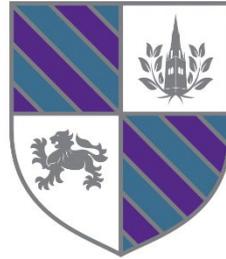


Student Name:



MAGNUS
CHURCH OF ENGLAND
ACADEMY

Knowledge Organiser: January 2026

Year 10

“Wise men and women are always learning, always listening for fresh insights.”
Proverbs 18:15 (The Message)

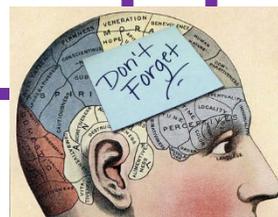
Determination – Integrity – Ambition – Humility – Compassion

Using Your Knowledge Organiser

Your teachers have worked hard to produce this document for you and have selected the most important knowledge that you will need to know to make good progress in their subjects. **You should aim to learn all the information in your knowledge organiser off by heart.**

Try out some of the strategies listed here to help you achieve this.

1. Read the knowledge organiser and ensure you understand it. Try and make links between the information on it and what you already know and do.
2. Look, Cover, Write, Check – the traditional way of learning spellings!
3. Create a Mnemonic – Using the first letters of keywords create a memorable sentence or phrase.
4. Create an acronym – using the first letters of keywords to create a word to prompt you to remember all of the information.
5. Write it out in full on a blank version of the same format.
6. Write it out in note form, reducing it to key ideas or words. Try the same format but a smaller piece of paper.
7. Recreate the knowledge organiser as a series of images and words
8. Write a set of test questions for yourself using the organiser.
 - Answer these without the organiser the next day.
 - Swap your questions with a friend to increase challenge.
 - Turn your questions in to a game by putting them on cards and playing with friends.
9. Chunk the knowledge into smaller bitesize sections of around 5 pieces of information. Concentrate on mastering a chunk before you start on the next.
10. Try to make connections between the information and people you know. E.g. Visualise yourself trying these strategies with a specific teaching group.
11. Talk about the information on the knowledge organiser with another person. Teaching someone else about it helps us learn it.
12. Say the information out loud – rehearse it like learning lines for a play, or sing it as if you are in a musical!



Year 10 — English Language Component 1– Narrative Writing

1. Narrative: 5 Part Structure

Opening: the beginning; initial part of a narrative.	Open with dialogue or a statement <i>or</i> ask the reader a question . Introduce yourself as the narrator – give a little anecdote to show what sort of a person you are. Explain the background to the story.
Development: the story begins to unfold and take shape; holds the reader’s interest.	Set the scene where the problem happens (place, atmosphere, mood, relevant senses). Build up to the problem; hold back on key information about the main event.
Problem: a conflict that affects the characters or causes big disasters but is usually solved at the end.	Describe what happens; 1 piece of action only. Hold the moment – describe your inner thoughts and feelings .
Reaction: something done, felt, or thought in response to a situation or event.	Describe your body’s physical reaction . How do other people react ? Was their reaction what you expected ?
Reflection: serious thought or consideration.	How does it end ? Looking back, how do you feel now ? The long term impact of what happened? On you/ on others ?

2. Vocabulary: Different Emotions

Term	Definition
To suggest anger or hatred:	Annoyed, frustrated, irritated, affronted, aversive, outraged, incensed, indignant, appalled, belligerent, seething, vengeful, vicious.
To show shame and guilt:	Abashed, mortified, embarrassed, humbled, penitent, rueful, sheepish, reproachful, demeaned, guilt-ridden, humiliated, disgraced.
To suggest fear, anxiety or panic:	Alert, apprehensive, edgy, cautious, hesitant, disconcerted, perturbed, startled, wary, horrified, petrified, panicked, paralyzed.
To suggest happiness or joy:	Amused, hopeful, content, delighted, optimistic, ecstatic, blissful, jubilant, euphoric.

3. Key Vocabulary: Writing

Term	Definition
Dialogue	a conversation between two or more people as a feature of a book, play, or film.
Dialogue Tags	used to indicate which character is speaking.
Anecdote	a short amusing or interesting story about a real incident or person.
Realistic	based on what is real rather than on what is wanted or hoped for; sensible and appropriate; believable.
Motif	a symbolic image or idea that appears frequently in a story. <i>Motifs</i> can be symbols, sounds, actions, ideas, or words.
Zoomorphism	a derivative of the Greek words <i>zōon</i> , which means “animal,” and <i>morphē</i> , which means “form,” or “shape.” A literary technique in which animal attributes are imposed upon non-animal objects, humans, and events; animal features are ascribed to humans, gods, and other objects.
Extended Metaphor	a metaphor is a literary device that extends through several lines or even an entire piece of writing.
Mood	a temporary state of mind or feeling.
Emotions	a strong feeling deriving from one's circumstances, mood, or relationships with others.

4. Rules of Speech:



- New person speak- start a new line.
- Use speech marks around the actual words that the character speaks (you can write more than one sentence per speech).
- Use a capital letter to start speech with.
- Put punctuation **inside** speech marks (.,!?)
- Start the narrative/ speech tag after speech with a lower-case letter unless the word is a proper noun.
- Punctuate the end of the narrative.
- Use detailed description surrounding the narrative, including imagery (similes/ metaphors, adjectives to describe).

Year 10 — 'An Inspector Calls', by J. B. Priestley

1. Context— *An Inspector Calls* was written by J.B. Priestley, and was first performed in the UK in 1946. However, it is set in 1912.

J. B Priestley 	<p>John Boynton Priestley was born in Yorkshire in 1894. He fought in the first world war and came very close to death on a couple of occasions. In the 1930s, Priestley became concerned with the effects of social inequality in Britain, and in 1942 set up a new political party, the Common Wealth Party. It merged with the Labour Party, and it was integral in developing the welfare state.</p>
Pre and Post War Britain 	<p>Before the First World War, there was deemed to be a general air of complacency regarding the prospect of any war taking place. There were strong distinctions between upper and lower classes, and women were subservient to men in society. After the Second World War ended in 1945, class distinctions had been greatly reduced by the two wars, and women had earned a more valued place in society (they had filled in for men whilst there were away at war). After 1945, there was a greater desire for social change.</p>
The Titanic 	<p>RMS Titanic was a British passenger liner that sank in the North Atlantic Ocean in the morning hours of 15th April 1912. As around 1.500 people died, it was one of the deadliest commercial maritime disasters in modern history. In '<i>An Inspector Calls</i>', Birling claims this, thus immediately losing respect from the audience.</p>
Socialism 	<p>Socialism is an approach to economic and social systems that is characterised by social ownership, democratic control, high levels of equality. Socialist regimes are generally concerned with ensuring that disparities between wealth and social status are erased across society. After the two World Wars, British society was far more open to socialist ideas. In '<i>An Inspector Calls</i>', the Inspector harbours socialist attitudes.</p>

3. Dramatic Devices

Dramatic Irony	<p>Arthur Birling suggests that the Titanic is unsinkable, and yet the audience knows it sank on its maiden voyage.</p>
Cliffhangers	<p>At the end of Act One, the Inspector appears and says 'Well?' to Gerald, leaving the audience to wonder how Gerald is implicated.</p>
Stage Directions	<p>The precise directions detailing Gerald 'gravely' stating his involvement with Daisy Renton adds more detail to aid the actor's delivery.</p>
Dramatic Tension	<p>The audience feels an increase in tension as the await information regarding how each character is implicated in Eva Smith's death.</p>

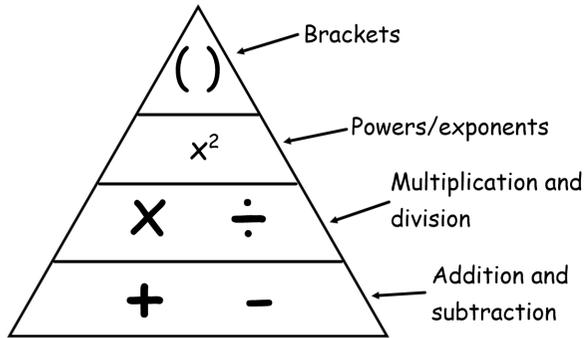
2. Key Themes

Age 	<p>Priestley uses age to show the different prevailing attitudes in society at the time. The older characters represent an outdated way of thinking; characters such as Arthur and Sybil believe in only looking after themselves and their family. The younger characters (Sheila and Eric) represent new attitudes towards caring about others in society.</p>
Social Responsibility 	<p>All of the family are forced to reflect upon their behaviour towards Eva Smith/Daisy Renton, and consider how responsible they are for her death. Some characters admit responsibility and feel guilt more readily, such as Sheila and Eric. On the other hand, characters such as Arthur and Sybil are more unwilling to accept responsibility for the girl's demise.</p>
Class and Gender 	<p>Class and gender are also predominant themes in the play. Eva Smith's position in society is severely weakened because she is from a lower class background and she is also a woman. Because of biases related to class and gender, Birling is dismissive of the hundreds of working class women looking for a pay-rise, whilst Mrs Birling refers to her a 'a girl of that sort' in a derogatory manner.</p>
The Supernatural 	<p>The presence of the Inspector weaves a supernatural element into the play. His surname (Goole) is certainly a play on the word 'ghoul' (a ghost). He is unheard of by other members of the police force, leading the characters to at first dismiss him as a hoer, yet he seems to have prior knowledge of the characters' actions, and foresees the suicide before it happens.</p>

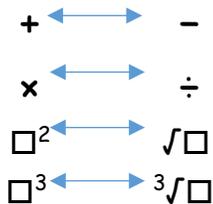
4. Form

Well-Made Play	<ul style="list-style-type: none"> • A popular type of drama from the 19th century. • The events build to a climax. • Primarily concerned with events that happened before the play. • Plot is intricate and complex. 
Morality Play	<ul style="list-style-type: none"> • These were most popular during the 15th and 16th centuries. • They taught the audience lessons that focussed on the seven deadly sins. • Characters who committed these sins were punished.
Crime Thriller 	<ul style="list-style-type: none"> • As the name suggests, this involves a gripping tale based around a crime. • The audience receives clues and must guess what has happened before the end. • All is revealed by the climax.

Order of Operations



Inverse Operations



Square Numbers

- 1×1 or $1^2 = 1$
- 2×2 or $2^2 = 4$
- 3×3 or $3^2 = 9$
- 4×4 or $4^2 = 16$
- 5×5 or $5^2 = 25$
- 6×6 or $6^2 = 36$
- 7×7 or $7^2 = 49$
- 8×8 or $8^2 = 64$
- 9×9 or $9^2 = 81$
- 10×10 or $10^2 = 100$
- 11×11 or $11^2 = 121$
- 12×12 or $12^2 = 144$

Cube Numbers

- $1^3 = 1 \times 1 \times 1 = 1$
- $2^3 = 2 \times 2 \times 2 = 8$
- $3^3 = 3 \times 3 \times 3 = 27$
- $4^3 = 4 \times 4 \times 4 = 64$
- $5^3 = 5 \times 5 \times 5 = 125$

Written methods

Multiplication (Grid method)

26×5

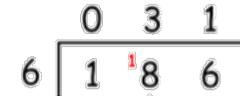
X	20	6
5	100	30

The 26 is broken into 20 and 6. These numbers are multiplied as shown.

The results are then added, $100 + 30 = 130$.

Division (Bus stop)

$186 \div 6$



6 doesn't divide into 1, so the 1 carries.

6 divides into 18, 3 times.

6 divides into 6, once.

Multiplying Integers

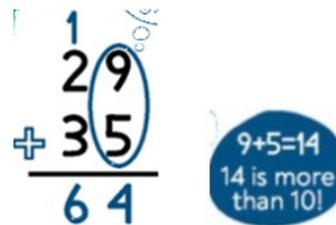
If the signs are the same, the result is positive.

$+ \times + = +$ $- \times - = +$
 $+ \times - = -$ $- \times + = -$

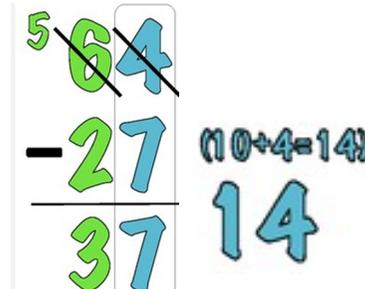
Adding Negative Numbers

+ add +	Add the numbers; end result is a positive E.g. $3 + 5 = 8$
+ add -	Find the difference between the numbers; end result takes the sign of the number with largest magnitude. E.g. $3 + -5 = -2$
- add -	Add the integers; end result is a negative $-3 + -5 = -8$

Column Addition



Column Subtraction



Rounding (to different degrees of accuracy)

*** 5 and above rounds up ***

24.356 To the nearest integer (whole number)

24

24.356 To 3 significant figures (starting at first non-zero digit)

24.4

24.356 To 2 decimal places (digits after the decimal point)

24.36

Draw in your line then check the number to the right

Subject terminology - Algebra and Graphing	
Linear Graph	A straight line in the form $y=mx + c$. The highest power of x is one
Quadratic Graph	A curve where the highest power of x is 2 in the general form $ax^2+bx+c=0$
Cubic Graph	A curve where the highest power of x is 3. The general form is $ax^3+bx^2+cx+d=0$
Reciprocal Graph	A curve whereby the numerator stays constant and the denominator varies.
Exponential Graph	A curve whereby the base remains constant and the power varies.
Asymptote	A line on a plane whereby the curve will tend to but never reach.
Gradient	The steepness of a line. Defined by the formula $\frac{\text{Change in } y}{\text{Change in } x}$
Y-intercept	The point where a curve crosses the y-axis on a graph.

