



Year 11

Name: \_\_\_\_\_ Tutor Set: \_\_\_\_\_

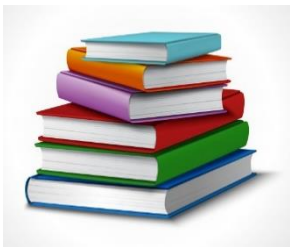
# Knowledge Organiser KS4 Course Overview



**“The best advice I ever got was that knowledge is power  
and to keep reading”**

**David Bailey**

English Fashion and Portrait Photographer



# English

## Language and Literature

Exam Board:  
Specification:

	<b>Unit 1</b> Macbeth	<b>Unit 2</b> A Christmas Carol	<b>Unit 3</b> Lord of the Flies
Unit Overview	Paper 1 Literature Shakespeare	Paper 1 Literature 19 <sup>th</sup> century novel	Paper 2 Literature Modern text
Intended Term of study	Autumn 1 Spring 1/ 2	Autumn 2 Spring 1 / 2	Spring 1 / 2
KOs on school website to use	Macbeth	A Christmas Carol	Lord of the Flies
Essential knowledge to learn	Characters and their key traits through the novel. The key themes of the novel. The key quotes. Key order of events within the novel. Context	Characters and their key traits through the novel. The key themes of the novel. The key quotes. Key order of events within the novel. Context	Characters and their key traits through the novel. The key themes of the novel. The key quotes. Key order of events within the novel. Context
Extended knowledge to research and learn	Learn as many quotes as you can and make sure you can analyse them Research extra contextual knowledge and read around the text	Learn as many quotes as you can and make sure you can analyse them Research extra contextual knowledge and read around the text	Learn as many quotes as you can and make sure you can analyse them Research extra contextual knowledge and read around the text
Tips for learning the knowledge	Create clocks of the characters, we have created you a template on the website. Create a mind map of the themes in the novel, show how they link together. Produce a time line of events.	Create clocks of the characters, we have created you a template on the website. Create a mind map of the themes in the novel, show how they link together. Produce a time line of events.	Create clocks of the characters, we have created you a template on the website. Create a mind map of the themes in the novel, show how they link together. Produce a time line of events.

	<b>Unit 4</b> Poetry	<b>Unit 5</b> Paper 1 Language	<b>Unit 6</b> Paper 2 Language
Unit Overview	Power and Conflict and unseen poetry	Unseen fiction extract and writing to narrate or describe	Unseen non-fiction extracts (two) and writing for a purpose
Intended Term of study	Autumn 1 Spring 1 / 2	Autumn 1 / 2 Spring 2	Autumn 1 Spring 2
KOs on school website to use	Power and Conflict 1 Power and Conflict 2 Unseen	Language Paper 1	Language Paper 2 – Section B
Essential knowledge to learn	What is each poem about? Including themes. Structure and language use in each poem Context of each poem Links between poems	Techniques and methods used by writers eg word types, structure, tone What each question requires of you. How to structure your own writing Spelling, punctuation and grammar.	Techniques and methods used by writers eg word types, structure, tone What each question requires of you. How to structure your own writing Spelling, punctuation and grammar.
Extended knowledge to research and learn	Read other poems by the same poets Research more about context	Read as much fiction as you can Practise descriptive and narrative writing	Read as much non-fiction as you can Practise writing non-fiction texts
Tips for learning the knowledge	Create large mind map which links all of the 15 poems together – use colours etc to show the different ways they compare and contrast	Test yourself on knowing language devices	Test yourself on knowing language devices

### Our weekly homework routines...

- 1 You will always be set at least one homework a week by your teacher.
- 2 Your teacher will choose the lesson they want you to learn and will pick it so that you are revising an important maths topic for revision. As such, you have already probably covered it in class but might have forgotten so your homework is to revise as, to be a great learner, you need to revise all the time (not just before tests!).
- 3 You need to spend **between 30 minutes and 1 hour** on your homework as this shows effort and commitment and will ensure that you do quality homework.
- 4 You will always be expected to
  - i) watch the video + take notes;
  - ii) write down your quiz workings neatly;
  - iii) mark your own work, make corrections and write down your score at the end.
- 5 Homework will be checked by your teacher in class once a week during your starter. You will be expected to bring your homework book to class and leave it open on the desk for your teacher to inspect.

Student checklist for good HegartyMaths homework		✓ or ✗
1	I always write the date, title, clip number and H/W for all my tasks.	
2	I always watch the video before attempting the questions.	
3	I always take full notes of all the examples modelled in the video.	
4	I copy every question that I attempt in my book.	
5	I show all my workings for every question in the quiz that I do.	
6	I try to model my work the way I was shown in the video by Mr Hegarty.	
7	I use a pencil and ruler for all diagrams.	
8	I mark my work correct/incorrect as I go.	
9	I write down corrections when HegartyMaths tells me the correct answer.	
10	I write down my score at the end of quiz.	

### 5 things you should do when you want to do extra work

Action		✓ or ✗
1	I go back to my donut and pick lessons that are <b>red</b> (<70%) to redo them to make them <b>amber</b> (>70%) or <b>green</b> (100%).	
2	I go back to my donut and pick lessons that are <b>amber</b> (>70%) to redo them to make them <b>green</b> (100%).	
3	When working on lessons that are <b>red</b> or <b>amber</b> and I cannot make them <b>100%</b> , I rewatch the video and look at the building blocks which may help me.	
4	I complete a <b>Fix-Up-5</b> where HegartyMaths gives me 5 practice questions on parts of maths that I might be weak on.	
5	If my teacher has given me a revision list of clips on HegartyMaths, then I pick a topic on that list and complete a homework the normal way by myself.	

**VIDEO NOTES**  
HegartyMaths: Perimeter (2) 14th July 2016

**Example 1**  
A square with side length 7mm.  
Perimeter = 7 + 7 + 7 + 7 = 28mm  
Don't forget **Units!**

**Example 2**  
A rectangle with side lengths 9m and 4m.  
Perimeter = 4 + 9 + 4 + 9 = 26m  
Perimeter = 2 × 9 + 2 × 4 = 26m  
Perimeter = 2 × (4 + 9) = 26m  
Doesn't matter which method you use, they all work!

**Example 3**  
A regular hexagon with side length 9m.  
Perimeter = 6 × 9 = 54m  
Regular means all sides are the same length.

**Example 4**  
Work out the perimeter of a square with side length 5cm.  
Always draw a sketch from the information given.  
Perimeter = 4 × 5 = 20cm

**Example 5**  
Work out the perimeter of an equilateral triangle with side length 4.1mm.  
Perimeter = 3 × 4.1 = 12.3mm  
Use distributive law of multiplication.

Here is an example of a great homework!

You will **always** produce a set of well-written notes of all the modelled examples in the video as we want you to be an expert note-taker and to revise before you try the quiz. If you know the material, you still have to take the notes as sometimes you have to revise topics you already know and it's good for your long-term maths memory.

