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INSTRUCTIONS

What homework do I have as a Year 10 student?

Year 10 students should spend a **total of 90 minutes** each evening on revision and retrieval activities.

	Year 10
	90 minutes per evening
Knowledge Organiser	30 minutes self quizzing per evening
Sparx Reading	30 minutes Sparx reading per week Reading points to be earned throughout the week
Subject homework	Up to 60 minutes <i>per evening</i>

Do I have to bring my Knowledge Organiser every day?

Yes - bring your Knowledge Organiser and KO exercise book to every lesson, every day.





Who will check my KO homework?

Your subject teacher and your tutor.

How should I use my Knowledge Organiser to help me learn?

You are expected to complete **one A4 side** of paper each day.

First **complete ½ page using look, cover, write, check'** to ensure that you learn the core knowledge.

Look	Cover	Write	Check
Look at and study a specific area of your knowledge organiser.	Cover or flip the knowledge organiser over.	Write down everything you remember.	Check. Correct any mistakes in green pen and add anything you missed.
			

You can then **choose to continue to look-cover-write-check for the remainder of the page or complete one (or more) of the following revision tasks:**

- * Mind maps
- * Flow Charts
- * Mnemonics
- * Revision Clock
- * Create quiz questions and answers.
- * Draw a half-page poster.
- * Write a poem or song lyrics.
- * Write a paragraph explanation.
- * Draw a google doodle and annotate your sketch with an explanation.
- * Write a script for a 30 second news bulletin for a children's news programme.

When should I complete my homework?

Knowledge Organiser -Self Quizzing

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
English KO	Maths 60 minutes of Sparx maths	Science 60 minutes of Sparx science	RE KO	Option A KO	Option B KO	Option C KO
Throughout the week: 30 minutes of Sparx Reading throughout the week Reading points to be earned throughout the week						

Subject homework - up to 60 minutes per night

Each subject will set homework at least once but no more than twice a fortnight.

Classroom teachers will identify the lessons in which they are setting and collecting homework. You will need to learn how to manage your time.

All homework tasks will be set on google classroom and include:

- Purpose of the task
- Suggested time length
- Method of assessment

You are expected to check google classroom for homework.

Any tasks that are estimated to require more than 15 minutes to complete will be set with a minimum of 48 hours notice. In most cases, you will be given 5 - 7 days to complete tasks.

AUTUMN Half-term 1

Week 1: Characteristics of small businesses

1	Business / Enterprise	In this context enterprise is another name for a business e.g. a small business is also known as a small enterprise
2	Goods and services	Physical product customers are willing to pay for e.g. chocolate bar Non-Physical e.g. haircut
3	Sales revenue	The amount that comes in from a business's sales
4	Customer	Someone who buys the goods and or services
5	Consumer	Someone who buys and uses goods and or services
6	Competitors / competition	Businesses who can offer the same or similar goods and services to customers
7	Product range	The products that the business sells to their customers
8	Entrepreneur	Someone who creates a business, taking on financial risks with the aim of making a profit from the business

Week 2: Characteristics of small businesses Part II

1	Profit / profitability	Profit is the amount left over after paying for business expenses
2	Market	A business marketplace in which organisations sell their goods and services to customers (B2C) or other businesses (B2B)
3	Advertising / promotion	Activities that support a businesses aims to raise the profile of the business to their target audience
4	Business location	Where can the customers purchase products and services from e.g. online or a physical store
5	Suppliers	The businesses used to purchase materials from
6	Income	The amount generated from sales (business), amount earned through working or investments (customers)
7	Brand loyalty	Customers repeatedly purchase from the business as their products and services are deemed quality
8	Repeat custom	Customers that keep coming back and buying from the business

Week 3: The role of Business enterprise

1	Added value	The increase in a product's value as a result of a business producing that product
2	Unique selling point	Something that makes a product stand out from its competitors
3	Convenience	Refers to the ease and efficiency with which products or services can be accessed, used, and consumed by customers / consumers
4	Differentiation	Refers to the principle of setting your company apart from the competition e.g. branding
5	Transformation process	Turning inputs to outputs through a specific process . e.g. raw materials turned into semi-finished goods
6	Supply Chain	Traditional; Suppliers / producers, manufacturers, distributors, retailers Updated; Often businesses sell direct to customers e.g. Amazon
7	Production process	Input-Transformation-Output
8	E-Commerce vs. M-Commerce	Using the internet to carry out business transactions Using mobile technologies such as smartphones & tablets, to carry out business transactions

Week 4: The role of entrepreneurship

1	Start-up	A new business, usually with only a number of employees – perhaps only one
2	Intuition	Knowing something instinctively or understanding something easily without conscious thought

3	Investment	Putting funds into a business with the intention of making a return on investment (profit)
4	The role of an entrepreneur	A person who sets up a business or businesses, taking on financial risks in the hope of profit
5	Demographics	Relating to the population, such as average age, average income etc.
6	Market mapping	Plotting all the businesses that operate in a market on a perceptual map to identify a gap in the market
7	Market segmentation	Splitting up a market into buyers with similar characteristics
8	Personal possessions (assets)	Items that are valuable to a business (what they own)
Week 4: Risk and Reward		
1	Enterprise	Entrepreneurial activity (this can also mean a business or company)
2	Market Research	New research that is carried out to answer specific issues & questions
3	Cash flow	Amounts flowing in and out of the business (inflows / outflows, receipts / payments)
4	Profit	Amount left over once all bills have been paid
5	Loss	Where business costs are higher than their income
6	Security	Enough income or earning to cover business costs or cover the owners living costs.
7	Independence	A benefit for an entrepreneur allowing them to make their own business decisions including their hours of work / location to work
8	Venture capitalists	Investors who seek high risk investment opportunities
Week 5: Dynamic markets		
1	Marketplace	The activities involved in buying and selling particular types of goods / services, in competition with other companies/
2	Obsolete	Out of date or not used anymore
3	Invention	Creation of a new product or process
4	Innovation	Coming up with a new product or process
5	Payment platform	Enables a business to take online payments from customers e.g. PayPal
6	Social media	Platforms that enable a business to communicate with customers
7	Competitive advantage	Factors that allow a company to produce goods or services better or more cheaply than its rivals
Week 6: Assessment Week - Key terms to revise		
1	Sales (sales revenue)	The amount a business generates through selling their products and or services
2	Brand loyalty	Customers repeatedly purchase from the business as their products and services are deemed quality
3	Unique selling point	An aspect of a product and or service that enables it to stand out from the competition
4	Demographics	Relating to the structure of a population
5	Differentiation	Refers to the principle of setting your company apart from the competition e.g. branding
6	Investment	Putting funds into a business with the intention of making a return on investment (profit)
7	Added value	The increase in a product's value as a result of a business producing that product
8	Competitive advantage	Factors that allow a company to produce goods or services better or more cheaply than its rivals

AUTUMN Half-term 2

Week 1: Customer needs		
1	Target market	A particular group of consumers at which a business aims its products & services
2	Market research	The process of gathering information about the market & customers' needs & wants in order to help inform business decisions
3	Viability	Able to work properly or successfully (can the business actually find the
4	Incentive	Providing motivation to carry out business activities / business start-up
5	Sample / sampling	Researching a particular segment of a market - a variety of techniques can be used e.g. random sampling
6	Market segmentation	Dividing up a market into customers who have similar characteristics
7	Demographics	Demographics are statistics that describe populations and their characteristics
8	Survival	Business survival refers to keeping the business operating
Week 2: The Purpose of Market Research		
1	Primary market research	Research conducted by the business for a specific market research objective
2	Secondary market research	Research using existing sources of information that has previously been researched, often by other people or for other purposes
3	Quantitative research	Numerical data
4	Qualitative research	Descriptive data that cannot be measured in numbers
5	Validity	Having a solid or accurate basis of facts
6	Competitive environment	How a business is affected by its competition and how it adapts its businesses practices to enable it to compete effectively.
7	Gap in the market	A gap in the market is an area that businesses don't currently serve but that there is customer demand for
8	Viability	Whether a business opportunity should be pursued. <i>Does the research suggest it has potential</i>
Week 3: The Purpose of Market Research Part II		
1	Bias	Unbalanced or inclined to agree with a particular judgement or idea rather than presenting the evidence fairly
2	Sampling	Getting opinions from a number of people, chosen from a specific group, in order to find out about the whole group
3	Interrogation of data	Using data to identify trends and opportunities for businesses
4	Sample	A portion of the population asked for their opinions in order to draw conclusions about the behaviour of the whole population
5	Decision making	A step-by-step process allowing professionals to solve problems by weighing evidence, examining alternatives, and choosing a path from there
6	Risk and reward	The possibility that an enterprise will have lower than anticipated profits or experience a loss and vice versa for reward
7	Profit / Loss	Difference between revenue and total costs. Profit if revenue is higher. Loss if revenue is lower.
8	Survival	Refers to keeping the business operating for a certain amount of time
Week 4: Market Segmentation		
1	Market segmentation	Splitting up a market into buyers with similar characteristics
2	Behavioural	Divides the population based on people's behaviour
3	Lifestyle	Customers can be sorted into different groups defined by the type of things they like to do in their spare time
4	Disposable income	A business can also segment customers by their income, the amount of money that they earn (income), what is left over after bills is known as disposable income

5	Demographics	Divides the market by factors such as sex or family type or stage of the family life cycle
6	Market mapping	Identifies all products in a market & maps them against two of features e.g. price & quality
7	Competitive market	The dynamic external system in which a business competes and functions
8	Saturated market	Arises when the volume of a product or service in a marketplace has been maximised.
Week 5: The Competitive environment		
1	Competitive environment	The dynamic external system in which a business competes and functions
2	SWOT analysis	A study undertaken by a business to identify the strengths & weaknesses, opportunities & threats
3	Highly competitive	Where there are many businesses operating within the market
4	Market share	The proportion of sales in a market that are taken by one business
5	Business growth	Expansion of a business e.g. increasing the product range
6	Innovation	Coming up with a new product or process
7	Decision making	A step-by-step process allowing professionals to solve problems by weighing evidence, examining alternatives, and choosing a path from there
8	Target audience	The specific customers the business is aiming their products/services at
Week 6: Revision		
1	Target market	A particular group of consumers at which a business aims its products & services
2	Market Research	The process of gathering information about the market & customers' needs & wants in order to help inform business decisions, including product design & marketing
3	Gap in the market	
4	Disposable income	A business can also segment customers by their income, the amount of money that they earn (income), what is left over after bills is known as disposable income
5	Competitive environment	Does the business have no competition, a few competitors or lots of competitors.
6	Business growth	Expansion of a business e.g. increasing the product range
7	Survival	The business is able to survive and keep trading
8	Market share	The proportion of sales in a market that are taken by one business

SPRING Half-term 1

Week 1: Business aims and objectives

1	Aims	A long term goal a business wants to achieve
2	Objectives	More specific measurable steps
3	Financial aims	Goals related to money, e.g. survival, profit levels
4	Non-financial aims	Goals related to non-monetary aspects, e.g. ethical or environmental issues
5	Survival	Having enough sales to cover costs and still be trading
6	Profit	When revenue is greater than costs
7	Sales volume	The number of products sold
8	Market share	The percentage of total sales that one business has

Week 2: Business revenues, costs and profits

1	Revenue	This is the money generated from selling your products
2	Demand	A business term for the quantity of products sold

3	Fixed costs	Costs that do not change as the level of production changes. They must be paid even if output/sales are zero, e.g. rent, rates
4	Variable costs	Costs that change in direct relation to the amount sold or produced by a business, e.g. raw materials, packaging
5	Total costs	All costs added together
6	Profit	When revenue is greater than costs
7	Loss	When revenue is lower than costs
8	Interest	A percentage charge on borrowed money / percentage reward for saving money

Week 3: Business revenues, costs and profits

1	Output	Quantity of products produced
2	Breakeven point	When total revenue = total costs
3	Breakeven output	The number of products needed to break-even
4	Margin of safety	Number of products produced above breakeven
5	Viable	Capable of succeeding
6	Income statement	A financial statement showing the amount of money earned & spent in a particular period & the resulting profit & loss.
7	Expenses	Costs indirectly involved in production eg. electricity bills, salaries
8	Cost of sales	Costs directly involved in production eg. stock

Week 4: Cash flow forecasting

1	Cash flow	The way in which money flows into & out of a business.
2	Positive cash flow	More money coming in than going out.
3	Negative cash flow	Less money coming in than going out.
4	Credit	The amount of money that a financial institution or supplier will allow a business to use, which it must pay back in the future at an agreed time.
5	Overheads	Fixed costs that come from running an office, shop or factory, which are not affected by the number of specific products or services that are sold.
6	Insolvent	A business that is unable to pay its debts &/ or owes more money than it is owed.
7	Consumables	Items that get used up such as pens, paper staples & other items that a business has to replace regularly.
8	Cash inflows	All of the money that comes into the business.

Week 4: Cash flow forecasting

1	Cash outflows	All of the money that leaves the business in order to pay Fixed and variable costs
2	Net cash flow	The difference between the cash inflows and the cash outflows
3	Opening balance	The amount of money in the business's bank account at the start of any period.
4	Closing balance	The amount of money in the bank at the end of each month.
5	Overdraft	A facility offered by a bank that allows an account holder to borrow money at short notice.
6	Trade credit	A credit arrangement that is offered only to businesses by suppliers.
7	Personal savings	Refer to any money that the entrepreneur has saved up.
8	Venture capital	Money lent by a large business to small start-up businesses or entrepreneurs.

Week 5: Sources of finance

1	Share capital	The amount of money invested in a business by shareholders.
2	Loans	An amount of money lent to an individual or a business that will be paid off with interest.
3	Retained profit	Money that a business keeps, rather than paying out to its shareholders.
4	Crowd funding	Obtaining funds from a large number of people who each pay a small amount.

5	Dividends	The part of the profit that is paid to shareholders as a reward for their investment
6	Mortgage	A type of loan that is secured on property. Interest can be fixed or variable
7	Interest	The charge on borrowing money
8	Cheque	A written order to a bank to pay an amount of money from an account holders account to an specified person

Week 6: Sources of finance

1	Return on investment	The amount of money that an investor gets back in return for investing in a business.
2	Shareholder	Investors who are part owners in a company.
3	Credit check	A check on the financial status to ensure
4	Security	When the lender asks the borrower to put up an asset against a loan.
5	Asset	Any item of value that a business owns, such as its machinery or premises.
6	Guarantor	A named person who guarantees to pay the repayments on a loan should the person who has taken out the loan not be able to do so.
7	Employees	People who work for your business
8	Incorporated	Where the business is a separate legal entity to the owners

SPRING Half-term 2

Week 1: Start up and business ownership

1	Unlimited liability	Where the owner's responsibility for debts has no limit, so personal possessions are at risk
2	Limited liability	Owner's responsibility is limited to the amount of the original investment
3	Sole trader	A business owned and run by one person
4	Partnership	A business jointly owned by 2-20 people
5	Silent partner	A person who invests into your partnership but does not run it
6	LTD	Private limited company
7	Franchising	Allowing others to use your business name
8	Franchisee	Someone who buys into a franchise

Week 2: Business location

1	Location	Where a business operates
2	Proximity	Nearness to; how near you are to something
3	Market	The customers / people and businesses who will buy your products
4	Labour	Staff who work for you
5	Raw materials	The things a business needs to make its products
6	Primary sector	Businesses that extract and provide raw materials from the land, sea or air
7	Secondary sector	Businesses that convert raw materials into a finished product
8	Tertiary sector	Service-based businesses

Week 3: Business location

1	Footfall	The number of people passing a particular location within a given time period
2	Demographic	The characteristics of the population such as gender, age, wealth and religion
3	Bulk gaining product	An end product that is bigger than the raw materials used to make it, e.g. bicycle
4	National Living wage	The minimum amount that a business is legally allowed to pay its employees
5	Bulk reducing product	A product that is smaller than the raw materials it uses, e.g. paper
6	Convenience good	A product that a customer buys frequently or routinely
7	Shopping good	A product that a customers takes time to consider before purchasing
8	Multi channel	Using a number of methods to reach the customer, including physical stores and e-commerce

Week 4: Marketing mix

1	Price	What the customer will pay for the product
2	Product	The actual specific item produced by the business
3	Promotion	The mix of methods that are used to persuade customers to buy

4	Place	How and where the product gets to the consumer from the supplier
5	Customer	Person or business that buys the product
6	Retailer	Business that buys from the manufacturer and sells then onto the customer
7	Consumer	The end user of the product
8	Wholesaler	Business that buys in bulk from manufactures and sells in smaller quantities to retailers

Week 5: Marketing mix

1	E-tailer	Online retailer
2	Unique Selling Point	Unique selling point; something that is unique to that product and makes it stand out against the competition
3	Undercut	Sell the same product for a lower price
4	Price war	When competing businesses compete to undercut each other by lowering their prices. Can lead to ongoing battle
5	Product differentiation	Designing a product with some unique features that distinguish it from similar products sold by competitors
6	Brand loyalty	Customers willingness to buy a product from a particular business rather than its competitors
7	Market share	The percentage of total sales of a product in a market that is taken by one business in that market
8	Recession	A period of economic decline characterised by the fact that the economy has failed to grow for 6 consecutive months

Week 6: Business plans

1	Business plan	Detailed documents setting out the marketing and financial thinking behind a proposed business
2	Entrepreneur	An individual who combines the factors of production to create a product, often taking risks
3	Aims	The long term goals of a business
4	Target market	The specific group of consumers a business is aiming to sell their product to
5	Sources of finance	Places, businesses or people that a business can get money from in order to pay start-up and running costs
6	Marketing mix	Combination of the 4 Ps; product, price, place and promotion
7	Cash flow forecast	Prediction of the inflows and outflows of money the business will have each month
8	Profit	Revenue minus costs (R-C)

SUMMER Half-term 1

Week 1: Business Stakeholders

1	Stakeholders	Anyone who has an interest in the activities of a business.
2	Shareholders	Investors who are part owners of a company.
3	Private Limited Company	An incorporated business that is owned by shareholders who invest in the business in return for a share of the profits (LTD).
4	Public Limited Company	An incorporated business that can sell shares to the public (PLC)
5	Stock Exchange	A place where shares in PLCs can be bought & sold.
6	Profit	The amount of revenue left over once costs have been deducted.
7	Payment terms	The period of time that a business has to pay its suppliers.

8	Ethics	Moral principles or standards that guide the behaviour of a person or business.
Week 2: Business Stakeholders		
1	Employees	People who work for your business
2	Customers	Someone who buys from your business
3	Manager	Someone with a position of responsibility within a business organisation
4	Supplier	Someone or a business that provides stock or materials to a business
5	Local community	The people who live around the business
6	Pressure Group	An organisation that will campaign for something specific, e.g. workers rights, environmental protection
7	Government	Political power that can set laws and regulations that a business must follow
8	Conflict	When stakeholders groups do not want the same thing from a business
Week 3: Technology and Business		
1	Conflict	A serious disagreement, usually between people, countries or ideas.
2	Real time	Live or as it happens.
3	E-commerce	Using the internet to carry out business transactions.
4	Social media	Websites that allow users to interact with other users, by sharing text-based messages, pictures or links to online content.
5	Digital communication	The use of email, SMS and websites.
6	Payment systems	Improved by payment systems such as e-commerce and m-commerce
7	Cookies	Small files stored on a customer's computer when the customer visits a website, which record details about the visit
8	Digital payment systems	Ways of paying electronically, e.g. online payments, contactless and mobile payments
Week 4: Legislation and Business		
1	M-commerce	Using a mobile device to trade online
2	Debit card	A payment method where the money is taken direct from the customers bank account
3	Credit card	A payment method where the business gets paid, but the consumer owes the money to a credit company
4	Legislation	The laws that a country must comply with.
5	Reasonable care	This means offering a service that is suitable & safe for customers.
6	Induction	The period of time after an employee starts a job when they are provided with training.
7	Comply	Obeys a command or meet a set of standards.

8	Employment law	Relates to the way in which employees are hired & treated by businesses.
Week 4: Legislation and Business		
1	National minimum wage	The lowest legal rate of pay for employees, depending on their age.
2	Discrimination	Treating certain people differently to someone else because of a specific characteristic.
3	Protected characteristic	Characteristics that cannot be used in the recruitment process to reject a candidate, such as age, disability, sex or gender.
4	National living wage	The minimum amount per hour for a 25-year-old or older
5	Equality act 2010	Main employment legislation that replaced lots of other laws. Makes it illegal to discriminate against anyone, e.g. because of race, religion, gender
6	Health and safety at work act	Law that helps to ensure that all risks to employees are minimised and properly controlled
7	Consumer right act	Law that covers how goods and services are sold
8	Red tape	The term for extra administration needed to meet legal requirements that affects the business acting as it wants to
Week 5: Economy and Business		
1	Inflation	The increase of prices over time.
2	Interest rates	The cost of borrowing & the reward for saving.
3	Obsolete	Out of date or not used any more
4	Economic climate	Refers to the performance of an economy.
5	Levy	A tax on a particular product or service.
6	Globalisation	When businesses operate on an international scale & gain international influence.
7	Unemployment	People unable to find a job. Measured through the claimant count.
8	Bank of England	The Central Bank of the UK. It manages the country's debts and sets interest rates
Week 6: Economy and Business		
1	Gdp	Gross Domestic Product. A measure of the total value of goods produced in an economy
2	Consumer income	The money an individual has left after paying taxes and essential living expenses
3	Corporation tax	Charge on the profits of a business
4	Value added tax	(VAT) A charge on good sold
5	Income tax	A tax paid by individuals from their wages / salaries
6	Exchange rates	The value of one currency against another
7	Recession	A period of economic downturn
8	Boom	A period of economic prosperity

SUMMER Half-term 2

Week 1: Theme 1 review

1	Added Value	The difference between the cost of the materials taken to make a product and the price that is charged for the product.
2	Aims And Objectives	The goals of a business. These may be financial or non-financial
3	Breakeven	The number of products a business must sell so that its total revenue is the same as its total costs. At this point the business will make no profit or loss
4	Business Plan	A document created by a business or entrepreneur that provides details about each element of the business
5	Cash Flow	The flow of money into and out of a business over a period of time
6	Closing Balance	The amount of money left at the end of the current time period
7	Competitive Advantage	The advantage one company has over another, or several others
8	Competitive Environment	A market which has many competitors

Week 2: Theme 1 review

1	Consumer Income	The amount a person or household has to spend, after paying tax
2	Crowdfunding	Where a large number of individuals invest into a business project on internet sites such as Kickstarter.
3	Customer Needs	What the customer wants, these can change over time. E.g. Price or quality,
4	Customer Service	Having a clear understanding of customer expectations and delivering
5	Demographic	The characteristics of the population in terms of age and gender
6	Enterprise	The skills shown by an entrepreneur
7	Entrepreneur	A person who organises resources, makes decisions and takes risks in business, in order to benefit from the potential future rewards
8	Exchange Rate	The price of one currency in terms of another

Week 3: Theme 1 review

1	Export	Goods or services that a firm produces in its home market, but sells in a foreign market
2	Financial Aim	Aims and objectives that relate to the money. E.g. Survival, profit, sales, market share
3	Fixed Cost	Costs which do not change with output. E.g. Rent or salaries
4	Focus Group	Where a number of customers are invited to attend a discussion about a product
5	Franchise	The right given by one business to another to sell goods or services using its name
6	Gap In The Market	An area of the market, with no products currently being provided
7	Import	Goods and services that are bought into one country from another
8	Inflation	A general and persistent rise in prices which reduces purchasing power

Week 4: Theme 1 review

1	Insolvency	When a business can no longer afford to pay its debts
2	Interest	The cost of borrowing and the reward of saving. Can be fixed or variable
3	Limited Liability	Where a business and its owners have separate legal identities, meaning shareholders can only lose the original amount they invested into a business
4	Margin Of Safety	The amount of products sold over and above the breakeven point
5	Marketing Mix	The elements of marketing that are designed to meet the needs of the customer. The elements are product, price, place and promotion
6	Market Mapping	Allows a business to see who their competition will be and what other products and services are available in the same sector

7	Market Segments	An identifiable group of people with similar characteristics. This could be split by location, demographics, lifestyle or income
8	Market Research	Collecting and analysing data from customers, competitors and the market in general
Week 5: Theme 1 review		
1	Non Financial Aim	Aims and objectives that relate to areas other than finance. E.g. Social objectives, personal satisfaction, challenge and control
2	Obsolete	A product which is out of date and no longer used
3	Partnership	A business organisation that is usually owned by 2-20 people, who have unlimited liability
4	Overdraft	With agreement from your bank, taking more out of your account than you actually have, leaving a negative bank balance
5	Primary Research	Research which is being collected for the first time
6	Product Portfolio	The range of products a business sells
7	Qualitative Data	Data which is detailed and contains information about people's feelings and opinions
8	Quantitative Data	Data which is limited in detail, but can easily be put into graphs and charts for analysis
Week 6: Theme 1 review		
1	Retained Profit	Profit that is 'ploughed back' into the business
2	Revenue	The money made from selling a product
3	Risk	A situation or decision that has exposure to business failure, financial loss or lack of security
4	Reward	The return for taking a risk and making it a success
5	Secondary Research	The collection of data that already exists but is then used for a business's own requirements
6	Share Capital	A way of raising finance through sale of shares
7	Target Market	The segments of the market you are aiming your product at
8	Trade Credit	Time period given to a customer between receiving and paying for goods

AUTUMN Half-term 1

AUTUMN Half-term 1		
Week 1: Networking Basics		
1	Wi-Fi	Wireless connection to a network. Requires a wireless access point or router.
2	Client	A device that requests and uses services from a server.
3	Encryption	Encoding readable data into unreadable data. Only the intended recipient can decode the data using a special key.
4	IP address	Internet Protocol Address: A string of numbers separated by full stops. It is a logical address assigned to a device.
5	MAC address	This is a physical address to uniquely identify a device on a network. (Media Access Control Address)
6	Network topology	The physical or logical arrangement of connected devices on a network.
7	Star topology	Computers connected to a central switch. If one computer fails, no others are affected, but if the switch fails, all connections are affected.
8	Mesh topology	Switches/routers connected so there is more than one route to the destination – e.g., the internet. More resilient to faults but more cable is required.
Week 2: Networking Protocols		
1	Wired connection	Any computer network that connects hardware physical cables – e.g., copper, fibre optic, etc.
2	Ethernet	A standard for networking local area networks. It uses twisted pair cables. A switch is used to connect the computers.
3	Protocol	A set of rules that allow two devices to communicate.
4	TCP/IP	Transmission Control Protocol/Internet Protocol. TCP provides error-free transmission between two routers. IP routes packets across a wide area network.
5	HTTP	Hypertext Transfer Protocol. A client-server method of requesting and delivering HTML web pages.
6	HTTPS	Hypertext Transfer Protocol Secure. Encryption and authentication for requesting and delivering HTML.
7	FTP	File Transfer Protocol. Used for sending files between computers, usually on a wide area network.
8	IMAP	Internet Message Access Protocol. Used by mail clients to manage remote mailboxes and retrieve email from a mail server.
Week 3: Programming Basics		
1	Input	Data given to a program to process
2	Variable	A value that can change depending on conditions or information passed to the program
3	Constant	A value that cannot be altered by the program during normal execution
4	Operator	Tells a program how to manipulate or interpret values. Categories of operators you need to know about are arithmetic, Boolean and comparison
5	Assignment	Giving a variable or constant a value (e.g., counter = 0).
6	Data type	The basic data types provided as building blocks by a programming language. e.g. char, integer, float, Boolean.
7	Character	A single symbol, cannot be used in mathematical equations,

8	Integer	A data type used to store positive and negative whole numbers that can be used in mathematical equations
Week 4: Programming		
1	Python	A high level programming language
2	IDE	Short for: Integrated Development Environment. Software which includes tools to make programming easier
3	Debug	Looking through code to find and fix mistakes
4	Syntax error	A type of error where the rules of the language have been broken so the program can't run
5	Logical error	A type of error where an unexpected output occurs due to incorrect logic. The program will still run.
6	Programming construct	Lines/blocks of code that perform a certain function. The three basic programming constructs are sequence, selection and iteration
7	Sequence	One of the three basic programming constructs. Instructions that are carried one after the other in order
8	Selection	One of the three basic programming constructs. Instructions that can evaluate a Boolean expression and branch off to one or more alternative paths
Week 5: Programming concepts		
1	Condition-controlled iteration	A way for computer programs to repeat one or more steps depending on conditions set either a) initially by the programmer or b) by the program during execution.
2	Branching	Where selection leads to multiple possible paths through a program.
3	Logical error	An error which causes the program to give an unexpected response. The program will not stop running.
4	Debug	Looking through code to find and fix mistakes.
5	Syntax error	A type of error where the rules of the language have been broken so the program can't run
6	Logical error	A type of error where an unexpected output occurs due to incorrect logic. The program will still run.
7	Sub program	A set of instructions to solve a task or problem.
8	Function	A type of subroutine which returns a value when finished.
Week 6: Python programming		
1	Sequence	One of the three basic programming constructs. Instructions that are carried one after the other in order
2	Selection	One of the three basic programming constructs. Instructions that can evaluate a Boolean expression and branch off to one or more alternative paths
3	Iteration (Loops)	One of the three basic programming constructs. Instructions that are repeated under certain conditions
4	Random Numbers	Numbers are generated using a built in algorithm and are not truly random.
5	Data Structure	Data structures enable multiple pieces of data to be held together. They can include arrays and records.
6	Array	A one-dimensional (1D) array is a list. A two-dimensional (2D) array is a table. All data must be the same datatype.
7	Record	A record allows a programming to group many variables together in to a single descriptive variable.
8	Sequence	One of the three basic programming constructs. Instructions that are carried one after the other in order

AUTUMN Half-term 2

Week 1: Networks and Computer Architecture		
1	Bluetooth	A method of exchanging data wirelessly over short distances. Examples of typical Bluetooth use could be, headphones, car mobiles
2	Star topology	Computers connected to a central switch. If one computer fails, no others are affected, but if the switch fails, all connections are affected.
3	Mesh topology	Switches/routers connected so there is more than one route to the destination – e.g., the internet. More resilient to faults but more cable is required.
4	Storage capacity	The amount of data a storage device can store.
5	Storage speed	The read/write access speed of a storage device.
6	Storage portability	How easy it is to transport a storage device – e.g., solid-state and optical storage are highly portable, whereas magnetic storage is designed to stay in place.
7	Storage durability	How resistant a storage device is to damage and wear. Devices with low durability are likely to fail earlier.
8	Storage reliability	A relative measure of confidence that a storage device will function correctly and allow you to write, read, delete and modify data.
Week 2: Programming		
1	Boolean	“Used to store logical conditions – e.g., TRUE/FALSE, ON/OFF, YES/NO, etc.”
2	String manipulation	Commands and techniques that allow you to alter and extract information from strings of text.
3	Selection	One of the three basic programming constructs. Instructions that can evaluate a Boolean expression and branch off to one or more alternative paths.
4	Iteration (Loops)	One of the three basic programming constructs. Instructions that are repeated under certain conditions.
5	Count- controlled iteration	An iteration that loops a fixed number of times. A count is kept in a variable called an index or counter. When the index reaches a certain value (the loop bound) the loop will end.
6	Function	A type of subroutine which returns a value when finished.
7	Procedure	A type of subroutine that executes code that does a specific job.
8	Subroutine Interface	Consists of the subroutine identifier, any parameters, and the return value.
Week 3: Architecture		
1	MDR - Memory Data Register	Holds data fetched from or to be written to memory. Step three of the fetch-decode-execute cycle.
2	Program counter	Holds the address of the next instruction to be executed. Step one of the fetch-decode-execute cycle.
3	Accumulator	Holds the result of calculations.
4	Clock speed	Measured in hertz, the clock speed is the frequency at which the internal clock generates pulses. The higher the clock rate, the faster the computer may work.
5	Cache size	The larger the cache, the more data that can be stored without having to go back to main memory (RAM) – this has a significant impact on processing speed.
6	Cores	Part of a multi-core processor, a single component with two or more independent CPUs that facilitate the fetch-decode-execute cycle.

7	Embedded system	A computer built to solve a highly specific problem. Not easy to change. For example, the operating system inside a washing machine, microwave or set of traffic lights.
8	Primary storage	Comprised of random-access memory (RAM) and read-only memory (ROM). It holds data and instructions that the CPU can access more quickly and easily than from secondary storage devices.

Week 4: Internal and External Storage

1	RAM	Random-Access Memory: Volatile (data is lost when the computer is powered off). Read-and-write. Purpose: Temporary storage of currently executing instructions and data – e.g., applications and the operating system.
	ROM	Read Only Memory: non-volatile (data is retained when the computer is powered off). Read-only. Purpose: Stores start up instructions, otherwise known as the bootstrap.
3	Virtual memory	Using part of the hard disk as if it were random-access memory. Allows more applications to be open than physical memory can hold.
4	Secondary storage	Permanent storage of instructions and data not currently in use by the processor. Stores the operating system, applications and data. Read-and-write and non-volatile.
5	Optical storage	Examples: CD -R, CD-RW, DVD-R, DVD-RW, Blu-Ray. Use: Music, films and archive files. Low capacity. Slow access speed. High portability. Prone to scratches. Low cost.
6	Magnetic storage	Hard disk drive. Use: Operating system and applications. High capacity. Medium data access speed. Low portability (except for portable drives). Reliable but not durable. Medium cost.
7	Solid-state storage	Memory cards and solid-state hard drives (SSD). Use: Digital cameras and smartphones. Medium capacity. High portability. Reliable and durable. No moving parts. Fast data access speed. High cost.
8	Clock speed	Measured in hertz, the clock speed is the frequency at which the internal clock generates pulses. The higher the clock rate, the faster the computer may work.

Week 5: Numbering systems

1	Kibibyte	1024 bytes (2 to the power 10 bytes).
2	Mebibyte	1024 kibibytes (2 to the power 20 bytes).
3	Gibibyte	1024 mebibytes (2 to the power 30 bytes).
4	Tebibyte	1024 gibibytes (2 to the power 40 bytes).
5	Pebibyte	1024 tebibytes (2 to the power 50 bytes).
6	Binary	Base number 2 system, used by computers, uses the digits 1 and 0 only.
7	Denary	Also called: “decimal”. Base number 10 system, how we normally count, uses digits 0 to 9.
8	Hexadecimal	Also called “hex”). Base number: 16 Used by humans to represent groups of 4 bits at a time. Uses digits 0 to 9, A to F.

Week 6: Data Representation

1	Binary numbers	Binary describes a numbering scheme with only two possible values for each digit, 0 and 1. In computing, binary refers to any digital encoding system with exactly two possible states.
2	Binary arithmetic	The process of adding two or more positive 8-bit binary numbers (0 255).
3	Overflow	The generation of a number that is too large to be represented by the device intended to store it.

4	Hexadecimal	A numerical system of notation that uses 16 rather than 10 as its base. The 16 hex base digits are 0 – 9 and the letters A – F.
5	Binary shifts	Allows you to easily multiply or divide a base-2 binary number. A left shift multiplies the number by 2, while a right shift divides it by 2.
6	Character set	A set of symbols represented by a computer. These symbols, called characters, can include letters, digits, spaces, punctuation marks and control characters.
7	ASCII	American Standard Code for Information Interchange. A character set. It uses 7 bits, providing 32 control codes and 96 displayable characters.
8	Unicode	Standard character set that replaces the use of multiple different character sets. Incorporates characters from almost all global languages. It is a 16-bit extension of ASCII.

SPRING Half-term 1

Week 1: CPU Architecture

1	Von Neumann Cycle	Instructions are fetched from memory (RAM). The control unit decodes these instructions. The instructions are executed. The cycle is continuous. The program counter is incremented by one.
2	Embedded System	An embedded system is a smaller system inside of a larger system with a limited number of purposes. It has a dedicated microprocessor.
3	Example of embedded systems	Washing Machine, Dishwasher, Engine management system, Manufacturing control system.
4	Clock Speed	The clock speed is the number of instructions that can be executed per second (Measured in Hz). If you increase the clock speed it means you can execute more instructions per second.
5	Number of cores	The number of cores shows how many instructions can be executed simultaneously. The more cores the more instructions can be executed at the same time. NOTE: Doubling the number of cores doesn't double the speed of the CPU.
6	Size of cache	The cache contains commonly/frequently used instructions. The larger the cache the more commonly used instructions can be held. This speeds up the CPU as it can then fetch instructions from the cache which is faster than fetching from RAM.
7	MAR	The memory address register holds the address of the instruction to be fetched from RAM. It can also hold the address of the piece of data to be read or written from RAM.
8	MDR	The memory data register holds the instruction or piece of data fetched from the RAM. It can also hold a piece of data before it's written to the RAM.

Week 2: Programming

1	Python	A high-level programming language
2	IDE	Short for: Integrated Development Environment. Software which includes tools to make programming easier
3	Debug	Looking through code to find and fix mistakes
4	Syntax error	A type of error where the rules of the language have been broken so the program can't run
5	Logical error	A type of error where an unexpected output occurs due to incorrect logic. The program will still run.
6	Programming construct	Lines/blocks of code that perform a certain function. The three basic programming constructs are sequence, selection and iteration
7	Sequence	One of the three basic programming constructs. Instructions that are carried one after the other in order

8	Selection	One of the three basic programming constructs. Instructions that can evaluate a Boolean expression and branch off to one or more alternative paths
Week 3: Networking Protocols		
1	Wired connection	Any computer network that connects physical cables – e.g., copper and fibre optic.
2	Ethernet	A standard for networking local area networks. It uses twisted pair cables. A switch is used to connect the computers.
3	Protocol	A set of rules that allow two devices to communicate.
4	TCP/IP	Transmission Control Protocol/Internet Protocol. TCP provides error-free transmission between two routers.
5	HTTP	Hypertext Transfer Protocol. A client-server method of requesting and delivering HTML web pages.
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7	FTP	File Transfer Protocol. Used for sending files between computers, usually on a wide area network.
8	IMAP	Internet Message Access Protocol. Used by mail clients to manage remote mailboxes and retrieve email from a mail server.
Week 4: Programming concepts		
1	Condition-controlled iteration	A way for computer programs to repeat one or more steps depending on conditions set either a) initially by the programmer or b) by the program during execution.
2	Branching	Where selection leads to multiple possible paths through a program.
3	Logical error	An error which causes the program to give an unexpected response. The program will not stop running.
4	Debug	Looking through code to find and fix mistakes.
5	Syntax error	A type of error where the rules of the language have been broken so the program can't run
6	Logical error	A type of error where an unexpected output occurs due to incorrect logic. The program will still run.
7	Sub program	A set of instructions to solve a task or problem.
8	Function	A type of subroutine which returns a value when finished.
Week 5: Video and Sound		
1	Playback quality	The finished quality of the digital sound file – this is affected by the sample rate and bit depth. The higher the number, the better the quality and the larger the file size. CD quality is 44,100 samples per second.
2	Sound file size	The total size of a sound file in storage. Size in bits = Sampling rate * Sample resolution * Number of seconds.
3	Compression	The process of reducing the size of a file.
4	Lossy compression	A compression method that generally involves a loss of quality where experience tells us that it will be least noticed.
5	Lossless compression	A compression method that allows a file to be recreated in its original quality.
6	LAN	Local Area Network: Small geographic area. All hardware is owned by the organisation using it. Wired with UTP or fibre optic cable or wireless using routers and Wi-Fi access points.
7	Metadata	A collection of data that describes and provides information about other data.

8	Colour depth	Also known as bit depth. Either the number of bits used to indicate a) the colour of a single pixel in a bitmap image or video frame buffer or b) each colour component of a single pixel.
Week 6: Python programming		
1	Format Check	This is where you ensure the data has been entered in the given format. An example is where a person has been asked to enter an email address and checking if it has an @ in it.
2	Type Check	This is to ensure that the user has entered the correct data type.
3	Presence Check	This is where you ensure the user has entered some data.
4	Range Check	This is where you ensure a number entered is within a given range. Here is an example: while age < 18 or age > 100: print("Invalid age. We only accept new members from age 18 to 100")
5	Purpose of testing	To ensure they run without any syntax errors in; to ensure they meet our success criteria
6	Iterative testing	This is testing that takes place during the development of the program. We are ensuring there are no syntax errors or logic errors in our code.
7	Final/ Terminal Testing	This is testing that happens after we think the program is complete. We would test it against success criteria and ensure there are no other errors in the code.
8	Test Data	This is data used to test your program. This can be test data for iterative testing or final testing.

SPRING Half-term 2		
Week 1: Networks and Computer Architecture		
1	Bluetooth	A method of exchanging data wirelessly over short distances. Examples of typical Bluetooth use could be, headphones, car mobiles etc.
2	Star topology	Computers connected to a central switch. If one computer fails, no others are affected, but if the switch fails, all connections are affected.
3	Mesh topology	Switches/routers connected so there is more than one route to the destination – e.g., the internet. More resilient to faults but more cable is required.
4	Storage Capacity	The amount of data a storage device can store.
5	Storage speed	The read/write access speed of a storage device.
6	Storage portability	How easy it is to transport a storage device – e.g., solid-state and optical storage are highly portable, whereas magnetic storage is designed to stay in place.
7	Storage durability	How resistant a storage device is to damage and wear. Devices with low durability are likely to fail earlier.
8	Storage reliability	A relative measure of confidence that a storage device will function correctly and allow you to write, read, delete and modify data.
Week 2: Programming		
1	Hexadecimal	A number system that has 16 different possible digits. 0,1,2,3,4,5,6,7,8,A,B,C,D,E,F A = 10 B = 11 C = 12 D = 13 E = 14

		F = 15				
2	Hex to Denary	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>16</td> <td>1</td> </tr> <tr> <td>4</td> <td>B</td> </tr> </table> <p style="text-align: center;">$4 * 16 + B$ or $4*16 + 11 = 75$</p>	16	1	4	B
16	1					
4	B					
3	Denary to Hex	Method1: Divide by 16. Whole part goes in the left column. Remainder in the right column. Method 2: Convert Denary to Binary then use the split method.				
4	Split method	<p>1) Convert to an 8-bit binary number 2) Split into two nibbles like below 3) Add up both sides</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">8 4 2 1</td> <td style="text-align: center;">8 4 2 1</td> </tr> <tr> <td style="text-align: center;">1 0 1 1</td> <td style="text-align: center;">1 1 1 1</td> </tr> </table> <p style="text-align: center;">$8+2+1 = 11 = \mathbf{B}$ $8 + 4 + 2 + 1 = 15 = \mathbf{F}$ Answer is BF</p>	8 4 2 1	8 4 2 1	1 0 1 1	1 1 1 1
8 4 2 1	8 4 2 1					
1 0 1 1	1 1 1 1					
5	ASCII	American Standard Code for Information Interchange. Where each character is represented by a unique binary number. 7 bit or 8 bit. 7 Bit = 128 options 8 bit = 256 options. Mainly used for the English language.				
6	Unicode	Character set used for non-English languages also allows emoji's. 16 bits or 2 bytes. It has 65,536 different options.				
7	Character Set	The different characters a computer can represent				
8	Binary Addition	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-right: 1px solid black; padding: 0 10px;">$0 + 0 = 0$</td> <td style="border-right: 1px solid black; padding: 0 10px;">$0 + 1 = 1$</td> <td style="border-right: 1px solid black; padding: 0 10px;">$1 + 1 = 0 \text{ C } 1$</td> <td style="padding: 0 10px;">$1 + 1 + 1 = 1 \text{ C } 1$</td> </tr> </table>	$0 + 0 = 0$	$0 + 1 = 1$	$1 + 1 = 0 \text{ C } 1$	$1 + 1 + 1 = 1 \text{ C } 1$
$0 + 0 = 0$	$0 + 1 = 1$	$1 + 1 = 0 \text{ C } 1$	$1 + 1 + 1 = 1 \text{ C } 1$			
Week 3: Architecture						
1	Memory Data Register	MDR. Holds data fetched from or to be written to memory. Step three of the fetch-decode-execute cycle.				
2	Program counter	Holds the address of the next instruction to be executed. Step one of the fetch-decode-execute cycle.				
3	Accumulator	Holds the result of calculations.				
4	Clock speed	Measured in hertz, the clock speed is the frequency at which the internal clock generates pulses. The higher the clock rate, the faster the computer may work.				
5	Cache size	The larger the cache, the more data that can be stored without having to go back to main memory (RAM) – this has a significant impact on processing speed.				
6	Cores	Part of a multi-core processor, a single component with two or more independent CPUs that facilitate the fetch-decode-execute cycle.				
7	Embedded system	A computer built to solve a highly specific problem. Not easy to change. For example, the operating system inside a washing machine, microwave or set of traffic lights.				
8	Primary storage	Composed of random-access memory (RAM) and read-only memory (ROM). It holds data and instructions that the CPU can access more quickly and easily than from secondary storage devices.				
Week 4: Internal and External Storage						
1	RAM	Random-Access Memory: Volatile (data is lost when the computer is powered off). Read-and-write. Purpose: Temporary storage of currently executing instructions and data – e.g., applications and the operating system.				

	ROM	Read Only Memory: on-volatile (data is retained when the computer is powered off). Read-only. Purpose: Stores start up instructions, otherwise known as the bootstrap.
3	Virtual memory	Using part of the hard disk as if it were random-access memory. Allows more applications to be open than physical memory can hold.
4	Secondary storage	Permanent storage of instructions and data not currently in use by the processor. Stores the operating system, applications and data. Read-and-write and non-volatile.
5	Optical storage	Examples: CD -R, CD-RW, DVD-R, DVD-RW, Blu-Ray. Use: Music, films and archive files. Low capacity. Slow access speed. High portability. Prone to scratches. Low cost.
6	Magnetic storage	Hard disk drive. Use: Operating system and applications. High capacity. Medium data access speed. Low portability (except for portable drives). Reliable but not durable. Medium cost.
7	Solid-state storage	Memory cards and solid-state hard drives (SSD). Use: Digital cameras and smartphones. Medium capacity. High portability. Reliable and durable. No moving parts. Fast data access speed. High cost.
8	Clock speed	Measured in hertz, the clock speed is the frequency at which the internal clock generates pulses. The higher the clock rate, the faster the computer may work.

Week 5: Numbering systems

1	Kibibyte	1024 bytes (2 to the power 10 bytes).
2	Mebibyte	1024 kibibytes (2 to the power 20 bytes).
3	Gibibyte	1024 mebibytes (2 to the power 30 bytes).
4	Tebibyte	1024 gibibytes (2 to the power 40 bytes).
5	Pebibyte	1024 tebibytes (2 to the power 50 bytes).
6	Binary	Base number 2 system, used by computers, uses the digits 1 and 0 only.
7	Denary	Also called: "decimal". Base number 10 system, how we normally count, uses digits 0 to 9.
8	Hexadecimal	Also called "hex"). Base number: 16 Used by humans to represent groups of 4 bits at a time. Uses digits 0 to 9, A to F.

Week 6: Data Representation

1	Binary numbers	Binary describes a numbering scheme with only two possible values for each digit, 0 and 1. In computing, binary refers to any digital encoding system with exactly two possible states.
2	Binary arithmetic	The process of adding two or more positive 8-bit binary numbers (0 255).
3	Overflow	The generation of a number that is too large to be represented by the device intended to store it.
4	Hexadecimal	A numerical system of notation that uses 16 rather than 10 as its base. The 16 hex base digits are 0 – 9 and the letters A – F.
5	Binary shifts	Allows you to easily multiply or divide a base-2 binary number. A left shift multiplies the number by 2, while a right shift divides it by 2.
6	Character set	A set of symbols represented by a computer. These symbols, called characters, can include letters, digits, spaces, punctuation marks and control characters.
7	ASCII	American Standard Code for Information Interchange. A character set. It uses 7 bits, providing 32 control codes and 96 displayable characters.
8	Unicode	Standard character set that replaces the use of multiple different character sets. Incorporates characters from almost all global languages. It is a 16-bit extension of ASCII.

SUMMER Half-term 1

Week 1: Networking Basics		
1	Wi-Fi	Wireless connection to a network. Requires a wireless access point or router.
2	Client	A device that requests and uses services from a server.
3	Encryption	Encoding readable data into unreadable data. Only the intended recipient can decode the data using a special key.
4	IP address	Internet Protocol Address: A string of numbers separated by full stops. It is a logical address assigned to a device.
5	MAC address	This is a physical address to uniquely identify a device on a network. (Media Access Control Address)
6	Network topology	The physical or logical arrangement of connected devices on a network.
7	Star topology	Computers connected to a central switch. If one computer fails, no others are affected, but if the switch fails, all connections are affected.
8	Mesh topology	Switches/routers connected so there is more than one route to the destination – e.g., the internet. More resilient to faults but more cable is required.
Week 2: Testing (Programming)		
1	Purpose of testing	We test programs firstly to ensure they run without any syntax errors in. Secondly, we test programs to ensure they meet our success criteria.
2	Iterative testing	This is testing that takes place during the development of the program. We are ensuring there are no syntax errors or logic errors in our code.
3	Final/Terminal Testing	This is testing that happens after we think the program is complete. We would test it against success criteria and ensure there are no other errors in the code.
4	Test Data	This is data used to test your program. This can be test data for iterative testing or final testing.
5	Normal Test data	Normal test data is data used to show that a program runs as expected. Imagine you tried to only buy cars that have between 0 and 30000 miles on them. Any number away from the boundaries is normal data. So 28, 4500.
6	Boundary Test Data	To show your program works for all numbers or data even if it is on the boundary we need to test it thoroughly. So for our example above 0 and 30000 would be the boundary. This can also be known as extreme testing.
7	Invalid/Erroneous	This is test data that should produce an error when you run your program. So for using our example -56 or 60000. This could even be entering a string into a program that expects an integer.
8	Extreme/Invalid boundary test data	This is data that should only just fail. So, -1, 30001.
Week 3: Memory and Storage		
1	Transfer Speed	The amount of data that can be transferred to or from that device.
2	Cost per GB	The amount it costs per GB of storage.
3	Storage Medium	This is the disk it's stored on and NOT the device. E.g. CD, Floppy disk
4	Storage Drive	This is the drive itself e.g. a CD Drive and is NOT the medium
5	RAM	Random access memory that stores currently used data such as instructions, data and parts of the OS.
6	ROM	Read only memory that stores the BIOS and the bootstrap.
7	Virtual Memory	This is used when the RAM is full and contains NOT CURRENTLY used instructions, pieces of data or parts of the operating system.
8	Size of an Image file	Height * Width * Colour Depth
Week 4: Types of programming languages		
1	High Level Languages	A high-level programming language is where it is near English. It will use English words. High level languages are easy for humans to understand

		and they can generally follow along with the code. High level languages need to be translated by a translator into machine code (Binary).
2	Low Level languages	Low level languages are often written in something called assembler. Assembler is much more machine friendly. More efficient with their use of memory. You can't take the code from one machine to another
3	The purpose of Translators	A translator takes the code you have written and converts into machine code (binary) that the machine you are using can understand.
4	Interpreters	An interpreter reads code line by line. It will stop at the first error in your code. A negative of using an interpreted language is to share your program with others; the other user needs an interpreter on their machine. This allows others to see your code.
5	Compilers	A compiler reads all of the code at once. It therefore can give you all of the errors of the code at once. It also optimises the code to make it run faster and use less memory. Lastly it produces an executable file. This file can be shared with others WITHOUT the source code.
6	IDE	IDE stands for integrated development environment. It brings several tools together that in the past may have been separate.
7	General Features of an IDE	They will provide an editor; a run time environment to test your code; a syntax checker to tell you any issues with your code; and will have an inbuilt translator to convert your high level code into machine code.
8	Python	A high-level programming language.
Week 5: Programming structures		
1	Boolean	"Used to store logical conditions – e.g., TRUE/FALSE, ON/OFF, YES/NO, etc."
2	String manipulation	Commands and techniques that allow you to alter and extract information from strings of text.
3	Selection	One of the three basic programming constructs. Instructions that can evaluate a Boolean expression and branch off to one or more alternative paths.
4	Iteration (Loops)	One of the three basic programming constructs. Instructions that are repeated under certain conditions.
5	Count- controlled iteration	An iteration that loops a fixed number of times. A count is kept in a variable called an index or counter. When the index reaches a certain value (the loop bound) the loop will end.
6	Function	A type of subroutine which returns a value when finished.
7	Procedure	A type of subroutine that executes code that does a specific job.
8	Subroutine	Consists of the subroutine identifier, any parameters, and the return value.
Week 6: Programming & Testing		
1	Purpose of testing	To ensure they run without any syntax errors in. Secondly, we test programs to ensure they meet our success criteria.
2	Iterative testing	This is testing that takes place during the development of the program. We are ensuring there are no syntax errors or logic errors in our code.
3	Final/ Terminal Testing	This is testing that happens after we think the program is complete. We would test it against success criteria and ensure there are no other errors in the code.
4	Syntax/ Logic Errors	A logic error in coding is when a program runs but produces an incorrect result due to an error in the code's logic. E.g. Using brackets incorrectly in calculations
5	Test Data	This is data used to test your program. This can be test data for iterative testing or final testing.
6	Normal Test data	Normal test data is data used to show that a program runs as expected. Imagine you tried to only buy cars that have between 0 and 30000 miles on them. Any number away from the boundaries is normal data. So 28, 4500.

7	Boundary Test Data	To show your program works for all numbers or data even if it is on the boundary we need to test it thoroughly. So, for our example above 0 and 30000 would be the boundary. This can also be known as extreme testing.
8	Invalid/ Erroneous	This is test data that should produce an error when you run your program. So for using our example -56 or 60000. This could even be entering a string into a program that expects an integer.

SUMMER Half-term 2

Week 1: Algorithms

1	Abstraction	The removal of unnecessary details so that you can focus on the necessary details. This makes it easier to program the solution to a problem. It also means you need less hardware to run the program such as CPU, RAM and GPU where relevant.
2	Decomposition	The process of breaking down a larger problem into smaller problems to make it easier to solve the overall problem. Often this process is repeated until we have sub programs such as functions and procedures.
3	Algorithmic thinking	Algorithmic thinking is a problem-solving approach and a way of breaking down complex problems into smaller, more manageable parts by using algorithms and logical processes. Algorithmic thinking is an umbrella term for other techniques.
4	Inputs	Inputs are where you take data into a computer/program.
5	Processes	Where the computer works with data. E.g. A calculation in programming/coding.
6	Outputs	Outputs where information is shown by the computer.
7	Pseudocode	Pseudocode is fake code that normally follows a structure similar to a programming language.
8	Structure Diagrams	This is a way of showing programming or a series of processes. An example is a flow chart or it could be a decomposition diagram.

Week 2: Networking Protocols

1	Wired connection	Any computer network that connects hardware physical cables – e.g., copper, fibre optic, etc.
2	Ethernet	A standard for networking local area networks. It uses twisted pair cables. A switch is used to connect the computers.
3	Protocol	A set of rules that allow two devices to communicate.
4	TCP/IP	Transmission Control Protocol/Internet Protocol. TCP provides error-free transmission between two routers. IP routes packets across a wide area network.
5	HTTP	Hypertext Transfer Protocol. A client-server method of requesting and delivering HTML web pages.
6	HTTPS	Hypertext Transfer Protocol Secure. Encryption and authentication for requesting and delivering HTML.
7	FTP	File Transfer Protocol. Used for sending files between computers, usually on a wide area network.
8	IMAP	Internet Message Access Protocol. Used by mail clients to manage remote mailboxes and retrieve email from a mail server.

Week 3: Data Representation

1	Binary numbers	Binary describes a numbering scheme with only two possible values for each digit, 0 and 1. In computing, binary refers to any digital encoding system with exactly two possible states.
2	Binary arithmetic	The process of adding two or more positive 8-bit binary numbers (0 255).
3	Overflow	The generation of a number that is too large to be represented by the device intended to store it.

4	Hexadecimal	A numerical system of notation that uses 16 rather than 10 as its base. The 16 hex base digits are 0 – 9 and the letters A – F.
5	Binary shifts	Allows you to easily multiply or divide a base-2 binary number. A left shift multiplies the number by 2, while a right shift divides it by 2.
6	Character set	A set of symbols represented by a computer. These symbols, called characters, can include letters, digits, spaces, punctuation marks and control characters.
7	ASCII	American Standard Code for Information Interchange. A character set. It uses 7 bits, providing 32 control codes and 96 displayable characters.
8	Unicode	Standard character set that replaces the use of multiple different character sets. Incorporates characters from almost all global languages. It is a 16-bit extension of ASCII.

