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INSTRUCTIONS

What homework do I have as a Year 11 student?

Year 11 students should spend a **total of 90 minutes** each evening on revision and retrieval activities.

	Year 11
	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: Methods of business growth and their impact		
1	Internal Growth	Occurs when a business expands by itself, by bringing out new products, or by entering new markets
2	Internal Growth	Introducing new products or entering new markets
3	Research and Development	Research into new products or processes and developing the ideas that are generated from research
4	Innovation	The act of creating new products or processes
5	External Growth	Occurs when a business expands by joining with another business Also known as inorganic growth
6	Methods Of External Growth	Mergers or takeovers
7	Merger	Two or more businesses agree to join together and operate as a combined business
8	Takeover	A business buys another business and incorporates it into their own business
Week 2: Methods of Business Growth and their Impact		
1	Public Limited Companies (Plcs)	An incorporated business that can sell shares to the public
2	Incorporated	A business that is registered as a company, so the owners (shareholders) and the business have a separate legal identity
3	Multinational	A business with operations in more than one country also known as a multinational corporation (MNC)
4	Internal Sources Of Finance	Found within the business and include retained profit and selling assets No interest will be payable on either method
5	Retained Profit	Money that a business keeps, rather than paying out to its shareholders
6	Dividends	A percentage of the business's profits that is paid to shareholders as a reward for their investment in the business
7	Stock Market Floatation	The process of changing a business to a PUBLIC LIMITED COMPANY (PLC) by issuing shares for sale on a stock exchange
8	Stock Exchange	A place where shares in PLCs can be bought and sold
Week 3: Changes In Business Aims and Objectives		
1	Degree Of Competition	The number and size of businesses competing in a particular market
2	Market Share	The proportion of sales in a market that are taken by one business
3	Culture	The general attitudes, behaviour and beliefs of a business and its workforce
4	Retrenchment	When a business downsizes the scale of its operations by reducing the number of employees or closing less profitable branches
5	Organisational Structure	The way in which the workforce is organised, usually a hierarchy with people reporting to managers all the way up to the Chief Executive Officer (CEO)
6	Product Portfolio	The range of goods and services offered by any one business
7	External Sources Of Finance	Found outside the business such as loan capital and share capital
8	Secured	Guaranteed, because if the business fails to repay the loan, the asset will be taken by the bank
Week 4: Business and Globalisation		
1	Globalisation	When businesses operate on an international scale and gain international influence or power

2	Imports	The flow of goods and services into a country from another country
3	Exports	The flow of goods and services out of a country to another country
4	Domestically	At home, or within a business's home country
5	Tariff	A tax imposed on imports or exports
6	Protectionist Measures	An action taken by a government to reduce the flow of imports into the country
7	Trading Bloc	A group of countries that agree to act together to promote trade between themselves Eg The EU, NAFTA, ASEAN
8	Localise	Adapt to suit the local area and its needs, particularly in terms of culture, language or geographical location

Week 5: Ethics, the Environment and Business

1	Ethics	Moral principles or standards that guide the behaviour of a person or business
2	Stakeholder	Anyone who has an interest in a business
3	Trade Off	A balance between two different or opposing objectives
4	Profit Margin	The proportion of revenue left over after costs have been deducted
5	Green Audit	A detailed review of a business's impact on the environment
6	Sustainability	Acting to ensure that natural resources are used responsibly, to protect the environment for future generations
7	Pressure Group	A group who join together to try to influence business or government policy for a given cause
8	Lobbying	Trying to influence the governments or other organisations

Week 6: Marketing Mix

1	Product	Refers to the goods or services sold by a business
2	Design Mix	A triangle which contains three aspects of design that all products need to address in the research and development stage
3	Function	How well a product does its job
4	Aesthetics	The visual attractiveness of something
5	Cost	Producing the product for a cost that allows the business to make a profit
6	Product Life Cycle	Plots the sales of a product through the four stages of its life
7	Introduction	Covers the research, development and launch of a new product
8	Growth	The product becomes increasingly popular and sales may rise rapidly

Week 7: Assessment Week - Key Terms to Revise

1	Internal Growth	Occurs when a business expands by itself, by bringing out new products, or by entering new markets; also known as organic growth
2	External Growth	Occurs when a business expands by joining with another business; also known as inorganic growth
3	Public Limited Companies (Plcs)	An incorporated business that can sell shares to the public
4	Internal Sources Of Finance	Found within the business and include retained profit and selling assets; no interest will be payable on either method
5	External Sources Of Finance	Found outside the business such as loan capital and share capital
6	Globalisation	When businesses operate on an international scale and gain international influence or power
7	Stakeholder	Anyone who has an interest in a business
8	Profit Margin	The proportion of revenue left over after costs have been deducted

AUTUMN Half-term 2

Week 1: Marketing Mix

1	4Ps	Product, price, promotion and place
2	Maturity	The business now receives repeat purchases from its loyal customers
3	Decline	Sales begin to fall as the product loses popularity
4	Discontinued	No longer produced or sold
5	Extension Strategies	Any action that a business can take in order to lengthen the product life cycle and encourage growth in sales, during the decline phase
6	Economies Of Scale	The cost advantages that businesses can experience as they increase their scale of production
7	Differentiation	The process of developing a distinctive or unique product
8	USP	Something that makes a product stand out from its competitors

Week 2: Pricing

1	Pricing Strategies	The way in which a business decides on the price of a product or service
2	High Volume Pricing Strategy	This involves producing a lot of a product at a low cost, using economies of scale
3	High Margin Pricing Strategy	Involves maximising the difference between the production cost of each product and the price for which it can sell the product
4	Influences On Pricing Strategies	The main influences are technology, competition and the market segment
5	Mass Market	A large market where customers have similar needs and characteristics
6	Generic	A characteristic relating to an entire group, not specific
7	Niche Market	A small market where customers have very specific needs and characteristics
8	Market Segment	The process of dividing a target market into smaller categories by grouping together consumers with a particular need or interest

Week 3: Promotion

1	Promotion	The ways in which a business communicates its products and services to its customers
2	Promotion Strategies	Techniques that a business uses to make customers and potential customers aware of and interested in its products and services
3	Advertising	When a business pays to use adverts to communicate with customers
4	Emotive Language	Language intended to affect people at an emotional level, usually using adjectives such as crazy, cutting edge or cool
5	Medium	The way in which something can be communicated (media – plural of medium) Examples: TV 24%, Radio 3%, Digital 50%, Print 16%, Roads 6%
6	Sponsorship	When a business supports an event, activity, person or organisation, either financially or by providing its products or services
7	Product Trials	Free access to or the giveaway of a product
8	Special Offers	AKA sales promotions are a short-term special offer, usually in the form of a discount, used by businesses to attract customers

Week 4: Promotion

1	Promotion	The ways in which a business communicates its products and services to its customers
2	Publicity	Any communication about a business that is created by the business, its customers or a third party
3	Pressure Group	A group of people who join together to try to influence government or business policy for a particular cause
4	Branding	The personality or image of a product, generated through marketing activities
5	Brand Personality	Helps consumers identify with a product and a certain set of characteristics with that brand, such as quality, fun, sophistication

6	Viral Advertising	Advertising using social networking to increase sales or boost brand awareness
7	Product Placement	Placing a product where the consumer will be exposed to it: often works with sponsorship: i e Aston Martin in James Bond films
8	Target Audience	The demographic group the business is targeting as customers
Week 5: Place		
1	Place	How a business gets its products to its customers
2	E-Commerce	Using the internet to carry out business transactions
3	M-Commerce	Using mobile technologies, such as smartphones and tablets to carry out business transactions
4	Retailing	Selling products or services to customers in a physical shop
5	E-Tailing	Retailing to customers through the internet, such as through an e-commerce website
6	Markup	The amount of money added to the cost price of a product or service to make the final retail price
7	Third-Party Platform	An e-commerce website or service that is run by an unrelated business
8	Wholesale	Purchasing large quantities of supplies from producers and selling them on in smaller quantities
Week 6: INTEGRATED MARKETING MIX		
1	Integrated Marketing Mix	A marketing mix that has a theme, with the elements all supporting each other (for example- product and price)
2	Patent	Legal protection meaning that a design or invention cannot be copied by others
3	Copyright	Legal protection of a creative idea which cannot be copied by others: i e music
4	Advertising Standards Authority	The UK's independent regulator of advertising across all media
5	Business Location	The geographical place where the business operates from
6	Customer Service	Help, guidance and advice that the customer receives from the business when choosing or buying the product
7	After Sales Support	This is the help, guidance and advice that the customer receives from the business after buying the product
8	Physical Environment	This is the place or environment in which the product or service is sold
Week 7: Revision		
1	4Os	Product, price, promotion and place
2	Economies of Scale	Average costs (of production, distribution and sales) fall as a business increases the amount of product that it produces, distributes and sells
3	Differentiation	The process of developing a distinctive or unique product
4	High Volume Pricing Strategy	This involves producing a lot of a product at a low cost, using economies of scale
5	High Margin Pricing Strategy	Involves maximising the difference between the production cost of each product and the price for which it can sell the product
6	Promotion Strategies	The group of techniques that a business uses to make customers and potential customers aware of and interested in its products and services
7	Markup	The amount of money added to the cost price of a product or service to make the final retail price
8	Publicity	Any communication about a business that is created by the business, its customers or a third party

SPRING Half-term 1

Week 1: Operations		
1	Service	An experience or non-physical item, for example a trip to a theme park
2	Job production	One-off production of a one-off item for each individual customer
3	Batch production	Producing a limited number of identical products
4	Flow production	Continuous production of identical products, which gives scope for high levels of automation
5	Productivity	A measure of efficiency, usually output per person per time period
6	Automation	Using machines that can operate without people
7	CAD	Computer Aided Design
8	CAM	Computer Aided Manufacture
Week 2: Working with Suppliers		
1	Stock	Items held by a firm for use or sale; also called inventory
2	Bar gate stock graph	A diagram to show changes in the level of stock over time
3	Lead time	Number of days or weeks that it takes from ordering stock until it arrives
4	Just in Time (JIT)	Running the business with so little stock that supplies have to arrive 'just in time' before they run out
5	JIC	Holding buffer stock levels, 'just in case' there is a sudden increase in demand
6	Procurement	Obtaining the right supplies from the right supplier
7	Logistics	Ensuring that the right supplies will be ordered and delivered on time
8	Perishable	Likely to go out of date or go off quickly
Week 3: Managing quality and the sales process		
1	Quality control	Putting measures in place to check that the customer receives an acceptable level of quality
2	Quality assurance	A system based on preventing quality problems by involving all staff within the production team to understand their role in maintaining highest quality standards
3	Quality mark	A standard of quality given to a business that is accredited by a professional body
4	Competitive advantage	An advantage a business has over its rivals that is unique and sustainable
5	Product knowledge	How well staff know the features of the products and service issues, e.g. such as the precise terms of a warranty
6	Sales process	The process of persuading a customer to buy the products
7	Customer engagement	The attempt to make a customer feel part of something rather than an outsider
8	Sales approaches	The approach the sales team employs to actively approach and engage customers
Week 4: Business calculations		
1	Revenue	The money that a business receives from selling its goods and services; also called Turnover or Income
2	Cost of sales	The name for the costs that are directly involved in the making of a product for a manufacturer or the provision of a service for a service provider
3	Gross profit	The amount left after the cost of buying or making the product has been deducted from revenue
4	Net profit	Overall profit made by a business. What is left after deducting all costs.
5	Expenses	Costs of the business that are not directly involved in the making of the product, e.g. rent, rates

6	Gross profit margin	Expressed gross profit as a percentage of sales revenue
7	Net profit margin	Expresses net profit as a percentage of sales revenue
8	Average Rate of Return	(ARR) Expresses the average yearly profit as a percentage of the sum invested
Week 4: Understanding business performance		
1	Line graph	Shows data represented as lines, making it easy to identify trends
2	Bar graph	Data represented so that the height of the bar represents the quantity involved. Good for making comparisons
3	Pie chart	Shows data represented in a circle, with each slice of the pie representing a proportion of the whole, e.g. market share
4	Variable	A quantity used in a calculation or some measurable piece of information
5	Infographic	A graphic representation of information to make it interesting and easy to understand
6	Demographic	Relating to the structure of a population
7	Qualitative data	Concerning the quality of something that cannot be measured in numbers
8	Quantitative data	Information that can be measured, counted, or expressed numerically
Week 5: Organisational structures		
1	Centralised structure	An organisation where most decisions are made at head office not within the branch
2	Decentralised structure	An organisation that allows staff to make decisions at a local level
3	Flat structure	An organisation with few layers of hierarchy
4	Hierarchical structure	An organisation with many layers of management, therefore creating a tall organisational pyramid
5	Organisation chart	A diagram that shows the internal structure of an organisation
6	Span of control	The number of people a manager is directly responsible for in an organisation
7	Subordinate	The term for people underneath another in an organisation chart
8	Layers	In an organisational structure, this means the levels of job roles in the business, from the highest paid directors to the junior members of staff
Week 6: Communication		
1	Communication	The passing of information from one person or organisation to another
2	Insufficient communication	Too little communication which may leave some staff under-informed and demotivated
3	Excessive communication	Too much communication, causing overload for staff; a particular problem with email
4	Barrier to communication	Something that prevents the flow of communication
5	Jargon	Technical or obscure words used by a particular group of people that may not be understood by everyone
6	Vertical communication	Communication that moves up or down the hierarchy in an organisation, e.g. from manager to employee
7	Horizontal communication	Communication between people or departments on the same level in an organisation
8	Channels of communication	The medium or method used to send a message, such as verbal, written, and digital.

SPRING Half-term 2

Week 1: Ways of working		
1	Full time work	Working between 35 - 40 hours per week

2	Part time work	Working less than 35 hours per week and usually predictable hours / days
3	Flexible hours	Working days and hours vary from week to week
4	Zero hour contract	A type of flexible working where employees are not guaranteed any work from week to week
5	Freelance contract	An agreement over one job between a business and a self-employed worker
6	Permanent contract	An agreement between a business and an employee that work and income will be provided consistently into the long-term future
7	Remote working	Working away from the office, typically at home
8	Temporary contract	An agreement between a business and an employee that work and income will be provided for a specific time period, e.g. six months

Week 2: Effective recruitment

1	Directors	People who make the biggest decisions faced by the business, e.g. aims and objectives
2	Managers	The people who organise others to carry out tasks
3	Supervisors / team leaders	People who ensure that the staff below them do what they are supposed to do
4	Operational staff	Complete tasks that fulfil the purpose of a business
5	Support staff	Staff who provide help to operational staff, providing assistance with computer networks, administration tasks and assisting when needed
6	Job description	A short account of the main features of the job
7	Person specification	A description of the type of person who would best fit the job: their character, their experience and skills
8	Application form	A series of questions a job-seeker must fill in when trying to get an employer interested in interviewing them

Week 3: Effective recruitment

1	CV	Curriculum vitae. Sets out the person's experience, qualifications and other relevant facts
2	References	People such as previous bosses, who are willing to answer questions about the qualities of a job applicant
3	Internal recruitment	Appointing someone from within an organisation
4	External recruitment	Appointing a new employee who does not work for the business
5	Roles	The different jobs within a business
6	Responsibilities	The different things that someone is required to do in order to fulfil their role in a business
7	Salary band	A range of possible salaries for the role being advertised
8	Interview	One or more people ask candidates questions to find out about why they would be best suited for a job

Week 4: Training and development

1	Formal training	The official training program to be able to complete a job, e.g. a 2 year graduate training program
2	Informal training	The unexpected, unplanned extra advice or demonstrations that come from colleagues or occasionally from customers
3	On-the-job training	Training that occurs in the workplace whilst doing the job, e.g. an apprenticeship
4	Off-the-job training	Training away from the workplace, e.g. in a college
5	Induction training	Training that occurs when you first start a job or join a new business
6	Self learning	Teaching yourself, perhaps by thinking why a problem occurred and making sure you learn from your mistakes
7	Ongoing training	Regular, perhaps weekly training sessions for all staff
8	Target setting	When you are set goals by a manager and your job is to achieve them

Week 5: Training and development & Motivation		
1	Performance review	Discussion between employee and their line manager about how well they are working towards the targets set at the start of the year
2	Retention	Calculation of how many staff stay loyal rather than leaving
3	Productivity	The measurement of how much work a business is able to complete
4	Legislation	The laws that a country must comply with
5	Motivation	The desire to do the best you can at a job
6	Job rotation	Having several tasks to do at work to remove the boredom of doing the same thing all the time
7	Job enrichment	Being given a range of activities and responsibilities, some more complex than others
8	Autonomy	The independent power to decide what you are going to do at work
Week 6: Motivation		
1	Remuneration	All the financial rewards received from work, both direct and indirect
2	Fringe benefits	Rewards you get from work that are non-financial such as a company car or free membership of a club
3	Salary	An annual amount paid to employees, usually divided into 12 equal payments
4	Wage	Hourly rate paid to an employee
5	Overtime	Working more than your contracted hours. Sometimes paid at a rate above your usual pay
6	Bonus	Extra payments over and above your basic wage, often related to a target
7	Commision	Being paid a percentage of the value of a sale you made
8	Promotion	Being given a more important job in the organisational structure