**Your planner will not be signed off if you do not complete your workbook.**



# Maths Foundation

Exam Board:  
Specification:

	<b>Unit</b> Number	<b>Unit</b> Algebra A	<b>Unit</b> Geometry A	<b>Unit</b> Statistics and Probability
Overview of Unit	Bank Statements Types of Number Problems, inc powers and standard form Prime Factor Decomposition Error Intervals Fraction Operations FDP Estimation	Function Machines Simplifying Expanding Factorising Substitution Forming and Solving Change the Subject Simultaneous Equations	Perimeter & Area Volume & Surface Area Angles Circles	Averages Mean from table Scatter Graph Pie Chart Frequency Tree Sample Space Diagrams Venn Diagrams Tree Diagrams
Intended Term of study	Autumn 1	Autumn 1	Autumn 2	Autumn 2 and Spring 1
Essential knowledge to learn – this is not everything you must learn, however gives you some of the essential content to memorise	<p>BIDMAS.</p> <p>Ensure you can carry out calculations without a calculator. Learn the rules for fraction calculations. Know how to convert between FDP.</p> <p>Memorise:</p> <ul style="list-style-type: none"> <li>- First 15 square numbers 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225</li> <li>- First 6 Cube numbers 1, 8, 27, 64, 125, 216</li> </ul> <p>All numbers in standard form must be in the following form <math>A \times 10^n</math> where <math>1 \leq A &lt; 10</math></p>	<p>Know the differences in simplifying when adding/subtracting and multiplying/dividing e.g. <math>a \times a = a^2</math> but <math>a + a = 2a</math></p>	<p>Know rules for angles around a point, on a line, in a triangle, internal/external angles of polygons, angles in parallel lines, vertically opposite angles.</p> <p>Know the rules to find the area of a rectangle, triangle, trapezium.</p> <p>Know how to find the volume of a prism and a cylinder.</p> <p>Know how to find the circumference and area of a circle, length of an arc and area of a sector.</p> <p>You will be given the formulae for cones and spheres, however ensure you are able to substitute into them and rearrange them.</p>	<p>Know the rules for finding the mode, median, mean and range of sets of numbers, both in lists and in tables.</p> <p>How to calculate probabilities.</p> <p>Probability has value between 0 (impossible) and 1 (certain) and must be given as a fraction, decimal or percentage (Never in a ratio form).</p> <p><math>P(A \text{ and } B) = P(A) \times P(B)</math> <math>P(A \text{ or } B) = P(A) + P(B)</math></p> <p>Know the regions of a Venn diagram.</p>

	Unit Ratio and Proportion	Unit Geometry B	Unit Algebra B	Unit GAP Revision
Overview of Unit	Ratio Percentages Interest Proportion (Best Buy / Recipe) Similar Shapes SDT Distance Time Graphs	Transformations Pythagoras Trigonometry Bearings Plans and Elevations Constructions	Inequalities Sequences Nth Term Drawing Linear and Quadratic Graphs	Looking at the gaps highlighted through previous units and the regular assessments carried out
Intended Term of study	Spring 1	Spring 1/2	Spring 2 / Summer 1	Summer 1/ 2
Essential knowledge to learn – this is not everything you must learn, however gives you some of the essential content to memorise	<p>Know how to find a percentage change. Know how to calculate simple interest and compound interest.</p> $Speed = \frac{distance}{time}$ $Density = \frac{mass}{volume}$ $Pressure = \frac{force}{area}$	<p>Know how to carry out and recognise the transformations; reflection, rotation, translation, enlargement.</p> <p>Pythagoras' Theorem  <math display="block">a^2 + b^2 = c^2</math></p> <p>SOH CAH TOA  <math display="block">\sin x = \frac{opp}{hyp}</math> <math display="block">\cos x = \frac{adj}{hyp}</math> <math display="block">\tan x = \frac{opp}{adj}</math></p> <p>Trig ratios of 0, 30, 45, 60 and 90 degrees</p> <p>Learn the step by step instructions for each construction. Remember construction lines must be left in.</p>	<p>Be able to recognise:</p> <ul style="list-style-type: none"> <li>- Triangular numbers 1, 3, 6, 10, 15, 21, 28, ...</li> <li>- Fibonacci Sequence 1, 1, 2, 3, 5, 8, 13, ...</li> </ul> <p>Know how to find the gradient of a line.</p> <p>The important features of a quadratic curve.</p>	<p><b>Practice doesn't make perfect, it makes permanent.</b></p> <p>It is impossible to study maths properly by just reading and listening. To study maths you have to roll up your sleeves and actually solve some problems. <b>The more you practice answering maths problems, the better.</b> Each problem has its own characteristics and it's important to have solved it in numerous ways before tackling the exam. There is no escaping this reality, to do well in a Maths exam you need to have solved a LOT of mathematical problems beforehand.</p>





# Maths Higher

Exam Board:  
Specification:

Higher students must know **ALL** foundation content and essential knowledge in addition to the below content.

	Unit Number	Unit Algebra A	Unit Geometry A	Unit Statistics and Probability
Overview of Unit	Types of Number Problems, inc powers and standard form Prime Factor Decomposition Fraction Operations Recurring Decimals Upper and Lower Bounds Surd	Expanding and Factorising Substitution Forming and Solving Equations Change the Subject Simultaneous Equations Functions Algebraic Fractions Iteration Quadratics	Perimeter & Area Volume & Surface Area Angles with algebra and in Polygons Circles Circle Theorems Vectors	Averages from tables Scatter Graph Cumulative Frequency Box Plots Histograms Frequency Tree Venn Diagrams Tree Diagrams Conditional Probability
Intended Term of study	Autumn 1	Autumn 1	Autumn 2	Autumn 2 and Spring 1
Essential knowledge to learn – this is not everything you must learn, however gives you some of the essential content to memorise	How to check if a fraction is terminating or recurring. Negative and fractional powers rules $a^{-x} = \frac{1}{a^x} \quad a^{\frac{x}{y}} = (\sqrt[y]{a})^x$ Surds rules $\sqrt{a} \times \sqrt{b} = \sqrt{ab}$ $\frac{\sqrt{a}}{\sqrt{b}} = \sqrt{\frac{a}{b}}$	Memorise the quadratic formula $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ Rules for the discriminant.	Memorise all 8 circle theorems. Ensure you can write a sentence to describe the circle theorem.  Vectors show direction and speed and are moveable. Vectors going in the same direction are parallel. A vector that is double the magnitude is still parallel. If three or more points lie on the same line then they are collinear.	Median value $\frac{1}{2}(n + 1)$ th value Lower Quartile $\frac{3}{4}(n + 1)$ th value Upper Quartile $\frac{3}{4}(n + 1)$ th value Interquartile Range = upper quartile - lower quartile Frequency density = $\frac{\text{frequency}}{\text{width of class interval}}$  $P(A \text{ AND } B) = P(A) \times P(B)$ $P(A \text{ OR } B) = P(A) + P(B)$