Week 4: Computer networks, connections and protocols

1	Network Interface Card	Allows the client machine to connect to a network. You get wired and wireless network interface cards.
2	Transmission Media	Twisted Pair Cables - two wires that wrap around each other. Used as a standard (ethernet). Coaxial Cables - central wire, surrounded by insulation and a shield of braided wire to minimise interference. Fibre Optical Cables - transmit data as light, high performance, don't suffer interference, can transmit over large distances.
3	Ethernet	A standard for networking, local area networks using protocols. Data is split into frames. Frames are used to transmit media on a LAN. The method of which data is sent down cables.
4	DNS	Domain Naming Server/Service. The client machine sends the URL to the local DNS server. The DNS server looks this up, if it knows the URL it returns the IP address. If the DNS server does not know the URL it is sent to a higher level DNS server.
5	Hosting	Where you pay for online web storage on a web server to host your website. You would need to upload your files using FTP.
6	Cloud	A remote set of servers used to store data or run applications.
7	Client Machine	A client machine requests services from a server.
8	Server	A server process and deals with requests from a client.

Week 5: Producing Robust Programs

1	Anticipating Misuse	As programmers we know that end users won't always be sensible using our program. We therefore need to consider that people won't use the programs correctly.
2	Authentication	This is the process of ensuring the person using the system is who they say they are. For us we would use usernames and passwords to check their identity.
3	Input Validation	Validation is the process of checking and ensuring the data entered by the user meets a set of rules.
4	Presence Check	This is where you ensure the user has entered some data. Here is an example for a string while name == "": print("You must enter your name") name = input(" What is your name?")
5	Range Check	This is where you ensure a number entered is within a given range. Here is an example: while miles < 0 or miles > 50000: print("Your car has been rejected. We only take cars with less than 50K on the clock") miles = int(input("How many miles does your car have on it? "))
6	Format Check	This is where you ensure the data has been entered in the given format. Here is an example where the person has been asked to enter an email address. So, you are checking if it has an @ in it.

7	Type Check	This is to ensure that the user has entered the correct data type. For example you might have asked them to enter a number. They could break your program by using a string instead. So here is an example of how we can stop that. num = input("Please enter a number") if num.isdigit() == False:
8	Maintainability	This is where you use a range of techniques to make sure that someone else could maintain or add to your code.
Week 6: Network Security		
1	Malware	Malicious software specifically designed to disrupt, damage or gain unauthorised access to a computer system.
2	Viruses	Programs embedded (hidden) within other files. They replicate themselves and become part of other programs. Viruses often cause damage by deleting or modifying data.
3	Worms	Programs similar to viruses except that they are not hidden within other files. Worms often spread through emails.
4	Trojans	Programs which pretend to be legitimate but in reality are malware. They are often disguised as email attachments. Trojans cannot spread by themselves - instead they deceive a user into installing the program.
5	Spyware	Programs that monitor user activities (such as websites visited, usernames and passwords used) and send the information back to a hacker.
6	Ransomware	Programs that attempt to blackmail a user into making a payment to a hacker. Some types of ransomware do little but try to scare users into paying, while others go further - they encrypt documents and will not decrypt them until a ransom is paid.
7	Phishing	An online technique designed for you to give away personal information. Achieved by disguising themselves as a reputable source - communicate via email/fake websites.
8	Social Engineering	Social engineering is: a form of hacking that does not use any programming knowledge; a way of gaining sensitive information or illegal access to networks by influencing people (trying to trick people to get access). Types of social engineering: Pharming, Blagging/pretexting, Shoulder surfing and Baiting scenarios.

AUTUMN Half-term 1		
Week 1: Shadows - Anthology Work		
1	Shadows	A quartet which explores the narrative of a small family, possibly set in Eastern Europe, coming to terms with deprivation, poverty, and the realities of what lies outside their intimate family home. Links can be made to the fears families experienced during WW2.
2	Choreographer	Christopher Bruce
3	Company	Phoenix Dance Theatre
4	Dancers	4 Dancers (2 male and 2 female)
5	Performance Environment	End Stage
6	Dance Style	Modern dance techniques with a combination of classical and contemporary dance language termed “neo-classical”.
Week 2: Shadows - Choreographic Intention and Stimulus		
1	Choreographic Intention	The aim of the dance; what the choreographer aims to communicate.
2	Choreographic Intention of Shadows	In this piece, Bruce invites the audience into the world of a small family, possibly set in Eastern Europe (though this is left up to individual interpretation) coming to terms with deprivation, poverty, and the realities of what lies outside their intimate family home.
3	Stimulus	A starting point
4	Stimulus for Shadows	The music - Arvo Part’s <i>Fratres</i> for violin and piano was the starting point for the work. For Bruce, the music “evokes images of a European history and tradition steeped in over a thousand years of suffering and human experience.”
5	How the stimulus is used	In <i>Shadows</i> , Christopher Bruce translates this vision into an exploration of a family dynamic, examining the relationships between each member (son, daughter, mother and father) as they deal with an unseen but ever-present outside force.
Week 3: Shadows - Choreographic Approach and Movement examples		
1	Choreographic Approach	The way in which a choreographer makes the dance.
2	Choreographic Approach for Shadows	Bruce does not prepare movement before entering the studio, preferring to wait and work with the dancers so that he can be influenced by them. For Bruce, as well as being appropriate to the piece, the movement must also sit well on the dancers.
3	How Bruce started the choreography	He started <i>Shadows</i> with the idea of a family unit sitting around the hearth or around a dinner table and knew that the furniture would become an intrinsic part of the choreography as opposed to being a static set. The “anxiety of the music” greatly influenced the movement content, allowing each member of the family to have a voice and tell their story.
3	Movement Examples in Shadows	Contact Slow look to DSR Second Plie Mother- hair tuck behind ears. Father- arm stretch above head Son- flexed feet Daughter-plank Father- waltz with Mother Son- Fist clenched Mother- plie and knee sway Daughter- quick travel in and out of the floor.

Week 4: Lighting in Shadows		
1	Lighting	The illumination of the performance area
2	Lighting in Shadows	Designed by John B Read
3	Lighting description	The lighting across the stage is dimly lit throughout Shadows. There is a bright side light down stage right creating a corridor of light across the floor to upstage left. There is a soft pool of light above the table and stools. At the end of the piece a white pool of light shines on the family as they walk down stage.
4	Contribution 1	The stage is never fully lit and emphasises the family's poverty.
5	Contribution 2	The dim lighting complements the sad, sorrowful mood.
6	Contribution 3	The bright side light from DSR highlights the family awaiting bad news; this is emphasised by shadows passing the light during the performance.
7	Contribution 4	The soft pool of light, highlighting the set, suggests a glimmer of hope, emphasising the strength and positivity the family feel when they come together around the table.
8	Contribution 5	The white pool of light at the end suggests the harsh reality of what the family are about to face as they slowly walk towards it.
Week 5: Costume in Shadows		
1	Costume	Clothing worn by dancers in performance.
2	Costume in Shadows	Designed by Christopher Bruce
3	Costume description	The costume is gender specific, depicting the era of the 1930s-1940s: simple shirts, skirts, trousers and dresses. Large oversized coats are worn at the end of the piece. Colours are muted and worn looking.
4	Contribution 1	Gender specific costumes emphasising the key characters and family narrative in the piece.
5	Contribution 2	Clothing is worn and faded, symbolising deprivation and poverty.
6	Contribution 3	The oversized coats emphasise the vulnerability of the son and daughter.
Week 6: Staging / Set in Shadows		
1	Staging / Set	The presentation of dance in the performing space including set, furniture, props, projection and backdrop
2	Staging / Set in Shadows	Designed by Christopher Bruce
3	Staging / Set description	Shadows uses a minimal set within a black-box (a simple set with bare walls and floor). The set includes a table, bench, two stools, a coat stand and suitcases – all worn looking and somewhat drab.
4	Contribution 1	The bare stage emphasises to the audience the hardship and poverty the family faces on a daily basis.
5	Contribution 2	The table and stools suggest to the audience the strong family bond as we see the dancers get drawn back together at the table and stools. This also emphasises their fear of what is to come and need for comfort within a familiar and safe environment (the table and stools)
6	Contribution 3	The table and stools draw the audience's attention, highlighting the narrative of the choreography where relationships between family members unfold.
7	Contribution 4	The lack of family comforts within the set and minimal furniture.
Week 7: Aural Setting in Shadows		
1	Aural Setting	An audible accompaniment to the dance such as music, words, song and natural sound (or silence).
2	Aural Setting in Shadows	Arvo Part's <i>Fratres</i> for violin and piano – pre-recorded for use in performance.
3	Aural Setting description	The music has no break in tempo, using broken chords and scales. There is a clear correlation between movement and accompaniment in terms of

		speed and dynamics, often used to introduce each character. The music is in a minor key throughout the piece.
4	Contribution 1	The continuous tempo emphasises the idea of the family awaiting something creating a tense mood allowing the audience to feel the suspense as the family awaits.
5	Contribution 2	The minor key symbolises the dreary depressing mood of the piece.
6	Contribution 3	The varying speeds and dynamics help introduce each character to the audience highlighting their emotional response to their situation

AUTUMN Half-term 2		
Week 1: Emancipation of Expressionism - Anthology work		
1	Emancipation of Expressionism	A group dance in a hip-hop style which explores various themes. Also referred to as E of E.
2	Company	Boy Blue Entertainment
3	Choreographer	Kenrick H2O Sandy
4	Dancers	17 Dancers (9 male and 8 female)
5	Performance Environment	Proscenium Arch
6	Dance Style	Hip Hop – krumping, popping, locking, animation, breaking and waacking techniques.
7	Choreographic Intention	Using hip hop as a tool to create art. He wants the audience to feel they are sharing an emotional journey. Each section is a moment in life and the whole work is a journey. The theme of order and chaos highlights the restrictions of an individual style of hip hop dance.
8	Stimulus (starting point)	The music Til Enda by Olafur Arnalds was a starting point for the piece. This final section of the work was created prior to the earlier sections. The idea of emancipating expressionism was another starting point for the work. The importance of being free to express ourselves both as individuals and through the use of hip hop are central to Kenrick's initial ideas for the work.
Week 2: Lighting in Emancipation of Expressionism		
1	Lighting description in E of E	There is a blue wash across the stage with the edges of the stage never lit. Spot lights from above the stage are used to highlight groups or individual dancers. There is white side lighting used in section 2 from stage right. Sometimes the lighting fades and other times it snaps to blackout between sections.
2	Contribution 1	The harsh white side light facing the soloist in section 2 suggests... the challenges of life individuals face along life's journey.
3	Contribution 2	The contrasting spot lights USR (blue) and DSL (white) emphasises the contrast between the dancers' movements which highlights the theme of order and chaos.
4	Contribution 3	The stage is never fully lit creates a central focus, drawing in the audience's attention.
5	Contribution 4	Spot lights are used to identify individual dancers emphasising the theme of individual expressionism.
6	Contribution 5	The sudden snap to black out adds a dramatic effect to the work and suggests the ever changing journey taking place.
Week 3: Costume and Staging /Set in Emancipation of Expressionism		
1	Costume description	The costume was designed to represent the company- casual. The dancers wear short sleeved pastel blue t-shirts, blue denim jeans and grey trainers with a white sole. Hair is tied back and some dancers wear everyday jewellery.
2	Contribution 1	All dancers are wearing the same creating a unified look emphasising the theme of order which is contrasted by chaotic movement within the piece.

3	Contribution 2	The dancer's hair is tied back so the audience can clearly see facial expressions helping to show each individual dancer expression
4	Staging / Set description	Theatrical fog/smoke is used. There is no set used.
5	Contribution 1	Theatrical fog is used to create texture in the air and to enhance the lighting.
6	Contribution 2	No set allows the audience to focus solely on the choreography which draws the audience's attention to hip hop as an art form in its own right and a way of expressing yourself through this dance style.
Week 4: Aural Setting in Emancipation of Expressionism		
1	Aural Setting Description	The music shifts from two urban pieces utilising powerful drum beats and electronic sounds to a modern classical composition to a fusion piece of music that incorporates urban percussive elements and classical strings.
2	Contribution 1	The combination of urban beats and classical music suggests... the theme of order and chaos being explored through the use of contrast.
3	Contribution 2	The transition of music through the work from urban to classical to a combination of the two ... helps the audience experience the journey taking place as individuals begin to express themselves through hip hop.
4	Contribution 3	The classical strings give a more emotive feeling to the audience... emphasising human connections through an individual's journey of expression.
Week 5: Infra - Anthology work		
1	Infra - Choreographic intention	Infra is about: seeing below the surface of things; and people - the choreography has recognisable pedestrian movements. The piece is about inferences. It infers particular types of relationships and emotions felt. In Infra, McGregor has purposefully left open the full visual field to let the audience make their own selections.
2	Choreographer	Wayne McGregor
3	Company	The Royal Ballet
4	Dancers	12 Dancers (6 male and 6 female)
5	Performance Environment	Proscenium Arch
6	Dance Style	Contemporary Ballet
7	Stimulus	The title Infra comes from the Latin word for below - the dance explores life below the surface of the city. Infra delves beneath the surface to present a moving meditation on human interactions. Lines from the poem The Wasteland by T.S Elliot also influenced McGregor; 'Under the brown fog of winter dawn. /A crowd flowed over London Bridge, so any.'
Week 6: Set and Lighting in Infra		
1	Set Description	The set consists of a 18m LED screen placed high on the black back wall. It runs the width of the stage and on the screen we see a flow of electronic walking figures. The rest of the stage is left empty.
2	Contribution 1	LED screen with figures walking across it emphasises ... the theme of people passing by not noticing one another linking to the London Bombings and how a serious danger was needed to trigger people's acknowledgement of others.
3	Contribution 2	The LED screen at the top of the stage symbolises... the theme of people passing by not noticing one another linking to the London Bombings and how a serious danger was needed to trigger people's acknowledgement of others.
4	Contribution 3	The empty stage suggests...an isolated emptiness within peoples' lives and relationships linking to the idea of Londoners ignoring those around them.

5	Lighting: Description	The lighting often covers the width of the stage in panels of light often focusing on downstage. In one section there are 6 rectangles of light framing 6 duets. At times the stage is lit with colour for example a green, blue and orange wash.
6	Contribution 1	The panels of light upstage and downstage ... allow for dancers to be revealed on stage.
7	Contribution 2	The 6 rectangles of light across the stage... could resemble a zebra crossing suggesting the setting of a busy London street. Or 6 windows into people's lives
Week 7: Aural Setting in Infra		
1	Aural Setting Description	The score mixes melancholy string melodies with electronic sound and everyday sounds such as train- whistles and low rumbling of a train coming into the station.
2	Contribution 1	Long isolated notes emphasise... isolation and lack of human interaction.
3	Contribution 2	The layered sounds of melodies and electronic sounds symbolises ... the theme of looking below the surface with the layering of music representing above and below.
4	Contribution 3	String melodies emphasise...connections between individuals suggesting human relationships.
5	Contribution 4	Whirring train sounds suggest... the location of the London Underground linking to the starting point of the London bombings.

SPRING Half-term 1

Week 1: Lighting in A Linha Curva		
1	Choreographic Intention	1.To have fun 2. Samba Parade 3. How Brazilian men communicate with women
2	Choreographer	Itzik Galili
3	Lighting in A Linha Curva	Designed by Itzik Galili
4	Lighting description	Chequer-board effect, overhead, bright colours, the lighting is all pre-programmed, narrative scenes do not use any of the grid lights.
5	Contribution 1	The bright colours enhance the intention of having fun.
6	Contribution 2	The bright, fast moving chequerboard effect enhances the intention of Brazilian Carnival and the geographical context.
7	Contribution 3	The grid-like patterns help exaggerate formations and pathways.
8	Contribution 4	In the slow section lights appear on each dancer as they begin highlighting the accumulation.
9	Contribution 5	The pre-programmed lighting indicates the speed of the dance.
Week 2: Costume in A Linha Curva		
1	Costume in Shadows	Designed by Christopher Bruce
2	Costume description	Black mesh vest tops, wet look lycra shorts (10 different colours), zips on vest all at different angles, men wear metallic disc-shaped collars for the opening.
3	Contribution 1	The bright colours enhance the idea of having fun.
4	Contribution 2	The style of the costume enhances the geographical context- hot climate.
5	Contribution 3	The style of costume enhances Brazilian carnival- relaxed yet makes a confident statement.
6	Contribution 4	The Uniform look suggests equality and enhances the choreographic devices of unison and canon
7	Contribution 5	The bare legs are clearly visible in the wide walking stance and lunges which enhances the movement.

8	Contribution 6	The slashed male tops emphasise masculinity.
Week 3: Staging / Set and Aural setting in A Linha Curva		
1	Performance Environment	End Stage
2	Staging / Set description	A raised platform at the back of the stage to elevate 4 percussionists, skate boards.
3	Contribution 1	The unrestricted stage space provides room for movement to be the main focus of the audience
4	Contribution 2	The end stage enhances the costume by not distracting from the exciting costume effect.
5	Contribution 3	The wings of the end stage allows for entrances and exits which support the structure of the dance
6	Contribution 4	The raised platform for the musicians emphasises the samba influence - the audience can see percussionists.
7	Aural setting description	Four percussionists play live, influenced by Brazilian samba music. Both percussionists and dancers use vocals to enhance aural setting.
8	Contribution 1	Brazilian samba music enhances the intention- gives carnival feeling- emphasised further by dancers calling out.
9	Contribution 2	The happy mood links to the intention of having fun.
10	Contribution 3	The lively qualities in the music enhances the dynamics in the movement.
11	Contribution 4	Use of vocals links to the intention of having fun and the carnival feeling.
Week 4: Set Phrase- Physical Skills		
1	Set Phrase	The set phrases are called: 1). Breathe 2). Flux
2	Posture	The way the body is held
3	Alignment	Correct placement of body parts in relation to each other.
4	Balance	A steady or held position achieved by an even distribution of weight.
5	Coordination	The efficient combination of body parts.
6	Control	The ability to start and stop movement, change direction and hold a shape efficiently.
7	Flexibility	The range of movement in the joints (involving muscles, tendons and ligaments).
8	Mobility	The range of movement in a joint; the ability to move fluently from action to action.
9	Strength	Muscular power.
10	Stamina	Ability to maintain physical and mental energy over periods of time.
11	Extension	Lengthening one or more muscles or limbs.
12	Isolation	An independent movement of part of the body.
Week 5: Technical Skills - In the Set Phrases		
1	Set phrase - Breathe	Starts on count 6 Left foot steps first Uses parallel feet in lunge positions
2	Set phrase - Flux	Starts on count 1 Kneeling down centre stage Uses flexibility and extension in the handstand
3	Action content	Movement e.g travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight.
4	Dynamic content	The quality of the movement e.g sudden, sustained, strong, light, flowing, abrupt.
5	Spatial content	The 'where' of movement such as levels, directions, pathways, shapes, designs and patterns.
6	Relationship content	The ways in which dancers interact; the connections between dancers.(duet and trio performance only) e.g lead and follow, accumulation, compliment and contrast, counterpoint, contact and formations.

7	Timing content	The use of time or counts when matching movements to sound and/or other dancers.
8	Rhythmic content	Repeated patterns of sound or movement.
9	Movement in a stylistically accurate way	Characteristic way of dancing.
Week 6: Expressive Skills - In performance		
1	Set phrase - Breathe	High release - when the arms release outwards through the elbows, the chest is open and lifted with high focus
2	Projection	The energy the dancer uses to connect with and draw in the audience.
3	Focus	Use of the eyes to enhance performance or interpretative qualities.
4	Spatial awareness	Consciousness of the surrounding space and its effective use.
5	Facial expression	Use of the face to show mood, feeling or character.
6	Phrasing	The way in which the energy is distributed in the execution of a movement phrase.
7	Musicality	The ability to make the unique qualities of the accompaniment evident in performance.
8	Sensitivity to other dancers	Awareness of and connection to other dancers
9	Communication of choreographic intent	The aim of the dance; what the choreographer aims to communicate.

SPRING Half-term 2		
Week 1: Mental skills		
1	Mental skills used during performance include:	<ul style="list-style-type: none"> ● Movement memory ● Commitment ● Concentration ● Confidence
2	Mental skills and attributes used with the choreographic process include:	<ul style="list-style-type: none"> ● Systematic repetition ● Mental rehearsal ● Rehearsal discipline ● Planning of rehearsal ● Response to feedback ● Capacity to improve.
Week 2: Safety considerations		
1	Safe working practice during performance includes:	<ul style="list-style-type: none"> ● Safe execution ● Appropriate dancewear, ● Appropriate footwear ● Appropriate Hairstyle ● Absence of jewellery.
2	Safe working practice during rehearsal process:	<ul style="list-style-type: none"> ● Warming up ● Cooling down ● Nutrition ● Hydration
Week 3: Choreography: Choreographic Process		
1	Choreographic Process	Activities involved in creating dance such as improvisation, selection and development.

2	Choreographic Process includes	ROGER- Researching IS- Improvising GOING- Generating SCOOTING- Selecting DOWN- Developing SAINSBURY'S- Structuring ROAD- Refining SAFELY- Synthesising
3	Researching	Studying a choreographic idea in detail (this could lead you to find a theme for your dance)
5	Improvising	Moving spontaneously without preparation
6	Generating	Creating and putting movement together
7	Selecting	Choosing particular movement phrases that best suit your theme
8	Developing	Changing and altering the movement to make it more interesting or link closer to your theme.
9	Structuring	Piecing sections of your dance together to help show your theme.
10	Refining and synthesising	Making changes to improve and clarify your choreography.
Week 4: Choreography: Relationships and Choreographic Devices		
1	Choreographic Devices	Methods used to develop and vary material.
2	Includes	MY- Motif and development RED- Repetition COAT- Contrast HELPS- Highlights CATCH- Climax MY- Manipulation of number UNI-CORN- Unison and Canon
3	Relationships	The ways in which dancers interact; the connections between dancers.
4	Includes	LITTLE- Lead and follow MINIONS- Mirroring AND- Accumulation ALIENS- Action and reaction CAUSE- Counterpoint CHAOS- Complement and Contrast CREATING- Contact FUN- Formations
Week 5: Choreography: Structuring Devices		
1	Structure Devices	The ways in which a dance is made, built, ordered or organised.
2	Includes	<ul style="list-style-type: none"> ● Binary ● Ternary ● Rondo ● Narrative ● Episodic ● Beginning/ middle/ end ● Unity ● Logical sequence ● Transitions

SUMMER Half-term 1

Week 1: Artificial Things		
1	Choreographic Intention	The characters are coming to terms with life's limitation. Characters are still constricted within a snow globe that represents life's limitations being watched. Within the scene the characters find a resolution by coming together and as the scene comes to a close, they surrender to the fact that we all have to live with individual regrets.
2	Choreographer	Lucy Bennett
3	Company	Stop Gap
4	Dancers	4 (2 male, 2 female)
5	Performance Environment	Proscenium arch
6	Stimulus	Lucy's thoughts of an isolated figure perched on a collapsed wheelchair. This figure is being observed from afar as if through a snow globe. The mysterious paintings by the artist Goran Djurovic influenced the design, costume and choreographic images within all the scenes. The dancers' personal experiences provided inspiration for the choreographic tasks.
Week 2: Costume in Artificial Things		
1	Costume in Shadows	Designed by Anna Jones
2	Costume description	The costumes are a wash of blue and green, merging with the backdrop. It looks as if paint is running from the garments.
3	Contribution 1	The look of paint running off the garments compliments the colour of the backdrop.
4	Contribution 2	Laura wearing heels and trousers to highlight the body parts which may be seen as restricted enhances the theme of overcoming limitations
5	Contribution 3	The loose fitted clothing allows freedom of movement highlighting that the dancers are not restricted.
6	Contribution 4	The dancers' bare arms highlight the arm gestures particularly in the trio with Laura, Amy and David W.
Week 3: Staging / Set in Artificial Things		
2	Staging / Set description	The vitrine is on its side with a snowdrift inside the cabinet. Paper snow is scattered on the ground in a diagonal from the vitrine to Laura who is downstage right. In front of the vitrine there are two stools and a headless suit on mannequin legs perched on a third stool. The dance floor is a light grey and around the edge is a wooden frame reflecting the colour, shape and restriction of the vitrine.
3	Contribution 1	The paper snow scattered on the floor enhances the dancers movements and pathways.
4	Contribution 2	The vitrine and stools create a focus point where the dancers come together highlighting their connection to one another.
5	Contribution 3	The mannequin legs enhance the theme of overcoming limitations.
6	Contribution 4	The wooden frame around the edge of the dance floor enhances the dance space and suggests links to the theme of restriction.
Week 4: Lighting in Artificial Things		
1	Lighting description	For most of Scene 3 the lighting focuses on one or two spots. It opens out in the middle, with a blue wash and warm and cool side lighting before closing down to another spot for the final solo.
2	Contribution 1	The lighting changes colours from a cool blue wash to warm orange over the vitrine suggesting the change in mood of the dance.

3	Contribution 2	The pool of light centre stage enhances the choreographic intention of being restricted within a snowglobe.
4	Contribution 3	The use of spotlights enhances the dancers movements.
5	Contribution 4	The colours of the lighting compliment both the costume and backdrop.
Week 5: Aural Setting in Artificial Things		
1	Aural setting description	The whole of the piano both inside and out is used to create a cold, ambient sound. Sound effects such as distant rumbles, wind and the sound of paper snow can be heard. Elements of the song 'The Sunshine of Your Smile' were mixed into the atmosphere often sounding distorted or as if drifting in on the wind. The final section uses the full version of the song.
2	Contribution 1	Sound effects of wind and footsteps in snow convey idea of snow globe environment
3	Contribution 2	The minor keys of the piano suggest a mood of sorrow and reflection
4	Contribution 3	Individual piano notes link to the isolated figures in the paintings and the snow globe.
5	Contribution 4	'The Sunshine of your Smile' song was what David T listened to with his father and therefore is another link to looking back and coming to terms with moving on in life.
Week 6: Within Her Eyes		
1	Choreographic Intention	An abstract tragic love story that is open for interpretation. The female demonstrates the pull she feels to her late lover whilst trying to allow herself to move on with the man who cares so much for her. The dancers perform in complete contact, totally dependent on each other, with the female never once touching the floor.
2	Choreographer	James Cousins
3	Company	James Cousins Company
4	Dancers	2 Dancers (1 male and 1 female)
5	Performance Environment	Site Sensitive
6	Stimulus	<ul style="list-style-type: none"> • A love story with a twist. • Inspired by both personal experiences and well known narratives, Cousins wanted to portray a unique narrative combining themes of love and loss, dependency and loyalty, longing and memory. • Rather than a conventional love story where characters end up together, Cousins wanted to flip it around and portray a story where, no matter what happened, ultimately they could never be together

SUMMER Half-term 2

Week 1: Costume in Within Her Eyes		
1	Costume description	Costumes are stylised everyday clothes. The female dancer wears a beige shirt and skirt, the male dancer wears a dark khaki jumper and jeans.
2	Contribution 1	The female dancer's light colour clothing suggests her fragile, vulnerable, conservative character.
3	Contribution 2	The male dancer's dark earthy colours reflect the support and stability he brings to the relationship.
4	Contribution 3	The female dancers bare legs and feet enhance the movement and emphasise that she never touches the ground.
5	Contribution 4	The darkness of the male dancer's costume contrasted with the lightness of hers adds to the illusion of her just floating on him in the space.
Week 2: Staging / Set in Within Her Eyes		
1	Staging / Set description	The film is set in remote locations to give the feeling of isolation and highlight the characters' separation from society. The locations progress

		from very open landscapes to more intimate settings to show a passage of time and to reflect their relationship getting more intimate and restricted as it progresses.
2	Contribution 1	The empty street in the prologue gives a sense of isolation suggesting her inability to let someone else in.
3	Contribution 2	The overcast sky and rain create a bleak depressing mood/atmosphere suggesting the lack of hope for the new couple.
4	Contribution 3	The more enclosed setting of the dense forest signifies the relationship becoming more intimate and suggests that time has passed.
5	Contribution 4	The trees between the dancers and the camera act as barriers representing the troubles and darkness within their relationship. This creates an uneasy mood.
Week 3: Lighting in Within Her Eyes		
1	Lighting description	The film uses only the natural light of the environment. There is a development from daytime to evening into night to show the passage of time of the relationship.
2	Contribution 1	The dull and dreary sky compliments the deserted surroundings creating a sombre mood and emphasising her isolation.
3	Contribution 2	The lighting gets darker throughout suggesting time of day and the progression of the characters' relationship.
4	Contribution 3	The darkness of the final section draws the audience's attention in and suggests the possible end of the relationship.
5	Contribution 4	The light sky behind the dancers creates almost a silhouette of the dancers at times suggesting the hiding of the relationship and feelings.
Week 4: Aural Setting in Within Her Eyes		
1	Aural setting description	The music combines electronic elements with strings and piano creating a haunting and emotive accompaniment that blends seamlessly with the choreography.
2	Contribution 1	Quiet electronic sounds add to the idea of feeling isolated and alone.
3	Contribution 2	Soft piano notes reflect her fragile nature during the early stages of the relationship.
4	Contribution 3	Wind sound effects enhance the location and emptiness of their surroundings.
5	Contribution 4	The increase in pace complements the shift in dynamics in the choreography, reflecting the developing relationship.
Week 5: Dance for Camera in Within Her Eyes		
1	Extreme long shot	Often used to set the scene. Very far away so the subject is often hard to see.
2	Long shot	The entire body is included in the shot, almost filling the screen .
3	Medium shot	Shows some part of the subject in detail while still giving an impression of the whole subject. Often only from the waist up.
4	Close up	A feature or part of the subject takes up the whole frame. This takes place in the kneeling section allowing the audience to see all the emotion on the dancer's face.
5	Follow	The camera follows the subject or action. Seen in the prologue as the female dancer is walking along the street.
6	Handheld camera	The camera is held by the operator and moved freely. This is used to add more movement to shots and a sense of instability that echoes the female dancer's state of mind.
7	Pan	The camera is rotated horizontally, left to right while it is fixed to a certain point, changing the direction of the lens but not the position of the camera itself.
8	Cutting	Fast pace switching between different shots. This is used to add pace to the performance and compliment the increase in dynamics.

Week 6: Dance for Camera in Within Her Eyes		
1	Use of camera	After the prologue the camera starts very far away from the dancers giving the feeling that the viewer is a secret observer. Gradually as the dancers' relationship grows closer, the camera moves in closer but still keeps distance until the first time the dancers look at each other when it moves right in to close up on their faces. The majority of the film is shot with the camera on a track, giving a very smooth quality.
2	Contribution 1	An extreme long shot is used to emphasise the vast open space around the dancers, enhancing the characters isolation.
3	Contribution 2	The camera gradually moves closer as the dance progresses highlighting the development of their relationship.
4	Contribution 3	There is a close up shot when the dancers first look at each other this highlights the movement and suggests the closeness of the relationship at this moment.
5	Contribution 4	A hand held camera is used in the penultimate shot giving a much more raw and unsteady feeling reflecting the female characters heightened emotional state.
Week 7: Reflection of Anthology works - Dance styles		
1	Shadows	Neo-classical
2	Emancipation of Expressionism	Hiphop, Krumping, Waacking, Amination
3	Infra	Contemporary Ballet
4	A Linha Curva	Samba, Contemporary, Capoeira
5	Artificial Things	Inclusive Contemporary dance
6	Within Her Eyes	Contemporary, Contact work

ALL TERMS

Week 1

1	Hardwood	Timber that comes from a deciduous tree that drops its leaves during the winter
2	Softwood	Timber that comes from an evergreen tree that does not drop its leaves
3	Manufactured Board	Timber sheets constructed from left over material pressed and bonded together
4	Strong	The ability of a material to withstand forces without bending or breaking
5	Hard	The ability of a material to withstand indentation, scratching and wear
6	Tough	The ability of a material to withstand impact without breaking
7	Durable	Able to withstand wear, pressure, or damage; hard-wearing.
8	Compressive strength	The resistance of a material to breaking under compression

Week 2

1	Measurement	The size, length, or amount of something
2	Steel rule	Used for measuring material
3	Try square	Used to mark and check accurate lines at 90 degrees
4	Marking gauge	Used in woodworking and metalworking to mark out lines for cutting or other operations.
5	Template	A tool used to mark out shapes repeatedly
6	Pattern	A collection of shapes, similar to a template, that are attached to the surface of a material to aid shaping it
7	Jig	A device used to hold a piece of material and guide cutting tools. They are used to ensure the process can be repeated accurately and to a high quality
8	Quality control	A procedure or set of procedures intended to ensure that a manufactured product or performed service adheres to a defined set of quality criteria or meets the requirements of the client or customer.

Week 3

1	Mitre Joint	A joint made by cutting each of two parts to be joined, at a 45° angle, to form a corner
2	Butt Joint	A simple joint where the edges of the timber are glued together, so it is easy to make but weak
3	Lap Joint	A stronger joint due to the surface area that can be glued, a joint made by overlapping two ends or edges and fastening them together.

4	Bridle Joint	The end of one timber deeply recessed fits over another timber with recessed sides.
5	Mortise and tenon Joint	The tenon portion of the joint works as a peg, and the mortis is the hole or slot into which the tenon is inserted. The pieces are then glued together during assembly.
6	Dovetail Joint	A dovetail joint has a series of pins and tails interlocking together, that resists pulling apart in all directions except one
7	Finger Joint	Uses interlocking square components on both components that come together to join
8	Dowel Joint	Uses a wooden or plastic peg, called a <u>dowel</u> , which fits into aligned holes to reinforce the joint

Cycle 4

1	Tenon saw	Cutting timber in a straight line
2	Chisel	A cutting tool to shave and remove excess material
3	Mallet	Used to drive the chisel forward
4	Coping saw	Used to cut round corners
5	Plane	A tool used for shaping and smoothing timber by removing thin layers
6	File	Used for smoothing down surfaces
7	Mitre saw	Used to cut timber at different angles accurately in a straight line
8	Needle file	Small files used to finish and shape

Week 5

1	Acrylic paint	Oil based paint that can be used on papers and boards, plastic and metal
2	Spray paint	Paint is in an aerosol container and then is sprayed directly onto surface, creating a smooth even texture
3	Polyurethane varnish	A super tough surface finish, often used on interior wood, where surface is prone to wear and tear
4	Bees Wax	Natural wax used to finish and protect timber
5	Wet & Dry paper	600-1200 grit paper that is used wet and then dry to achieve a seamless and smooth finish on plastics
6	Buffing wheel	A wheel covered in soft material, like wool, used for shining and polishing products
7	Wood Stain	A finish for wood which changes the materials appearance
8	Varnish	A finish for wood in gloss, satin or matte

Week 6

1	Stock Form	How the products comes (sheets, slats)
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2	Baulk cut	Simple cut that uses the whole trunk of the tree to make posts and beams
3	Through cut	Cuts are made vertically through the trunk to cut it into usable planks, and is the most cost effective
4	Quarter cut	A complex and expensive method of cutting that uses vertical, horizontal and diagonal cuts to; often used for high quality furniture pieces
5	Planks	Long thin and flat pieces of timber used for everyday products and construction
6	Mouldings	Specifically shaped sections of timber that are used for architraves, frames and skirting boards
7	Manufactured boards	Come in large sheet sizes, most common 2400x1200, and a variety of thicknesses

Week 7

1	Techsoft	A computer software used for drawing 2D objects
2	Laser cutter	(Computer numerical control) CNC machine used to cut out and engrave designs on timber and plastic
3	Engrave	Blue lines are used to communicate to the machine to mark the material and not cut
4	Cut	Red lines are used to communicate to cut through the whole material to separate it
5	Onshape	A computer software used for drawing 3D objects and representing working drawings
6	Manufacturing Flowcharts	This shows the processes taken to create a product, exploring machines, health and safety and quality control
7	Quality control	What precautions have been taken to ensure the product has been built to the correct standard and specification

AUTUMN Half-term 1

AUTUMN Half-term 1		
Week 1: Vocal Performance Skills		
1	Volume	How loud or quiet the voice is
2	Pitch	How high or low the voice sounds
3	Tone	The emotional sound of the voice
4	Pace	The speed at which lines are delivered
5	Accent	A distinctive way of pronouncing a language
6	Articulation	The formation of clear consonants in speech
7	Emphasis	Stressing a particular word or phrase within a sentence to indicate importance
8	Projection	A strong, clear and loud voice
Week 2: Physical Performance Skills		
1	Body Language	The non-verbal way in which a person communicates their physical and mental state through using facial expressions, gesture and posture
2	Facial Expressions	Using the face to convey emotions or feelings
3	Gait	A person's manner of walking
4	Gesture	A movement of the head, hand or other body part to express meaning
5	Levels	Levels can be created through position of the body, set or staging. They show action in a different place/time and can reflect relationships.
6	Posture	The position of a person's body when standing or sitting
7	Proxemics	How close or near you are to others on stage
8	Eye Contact	Where the eyes are looking to portray emotion
Week 3: Vocal & Physical Performance Skills		
1	Clarity	How clearly you speak and pronounce words
2	Diction	How clearly you speak and pronounce words
3	Pause	To stop for a moment to create dramatic effect
4	Inflection	The way we vary our pitch, volume, and intonation when speaking
5	Elongate	To make a word longer to create dramatic effect
6	Stance	The position of your feet on the floor (wide, narrow, etc.)
7	Mannerism	A habitual gesture or way of speaking or behaving
8	Proxemics	How close or near you are to others on stage
Week 4: Stagecraft		
1	Rehearsal	The process of experimenting with skills and getting ready for performance
2	Blocking	Placing performers in a specific space
3	Spatial Relationships	Distance between performers that shows the relationship between characters
4	Facing the audience	The position a performer stands in to ensure the audience can see their performance clearly
5	Characterisation	Experiment with vocal and physical skills to create a character
6	Feedback	Gives the performer a positive comment on their use of skills and a suggestion to improve their skills in performance
7	Wings	The areas just off stage left or stage right, not seen by the audience
8	Staging	Refers to the physical aspects of a theatre production: the sets, props, lights, and sound
Week 5: Exploration Strategies		
1	Stimulus	A starting point or trigger to generate ideas
2	Still Image	A frozen picture which communicates meaning
3	Thought-Tracking	A character steps out of a scene to address the audience about how they're feeling
4	Essence Machine	A series of repeated movements/actions/sounds/words to communicate meaning

5	Marking The Moment	A way of highlighting the most important moment in a scene in order to draw the audience's attention to its significance
6	Cross-Cutting	A device to move between two or more scenes staged in the space at the same time
7	Monologue	A speech delivered by a single character
8	Hot-Seating	An actor sits in the hot-seat and is questioned in role, spontaneously answering questions they may not have considered before
Week 6: Impact on the Audience		
1	Atmosphere	The overall feeling created in a dramatic performance.
2	Mood	Refers to the production's overall emotional quality
3	Subtext	The underlying meaning or message of a text that isn't explicitly stated
4	Plot	A sequence of events within a play that tells a story
5	Key theme	A recurring idea that's present throughout the work
6	Dramatic Climax	When the tension within a scene builds to its highest point
7	Dramatic Irony	A situation in which the audience has a better understanding of events than the characters in a story do.
8	Characters	A character is a person depicted within a story.
Week 7: Frantic Assembly		
1	Theatre Practitioner	A person or theatre company that creates practical work or theories to do with performance and theatre
2	Frantic Assembly	Are an internationally renowned physical theatre company
3	Physical Theatre	A type of performance where physical movement is the primary method of storytelling
4	Naturalistic	A performative style that focuses on hyper-realism in its plays
5	Non-Naturalistic	Any theatre that does not focus on life-like representation on stage
6	Chair Duets	You sit next to a partner and use a series of contact movements.
7	Connect-Affect-Disconnect	A simple creative task to start exploring the building blocks method of generating choreography from a simple starting point as well as building on this contact training
8	Lightning Walks	Walking in unison, in a grid sequence

AUTUMN Half-term 2		
Week 1: Response to Stimulus		
1	Stimulus	A starting point or trigger to generate ideas
2	Mind Map	To share and note down ideas in a group at the beginning of the creative process or in order to troubleshoot a problem
3	Key Themes	A recurring idea that's present throughout the work
4	Intentions	The decisions, made by theatre makers, to communicate deeper meaning through their work
5	Target Audience	The audience who are most suited for the production
6	Conscience Alley	Characters create a tunnel as one character walks through it, thoughts on the character or a situation are spoken aloud
7	Symbols and imagery	A representation of another meaning
8	Atmosphere	The feeling and emotion that is created
Week 2: Exploration of Stimulus		
1	Still Images	An image created to help capture a key moment or emotion
2	Thought-Tracking	The character speaks their thoughts out loud
3	Transition	The movement of one scene into another
4	Essence Machine	Repeated series of movements/words/sounds/gestures to indicate meaning
5	Writing In Role	An actor writes in a role about another character or situation (email, text, letter, diary entry etc.)
6	Hot Seating	An actor is interviewed or asked questions and must respond in character
7	Improvisation	Making up a scene in order to explore a situation or relationship

8	Cross-Cutting	a device to move between two or more scenes staged in the space at the same time
Week 3: Development of Material		
1	Rehearsal Activities	Exercises carried out during rehearsals to aid characterisation and plot development
2	Refine	To improve or perfect through polishing and adjusting
3	Mime	Creates an illusion without speech or props
4	Monologue	A character speaks thoughts and emotions out loud. This can be delivered directly to the audience.
5	Movement	Could be a stylized movement piece to represent a section of the Drama
6	Analysis	Selecting key ideas or concepts and being able to say how they were explored by the directors, designers or performers
7	Evaluation	Forming a judgement about whether an idea or performance element has worked or not with effective supporting evidence
8	Frantic Assembly	An internationally renowned physical theatre company
Week 4: Genre/Structure		
1	Genre	A style, especially in the arts, that involves a particular set of characteristics. E.G Comedy, Drama, Horror
2	Historical Drama	Drama set in historical period
3	Tragic-comedy	A play which has both comical moments and an element of tragedy
4	Drama	Relies on the action, emotion and relationships in the plot
5	Structure	The structure of a play is the order in which action and scenes are placed.
6	Linear	Drama runs in time order with no flash-backs or flash-forwards.
7	Non-Linear	The drama jumps about in time with flash-backs/forwards.
8	Episodic	The drama is linked by an overarching theme/idea.
Week 5: Style/Form		
1	Style	The approach to performance chosen; this may link to a practitioner.
2	Naturalistic	Performance which aims to replicate real life.
3	Non-Naturalistic	Performance which is experimental.
4	Movement	A drama told through movement.
5	Form	The mould that you use to help the Drama take shape
6	A Play Improvised	A drama which has been devised/improvised by the actors and directors
7	Physical Theatre	A theatrical drama which is told through physical movement
8	Mime	A non-naturalistic abstract style of drama with minimal props and no dialogue
Week 6: Language/Character		
1	Character	When you act the part of somebody else, you are taking on a role.
2	Central Character	The most important character in the drama or a character key to the drama
3	Ensemble	An approach to acting that aims for a unified effect achieved by all members of a cast
4	Characterisation	The investigation and portrayal of a character
5	Language	The words used by the characters during the play. This can determine class, personality, feelings etc.
6	Dialogue	The spoken word between characters
7	Contemporary	Language that is currently in use at the time of the play
8	Formal	A style of speech used when addressing someone we don't know well, or someone we respect.

SPRING Half-term 1

Week 1: Form		
1	Form	The mould that you use to help the Drama take shape.

2	Scripted	This is a form of Drama where the dialogue is written down along with stage directions.
3	Improvised	The plot is decided on and then actors make up what their characters will say. As there is no script the dialogue can sometimes change.
4	Physical Theatre	Physical Theatre tells the story of the drama through an emphasised use of movement.
5	Mime	Mime is a stylised type of movement. It uses exaggerated movement to tell a story. It is performed in silence.
6	Monologue	Monologue is when a character speaks their thoughts out loud to the audience or another character.
7	Choral Speech	A speech spoken by more than one person. Can be spoken in unison or with words and phrases repeated or echoed through the speech.
8	Movement	A drama told through movement
Week 2: Structure		
1	Structure	The structure of a play is the order in which action and scenes are placed.
2	Linear	Drama runs in time order with no flash-backs or flash-forwards.
3	Non-Linear	The drama jumps about in time with flash-backs/forwards.
4	Episodic	The drama is linked by an overarching theme/idea.
5	Play Within A Play	An additional play is performed during the performance of the main play. The device is generally used to highlight important themes or ideas of the main play
6	Cyclical	The play ending at the same time as it began
7	Narrative	One clear storyline
8	Fractured Narrative	Two or more storylines
Week 3: Genre		
1	Genre	A style, especially in the arts, that involves a particular set of characteristics. E.G Comedy, Drama, Horror
2	Historical Drama	Drama set in historical period
3	Tragic-comedy	A play which has both comical moments and an element of tragedy.
4	Drama	Relies on the action, emotion and relationships in the plot.
5	Tragedy	Work that portrays or depicts calamitous events and has an unhappy but meaningful ending.
6	Epic Theatre	Seeks to educate the audience about political issues
7	Mixed Form	Lays that mix genres and styles
8	Crime Thriller	A genre that tells a gripping tale based around a crime
Week 4: Style		
1	Style	The approach to performance chosen; this may link to a practitioner.
2	Naturalistic	Performance which aims to replicate real life.
3	Non-Naturalistic	Performance which is experimental.
4	Movement	A drama told through movement.
5	Epic Theatre/ Brechtian	Breaks the fourth wall, the imaginary wall between the actors and audience which keeps them as observers. They are active members of the theatrical experience as they are kept thinking throughout, not switching off.
6	Physical Theatre	A form of theatre that puts emphasis on movement rather than dialogue.
7	Theatre In Education	Performances and workshops that foster effective learning in schools.
8	Commedia Dell'arte	Often performed outside with very few prompts and an improvised script.
Week 5: Language		
1	Language	The words used by the characters during the play. This can determine class, personality, feelings etc.
2	Dialogue	The spoken word between characters
3	Contemporary	Language that is currently in use at the time of the play
4	Formal	A style of speech used when addressing someone we don't know well, or someone we respect

5	Colloquial	Characteristic of informal spoken language or conversation
6	Historical	A language that was spoken in the past but is different from its modern form
7	Script	A written document that contains the dialogue, stage directions, and other essential elements for a theatrical performance
8	Sub-text	The real feelings of a character that they may not show or express to another character
Week 6: Character & Development		
1	Character	When you act the part of somebody else, you are taking on a role.
2	Central Character	The most important character in the drama or a character key to the drama
3	Ensemble	An approach to acting that aims for a unified effect achieved by all members of a cast.
4	Characterisation	The investigation and portrayal of a character
5	Rehearsal Activities	Exercises carried out during rehearsals to aid characterisation and plot development
6	Refine	To improve or perfect through polishing and adjusting.
7	Mime	Creates an illusion without speech or props
8	Monologue	A character speaks thoughts and emotions out loud. This can be delivered directly to the audience.

SPRING Half-term 2

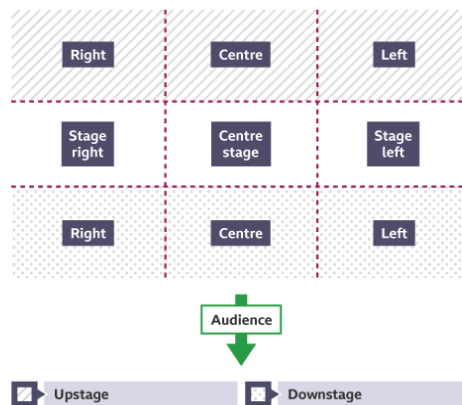
Week 1: Analysis & Evaluation		
1	Analysis	Detailed examination of the elements or structure of something using key vocabulary
2	Evaluation	The making of a judgement about something within the performance, the justification
3	Performance Skills	An actor's physical and vocal skills within performance
4	Aims/Intentions	The main aim or intention for your piece, what you want to achieve, what impact you want to have on the audience
5	Target Audience	The audience who are most suited for the production
6	Feedback	Gives the performer a positive comment on their use of skills and a suggestion to improve their skills in performance
7	Staging	Refers to the physical aspects of a theatre production: the sets, props, lights, and sound
8	Atmosphere	The overall feeling created in a dramatic performance
Week 2: Vocal Skills		
1	Volume	How loud or quiet the voice is
2	Pitch	How high or low the voice sounds
3	Tone	The emotional sound of the voice
4	Pace	The speed at which lines are delivered
5	Accent	A distinctive way of pronouncing a language
6	Articulation	The formation of clear consonants in speech
7	Emphasis	Stressing a particular word or phrase within a sentence to indicate importance
8	Projection	A strong, clear and loud voice
Week 3: Physical Skills		
1	Body Language	The non-verbal way in which a person communicates their physical and mental state through using facial expressions, gesture and posture.
2	Facial Expressions	Using the face to convey emotions or feelings
3	Gait	A person's manner of walking.
4	Gesture	A movement of the head, hand or other body part to express meaning
5	Levels	Levels can be created through position of the body, set or staging. They show action in a different place/time and can reflect relationships.
6	Posture	The position of a person's body when standing or sitting
7	Proxemics	How close or near you are to others on stage

8	Eye Contact	Where the eyes are looking to portray emotion
Week 4: Vocal & Physical Skills		
1	Clarity	How clearly you speak and pronounce words
2	Diction	How clearly you speak and pronounce words
3	Pause	To stop for a moment to create dramatic effect
4	Inflection	The way we vary our pitch, volume, and intonation when speaking
5	Elongate	To make a word longer to create dramatic effect
6	Stance	The position of your feet on the floor (wide, narrow, etc.)
7	Mannerism	A habitual gesture or way of speaking or behaving
8	Proxemics	How close or near you are to others on stage

Week 5: Roles		
1	Costume Designer	The individual in charge of designing the clothing elements worn by actors in a stage production. They need to be aware of: the characters, the overall plot, time and location of the play, the style of performance.
2	Lighting Designer	The (LD is somebody who defines the way in which the audience sees a live performance. They must consider: colour, atmosphere, location, effect, angle, mood, symbolism, time and position.
3	Sound Designer	Works with both music and specific sound effects to enhance the production in various ways. The use of sound can signal many different things to an audience and can have a powerful impact on mood and atmosphere. They need to consider: volume, mood and atmosphere, location, special effects, tone, symbolism, time.
4	Set Designer	Responsible for creating the physical location in which the performers work
5	Director	Someone who supervises the actors and directs the action in the production of a show
6	Actor	A person who portrays a character in a production
7	Playwright	Responsible for writing a play
8	Stage Manager	Responsible for backstage during a production

Week 6: Stage Positions

All nine positions on stage are from the perspective of the performer. When a performer is standing in the middle of the stage, their position is referred to as centre stage. As the performer looks out to the audience, the area on their right-hand side is called stage right and the area on the left is called stage left



SUMMER Half-term 1

Week 1: An Inspector Calls		
1	An Inspector Calls	Written by J.B Priestly in 1945, first performed in 1946
2	JB Priestly	An English novelist, playwright, screenwriter, broadcaster and social commentator
3	Morality	The distinction between right and wrong or good and bad behaviour
4	Genre	Refers to the type or category of theatre. <i>An Inspector Calls</i> is a social thriller/mystery. This evokes suspense and tension and includes a strong social message.
5	Style	Refers to the way in which theatre is performed. Naturalism - imitates real life, from the style of acting to detailed, realistic sets and costume.
6	Well-made play	Popular dramatic genre from the 19th-century. In a well-made play the plot is intricate and complex and the action builds to a climax.
7	Morality Play	Historically they sought to teach the audience lessons that focused on the seven deadly sins: lust, gluttony, greed, sloth, wrath, envy and pride.
8	Crime Thriller	A genre that tells a gripping tale based around a crime. The audience receives clues on who has committed the crime and will enjoy trying to guess what happened before the end of the action.
Week 2: An Inspector Calls Contextual Factors		
1	Social Context	Refers to the way in which ordinary society was functioning at the time the play was written. It can also refer to the way in which everyday people receive and react to the play.
2	Cultural Context	Culture is the way in which different sections of society can express a mutual (shared) identity. <i>An Inspector Calls</i> shows how the audience has a moral responsibility to other human beings.
3	Historical Context	This considers significant historical events taking place at the time the play was written. In some cases, a play might directly reflect these events. Other plays use historical events as a metaphor to highlight issues and events that occurred when the play was written.
4	1912	Play set the night the Titanic sinks; just before WW1; just before strikes
5	1945	Play written; after WW2; start of welfare state; social equality more of a perceived need
6	Socialism	Social responsibility, we should all look after one another and work together for the better
7	Capitalism	Businesses should continue to make money in spite of human cost, we are all responsible only for ourselves
8	Class	Upper and lower social classes segregated
Week 3: Key Themes		
1	Key Theme	A recurring idea that is present throughout the work
2	Responsibility	Individual and collective responsibility within society; Priestley believed social responsibility – work together not against each other
3	Gender	Start of the play presents stereotypical view that women are the weaker sex; power struggle between genders
4	Class/Power/Wealth/Status	Early 20th century class divide. Priestley wanted to bridge the gap between upper and lower classes; upper classes owned most of the land and had most of the money. Priestley wanted a fairer socialist world rather than a selfish capitalist one; he wanted to expose the immorality of the elite.
5	Generations	Older generation are set in their ways; progressive younger generation are able to change
6	Morality	The distinction between right and wrong or good and bad behaviour
7	Lies and Secrecy	A secret is merely an omission i.e. you don't tell someone something you know, something you feel someone ought not to know.

8	Blame	Feel or declare that (someone or something) is responsible for a fault or wrong
Week 4: Characters		
1	An Inspector Calls	Written by J.B Priestly in 1945, first performed in 1946
2	The Inspector	Priestley's mouthpiece; advocates social justice; serves as the Birlings' conscience. Socialist, moralistic, righteous, powerful, intimidating, unconventional, mysterious
3	Mr Birling	Businessman; capitalist; against social equality; a self-made man (new-money). Capitalist, arrogant, foolish, prejudice, ignorant, selfish, stubborn
4	Mrs Birling	Husband's social superior; believes in personal responsibility. Arrogant, cold-hearted, insincere, prejudice, naïve, conformist, bitter, controlling, remorseless
5	Sheila Birling	Young girl; comes to change views and pities Eva; feels regret. Transformative, remorseful, socialist, sensitive, strong-minded, empowered
6	Eric Birling	Young man, drinks too much; forces himself on Eva Smith; regrets actions. Rebellious, reckless, immature, compulsive, desperate, disgraced, irresponsible
7	Gerald Croft	Businessman; engaged to Sheila; politically closest to Birling Aristocratic, evasive, secretive, dishonest, privileged, pragmatic
8	Eva Smith	Unseen; stands for victims of social injustice (changes her name to Daisy Renton; Suffragist, victim, emblematic, vulnerable, desperate, socialist, moralistic, principled
Week 5: Key Themes		
1	Key Theme	A recurring idea that is present throughout the work
2	Responsibility	Individual and collective responsibility within society; Priestley believed social responsibility – work together not against each other
3	Gender	Start of the play presents stereotypical view that women are the weaker sex; power struggle between genders
4	Class/Power/Wealth /Status	Early 20th century class divide. Priestley wanted to bridge the gap between upper and lower classes; upper classes owned most of the land and had most of the money. Priestley wanted a fairer socialist world rather than a selfish capitalist one; he wanted to expose the immorality of the elite
5	Generations	Older generation are set in their ways; progressive younger generation are able to change
6	Morality	The distinction between right and wrong or good and bad behaviour
7	Lies and Secrecy	A secret is merely an omission i.e. you don't tell someone something you know, something you feel someone ought not to know. The effect of keeping that secret from someone might or might not have consequences. In some cases, keeping a secret can be almost as bad as telling a lie.
8	Blame	Feel or declare that (someone or something) is responsible for a fault or wrong
Week 6: Key Devices		
1	Lighting	<i>"The lighting should be pink and intimate until the inspector arrives, and then it should be brighter and harder."</i> P.161 The lighting changes to highlight the Inspector's impact on the family and to mirror his interrogative manner.
2	Dramatic Irony	The audience knows that Mr Birling's many predictions are wrong. Used to highlight ignorance and foolishness of the upper classes in Priestley's eyes.
3	Foreshadowing	Hints early in the play that things will go wrong later for the family 'so long as we behave ourselves, don't...start a scandal' p.167 Mr Birling

4	Euphemism	Using more mild words or phrases to replace blunt ones (Edwardian customs) 'a girl of that sort', 'women of the town' p.182 Gerald
5	Tension	A buildup of excitement
6	Climax	The most dramatic point in the play
7	Sound	Sound effects can be used to enhance meaning or provide tension - pre-recorded sound effect of telephone ringing
8	Costume	The prevailing fashion in coiffure, jewellery, and apparel of a period, country, or class

SUMMER Half-term 2

Week 1: Vocal Skills

1	Pitch	How high or low a voice is
2	Pace	The speed of speech
3	Emphasis	Stress on a word or phrase
4	Volume	How loud or quiet a voice is
5	Accent	Way of speaking in a country or local area
6	Clarity	Clearness of the voice
7	Tone	Clarity
8	Pause	A break in speaking; a period of silence

Week 2: Physical Skills

1	Body Language	Messages given by the position of the body
2	Facial Expression	Look on the face to show emotion
3	Eye Contact	Where the eyes are looking to portray emotion
4	Gesture	A movement of the hand or arm which communicates a message.
5	Mannerisms	A common movement used by a character to show personality
6	Proxemics	The positioning and distance of characters on stage to give dramatic impact.
7	Posture	How the body is held upright.
8	Stance	The attitude of the position the actor's body is in.