AUTUMN Half-term 1**Week 1: Identifying the target market and Understanding Competitors**

1	Segmentation	Dividing the market into categories such as age group, gender, region.
2	Target market	The specific group of people an enterprise will sell to.
3	Selling method	How you are going to get your target market to buy the product or service e.g. promotions, online, face-to-face.
4	Establishing sales	Making sure sales continue and customers return.
5	Price	How much the customers are charged and pay for the product or service
6	Quality	Meets requirements and exceeds customer expectations
7	Availability	Whether the products and services are available from the business for customers to buy or from suppliers for businesses to order.
8	Unique selling point (USP)	The features of the business / product that is unique and benefits the business as it makes it better than the competition

Week 2: Planning and Products & Services

1	SMART	An acronym that helps planning and setting aims/objectives
2	Specific	A clear description of what you intend to do e.g. Increase sales through increased social media promotion
3	Measurable	A clear amount to measure if the plan or objective has been achieved e.g. Sales should increase by 10%
4	Achievable	The set target should be manageable and can be achieved by the business
5	Realistic	The target is relevant to the business and is something that can realistically be achieved
6	Timescale	How long you plan to work on the product or have been given to achieve the aim e.g. 3 months
7	Product features	What the product / service provides the customer. Features of a product include design, quality, functionality, and experience.
8	Selling price	The price which it will be offered to the customer

Week 3: Primary Research

1	Primary research	Research carried out directly with existing or potential customers.
2	Survey	Structured questionnaires that gather quantitative or qualitative data from a specific group of people
3	Interviews	One-on-one or small-group conversations between a researcher and participant
4	Observations	Involves watching and recording behaviours or interactions in a natural setting, often without direct interaction with participants
5	Focus groups	Guided discussions among a small group of people led by a moderator, focusing on specific topics or products
6	Case studies	In-depth examinations of a single instance to gather detailed insights and understand complex issues
7	Cost	How much will have to be spent to produce the product or service
8	Competitors	Other businesses that have similar products or services

Week 4: Secondary Research

1	Secondary research	Analysis and interpretation of existing data or information that has already been collected, often by external sources
2	Benefits of secondary research	The research already exists and is instantly available; often free to use.
3	Drawbacks of secondary research	The research may be out of date; it may not be possible to check the quality.

4	Internal company records	Could include sales data, customers service details, past research reports, targets achieved over previous years
5	Literature reviews	In-depth examination of existing academic articles, research papers, and books on a specific topic
6	Industry Reports	Comprehensive overviews of specific industries created by market research firms or industry associations
7	Government data	Data on economic indicators, population statistics, trade information, and more.
8	Company financial statements	Financial reports reveal a company's financial performance

Week 4: Resources required for running an enterprise

1	Enterprise	A business that involves commercial, industrial or professional activities
2	Resources	Stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organisation in order to function effectively.
3	Physical resources	Tangible resources you can touch. Essential to allow the business to operate
4	Examples of physical resources	Promises / location, materials, equipment, fixtures and fittings.
5	Financial resources	Monetary aspects / funding or investment to keep the business running
6	Examples of physical resources	Start-up costs, running costs, cost of sales.
7	Human resources	The people who are essential to the running of the business. Includes Managers, supervisors; employees
8	Training and development	Help businesses to ensure their employees are able to perform well, reach their potential and stay motivated.

Week 5: Financial and non-financial aims of a business

1	Financial aims	Monetary based targets
2	Profit	Amount gained after total costs are deduced.
3	Achieve breakeven	Achieve break even – a point where costs are equal to
4	Income	Income revenue made from selling products to customers or other business investments e.g. renting office space
5	Survival	Usually when a business starts up. This is ensuring your business can continue to operate and keeping profits higher than costs.
6	Non-financial aims	Aims that do not involve a specific monetary value.
7	Social	Running your business in a way that relates to belief about what is morally right and wrong
8	Customer satisfaction	Making sure the customer enjoys the product or service and is happy with the service they have received from the enterprise

Week 6: Promotion of enterprise

1	Promotion	Publicising and raising awareness to the public of an event or an activity
2	Why promotion is important	Promotion creates a 'buzz' about the enterprise and the target market can create an interest in the enterprise to ideally increase and encourage sales
3	Types of promotion	Different promotional methods are used to reach the target market
4	Posters	Used to catch attention in high-traffic areas and convey simple, impactful messages quickly

5	Leaflets	Small, printed handouts with information about products, services, or promotions, distributed directly to potential customers
6	Billboards	Large, highly visible signs placed along busy roads or in popular areas, designed to reach a broad audience
7	Social media	Social media platforms allow businesses to promote content interactively, engage with audiences, and drive traffic to websites or stores
8	Website	A business's central online presence, offering comprehensive information about products, services, company values, and contact details

AUTUMN Half-term 2

Week 1: Financial forecasting

1	Start-up costs	Start-up costs are the costs needed to actually set up the business and start trading
2	Example start-up costs	Initial stock; Premises; Promotions; Equipment.
3	Running costs	Regular costs that the business pays to keep the business trading. They may be paid weekly or monthly.
4	Example of running costs	Utilities; Rent; Equipment.

Week 2: Methods of communication and promotion

Why Enterprises need to communicate with customers to:

1	Keep them informed	To inform customers know about new goods and services
2	Try to increase sales	To remind customers about what they sell to help the business sell more.

Example of Communication methods

3	Radio	Adverts on commercial radio either local or national
4	Social media	Using social media platforms to advertise the business. E.g. Instagram or Facebook. Important to select social media most used by the target market e.g. Older customers Facebook; Younger customers Instagram
5	Leaflets / posters	Flyers and handouts used to promote the business.
6	Emails	An electronic method of communicating and promoting directly to individual customers.

Week 3: Social media

1	Advantages	The benefits to the business
2	Advantages - Audience	Social media can reach a large audience and can create two-way communication between the enterprise and the customer.
3	Advantages- Cost	Relatively cheap / low cost method of communication or promotion
4	Advantage- Reviews	Positive reviews can improve reputation of the business through word of mouth
5	Disadvantages	How the business could be affected in a negative way
6	Disadvantages - content	Enterprise doesn't have complete control over the content on social media meaning people can say what they want.

7	Disadvantage - reviews	People may leave unfair negative reviews
8	Disadvantage-review	Are reviews left by actual customers?
Weeks 4 - 6 Working on coursework and applying content covered in previous KO		

SPRING Half-term 1		
Week 1: Operations		
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3	Batch production	Producing a limited number of identical products
4	Flow production	Continuous production of identical products, which gives scope for high levels of automation
5	Productivity	A measure of efficiency, usually output per person per time period
6	Automation	Using machines that can operate without people
7	CAD	Computer Aided Design
8	CAM	Computer Aided Manufacture
Week 2: Working with Suppliers		
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3	Lead time	Number of days or weeks that it takes from ordering stock until it arrives
4	Just in Time (JIT)	Running the business with so little stock that supplies have to arrive 'just in time' before they run out
5	JIC	Holding buffer stock levels, 'just in case' there is a sudden increase in demand
6	Procurement	Obtaining the right supplies from the right supplier
7	Logistics	Ensuring that the right supplies will be ordered and delivered on time
8	Perishable	Likely to go out of date or go off quickly
Week 3: Managing quality and the sales process		
1	Quality control	Putting measures in place to check that the customer receives an acceptable level of quality
2	Quality assurance	A system based on preventing quality problems by involving all staff within the production team to understand their role in maintaining highest quality standards
3	Quality mark	A standard of quality given to a business that is accredited by a professional body
4	Competitive advantage	An advantage a business has over its rivals that is unique and sustainable
5	Product knowledge	How well staff know the features of the products and service issues, e.g. such as the precise terms of a warranty
6	Sales process	The process of persuading a customer to buy the products
7	Customer engagement	The attempt to make a customer feel part of something rather than an outsider
8	Sales approaches	The approach the sales team employs to actively approach and engage customers
Week 4: Business calculations		
1	Revenue	The money that a business receives from selling its goods and services; also called Turnover or Income
2	Cost of sales	The name for the costs that are directly involved in the making of a product for a manufacturer or the provision of a service for a service provider

3	Gross profit	The amount left after the cost of buying or making the product has been deducted from revenue
4	Net profit	Overall profit made by a business. What is left after deducting all costs.
5	Expenses	Costs of the business that are not directly involved in the making of the product, e.g. rent, rates
6	Gross profit margin	Expressed gross profit as a percentage of sales revenue
7	Net profit margin	Expresses net profit as a percentage of sales revenue
8	Average Rate of Return	(ARR) Expresses the average yearly profit as a percentage of the sum invested
Week 4: Understanding business performance		
1	Line graph	Shows data represented as lines, making it easy to identify trends
2	Bar graph	Data represented so that the height of the bar represents the quantity involved. Good for making comparisons
3	Pie chart	Shows data represented in a circle, with each slice of the pie representing a proportion of the whole, e.g. market share
4	Variable	A quantity used in a calculation or some measurable piece of information
5	Infographic	A graphic representation of information to make it interesting and easy to understand
6	Demographic	Relating to the structure of a population
7	Qualitative data	Concerning the quality of something that cannot be measured in numbers
8	Quantitative data	Information that can be measured, counted, or expressed numerically
Week 5: Organisational structures		
1	Centralised structure	An organisation where most decisions are made at head office not within the branch
2	Decentralised structure	An organisation that allows staff to make decisions at a local level
3	Flat structure	An organisation with few layers of hierarchy
4	Hierarchical structure	An organisation with many layers of management, therefore creating a tall organisational pyramid
5	Organisation chart	A diagram that shows the internal structure of an organisation
6	Span of control	The number of people a manager is directly responsible for in an organisation
7	Subordinate	The term for people underneath another in an organisation chart
8	Layers	In an organisational structure, this means the levels of job roles in the business, from the highest paid directors to the junior members of staff
Week 6: Communication		
1	Communication	The passing of information from one person or organisation to another
2	Insufficient communication	Too little communication which may leave some staff under-informed and demotivated
3	Excessive communication	Too much communication, causing overload for staff; a particular problem with email
4	Barrier to communication	Something that prevents the flow of communication
5	Jargon	Technical or obscure words used by a particular group of people that may not be understood by everyone
6	Vertical communication	Communication that moves up or down the hierarchy in an organisation, e.g. from manager to employee
7	Horizontal communication	Communication between people or departments on the same level in an organisation
8	Channels of communication	The medium or method used to send a message, such as verbal, written, and digital.

SPRING Half-term 2

Week 1: Ways of working		
1	Full time work	Working between 35 - 40 hours per week
2	Part time work	Working less than 35 hours per week and usually predictable hours / days
3	Flexible hours	Working days and hours vary from week to week
4	Zero hour contract	A type of flexible working where employees are not guaranteed any work from week to week
5	Freelance contract	An agreement over one job between a business and a self-employed worker
6	Permanent contract	An agreement between a business and an employee that work and income will be provided consistently into the long-term future
7	Remote working	Working away from the office, typically at home
8	Temporary contract	An agreement between a business and an employee that work and income will be provided for a specific time period, e.g. six months
Week 2: Effective recruitment		
1	Directors	People who make the biggest decisions faced by the business, e.g. aims and objectives
2	Managers	The people who organise others to carry out tasks
3	Supervisors / team leaders	People who ensure that the staff below them do what they are supposed to do
4	Operational staff	Complete tasks that fulfil the purpose of a business
5	Support staff	Staff who provide help to operational staff, providing assistance with computer networks, administration tasks and assisting when needed
6	Job description	A short account of the main features of the job
7	Person specification	A description of the type of person who would best fit the job: their character, their experience and skills
8	Application form	A series of questions a job-seeker must fill in when trying to get an employer interested in interviewing them
Week 3: Effective recruitment		
1	CV	Curriculum vitae. Sets out the person's experience, qualifications and other relevant facts
2	References	People such as previous bosses, who are willing to answer questions about the qualities of a job applicant
3	Internal recruitment	Appointing someone from within an organisation
4	External recruitment	Appointing a new employee who does not work for the business
5	Roles	The different jobs within a business
6	Responsibilities	The different things that someone is required to do in order to fulfil their role in a business
7	Salary band	A range of possible salaries for the role being advertised
8	Interview	One or more people ask candidates questions to find out about why they would be best suited for a job
Week 4: Training and development		
1	Formal training	The official training program to be able to complete a job, e.g. a 2 year graduate training program
2	Informal training	The unexpected, unplanned extra advice or demonstrations that come from colleagues or occasionally from customers
3	On-the-job training	Training that occurs in the workplace whilst doing the job, e.g. an apprenticeship
4	Off-the-job training	Training away from the workplace, e.g. in a college
5	Induction training	Training that occurs when you first start a job or join a new business

6	Self learning	Teaching yourself, perhaps by thinking why a problem occurred and making sure you learn from your mistakes
7	Ongoing training	Regular, perhaps weekly training sessions for all staff
8	Target setting	When you are set goals by a manager and your job is to achieve them
Week 5: Training and development & Motivation		
1	Performance review	Discussion between employee and their line manager about how well they are working towards the targets set at the start of the year
2	Retention	Calculation of how many staff stay loyal rather than leaving
3	Productivity	The measurement of how much work a business is able to complete
4	Legislation	The laws that a country must comply with
5	Motivation	The desire to do the best you can at a job
6	Job rotation	Having several tasks to do at work to remove the boredom of doing the same thing all the time
7	Job enrichment	Being given a range of activities and responsibilities, some more complex than others
8	Autonomy	The independent power to decide what you are going to do at work
Week 6: Motivation		
1	Remuneration	All the financial rewards received from work, both direct and indirect
2	Fringe benefits	Rewards you get from work that are non-financial such as a company car or free membership of a club
3	Salary	An annual amount paid to employees, usually divided into 12 equal payments
4	Wage	Hourly rate paid to an employee
5	Overtime	Working more than your contracted hours. Sometimes paid at a rate above your usual pay
6	Bonus	Extra payments over and above your basic wage, often related to a target
7	Commision	Being paid a percentage of the value of a sale you made
8	Promotion	Being given a more important job in the organisational structure

AUTUMN Half-term 1

AUTUMN Half-term 1		
Week 1: Architecture		
1	CPU - Central Processing Unit	The main part of the computer, consisting of the registers, ALU and control unit.
2	Fetch-decode-execute cycle	The complete process of retrieving an instruction from storage, decoding it and carrying it out. Also known as the instruction cycle.
3	ALU - Arithmetic Logic Unit	Performs calculations (e.g. $x = 2 + 3$) and logical comparisons (e.g. IF $x > 3$) in the CPU.
4	CU - Control Unit	Decodes instructions. Sends signals to control how data moves around the CPU.
5	Cache	Memory in the processor that provides fast access to frequently used instructions and data.
6	Register	Tiny areas of extremely fast memory located in the CPU, normally designed for a specific purpose where data or control information is stored temporarily.
7	Von Neumann architecture	Traditional computer architecture that forms the basis of most digital computer systems. Instructions are fetched, decoded and executed one at a time.
8	MAR - Memory Address Register	Holds the address of data ready to be used by the memory data register or the address of an instruction passed from the program counter. Step two of the fetch-decode-execute cycle.
Week 2: Programming		
1	Variable	Value that can change during the running of a program. By convention we use lower case to identify variables.
2	Constant	Value that remains unchanged for the duration of the program. By convention we use upper case letters to identify constants.
3	Selection	Selection represents a decision in the code according to some condition. The condition is met then the block of code is executed otherwise it is not.
4	Subroutines	Subroutines are a way of managing and organising programs in a structured way. This allows us to break up programs into smaller chunks.
5	Procedures	Procedures are subroutines that do not return values
6	Functions	Functions are subroutines that have both input and output
7	Syntax errors	Errors in the code that mean the program will not even run at all. Normally this is things like missing brackets, spelling mistakes and other typos.
8	Runtime errors	Errors during the running of the program. This might be because the program is writing to a memory location that does not exist for instance. eg. An array index value that does not exist.
Week 3: Architecture		
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.

2	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	CD -R, CD-RW, DVD-R, DVD-RW. 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	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.

