loud. This clearly shows the gaps in your knowledge.
- Do not just copy and re-read.
- Shuffle the cards each time you use them.
- Use the Leitner system to use flash cards every day.

5. Feedback



- How have you performed when you look back at your answers?
- Is there anything you need to revisit in more detail?
- Is your knowledge secure? If so, move on to applying knowledge in that area in specific extended exam questions.

THE CORE FOUR REVISION TECHNIQUES



Brain Dumps



1. Identify Knowledge

- Identify the knowledge / topic area you want to cover.



2. Write it Down

- Take a blank piece of paper/white board and write down everything you can remember about that topic (with no prompts)
- Give yourself a timed limit (e.g 10 minutes)



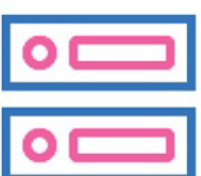
3. Organise Information

- Once complete and you cannot remember any more, use different colours to highlight / underline words in groups.
- This categorises / links information



4. Check Understanding

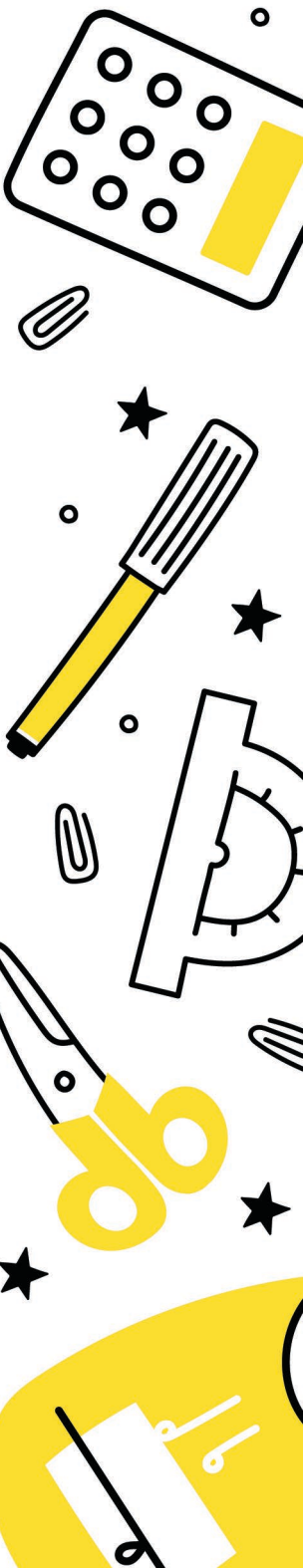
- Compare your brain dump to your Knowledge Organiser or book and check your understanding.
- Add any key information you have missed (key words) in a different colour.



5. Store and Compare

- Keep your brain dump safe and revisit it.
- Next time you attempt the same topic, try and complete the same amount of information in a shorter period of time or add more information.

THE CORE FOUR REVISION TECHNIQUES



THE CORE FOUR

Revision Clocks



1. Identify Knowledge

Select a topic you wish to revise. Have your class notes, knowledge organiser or revision books ready.



2. Designing

You can make your own revision clock by drawing a clock in the centre of a page and dividing it into 12 chunks. You can also use an existing template from your teacher, or one you can find online.



3. Manageable Chunks

Organise your revision notes into 12 sub-topics and make brief notes for each sub-topic into one of the segments on the page, creating manageable chunks of information. Combine text with images to help retain the information.



4. Using Revision Clocks

Revise each segment for 5 minutes. Turn the clock over and recite the sections out loud or ask someone to quiz you.



5. Check Understanding

How have you performed when you compare you answers to what you have written? Is your knowledge secure?

Alternatively, you can revise certain sections for 5 minutes and use a blank revision clock with headings, recall as much information as you can in the segments.

Remember to repeat the process regularly, using different techniques to answer the questions. Put it somewhere visible for you to use again.

THE CORE FOUR REVISION TECHNIQUES

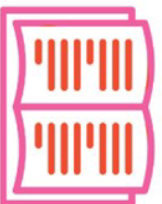


Self Quizzing



1. Identify Knowledge

- Identify knowledge / content you wish to cover



2. Review and Create

- Spend around 5 - 10 minutes reviewing content (knowledge organisers / class notes / textbook.)
- Create 10 questions on the content (if your teacher has not provided you with questions already)



3. Cover and Answer

- Cover up your knowledge and answer the questions from memory.
- Take your time and where possible answer in full sentences.



4. Self Mark and Reflect

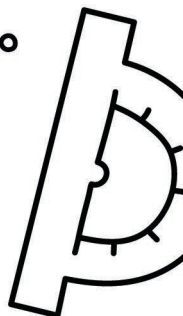
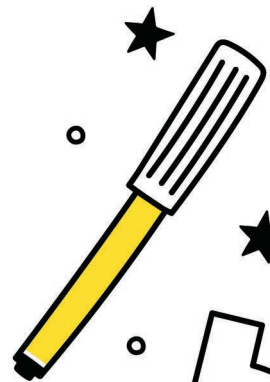
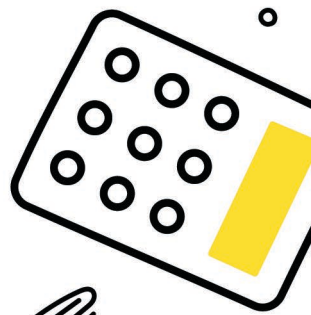
- Go back to the content and self-mark your answers in green pen.



5. Next Time

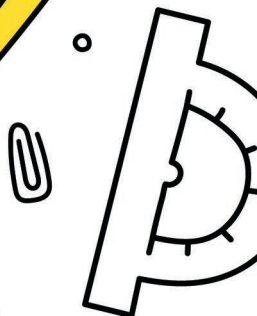
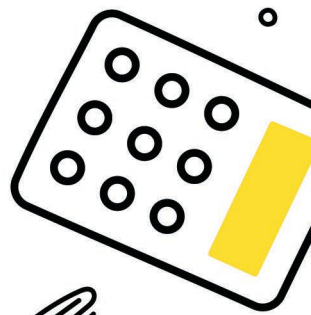
- Revisit the areas where there were gaps in knowledge and include these same questions next time.

THE CORE FOUR REVISION TECHNIQUES



NOTES

Lined area for writing notes, consisting of 25 horizontal lines.



NOTES

A series of horizontal lines for writing notes, spanning the width of the page below the 'NOTES' header.