	Unit Ratio and Proportion	Unit Geometry B	Unit Algebra B	Unit GAP Revision
Overview of Unit	Ratio Percentages Interest SDT inc graphs Direct/Indirect Proportion Compound Units	Bearings Transformations Pythagoras Trigonometry Sine Rule Cosine Rule Area formula	Inequalities Sequences Nth Term Drawing Linear and Quadratic Graphs - properties Quadratic Sequences $Y=MX+C$	Looking at the gaps highlighted through previous units and the regular assessments carried out
Intended Term of study	Spring 1	Spring 1/2	Spring 2 / Summer 1	Summer 1/ 2
Essential knowledge to learn – this is not everything you must learn, however gives you some of the essential content to memorise	<p>Know how to find a percentage change. Know how to find simple and compound interest.</p> <p>Direct Proportion  <math>y = kx</math>  <math>y = kx^2</math></p> <p>Inverse Proportion  <math>y = \frac{k}{x}</math>  <math>y = \frac{k}{x^2}</math></p> <p><math>velocity = \frac{displacement}{time}</math>  <math>acceleration = \frac{difference\ in\ velocity}{difference\ in\ time}</math></p>	<p>Know how to carry out and recognise the transformations; reflection, rotation, translation, enlargement. Including negative and fractional scale factors.</p> <p>SOH CAH TOA formulae</p> <p>Sine rule  <math>\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}</math>  or <math>\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}</math></p> <p>Cosine rule  <math>a^2 = b^2 + c^2 - 2bccosA</math>  Or <math>CosA = \frac{b^2+c^2-a^2}{2bc}</math></p> <p>Area of a triangle = <math>\frac{1}{2}absinC</math></p>	<p>Rules for the discriminant.</p> <p>Gradient of tangent = rate of change Equation of a circle <math>x^2 + y^2 = r^2</math> Radius and tangent are perpendicular</p> <p>Shape of a cubic, reciprocal and exponential graph.</p> <p>Rules for function transformations.</p>	<p><b>Practice doesn't make perfect, it makes permanent.</b></p> <p>It is impossible to study maths properly by just reading and listening. To study maths you have to roll up your sleeves and actually solve some problems. <b>The more you practice answering maths problems, the better.</b> Each problem has its own characteristics and it's important to have solved it in numerous ways before tackling the exam. There is no escaping this reality, to do well in a Maths exam you need to have solved a LOT of mathematical problems beforehand.</p>



### Our weekly homework routines...

- 1 You will always be set at least one homework a week by your teacher.
- 2 Your teacher will choose the lesson they want you to learn and will pick it so that you are revising an important maths topic for revision. As such, you have already probably covered it in class but might have forgotten so your homework is to revise as, to be a great learner, you need to revise all the time (not just before tests!).
- 3 You need to spend **between 30 minutes and 1 hour** on your homework as this shows effort and commitment and will ensure that you do quality homework.
- 4 You will always be expected to
  - i) watch the video + take notes;
  - ii) write down your quiz workings neatly;
  - iii) mark your own work, make corrections and write down your score at the end.
- 5 Homework will be checked by your teacher in class once a week during your starter. You will be expected to bring your homework book to class and leave it open on the desk for your teacher to inspect.

Student checklist for good HegartyMaths homework		✓ or ✗
1	I always write the date, title, clip number and H/W for all my tasks.	
2	I always watch the video before attempting the questions.	
3	I always take full notes of all the examples modelled in the video.	
4	I copy every question that I attempt in my book.	
5	I show all my workings for every question in the quiz that I do.	
6	I try to model my work the way I was shown in the video by Mr Hegarty.	
7	I use a pencil and ruler for all diagrams.	
8	I mark my work correct/incorrect as I go.	
9	I write down corrections when HegartyMaths tells me the correct answer.	
10	I write down my score at the end of quiz.	

### 5 things you should do when you want to do extra work

Action		✓ or ✗
1	I go back to my donut and pick lessons that are <b>red</b> (<70%) to redo them to make them <b>amber</b> (>70%) or <b>green</b> (100%).	
2	I go back to my donut and pick lessons that are <b>amber</b> (>70%) to redo them to make them <b>green</b> (100%).	
3	When working on lessons that are <b>red</b> or <b>amber</b> and I cannot make them <b>100%</b> , I rewatch the video and look at the building blocks which may help me.	
4	I complete a <b>Fix-Up-5</b> where HegartyMaths gives me 5 practice questions on parts of maths that I might be weak on.	
5	If my teacher has given me a revision list of clips on HegartyMaths, then I pick a topic on that list and complete a homework the normal way by myself.	

**VIDEO NOTES**  
HegartyMaths: Perimeter (2) 14th July 2016

**Example ①** Square with side length 7mm.  
Perimeter = 7 + 7 + 7 + 7 = 28mm  
Don't forget **Units!**

**Example ②** Rectangle with side lengths 9m and 4m.  
Perimeter = 4 + 9 + 4 + 9 = 26m  
Perimeter = 2 × 9 + 2 × 4 = 26m  
Perimeter = 2 × (4 + 9) = 26m  
Doesn't matter which method you use, they all work!

**Example ③** Regular hexagon with side length 9m.  
Perimeter = 6 × 9 = 54m  
Regular means all sides are the same length.

**Example ④** Square with side length 5cm.  
Perimeter = 4 × 5 = 20cm  
Work out the perimeter of a square with side length 5cm.  
Always draw a sketch from the information given.

**Example ⑤** Equilateral triangle with side length 4.1mm.  
Perimeter = 3 × 4.1 = 12.3mm  
Work out the perimeter of an equilateral triangle with side length 4.1mm.  
Use distributive law of multiplication.

Here is an example of a great homework!

You will **always** produce a set of well-written notes of all the modelled examples in the video as we want you to be an expert note-taker and to revise before you try the quiz. If you know the material, you still have to take the notes as sometimes you have to revise topics you already know and it's good for your long-term maths memory.

**Your planner will not be signed off if you do not complete your workbook.**



# Science

## Biology, Chemistry and Physics

Exam Board:  
Specification:

	<b>Unit Biology:</b> Inheritance, variation and evolution	<b>Unit Chemistry:</b> Chemical analysis	<b>Unit Chemistry:</b> Using resources
Unit Overview	<i>Understanding how chromosomes halve and combine with new genes and why this sometimes leads to gene mutations. Understanding why scientists may intervene using selective breeding and genetic engineering.</i>	<i>Chemical testing and its advantages and disadvantages</i>	<i>Study of how human activity has affected the Earth's natural cycles, and how damaging effects can be minimised</i>
Intended Term of study	Autumn term 1	Autumn term 1	Autumn term 1
Kos on school website to use	Inheritance, variation and evolution	Chemical analysis	Using resources
Essential knowledge to learn	<ul style="list-style-type: none"> <li>- Mitosis and Meiosis</li> <li>- Inherited disorders</li> <li>- Embryo screening</li> <li>- Cloning</li> <li>- Theories and evidence of evolution</li> <li>- Extinction</li> <li>- Classification</li> </ul>	<ul style="list-style-type: none"> <li>- Chromatography method</li> <li>- Test for gases</li> <li>- Tests for ions</li> <li>- Flame emissions spectroscopy</li> </ul>	<ul style="list-style-type: none"> <li>- Potable water</li> <li>- Water purification</li> <li>- Fertilisers</li> <li>- Life cycle assessments</li> <li>- Rusting and corrosion</li> <li>- Uses of materials</li> </ul>
Recommended Seneca tasks	Section 6 Inheritance, Variation & Evolution	Section 8 Chemical analysis	Section 10 Using resources