Week 4: Python Programming

1	Syntax errors	Errors in the code that mean the program will not even run at all. Normally this is things like missing brackets, spelling mistakes and other typos.
2	Runtime errors	Errors during the running of the program. This might be because the program is writing to a memory location that does not exist for instance. eg. An array index value that does not exist.
3	Logical errors	The program runs to termination, but the output is not what is expected. Often these are arithmetic errors.
4	Normal data	Data that we would normally expect to be entered. For example for the age of secondary school pupils we would expect integer values ranging from 11 to 19.
5	Erroneous data	Data that are input that are clearly wrong. For instance, if some entered 40 for the age of a school pupil. The program should identify this as invalid data but at the same time should be able to handle this sensibly which returns a sensible message and the program does not crash.
6	Boundary data	Data that are on the edge of what we might expect. For instance if someone entered their age as 10, 11, 19 or 20.
7	Decomposition	Decomposition is the breaking down of a complex problem into smaller more manageable problems that are easier to solve.
8	Abstraction	Abstraction allows us to remove unnecessary detail from a problem leaving us with only the relevant parts of a problem thereby making it easier to solve.

Week 5: Numbering systems

1	Kilobyte	One kilobyte (KB) is 1024 bytes. For the purpose of calculations in an exam, you can treat a kilobyte as 1000 bytes.
2	Megabyte	One megabyte (MB) is 1024 kilobytes (KB). For the purpose of calculations in an exam, you can treat a megabyte as 1000 KB
3	Gigabyte	One gigabyte (GB) is 1024 megabytes (MB). For the purpose of calculations in an exam, you can treat a gigabyte as 1000 MB
4	Terabyte	One terabyte (TB) is 1024 gigabytes (GB). For the purpose of calculations in an exam, you can treat a terabyte as 1000 GB
5	Petabyte	1024 terabytes (Pb) (10 to the power 15 bytes)
6	Kibibyte	1024 bytes (2 to the power 10 bytes) (base 2 kibi)
7	Mebibyte	1024 kibibytes (2 to the power 20 bytes) (base 2 mebi)
8	Gibibyte	1024 mebibytes (2 to the power 30 bytes) (base 2 gibi)

Week 6: Searching and Sorting algorithms

1	Algorithm	An algorithm is a sequence of ordered instructions that are followed step-by-step to solve a problem. This does not need to be on a computer.
2	Dry run testing	Dry run testing is carried out using trace tables. The purpose of the trace tables is for the programmer to track the value of the variables and outputs at each step of the program and to track how they change throughout the running of the program.
3	Bubble Sort	Bubble sort steps through a list and compares pairs of adjacent numbers. The numbers are swapped if they are in the wrong order. For an ascending list if the left number is bigger than the right number the items are swapped otherwise the numbers are not swapped.
4	Merge Sort	Merge sort is a type of divide and conquer algorithm. There are two steps: divide and combine.
5	Linear Search Algorithm	The purpose of the linear search algorithm is to find a target item within a list. It compares each list item one-by-one against the target until the match has been found and returns the position of the item in the list.
6	Binary Search Algorithm	Works on a sorted list by identifying the middle value in the list and comparing it with the search item. If the search item is smaller, the mid element becomes the new high value for the search area. If the search item is larger, the mid element becomes the low value for the search area.
7	Database	A database is a collection of data stored in an organised and logical way. Data is stored in tables and tables are made up of records (rows) which can have 1 more attribute (columns).
8	Entity	Each table contains information about an entity. A database entity is an object, person, item or thing about which you want the data stored.

Week 6: Number Systems

1	Denary numbers	A numerical system of notation that uses 10 as its base. The ten decimal base digits are 0 – 9.
2	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 – e.g., in memory, storage,

		processing and communications, 0 and 1 are sometimes called low and high, respectively
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 devised for early telecommunication systems but proved to be ideal for computer systems.
8	Unicode	Standard character set that replaces the use of multiple different character sets. Incorporates characters from almost all global languages. A 16-bit extension of ASCII

AUTUMN Half-term 2		
Week 1: Video and Sound files		
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 2: Internal 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) - it 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.
8	Primary storage	Made up of the random-access memory (RAM) and the read-only memory (ROM). It holds data and instructions that the CPU can access more quickly and easily than from secondary storage devices.
Week 3: Network transmission		
1	NIC	Network Interface Card/Controller: Hardware that connects a computer to a network.
2	Transmission media	Physical media that can be used to transmit data – e.g., twisted copper cable, fibre optic, etc.
3	The internet	A worldwide collection of interconnected computer networks. An example of a WAN – the largest in existence.
4	DNS (Domain Name System)	The internet equivalent of the phone book. Maintains a directory of domain names and translates them to Internet Protocol (IP) addresses.
5	Hosting	Websites stored on dedicated servers. Used for websites that need to be available 24/7, be accessed by thousands of users at a time, be well-protected from hackers and have an IP address that doesn't change.
6	The cloud	Remote servers that store data to be accessed over the internet. Access anytime, anywhere from any device. Automatic backups. Collaborate on files easily.
7	IP address	Internet Protocol Address: A string of numbers separated by full stops. It is a logical address assigned to a device.
8	MAC address	This is a physical address to uniquely identify a device on a network. (Media Access Control Address)
Week 4: Storage and numbering systems		
1	Storage Capacity	The amount of data a storage device can store.
2	Storage speed	The read/write access speed of a storage device.
3	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.
4	Storage durability	How resistant a storage device is to damage and wear. Devices with low durability are likely to fail earlier.
5	Storage reliability	A relative measure of confidence that a storage device will function correctly and allow you to write, read, delete and modify data.
6	Storage cost	The relative price of a storage device – e.g., per megabyte of data.
7	Bit	The smallest unit of storage, represented by either a binary 1 or 0
8	Nibble	4 bits (half a byte) e.g. 1111 is a nibble.
Week 5: Security		
1	Phishing	Sending emails purporting to be from reputable companies to entice people into revealing personal information.
2	Brute-force attack	A trial-and-error method of attempting to guess passwords. Automated software is used to generate a large number of guesses.
3	Denial-of-service attack	Flooding a server with so much traffic that it cannot process legitimate requests.
4	Data interception and theft	Stealing computer-based information.
5	SQL injection	A hacking technique used to view or change data in a database by inserting SQL code into a form instead of data.
6	Anti-malware	Protects against many types of malware including viruses, worms,

	software	trojans, rootkits, spyware, keyloggers, ransomware and adware.
7	Firewall	Network software or hardware designed to prevent external users from gaining unauthorised access to a computer system.
8	User access level	The degree of system access that a specific type of user is allowed. On a network, most users will have restricted access, whereas a system administrator or network technician will be allowed much greater access with fewer restrictions.
Week 6: Units and Date Representation		
1	Tebibyte	1024 gibibytes (2 to the power 40 bytes).
2	Pebibyte	1024 tebibytes (2 to the power 50 bytes).
3	Binary	Base number 2 system, used by computers, uses the digits 1 and 0 only.
4	Denary	(decimal)Base number 10 system, how we normally count, uses digits 0 to 9.
5	Hexadecimal	(hex)Base number 16 system, used by humans to represent groups of 4 bits at a time. Uses digits 0 to 9, A to F).
6	Bit	A single binary digit: 1 or 0.
7	Nibble	4 bits (half a byte) e.g. 1111 is a nibble and F in Hexadecimal
8	Byte	8 bits e.g. 11111111 is a byte and the number 255 in denary (the highest number in 8 bits) 8 bits e.g. 00000000 is a byte and the number 0 in denary (the highest number in 8 bits).

SPRING Half-term 1		
Week 1: Memory and Storage		
1	Secondary Storage	Permanent storage of data(non-volatile). Retains data when the computer is switched off. Examples: Hard Disk Drives, USB Flash Drives and CD's.
2	Magnetic Storage	A type of secondary storage where the drive uses North and South polarity to retain data. Examples: include Magnetic hard disk drives, Tape Drives and Floppy Disks.
3	Solid State Storage	A type of secondary storage that uses no moving parts to store data. Examples: Solid State Hard drive, SD Cards and USB Flash Drives.
4	Optical Storage	A type of secondary storage that stores data on optical disks. The data is written and read by using a laser. Examples: CD-ROM, CD-RW and Blu Ray.
5	Capacity	The amount of data a primary or secondary storage device can store.
6	Portability	How portable a device is normally due to its size but also if it has any moving parts.
7	Durability	How able the device is to withstand wear, pressure or damage.
8	Reliability	How well that device consistently performs over time.
Week 2: Algorithms		
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	Bits & Bytes	Bit = 1 or 0 Nibble = 4 Bits Byte = 8 Bits KB = 1024/1000 KB MB = 1024/1000 KB GB = 1024/1000MB TB = 1024/1000GB PB = 1023/1000GB
8	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.
Week 3: Architecture		
1	CPU	Central Processing Unit. The main part of the computer, consisting of the registers, ALU and control unit.
2	Purpose of the CPU	The purpose of the CPU is to fetch, decode and execute instructions.
3	PC	The program counter holds the address of the next instruction to be fetched from memory.
4	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.
5	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
6	ACC	The accumulator holds the result of any calculations or logic decisions from the ALU.
7	ALU	The arithmetic logic unit performs arithmetic calculations and logic decisions.
8	CU	The control unit controls the flow of data around the CPU. It does this by sending read and write signals.
Week 4: Programming Fundamentals		
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.
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.
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. NOTE: In exams you can use the high-level language you have been taught in school.
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 5: 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	Bits & Bytes	Bit = 1 or 0 Nibble = 4 Bits Byte = 8 Bits KB = 1024/1000 KB MB = 1024/1000 KB GB = 1024/1000MB TB = 1024/1000GB PB = 1023/1000GB
8	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.

Week 6: Programming		
1	Syntax Errors	A syntax error is where the code doesn't meet the rules of the language. An example is a spelling mistake.
2	Logic Errors	A logic error is where the program stills runs but gives an unexpected outcome. Examples include using the wrong relational operator (<,>,>=,=<==,!=).
3	Trace Tables	A trace table is used to perform a dry run on a program. You create a table with all the variables needed. NOTE: The exam board will often use this with loops.
4	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.
5	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.
6	Input Validation	Validation is the process of checking and ensuring the data entered by the user meets a set of rules.
7	Presence Check	This is where you ensure the user has entered some data. Here is an example for a string: <pre>while name == "": print("You must enter your name") name = input(" What is your name?")</pre>
8	Range Check	This is where you ensure a number entered is within a given range. Here is an example: <pre>while miles < 0 or miles > 50000: print("We only take cars with less than 50K on the clock") miles = int(input("How many miles does your car have on it? "))</pre>

SPRING Half-term 2		
Week 1: Types of validation and testing		
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. Here is one example of how we can stop that. <pre>num = input("Please enter a number") if num.isdigit() == False: print("You didn't enter a number") num = input("Please enter a number")</pre>
3	Presence Check	This is where you ensure the user has entered some data. Here is an example for a string: <pre>while name == "": print("You must enter your name") name = input(" What is your name?")</pre>
4	Range Check	This is where you ensure a number entered is within a given range. Here is an example: <pre>while age < 18 or age > 100: print("Invalid age. We only accept new members from age 18 to 100")</pre>
5	Purpose of testing	We test programs to ensure they run without any syntax errors in and to test programs 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.
Week 2: Internal 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.
8	Primary storage	Made up of the random-access memory (RAM) and the read-only memory (ROM). It holds data and instructions that the CPU can access more quickly and easily than from secondary storage devices.
Week 3: Types of validation and testing		
1	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.
2	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.
3	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.

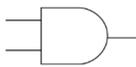
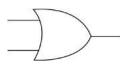
4	Purpose of testing	We test programs firstly to ensure they run without any syntax errors in and to test programs to ensure they meet our success criteria.
5	Iterative testing	This is testing that takes place during the development of the program. We are ensuring there are no syntax errors or logic errors in our code.
6	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.
7	Test Data	This is data used to test your program. This can be test data for iterative testing or final testing.

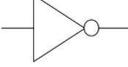
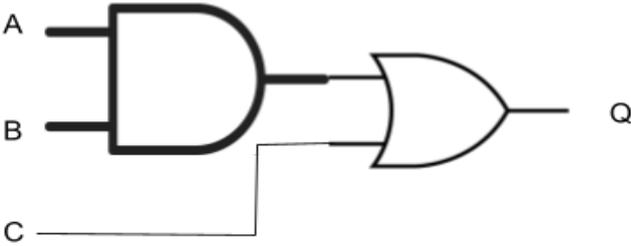
Week 4: Video and Sound files

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 5

1	Features of an IDE for development		
		Feature	Description
		Colour coding of key words	The IDE will colour code important words in your code.
		Auto Complete	The IDE will attempt to complete parts of the code for you to speed up its writing.
		Auto Indentation	The IDE will automatically indent your code where needed.
		Help Support	Most IDE's will have inbuilt help files.
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.	
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	Features of an IDE for debugging	<table border="1"> <thead> <tr> <th>Feature</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Run time environment</td> <td>A place to test your code.</td> </tr> <tr> <td>Syntax Checker</td> <td>Will let the programmer know of any errors.</td> </tr> <tr> <td>Break Points</td> <td>Allows the user to stop the code at a key point.</td> </tr> <tr> <td>Step Through</td> <td>Allows you to run the code line by line. Useful when you have a logic error.</td> </tr> <tr> <td>Variable/data structure windows</td> <td>Shows you the value of current variable or data structures.</td> </tr> </tbody> </table>	Feature	Description	Run time environment	A place to test your code.	Syntax Checker	Will let the programmer know of any errors.	Break Points	Allows the user to stop the code at a key point.	Step Through	Allows you to run the code line by line. Useful when you have a logic error.	Variable/data structure windows	Shows you the value of current variable or data structures.			
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		Step Through	Allows you to run the code line by line. Useful when you have a logic error.														
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6	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.															
7	IDE	IDE stands for integrated development environment. It brings several tools together that in the past may have been separate.															
8	General Features of an IDE	They will provide an editor. They will provide a run time environment to test your code. They will provide a syntax checker to tell you any issues with your code. They will have an inbuilt translator to convert your high-level code into machine code.															
Week 6: Boolean Logic																	
1	Logic Gates	There are 3 logic gates: AND, OR, NOT															
2	AND Logic Gate	<p>AND - This logic gate only gives a 1 if BOTH inputs are a 1.</p>  <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	A	B	Output	0	0	0	0	1	0	1	0	0	1	1	1
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3	OR Logic Gate	<p>OR - This logic gates gives a 1 if EITHER inputs or a 1. This also gives a 1 when both are a 1.</p>  <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	A	B	Output	0	0	0									
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4	NOT Logic Gate	<p>NOT - This logic gates reverses/toggles the input. So, if it's a 0 it becomes a 1. If it's a 1 it becomes a 0.</p>  <table border="1"> <thead> <tr> <th>A</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table>	A	Output	0	1	1	0			
A	Output										
0	1										
1	0										
5	Combination Logic Gate Circuits	<p>In an exam we may be given a statement or given a logic gate circuit and expected to produce the other. Example: $Q = (A \text{ AND } B) \text{ OR } C$</p> 									
6	High Level Languages	<p>A high-level programming language is where it is near English. It will use English words. So, in Python input, print, for, while, etc. 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).</p>									
7	Low Level languages	<p>Low level languages are often written in something called assembler. Assembler is much more machine friendly More efficient with their use of memory</p>									
8	The purpose of Translators	<p>A translator takes the code you have written and converts into machine code(binary) that the machine you are using can understand.</p>									

Dance

AUTUMN Half-term 1		
Week 1: Physical Skills - part 1		
1	Physical skills	Aspects enabling effective performance such as posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation.
2	Mobility	The range of movement in a joint; the ability to move fluently from action to action.
3	Isolation	An independent movement of part of the body.
4	Stamina	Ability to maintain physical and mental energy over periods of time.
5	Strength	Muscular power.
6	Flexibility	The range of movement in the joints (involving muscles, tendons and ligaments).
Week 2: Physical Skills - part 2		
1	Alignment	Correct placement of body parts in relation to each other.
2	Balance	A steady or held position achieved by an even distribution of weight.
3	Posture	The way the body is held.
4	Extension	Lengthening one or more muscles or limbs.
5	Control	The ability to start and stop movement, change direction and hold a shape efficiently.
6	Coordination	The efficient combination of body parts.
7	MISS FAB PECC	The mnemonic which will help you to remember all the Physical Skill 'Let me introduce my friend Miss Fab Pecc'
Week 3: Technical Skills - part 1		
1	Technical Skills	These include accuracy of action, timing, dynamic, rhythmic and spatial content and the reproduction of movement in a stylistically accurate way.
2	Relationship content	The ways in which dancers interact; the connections between dancers.
3	Actions / Action content	What a dancer does eg travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.
4	Dynamics / Dynamic content	The qualities of movement; based upon variations in speed, strength and flow.
5	Space / Spatial content	The 'where' of movement such as levels, directions, pathways, shapes, designs and patterns.
6	RADS	The mnemonic which will help you remember the Technical skills required. 'Show me how 'RADS' your dance can be'
Week 4: Technical Skills - part 2		
1	Timing	The use of time or counts when matching movements to sound and/or other dancers.
2	Movement in a stylistically accurate way	Showing the correct and safe technique when using a characteristic way of dancing. E.g. Contemporary dance and not tap dance
3	Rhythmic content	Repeated patterns of sound or movement.
4	MR TRADS	The mnemonic which will help you to remember the technical skills needed in the performance of your set phrases and your performance duet / trio.
Week 5: Expressive Skills: In all performances		
1	Expressive Skills	Aspects that contribute to performance artistry and that engage the audience, such as focus and musicality.