Week 3: Q a(i) & (ii)

1	Performance Skills	How an actor uses their vocal and physical skills to demonstrate a range of emotions, character and relationships
2	Vocal Skills	How an actor uses their voice to demonstrate a range of emotions, character, relationships.
3	Physical Skills	How an actor uses their body to demonstrate a range of emotions, character, relationships.
4	Non-Verbal Communication Skills	How an actor uses their body to demonstrate a range of emotions, character, relationships.
5	Structure	On the line...(quote) I would use... To communicate...
6	Quote	Copy out the speech/stage directions from the script
7	Justify	Explain why you have chosen the skills
8	Link to question	Your justifications for your performance skills are related to the information in the question

Week 4: Set

1	Box Set	Box sets create the illusion of reality by connecting flats together.
2	Flats	Wooden frames, joined together and covered with canvas, which can be painted.
3	Staging	End On, Thrust, In The Round, Traverse, Promenade, Site Specific.
4	Style of Set	This could be minimal, stylised or naturalistic.
5	Areas of the stage	CS, USC, DSC, USR, USL, DSR, DSL
6	Trucks	Piece of scenery on wheels for ease of movement

7	Revolving Stage	Stage which turns in a circle.
8	Rostra	Blocks or platforms used to create levels.
Week 5: Props		
1	Set Props	An item placed on the set, usually part of it e.g. a lamp, clock, picture
2	Personal Props	Objects that are carried on by the actor; can be used to show status.
3	Props Table	A place that props are stored and organised
4	Visibility and Viability	This relates to whether the prop can be seen and health/safety
5	Examples of Set Props	Painting of The Birlings, Grandfather Clock, Drinks Cabinet with Crystal Decanters & Glasses
6	Examples of Personal Props	Inspector - Notebook/Photograph. Sheila - Engagement ring & box. Other items - cigars, crystal tumblers
Week 6:		
1	Gobo	Thin metal plate cut out in a pattern and placed in a lantern to project pattern or shape into the acting area.
2	Gel	Film placed in front of a lantern to change the colour of the beam.
3	Fresnel	A lantern that gives a soft-edged beam of light.
4	Flood	A lantern that gives a wide spread of light.
5	Profile Spot	A lantern that gives a hard-edged beam of light.
6	Timing (Snap, Cross Fade, Slow)	Length of time it takes to light an acting area and/or black out an acting area.
7	Intensity	The level of light used.
8	Wash	Wash of light across the stage

AUTUMN Half-term 1

AUTUMN Half-term 1		
Week 1: English Language Paper 1-Reading Section		
1	What do you have to do on Q1 (4 marks)?	List four things from the text about... Copy from the text; no quotation marks needed
2	What do you have to do on Q2 (8 marks) Language?	How does the writer use language to...? <ul style="list-style-type: none"> Identify a method Include a quotation Explain the effect
3	What do you have to do on Q3 (8 marks) Structure?	How does the writer use structure to create a sense of...? <ul style="list-style-type: none"> Identify a method Include a quotation Explain the effect
4	What do you have to do on Q4 (20 marks) Evaluation?	A student, after reading this part, said "...". To what extent do you agree? Clearly / Evidently / Demonstrably / I agree because...
Week 2: English Language Paper 2-Reading Section		
1	What do you have to do on Q1 (4 marks)?	Identify four statements that are true/false from the source Circle the answers as directed.
2	What do you have to do on Q2 (8 marks) Summary?	Summarise the similarities or differences between two sources <ul style="list-style-type: none"> Identify a similarity or a difference. Support your answer with a quotation from each source. Explain (using inference) the similarity or difference that you have highlighted.
3	What do you have to do on Q3 (12 marks) Language?	How does the writer use language to...? <ul style="list-style-type: none"> Identify a method Include a quotation Explain the effect
4	What do you have to do on Q4 (16 marks) Evaluation?	A comparison of two writer's viewpoints, including analysis of how their ideas are shown. <ul style="list-style-type: none"> Identify a viewpoint from the first source: Identify the methods used to express this viewpoint Identify a viewpoint from the second source: Identify the methods used to express this viewpoint Compare how the viewpoints are similar or different.
Week 3: A Christmas Carol-Context		
1	What was the Industrial Revolution?	The Industrial Revolution was a period of major change when new machines, factories, and technology transformed industry, work, and daily life.
2	What was the New Poor Law, 1834?	The New Poor Law of 1834 was a law in Britain that set up workhouses and aimed to reduce the cost of helping the poor by making conditions tougher.
3	What was Malthusianism?	Malthusianism is the idea, proposed by Thomas Malthus, that population grows faster than food supply, leading to poverty and famine.
4	Who was on the throne when A Christmas Carol was written?	Queen Victoria

5	How can class be described during Victorian England?	Class in Victorian England was divided into rich, middle, and poor groups with different lifestyles and opportunities.
6	Where is A Christmas Carol set?	Victorian London
Week 4: A Christmas Carol-Key Vocabulary (1)		
1	What does benevolence mean?	A desire to do good to others; goodwill; charitableness: to be filled with benevolence toward one's fellow creatures
2	What is humanity?	The quality of being kind, thoughtful, and sympathetic towards others
3	What does misanthropic mean?	Having or showing a dislike of other people; unsociable
4	What does mercurial mean?	Subject to sudden or unpredictable changes of mood or mind
5	What does morose mean?	Someone who is morose is miserable, bad-tempered, and not willing to talk very much to other people
6	What does ominous mean?	Giving the worrying impression that something bad is going to happen; threateningly inauspicious
7	What does solitude mean?	The state or situation of being alone
Week 4: A Christmas Carol-Key Vocabulary (2)		
1	What is remorse?	Deep regret or guilt for a wrong committed
2	What is avarice?	Excessive or insatiable desire for wealth or gain
3	What is opulence?	Great wealth or luxuriousness
4	What is penitence?	The action of feeling or showing sorrow and regret for having done wrong; repentance
5	What does parsimonious mean?	To be unwilling to spend money or use resources
6	What does malevolent mean?	Having or showing a wish to do evil to others
7	What does beneficent mean?	To be generous, selfless.
Week 5: A Christmas Carol-Key Quotations (1)		
1	Scrooge's introduction (1)	'A squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner!'
2	Scrooge's introduction (2)	'Hard and sharp as flint'
3	Scrooge's introduction (3)	'Solitary as an oyster'
4	Fred and the charity collectors	'Are there no prisons...the Treadmill and the Poor Law are in full vigour, then?'
5	Marley's Ghost (1)	'I wear the chain I forged in life...of my own free will I wore it'
Week 6: A Christmas Carol-Key Quotes (2)		
1	Marley's Ghost (2)	'Mankind was my business. The common welfare was my business; charity, mercy, forbearance, and benevolence, were, all, my business'
2	The Ghost of Christmas Past	'From the crown of its head there sprung a bright clear jet of light'
3	Scrooge as a child	'A solitary child, neglected by his friends, is left there still'
4	Fezziwig's Christmas party (1)	'He has the power to render us happy or unhappy...the happiness he gives is quite as much as if it cost a fortune.'
5	Fezziwig's Christmas party (2)	'I should like to be able to say a word or two to my clerk just now. That's all'

AUTUMN Half-term 2

Week 1: A Christmas Carol-Key Quotations (3)		
1	Belle leaving Scrooge (1)	'Another idol has displaced me...a golden one'
2	Belle leaving Scrooge (2)	'Our contract is an old one. It was made when we were both poor and content to be so'
3	The Ghost of Christmas Present	'A jolly Giant, glorious to see; who bore a glowing torch, in shape not unlike Plenty's horn'
4	Cratchit's Christmas	'Dressed out but poorly in a twice-turned gown, but brave in ribbons'
5	Fred's Christmas	'I am sorry for him; I couldn't be angry with him if I tried. Who suffers by his ill whims! Himself, always'
Week 2: A Christmas Carol-Key Quotations(4)		
1	Ignorance and Want	'They are Man's...beware them both'
2	The Ghost of Christmas Yet to Come	'The Phantom slowly, gravely, silently approached'
3	Reactions to Scrooge's 'death'	'Quiet. Very quiet. The noisy little Cratchits were as still as statues in one corner'
4	Gravestone	'Hear me! I am not the man I was. I will not be the man I must have been'
5	Scrooge's rebirth (1)	'I will live in the Past, the Present, and the Future!'
Week 3: A Christmas Carol-Key Quotations(5)		
1	Scrooge's rebirth (2)	'I am as light as a feather, I am as happy as an angel, I am as merry as a schoolboy'
2	Scrooge is Forgiven	'It's I. Your uncle Scrooge. I have come to dinner. Will you let me in, Fred?'
3	Scrooge saves himself and Tiny Tim (1)	'Scrooge was better than his word...to Tiny Tim, who did not die, he was a second father'
4	Scrooge saves himself and Tiny Tim (2)	'His own heart laughed: and that was quite enough for him'
Week 4: A Christmas Carol- Key Characters 1		
1	Who is Scrooge?	Scrooge is the main character in A Christmas Carol, known at first for being mean and greedy but later changes to become kind and generous.
2	Who is Marley?	Scrooge's deceased business partner, who appears as a ghost, warning Scrooge to change his ways.
3	Who is Bob Cratchit?	Scrooge's hard-working and underpaid clerk.
4	Who is Fred?	Fred is Scrooge's cheerful and kind-hearted nephew in A Christmas Carol who believes in the spirit of Christmas.
5	Who is Fezziwig?	Scrooge's generous former employer.
6	Who is Belle?	Scrooge's former fiancé, who breaks off their engagement because he values money more than their relationship.
Week 5: A Christmas Carol-Key Characters 2		
1	Who is the Ghost of Christmas Past?	The Ghost of Christmas Past is a spirit in A Christmas Carol who shows Scrooge memories from his earlier life to help him reflect and change.
2	Who is the Ghost of Christmas Present?	The Ghost of Christmas Present is a jolly spirit in A Christmas Carol who shows Scrooge how people are celebrating Christmas in the present, even in hardship.
3	Who is the Ghost of Christmas of Christmas Yet to Come?	The Ghost of Christmas Yet to Come is a silent, shadowy spirit in A Christmas Carol who shows Scrooge a frightening future if he doesn't change his ways.

4	Who is Little Fan?	Scrooge's deceased younger sister, the mother of Fred.
5	Who is Tiny Tim?	Bob's ill and vulnerable son.
Week 6: A Christmas Carol-Key Themes		
1	Where do we see greed and selfishness in A Christmas Carol?	We see greed and selfishness in A Christmas Carol through Scrooge's refusal to help the poor, his obsession with money, and his lack of care for others at the beginning of the story.
2	Where do we see divisions in A Christmas Carol?	Divisions in A Christmas Carol are shown through the gap between the rich and poor, and how Scrooge ignores the struggles of those less fortunate.
3	Where do we see the theme of transformation in A Christmas Carol?	The theme of transformation in A Christmas Carol is shown through Scrooge's change from a selfish, cold-hearted man to a kind and generous person.
4	Where do we see the theme of time in A Christmas Carol?	The theme of time in A Christmas Carol is shown through the visits of the three ghosts who take Scrooge to his past, present, and future to teach him important lessons.

SPRING Half-term 1		
Week 1: Macbeth-Context		
1	Who was the monarch when Macbeth was written?	James I
2	What was the Gunpowder Plot?	The Gunpowder Plot was a failed plan in 1605 by a group of people to blow up the English Parliament and kill the king.
3	What was the Great Chain of Being?	The Great Chain of Being was the idea that everything in the world is ranked in a strict order, from God and angels down to plants and animals.
4	What was the Divine Right of Kings?	This was the belief that the power of monarchs was given directly by God,. Any opposition to the King was an attack on God himself.
5	What is kingship?	Kingship is the role or authority of a king to rule and lead a country or people.
6	What did people believe about witchcraft in Jacobean England?	In Jacobean England, people believed witchcraft was real and that witches could use magic to harm others or cause bad events.
Week 2: Macbeth-Key Vocabulary		
1	What does deceitful mean?	To be Intentionally untruthful
2	What does malevolent mean?	Wishing to do evil to others
3	What does heinous mean?	To be utterly wicked
4	What is regicide?	The action of killing a king
5	What does duplicitous mean?	To be deceitful
6	What does it mean to usurp?	To take a position of power or importance illegally or by force.
7	What is hubris?	Excessive pride or self-confidence
8	What does it mean to be merciless?	Cruel and showing no sympathy
Week 3: Macbeth-Key Characters		
1	The Witches	The witches are mysterious characters in Macbeth who use magic to predict the future and influence Macbeth's actions.
2	Who is Macbeth?	Macbeth is a Scottish nobleman and the main character in Macbeth who becomes king after committing regicide but struggles with guilt and ambition.
3	Who is Lady Macbeth?	Lady Macbeth is Macbeth's wife who is ambitious and pushes him to kill the king to gain power.
4	Who is Duncan?	King Duncan is the kind and good king of Scotland who is murdered by Macbeth.

5	Who is Banquo?	Banquo is Macbeth's friend and fellow nobleman who is loyal but becomes a threat to Macbeth's power.
6	Who is Macduff?	Macduff is a Scottish nobleman who opposes Macbeth and helps bring about his downfall.
7	Who is Malcolm?	Malcolm is King Duncan's son and heir who fights to reclaim the throne from Macbeth.
Week 4: Macbeth-Quotations 1		
1	'Fair is foul, and foul is fair' (Act 1)	Taken from the first scene of the play; the witches' dialogue and introduces the idea of subverting the natural order.
2	'Brave Macbeth—well he deserves that name' (Act 1)	The Captain establishes the audience's view of Macbeth and makes his fall from grace more shocking.
3	'Stars hide your fires let not light see my black and deep desires' (Act 1)	Shows Shakespeare contrasting Macbeth with King Duncan
4	'Is too full o' the milk of human kindness' (Act 1)	Shows Lady Macbeth starting to plot – revealing her ambition
5	'Look like the innocent flower, but be the serpent under't' (Act 1)	Lady Macbeth gives advice to Macbeth about how to behave before Duncan arrives at the castle.
Week 5: Macbeth-Key Quotations 2		
1	'Is this a dagger which I see before me'(Act 2)	Gives the audience the first glimpse of Macbeth's powerful imagination due to his mental torment.
2	'Will all great Neptune's oceans wash this blood clean from my hands?' (Act 2)	Macbeth is worried that there is not enough water to clean his hands.
3	'A little water clears us of this deed' (Act 2)	Lady Macbeth wishes to wash away Duncan's blood to feel innocence again.
4	'Fruitless crown' (Act 3)	Shakespeare shows Macbeth's realisation that his children won't be kings.
5	'Never shake thy gory locks at me!' (Act 3)	Macbeth is hallucinating again and this hallucination is a manifestation of his guilt.
Week 6: Macbeth Key Quotations 3		
1	'Thou played'st most foully for 't' (Act 3)	Banquo explicitly expresses his suspicion that Macbeth has done something bad in order to rise to the position the Weird Sisters predicted.
2	'O, full of scorpions is my mind, dear wife!' (Act 3)	Macbeth cannot rest or enjoy his kingdom because his mind is unsettled.
3	'None of woman born shall harm Macbeth'(Act 4)	Macbeth believes he is invincible.
4	'Bleed, bleed, poor country' (Act 4)	Macduff and Malcolm speaking of the fate of Scotland in Macbeth's hands.
5	'Devilish Macbeth'(Act 4)	Macbeth to the devil, which is against God, lowest place in the natural order.
Week 7: Macbeth Key Quotations 4		
1	'By the pricking of my thumbs,/Something wicked this way comes' (Act 4)	The witches recognise the change in Macbeth's character.
2	'Out, damned spot! Out, I say!' (Act 5)	Lady Macbeth's guilt overcomes her and she starts sleepwalking.
3	'What, will these hands ne'er be clean?' (Act 5)	This is a direct contrast to Lady Macbeth's earlier thoughts that 'A little water clears us of this deed'.
4	'Turn, hell-hound, turn!' (Act 5)	Macduff calls Macbeth 'Hell-hound' (Cerberus)-a monstrous three-headed dog (hell-hound) with a serpent's tail and mane of snakes.

5	'This dead butcher and his fiend-like queen'(Act 5)	Malcolm refers to Macbeth as a 'butcher' due to the sheer amount of people he has murdered or ordered to be murd
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SPRING Half-term 2

Week 1: Key Quotations - Remains

1	'probably armed, possibly not'	Plosive alliteration Adverbs of uncertainty Create the sense of doubt held by the speaker.
2	'it rips through his life'	The use of present tense of the verb places the speaker in the moment the violence occurs, further enhancing the horror as we imagine it occurring.
3	'His bloody life in my bloody hands'	Allusion Repetition Polysemous adjective Perhaps both the angry, frustrated swearing of a soldier and the literal blood-soaked "life" and "hands" of the incident.
4	'His blood shadow stays on the street'	Concrete noun and metaphor The blood stain becomes a "shadow" of the life the soldier unnecessarily ended. We begin to see the ghostly form that haunts the persona.
5	'tosses his guts back into his body'	Colloquial language The informality of everyday words like 'tosses' and the brutality of 'guts' is later contrasted with the soldier's inarticulate sincerity.

Week 2: Key Quotations - Ozymandias

1	'Look on my Works, ye Mighty, and despair!'	The King clearly expects his empire and kingdom to survive, which is dramatic irony.
2	"Nothing beside remains."	End-stopped line that reveals nature has taken over and destroyed all of man's work.
3	"The lone and level sands stretch far away."	The literal sand has covered over Ozymandias' statue; the figurative "sands of time" have covered over Ozymandias' memory.
4	"The hand that mocked them, and the heart that fed;"	The artist's work is mocking the king. It also shows how Ozymandias has hurt his people (mocked) as well as took care of them (fed).
5	'sneer of cold command'	This presents the King's arrogance, confidence and sense of superiority.

Week 3: Key Quotations Quotations- My Last Duchess

1	'That's my last Duchess painted on the wall'	Use of the possessive pronoun shows the duke sees his wife as something to be owned.
2	'spot of joy'	Repetition of this phrase shows the extent of the duke's jealousy
3	'This grew; I gave commands;'	The semi-colon used here indicates the sharpness of his authority.
4	'Then all smiles stopped together'	This imagery hints at her death.
5	'Notice Neptune, though'	The alliteration emphasises the narrator's commanding style, again suggesting power.

Week 4: Key Quotations -War Photographer

1	'spools of suffering'	Metaphor. The image highlights the horrors that the images contain. They are so horrific that they literally become suffering itself.
2	'ordinary pain which simple weather can dispel'	Life back home is easy - sunshine can make us happy. A shocking contrast to the lives of others
3	'A hundred agonies in black-and-white'	Emphasises the misery and suffering they show.
4	'The reader's eyeballs prick with tears'	Duffy's tone is anger as she makes us question how we react to images of human suffering. The pace of the poem is quick here to emphasise this.
5	'half-formed ghost'	Metaphor. The picture is half-developed, and shows a dead man. It looks ghostly and literally the image haunts him.

Week 5: Key Quotations-Charge of the Light Brigade

1	'Into the Valley of Death'	This Biblical imagery portrays war as a supremely powerful, or even spiritual, experience.
2	'Jaws of death'	Presents war as an animal that consumes its victims.
3	'Honour the Light Brigade/Noble six hundred'	Language glorifies the soldiers, even in death. The 'six hundred' become a celebrated and prestigious group.
4	'shot and shell'	Sibilance creates whooshing sounds of battle.
5	'Cannon to right of them...'	Repetition emphasises the size of the enemy and how overwhelmed the soldiers were.

Week 6: Key Quotations - Exposure

1	'The merciless iced east winds that knife us...'	Personification (cruel and murderous wind); sibilance (cutting/slicing sound of wind); ellipsis (never-ending).
2	'Our brains ache'	Physical (cold) suffering and mental (PTSD or shell shock) suffering. - Semantic field of weather: weather is the enemy.
3	'But nothing happens'	Repetition emphasises the monotony of the soldiers experience.
4	'mad gusts tugging on the wire'	Personification-shows the control that the weather has over the soldiers.
5	'Slowly our ghosts drag home'	Ambiguity-are they the ghosts of the dead soldiers or the 'ghosts' of the men that the men used to be before they went to war.

SUMMER Half-term 1

Week 1: Key Quotes-Bayonet Charge

1	'Suddenly he awoke and was running...'	In media res- starts the poem right in the middle of the action, showing the soldier's panic and sense of disorientation.
2	'The patriotic tear that brimmed in his eye Sweating like molten iron'	Simile-His sense of duty (tear) has now turned into hot sweat of fear/pain.
3	'cold clockwork of the stars and nations'	Metaphor- the soldiers are part of a cold and uncaring machine of war.
4	'his foot hung like statuary in midstride.'	The soldier is frozen with fear/bewilderment. The caesura (full stop) jolts him back to reality.
5	'a yellow hare that rolled like a flame And crawled in a threshing circle'	Impact of war on nature – the hare is distressed like the soldiers

Week 2: Key Quotes-Poppies

1	'spasms of paper red, disrupting a blockade of yellow'	Metaphor- The 'spasms' provoke an image of unnatural, painful, distressing death or injury.
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	bias binding around your blazer.'	
2	'the world overflowing like a treasure chest.'	Simile-As he leaves the adventure and glory that 'treasure' connotes his naïve perception of newfound freedom and his childlike excitement.
3	'the gelled blackthorns of your hair.'	Metaphor-comparison between her son and Christ. 'gelled blackthorns' meant to represent the sacrifice of her son, much like Christ sacrificed himself for his followers.
4	'All my words flattened, rolled, turned into felt'	Aural (sound) imagery-shows pain and inability to speak
5	'leaned against it like a wishbone.'	Simile- 'A wishbone' is designed to give good luck, which contrasts the tragic foreshadowing of the previous stanza. Its fragility is also important as it signifies her emotional vulnerability.
Week 3: Key Quotes-London		
1	'Chartered street...chartered Thames...'	Repetition- Repetition of "chartered" highlights the extent of government authority: they even have control over rivers, which are usually associated with nature and freedom.
2	'Marks of weakness, marks of woe'	Emotive language/repetition- The emotive language expresses not only the extent of the suffering but also Blake's anger at the institutions that fail to help.
3	'In every cry of every Man / In every Infant's cry of fear...'	Repetition of "every" throughout heightens the sense that the problem is widespread.
4	'Every black'ning church appalls'	"Black'ning church" is associated with ideas of corruption and even death.
5	'Runs in blood down palace walls'	This metaphor emphasises that the monarchy is guilty of living in luxury while doing nothing to help the struggles of the city.
Week 4: Key Quotes-The Prelude		
1	'One summer evening (led by her)'	Personification-an allusion to the idea of Mother Nature, and nature can be seen as female in that it is responsible for the feminine task of creating, sustaining and nurturing-just as a mother does.
2	'It was an act of stealth And troubled pleasure,'	Oxymoron-phrase shows he knows he has no right to be stealing the boat but feels entitled to enjoy nature, and arrogance of feeling he is in control.
3	'The horizon's bound, a huge peak, black and huge,'	Repetition of 'huge' shows the overwhelming size of nature and how intimidating it is to him at this point.
4	'like a living thing, strode after me'	Simile- implies that the speaker is now choosing to personify nature but to above his level; as something that is other worldly. The verb 'strode' is very bold and implies a lot of strength, demonstrating the power of the mountain.
5	'were a trouble to my dreams.'	Nature transcends mankind and it is not bound by time or restrictions of life.
Week 5: Key Quotes-Storm on the Island		
1	'We are prepared: we build our houses squat'.	Repetition of the collective pronoun 'we' shows that the islanders are in it together.
2	'It pummels your house too.'	Personification-the storm is attacking the islanders.
3	'Exploding comfortably'	Oxymoron-shows how the storm is so powerful that it is now 'comfortable' attacking the islanders and it has become used to it.
4	Spits like a tame cat / Turned savage.;	Simile compares the storm attacking to an angry cat-notations of the noise of the storm and the anger of a domesticated pet acting in an out of control and 'savage' way, turning on its owner.
5	We are bombarded by the empty air.'	Metaphor-they are constantly under attack from the violent storm.

Week 6: Key Quotes-Kamikaze		
1	'Her father embarks at sunrise'	Japan is known as the land of the rising sun. Embark means to get on but also to begin something-he is beginning a new chapter of his life-both choices lead to a type of death.
2	'strung out like bunting on a green-blue translucent sea'	Simile-celebrating the honour that he will bring to his community. A reminder as well of the joy that he has left behind.
3	'in a figure of eight,'	Figure of eight is the symbol for infinity. This may be used to imply the eternal power of nature -continue indefinitely-nature is infinite in comparison to the transience of humanity, and life is brief, transient and precious.
4	'a tuna, the dark prince, muscular, dangerous,'	Imbalance of power between man and humanity. Even a kamikaze pilot-the epitome of bravery- can sense it.
5	'wouldn't meet his eyes'	Eyes are the windows to the soul. Doesn't want to see the person he has become-ashamed of her own husband.

Week 7: Key Quotes-The Emigree		
1	"I left it as a child"	Ambiguous meaning – either she left when she was a child or the city was a child (it was vulnerable and she feels a responsibility towards it).
2	"I am branded by an impression of sunlight"	Imagery of light - it will stay with her forever.
3	"I comb its hair and love its shining eyes"	Personification-showing her almost maternal love for the city.
4	"My city takes me dancing"	Personification-Reminds her of how much joy she used to experience when she lived in her city.
5	"My city hides behind me"	Personification-it is vulnerable and –despite the fact that she had to flee – she is strong.

SUMMER Half-term 2		
Week 1: Checking Out Me History		
1	"Toussaint de beacon", "Fire-woman", "yellow sunrise".	Imagery of fire and light used in all three stanzas regarding black historic figures
2	"Dem tell me wha dem want to tell me"	Uses non-standard phonetic spelling to represent his own powerful accent and mixes Caribbean Creole dialect with standard English.
3	"I carving out me identity"	Metaphor for the painful struggle to be heard, and to find his identity.
4	"bandage up me eye with my own history"	The speaker is being prevented from seeing his own history and identity. He feels his "eye" (representing his ability to see and understand) is being covered up or obscured by a history that is not his own, thus blinding him to his true identity.
5	"and all dat"	Emphasises a lack of conformity to standard English and a sense of disinterest in the topic at hand.
Week 2: Tissue		
1	"Paper that lets light shine Through"	Semantic field of light throughout.
2	"The sun shines through their borderlines"	Emphasises that light is central to life, a positive and powerful force that can break through 'tissue' and even monoliths (stone statues).
3	"pages smoothed and stroked and turned"	Gentle verbs convey how important documents such as the Koran are treated with respect.
4	"Fine slips [...] might fly our lives like paper kites"	This simile suggests that we allow ourselves to be controlled by paper.

5	“turned into your skin”	This line focuses on humans, and addresses the reader directly to remind us that we are all fragile and temporary
Week 3: English Language Paper 2 Question 1		
1	Question Stem	Choose 4 statements which are true.
2	Planning 1	Read all 8 statements carefully.
3	Planning 2	Go through each statement, highlighting evidence in the text to support whether it is true or false-Remember: Does it say...?
4	Planning 3	As you go, write T or F by the letter for each statement – you should have 4 for each by the end.
5	Writing 1	When completed and confident, shade the circles next to the TRUE statement.
6	Writing 2	If you are unsure of one, make an educated guess.
Week 4: English Language Paper 2 Question 2		
1	Question Stem	Write a summary of the differences/similarities between...
2	Planning 1	Read the question and highlight the key words. What differences/similarities does it what you to focus on?
3	Planning 2	Skim back over both sources. Highlight key quotations which answer the question. Are there any clear differences/similarities between the two sources?
4	Writing 1	Write a brief overview in response to the question (Mini-Intro).
5	Writing 2	Use SQI (statement, quotation, inference). Try to do at least 2 pairs (so 4 SQIs in total).
6	Writing 3	Use comparative conjunctions like ‘however’, ‘in contrast’ etc.
7	Sentence Starter 1	In Source A and B, the writers describe different/similar... In Source A... however, in Source B...
8	Sentence Starter 2	In Source A we learn that... In Source A the writer focuses on/describes...
Week 5: English Language Paper 2 Question 3		
1	Question Stem	How does the writer use language to...
2	Planning 1	Read the question and highlight the topic words to ensure you understand what the focus of your answer will be.
3	Planning 2	Mark off and read the source/the section of text the question asks you to focus on.
4	Planning 3	Highlight key quotations (anchor and satellite quotations) which will help you answer the focus of the question. Consider the use of different language methods.
5	Writing 1	Write a brief paragraph (1-2 lines) in response to the question.
6	Writing 2	Write three detailed paragraphs which do in-depth analysis of your chosen quotations using: Meaning & method, connotations and effect.
7	Sentence Starter 1	Throughout the extract the writer uses language to... The writer has used a [language device] to suggest/imply/create...
Week 6: English Language Paper 2 Question 4		
1	Question Stem	Compare the writers’ viewpoints and perspectives...
2	Planning 1	Read the question carefully and highlight the key words. You know you are analysing the different opinions, but their opinions of what? Identify this.
3	Planning 2	Skim through the two texts again. Highlight and label the different opinions they have on the topic you have been asked about. Select your evidence carefully: consider interesting language or structural devices.
4	Writing 1	Write an opening sentence that clearly refers to the question.
5	Writing 2	For each of your chosen quotes/moments analyse and link to how they show the writers perspective. You <u>MUST</u> discuss

		methods and you <u>MUST</u> compare either the similarities or the differences in the two texts
6	Sentence Starter 1	In Source A and B, both writers discuss... However, they have different opinions and use a range of methods to communicate these feelings.

AUTUMN Half-term 1

Week 1: Eatwell guide		
1	Eat well guide	The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet.
2	Starchy Carbohydrate	A slow releasing source of energy.
3	Protein	Help with growth and repair of muscles and cells. Secondary energy source.
4	Fat	Helps absorb vitamins A,D,E and K. Provides a concentrated source of energy and insulation.
5	Dairy	For building and maintaining strong bones.
6	Fruit and vegetables	To provide a variety of vitamins and minerals.
7	Macronutrients	Macronutrients are essential nutrients that your body needs in large amounts to provide energy, support bodily functions, and maintain structure.
8	Micronutrients	Micronutrients are essential nutrients that your body needs in small amounts to carry out a vast array of vital functions, promote growth and development, and prevent disease
Week 2: Food safety		
1	Food hygiene	Making sure the environment is clean and appropriate for food.
2	Personal hygiene	Making sure you are clean and ready to cook. E.g, washing hands and wearing an apron.
3	Food safety	Making sure risks are eliminated in the kitchen. E.g. spillages cleaned and knives not in the sink.
4	Contaminant	A substance or object that makes food harmful or objectionable
5	Pathogen	Harmful bacteria that causes food poisoning
6	The 4 C's	Cleaning, cooking, chilling and cross-contamination.
7	Danger zone	The temperature range (5°C to 63°C) where bacteria multiply rapidly.
8	Cross-contamination	When bacteria or other microorganisms are unintentionally transferred from one object to another
Week 3: Protein		
1	Function of Protein	A protein is a macronutrient and is needed for the growth and repair of muscles and cells.
2	Amino acids	The building blocks of protein
3	Essential amino acids	Amino acids that are not made in the body and need to be obtained by food.
4	High biological value	A protein that contains all essential amino acids. (HBVs)
5	Low biological value	A protein that is missing one or more amino acids. (LBVs)
6	Protein complementation	A meal made of 2 or more LBVs to get all of the essential amino acids.
7	Excess	Too much of a certain nutrient in the diet. Can put a strain on kidneys.

8	Deficiency	Not enough of a certain nutrient in the diet. Can lead to growth retardation, muscle loss, decreased immunity, and conditions like Kwashiorkor.
Week 4: Carbohydrates		
1	Function of carbohydrates	Primary source of energy for the body and brain. Dietary fibre (a type of carbohydrate) aids digestion and promotes gut health.
2	Sugars (Simple Carbohydrates)	Monosaccharides (e.g., glucose, fructose) and disaccharides (e.g., sucrose, lactose, maltose). Provide quick energy.
3	Starches (Complex Carbohydrates)	Polysaccharides (many sugar units joined together). Provide slower, sustained energy release. Found in potatoes, bread, pasta, and cereals.
4	Dietary Fibre	Cannot be digested by humans but is crucial for digestive health, satiety, and reducing the risk of bowel issues.
5	Soluble	a type of dietary fiber that dissolves in water to form a gel-like substance during digestion.
6	Insoluble	a type of dietary fiber that does not dissolve in water and passes through the digestive system relatively unchanged, adding bulk to the stool and promoting regularity.
7	Excess	Can lead to weight gain, obesity, type 2 diabetes, and tooth decay (from sugars). Too much fibre can reduce mineral absorption.
8	Deficiency	Can cause fatigue, hunger, dizziness, and muscle wastage as the body breaks down protein for energy. Lack of fibre increases bowel issues.
Week 4: Fats		
1	Function of fats	Concentrated source of energy. Helps absorb fat-soluble vitamins (A, D, E, K). Provides insulation and protects organs. Enhances taste and texture of food.
2	Saturated fats	Found in animal products (e.g., butter, fatty meat). Too much can raise cholesterol levels and increase the risk of heart disease.
3	Unsaturated fats	Found in plant-based foods (e.g., olive oil, avocados, nuts, seeds, oily fish). Can help reduce bad cholesterol. Includes monounsaturated and polyunsaturated fats (omega-3 and omega-6).
4	Cholesterol	Cholesterol is a waxy substance found in your blood that is essential for building healthy cells, making hormones, and producing vitamin D. However, high levels of cholesterol, particularly LDL ("bad") cholesterol, can lead to the buildup of plaque in arteries, increasing the risk of heart disease and stroke.
5	Saturated fat sources	Bacon, cheese, butter, milk.
6	Unsaturated fat sources	Avocados, olive oil, nuts and seeds.
7	Excess	Can lead to weight gain, obesity, and increased risk of heart disease.
8	Deficiency	Can lead to a lack of fat-soluble vitamins and essential fatty acids, affecting skin health and growth.
Week 5: Vitamins		
1	Fat-Soluble Vitamins	Stored in the body's fatty tissues and liver.
2	Vitamin A	Vision, immune function, healthy skin. Sources: Liver, carrots, leafy greens.
3	Vitamin D	Calcium absorption for healthy bones and teeth. Sources: Oily fish, eggs, sunlight.
4	Vitamin E	Antioxidant, healthy skin and reproductive system. Sources: Plant oils, nuts, seeds.
5	Vitamin K	Blood clotting. Sources: Green leafy vegetables.
6	Water-soluble vitamins	Not stored in the body; excess is excreted.
7	Vitamin C	Immune system, tissue repair, iron absorption, antioxidant. Sources: Citrus fruits, berries, broccoli.

8	B Vitamins (e.g., B1, B2, B3, B9, B12)	Energy production, nervous system function, red blood cell formation. Sources: Whole grains, meat, eggs, dairy, legumes.
Week 6: Minerals		
1	Calcium	Strong bones and teeth, muscle function. Sources: Dairy products, leafy greens.
2	Iron	Component of red blood cells, transports oxygen. Sources: Red meat, pulses, dark green leafy vegetables.
3	Sodium	Fluid balance, nerve and muscle function. Excess can lead to high blood pressure. Sources: Table salt, processed foods.
4	Iodine	Thyroid hormone production, regulating metabolic rate. Sources: Fish, dairy.
5	Fluoride	Healthy teeth and bones. Sources: Fish, tea.

AUTUMN Half-term 2

Week 1: Cooking of food and heat transfer

1	Reasons for cooking food	To make food safe to eat (kill harmful microorganisms). To develop flavours and aromas. To improve texture (e.g., tenderise meat, soften vegetables). To improve shelf life (e.g., through pasteurisation, sterilisation). To give variety in the diet.
2	Heat transfer	The way heat energy moves through food and cooking equipment.
3	Conduction	Heat transfer through direct contact from molecule to molecule. <ul style="list-style-type: none"> ● Example: A frying pan heating up on a hob; heat moving from the surface of food to its centre.
4	Convection	Heat transfer through the movement of liquids or gases. <ul style="list-style-type: none"> ● Example: Boiling water, baking in an oven (hot air circulating)
5	Radiation	Heat transfer through electromagnetic waves. <ul style="list-style-type: none"> ● Example: Grilling, toasting, microwave cooking.
6	Water based cooking methods	Boiling: Cooking in rapidly bubbling hot liquid. Simmering: Cooking in liquid just below boiling point with gentle bubbles. Poaching: Cooking gently in a small amount of liquid, typically just covering the food. Steaming: Cooking food over simmering water, allowing steam to cook the food. Blanching: Briefly immersing food in boiling water, then plunging into ice water to stop cooking. Braising/Stewing: Slow cooking in a small amount of liquid in a covered pan.
7	Fat-based cooking methods	Shallow Frying: Cooking in a small amount of fat in a pan. Deep Frying: Submerging food completely in hot fat or oil. Stir-Frying: Quick cooking in a wok or large pan with a small amount of oil, constantly stirring.
8	Dry cooking methods	Baking: Cooking using dry heat in an oven, without added fat or liquid. Roasting: Cooking food (especially meat and vegetables) in an oven with a little fat, often uncovered. Grilling: Cooking with direct radiant heat from above (or sometimes below). Dry Frying: Cooking in a hot pan with no added fat or oil.

Week 2: Chemical properties of protein

1	Denaturation	The irreversible change in the protein's molecular structure. Caused by heat, acids (e.g., lemon juice, vinegar), salts, or mechanical action (e.g., whisking). The protein chains unfold. <ul style="list-style-type: none"> ● Example: Cooking an egg white; marinating meat.
2	Coagulation	Following denaturation, protein molecules clump together, trapping water and changing the food's appearance and texture from liquid to solid. Overcooking leads to toughness and dryness.

		<ul style="list-style-type: none"> ● Example: Egg turning solid when boiled; cheese melting and setting; meat shrinking and firming when cooked.
3	Gluten formation	<p>A protein network formed when water is added to wheat flour. Glutenin and gliadin combine to form gluten, which provides elasticity and extensibility, allowing dough to trap gases and rise.</p> <ul style="list-style-type: none"> ● Example: Making bread, pasta.
4	Foam formation	<p>Whisking proteins (e.g., egg whites) stretches them and incorporates air, creating a stable foam as the protein forms a mesh-like structure around the air bubbles. Heat sets this foam.</p> <ul style="list-style-type: none"> ● Example: Meringue, soufflés, whipped egg whites for mousses.
5	Emulsification	<p>The ability of proteins (e.g., lecithin in egg yolk) to stabilise an emulsion, preventing immiscible liquids (like oil and water) from separating.</p> <ul style="list-style-type: none"> ● Example: Mayonnaise, hollandaise sauce.

Week 3: Functional and chemical properties of Carbohydrates

1	Gelatinisation	<p>When starch granules are heated in a liquid, they absorb water, swell, and eventually burst, releasing starch molecules that thicken the liquid. This forms a gel and occurs typically between 60-80°C.</p> <ul style="list-style-type: none"> ● Example: Making a white sauce (roux), thickening gravy or custard.
2	Dextrinisation	<p>When starchy foods are subjected to dry heat (e.g., toasting), starch molecules break down into smaller molecules called dextrins, causing the food to brown and develop a sweeter flavour.</p> <ul style="list-style-type: none"> ● Example: Toasting bread, browning flour for gravy.
3	Caramelisation	<p>The browning of sugar when heated to a high temperature (above 160°C). The sugar molecules break down and reform, creating new compounds that give a brown colour and distinct sweet, nutty flavour.</p> <ul style="list-style-type: none"> ● Example: Making caramel, browning onions, crème brûlée topping.
4	Crystallisation	<p>The formation of sugar crystals when sugar solutions are concentrated and cooled. Can be controlled for confectionery or undesirable in other products.</p> <ul style="list-style-type: none"> ● Example: Fudge, rock candy, grainy ice cream.
5	Sweetness	<p>Simple carbohydrates (sugars) provide sweetness to food. Different sugars have varying degrees of sweetness.</p> <ul style="list-style-type: none"> ● Example: Sucrose (table sugar), fructose (fruit sugar), glucose.
6	Solubility	<p>The ability of carbohydrates, particularly sugars, to dissolve in water. This property is important in many food preparations.</p>

Week 4: Functional and chemical properties of fats

1	Shortening	<p>Fats interfere with gluten development in flour mixtures, resulting in a tender, crumbly texture. They "shorten" the gluten strands. Butter and flour rubbed together and the fat coats the flour.</p> <ul style="list-style-type: none"> ● Example: Pastry, shortbread, biscuits.
2	Aeration	<p>Fats can trap air when creamed with sugar, creating a light, airy texture in baked goods.</p> <ul style="list-style-type: none"> ● Example: Creamed cakes (e.g., Victoria sponge).
3	Plasticity	<p>The ability of fat to be spread or shaped without breaking. This is due to the mix of solid and liquid fats at room temperature.</p> <ul style="list-style-type: none"> ● Example: Spreading butter, making pastry.
4	Emulsification	<p>Fats and oils can be dispersed throughout a liquid. Emulsifiers (like egg yolk lecithin) help to stabilise these mixtures, preventing separation.</p> <ul style="list-style-type: none"> ● Example: Mayonnaise (oil and vinegar emulsified by egg yolk), salad dressings.
5	Flavour carrier	<p>Fats absorb and carry fat-soluble flavour compounds, enhancing the overall taste and aroma of food.</p>
6	Heat transfer medium	<p>Fats are excellent conductors of heat, making them ideal for frying, roasting, and sautéing.</p>

Week 5: Raising agents and food science

1	Raising agents	Substances that produce gas (carbon dioxide, steam, or air) in mixtures, causing them to rise and become light and airy.
2	Mechanical raising agents	Incorporate air physically. <ul style="list-style-type: none"> ● Examples: Whisking (egg whites, cream), beating (cake batter), sieving (flour), creaming (fat and sugar).
3	Chemical raising agents	Produce carbon dioxide through chemical reactions. <ul style="list-style-type: none"> ● Baking Powder: Contains bicarbonate of soda, an acid, and a filler. Reacts with liquid and heat. ● Bicarbonate of Soda (Baking Soda): Needs an acid (e.g., lemon juice, buttermilk) and heat to produce CO₂. ● Self-Raising Flour: Contains plain flour and baking powder.
4	Biological raising agents	Use living organisms (yeast) to produce carbon dioxide. <ul style="list-style-type: none"> ● Yeast: A single-celled fungus that ferments sugars, producing CO₂ and alcohol. Requires warmth, moisture, and food (sugar) to activate.
5	Steam as a raising agent	Produced when water in a mixture turns to steam at high temperatures, expanding and causing the mixture to rise. <ul style="list-style-type: none"> ● Example: Choux pastry, Yorkshire puddings, popovers.
6	Enzymic browning	A chemical reaction that causes the surface of some fruits and vegetables (e.g., apples, bananas, potatoes) to turn brown when exposed to air. Caused by enzymes reacting with oxygen. <ul style="list-style-type: none"> ● Prevention: Adding acid (lemon juice), blanching, or covering.
7	Oxidation	A chemical reaction involving oxygen that can lead to the deterioration of food quality (e.g., rancidity in fats) or nutrient loss (e.g., water-soluble vitamins in vegetables). <ul style="list-style-type: none"> ● Prevention: Storing food correctly, cooking quickly, using antioxidants.
8	Acids and alkalis	The pH level of ingredients can affect functional properties (e.g., acid denaturing protein, acid activating bicarbonate of soda) and food preservation.

Week 6: Nutrition at different life stages

1	Infancy	Characterised by rapid growth, requiring breast milk or formula as the primary food, followed by the gradual introduction of solids.
2	Weaning	The process of gradually introducing solid foods to an infant's diet, typically around six months of age, alongside breast milk or formula.
3	Adolescence	A period of significant growth spurts and hormonal changes, leading to increased energy, protein, calcium, and iron requirements (especially for females due to menstruation).
4	Pregnancy	Requires increased intake of specific nutrients like folate/folic acid (for neural tube development), iron (to prevent anaemia), calcium, and vitamin D to support both maternal health and foetal development.
5	Lactation (breast feeding)	Demands higher energy and nutrient intake than pregnancy to support milk production and nutrient transfer to the infant.
6	Elderly	Often associated with reduced energy needs due to decreased physical activity and basal metabolic rate, but continued or increased need for nutrient-dense foods, protein for muscle maintenance, calcium and vitamin D for bone health, and fibre for digestive health.
7	Nutrient density	Crucial for all life stages, particularly for the elderly, where calorie needs may decrease but vitamin and mineral requirements remain high, ensuring maximum nutrients per calorie.
8	Dietary reference values	Scientifically determined guidelines for nutrient intake that vary based on age, gender, and specific physiological states (like pregnancy or lactation), used to assess dietary adequacy across life stages.

AUTUMN Half-term 1		
Theme 1 People and lifestyles/topic 1 identity and relationships with others		
Week 1: La famille:		
1	J'habite avec	I live with
2	Ma mère / mon père	my mum / my dad
3	Je m'entends bien avec	I get on well with
4	Mon frère / ma soeur/ mon demi-frère	my brother / my sister / my step brother
5	Je me dispute avec	I argue with
6	mon beau-père/ma belle-mère	my stepdad/ my stepmum
7	On s'amuse bien avec	We have a good time with
8	mon cousin/ma cousine	my cousin
Week 2: La description physique		
1	Je suis/ il/elle est	I am / he/she is
2	grand(e) / petit(e) / mince / gros(se)	tall / small / slim / fat
3	J'ai / il/elle a	I have / he/she has
4	les cheveux	hair
5	blonds / noirs / bruns / roux	blond / black / brown / ginger
6	longs / courts / frisés / raides	long / short / curly / straight
7	et les yeux	and eyes
8	bleus / verts / marron / noisette	blue / green / brown / hazel
Week 3: La personnalité:		
1	Je pense que je suis	I think that I am
2	Je dirais qu' il/elle/on est	I would say that he/she is / we are
3	un peu / assez / très	a bit / quite / very
4	drôle / amusant(e)	funny
5	sympa / gentil(le)	kind
6	timide	shy
7	strict(e)	strict
8	travailleur/travailleuse	hard-working
Week 4: Autres détails personnels:		
1	J'ai / il/elle a ...ans	I am / he she is... years old
2	mon anniversaire c'est le...	My birthday is ...
3	jeune / vieux/vieille	young / old
4	beau / belle / joli(e)	beautiful / pretty
5	laid(e)	ugly
6	parfois	sometimes
7	souvent	often
8	toujours	always
Week 5: Les passe-temps		
1	J'aime / on aime	I / we like
2	Je n'aime pas / on n'aime pas	I/we don't like
3	je/on préfère	I/we prefer
4	jouer à des jeux vidéos	to play videogames
5	aller à la plage	to go to the beach
6	regarder la télé/ un film	to watch TV / a film
7	tchatter en ligne	to chat online
8	sortir en ville	to go out to town
Week 6: Les amis		
1	mon/ma meilleur(e) ami(e)	my best friend
2	est toujours	is always

3	n'est jamais	is never
4	plus sportif(ive) que moi	more sporty than me
5	moins bavard(e) que moi	less chatty than me
6	Il vaut mieux avoir un ami fidèle	it's best to have a loyal friend
7	Il faut tenir ses promesses	we must keep our promises
8	il est important d'écouter ses amis	it's important to listen to our friends
Week 7: L'avenir		
1	A l'avenir	In the future
2	je voyagerai beaucoup	I will travel a lot
3	je travaillerai	I will work
4	j'habiterai à l'étranger	I will live abroad
5	je (ne) me marierai (pas)	I will (not) get married
6	j'aurai	I will have
7	j'irai	I will go
8	ça sera	It will be

AUTUMN Half-term 2

Theme 1 People and lifestyles/topic 2 healthy living and lifestyles

Week 1: les problèmes de santé		
1	J'ai mal à la tête	I have a headache
2	J'ai mal à la gorge	I have a sore throat
3	J'ai mal à la jambe	My leg hurts
4	J'ai mal au pied	My foot hurts
5	J'ai mal au bras	My arm hurts
6	J'ai mal aux oreilles	I have an earache
7	Je suis fatigué(e)	I am tired
8	Je suis malade	I am ill
Week 2: les addictions		
1	Fumer	To smoke
2	Prendre des drogues	To take drugs
3	Boire de l'alcool	To drink alcohol
4	vapoter	To vape
5	Une e-cigarette	A vape
6	Une maladie	An illness
7	Un accident	An accident
8	C'est mauvais pour la santé	It's bad for your health
Week 3: Mes habitudes		
1	Je fais beaucoup de sport	I do a lot of sport
2	Je mange équilibré	I eat a balanced diet
3	Je bois un litre d'eau par jour	I drink a litre of water a day
4	Je me couche tôt	I go to bed early
5	car j'adore les fruits et légumes	because I love fruit and vegetables
6	car c'est bon pour la santé	because it's good for your health
7	Je ne fume pas	I don't smoke
8	car c'est dangereux	because it's dangerous
Week 4: Récemment		
1	Hier	yesterday
2	Le weekend dernier	last weekend
3	J'ai joué au foot	I played football
4	J'ai mangé au restaurant	I ate in a restaurant
5	J'ai marché avec mon chien	I walked with my dog
6	J'ai fini mes devoirs	I finished my homework
7	J'ai vraiment aimé ça	I really liked that

8	c'était génial	It was great
Week 5: Autres expressions de temps au passé		
1	récemment	Recently
2	La semaine dernière	Last week
3	l'année dernière	Last year
4	Il y a deux jours	Two days ago
5	Hier soir	Last night
6	Avant	before
7	Quand j'étais petit	When I was little
8	Quand j'étais plus jeune	When I was younger
Week 6: A l'avenir		
1	Pour rester en bonne santé	To stay healthy
2	Il est essentiel de	It's essential to
3	Il faut	You must
4	Je vais	I'm going to
5	faire de la méditation	meditate
6	parler avec sa famille et ses amis	speak to family and friends
7	éviter l'alcool	avoid alcohol
8	manger sain	eat healthy

SPRING Half-term 3		
theme 1 People and lifestyles/topic 3 Education and work		
Week 1: Les règles scolaires		
1	Je peux / On peut	I can / we can
2	Je dois / On doit	I must / we must
3	Porter un uniforme	(To) wear a uniform
4	Utiliser les ordinateurs	(To) use a computer
5	Aller au collège / lycée	(To) go to secondary school / 6th form
6	Avoir un stylo	(to) have a pen
7	Arriver à l'heure en cours	(To) arrive on time to lesson/s
8	Faire les devoirs	(To) do homework
Week 2: Les leçons		
1	Mon collège s'appelle QE	My school is called QE
2	C'est grand et moderne	It's big and modern
3	J'aime/Je n'aime pas étudier	I like/don't like to study
4	les maths/l'anglais/l'histoire/le dessin	maths / English / history / art
5	les sciences / le français / l'EPS	science / French / PE
6	car c'est utile/inutile/intéressant/ennuyeux	because it's useful/useless/interesting/boring
7	car ça m'intéresse	because it interests me
8	car je voudrais devenir médecin/artiste	because I would like to become a doctor/an artist
Week 3: Lycée et université		
1	A l'avenir, je (ne) veux (pas)	In the future, I (don't) want
2	Avoir de bonnes notes	To get good grades
3	Aller à l'université	To go to university
4	Faire un apprentissage	To do an apprenticeship
5	Gagner de l'argent	To earn money
6	Réussir mon bac/baccalauréat	To pass my A Levels
7	Je ne sais pas	I don't know
8	C'est ma passion	It's my passion

Week 4: L'école de mes rêves		
1	J'aimerais	I would like
2	Je voudrais	I would like
3	J'étudierais	I would study
4	On porterait	We would wear
5	On commencerait	We would start
6	On finirait	We would finish
7	Les matières	School subjects
8	Tôt/tard	Early/late
Week 5: Les métiers		
1	Les métiers	Jobs
2	Je veux/je vais être	I want/I'm going to be a
3	Facteur/factrice	Postman/postwoman
4	Influenceur/influenceuse	Influencer
5	Médecin	Doctor
6	Directeur/directrice d'entreprise	Businessman/woman
7	Professeur/e	Teacher
8	Scientifique	Scientist
Week 6: Les qualités		
1	Il faut aimer / savoir	You must like / know how to
2	travailler avec les jeunes	work with young people
3	rester calme	stay calm
4	travailler en équipe	work as a team
5	faire la cuisine	cook
6	aider les personnes malades ou âgées	help sick or old people
7	avoir confiance en soi	be confident
8	être patient	be patient
Week 7: Mon stage en entreprise		
1	Un stage en entreprise	A work placement
2	Je suis en train de	I am (in the middle of) doing something (right now)
3	Je viens de travailler dans...	I have just worked in...
4	Plus de/d'	More (of)
5	Moins de/d'	Less (of)
6	Trop de/d'	Too many/much (of)
7	Peu de/d'	Little/few (of)
8	Beaucoup de/d'	Lots of

SPRING Half-term 4		
theme 2 Popular Culture / topic 4 Free time activities		
Week 1: les hobbies		
1	Jouer à des jeux vidéos	To play videogames
2	Jouer au foot	To play football
3	Regarder des vidéos en ligne	To watch online videos
4	Voir un film	To see a film
5	Aller au cinéma	To go to the cinema
6	Faire du vélo	To cycle
7	faire du shopping	To go shopping
8	Lire des livres	To read books
Week 2: avant (imperfect tense)		
1	Quand j'étais petit/e	When I was little
2	J'aimais	I used to like
3	J'écoutais	I used to listen

4	Je lisais	I used to read
5	On jouait	We used to play
6	On regardait	We used to watch
7	J'avais	I used to have
8	C'était	It was
Week 3: le week-end dernier (Perfect tense)		
1	Le week-end dernier	Last weekend
2	J'ai eu	I had
3	J'ai fait	I did
4	J'ai mis	I put
5	J'ai pris	I took
6	J'ai lu	I read
7	J'ai vu	I saw
8	J'ai reçu	I received
Week 4: Télé/cinéma/musique		
1	Les émissions de télé	TV shows
2	Les actualités	The news
3	Un chanteur/une chanteuse	A singer
4	Un billet de concert	A concert ticket
5	Un écran	A screen
6	Mon portable	My phone
7	Ca m'intéresse	It interests me
8	Ca me relaxe/détend	It relaxes me
Week 5: activités sportives		
1	Faire du sport	To do sport
2	Faire du camping	To do camping
3	Faire de la natation	To do swimming / to go swimming
4	Faire de la danse	To do dancing / to dance
5	Faire de l'équitation	To do horseriding/ to go horseriding
6	Faire de l'exercice	To do exercise/to exercise
7	Faire de l'escalade	To do climbing/ to go climbing
8	Faire des promenades	To do walks / to go walking
Week 6: Voyager		
1	Je suis allé/e	I went
2	Je suis parti/e	I left
3	Je suis resté/e	I stayed
4	Il est venu	He came
5	On est rentré/e/s	We went back
6	Nous sommes arrivé(e)s	We arrived
7	Aux Etats-Unis	In/to the United States
8	En France	In/to France

SUMMER Half-term 5		
theme 2 Popular culture Topic 5 Customs/Festivals/Celebrations		
Week 1: Les journées spéciales		
1	Faire la fête	To celebrate
2	Acheter un cadeau	To buy a present
3	Offrir des fleurs	To give flowers
4	Envoyer une carte d'anniversaire	To send a birthday card
5	Partager un gâteau	To share a cake
6	Quand?	When?
7	Où?	Where?