Gradient of a Straight Line

$$\text{Gradient} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{\text{Change in } y}{\text{Change in } x}$$

So here gradient = $\frac{5}{10} = 0.5$

Types of Graphs

<p>Linear (straight line)</p> <p>$y = mx + c$</p> <p>Positive Grad</p> <p>$y = -mx + c$</p> <p>Negative Grad</p>	<p>Quadratic</p> <p>$y = \dots x^2 + \dots$</p> <p>Positive x^2</p> <p>$y = -\dots x^2 + \dots$</p> <p>Negative x^2</p>	<p>Cubic</p> <p>$y = \dots x^3 + \dots$</p> <p>Reciprocal</p> <p>$y = \frac{1}{x}$</p>
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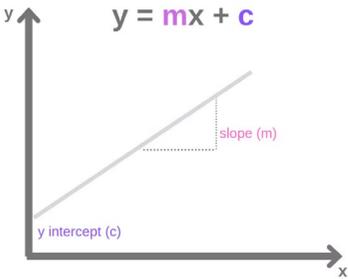
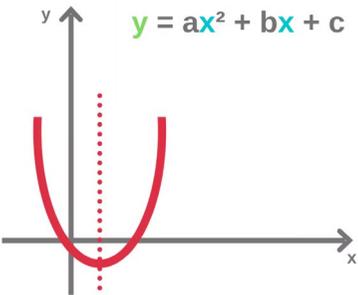
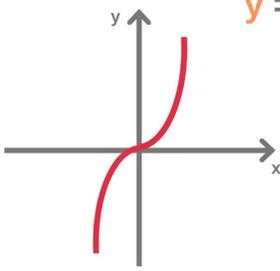
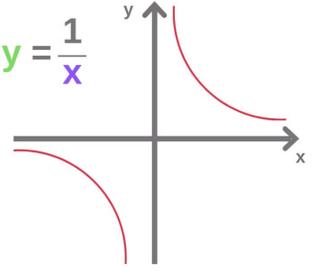
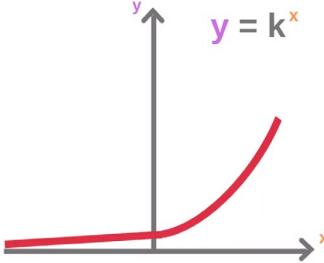
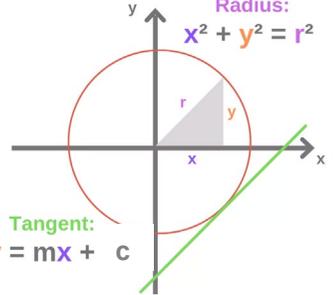
How to: find the equation of a line given two points	
Step one: Calculate the gradient (denoted m) using the formula	E.g. for (1, 5) and (3, 9) $m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{9 - 5}{3 - 1} = \frac{4}{2} = 2$
Step two: Substitute one of the coordinates into $y=mx + c$ and solve for c to find the y intercept	$y = mx + c$ $5 = 2 \times 1 + c$ $5 = 2 + c$ $3 = c$
Step three: Substitute your values for m and c into the general form of an equation of a straight line	$y = 2x + 3$

Subject terminology	
Function	A set of instructions we apply to numbers or terms
Composite function	A function made by combining two or more functions
Intercept	Where a graph crosses an axis (either the x-intercept or y-intercept)
Asymptote	A straight line which a curve approaches but never touches
Turning point	The point at which a graph changes direction
Volume	The amount of 3-dimensional space a solid takes up
Surface area	The total area of all faces of a 3-dimensional solid

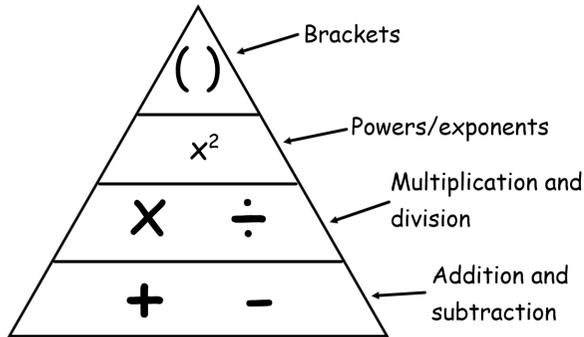
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Step two: Substitute one of the coordinates into $y=mx + c$ and solve for c to find the y intercept	$\begin{aligned} y &= mx + c \\ 5 &= 2 \times 1 + c \\ 5 &= 2 + c \\ 3 &= c \end{aligned}$
Step three: Substitute your values for m and c into the general form of an equation of a straight line	$y = 2x + 3$

Function notation	
Notation	What it means
$f(x)$	A function f with input x
$f(2)$	The function f evaluated at $x = 2$
$fg(x)$	A composite function, applying function g first and then f
$f^{-1}(x)$	The inverse of function f

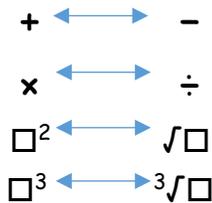
Key graph shapes

<p>Straight Line Graphs</p> <p>$y = mx + c$</p>  <p>A straight line with gradient m and y-intercept c</p>	<p>Quadratic Graphs</p> <p>$y = ax^2 + bx + c$</p>  <p>A parabola with y-intercept c</p>
<p>Cubic Graphs</p> <p>$y = x^3$</p>  <p>A curved graph which may have more than one change of direction</p>	<p>Reciprocal Graphs</p> <p>$y = \frac{1}{x}$</p>  <p>Asymptotes of the x-axis and the y-axis</p>
<p>Exponential Graphs</p> <p>$y = k^x$</p>  <p>Increases sharply in the y direction and has an asymptote of the x-axis</p>	<p>Circle Graphs</p> <p>Radius: $x^2 + y^2 = r^2$</p>  <p>Pythagoras' Theorem gives the equation of the circle with centre (0,0)</p>

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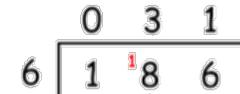
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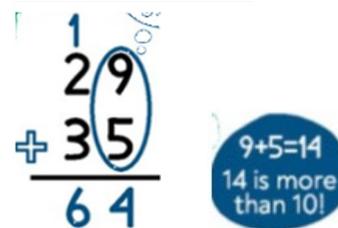
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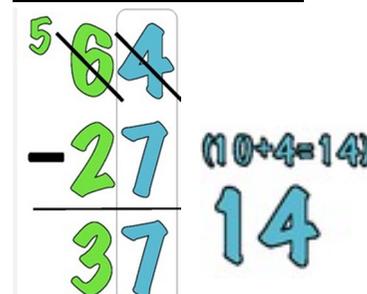
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24.36

Draw in ~~your~~ line then check the number to the right

Conservation of mass

The law of conservation of mass

During chemical reactions or a change of state, no atoms are created or destroyed. The total mass of chemicals before and after a reaction remains the same.



Calculating relative formula mass

RELATIVE FORMULA MASS (Mr)

ADD TOGETHER THE RELATIVE ATOMIC MASSES OF ALL THE ATOMS IN THAT COMPOUND'S MOLECULAR FORMULA

Magnesium Chloride $MgCl_2$ **Sulfuric Acid** H_2SO_4

1 x Mg (24) | 2 x Cl (35.5) | $Mr = 95$

2 x H (1) | 1 x S (32) | 4 x O (16) | $(2 \times 1) + (1 \times 32) + (4 \times 16) = 98$ | $Mr = 98$

Calculating % Mass of an Element in a Compound

$$\% \text{ mass of element} = \frac{A_r \times \text{number of atoms of the element}}{M_r \text{ of the compound}} \times 100$$

Worked example: calculate the percentage by mass of calcium in calcium carbonate, $CaCO_3$

$A_r, Ca = 40$
 $A_r, C = 12$
 $A_r, O = 16$

$$\%Ca = \frac{1 \times 40}{[40 + 12 + (3 \times 16)]} \times 100$$

$\%Ca \text{ BY MASS} = 40\%$

STEP 1: WRITE DOWN THE RELATIVE ATOMIC MASSES OF EACH ELEMENT

STEP 2: INPUT THE VALUES INTO THE EQUATION AND SOLVE

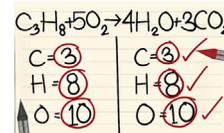
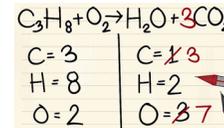
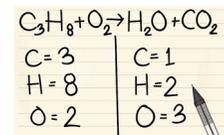
Key Word

Definition

Relative formula mass (Mr)	The Mr of a compound is the sum of the relative atomic masses of the atoms in the numbers shown in the formula.
Relative atomic mass	A weighted average of the masses of the atoms of the isotopes compared to an atom of carbon 12
Concentration	A measure of the mass of a solute dissolved in a given volume of solvent
Limiting Reagent	The reagent which is used up first in a chemical reaction
Reagent in excess	The reactants that are not used up when the reaction is finished

Balancing equations

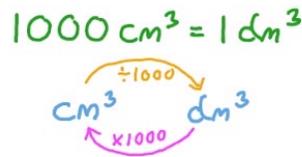
1. Write down your given equation
2. Write down the number of atoms per element.
3. Start with one element, use a coefficient to balance the element
4. Check the effect on all the elements in the equation
5. Keep changing coefficients until you have a balanced equation



Calculating concentration

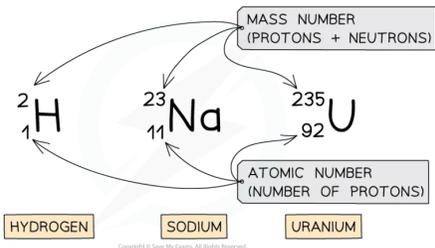
Concentration = mass ÷ volume

Mass of the solute in grams (g)
Volume of the solvent in decimetres cubed (dm³)
Concentration is grams per decimetres cubed (g/dm³)



Volume is measured in decimetres cubed (dm³) you will need to be able to convert between cm³ and dm³

Nuclear Notation

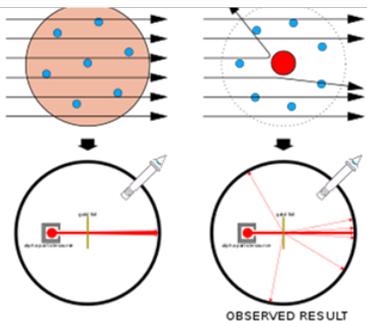


Rutherford Scattering Experiment

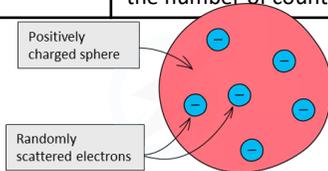
Rutherford's alpha scattering experiment

Disproved the plum pudding model

- Alpha particles were fired at very thin gold foil
- They expected the alpha particles to pass straight through because the positive charge was evenly distributed through the atom.
- The actual result was that most went through the gold foil but some alpha particles were partially deflected, some particles bounced straight back.
- They decided there must be something dense and charged in the centre of the atom (the nucleus) but the rest of the atom was empty space.



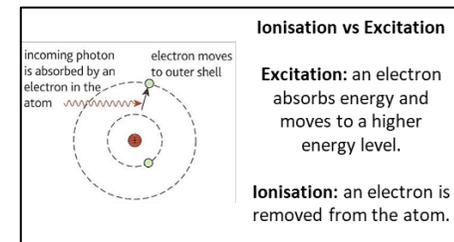
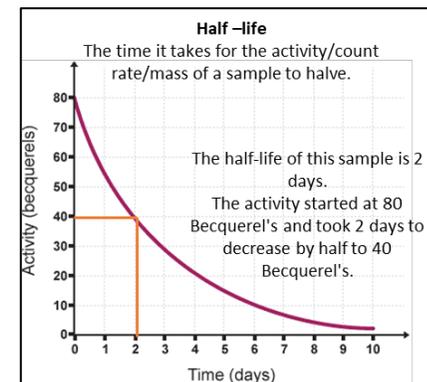
Subject Terminology	Definition
Decay	The process of an unstable nucleus becoming more stable by emitting radiation.
Irradiated	an object that has been exposed to ionising radiation
Radioactive contamination	the unwanted presence of materials containing radioactive atoms on other materials
Ionising radiation	radiation emitted from unstable nuclei that can dislodge outer electrons from other atoms causing them to become ions.
Half-life	average time taken for the number of nuclei of the isotope (or mass of the isotope) in a sample to halve
Isotope	atoms with the same number of protons and different numbers of neutrons
Activity	the number of unstable atoms that decay per second in a radioactive source
Count rate	the number of counts per second detected by a Geiger counter



Plum Pudding Model

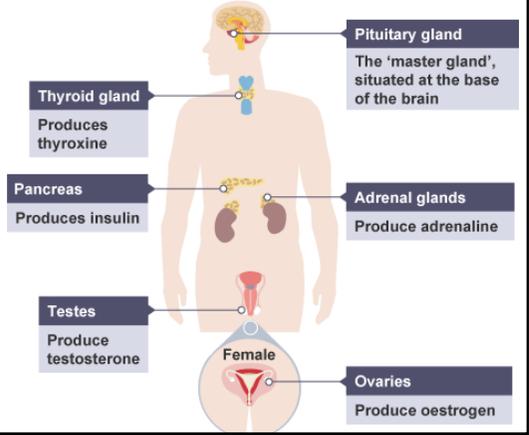
Properties of Ionising Radiation

Particle	What is it	Charge	Range in air	Penetration	Ionisation
Alpha (α)	2 protons + 2 neutrons	+2	Few cm	Stopped by paper or skin	High
Beta (β^-)	Electron	-1	1m	Stopped by few mm Aluminium	Medium
Gamma (γ)	Electromagnetic wave	0	Infinite	Stopped by thick lead or concrete	Low



	Irradiation	Contamination
Description	Object is exposed to radiation but does not become radioactive	the unwanted presence of materials containing radioactive atoms on other materials
Source	Danger is from radiation emitted outside the object	Danger from radiation emitted within the object
Prevention	Prevented by using shielding, such as lead clothing	Prevented by safe handling of sources and airtight safety clothing
Causes	Caused by the presence of radioactive sources outside the body	Caused by inhalation or ingestion of radioactive sources

Endocrine System

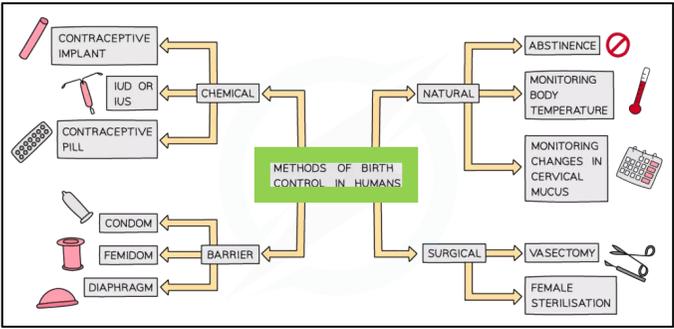
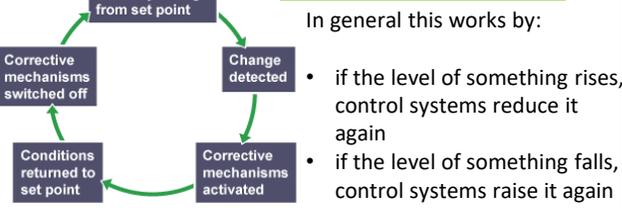