2	Projection	The energy the dancer uses to connect with and draw in the audience.
3	Phrasing	The way in which the energy is distributed in the execution of a movement phrase.
4	Focus	Use of the eyes to enhance performance or interpretative qualities.
5	Facial expression	Use of the face to show mood, feeling or character.
6	Spatial awareness	Consciousness of the surrounding space and its effective use.
7	PPhFFS	<i>'Listen for the Pphffs when the lemonade wants to express itself...'</i>
Week 6: Expressive skills: For duet/trio performance only:		
1	Musicality	The ability to make the unique qualities of the accompaniment evident in performance.
2	Sensitivity to other dancers	Awareness of and connection to other dancers.
3	Communication of choreographic intent	Including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) and how the aim of the dance is communicated to the audience
Week 7: Mental skills and attributes (during performance), including:		
1	Movement memory	The automatic recall of learned movement material, without conscious thought
2	Commitment	Showing effort throughout performance
3	Concentration	Performing without distraction or loss of focus
4	Confidence	Performing positively with projection and energy
5	My Cat Can't Concentrate	The mnemonic which will help you to remember the Mental skills and attributes used during performance

AUTUMN Half-term 2		
Week 1: Mental skills and attributes (process), including:		
1	Systematic repetition	Repeating something in an arranged or ordered way.
2	Mental rehearsal	Thinking through or visualising the dance.
3	Rehearsal discipline	Attributes and skills required for refining performance such as commitment, systematic repetition, teamwork, responsibility and effective use of time.
4	Planning of rehearsal	Knowing when and how often you will be rehearsing - could include planning a schedule and the structure of your rehearsal sessions.
5	Response to feedback	Taking on feedback, taking directions from teacher or peers and improving your work in response to what others have said
6	Capacity to improve	How you decide to improve and what you do in order to improve
Week 2: Choreography: Choreographic Process		
1	Choreographic Process	Activities involved in creating dance such as improvisation, selection and development.
2	Researching	Studying a choreographic idea in detail (this could lead you to find a theme for your dance)
3	Improvising	Moving spontaneously without preparation
4	Generating	Creating and putting movement together
5	Selecting	Choosing particular movement phrases that best suit your theme
6	Developing	Manipulating movements in a variety of ways
7	Structuring	Piecing sections of your dance together to help show your theme
8	Refining and synthesising	Making changes to improve and clarify your choreography.
Week 3: TOPIC: Choreography: Relationships and Choreographic Devices		
1	Choreographic Devices	Methods used to develop and vary material.

2	Motif development	Ways in which a movement phrase can be varied
3	Repetition	Performing the same action or phrase again
4	Highlights	Important moments of a dance
5	Climax	The most significant moment of the dance
6	Manipulation of number	How the number of dancers in a group is used
7	Unison and Canon	Two or more dancers performing the same movement at the same time / When the same movements overlap in time
8	My Red Coat Helps Catch My UniCorn	The mnemonic which will help you to remember the choreographic devices
Week 4: Choreography - Relationships (1)		
1	Relationships	The ways in which dancers interact; the connections between dancers
2	Lead and follow	Movements which require one dancer to lead and the other partner(s) to follow
3	Mirroring	When dancers to do the same action at exactly the same time - as if looking at their reflection in a mirror
4	Accumulation	When a dancer performs a series of movements and others join in at different times until all perform in unison
5	Action and reaction	When one dancer performs an action which initiates a response from another for example, one dancer push into space, other dancer falls back
Week 5: Choreography - Relationships (2)		
1	Counterpoint	When dancers perform different phrases simultaneously
2	Complement	Perform actions or shapes that are similar to but not exactly the same as another dancer's
3	Contrast	Movements or shapes that have nothing in common
4	Contact	When dancers make physical contact / touch in movements
5	Formations	Shapes or patterns created in space by dancers.
Week 6: Choreography - Structuring Devices		
1	Structuring Devices	The ways in which a dance is made, built, ordered or organised.
2	Binary	A composition in two parts or sections.
3	Ternary	A composition in three parts.
4	Rondo	A music or dance form with alternating and repeating sections eg verse and chorus.
5	Narrative	Dance that tells a story.
6	Episodic	A choreography with several sections, linked by a theme.
7	Beginning/ middle/ end	A dance with 3 clear, sequential sections
Week 7: Safe working practice		
1	Safe execution	Carrying out actions safely
2	Safe working practice	Personal care, respect for others, safe execution and preparation and recovery from dancing
3	Safe working practices (during performance)	Include: <ul style="list-style-type: none"> ● safe execution ● appropriate dancewear, including: ● footwear ● hairstyle ● absence of jewellery.
4	Safe working practices (process)	Include: <ul style="list-style-type: none"> ● warming up ● cooling down ● nutrition ● hydration.

SPRING Half-term 1

Week 1: Anthology Works - Choreographic intentions - Part 1

1	Shadows	In this piece, Bruce invites the audience into the world of a small family coming to terms with deprivation, poverty, and the realities of what lies outside their intimate family home.
2	Shadows- Setting	Possibly set in Eastern Europe (though this is left up to individual interpretation)
3	Emancipation of Expressionism	<ul style="list-style-type: none"> • Using hip hop as a tool to create art • An emotional journey • Each section is a moment in life and the whole work is a journey.
4	Theme	The theme of order and chaos highlights the restrictions of an individual style of hip hop dance.
5	Infra	<ul style="list-style-type: none"> • Infra is about seeing below the surface of things. • Infra is about people - the choreography has recognisable pedestrian movements
6	Infra- Inferences	The piece is about inferences. It infers particular types of relationships and emotions felt.

Week 2: Anthology Works - Choreographic intentions - Part 2

1	A Linha Curva	To have fun; Samba Parade; How Brazilian men communicate with women
2	Artificial Things	<ul style="list-style-type: none"> • Coming to terms with life's limitations- we all live within certain confinements and we are subject to the gaze of 'the other'. • Constricted within a snow globe that represents life's limitations being watched.
3	Artificial Things - resolution	Finding a resolution by coming together and as the scene comes to a close, the characters surrender to the fact that we all have to live with individual regrets.
4	Within Her Eyes	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.
5	Within Her Eyes - dancers	The dancers perform in complete contact, totally dependent on each other, with the female never once touching the floor.

Week 3: Anthology works - Starting Points / Stimulus - Part 1

1	Shadows	The music - Arvo Part's Fratres 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."
2	Shadows- Vision	In Shadows, 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.
3	Emancipation of expressionism	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.
4	Emancipation of expressionism	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.
5	Infra	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 many.'
Week 4: Anthology works - Starting Points / Stimulus - Part 2		
1	A Linha Curva	<i>A Linha Curva</i> means The Curved Line in Portuguese. Brazilian culture- living in the moment
2	Artificial Things	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.
3	Artificial Things- paintings	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.
4	Within Her Eyes	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.

Week 5: Anthology works - Dance styles

1	Shadows	Modern dance techniques with a combination of classical and contemporary dance language termed "neo-classical".
2	Emancipation of Expressionism	Hip Hop – krumping, popping, locking, animation, breaking and waacking techniques.
3	Infra	Contemporary Ballet
4	A Linha Curva	Samba, Capoeira, Contemporary
5	Artificial Things	Inclusive contemporary
6	Within Her Eyes	Contemporary, Contact work

Week 6: Anthology works - Performance Environment

1	Shadows	End Stage
2	Emancipation of Expressionism	Proscenium arch The use of theatrical fog/smoke creates texture in the air around the dancers and is enhanced by the lighting.
3	Infra	Proscenium arch, theatrical setting
4	A Linha Curva	End stage
5	Artificial Things	Proscenium arch
6	Within Her Eyes	Site sensitive; dance for camera. Filmed by Scratch.

SPRING Half-term 2

Week 1: Costume Descriptions

1	Shadows 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.
2	E of E 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.
3	Infra costume description	Fitted shorts, vests, t-shirts in flesh, black, white and grey colours for the dancers. One female wears a short wrap-around skirt. One male dancer wears long trousers. The females wear pointe shoes. Street clothes are worn for the brief appearance of the crowd.
4	A Linha Curva 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.

5	Artificial Things 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. Each dancer wears a different costume.
6	Within Her Eyes costume description	Costumes are stylised, everyday clothes. The female dancer wears a beige shirt and skirt, with bare feet. The male dancer wears a dark khaki jumper and jeans.
Week 2: Lighting Descriptions		
1	Shadows 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 the walk down stage.
2	Emancipation of Expressionism lighting description	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.
3	Infra 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.
4	A Linha Curva 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	Artificial Things lighting description	For most of Scene 3 the lighting focuses in 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
6	Within Her Eyes lighting description	The film uses only the natural light of the environment. Dull, dreary skies. There is a development from daytime (light) to evening (dim) into night (darkness)
Week 3: Set Descriptions		
1	Shadows 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.
2	Emancipation of Expressionism set description	Theatrical fog/smoke is used . There is no set used.
3	Infra set description	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.
4	A Linha Curva set description	Raised platform at the back of the stage to elevate 4 percussionists, skate boards. The rest of the sage is bare. The dance floor is black.
5	Artificial Things set description	painted heavy backdrop in which paint looks as if it is running down the canvas. A vitrine is on its side with a snowdrift inside the cabinet. Paper snow is scattered on the ground. 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.
6	Within Her Eyes set description	Remote locations including: open landscapes beginning in the prologue with deserted empty streets and a graveyard moving onto hill top views to more intimate scenes such as the woodland scene and quarry scene.
Week 4: 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 5: 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.

Revision: 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.

AUTUMN Half-term 1

Week 1: An Inspector Calls - 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 2: Contextual Factors		
1	1912	Play set the night the Titanic sinks; just before WW1; just before strikes
2	1945	Play written; after WW2; start of welfare state; social equality more of a perceived need
3	Socialism	Social responsibility: we should all look after one another and work together for the better
4	Capitalism	Businesses should continue to make money in spite of human cost, we are all responsible only for ourselves
5	Class	Upper and lower social classes segregated
6	Age	Old vs young; new and old ideas set against each other
7	Attitudes to Women	Patriarchal society leading to misogyny
8	JB Priestly	An English novelist, playwright, screenwriter, broadcaster and social commentator
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. 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 4: Stagecraft/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 build up 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

Week 4: Question 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.

Week 6: 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 7: 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 actors body is in.

AUTUMN Half-term 2		
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Week 1: Q B (i) & (ii)		
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1	Director	Someone who supervises the actors and directs the action in the production of a show
2	Key Messages	In An Inspector Calls, there is a strong central message relating to the responsibility of society. Therefore, the director might decide to emphasise the power of the younger generation or the dangers of ignoring wider social problems.
3	Subtext	Describes the unspoken thoughts and messages behind the text. Characters may say one thing but mean the complete opposite.
4	Genre	Refers to the type or category of theatre. An Inspector Calls 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	Audience Awareness	A director must consider the impact of the staging of the production on the audience. The director needs to know where the audience is positioned in order to decide on the positioning of sets and props as well as the blocking of performers.
7	Tension	Build-up of excitement
8	Contextual Factors	The background to a play is called its context, and this includes when and where the play is set

Week 2: Set		
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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, SiteSpecific.
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 3: Props		
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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 4: Lighting		
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
Week 5: Sound		
1	Live SFX	Sound effects that are made live.
2	Pre-recorded SFX	Sound effects that have been recorded in advance.
3	Live Music	Music that is created live onstage with musicians
4	Pre-recorded Music	Sound that has been created by music artists.
5	Levels (low, medium, high)	The volume level.
6	Timing (Snap, Cross Fade, Slow)	Length of time it takes to introduce sound and/or mute sound.
7	Pitch	How high or low the sound is
8	Reverb	Echo/distortion added to a sound
Week 6: Costume		
1	Costume	Clothing that is worn by anyone on the stage
2	Style	The style of the clothing according to period/style - naturalistic/symbolic
3	Cut/Fit/Length	The tailoring of the costume item
4	Fabric	The material the costume item is made from
5	Colour	The colour of the costume item
6	Jewellery	Items used to show personality/status e.g. ring, necklace, bracelet etc.

SPRING Half-term 1		
Week 1: Costume		
1	Costume	What an actor wears to evoke the appearance of a particular character.
2	Personal Props	Small props that are usually carried in an actor's costume
3	Style	The concept of the play and overall appearance
4	Period	The time the play is being set
5	Garments	Items of clothing can indicate character, status and location.
6	Representational	A single item that indicates a new character (for example, change of hat)
7	Symbolic	Item or colour signals to the audience
8	Fabric	The materials (for example, silk, brocade, denim, fur, cotton, voile, leather)
Week 2: Sound		
1	Sound	The effects an audience hears during a performance to communicate character, context, or environment.

2	Cross-fade	Bringing another sound state up to completely replace the current sound
3	Pitch	The particular level of a voice, instrument or tune. High or Low.
4	Pan	To move sound from one place to another
5	Sound Effects	1) Pre-Recorded 2) Live
6	Volume	The degree of loudness or intensity of a sound
7	Diegetic Sound	Sound that exists within the story and can include the voices of characters to the sounds of objects or music coming from a radio
8	Non-Diegetic Sound	Any sound that does not originate from within the play's world. The play's characters are not able to hear non-diegetic sound

Week 3: Lighting

1	Blackout	A lighting cue where all stage lights go off simultaneously
2	Cross-Fade	Bringing another lighting state up to completely replace the current lighting state
3	Flood	To wash the stage with general lighting.
4	Fresnel	Adjustable spotlight giving a diffused light, created by the construction of its lens used with barn doors
5	Gel	Coloured lighting film
6	Gobo	Metal slide placed in gate of lantern which throws a pattern
7	Level	Intensity of light
8	Parcan	Type of lantern containing a fixed beam par lamp

Week 4: Set

1	Set	The physical surroundings, visible to the audience, in which the action of the play takes place.
2	Backcloth	Flown cloth behind scenic element
3	Back Projection	A method of projecting images onto a translucent screen from behind.
4	Box Set	A set with three walls and a ceiling, leaving the fourth wall to be imagined by the actors.
5	Cyclorama	A fabric drop hung from a curved or segmented batten, or a curved wall at the back of the stage, upon which light can be cast to create effects (cyc for short).
6	Flat	A wooden frame, usually covered with painted cloth, used to create walls or separations on stage.
7	Platform	Also referred to as a riser or rostrum it is a stationary, standard flat walking surface for actors to perform on.
8	Props	Abbreviation for Properties. Any items used onstage which are not

		costume or scenery; any moveable object that appears on stage during a performance.
Week 5: Dramatic Devices/Themes		
1	Foreshadowing	Hints or clues about what will happen later.
2	Morality Play	A type of drama teaching lessons about right and wrong
3	Symbolism	Using symbols to represent ideas
4	Social Responsibility	The idea that everyone has a duty to care for others in society
5	Generational Conflict	Tension between younger and older generations over values and beliefs
6	Gender Inequality	The unfair treatment and expectations based on gender roles.
Week 6: Context & Historical Terms		
1	Capitalism	Economic system based on private ownership and profit
2	Socialism	Political idea promoting shared responsibility and welfare
3	Edwardian Era	Period during the reign of King Edward VII (1901–1910), known for strict class divisions.
4	Post-War Context	The play was written in 1945, after WWII, when society was rethinking class and welfare.
5	Welfare State	A system where the government supports citizens' wellbeing; formed in Britain after WWII

AUTUMN Half-term 1		
Week 1: An Inspector Calls-Key Vocabulary		
1	What is Capitalism?	Capitalism is an economic system where private individuals or businesses own and control trade and industry to make profit.
2	What is Socialism?	Socialism is an economic system where the community or government owns and controls businesses and resources to share wealth more equally.
3	What is exploitation?	Exploitation is when someone unfairly uses another person's work or resources to gain money or power.
4	What does hypocritical mean?	Hypocritical means pretending to have beliefs or feelings that you do not really have, especially when your actions show the opposite.
5	What is foreshadowing?	Foreshadowing is when a writer gives hints or clues about what will happen later in the story.
6	What is dramatic irony?	Dramatic irony is when the audience knows something that the characters in a story do not.
Week 2: An Inspector Calls-Key Characters		
1	Who is Inspector Goole?	Inspector Goole is a mysterious police inspector in An Inspector Calls who questions the characters about their roles in a young woman's death.
2	Who is Arthur Birling?	Arthur Birling is a wealthy businessman in An Inspector Calls who is confident, stubborn, and cares more about money than people.
3	Who is Sybil Birling?	Sybil Birling is Arthur Birling's proud and cold-hearted wife in An Inspector Calls, who refuses to take responsibility for her actions.
4	Who is Sheila Birling?	Sheila Birling is the daughter of Arthur and Sybil in An Inspector Calls, who becomes upset by the inspector's revelations and begins to take responsibility for her actions.
5	Who is Eric Birling?	Eric Birling is the troubled son of Arthur and Sybil in An Inspector Calls, who drinks heavily and feels guilty for his role in the young woman's death.
6	Who is Gerald Croft?	Gerald Croft is Sheila's wealthy fiancé in An Inspector Calls, who had a secret relationship with the young woman and tries to protect his reputation.
7	Who is Eva Smith?	Eva Smith is a young working-class woman in An Inspector Calls whose mistreatment by the Birling family and Gerald leads to her tragic death.
8	Who is Edna (the maid)?	Edna is the Birlings' maid in An Inspector Calls, who has a small role but represents the overlooked working class.
Week 3: An Inspector Calls-Context (1)		
1	When is the play set?	1912
2	How can class be described during Edwardian England?	Class in Edwardian England was divided into rich, middle, and poor groups with different lifestyles and opportunities.
3	How were women treated in 1912?	In 1912, women's lives were controlled by their husbands or fathers.