8	C'est l'anniversaire de ma sœur/mon copain	It's my sister's/friends' birthday
Week 2: le calendrier des fêtes		
1	Un jour férié	A bank holiday
2	Noël	Christmas
3	Pâques	Easter
4	La fête nationale	National Day
5	Le jour de l'An	New Year's Day
6	On reçoit	We receive
7	On rit	We laugh
8	On boit	We drink
Week 3: Les coutumes traditionnelles		
1	Mardi Gras	Shrove Tuesday
2	L'Aid al-Fitr	Eid
3	Défiler	To parade
4	La messe	Mass
5	La prière	Prayer
6	La mosquée	Mosque
7	L'église	Church
8	Religieux/religieuse	Religious
Week 4: les festivals		
1	Un festival de musique	A music festival
2	Un événement	An event
3	Un feu d'artifice	Fireworks
4	Du bruit	Noise
5	Chanter	To sing
6	Découvrir	To discover
7	Participer à	To take part in
8	Passer du temps	To spend time
Week 5: Grammaire		
1	Qui + verb	Which
2	Que + noun/pronoun	Which
3	Quand	When
4	Où	Where
5	Je serai	I will be
6	J'aurai	I will have
7	J'irai	I will go
8	Je ferai	I will do
Week 6: Culture : La Francophonie		
1	La Francophonie	Organisation of French speaking countries
2	Avoir lieu	To take place
3	Au Maroc	In Morocco
4	Encourager les rencontres	To encourage meetings
5	Promouvoir la langue française	To promote French language
6	Célébrer la diversité	To celebrate diversity
7	Des concours	Competitions
8	Y compris	Including

SUMMER Half-term 6
theme 2 Popular culture Topic 6 Celebrity culture

Week 1: le succès		
1	Une carrière	A career
2	La mode	Fashion
3	Gagner un prix	To win a prize

4	Avoir du succès	To be successful (to have success)
5	Écrire des chansons	To write songs
6	Prendre des cours de danse	To take dance lessons
7	Apprendre à jouer d'un instrument	To learn how to play an instrument
8	Jouer pour une équipe	To play for a team
Week 2: être célèbre (adjectifs)		
1	Célèbre	Famous
2	Fier/fière	Proud
3	Populaire	Popular
4	Riche	Rich
5	Spécial/e	Special
6	Culturel/le	Cultural
7	Puissant/e	Powerful
8	Unique	unique
Week 3: les célébrités		
1	Une célébrité	A celebrity
2	Une personnalité	A personality
3	Un spectacle	A show
4	Des paroles	Lyrics
5	L'argent	Money
6	Un entretien	An interview
7	La voix	Voice
8	Une marque	A brand
Week 4: réussir		
1	Réussir	To succeed
2	Il/elle a réussi	s/he has succeeded
3	Savoir	To know
4	Il/elle sait+ infinitive	s/he knows how to...
5	Ce/cet/cette	This
6	Ces	These
7	Devenir	To become
8	Il/elle est devenu/e	s/he has become
Week 5: Adjectifs possessifs		
1	Mon/ma/mes	My
2	Ton/ta/tes	Your
3	Son/sa/ses	His/her
4	Notre/nos	Our
5	Votre/vos	Your (PL)
6	Leur/leurs	Their
7	Mon acteur préféré	My favourite actor(M)
8	Ma chanteuse préférée	My favourite singer (F)
Week 6: Verbes		
1	Suivre	To follow
2	Exprimer	To express
3	Raconter	To tell
4	Diriger	To lead
5	Inspirer	To inspire
6	Rappeler	To recall
7	Respecter	To respect
8	Reconnaître	To recognise

AUTUMN Half-term 1		
Week 1: Natural Hazards- Plate Tectonics		
1	Natural Hazard	A process which could cause death, injury or disruption to humans
2	Magnitude	How strong the event is
3	Frequency	How often the hazard occurs
4	Structure of the earth	Inner core, outer core, mantle, crust
5	Convection currents	Cycles of heat in the mantle which cause plates to move
6	Oceanic crust	Newer, more dense, thinner, subducts
7	Continental crust	Older, thicker, less dense, rises
8	Plate boundaries	Where plates meet
Week 2: Natural Hazards- Earthquakes		
1	Destructive plate boundary	When two plates move towards each other. One is oceanic, the other continental. The oceanic plate is forced to sink and subduct in the mantle.
2	Constructive plate boundary	When two plates move apart. Minor earthquakes occur and magma rises to the surface forming new land. Eg Iceland
3	Collision plate boundary	Two plates move towards each other pushing land upwards. No magma is exposed so there are no volcanoes.
4	Conservative plate boundary	Two plates move alongside each other. Where they get stuck, they lock and this causes earthquakes to occur due to friction
5	Focus	The point in the crust where the earthquake starts
6	Epicentre	Directly above the focus- the point on the surface of the earth where the earthquake is felt
7	Shockwave	Energy released from the focus
8	The three Ps	Prediction, protection and preparation
Week 3: Natural Hazards- Haiti Earthquake		
1	Date of earthquake	12th January 2010
2	Magnitude and epicentre	Magnitude 7. Epicentre 16 miles west of Port- au- Prince
3	Number killed	230,000
4	Causes	Conservative plate margin between the North American plate and the Caribbean plate
5	Primary effects	2 million affected, 1.5 million made homeless. 180,000 homes destroyed, 5,000 schools destroyed.
6	Secondary effects	Cholera claimed the lives of several hundred people, mainly children. Storms and flooding caused further hardship in the camps.
7	Immediate responses	The actions taken in the immediate aftermath of a disaster, typically in the first few hours and days after the event.
8	Long term responses	The actions taken in the weeks, months and years following a hazard event to rebuild, repair and mitigate future risks.
Week 4: Natural Hazards- Christchurch (NZ) earthquake		
1	Date of earthquake	22nd February 2011
2	Magnitude and epicentre	Magnitude 6.3 Epicentre Christchurch New Zealand, South Island
3	Number killed	181
4	Causes	Conservative plate margin where the Pacific Plate slid past the Indo-Australian Plate.
5	Primary effects	181 dead and 2,000 injured. 50% + buildings severely damaged including the

		cathedral which lost its spire.
6	Secondary effects	Liquefaction caused damage to roads and buildings. Christchurch could no longer host the Rugby World cup.
7	Immediate responses	International aid was provided in the form of money (around \$6-7 million) and aid workers came from all over the world to help.
8	Long term responses	Domestic help was available - The Farmy Army was made up of 800 farmers who brought their farm machines and muscle to help clean up the city
Week 5: Natural Hazards- Atmospheric Circulation		
1	Wind	Wind is the movement of air
2	Air	Invisible gas surrounding the earth
3	Atmosphere	A layer of gases around the earth held in place by gravity
4	High pressure	Atmospheric pressure around the earth is greater than the surrounding environment.
5	Low pressure	Air begins to rise and cool giving rise to wet, unsettled weather
6	Global atmospheric circulation	The worldwide system of winds by which the necessary transport of heat from tropical to polar latitudes is accomplished
7	Hadley cell	A large scale atmospheric convection cell in which air rises at the equator and sinks at medium latitudes
8	Ferrel cell	Air on the surface is pulled towards the poles forming the warm south westerly winds in the northern hemisphere and north westerly winds in the southern hemisphere
9	Polar cell	At the poles, air is cooled and sinks towards the ground forming high pressure
10	Coriolis force	The spinning of the earth deflects the movement of particles and wind
Week 6: Natural Hazards- Tropical Storms		
1	Tropical storms	Low pressure weather systems
2	What are tropical storms known as?	Hurricanes- Atlantic Ocean, Cyclones- the Indian Ocean, Typhoons- the Pacific Ocean
3	Where do tropical storms form?	In the tropics, the ocean is hot (over 27°C). The combination of warm water and low pressure, means that the air rises.
4	Length	Tropical storms can last from 1 to 2 weeks
5	Saffir Simpson Scale	Used to categorise tropical storms and is has ratings from 1 to 5 for hurricanes according to sustained wind speeds.
6	The eye of the storm	This is the most calm part of the hurricane. It can be 25- 50 miles wide.
7	The eye wall	The eye wall is the most dangerous part of the hurricane with the most severe winds.
Week 7: Natural Hazards- Extreme Weather UK		
1	UK weather roundabout	The UK experiences a wide range of weather due to winds and air masses moving towards the country from different directions.
2	Somerset floods	A flood that happened in Somerset, south east England in the winter of 2013-2014.
3	Somerset levels	A coastal plain and wetland area of Somerset
4	Mendip hills	A range of limestone hills to the south of Bristol and Bath
5	Quantock hills	West of Bridgewater in Somerset. They consist of heathland, oak woodlands, ancient parklands and agricultural land.
6	Dredging	Is when the bottom and sides of the river are removed so that they can hold more water, preventing flooding
7	Tidal barrage	A barrier across a river to stop water travelling upstream from the sea when there is a tidal surge.
8	Flooding	An overflow of water that submerges land that is usually dry. Excess rainfall means that rivers will burst their banks when they become full.

AUTUMN Half-term 2

Week 1: Natural Hazards- Climate Change		
1	Climate change	A significant change in the earth's climate over a long period of time.
2	Global warming	A term used to describe the sharp rise in global temperature over the last century.
3	Ice and sediment cores	Ice cores extracted deep from ice sheets. The gases are analysed and scientists can build a picture of the history of the climate.
4	Tree rings	Trees grow a new ring each year. In warmer, wetter conditions there is a thicker ring.
5	Pollen analysis	Pollen from plants gets preserved in sediment. Scientists can identify and date preserved pollen to show which species were living at that time.
6	Seasonal changes	Some plants and animals are appearing earlier than they normally would.
7	Temperature change	Temperature records show that there has been a rapid temperature growth of 0.55 degrees celsius since 1970.
8	Sea level change	The average global sea level has risen by 10-20cm in the last 100 years due to glaciers melting adding more water into the sea but also warmer oceans expand in volume.
9	Photographic evidence	Photographs show that the Alps and other mountain ranges have seen their glaciers retreat since the mid 1800s.
Week 2: Natural Hazards- Causes of Climate Change		
1	Natural climate change	Climate change is naturally occurring on earth. Naturally the earth has a layer of gases including carbon dioxide which help to keep us warm.
2	Orbital changes	The Earth's orbit changes roughly every 23,000 years and that means our planet goes through a cycle of being closer to the sun (warmer) and further away from the sun (cooler).
3	Volcanic activity	Major volcanic eruptions eject large quantities of material into the atmosphere. Some of these particles reflect the sun's rays back out to space so that the earth cools.
4	Solar output	The sun's output of energy isn't constant. It changes in short cycles of about 11 years.
5	Greenhouse gases	These are naturally occurring gases that surround our atmosphere.
6	Human enhanced greenhouse effect	Humans are contributing to climate change as a result of human activity. This is speeding up climate change.
7	Deforestation	The removal of trees. Trees absorb carbon dioxide. When trees are cut down less carbon dioxide is absorbed leading to more in the atmosphere.
8	Fossil fuels	When humans burn fossil fuels, for producing energy or driving cars etc, this adds to the layer of greenhouse gases in the atmosphere.
Week 3: Extreme Weather- Impacts of Climate Change		
1	Permafrost melting	When frozen ground in places like Alaska melt. Methane that was stored in the ground is released contributing to global warming.
2	Amazon Rainforest dieback	Temperatures in the Amazon are increasing and rainfall reducing which means that the trees are not able to absorb as much CO2.
3	Increased snow melt	Warmer temperatures means less snow occurs in areas that once saw lots. Ski seasons are being affected in skiing resorts which affects economies.
4	Sea levels rising	As glaciers and ice caps melt, this leads to more water in our ocean resulting in Islands such as the Maldives and low lying countries like Bangladesh being put at risk of flooding or disappearing.
5	Coral bleaching	Warmer temperatures cause the coral to expel the algae that lives in them causing them to be susceptible to disease. They can recover.

6	Superstorms	Powerful tropical storms which often cause widespread destruction and devastation
Week 4: Climate Change- Mitigation and Adaptation		
1	Mitigation	These are strategies which are designed to reduce or prevent global warming by reducing emissions of greenhouse gases.
2	Planting trees	Trees absorb carbon dioxide so by planting more trees we can reduce the amount of carbon dioxide in the atmosphere.
3	International agreements	When countries meet and agree to cut back on carbon emissions. The most recent international agreement is the Paris agreement 2015.
4	Carbon capture and storage	This is a new technology which involves capturing carbon dioxide and storing it safely, usually deep underground.
5	Alternative energy production	Replacing fossil fuels with nuclear power and renewable energy can help reduce climate change by reducing greenhouse gas emissions from power stations burning fossil fuels.
6	Adaptation	This refers to strategies which are designed to help countries cope with the impacts that are caused by climate change.
7	New crop types and biotechnology	Crops can be planted that are more suited to certain climates and new varieties can be created which can survive in more extreme conditions.
8	Physical defences	Flood barriers, such as the Thames barrier, can be built and better flood warnings can be put in place.
Week 5: The Living World- Ecosystems		
1	Ecosystem	A natural system made up of plants (flora), animals (fauna) and the natural environment in which they live.
2	Abiotic	This refers to the non-living environmental factors e.g. climate (temperature and rainfall), soil, water and light.
3	Biotic	This refers to the living features of an ecosystem, e.g. plants, animals.
4	Producers	Organisms that obtain their energy from a primary source (mainly sunlight) and convert this into sugars (glucose).
5	Consumers	Get their energy from the sugars produced by the producers. (Organisms which obtain their energy by eating other organisms).
6	Decomposers	Break down plant and animal material and return the nutrients to the soil. Bacteria and fungi are good examples.
7	Food chain	Shows the direct links between producers and consumers in the form of a simple line.
8	Food web	Shows all the connections between producers and consumers in a rather more complex way.
9	Nutrient cycling	The recycling of nutrients between living organisms and the environment.
10	World biomes or global ecosystems	Large-scale ecosystems that cover a large proportion of the earth's surface. These are defined mainly by the dominant type of vegetation that grows in the region.
Week 6:		
1	Tundra	Found near the North and South poles. Very few plants and animals can survive here.
2	Coniferous Forest	Found in Scandinavia, Russia and Canada. Evergreen trees thrive in this cool temperate climate.
3	Temperate Deciduous Forest	Found across Europe and in the USA. These trees lose their leaves every year and thrive in mild and wet conditions known as a temperate maritime climate.
4	Temperate Grassland	Found in Hungary, South Africa, Argentina and the USA. Consists of grass and trees that thrive in a temperate continental climate of moderate rainfall and mild conditions.
5	Mediterranean	Found around the Mediterranean Sea, around Perth and Melbourne in Australia and California in the USA.
6	Desert	Found near the Tropics of Cancer and Capricorn. Conditions here are very hot

		and dry. Plants and animals are specially adapted to survive in the harsh conditions.
7	Tropical Rainforest	Found near the Equator. The climate is hot and humid and many different species can be found here.
8	Savanna Grassland	Found mainly in central Africa, southern India, northern Australia and central South America. Long grasses and a few scattered trees are found in these hot and dry conditions.
Week 7: The Living World- Tropical Rainforests- Structure and plant adaptations		
1	Shrub layer	A layer of the forest just above the forest floor.
2	Under canopy	The layer above the forest floor. This area is shady and cooler.
3	Canopy	The continuous layer of tree tops that is more sheltered. The trees are normally 20-40 metres tall.
4	Emergents	The tallest trees in the rainforest. They can grow to be 60 metres tall. They are supported by buttress roots which prevent them from blowing over in high winds.
5	Buttress roots	Massive ridges help to support the base of the tall trees and help transport water.
6	Drip tips	Leaves are waxy and point downwards to allow heavy rainfall to drip off the leaf.
7	Lianas	Woody creepers rooted to the ground but carried by trees into the canopy where they have their leaves and flowers.
8	Epiphytes	These live on branches high in the canopy to seek sunlight- they obtain nutrients from water and air rather than soil.

SPRING Half-term 1		
Week 1: The Living World- Tropical Rainforests- How are they used		
1	Deforestation	The cutting down of trees, often on a very large scale.
2	Mineral extraction	Valuable resources can be found on the floor of tropical rainforests such as gold and zinc.
3	Cattle farming	Large areas of the rainforest have been cleared to make way for 60 million cattle to graze in the Amazon.
4	Palm oil	Land has been cleared in place of palm oil plantations in many tropical rainforests including the Amazon and Malaysia.
5	HydroElectric Power (HEP)	Large areas of tropical rainforests have been flooded to make way for hydroelectric power.
6	Biodiversity	The variety of life on Earth. Tropical rainforests are rich in biodiversity.
7	Commercial farming	When land is cleared for cattle farming and palm oil which makes the farmers money.
8	Subsistence farming	When farmers clear land on a smaller scale to grow crops for their own needs.
Week 2: The Living World- Tropical Rainforests- Management		
1	Sustainable rainforest management	Ensuring that rainforests remain a lasting resource for future generations without causing long-term damage to the environment.
2	Selective logging and replanting	Trees are identified as suitable for felling, avoiding damaging valuable trees. After several years, new trees are planted.
3	Conservation and education	Where rainforests are protected, often by international agreements and people are educated about the importance of our tropical rainforests.
4	Ecotourism	Ecotourism aims to introduce people to the natural world, to benefit local communities and protect the environment for the future.
5	International agreements	Countries agree not to cut certain trees down in rainforests. Other countries may agree not to buy products made from trees from rainforests.
6	Hardwood forestry agreements	Products sourced from sustainably managed forests carry the FSC label.

7	FSC	The FSC educates manufacturers and consumers about the need to buy sustainable hardwood like mahogany.
8	Debt reduction	When a country's debt is cancelled in exchange for no more deforestation.
Week 3: The Living World- Hot deserts: Climate, adaptations and use		
1	Hot desert	A desert is an area of land that receives less than 250 mm of rainfall per year. Hot deserts are found in dry continental interiors.
2	Succulents	Succulents store water in their roots, stems or leaves.
3	Dormant	Some seeds can stay dormant for years but can germinate quickly when it rains.
4	Tap roots	These are roots which can extend 7-10 metres deep to reach groundwater.
5	Water shortage	When water supply is seriously low.
6	Accessibility	Many areas are difficult to get around in hot deserts due to very limited road networks.
7	Desertification	Where land is gradually turned into desert, usually on the edges of an existing desert.
8	Overcultivation	This results from the need to produce more food and can lead to the soil becoming exhausted.
Week 4: The Living World- Hot Deserts- Management		
1	Irrigation	Water from underground sources or from rivers and canals can be sprayed onto crops or used to flood fields.
2	Salinisation	The high rate of evaporation in hot deserts leads to a buildup of salts on the surface. This reduces soil fertility and kills plants.
3	Ponding banks	Areas of land enclosed by low walls to store water.
4	Contour traps	Embankments built along the contours of slopes to prevent soil from being washed down during heavy rainfall.
5	National parks	Areas at risk of desertification have been protected by making them into national parks. The Thar Desert national park protects 3,000 km ² of desert to reduce the risk of desertification.
6	Soil erosion	When vegetation has been destroyed the soil is exposed to the wind and the rain making it vulnerable to soil erosion.
7	Appropriate technology	This involves using methods and materials that are appropriate to the level of economic development.
8	Magic stones	In Burkina Faso, lines of stones have been used to reduce soil erosion.
Week 5: Physical Landscapes- Rivers		
1	Drainage basin	The area of land drained by a river and its tributaries
2	Source	Where the river starts
3	Mouth	Where the river meets the sea
4	Watershed	The boundary between two drainage basins
5	Tributary	A small river that flows into a bigger river
6	Confluence	The point where two rivers meet
7	Long profile	A river from source to mouth
8	Cross profile	A section of the river at each stage- Upper course, Middle course, Lower Course
Week 6: Physical Landscapes- Rivers- Key processes		
1	Erosion	The wearing away of the land by the river
2	Hydraulic Action	The force of the water hitting the river bed and banks. This is most effective when the water is moving fast and when there is a lot of it.
3	Abrasion	When the load carried by the river repeatedly hits the bed or banks dislodging particles into the flow of the river
4	Attrition	When stones carried by the river knock against each other, gradually making the stones smaller and rounded.
5	Solution	When the river flows over limestone or chalk, the rock is slowly dissolved.
6	Transportation	Material that is moved in the river by the flow of the water
7	Deposition	When the river loses velocity (power), sediment is dropped
8	Velocity	The speed at which water moves through a river (metres per second)

SPRING Half-term 2

Week 1: Physical Landscapes- Rivers- Key river features

1	Interlocking spurs	Interlocking spurs are fingers of land that jut out into the river valley that streams and rivers are forced to flow around in the upper course.
2	Waterfalls	The waterfall forms when soft rock is eroded backwards resulting in a ledge of hard rock overhanging for water to flow over.
3	Gorges	Gorges are steep vertical sides either side of a waterfall left behind as the waterfall retreats upstream.
4	Meanders	A meander is a bend in a river. Erosion takes place on the outside of the bend and deposition on the inside.
5	Oxbow lakes - formation	Oxbow lakes form when the neck of a meander bend is eroded so much that during a time of flood, the flow of the river is powerful enough to cut through the neck of the meander creating a straight river channel.
6	Oxbow lakes- deposits	Over time, deposition builds up where the old meander bend used to be and an oxbow lake is left behind.
7	Floodplains and Levees	Either side of the river is a floodplain. This holds water when the river floods. As the water levels recede, heavy sediment is left behind on the river bank, naturally raising the height of the river and protecting against future flooding.
8	Estuaries	Where the river meets the sea there is often a transitional zone between the river and the coastal environment.

Week 2: Physical Landscapes- Rivers- Flood hydrographs

1	Flooding	Is when land that is not normally underwater becomes inundated.
2	Physical factors	Natural factors that result in flooding such as the amount of precipitation, geology and the relief of the land.
3	Human factors	Urbanisation, deforestation and agricultural practices can mean that water cannot infiltrate into the ground leading to flooding.
4	Flood hydrograph	A graph which shows how a river responds to a flooding event.
5	Rising limb	How quickly the water levels rise in the river.
6	Falling limb	How quickly the water levels drop after the peak rainfall.
7	Peak rainfall	The maximum amount of rainfall received during a flooding event.
8	Peak discharge	The maximum amount of water in the river during a period of time.
9	Baseflow	The normal flow of the river.
10	Lag time	The difference in time between peak rainfall and peak discharge.

Week 3: Physical Landscapes- Rivers- Factors affecting flooding

1	Basin size	How big the area of land is that is drained by a river. For example, a small basins often lead to a rapid water transfer
2	Drainage density	The number of tributaries that feed into the main river. A high density might increase the flood risk.
3	Rock type (Geology)	If rock is impermeable then water will not be able to infiltrate and so will run over the land and into the river, increasing the flood risk.
4	Land use	If land is urbanised then less water will be able to infiltrate into the soil and so will increase the surface run-off into the river, increasing the flood risk.
5	Relief	Relief is the shape of the land. If land is flat, water will have more chance to infiltrate into the soil, decreasing the amount of surface run-off.
6	Soil moisture	If the ground is already saturated then less water will be able to infiltrate resulting in more surface run-off into rivers.
7	Rainfall intensity	If there has been prolonged rainfall or if a rainfall event is particularly heavy, this will mean that there is less chance for infiltration and so a greater risk of high surface run-off
8	Discharge	The amount of water in a river at a given time. Measures as cubic metres/second.

Week 4: TOPIC - Physical Landscapes- Rivers- Soft Engineering		
1	Urbanisation	When land is built on making surfaces impermeable and increasing surface run-off into rivers. This increases the likelihood of flooding.
2	Deforestation	When it rains, water lands on trees (interception) and is prevented from reaching the ground. If trees are cut down there is less interception and so more water reaches the ground increasing the likelihood of flooding.
3	Agriculture	If land is cleared for farming, this increases the likelihood of surface run-off and therefore the flooding risk.
4	Hard engineering	Using man made structures to prevent or control natural processes from taking place. This form of management is often very expensive.
5	Channel straightening	This involves cutting through meanders to create a straight channel. This speeds up the flow of water along the river.
6	Embankments	An embankment is a raised riverbank. Raising the level of the riverbank allows the river channel to hold more water before flooding occurs.
7	Flood relief channels	A flood relief channel is a man-made river channel constructed to by-pass an urban area.
8	Jubilee flood relief channel	Constructed on the River Thames near Maidenhead. It reduced the risk of flooding for over 3,000 properties as well as creating new wetlands.
Week 5: Physical Landscapes- Rivers- Soft Engineering		
1	Soft engineering	Working with natural river processes to manage the flood risk
2	Flood storage areas	Areas where water can be stored to reduce the flood risk- often wetland environments which are deliberately flooded
3	Flood plain zoning	Land is planned so that low value land is left to flood and expensive properties such as housing and industry are build further away from the river
4	River restoration	Where the course of a river has been changed artificially, river restoration can return it to its original course. Natural processes are used such as meanders and wetlands to slow down the river and reduce the chances of flooding.
5	Flood preparation	Rivers and river basins are monitored remotely using satellites and computer technology to identify areas at risk of flooding and put in place plans.
6	Flood watch	Flooding of low-lying land and roads is expected. People should be prepared and watch river levels.
7	Flood warning	There is a threat to homes and businesses. People should be prepared and watch river levels.
8	Planning for floods	Moving valuables upstairs; putting in place flood gates and sand bags

SUMMER Half-term 1

Week 1: Physical Landscapes- Coasts- waves and wave types and coastal		
1	Waves	Formed by the wind blowing over the sea. Friction with the surface of the water causes ripples to form and these develop into waves.
2	Fetch	The distance the wind blows across the water is called the fetch. The longer the fetch, the more powerful the wave.
3	Prevailing wind	The direction in which the wind is blowing.
4	Constructive wave	These waves surge up the beach and 'spill' with a powerful swash.
5	Destructive wave	These are formed by local storms to the coast and can 'destroy' the beach..
6	Swash	When sediment is pushed up the beach.
7	Backwash	When sediment is pulled back down the beach.
8	Longshore drift	When sediment is moved along the coastline in a zigzag motion as a result of waves approaching the coastline at an angle
Week 2: Physical Landscapes in the UK- Processes of erosion, transportation and deposition		
1	Hydraulic action	When waves trap air in cracks and cause the rocks to break apart

2	Corrasion	Fragments of rock are picked up and hurled by the sea at the cliff. The rocks scrape and gouge the rocks.
3	Abrasion	This is the 'sandpapering' effect of pebbles grinding over a rocky platform often causing it to become smooth.
4	Attrition	Rock fragments carried by the sea knock against one another causing them to become smaller and more rounded
5	Transportation	This is when sediment is moved in the sea and along the coastline
6	Solution	The dissolved chemicals in rocks, eg limestone
7	Suspension	Particles carried (suspended) within the water.
8	Traction	Large pebbles rolled along the seabed.
9	Slatation	A 'hopping' or 'bouncing' motion of particles too heavy to be suspended.
10	Deposition	When sediment is dropped where the flow of water slows down.
Week 3: Physical Landscapes- Coasts- Mass movement		
1	Weathering	The weakening or decay of rocks in their original place on, or close to, the ground surface.
2	Mechanical weathering	The disintegration (break up) of rocks. Where this happens, piles of rock fragments called scree can be found at the foot of cliffs.
3	Chemical weathering	Caused by chemical changes. Rainwater, which is slightly acidic, very slowly dissolves certain types of rocks and minerals.
4	Biological weathering	Due to the actions of flora and fauna, plant roots grow in cracks in the rocks. Animals such as rabbits burrow into weak rocks such as sands.
5	Freeze thaw weathering	Water collects in cracks or holes in the rocks. At night time this water freezes and expands and makes the rock bigger. When the ice thaws, water will seep deeper into the crack.
6	Mass movement	The downward moving or sliding of material under the influence of gravity.
7	Rockfall	Fragments of rock break away from the cliff face, often due to freeze thaw weathering.
8	Landslide	Blocks of rock slide downhill.
9	Mudflow	Saturated soil and weak rock flows down a slope.
10	Rotational slip	Slump of saturated soil and weak rock along a curved surface.
Week 4: Physical Landscapes- Coasts- Landforms of erosion and deposition		
1	Headlands and bays	When different bands of rocks erode at different rates, headlands made of hard, more resistant rock, stick out to sea and less resistant rock is eroded backwards leaving a bay.
2	Wave cut platforms	When waves attack the base of the cliff causing a wave cut notch to form. Over time, the cliff above the notch becomes unstable and collapses causing the cliff face to retreat inland. A platform of rock sticks out to sea where the cliff once was.
3	Caves, arches and stacks	A cave forms which eventually cuts through to form an arch which over time gets bigger until it collapses leaving behind a sea stack.
4	Beaches	Deposits of sand and shingle at the coast. Sandy beaches are mainly found in sheltered bays.
5	Sand dunes	When sand deposited on the beach has blown inland. It settles against driftwood or rocks and begins to establish with help from vegetation.
6	Spits	A long, narrow finger of sand or shingle jutting out into the sea from the land.
7	Bars	Longshore drift might cause a spit to grow right across a bay, trapping a freshwater lake behind it.
Week 5: Physical Landscapes- Coasts- Hard engineering		
1	Coastal management	Coasts need to be managed to maintain a balance between the forces of nature and the demands of people.
2	Hard engineering	Using artificial structures such as sea walls to control natural processes.
3	Soft engineering	Less intrusive, more environmentally friendly methods that work with natural processes to protect the coast.

4	Managed retreat	Enables the controlled retreat of the coastline, often involving or allowing the sea to flood over low-lying land.
5	Groynes	Timber or rock structures built out to sea from the coast. They trap sediment being moved by longshore drift and enlarge the beach.
6	Sea wall	Concrete or rock barrier against the sea, placed at the foot of cliffs or at the top of a beach. Has a curved face to reflect the waves back into the sea.
7	Rock armour	Piles of large boulders dumped at the foot of a cliff. The rocks force waves to break, absorbing their energy and protecting the cliffs.
8	Gabions	Wire cages filled with rocks that can be built to support a cliff or provide a buffer against the sea.
Week 6: Physical Landscapes- Coasts- Soft Engineering		
1	Soft engineering	Less intrusive, more environmentally- friendly methods that work with natural processes to protect the coast.
2	Beach nourishment	The addition of sand or shingle to an existing beach to make it higher or wider.
3	Dune regeneration	Sand dunes are effective buffers to the sea but are easily damaged and destroyed by trampling.
4	Dune fencing	Fences are constructed on a sandy beach along the seaward face of existing dunes to encourage new dune formation.
5	Managed retreat	A deliberate policy of allowing the sea to flood or erode an area of relatively low- value land.
6	Coastal monitoring	Observing changes in the coastline to see what coastal erosion might be happening and to consider what response there might need to be.
7	Coastal adaptation	People and businesses may need to move further inland if coastal erosion continues.

SUMMER Half-term 2		
Week 1: Fieldwork- data collection		
1	Primary data	Fieldwork data which you collect yourself.
2	Secondary data	Information that another person, group or organisation has collected.
3	Quantitative data	Numerical data that can be measured or counted
4	Qualitative data	Non numerical data such as photographs, field sketches or open ended questions
5	Risk assessment	Addressing possible hazards and risks of a field trip and planning control measures to manage and reduce these risks.
6	Sampling	Data is gathered on a small part of the whole area or sampling frame, and used to inform what the whole picture is like.
7	Systematic sampling	This method encourages the sample to be taken in a consistent manner, e.g. every tenth groyne.
8	Stratified sampling	You need to know something about the area / target population in advance in order to undertake this.
9	Random sampling	This method shows no bias; every site has an equal opportunity of being selected. This form of sampling often uses random number tables to choose the person / location of data collection.
Week 2: Fieldwork- factors affecting your results		
1	Sample size	Smaller sample sizes usually means lower quality data.
2	Frequency of sample	Fewer sites reduces frequency, which then reduces quality.
3	Type of sampling	Sampling approaches might create 'gaps' and introduce bias in the results.
4	Equipment used	The wrongs/ inaccurate equipment can affect overall quality by producing incorrect results.
5	Time of survey	Different times of the year will significantly influence the amount of water in the river or power of the waves so might not be representative.

6	Location of survey	Big variations in river channel depth and width, as well as sediment characteristics can occur in locations close to each other.
7	Quality of secondary data	Age and reliability of secondary data affect their overall quality
Week 3: Geographical Skills- Cartographic Skills		
1	Lines of Longitude	Lines of longitude run between the north and south poles. The Prime Meridian, 0 degrees longitude, passes through Greenwich in London. Values are given east and west of this line.
2	Lines of Latitude	Lines of latitude run parallel to the equator. This divides the world into the northern and southern hemisphere. Latitude increases north and south of the Equator to reach 90 degrees at the north and south poles.
3	OS maps- scale	OS maps are drawn to scale. This means they are an accurate representation of the real world.
4	Distance on maps	Distance can be measured as a 'straight line' or 'curved'.
5	Relief	Relief is to do with the height and the shape of the land.
6	Contours	Lines on the map (usually brown) joining points of equal height above sea level.
7	Spot heights	Usually indicated by black dots with a height above sea level written alongside.
8	Gradient	The closer the contours, the steeper the gradient of the slope.
Week 4: Geographical Skills- Cartographic Skills		
1	Cross Sections	A cross section is an imaginary 'slice' through a landscape. It helps to visualise what a landscape actually looks like.
2	Relief	Relief is the geographical term used to describe the height of the land and the different landscape features created by changes in height.
3	Drainage	Drainage is the presence and flow of water. It can include the presence or absence of rivers, drainage density and the pattern of rivers.
4	Settlement	Settlements can be different patterns. For example, dispersed, nucleated or linear.
5	Communication	Communication networks might include all kinds of transport: roads, ferries, railways and footpaths, airports, cycleways.
6	Land use	This refers to the way in which land is used or has been modified/ managed by people. For example, woodland, vegetation, urban areas, quarries etc
7	Sketch maps	A sketch map is a simplified version of an OS map. It should focus on just a few key elements such as patterns of roads or rivers.
8	Photos- labels and annotations	Many different types of photos can be used in Geography including aerial photos, ground photos or satellite photos.
Week 5: Graphical skills		
1	Line graphs	A line graph shows continuous changes over a period of time.
2	Bar graphs	A way of comparing quantities or frequencies in different categories.
3	Histograms	Represents continuous data such as daily rainfall values over a month. The values may all be part of a single sample.
4	Pie charts	A simple circle divided into segments.
5	Pictograms	Uses a pictorial symbol or icon instead of a bar.
6	scatter graphs	If two sets of data are thought to be related, they can be plotted on a scattergraph.
7	Isoline maps	Uses lines of equal value to show patterns.
8	Dot maps	Used to represent a particular value or number and are located accurately on a map. For example, 1 dot= 1 million people.
9	Desire line maps	Show the movement of goods or people between places.
10	Flow line maps	Indicate the direction and volume of movement with thickness representing volume.
11	Proportional symbols	A useful way to show data on a base map. For example, how noise varies throughout a town.

12	Choropleth maps	Uses different colours or different densities of the same colour to show the distribution of data categories
Week 6: Statistical Skills		
1	Mean	Adding up all of the values in a data set and then dividing by the number of values.
2	Median	The middle value in a ranked data set.
3	Mode	The most common value in a data set.
4	Range	The difference between the highest and lowest values
5	Interquartile range	The difference between the upper quartile and lower quartile
6	Dispersion graph	Shows the spread of data. A useful way to make comparisons between different sites.

AUTUMN Half-term 1

AUTUMN Half-term 1		
Week 1: Germany under the Kaiser		
1	1871	Germany becomes a unified country.
2	Kaiser Wilhelm II	Emperor of Germany who controlled Government from 1888
3	Autocrat	One person rules the country and makes all of the decisions.
4	Reichstag	German Parliament who often opposed the Kaiser
5	Weltpolitik	Means 'world policy' with the aim of gaining an Empire for Germany.
6	Naval Laws	1898-1912 a series of tax rises to pay for expanding the navy.
7	Militarism	A belief that a country should have a strong military.
8	Socialism	A political idea in which power and wealth is shared more equally with the workers.
Week 2: World War One 1914-18		
1	1914	World War One begins.
2	1915	Protest and strikes by Trade Unions against the war.
3	Turnip winter	Food shortages in Germany. Many had to rely on turnips for their food.
4	Naval Blockade	The British Navy prevented imports of food and supplies getting into Germany.
5	Mutiny	Sailors in Kiel refused to follow orders in October 1918 starting a revolution.
6	Abdication	The Kaiser gave up his throne on 9th November 1918.
7	Armistice	Signed by the new democratic government on November 11th 1918 to stop the fighting.
8	November Criminals	Name given to the politicians who signed the armistice and were seen to have betrayed the German people.
Week 3: Weimar Republic 1918-23		
1	Weimar	A town where the new government met to write a new constitution.
2	Friedrich Ebert	Leader of the Social Democratic Party (SPD) German President 1919-25
3	Constitution	The written document created in 1919 that laid out how Germany would be governed.
4	Proportional Representation	A voting system. The % of the vote = the % of seats that a party got in the Reichstag.
5	Spartacist Uprising	A failed Communist takeover in January 1919.
6	Kapp Putsch	A failed revolt from 1920 led by Wolfgang Kapp and the Freikorps
7	Treaty of Versailles	Signed in June 1919. Land, Armed Forces, Money, Blame.
8	Reparations	Germany was forced to pay £6,600 million to pay for the war damage.
Week 4: Nazi Party and Hyperinflation		
1	NSDAP	National Socialist German Workers Party - Nazi formed 1921
2	Stabbed in back	Theory that the German people had been betrayed by communists, Jews and weak politicians during WWI.
3	25 point plan	Early Nazi political manifesto.
4	Invasion of the Ruhr	When French and Belgian troops invaded the Ruhr for missed reparations payments in January 1923.
5	Passive Resistance	To resist the French invasion of the Ruhr, the workers went on strike.
6	Hyperinflation	To pay the striking workers, the German government printed more money. The money became worthless.
7	Munich Putsch	Failed Nazi takeover of Munich in 1923. Hitler was arrested and put on trial for treason.
8	Mein Kampf	The book that Hitler wrote whilst he was in prison. It meant my struggle.
Week 5: Golden Years 1924-1929		
1	Gustav Stresemann	Became Chancellor in 1923 and then Foreign Minister until 1929. He led the German recovery.
2	Rentensmark	New currency introduced to end hyperinflation.
3	Dawes Plan	Loans provided by the USA to help rebuild Germany in 1924.

4	Hindenburg	Became President in 1925.
5	League of Nations	Germany was allowed to join this peacekeeping organisation in 1925.
6	Locarno Pact	This was signed in 1925 by Germany. They agreed to the terms of the Treaty of Versailles.
7	Weimar culture	The growth of cinema, literature and music during the period 1924-29.
8	Wall Street Crash	Crash in the American economy in 1929; Led to the Great Depression and the recall of loans from Germany.
Week 6: Rise of the Nazi party		
1	May 1928	The Nazi Party had only 12 seats in Reichstag. They were the 8th biggest party.
2	Work and bread	Nazi slogan used in propaganda posters
3	Joseph Goebbels	Nazi Head of Propaganda.
4	6 million	The number of unemployed workers in Germany in 1932.
5	SA	Brown shirted Storm Troopers who beat up communists.
6	1932	The Nazis win 230 seats in Reichstag and become the biggest party.
7	Anti-communism	Used by the Nazis to appeal to the middle classes who feared communism.
8	Puppet Chancellors	Von Papen and Von Schleicher were both appointed as Chancellor by President Hindenburg as he did not want to appoint Hitler.
Week 7: Democracy to Dictatorship		
1	January 1933	Hitler appointed Chancellor by Hindenburg.
2	The Reichstag Fire	The Nazis blamed a Dutch Communist called Marinus Van der Lubbe in February 1933.
3	Article 48	This part of the constitution was used to attack the Communist Party before the elections in March 1933.
4	The Enabling Act	This was passed in March 1933 and allowed Hitler to rule without the Reichstag for a period of 4 years.
5	Concentration Camps	These were set up in April 1933 for political opponents.
6	Trade Unions	These were seen as being Communist organisations by the Nazis and were banned in 1933.
7	Law against the Formation of New Parties	This law of July 1933 banned all political parties other than the Nazis.
8	One Party State	When only one political party is allowed.

AUTUMN Half-term 2

Week 1: Democracy to Dictatorship 2		
1	Ernst Rohm	Leader of the brown shirted Storm Troopers (SA).
2	The army	The organisation that the SA wanted to take over.
3	The Night of the Long Knives	The murder of SA leaders and other political opponents that took place June-July 1934.
4	The SS	The Nazi organisation who wore black shirts and were loyal to Hitler.
5	Heinrich Himmler	The leader of the SS.
6	August 1934	The death of President Hindenburg.
7	The Oath of Loyalty	The army swore an oath of loyalty to Hitler in August 1934.
8	The Fuhrer	The title that Hitler gave to himself that combined the roles of Chancellor and President. It meant one leader.
Week 2: Control		
1	The SS	The black shirted organisation responsible for controlling the German population.
2	The Gestapo	The secret police that were part of the SS.
3	Informers	People who spied on their neighbours and informed the Nazis of any opposition.
4	Joseph Goebbels	The Minister for Propaganda and Enlightenment.

5	Nuremberg Rally	A mass event that took place each year with Nazi Party members parading and listening to speeches.
6	1936 Olympics	Event used by the Nazis to show off to the world how they had rebuilt Germany.
7	Public book burnings	What happened to any books that the Nazis did not approve of such as those by Jewish authors.
8	Radios	Cheaply manufactured in Germany and widely owned so that people could hear Hitler's speeches.
Week 3: Life in Nazi Germany - Workers		
1	Reich Labour Service (RAD)	All men aged 18-25 had to spend six months working in this organisation.
2	Public Works Projects	Examples are building motorways, schools, hospitals and leisure facilities.
3	Rearmament	When the army, navy and air force are built up.
4	Invisible unemployment	Groups who were not allowed to work in Germany and were not included on official statistics.
5	Work and bread	The promise that the Nazis had made to the German people.
6	German Labour Front	The Nazi organisation that replaced the banned trade unions and controlled workers.
7	The Beauty of Labour	The Nazi organisation that improved working conditions.
8	Strength Through Joy	The Nazi organisation that organised leisure activities for workers such as trips to sporting events or holidays.
Week 4: Youth and Women in Nazi Germany		
1	Eugenics	A new subject in Nazi schools that taught students about the superiority of the Aryan Race
2	Domestic Science	A subject taught to girls that prepared them for a life as mothers and housewives.
3	Hitler Youth	The name given to all of the Nazi youth groups but also for the main group for boys aged 14-18.
4	League of German Maidens	Part of the Hitler Youth that was specifically for girls and prepared them for motherhood and to be loyal Nazis.
5	1936	The year that the Hitler Youth became compulsory for young people to join.
6	Swing Youth	An opposition youth group who listened to jazz and swing music and refused to be a part of Hitler Youth groups.
7	Edelweiss Pirates	An opposition youth group who refused to join the Hitler Youth and sometimes got into fights with them.
8	Children, church and cooking	The 3Ks for German women. Kinder, Kirche, Kuche - in German.
Week 5: Persecution		
1	Persecution	When groups are attacked for reasons such as their race, religion, gender or sexuality.
2	Boycott	SA men stood outside Jewish shops and businesses and stopped people from going into them in January 1933.
3	The Nuremberg Laws	The 1935 laws that made it illegal for Jews to marry non-Jews and to have sex with them. It also took away German Citizenship from the Jews.
4	The Night of the Broken Glass (Kristallnacht)	The attack on Jewish shops, homes and synagogues in November 1938.
5	Aktion T4	The name of the euthanasia programme used by the Nazis to kill people with hereditary illnesses.
6	Gypsies	Another racial group persecuted by the Nazis for being inferior to the Aryans.
7	Compulsory sterilisation	A punishment for groups that the Nazis labelled as 'undesirables' that would stop them from reproducing.

8	Alcoholics and homosexuals	Groups seen by the Nazis as being of no value to the "master race".
Week 6: Impact of War		
1	The White Rose	Resistance group based in Munich led by Hans and Sophie Scholl.
2	The July Bomb Plot	A plan to assassinate Hitler in 1944 and for the army to take over.
3	Rationing	Introduced in 1939 to deal with the shortages of food in Germany.
4	Bombing raids	German cities were targeted from 1942 onwards with huge casualty numbers..
5	Women	Group of people who were forced to work in factories to help the war effort.
6	Ghettoes	Walled areas of cities where Jews were sent to in the period 1939-44.
7	Wannsee Conference	Meeting in 1942 during which the Nazis put in place their plan to exterminate European Jews and establish death camps such as Auschwitz.
8	The Final Solution	Name given to the plan by the Nazis to exterminate European Jews.

Spring Half-term 1

Week 1: Health and the People - Medieval Medicine

1	Hippocrates	The creator of the idea of the Four Humours.
2	Blood, Yellow Bile, Black Bile, Phlegm	The Four Humours. If these were out of balance then you would be ill.
3	Purging or bleeding	Common treatments to balance the humours.
4	Galen	A Greek physician, surgeon and philosopher in the Roman Empire.
5	The Theory of Opposites	An idea of Galen's related to the four humours needing to be in balance.
6	Anatomy	The study of the human body.
7	Dissection	Cutting up dead bodies to study its inner workings.
8	The human jaw had two bones	A mistake made by Galen as he based this idea on dissected monkeys which do have two jaw bones.

Week 2: Medieval Surgery/Islamic Medicine

1	Rhazes and Avicenna	Two Muslim doctors who had great influence on Western medicine.
2	Canon of Medicine	A book written by the Islamic doctor Avicenna.
3	Abulcasis	An Arab Muslim physician and surgeon who invented 26 new surgical instruments.
4	Barber surgeons	Most common form of doctor who would combine cutting hair with performing simple surgeries such as bleeding.
5	Trepanning	A form of surgery that included drilling a hole in the skull to release demons that could be causing madness.
6	Anaesthetic	Pain relief from surgery that did not exist in Medieval times.
7	John of Arderne	An English surgeon who carried out operations on anal abscesses that were common for knights.
8	Cauterisation	A way of sealing wounds using hot oil to stop bleeding.

Week 3: Medieval Public Health

1	Cesspits	A large pit to put human waste as there were not any sewers.
2	Privies	Early toilets. These were often shared and the waste went into a cesspit.
3	Gong Farmers	The job of emptying cesspits.
4	Miasma	The belief that bad air caused diseases.
5	Tanning	The preparation of animal skins to make leather.
6	Butchery	The leftover parts of animals that had been butchered for meat were dumped into rivers leading to disease.
7	Monasteries	The monks believed that living in cleanliness was part of being a good Christian.
8	Care not cure	The idea of Medieval hospitals that they would not try to cure diseases but would pray for their patients.

Week 4: The Black Death

1	1348	The year that the Black Death arrived in England.
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2	1.5 million	The estimated number of deaths in England due to the Black Death (30% of the population).
3	Bubonic plague	A disease spread by fleas that lived on rats. Victims developed buboes which were large pus filled swellings.
4	Pneumonic plague	A disease spread by coughing which was more deadly.
5	Causes believed at the time	These included that Jews had poisoned the wells, that it was sent by God, miasma, the position of the stars and the four humours.
6	Flagellants	People who believed that God had sent the disease whipped themselves in public to show God that they were sorry for their sins.
7	Consequences of the Black Death	As so many people died there was no one to gather in the harvest. This led to food shortages and rising prices.
8	Higher wages	Peasants were able to ask for higher wages as there was a shortage of people to work on the land.

Week 5: Renaissance Medicine

1	Renaissance	A French word that means rebirth, specifically of learning.
2	Printing Press	An invention from the mid 1400s that meant that ideas could be communicated easily.
3	The Reformation	A change in the church that weakened the Catholic Church making it possible for people to carry out dissections.
4	Exploration	The discovery of places like the Americas meant that new cures were found and transported back to Europe.
5	Art	Artists work focussed on accurate depictions of the human body.
6	Vesalius	He was able to dissect human bodies during the 1500s and proved that Galen had made mistakes.
7	On the Fabric of the Human Body	The name of the book created by Vesalius in 1543 that communicated new ideas and encouraged others to carry out dissection and question old ideas.
8	Thomas Geminus	He reprinted elements of Vesalius's book in England in 1545 showing how quickly the ideas of Vesalius had spread.

Week 6: Pare/Harvey

1	Ambroise Pare	A french barber and battlefield surgeon who developed new ideas about surgery.
2	Notes on Surgery	A book published by Pare in 1575 that inspired other surgeons to develop new ideas.
3	The 3 L's	Three key ideas of Pare. Using a lotion of egg whites, turpentine and rose oil on wounds, using ligatures to tie up blood vessels and creating false limbs.
4	Chance	Pare created a new lotion because he ran out of his usual ingredients.
5	Bezoar stones	A supernatural belief that suggested that a stone from the stomach of a goat could heal sickness.
6	William Harvey	An English doctor who carried out dissections during the 1600s.
7	On the Motion of the Heart	The book was published by William Harvey in 1628.
8	Circulation of blood	The discovery of Harvey that the heart pumped blood around the body, disproving Galen.

SPRING Half-term 2

Week 1: The Great Plague

1	The Great Plague	An epidemic of the bubonic plague that came to London in 1665.
2	A Red Cross	These were placed on the doors of plague victims and they were quarantined in their homes.
3	Watchmen	They made sure that plague victims did not leave their homes.
4	Lord Mayor's Rules	An organised approach to dealing with the plague in London that included cleaning the streets, banning large public meetings and the killing of cats and dogs.
5	Plague doctors	They wore long clothing, gloves and a mask that included a beak filled with herbs.

6	Quack doctors	They were travelling salesmen who sold cures, many of which did nothing to help cure the disease.
7	Miasma	This was still believed to be the cause of the disease 300 years after the Black Death of 1348.
8	Punishment from God	This was also still believed to be a cause of the Great Plague.
Week 2: Hunter/Jenner/Vaccination		
1	John Hunter	The surgeon who was a pioneer of scientific surgery.
2	Grave robbing	John Hunter got the corpses to dissect from grave robbers who literally dug up bodies from graveyards.
3	The Royal College of Surgeons	This was set up in 1745 and showed how surgery had developed.
4	Smallpox	A deadly disease during the 1700s that killed more children each year than any other disease.
5	Inoculation	A dangerous treatment for smallpox that involved spreading pus from a smallpox spot into a cut in the skin of a healthy person.
6	Edward Jenner	The country doctor who noticed that milkmaids did not catch smallpox. He tested the theory that cowpox gave them immunity to the disease.
7	James Phipps	The 8 year old boy that Jenner injected with cowpox and then with smallpox to see if cowpox gave him immunity to the disease.
8	Vaccination	The name given to the process of using cowpox to immunise against smallpox.
Week 3: Pasteur and Koch		
1	Spontaneous generation	The incorrect idea prior to germ theory that microbes were created by things that were decaying.
2	Miasma	The main explanation of what caused disease prior to germ theory.
3	Louis Pasteur	The French scientist who investigated why alcoholic drinks went sour and led to him developing his 'Germ Theory' in 1861.
4	Germ Theory	The idea that microbes (bacteria) were the cause of disease.
5	Pasteurisation	Pasteur used a swan neck flask experiment to discover this method of killing germs.
6	Robert Koch	The German scientist who was able to identify specific bacteria that caused specific diseases.
7	Staining bacteria	The scientific breakthrough by Robert Koch that made bacteria easier to study.
8	Anthrax	The disease studied by Koch.
Week 4: Germ Theory		
1	Franco-Prussian War	A war between the German state of Prussia and France.
2	Government intervention	The rivalry between Germany and France led to the governments financing laboratories for Pasteur and Koch to study in.
3	Chicken cholera	This was investigated by Pasteur's team.
4	Vaccination	Pasteur had discovered how vaccines worked and could now develop vaccines against diseases like anthrax and rabies.
5	Magic bullets	The chemical cure for bacteria developed by Paul Ehrlich in 1909.
6	Patent Medicines	These were fairly ineffective and commonly used in the 1800s.
7	Joseph Lister	A British surgeon developed an antiseptic to use in surgery.
8	Carbolic acid	The chemical used by Lister for his antiseptic.
Week 5: Development in 19th Century Surgery /Public Health		
1	Anaesthetic	By the 19th century they were using laughing gas and ether.
2	James Simpson	The Scottish surgeon who developed the use of chloroform as an anaesthetic in 1847.
3	Overdose	Many patients died using chloroform as it was difficult to get the dosage correct.

4	Queen Victoria	She helped to make chloroform more accepted when she used it during childbirth in 1853.
5	Aseptic surgery	This developed in the late 1890s, meaning removing all possible germs from operating theatres.
6	PILE	A way of remembering the key problems for surgeons. Pain, Infection, Loss of blood and Environment.
7	Edwin Chadwick	Wrote a report in 1842 that led to the government passing the 1848 Public Health Act.
8	1848 Public Health Act	This encouraged councils to make improvements to water supply and sewerage.
Week 6: 19th Century Public Health		
1	Cholera	A deadly disease of the 19th century that was blamed on miasma.
2	John Snow	A doctor who investigated the 1854 cholera epidemic in London and made the link between dirty drinking water and disease.
3	The Broad Street Pump	This was the water pump in London that John Snow proved was contaminated by nearby sewers.
4	Laissez-faire	The idea that the government did not need to intervene to help people.
5	The Great Stink	In 1858 the Thames became clogged with sewage.
6	Joseph Bazalgette	An engineer who built the first sewage system in London.
7	1867 Reform Act	This gave working men the vote.
8	The 1875 Public Health Act	This forced councils to improve water supplies and sewerage and appoint medical officers.

SUMMER Half-term 1		
Week 1: Fleming and Penicillin		
1	Alexander Fleming	He played a key role in developing the first antibiotic called penicillin in 1928.
2	Antibiotic	This is a drug that kills bacteria and cures infection or illness.
3	Chance	The mould that killed the bacteria had blown in through an open window whilst Fleming was on holiday leading to the discovery of penicillin.
4	Florey and Chain	Two scientists that developed Fleming's ideas so that penicillin could be mass produced.
5	War	The American government gave Florey and Chain money during World War II to investigate mass producing penicillin.
6	Pharmaceutical industry	This developed after WWII and created many more antibiotics and drugs.
7	DNA	In 1953 the work of scientists Franklin, Crick and Watson led to the discovery of the structure of human DNA.
8	MRSA	A superbug which is a germ that has developed immunity to antibiotics.
Week 2: 20th century surgery		
1	X-rays	Though developed at the end of the 19th century these were used during WWI to find bullets and shrapnel in the body.
2	Blood groups	Discovered in 1901 by an Austrian called Karl Landsteiner.
3	Blood banks	Developed in WWI to store blood..
4	Plastic Surgery	Developed by Harold Gillies in WWI and Archibald McIndoe in WWII using techniques like skin grafts to reform people's faces after injury.
5	Keyhole surgery	This allows surgeons to work through a tiny hole to carry out complex operations.
6	Transplant surgery	Major organs were taken from dead bodies and transplanted to save the lives of patients.
7	CT scanners	These are used to look inside the body and diagnose problems.
8	Laser surgery	This is used to correct issues in the eyes.
Week 3: 20th Century Public Health		

1	The Liberal Reforms	A series of improvements brought in during the years 1906-1914 by the Liberal Party.
2	Booth and Rowntree	Two social reformers who investigated the problems of poverty.
3	Free School Meals	Introduced by the Liberal government in 1906 to help malnourished children to gain weight.
4	National Insurance	Introduced in 1911 so that workers and employers paid into a fund so that a worker could access sick pay and medical help.
5	The Beveridge Report	A government report of 1942 by William Beveridge that explained the 5 giants.
6	The 5 giants	These were squalor (poor housing), ignorance (bad education), want (poverty), idleness (unemployment), and disease (ill-health).
7	The NHS	The National Health Service was introduced in 1948 and provided free healthcare for all.
8	Aneurin Bevan	Minister for Health and was important in setting up the NHS.
Week 4: Causes of the Korean War		
1	The Cold War	The conflict between the USSR and the USA after WWII during which neither side directly fought against each other.
2	The 38th parallel	The line that separated communist North Korea from capitalist South Korea.
3	Kim Il-Sung	The communist leader of North Korea.
4	Syngman Rhee	The capitalist leader of South Korea.
5	The Truman Doctrine	The American President Harry Truman promised to stop the spread of communism in 1947. This was known as containment .
6	Stalin	The leader of the USSR who supported Kim Il-Sung in his invasion of the South.
7	China	The country that turned communist in 1949.
8	The United Nations	The peacekeeping organisation that sent troops to support South Korea
Week 5: Events of the Korean War		
1	The Pusan Pocket	The small area in South Korea that was not conquered by the North after their invasion in June 1950.
2	Douglass MacArthur	The American General who led the UN forces in Korea.
3	Inchon landings	The surprise attack by the UN in September 1950 which led to them pushing the North back beyond the 38th parallel.
4	The Yalu River	The border between North Korea and China which UN troops pushed the North Koreans back to.
5	Stalemate	From March 1951 until the armistice in 1953 neither side was able to gain any advantage.
6	Eisenhower	The American President who came to power in 1953
7	Stalin died	The reason why China and North Korea felt they could no longer count on the support of the USSR in 1953
8	Panmunjom	The place where an armistice was signed in 1953 which stopped the fighting and created a demilitarised zone along the border of North and South.
Week 6: Background to the Vietnam War		
1	French Indochina	The French were in control in Southeast Asia, including Cambodia, Laos and Vietnam until WWII.
2	Japanese occupation	During WWII Vietnam was occupied by the Japanese.
3	The Viet Minh	Vietnamese freedom fighters who used guerilla warfare tactics.
4	French reoccupation	The French returned to claim Vietnam after WWII.
5	Dien Bien Phu	A decisive battle during the First Indochina War between the French and the Viet Minh in 1954.
6	Geneva Agreement	An agreement made in 1954 to divide Vietnam into North and South along the 17th parallel.