Type 1 vs Type 2 Diabetes

	Type 1	Type 2
Cause	Inability of pancreas to produce insulin	Cells of the body become resistant to insulin or insufficient insulin produced by the pancreas
Treatment	Monitoring blood glucose levels and injecting human insulin throughout the day (particularly after meals consumed)	Maintain a low-carbohydrate diet and regular exercise to reduce need for insulin

Subject Terminology	Definition
Hormone	Chemical messenger produced in glands and carried by the blood to specific organs.
Gland	An organ or tissue that makes a substance for release such as a hormone.
Endocrine system	The glands that produce the hormones that control many aspects of the development and metabolism of the body
Contraception	Methods of preventing pregnancy
Ovaries	Female sex organs that produce eggs and sex hormones
Ovulation	The release of an egg from the ovary
Testosterone	The main male sex hormone that controls the male secondary sexual characteristics at puberty and the production of sperm
Oestrogen	Female sex hormone that controls the development of secondary sexual characteristics in girls at puberty and the build-up and maintenance of the uterus lining during the menstrual cycle

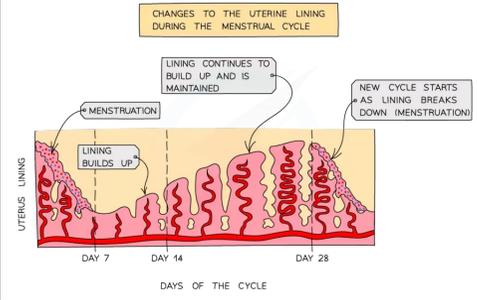
Negative Feedback Loop



Control of Blood Glucose

	Low glucose	High glucose
Action of insulin		
Effect on pancreas	Insulin not secreted into the blood	Insulin secreted into the blood
Effect on liver	Does not convert glucose into glycogen	Converts glucose into glycogen
Effect on blood glucose level	Increases	Decreases

The Menstrual Cycle



The average menstrual cycle is 28 days long and there are four overall stages:

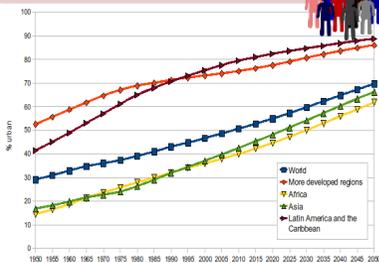
- **Follicular phase days 1-13**
 - **Menstruation days 1-5** – loss of lining from the uterus, occurs at the start of the cycle if no fertilisation has occurred
 - The lining starts to thicken
 - **Ovulation day 14** occurs around the middle of the cycle (about day 14), the egg travels down the oviduct towards the uterus
 - **Luteal phase days 15-28** - The lining is maintained ready to accept a fertilized egg
- 4 hormones control the menstrual cycle
- FSH causes eggs to mature
 - LH stimulates the release of an egg
 - Oestrogen and progesterone maintain the lining of the uterus.

What is Urbanisation?

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.

Where is Urbanisation happening?

Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.



Causes of Urbanisation

Rural - urban migration (1)

The movement of people from rural to urban areas.

Push

- Natural disasters
- War and Conflict
- Mechanisation
 - Drought
- Lack of employment

Pull

- More Jobs
- Better education & healthcare
 - Increased quality of life.
- Following family members.

Natural Increase (2)

When the birth rate exceeds the death rate.

Increase in birth rate (BR)

- High percentage of population are child-bearing age which leads to high fertility rate.
- Lack of contraception or education about family planning.

Lower death rate (DR)

- Higher life expectancy due to better living conditions and diet.
- Improved medical facilities helps lower infant mortality rate.

Types of Cities

Megacity

An urban area with over 10 million people living there.



More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.

Sustainable Urban Living

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use them.



Water Conservation

This is about reducing the amount of water used.

- Collecting rainwater for gardens and flushing toilets.
- Installing water meters and toilets that flush less water.
- Educating people on using less water.



Creating Green Space

Creating green spaces in urban areas can improve places for people who want to live there.

- Provide natural cooler areas for people to relax in.
- Encourages people to exercise.
- Reduces the risk of flooding from surface runoff.

Energy Conservation

Using less fossil fuels can reduce the rate of climate change.

- Promoting renewable energy sources.
- Making homes more energy efficient.
- Encouraging people to use energy.

Waste Recycling

More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.

- Collection of household waste.
- More local recycling facilities.
- Greater awareness of the benefits in recycling.

Unit 2a



Urban Issues & Challenges

Sustainable Urban Living Example: Freiburg

Background & Location	Sustainable Strategies
Freiburg is in west Germany. The city has a population of about 220,000. In 1970 it set the goal of focusing on social, economic and environmental sustainability.	<ul style="list-style-type: none"> The city's waste water allows for rainwater to be retained. The use of sustainable energy such as solar and wind is becoming more important. 40% of the city is forested with many open spaces for recreation, clean air and reducing flood risk.

Integrated Transport System

This is the linking of different forms of public and private transport within a city and the surrounding area.

Brownfield Site

Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.

Traffic Management

Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.

Environmental problems

- Traffic increases air pollution which releases greenhouse gases that is leading to climate change.

Economic problems

- Congestion can make people late for work and business deliveries take longer. This can cause companies to lose money.

Social Problems

- There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.

Congestion Solutions

- Widen roads to allow more traffic to flow easily.
- Build ring roads and bypasses to keep through traffic out of city centres.
- Introduce park and ride schemes to reduce car use.
- Encourage car-sharing schemes in work places.
- Have public transport, cycle lanes & cycle hire schemes.
- Having congestion charges discourages drivers from entering the busy city centres.

Traffic Management Example: Bristol

In 2012 Bristol was the most congested city in the UK. Now the city aims to develop its integrated transport system to encourage more people to use the public transport. The city has also invested in cycle routes and hiring schemes.

Greenbelt Area

This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.

Urban Regeneration

The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.

Urban Change in a Major UK City: London		Urban Change in a Major NEE City: Lagos Case Study	
Location and Background	City's Importance	Location and Background	City's Importance
London is a city in the south-east of the UK. It has a population of 10 million people. The city was founded by the Romans and grew dramatically during the industrial revolution. Docks and ports traded around the world.	<p>The city enjoys a large sporting heritage with famous athletes and football clubs.</p> <ul style="list-style-type: none"> London is the centre of UK trade and a hub of financial trade London attracts graduates from all over the UK and the world to work in its many expanding businesses. UK's wealthiest city Major UK transport hub – airports etc 	Lagos is located in the southwest of Nigeria on the coast of the Gulf of Guinea. It was the capital of Nigeria until 1991.	<p>Has 80% of industry in Nigeria</p> <ul style="list-style-type: none"> Accounts for 25% GDP 80% of imports and 70% of exports pass through the docks Media centre and huge film industry One of the highest standards of living in Africa Hosted African cup of Nations tournament ICT centre of West Africa Home to most financial institutions
Migration to London	City's Opportunities	Migration to Lagos	City's Opportunities
During the industrial revolution, the population dramatically increased with people migrating from nearby rural communities.	Social: Cultural mix, lots of recreation facilities and tourist attractions. Lots of bars and restaurants and theatres.	The city was initially a fishing village but developed into a thriving colonial sea port. Since 1970s and the oil boom thousands of people migrate daily.	More schools and universities • Growing industry – fashion, finance and film (Nollywood) • Healthcare available • 68% have secondary education (40% of people in rural areas don't get a primary education) • Above average healthcare, education and employment – 9 years education, 53 years life expectancy
With attraction of making money and getting a job people came from all over the world. Lots of people from India, Nigeria, Jamaica.	Economic: Major world financial centre, highly skilled workforce. Likely to be employed in managerial/professional roles, which earn more money.	Rural to urban migration has accounted for most of this growth in the last 50 years due to poor rural services, low wages, land shortages and climate change. People come from within Nigeria and from surrounding countries.	2 power stations planned. • Wealthy houses and businesses have generators • Rich have piped water • Rest use public taps, boreholes or buy from vendors
One of the most multicultural places on the planet.	Environmental: Urban greening – increase the % of green spaces in a city. Rooftop gardens - better quality of life, reduce flooding, wildlife habitats. Lots of parks for walking and a better environment	60% live in slums • Most in Lagoon area e.g. Makoko • Lack basic facilities, communal toilets, waste put into the lagoon causing disease. 3km to communal water point • Crime in the slums an issue • Eco Atlantic – New city of 250, 000	More jobs in Lagos in both the formal and informal economy • Evo Atlantic – new financial hub – 150, 000 jobs • Nollywood film industry
Recent migration from Eastern Europe. Due to free movement from the EU.	London Olympic Regeneration Projects		
City Challenges	London Olympic Regeneration Projects	City Challenges	Sustainable Transport System
Social: Urban deprivation, inequalities in housing, education, health, employment. House prices too high, unequal incomes, children do not get equal exam grades, people in wealthy areas live longer than those in poor areas. Different cultures do not always mix.	<p>Why was it needed: Socially deprived area of Newham Lea Valley was a former industrial area now in decline Lack of school spaces Idea to improve the area through regeneration – reuse the land, new homes, improve infrastructure and buildings</p> <p>Success</p> <p>Socially – Athletes village used for new housing estate/new school/unemployment fell Economically: new tube station/improved infrastructure/9bn of investment Environmentally- new parkland, improve water quality River Lea</p> <p>Problems</p> <p>Socially – new rents too high, people moved out of their homes to make the new housing Economically – 5bn over budget – could be spent on deprivation Environmentally – much wildlife relocated, 3.3 mill tonnes of CO2</p>	Shanty towns are established around the city, typically on unfavourable land, such as swamps and the lagoon	The authorities have introduced a Bus Rapid Transport System
Economic: Employment rate is above national average 10% - major issue. Lack of integration between cultures.		<ul style="list-style-type: none"> There are a severe shortage of housing, schools and healthcare centres available. The city suffers from a high crime rate that includes gun/gang violence and drugs. The rapid urbanisation causes dangerous levels of pollution and traffic congestion. Large scale social inequality, is creating tensions between the rich and poor. 	<ul style="list-style-type: none"> A separate bus lane is used 200,000 people are transported every day to the CBD on Lagos Island This will be incorporated into an integrated transport system linking buses, taxis (danfos), ferries and railways. In 2016 a new light railway opened and further rail routes are planned
Environmental: Urban sprawl has led to increased pressure and decline of greenfield sites around the city. Dereliction – lots of empty brownfield sites. Waste disposal and air pollution – lots of traffic. Waste – lots of waste, incineration and landfill, developing more recycling.			

Steps to War	
Germany in the 1930's	Nazi party in charge – want to tear up TOV so: <ul style="list-style-type: none"> - Left the League of Nations, - Rearm and rebuild the military, - Plan to build a new German empire but need space (lebensraum) from other countries. - Wanted to unify all German people into one country. - Wider context - Manchuria Crisis (Japan invade China) – 1931
March 1935	Hitler violates the Treaty of Versailles by introducing military conscription. <ul style="list-style-type: none"> - Wider context – Invasion of Abyssinia by Italy - 1935
Rhineland Crisis March 1936	German soldiers not supposed to enter border area between France and Germany. Hitler sends in the army. France and Britain unhappy but don't want war. Also Germans still keep to their side of the border.
Unification with Austria March 1938	Hitler bullies Austria into joining with Germany (Anschluss). TOV bans this, but LON can't do much to stop it.
Sudetenland Crisis Sep 1938	Hitler wants to take over the border around Czechoslovakia because 3 million Germans live there. Using false accusations of violence against the Germans, Hitler's army entered Czechoslovakia and occupied the area. In a conference in Munich in September of 1938 France, Great Britain and Italy agree to German occupation of the Sudetenland in return for promise of peace and no more territorial demands. (Munich Agreement). France wants war, but Britain not ready. Instead, British PM (Chamberlin) gives Hitler what he wants in the hope that Hitler will stop. This was called appeasement.
Invasion of Czechoslovakia	In March 1939 Hitler occupies the rest of Czechoslovakian territory, totally disregarding the Munich Agreement.
Nazi-Soviet Pact 1939	An agreement between Nazi Germany and the Communist USSR. Germany and the USSR both agreed that the other could control half of Poland (Poland did not agree).
Germany invaded Poland 1939	After the success in Munich Hitler started making similar demands from Poland. He demanded the so called Polish Corridor and was trying to convince the Polish government to cooperate with Germany against USSR. When Polish government refused Hitler decided to attack.
Britain declares war on Germany 1939	On the 3 rd September 1939 Great Britain declared war on Germany.

TECHNICAL VOCABULARY	
Communism	Political system based on equality
Lebensraum	Living space for Germans in the East
Plebiscite	A public vote
Anschluss	Political union
Appeasement	The policy followed by Britain and France in the 1930's towards Hitler, giving him what he wanted to keep peace.
Conscription	A system whereby people are forced to join the army or navy
Demilitarised	An area without armed troops or weapons
Fascist	Extreme right-wing supporters, such as the Nazi's in Germany and Mussolini's party in Italy.
Nazi-Soviet Pact	The alliance between Germany and the USSR in Aug 1939 which made the Second World War inevitable
Sudetenland	Area of Czechoslovakia where most people spoke German
Foreign Policy	A government's strategy in dealing with other nations.

Key People	
Neville Chamberlain	British Prime Minister(1937 – 1940) in favour of Appeasement to avoid another World War.
Edward Daladier	French leader at the outbreak of World War Two
Adolf Hitler	Fuhrer of Germany – initiated World War Two.
Josef Stalin	Leader of the USSR. He was very wary of every country, especially Germany as Hitler had promised to destroy communism.
Franklin D Roosevelt	Leader of USA. America had adopted a policy of isolationism in the 1920's and this continued into the 30's.