4	Strikes	The 1912 National Miners' Strike – over one million workers across Britain campaigned for fairer wages.
5	What was happening in Europe in 1912?	There were dangerous levels of tension between the European countries in 1912 resulting in World War One.
6	What happened between 1914-1918?	World War One – cost the lives of millions of men – raised questions about the leadership of the upper classes.
7	What happened in 1926?	General Strike – conflict between business owners and workers - many important industries ground to a halt.
Week 4: An Inspector Calls-Context (2)		
1	What happened in 1928?	All men and women over the age of 21 got the vote. Power was shared more evenly.
2	What happened in 1930?	Global economic slump known as the 'Depression' hit many British Industries. Unemployment rose.
3	What happened between 1939-1945?	Second World War
4	What is a morality play?	A morality play is a play that teaches a lesson about right and wrong through characters who represent good and evil.
Week 5: An Inspector Calls- Structure and Dramatic Devices (1)		
1	What is a euphemism?	A way of avoiding saying something unpleasant.
2	What is religious imagery?	Religious imagery is the use of symbols or descriptions related to religion to create meaning in a story or artwork.
3	What is symbolism?	Symbolism is when something in a story or picture stands for a bigger idea or meaning.
4	What is rhetoric?	Rhetoric is the art of using language to persuade or convince people.
5	What are entrances/exits?	Entrances and exits are the moments when characters come onto or leave the stage in a play.
Week 6: An Inspector Calls- Structure and Dramatic Devices (2)		
1	What is stagecraft?	The use of setting/props to convey ideas: This includes sound effects on and off stage.
2	What is setting?	Setting is the time and place where a story happens—for example, the island in Lord of the Flies or the streets of Verona in Romeo and Juliet.
3	What does omniscience mean?	Knowing everything
4	What are stage directions?	Stage directions are written instructions in a script that describe the actions, movements, and emotional context of characters, as well as the physical elements of a scene.
5	What is a cyclical structure?	A cyclical structure refers to a narrative or literary work that follows a circular pattern, where the story ends in a way that connects back to the beginning.
6	What is a monologue?	A monologue is a speech articulated by a single character, often used to express their thoughts and feelings.
Week 7: An Inspector Calls-Themes		
1	How is family presented in An Inspector Calls?	In An Inspector Calls, family is shown as divided and strained, with different generations having very different views and values.
2	How is the theme of young and old presented in AIC?	In An Inspector Calls, the theme of young and old is shown through the younger characters being more open to change, while the older ones stick to their traditional views.
3	How are men and women presented in AIC?	The men and women start out as stereotypes but the young women in the play challenge these stereotypes and by the end of the play the women get stronger and the men weaker.

5	How is ignorance presented in the play?	In An Inspector Calls, ignorance is shown as a dangerous attitude that stops characters from seeing the truth and taking responsibility.
6	How is responsibility presented in the play?	In An Inspector Calls, responsibility is shown as something everyone should accept for their actions and how they affect others.

AUTUMN Half-term 2

Week 1: English Language Paper 1-The Basics		
1	Read the text & questions-preparing your answers.	15 minutes
2	Extra Information	Read the blurb given for the text. Highlight key words which given you a clue about what you will be reading e.g. character, setting, time.
3	Section A-Q1	Multiple choice questions (5 minutes)
4	Section A-Q2	How does the writer use language to... (10 mins)
5	Section A-Q3	How does the writer structure the text to... (10 mins)
6	Section A-Q4	[Statement] To what extent do you agree? (20 mins)
7	Section B-Q5	Writing to describe or narrate (45 mins Inc. planning time)
Week 2: English Language Paper 1 Q1		
1	Planning 1	Read the question and highlight the key words.
2	Planning 2	Re-read the selected lines.
3	Planning 3	Read each of the four multiple choice questions.
4	Writing	Tick one box for each question.
Week 3: English Language Paper 1 Q2		
1	Question Stem	How does the writer use language to...
2	Planning 1	Read the question and highlight the key words to ensure you understand what the focus of your answer will be.
3	Planning 2	Re-read the section of text the question asks you to focus on.
4	Planning 3	Highlight key quotations which will help you answer the focus of the question. Consider the use of different language devices.
5	Writing 1	Write a brief paragraph (1-2 lines) in response to the question. (Intro)
6	Writing 2	Write two/three detailed paragraphs which do in-depth analysis of your chosen quotations using: Meaning & method, connotations and effect.
7	Sentence Starter 1	The writer has used a [language device] to suggest/imply/create...
8	Sentence Starter 2	The use of ... makes it sound like... The word/phrase/subject term '...' creates an impression of... We might realise/imagine/feel...
Week 4: English Language Paper 1 Question 3		
1	Question Stem	How has the writer structured the text to interest you as a reader?
2	Planning 1	Read the question and highlight the key words. This question is about how the text is put together and organised. <u>DO NOT ANALYSE LANGUAGE!</u>
3	Planning 2	At the top of the answer booklet write: STOPSEC . Stands for: Setting, Time, Opening, Perspective, Shift in focus, Ending, Character.
4	Planning 3	Skim through the whole source again. Highlight and label where you see different STOPSEC features particularly focus on how the opening and ending are effective.
5	Writing 1	Aim for 3 paragraphs: beginning contrasted to the end-to give a general overview of the text first of all, then consider how your focus shifts in the middle of the extract and why.
6	Writing 2	A final paragraph could be written about another interesting structural feature: repetition, juxtaposition, tone, sentences etc.

7	Sentence Starter 1	Throughout the extract the reader carefully structures the text to interest the reader. They particularly consider...
8	Sentence Starter 2	The writer opens the text by introducing/using [insert STOPSEC feature] in order to suggest/create... This links to/is contrasted with the ending of the text, where there is a shift in focus to...

Week 5: English Language Paper 1 Question 4

1	Question Stem	'[Statement about the text]' To what extent do you agree?
2	Planning 1	Read the question and highlight the key words, including the section of the text if specified. The statement can normally be split into two separate statements-do you agree with both of them?
3	Planning 2	Draw a box around the section of the text if specified.
4	Planning 3	Read through and highlight words/phrases/language devices you will use to argue FOR, and maybe against the statement-maybe use a different colour for each of the statements.
5	Writing 1	Write a brief introduction saying if you agree, partially agree or disagree with the two separate parts of the statement-briefly give a reason why.
6	Writing 2	Write three detailed paragraphs which do in-depth analysis of your chosen quotations, that support the relevant parts of the statement using: Meaning & method, connotations and effect. Link back to the statement and your opinion throughout your response.
7	Sentence Starter 1	To some extent I agree with... However, it could also be argued that...
8	Sentence Starter 2	The use of ... creates a sense of...

Week 6: English Language Paper 1 Question 5

1	Question Stem	Writing to narrate (story) or describe.
2	Planning 1	Decide which task you would like to do (narrate or describe).
3	Planning 2	What good vocabulary could you use from the extract you have just read? Circle any interesting words that you might use.
4	Writing 1	Vary your sentence openers with verbs, adverbs, prepositions, adjectives.
5	Writing 2	Use a semi-colon (instead of because)
6	Writing 2	Vary the length of your sentences and your paragraphs.
7	Writing 4	Variety of language devices
8	Proof-Reading	(Allow 5 mins for this) -Spelling inc. homophones e.g. to/too/two or there/their/they're -Improve any dull words to make them more exciting!

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.
7	Who was the monarch when Macbeth was written?	James I
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	Who are 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-Key Quotations 1		
1	'Fair is foul, and foul is fair' (Act 1)	Taken from the first scene of the play; the witches' dialogue 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 murdered.

SPRING Half-term 2		
Week 1: 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 2: 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 3: A Christmas Carol-Key Quotations 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.'
Week 4: 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 5: 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 6: 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'
5	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'

Food preparation and nutrition

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.
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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	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. <ul style="list-style-type: none"> ● Example: Making bread, pasta.
4	Foam formation	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. <ul style="list-style-type: none"> ● Example: Meringue, soufflés, whipped egg whites for mousses.
5	Emulsification	The ability of proteins (e.g., lecithin in egg yolk) to stabilise an emulsion, preventing immiscible liquids (like oil and water) from separating. <ul style="list-style-type: none"> ○ Example: Mayonnaise, hollandaise sauce.

Week 3: Functional and chemical properties of Carbohydrates

1	Gelatinisation	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. <ul style="list-style-type: none"> ● Example: Making a white sauce (roux), thickening gravy or custard.
2	Dextrinisation	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. <ul style="list-style-type: none"> ● Example: Toasting bread, browning flour for gravy.
3	Caramelisation	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. <ul style="list-style-type: none"> ● Example: Making caramel, browning onions, crème brûlée topping.
4	Crystallisation	The formation of sugar crystals when sugar solutions are concentrated and cooled. Can be controlled for confectionery or undesirable in other products. <ul style="list-style-type: none"> ● Example: Fudge, rock candy, grainy ice cream.
5	Sweetness	Simple carbohydrates (sugars) provide sweetness to food. Different sugars have varying degrees of sweetness. <ul style="list-style-type: none"> ● Example: Sucrose (table sugar), fructose (fruit sugar), glucose.
6	Solubility	The ability of carbohydrates, particularly sugars, to dissolve in water. This property is important in many food preparations.

Week 4: Functional and chemical properties of fats

1	Shortening	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. <ul style="list-style-type: none"> ● Example: Pastry, shortbread, biscuits.
2	Aeration	Fats can trap air when creamed with sugar, creating a light, airy texture in baked goods. <ul style="list-style-type: none"> ● Example: Creamed cakes (e.g., Victoria sponge).
3	Plasticity	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. <ul style="list-style-type: none"> ● Example: Spreading butter, making pastry.
4	Emulsification	Fats and oils can be dispersed throughout a liquid. Emulsifiers (like egg yolk lecithin) help to stabilise these mixtures, preventing separation. <ul style="list-style-type: none"> ● Example: Mayonnaise (oil and vinegar emulsified by egg yolk), salad dressings.
5	Flavour carrier	Fats absorb and carry fat-soluble flavour compounds, enhancing the overall taste and aroma of food.
6	Heat transfer medium	Fats are excellent conductors of heat, making them ideal for frying, roasting, and sautéing.

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.

FRENCH

AUTUMN		Half-term 1
Theme 3 Communication and the world around us Topic 7 Travel and tourism		
Week 1: Visites de touriste		
1	L'été dernier	Last summer
2	je suis/ on est allé(e)	I/we went
3	en France/En Espagne/ en Angleterre	to France/ to Spain/ to England
4	J'ai/on a voyagé	I/we travelled
5	en voiture/en train/en avion	By car / by train / by plane
6	je suis resté(e)	I stayed
7	une semaine / quinze jours	a week / a fortnight
8	dans un camping/un hôtel	in a campsite / a hotel
Week 2: Activités de vacances		
1	Pendant les vacances	During the holiday
2	J'ai / on a mangé/bu	I/we ate/drank
3	dans un restaurant / un café	in a restaurant/ a cafe
4	j'ai/on a visité	I/we visited
5	un château / un musée / un église/ une mosquée	a castle / a museum / a church / a mosque
6	des sites/des monuments historiques	historical sites/ monuments
7	Il faisait beau/chaud/froid/mauvais	It was good weather / hot / cold / bad weather
8	il faisait du soleil / il pleuvait	It was sunny / it was raining
Week 3: Une année sabbatique		
1	Après avoir fini mes examens	After finishing my exams
2	je vais prendre une année sabbatique	I will take a gap year
3	Je voyagerai à l'étranger	I will travel abroad
4	Je mangerai la nourriture locale	I will eat local food
5	Je partagerai mes photos en ligne	I will share my photos online
6	Je visiterai des festivals	I will visit festivals
7	J'apprendrai beaucoup sur les autres cultures	I will learn a lot about other cultures
8	ça sera des vacances de rêve	It will be a dream holiday
Week 4: Description d'une photo		
1	Sur la photo il y a...	On the photo there is...
2	(2) personnes / un homme / une femme	(2) people / a man / a woman
3	Il(s)/elle(s) est (sont) en train de parler	he/she is/they are in the process of talking
4	Il(s)/elle(s) est (sont) à l'intérieur / à l'extérieur	he/she is/ they are inside/outside
5	Il(s)/elle(s) est (sont) heureux/heureuse(s)	he/she is/ they are happy
6	car il(s)/elle(s) est(sont) en train de sourire	because they are smiling
7	Il fait beau / mauvais	it is good/bad weather
8	Il y a aussi...	There is also...
Week 5: Les sons		
1	drôle/ timide/ je mange/ je joue	silent final e
2	joué / écouté/ mangé / regarder / parlez	"ay" (as in Fay)

3	h ôtel / h ôpital / h istorique / j' h abite	silent h
4	a musant / b avard / j amais/ ennuyeux	silent final consonant
5	q uand / q ui / q uel q u'est-ce que	"k" sound (as in <i>ketchup</i>) - don't pronounce u
6	s oir / m oi/ h istoire/ v oyager / e nvoyer	"ha" sound
7	g agner / e spagnol / m ontagne	"ni" sound (as in <i>onion</i>)
8	c hance / ch oisi	"sh" sound (as in <i>she</i>)

Week 6: Les questions

1	Qui	Who
2	Où	Where
3	Comment	How
4	Combien	How many/much
5	Pourquoi	Why
6	Quel(le)	Which/what
7	Quand	When
8	Qu'est-ce que	What

Week 7: Les connecteurs

1	Et	and
2	Mais	but
3	Aussi	also
4	Cependant	however
5	Par contre	on the other hand
6	Si	if
7	Même si	even if
8	Donc	so/therefore

AUTUMN Half-term 2		
Theme 3 Communication and the world around us Topic 8 Media and Technology		
Week 1: les médias		
1	écouter la radio	to listen to the radio
2	regarder la télé / des films	to watch TV / films
3	lire des journaux / les magazines	to read newspapers / magazines
4	poster des photos en ligne	to post photos online
5	utiliser les réseaux sociaux	to use social media
6	regarder des films en streaming	to stream films
7	télécharger de la musique	to download music
8	chercher des informations	to look for information
Week 2: Avant et après Internet		
1	Normalement je regarde des vidéos en ligne	Normally I watch videos online
2	Je joue à des jeux vidéos	I play videogames
3	Hier j'ai tchatté avec mes amis	Yesterday I chatted online with my friends
4	j'ai fait mes devoirs	I did my homework
5	J'ai consulté des sites web	I consulted websites
6	Avant on n'utilisait pas Internet si souvent	Before we were not using Internet so often
7	on n'utilisait les smartphones que pour travailler	We were only using smartphones for work
8	Quand j'avais 10 ans je n'avais pas de portable	When I was 10 I did not use to have a phone
Week 3: Les applis		
1	Avec cette appli on peut	With this app we can
2	apprendre des nouvelles langues	learn new languages
3	découvrir les festivals du monde	discover world festivals

4	avoir un mode de vie sain	have a healthy lifestyle
5	organiser les vacances	organise holidays
6	Je n'utilise pas mon portable avant de dormir	I don't use my phone before going to bed
7	Avant de partir en vacances, je télécharge des films	before going on holidays, I download films
8	Avant d'aller au collège, je vais en ligne	Before going to school, I go online

Week 4: Les influenceurs

1	J'aime suivre des influenceurs en ligne	I like to follow influencers online
2	J'aime parler à des nouvelles personnes	I like to talk to new people
3	J'ai commencé à poster des conseils	I have started posting advice
4	J'ai voulu devenir influenceur/euse	I wanted to become an influencer
5	J'ai dû créer un profil / du contenu	I has to create a profile / content
6	J'ai pu découvrir un nouveau blog	I was able to discover a new blog
7	J'ai su que c'était utile	I knew that it was useful
8	Je peux gagner de l'argent	I can earn money