7	Ho Chi Minh	The communist leader of North Vietnam.
8	Ngo Dinh Diem	The Catholic leader of South Vietnam.

SUMMER Half-term 2

Week 1: Civil War in Vietnam

1	Nepotism	A reason why Diem was unpopular in Vietnam. He gave top jobs to his friends and family members including his brother Nhu.
2	Madame Nhu	Diem's unpopular sister in law.
3	John F. Kennedy	The US President who was assassinated in November 1963, replaced by Lyndon B. Johnson.
4	The Strategic Hamlets Program	An unpopular idea of the Americans and the Diem government to move Vietnamese peasants into fortified villages.
5	The National Liberation Front	The official name of the group known as the Vietcong that was established in 1962.
6	ARVN	This was the army of South Vietnam and was supplied with American weapons.
7	Military advisors	The US sent advisors to South Vietnam to train the ARVN in using the US supplied weapons.
8	Guerilla Warfare	The tactic used by the Vietcong. It meant using ambush tactics.

Week 2: US Escalation in Vietnam

1	The Battle of Ap Bac	A battle of January 1963 during which the Vietcong defeated a much larger ARVN force.
2	Diem Assassination	The ARVN assassinated Diem in November 1963. Kennedy was aware of the plan to remove him from power.
3	Lyndon B Johnson	The President who replaced Kennedy after his own assassination in November 1963.
4	Domino Theory	The idea that if one country in Asia was allowed to fall to communism then they would all fall.
5	The Gulf of Tonkin Incident	A series of attacks by North Vietnamese boats on the US patrol ship the USS Maddox.
6	The Gulf of Tonkin Resolution	This gave the President the power to do whatever was necessary to protect South Vietnam from communism.
7	Congress	The name given to the US parliament that votes on laws.
8	August 1964	The date of the Gulf of Tonkin Incident and Resolution.

Week 3: Vietcong Tactics

1	Guerrilla Tactics	The Vietcong fighters did not wear uniform, had no base camps and attacked the Americans in small groups.
2	Ho Chi Minh Trail	A series of paths, tracks and roads for the North Vietnamese government to supply the Vietcong in South Vietnam.
3	Hanging on the belts of the Americans	The Vietcong would stay close to the Americans and ambush them, making it difficult for the US to bomb them.
4	Tunnels	The Vietcong had a 300 km network of tunnels under the ground that they used for shelter, storage and to ambush the Americans.
5	Booby traps	Punji traps used sharpened bamboo spikes hidden in shallow pits sometimes smeared with poo.
6	Bouncing Betties	Mines that launched into the air and detonated 1 metre into the air.
7	Code of Conduct	The Vietcong treated the Vietnamese peasants with respect.
8	Propaganda	The Vietcong used posters to show themselves as the good guys and the Americans as foreign invaders.

Week 4: American tactics

1	Nineteen	The average of the US soldiers in Vietnam.
2	The draft	The name given to the process by which soldiers were called up to the army and sent to fight in Vietnam.
3	Search and Destroy	US troops searched villages for Vietcong soldiers, if any were found they would destroy the village as a warning.

4	Operation Rolling Thunder	A bombing campaign that began in February 1965 and lasted until 1968.
5	Attrition	The Americans believed that they could win by wearing down the Vietcong.
6	Escalation	The first US combat troops arrived in March 1965. By 1968 there were over 500,000.
7	Agent Orange	A highly toxic weed killer that was used to destroy the jungle so Americans could see the Vietcong trails.
8	Napalm	A mixture of a gelling agent and petrol, burning anything that it landed on. It was used to destroy the jungle.
Week 5: Tet Offensive		
1	Tet	A Vietnamese holiday celebrating the lunar new year.
2	National uprising	The aim of the Tet offensive was to attack the cities of South Vietnam and provoke an uprising against the South Vietnamese government.
3	NVA	The North Vietnamese Army.
4	Saigon	The capital of South Vietnam.
5	US Embassy	The Vietcong were able to get into the US Embassy compound.
6	Turning Point	Up until the Tet Offensive the US public were being told that they were winning the war.
7	Television War	It was the first time that people saw sometimes uncensored images of warfare on their TV screens.
8	Walter Cronkite	The news presenter who turned against the Vietnam War after Tet.
Week 6: My Lai Massacre		
1	Charlie Company	The group of soldiers sent to the village of My Lai on a search and destroy mission in March 1968.
2	500+	The number of men, women and children massacred by Charlie Company.
3	Coverup	Attempted by the military to make sure that the US public did not hear about the actions of their troops in Vietnam.
4	Ronald Ridenhour	He wrote letters to US politicians and military leaders asking for an investigation into My Lai.
5	Media	Journalists uncovered the truth about the massacre and wrote about it in 1969.
6	William Calley	Lieutenant in Charlie Company. He was the only person to be found guilty of murder.
7	Only following orders	The defence for the American soldiers who killed civilians during search and destroy missions such as the My Lai Massacre.
8	Richard Nixon	The President from 1969-74.

AUTUMN Half-term 1		
Week 1: MEDIA LANGUAGE		
1	Denotation	The literal meaning of something. E.g. A rose is a garden plant.
2	Connotation	The suggestion behind the denotation's literal meaning.
3	Active Audience	Theory that media audiences engage with or interact with media products.
4	Anchorage	The text (copy) that fixes (anchors) an image and its meaning.
5	BBFC	British Board of Film Classification
6	Colour Palette	The suite of colours that are used in the creation of media texts.
7	Demographics	A demographic audience profile defines groups based on age, gender etc.
8	Franchise	A collection of linked media products derived from a single original source.
Week 2: BOND FRANCHISE		
1	EON Productions	Everything or Nothing Productions. A British company that produced No Time To Die.
2	Universal Pictures	A film conglomerate that distributed the bond film No Time To Die.
3	Empire Design	A British company that produced the film's poster - No Time To Die.
4	Typography	The art of arranging letters and text in a way that makes the copy legible.
5	Futura Black	The typography font used for the logo on the poster for No Time To Die.
6	Vladimir Propp	A media studies theorist who created the 'narrative theory'.
7	Intertextuality	The phenomenon of one text referencing, quoting, or alluding to another text.
8	Social & Cultural Context	How media products influence or affect people in society.
Week 3: The Man with the Golden Gun		
1	Historical Context	The moods, attitudes, and conditions that existed in a certain time.
2	Representation	The way aspects of society, such as, age, gender or ethnicity, are presented to an audience.
3	Development	The very first stage of a film starts with an idea that slowly begins to take shape into a legitimate project.
4	Pre-Production	A full crew could begin working concurrently on a number of tasks such as casting and scouting locations.
5	Production	Principal photography begins.
6	Post-Production	Scenes are cut together for the director to review.
7	Marketing	Advertising the film to interest the audience through posters and teaser trailers.
8	Distribution	The final delivery of the film to theatres and/or online platforms.
Week 4: Media Industries		
1	Conglomerate Ownership	A company that owns other companies across a range of media platforms.
2	Diversification	Where a media company moves from producing one type of product to creating different media forms.
3	Vertical Integration	Vertically integrated companies own all or most of the chain of production for the product.
4	Regulation	Ofcom is the regulator and competition authority for the UK communications industries.
5	Certification	The BBFC is responsible for classifying films that have a cinema and DVD release.
6	Synergy	To maximise profits within a media organisation or product.
Week 4: Codes & Conventions		
1	Codes	Camera techniques & qualities including shot selection, movement & focus.
2	Symbolic Codes	Cultural symbols embedded in the mise-en-scène.

3	Setting	The time and place in which a story is told.
4	Mise en scene	Mise-en-scène is a French term meaning literally 'to place on stage'.
5	Technical Codes	All the ways in which equipment is used to tell the story.
6	Written Codes	The formal written language used in a media product.
7	Conventions	The generally accepted ways of doing something. There are general conventions in any medium.

Week 5: FILM POSTER ANALYSIS

1	Tagline	The short phrase or slogan that appears in trailers and on posters.
2	Target Audience	The people at whom the media text is aimed.
3	Billing Block	The legal lines that usually appear at the bottom of movie posters giving credit to the cast and crew.
4	Slogan	These are designed to be memorable or relate to something important about the product.
5	Focal Picture	To draw the audiences' eye and make them interested in the film.
6	Actors Line	A line of actors' names above the title to attract the audience to watch because of who the film is starring.
7	Secondary Image	Usually of a key location with significance to the plot of the film.

Week 6: MEDIA THEORIST

1	Steve Neale - Genre Theory	Neale believes that films of a type (genre, like romance or horror) should include features that are similar.
2	Vladimir Propp - Narrative Theory	Propp believes stories are character driven and that plots develop from the decisions and actions of characters and how they function in a story.
3	Blumler & Katz - Uses & Gratifications Theory	Uses and gratifications theory is a communication theory that describes the reasons and means by which people seek out media to meet specific needs.
4	Stuart Hall - Representation Theory	Hall's theory of representation argues that within a text there will often be times that it is not a true representation of events, people, place or history.
5	Levi Strauss - Binary Opposites Theory	The majority of narratives in media forms such as books and film contain opposing main characters.
6	Todorov - Narrative Structure Theory	Todorov studied classic fairy tales and stories. In other words, they have a clear beginning, middle and end.

AUTUMN Half-term 2

Week 1: Advertising Techniques

1	Logo	A unique and recognisable symbol which represents the product. Like the Nike 'swoosh'.
2	Persuasive language	This is usually in the form of hyperbole, to make the product seem more effective or desirable than it really is.
3	Mode of address	How the advert, as a media text, speaks to us.
4	Brand Identity	The image a company constructs for itself through the use of logos, slogans.
5	Editor's Code of Practice	Sets out the rules that newspapers and magazines regulated by IPSO have agreed to follow.
6	IPSO	Independent Press Standards Organisation is the independent regulator for the newspaper and magazine industry in the UK.

Week 2: Historical Context - Quality Street

1	Quality Street Tin	Made by Mackintosh. Originally created in 1936, inspired by the name of a play by J.M Barrie.
2	High Prices	In the 1930s, only the wealthy could afford chocolate boxes.

3	1950s	By the 1950s, when this campaign started, society was in a post-rationing period.
4	Icons	The icons of the Quality Street brand were two characters from the Regency era of British history.
5	Regency Era	In the Regency era, Britain went through a period of elegance with regard to Fine Art and Architecture.
6	High Culture	The 1950s saw a change in “high culture”, a time where fine art, decadence and theatre were now going to be made more affordable to the mass audience.
7	The Conservative Party	The 1951 election campaign was spearheaded by the slogan “Set the People Free”.
Week 3: Structure & Design - Quality Street		
1	Media Language	Creates and communicates meaning.
2	Anchorage	The anchorage of the gold frame gives connotations of a halo effect around the man and the product.
3	Triangular Geometric Composition	Of the poster to help secondary anchorage of the product.
4	Typography	Is strong, forming the bottom third of the poster, and the strong purple colour stands out to draw the consumers’ eyes to the name.
5	Colour Palette	Hand-drawn, artistic nature of the design. With a rich colour palette of primary and secondary colours, links to the post-war consumerist culture.
6	Persuasive language	Alliteration, emotive language and superlatives are all indicative of a well-read educated audience.
Week 4: Representation - Quality Street		
1	Social & Cultural Context	Gender roles in the 1950s were remarkably different to the present day and it is important to consider the advertisement in this context.
2	Post war era	The product itself was designed and planned for working families and the imagery is very aspirational of a higher class..
3	Brand Identity	Much of the branding indicates that the product was symbolic of elegance and aspiration.
4	Class	The two female characters appear to be of a lower class than the man in the suit, and the man in the suit is of a lower class than the two characters in the gold frame.
5	Representation of gender	The image suggests a male dominated society with regards to ‘choice’ – he is in control of the product and is centrally framed
6	Laura Mulvey - Male Gaze Theory	In relation to the framing the male character anchors the audience’s eyes to the product which has significant phallic symbolism.
7	Dress Code	Relates to the modern working businessman who may be the ‘provider’ of the brand.
8	Stereotypes	The women have two stereotypes being relied upon in the advert: firstly, that of their need for chocolate, a common and very traditional stereotype that still exists today, and secondly their subservient body language to the dominant man.
Week 5: Background Context - This Girl Can		
1	National Campaign	This Girl Can is a national campaign developed by Sport England and in conjunction with a wide range of partnership organisations.
2	Average Woman	The campaign seeks to target and celebrate ‘active women who are doing their thing.’
3	National Lottery Fund	The campaign is currently funded by the National Lottery and backed by a government body, Sport England; there is no commercial aspect to it at all.
4	Social & Cultural Context	Sport England carried out a lot of research to figure out why there was such a big gender gap in sports participation
5	Discrepancies	Two million less women aged between 14-40 years old partake in sport regularly than men do.

SPRING Half-term 1

Week 1: Radio - Industry		
1	Public Service Broadcasting (PSB)	PSB refers to broadcasting intended for public benefit rather than to serve purely commercial interests.
2	Commercial Broadcasting	Commercial radio stations make money by selling advertising.
3	AM/FM Radio	AM (Amplitude Modulation) and FM (Frequency Modulation) are two primary modulation techniques used in radio broadcasting.
4	DAB	Digital Audio Broadcasting (DAB) is digitally transmitted sound.
5	DAB	The difference between DAB and FM is, DAB sound is NOT transmitted via radio waves, so you can adjust it to suit your location.
6	Internet Radio	Web or online radio, is like the cool new kid on the block, making waves by streaming audio over the web.
7	Introduction of radio	Began in the 1830s.
8	BBC Charter	Is a royal charter setting out the arrangements and public obligations for the governance of the British Broadcasting Corporation (BBC).
Week 2: Radio - Royal Charter		
1	BBC's Mission Statement	"Act in the public interest, serving all audiences through the provision of impartial, high-quality and distinctive output and services which inform, educate and entertain".
2	Charter point 1	1. To provide impartial news and information to help people understand and engage with the world around them.
3	Charter point 2	2. To support learning for people of all ages.
4	Charter point 3	3. To show the most creative, highest quality and distinctive output and services.
5	Charter point 4	4. To reflect, represent and serve the diverse communities of all of the United Kingdom's nations and regions.
6	Charter point 5	5. To reflect the United Kingdom, its culture and values to the world.
7	BBC's Values	<ol style="list-style-type: none"> 1. AUDIENCES are at the heart of everything we do 2. CREATIVITY is the lifeblood of our organisation

		<p>3. TRUST is the foundation of the BBC - we're independent, impartial and truthful</p> <p>4. We RESPECT each other - we're kind, and we champion inclusivity</p> <p>5. We are ACCOUNTABLE and deliver work of the highest quality</p> <p>6. We are ONE BBC - we collaborate, learn and grow together</p>
Week 3: Radio - The Regulators		
1	BBC's Regulatory Organisation	OFCOM (the Government's Office of Communications).
2	OFCOM - What does it do?	It regulates the TV and radio sectors, fixed line telecoms.
3	OFCOM	We make sure people get the best from their broadband, home phone and mobile services.
4	OFCOM - Postal Services	We also oversee the universal postal service, which means Royal Mail must deliver and collect letters six days a week.
5	OFCOM - Airwaves	We look after the airwaves used by wireless devices like cordless phones and walkie talkies.
6	OFCOM - Online Services	We also help make online services safer for the people who use them.
7	OFCOM - Complaints	We also help to make sure people across the UK are satisfied with what they see and hear on TV and radio.
8	OFCOM	We are independent, and funded by fees paid to us by the companies we regulate.
Week 4: Radio - The Archers		
1	The Archers	Is a British radio soap opera currently broadcast on BBC Radio 4, the corporation's main spoken-word channel.
2	Broadcast	Broadcast since 1951, running for 65 years, with six episodes a week and an omnibus on a Sunday.
3	Genre	Radio drama
4	Setting	The Archers follows the residents of the fictional farming community of Ambridge.
5	Created	Was originally established in 1951 to educate farmers..
6	Production	The production team meets biannually to plan the following months.
7	Primary Audience	Radio Four has a high cultural status and so the audience for The Archers consists mainly of well-educated middle-class professionals.
8	Secondary Audience	The show has also attracted younger listeners and urban dwellers.
Week 4: Radio - The Archers		
1	The Archers	Falls under the public service broadcasting category, which is funded by public money.
2	Biannual	Biannual production team meetings to plan storylines months or even years in advance.
3	Monthly	Monthly script meetings are held, with four writers producing a week's worth of scripts each.
4	Actors	Actors record 24 episodes in six days, leaving little room for error.
5	Episodes	Episodes are broadcast 3-6 weeks after recording.
6	Highlight	The actors on The Archers are not held on retainers and often have other careers in media.
7	Production Model	This production model allows for both long-term story arcs and the flexibility to incorporate current events.
8	Socially and culturally	The domestic abuse storyline involving characters Rob and Helen highlighted the show's ability to tackle controversial topics.
Week 5: Video Games Industry & Audience		
1	Media Industries	How the media industries' processes of production, distribution and circulation affect media forms and platforms.

2	Media Audiences	How media forms target, reach and address audiences.
3	Set product: Fortnite	A contemporary online game in terms of the relevant video games industry and audience issues it illustrates.
4	The Rise of Gaming Revenue	From the arcade boom to the rise of home consoles and PC gaming.
5	1972	Atari created and released the first video game 'Pong'.
6	1982	Arcade machines started to be installed everywhere, and new franchises like Pac-Man and Donkey Kong drove further growth.
7	1989	Nintendo releases the first handheld games console - Gameboy.
8	Commodore 64	Personal computers were becoming the new flavour of gaming and were released in 1982.

Week 6: Video Games

1	Blumlar & Katz	Uses and Gratifications Theory - examines the role of the audience in making decisions and setting goals when it consumes media products.
2	People use media for their own benefit	Entertainment, social interaction, information gathering, emotional release, personal identity formation and escapism.
3	E3	A video games industry trade event.
4	Esport	A multiplayer video game played competitively for spectators, typically by professional gamers.
5	Video Game Genres	Battle Royale, Sandbox, Survival & Free to play.
6	Battle Royale	Online multiplayer video game genre that blends last-man-standing gameplay with the survival.
7	Sandbox	Video games played in sandbox mode, or purpose-built sandbox games, allow the player access to the whole world (the box) at once, and allows them to change that world at will (the sand).
8	Survival	A subgenre of action games which are often set in hostile, intense, open-world environments.

SPRING Half-term 2

Week 1: Video Games

1	Free to play	Video games are games that give players access to a significant portion of their content without paying.
2	Epic Games	Epic Games, Inc. is an American video game and software developer and publisher based in Cary, North Carolina.
3	Epic origins	Epic is a leading interactive entertainment company and provider of 3D engine technology.
4	Fortnite	Epic Games created Fortnite & Fortnite Royale
5	Unreal Engine	Unreal Engine is a 3D computer graphics game engine developed by Epic Games.
6	Owned companies	Epic owns the game developers Psyonix, Mediatonic, and Harmonix, and operates studios in multiple locations around the world.
7	How they appeal to audiences	The Fortnite website, and linked social media, is an important way for the brand to reach its audience.
8	Epic's appeal	Epic's games and services let you create and share content with a wide and diverse audience.

Week 2: Video Games

1	A franchise	Is a joint venture between a franchisor and a franchisee. The franchisor is the original business. It sells the right to use its name and idea.
2	Gameplay for Fortnite	Six distinct game mode versions - Fortnite Battle Royale, a free-to-play battle royale game in which up to 100 players fight to be the last person standing.
3	Fortnite: Save the world	Fortnite: Save the World, a cooperative hybrid tower defence-shooter and survival game in which up to four players fight off zombie-like creatures.

4	Fortnite: Creative	Fortnite Creative, in which players are given complete freedom to create worlds and battle arenas.
5	Lego Fortnite	Lego Fortnite, an open world survival game.
6	Rocket Racing	Rocket Racing, a racing game.
7	Fortnite Festival	Fortnite Festival, a rhythm game.
8	Cultural phenomenon	Fortnite Battle Royale in particular became an overwhelming success, drawing more than 125 million players in less than a year.
Week 3: Video Games - Audiences		
1	Primary	Primarily consists of young male gamers between the ages of 12 and 25.
2	Secondary	Parents of primary target audience, influencers, industry professionals, researchers, and journalists who cover related topics.
3	Tertiary	22% of the target audience are female.
4	Awards	Fortnite has won numerous awards such as; the 2021 Kids' Choice Awards.
5	Active audience	Active is when an audience is engaging, interpreting, and responding to media messages.
6	Passive audience	An audience which accepts the messages encoded in a media text without challenge.
7	Fortnite's success	The ever-engaging weekly updates, broad audience appeal, and the freedom it offers players for customisation.
8	Age certificates	Fortnite has a 12 PEGI rating.
Week 4: Video Games - Regulation & Marketing		
1	PEGI 12	Games rated PEGI 12 can include violence in a fantasy environment or non-realistic violence towards human-like characters.
2	Descriptors	Only the following descriptors relate to Fortnite: Bad Language, In Game Purchases, Fear, Online & Violence.
3	Marketing-Online	Targeting existing Epic Games fans.
4	Marketing-Word of Mouth	Or 'buzz' targeting younger audiences more likely to be heavy users of social media.
5	Marketing-Use of Events	E3 (gaming industry trade fayre) targeting core audience of gamers.
6	Promotion on app stores	Being available as a free download, which then targets mobile app fans and younger/less wealthy audiences.
7	Limited time	In game events such as 'seasons' targeting gamers.
8	Sponsored skins & downloads	Targeting fans of those linked brands.
Week 5: Video Games - Audience Involvement		
1	Role of media technologies	Digital mobile forms for gaming, the impact of convergence and cross-platform opportunities for audiences to use the game.
2	Ideas of fandom	A community of loyal fans of Fortnite who have invested in the brand over many years and are active as 'experts' within its community.
3	The role of mobile gaming	It can fit into an audience's lives in a variety of ways, including portability, ease of access and use as an interactive game.
4	The importance of Identity	Active social interaction where players compete against each other, share knowledge about the game etc.
5	Historical context of Fortnite & Epic Games	A brand that has existed across multiple media platforms.
6	Genre conventions of the game	Engage active audiences through aspects such as typicality, variation, a repertoire of elements and the dynamic nature of genres.
7	Narrative appeal	The use of Enigma Codes, mystery plot developments to hook the audience in.
8	Other media brands & Franchises	Marvel Studios, there was a special Avengers: Infinity War segment and recently a tie-in with Godzilla.

Week 6: Video Games - Revenue & Marketing		
1	Influencers & celebrity endorsements	Fortnite does a fantastic job of collaborating with celebrities. Besides Ariana Grande, Fortnite has also held in-game concerts for Marshmello and Travis Scott.
2	Continuous content	By continuously updating it makes the game fresh for all audiences.
3	Revenue	Fortnite generates revenue through microtransactions, where players can purchase in-game currency.
4	Technology & Convergence	The ability to access the game from consoles, PCs, laptops, smartphones or tablets.
5	Cross-media convergence	Where more than one media brand or form joins to promote each other.
6	'Games as a Service' (GaaS) model	Where there is a constant revenue stream from 'in game purchases' after the initial purchase (or providing the game for free).

SUMMER Half-term 1

Week 1: Print Adverts - Magazines		
1	Anchorage	The 'pinning down of meaning' that a caption provides when coupled with an ambiguous image - or vice versa.
2	Brand	A brand is a product or range of products that has a set of values associated with it.
3	Copy	The text created for an advert.
4	Demographics	Describing an audience by age, gender, ethnicity, location - ie the facts about them.
5	Psychographics	Describing an audience by their shared psychological profile (likes, dislikes, hobbies etc).
6	Slogan	Line of copy which encapsulates the campaign strategy.
7	Caption	Words that accompany an image that explain its meaning.
8	Connotation	The suggested meanings attached to a sign, e.g., the red car in the advert suggests speed and power.
Week 2: Print Adverts - Magazines		
1	Cover lines	These suggest the content to the reader and often contain teasers and rhetorical questions.
2	Denotation	The description of what you can see/hear in a media text, e.g. the car in the advert is red.
3	House style	What makes the magazine recognisable to its readers in every issue.
4	Layout & Design	The way in which a page has been designed to attract the target audience.
5	Masthead	This is the title and design of the title of the magazine. The name and font style may give a clue to the genre.
6	Mode of Address	The way in which a media text 'speaks to' its target audience.
7	Visual Codes	The visual aspects of the product that construct meaning and are part of media language, for example clothing, expression, and gestures.
Week 3: Print Adverts - Magazines		
1	Enigma codes	Mystery codes that encourage the audience to find out more.
2	Boxouts	Coloured squares or rectangles positioned beneath the text to help the words stand out.
3	Puffs	Eye-catching graphics are used to draw attention to the text. Instead of a square the puff is usually a circle in a bold colour.
4	Plug	A strong outline, sometimes in a star shape, is often used to plug a competition or some other incentive to purchase the magazine.

5	Strips	Usually at the bottom of the magazine, a strip running across the cover and containing a list of items.
6	Banners	A banner is a larger version of the Strip (above).
7	Price, issue & sell lines	Magazines should include the date, issue, price and barcode on the cover.
8	Featured article	A feature is a longer piece of writing which covers an issue in greater depth than a normal report.
Week 4: Print Adverts - Magazines		
1	Skyline	Writing located above the Masthead is usually a very short phrase to push the main article (also known as a Kicker).
2	Context	Social, cultural, historical & political context.
3	Social context	The socio-cultural impact of magazines is two-fold; while they reflect societal values and attitudes of the time, they can also potentially influence them.
4	Cultural context	The content and discourse presented in magazines often serve as a barometer of shifting societal norms and attitudes.
5	Historical context	Without historical context, we are only seeing a piece of the picture and cannot fully understand the influence of the time and place.
6	Political context	How media products reflect the political contexts in which they are made through their representations, themes and ideologies.
7	Cover Star	A cover model is a male or female whose photograph appears on the front cover of a magazine.
8	Z Line/rule of thirds	Placing the main subject a third of the way into the photo creates a better composition.
Week 5: Magazines - Theoretical Framework		
1	Media Language	Types of media language; visual, aural, verbal & non-verbal.
2	Media Representation	Portrayal of groups, individuals with different characteristics.
3	Media Audiences	Actively choose what they want to watch, read or hear.
4	Media Industries	A verified collection of organisations that share the production, publication & distribution of media texts.
5	Specialist Magazine	Sports (Sports Illustrated), wellness (Health), cooking (Bon Appétit) and geography (National Geographic).
6	Lifestyle Magazine	Lifestyle journalism is the field of journalism that provides news and opinion..
7	Representation	How media texts deal with and present gender, age, ethnicity.
8	Media influence	The actual force exerted by a media message, resulting in either a change or reinforcement in audience or individual beliefs.
Week 6: VOGUE Magazine Set Product		
1	Context	Founded in 1892 in the U.S., Vogue became one of the world's most influential fashion and lifestyle magazines.
2	Publication	The British edition launched in 1916 , due to WWI making it difficult to import American issues.
3	Distributors	Condé Nast handles the global distribution of Vogue across its various international editions.
4	Media Language	The word <i>vogue</i> itself means " fashion " or " style ".
5	Masthead-Positioning	The masthead is placed over Malala's forehead , a design choice that anchors her as a Vogue star .
6	Strapline	The caption, "The extraordinary life of Malala. Survivor, activist, legend" further emphasizes her multifaceted identity and achievements .
7	Caption	The red and black colour palette used for the cover lines helps to support the idea of pride.
8	Typography	Font: The masthead uses the classic Didot serif font , characterized by its elegant, tall, and sculpted letters .
Week 7: GQ Magazine Set Product		


1	Launched	Launched in 1931, GQ began its life as a quarterly publication called Gentleman's Quarterly.
2	Producers	Produced by Condé Nast, today GQ is a multi- platform brand.
3	AIMS	Published monthly, British GQ sells itself as "The greatest magazine around. The men's magazine with an IQ.
4	Demographics	GQ is aimed at ABC1 men aged between 20 and 44, has a 212,000 monthly print readership.
5	Masthead	The branded masthead is conventionally placed in the top left-hand corner (Z-rule).
6	Colour palette	The limited colour palette of black, white, gold and orange create a sense of cohesion to the design.
7	Cover Star	There is a long shot of footballer and celebrity Raheem Sterling, ensuring the magazine has star appeal for the audience.
8	Price	The cover price further reinforces this is a print magazine aimed at an ABC1 audience with disposable income.

SUMMER Half-term 2

Week 1: GQ Magazine Set Product		
1	Direct Address	Sterling is looking directly at the audience, seemingly making eye contact and helps to add to the more personal approach of this format.
2	Clothing	Sterling's leather combat trousers and boots are more high fashion than practical and connote luxury and masculinity.
3	Propp Theory	The idea that he is doing morally good work is reinforced through his black angel wings and cross tattoo.
4	Cover lines	At the top right of the page, there is another cover line advertising a picture special from 'GQ Heroes'.
5	Social & Cultural contexts	In the 1950s and 60s, women's magazines moved away from articles on homemaking and moved towards articles on beauty.
6	Circulation	Funded by magazine sales and advertising, GQ says that 88% of its audience have bought or plan to buy products they've seen in GQ.
7	Convergence	Media convergence is the process by which multiple media technologies are brought together into one computerised device. For example, smartphones.
8	Historical context example	Historically, British black men have been underrepresented on magazine front covers.
Week 2: Newspapers - Glossary		
1	Active Audience	Audiences who actively engage in selecting media products to consume and interpret their meanings.
2	Broadsheet	A larger newspaper that publishes more serious news, for example The Daily Telegraph has maintained its broadsheet format.
3	Colloquial Language	This is conversational language where the words used are different from and less formal than those in written speech.
4	Convergence	The coming together of previously separate media industries and/or platforms.
5	Demographic category	A group in which consumers are placed according to their age, sex, income, profession, etc.
6	Distribution	The methods by which media products are delivered to audiences, including the marketing campaign.
7	Gatekeepers	The people responsible for deciding the most appropriate stories to appear in newspapers. They may be the owner, editor or senior journalists.
8	Layout & Design	The way in which a page has been designed to attract the target audience.
Week 3: Newspapers - Glossary		
1	Mediation	The way in which a media text is constructed in order to represent the producer of the text's version of reality.

2	Mode of Address	The way in which a media text 'speaks to' its target audience.
3	Tabloid	A newspaper having pages half the size of those of the average <i>broadsheet</i> , typically popular in style and dominated by sensational stories.
4	Hyperbolic	Deliberately exaggerated.
5	Broadsheet	Today Broadsheets are printed on a standard size but they tend to be much thicker.
6	News Values	News values are "criteria that influence the selection and presentation of events as published news."
7	Assumed values of the reader	How members of the public make decisions about what news to engage with as they navigate a high-choice media environment.
8	Types of Newspaper - Freesheet	This kind of tabloid is usually displayed at train stations or places where there are a lot of people.
Week 4: Newspapers		
1	Local	Local papers are similar to middle market papers.
2	Broadsheet	This is a more traditional paper. Used to be displayed on large A3 sheets.
3	Tabloid (including Red Tops)	This type of paper normally focuses on gossip and entertainment rather than hard news.
4	Middle Market	In between a tabloid and a broadsheet.
5	Newspaper Organisations	News UK - owns The Sun and Scotts Trust Limited owns The Guardian.
6	Online sites - Vice & BuzzFeed	Are 24 hour online news stations.
7	Inserts	An insert or blow-in card is a separate advertisement put in a magazine, newspaper, or other publication.
8	Splash	The lead story.
Week 5: Newspapers		
1	Standfirst	An introductory paragraph in an article, printed in larger or bolder type or in capitals, which summarises the article.
2	Off lead	Second most important story.
3	Byline	A line naming the writer of an article.
4	Ears	The spaces either side of the masthead are known as the ears.
5	Frame	When a story is enclosed within a border.
6	Stuart Hall's - Representation Theory	Is a critical concept in media studies which explores how media texts present (or 'represent') reality.
7	Bias	Bias is any trend or deviation from the truth in data collection.
8	Sensationalism	The presentation of stories in a way that is intended to provoke public interest or excitement, at the expense of accuracy.
Week 6: Newspapers		
1	Impartial	Is not directly involved in a particular situation, and is therefore able to give a fair opinion or decision about it.
2	IPSO	Independent Press Standards Organisation - Independent regulator of the newspaper and magazine industry in the UK.
3	IPSO	Established on 8th September 2014 after the windup of the Press Complaints Commission (established 1990).
4	IPSO	Is a self-regulator paid for by publishers which are members but carries out its work independently from them.
5	IPSO - The Sun	Doesn't opt in to this.
6	IPSO - The Guardian	Opts in to this.
7	The Sun	The Sun is a British tabloid newspaper, published by the News Group Newspapers division of News UK..
8	The Guardian	The Guardian is a British daily newspaper. It was founded in Manchester.

AUTUMN Half-term 1

AUTUMN Half-term 1		
Week 1: Pitch Terms		
1	Diatonic	A melody or scale where only notes of the key are used (no chromatic notes)
2	Interval	The gap between two pitches e.g. Major 3rd (Include first note as 'note 1')
3	Pitch	A defined note (frequency) E.g. 'A' (below middle C) which is set at 440Hz Always written in upper case e.g. 'E' (not 'e')
4	Sharp	Notation symbol # which raises note by a semitone e.g. G# is higher than G
5	Flat	Notation symbol <i>b</i> which lowers note by a semitone e.g. Ab is lower than A
6	Natural	Notation symbol which cancels out a previous sharp or flat 
7	(Whole) Tone (T)	An interval of 2 semitones, e.g. A to B, or E to F#
8	Semitone (S)	The smallest interval between two notes, e.g. C to C# or B to C
Week 2: INTERVALS		
1	Unison	Two notes sounding together of the exact same pitch, e.g. D and D
2	Major 2nd	Two notes a tone (2 semitones) apart e.g. C and D
3	Minor 3rd	Two notes 3 semitones apart (sounds 'darker') e.g. D and F
4	Major 3rd	Two notes 2 tones apart (sounds 'brighter') e.g. C and E
5	Perfect 4th/5th	Intervals 4 or 5 notes apart, in the major scale e.g. C to F (4th) C to G (5th)
6	Major 6th	Interval 6 notes apart in the major scale e.g. C to A (C is 'note 1')
7	Major 7th	Interval 7 notes apart in the major scale e.g. C to B (C is 'note 1')
8	Octave	Two notes with the same name 8 notes apart (e.g. F and F)
Week 3: SCALES		
1	Scale	An ordered sequence of notes, e.g. major, minor, chromatic, pentatonic. Normally based on a root note (the root note of D major is 'D')
2	Chromatic scale	Sequence of notes ascending/descending by a semitone each time
3	Major Scale	Sequence of notes in the order of intervals T-T-S-T-T-S. Sounds 'brighter'
4	Natural Minor scale	Sequence of notes in the order of intervals T-S-T-T-S-T-T. Sounds 'darker' E.g. A B C D E F G A
5	Harmonic Minor scale	Sequence of notes in the order of intervals T-S-T-T-S-(T+S) - T. Sounds 'darker' and 'classical' e.g. A B C D E F G# A
6	Major Pentatonic	5 note scale, like major scale with notes 4 and 7 removed, e.g.: C D E G A
7	Minor Pentatonic	5 note scale, like natural minor with notes 2 and 6 removed e.g. A C D E G
8	Mode	Scales which existed before major and minor scales, e.g. Dorian, Aeolian &c
Week 4: RHYTHM		
1	Note value (duration)	How long a note lasts for in relation to the pulse and tempo, e.g. 'crotchet'
2	Semibreve	A note which lasts for 4 beats
3	Minim	A note lasting for 2 beats. 2 minims = 1 semibreve
4	Crotchet	A note lasting for 1 beat. 2 crotchets = 1 minim
5	Quaver	A note lasting for ½ a beat. 2 quavers = 1 crotchet
6	Semiquaver	A note lasting for a ¼ of one beat. 2 semiquavers = 1 quaver
7	Dot/ 'dotted'	Placed after a note or rest increases value by half again (50%). A crotchet = 2 quavers, and a 'dotted' crotchet = 3 quavers
8	Rest	A symbol which represents a certain duration of silence in a musical line
Week 4: STAFF NOTATION		
1	Stave	The 5 lines upon which musical notes, rests and other symbols are written
2	Treble Clef	Used on the stave for (usually) higher pitched instruments and looks like an old fashioned capital 'G'. it begins its curve on the note G (2nd line up)
3	Bass Clef	Used on the stave for low pitched instruments and looks like a kind of 'F'. Its 2 dots are written around the 2nd line down and denotes the F below Middle C

4	Bar Line	Vertical lines across the staff. Separates music into groups of beats, according to the time signature
5	Time signature	Denotes the number of beats in each bar (top number), and what type of note duration (bottom number). Usually 4/4, 2/4, 3/4, 6/8 etc
6	Key Signature	Denotes the key (major or minor) of the music. Will have either no sharps or flats (C major/A minor) or a number of sharps or a number of flats (never both), depending on the key of the music. D major has 2 sharps (F#, C#)
7	Line/space	Notes are written in either a space or on a line - care needs to be taken
8	Ledger line	Extra lines extending beyond the staff when lower/higher notes are required

Week 5: SEQUENCING HARDWARE TERMS

1	DAW	Digital Audio Workstation, such as Logic Pro
2	MIDI	Musical Instrument Digital Interface
3	Controller keyboard	A piano keyboard used to input note information into the DAW, e.g. M-AUDIO KeyRig 49
4	Audio Interface	The link between e.g. an electric guitar, or mic, and the computer running the DAW
5	Preamp	Circuitry which boosts the incoming audio signal, within an interface
6	Overload	When the preamp has too much signal and a (usually) red light flashes
7	XLR Input	Socket on interface for use with a mic (XLR) lead

Week 6: Logic Pro Sequencing (1)

1	File management	Opening and saving Logic files correctly, ticking audio files option
2	Create new track	Selects software instrument or guitar/mic/line to begin recording
3	Tempo window	Allows user to select correct speed (in BPM)
4	BPM	Beats Per Minute
5	Click	Plays a metronome click (shortcut = K)
6	Library	Pane which allows selection of instrument, e.g. drum kit (Shortcut = Y)
7	Apple Loops	Pane containing 100's of pre recorded samples (shortcut = O)
8	Sample	A short audio recording used within a piece of music (e.g. drum loop)

AUTUMN Half-term 2

Week 1: Logic Pro Sequencing (2)

1	Cycle bar	Yellow bar denoting the bars to be cycled/looped around (shortcut = C)
2	Play/stop shortcut	Spacebar
3	Record shortcut	R
4	Undo shortcut	command+Z
5	Song pointer	Line which shows where in the song playback/recording will start
6	FFW/RW	Use < and > to move forward/rewind the song
7	Region	A rectangle of recorded musical ideas in the arrange window
8	Delete	Backspace

Week 2: Logic Pro Sequencing (3)

1	Copy region	Select region, then option+ click and drag to copy
2	Input monitor	Select orange 'i' on track
3	Record enable	Select red R on track(s) to enable recording
4	Mute a track	Select blue M on a track to stop it sounding (muted)
5	Solo a track	Select yellow S on a track to mute all other tracks and hear only this one
6	Pan	Where the sound is placed within the stereo field
7	Pan dial	Move this dial from left to centre to right to select pan position of track
8	Volume slider	Sets the playback volume of that particular track

Week 3: Logic Pro Sequencing (4)

1	The Inspector	A panel which has all a tractor region's information/settings etc. (shortcut = i)
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2	Transpose	Move a region/track' notes up (+) or down (-) a chosen number of semitones
3	EQ	Equalisation. Frequency fine adjustment of a track
4	MIDI FX	Adds an effect (e.g. randomizer) to a MIDI track
5	Plug In	Additional software tool to extend a DAW's capability. E.g. FX/instruments
6	Audio FX	A slot in the inspector to add FX plug ins such as reverb or compression
7	Stereo Out	Routes the track signal to the main stereo mix to be heard
8	Group	A way similar tracks can be controlled as one, e.g. backing vocals
Week 4: Harmony		
1	Chord	2 or more notes sounding at the same time
2	Triad	A particular 3-note chord. Can be major or minor.
3	Major triad	A chord using the 1st, 3rd and 5th notes of the major scale e.g. C, E and G
4	Minor triad	A chord using the 1st, 3rd and 5th notes of the minor scale e.g. A, C and E
5	Suspension	A major triad but with the middle note moved a semitone up (sus 4) or a tone down (sus 2) to create dissonance and tension
6	Pedal note	Usually sustained bass note (can be tonic or dominant) above which chords change
7	Drone	A sustained low held note
8	Inverted Pedal	Like pedal (see above) but in the higher register rather than low pitched
Week 5: Score reading (1)		
1	Repeat bars : :	Repeat the music contained between these double bar lines
2	$\frac{\text{v}}{\text{v}}$	Repeat last bar
3	$\text{\$}$	Segno ('Sign')
4	D.S.	Dal Segno (meaning 'go back to the sign')
5	Al Coda \oplus	To the Coda
6	Coda	Literally means 'tail', so (tail)end of a piece of music.
7	D.C.	Da Capo (to the 'head') - go back to the top of the piece (the start)
8	Fine	End
Week 6: Score reading (2)		
1	1.	Take 1st time bar
2	2.	Take 2nd time bar
3	D.C. Al Coda	Go back to the beginning then take the coda when reaching \oplus
4	$\text{\textcircled{J}} = 80$	80 crotchet ($\frac{1}{4}$ note) beats per minute
5	Swing	Used to show that quavers are in fact jazz swing (triplet feel) quavers
6	Straight	Used to show that quavers are regular duplets, i.e. not swung
7	Con sordino	Play with mute
8	Senza sordino/Open	Play unmuted (remove or disengage mute)

SPRING Half-term 1

Week 1: MELODY		
1	Diatonic	A melody or scale where only notes of the key are used (no chromatic notes).
2	Interval	The gap/space between two pitches e.g. Major 3rd
3	Melisma	When a word or syllable is emphasised by being stretched over more than one pitch in vocal music.
4	Mode	A type of musical scale. Examples include Dorian and Mixolydian.
5	Ornament	A decoration used to embellish a melody.

6	Sample	A portion of recorded audio taken from an existing composition and used in a new one.
7	Subject	A short-fixed melody that is developed in a fugue (polyphonic composition)
8	Syllabic	When each syllable in a melody (tune) of vocal music is matched to a new and separate pitch.
Week 2: HARMONY		
1	Chord	Two or more pitches played simultaneously.
2	Cadence	The ending of a musical phrase.
3	Quartal Harmony	Harmony which builds up in fourths (interval).
4	Dissonance	The sounding of non-harmony (clashing) notes.
5	Harmonic Rhythm	The speed at which chords change (e.g. 2 chords per bar).
6	Bare fifth	A chord which is missing the 3rd, so only a root and the 5th above is heard. The chord will sound 'empty' and more open.
7	Diminished Seventh	A type of chord which includes a root, flattened 3 rd , diminished 5 th and flattened minor 7 th
8	Dominant	The fifth note or chord of a diatonic scale.
Week 3: TEXTURE		
1	Monophonic	One single line of music.
2	Polyphonic	When lines of music move independently.
3	Homophonic	Lines of music which move together.
4	Heterophonic	Variations of a melody heard simultaneously.
5	Fugue	A type of polyphonic texture which is built then developed using a fixed subject and answer melody.
6	Antiphonal	When one musical phrase answers in response to another.
7	Melody Dominated Homophony	Melody with accompaniment.
8	Counterpoint	The development of more than one melody "tune against tune". This forms a polyphonic texture.
Week 4: INSTRUMENTAL TECHNIQUES		
1	Arco	Stringed instrument plays with bow, e.g. violin, double bass
2	Pizzicato (pizz.)	Strings are plucked with fingers
3	Con sord	With a mute, e.g. brass instrument inserts mute
4	glissando	Slides from one pitch to another, up or down
5	Slap bass	Bass guitar technique where strings are hit percussively with thumb against the frets
6	Double stopping	Stringed instrument plays two notes at same time
7	Drum Roll	Rapid succession of beats played as continuous 'buzzes'
8	Scat singing	Nonsense lyrics sung to emulate jazz improvisation
Week 5: MELODY		
1	Anacrusis	Notes at start of melody before main 'beat one' is heard
2	Motif	Recognisable main musical idea, often forming the basis of a section
3	Microtone	Pitched in between two consecutive semitones
4	Pentatonic	Five-note scale, can be minor or major e.g. C D E G A (C maj pentatonic)
5	Leitmotif	A musical idea which represents an external person, idea, event
6	Counter melody	A subordinate melody sounding against a main melody
7	Imitation	Repetition of a melody shortly after being heard, by another instrument
8	Fanfare	Short musical flourish played by brass instruments (usually trumpets)
Week 6: HARMONY		
1	Harmonic Rhythm	Rate of chord change
2	Inversion	Chord which does not have its root as the bass note, but one of its other notes instead e.g. C/E
3	Slash Chord	Chord which has any other note but the root note as its bass note e.g. D/E
4	Perfect Cadence	Chord V to chord I
5	Plagal Cadence	Chord IV to chord I
6	Imperfect Cadence	A cadence which the 2nd chord is chord V, e.g. chord II to chord V

7	Interrupted Cadence	A cadence which the 2nd chord is chord VI, e.g. chord V to chord VI
8	Added note chord	A triad which has <i>additional note(s)</i> added. E.g. C9 = C E G Bb D

SPRING Half-term 2		
Week 1: Genre focus - Traditional Bhangra		
1	Bhangra	Style of Music from Punjab region of India
2	Chaal	Distinct rhythm used in all Bhangra music, played on Dhol drum
3	Dhol	Double headed drum, one side low pitched, the other high pitched
4	Vocal decoration	Punjabi lyrics sung with added melisma
5	Hoi	Sung as interjection by backing singers
6	Microtonal interval	Intervals smaller than a semitone, and employed in much Indian music
7	Tumbi	Small simple stringed instrument used to play riffs and melodies
8	Harmonium	A keyboard type instrument used to fill out the music, playing riffs and melodies
Week 2: Genre focus - Samba		
1	Samba	Brazilian style of percussion street music using various drums and percussion, often quite fast
2	Rhythm	Emphasis on syncopation
3	Clave rhythm	Common samba rhythm
4	Texture	Polyrhythmic, complex multi-layered
5	Call and response	Leader often plays a rhythm which is responded to by the group
6	Surdo	Bass drum
7	Repinique	High pitched lead drum
8	Tambourim	Small handheld frame drum
Week 3: Genre focus - Chamber Music		
1	Baroque ensemble	Trio Sonata: 2 solo instruments plus basso continuo
2	Classical ensemble	String quartet: 2 violins, viola, 'cello
3	Romantic ensemble	Wider range of instruments (piano quintet, horn trio, etc)
4	Chamber Music	Classical music written for a small group of instruments, sounds intimate
5	Baroque features	Emphasis on melody, basso continuo and ornamentation
6	Classical features	Balance, clarity, elegance in melody and harmony
7	Romantic features	More emotional, chromatic harmony, wider dynamic range
8	Examples	Mozart and Haydn string quartets, Schubert 'Trout' quintet
Week 4: Genre focus - Film Music (1)		
1	Purpose 1	Create/enhance/reflect the mood on screen.
2	Purpose 2	Function as a leitmotif
3	Leitmotif	Frequently repeating short musical idea which represents a person, character or idea
4	Purpose 3	Gives a sense of time and place, and pace
5	'Mickey-Mousing'	Music that fits precisely with the action on film, as in many old cartoons
6	Underscore	When music is played at the same time as dialogue or action
7	Diegetic music	Music which can be heard by the characters in the film, e.g. a car radio
8	Non-diegetic music	Music for the film audience, not heard by the characters within the film
Week 5: Genre focus - Film Music (2)		
1	Use of pitch	Rising or falling melodies emphasise/increase tension
2	Descending pitches	Can represent defeat
3	Question/answer	Can represent good vs evil
4	Expansive themes	Often found in Westerns, and Blockbuster movies, to show scale/breadth
5	Use of fifths	sparse /cold sound which represents lack of warmth (e.g. in space)
6	Sparse/thin texture	Represents loneliness and bleakness
7	Thick/full texture	Represents visual complexity/action/drama
8	Major/Minor	Obvious representation of happy/sad/success/failure, etc.

Week 6: Genre focus - Film Music (3)		
1	Irregular time signatures	Create unsettled feeling, tension unpredictability
2	Dissonance	Notes which clash and therefore create levels of tension
3	Cluster	Used in horror films - group of semitones played as a chord e.g. A A# BCC#
4	Whole tone scale	Used to evoke a sense of unsettled mystery: C D E F# G# A#
5	Accents	Certain notes emphasised to portray violence/shock
6	Subito ff	Suddenly fortissimo (very loud) - used to shock the viewer
7	Legato	Played smoothly, used for flowing or happy scenes
8	Staccato	Played detached, the opposite mood of legato

SUMMER Half-term 1

WEEK 1: MUSICAL FORM: BAROQUE Features

1	Baroque Era	The era of music from about 1600-1750
2	Harpsichord	Keyboard instrument playing continuo role - metallic sounding due to the way the strings are plucked. Cannot alter dynamic range unlike later piano
3	Ornaments	Added notes (grace notes) or changed notes (trills). A decoration used to embellish a melody.
4	Terraced dynamics	E.g. Loud section then immediate change to soft, etc.
5	Basso continuo	Often just called 'continuo', provides bassline and chords for the piece
6	Orchestra	Small, mostly strings, plus some wind instruments.
7	Forms	Suite, sonata, oratorio, chorale
8	Famous composers	J.S Bach, Handel, Vivaldi

WEEK 2: MUSICAL FORM: CLASSICAL Features

1	Classical Era	The era of music from about 1750 -1810
2	Orchestra	Larger orchestra than before, includes more brass, clarinets.
3	The Piano	The piano has now been introduced and replaces the harpsichord
4	New Form	The string quartet becomes established as an important form
5	String quartet	Two violins, viola, 'cello.
6	Phrasing	Balanced, regular phrasing is now a feature (unlike Baroque)
7	More forms	Symphony, solo sonata, concerto (piece for soloist and orchestra)
8	Famous composers	Haydn, Mozart, Beethoven

WEEK 3: MUSICAL FORM: ROMANTIC Features

1	Romantic Era	The era of music from about 1810-1910
2	Orchestra	Large - in some cases huge. Includes much percussion, harp, tuba.
3	Melodic features	Lyrical, expressive melodies
4	Dynamic range	Very large dynamic range, from <i>ppp</i> to <i>fff</i>
5	Harmonic features	Richer harmony, more complex chords, includes chromatic notes
6	New forms	Includes programme music and nationalistic styles
7	Developing forms	Opera, the symphony.
8	Famous composers	Many, including Wagner, Tchaikovsky, Brahms, Dvorak, Mahler, Verdi

WEEK 4: JAZZ FEATURES (1)

1	Rhythm Section	Piano, drum kit, bass, guitar
2	Frontline	Instruments playing the main melody and improvisations e.g. trumpet, sax
3	Standard	A song or melody which has become part of the standard repertoire of jazz
4	'Play the changes'	Playing the correct chord sequence
5	Walking bass	A bassline made almost entirely of crotchets outlining the chord
6	Swing	A way of playing 2 quavers unevenly which gives a triplet feel
7	Jazz 'comping'	Accompanying a soloist (mainly by piano and/or guitar)
8	Improvisation	Making up musical ideas on the spot, also known as ad-lib

Week 5: JAZZ FEATURES (2)		
1	32 bar form	Very common structure used in songwriting and therefore jazz standards: A A B A with each sections lasting 8 bars
2	Head	The main tune in a jazz piece
3	Fill	Short often improvised musical idea played in between sections/phrases of melody
4	Shout Chorus	High energy climactic section where the whole band plays (often the same melodic ideas) together
5	'Lick'	A stock pattern or phrase which has become a musical tradition
6	Syncopated rhythm	Emphasis placed on unexpected or off-beats
7	Call and response	A musical idea is answered by another instrument or section
8	Blue notes	A slightly lowered 3rd 5th or 7th note of the scale which adds a melancholic feeling
Week 6: JAZZ FEATURES (3)		
1	12 Bar Blues	A common form used in Jazz, using chords I, IV and V, lasting 12 bars
2	Horn Section ('horns')	Trumpet, trombone, saxophones
3	'Reeds'	The saxophone section: normally 2 alto saxes, 2 tenors and a baritone sax
4	Riff	A repeated musical phrase. Big Band music from the 1930's and '40s can often be riff-based
5	Swing Style	A popular style with a strong danceable beat and obvious hooks
6	Bebop	A style which followed swing, with more complex harmony, faster tempos and greater focus on virtuosic improvisation.
7	Cool Jazz	A more relaxed and melodic style developed in the late 1940s. Early proponents include trumpeter/composer Miles Davis
8	Bossa Nova	A Brazilian style which blends samba with elements of cool jazz

SUMMER Half-term 2		
Week 1: DEVICES		
1	Repetition	A musical idea is repeated exactly
2	Imitation	A musical idea is copied in another part
3	Sequence	Repetition of an idea in the same part at a higher/lower pitch.
4	Ostinato	A short repeated pattern or phrase
5	Drone	A long held or constantly repeated note(s).
6	Arpeggio	The notes of a chord played individually
7	Alberti Bass	A broken chord accompaniment (I,V,iii,V) common in the Classical era
8	Anacrusis	An 'up-beat' or pick-up before the first strong beat.
Week 2: DEVICES		
1	Dotted rhythms	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
2	3/4 Time	A time signature which has 3 crotchet beats per bar - forms include minuet and waltz
3	Syncopation	Off beat accents.
4	Conjunct	Notes that move in steps.
5	Disjunct	Notes that move in leaps/ intervals.
6	Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.
7	Harmonic rhythm	Rate at which chords change
8	Chromatic note	Note which lies outside of the major or minor scale employed
Week 3: MUSICAL FORM		
1	Binary	A B A piece having two section (section A, and section B which will sound different)
2	Ternary	A B A Three sections: section B provides a contrast (e.g. new tune and key change). Section A may return exactly or with some slight changes.

3	Rondo	A B A C A A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.
4	Minuet and Trio	A form played in 3/4 time, a type of graceful dance from the 17-18th century, often used as the 3rd movement in Classical symphonies
5	Minuet form	The minuet had two repeated sections, the trio had two new repeated sections, with a return to the minuet at the end (no repeat)
6	Minuet Form	II: AB :II II: CD :II AB (minuet) (trio) (minuet)
7	Variations A a A A A	The main theme (tune) is repeated and developed a number of times in a variety of different ways.
8	Strophic	A A A A simple form where the song uses the same melody over and over.