<p><u>Hitler was to blame</u> In Mein Kampf Hitler vowed to overturn ToV & take Lebensraum (living space). This was the basis of his foreign policy and meant he would have to invade countries. He also vowed to make Germany Strong again.</p>	<p><u>Appeasement</u> The policy of apeasement aimed to prvent another war and is linked particularly with Chamberlain. Many believe he made a mistake by trusting Hitler. Britan and France could have stopped Germany but many oppportuniites to do so were missed.</p>	<p><u>Failure of the LoN</u> Its strucutre and organisation made the League weak. Its lack of army ment it could not force nations to comply. Membership – countries could leave, the USA never joined and USSR and Germany were not allowed to join at first.</p>	<p><u>Failure of the LoN</u> Manchuria showed that the League was weak and would not deal with a member of the council. Abyssinaia showed Britain and France undermined it easily. Weakness of the league gave confidence to others.</p>	<p><u>Nazi Soviet Pact</u> Stalin felt alienated by the Munich Agreement and this encouraged him to sign the pact even though he and Hitler hated each other. It was a truce to agree to share Poland and would help Hitler avoid a war on two fronts – made Hitler more confident.</p>	<p><u>The Depression</u> The Wall Street Crash and subsequent depression made countires around the world look inwards and desperate to sort their own problems. Less international co-operation and desperate people turned to extremist parties and leaders.</p>	<p><u>T of Versailles</u> By the 1930's many people believed that Germany had been treated too harshly including Britain. As a result they didn't stop the steps Hitler was taking. Hitler promised to overturn the T of V and reunite all German speaking speoples in a Greater Germany.</p>
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In 1917, against a backdrop of changing political and social ideology Tsar Nicholas II abdicated the Russian throne. Defeat in 1918 for Germany led to Kaiser Wilhelm II's abdication, a republic being formed and a new constitution. Karl I, Emperor of Austria issued a proclamation in which he recognized the rights of the Austrian and Hungarian people to determine their form of government.

MONARCHY

The Catholic Church used the war as a way to preach peace, mediate international conflict and commit humanitarian works. The greatest obstacle was the nationalism that spread through the War era.

RELIGION

Invasion of the Ruhr (1923) when France sent troops into the area to collect the money they were owed by Germany. Aggressive nationalism is best represented by Japan's invasion of China in 1931/32 and Italy's invasion of Abyssinia in 1935. Germany invaded Poland in 1939 to lead to WW2.

INVASION

The creation of the League of Nations represented an effort to break the pattern of traditional power politics. This era also saw the rise of communism, starting in Russia.

POLITICAL REFORM

Conflict and Tension: The Interwar Years

HISTORICAL SUBSTANTIVE CONCEPTS

IDEOLOGY

The aim of the Treaty of Versailles was to ensure peace and avoid another war like World War One. The League of Nations was established to ensure World Peace.

CONFLICT

During the 1920's the League of Nations had a mixture of successes and failures when dealing with conflict. Success – Aaland Islands – Sweden and Finland accepted the LON negotiation to give the Aaland Islands to Finland. Failure – Poland – The Poles invaded Vilna. LON ordered Poland to withdraw, and they refused. The League could do nothing. However, in the 1930's aggressive nations and economic depression led to many failures.

REVOLUTION

Between 1917 and 1923 a revolutionary wave of political unrest and revolts sprung up around the world, inspired by the success of the Russian Revolution and the disorder created by the aftermath of World War One. The uprising were socialist or anti-colonial.

TAX & ECONOMY

The Central Powers were punished severely by the war's concluding treaties and the reparation payments that were imposed were considered impossible to meet. This led to hyper-inflation occurring in Germany in 1921-1923. The European Allies had their own financial problems. They ended the war deeply indebted to the United States.

¿Qué te gusta hacer en tu tiempo libre? ¿Qué te gusta comer y beber?

Opinion	Infinitive	Nouns	Connective	Adjective
Me encanta = I love	jugar = to play	al baloncesto = basketball	because it's dado que es	divertido = fun
Me chifla = I love		al balonmano = handball		(des)agradable = (un)pleasant
Me interesa = I'm interested in	ver = to watch	una película = a film	ya que es	entretenido = entertaining
Me apetece = I'm interested in		una serie = a series		animado = lively
Me gusta mucho = I really like	ir = to go	al cine = to the cinema	puesto que es	gracioso = funny
Me fascina = it fascinates me		al polideportivo = to the sports centre		difícil = difficult
Me gusta = I like	cantar = to sing	en un coro = in a choir	porque es	fácil = easy
Me da igual = I don't care about		karaoke = karaoke		guay = cool
No me gusta = I don't like	salir = to go out	con mis primos = with my cousins	aunque es = although it's	estupendo = great
No me gusta nada = I really don't like		con mi panda = with my gang		asombroso = fantastic
No me importa = I don't care about	leer = to read	una novela = a novel	estupendo = great	relajante = relaxing
Odio = I hate		una revista = a magazine		esplendido = great
Detesto = I hate	bailar = to dance	flamenco = Spanish dancing	aunque es = although it's	aburrido = boring
		en la discoteca = at the disco		estimulante = challenging

Infinitive	Nouns	Verb	Comparative	Adjective	Comparative	Infinitive	Nouns	
jugar = playing	al baloncesto = basketball	es = is	más = more	divertido = fun	que = than	jugar = playing	al tenis de mesa = table tennis	
	al balonmano = handball			(des)agradable = (un)pleasant			a los dardos = darts	
ir = going	al cine = to the cinema			menos = less		entretenido = entertaining	que = than	ir = going
	al polideportivo = to the sports centre		animado = lively		a un concierto = to a concert			
	a un concierto = to a concert		gracioso = funny		al teatro = to the theatre			
comer = eating	comida rápida = fast food		difícil = difficult		fácil = easy	que = than	comer = eating	comida india = Indian food
	comida sana = healthy food				guay = cool			comida china = Chinese food
salir = going out	con mis primos = with my cousins		estupendo = great		tan = as	asombroso = fantastic	como = as	salir = going out
	con mi panda = with my gang			relajante = relaxing				
hacer = doing	el alpinismo = climbing		estimulante = challenging	tan = as	asombroso = fantastic	como = as	hacer = doing / making	la compra = the food shopping
	los deberes = homework	aburrido = boring						las camas = the beds
bailar = dancing	flamenco = Spanish dancing	aburrido = boring	tan = as	asombroso = fantastic	como = as	bailar = dancing	en la discoteca = at the disco	
	en la discoteca = at the disco						estimulante = challenging	la salsa = the salsa

Connective	Verb	Nouns	Connective	Noun	Verb	Infinitive	Nouns
Siempre = always	juego = I play	al ajedrez = chess	pero = but	(yo) I	prefiero = prefer	jugar = to play	al tenis de mesa = table tennis
Casi siempre = almost always		a las cartas = cards los juegos de mesa = board games		mi hermano			a los dardos = darts
Normalmente = normally	voy = I go	a la galería de arte = to the art gallery	sin embargo = however	mi madre	prefiere = prefers	ir = to go	al teatro = to the theatre
A menudo = often		de compras = shopping		mi padre			a un concierto = to a concert
Todo el tiempo = all the time	veo = I watch	una telenovela = a soap opera un documental = a documentary	no obstante = however	mi prima	preferimos = prefer	comer = to eat	comida india = Indian food
Por lo general = generally		unos dibujos animados = cartoons las noticias = the news		mi hermano y yo			comida china = Chinese food
A veces = sometimes	toco = I play (instrument)	el teclado = the keyboard	aunque = although	mi abuelo y yo	prefieren = prefer	salir = to go out	con mis abuelos = with my grandparents
De vez en cuando = sometimes		la guitarra = the guitar		mi padre y yo			con mis amigos = with my friends
Rara vez = rarely	hago = I do	los artes marciales = martial arts el alpinismo = climbing	mientras = whilst	mis padres	bailar = to dance	hacer = to do / make	la compra = the food shopping
Casi nunca = almost never		las tareas domésticas = chores los deberes = homework		mis hermanos			las camas = the beds
Nunca = never	bailo = I dance	el flamenco = Spanish dancing		mis tíos			
Cada... = every...		la salsa = salsa dancing		mis abuelos			en la discoteca = at the disco en un club = in a group/club

Time expression	Verb	Noun	Connective	Adjective
Por la mañana = In the morning	desayuno = I have ... for breakfast	la tostada = toast los huevos = eggs la fruta = fruit los cereales con leche = cereals with milk	puesto que es = because it's	sabroso = tasty
Por la tarde = In the afternoon	como = I eat	el bocadillo de jamón/queso/atún = ham/cheese/tuna sandwich la tortilla = omlette la sopa de verduras = vegetable soup el perrito caliente = hot dog	dado que es = because it's	delicioso = delicious
Por la noche = In the evening	ceno = I have ... for dinner	la carne = meat el pollo = chicken el pescado = fish	porque es = because it's	saludable = healthy

		el bistec = steak los mariscos = seafood		
Después = Afterwards	bebo = I drink	el agua = water el té = tea la cerveza = beer el vino blanco/tinto = white/red wine	ya que es = because it's	fenomenal = great
A las... = At ... o'clock	Tomo ... por el postre = I have ... for dessert	el helado de vainilla/fresa/chocolate = vanilla/strawberry/chocolate ice cream el pastel = cake la fruta = fruit	aunque es = although it's	aburrido = boring

Time Expression	Verb	Noun	Noun
Cada día = Every day	juego = I play	al baloncesto = basketball al fútbol = football al tenis = tennis al hockey = hockey	en un polideportivo = in a sports centre en un gimnasio = in a gym
Cada semana = Every week	hago = I do	la equitacion = horse riding la natacion = swimming	Al aire libre = outdoors En el campo = in the countryside
Cada fin de semana = Every weekend	practico = I practise	el alpinismo = rock climbing el patinaje = skating	En un concurso = in a competition En un torneo = in a tournament
Cada mes = Every month	monto = I ride	un caballo = a horse en bici = a bike	En un equipo = in a team En un partido = in a match

Si Phrase	Future Time Phrase	Future Verb	Noun	Connective	Adjective
Si todo va bien = If all goes well	mañana = tomorrow	veré = I will watch	el partido de baloncesto = the basketball match.	Será = It will be	tenso = tense estimulante = challenging
Si no tengo deberes = If I haven't got any homework	mañana por la mañana = tomorrow morning	participaré en = I will participate in	el torneo de pesca = the fishing tournament.	Sería = It would be	divertido = fun entretenido = entertaining
Si hace buen tiempo = If the weather is good	este viernes = this Friday	ganaré = I will win	el concurso de esquí = the skiing competition.	Podría ser = It could be	guay = cool relajante = relaxing
Si vamos a la montaña = If we go to the mountains	este fin de semana = this weekend	haré = I will go	vela el domingo = sailing on Sunday. alpinismo = climbing.	Debería ser = It should be	estresante = stressful aburrido = boring
Si echan el partido por televisión = If the match is on TV	la semana próxima = next week	iré = I will go	al gimnasio = to the gym. al polideportivo = to the sports centre.		animado = lively fácil = easy
Si el entrenamiento va bien = If the training goes well	el año próximo = next year				(des)agradable = (un)pleasant difícil = difficult

Present Tense – Opinion Phrases					
Opinion	Infinitive	Because	In my opinion	I think that it is	Adjective
J'adore = I love J'aime beaucoup = I really like J'aime = I like Je n'aime pas = I don't like Je n'aime pas du tout = I really don't like Je déteste = I hate Je ne supporte pas = I cannot stand Ça me dérange de = I get annoyed Je suis fasciné par = It fascinates me Je suis amusé par – I have fun Je suis déçu par – It disappoints me Je m'en fiche de – I'm not bothered about J'apprécie = I appreciate Je préfère – I prefer Il vaut mieux – it's worth J'en ai marre de – I'm fed up of Je suis d'accord avec – I am in favour of	écouter de la musique = to listen to music télécharger un film = to download a film prendre des photos = to take photos partager une article = to share an article envoyer des textos = to send text messages faire mes devoirs = to do homework acheter des vêtements = to buy clothes tweeter = to tweet écrire des commentaires = to write comments	parce que car puisque	à mon avis selon moi pour moi en ce qui me concerne	je pense que c'est je considère que c'est je crois que c'est il me semble que c'est je trouve que c'est	drôle = funny amusant(e) = fun (dés)agréable = (un)pleasant ennuyeux(se) = boring ambitieux(se) = ambitious embêtant(e) = annoying rapide = fast lent = slow cool = cool génial = great fantastique = fantastic reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining

Present Tense							
Verb	Time expression	Nouns	Connective	Noun	Verb	Infinitive	Nouns
J'écoute = I listen	toujours = always	de la musique = to music	mais = but	je = I	préfère = prefer	écouter = to listen	de la musique = to music
	presque toujours = almost always	de la radio = to the radio		mon frère = my brother			de la radio = to the radio
Je télécharge = I download	normalement = normally	un film = a film	cependant = however	ma mère = my mum	préfère = prefers	télécharger = to download	un chanson = a song
	souvent = often	des jeux = games		mon père = my dad			un vidéo = a video
Je prends = I take	généralement = generally	des photos = photos	pourtant = however	ma cousine = my cousin (f)	préfère = prefers	acheter = to buy	des vêtements = clothes
	en général = in general			mon frère et moi = my brother and I			des baskets = trainers
Je fais = I do	quelquefois = sometimes	mes devoirs = my homework	en revanche = on the other hand	mon grand-père et moi = my grandpa and I	préférons = prefer	faire = to do	les courses = shopping
	parfois = sometimes	des courses = shopping		mon père et moi = my dad and I			mon travail scolaire = my school work
Je écris = I write	de temps en temps = from time to time	des commentaires = comments	tandis que = whereas	mes parents = my parents	préfèrent = prefer	lire = to read	des journaux en ligne = online newspapers
	rarement = rarely	des blogs = blogs		mes grands-parents = my grandparents			des blogs = blogs
	ne...jamais = never		alors que = whilst			envoyer = to send	des emails = emails