Week 5: Les dangers

1	Je passe trop de temps en ligne	I spend too much time online
2	Je suis accro	I am addicted
3	il y a des dangers	There are dangers
4	il y a le risque de cyber-intimidation	There is the risk of cyberbullying
5	il y a le vol d'identité	there is identity theft
6	un virus peut attaquer mon ordinateur	a virus can attack my computer
7	La fraude en ligne est un problème de plus en plus courant	online fraud is an increasingly frequent problem
8	On a seulement des amis virtuels	we only have virtual friends

Week 6: la protection en ligne

1	Il faut limiter le temps en ligne	You must limit your time online
2	Il faut faire plus d'activités physiques	You must do more physical activities
3	il faut sortir avec ses amis	You must go out with friends
4	il faut changer le mot de passe régulièrement	You must change your password regularly
5	Il faut parler de vos problèmes avec un adulte	You must talk about your problems with an adult
6	Il ne faut pas partager vos informations personnelles	You must not share your personal information
7	il ne faut pas cliquer sur un lien dans un e-mail	You must not click a link in an email
8	il ne faut pas parler à des inconnus	you must not talk to strangers

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 horse riding/ to go horse riding
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

Geography

AUTUMN Half-term 1		
Week 1: Urban Issues and Challenges- Urbanisation		
1	Urban	Towns and cities
2	Rural	The countryside
3	Urbanisation	An increase in the proportion of a country's population living in towns and cities
4	Mega city	A city with more than 10 million residents
5	HICs	High income countries - countries with a high level of development meaning that the country is wealthy
6	LICs	Low income countries - countries with lower levels of development meaning that the country is poor and many people live in poverty
7	NEEs	Newly emerging economies - countries that are experiencing high rates of economic growth, but are not yet HICs.
8	HDI	Human development index. A way of measuring a country's development which takes into account factors including health, wealth and education.
Week 2: Urban Issues and Challenges- Urban Growth		
1	Rural-urban migration	The movement of people from the countryside to the city.
2	Push factors	Reasons to leave an area. Eg. low wages and few job opportunities.
3	Pull factors	Reasons to move into an area. Eg. better access to healthcare.
4	Natural increase	When the birth rate is above the death rate, meaning the population is increasing.
5	Birth rate	The number of births, per 1,000 people, per year.
6	Death rate	The number of deaths, per 1,000 people, per year.
7	Youthful populations	A population which contains a high number of young dependents and economically active people.
8	Ageing populations	When a country has a high number of elderly dependents.
Week 3: Urban Issues and Challenges- Challenges and opportunities in Rio de Janeiro		
1	Favela	A shanty town or slum in South America where houses are informal and often built by the people who live in them. They are found in developing countries where there are high rates of rural-urban migration.
2	Inequality	The differences between poverty and wealth.
3	Informal economy	When people work outside of the control and supervision of the government, (for example- a street vendor); informal workers do not pay taxes, and do not get any protection or regulation from the government
4	Pacification	The Pacifying Police Unit in Rio is a law enforcement and social services program to regain control of favelas that are being controlled by gangs
5	Top down projects	Government led schemes that are often expensive.
6	Bottom up projects	Community led projects where local people are fully involved. These projects are often small scale.
7	Self-help schemes	Small scale projects which allow local people to use their skills to help improve their local area.

8	Olympic legacy	Many of the improvements that were made to host the games were intended to benefit the people of Rio de Janeiro long term such as water pipes and electricity cables that were installed.
Week 4: Urban Issues and Challenges- Bristol- A UK city		
1	Population density	The number of people per square km.
2	Population distribution	The way a population is spread across an area.
3	Migration	The movement of people from one place to another.
4	Ethnic diversity	The presence of different ethnic backgrounds or identities.
5	Urban greening	Increasing the number of plants, trees and open spaces in an urban area.
6	Social inequality	Differences between poverty and wealth, as well as well-being and access to jobs, housing and education.
7	Deprivation	When an individual or an area lacks adequate services, income, employment or decent housing.
Week 5: Urban Issues and Challenges- Bristol- Urban Change		
1	Urban sprawl	The outward growth of urban areas into surrounding rural areas.
2	Dereliction	Abandoned and run down buildings in urban areas, often a result of deindustrialisation.
3	Gentrification	The process by which wealthier (mostly middle-income) people move into, renovate, and restore housing and sometimes businesses in inner cities or other deteriorated areas formerly home to poorer people.
4	Brownfield site	Land in inner cities that has been used, abandoned and now awaits re-use.
5	Greenfield site	A plot of land, often in a rural area or on the edge of an urban area that has not been built on before.
6	Rural-urban fringe	A zone of transition between a built up area and the countryside, often where there is competition for land use.
7	Urban regeneration	The investment of capital in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.
8	Integrated transport system	Connects different methods of transport, with the intention of making journeys smoother.
Week 6: Urban Issues and Challenges- Bristol- key places		
1	Stoke Bishop	A wealthy area of Bristol where housing is better and education and health is also better than more deprived areas.
2	Filwood	A deprived area of Bristol where housing quality is poor and educational outcomes and health is lower than wealthier areas.
3	Stokes Croft	An inner city area consisted of high-density housing built in the nineteenth century for industrial workers; now gentrified.
4	Bristol harbourside	A regenerated area of Bristol which went into decline when Bristol docks closed and has now been regenerated.
5	Stokes Croft and Harry Stoke	A rural area on the urban rural fringe which has seen a large amount of housing development contributing to the growth of the boundary of the city of Bristol.
6	Temple Quarter	An old industrial area of Bristol which was run down and gave a bad impression to visitors.
7	Enterprise zones	These encourage economic growth and create jobs.
8	Brunel's engine shed	A listed historic building which has been redeveloped. It is now an Innovation Centre.

AUTUMN Half-term 2

Week 1: Urban Issues and Challenges- Sustainability

1	Urban sustainability	Ensuring that cities and towns have a minimal environmental impact on their surrounding area and making cities pleasant places to live through the provision of adequate open spaces and recreation facilities.
2	Sustainable development	Meeting the needs of the present generations without compromising the needs of future generations.
3	Water conservation	Using water efficiently to reduce unnecessary water usage.
4	Energy conservation	Reducing energy consumption by using less energy and existing sources more efficiently.
5	Waste recycling	Process of extracting and reusing useful substances found in waste
6	Traffic congestion	When there is too great a volume of traffic for roads to cope with, and traffic slows to a crawl.
7	Renewable energy	Energy that is not generated using fossil fuels and is not harmful to the environment. The source will not run out.
8	Freiburg	A city in Germany that has had sustainable planning in mind since the 1980s.

Week 2: Urban Issues and Challenges- Sustainability in Freiburg

1	Economic planning	Providing people with employment.
2	Social planning	Takes into account peoples' needs and involves people in decision making processes.
3	Environmental planning	Ensures that resources are not wasted and the environment is protected for future generations.
4	Solar valley	More than 10,000 people are employed in Freiburg in 1,500 environmental businesses in the city including 1,000 people employed in the solar technology industry
5	Park and ride	When people park their car outside of the city centre and catch a bus into the city centre; helps to reduce traffic congestion
6	Quotas	A system to reduce the number of car owners.
7	Parking fees	When people pay to park their car. Fees might be increased to discourage car ownership. In Freiburg, a parking space is £20,000.
8	Congestion zones	Cities can put in place congestion zones and if cars drive into this zone they have to pay a fee.

Week 3: Changing Economic World

1	Development	An improvement in the standards of living and quality of life for an increasing proportion of a country's population.
2	Gross National Income (GNI) per capita	The total income of a country divided by the size of the population, showing average wealth per person.
3	Human Development Index	Statistics for wealth, health and education levels are combined to give a score between 0 and 1 for development (GNI per capita, life expectancy and literacy rates are included).
4	Quality of Life	The general well-being of a population including wealth, health, education, levels of happiness, freedoms and social belonging.
5	Birth rate	The number of births per 1,000 people, per year.
6	Death rate	The number of deaths per 1,000 people, per year.
7	Infant mortality rate	The number of babies that die under the age of 1, per 1,000 live births.
8	Literacy rate	The % of people in a country who have basic reading and writing skills.

Week 4: Changing Economic World- Development and the Demographic Transition Model

1	The Demographic Transition model	The DTM is a model that shows population changes of a country as it develops. It shows changes in birth rates, death rates and overall population changes as a country develops.
2	DTM- Stage 1	Birth rates and death rates are high and fluctuating. Total population is low.

3	DTM- Stage 2	Death rate starts to fall as health care improves. Birth rates remain high and overall the population grows. This is known as 'early expanding'.
4	DTM- Stage 3	The death rate continues to fall, although slows down and the birth rate falls rapidly due to access to birth control. The population is still growing and this stage is known as 'late expanding'.
5	DTM- Stage 4	The death rate is low and the birth rate is fluctuating which means that the population is now high and steady. This stage is known as 'low and fluctuating'.
6	DTM- Stage 5	The birth rate continues to fall and the death rate increases as people die from old age. As a result the population starts to decline.
7	Population pyramids	These show how a population structure is made up as a percentage of males and females and age groups.
8	Dependency ratio	The proportion of people below and above normal working age. It is calculated by adding together the numbers for both groups and then dividing by the number aged 15-64 (the working population) and multiplying by 100.

Week 5: Changing Economic World- Causes of Uneven Development

1	Uneven development	When some countries are more economically developed than others.
2	Trade	The buying and selling of goods and services
3	Historical causes	Many richer countries have a long history of industrial and economic development.
4	Colonialism	From around 1400, European explorers set out to control new territories, often seeking mineral wealth such as gold; most of the wealth produced in this time went to Europe.
5	Physical causes of uneven development	Some countries are landlocked and so don't have access to trade routes; some have more climate related diseases; some countries experience more tropical storms or earthquakes
6	Disparities in health	When some countries are healthier than others; perhaps this is because they have more vaccinations available.
7	Malaria	A life threatening disease caused by parasites transmitted to people by infected mosquitoes. In Africa, one child dies every minute from the disease.
8	Vaccinations	When people can be given an injection or tablets to stop them from becoming ill from a disease.

Week 6: Changing Economic World- Uneven Economic development

1	Migration	The movement of people from one place to another.
2	Emigration	When people leave a country to move somewhere new.
3	Push factor	Something negative about a place that makes people want to leave.
4	Pull factor	Something positive about a place that makes people want to go there.
5	Economic Migrant	Someone who moves for work.
6	Refugee	A person who is forced to move from their country of origin.
7	Migrant	Someone who moves.
8	Displaced person	Someone that has nowhere to go. This could be within their own country.

SPRING Half-term 1

Week 1: Changing Economic World- Reducing the development gap

1	Development gap	The gap between rich and poor countries
2	Investment	Many countries and TNCs choose to invest money and expertise in LICs to increase profits to generate jobs and income from abroad
3	Industrial development	Setting up of factories and industries to increase employment and income and therefore housing, education and infrastructure through the

		multiplier effect.
4	Multiplier effect	A new industry creates jobs, more tax is paid and people have more money to spend.
5	Tourism	When people visit somewhere for more than 24 hours but less than one year; the visit could be for leisure activities, to relax, or business
6	Aid	When a country or NGO (non-governmental Organisation e.g. Oxfam) donates resources to another country to help it develop and improve people's lives.
7	Bilateral aid	Aid from one country to another (which is often tied)
8	Multilateral aid	Richer governments give money to an international organisation such as the World Bank, which then redistributes the money as aid to poorer countries.
9	Intermediate technology	Sustainable technology that is appropriate to the needs, skills, knowledge and wealth of the local people.
Week 2: Changing Economic World- Reducing the development gap		
1	Free trade	Countries do not charge tariffs (taxes paid on imports) or quotas (limits on the amounts that can be imported) to restrict trade with one another. This would benefit the world's poorest countries.
2	Fair trade	Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.
3	Debt relief	Heavily indebted poor countries (HIPCs) that borrowed a lot of money and are in huge debt have had their debts cancelled.
4	Microfinance	Small-scale financial support available directly from banks, set especially to help the poor.
5	Infrastructure	The basic equipment and structures (such as roads, utilities, water supply and sewage) that are needed for a country or region to function properly.
6	The UN	The United Nations is an intergovernmental organisation that aims to maintain international peace and security, develop friendly relationships and cooperation with countries around the world
7	Manufacturing	The production of goods through the use of labour, machinery and biological or chemical processing.
8	Global trade	Trade between different countries
Week 3: Changing Economic World- Nigeria- TNCs		
1	TNC	A TransNational Corporation. A large, profit making company that operates in multiple countries.
2	Shell	Shell is one of the world's largest oil companies; headquarters are in the Netherlands. Since the discovery of oil in 1958, its operations in the Niger Delta have been controversial.
3	Niger Delta	A vast low-lying region through which the waters of the Niger River drain into the Gulf of Guinea. Large freshwater swamps give way to brackish mangrove thickets near the seacoast.
4	Grants and subsidies	TNC's have been attracted to Nigeria but this money could have otherwise been invested into Nigerian industries.
5	Imports	Goods that are sold (brought in) to a country.
6	Exports	When a country sells their goods to other countries.
7	Oil spills	The release of liquid petroleum into the environment.
8	Oil flares	The burning of natural gas associated with oil extraction.
Week 4: Changing UK economy		
1	De-industrialisation	The reduction of industrial activity in a region or an economy
2	Globalisation	The increasing links between different countries and the greater interdependence between them

3	Post Industrial Economy	A period of growth within an industrialised economy or nation in which the relative importance of manufacturing reduces and that of services, information and research grows.
4	Internet Access	The ability of individuals or organisations to connect to the internet using computers and other devices
5	Finance	A term that describes activities associated with banking, debt, credit, money and investments
6	IT	The use of computers to create, store, process, retrieve and exchange all kinds of electronic data.
7	Manufacturing	The production of goods through the use of labour, machinery, tools and biological or chemical processing or formulation
8	Research Sector	When companies or organisation research and develop new goods or medicines etc
9	Science Park	Areas devoted to scientific research or the development of science based or technological industries
10	Business Park	An area where company offices and light industrial premises are built
Week 5: Changing Economic World- UK economy		
1	Quarrying	An open pit mine where rocks are extracted
2	Urban	Areas that are made up of large populations- towns and cities
3	Rural	Areas that have more sparse populations in the countryside
4	Population Growth	The change in population when taking into account birth rates, death rates and migration
5	Social Impact	Things that affect people
6	Economic Impact	Things that affect the economy
7	Migration	The movement of people from one place to another
8	Commuter	When someone lives in one area and travels a distance to work
Week 6: Changing Economic World- Reducing the gap between the north and south		
1	South-west super highway	Improvements to the A303 connecting the M3 and A30 aimed at making travel easier between London and Cornwall.
2	London Crossrail	A new railway for London and the South East, running from Reading to the east of London.
43	Trans- Pennine Express Railway	A 76-mile rail line in Northern England that connects York and Manchester.
4	Electrification of railways	The process of using electricity to power trains on railway tracks.
5	HS2	High speed railway linking London, the Midlands, the North of England and Scotland; now been scrapped north of Birmingham due to cost.
6	Liverpool 2	A £400 million investment to create a new deep water container terminal at the Port of Liverpool to enable larger vessels to dock there.
7	Airport developments	Improvements to airports to enable larger planes and more flights. This generates jobs and economic growth.
8	Infrastructure	The basic equipment and structures (such as roads, utilities, water supply and sewage) that are needed for a country or region to function
9	The north-south divide	The real or imagined cultural and economic differences between the South of England.
10	Levelling up	The practice of increasing pay, jobs, living standards, etc. in areas of the country where they are lower than in other areas, so that all areas are more equal.
11	Local enterprise partnerships	Voluntary partnerships between local authorities and businesses, set up in 2011 by the Department for Business, Innovation and Skills to help determine local economic priorities and lead economic growth and job creation within the local area.
12	Enterprise Zones	Geographic regions that are granted special status by a government in

order to encourage development and economic growth.

SPRING Half-term 2

Week 1: The UK in the wider world

1	Trade	The movement of goods and services across the world.
2	Culture	The values and beliefs of society or a group of people.
3	Transport	Modes of transport to get goods and people from one place to another.
4	Electronic Communication	The way in which the internet has enabled the communication of people and function of businesses around the world. This includes emails, the internet etc.
5	The commonwealth	An association of 56 independent countries that share values and work together to promote democracy, peace, and human rights.
6	Commonwealth games	A multi-sport event held every four years that features athletes from the Commonwealth of Nations.
7	The European Union (EU)	The EU is an economic and political union of 27 countries. It operates an internal (or single) market which allows free movement of goods, capital, services and people between member states.

Week 2: Resource Management- Food in the UK

1	Resources	A resource is a supply or something that has a value or a purpose. Three of the most important resources are food, water and energy.
2	Undernutrition	A lack of proper nutrition, caused by not having enough food or not eating enough food containing substances necessary for growth and health.
3	Malnutrition	A lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat.
4	Food miles	A way of attempting to measure how far food has travelled before it reaches the consumer. It is a good way of looking at the environmental impact of foods and their ingredients.
5	Carbon footprint	The emissions of carbon dioxide into the atmosphere as we import/export food or even in the growing process.
6	Agribusiness	Intensive farming aimed at maximising the amount of food produced. Farms are run as commercial businesses, and use modern technology and chemicals.
7	Organic produce	Grown without the use of chemicals, organic food has become increasingly popular, although higher labour costs often make it more expensive.