Week 4: Genre Focus - Musical Theatre (1)

1	Genre	Style of music. Les Miserables (more operatic) is written in a different genre to Hamilton (pop/hip-hop)
2	Orchestration	How the music is arranged for the chosen instruments and singers
3	Sung through	Little dialogue, mostly continuous singing (via recitative and song). Les Miserables is an example of this
4	Libretto	The words sung
5	Motifs	Musical ideas which represent a character and appear when they do
6	Duet	Two characters sing together in one song
7	Ensemble	Large group of actors sing together
8	Overture	An orchestral introduction which contains the main melodies of the musical

Week 5: Genre Focus - Musical Theatre (2)

1	Soprano	The higher-pitched female singer
2	Alto	The lower-pitched female singer
3	Tenor	The higher-pitched male singer
4	Baritone	Singer whose range sits in between tenor and bass
5	Bass	The lowest-pitched male singer
6	Falsetto	Used by male singers to reach very high notes through specific use of vocal folds
7	Belting	When a singer uses a technique to sing in their chest voice, powerfully and with projection
8	Word painting	Where the music reflects the meaning of the words

Week 6: Genre Focus - Indian Music

1	Raga	Classical India music style based on a particular scale or mode
2	Tala	Indian rhythm cycle/beat pattern
3	Tabla	A pair of hand drums - the dayan (higher-pitched) and bayan (lower-pitched)
4	Sitar	A long-necked stringed instrument with movable frets, often used for melodic playing in Indian classical music.
5	Bansuri	A side blown flute, used for melodic playing
6	Tanpura	A stringed instrument which plays the underlying drone notes
7	Drone	Sustained low note(s) which supply the harmonic foundation for the melody
8	Gat	A composed melodic piece within a raga

AUTUMN Half-term 1		
Week 1: Component 1 - Preparing Participants to Take Part in Sport and Physical Activity		
1	Sport	Competitive physical activity with rules and an NGB
2	Physical Activity	Any body movement in work or leisure
3	Team Sports	Any sport where individuals are organised into opposing teams which compete to win. Team members act together towards a shared objective. This can be done in a number of ways such as outscoring the opposing team.
4	Individual Sports	A sport in which participants compete as individuals. However, team competitions in individual sports also occur, such as the Davis Cup and the Fed Cup.
5	NGB	National Governing Body
6	PSA	Pearson Set Assignment
Week 2: Component 1 - Preparing Participants to Take Part in Sport and Physical Activity		
1	Outdoor Activities	Activities carried out outdoors or in recreation areas that are adventurous
2	Examples of outdoor activity centres	Moors Valley; Go APE; Avon Tyrell
3	Examples of outdoor activities	Rock climbing; White water rafting; Kayaking; Abseiling
4	Benefits of outdoor activities	Positive risk taking; Improves self-esteem; Improves self-confidence; Meet new people; Time away from life stress
5	Physical fitness activities	Activities to increase fitness
6	Examples of fitness physical activities	Health related fitness; Core PE; Dance club; Gym Club
7	Benefits of taking part in physical fitness activities	Meeting new people; Improve self confidence; Improved physical health Improved body composition; Setting fitness goals
Week 3: Component 1 - Preparing Participants to Take Part in Sport and Physical Activity		
1	3 sectors in the Sports Industry	Public; Private; Voluntary
2	Characteristics of each section	Funding Source; Aims; Quality of Provision; Accessibility
3	Public Sector - Advantages	Lots of sports offered; Accessible locations; Affordable for all; Good facilities/equipment to use; Government funded to improve facilities; Professionals to support/deliver scheme of work
4	Private Sector - Advantages	Modern facilities and equipment; Facilities and equipment are often updated; Access to professional trainers/trainers/therapists; Not as busy when taking part; Refreshments available
5	Voluntary Sector- Advantages	Everyone can take part; Cheap; Not as many sports on offer/available; Working with passionate individuals who enjoy sport
Week 4: Component 1 - Preparing Participants to Take Part in Sport and Physical Activity		
1	4 types of participants	<ol style="list-style-type: none"> 1. Primary school aged children (aged 5-11 years) 2. Adolescents (aged 12-17 years) 3. Adults (aged 18-49 years) 4. Older adults (aged 50 years and up)

		Government Recommendations for Physical Activity			
		Age group	Type (include examples)	Frequency	Intensity
2	Government recommendations - copy the table	Primary school aged children (aged 5–11 years)	activities to develop movement, skills, muscle and bone strength. Aerobic endurance <i>eg.</i> Play, walk/run, PE, Dance, Climb	60 minutes per day across the week	moderate – should make you breathe faster and feel warmer
		Adolescents (aged 12–17 years)	activities to develop movement, skills, muscle and bone strength. Aerobic endurance <i>eg.</i> Run/walk, Swim, workout, sports,	60 minutes per day across the week	moderate – should make you breathe faster and feel warmer
		Adults (aged 18–49 years)	strengthening exercise Aerobic activities <i>(eg.</i> Walking, dancing, cycling) <i>(eg.</i> Running, swimming, sport)	x2 per week 150 minutes OR 75 minutes (Per week)	Moderate Vigorous
		Older adults (aged 50 years and up).	strength, balance, flexibility Aim to be physically active every day. <i>(eg.</i> Moving around home, cleaning, walking, water aerobics, cycling)	2 days a week 150 minutes OR 75 minutes (Per week)	MUST SPEAK TO GP FIRST Light – Moderate – vigorous

Week 5: Different types of clothing and equipment required for participation in sport and physical activity

1	Barriers to participation	Personal barriers; Cultural barriers; Cost; Access; Time
2	Personal barriers	Body image; Self confidence; Parent or guardian influence; Limited past experience; Low fitness level; Extended time off from previous participation; Concerns that taking part in sport or physical activity may make existing health conditions worse
3	Cultural barriers	Single sex sport or physical activity sessions; Social norms of participating in unconventional clothing and availability of appropriate clothing to participate; Role model
4	Cost	Clothing; Equipment; Transport
5	Access	Location; Transportation; Resources; Type of transport
6	Time	Family; Peers; work

Week 6: Different types of clothing and equipment required for participation in sport and physical activity

1	Clothing	Sports kit, waterproof clothing, training clothing e.g. bibs
2	Footwear	Trainers, studded boots, sport specific footwear
3	Sport specific equipment	Participation equipment e.g balls, rackets; Travel-related equipment e.g. kayak; Scoring equipment e.g. goalposts; Fitness training equipment e.g. dumbbells
4	Protection and safety equipment	Mouth protection, head protection, eye protection, body protection, floatation devices, first aid equipment - ice packs, bandages, defibrillator
5	Equipment for people with disabilities or assistive technology	Wheelchair, e.g. adapted wheelchair for wheelchair tennis
6	Facilities	Indoor facilities e.g. sports halls, gyms; Outdoor facilities e.g. outdoor pitches, climbing wall, artificial snow domes
7	Officiating equipment	Whistle, microphone, earpiece
8	Performance analysis	Smart watches, heart rate monitors, applications

AUTUMN Half-term 2

Week 1: Types of technology and their benefits to improve sport and physical activity participation and performance

1	Clothing to increase performance and experience	Improved thermoregulation; Clothing to improve aerodynamics
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2	Footwear - sports specific new designs or materials	Improve grip; Rebound
3	Sport specific equipment	New materials for lightness and strength to include composite materials eg Tennis racquet; New design of equipment to improve performance eg Golf driver design
4	Protection and safety equipment	Improved protection design; Lighter weight; Improved performance such as Shape of cycle helmets to improve aerodynamics
5	Equipment for people with disabilities or assistive technology	Prosthetics; Sport-specific wheelchairs; Equipment to support people with visual and hearing impairments
6	Facilities - that stimulate environments to replicate competition in other locations	All weather surfaces; Surfaces to reduce the risk of injury
7	Officiating	Computer assisted systems; Video assisted decision making
8	Performance analysis	Action cameras; GPS; APPs; Sensors on sports clothing or equipment
Week 2: Limitations of using technology		
1	Time	Setting up, using equipment, compiling data, giving feedback to participant
2	Access to technology	Equality and unfair advantages as not all participants have access to technology
3	Cost of technology	Initial cost and follow-up maintenance of equipment
4	Accuracy of data	How accurate is the data provided by the equipment reliability/validity
5	Usability	Some equipment needs specific training to be able to use it
Week 3: Planning a Warm-up		
1	Pulse raiser	Activities that gradually increase in intensity to increase the heart rate
2	Response of the cardiorespiratory system	When using a pulse raiser: Increased heart rate, breathing rate, depth of breathing, supply of oxygen to the working muscles, Increased removal of carbon dioxide
3	Response of the musculoskeletal system	When using a pulse raiser: Increased temperature of the muscles; Increased pliability of the muscles; Reduced risk of muscle strain
4	Mobiliser	Activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses
5	Response of the cardiorespiratory system	Slight drop in heart rate as intensity of exercise lowers; Slight drop in breathing rate as intensity of exercise lowers
6	Response of the musculoskeletal system	Increased production of synovial fluid in the joints to increase lubrication of joint and increase range of movement at the joint
7	Preparation Stretch	Activities to stretch the main muscles that will be used in the physical activity; Location of main muscles - deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius; Types of static and dynamic stretches - simple and compound stretches
8	Response of the cardiorespiratory system	Slight drop in heart rate and breathing rate for static stretches; Maintained elevated heart and breathing rate for dynamic stretches
9	Response of the musculoskeletal system	Extending muscles so that they are fully stretched and less likely to tear during the sport or activity session
Week 4: How to adapt warm-ups		

1	How can you adapt a warm-up for different categories of participants?	<ul style="list-style-type: none"> • Vary intensities of activities • Low impact and high impact options • Vary timing of warm-up - longer timeframe for beginners, participants with low fitness levels and those aged 50 plus • Types of stretch used - simple stretches for beginners, compound stretch for moderate to advanced participants
2	Adapting the warm-up to make it specific to a physical activity	<ul style="list-style-type: none"> • Introduction of equipment in the warm-up that is specific to the physical activity • Using movements and activities from the physical activity in the warm-up • Stretching the main muscles required for the specific physical activity

Week 5: Delivering a Warm-up

1	Warm-up Organisation	Space, equipment, timing, demonstration
2	Supporting Participants	Observe, instruct, give feedback

Week 6: Recap of Words for PSA

1	Sport	Competitive activities that involve physical exertion, have rules and regulations and a National Governing Body (NGB)
2	Physical Activity	Refers to all movement including during leisure time, for transport to get to and from places, or as part of a person's work
3	Team Sports	Any sport where individuals are organised into opposing teams which compete to win. Team members act together towards a shared objective. This can be done in a number of ways such as outscoring the opposing team
4	Individual Sports	A sport in which participants compete as individuals. However, team competitions in individual sports also occur, such as the Davis Cup and the Fed Cup.
5	NGB	National Governing Body
6	PSA	Pearson Set Assignment
7	Outdoor Activities	Activities carried out outdoors or in recreation areas that are adventurous
8	Physical fitness activities	Activities to increase fitness
9	Pulse Raiser	Activities that gradually increase in intensity to increase the heart rate
10	Mobiliser	Activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses
11	Preparation Stretch	Activities to stretch the main muscles that will be used in the physical activity

SPRING Half-term 1

Week 1: Component 2 - Components of Physical Fitness

1	Aerobic Endurance	The ability of the cardiorespiratory system to supply oxygen to the muscles to sustain low to medium intensity work to delay fatigue.
2	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
3	Muscular Strength	The maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity
4	Speed	Distance divided by time to reduce time taken to move the body or a body part in an event or game
5	Flexibility	The range of motion possible at a joint to allow improvements in technique
6	Body Composition	The relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport

Week 2: Component 2 - Components of Physical Fitness - How will they be used?		
1	Aerobic Endurance	They require a high level of aerobic endurance because they need to work for a long period of time over the running race (2 hours or more) without tiring
2	Muscular Endurance	Required for the continual movement of the legs against the resistance of the bike/road without the onset of fatigue.
3	Muscular Strength	Muscular strength is needed to maximise the distance travelled. This is important as the person who puts the shot the furthest will win.
4	Speed	Speed is needed to enable the athlete to be faster than the other competitors to get to the line first, usually in 10 seconds
5	Flexibility	Flexibility helps achieve optimal positions (e.g., beam work).
6	Body Composition	The Jockey will control their diet to enable them to have less fat and be lighter for the horse to carry
Week 3: Component 2 - Components of Physical Fitness - What is their impact on performance?		
1	Aerobic Endurance	The longer the cardiorespiratory system can supply oxygen and nutrients to the working muscle the longer they can maintain the intensity and give them a better chance of winning the race
2	Muscular Endurance	The longer the legs can keep going without fatiguing the greater chance the cyclist has of winning the race
3	Muscular Strength	The greater the muscular strength the more chance of throwing further and therefore winning the competition
4	Speed	The greater the speed the more likely they are to win the race
5	Flexibility	The greater the flexibility of the gymnast the more complex routines can be performed and the more likely they are to score more points and win
6	Body Composition	The lighter the jockey is the less weight the horse to carry around the course making them quicker and more likely to win
Week 4: Component 2 - Components of Skill-Related Fitness		
1	Power	The product of speed and strength to allow for explosive movements in sport
2	Coordination	The ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique
3	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
4	Agility	The ability to change direction quickly to allow performers to out-manoeuvre an opponent
5	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)
Week 5: Component 2 - Components of Skill-Related Fitness - How will it be used?		
1	Power	The shot putter will generate power to enable them to throw the shot putt as far as possible
2	Coordination	A player needs to use their hand eye coordination to successfully move their racket and hit the ball, this will increase their accuracy and chance of beating their opponent
3	Reaction Time	The athlete who reacts quickest to the gun will have the better chance of getting the best start and therefore winning the race.
4	Agility	This is important because a player needs to be fast when running with the ball and move quickly in different directions to dodge around a player to keep possession of the ball
5	Balance	This is needed whilst performing a headstand on the beam to maintain balance so she can hold a good position and doesn't fall off the beam.
Week 6: Component 2 - Components of Skill-Related Fitness, What is the impact on performance?		
1	Power	The further that the shot travels the more chance they have of winning the

		competition
2	Coordination	The increase in accuracy will give the tennis player a better chance of getting the serve in and gaining an advantage over their opponent. This will also give them a better chance of winning the point and the match
3	Reaction Time	The quicker the reaction time the quicker the start. This will give you a better chance of winning the race.
4	Agility	The more agile you are the more likely you are to dodge your opponent and not get tackled.
5	Balance	If they can keep their balance on the beam with control then they will not fall off and they are more likely to gain higher marks and win the competition.

SPRING Half-term 2

Week 1: B1 Techniques and strategies and fitness required for different sports - examples

1	Skills	The ability to perform a sporting skill consistently well at speed, under fatigue and pressure conditions in a competition environment, for example passing, scoring, travelling, intercepting.
2	Strategies	is basically laying down the goals and making a plan to get there for example, tactics and decision making.
3	Isolated Practice	There are no opponents involved and players barely have to make any decisions. Practices that focus on one skill at a time
4	Competitive Situation	The variables change to make the practice harder and more game related, for example changing the number of players, are of play and presence of an official to represent competition standard of play.

Week 2: Component 2 - B2 Officials in sport - what are they?

1	Key officials and their role in sports competitions	<ul style="list-style-type: none"> ● Referee/umpire ● assistant referee/line umpire ● Scorers/judges ● Timekeepers ● Video review officials (VAR)
2	Key officials and their responsibilities	<ul style="list-style-type: none"> ● Appearance ● Equipment ● Fitness requirements ● Effective communication ● Control of players ● Health and safety

Week 3: Component 2 - B3 Rules and regulations

1	Number of Players	<ul style="list-style-type: none"> ● 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
2	Length of time for play	<ul style="list-style-type: none"> ● 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
3	Scoring system	<ul style="list-style-type: none"> ● 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
4	Playing area	<ul style="list-style-type: none"> ● Dimensions of overall playing area ● purpose and dimensions of specific areas within the overall playing area

Week 4: Component 2 - B3 Rules and regulations

1	Equipment	<ul style="list-style-type: none"> ● Sizes and weights of playing equipment as specified by NGB ● Required protective equipment ● Optional protective equipment
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2	Starting and restarting play	<ul style="list-style-type: none"> • How the game begins • How play is restarted after scoring • Fouls or infringements • How and when the game ends
3	Non-adherence to the rules	<ul style="list-style-type: none"> • 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
4	Application of rules and regulations by officials	<ul style="list-style-type: none"> • Use of signals • Communication of decisions to players and other officials • Positioning

Week 5: Component 2 - C1 Planning drills and conditioned practices to develop participants' sporting skills

1	Drills	<ul style="list-style-type: none"> • Unopposed stationary drills • Drills with the introduction of travel • Drills with passive opposition • drills with active opposition
2	Conditioned practices	<ul style="list-style-type: none"> • Using rule changes to focus on a specific skill
3	Demonstrations of the technique	<ul style="list-style-type: none"> • Use of self or peer • Positioning to ensure all participants can see
4	Teaching points	<ul style="list-style-type: none"> • Providing key teaching points to highlight correct and safe way to perform technique • Use of short sentences or key points

Week 6: Component 2 - C2 Drills to improve sporting performance

1	Organisation of Drills	<ul style="list-style-type: none"> • Space - areas used • Equipment • Organisation of participants, e.g. in working pairs or groups • Timing • Demonstrations • Positioning
2	Supporting Participants	<ul style="list-style-type: none"> • Observing participants • Providing instructions • Providing teaching points • Providing feedback to participants

SUMMER Half-term 1

Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Week 1: A1 The importance of fitness for successful participation in sport - Physical Fitness components

1	Aerobic Endurance	The ability of the cardiorespiratory system to supply oxygen to the muscles to sustain low to medium intensity work to delay fatigue.
2	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
3	Muscular Strength	The maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity
4	Speed	Distance divided by time to reduce time taken to move the body or a body part in an event or game
5	Flexibility	The range of motion possible at a joint to allow improvements in

		technique
6	Body Composition	The relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport
Week 2: A1 The importance of fitness for successful participation in sport - Skill-related Fitness components		
1	Power	The product of speed and strength to allow for explosive movements in sport
2	Coordination	The ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique
3	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
4	Agility	The ability to change direction quickly to allow performers to out-manoeuvre an opponent
5	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)
Week 3: A2 Basic Principles of Training		
1	Frequency	The number of training sessions completed over a period of time, usually per week.
2	Intensity	How hard an individual will train
3	Time	How long an individual will train for
4	Type	How an individual will train by selecting a training method to improve a specific component of fitness and/or their sports performance.
Week 4: A2 Additional Principles of Training		
1	Progressive Overload	In order to progress, training needs to be demanding enough to cause the body to adapt, improving performance
2	Specificity	Training should meet the needs of the sport, or physical/skill-related fitness goals to be developed
3	Individual Difference/needs	Training should meet the needs of an individual
4	Adaptation	Changes to the body due to increased training loads
5	Reversibility	If training stops, or the intensity of training is lowered, fitness gains from training are lost
6	Variation	Altering types of training to avoid boredom and maintain motivation to train
7	Rest and Recovery	To allow the body to recover and adapt
Week 5: A3 Exercise Intensity and how it can be determined		
1	Intensity	Able to measure heart rate (HR) and apply HR intensity to fitness training methods
2	Target zones and training thresholds	<ul style="list-style-type: none"> ● HR max = 220 – Age (years) ● 85-100% - Anaerobic Threshold Zone ● 60-85% - Aerobic Training Zone
3	Borg Scale	Scale from 6–20 to rate how hard you feel you're working
4	RPE & HR	$RPE \times 10 = \text{estimated heart rate}$
5	1RM and 15RM	1 rep max = strength, 15 reps = endurance
6	Technology	Devices like smartwatches or apps to track intensity
Week 6: Revision of Components of Fitness, Training Principles and exercise Intensity		
1	Components of Physical Fitness	<ul style="list-style-type: none"> ● Body Composition ● Flexibility ● Muscular Strength ● Muscular Endurance ● Aerobic Endurance ● Speed

2	Components of Skill-related Fitness	<ul style="list-style-type: none"> ● Power ● Coordination ● Reaction time ● Agility ● Balance
3	Basic Training Principles	<ul style="list-style-type: none"> ● Frequency ● Intensity ● Time ● Type
4	Additional Training principles	<ul style="list-style-type: none"> ● Progressive Overload ● Specificity ● Individual Needs ● Adaptation ● Reversibility ● Variation ● Rest and Recovery
5	Exercise intensity	<ul style="list-style-type: none"> ● Intensity ● Training Zones ● Training Thresholds ● Borg Scale ● RPE (Rate of Perceived Exertion) ● HR (Heart Rate) ● 1RM (1 Rep Max)

AUTUMN		Half-term 1
Week 1: Component 2: Health and Performance,		
Topic 1.1: Physical, Emotional, and Social Health, Fitness, and Wellbeing		
1	Physical Health	The state of being free from illness or injury, maintained by regular physical activity and proper nutrition.
2	Emotional Health	The ability to manage and express feelings, cope with stress, and maintain a positive self-concept.
3	Social Health	The ability to form satisfying interpersonal relationships and interact positively with others.
4	Components of Fitness	Different aspects of physical fitness, including cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
5	Wellbeing	A holistic concept encompassing physical, emotional, and social health, leading to overall life satisfaction and happiness.
6	Lifestyle Choices	Decisions made by individuals regarding their daily habits, such as diet, exercise, and sleep, which affect their health and well-being.
7	Recreational Drugs	Substances such as alcohol and nicotine that are consumed for enjoyment but can have negative health impacts.
8	Health Risks	Potential factors or behaviours that can lead to health problems, such as poor diet, lack of exercise, and substance abuse.
Week 2: Component 2: Health and Performance		
Topic 1.1: Physical, Emotional, and Social Health, Fitness, and Wellbeing (continued)		
1	Physical Activity	Any bodily movement produced by skeletal muscles that requires energy expenditure, including exercise and everyday activities.
2	Exercise	Planned, structured, and repetitive physical activity aimed at improving or maintaining physical fitness.
3	Fitness	The ability to meet the demands of the environment and daily life, encompassing various components of health-related and skill-related fitness.
4	Body Composition	The relative proportions of fat mass and fat-free mass in the body, an important aspect of physical fitness.
5	Flexibility	The range of motion available at a joint, essential for performing movements efficiently and reducing injury risk.
6	Muscular Strength	The maximum force that a muscle or group of muscles can generate against resistance.
7	Cardiovascular Fitness	The ability of the heart, lungs, and blood vessels to supply oxygen to the muscles during prolonged physical activity.
8	Mental Health	A state of well-being in which an individual can cope with the normal stresses of life, work productively, and contribute to their community.
Week 3: Component 2: Health and Performance		
Topic 1.2: The Consequences of a Sedentary Lifestyle		
1	Sedentary Lifestyle	A type of lifestyle with little or no physical activity, often associated with sitting for long periods.
2	Obesity	A condition characterised by excessive body fat, increasing the risk of health problems.
3	Coronary Heart Disease (CHD)	A disease characterised by the build-up of plaque in the coronary arteries, reducing blood flow to the heart.
4	Diabetes	A chronic condition where the body is unable to properly use and store

		glucose, leading to high blood sugar levels.
5	Osteoporosis	A condition where bones become weak and brittle, increasing the risk of fractures.
6	Posture	The way in which the body is positioned when sitting or standing, important for avoiding musculoskeletal problems.
7	Muscle Tone	The continuous and passive partial contraction of the muscles, helping to maintain posture and readiness for action.
8	Physical Inactivity	Lack of sufficient physical activity to maintain good health and reduce the risk of chronic diseases.
Week 4: Component 2: Health and Performance		
Topic 1.2: The Consequences of a Sedentary Lifestyle		
1	High Blood Pressure (Hypertension)	A condition in which the force of the blood against the artery walls is too high, increasing the risk of heart disease and stroke.
2	Depression	A mental health disorder characterised by persistently low mood, loss of interest in activities, and other symptoms that impair daily life.
3	Overweight	Having more body weight than is considered healthy for a given height, often due to excess body fat.
4	Body Mass Index (BMI)	A measure of body fat based on height and weight, used to classify underweight, normal weight, overweight, and obesity.
5	Energy Balance	The relationship between the energy consumed from foods and the energy expended through physical activity and metabolic processes.
6	Sedentary Behaviour	Activities that involve little physical movement and low energy expenditure, such as watching TV or using a computer.
7	Cardiovascular Disease (CVD)	A group of disorders of the heart and blood vessels, often associated with a sedentary lifestyle.
8	Lifestyle Diseases	Diseases associated with the way a person lives, including conditions like heart disease, stroke, obesity, and type 2 diabetes.
Week 5: Component 2: Health and Performance		
Topic 1.3: Energy Use, Diet, Nutrition, and Hydration		
1	Nutrition	The process of providing or obtaining the food necessary for health and growth.
2	Balanced Diet	A diet that contains the proper proportions of carbohydrates, fats, proteins, vitamins, minerals, and water, necessary to maintain good health.
3	Macronutrients	Nutrients are required in large amounts for energy and growth, including carbohydrates, proteins, and fats.
4	Micronutrients	Essential nutrients required in smaller amounts, including vitamins and minerals, are crucial for body functions.
5	Hydration	The process of maintaining an adequate amount of water in the body to ensure proper physiological function.
6	Caloric Intake	The total number of calories consumed from food and beverages.
7	Energy Expenditure	The total amount of energy used by the body for physical activity, basal metabolic rate, and processing food.
8	Metabolism	The chemical processes within the body that convert food and drink into energy for activities and bodily functions.
Week 6: Component 2: Health and Performance		
Topic 1.3: Energy Use, Diet, Nutrition, and Hydration		
1	Carbohydrates	A primary source of energy for the body, found in foods like bread, pasta, and fruits.

2	Proteins	Essential nutrients needed for growth, repair, and maintenance of body tissues, found in foods like meat, beans, and nuts.
3	Fats	A concentrated source of energy and essential fatty acids, important for cell function and hormone production.
4	Vitamins	Organic compounds required in small quantities for various bodily functions, such as vitamin C for immune health.
5	Minerals	Inorganic elements needed for body processes, such as calcium for bone health and iron for oxygen transport in blood.
6	Dehydration	A state of inadequate water in the body, affecting physical and cognitive performance.
7	Glycogen	A form of stored glucose in the liver and muscles, used as a quick source of energy during physical activity.
8	Dietary Fibre	Plant-based nutrients that aid in digestion, found in foods like vegetables, fruits, and whole grains.

AUTUMN Half-term 2

Week 1: Component 1: Fitness and Body Systems

Topic 3.1: The Relationship Between Health and Fitness and the Role That Exercise Plays in Both

1	Health	A state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.
2	Fitness	The ability to meet the demands of the environment, often assessed through various components such as strength, endurance, and flexibility.
3	Exercise	Planned, structured, and repetitive physical activity aimed at improving or maintaining physical fitness and overall health.
4	Physical Activity	Any bodily movement produced by skeletal muscles that require energy expenditure, including activities of daily living.
5	Sedentary Lifestyle	A lifestyle characterised by little to no exercise, leading to various health risks.
6	Mental Health	A state of well-being in which an individual realises their own abilities, can cope with normal stresses of life, work productively, and contribute to their community.
7	Cardiovascular Fitness	The efficiency of the heart, lungs, and vascular system in delivering oxygen to the working muscles during sustained physical activity.
8	Muscular Strength	The maximum amount of force a muscle or muscle group can exert against a resistance in a single effort.

Week 2: Component 1: Fitness and Body Systems

Topic 3.2.2-3.2.4: Fitness Tests and Data Collection

1	Fitness Testing	The process of measuring a person's physical strengths, weaknesses, and abilities through various tests.
2	Normative Data	Standardised data used to compare an individual's fitness test results to a population's average or typical performance levels.
3	Test Protocols	Standardised procedures for administering fitness tests to ensure consistency and reliability of results.
4	Cooper 12-Minute Run Test	A test to measure cardiovascular fitness by assessing the distance covered in 12 minutes.
5	Harvard Step Test	A test to measure cardiovascular fitness based on recovery heart rate following stepping up and down on a platform for five minutes.
6	Illinois Agility Run Test	A test to measure agility by running a course involving multiple direction changes as quickly as possible.

7	Grip Dynamometer	A device used to measure handgrip strength, an indicator of overall muscular strength.
8	Sit and Reach Test	A test to measure the flexibility of the lower back and hamstrings.
Week 3: Component 1: Fitness and Body Systems		
Topic 3.3: The Principles of Training and Their Application to Personal Exercise/Training Programmes		
1	Specificity	Training that is relevant and appropriate to the sport or fitness goals of an individual.
2	Progressive Overload	Gradually increasing the intensity, duration, or frequency of training to continue to improve fitness levels.
3	Frequency	The number of times an exercise or activity is performed within a specific period.
4	Intensity	The level of effort required to perform an exercise, often measured as a percentage of maximum heart rate or one-repetition maximum.
5	Time	The duration of each exercise session or activity.
6	Type	The kind or mode of exercise being performed, such as cardio, strength training, or flexibility exercises.
7	Reversibility	The concept that fitness improvements are lost when training stops.
8	Thresholds of Training	The minimum intensity required to achieve fitness improvements.
Week 4: Component 1: Fitness and Body Systems		
Topic 3.3: The Principles of Training and Their Application to Personal Exercise/Training Programmes (Continued)		
1	Variation	Changing training routines and activities to maintain interest and avoid plateaus in performance.
2	Rest and Recovery	Allowing time for the body to repair and strengthen between training sessions.
3	Training Methods	Different ways to train specific components of fitness, such as continuous training, interval training, and resistance training.
4	Adaptation	The body's response to training, leading to improvements in fitness.
5	Periodisation	The systematic planning of training to achieve peak performance at the right time.
6	Individual Needs	Tailoring training programs to meet the specific needs and goals of an individual.
7	Overtraining	Training too intensely or frequently without adequate rest, leading to decreased performance and potential injury.
8	Training Intensity	The level of effort required during exercise, often measured as a percentage of maximum heart rate or one-repetition maximum.
Week 5: Component 2: Health and Performance		
Topic 2.2: The Use of Goal Setting and SMART Targets to Improve and/or Optimise Performance		
1	Goal Setting	The process of identifying something you want to accomplish and establishing measurable objectives and timeframes.
2	SMART Targets	Goals that are Specific, Measurable, Achievable, Realistic, and Time-bound.
3	Specific	Clearly define what you want to achieve.
4	Measurable	Ensuring that progress can be tracked and measured.
5	Achievable	Setting goals that are attainable and realistic.
6	Realistic	Goals that are practical and relevant to the individual's capabilities and circumstances.

7	Time-bound	Setting a deadline or timeframe to achieve the goals.
8	Performance Goals	Targets related to improving specific skills or performance levels.
Week 6: Component 1: Fitness and Body Systems		
Topic 3.6: Effective Use of Warm-Up and Cool-Down		
1	Warm-Up	Activities designed to prepare the body for exercise, increasing heart rate and blood flow to muscles.
2	Cool-Down	Activities performed after exercise to gradually reduce heart rate and aid recovery.
3	Dynamic Stretching	Controlled movements that gently take muscles through their range of motion.
4	Static Stretching	Stretching muscles while the body is at rest, holding each stretch for a period of time.
5	Pulse Raiser	Light aerobic activity that gradually increases heart rate, such as jogging or skipping.
6	Mobility Exercises	Activities that move joints through their full range of motion, improving flexibility and coordination.
7	Stretching	Exercises that improve flexibility by lengthening muscles.
8	Benefits of Warm-Up and Cool-Down	Reducing the risk of injury, improving performance, and aiding recovery.

SPRING Half-term 1

Week 1: Component 1: Health and Performance		
Topic 3: Physical Training- Principles of Training		
1	FITT	Frequency, Intensity, Time and Type. Application of these principles of training to apply progressive to a training programme.
2	Progressive Overload	Gradually increasing the amount of overload to improve fitness but without injury.
3	Reversibility	Gradually losing fitness instead of progressing or remaining at the current level.
4	Individual needs	Individual Needs - Matching training to the requirements of an individual.
5	Overtraining	Training beyond your body's capability and without adequate rest and recovery
6	Rest & recovery	The period of time allotted to recovery. Repair of damage to the body caused by training or competition.
7	Specificity	Matching training to the requirements of an activity.
8	FITTPRIORS (Acronym)	Frequency, intensity, time, type, progressive overload, reversibility, individual needs, overtraining, rest and recovery, specificity
Week 2: Component 1: Health and Performance		
Topic 3: Physical Training- Thresholds of Training		
1	Training Threshold	A safe and effective level to train at using your MHR (Maximum heart rate) or 1RM (1 maximal repetition) to calculate
2	Karvonen Formula	A test to find out an individual's optimum heart rate intensity
3	Calculating Maximum Heart rate	220- Age = MHR Calculate your MHR
4	Aerobic Threshold Limits	60-80% of MHR. 60% is the lower threshold aerobic threshold, 80% is the higher aerobic threshold. Used to train cardiovascular fitness and muscular endurance.

5	Anaerobic Threshold Limits	80-90% of MHR. 80% is the lower anaerobic threshold, 90% is the upper anaerobic threshold. Used to train power, muscular strength and speed.
6	Factors to consider when training	<ul style="list-style-type: none"> • The requirements of the particular sports/activity • The facilities in the local area • The individual's current fitness level
Week 3: Component 1: Health and Performance		
Topic 3: Physical Training- Methods of Training		
1	Circuit training	Involves a variety of exercise stations that can be tailored to many sports and components of fitness
2	Interval Training	Consists of periods of high intensity work with periods of rest
3	Fartlek training	Involves varying the speeds of training, between sprinting, jogging and walking over varying distances, times and terrains
4	Plyometric training	Exercises where muscles use maximum force in short intervals of time
	Continuous training	Steady training, with no rest periods, over a prolonged period of time (minimum of 15 mins)
5	Weight training	Involves an individual working against a force / resistance, lifting / pushing weights to improve muscular strength or endurance
6	Fitness classes	Classes that can be used to improve specific components of fitness. Body pump, aerobics, pilates, yoga and spinning.
7	Purpose of a warm up	Gradually increases body temperature, Increases Heart Rate and blood flow, Improves the delivery of oxygen to haemoglobin
8	Impact of a warm up	Prevent Injury, Improves performance, Practise skills before the event, match or game, Prepare psychologically for the event
9	4 stages to prepare for exercise	<ol style="list-style-type: none"> 1. Cardiovascular - Gradually raises the Heart Rate 2. Stretching - Static stretching for cool down (staying on the spot), Dynamic stretching for a warm up (while moving). 3. Specific Skills Phase - Practise the skills for the activity 4. Cool Down - Return Heart Rate to resting levels.
Week 4: Component 2: Health and Performance		
Topic 2.2 Sports Psychology		
1	4x purposes of Goal setting	<ul style="list-style-type: none"> • Helps you focus on what is important • Increases your motivation to make progress • Helps you develop strategies to meet the goal • Monitor how well you are doing
2	Short term goals	This can be a small step or progression over a timeframe of 2 weeks to 6 months. Example- Scoring a goal in the next two football matches for my club.
3	Long term goals	This has the future in mind in a timeframe of 6 months+. Example winning the league with my football team by the end of the season.
4	Outcome goal	Linked to an end result such as winning the league.
5	Performance goal	Concerned with previous bests, such as scoring more goals this season than last season.
6	SMART Goals	<p>Specific – knowing exactly what your goal is.</p> <p>Measurable – can it be measured and compared.</p> <p>Achievable – the target must be challenging but yet reachable.</p> <p>Realistic – matched to the performers skill level.</p> <p>Time bound – Set for a particular time to be completed.</p>
7	4x Setting and reviewing targets	<ul style="list-style-type: none"> • Evaluate your current levels of fitness before setting your goals • Setting the right targets will lead you to the right training methods

		<ul style="list-style-type: none"> Once goals or targets are set, you will need to review your progress You can run the same tests again to see how well you have done
Week 5: Component 2: Health and Performance		
Topic 3.2 Components of fitness		
1	Body composition	The % of body weight that is muscle fat and bone.
2	Flexibility	The range of motion of your joints or the ability of your joints to move freely.
3	Muscular strength	Your ability to use voluntary muscles without getting tired.
4	Muscular endurance	Your muscles ability to exert force against a resistance
5	Cardiovascular fitness	Your ability to exercise your whole body for long periods of time
6	Power	The ability to undertake strength performance quickly. Power = Speed x Strength
7	Coordination	The ability to use two or more body parts together.
8	Reaction time	The time between the presentation of a stimulus and the onset of movement.
9	Agility	The ability to control the movement of the whole body and change position quickly
10	Balance	Being able to keep the body stable, while at rest or in motion.
11	Speed	The rate at which an individual can perform a movement or cover a distance
Week 6: Component 2: Health and Performance		
Topic 3.2 Fitness Testing		
1	5x purposes of fitness Testing	<ul style="list-style-type: none"> Compare results against normative data Provide a benchmark to measure against at an endpoint Assess current fitness levels in a specific area Monitor progress Giving you an incentive through goal setting
2	Body composition	Body Mass Index (BMI) assessment
3	Flexibility	Sit and reach test
4	Muscular strength	Hand grip dynamometer strength test and 1 rep max (1RM)
5	Muscular endurance	1 minute press up/ 1 minute sit up tests
6	Cardiovascular fitness	Harvard step test or 12 minute cooper run or swim test
7	Power	Vertical Jump (Sargent jump) or Standing long jump tests
8	Coordination	30 second tennis ball toss test
9	Reaction time	Ruler drop test
10	Agility	Illinois agility test
11	Balance	Standing stork test

SPRING Half-term 2		
Week 1: Component 1: Fitness and Body Systems		
Topic 3.1: The Relationship Between Health and Fitness and the Role That Exercise Plays in Both		
1	Health	A state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.
2	Fitness	The ability to meet the demands of the environment, often assessed through various components such as strength, endurance, and flexibility.

3	Exercise	Planned, structured, and repetitive physical activity aimed at improving or maintaining physical fitness and overall health.
4	Physical Activity	Any bodily movement produced by skeletal muscles that require energy expenditure, including activities of daily living.
5	Sedentary Lifestyle	A lifestyle characterised by little to no exercise, leading to various health risks.
6	Mental Health	A state of well-being in which an individual realises their own abilities, can cope with normal stresses of life, work productively, and contribute to their community.
7	Cardiovascular Fitness	The efficiency of the heart, lungs, and vascular system in delivering oxygen to the working muscles during sustained physical activity.
8	Muscular Strength	The maximum amount of force a muscle or muscle group can exert against a resistance in a single effort.
Week 2: Component 1: Fitness and Body Systems		
Topic 3.2.2-3.2.4: Fitness Tests and Data Collection		
1	Fitness Testing	The process of measuring a person's physical strengths, weaknesses, and abilities through various tests.
2	Normative Data	Standardised data used to compare an individual's fitness test results to a population's average or typical performance levels.
3	Test Protocols	Standardised procedures for administering fitness tests to ensure consistency and reliability of results.
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7	Grip Dynamometer	A device used to measure handgrip strength, an indicator of overall muscular strength.
8	Sit and Reach Test	A test to measure the flexibility of the lower back and hamstrings.
Week 3: Component 1: Fitness and Body Systems		
Topic 3.3: The Principles of Training and Their Application to Personal Exercise/Training Programmes		
1	Specificity	Training that is relevant and appropriate to the sport or fitness goals of an individual.
2	Progressive Overload	Gradually increasing the intensity, duration, or frequency of training to continue to improve fitness levels.
3	Frequency	The number of times an exercise or activity is performed within a specific period.
4	Intensity	The level of effort required to perform an exercise, often measured as a percentage of maximum heart rate or one-repetition maximum.
5	Time	The duration of each exercise session or activity.
6	Type	The kind or mode of exercise being performed, such as cardio, strength training, or flexibility exercises.
7	Reversibility	The concept that fitness improvements are lost when training stops.
8	Thresholds of Training	The minimum intensity required to achieve fitness improvements.

Week 4: Component 1: Fitness and Body Systems		
Topic 3.3: The Principles of Training and Their Application to Personal Exercise/Training Programmes (Continued)		
1	Variation	Changing training routines and activities to maintain interest and avoid plateaus in performance.
2	Rest and Recovery	Allowing time for the body to repair and strengthen between training sessions.
3	Training Methods	Different ways to train specific components of fitness, such as continuous training, interval training, and resistance training.
4	Adaptation	The body's response to training, leading to improvements in fitness.
5	Periodisation	The systematic planning of training to achieve peak performance at the right time.
6	Individual Needs	Tailoring training programs to meet the specific needs and goals of an individual.
7	Overtraining	Training too intensely or frequently without adequate rest, leading to decreased performance and potential injury.
8	Training Intensity	The level of effort required during exercise, often measured as a percentage of maximum heart rate or one-repetition maximum.
Week 5: Component 2: Health and Performance		
Topic 2.2: The Use of Goal Setting and SMART Targets to Improve and/or Optimise Performance		
1	Goal Setting	The process of identifying something you want to accomplish and establishing measurable objectives and timeframes.
2	SMART Targets	Goals that are Specific, Measurable, Achievable, Realistic, and Time-bound.
3	Specific	Clearly define what you want to achieve.
4	Measurable	Ensuring that progress can be tracked and measured.
5	Achievable	Setting goals that are attainable and realistic.
6	Realistic	Goals that are practical and relevant to the individual's capabilities and circumstances.
7	Time-bound	Setting a deadline or timeframe to achieve the goals.
8	Performance Goals	Targets related to improving specific skills or performance levels.
Week 6: Component 1: Fitness and Body Systems		
Use of Data for PEP		
1	Quantitative Data	Data that can be measured and expressed numerically, often used for statistical analysis and comparisons.
2	Quantitative Data Example 1	Heart Rate: Measuring an athlete's heart rate during exercise to determine cardiovascular fitness.
3	Quantitative Data Example 2	Speed: Timing how long it takes an athlete to run 100 metres to assess sprinting performance.
4	Quantitative Data Example 3	Repetitions: Counting the number of repetitions completed in a one-minute press-up test to measure muscular endurance.
5	Qualitative Data	Data that is descriptive and subjective, often used to understand experiences, opinions, and motivations.
6	Qualitative Data Example 1	Coach's Feedback: Descriptive feedback from a coach on an athlete's technique and performance.
7	Qualitative Data Example 2	Athlete's Diary: Personal accounts and reflections written by an athlete about their training experiences and feelings.
8	Qualitative Data Example 3	Interview Responses: Answers given by athletes during interviews about their psychological state and motivation.

AUTUMN Half-term 1

Week 1: Research methods - features of an experiment

1	Independent variable	What the researcher manipulates or changes
2	Dependent variable	What is being measured by the researcher
3	Extraneous variables	Anything that can influence the results
4	Standardisation	Controlling extraneous variables by keeping them the same across conditions
5	Cause and effect	One variable affecting a change in another
6	Experimental design	The way participants are allocated into conditions
7	Repeated measures design	All participants take part in each condition
8	Independent measures design	Participants are different in each condition

Week 2: Research methods - experiments and correlations

1	Experiments	Measure the effect of an IV on a DV
2	Laboratory experiment	Controlled, artificial environment where the researcher manipulates the IV.
3	Field experiment	Natural environment where the researcher manipulates the IV.
4	Natural /quasi experiment	IV not directly controlled by the experimenter but is naturally occurring.
5	Correlations	Measuring two co-variables to see if there is a relationship between them to gain quantitative data.
6	Positive correlation	When two variables travel in the same direction
7	Negative correlation	When two variables travel in the opposite direction
8	Zero correlation	When two variables show no relationship

Week 3: Research methods - Self report

1	Interviews	Uses the self-report method to talk about their own thoughts, behaviours or experiences.
2	Structured interview	Pre-determined, set questions
3	Unstructured interview	Questions vary depending on the interviewee's answers
4	Questionnaires	Uses self-report method to answer a series of written questions
5	Open questions	No fixed responses so participants can respond how they wish
6	Closed questions	Participants have to choose from a set of responses e.g. multiple choice or rating scales

Week 4: Research methods - Observations

1	Observations	Researcher watches the behaviour of the participants
2	Naturalistic observation	Observing people in a real life setting
3	Controlled observation	Observing people in an artificial environment
4	Overt observation	Observing people with their knowledge
5	Covert observation	Observing people without their knowledge
6	Participant observation	Observing people while joining the group
7	Non-participant	Observing people from a distance

Week 5: Research methods - Hypotheses and types of data

1	Hypothesis	Prediction
2	Alternative hypothesis	Predicts a difference in results (There will be a significant difference...)
3	Null hypothesis	Predicts no difference in results (There will be no significant difference...)

4	Directional hypothesis	Predicts the direction results will go
5	Non-directional hypothesis	Does not predict the specific directions results will go
6	Quantitative data	Data involving numbers
7	Qualitative data	Descriptive data involving words
8	Primary data Secondary data	Information collected first hand information used but collected by another researcher
Week 6: Research methods - Other types of studies		
1	Case study	Collecting detailed information on one person or a small group of people to gain qualitative data.
2	Longitudinal study	A study that takes place over a long time period.
3	Snapshot study	A study that takes place in a short space of time
4	Cross-cultural study	A study that takes place across different cultures.

AUTUMN Half-term 2

Week 1: Research methods - population and sampling		
1	Sample	A group selected from a larger population
2	Target population	Entire set of people psychologists want to research
3	Representative	Accurate reflection of a larger group
4	Generalisability	Ability to draw conclusions that apply to a larger Sampling Methods
5	Random sampling	Using chance
6	Opportunity sampling	Using convenience
7	Self-selected sample	Using volunteers
Week 2: Research methods - Ethical guidelines		
1	Ethics	What is morally right or wrong
2	Protection from psychological harm	Participants should not be caused distress, discomfort or embarrassment.
3	Deception	Psychologists should not unnecessarily deceive participants by misleading them.
4	Informed consent	Participants should be informed about the study so they can make a choice about taking part.
5	Debriefing	Dealing with ethical issues by informing them of the aim at the end of the study to fully understand what has taken place.
6	Right to withdraw	Participants can leave at any point or have their data removed from the study.
7	Confidentiality	Making sure participants are kept anonymous and unidentifiable.
Week 3: Types of bias		
1	Bias	When a study is influenced by the experimenter or the participants
2	Demand characteristics	Cues from the study that give away the aim of the experiment, which causes the participants to behave differently to try to help the researcher.
3	Observer effect	Participants acting differently because they know they are being observed
4	Social desirability bias	Pressure to respond in a way they think is expected or acceptable
5	Gender bias	Favours one gender over another
6	Self-selected sample	Favours certain age groups over others
7	Age bias	Favours one psychological theory over another
8	Experimenter bias	Phrasing questions to favour one view over others
Week 4: Research methods - reliability and validity		
1	Reliability	How consistent or replicable something is (can it be repeated to get the same results?)
2	Internal reliability	Making sure the measure is consistent within itself

3	External reliability	Making sure it is consistent across situations
4	inter-rater reliability	Where two or more researchers agree on a set of results
5	Validity	How true or accurate something is
6	Ecological validity	How far it can be generalised to real life
7	Construct validity	How far a variable is measured in relation to the whole concept
8	Population validity	How far the sample represents the target population

Week 5: Research methods -descriptive statistics

1	Measures of central tendency	An average taken from a data set (mode, median, mean)
2	Measures of dispersion	How spread out the scores are (range)
3	Standard form	A way of writing very large or small numbers using the digits 1-9.
4	Significant figures	The amount of digits that carry meaning (how accurate it is)
5	Normal distribution	Where data follows a "bell shaped" curve
6	Skewed distribution	Where data has an asymmetric curve to one side

Week 6: Research methods - Tables, charts and graphs

1	Pie chart	Presents data using proportions
2	Line graph	Presents data using a line to show changes in frequency
3	Histogram	Presents data to show changes in frequencies or sets of scores
4	Scatter diagram	Presents data by plotting scores to see if there is a relationship between two variables
5	Frequency table/tally chart	Records how often different measures occur
6	Bar chart	Presents data to represent frequencies of different categories

SPRING Half-term 3

Week 1: Key concepts

1	Mental health	often seen as abnormal, despite ideal mental health being something not many of us reach often.
2	Good mental health	high self-esteem, self-actualisation, autonomy, accurate perception of reality
3	mental health continuum	to define mental health on a scale to show degrees of mental health.
4	Prevalence	1 in 4 has mental health disorder
5	Attitudes towards mental health	Have changed since the Mental Health Act (1959) - aiming to reduce stigma and discrimination.
6	Problem	Of mental health labels becoming a self-fulfilling prophecy- behaves in a way they think they are expected to
7	Effects on public services	care in the community
8	Effects on society's attitudes	conflict in communities

Week 2: Core theory 1 - Schizophrenia - Social drift theory

1	Schizophrenia	A psychotic disorder where people lose their sense of reality. Covers 1% of the population.
2	Symptoms of Schizophrenia	Delusions (errors in reality); Hallucinations (seeing things that aren't there); Neologisms (breaks in train of thought); Disorganised speech; Catatonic behaviour (doesn't respond)
3	Social Drift Theory	Individuals drift to the bottom of society and lose status when they have a mental health problem.
4	Downward spiral	disengagement of individuals who do not feel part of society (withdraw themselves).
5	rejection by society	stop following social norms which leads to further disengagement.
6	Criticisms	<ul style="list-style-type: none"> • Difficult to establish cause and effect • Ignores biological factors

		<ul style="list-style-type: none"> • May be bias in diagnosis to lower classes
Week 3: Core theory 2 - Schizophrenia - biological theory		
1	Biological Theory	Too much dopamine which causes erratic movements, hallucinations and delusions.
2	dopaminergic neurons	Messages from dopaminergic neurons fire too easily or too often/unusually high number of dopamine (D2) receptors resulting in more binding and more neurons firing across synapses.
3	Blood flow	Blood flow lower in frontal cortex/prefrontal cortex defective/temporal lobes lower in volume due to lack of grey matter/hippocampus is smaller in volume.
4	Criticisms	<ul style="list-style-type: none"> • Ignores the role of nurture • Brain dysfunction could be an effect not a cause • Too deterministic/reductionism
Week 4: Core study: Schizophrenia - Daniel et al. (1991)		
1	Aim	To investigate the role of dopamine in Schizophrenia.
2	SPECT	scan to scan brain activity during a cognitive task after being given an amphetamine to stimulate dopamine activity.
3	Sample	10 inpatients from a mental health ward in USA
4	Procedure	Either given a placebo or amphetamine and completed a mock test, a test of simple motor control and a test of prefrontal activation (WCST).
5	Results: 1	Amphetamine had minimal effect on cerebral blood flow.
6	Results: 2	No significant differences in the effects of the placebo or amphetamine on blood flow except a small effect in the WCST.
7	Results: 3	Behaviour changes from amphetamine were mild and mainly showed an improvement in symptoms.
8	Conclusion	amphetamine increased prefrontal cortex activity during performance of a cognitive task showing a link between brain function and Schizophrenia symptoms
9	Criticisms	<ul style="list-style-type: none"> • Sample size too small • Cultural bias • Ethical issues with brain scans
Week 5: Core theory 1 Clinical Depression - ABC Model (Ellis)		
1	Clinical Depression	A mood disorder where people have persistent feelings of sadness over a long period of time.
2	Symptoms of depression	<ul style="list-style-type: none"> ○ Low mood/sadness ○ Feeling hopeless ○ Low self-esteem ○ No motivation/lack of interest in things ○ Suicidal thoughts
3	ABC Model (Ellis)	Depression is the result of irrational beliefs and thinking. Not the event that causes depression, but how the individual perceives the event in an irrational way.
4	ABC	<p>A = Activation event (situation which triggers an irrational thought)</p> <p>B = Beliefs (how the event is interpreted by the individual)</p> <p>C = Consequences (how they end up feeling or behaving)</p>
5	Criticisms	An individual's interpretation of an event may actually be rational (e.g. losing job); Too reductionist; Assumes individual is responsible for their illness
Week 6: Core theory 2 - Clinical Depression - Biological Theory/Social Rank Theory		
1	Social rank theory point 1	Depression has evolved to help us adapt and survive by reducing conflict and stopping competition.
2	Social rank theory point 2	Allows society to maintain a stable balance without too much conflict.

3	Social rank theory point 3	By giving in to the winner (higher social ranking), it allows the loser (lower social ranking) to remain in society rather than being outcast.
4	Criticisms	Too reductionist; Suggests depression is limited to 'losers' and people of lower social rank; Ignores the idea that depression can be triggered by life

Week 7: Core study 2 - Clinical Depression - Tandoc et al. (2015)

1	Aim	to see whether depression could be predicted by Facebook usage.
2	Sample	736 students from the USA.
3	Method	Self-report questionnaire using an online survey.
4	Procedure	Asked to report how many hours they spent on FB per day and rate on a 5 point scale how often they: write a status, post photos, engage in "FB surveillance" of others etc. <ul style="list-style-type: none"> • Also asked to rate 8 different items relating to envy on a 5-point Likert scale. • Completed a depression scale (CES-D)
5	Results	Heavy FB use showed stronger feelings of envy - a predictor of depression; No relationship between frequency of FB use and depression; FB surveillance has an indirect link as it increases envy which leads to depression.
6	Conclusions	Using FB does not directly lead to depression, but can contribute to feelings of envy. Supports Social Rank Theory.
7	Criticisms	Cultural bias • Age bias • Social desirability bias

Week 8: Application - Development of treatments

1	Antipsychotics to treat Schizophrenia	Blocking dopamine receptors to stop some chemical messages being passed to the brain. <ul style="list-style-type: none"> • Reduce the severity of the psychotic episode • Can help with positive and negative symptoms
2	Antidepressants to treat Depression	Increasing number of neurotransmitters in the brain such as serotonin or noradrenaline. <ul style="list-style-type: none"> • Prevent serotonin from being reabsorbed into the presynaptic neuron so there is more in the synapse which helps neurons communicate better and helps people feel less depressed.
3	Psychotherapy	"Talking" therapy was introduced by Freud in the late 19th century. Focuses on the past.
4	CBT (Cognitive Behavioural Therapy)	aims to change how individuals think and behave to confront irrational thoughts. Focus on the current situation.
5	Neuropsychological tests	<ul style="list-style-type: none"> • Measure how well the brain is functioning • Wisconsin Card Sorting Test (Schizophrenia) • Beck Depression Inventory (Depression)
6	Brain imaging	scanning people's brains to see what activity is occurring in different areas (E.g.. PET scan)

Criminal Psychology SUMMER Half-term 1

Week 1: Key concepts

1	Types of crime	Violent (e.g. injuring another) Drug related (e.g. using illegal substances) Acquisitive (e.g. theft) Sexual (e.g. rape) Anti-social (e.g. vandalism)
2	Criminal behaviour	any act that goes against the law of the land.
3	Social construct	society determines what is considered criminal behaviour, so it can change

		over time and place
4	Deviation from norms	crime is when an act or behaviour goes against what is expected in society
5	Role of culture	collective set of norms that determines a way of life for a group of people. As cultures change, so do their norms.
6	Measuring crime	using self-report methods, and official statistics. Not all crimes are necessarily reported
Week 2: Core theory 1 - Social Learning Theory		
1	Social learning theory	We learn all of our behaviour from others.
2	Role models/modelling	People we look up to and respect who model behaviour for us
3	Identification	We decide we want to be like these people
4	Observation	We pay attention to their behaviours and retain them in our memory
5	Imitation	We recall these behaviours and copy them
6	Self-efficacy	(belief in ourselves). Those who lack belief in themselves may be more likely to imitate the behaviours of others
7	Vicarious and direct reinforcement	Vicarious - observe someone being rewarded or punished for a behaviour Direct - get rewarded or punished ourselves for a behaviour
8	Criticisms of theory	Ignores the role of nature <ul style="list-style-type: none"> • Doesn't explain how criminal behaviour starts in the first place • Should be easier to reduce crime if this was correct.
Week 3: Core study 1 - Cooper and Mackie (1986)		
1	Aim	to investigate if playing an aggressive video game would lead to an increase in aggression in children
2	Method	Laboratory experiment using an independent measures design. IV = game played. DV = aggression levels after playing or observing the game.
3	Participants	Target population was a set of schools in New Jersey, USA. Parents gave consent and children filled out a questionnaire prior to the study.
4	Procedure	Participants randomly allocated to one of three conditions where some played and some observed others playing: Missile Command (aggressive game); Pac-Man (non-aggressive game) ; Paper and pen maze games (control condition) Participants then were either taken to a playroom to choose a toy, or had to complete a test.
5	Results	61% reported having a games system at home, which was taken into account. This made no difference to results. Participants in aggressive game condition spent more time playing with aggressive toy.
6	Conclusion	Girls were more aggressive after playing the aggressive game due to increased arousal which led to a disinhibition effect (more socially acceptable to play with aggressive toy as they had already been encouraged to play an aggressive game. Evidence that observing behaviour can lead to imitation
7	Criticisms	Sample was biased: Artificial setting - low ecological validity; Uncontrolled extraneous variables e.g. prior experience of the game.
Week 4: Core theory 2 - Eysenck's Personality Trait Theory/Biological theory		
1	Criminal personality	personality traits associated with people who commit crimes. Something that is inherited through genetic inheritance and innate (born with it).
2	Extraversion	how outgoing an individual is (Criminals are often extroverts as they need a lot of stimulation from the environment and are often thrill-seekers.)
3	Neuroticism	how anxious/emotional an individual is (Criminals are often neurotic as they don't easily learn from mistakes).