Past tense – Imperfect and Perfect						
Time Expression	Verb	Noun	Connective	Verb	Qualifier	Adjective
Hier = Yesterday Avant-hier = The day before yesterday Hier matin = Yesterday morning Hier soir = Yesterday evening La semaine dernière = Last week Le week-end dernier = Last weekend L'année dernière = Last year Il y a deux mois = Two months ago	j'ai écouté = I listened	de la musique = to music de la radio = to the radio	et = and	c'était = it was	trop = too	drôle = funny amusant(e) = fun (dés)agréable = (un)pleasant
	j'ai téléchargé = I downloaded	un film = a film des jeux = games	mais = but cependant = however	je trouvais que c'était = I found that it was	très = very un peu = a bit	ennuyeux(se) = boring ambitieux(se) = ambitious
	j'ai fait = I did	mes devoirs = my homework des courses = shopping	pourtant = however	je pensais que c'était = I thought that it was	assez = quite	embêtant(e) = annoying
	j'ai pris = I took	des photos = photos	en revanche = on the other hand	je croyais que c'était = I believed that it was	vraiment = really	rapide = fast lent = slow
	j'ai écrit = I wrote	des commentaires = comments des blogs = blogs	toutefois = however	je considérais que c'était = I considered that it was	extrêmement = extremely	cool = cool génial = great fantastique = fantastic
	j'ai envoyé = I sent	des emails = emails des messages = messages	néanmoins = nevertheless	ce n'était pas = it was not		reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining
	j'ai acheté = I bought	des vêtements = clothes des baskets = trainers				
	j'ai lu = I read	des journaux en ligne = online newspapers des blogs = blogs				

Comparative Structure										
Infinitive	Noun	Verb	Comparative	Adjective	Comparative	Infinitive	Noun			
Ecouter = Listening	de la musique = to music	est = is	plus = more	drôle = funny amusant(e) = fun (dés)agréable = (un)pleasant ennuyeux(se) = boring ambitieux(se) = ambitious embêtant(e) = annoying rapide = fast lent = slow cool = cool génial = great fantastique = fantastic reposant = relaxing merveilleux = great animé = lively difficile = difficult facile = easy divertissant = entertaining	que = than / as	ecouter = to listen	de la musique = to music			
						de la radio = to the radio		de la radio = to the radio		
Télécharger = Downloading	un chanson = a song		moins = less						télécharger = to download	un chanson = a song
	un vidéo = a video									un vidéo = a video
Acheter = Buying	des vêtements = clothes								acheter = to buy	des vêtements = clothes
	des baskets = trainers									des baskets = trainers
Faire = Doing	les courses = shopping								faire = to do	les courses = shopping
	mon travail scolaire = my school work									mon travail scolaire = my school work
Lire = Reading	des journaux en ligne = online newspapers					lire = to read	des journaux en ligne = online newspapers			
	des blogs = blogs						des blogs = blogs			
Envoyer = Sending	des emails = emails		aussi = as			envoyer = to send	des emails = emails			
	des messages = messages							des messages = messages		

Production in Theatre

Producing theatres have creative teams which develop new productions from existing or new works. This includes directors, musical directors and choreographers, as well as designers of sets, props, costume, lighting and audio-visual media. They might be freelance or based at the venue, with additional specialists being brought on as required. Often these theatres will also have craft departments to make or install the design elements chosen for the production.

Costume: Costume informs the audience about a character, their social position, personality, and contributes to the creation of the world of a play.

For many actors, putting on their costume is an important part of getting into character before going on stage. It can affect their posture and how they move. Sometimes they will change costume several times during a show, demonstrating the passage of time, a transformation of their character, or to become different characters.

the costume.



Make up and hair: Hair and makeup allow actors to truly transform into complete characters using prosthetics, paint, wigs, and more. Roles and responsibilities can vary hugely, but in general, this department deals with the designing of hair and makeup and the process of achieving these designs. This can range hugely from simple styled hair and naturalistic makeup to gory SFX wounds and huge statement wigs.

Subject Terminology

Naturalistic	A form of theatre designed to create the illusion of reality for an audience. Originated in the late 19th century.
Symbolic	A symbol can represent an abstract idea, eg the colour red representing romance or a dove representing peace.
Prosthetics	An aspect of make-up design where synthetic materials are used to alter a human's physical appearance.
Costume	What a performer wears on stage.
Pyrotechnics (pyro)	The use of fireworks within theatre to create effects, eg explosions
Flying	Involves a manual or electric system that lifts performers off the stage, allowing for stunts and aerial sequences
Set Dressing	Smaller items that add details to a set, such as stage furniture , to help establish setting and era.

The purpose of set design

The set helps show where and when the story of a play takes place, while also conveying meaning to the audience.

Conveying setting- The most essential aspect of set design is to show the audience where the action takes place.

Conveying period- As well as conveying the setting, the set design should suggest the **period** of the play. For example, a play set in a living room in the 1970s could feature yellow and browns within the patterned walls and floors and large retro furniture associated with the era.

Communicating themes or symbols - The set design can also communicate abstract concepts, such as **themes** and **symbols**. As an example, a design could include a large, dead tree to suggest the themes of death and decay.

Use of Voice

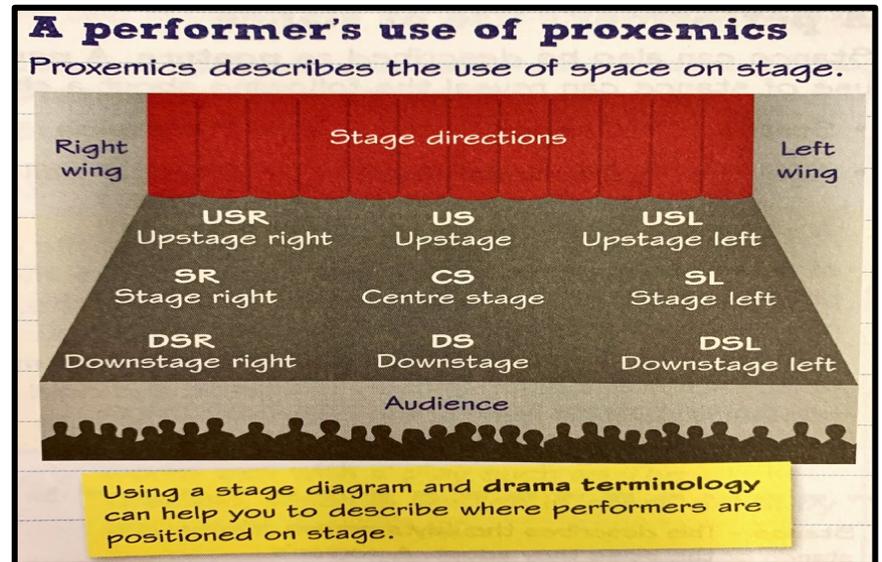
Tone	Does your voice sound appropriate - perhaps harsh or soft, angry or happy? Is it suitable for the character you're playing?
Volume	Have you got the loudness or quietness of your character right?
Pitch	Does your character speak with a high or low pitched voice? If you were playing a hanging judge, would a squeaky voice sound right?
Pace	How quickly do you say your lines? Too fast, and the audience won't keep up, too slow and they might get bored. Can you change the pace according to what's happening in the play?
Articulation	Have you practiced speaking very, very clearly? It's crucial!

Movement

Dynamics	There are moments where tension and atmosphere build, moments of activity, stillness, pauses and sections of higher and lower energy.
Body language	How you move/ hold your body to show attitude and feelings.
Facial expression	How you move/ hold your face to show attitude and feelings.
Emotions	How your character moves to show the emotions they are feeling.
Eye contact	Do you need to have eye contact with another character or is your character shy?
Character	The person you are acting.
Posture	How your character stands to show their age, confidence, disability, etc.
Gesture	A movement of part of the body, especially a hand or a head, to express an idea or meaning.

SUBJECT TERMINOLOGY

Still Image	A frozen moment in time- shows action and relationships through body language, facial expression, levels and space.
Body language	How you move/hold your body to show attitude and feelings.
Facial expression	How you move/hold your face to show attitude and feelings.
Use of voice	How you use your voice in performance to show character.
Rehearse	Practice the performance
Character	The person you are playing
Blocking	Working out the movement in a performance.
Thought tracking	What a character is thinking. <u>Not</u> what they are saying.
Gesture	A movement of part of the body, especially a hand or a head, to express an idea or meaning.



GCSE DANCE KNOWLEDGE ORGANISER

EXAM COMMAND WORDS

Analyse: Separate information into components and identify characteristics to be able to explain and interpret.

Comment: Present an informed opinion.

Compare: Identify similarities and/or differences.

Consider: Review and respond to information given.

Define: Specify meaning.

Describe: Set out characteristics.

Discuss: Present key points taking into account different ideas, characteristics and/or features.

Evaluate: Judge from available evidence and make an informed design on the effectiveness.

Explain: Set out purposes or reasons.

Give: Produce an answer from recall.

How: State in what ways.

Identify: Name or characterise.

Interpret: Translate information into recognisable form demonstrating an understanding of meaning.

Name: Identify correctly.

Outline: Set out main characteristics.

State: Express in clear terms.

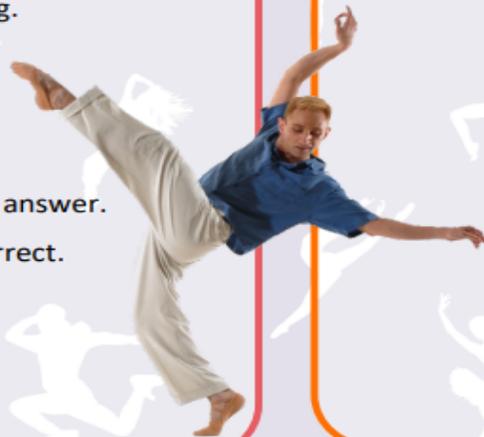
Suggest: Present a possible case or possible answer.

Tick: Put a mark to indicate something is correct.

What: Specify something.

Which: Specify from a range of possibilities.

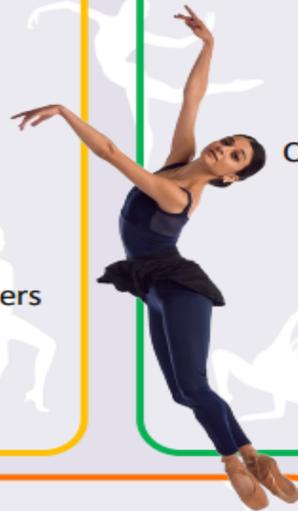
Why: Give a reason or purpose.



KNOWLEDGE, UNDERSTANDING AND SKILLS FOR PERFORMANCE

Expressive skills

Projection
Focus
Spatial awareness
Facial expression
Phrasing
Musicality
Sensitivity to other dancers
Communication of choreographic intent

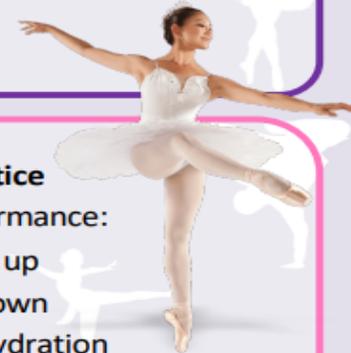


Physical skills

Posture
Alignment
Balance
Coordination
Control
Flexibility
Mobility
Strength
Stamina

Technical skills

Action
Space
Dynamics
Relationships
Timing
Rhythmic content
Moving in a stylistically accurate way



Mental Skills

Prep for performance:
Systematic repetition
Mental rehearsal
Rehearsal discipline
Planning of rehearsal
Response to feedback
Capacity to improve

During performance:
Movement memory
Commitment
Concentration
Confidence



Safe Practice

Prep for performance:
Warming up
Cooling down
Nutrition & Hydration

During performance:
Safe execution

Appropriate dance wear:
Footwear
Hairstyle
Clothing
Absence of jewellery

Music / Composition

Accompaniment: musical support to the melody

Adagio: slow speed

Allegro: fast speed

Articulation: the way each note is performed, for example short and detached (staccato) or smooth (legato).

Balance: ensuring that sounds are at an equal level

Beatboxing: a vocal performance using the voice to create sounds like drum beats

Belt: singing high notes with your chest voice

Binary: two sections – **AB**

BPM: beats per minute

Breath Control: controlling the breathing

Cadence: progression of two chords used at the end of a musical phrase

Canon: the first part starts to play a melody, then a second part plays the same melody but with a delay, for example 2 bars

Chromatic Harmonies: harmonies involving notes which are not part of the tonic key

Coda: the final section of a piece of music

Composer: a person who writes music

Counter Melody: a second melody is played at the same time as the original.