Week 3: Resource Management- Water in the UK

1	Domestic water use	Water used in peoples' homes
2	Water surplus	When there is excess water available to the system. This occurs when precipitation exceeds evapotranspiration and the excess is not being used by plants.
3	Water deficit	A water deficit is where demand exceeds supply.
4	Water stress	Occurs when the demand for water exceeds the available amount during a certain period or when poor quality restricts its use.
5	Grey water	Using waste water from people's homes can be a good way to save water through recycling. It can be used to irrigate both food and non-food plants.
6	Water transfer	Water transfers often involve systems of dams, reservoirs, pipes or canals to transfer large amounts of water from a donor basin to a recipient basin. These might extend within the same region or country, but they can also extend across continents.

Week 4: Resource Management- Energy in the UK

1	Energy conservation	Reducing energy consumption through using less energy and becoming more efficient in using existing energy sources.
2	Energy mix	The energy mix is the combination of different energy sources used to meet a country's total energy consumption. It's an important part of energy security, and varies from country to country.
3	Energy security	The ability of a nation to secure sufficient, affordable and consistent energy supplies for its domestic, industrial, transport and military requirements.
4	Fossil fuels	Resources which have taken millions of years to form. Coal is formed from vegetation laid down and altered by pressure and heat over millions of years.
5	fracking	When natural gas is extracted by pumping water, sand and chemicals into shale rocks to release gas.
6	Energy exploitation	When resources are taken from areas that are fragile. For example, the Arctic.
7	Nuclear energy	Nuclear power is generated by splitting atoms to release the energy held at the core, or nucleus, of those atoms.
8	Wind farms	Turbines on land or at sea are turned by the wind to generate electricity.

Week 5: Energy- usage

1	Energy insecurity	This occurs when there is an energy deficit, where the amount of energy consumed is greater than the amount of energy produced. Energy insecurity is caused by geography, lack of wealth, dependence on other countries and poor management.
2	Energy exploitation	When resources are taken from areas that are fragile. For example, the Arctic
3	Energy conservation	The prevention of the wasteful use of energy, especially in order to ensure its continuing availability.
4	Sustainable energy use	Resources that can maintain current operations without jeopardising the energy needs or climate of future generations. The most popular sources of sustainable energy, including wind, solar and hydropower, are also renewable.
5	Carbon footprint	The emissions of carbon dioxide into the atmosphere as we import/ export food or even in the growing process.
6	Hydroelectric power	Large scale dams and smaller micro dams create enough water to turn turbines and generate electricity
7	Micro hydro power scheme	A small-scale renewable energy system that uses the energy of flowing water to generate electricity
8	Biomass	Energy produced from organic matter includes burning dung or plant matter, the production of biofuels, by processing specially grown plants such as sugar cane.
9	Solar energy	Photovoltaic cells mounted on solar panels convert sunlight into electricity

Health and Social Care

SPRING Half-term 1		
Week 1: Communication 1		
1	Verbal communication	What we say to another person and how we say it
2	Non-verbal communication	Using body language, writing information or using specialist methods such as Braille or British Sign Language (BSL)
3	Body language	A type of non-verbal communication through body posture, facial expressions, gestures and eye contact
4	Braille	A method of communication used by visually impaired or blind people that consists of raised dots which are read by touch
5	Jargon	Specialist or technical language or terms and abbreviations that are difficult for non-specialists to understand
6	Active listening	An effective method of listening to build rapport, trust and understanding between those involved.
7	Hearing loop	The hearing loop provides a wireless signal that is picked up by the hearing aid to improve the quality of sound and reduce background noise.
8	Interpreter	Convert a spoken or signed message from one language to another
Week 2: Communication 2		
1	Makaton	Uses gestures alongside symbols/pictures and speech
2	PECS	Picture exchange communication. Uses pictures that aid communication. It is a specialist method of communication developed for use with children who have autism.
3	Translator	Convert a written message from one language to another
4	Voice activated software	Speech- activated programs allow users to write text, use the Internet, send email and use applications with their voice.
5	Dynavox	Speech generating software through touching a screen that contains text, pictures and symbols.
6	Lightwriter	A text to speech device - A message is typed on a keyboard, is displayed on the screen and then converted into speech.
7	Advocate	Someone who speaks on behalf of an individual who is unable to speak up for themselves
8	Posture	The position in which someone holds their body when standing or sitting
Week 3: The rights of service users in health and social care settings 1		
1	Care setting	Anywhere where care is provided. Different care settings provide different types of care.
2	Healthcare settings	Hospital, walk-in Centre, pharmacy, health Centre, nursing home, opticians, GP surgery, dental practice.

3	Social care settings	Retirement home, day centre, food bank, residential care home, social services department, support group, community Centre, homeless shelter.
4	Rights of the individual	Choice, confidentiality, protection from home and abuse, equal and fair treatment, consultation,
5	Equality act	A law which aims to ensure service users are treated fairly
6	Self-esteem	How much a person values themselves and the life they live
7	Vegetarian	A diet in which no meat or fish is eaten
8	Gluten-free	A diet that does not include the grains wheat, barley and rye, which can trigger a dietary intolerance in some individuals.
Week 4: The rights of service users in health and social care settings 2		
1	Halal	A diet in which no pork is eaten and all meat has to be prepared according to Muslim law
2	Kosher	In Judaism, this is used to describe something that is correct – food that is sold, cooked or eaten satisfying the requirements of Jewish law. Meat and dairy cannot be eaten at the same meal.
3	Need to know basis	Information is shared only with those directly involved with the care and support of an individual.
4	Confidentiality	Limits access to or places restrictions on sharing certain types of sensitive information so that it is kept private and can only be accessed by those who need to be aware of it.
5	Consultation	The process of discussing something with someone in order to get their advice or opinion, so that a decision can be made that is acceptable to all involved
6	Choice	Having the opportunity to decide or pick between two or more options
7	Equal and fair treatment	Equal treatment means being given the same opportunities and choices as everyone else. Fair treatment means they are able to have full access to those opportunities and choices.
8	Safeguarding	Measures taken to reduce the risk of danger, harm and abuse.
Week 5: The rights of service users in health and social care settings 3		
1	Manual handling	Using the correct procedures when physically moving any load by lifting, putting down, pushing or pulling.
2	Security measures	All the actions taken within a care setting to protect individuals.
3	Diversity	The recognition that everyone is different and has different needs, so appreciating and respecting individual differences such as a person's faith, diet, ethnicity and customs.
4	Equality	Enabling individuals to have the same rights, access and opportunities as everyone else regardless of gender, race, ability, age, sexual orientation or religious belief.
5	Prejudice	A dislike of, or negative attitude towards an individual, often based on ill-informed personal opinion.
6	Discrimination	The unjust and unfair treatment of individuals based on their differences, such as race, religious beliefs, disability or gender.
7	Special educational needs	Children with learning or physical disabilities, for example hearing or visual impairments, or conditions such as ADHD or autism.
8	DBS checks	Criminal record checks carried out by the Disclosure and Barring Service to help prevent unsuitable people working in health and social care services.
Week 5: Person-Centred Values 1		
1	Person-centred values of care	The core principles that underpin the work of those providing health and social care services.
2	Individuality	Respecting the diversity of individuals working in and using health and social care services

3	Choice	Enabling individuals to make their own choices
4	Rights	Helping individuals to understand and access their rights.
5	Independence	Supporting individuals to be independent so they are in charge of their life.
6	Privacy	Allowing individuals to have privacy so they feel respected.
7	Dignity	Promoting self-respect ensures individuals are never humiliated or embarrassed in any way.
8	Respect	The individual's wishes and preferences should be respected, this means taking into account of and having regard for someone's feelings, wishes, beliefs and signs.

SPRING Half-term 2		
Week 1: Person-Centred Values 2		
1	Partnership	Working together with service users and professionals
2	Encouraging decision-making of service user	Being encouraged to be involved in the decision making about their care which should focus on their strengths and abilities.
3	The 6Cs	Key principles which should inform every health and social care workers practice
4	Care	A care worker should do all they can to maintain or improve an individual's health and well-being
5	Compassion	Being able to provide care and support with kindness, consideration, respect and empathy
6	Competence	The ability of a care worker to provide high-quality, effective and safe care and support with kindness, consideration, respect and empathy
7	Communication	Essential to develop good working relationships with service users, their families and also with colleagues. Being able to listen carefully and speak in a way that individuals receiving care and support can understand.
8	Courage	Being brave and able to speak up about concerns, doing the right thing and also having the courage to try something new, such as new ways of working.
Week 2: Person-Centred Values 3		
1	Commitment	A promise or agreement to do something. It is the responsibility that care workers and practitioners in health and social care services have for those in their care to perform the tasks and carry out the responsibilities for their particular job role to the required standard and for the benefit of their service users.
2	Empowerment	The process that enables individuals to take control of their lives and make their own decisions; giving someone confidence in their own abilities
3	PAT tested	'Portable Appliance Testing'; used to describe the checking of electrical appliances and equipment to ensure they are safe to use.
4	Disempowerment	Feeling that you have a lack of control over your life and lack independence.
5	Learned helplessness	When someone gives up trying as a result of consistent achievement or reward - they come to believe that it is not worth trying because they will fail anyway.
6	Marginalised	Excluded from participating, feeling unimportant and not wanted by the majority of people.

7	Empathy	The ability to identify with another person's situation and understand how they may be feeling or thinking
8	Valuing Diversity	Accepting and respecting individual differences such as faith, diet, sexuality, ethnicity and customs.
Week 3: Protecting service users and service providers in health and social care settings 1		
1	Sensory impairment	When one of the senses (site, hearing, touch, smell, taste and special awareness) does not function properly. For example, if you wear glasses then you have sight impairment; if you wear a hearing aid then you have a hearing impairment.
2	Vulnerable	Someone who is less able to protect themselves from harm due to, for example, mental health problems or a physical or learning disability.
3	Individuals who may need safeguarding	Vulnerable groups e.g. homeless people, children, people with physical and learning disabilities, people with mental health conditions, older adults dependent on carers in residential care settings, people with a sensory impairment, children in residential care who are dependent on carers, older adults in residential care.
4	Disclosure	When an individual tells you directly or indirectly through their behaviour, that they have been, or are being, abused
5	CQC	Care quality commission – a government organisation that registers, licences and inspects health and social care services.
6	Designated safeguarding lead (DSL)	The DSL is the person in an organisation, or service, that has overall responsibility for safeguarding.
7	Infection	When bacteria (germs) invade the body and cause a disease or ill illness.
8	Contamination	When something is tainted with other substances that may be unclean – for example, disease causing bacteria.
Week 4: Protecting service users and service providers in health and social care settings 2		
1	Bacteria	Tiny, microscopic organisms. Some bacteria can cause infection and disease.
2	Hygiene	Practices that keep you and your surroundings clean in order to prevent illness and the spread of disease.
3	Cross contamination	When bacteria spreads onto food from another source, such as hands, work surfaces, kitchen equipment, and utensils, or between cooked and raw food.
4	Personal Protective Equipment (PPE)	Wearing protective clothing and equipment is a barrier method for preventing the spread of infection. The clothing can prevent the transfer of bacteria from a care worker to a service user and vice versa.
5	Sharps Injury	When the skin is punctured by a needle or blade, such as a scalpel, or other medical instrument
6	Risk	The likelihood that someone or something could be harmed
7	Hazard	Anything that could cause harm, e.g. a faulty piece of equipment or a particular
8	Risk Assessment	The process of evaluating the likelihood of a hazard actually causing harm
Week 5: Health and Safety		
1	Control Measures	Actions that can be taken to reduce the risk posed by a hazard or to remove the hazard altogether
2	Emergency Procedures	Emergency procedures in care settings include fire drills and evacuation
3	Fire Safety Measures	Fire safety notices throughout the care setting, signs indicating fire exits, signs indicating assembly points, a fire extinguisher by each exit, a fire blanket in kitchen areas.

4	Epipen	An emergency treatment for someone with a severe anaphylactic reaction. It is an automatic injector device which contains a low dose of the hormone adrenaline, which is injected into the thigh.
5	Anaphylactic Shock	An extreme allergic reaction. Common causes can be nuts, celery, seafood, and wasp or bee stings.
6	Hoist	A piece of equipment to assist somebody with their mobility, for example helping an elderly person to get out of the chair or into a bath or shower.
7	Policies	A plan which outlines: the purpose of the policy, the instructions to achieve the policy's aim of keeping service users safe and promoting their rights.
8	Hand Washing Routines	Frequent handwashing limits the transfer of bacteria and viruses and so reduces the chance of spreading infection.
Week 6: Command words		
1	Identify	Select an answer from options given, recognise/name or provide factors or features. Give brief information or facts such as naming, stating or listing
2	State	Give factors or features. Give short, factual answers, give factors or features, give short, factual answers.
3	Outline	Give a short account, summary or description. Give the key aspects or facts about something.
4	Describe	Give an account including all the relevant characteristics, qualities or events. Give an account of all the relevant facts, features, qualities or aspects of something.
5	Explain	Give more depth and detail than a description. You will include relevant reasons for, causes of, purposes of or effects of something. Use words or phrases such as 'because', 'therefore' or 'this means that'.
6	Justify	Give good reasons for offering an opinion or reaching a conclusion
7	Analyse	Separate information into components and examine it in detail in order to explain and interpret it. Explain the pros and cons of a topic or argument and make reasoned comments. Explain the impact of actions using a logical chain of reasoning.
8	Evaluate	Make a judgement about something by taking into account different factors and including strengths and weaknesses or positives and negatives.

History

AUTUMN Half-term 1

Week 1: The Tet Offensive

1	General Westmoreland	The commander of US forces in Vietnam.
2	Tet	A Vietnamese holiday celebrating the lunar new year.
3	Tet Offensive	84,000 Vietcong troops attacked 100 towns, cities and US military bases during a ceasefire.
4	US Embassy Compound	An area that the Vietcong managed to get into.
5	Military defeat	For the Vietcong it was a military defeat with 50,000 North Vietnamese and 10,000 Vietcong fighters killed
6	Turning Point	It proved to many Americans that the Vietcong were not close to defeat.
7	Anti-war opposition	This increased in America after the Tet offensive as many had seen the harsh realities of the war on their TV screens.
8	Walter Cronkite	American news presenter who turned against the war after the events of the Tet Offensive

Week 2: My Lai Massacre

1	Charlie Company	A group of American soldiers sent on a Search and Destroy mission to the village of My Lai.
2	March 1968	This was when Charlie Company was sent to My Lai.
3	347-504 unarmed civilians	The number of civilians murdered by Charlie Company.
4	Cover up	The American army did not report that a massacre had taken place and reported the incident as a successful mission that killed Vietcong fighters.
5	Ronald Ridenhour	A young soldier who wrote letters to 30 leading US politicians and military officials about My Lai.
6	William Calley	The only man who was found guilty and was charged with the murder of 109 people.
7	Mistrust of the government and army	This increased after the events of the My Lai massacre were revealed in 1969.
8	Anti-war opposition	This also increased after the events of My Lai were revealed in 1969.

Week 3: Anti-war opposition

1	Draft dodgers	The name given to people who went to places like Canada to avoid the draft.
2	Draft	The American term used to describe when civilians were called up to fight in the army.
3	Peace Movement	The name given to the students who protested for an end to the war.