	<b>Unit Physics:</b> Space	<b>Unit Biology:</b> Ecology	<b>Unit Chemistry:</b> Organic chemistry
Unit Overview	<i>Life cycle of a star, planets, satellites &amp; orbits. Redshift and the origin of the universe. Also understanding how evidence can change theories and how there is still much about the universe we don't understand.</i>	<i>Understanding how materials are recycled, being released and decomposed. How humans are threatening biodiversity as well as the natural systems that support it</i>	<i>The chemistry of carbon compounds, their structure, function &amp; importance.</i>
Intended Term of study	Autumn term 1	Autumn term 2	Autumn term 2
Kos on school website to use	Space	Ecology	Organic chemistry
Essential knowledge to learn	<ul style="list-style-type: none"> <li>- Solar system</li> <li>- Life cycle of a star</li> <li>- The expanding universe</li> <li>- Planets, satellites and orbits</li> </ul>	<ul style="list-style-type: none"> <li>- Adaptations and competition</li> <li>- Food chains</li> <li>- Sampling techniques</li> <li>- Water cycle and carbon cycle</li> <li>- Decay</li> <li>- Biodiversity, food security and sustainable fishing</li> <li>- Biotechnology</li> </ul>	<ul style="list-style-type: none"> <li>- Hydrocarbon structure</li> <li>- Separating crude oil/fractional distillation</li> <li>- Cracking</li> <li>- Organic structures and reactions</li> <li>- Polymerisation</li> </ul>
Recommended Seneca tasks	Section 8 Astrophysics	Section 7 Ecology	Section 7 Organic chemistry

	<b>Unit Physics:</b> Magnetism	<b>Unit:</b> Targeted revision
Unit Overview	<i>Magnets and magnetic fields. How electromagnets electric motors and generators work. Explaining how transformers work and completing calculations.</i>	
Intended Term of study	Autumn term 2	Spring and Summer Term
Kos on school website to use	Magnetism	
Essential knowledge to learn	<ul style="list-style-type: none"> <li>- Magnetic fields</li> <li>- Electromagnets</li> <li>- Motor effect</li> <li>- Transformers, generators, loud speakers and microphones</li> </ul>	
Recommended Seneca tasks	Section 7 Magnetism	



# Spanish

Exam Board:  
Specification:

	<b>Unit: The World</b>	<b>Unit: Target revision of all modules</b>
Module Overview	Types of houses & the environment Healthy eating and diet-related problems Global issues & acting locally Living life to the full International sporting events	
Intended Term of study	Autumn Term	Spring and Summer Terms
KO links (also on school website)	KO 8 The world Foundation: <a href="https://quizlet.com/_8dhh3x">https://quizlet.com/_8dhh3x</a> Higher: <a href="https://quizlet.com/_5kmroe">https://quizlet.com/_5kmroe</a>	
Essential knowledge to learn	KO 8 & Quizlet vocabulary (see links in your vocabulary booklet)	
Extended knowledge to research and learn	-Read about specific global issues in Spain & Latin America -Research types of housing & charities in Spain & Latin America	
Tips for learning the knowledge	Quizlet practice every day -Make flash cards of the hardest ones -Ask friends/family to test you -Cover up the words & write or say them from memory -Practise little & often – repetition is key	



# Geography

Exam Board:  
Specification:

	Unit 1	Unit 2	Unit 3
Unit Overview	Economic World – Development Gap, Jamaica & Nigeria	Paper 2 Revision (Human Geography)	Paper 1 Revision (Physical Geography)
Intended Term of study	Autumn Term 1	Autumn Term 2	Spring Term 1
Kos on school website to use	Human Geography	Human Geography	Unit 1 – Hazards Unit 2 – Ecosystems Unit 3 – Coasts and Rivers
Essential knowledge to learn	<ul style="list-style-type: none"> <li>Define development Explain why countries are poor.</li> <li>Assess the ways we can reduce the development gap</li> <li>Nigeria: case study. Part paper 2 revision e.g. Urban world: Rio, Favela Bairro, London, Olympics, sustainability, urbanisation</li> <li>Economic world: UK Economic future. Resource management &amp; Energy.</li> </ul>	<ul style="list-style-type: none"> <li>Urban world: Rio, Favela Bairro, London, Olympics, sustainability, urbanisation</li> <li>Economic world: UK Economic future. Resource management &amp; Energy.</li> </ul>	<ul style="list-style-type: none"> <li>Alaska</li> <li>Hazards - Tectonic and seismic hazards. Weather hazards. Extreme weather in the UK. Management of the hazards.</li> <li>Coasts - Processes, landforms and management</li> <li>Rivers - Processes, landforms and management</li> </ul>
Extended knowledge to research and learn	<a href="https://www.bbc.co.uk/bitesize/topics/zw289qt">https://www.bbc.co.uk/bitesize/topics/zw289qt</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zw289qt">https://www.bbc.co.uk/bitesize/topics/zw289qt</a>	<a href="https://www.bbc.co.uk/bitesize/topics/z87k4j6">https://www.bbc.co.uk/bitesize/topics/z87k4j6</a>
Tips for learning the knowledge	<ul style="list-style-type: none"> <li>Create different posters/mind maps of the case studies</li> <li>Flashcard the positive and negatives of the development indicators.</li> </ul>	<ul style="list-style-type: none"> <li>Create a flow diagram for the improvements of favelas whilst discussing the positive and negative of each strategy</li> </ul>	<ul style="list-style-type: none"> <li>Case studies are key: make sure you know them inside and out. Using facts and statistics will earn you more marks in larger exam questions</li> </ul>



	Unit 4	Unit 5	Unit 6
Unit Overview	Teaching of Identified Gaps/ General Revision	Teaching of Identified Gaps/ General Revision	Teaching of Identified Gaps/ General Revision
Intended Term of study	Spring Term 2	Summer Term 1	Summer Term 2
KOs on school website to use	Human and Physical KOs	Human and Physical KOs	Human and Physical KOs
Essential knowledge to learn	<ul style="list-style-type: none"> <li>See previous on Units 1, 2 and 3 of this guide.</li> </ul>	See previous on Units 1, 2 and 3 of this guide.	See previous on Units 1, 2 and 3 of this guide.
Extended knowledge to research and learn	<a href="https://www.bbc.co.uk/bitesize/topics/z87k4j6">https://www.bbc.co.uk/bitesize/topics/z87k4j6</a> <a href="https://www.bbc.co.uk/bitesize/topics/zw289qt">https://www.bbc.co.uk/bitesize/topics/zw289qt</a>	<a href="https://www.bbc.co.uk/bitesize/topics/z87k4j6">https://www.bbc.co.uk/bitesize/topics/z87k4j6</a> <a href="https://www.bbc.co.uk/bitesize/topics/zw289qt">https://www.bbc.co.uk/bitesize/topics/zw289qt</a>	<a href="https://www.bbc.co.uk/bitesize/topics/z87k4j6">https://www.bbc.co.uk/bitesize/topics/z87k4j6</a> <a href="https://www.bbc.co.uk/bitesize/topics/zw289qt">https://www.bbc.co.uk/bitesize/topics/zw289qt</a>
Tips for learning the knowledge	<ul style="list-style-type: none"> <li>Flashcards</li> <li>Chunking</li> <li>Mind Maps</li> <li>Practice exam questions applying case studies</li> <li>Look Cover Write and Check</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards</li> <li>Chunking</li> <li>Mind Maps</li> <li>Practice exam questions applying case studies</li> <li>Look Cover Write and Check</li> </ul>	<ul style="list-style-type: none"> <li>Flashcards</li> <li>Chunking</li> <li>Mind Maps</li> <li>Practice exam questions applying case studies</li> <li>Look Cover Write and Check</li> </ul>



# History

Exam Board:  
Specification:

	<b>Inter-War Unit 1</b> Peacemaking	<b>Inter-War Unit 2</b> The League of Nations	<b>Inter-War Unit 2</b> The League of Nations
Unit Overview	This module examines the peace-making process that took place in Paris after WWI, including the Treaty of Versailles	This section examines the creation and structure of the League, alongside key events where the League played an important role in the 1920s	This section examines the impact of the Wall Street Crash on the League and why the League of Nations failed
Intended Term of study	Autumn Term 1	Autumn Term 1	Autumn Term 2
Kos on school website to use	Inter-War Unit 1 Peacemaking	Inter-War Unit 2 League of Nations	Inter-War Unit 2 League of Nations
Essential knowledge to learn	The desires of the Big 3; the terms of Versailles; how satisfied were the Big 3 with Versailles; impact of Versailles on Germany; other treaties with Germany's allies	The creation, structure and aims of the LoN; the successes and failings of the commissions; the successes and failings of events in 1920s; impact of treaties outside the League	The impact of the Wall Street Crash on the League; the Manchurian and Abyssinian Crises; the long and short term causes of the failure of the League
Extended knowledge to research and learn	History: AQA GCSE Conflict & Tension: The Inter-War Years, 1918–1939 1.1.1 The Paris Peace Conference 1.2 The Treaty of Versailles 1.3 The Wider Settlements 1.4 Impact of the Treaty of Versailles	History: AQA GCSE Conflict & Tension: The Inter-War Years, 1918–1939 2.1 The Structure of the League 2.2. Evaluating the Structure of the League	History: AQA GCSE Conflict & Tension: The Inter-War Years, 1918–1939 2.3 The Collapse of the League
Tips for learning the knowledge	Use the mnemonic 'LAMB' to learn about Versailles; mind-map the social, economic and political impact; comparison table of Big 3 – desires vs outcome	Create a diagram that shows the structure of the League. Create a timeline of events of 1920s – in one colour, map out successes, in another, map out failings. Use a mixture of events, including the commissions.	Create a flow chart that shows how the events of the Wall Street Crash in America led to the rise of extremism in Europe and impact on the LoN. Create two storyboards for the events of the Manchurian and Abyssinian Crises.

	<b>Inter-War Unit 3</b> The Road to War Part 1	<b>Inter-War Unit 3</b> The Road to War Part 2	<b>Normans Historical Environment</b> The Tower of London
Unit Overview	This section examines Hitler's foreign policy aims and the ways in which Britain reacted from 1933-1936	This section looks at the increase in tension in Europe as Hitler invades countries in Eastern Europe	This is a focused study of the White Tower/Tower of London: its structure function and purpose, and important events that took place
Intended Term of study	Spring Term 1	Spring Term 2	Spring Term 2
KOs on school website to use	Unit 3 – Road to War	Unit 3 – Road to War	N/A – You will be provided with a booklet that contains all relevant information
Essential knowledge to learn	Hitler's aims when he came to power and how other countries responded; events from 1933-35 that increased tensions in Europe, incl Anglo-German Naval Agreement and Reoccupation of Rhineland	Hitler's actions from 1937 onwards, including Anschluss, the invasion of the Sudetenland, the Nazi-Soviet Pact and the invasion of Poland; the reaction of European countries, including Britain's policy of Appeasement	Key structural features of the White Tower Key geographical features in surrounding area (London/Thames) Key functions of the Tower Key events that took place
Extended knowledge to research and learn	History: AQA GCSE Conflict & Tension: The Inter-War Years, 1918–1939 3 The Origins of World War Two 3.2.1 Hitler's actions 1933-35 3.3.3 Reoccupation of the Rhineland 3.3.4 Alliances	History: AQA GCSE Conflict & Tension: The Inter-War Years, 1918–1939 3.1 Hitler 3.2 Other modules, incl End of Unit test	N/A
Tips for learning the knowledge	Create a road map that colour codes Hitler's aims and how he goes about achieving them	Create a flow chart that shows how Britain's policy of Appeasement led to Hitler becoming more confident and invading Eastern Europe. Create flashcards of important events.	Use the booklet activities. Pay particular attention to model answers and the essay planning sheets.



# Philosophy and Ethics

## Full course and short course

Exam Board:  
Specification:

	<b>Unit 1</b> Religion, Relationships and Families	<b>Unit 2</b> Muslim Beliefs and Teachings Revision	<b>Unit 3</b> Christian Beliefs and Teachings Revision
Unit Overview	Sexual ethics Contraception Marriage Homosexuality Divorce Families and Gender Roles	Sunni/Shi'a 6 Articles of Faith/Usal al Din Nature of God Authority: Books/prophets/angels Life after death	Creeds and Denominations Nature of God, Trinity and Evil and Suffering Creation Life after death Jesus: Incarnation, Crucifixion, Resurrection, Ascension, Salvation and Grace
Intended Term of study	Autumn	Autumn	Spring
Kos on school website to use	Religion Relationships and Families Zig Zag KO given out in class	Beliefs and Teachings: Islam Zig Zag KO given out in class	Beliefs and Teachings: Christianity Zig Zag KO given out in class
Essential knowledge to learn	Key Terms Teachings Contrasting views on sex before marriage, contraception, marriage, Same sex marriage, divorce, remarriage, gender roles in families.	Key Terms Teachings How beliefs influence the individual	Key Terms Teachings How beliefs influence the individual
Extended knowledge to research and learn	Seneca AQA Religious Studies Thematic Studies, Relationships and families: all sections	Seneca AQA Religious Studies Religions Islam: All sections BBC Bitesize: Religious Studies AQA Islam, Key Beliefs in Islam and Authority. <a href="https://www.bbc.co.uk/bitesize/topics/z4v7gwx">https://www.bbc.co.uk/bitesize/topics/z4v7gwx</a>	Seneca AQA Religious Studies Religions Christianity: All sections BBC Bitesize: Religious Studies AQA Christianity, The nature of God and Jesus in Christianity and Key beliefs in Christianity <a href="https://www.bbc.co.uk/bitesize/topics/zbndy9g">https://www.bbc.co.uk/bitesize/topics/zbndy9g</a>
Tips for learning the knowledge	Flashcards, Key Terms, Key Teachings, and contrasting/different opinions.	Flashcards, Key Terms, Key Teachings, and contrasting/different opinions.	Flashcards, Key Terms, Key Teachings, and contrasting/different opinions. FECT Revision tables

	<b>Unit 4</b> Religion, Peace and Conflict Revision
Unit Overview	Violence Holy war, Just war/Jihad Teaching on war WMD Forgiveness and Pacifism
Intended Term of study	Spring/ Summer
Kos on school website to use	Theme D Religion, Peace and Conflict Zig Zag KO given out in class
Essential knowledge to learn	Key Terms Teachings Contrasting views on peace/pacifism, forgiveness, reconciliation, violence, war, WMD
Extended knowledge to research and learn	Seneca AQA Religious Studies Thematic Studies, Religion Peace and Conflict: All sections Research how religious organisations help victims of war.
Tips for learning the knowledge	Flashcards, Key Terms, Key Teachings, and contrasting/different opinions. FECT Revision tables

Break down a topic into subtopics.  
Then take a subtopic and complete a FECT revision table.

F	E	C	T
At least Four Facts	Examples	Contrast	Teaching

### Sexism/Gender Roles

Some Muslims and Christians believe men and women should have different roles. Eve was created as a "helper"	God created all humans equal and all in his image therefore we should see no differences. "You are all one in Christ."
Women are not permitted to lead in the Church or the Mosque. St Paul taught "Women should remain silent in church"	Muhammad's wife worked and was a respected trader.  Church of England allows women to be vicars.