Crescendo: music gradually gets louder

Cross Rhythm: rhythms which conflict with the regular beat of the music, also own as polyrhythm

Decrescendo: music gradually gets quieter

Dynamics: how loud or quiet a section of music should be

Falsetto: high pitched singing

Fill: a short rhythmic flourish, usually on the drums

Harmony: more than one note is heard at the same time

Imitation: one instrument copying another

Intonation: small variations in pitch

Melody: a single line of music containing pitches and rhythms organised into a tune

Metre: the number and type of beats in a bar

Orchestra: a large group of instruments, consists of strings, woodwind, brass and percussion instruments

Phrasing: the way a melody is shaped by a performer

Pitch: how high or low a sound is

Pulse: implied or audible steady beat

Range: the distance between the highest and lowest notes in a piece of music

Rhythm: a combination of sounds and silences of specific lengths

Riff: a short repeated musical idea used in pop and rock music

Rondo: Section A returns between new section
ABACAD

Sequence: when a short musical idea is repeated at a higher or lower pitch

Slur: a musical notation connecting two or more notes to indicate that they should be played smoothly so that each note joins onto the next

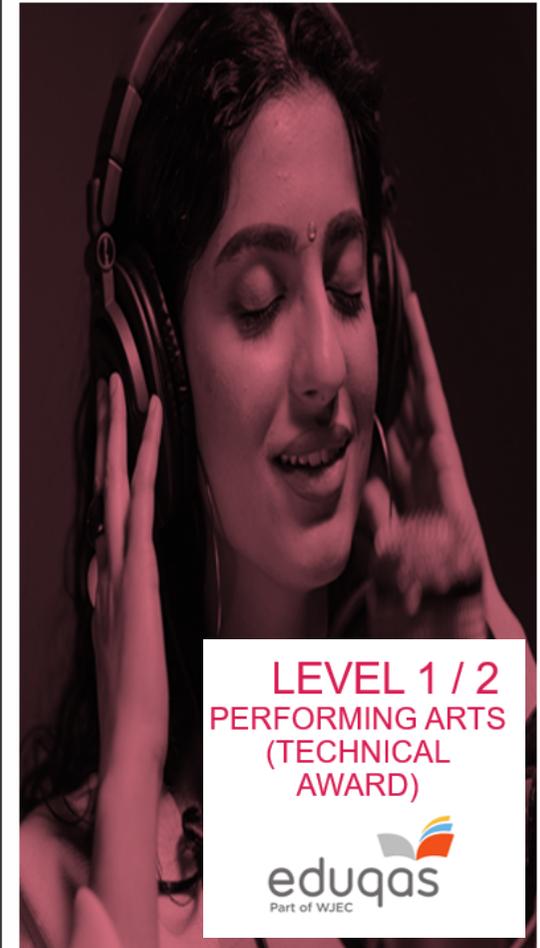
Tempo: the speed of a piece of music

Ternary: three sections **ABA**

Texture: the overall effect of how melody, harmony and rhythm are combined in a piece of music

Timbre: the specific tone or quality an instrument has

Tonality: the organisation of notes and chords in a piece dependent on a home note or tonic. If a piece is in major or minor key



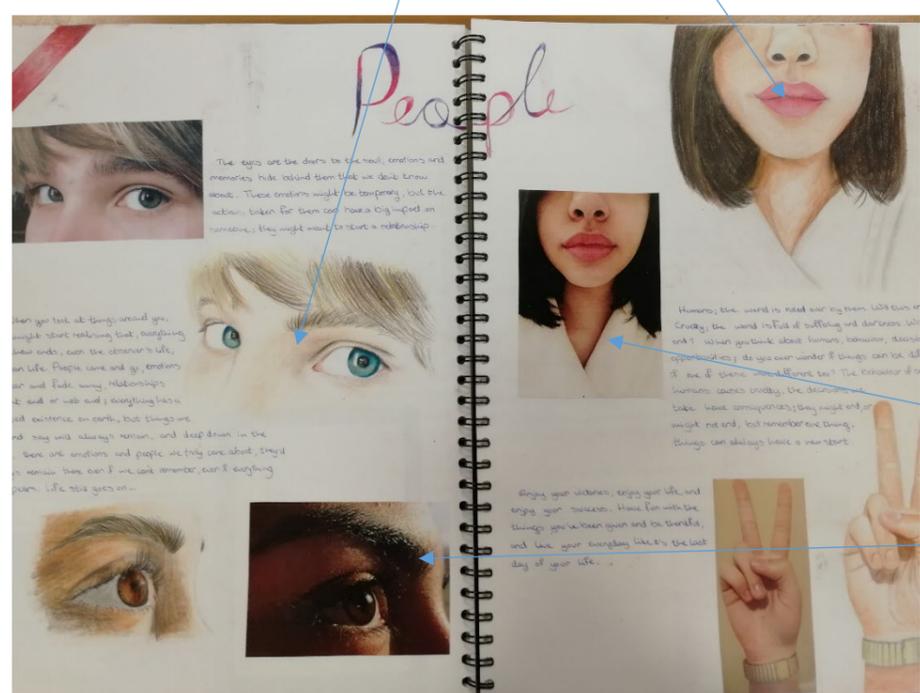
LEVEL 1 / 2
PERFORMING ARTS
(TECHNICAL
AWARD)

Assessment Taxonomy					
LIMITED	BASIC	EMERGING COMPETENT	COMPETENT & CONSISTENT	CONFIDENT & ASSURED	EXCEPTIONAL
Unstructured Clumsy Disjointed Minimal Elementary	Deliberate Methodical Superficial Unrefined Simplistic Tentative	Reflective Predictable Growing Control Broadening Endeavour Safe	Informed Purposeful Secure Engaged Skilful Thoughtful Cohesive	Advanced Convincing Comprehensive Focused Perceptive Refined Resolved Risk-taking	Accomplished Inspired Intuitive Insightful Powerful Extraordinary Unexpected Outstanding
1-12 marks	16-24 marks	28-36 marks	40-48 marks	52-60 marks	64-72 marks

TECHNICAL VOCABULARY	
Response	A reaction (to the work of an artist)
Primary source	Observed first hand
Experiment	To test (with different art media)
Annotate	Explanatory notes
Review	Evaluate
Reflect	Reconsider and modify
Independent	On your own
Formal Elements	The Formal Elements are the parts used to make a piece of artwork. They should be commented on when discussing your own work
Analyse	To examine in detail
Media	Different art equipment like paint

Observational drawing in different media.

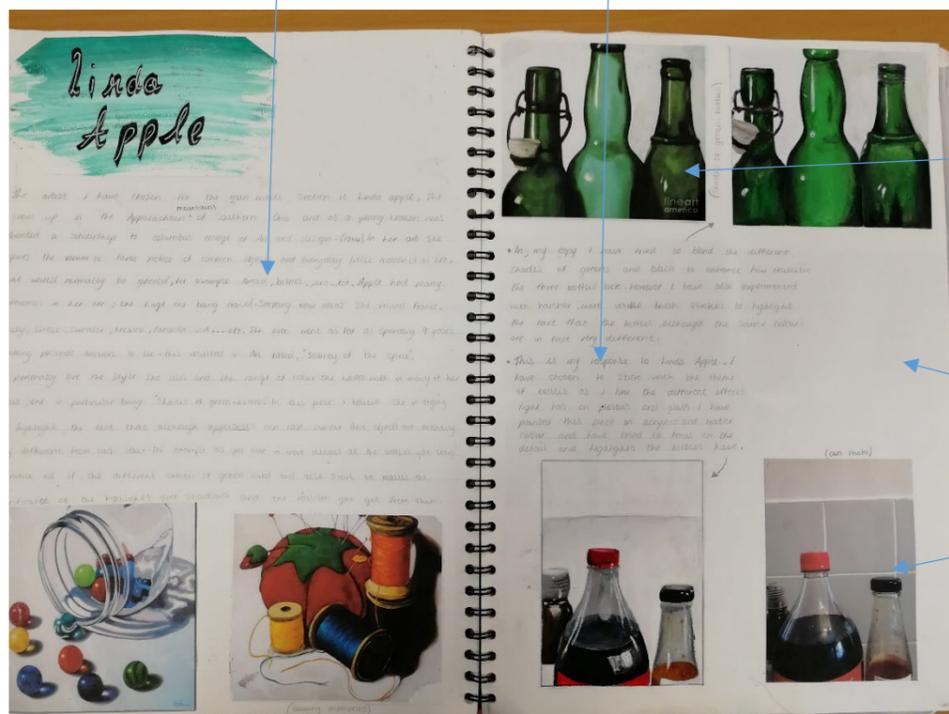
Initial research
 Research will cover the 4 different themes of; man-made, people, environment and natural world. For each theme you will produce a double page of primary resources and research an artist, produce a copy of their work and then a response to their work. This will cover another double page.



Use your own photos not pictures from the internet.

Research on chosen artist

Annotation explains links to artist and reflects on use of media



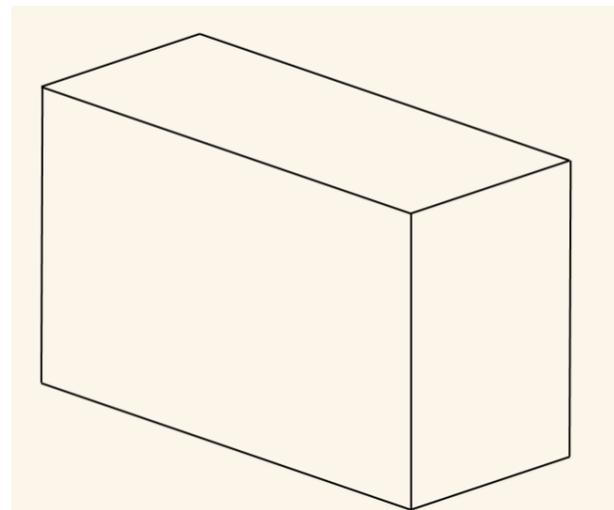
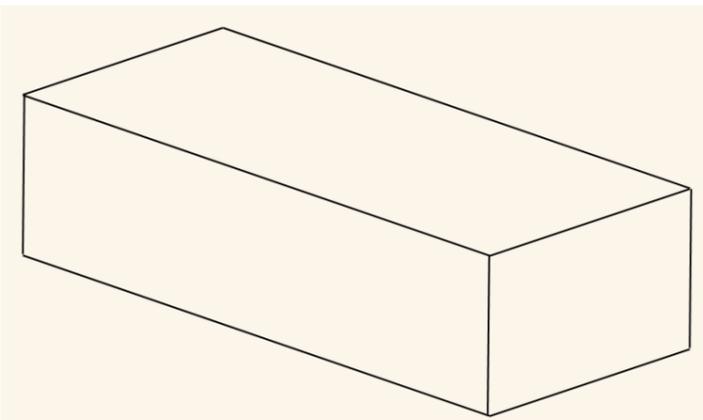
Copy of chosen artist.
 Response to chosen artist using own photo to draw from.

Brick dimensions

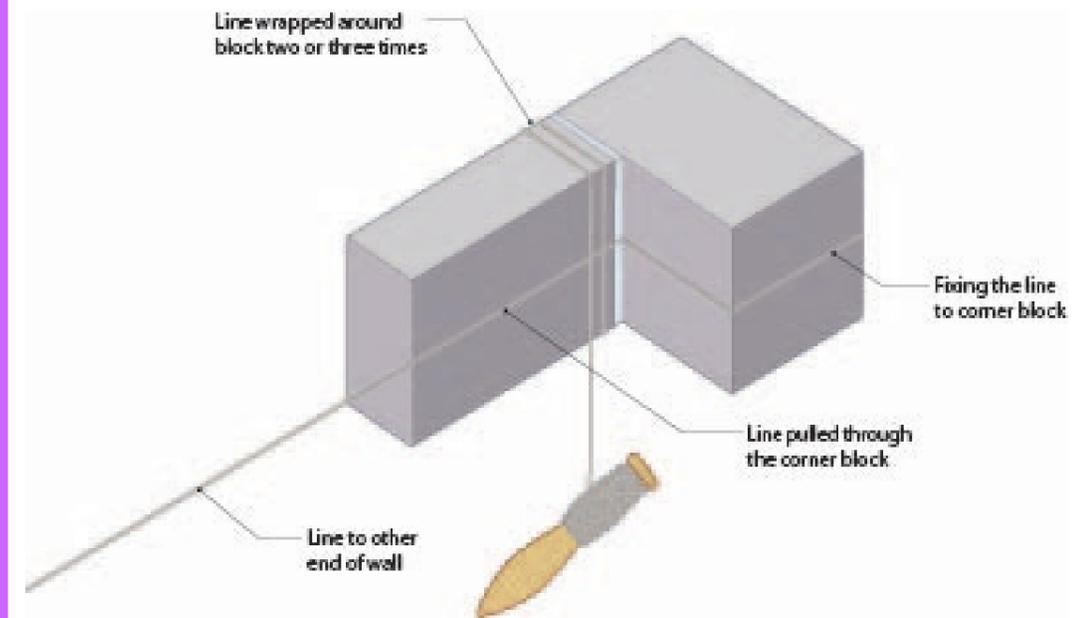
- What is the length of a brick?
- What is the width of a brick?
- What is the depth of a brick?
- How thick is a mortar joint?

Block dimensions

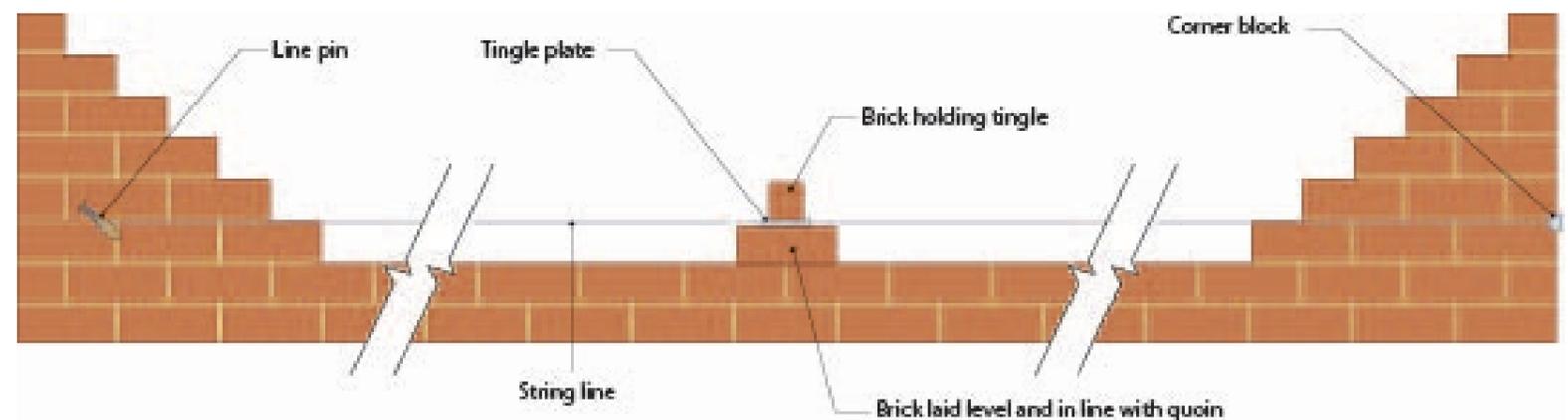
- What is the length of a block?
- What is the width of a block?
- What is the depth of a block?



There are different methods of holding in place a string line so you can build to it.



- How does the tingle plate work?
- Why is it required?
- When would you use it?



Religion, crime and punishment and reasons for crime	
In the UK who do the police arrest?	Police arrest people who are suspected of having broken the law by committing crimes.
If the police question someone and believe they committed a crime what happens?	If the police are confident that they have the right person, then the person will be charged with that offence.
What happens to a person charged with a serious crime in the UK?	Suspected offenders face a hearing in front of a local magistrate before going to Crown Court before a judge and a jury of 12 people.
What do most serious offences carry?	A life sentence in prison although this doesn't mean people stay in prison until they die. A life sentence is usually 25 years.
Can a UK court impose a sentence of physical harm or death?	No UK court can impose physical harm or death in some countries the death penalty is allowed.
What is Civil Law?	Civil law concerns disputes between individuals or groups – landlords/tenants etc...
What do the teachings in the Bible warn against?	They warn against having any evil or wrong thoughts or intentions.
In a religious sense who can evil be linked to?	Evil can be linked to the devil (Satan) who is the source of all that is considered evil.
Do Christians believe that people are evil?	Many would say there is no such thing as an evil person. Human beings are imperfect and suffer from an original sin.
What are some reasons for committing crime?	Poverty; opposition to unjust laws; hate; greed; addiction; mental illness and upbringing.