4	Psychoticism	how impulsive/aggressive an individual is (Criminals are often psychotic as they are aggressive and impulsive)
5	Central Nervous system	lower arousal of CNS and cerebral cortex because stimuli is restricted by the reticular activation system (neural network that controls alertness). Cerebral cortex becomes hungry for stimulation which is then gained from criminal behaviour.
6	Dopamine reward system	neural network that is responsible for people experiencing pleasure. Extroverts respond more positively to reinforcers like sex and money, increasing dopamine release.
7	Autonomic Nervous System	activated during emotional situations. Becomes over-aroused in neurotic individuals leading to violent behaviour.

Week 5: Core study 2 : Heaven (1996)

1	Aim	To investigate if psychoticism, extraversion and self-esteem predict delinquent behaviour.
2	Sample	Adolescents from Catholic schools in Australia.
3	Method	Longitudinal study and self report and correlation
4	Procedure	Self-report questionnaires to measure personality and self-esteem and for delinquency two years later
5	Results	<ul style="list-style-type: none"> • Positive correlation between psychoticism and delinquency. • Weaker correlation between extraversion and delinquency. • Negative correlation between self-esteem and delinquency.
6	Conclusions	Psychoticism can predict delinquent behaviour, but not extraversion or self-esteem. Other factors such as peer pressure, discipline from parents and personality may also influence.
7	Criticisms	<ul style="list-style-type: none"> • Sample was culturally biased. • Self-report unreliable • Results may have been affected by age bias

Week 6: Applications - reducing criminal/anti-social behaviour

1	Punishments	Negative consequences to certain behaviours that aim to reduce the chance of these behaviours happening again. E.g. prisons, fines and community sentences
2	Deterrents	something that reduces the likelihood of a crime being committed. E.g. use of media to make punishment public, vicarious reinforcement (see core theory 1)
3	Rehabilitation	promoting pro-social behaviour and teaching social skills.
4	Restorative justice	rehabilitating offenders by giving them the choice to be aware of the consequences of their actions, e.g. being introduced to their victims and seeing the effect their crime has had).

SUMMER Half-term 2

Developmental Psychology

Week 1: Key concepts

1	Development	Development - how we change and mature across our lifetime.
2	Prenatal	(from conception to birth) - develop neural tube, cerebral cortex, neurons and simple synapses.
3	Childhood	(from birth to 12) - develop more neural connections, more dense synapses in the prefrontal cortex, understand cause and effect as connections strengthen.
4	Adolescence	(from 13-19) - grey matter reaches maximum density, maturation of limbic system, prefrontal cortex and frontal lobes.
5	Adulthood	(20+) - fully matured prefrontal cortex. Neurodegenerative diseases can be developed.
6	Intelligence Quotient tests (IQ) -	measuring how we learn, think and problem-solve.

Week 2: Core theory 1 - Piaget's Stage Theory

1	Invariant	do not change
2	Universal	the same for all children

3	Schemas	Schemas (mental pictures of the world) develop over time due to assimilation (new information merged into an existing schema) and accommodation (existing schemas altered or new ones formed to fit in new information).
4	Assimilation and accommodation	Schema develop over time due to assimilation (new information merged into an existing schema) and accommodation (existing schemas altered or new ones formed to fit in new information)
5	Sensorimotor (0-2)	object permanence (something still exists even if it is hidden from view)
6	Pre-operational (2-7)	animism (giving thoughts and feelings to inanimate objects), irreversibility (cannot think about things in reverse order), lack of conservation (unable to understand that an amount of something stays the same even if it changes shape or form), egocentrism (assume everyone views the world the same way they do).
7	Concrete Operational (7-11)	conservation (able to understand that if something changes shape or form, it still has the same volume, mass or length), decentration (able to see from another's point of view), reversibility (can think about things in reverse order), seriation (putting things in order), linguistic humour (playing with words to create jokes)
8	Formal Operational (11+)	abstract thought, hypothetical thinking and problem-solving.
9	Criticisms	Not all adults reach formal operational stage <ul style="list-style-type: none"> • Cognitive stages are not fixed for all children • Reductionist because it doesn't acknowledge the role of teachers

Week 3 Core study 1 - Piaget (1952)

1	Aim	to demonstrate that children in the concrete operational stage are more likely to be able to conserve than children in the pre-operational stage.
2	Sample	Small sample of Swiss school children from Geneva
3	Method and design	Natural experiment and cross-sectional study. Uses independent measures design.
4	Procedure	Children were tested individually by showing them counters lined up in two rows. They were asked if there were the same number of counters in each row before spreading one of the rows out and repeating the question.
5	Results	Pre-operational stage = more counters in the longer row. <ul style="list-style-type: none"> ○ Concrete operational stage = both rows had the same amount of counters. ○ Some near the end of the Preoperational stage were able to state that the amount of counters stayed the same, but couldn't understand why.
6	Conclusions	Children in the concrete operational stage were more able to conserve than those in the preoperational stage.
7	Criticisms	Demand characteristics as some children were asked the same question twice <ul style="list-style-type: none"> • Artificial as it is not a real-life situation • Culturally biased

Week 4 Core theory 2 - Learning theories Dweck's fixed and growth mindset:

	Dweck's fixed and growth mindset	Suggests that the difference between students who do well and those who don't achieve their potential is due to their mindset:
1	Fixed mindset	intelligence is innate and cannot be changed
2	Growth mindset	intelligence develops over time
3	Praising effort, not intelligence	key to increasing learning as they will value hard work instead of performance.
4	Willingham's Myth of learning styles	(the theory that students have different ways of learning) - make no difference to their learning.
5	Confirmation bias	we tend to take more notice of information that supports our viewpoints, so teachers need to ensure that the method of teaching best fits the content rather than for individual learning styles.

6	Meaning for learning	students should understand the meaning of what they are being taught rather than just being given lists of facts to memorise. Information will be learnt more deeply and committed to long-term memory.
7	Criticisms	Culturally biased <ul style="list-style-type: none"> • Reductionist as it only focused on students' mindsets • Effect was actually very small
Week 5: Core study - Blackwell, Trzesniewski and Dweck (2007)		
1	Aim	to investigate whether theories of intelligence correlate with academic achievement in maths and to test the impact of academic intervention
2	Sample	students in NYC over 5 years.
3	Method and design	Longitudinal and correlational design
4	Procedure	Study 1: <ul style="list-style-type: none"> • Students given motivational questionnaire at the beginning of 7th grade. Study 2: <ul style="list-style-type: none"> • Students given motivational questionnaire at the beginning of 7th grade and assigned to either intervention group or control group. • 8 week workshop to improve study skills.
5	Results	Study 1 - no correlation between mindset and motivation, but did predict maths achievement. <ul style="list-style-type: none"> • Study 2 - intervention group gained higher grades and showed more motivation
6	Conclusions	Positive effect on motivation and effort for students with a growth mindset.
7	Criticisms	Dweck - places failure on the student/ignores the role of nature in intelligence <ul style="list-style-type: none"> • Willingham - certain things need to be learnt through memorising and drilling/ignores the role of nature in intelligence
Week 6: Applications - changing role of education		
1	Piaget's theory • Key stages	Piaget's stages used to organise education of children
2	Readiness	Children not ready to learn certain things until they have reached a particular stage
3	Active learning	Children should actively engage with their environment to learn from it
4	Symbolic play	Children need to play 'make believe' to aid development
5	Learning theories • Growth mindsets	Teachers to encourage teachers to try hard and praise effort not intelligence
6	Meaning	Teachers focus on supporting students to think about the meaning of information.

AUTUMN Half-term 1		
Christian Beliefs		
Week 1: The Nature of God, Oneness of God & The Trinity		
1	Creationist	Literally believing the word was created in 6 days
2	Ex-Nihilo	Out of nothing
3	Literal Christian	A Christian which believes the Bible is the exact word of God
4	Liberal Christian	A Christian which may interpret a different meaning from the Bible and not take it literally
5	The Big Bang Theory	A theory which suggests the world was created from a hot explosion and expanded over time
6	The Theory of Evolution	A theory developed by Charles Darwin suggesting living creatures developed from earlier, less complex forms of life
7	7 days of Creation	Biblical account of creation which suggests God created the world in 6 days, creating humans last, and rested on the 7 th
8	The Trinity and Creation	The Father created the world as the omnipotent part, the Holy Spirit was present during this time & the Son was with the Father during creation
Week 2: Different Christian beliefs about Creation		
1	Incarnation	God in human form on Earth;
2	Human Nature	Qualities Jesus has which are of a human e.g. feelings
3	Divine Nature	Qualities Jesus has which are Godly/ non-human e.g. performing miracles
4	Messiah	The saviour of a group of people
5	Crucifixion	Jesus sacrificed himself on the cross, allowing their sins to be forgiven (atonement)
6	Resurrection	Where Jesus rose from the dead, returning to life for 40 days
7	Ascension	Where Jesus rose back up to Heaven to be beside God
8	Salvation	Being saved from sin so humans can enter the kingdom of Heaven
Week 3: The incarnation and crucifixion		
1	Incarnation	'God in flesh'
2	Jesus	God the Son - on earth
3	Virgin Conception	Mary did not become pregnant sexually
4	Crucifixion (i)	Roman method of execution by which criminals are fixed to a cross
5	Crucifixion (ii)	the execution and death of Jesus
6	Good Friday	day Jesus died
7	Maundy Friday	The Last Supper
8	Jesus forgave the guards	'Forgive them father for they don't know what they do'
Week 4: The resurrection, ascension and life after death		
1	Resurrection	Rising from the dead
2	resurrection	Jesus rising from the dead on Easter Day
3	ascension	40 days after resurrection , Jesus returned to heaven with God
4	heaven	a state of eternal happiness in the presence of God
5	Gospels	4 books of the Bible detailing Jesus life
6	Matthew, Mark, Luke, John	The Gospels
7	Pentecost	The day the Holy Spirit came to earth to help and help disciples and Christians today.
Week 5: Afterlife & judgement. Heaven and hell		
1	Incarnation	The way God appears in human form on Earth; 'God in Flesh'
2	Human nature	Traits or characteristics Jesus has which are of a human e.g. feelings
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7	Ascension	Where Jesus rose back up to Heaven to be beside God
Week 6: Sin and salvation, role of Christ in salvation		
1	Salvation	Being saved from sin so humans can enter the kingdom of Heaven
2	Sin	Actions which separates you from God
3	Original Sin	Everyone is build with the inbuilt urge to disobey God
4	Grace	Unconditional love from God which isn't earned.
5	Genesis 1	Story of Adam and Eve
6	Atonement	Making a payment for something wrong
7	Freewill	Ability to chose what decisions to make
Week 7: Afterlife		
1	Moral Evil	Suffering caused by humans
2	Natural Evil	Suffering caused by nature
3	Heaven	Being close with God; Paradise
4	Hell	Separation from God
5	Parable	Story with a meaning
6	Purgatory	Catholic belief where Christians purge their sins
7	Physical Resurrection	Some Christians believe they will be physically resurrected after death
8	Spiritual Resurrection	Some Christians believe they will be spiritually resurrected after death

AUTUMN Half-term 2

Week 1: The Nature of God, Oneness of God & The Trinity

1	Creationist	literally believing the word was created in 6 days
2	Ex-Nihilo	Out of nothing
3	Literal Christian	A Christian which believes the Bible is the exact word of God
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8	Salvation	Being saved from sin so humans can enter the kingdom of Heaven

SPRING Half-term 1

Islam Beliefs

Week 1: Key terms and differences in Islam

1	Oneness	Tawhid. God is one.
2	Omnipotent	Allah is all powerful
3	Immanent	Close with us and present on the Earth.
4	Transcendent	Far from us, beyond our understanding.
5	Merciful	Wanting to forgive us
6	Just	Fair
7	Onibenevolent	Allah is all loving
8	Omniscient	Allah is all knowing

Week 2: Sunni and Shia Islam

1	Sunni Muslims - succession	Believe that when Muhammad died they should be able to elect a new leader.
2	Sunni Muslims	90% of worldwide Muslims
3	Shi'a Muslims - succession	Believe that when Muhammad died it should be one of his family who should be the new leader

4	Shia Muslims	10% of worldwide Muslims
5	Sunni Muslims - authority	Qur'an and Sunnah (Muhammad's teachings and actions)
6	Shia Muslims - authority	The Quran, Sunnah and Shia leaders
7	Imamate	12 divine leaders for Shia Muslims
8	Caliph	Leaders for Sunni Muslims
Week 3: Sunni core beliefs - 6 articles of faith		
1	Tawhid	Belief in only one God
2	Angels	Pass on messages to prophets
3	The Holy Books	Qur'an most important
4	The Prophets	Messengers from God
5	The Day of Judgement	End of world
6	The supremacy of God's Will	Nothing happens without God wanting it to
Week 4: Shia core beliefs - Islam Beliefs & Muhammad		
1	Tawhid	Belief in only one God
2	Prophethood	Messengers from God
3	Adalat	Justice of God - God is fair
4	The Imamate	12 Imams chosen by god to lead Islam after muhammad died
5	Resurrection	After death Muslims will be resurrected and judged by God
Week 4: Islam Beliefs & Muhammad		
1	Mecca	Birth place of Muhammad and site of pilgrimage for Muslims.
2	Prophet	A messenger of God
3	Allah	Arabic name for God
4	Predestination	The belief that God has planned what will happen
5	Day of Judgement	A time when Allah will decide who goes to heaven or hell.
6	Kaaba	A black cube that is at the centre of Islam's most important Mosque
7	Idols	Statues around the Kaaba that Muhammad destroyed to reinforce Tawhid
Week 5: Angels		
1	Jibril	Considered the most important Angel. Delivered the Qur'an to Muhammad on the Night of Power.
2	Mikai'l	The angel of mercy. Sends thunder and lightning.
3	Israfil	He blows his trumpet to announce the coming of judgement day
4	Azrael	He guards who goes into Jahannam (hell) and Jannah (heaven)
5	Jahannam	Hell
6	Jannah	Heaven
7	Jursalem	Where Israfil will be waiting on the Day of Judgement
8	Guardian	Angels that guide and look after
Week 6: Holy Books		
1	Qur'an	The Word of Allah
2	The Torah	Some Muslims think the Torah is the first five books of the Bible, but altered from the original text
3	The Psalms	Many Muslims accept that the Psalms mentioned in the Qur'an are similar to those in the Bible
4	The Gospel	Muslims believe the Gospel has been lost but some of its message is still found in the Bible
5	The Scrolls of Abraham	These are considered to be one of the earliest scriptures in Islam, and no longer exist
6	Surah	Chapter
7	Sunnah	Actions of the Prophet Muhammad (PBUH)
8	Hadith	Sayings of the Prophet Muhammad (PBUH)

SPRING Half-term 2

Islam Beliefs

Week 1: Key terms and differences in Islam

1	Oneness	Tawhid. God is one.
2	Omnipotent	Allah is all powerful
3	Immanent	Close with us and present on the Earth.
4	Transcendent	Far from us, beyond our understanding.
5	Merciful	Wanting to forgive us
6	Just	Fair
7	Onibenevolent	Allah is all loving
8	Omniscient	Allah is all knowing

Week 2: Sunni and Shia Islam

1	Sunni Muslims - succession	Believe that when Muhammad died they should be able to elect a new leader.
2	Sunni Muslims	90% of worldwide Muslims
3	Shi'a Muslims - succession	Believe that when Muhammad died it should be one of his family who should be the new leader.
4	Shia Muslims	10% of worldwide Muslims
5	Sunni Muslims - authority	Qur'an and Sunnah (Muhammad's teachings and actions)
6	Shia Muslims - authority	The Quran, Sunnah and Shia leaders
7	Imamate	12 divine leaders for Shia Muslims
8	Caliph	Leaders for Sunni Muslims

Week 3: Sunni core beliefs - 6 articles of faith

1	Tawhid	Belief in only one God
2	Angels	Pass on messages to prophets
3	The Holy Books	Qur'an most important
4	The Prophets	Messengers from God
5	The Day of Judgement	End of world
6	The supremacy of God's Will	Nothing happens without God wanting it to

Week 4: Shia core beliefs - The 5 roots of 'Usul ad Din'

1	Tawhid	Belief in only one God
2	Prophethood	Messengers from God
3	Adalat	Justice of God - God is fair
4	The Imamate	12 Imams chosen by god to lead Islam after muhammad died
5	Resurrection	After death Muslims will be resurrected and judged by God

Week 5: Islam Beliefs & Muhammad

1	Mecca	Birth place of Muhammad and site of pilgrimage for Muslims.
2	Prophet	A messenger of God
3	Allah	Arabic name for God
4	Predestination	The belief that God has planned what will happen
5	Day of Judgement	A time when Allah will decide who goes to heaven or hell.
6	Kaaba	A black cube that is at the centre of Islam's most important Mosque
7	Idols	Statues around the Kaaba that Muhammad destroyed to reinforce Tawhid

Week 6: Angels

1	Jibril	Considered the most important Angel. Delivered the Qur'an to Muhammad on the Night of Power.
2	Mikai'l	The angel of mercy. Sends thunder and lightning.

3	Israfil	He blows his trumpet to announce the coming of judgement day
4	Azrael	He guards who goes into Jahannam (hell) and Jannah (heaven)
5	Jahannam	hell
6	Jannah	heaven
7	Jursalem	Where Israfil will be waiting on the Day of Judgement
8	Guardian	Angels that guide and look after

SUMMER Half-term 1		
Theme A Human Relationships		
Week 1: Types of Family		
1	Family	A group of people who are related by blood, marriage or adoption
2	Nuclear family	Traditional family made up of a mother, father and children
3	Step family	Families that have separated but are now living with a new partner and children. Step parents and siblings.
4	Single parent family	One parent looking after the family
5	Extended family	This is the immediate family plus other relatives, usually grandparents, living with the family, but can include cousins.
6	Polygamy	More than one wife
7	Bigamy	Offence of marrying someone while married to someone else.
8	Same sex families	Families that are made up of partners who are of the same sex.
Week 2: Purpose of families		
1	Procreation	Bringing babies into the world
2	Stability	Being secure and stable in yourself
3	Protection of children	Keeping children safe from harm
4	Educating in faith	Bringing child up in the religion of their parents
5	'Listen to your father and mother'	Treat parents with respect
6	'He who spares the rod hates his son...'	Rod of discipline
Week 3: Gender Equality		
1	Gender equality	Giving people same rights and responsibilities regardless of gender
2	Gender prejudice	Unfairly judging someone based on gender
3	Sexual stereotyping	Having a fixed idea of how men/women should behave
4	Gender stereotyping	Acting against someone based on gender discrimination
5	'There is neither male nor female'	You aren't judged on your gender
Week 4: Human Sexuality		
1	Heterosexuality	Someone physically attracted to the opposite sex
2	Homosexuality	Someone physically attracted to the same sex
3	Bisexuality	Someone physically attracted to both sexes
4	Civil partnership	The legal union of two people of the same gender
5	Civil marriage	Non religious marriage ceremony
6	Consent	Legal age to agree to have sex
7	'Increase in number'	To have children
8	Agape	Unconditional Love
Week 4: Contraception/ sexual relationships		
1	Contraception	Precautions taken to prevent pregnancy and to protect against sexually transmitted infections.
2	Natural methods of contraception	These are natural ways of trying to stop pregnancy which don't use pills or condoms. These methods can be quite high risk and not often recommended by a doctor.

3	Artificial contraception	These are ways of stopping pregnancy which involve the male or female partner or both using something that reduces the chances of pregnancy. Example: condom, pill, coil etc.
4	Adultery	Having sex with someone else when you are married
5	Sex outside marriage	Having an affair
6	Sex before marriage	Sex between two single unmarried people
7	Consummate	To have sex once you are married
8	Sacrament	A bond which cannot be broken
Week 5: Marriage		
1	Cohabitation	Living together as a couple when not married.
2	Marriage	The legal bond / union made between two people.
3	Chastity	Keeping oneself sexually pure, for example, waiting until marriage before having sex.
4	Celibacy	Not having sexual relations; to be celibate
5	Monogamy	Marriage to one person. In the UK it is illegal to marry more than one person at the same time
6	Procreation	The biological process of a couple producing children
7	'in sickness and in health, until death us do part'	A vow in the marriage ceremony
8	Vows	Promises made in a wedding ceremony.
Week 6 :Divorce		
1	Annulment	The cancellation of a marriage. (Catholic Belief)
2	Divorce	The legal ending of a marriage.
3	'Thou shall not commit adultery'	Bible teaching condemning adultery
4	Remarriage	Remarrying another partner after becoming legally divorced.
5	'What God has joined together let no man separate' Matthew 19:6	Divorce is wrong
6	Roman Catholics	They believe once married you have made a union with that person in front of God until death.
7	Church of England	They think divorce should be allowed especially in cases of domestic violence.

SUMMER		Half-term 2
Theme B - Religion and Life		
Week 1: Origins of the universe		
1	Evolution	The gradual development of different kinds of organisms that have developed from an earlier species.
2	Big Bang	Rapid expansion of matter which marked the start of the universe according to scientists.
3	Creation Story	The account of human life from the Bible
4	Ex-nihilo	Latin word that means out of nothing. Christians believe that God created the world from nothing.
5	Literal Christians	Christians who take the Bible and interpret it as the literal word of God
6	Symbolic Christians	Christians who read the Bible and interpret stories as symbolic
7	Genesis 1	In the beginning God created the heavens and the earth'
8	Genesis 2:4	'Then the LORD God formed a man from the dust of the ground and breathed into his nostrils the breath of life'
Week 2:Value of human life		
1	Value of human life	Christian belief that humans were created with authority over other living things
2	Stewardship	Christian belief that God instructed humans to be stewards of the earth and

		take care of the environment
3	Cosmetic Testing	Testing on non-essential products like makeup
4	Medical Testing	Testing life saving medicines on animals
5	Human Life	Some Christians believe that human life is more valuable than animal life as we have been created in the image of God. We therefore have a special relationship with him that animals are unable to have. Some Christians we are more important as humans have a soul.
6	Treatment of Animals	Other Christians believe that although God has put humans on earth to rule over the animals, with that comes a responsibility. This means we should try and treat animals as humanely as possible, however sometimes medical testing is necessary to benefit humanity.
7	Genesis 1:28	'Rule over the fish in the sea and the birds in the sky and over every living creature'
8	Genesis 1:27	'So God created mankind in his own image, in the image of God'
Week 3: Abortion		
1	Abortion	Deliberate termination of a pregnancy
2	Miscarriage	The loss / accidental loss of a foetus
3	Pro-life	The belief that you are against abortion as you believe the foetus has a right to life.
4	Pro-choice	The belief that you think it is the mother who should have the decision to choose to have an abortion or not.
5	Sanctity of Life	A Christian belief that all life is sacred and has been given to humans as a gift by God.
6	'Be fruitful and Multiply'	A quote from the Bible that is sometimes used to support the traditional Christian teaching that abortion is wrong. It is believed by some that God wanted humans to have children.
7	Jeremiah 1:5	'Before I formed you in the womb I knew you'
Week 4: Euthanasia		
1	Euthanasia	The painless ending of the life of someone with an incurable illness. Sometimes known as assisted suicide.
2	Voluntary Euthanasia	When a person chooses to end their own life.
3	Involuntary Euthanasia	When a person is unable to choose to end their own life due to being too ill or in a coma.
4	Active Euthanasia	This is when a patient is given a drug that will end their life.
5	Passive Euthanasia	When a patient has treatment withdrawn that was keeping them alive.
6	Quality of Life	A standard used to measure how 'good' someone's life is.
7	Sanctity of Life	Christian belief that life is sacred and has been given to humans as a gift by God.
8	Corinthians 6:19	'Do you not know that your body is a temple of the Holy Spirit within you, whom you have from God?'
Week 5: Afterlife		
1	Afterlife	A word to describe the belief that life continues after death.
2	Heaven	Christian idea of a place with no suffering where you are joined with God. Some believe this is a physical / non-physical place you go when you die.
3	Hell	Christian idea of a place with eternal suffering and punishment. Some believe this is a physical / non-physical place you go when you die.
4	Purgatory	A Catholic belief of a place your soul waits to be cleansed.
5	Soul	A part of you that lives on after death
6	Judgement Day	A day that Christians believe God will judge who goes to heaven and hell.
7	Redemption	The act of being saved by sin.
8	Parable of the Sheep and the Goats	A story from the Bible where Jesus uses the example of a shepherd to try and explain what judgement might be like.
Week 6: Exam terms		

1	Give	State / name ideas
2	Explain	This means to give reasons for beliefs, actions or practices, rather than just describing them. You might refer to Bible passages (or other religious writings), the teachings of religious leaders or prayers.
3	Evaluate	To evaluate means to reach a conclusion in which you favour one side of an argument.
4	PED	Point/Explain/Develop
5	Contrasting	Different / opposite views
6	'Contemporary British society'	Modern Britain - Need to give Christian viewpoints in your answer
7	Influences	For these questions you need to explain how a belief changes or has an effect on a Christian / Muslims behaviour.

AUTUMN Half-term 1		
Week 1: Family Types and Structures		
1	Family	A group of two or more people linked by birth, marriage, adoption or cohabitation based on a long-term relationship.
2	Family Forms	There are many different types of family, including: Nuclear, Extended, Reconstituted, Lone-parent and Same-sex.
3	Nuclear Family	Two parents of opposite sex and their children
4	Extended Family	Parents and children, plus members of the wider family e.g. grandparents
5	Reconstituted (blended) Family	A family in which one (or both) parents have children from another marriage
6	Lone-Parent Family	A family with a single mother or father e.g. due to divorce, separation, or death.
7	Same-sex Family	Two parents of the same sex, and their children
8	Beanpole family	A family whose living members come from many generations, but with few members in each generation.
Week 2: Family Diversity		
1	Family Diversity	The many different types of family structures that exist in contemporary society.
2	Rapoport and Rapoport	Key sociologists in family diversity research who used the work of other sociologists. They said there are five types of diversity.
3	Organisational Diversity	The idea that there are different family structures and different divisions of labour within families.
4	Cultural Diversity	The different ways a family is organised and structured based on cultural/religious differences.
5	Social Class Diversity	The different ways families are organised and work based on social class differences.
6	Cohort Diversity	The particular periods of history families pass through and its impact on families.
7	Life course diversity	The different stages families pass through, for example from nuclear, to empty nest.
8	Reasons for Family Diversity	Family diversity could be affected by legal changes, changing social attitudes, decline in religion, employment opportunities and life expectancy.
Week 3: Reasons for Family Diversity		
1	Legal changes	Laws such as the Divorce Reform Act (1969), Equal Pay Act (1970) and Marriage (same sex couples) Act (2013) have influenced family structure.
2	Changing social attitudes	Today, more people choose to live alone, which has less stigma attached to it. It is also more acceptable to cohabit rather than marry.
3	Decline in religion	Secularisation has resulted in marriage becoming less sacred, and more of a practical commitment. Therefore cohabitation and divorce are less likely to be seen as wrong.
4	Employment Opportunities	There are more employment opportunities for women today. Many choose to focus on their career before marriage and children.
5	Life Expectancy	Over time, couples' interests and attitudes may change and, if couples divorce, there are still many years left to form a new relationship.
6	Changing gender roles	An increasing number of women now work and don't need to rely on men for financial security.
7	Benefits for lone-parents	Benefits available from the government to support lone-parents can make the decision to divorce and raise children in a lone-parent household more of a reality.
8	Immigration	Families immigrating to Britain from other parts of the world has led to an increase in different family types.

Week 4: Functionalism and the Family		
1	Functionalist view on families	The family plays a positive role; socialising children and helping society run smoothly.
2	Murdock's four functions of the family	1. Sexual: family regulates sexual activity.
3		2. Reproductive: society needs new members to survive over time. The nuclear family produces the next generation of society's members.
4		3. Economic: family provides financial support, such as food and shelter.
5		4. Educational: society needs to ensure new members learn its culture. This takes place through socialisation within the family.
6	Parsons' two basic and vital functions of all families	a) Primary socialisation: children learn the values and roles within society.
7		b) Stabilisation of adult personality: family provides a safe haven to maintain emotional stability, as life outside the family can be stressful.
8	Criticisms of the Functionalist Perspective	Ignores factors such as social class and ethnic diversity. Ignores alternatives to the nuclear family. Too positive: ignores dysfunctional families.
Week 5 Marxism and the Family		
1	Marxist view on families	The family helps to maintain an unequal capitalist society and passes on inequalities.
2		Through socialisation, working-class children learn to accept their lower position in an unequal society and to see the system as fair.
3	Zaretsky's views on the family	Zaretsky is a Marxist, who believed the family supports capitalism by acting as a unit of consumption. Families buy and consume the products of capitalism.
4		The rise of industrial capitalism and factory-based production led to the family and economy being seen as two separate spheres: the private and public sphere.
5		The bourgeoisie family transmits private property from one generation to the next (through inheritance). The proletarian family reproduces the labour force by producing future generations of workers.
6	Criticisms of the Marxist view on families	Marxists ignore the fact that many people are satisfied with family life and marriage. They seem to focus only on the negative aspects of the nuclear family.
Week 6 Feminism and the Family		
1	Feminist views on the family	Families are patriarchal and oppress/exploit women. The family passes on gender inequalities through gender differences in primary socialisation.
2	Marxist Feminist views	Men benefit more from family life than women. Women are expected to have children and take time off work to look after them. This also benefits men because women can't compete for promotion.
3	Radical Feminist views	The nuclear family mainly functions to benefit men because gender role socialisation results in boys and girls behaving in stereotypical ways.
4	Liberal Feminist views	There is increasing equality between men and women. It is important to campaign for changes in the law to ensure equality is recognised.
5	Canalisation	The way parents channel their children's interests into toys, games and other activities that are seen as gender appropriate.
6	Delphy and Leonard's view on the family	Delphy and Leonard are radical feminists that believe the family exploits women because women's labour is used by husbands, women must depend on husbands financially, and they have a subordinate position in the family.
7	Criticisms of Feminist views on families	Not all women today perform the traditional 'female' role.
8		There is an assumption that all male/female relationships involve male exploitation of women.
Week 6: Marriage and Cohabitation		
1	Changing pattern of marriage	Marriage has declined significantly in the last 50 years. The average age of marriage has increased.

2	Marriage statistics	In the 2011 census, 65% of the 15.8 million families in the UK were married couples.
3	Serial monogamy	A pattern of divorce and remarriage, where an individual marries several times, but to only one partner at a time.
4	The increase in cohabitation	Cohabitation has doubled in the last 20 years; perhaps due to changing attitudes, cost of weddings or secularisation.
5	Changing role of women	Women have more freedom to choose relationships and prioritise careers.
6	Changing social attitudes	Marriage is seen as less important, and the social stigma attached to sexual activity, divorce and cohabitation has declined.
7	Secularisation	Less religion means less marriage for religious reasons, and fewer barriers to divorce.
8	Increasing financial independence	Women have less need for the financial security of marriage and support from men.

AUTUMN Half-term 2

Week 1: Culture & Identity		
1	Culture	A shared way of life for a group of people. It includes norms, beliefs, values and language.
2	Cultural Relativity	The idea that what is normal in one culture is different in another.
3	Cultural Universal	Social behaviours that can be found in all cultures.
4	Cultural Diversity	The difference between cultures around the world.
5	Consumer Culture	A culture based on what we buy and consume.
6	Cultural capital	Your knowledge and interests, that often advantages the middle and upper classes.
7	Social Class	A group of people with a similar status that is determined by various factors, such as wealth, work, income & education. E.G. Working-class, middle-class and upper-class.
8	Gender	The socially constructed differences & expectations between different sexes and cultures (E.G. Masculinity & femininity).
9	Ethnicity	A type of social identity based on cultural background, shared lifestyles, shared experiences and religion. E.G. African-Caribbean or Bangladeshi background.
Week 2: Norms & Values		
1	Norms	Expected behaviour in a particular situation of society. E.G. Putting on a seatbelt.
2	Values	Shared beliefs that a society sees as important and worthwhile.
3	Morals	Ideas about what is ethically right or wrong.
4	Roles	Expected behaviour or part played by someone in a particular situation.
5	Role Model	Someone who is respected and looked up to.
6	Status	How well respected or regarded someone is in society (their position).
7	Identity	How we see ourselves and how others see us.
8	Internalisation	The process of accepting the norms and values of society.
Week 3: Socialisation		
1	Socialisation	How we are taught the norms and values of a society.
2	Primary Socialisation	Social learning of norms and values that happens in the family.
3	Secondary Socialisation	Social learning of norms and values that happens outside the family (E.G. At school, by the media, peer group, etc).
4	Agencies of Socialisation	The institutions in society that teach us the norms and values of society (family, education, peers, etc).
5	Peer Group	A person's friendship group that can enforce norms and values.
6	Media	A group of outlets that influence people's norms and values, such as newspapers, TV, magazines, social media and websites.

7	Oakley	Feminist sociologist who believes that the family is the most important institution for learning the norms and values of society, specially through gender.
Week 4: Nature Vs Nurture		
1	Nature	The belief that our behaviour is innate or natural (E.G. Biology, physiology).
2	Nurture	How environmental factors, such as upbringing and socialisation, affect our behaviour.
3	Instincts	Evidence that our behaviour is natural, such as fear of fire.
4	Feral Children	Children who have been neglected by their family, raised by animals or brought up with little human contact. E.G. Oxana Malaya
5	Oxana Malaya	Ukrainian girl who was abandoned and raised by dogs in Ukraine. She displayed behaviours such as walking on all fours, howling and sleeping on the floor. She struggled to learn language once found and saved. Evidence of nurture theory.
6	Kamala & Amala	Siblings who were raised by wolves in India.
7	Neglect	Not having basic needs met, such as water, clean clothing or socialisation.
Week 5: Gender & Sex		
1	Sex	The different biological & physiological characteristics associated with being a man or woman. E.G. Reproductive organs, hormones, etc.
2	Gender	The socially constructed differences & expectations between different sexes and cultures (E.G. Masculinity & femininity).
3	Gender Role Expectations	Societal attitudes to how you are expected to behave according to your gender.
4	Oakley - Canalisation	How boys and girls are directly socialised into their gender role expectations at a young age (E.G. Giving girls pink clothes or dolls to play with, while boys are given dinosaurs)
5	Oakley - Gender Manipulation	Where boys or girls are rewarded with praise for upholding gender expectations (E.G. being good at football).
6	Cumberbatch	Found that in adverts women are seen as twice as likely to engage in household activities and men are twice as likely to be represented as in paid employment.
7	Role Models	The individuals we look up to when establishing our gender identity
8	Imitation	Copying another person's (normally a role models) behaviour to learn our gender norms.
Week 6: Social Control		
1	Social Control	The different ways in which society tries to ensure that it's members conform to laws, rules & norms.
2	Formal Social Control	Written laws and policies of control that are enforced by the government and other organisations to make people obey the law. E.G. The police, Criminal Justice System, etc.
3	Informal Social Control	Unwritten rules and norms that are enforced through social pressure. E.G. The peer group, family, etc.
4	Formal Sanctions	Punishments from the police, courts and government to deter us or stop us from breaking the norms and values of society.
5	Informal Sanctions	Punishments from the informal institutions of social control (E.G. Peer group disapproval).
6	Government	The organisation and people that make decisions about laws and policies for a country.
7	Criminal Justice System	The group of organisations that help keep social order in a country or area. E.G. The police, courts and prison service.

SPRING Half-term 1

Week 1: Organisation of the Education System		
1	Early years	3-4, nursery school
2	Primary	Ages 5-11
3	Secondary	Ages 12- 16
4	Further Education	16+ (E.G. College, Sixth Form, apprenticeships)
5	Higher education	18+ (Universities, degree apprenticeships)
6	Comprehensive school	Non-selective and no fees, run by the local council
7	Private School	Fee-paying school
8	Public School	An elite fee-paying school
9	Grammar School	A selective school which doesn;t charge any fees. Students complete the 11+ exam to gain entry
Week 2: Social Class & Education		
1	General trends	Middle class students achieve more highly in education than working-class students
2	Halsey, Heath & Ridge (1980)	Boys from the upper class are 11x more likely to go to university then working class
3	Material Deprivation	Monetary factors that can affect the achievement of the working class. E.G. Poor housing, lack of money, lack of tutoring, cost of lunches, etc
4	Cultural Deprivation	Low income students lack the knowledge of the middle classes to achieve well in education. E.G. Not gone to museums, less books in the house, etc
5	Parental Values	Middle class parents are argued to be more likely to value education and be more involved in their child's education.
6	Cultural Capital	Middle class students and parents know the skills, knowledge and have social connections to help them attain higher in education than the working class
7	Ball & Gewirtz (1994)	Argue middle class parents are 'selective choosers', who have the knowledge of how to use league tables and use their social connections to get their children into the best schools.
Week 3: Ethnicity & Education		
1	Patterns of Achievement 1	Chinese & Indian ethnicity students are statistically most likely to attain highly
2	Patterns of Achievement 2	White, Pakistani and Black Caribbean boys are statistically the least likely to attain highly
3	Material Deprivation & Ethnicity	Students from Bangladeshi and Black Caribbean are most likely to live in poverty.
4	Ethnocentric Curriculum	Schools are organised around white, middle class norms and values. Many ethnic minority students may feel at a disadvantage due to this, as the focus of many curriculums is on European studies and history.
5	The Swann Report (2010)	Found that socio-economic status and material deprivation were key factors for why African-Caribbean students attained less highly.
6	Labelling Theory	The idea that teachers have different expectations and attitudes towards different ethnic groups.
7	Gillborn (1990)	Found that teachers negatively labelled black students as being more likely to misbehave. This led to a self-fulfilling prophecy of black students being more likely to be excluded.
8	Archer & Francis (2006)	They argue Chinese parents see education as hugely important. This can then lead to higher achievement levels among Chinese ethnicity students in the UK.
Week 4: Gender & Achievement		
1	Patterns of Achievement - Pre 1980's	Before the 1980's boys achieved more highly at school than girls.

2	Patterns of achievement - Post 1980's	By the early 2000's, girls have started to achieve considerably more than boys.
3	Girls Patterns in Subject choice	Girls are much more likely to choose subjects such as English, Health & Social Care & Sociology at A level.
4	Boys Patterns in Subject choice	Boys are much more likely to choose subjects such as Computer Science, Physics and Maths at A Level.
5	Sharpe (1994)	Feminist sociologist who argues that girls are achieving more highly now than in the past due to their aspirations changing from being a housewife to having a career.
6	Legal Changes	Legal changes, such as the Equal Pay Act & Sex Discrimination Act have made it more attractive for women to want to try hard at school and get a well paying job.
7	Mitsos & Browne (1998)	Argues that schools have become 'feminised', with their being more likely to be female teachers than male teachers as role models in schools.
8	Interpretivists	Sociologists who argue teachers may have lower expectations of boys, and label them as poorly behaved or less likely to achieve well at school.
9	Willis (1976)	Argued working class boys (who he called 'the lads') were likely to join anti-school subcultures, as they way to cope with their underachievement at school and poor future work prospects.

Week 5: Functionalist View on Education

1	Durkheim - Social Cohesion	Durkheim argues education builds social solidarity (feeling of being part of society) by teaching shared norms and values.
2	Durkheim - Specialist Skills	Durkheim argues school teaches us the skills and knowledge we need to take part in the future world of work.
3	Parsons - Secondary Socialisation	Argues school is the bridge between socialisation in the family and entering the wider world of work.
4	Parsons - Meritocracy	School rewards those students with the most talent, ability and effort with the best grades (the harder you work the better you will achieve).
5	Davis & Moore - Role Allocation	Argues the education system matches individuals to future jobs based on their talents and skills.
6	Criticism of Functionalism 1	Marxists argue only the ruling class ideology is transmitted in schools.
7	Criticism of Functionalism 2	Bowles & Gintis argue 'meritocracy is a myth', and that class background is more important than effort or ability.
8	Criticism of Functionalism 3	School doesn't always prepare us for the skills we need for work (E.G. The decrease in apprenticeships).

Week 6: Marxist Views on Education

1	Education Serves Ruling Class Interests	Marxists argue education passes on the norms and values of the ruling class, rather than helping the working class.
2	Bowles & Gintis - Correspondence Principle	They argue the role of education is to produce an obedient workforce who obey orders. E.G. Bells for punctuality, rewards of achievement points for obeying authority, etc.
3	Bowles & Gintis - 'Myth of Meritocracy'	They argue 'meritocracy is a myth', and that class background is more important than effort or ability.
4	Bowles & Gintis - Hidden Curriculum	School teaches us the norms, values and behaviours that benefit the ruling class.
5	Althusser - Ideological State Apparatus	Althusser argues school 'brainwashes' students into believing capitalist values, such as that it is wrong to ask for higher pay or that the wealthy bourgeoisie (ruling class) deserve their high pay or position in society.

6	Willis (1976) - Anti-School Subcultures	Studied 12 boys called 'The Lads' (an anti-school subculture) who rejected the norms and values of the school.
7	Criticism of Marxism 1	Functionalists argue Marxists ignore the positive functions of school.
8	Criticism of Marxism 2	Marxism is deterministic - it argues that the working class are passive victims of inequality.
Week 7: Interactionist Views on Education		
1	Interactionism	Sociological approach focusing on small-scale interactions between people, such as between teachers and students
2	Becker - Labelling Theory	Evidence suggests teachers classify students based on their perceptions of them – this labelling can be positive or negative and around their class, ethnicity or gender.
3	Self-Fulfilling Prophecy	When a student internalises the label and acts up to what the teacher expects of them (the student 'becomes the label').
4	Streaming	Where students are allocated to classes based on their general ability (E.G. SATs scores).
5	Setting	Where students are allocated to classes based on performance in that subject (E.G. Set 1 - 5).
6	Ball (1980) - Student Setting & Streaming Study	1. Case study of comprehensive school 'Beachside Comprehensive' 2. School sorted pupils into 'bands' based on ability – linked to social class too 3. Teacher expectations differed in bands 4. When bands were abolished, teachers still labelled students and treated them differently
7	Lacey (1970)	Even students who passed the 11+ test and got into grammar school formed anti-school subcultures in the lower sets.
8	Willis (1976)	Argued boys formed anti-school subcultures as a retaliation against the middle class values of school.

SPRING Half-term 2		
Week 1: Different types of Research and Data		
1	Primary data	Research information that the Sociologists have collected themselves.
2	Hawthorne effect	When individuals change their behavior in response to their awareness of being observed.
3	Secondary data	information used in research that was originally collected by somebody else for another purpose.
4	Cross-sectional study	A study or collection of data which captures a specific moment in time
5	Longitudinal study	Research that follows a group of people over a long period of time.
6	Qualitative data	Research data that is in words and has lots of detail, helping to give context.
Week 2: Using questionnaires in social research		
1	Questionnaire	A set of questions on paper or online, which a researcher uses to find out about a social issue
2	Quantitative data	Statistical data that is numbers and can be presented as graphs and percentages
3	Respondent	A person who completes a questionnaire
4	Response rates	The number of people that complete and return a questionnaire
5	Open questions	Questions that allow the respondent to answer in detail and as fully as they wish
6	Closed questions	Questions that only allow a fixed response, such as yes or no
Week 3: Using interviews in social research		

1	Structured interviews	Where the interviewer sticks to a list of pre-planned questions
2	Unstructured interviews	Where the interview is more free-flowing conversation, like a normal conversation
3	Dobash and Dobash and unstructured interviews	Investigated the topic of violence against wives. Interviewed women and people from who had worked with them (e.g. police, social worker). Built up a rapport with the respondents.
4	Oakley and unstructured interviews	Views traditional research methods as forming an unequal male-style relationship. Unstructured interviews are more equal, allowing respondents to be more open.
5	Advantages of interviews	Collect people's views first hand and can discover the meaning of things for individuals. Respondents are more likely to be truthful and give detailed explanations
6	Disadvantages of interviews	Interviews are time-consuming and costly. Interviewers need to be skilled. Interviewer bias may also be an issue
Week 4: Functionalist theory		
1	Institutions	A word to describe the large organisation in society for example education, law, family
2	Norms and values	Unwritten rules of society
3	Primary socialisation	This is the people who first socialise you and teach you norms and values - parents.
4	Durkheim	He is the founder of functionalism
5	Social cohesion	This means bringing society together and feeling part of a community.
6	Society shapes the individual.	This means that society and the things that happen in it impact and shape a person's life not the other way around.
7	Anomie	A sense of normlessness. A feeling that you are isolated from society.
8	Social solidarity	This refers to how people feel part of a community or society
9	Organic analogy	This is used by functionalists and compares society to a body. The organs in the body have to work together to keep a person alive, in the same way institutions (parts of society) have to work together to keep society functioning.
Week 5: Marxist theory		
1	Karl Marx	The founder of the Marxism theory
2	Capitalism	An economic system which means businesses are privately owned instead of owned by the State. Wealth is not shared.
3	Bourgeoisie	The ruling class. These individuals hold all the power and wealth in society.
4	Proletariat	The working class in society. These people are believed to be those who are poorest in society.
5	Exploitation	Treating someone unfairly and taking advantage of someone.
6	Revolution	Overthrowing the people in charge, for example the government.
7	False class consciousness	When people are misled by the wealthy in society to accept their positions in life.
8	Ideology	A set of ideas
Week 6: Feminism		
1	Feminist	The belief that men and women should be equal.
2	Patriarchy	Male dominated
3	Oppression	Being treated cruelly and unfairly
4	Gender discrimination	Being treated differently / badly because of your gender
5	Frances Heidensohn	Believes that girls are less likely to commit crime due to social control. Men control a lot of women's time at home and

6	Radical feminism	These feminists have extreme views and think society should be completely reordered to get rid of unfair treatment of women.
7	Liberal feminism	These feminist are also known as mainstream feminists. They want to focus on making women and men equal through changing the laws that exist.

SUMMER Half-term 1

Week 1: Family Types and Structures		
1	Family	A group of two or more people linked by birth, marriage, adoption or cohabitation based on a long-term relationship.
2	Family Forms	There are many different types of family, including: Nuclear, Extended, Reconstituted, Lone-parent and Same-sex.
3	Nuclear Family	Two parents of opposite sex and their children
4	Extended Family	Parents and children, plus members of the wider family e.g. grandparents
5	Reconstituted (blended) Family	A family in which one (or both) parents have children from another marriage
6	Lone-Parent Family	A family with a single mother or father e.g. due to divorce, separation, or death.
7	Same-sex Family	Two parents of the same sex, and their children
8	Beanpole family	A family whose living members come from many generations, but with few members in each generation.
Week 2: Family Diversity		
1	Family Diversity	The many different types of family structures that exist in contemporary society.
2	Rapoport and Rapoport	Key sociologists in family diversity research who used the work of other sociologists. They said there are five types of diversity.
3	Organisational Diversity	The idea that there are different family structures and different divisions of labour within families.
4	Cultural Diversity	The different ways a family is organised and structured based on cultural/religious differences.
5	Social Class Diversity	The different ways families are organised and work based on social class differences.
6	Cohort Diversity	The particular periods of history families pass through and its impact on families.
7	Life course diversity	The different stages families pass through, for example from nuclear, to empty nest.
8	Reasons for Family Diversity	Family diversity could be affected by legal changes, changing social attitudes, decline in religion, employment opportunities and life expectancy.
Week 3: Reasons for Family Diversity		
1	Legal changes	Laws such as the Divorce Reform Act (1969), Equal Pay Act (1970) and Marriage (same sex couples) Act (2013) have influenced family structure.
2	Changing social attitudes	Today, more people choose to live alone, which has less stigma attached to it. It is also more acceptable to cohabit rather than marry.
3	Decline in religion	Secularisation has resulted in marriage becoming less sacred, and more of a practical commitment. Therefore cohabitation and divorce are less likely to be seen as wrong.
4	Employment Opportunities	There are more employment opportunities for women today. Many choose to focus on their career before marriage and children.
5	Life Expectancy	Over time, couples' interests and attitudes may change and, if couples divorce, there are still many years left to form a new relationship.
6	Changing gender roles	An increasing number of women now work and don't need to rely on men for financial security.

7	Benefits for lone-parents	Benefits available from the government to support lone-parents can make the decision to divorce and raise children in a lone-parent household more of a reality.
8	Immigration	Families immigrating to Britain from other parts of the world has led to an increase in different family types.
Week 4: Functionalism and the Family		
1	Functionalist view on families	The family plays a positive role; socialising children and helping society run smoothly.
2	Murdock's four functions of the family	1. Sexual: family regulates sexual activity.
3		2. Reproductive: society needs new members to survive over time. The nuclear family produces the next generation of society's members.
4		3. Economic: family provides financial support, such as food and shelter.
5		4. Educational: society needs to ensure new members learn its culture. This takes place through socialisation within the family.
6	Parsons' two basic and vital functions of all families	a) Primary socialisation: children learn the values and roles within society.
7		b) Stabilisation of adult personality: family provides a safe haven to maintain emotional stability, as life outside the family can be stressful.
8	Criticisms of the Functionalist Perspective	Ignores factors such as social class and ethnic diversity. Ignores alternatives to the nuclear family. Too positive: ignores dysfunctional families.
Week 5 Marxism and the Family		
1	Marxist view on families	The family helps to maintain an unequal capitalist society and passes on inequalities.
2		Through socialisation, working-class children learn to accept their lower position in an unequal society and to see the system as fair.
3	Zaretsky's views on the family	Zaretsky is a Marxist, who believed the family supports capitalism by acting as a unit of consumption. Families buy and consume the products of capitalism.
4		The rise of industrial capitalism and factory-based production led to the family and economy being seen as two separate spheres: the private and public sphere.
5		The bourgeoisie family transmits private property from one generation to the next (through inheritance). The proletarian family reproduces the labour force by producing future generations of workers.
6	Criticisms of the Marxist view on families	Marxists ignore the fact that many people are satisfied with family life and marriage. They seem to focus only on the negative aspects of the nuclear family.
Week 6 Feminism and the Family		
1	Feminist views on the family	Families are patriarchal and oppress/exploit women. The family passes on gender inequalities through gender differences in primary socialisation.
2	Marxist Feminist views	Men benefit more from family life than women. Women are expected to have children and take time off work to look after them. This also benefits men because women can't compete for promotion.
3	Radical Feminist views	The nuclear family mainly functions to benefit men because gender role socialisation results in boys and girls behaving in stereotypical ways.
4	Liberal Feminist views	There is increasing equality between men and women. It is important to campaign for changes in the law to ensure equality is recognised.
5	Canalisation	The way parents channel their children's interests into toys, games and other activities that are seen as gender appropriate.
6	Delphy and Leonard's view on the family	Delphy and Leonard are radical feminists that believe the family exploits women because women's labour is used by husbands, women must depend on husbands financially, and they have a subordinate position in the family.

7	Criticisms of	Not all women today perform the traditional 'female' role.
8	Feminist views on families	There is an assumption that all male/female relationships involve male exploitation of women.
Week 6: Marriage and Cohabitation		
1	Changing pattern of marriage	Marriage has declined significantly in the last 50 years. The average age of marriage has increased.
2	Marriage statistics	In the 2011 census, 65% of the 15.8 million families in the UK were married couples.
3	Serial monogamy	A pattern of divorce and remarriage, where an individual marries several times, but to only one partner at a time.
4	The increase in cohabitation	Cohabitation has doubled in the last 20 years; perhaps due to changing attitudes, cost of weddings or secularisation.
5	Changing role of women	Women have more freedom to choose relationships and prioritise careers.
6	Changing social attitudes	Marriage is seen as less important, and the social stigma attached to sexual activity, divorce and cohabitation has declined.
7	Secularisation	Less religion means less marriage for religious reasons, and fewer barriers to divorce.
8	Increasing financial independence	Women have less need for the financial security of marriage and support from men.

SUMMER Half-term 2

Week 1: Culture & Identity		
1	Culture	A shared way of life for a group of people. It includes norms, beliefs, values and language.
2	Cultural Relativity	The idea that what is normal in one culture is different in another.
3	Cultural Universal	Social behaviours that can be found in all cultures.
4	Cultural Diversity	The difference between cultures around the world.
5	Consumer Culture	A culture based on what we buy and consume.
6	Cultural capital	Your knowledge and interests, that often advantages the middle and upper classes.
7	Social Class	A group of people with a similar status that is determined by various factors, such as wealth, work, income & education. E.G. Working-class, middle-class and upper-class.
8	Gender	The socially constructed differences & expectations between different sexes and cultures (E.G. Masculinity & femininity).
9	Ethnicity	A type of social identity based on cultural background, shared lifestyles, shared experiences and religion. E.G. African-Caribbean or Bangladeshi background.
Week 2: Norms & Values		
1	Norms	Expected behaviour in a particular situation of society. E.G. Putting on a seatbelt.
2	Values	Shared beliefs that a society sees as important and worthwhile.
3	Morals	Ideas about what is ethically right or wrong.
4	Roles	Expected behaviour or part played by someone in a particular situation.
5	Role Model	Someone who is respected and looked up to.
6	Status	How well respected or regarded someone is in society (their position).
7	Identity	How we see ourselves and how others see us.
8	Internalisation	The process of accepting the norms and values of society.
Week 3: Socialisation		
1	Socialisation	How we are taught the norms and values of a society.
2	Primary Socialisation	Social learning of norms and values that happens in the family.
3	Secondary Socialisation	Social learning of norms and values that happens outside the family (E.G. At school, by the media, peer group, etc).

4	Agencies of Socialisation	The institutions in society that teach us the norms and values of society (family, education, peers, etc).
5	Peer Group	A person's friendship group that can enforce norms and values.
6	Media	A group of outlets that influence people's norms and values, such as newspapers, TV, magazines, social media and websites.
7	Oakley	Feminist sociologist who believes that the family is the most important institution for learning the norms and values of society, specially through gender.
Week 4: Nature Vs Nurture		
1	Nature	The belief that our behaviour is innate or natural (E.G. Biology, physiology).
2	Nurture	How environmental factors, such as upbringing and socialisation, affect our behaviour.
3	Instincts	Evidence that our behaviour is natural, such as fear of fire.
4	Feral Children	Children who have been neglected by their family, raised by animals or brought up with little human contact. E.G. Oxana Malaya
5	Oxana Malaya	Ukrainian girl who was abandoned and raised by dogs in Ukraine. She displayed behaviours such as walking on all fours, howling and sleeping on the floor. She struggled to learn language once found and saved. Evidence of nurture theory.
6	Kamala & Amala	Siblings who were raised by wolves in India.
7	Neglect	Not having basic needs met, such as water, clean clothing or socialisation.
Week 5: Gender & Sex		
1	Sex	The different biological & physiological characteristics associated with being a man or woman. E.G. Reproductive organs, hormones, etc.
2	Gender	The socially constructed differences & expectations between different sexes and cultures (E.G. Masculinity & femininity).
3	Gender Role Expectations	Societal attitudes to how you are expected to behave according to your gender.
4	Oakley - Canalisation	How boys and girls are directly socialised into their gender role expectations at a young age (E.G. Giving girls pink clothes or dolls to play with, while boys are given dinosaurs)
5	Oakley - Gender Manipulation	Where boys or girls are rewarded with praise for upholding gender expectations (E.G. being good at football).
6	Cumberbatch	Found that in adverts women are seen as twice as likely to engage in household activities and men are twice as likely to be represented as in paid employment.
7	Role Models	The individuals we look up to when establishing our gender identity
8	Imitation	Copying another person's (normally a role models) behaviour to learn our gender norms.
Week 6: Social Control		
1	Social Control	The different ways in which society tries to ensure that it's members conform to laws, rules & norms.
2	Formal Social Control	Written laws and policies of control that are enforced by the government and other organisations to make people obey the law. E.G. The police, Criminal Justice System, etc.
3	Informal Social Control	Unwritten rules and norms that are enforced through social pressure. E.G. The peer group, family, etc.
4	Formal Sanctions	Punishments from the police, courts and government to deter us or stop us from breaking the norms and values of society.
5	Informal Sanctions	Punishments from the informal institutions of social control (E.G. Peer group disapproval).
6	Government	The organisation and people that make decisions about laws and policies for a country.
7	Criminal Justice System	The group of organisations that help keep social order in a country or area. E.G. The police, courts and prison service.