From this revision card you should then be able to answer a 4,5 or 12 mark question



# Philosophy and Ethics

## Full course only

Exam Board:  
Specification:

	<b>Unit 1</b> Muslim Practices Revision	<b>Unit 2</b> Religion, Crime and Punishment Revision	<b>Unit 3</b> Christian Practices Revision
Unit Overview	5 Pillars/ 10 Obligatory Acts Shahdah/Salah/Zakat/Sawm/Hajj Jihad Id ul Fitr/ Id ul Adha/ Ashura	Types and Causes of Crime Punishment: Corporal, Capital, Prison and Community Service. Aims of Punishment Forgiveness	Worship and Prayer Sacraments: Holy Communion and Baptism Pilgrimage The Church and the Worldwide Church Evangelism Response to Persecution and Working for Reconciliation
Intended Term of study	Autumn 1	Autumn 2	Spring 1
Kos on school website to use	Muslim Practices Zig Zag KO given out in class	Theme D: Religion Peace and Conflict Zig Zag KO given out in class	Christian Practices Zig Zag KO given out in class
Essential knowledge to learn	Key Terms Teachings Contrasting views between different Muslims	Key Terms Teachings Contrasting views on different types of punishment and forgiveness	Key Terms Teachings Contrasting views between different Christians
Extended knowledge to research and learn	Seneca AQA Religious Studies Religions Christianity: section 4.3 BBC Bitesize: Religious Studies AQA Islam, Practices in Islam <a href="https://www.bbc.co.uk/bitesize/guides/zhbpcf/cw/revision/1">https://www.bbc.co.uk/bitesize/guides/zhbpcf/cw/revision/1</a>	Seneca AQA Religious Studies Thematic Studies, Religion Crime and Punishment: All sections	Seneca AQA Religious Studies Religions Christianity: sections 2.2, 2.3 and 2.4 BBC Bitesize: Religious Studies AQA Christianity, Practices in Christianity <a href="https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/1">https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/1</a>
Tips for learning the knowledge	Flashcards, Key Terms, Key Teachings, and contrasting/different opinions.	Flashcards, Key Terms, Key Teachings, and contrasting/different opinions.	Flashcards, Key Terms, Key Teachings, and contrasting/different opinions. FECT Revision tables



	<b>Unit 4</b> Human Rights and Social Justice Revision	<b>Unit 5</b> Exam Skills
Unit Overview	Human Rights Discrimination: Racism, Sexism, Homophobia and Religious Freedom Wealth and Poverty Causes of poverty Correct use of wealth Responses to poverty	Looking at revision techniques and applying to exam questions.
Intended Term of study	Spring 2	Summer 1
KOs to use	Zig Zag KO given out in class	All on website and all Zig Zag KO's
Essential knowledge to learn	Key Terms Teachings Contrasting views	Key Terms Teachings Contrasting views
Extended knowledge to research and learn	Seneca AQA Religious Studies Thematic Studies, Religion Human Rights and Social Justice: All sections.	See all previous sections.
Tips for learning the knowledge	Flashcards, Key Terms, Key Teachings, and contrasting/different opinions. FECT Revision tables	Flashcards, Key Terms, Key Teachings, and contrasting/different opinions. FECT Revision tables

Break down a topic into subtopics.  
Then take a subtopic and  
complete a FECT revision table.

F	E	C	T
At least Four Facts	Examples	Contrast	Teaching

## Sexism/Gender Roles

Some Muslims and Christians believe men and women should have different roles. Eve was created as a "helper"

Women are not permitted to lead in the Church or the Mosque. St Paul taught "Women should remain silent in church"

God created all humans equal and all in his image therefore we should see no differences. "You are all one in Christ."

Muhammad's wife worked and was a respected trader.

Church of England allows women to be vicars.

From this revision card you should then be able to answer a 4,5 or 12 mark question



PE

Exam Board:  
Specification:

	<b>Half Term 1</b> J587/01 & J587/02	<b>Half Term 2</b> J587/01	<b>Half Term 3</b> J587/01 & J587/02
Kos on school website to use	1) Physical, social and emotional benefits of exercise 2) Diet and hydration 3) Components of Fitness 4) Fitness Testing	1) Muscular System 2) Skeletal System 3) Skill (Classification & Characteristics) 4) Goal Setting 5) Guidance & Feedback	1) Risks, Hazards & Injury Prevention 2) Pathway of blood and key terms 3) Cardiovascular system, structure and function 4) Short term effects of exercise 5) Long term effects of exercise
Essential knowledge to learn	1) The benefits of exercise to the overall health of an individual 2) The key components of a balanced diet & Dietary intake for different types of athletes 3) All the components of fitness 4) The correct fitness test for each component of fitness	1) All the muscles, movements and antagonistic pairs for each movement 2) All the bones, articulating bones and joints 3) The 2 different continuums and 4 classifications 4) Different types of goal setting and the benefits to a performer 5) How to use guidance & feedback to teach	1) Key hazards in sporting areas 2) Flow of blood around the body & key terms 3) Parts of the heart, double circulatory system, vessels and key terms 4) Short term effects of exercise on the cardiovascular, respiratory & muscular system 5) Long term effects of exercise on the cardiovascular, respiratory & muscular system
Extended knowledge to research and learn	<ul style="list-style-type: none"> <li>Government guidelines to physical activity</li> <li>How activity affects different age groups</li> <li>Research typical diets for your sport</li> </ul>	<ul style="list-style-type: none"> <li>Sporting examples and the importance of different components of fitness within a range of sports</li> <li>Movements that can occur at each joint</li> <li>Sporting examples of movements within sports</li> <li>Sporting examples of each classification of skills</li> </ul>	<ul style="list-style-type: none"> <li>Bradycardia</li> <li>Application of systems within sport</li> <li>Link to exercise/case studies</li> </ul>
Tips for learning the knowledge	Chunking of information Mnemonics of benefits for exercise Mind map combining components of fitness and the relevant tests protocols	Mind map showing the interlinks between muscular and skeletal systems Acronym of SMART	Seneca learning consolidation tasks

	<b>Half Term 4</b> J587/01 & J587/02	<b>Half Term 5</b> J587/01 & J587/02	<b>Unit 6</b> Add Unit Title
KOs on school website to use	1) Respiratory system & Aerobic/anaerobic respiration 2) Participation rates 3) Commercialisation 4) Sportsmanship, gamesmanship and deviance	1) Mental Preparation 2) Performance enhancing drugs 3) Movement analysis 4) Principles of training	1) Respiratory system & Aerobic/anaerobic respiration 2) Short term effects of exercise 3) Long term effects of exercise 4) Physical, social and emotional benefits of exercise
Essential knowledge to learn	1) Pathway of air, gaseous exchange & aerobic/anaerobic respiration 2) Varying participation rates in different social groups 3) Commercialisation of sport and its impacts 4) Ethics within sport and why people behave the way they do.	1) How to psychologically prepare for an event 2) The different performance enhancing drugs and their effects 3) Planes & axes of movement, Lever systems 4) Types of training, SPOR & FITT	1) Pathway of air, gaseous exchange & aerobic/anaerobic respiration 2) Short term effects of exercise on the cardiovascular, respiratory & muscular system 3) Long term effects of exercise on the cardiovascular, respiratory & muscular system 4) The benefits of exercise to the overall health of an individual
Extended knowledge to research and learn	<ul style="list-style-type: none"> <li>• Different real world examples of commercialisation within sport</li> <li>• Current initiatives to increase sport participant</li> <li>• Real world examples of extreme behaviours in sport</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies of different athletes mental preparations</li> <li>• Case studies of athletes who have used performance enhancing drugs</li> <li>• Application within a range of sporting movements</li> </ul>	<ul style="list-style-type: none"> <li>• Application of systems within sport</li> <li>• Link to exercise/case studies</li> <li>• Government guidelines to physical activity</li> <li>• How activity affects different age groups</li> </ul>
Tips for learning the knowledge	Mind map showing the interlinking systems (cardiovascular and respiratory) Look, cover, write, check	Seneca learning tasks and quizzes Use practical models to help with movement analysis (jelly babies)	Chunking Seneca learning Mind maps