Christian attitudes	
What are the general Christian attitudes to lawbreakers?	Christians are against people breaking the laws of their country as laws are there to protect the rights and security of all citizens.
What do Christians believe about lawbreakers?	Some believe that a punishment should be as severe as the crime committed; others believe that the lawbreaker should be helped so that they do not re-offend. They hate the crime but not the person.
What are Christian attitudes to how lawbreakers should be treated?	Lawbreakers have rights and these should be protected, even whilst they are being punished. Christians believe that inhumane treatment of offenders is wrong. Jesus said prisoners should be treated well.
What are Christian attitudes to different types of crime?	Christians condemn hate crimes and murder as all people are created with equal value and none should get inferior treatment.
What are Christian attitudes to suffering?	Christians should try and help those who are suffering; they should follow the example of Jesus who helped people in need.
Can we blame God for suffering?	Christians believe that God gave humanity the free will to behave as they choose. Teachings of Jesus give guidance to help.
If they cause suffering what should Christians do?	Christians should be honest to themselves; to other people and to God and work hard at repairing any damage they have caused so that relationships can be restored.
When should prison be used?	Most Christians agree that prison should be used as a punishment for serious crimes.
Would a Christian agree with corporal punishment?	Christians do not agree with this, they focus on positive sanctions that help rehabilitate offenders, they believe in following Jesus' example of treating all people with respect.

TECHNICAL VOCABULARY	
Crime	An offence which is punishable by law – stealing; murder etc.
Punishment	Something legally done to somebody as a result of being found guilty of breaking the law.
Evil	The opposite of good; a force or the personification of a negative power that is seen as destructive and against God.
Poverty	Being without money, food or other basic needs of life (being poor)
Mental illness	A medical condition that affects a person's feelings, emotions or mood and perhaps their ability to relate to others.
Addiction	Physical or mental dependency on a substance or activity which is very difficult to overcome.
Greed	Wanting to possess wealth, goods or items of value which are not needed.
Retribution	An aim of punishment -to get your own back 'an eye for an eye.'
Deterrence	An aim of punishment- to put people off committing crime.
Reformation	An aim of punishment to change someone's behaviour.
Free will	The ability of people to make decisions for themselves.
Corporal punishment	Punishment of an offender by causing them physical pain – illegal in the UK.
Forgiveness	Showing mercy and pardoning someone for what they have done wrong.



Aims of punishment and the Death Penalty	
What is retribution?	This means to get your own back; in the Old Testament this is called lex talionis and means criminals should receive the same injuries and damage they caused their victim.
What is deterrence?	If offenders are seen to be punished for their actions it is hoped that the threat of this will put others off committing crimes.
In the past what punishments were used as deterrents?	Being punished in public – public floggings and executions.
What is reformation?	This is the punishment that most Christians prefer as it seeks to help offenders by working with them to help them understand why their behaviour is harmful.
Should Christians seek revenge?	No Christians should seek and show compassion.
Is there a limit to forgiveness?	No there is no maximum amount of times a person should be forgiven. God's love is infinite so there can be no limit to forgiveness.
What do Christians think about the death penalty?	Some agree with it and use teachings from the Old Testament to support their views: 'Whoever sheds human blood, by humans shall their blood be shed.' Genesis 9:6 and 'Life for life; eye for eye; tooth for tooth.' Exodus 21:23-24.
Why do some Christians oppose the death penalty?	They do not believe that taking another life is right – only God has the right to take life.

Subject **GCSE RE** Buddhism: beliefs and teachings.

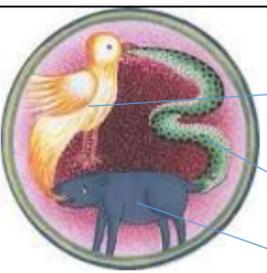
Before enlightenment	
How long ago was Buddhism founded?	Buddhism was founded around 2500 years ago.
Who is the founder of Buddhism?	The founder of Buddhism was Siddhartha Gautama, he was born around 500BCE.
Who were Siddhartha's parents and what did this mean for his lifestyle?	Siddhartha's parents were King Suddhodana and Queen Maya and he had a life of 'material' luxury.
Queen Maya had a dream before Siddhartha was born what was it? What did it mean?	Queen Maya dreamt about a little white elephant who told her that her child would be holy.
After his mother died the King tried to protect his son from all hardships – what were the four sights that changed Siddhartha's life?	The four sights were old age; illness; death and a holy man. 
When he was an ascetic how was Siddhartha trying to understand the problem of suffering?	Siddhartha practiced living in extreme temperatures and places of danger; he slept on thorns and survived on very small amounts of food.
How did the demon Mara try to distract Siddhartha from gaining enlightenment?	Mara tried to distract Siddhartha by sending his daughters; his armies; offering control of his kingdom and questioning Siddhartha.
How long did Siddhartha's enlightenment take?	Siddhartha's enlightenment took place during 3 parts (watches) of the night.



TECHNICAL VOCABULARY	
Buddha	This is a title meaning 'awakened one' or 'enlightened one.'
Jakata	Popular stories about the life of Buddha.
Ascetics	People who live a simple and strict lifestyle with few pleasures or possessions. They are searching for spiritual wisdom.
Meditation	The practice of calming and focussing the mind.
Enlightenment	Spiritual wisdom that comes from understanding the true reality of nature.
Mara	A demon that represents spiritual obstacles and temptation.
Dhamma	The truth Buddha realised when he became enlightened.
The three marks of existence	Dukkha (suffering); Anicca (impermanence) and Anatta (nothing is permanent).
The four noble truths	These are dukkha (suffering); samudaya (cause of suffering); nirodha (suffering can end) and magga (there is a means to end suffering).
Arhat	A perfected person

After Enlightenment: Teachings	
What is the Dhamma?	Dhamma refers to the Buddha's teachings but is also about truth; training and universal 'law'.
What are the three refuges (or jewels) in Buddhism?	The three refuges (jewels) in Buddhism are the Buddha; the Dhamma and the Sangha (the Buddhist community).
What is the idea of dependent arising?	Dependent arising is the idea that everything arises in dependence upon conditions. It is shown as the Wheel of Life.
What does the Tibetan Wheel of Life show?	The Wheel of Life shows dependent arising as applied to birth, death and rebirth (samsara).
What are the three marks of existence?	The three marks of existence are suffering (Dukkha); impermanence (anicca) and having no permanent, fixed self or soul (anatta).
What are the 3 recognised types of suffering?	The three types of suffering are ordinary suffering (dukkha-dukkhata); suffering because of change (viparinama-dukkha) and suffering because of attachment (samkhara-dukkha).
How does anicca (impermanence) affect the world?	Anicca affects the world in the three following groups – living things; non-living things and people's minds.
What does the story of Nagasena and the chariot illustrate?	The story of Nagasena and the chariot illustrates that there is no fixed part to a person.
What are the Four Noble Truths?	The Four Noble Truths are- 1/ dukkha (suffering); 2/ samudaya (causes of suffering); 3/ nirodha (suffering can end) and 4/ magga (there is a way to end suffering).
What are the 5 aggregates/skandhas?	The 5 aggregates/skandhas are Form; Sensation; Perception; Mental Formations and Consciousness.

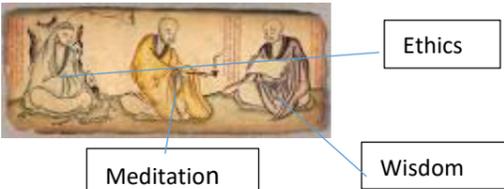
Suffering, causes and routes to happiness



The 3 poisons

- Greed/desire shown by a cockrel.
- Hatred/anger shown by a snake.
- Ignorance shown by a pig.

The **threefold way** makes up the sections of the eightfold path. They are ethics; meditation and wisdom.





The Eightfold Path has 8 aspects that Buddhists practice and live by in order to achieve enlightenment. It is split into the threefold way and can be understood as a range of practices that should all be developed. They are: -

- Ethics – right speech; right action; right livelihood.
- Meditation – right effort; right mindfulness; right concentration.
- Wisdom – right understanding; right intention.

How does a person become an Arhat?
 An arhat has overcome the main sources of suffering and has become enlightened so the cycle of rebirth ends and reach nibbana, this means that have followed and fulfilled the Eightfold Path.

Physical Play	
What do children learn through physical play?	Spatial awareness Activities to stay healthy How to take care of yourself and self-care Gross motor skills Fine motor control
What activities and resources can we use for physical play and learning?	Role play of home life situations Food preparation, snack times and handwashing Bat and ball games Tricycles, bicycles, sit and ride toys Climbing frames, swings, slides Creative activities Playdough, sand and water activities Construction toys Baby gyms, push along toys, rattles.



Cognitive Play	
What learning is promoted through cognitive play?	Problem solving skills Creativity Use of imagination Listening and attention skills Numeracy skills Exploration of environments inside and outside Confidence using technology Understanding of others' experiences
What activities and resources can we use for cognitive play?	Counters, weights, play money Shape sorters, puzzles, matching pairs Trips and visits Digging and building Computer games, apps, PCs, tablets Writing Small world toys