AUTUMN Half-term 1		
Theme 1 People and Lifestyles / Topic 1 Identity and relationships with others		
Week 1: La familia		
1	yo (no) tengo	I (don't) have
2	un/a hermano/a	a brother/sister
3	un/a abuelo/a	a grandfather/grandmother
4	un/a primo/a	a cousin
5	un/a tío/a	an uncle/aunt
6	una madre / madrastra	a mum / step-mum
7	un padre / padrastro	a dad / step-dad
8	muchos parientes	lots of relatives
Week 2: la familia /		
1	yo (no) vivo con	I (don't) live with
2	un/a hermanastro/a	a stepbrother/stepsister
3	mis padres	my parents
4	mis abuelos	my grandparents
5	un/dos perro/s	1/2 dog/s
6	un/dos gato/s	1/2 cats
7	yo (no) soy	I am (not)
8	hijo/a único/a	only child
Week 3: adjetivos		
1	yo creo que es muy	I believe that s/he/it is
2	deportivo/a	sporty
3	simpático/a	kind
4	contento/a	happy
5	divertido/a	fun
6	aburrido/a	boring
7	tonto/a	silly
8	molesto/a	annoying
Week 4: ser (to be)		
1	yo (no) soy	I am (not)
2	¿Cómo eres?	How are you like?
3	él / ella es	he/she/it is
4	nosotros somos	we are
5	¿Cómo sois?	how are you like? (plural)
6	ellos /ellas son	they are
7	ser	to be
8	puede ser	s/he/it can be
Week 4: Tener (to have)		
1	yo (no) tengo	I (don't) have
2	¿tienes hermanos?	Do you have siblings?
3	él / ella tiene	he/she/it has
4	nosotros tenemos	we have
5	¿tenéis hermanos?	Do you have siblings? (plural)
6	ellos /ellas tienen	they have
7	tener (que)	to have (to)
8	los ojos azules	the eyes blue
Week 5: Los amigos		
1	mi mejor amigo/a	my best friend
2	mi novio/a	my boyfriend/girlfriend
3	se llama	s/he/it is called
4	(no) me ayuda	he/she/it (doesn't) helps me

5	(no) me entiende	he/she/it (doesn't) understand me
6	(no) me escucha	s/he/it (doesn't) listen to me
7	tenemos mucho en común	we have a lot in common
8	me llevo mejor/peor con	I get on best / worst with

Week 6: la familia moderna

1	yo (no) quiero	I (don't) want
2	tener hijos	to have children
3	una pareja	a partner
4	un marido	a husband
5	una mujer	a woman /wife
6	vivir con	to live with
7	casarse / casarme	to get married
8	pelearse con	to fight/argue with

AUTUMN Half-term 2

Theme 1 People and Lifestyles/ Topic 2 Healthy living and lifestyle

Week 1: Estar en forma

1	¿Haces ejercicio?	Do you do exercise?
2	(no) me gusta hacer ejercicio	I (don't) like to do exercise
3	yo (no) prefiero comer	I (don't) prefer to eat
4	yo (no) suelo evitar	I (don't) tend to avoid
5	una dieta sana	a healthy diet
6	la comida rápida	(the) fast food
7	la comida basura	(the) food junk
8	los platos vegetarianos /veganos	(the) dishes vegetarian /vegan

Week 2: Tener expressions

1	tener calor	to 'have' hot
2	tener frío	to 'have' cold
3	tener hambre	to 'have' hunger
4	tener sed	to 'have' thirst
5	tener suerte	to 'have' luck
6	tener razón	to 'have' right
7	tener cuidado	to 'have' care
8	tener que + verb	to have to (do something)

Week 3: la salud

1	para mí, es importante	for me, it's important
2	evitar el estrés	to avoid stress
3	dormir ocho horas	to sleep 8 hours
4	cuidar el cuerpo	to look after the body
5	hacer ejercicio	to do exercise
6	tener tiempo para descansar	to have time in order to relax
7	reducir el riesgo de enfermedad	to reduce the risk of illness
8	no dañar el corazón	to not damage the heart

Week 4: las dietas

1	yo (no) como	I (don't) eat
2	pescado	fish
3	marisco	seafood
4	carne	meat
5	fruta	fruit
6	tiene azúcar / sal / grasa	it has sugar / salt / fat
7	tiene proteína / vitaminas	it has protein / vitamins
8	es bueno para el cuerpo / corazón	it's good for the body / heart

Week 5: el futuro		
1	yo (no) voy a	I'm (not) going to
2	¿Qué vas a comer?	What are you going to eat?
3	él / ella va a	he/she/it is going to
4	nosotros vamos a	we're going to
5	¿Qué vais a comer?	What are you going to eat? (plural)
6	ellos/ellas van a	they're going to
7	(no) voy a beber	I'm (not) going to drink
8	(no) van a comprar	They're (not) going to buy
Week 6: la vida en España		
1	hay que / (no) se debe	you must (not) x2
2	desayunar	to have breakfast
3	cenar	to have dinner
4	merendar (e=ie)	to snack on
5	almorzar (o=ue)	to eat
6	probar	to try
7	llevar una vida mal/sana	to lead a life un/healthy
8	evitar	to avoid

SPRING Half-term 3		
Theme 1 People and Lifestyles / Topic 3 Education and work		
Week 1: las asignaturas (school subjects)		
1	¿Qué asignatura te gusta estudiar?	What subject do you like to study?
2	Me gusta estudiar	I like to study
3	El español	The Spanish
4	El inglés	The English
5	El dibujo	The Art
6	El alemán	The German
7	Las matemáticas	The Maths
8	Las ciencias	The Science
Week 2: el día escolar (school day)		
1	El horario	The timetable
2	Hay un recreo a las once	There is a break at 11am
3	Tenemos que llevar uniforme	We have to wear a uniform
4	Una chaqueta/corbata/falda/camisa azul	A jacket/tie/skirt/shirt blue
5	Zapatos/ pantalones negros	Shoes/trousers black
6	Las clases empiezan a las nueve	Lessons start at 9am
7	Las clases terminan a las tres y cuarto	Lessons finish at 3.15pm
8	Yo tengo español tres veces a la semana	I have Spanish 3 times a week
Week 3: las instalaciones (facilities)		
1	Mi instituto es	My school is
2	El edificio es	The building is
3	La biblioteca es	The library is
4	Los campos de deporte son	The sports grounds are
5	Grande/s	Big
6	Moderno/a/s	Modern
7	Hay una piscina	There is a swimming pool
8	Hay canchas de tenis	There are tennis courts
Week 4: las reglas (rules)		
1	Yo (no) tengo que	I (don't) have to
2	(no) debes	You (don't) have to
3	(no) puedes	You can(not)
4	Nunca	Never

5	Nadie	Nobody
6	Ninguno/a/s	None/not any
7	Mejor que	Better than
8	Peor que	Worse than
Week 4: las opciones (choices)		
1	¿Qué estudiarás?	What will you study?
2	¿Dónde trabajarás?	Where will you work?
3	¿Cuánto ganarás?	How much will you earn?
4	Yo trabajaré en	I will work in
5	Yo estudiaré el bachillerato	I will study A levels
6	Haré una formación profesional/un aprendizaje	I will do a professional training/apprenticeship
7	Si apruebo mis exámenes	If I pass my exams
8	Yo viajaré	I will travel
Week 5: los trabajos		
1	Tener éxito	To be successful
2	Encontrar trabajo	To find work
3	Yo quiero ser	I want to be a
4	Periodista	Journalist
5	Abogado/a	Lawyer
6	Camarero/a	Waiter/waitress
7	Enfermero/a	Nurse
8	Bombero/a	Firefighter
Week 6: los trabajos (jobs)		
1	Para mi, lo mejor/lo peor sería trabajar en...	For me, the best/the worst would be to work in
2	Un banco / una oficina	A bank / an office
3	Un hospital	An hospital
4	Una fábrica	A factory
5	Un teatro	A theatre
6	Para una empresa / negocio	For a company
7	Mi propio negocio	My own business
8	En un equipo	In a team

Half-term 4: Theme 2 Popular culture / Topic 4 free time		
Week 1: el mundo Deportivo (sports world)		
1	El equipo	The team
2	La copa	The cup
3	El partido	The game
4	El jugador	The player
5	El fútbol	The football
6	El baloncesto	The basketball
7	Yo juego al	I play
8	Yo hago/práctico	I do/practise
Week 2: los deportes de riesgo (extreme sports)		
1	Yo estoy haciendo	I am doing
2	submarinismo	Diving
3	la vela	the sailing
4	Escalada	Climbing
5	Alpinismo	Mountaineering
6	Me gusta el riesgo	I like risk
7	¡Qué emocionante!	How exciting!
8	(no) tengo miedo	I am(not) scared (I do(n't) have fear)
Week 3: la música (music)		

1	Ahora / de momento / hoy	Now/at the moment / today
2	yo canto / bailo /	I sing / I dance
3	yo soy artista	I am an artist/a performer
4	cantante	singer
5	un baile	A dance
6	Mañana	Tomorrow
7	Yo escucharé música	I will listen to music
8	Yo iré a un festival	I will go to a festival
Week 4: la tele y las películas (TV and films)		
1	Ayer yo vi	Yesterday I saw
2	La semana pasada vimos	Last week we saw
3	Una comedia	A comedy
4	Las noticias	The news
5	Una telenovela	A soap opera
6	Un programa de cocina	A cooking show
7	Un programa de entrevistas	A chat show (a programme of interviews)
8	Una película	A film
Week 5: el cine (cinema)		
1	Prefiero ver	I prefer to see
2	Me gusta un montón ver	I really like to see
3	Las películas extranjeras	The foreign films
4	Los dibujos animados	The cartoons
5	Las musicales	The musicals
6	Es muy caro	It's very expensive
7	La pantalla es grande	The screen is big
8	El ambiente es genial	The atmosphere is great
Week 6: verbos en el pretérito (verbs in the preterit)		
1	Yo vi	I saw
2	Yo escuché	I listened
3	El/ella escuchó	He/she listened
4	Yo jugué	I played
5	Nosotros jugamos	We played
6	Yo fui	I went
7	Fue	It was
8	Nosotros fuimos	We went

SUMMER		Half-term 5
Theme 2 Popular culture / Topic 5 Customs, festivals and celebrations		
Week 1: De celebración		
1	La semana que viene	Next week
2	En tres semanas	In three weeks' time
3	(Yo) voy a celebrar mi cumpleaños	I'm going to celebrate my birthday
4	Mis padres van a celebrar su aniversario de boda	My parents are going to celebrate their wedding anniversary
5	Mi hermano va a preparar un fiesta sorpresa	My brother is going to prepare a surprise party
6	Vamos a comer en un restaurante	We're going to eat in the restaurant
7	Va a ser divertido	It's going to be fun
8	Será emocionante	It will be exciting
Week 2: Nuestras tradiciones de siempre		
1	La Nochebuena	Christmas Eve
2	Navidad	Christmas
3	La Nochevieja	New Year's Eve
4	Los Reyes Magos	The 3 Wise Men

5	La Semana Santa	Holy week
6	Un regalo	A gift
7	Un desfile	A parade
8	Las doce uvas	The twelve grapes
Week 3: Verbos		
1	Llevar un traje	To wear a suit
2	Tocar la guitarra	To play the guitar
3	Visitar los abuelos	To visit grandparents
4	Disfrutar	To enjoy
5	Traer comida	To bring food
6	Recibir un regalo	To receive a present
7	Tener suerte	To be lucky
8	Estar de acuerdo	To agree
Week 4: Latino América celebra la vida		
1	El día de los muertos	The Day of the Dead
2	Consiste en	It consists of
3	La alegría	Joy
4	un disfraz	a costume/fancy dress
5	La vida	Life
6	La flor	Flower
7	Triste	Sad
8	En México	In Mexico
Week 5: Costumbres y fiestas españolas		
1	La Tomatina	Spanish tomato festival
2	Las Fallas	Valencian celebration involving burning of papier mâché models
3	Sanfermines	Running of the bulls in Pamplona
4	El flamenco	Dance/music from the south of Spain
5	El paso	religious image carried in Holy Week processions
6	El toro	Bull
7	La plaza de toros	Bullring
8	Un plato	A dish
Week 6: Extra		
1	¡Enhorabuena!	Congratulations!
2	Los fuegos artificiales	Fireworks
3	Lo pasamos bien	We have/had a good time
4	La iglesia	Church
5	La mezquita	Mosque
6	hispanohablante	Spanish Speaking
7	Un juguete	A toy
8	loco/a	Crazy

SUMMER		Half-term 6
Theme 2 Popular culture/ Topic 6 Celebrity culture		
Week 1: Los premios Goya = The Goya awards		
1	Suelo llevar	I usually wear
2	Cuando era pequeño/a llevaba	When I was little I used to wear
3	Cuando sea mayor me gustaría llevar	When I am older I would like to wear
4	Una camisa de rayas	A striped shirt
5	Un pantalón cómodo	Comfortable trousers
6	Una camiseta guay	A cool teeshirt
7	Un traje elegante	an smart suit
8	Unos zapatos negros	black shoes
Week 2: Ayer Y hoy = Yesterday and today		

1	El estilo	Style
2	La influencia	Influence
3	El icono	Icon
4	La fama	Fame
5	Un actor/una actriz	An actor/actress
6	Un premio	A prize
7	El éxito	Success
8	La riqueza	Wealth
Week 3: Ser y estar = to be and to be		
1	Ser listo/a	To be clever
2	Estar listo/a	To be ready
3	Ser orgulloso	To be arrogant
4	Estar orgulloso	To be proud
5	Ser aburrido	To be boring
6	Estar aburrido	To be bored
7	Ser interesado	To be selfish
8	Estar interesado	To be interested
Week 4: la rutina diaria = daily routine		
1	Me despierto	I wake up
2	Me levanto	I get up
3	Me lavo	I have a wash
4	Desayuno	I have breakfast
5	Almuerzo	I have lunch
6	Ceno	I have dinner
7	Me acuesto	I go to bed
8	Duermo	I sleep
Week 5: Un buen modelo = a good role model		
1	Que yo sepa	As far as I know
2	Es un buen modelo que seguir porque	S/he is a good role model to follow because
3	Es generoso/a	S/he is generous
4	Es trabajador/a	S/he is hard-working
5	Me inspira mucho	S/he inspires me a lot
6	Usa su fama para ayudar a otros	S/he use his/her fame to help others
7	Dona dinero	S/he gives money
8	Apoya a organizaciones con fines benéficas	S/he supports charities
Week 6: Verbos = verbs		
1	Ganar	To win/earn
2	Grabar	To record
3	Seguir	To follow
4	Actuar	To act
5	Engañar	To deceive/trick
6	Influir	To influence
7	Promover	To promote
8	Relacionarse con	To relate to / get on with

TOPIC LISTS

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Subject: Art	Year group: Year 10
AUTUMN All coursework contributes to 60% of the final grade	
Component 1: Portfolio Growth & Decay Part 1 Workshops In this project, students will explore the concept of Growth and Decay through a range of materials, focusing on skills initially through a series of workshops, before then developing work more independently, through print, photography, developing ideas informed by a chosen artist and into a final mixed media outcome. We will draw upon references from contemporary artists that use a range of materials such as ink, biro, lino printing as well as choosing one artist to really zoom in on and be inspired by leading towards a final outcome. <ul style="list-style-type: none"> ● Experimental Drawings ● Tonal Drawings ● Biro ● Ink ● Critical and contextual studies Artist 1 ● Relief printing ● Artist development or ideas / observation drawing and photography 	
SPRING All coursework contributes to 60% of the final grade	
Component 1: Portfolio Growth & Decay Part 2 Outcome <ul style="list-style-type: none"> ● Observation drawing and photography ● Final outcome development ● Final Outcome People & Portraits Part 1 In this project, students will complete a major part of their GCSE Art coursework based on the theme of People and Portraits. Part 1 is completed in Year 10, Part 2 in Year 11. Throughout the project, students will explore a variety of techniques, research different portrait artists, and develop their own personal ideas. The aim is to produce a final piece that reflects their creativity, skill, and understanding of the theme. <p>Students will work through a series of tasks, including mind maps, mood boards, photography, observational drawings, artist research, and media experiments. Each stage is designed to help them build and refine their ideas, leading to a strong and meaningful final outcome.</p> <ul style="list-style-type: none"> ● Mindmap, Moodboard & Statement of Intent ● Critical and contextual studies artist 1 	
SUMMER All coursework contributes to 60% of the final grade	
Component 1: Portfolio People & Portraits Part 1 <ul style="list-style-type: none"> ● Photography and observational drawing (Artist 1) ● Artist response(s) for Critical study 1 ● Critical and contextual studies artist 2 ● Photography and observational drawing (Artist 2) ● Merging mind map and artist development 	

Subject: Business Studies GCSE	Year group: 10
AUTUMN	
<p>Topic 1.1 Enterprise and entrepreneurship</p> <p>1.1.1: The dynamic nature of business - How and why new business ideas come about</p> <p>1.1.2: Risk and reward - The impact of risk and reward on business activity</p> <p>1.1.3: The role of business enterprise - The role of business enterprise and the purpose of business activity</p> <p>1.1.3: The role of business enterprise - The role of entrepreneurship</p> <p>Topic 1.2 Spotting a business opportunity</p> <p>1.2.1: Customer needs - Identifying and understanding customer needs</p> <p>1.2.2: Market research - The purpose of market research</p> <p>1.2.2: Market research - Methods of market research</p> <p>1.2.2: Market research - The use of data in market research</p> <p>1.2.3: Market segmentation - How businesses use market segmentation to target customers</p> <p>1.2.4: The competitive environment - Understanding the competitive environment</p>	
SPRING	
<p>Topic 1.3 Putting a business idea into practice</p> <p>1.3.1: Business aims and objectives - What business aims and business objectives are</p> <p>1.3.1: Business aims and objectives - Business aims and objectives when starting up</p> <p>1.3.1: Business aims and objectives - Why aims and objectives differ between businesses</p> <p>1.3.2: Business revenues, costs and profits - Concept and calculation of revenue</p> <p>1.3.2: Business revenues, costs and profits - Concept and calculation of costs</p> <p>1.3.2: Business revenues, costs and profits - Concept and calculation of profit and loss</p> <p>1.3.2: Business revenues, costs and profits - Concept and calculation of interest</p> <p>1.3.2: Business revenues, costs and profits - Concept and calculation of break-even</p> <p>1.3.2: Business revenues, costs and profits - Concept and calculation of margin of safety</p> <p>1.3.2: Business revenues, costs and profits - Interpretation of break even diagrams</p> <p>1.3.3: Cash and cash-flow - The importance of cash to a business:</p> <p>1.3.3: Cash and cash-flow - Calculation and interpretation of cash-flow forecasts:</p> <p>1.3.4: Sources of business finance - Sources of finance for a start-up or established small business</p>	
SUMMER	
<p>Topic 1.4 Making the business effective</p> <p>1.4.1: The options for start-up and small businesses The concept of limited liability</p> <p>1.4.1: The options for start-up and small businesses The types of business ownership for start-ups</p> <p>1.4.1: The options for start-up and small businesses - The option of starting up and running a franchise operation</p> <p>1.4.2: Business location - Factors influencing business location</p> <p>1.4.3: The marketing mix - What the marketing mix is and the importance of each element</p> <p>1.4.3: The marketing mix - How the elements of the marketing mix work together</p> <p>1.4.4: Business plans - The role and importance of a business plan</p> <p>1.4.4: Business plans - The purpose of planning business activity</p> <p>Topic 1.5 Understanding external influences on business</p> <p>1.5.1: Business stakeholders - Who business stakeholders are and their different objectives</p> <p>1.5.1: Business stakeholders - Stakeholders and businesses</p> <p>1.5.2: Technology and business - Different types of technology used by business</p> <p>1.5.2: Technology and business - How technology influences business activity</p> <p>1.5.3: Legislation and business - The purpose of legislation</p> <p>1.5.3: Legislation and business - The impact of legislation on businesses</p> <p>1.5.4: The economy and business - The impact of the economic climate on businesses</p> <p>1.5.5: External influences - The importance of external influences on business</p>	

Subject: Computer Science	Year group: 10
AUTUMN	
<ul style="list-style-type: none"> 1.3.1 Networks and topologies 1.3.2 Wired and wireless networks, protocols and layers 1.4.1 Threats to computer systems and networks 1.4.2 Identifying and preventing vulnerabilities 2.1.1 Computational thinking 2.2.1 Programming fundamentals 2.2.2 Data types 	
SPRING	
<ul style="list-style-type: none"> 1.1.1 Architecture of the CPU 1.1.2 CPU performance 1.1.3 Embedded systems 1.2.1 Primary storage (memory) 2.4.1 Boolean logic 2.1.2 Designing, creating and refining algorithms 2.1.3 Searching and sorting algorithms 	
SUMMER	
<ul style="list-style-type: none"> 1.2.2 Secondary storage 1.2.3 Units 1.2.4 Data storage 1.2.5 Compression 2.2.3 Additional programming techniques 	

Subject: DANCE	Year group: 10
AUTUMN	
<ol style="list-style-type: none"> 1. Intro to Contemporary Dance 2. Anthology: Shadows 3. Anthology: Emancipation of Expressionism 4. Anthology: Infra 	
SPRING	
<ol style="list-style-type: none"> 1. Anthology: A Linha 2. Performance: Breathe 3. Assessment: Breathe - performance 4. Choreography - solo mock 5. Mock - revision 	
SUMMER	
<ol style="list-style-type: none"> 1. Anthology: Artificial Things 2. Performance: Flux 3. Anthology: Within Her Eyes 4. Performance: Group mock 	

Design Technology	Year group: 10
AUTUMN	
<p>Frame Project</p> <ol style="list-style-type: none"> 1. Understanding an orthographic drawing 2. Making a predominately wood based product from a specified drawing 3. Theory topics this term <ul style="list-style-type: none"> Woods - from origins Scales of manufacture The 6 Rs 4. Development of isometric sketching through wood joint research. E-Folio development <p>Packaging Project</p> <ol style="list-style-type: none"> 1. Understanding packaging and its role in manufacturing 2. Development of a Net to form a christmas cracker 3. Theory topics this term <ul style="list-style-type: none"> Paper and board SMART materials Polymers Labels and logos 	
SPRING	
<p>Lightning Project</p> <ol style="list-style-type: none"> 1. Design movements study 2. Sketching revisited and developed 3. Simple electronics manufacturing 4. Theory topics to be covered <ul style="list-style-type: none"> New materials Smart materials Polymers Metals 	
SUMMER	
<p>Up until June 1, students will complete a number of extension activities:</p> <p>1 point perspective 2 point perspective Orthographic - isometric and isometric - orthographic Wood lathe demo Mortiser demo Mind mapping strategies</p> <p>NEA begins</p> <p>Section A: will take approximately 3 weeks of lessons, and students will complete the first section, around 4-5 A3 pages of their NEA. This includes the client research which is a significant piece of homework</p> <p>Section B: Students will be allocated 2 lessons to complete section B, based on work completed in section A</p> <p>Section C: Students will complete 2-3 A3 pages of design ideas with full analysis from themselves and their client.</p>	

Subject: Drama	Year group: 10
AUTUMN	
<ol style="list-style-type: none"> 1. Introduction to GCSE Drama - Key Performance/Design Skills 2. Introduction to Devising - A variety of stimuli explored to develop understanding of devising methodologies 3. Component 1 - Devising 	
SPRING	
<ol style="list-style-type: none"> 1. Component 1 - Devising 2. Component 1 - Devising - FINAL PERFORMANCE 3. Introduction to An Inspector Calls - Contextual understanding and exploration of playtext 	
SUMMER	
<ol style="list-style-type: none"> 1. Practical Exploration of An Inspector Calls - acting/design/directing 2. Component 2 - Performance From Text - development and application of performance/design skills within a performance text 	

Subject: English	Year group: 10
AUTUMN	
<p>1. Introduction to GCSE English This unit is designed to consolidate and deepen students' analytical skills in both language and structure, ensuring a coherent and consistent approach ahead of their transition to GCSE study.</p> <p>2. A Christmas Carol In this unit students will deepen their understanding of how literature reflects and critiques the society in which it was written. Through close analysis, students will explore key themes such as identity, power, social inequality, and human relationships—drawing connections between Scrooge's personal transformation and the wider societal changes Dickens sought to inspire.</p>	
SPRING	
<p>1. Macbeth Students will focus on the play Macbeth, where they will analyse the complex interplay of ambition, moral conflict, and societal influence, particularly through the relationships between Macbeth and Lady Macbeth, and the power dynamics that underpin their tragic downfall.</p> <p>2. Power & Conflict Poetry Cluster 1 This unit introduces students to a selection of the Power and Conflict poems: Ozymandias, Bayonet Charge, Remains, War Photographer, Poppies, Exposure, The Charge of the Light Brigade, and My Last Duchess. As an entry point into this core GCSE anthology, students will explore how poets present themes of power, conflict, memory, and the psychological effects of war, drawing on a range of historical and personal contexts.</p>	
SUMMER	
<p>1. Power & Conflict Poetry Cluster 2 This unit concludes the study of the fifteen Power and Conflict poems by focusing on London, The Prelude, Storm on the Island, Checking Out Me History, The Émigrée, Kamikaze, and Tissue. Building on their prior analysis of identity and resistance in the Power and Identity poetry unit, students will deepen their understanding of how poets explore society, power, relationships, and identity across time and place.</p> <p>2. Language Paper 2 Students will build on their understanding of persuasive language, audience engagement, and the power of rhetoric, and apply these skills to the critical reading of unseen non-fiction texts, both contemporary and historical. This unit will sharpen the students' ability to evaluate writers' methods, examine viewpoints, and construct perceptive, well-supported interpretations. Alongside this, students will refine their own transactional writing, developing clarity, structure, and persuasive control across a range of real-world formats.</p>	

Subject: Food preparation and nutrition	Year group: 10
AUTUMN	
<ol style="list-style-type: none"> 1. Food preparation skills 2. Health, safety and hygiene 3. Macronutrients 4. Functional and chemical properties of Macronutrients. 5. Micronutrients 6. Functional and chemical properties of Micronutrients 7. Dietary needs of different groups 	
SPRING	
<ol style="list-style-type: none"> 1. Mini NEA- dietary needs of different group. Focus on carrying out independent research and adapting recipes to show high skills. 2. Nutrition analysis and costing recipes 3. Cooking of food and heat transfer 4. Factors affecting food choice 5. Food provenance 	
SUMMER	
<ol style="list-style-type: none"> 1. Mock NEA 1- Food Science investigation. Functional and chemical properties of foods. 2. Mock NEA 2- Food preparation project- Sustainability. 3. Mock practical exam. 	

Subject: FRENCH	Year group: 10
AUTUMN	
<p>People and lifestyles</p> <p>HT1 Identity and relationship with others</p> <ol style="list-style-type: none"> 1. Family 2. Personal descriptions 3. Friends 4. Future self <p>HT2 Healthy living and lifestyle</p> <ol style="list-style-type: none"> 1. Healthy lifestyle 2. Addictions 3. Past activities 4. Future lifestyle 	
SPRING	
<p>People and lifestyles</p> <p>HT3 Education and work</p> <ol style="list-style-type: none"> 1. School rules 2. Lessons 3. Future plans 4. Jobs and requirements <p>Popular culture</p> <p>HT4 Free time activities</p> <ol style="list-style-type: none"> 1. Hobbies / Media / sport 2. Past activities 3. Holidays 	
SUMMER	
<p>Popular culture</p> <p>HT5 Customs, festivals and celebrations</p> <ol style="list-style-type: none"> 1. Celebrations in the French speaking world 2. Describing a special day <p>HT6 Celebrity culture</p> <ol style="list-style-type: none"> 1. Art, music and sport 2. Influencers 3. Pros and Cons 	

Subject: Geography	Year group: 10
AUTUMN	
<p>Q1 Natural Hazards</p> <ul style="list-style-type: none"> ● Plate tectonics: earthquakes, volcanoes and managing the hazard risk. Case studies: Haiti and Christchurch earthquakes ● Tropical storms: causes, effects and management. Case study: Typhoon Haiyan ● Extreme weather in the UK. Case study: The Somerset floods ● Climate change: causes, effects, adaptation and mitigation <p>Q2 The Living World</p> <ul style="list-style-type: none"> ● Small scale ecosystems and changes to ecosystems ● Global biomes: climate and vegetation ● Tropical rainforests: Location, climate, structure and plant/ animal adaptations ● Case study of a tropical rainforest: The Amazon tropical rainforest OR The Malaysian tropical rainforest: location, causes and effects of deforestation and management 	
SPRING	
<p>Q2The Living World</p> <ul style="list-style-type: none"> ● Hot deserts- location, climate and plant/ animal adaptations ● Challenges and opportunities associated with living in hot deserts ● Case study- The Thar desert ● Desertification- causes, effects and management <p>Q5 Physical Landscapes in the UK: Rivers</p> <ul style="list-style-type: none"> ● Key features of a drainage basin and long and cross profiles of a river from source to mouth ● Processes of erosion, transportation and deposition along a river ● River features/landforms in the upper, middle and lower course including their formation using key terminology ● Case study: The River Severn and its key features/landforms from source to mouth ● The water cycle and causes of flooding ● Flood hydrographs ● Flood management strategies- hard and soft engineering including how they work and costs and benefits ● A flood management case study- The Jubilee flood relief channel 	
SUMMER	
<p>Q4 Physical Landscapes in the UK: Coasts</p> <ul style="list-style-type: none"> ● Different wave types ● Processes of erosion, transportation and deposition along the coastline ● Weathering and mass movement ● Landforms of erosion and deposition along the coastline including their formation using key terminology ● Case study: The Purbeck coastline- landforms of erosion and deposition ● Coastal management- hard and soft engineering strategies including how they work, costs and benefits ● Case study of coastal management- Holderness coast OR Swanage ● A case study of managed retreat- Medmerry <p>Fieldwork</p> <ul style="list-style-type: none"> ● Physical and human Geography field trip to Swanage to collect data. ● Data presentation, analysis and evaluation 	

AUTUMN - Each Project runs for ½ term**GCSE Induction Project - Art History**

The project focus is on developing Graphic Communication techniques whilst exploring Design History and Art Movements.

1. Look at styles of two Art Movements including reference to the use of shape, pattern, texture, line, colour, stylisation, scale and composition.
2. Analyse sources visually using a variety of materials and in written form using correct terminology.
3. Develop ideas for an illustration informed by the study of sources.
4. Develop a personal response and produce and present a design that links to the chosen Art Movement, building on your development, refinement and recording of ideas.

Project 2 - Typography

Students will have the opportunity to:

- analyse existing logos (evidence for AO1)
- develop a design from initial first hand drawings and Imagery (evidence for AO2 and AO3)
- produce a hand-rendered or digital final design and an evaluation of how their logo
- communicates the message the company wishes to convey to its clients (evidence within AO4).

To address the requirements of AO2 and AO3, students explore:

- software programs such as Photoshop and Illustrator
- hand-rendered designs
- editing of images and/or combinations of image and type
- the use of colour and how graphic designers use it to create emotion, impact or association.

SPRING - Each Project runs for ½ term**Project 3 - Music Branding and Promotion**

Logo Design - Create a NEW logo based on your typography work for a band or pop act of your choice then apply the artwork to a range of different merchandise to showcase the Music band/act.

Students will have the opportunity to:

- analyse existing logos (evidence for AO1)
- develop a design from initial first hand drawings and Imagery (evidence for AO2 and AO3)
- produce a hand-rendered or digital final design and an evaluation of how their logo
- communicates the message the company wishes to convey to its clients (evidence within AO4).

Project 4 - Magazine Design

In this 6-week project, students explore magazine cover design by researching influential artists, developing their own concepts, and producing a professionally printed final outcome. Students begin by studying typographic/magazine illustrator, analysing their styles and creating artist copies. They then develop a personal magazine theme, producing mind maps, mood boards, and a statement of intent. This project builds industry-relevant skills in layout design, visual communication, and digital media, preparing students for further study and careers in graphic design, publishing, and advertising.

SUMMER - Sustained Project (60% of Final Grade)**AQA Exam (Sustained Investigation)**

In this 20-week project for GCSE AQA Graphic Communication course, students complete a major part of their GCSE sustained investigation focusing on the theme of "Branding." Part 1 is completed in Summer Year 10, Part 2 in Year 11. The structure follows the design process, and includes various activities such as research, artist studies, and practical outcomes. The project concludes with final outcomes such as brand boards, advertising materials, and branded products tailored to individual student project directions.

Throughout the project, students will explore a variety of techniques, research different portrait artists, and develop their own personal ideas. The aim is to produce a final piece that reflects their creativity, skill, and understanding of the theme. Students will work through a series of tasks, including mind maps, mood boards, photography, observational drawings, artist research, and media experiments. Each stage is designed to help them build and refine their ideas, leading to a strong and meaningful final outcome.

Subject: Health & Social Care	Year group: 10
AUTUMN	
<ol style="list-style-type: none"> RO33 - Supporting Individuals Through Life Events [Task 1 - Life Stages] - Students will learn about the different life stages individuals go through. They will write a piece of coursework which outlines these life stages for a particular age group. Learning includes: Life stages & key milestones - Childhood (4-10 years), adolescence (11-18 years), young adulthood (19-45 years), middle adulthood (46-65 years), older adulthood (65+ years). PIES Development Across the Life Stages - Physical, Intellectual, Emotional, Social, Financial RO33 - Supporting Individuals Through Life Events [Task 2 - Impacts of Life Events] - Students will learn about the different life events and their impacts, interview an individual about 2 life events, and write their coursework based on these two life events. Learning includes: Expected & unexpected life events. Types of Life Events - Physical life events, Relationship changes, Life circumstances. Impacts of Life Events - Physical, Intellectual, Emotional, Social, Financial. 	
SPRING	
<ol style="list-style-type: none"> RO33 - Supporting Individuals Through Life Events [Task 1 - Life Stages] - Factors Affecting Growth & Development Across The Life Stages - Physical factors, social factors, emotional factors, economic factors, cultural factors, environmental factors. How The Growth and Development of an Individual is Affected by - Physical factors, social factors, emotional factors, economic factors, cultural factors, environmental factors. RO33 - Supporting Individuals Through Life Events [Task 2 - Impacts of Life Events] - Needs based on life events - Physical, Intellectual, Emotional, Social, Financial. Forms of Support - Formal support, Informal support, Charity support. How forms of support and practitioners meet individuals need. Person-centred values 	
SUMMER	
<ol style="list-style-type: none"> RO32 - Principles of Care in Health & Social Care Settings [TA1 - The Rights of Service Users in Health & Social Care Settings] - This is an exam unit based on the principles Health & Social Care workers should follow. Learning includes: Types of care settings. Rights of the individual - Choice, Confidentiality, Consultation, Equal & Fair Treatment, Protection from harm and abuse. The benefits to service users health and wellbeing when rights are maintained - Empowerment, High self-esteem, Service users needs are met, Trust. <u>TA2 - Person-centred Values</u>. Person-Centred Values - Individuality, Choice, Rights, Independence, Privacy, Dignity Respect, Partnership, Encouraging decision making of the service user. The 6C's - Care, Compassion, Competence, Communication, Courage, Commitment. PIES Impacts of Person-centred values not being applied. RO35 - Health Promotion Campaigns [Task 1A - Current Public Health Issues in Society]. - In this unit, students will research a public health challenge in society and then plan, produce, present and evaluate a health promotion campaign. Learning includes: The Importance of a Healthy Society - Control of communicable diseases, Decrease cost of care, Decrease sickness & dependency, Increased life expectancy. Benefits of Health promotion campaigns - Individuals, Society. Target Audience. Public Health Challenges for Society - Obesity, Flu & viruses, Alcohol consumption, Heart disease/stroke, Sexual health, Cancer, Physical activity, Mental health, Smoking cessation, Child dental health. Current health campaigns and their benefits. 	

AUTUMN**Germany 1890-1945****Part one: Germany and the growth of democracy**

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Part two: Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

Part three: The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

SPRING**Britain: Health and the People c1000-Present****Part one: Medicine stands still**

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.

- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

SUMMER

Britain: Health and the People c1000-Present

Part four: Modern medicine

- Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
- Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

Conflict and Tension in Asia 1950-1975

Part one: Conflict in Korea

- The causes of the Korean War: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR's absence from the UN.
- The development of the Korean War: the UN campaign in South and North Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur.
- The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea, the UN and Sino-American relations.

Part two: Escalation of conflict in Vietnam

- The end of French colonial rule: Dien Bien Phu and its consequences; Geneva Agreement, 1954; civil war in South Vietnam; opposition to Diem; the Vietcong – aims, support, leadership and guerrilla tactics and Ho Chi Minh.
- The US involvement: the Domino Theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme.

Subject: Maths	Year group: 10
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AUTUMN

<p>Fractions</p> <ul style="list-style-type: none"> Convert fractions to ratios Relate ratios to fractions and to linear functions Express a multiplicative relationship between two quantities as a ratio or a fraction <p>Probability</p> <ul style="list-style-type: none"> Calculate theoretical probability spaces for single and combined experiments Understand that empirical unbiased samples tend towards theoretical probability distributions with increasing sample size Understand mutually exclusive events Understand dependent and independent events using tree diagrams <p>Factors and Multiples</p> <ul style="list-style-type: none"> Factors of numbers Multiples of numbers Highest common factor/lowest common multiple Prime factor decomposition <p>Algebraic Manipulation</p> <ul style="list-style-type: none"> Expand and factorise expressions Expand double brackets and factorise quadratic expressions <p>Constructions</p> <ul style="list-style-type: none"> Use the standard ruler and compass constructions Use these to construct given figures and solve loci problem 	<p>Product Rule for Counting</p> <ul style="list-style-type: none"> Use of the product rule for counting <p>Functions</p> <ul style="list-style-type: none"> Interpret simple expressions as functions with inputs and outputs Interpret the reverse process as the 'inverse function' <p>Interpret the succession of two functions as a 'composite function'</p> <p>Accuracy</p> <ul style="list-style-type: none"> Round numbers to a given degree of accuracy Estimate calculations Use inequality notation to specify simple error intervals due to truncation or rounding <p>Powers and Roots</p> <ul style="list-style-type: none"> Use positive integer powers and associated real roots (square, cube and higher) and recognise powers of 2, 3, 4 and 5 <p>Algebraic Manipulation</p> <ul style="list-style-type: none"> Argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments <p>Graphs</p> <ul style="list-style-type: none"> Use the form $y = mx + c$ to identify parallel lines Find the equation of the line through two given points or through one point with a given gradient Recognise, sketch and interpret graphs of linear functions <p>Pythagoras' Theorem</p> <ul style="list-style-type: none"> Calculate missing sides in right-angled triangles using Pythagoras' Theorem Pythagoras' Theorem in context Apply Pythagoras' Theorem in 3D <p>Surds</p> <ul style="list-style-type: none"> Calculate exactly with surds Simplify surd expressions involving squares
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SPRING

<p>Sequences</p> <ul style="list-style-type: none"> Recognise and use sequences, including triangular numbers, quadratic sequences and the Fibonacci sequence Generate terms of a sequence from either a term-to-term or a position-to-term rule Deduce expressions to calculate the nth term of linear sequences <p>Growth and Decay</p> <ul style="list-style-type: none"> Set up, solve and interpret the answers in growth and decay problems, including compound interest <p>Quadratic Graphs</p> <ul style="list-style-type: none"> Identify and interpret roots, intercepts, and turning points of 	<p>Ratio</p> <ul style="list-style-type: none"> Use scale factors, scale diagrams and maps Compare lengths, areas and volumes using ratio notation, making links to scale factors <p>Equations and Inequalities</p> <ul style="list-style-type: none"> Solve linear inequalities and present answers on a number line <p>3D shapes</p> <ul style="list-style-type: none"> Identify properties of the faces, surfaces, edges and vertices of 3D shapes Create plans, views and elevations <p>Volume and Surface Area</p> <ul style="list-style-type: none"> Volume and surface area of prisms Calculate volume and surface area of spheres, pyramids, cones and composite solids <p>Units of Measure</p> <ul style="list-style-type: none"> Change freely between and use related standard units of measure, such as time, length, area, volume/capacity, mass and money in numerical contexts
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<p>quadratic functions graphically and deduce roots algebraically</p> <ul style="list-style-type: none"> • Deduce roots algebraically and turning points by completing the square <p>Equations</p> <ul style="list-style-type: none"> • Solve quadratic equations by completing the square • Solve quadratic equations by using the quadratic formula 	<p>Averages of Spread</p> <ul style="list-style-type: none"> • Use averages to compare data sets • Apply statistics to describe a population • Analyse and compare distributions with grouped and ungrouped data • Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts, pictograms and vertical line charts <p>Transformations</p> <ul style="list-style-type: none"> • Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement, including fractional scale factors • Describe translations as 2D vectors • Describe the changes and invariance achieved by combinations of rotations, reflections and translations
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SUMMER

<p>Angles</p> <p>Bearings</p> <ul style="list-style-type: none"> • Use map scales and drawings • Use and calculate bearings <p>Formulae</p> <p>Simultaneous Equations</p> <ul style="list-style-type: none"> • Solve two simultaneous equations in two variables (linear/linear) algebraically • Solve two simultaneous equations in two variables (linear/linear) by finding approximate solutions using a graph • Solve two simultaneous equations in two variables (linear/quadratic) algebraically • Solve two simultaneous equations in two variables (linear/quadratic) algebraically by finding approximate solutions using a graph <p>Equations</p> <p>Pythagoras' Theorem</p> <ul style="list-style-type: none"> • Calculating missing sides in right-angled triangles using Pythagoras' Theorem • Pythagoras' Theorem in context • Apply Pythagoras' Theorem in 3D <p>Trigonometry</p> <ul style="list-style-type: none"> • Know Trigonometric ratios and apply to find missing sides and angles in right-angled triangles • Apply the Trigonometric ratios in 3D • Know and apply the sine rule to find unknown lengths and angles • Know and apply the cosine rule to find unknown lengths and angles • Know and apply the sine and cosine rule together to find unknown lengths and angles in context • Know and apply the rule, $\text{Area} = \frac{1}{2} ab \sin C$ to calculate the area, sides or angles of any triangle 	<p>Proportion</p> <ul style="list-style-type: none"> • Understand equality of ratios • Solve direct and inverse proportion problems • Create graphical representations of direct and inverse proportion <p>Cubic and Reciprocal Graphs</p> <ul style="list-style-type: none"> • Recognise, sketch and interpret graphs of simple cubic functions and the reciprocal function $y = 1/x$ • Plot and interpret graphs, including reciprocal graphs, and graphs of non-standard functions in real contexts <p>Areas and Sectors</p> <ul style="list-style-type: none"> • Identify and use circle definitions • Calculate arc length and sector areas <p>Vectors</p> <ul style="list-style-type: none"> • Apply addition and subtraction of vectors • Apply multiplication of vectors by a scalar • Apply diagrammatic and column representations of vectors <p>Measurement of Units</p> <ul style="list-style-type: none"> • Change freely between and use related standard units of measure, such as time, length, area, volume/capacity, mass and money in numerical contexts • Change freely between related standard units of time, length, area, volume/capacity and mass in algebraic contexts • Change freely between related compound units of speed, rates of pay, prices and density in algebraic contexts <p>Circle Theorems</p> <ul style="list-style-type: none"> • Apply and prove the standard circle theorems concerning angles, radii, tangents and chords <p>Statistical Diagrams</p> <ul style="list-style-type: none"> • Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data • Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use
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Subject: Media Studies	Year group: 10
AUTUMN	
<p>1.Introduction to Media and Component 1 (Exploring the Media) • Quality Street (1954) • This Girl Can (2016) set products.</p> <p>2.Section B Industry and Advertising and Marketing strategies and concepts within the media. • GQ Magazine (2019) • Vogue Magazine (2021) • Radio • The Archers (BBC Radio 4) industry and audience study. Complete The Archers. BBC and PSB.</p> <p>3.Bond Section B (Bond film industry/franchise, audience and production processes).</p>	
SPRING	
<p>1.Component 1 Newspapers(media language and representation study of the set newspapers). The Guardian (2022) The Sun (2021).</p> <p>2.Component 1 Section B Gaming Industries. Study of the set product 'Fortnite'. Study of the gaming industry and audience appeal.</p>	
SUMMER	
<p>1.Component 3 Coursework and Planning Introduction to the practical components. Research, planning and coursework preparation.</p> <p>2.Begin to produce coursework. Production planning and preparation and complete draft of product.</p> <p>3.Component 3 NEA completion of chosen brief; 1. Television. 2. Magazines. 3. Film Marketing. 4. Music Marketing.</p>	

Subject: GCSE Music (Eduqas)	Year group: 10
AUTUMN	
<ol style="list-style-type: none"> 1. General Musicianship - How music works 2. The Elements of Music 3. Performing in an ensemble setting 4. The basics of staff notation 5. Composing Fundamentals using Logic Pro X 	
SPRING	
<ol style="list-style-type: none"> 1. Solo Performance: rehearsal technique 2. Listening and Analysing - application of the Elements of Music 3. Score reading - Toto's <i>Africa</i> 4. Compositional techniques - application to free brief 5. Preparation for year 10 Mock exam 	
SUMMER	
<ol style="list-style-type: none"> 1. Solo Performance focus (recording) 2. Ensemble performance focus (recording) 3. Free Brief composition (development to submission) 4. Listening and Analysing: JS Bach's <i>Bardinerie</i> 	

AUTUMN**Component 1 (Coursework): Preparing Participants to Take Part in Sport and Physical Activity**

Students will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity:

- A1 - Types and Providers of Sport and Physical Activities
- A2 - Types and Needs of Sport and Physical Activity Participants
- A3 - Barriers to Participation and Physical Activity for Different Types of Participant
- A4 - Methods to Address Barriers to Participation in Sport and Physical Activity for Different Types of Participant
- B1 - Different Types of Sports Clothing and Equipment Required for Participation in Sport and Physical Activity
- B2 - Different Types of Technology and their Benefits to Improve Sport and Physical Activity Participation and Performance
- B3 - The Limitations of Using Technology in Sp[ort and Physical Activity
- C1 - Planning a Warm-up
- C2 - Adapting a Warm-up for Different Categories of Participants and Different Types of Physical Activities
- C3 - Delivering a Warm-up to Prepare Participants for Physical Activity

SPRING**Component 2 (Coursework): Taking Part and Improving Other Participants Sporting Performance**

Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance:

- A1 - Components of Physical Fitness
- A2 - Components of Skill-related Fitness
- B1 - Techniques, Strategies and Fitness Required for Different Sports
- B2 - Officials in Sport
- B3 - Rules and Regulations in Sports
- C1 - Planning Drills and Conditioned Practices to Develop Participants' Sporting Skills
- C2 - Drills to Improve Sporting Performance

SUMMER**Component 3 (Exam): Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**

Students will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing:

- A1 - The Importance of Fitness for Successful Participation in Sport
- A2 - Fitness Training Principles
- A3 - Exercise Intensity and How It Can Be Determined

Subject: GCSE PE	Year Group: 10
AUTUMN	
<p>Component 2: Health and Performance (Exam) This component assesses students' knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance:</p> <ul style="list-style-type: none"> ● 2:1.1 Physical, emotional, social health and fitness and well being ● 2:1.2 Sedentary lifestyles ● 2:1.3 Energy use, diet, nutrition and hydration <p>Component 1: Fitness and Body Systems (Exam) This component assesses students' knowledge and understanding of the factors underpinning participation and performance in physical activity and sport. Students will develop their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and wellbeing and how these can impact on their own performance. Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance. Key socio-cultural influences that can affect people's involvement in physical activity and sport will also be considered:</p> <ul style="list-style-type: none"> ● 1:3.1 Health and Fitness ● 1:3.2 Components of fitness and fitness tests ● 1:3.3 Principles of training and training methods <p>Component 2: Health and Performance (Exam)</p> <ul style="list-style-type: none"> ● 2:2.2 Goal setting and SMART targets 	
SPRING	
<p>Component 1: Fitness and Body Systems (Exam)</p> <ul style="list-style-type: none"> ● 1:3.5 Injuries ● 1:1.3 Aerobic & Anaerobic exercise & the short term effects ● 1:3.4 Long term effects of exercise ● 1:3.5 Injuries and performance enhancing drugs <p>Component 4: Personal Exercise Programme (PEP) Coursework The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity.</p> <ul style="list-style-type: none"> ● 4: Performance Data Collection ● 4: Data Interpretation ● 4: Elite Data 	
SUMMER	
<p>Component 4: Personal Exercise Programme (PEP) Coursework</p> <ul style="list-style-type: none"> ● 4:1.1-1.3 PEP introduction and Data Analysis ● 4:1.4-1.5 SMART Targets & Methods of Training ● 4:1.6-1.7 Principles of Training and PAR-Q ● 4:2.1 Carrying out PEP and Monitoring ● 4:3.1 Data Analysis ● 4:3.2 Evaluation of PEP 	

Subject: Psychology	Year group: 10
AUTUMN	
<p>Research methods - Doing research - Planning research - analysing research</p> <p>Psychological problems • An introduction to mental health. Theories/Explanations - Biological Explanation of Schizophrenia, Psychological Explanation of Schizophrenia, Schizophrenia Research Study- Daniel Weinberger.</p>	
SPRING	
<p>Psychological problems Theories/Explanations Clinical Depression, Biological Explanation of Clinical Depression. Psychological Explanation of Clinical Depression . Clinical Depression Research Study – Tandoc et al. (2015). Application The development of treatments</p> <p>Criminal Psychology . Key Concepts - types of crime, crime as a social construct, how crime is measured. Theories/Explanations The Social Learning Theory, Social Learning Theory Research Study – Cooper and Mackie (1986),</p>	
SUMMER	
<p>Criminal Psychology- Theories/Explanations Eysenck’s Criminal Personality Theory, Criminal Personality Theory Research Study – Heaven (1996): Application The changing nature of punishment</p> <p>Developmental Psychology . Key Concepts Stages of development, IQ tests as a measure of intelligence. Theories/Explanations Piaget’s Theory of Cognitive Development, Cognitive Development Research Study – Piaget (1952): Study into the conservation of number, The Role of Learning on Development – Dweck’s Mindset Theory Willingham’s Learning Theory, Learning Research Study – Blackwell et al. (2007): study into fixed and growth mindsets, Application The changing role of education</p>	

Subject: Religious Education	Year group: 10
AUTUMN	
<p>Paper 1 - Christianity Beliefs The nature of God as omnipotent, loving and Just The oneness of God and the Trinity Christian beliefs about creation The incarnation The crucifixion The resurrection and ascension The afterlife and judgement Heaven and hell Sin and salvation The role of Christ in salvation</p>	
SPRING	
<p>Paper 1 - Islam Beliefs The oneness of supremacy of God Key beliefs in Sunni and Shia Islam The nature of God Angels Predestination Life after Death Prophethood and Adam Ibrahim Muhammad (pbuh) and the Imamate The holy books of Islam</p>	
SUMMER	
<p>Paper 2 - Relationships and Families Christian teachings about human sexuality Sexual relationships before and outside marriage Contraception and family planning Christian teachings about marriage Divorce and remarriage Religious teaching about the nature of families Religious teachings about the purpose of families Religious attitudes to gender equality</p> <p>Paper 2 - Religion and Life The origins of the universe The value of the world The use and abuse of the environment Pollution The use and abuse of animals The origins of human life Abortion Euthanasia Death & the Afterlife</p>	

Subject: Science		Year group: 10	
AUTUMN			
<p>Biology <u>B4 Bioenergetics</u></p> <ul style="list-style-type: none"> Plant transport Photosynthesis Respiration Metabolism <p><u>B3 Infection and Response</u></p> <ul style="list-style-type: none"> Communicable and non-communicable diseases Immune response Vaccinations and drug development Plant diseases (TRIPLE ONLY) 	<p>Chemistry <u>C2 Bonding</u></p> <ul style="list-style-type: none"> Covalent, ionic and metallic bonding Properties Polymers Nanoparticles <p><u>C3 Quantitative Chemistry</u></p> <ul style="list-style-type: none"> Conservation of mass Mole calculations Reacting masses 	<p>Physics <u>P2 Electricity</u></p> <ul style="list-style-type: none"> Current, potential difference and resistance Series and parallel circuits Domestic electricity <p><u>P4 Atoms and Radiation</u></p> <ul style="list-style-type: none"> Atomic structure Alpha, beta and gamma radiation Half-life Uses and dangers of radiation 	
SPRING			
<p>Biology <u>B7 Ecology</u></p> <ul style="list-style-type: none"> Communities and populations Biotic and abiotic factors Competition and adaptations (TRIPLE ONLY) Water and carbon cycle Pollution Human impact on biodiversity 	<p>Chemistry <u>C3 Quantitative Chemistry</u></p> <ul style="list-style-type: none"> Conservation of mass Mole calculations Reacting masses Uncertainties <p><u>C5 Energy Changes</u></p> <ul style="list-style-type: none"> Displacement reactions Acids and bases Electrolysis 	<p>Physics <u>P2 Electricity</u></p> <ul style="list-style-type: none"> IV characteristics Thermistors and LDR's <p><u>P5 Forces and Motion</u></p> <ul style="list-style-type: none"> Distance, displacement, speed and velocity Acceleration Distance-time and velocity-time graphs 	
SUMMER			
<p>Biology <u>B5 Homeostasis and Response</u></p> <ul style="list-style-type: none"> Homeostasis Nervous system Synapses and reflex The brain (TRIPLE ONLY) The eye (TRIPLE ONLY) 	<p>Chemistry <u>C5 Energy Changes</u></p> <ul style="list-style-type: none"> Energy changes Bond energies <p><u>C6 Chemical Changes</u></p> <ul style="list-style-type: none"> Rates of reaction Collision theory Catalysts Le Chatelier's principle Tests for ions (TRIPLE ONLY) <p><u>C7 Organic (TRIPLE ONLY)</u></p> <ul style="list-style-type: none"> Fractional distillation Alkanes and alkenes Alcohols Carboxylic acids 	<p>Physics <u>P6 Waves</u></p> <ul style="list-style-type: none"> Types of Waves Labelling waves Sound waves Electromagnetic waves Refraction of light <p><u>P8 Space (TRIPLE ONLY)</u></p> <ul style="list-style-type: none"> Solar system Life cycle of a star Redshift Big bang theory 	

Subject: Sociology	Year group: 10
AUTUMN	
<ol style="list-style-type: none"> 1. Social Approach - Norms and values, agents of socialisation and control. Students will also study how identity is developed such as Social class, Ethnicity, Gender and Age. Students will study agents of formal and informal social control and culture and cultural diversity. 2. Families - Students study trends affecting the family and sociological views on the family. This includes: Introduction to Sociology, Defining family & households, Family diversity, conjugal roles, marriage, divorce. Sociological views on the family - Functionalism, Marxism 	
SPRING	
<ol style="list-style-type: none"> 1. Sociology of Education- Students study types of schools and a history of education in the UK. We study factors that affect achievement; in school and out of school factors. This is linked to achievement by Social class, Gender and Ethnicity 2. Families - Sociological views on the family - Feminism, New Right. Childhood, Dark side of the family. Research Methods - Students study how sociologists investigate the social world. This includes: Introduction to Research Methods, Research design, Types of data, Ethics, Sampling, questionnaires 	
SUMMER	
<ol style="list-style-type: none"> 1. Sociology of Education- Students study Sociological perspectives on the role and purpose of education including; Functionalism, Marxism, Feminism and the New Right. 2. Research Methods - Observations, Interviews, Secondary data (official statistics & documents), case and longitudinal studies 	

Subject: Spanish	Year group: 10
AUTUMN	
<p><u>People and lifestyle:</u></p> <p><u>Identity and relationship with others</u></p> <ol style="list-style-type: none"> 1. Family 2. Adjectives 3. To be (present tense) 4. To have (present tense) 5. Friends <p><u>Healthy living</u></p> <ol style="list-style-type: none"> 1. Healthy living 2. Diet 3. Future lifestyle 4. Life in Spain 	
SPRING	
<p><u>People and lifestyle:</u></p> <ol style="list-style-type: none"> 1. School subjects 2. School routine 3. Future plans 4. Jobs 5. Sports 6. Music 7. TV and films 8. Cinema 	
SUMMER	
<p><u>Popular culture:</u></p> <p>Customs, festivals and celebrations</p> <ol style="list-style-type: none"> 1. Festivals 2. Customs <p>Celebrity culture</p> <ol style="list-style-type: none"> 1. Clothes 2. Fame 3. Routine 4. Role models 	