# Computer Science

Exam Board:  
Specification:

	<b>Unit 1</b> 2.1 Algorithms	<b>Unit 2</b> 2.2 Programming
Unit Overview	How algorithms are designed	The different types of programming techniques
Intended Term of study	Autumn	Autumn
Kos on school website to use	2.1 Algorithms	2.2 Programming
Essential knowledge to learn	Computational Thinking Input Processes and Output Structure Diagrams Flowcharts, Pseudocode and OCR Reference Language Types of Errors Trace Tables Binary Search, Linear Search, Bubble Sort and insertion sort	Key Terms Correct Use of Data Types The Three Basic Programming Constructs The Common Boolean Operators Basic File Handling Operations (OCR Reference Language) Basic String Manipulation (general) Storing Data in Records SQL and arrays
Extended knowledge to research and learn	Craig and dave videos for 2.1 ( 13 in total)	Craig and dave videos for 2.2 ( 12 in total)
Tips for learning the knowledge	Create a mind map on the different flowchart symbols Create flash cards on the computational thinking methods Create flash cards on how to do the sorts	Create a mind map on the different key terms Create flash cards on the 3 programming constructs Create flash cards on file handling

	<b>Unit 3</b> 2.3 Producing Robust Programs	<b>Unit 4</b> 2.4 and 2.5 Boolean logic and programming languages
Unit Overview	How to build strong programs	How logic gates work and different types of programming languages
Intended Term of study	Spring	Spring
KOs on school website to use	2.3 Producing Robust Programs	2.4 and 2.5 Boolean logic and programming languages
Essential knowledge to learn	Input Validation Anticipating Misuse Maintainability Testing Suitable Test Data Refining Algorithms	Logic Gate Symbols Truth Tables Levels of Programming Languages Translators Integrated Development Environments
Extended knowledge to research and learn	Craig and dave videos for 2.3 ( 7 in total)	Craig and dave videos for 2.4 and 2.5 ( 8 in total)
Tips for learning the knowledge	Create a mind map on the different validation methods Create flash cards on the anticipating misuse methods Create a mind map on reasons for testing	Create flash cards on the logic gates Create flash cards on what levels of programming languages there are Create a mind map on what is on a IDE



# ICT

Exam Board:  
Specification:

	<b>Unit 1</b> Primary and Secondary Research	<b>Unit 2</b> Work Plans	<b>Unit 3</b> Client Requirements
Unit Overview	Understand the different ways of collecting information and data	Understand how to structure a project	Understand what a client wants from a project
Intended Term of study	Autumn Term	Autumn Term	Spring Term
Kos on school website to use	Primary and Secondary Research	Work Plans	Client Requirements
Essential knowledge to learn	The different methods of each Advantages and disadvantages of each	What goes into a work plan What is contingency planning	What are client requirements
Extended knowledge to research and learn	Look at some primary and secondary research data to see how they differ	Research a range of work plans and see how they differ	Look online to see how to meet a set of client requirements
Tips for learning the knowledge	Make a set of flash cards on the different types and methods	Create a work plan for a building a house. This can be done written or digitally Create a mind map on what should be included in a work plan	Create a mind map on what should be included when thinking about the client requirements



	<b>Unit 4</b> Health and Safety	<b>Unit 5</b> File Types	<b>Unit 6</b> Legislation
Unit Overview	Understand the health and safety issues needed to be considered within the use of ICT	Understand the different file types associated with media and the types of compression	Understand the laws need to be considered with the use of a range of media
Intended Term of study	Spring Term	Summer Term	Summer Term
KOs on school website to use	Health and Safety	File Types	Legislation
Essential knowledge to learn	What the risk is What measures to take What is risk assessment	Image file types Sound file types Video file types	The different types of legislation What is it Why it is important
Extended knowledge to research and learn	What different hazards are in the workplace	Advantages and disadvantages of each file type	What the GDPR is
Tips for learning the knowledge	Create a set of risk assessment on a standard office. This can be written or digital	Create a set of flash cards with each file type and its advantage and disadvantage	Create a mind map of each legislation and what it should cover



# Engineering

Exam Board:  
Specification:

	<b>Unit 1</b> <b>R107 Developing and presenting engineering designs</b>	<b>Unit 2</b> <b>R107 Developing and presenting engineering designs NEA</b>	<b>Unit 3</b> R105 Revision
Unit Overview	On completion of this unit, learners will have developed knowledge and understanding of how to communicate design ideas through hand rendering and computer-based techniques.	On completion of this unit, learners will have developed knowledge and understanding of how to communicate design ideas through hand rendering and computer-based techniques.	On completion of this unit, learners will understand the design cycle, the requirements for a design brief and design specification for the development of a new product and how effective research data is necessary to inform the development of a design solution.
Intended Term of study	Autumn Term 1	Autumn Term 2 and Spring Term 1	Spring Term 2
Kos on school website to use	<b>R107 Developing and presenting engineering designs</b>	<b>R107 Developing and presenting engineering designs</b>	<b>R105: Design briefs, design specifications and user requirements</b>
Essential knowledge to learn	<ul style="list-style-type: none"> <li>• Be able to generate design proposals using a range of techniques</li> <li>• Know how to develop designs using engineering drawing techniques and annotation</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to generate design proposals using a range of techniques</li> <li>• Know how to develop designs using engineering drawing techniques and annotation</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the design cycle and the relationship between design briefs and design specifications</li> <li>• Understand the requirements of design specifications for the development of a new product</li> <li>• Know about the wider influences on the design of new products</li> </ul>
Extended knowledge to research and learn	Practice using SketchUp to refine your CAD skills	Research the company Dyson and look at their different design styles	Know different types of production techniques and methods used to create products. Know the disadvantages and advantages of each
Tips for learning the knowledge	Practice each drawing technique often to refine your drawing skills	Practice each drawing technique often to refine your drawing skills	Use mind maps, flash cards and create your own quizzes on the key theory content.