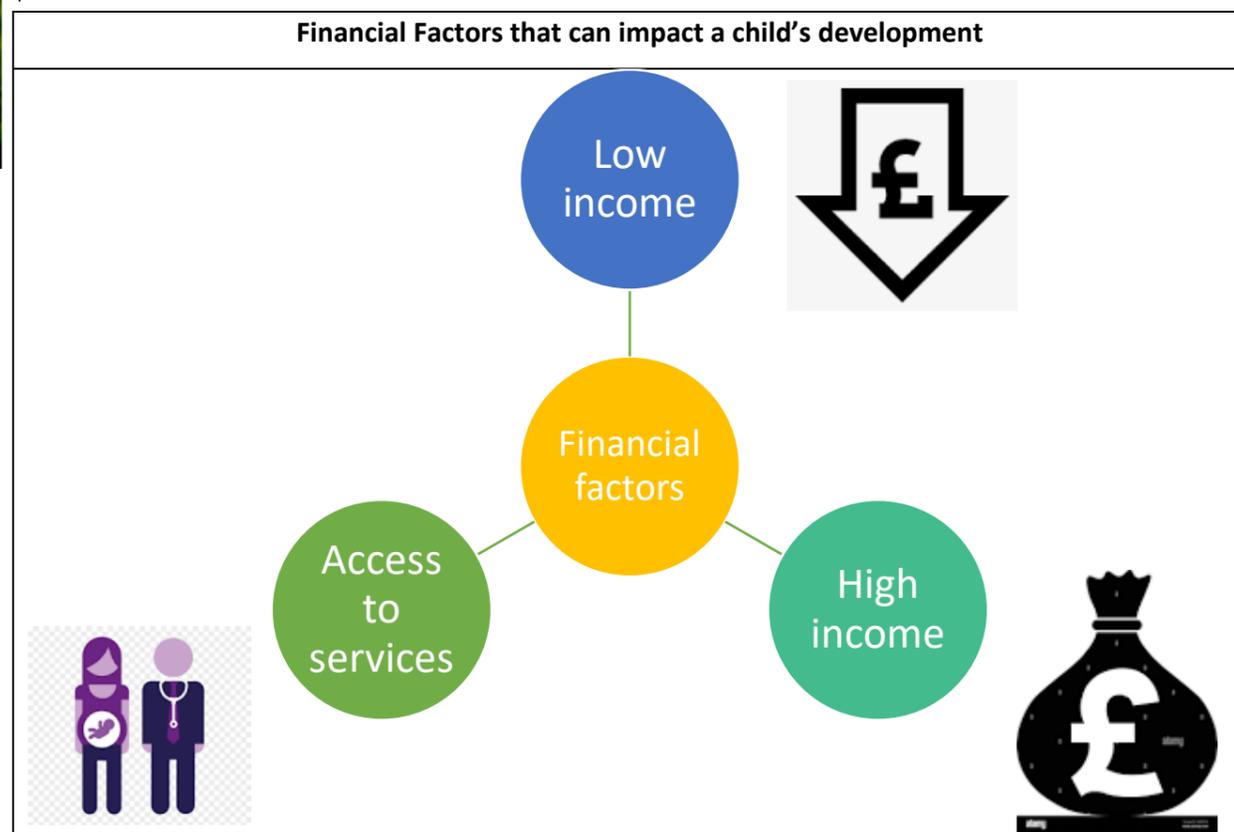
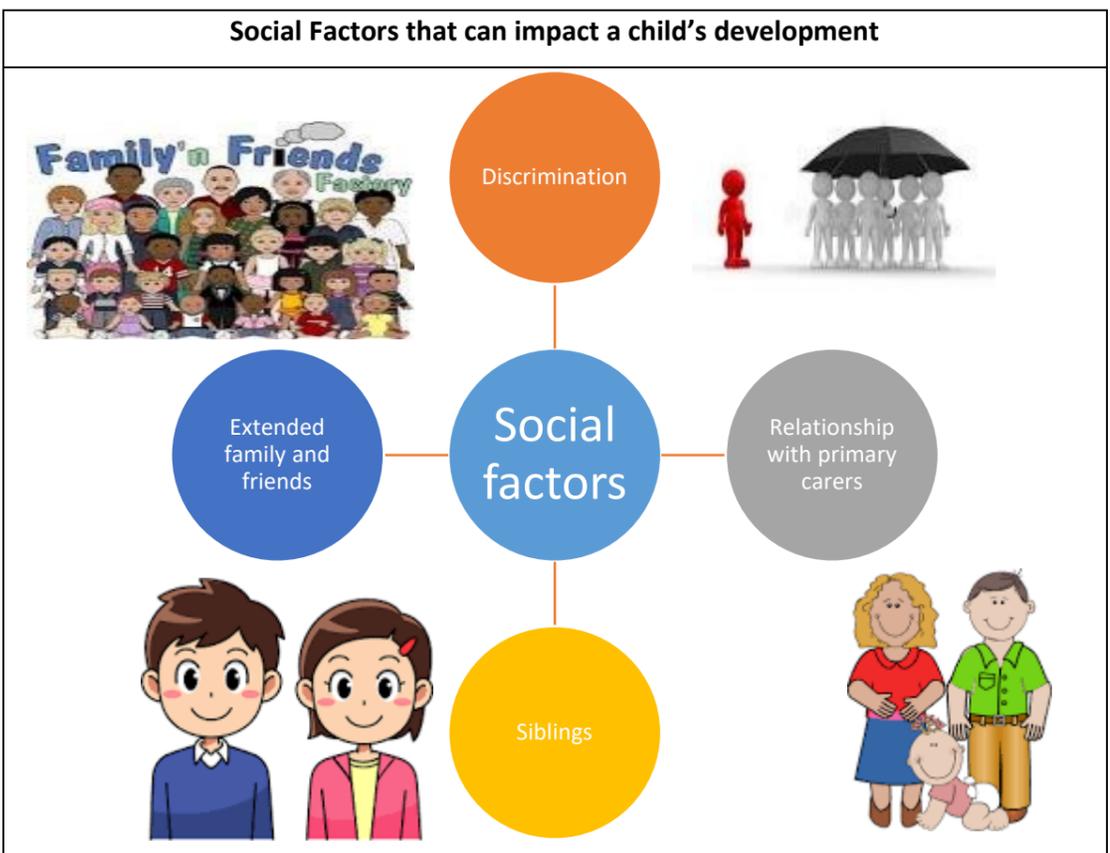
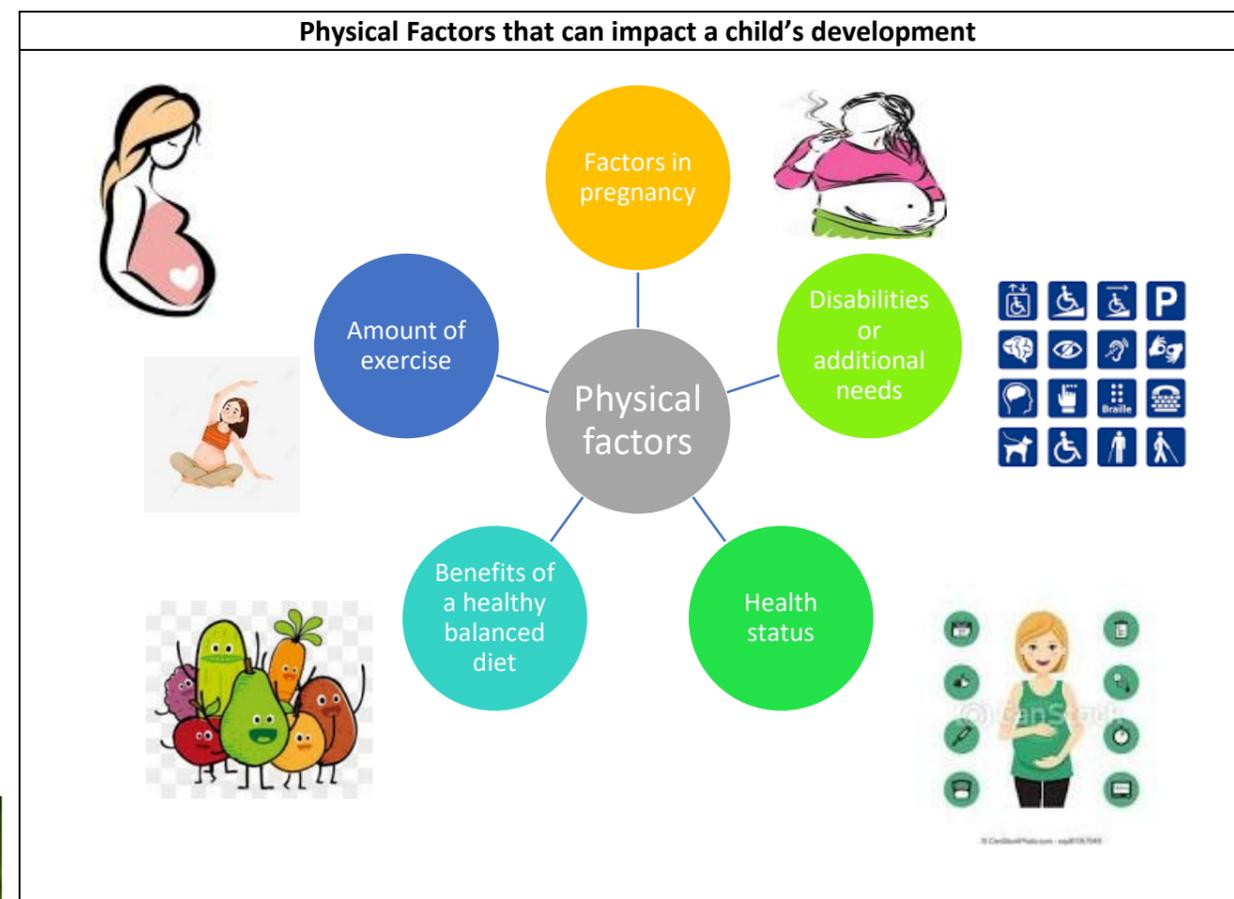
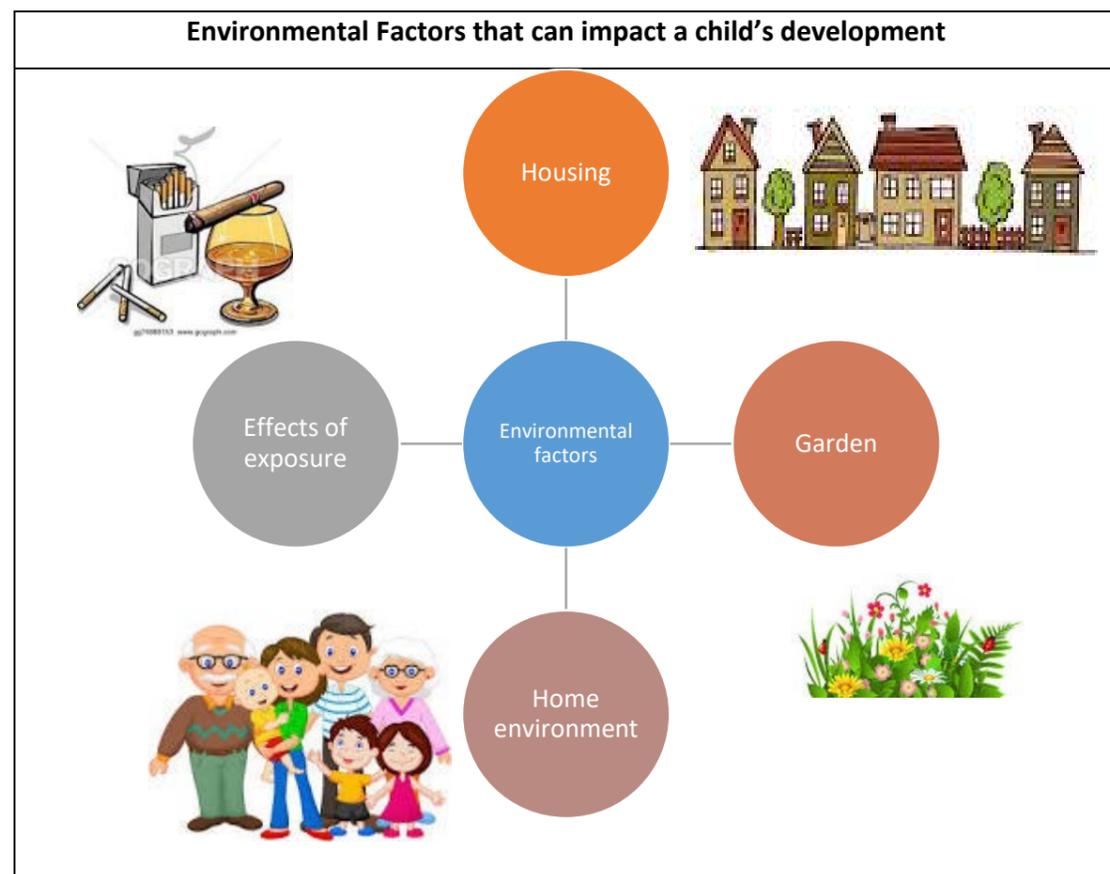
Social Play	
What learning is promoted through social play?	Development of friendships and relationships Emotional support networks Sharing, turn taking, compromise.
What activities and resources can we use for social play?	Team games and activities Group activities Role play Board games

TECHNICAL VOCABULARY	
Unoccupied play	Baby makes movements discovering how their body moves.
Solitary play	A child plays alone, not interested in playing with others.
Spectator/onlooker play	A child watches other children play but doesn't join in with them.
Parallel play	A child plays alongside or near others but does not play with them.
Associative play	A child starts to interact with others during play but there is not a lot of interaction.
Co-operative play	A child fully interacts with others and is interested in the activity and other children, they create their own rules.
Locomotor play	Any type of physical activity using gross motor skills- enjoying movement.
Creative play	Freedom to explore resources, making something, trying new ideas.
Sensory play	Using the senses to explore, discover textures and functions.
Imaginative play	Children pretend in some ways, act out their experiences, role play and small world play.

Communication and language play	
What learning is promoted through communication and language play?	Listening skills Process of following instructions Vocabulary and literacy skills, speaking and questioning skills Expressing and discussing feelings Having conversations
What activities and resources can we use for communication and language play?	Books – lift the flap, textured, stories, talking books, story sacks. Role play Nursery rhymes, songs, dances Listening/action games.

Emotional Play	
What learning is promoted through emotional play?	Expression of feelings Promoting independence Improving confidence, esteem and awareness Building relationships
What activities and resources can we use for social play?	Puppets and dolls Role play activities Emotion faces Mirrors Circle time/carpet time

HT3 Subject Child Development: Factors that can impact development Y10



Cash Flow Forecast	
Cash inflows	A list of all sales and income individually written.
Total inflows	All sales added together
Cash outflows	A list of business out floes including wages, cost of sales, maintenance, rent and advertising.
Total outflows	All cash outflows added together
Net Cash Flow	= Total Inflows – Total Outflows
Opening Balance	= Closing balance of the previous period
Closing Balance	= Opening balance + Net cash flow

TECHNICAL VOCABULARY	
Insolvent	A business that is unable to pay its debts and/or owes more money that it is owed.
Consumables	Items that get 'used up', such as pens, paper, staples and other items that a business had to replace regularly.
Trade Credit	A credit arrangement that is offered only to a business by suppliers
Overdraft	A facility offered by a bank that allowed an account holder to borrow money at short notice.
Cheque	A written order to a bank to pay an amount of money from an account holders account to a specified person.
Venture Capital	Money to invest in a business is sourced from individuals, or groups of people who wish to invest their own money into a new business.
Return on investment	The amount of money that an investor gets back in return from investing in a business.
Shareholders	Investors who are part owners of a company
Asset	Any item of value that a business owns, such as it machinery or premises
Limited Liability	The level of risk is limited to the amount of money that has been invested in a business or promised as an investment.



Topic Formula	
Revenue	Number of Sales x Price
Total costs	Total Fixed Costs + Total Variable Costs
Gross Profit	Sales revenue – Cost of sales
Net profit	Gross profit – Other expenses
Interest	$\frac{\text{Total repayment – borrowed amount}}{\text{Borrowed amount}} \times 100$
Break-even Point in units	$\frac{\text{Fixed Costs}}{\text{(Sales price – variable cost)}}$

Type of ownership	Ownership	Control of business
Sole Trader	By one owner	By one owner
Partnership	2 or more owners	By partners, although senior partners may have more decision making power
Private limited company (LTD)	Shareholders – usually friends and family	By directors and paid managers. Some will have more control than others
Public limited company (PLC)	Shareholders	By directors and paid managers. Some will have more control than others
Franchise	Franchisee hold a licenced but only for a given period	Franchisee must operate in a framework set out by the franchisor

A1: Components of physical fitness	
Aerobic endurance	The ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue.
Muscular endurance	The ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game.
Muscular strength	The maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity.
Speed	Distance divided by time to reduce time taken to move the body or a body part in an event or game.
Flexibility	The range of motion possible at a joint to allow improvements in technique.
Body composition	The relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport.
A2: Components of skill-related fitness	
Power	The product of speed and strength to allow for explosive movements in sport.
Agility	The ability to change direction quickly to allow performers to outmanoeuvre an opponent.
Reaction time	The time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do.
Balance	The ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance).
Coordination	The ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique.

B1: Techniques, strategies and fitness required for different sports	
Skills	e.g. passing, scoring, travelling, intercepting.
Strategies	e.g. tactics and decision making.
Isolated practice	Practices that focus on one skill at a time.
Competitive situation	The number of players, area of play and presence of an official to represent competition standard of play.

B2: Officials in sport	
Key officials and their roles in sports competitions:	Referee/umpire, Assistant referee/line umpire, Scorers/judges, Timekeepers, Video review officials.
Responsibilities of the officials:	Appearance, Equipment, Fitness requirements, Effective communication, Control of players, Health and safety.

B3: Rules and regulations in sports	
Key rules and regulations as stated by the National Governing Body for the sport:	
Number of players	Number of players allowed to participate at any one time – substitutions – rolling or set number – variations in playing numbers due to different formats of the game.
Length of time for play	Number of periods of play – length of each period – length of play determined by time or score – additional time or extra periods of play in particular situations.
Scoring system:	Methods of scoring – differing award of points for particular methods of scoring – how a winner is determined – what happens in the event of a tie.
Playing area:	Dimensions of overall playing area – purpose and dimensions of specific areas within the overall playing area.
Equipment	Sizes and weights of playing equipment as specified by NGB – required protective equipment – optional protective equipment.
Starting and restarting play	How the game begins – how play is restarted after scoring – fouls or infringements – how and when the game ends.
Non-adherence to the rules	Playing rules specific to each sport, e.g. hitting the ball twice in tennis, passing the ball forward in rugby – out of play area/offside – intentionally harming another player – incorrect travel, e.g. double dribble in basketball.
Application of rules and regulations by officials	Use of signals – communication of decisions to players and other officials – positioning.