# Food

Exam Board:  
Specification:

	<b>Unit 1</b> Nutritional needs of specific groups	<b>Unit 2</b> Customer needs, environmental issues and cooking methods	<b>Unit 3</b> NEA
Unit Overview	Dietary requirements for different groups of people	Factors that affect food choice How our food use impacts on the environment. Different cooking methods	NEA examination
Intended Term of study	Autumn 1	Autumn 2	Spring 1
Kos on school website to use	Nutritional needs	Food choices and farming Making informed choices	Food skill 1 & 2
Essential knowledge to learn	Nutrients needed at each of the following life stages: Baby Toddler Childhood Adolescences Adult Older adults	What might impact of a customers choice of food. (age, special diet, religion, cost) Food miles Seasonality Food waste Different cooking methods (boiling, grilling, frying, poaching)	Recap of practical skills to aid with coursework
Extended knowledge to research and learn	Sources of nutrient for each life stage Impact of excess and deficiency	How different cooking methods can be applied to the same foods. How does this change them? E.g potato and eggs	Practice cooking skills at home
Tips for learning the knowledge	Use images of each life stage and add notes around these images	Clock learning Flashcards for cooking methods	

	<b>Unit 4</b> NEA	<b>Unit 5</b> Revision/end of course
Unit Overview	NEA examination	
Intended Term of study	Spring 2	
KOs on school website to use	Food skill 1 &2	
Essential knowledge to learn	Recap of practical skills to aid with coursework	
Extended knowledge to research and learn	Practice cooking skills at home	
Tips for learning the knowledge		



# Music

Exam Board:  
Specification:

Out of lessons, you should be working on your solo and ensemble performance coursework. Deadlines will be given to you at the start of the year.

	<b>Unit 1</b> Area of Study 4 – Fusion Music – Release Set Work Free Brief Coursework feedback	<b>Unit 2</b> Area of Study 4 – Fusion Music – Samba Em Preludio Set Work Set Brief Coursework composition.
Unit Overview	Work on feedback given for free brief coursework. <b>Final submission in this half term.</b> Learn about Fusion music with a focus on African and Celtic music and analyse Release set work.	Plan set brief coursework based on the briefs released by the exam board. <b>This work will be submitted for your coursework.</b> Continue to learn about fusion music with a focus on Jazz and Samba and analyse Samba Em Preludio set work.
Intended Term of study	Autumn Term 1	Autumn Term 2
Kos on school website to use	Any of the terminology KO's Set Work 7	Any of the terminology KO's Set Work 8
Essential knowledge to learn	Release DRSMITTTH Characteristics of Fusion Music Characteristics of African and Celtic music How to edit composition based on feedback.	Samba Em Preludio DRSMITTTH Characteristics of Fusion Music Characteristics of Jazz and Samba music Writing to a set brief.
Extended knowledge to research and learn	Release Detailed Score Analysis Listen to unfamiliar fusion pieces and compare with Release.	Samba Em Preludio Detailed Score Analysis Listen to unfamiliar fusion pieces and compare with Samba Em Preludio
Tips for learning the knowledge	Complete Look, Cover, Say, Write, Check for DRSMITTTH. Create a mind map of the different characteristics of each genre.	Complete Look, Cover, Say, Write, Check for DRSMITTTH. Create a timeline to see how musicals have changed over time.

	<b>Unit 3</b> All set work recaps Set Brief Coursework Deadline	<b>Unit 4</b> All set works recap Exam Preparation Set Brief Composition Coursework Feedback	<b>Unit 5</b> Exam Preparation
Unit Overview	Continue to work on set brief. <b>Your coursework deadline is this half term.</b> Start to recap all set works and begin preparing for exams.	Work on feedback given for set brief coursework. <b>Final submission in this half term.</b> Recap all of set works and practice for exams.	Going over exam technique and finalising any composition or performance coursework.
Intended Term of study	Spring Term 1	Spring Term 2	Summer Term 1
KOs on school website to use	All KO's – directed by teacher.	Any of the terminology KO's All Set Works	Any of the terminology KO's All Set Works
Essential knowledge to learn	How to structure an essay questions. How to time manage within an exam. Keep revising all set works. Writing to a set brief.	How to structure an essay questions. How to time manage within an exam Keep revising all set works. How to edit composition based on feedback.	How to structure an essay questions. How to time manage within an exam Keep revising all set works.
Extended knowledge to research and learn	Continue learning all set work score analysis. Keep listening to unfamiliar listening and compare with all the set works.	Continue learning all set work score analysis. Keep listening to unfamiliar listening and compare with all the set works.	Continue learning all set work score analysis. Keep listening to unfamiliar listening and compare with all the set works.
Tips for learning the knowledge	Complete Look, Cover, Say, Write, Check for DRSMITTTH's. Create clock learning based around the set works and their similarities and differences.	Complete Look, Cover, Say, Write, Check for DRSMITTTH. Create a mind map of the different characteristics of each genre based around your set works..	Complete Look, Cover, Say, Write, Check for DRSMITTTH's. Create flash cards with key terms.





# Drama

Exam Board:  
Specification:

	<b>Component 1 Section A</b> Understanding Drama	<b>Component 1 Section C</b> Evaluating live theatre
Unit Overview	Know how theatre is developed and performed.	Be able to analyse and evaluate live theatre.
Intended Term of study	Autumn 1	Autumn 1 and 2 Spring 2 and Summer 1 (Revise)
Kos on school website to use	Understanding Drama 1 KO Understanding Drama 2 KO	Live Theatre KO <b><i>Spring 2/Summer 1 - Revision Booklet / your own notes and past answers to be used.</i></b>
Essential knowledge to learn	Key terminology and vocabulary Areas of the stage Stage configurations Roles and responsibilities in the theatre Performance styles	How to evaluate a piece of theatre What key things you are looking for from: <ul style="list-style-type: none"> <li>• An acting perspective</li> <li>• A design perspective</li> </ul> when evaluating a piece of theatre. What effect any acting/design decision has on the audience.
Extended knowledge to research and learn	Performance styles of naturalism (Stanislavski), physical theatre, forum theatre, melodrama/commedia, ritual theatre, Greek theatre, Epic theatre (Brecht) Total theatre (Berkoff)	Additional research about the chosen play for example characters, themes, plot, context to deepen your understanding. Read the play in full if possible.
Tips for learning the knowledge	Basic diagrams for stage configurations and areas of the stage (see KO.) Flash cards for roles and responsibilities and stage configurations.	Spring 2/Summer 1 - Revision Booklet / your own notes and past answers to be used.

	<b>Component 1 Section B</b> Set Text – Blood Brothers	<b>Component 3</b> Scripted Performance
Unit Overview	Develop an in depth understanding of the set text Blood Brothers.	Prepare and perform 2 performance pieces as part of a group or as an individual performer.
Intended Term of study	Spring 1 and 2 and Summer 1 REVISIT AND REVISE	Spring 1
KOs on school website to use	Blood Brothers KO Understanding Drama 1 + 2 (D and E) <b><i>Blood Brothers Revision Guide</i></b>	Scripted Performance KO Line Learning (from your given text.)
Essential knowledge to learn	Characters Plot Social, Historical, Economic Context Key themes (Social class, gender, family, childhood, nature vs nurture.) Fashion of the time (for costume)	Lines learnt for examined performance Use of vocal and physical skills for sustained characterisation
Extended knowledge to research and learn	Complete Blood Brothers Revision Guide	Use of stage space for effect Use of levels for effect Audience interaction / 4 <sup>th</sup> wall
Tips for learning the knowledge	Revision Guide Tasks	I will help you divide your script into sections that you can learn. This will help with committing the dialogue to memory.  Highlight all of your dialogue on your script.  Record your lines and listen back to them to help learn them - especially if you are doing a monologue.

[illegible]

WORK  
HARD  

---

BE KIND