4	Students for a Democratic Society	(SDS)The largest student peace movement group.
5	“Hey, hey, LBJ, how many kids did you kill today?”	A popular chant made by protestors in Washington DC outside the White House.
6	Celebrities	A group of people with great influence who spoke out against the war including people like Muhammad Ali and John Lennon.
7	Vietnam, Veterans Against the War	(VVAW) A group of people who had fought in Vietnam and demanded an end to the war.
8	The Capitol	The building in Washington DC that houses Congress.
Week 4: Nixon and Vietnamisation		
1	Richard Nixon	President from 1969 until 1974.
2	Peace with honour	The promise made by Nixon that he would bring an end to the Vietnam War.
3	Vietnamisation	The idea that the South Vietnamese should fight the war and the US troops should be brought home.
4	ARVN	The nickname for the South’s army.’
5	Withdrawal	The process of bringing US troops home from Vietnam.
6	Cambodia	The country that Nixon ordered to be bombed and then invaded in 1970.
7	Incursion	The word used by Nixon to describe the invasion of Cambodia.
8	Napalm	The weapon was dropped by ARVN planes, sometimes on civilians.
Week 5: Kent State University/Media War		
1	Kent State University	The university in Ohio where protests against the Vietnam War led to the National Guard shooting at students.
2	4 killed and 9 wounded	The number of students killed and wounded.
3	The incursion into Cambodia	The reason that students were protesting at the University in 1970.
4	2 million	The number of students around the country who refused to attend their classes as a protest against the shootings.
5	Jackson State University	The University where 2 African-American students were also shot dead.
6	The First Television War	The name is often given to the Vietnam war as there were so many cameramen and journalists present.
7	Walter Cronkite	The name of the popular news presenter who turned from being for the war to against the war after the Tet offensive in 1968.
8	‘If I’ve lost Cronkite, I’ve lost the country.’	This was said by President Johnson in 1968 which shows the importance of the media.
Week 6: The End of the Vietnam War		
1	USSR and China	Nixon improved America’s relationship with these two countries so they would put pressure on North Vietnam to end the war.
2	The Paris Peace Talks	The negotiations for peace in Vietnam that went on from 1969 to 1973.
3	Henry Kissinger	The name of the American Secretary of State who negotiated the Paris Peace Agreement of 1973.
4	Bombing	A tactic used by the Americans to get North Vietnam to sign a peace agreement.
5	The Paris Peace Agreement of 1973	This agreed that US troops would leave Vietnam and the North promised not to attack South Vietnam.
6	Fall of Saigon	After the North invaded the South they captured the capital city of the South, Saigon.
7	\$170 billion	The amount of money that the US spent on the Vietnam War
8	58,000 dead and	The number of US casualties and wounded.

	300,000 wounded	
Week 7: Germany Revision		
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.

AUTUMN Half-term 2		
Week 1: Germany Revision		
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
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 2: Germany Revision		
1	Gustav Stresemann	Became Chancellor in 1923 and then Foreign Minister until 1929.
2	Rentenmark	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 3: Germany Revision		
1	May 1928	The Nazi Party had only 12 seats in the Reichstag. They were the 8th biggest party.
2	Work and bread	Nazi slogan used on propaganda posters
3	Joseph Goebbels	Nazi Head of Propaganda.
4	6 million	The number of unemployed workers in Germany in 1932.
5	SA	Stands for 'Sturmabteilung' - means Storm Troopers. Nazi thugs who beat up communists and they wore brown shirts.
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 appointed Chancellor by President Hindenburg as he did not want to appoint Hitler.
Week 4: Germany Revision		

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: The Normans - Succession Crisis

1	Succession	The action of inheriting something from another person, in this case being the King of England.
2	Anglo-Saxons	The group of people who ruled England after the Romans left until 1066.
3	The Vikings	A group of people from Scandinavia who attacked England from the 9th Century.
4	The Normans	A group of people who lived in the area of Normandy in Northern France.
5	Edward the Confessor	The Anglo-Saxon King who died in 1066 leaving no heir.
6	William the Conqueror	He was the Duke of Normandy.
7	Harold Godwinson	He was the Anglo-Saxon Earl of Wessex.
8	Harald Hardrada	He was a Viking King.
9	Edgar the Atheling	An Anglo-Saxon great nephew of Edward the Confessor.

Week 6: Events of 1066

1	Witan	This was the Anglo-Saxon council that made Harold Godwinson King of England in January 1066.
2	Earls	England was split into areas of land called Earldoms ruled by Earls.
3	Tostig Godwinson	The brother of King Harold, who had joined sides with the Vikings.
4	Earls Edwin and Morcar	Two Anglo-Saxon Earls who fought against the Vikings.
5	The Battle of Fulford Gate	A battle in 1066 between the Vikings and the Anglo-Saxons..
6	The Battle of Stamford Bridge	Another battle of 1066 near York.
7	Pevensey	The place on the south coast of England where William Duke of Normandy landed.
8	Hastings	The place in the south of England where the Anglo-Saxon army of Harold Godwinson and the Norman army of William met on 14th October 1066.

SPRING Half-term 1

Week 1: Norman Control

1	Christmas Day 1066	The date when William I was crowned King of England.
2	The Harrying of the North	An event of 1069 when William brutally put down a rebellion in Yorkshire.
3	Edwin and Morcar	Two Anglo-Saxon Earls involved in rebellions against William.

4	Hereward the Wake	He was an Anglo-Saxon who led a rebellion in 1070.
5	Motte and Bailey Castles	The Normans built these around England to intimidate the local population and provide a base for loyal Norman knights.
6	The Tower of London	This was a castle built by the Normans to show their power in London.
7	Patronage	Giving land and positions of power to people to ensure their loyalty.
8	Oath of Fealty	This was a promise in which the person making the promise swore loyalty to the other.
Week 2: Feudal System/Domesday Book		
1	The Feudal System	This was the name given to the hierarchy introduced by the Normans that allowed William to keep control of England.
2	Barons	William gave large chunks of land to loyal Barons who gave him soldiers in return.
3	Bishops	William gave around 25% of his land to the church.
4	Knights	The Knights were given land by the Barons and promised to fight in return.
5	Peasants	The peasants were at the bottom of the Feudal System.
6	Royal Forests	William took personal control over hunting grounds such as The New Forest.
7	Survey	These are carried out by governments to find out information about its people.
8	Domesday Book	This was a survey carried out in 1086 meaning Day of Judgement.
Week 3: Legal System/Village life		
1	Manor Courts	These were introduced by the Normans to increase control over villages by dealing with day to day life.
2	Trial by Ordeal	An example was burning someone with a hot iron, if it did not heal then they were guilty.
3	Trial by Battle	You could fight to show your innocence.
4	Murdrum fine	This was when a whole village was fined a large sum of money if a Norman was killed in their village.
5	Village church	This was the most important building in the village and was made of stone.
6	Manor	This was the area in the village owned by the Lord.
7	Reeve	They were chosen by the Lord to run the village and make sure the peasants were working.
8	Miller	They made flour to make bread for the whole village.
Week 4: Town Life/Changes in the Church		
1	Cathedrals	The Normans built these in towns and they became centres for markets and trade.
2	Wool trade	This became a major trading item and was exported across Europe.
3	Salt trade	Salt was important for flavouring food and for preserving meat.
4	Metalwork	Production of iron and lead used for building and making weapons.
5	Guilds	Tradesmen such as bakers, butchers and blacksmiths created special groups to control their trade.
6	Archbishop Lanfranc	Appointed by William as the Archbishop of Canterbury.
7	Simony	This was when positions in the church were either sold or given to family members.
8	Romanesque buildings	Norman cathedrals were built with large columns in a style similar to the Romans.
Week 4: Germany revision 1890-1918 - The Kaiser		
1	Kaiser Wilhelm II	Emperor of Germany who controlled Government from 1888
2	Naval Laws	1898-1912 a series of tax rises to pay for expanding the navy.

3	Socialism	A political idea in which power and wealth is shared more equally with the workers.
4	1914	World War One begins.
5	Naval Blockade	The British Navy prevented imports of food and supplies getting into Germany.
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 5: Germany Revision 1918-33 - The Weimar Republic

1	Weimar	A town where the new government met to write a new constitution.
2	Treaty of Versailles	Signed in June 1919. Land, Armed Forces, Money, Blame.
3	Hyperinflation	To pay the striking workers, the German government printed more money. The money became worthless.
4	Munich Putsch	Failed Nazi takeover of Munich in 1923. Hitler was arrested and put on trial for treason.
5	Gustav Streseman	Became Chancellor in 1923 and then Foreign Minister until 1929.
6	Dawes Plan	Loans provided by the USA to help rebuild Germany in 1924.
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: Germany Revision 1933-45 - Nazi Rule

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	The Enabling Act	This allowed Hitler to rule without the Reichstag for a period of 4 years in March 1933.
4	The Night of the Long Knives	The murder of SA leaders and other political opponents that took place June-July 1934.
5	The SS	Black shirts and loyal to Hitler.
6	Public Works Projects	Examples are building motorways, schools, hospitals and leisure facilities.
7	Hitler Youth	The name given to all of the Nazi youth groups but also for the main group for boys aged 14-18.
8	The Night of the Broken Glass (Kristallnacht)	The attack on Jewish shops, homes and synagogues in November 1938.

SPRING Half-term 2

Week 1: Health and the People Revision - Medieval

1	Blood, Yellow Bile, Black Bile, Phlegm	The Four Humours. If these were out of balance then you would be ill.
2	Hippocrates	The creator of the idea of the Four Humours.
3	Galen	A Greek physician, surgeon and philosopher.
4	Rhazes and Avicenna	Two Muslim doctors who had great influence on Western medicine.
5	Barber surgeons	The most common forms of doctor who combined cutting hair with performing simple surgeries such as bleeding.
6	Gong Farmers	The job of emptying cesspits.

7	Monasteries	The monks believed that living in cleanliness was part of being a good christian. They had clean water and sewage systems.
8	1348	The year that the Black Death arrived in England.
Week 2: Health and the People Revision - Renaissance		
1	Vesalius	He was able to dissect human bodies during the 1500s and proved that Galen had made mistakes.
2	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.
3	Ambroise Pare	A french barber and battlefield surgeon who developed new ideas about surgery.
4	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.
5	William Harvey	An English doctor who discovered the circulation of blood.
6	The Great Plague	An epidemic of the bubonic plague that came to London in 1665.
7	John Hunter	The surgeon who was a pioneer of scientific surgery.
8	Edward Jenner	The country doctor who noticed that milkmaids did not catch smallpox. He discovered the world's first vaccine.
Week 3: Health and the People Revision - 19th Century		
1	Louis Pasteur	The French scientist who investigated why alcoholic drinks went sour and led to him developing his 'Germ Theory' in 1861.
2	Germ Theory	The idea that microbes were not created by decaying matter but caused the decay.
3	Robert Koch	The German scientist who was able to identify specific bacteria that caused specific diseases.
4	Staining bacteria	The scientific breakthrough by Robert Koch that made bacteria easier to study.
5	Joseph Lister	A British surgeon who developed an antiseptic to use in surgery.
6	James Simpson	The Scottish surgeon who developed the use of chloroform as an anaesthetic in 1847.
7	John Snow	A doctor who investigated the 1854 cholera epidemic in London making the link between dirty drinking water and disease.
8	Joseph Bazalgette	An engineer who built the first sewage system in London.
Week 4: Health and the People revision - Modern		
1	Alexander Fleming	He played a key role in developing the first antibiotic called penicillin in 1928.
2	Florey and Chain	Two scientists that developed the ideas of Fleming so that penicillin could be mass produced.
3	DNA	In 1953 the work of scientists Franklin, Crick and Watson led to the discovery of the structure of human DNA.
4	Blood banks	These were developed in WWI to store blood.
5	Plastic Surgery	Developed by Gillies in WWI and McIndoe in WWII using techniques like skin grafts to reform people's faces after injury.
6	The Liberal Reforms	A series of improvements brought in during the years 1906-1914 by the Liberal Party.
7	The Beveridge Report	A government report of 1942 by William Beveridge that explained the 5 giants.
8	The NHS	The National Health Service was introduced in 1948 and provided free healthcare for all.
Week 5: Conflict and Tension in Asia Revision - Korea		
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 after WWII.
3	The Truman Doctrine	The American President Harry Truman promised to stop the spread of communism in 1947. This was known as containment.
4	Stalin	The leader of the USSR who supported Kim Il-Sung.
5	The Pusan Pocket	The small area in South Korea that was not conquered by the North after their invasion in June 1950.
6	Douglas MacArthur	The American General who led the UN forces in Korea.
7	Inchon landings	The surprise attack by the UN in September 1950 which led to them pushing the North back beyond the 38th parallel.
8	The Yalu River	The border between North Korea and China which UN troops pushed the North Koreans back to.

Week 6: Conflict and Tension in Asia Revision - Vietnam

1	Dien Bien Phu	A decisive battle during the First Indochina War between the French and the Viet Minh in 1954.
2	Geneva Agreement	An agreement made in 1954 to divide Vietnam into North and South along the 17th parallel.
3	Ho Chi Minh	The communist leader of North Vietnam.
4	Ngo Dinh Diem	The Catholic leader of South Vietnam.
5	The Gulf of Tonkin Incident	A series of attacks by North Vietnamese boats on the US patrol ship the USS Maddox.
6	Guerrilla Tactics	The Vietcong fighters did not wear uniform, had no base camps and attacked the Americans in small groups.
7	Search and Destroy	US troops searched villages for Vietcong soldiers, if any were found they would destroy the village as a warning.
8	Operation Rolling Thunder	A bombing campaign that began in February 1965 and lasted until 1968.

Media Studies

AUTUMN Half-term 1

Week 1: Print Magazines-Media language

1	Headline	Is the phrase or sentence that attracts our attention to the product or service.
2	Captions	Words that accompany an image that explain its meaning and link it back to the related story.
3	Body of text	Magazines are full of news reviews, interviews, opinion pieces, exposes, and behind the scenes stories.
4	Images	Celebrity sells. Many publications note a sharp increase in revenue when the most famous faces dominate the cover.
5	Colour Palette	The suite of colours that are used in the creation of media texts, such as magazines, to reflect a brand and appeal to its audience.
6	Font	The style and size of text characters on the printed page.
7	Layout	Where images and text are placed on the front cover.
8	Masthead	The masthead refers to the title of the magazine.

Week 2: Print Magazines-Media Language

1	Coverlines	Other important stories are floated along the sides of the cover.
2	Enigma Codes	A narrative device in the form of a mystery or puzzle that is not immediately resolved.
3	Mode of Address	Will vary depending on the publication, especially if the readers expect the language to be formal or informal.
4	Puffs	These eye-catching graphics are used to draw attention to the text.
5	Plugs	A star shape is often used to plug a competition or some other incentive to purchase the magazine.
6	Boxouts	They are simply coloured squares or rectangles positioned beneath the text to help the words stand out.
7	Strips	Usually at the bottom of the magazine front cover, a blue strip running across the cover and containing a list of items.
8	Banners	A banner is a larger version of a strip.

Week 3: Print Magazine-Media language

1	Price, Issue and Barcode	Magazines should include the date, issue, price and barcode on the cover.
2	Sell Line	Short, sharp description of the title's main marketing point.
3	Anchorage	The text (copy) that fixes (anchors) an image and its meaning.
4	Audience Positioning	The technique used to persuade the audience to interpret a media product in a particular way.
5	By-line	The printed line of text in a newspaper/magazine that names the writer of an article.
6	Depth of Field	This is the distance between the nearest and furthest points away from the camera that are in focus.
7	House Style	The overall design style of a newspaper, website or magazine.
8	Mock-up	A rough plan of how the layout of a page of printed media will look.

Week 4: Newspapers-Media Language

1	Copy	The name given to articles written by journalists.
2	Images	Photographs in a newspaper are chosen by a picture editor and these choices play a crucial role in determining the look of a newspaper.
3	Headlines	A great headline is essential for a successful newspaper as it attracts a potential buyer's attention.
4	Tabloid Headlines	Tabloid headlines tend to be large and catchy and often use puns, rhyme, abbreviation, alliteration, even invented spellings.
5	Broadsheet Headlines	A broadsheet will use headlines which are longer and more serious.
6	Layout	A sub-editor is responsible for editing copy, looking at the grammar and style of the writing as well as the layout of a newspaper.
7	Lead Story	Usually placed in the most prominent position on the front page.
8	Framing	Framing dictates how information is presented to the reader, influencing their interpretation.

Week 5: Newspapers-Generic Conventions

1	Skyline	Tells the reader about what is happening in another section of the paper.
2	Typography	Typography (serif, sans-serif font).
3	Generic Conventions-Tabloids	Softer news agenda - human interest stories, celebrities.
4	Generic Conventions-Tabloids	Less formal language. Bold mastheads in sans-serif are often white on red.
5	Generic Conventions-Tabloids	Headlines in bold, capitalised sans-serif fonts. Pages dominated by headlines and images.

6	Generic Conventions-Tabloids	Addresses a more downmarket audience. Offers news as entertainment.
Week 6: Newspapers-Media Language		
1	Middle Market Tabloids	Generic hybrid newspapers that share conventions of both tabloid and broadsheet newspapers to target a middle-market audience.
2	Splash	A newspaper's main front-page story, the one with the biggest *headline.
3	Ears	The spaces either side of the masthead are known as the ears.
4	Standfirst	The first paragraph of a lead story is in bold and the text is larger.
5	Off lead	The second most important story is usually the column on the right.
6	Vertical Integration	A strategy that involves bringing supply, production, distribution and sales together into one unified company.
7	Uses & Gratification	A theory associated with Blumler and Katz that audience members seek out and actively use media products to gratify their needs.
8	Target Audience	The product is fashioned to appeal to the specific wants and needs of this group, a process called targeting the audience.
Week 7: Newspapers		
1	Subjectivity	Information that is based on an individual interpretation or opinion.
2	Strapline	A cross-column subheading, usually found in newspapers, magazines and websites, that emphasises part of an article or advert.
3	Spin	A form of biased communication used by advertisers, marketers or politicians to present someone or something in a very positive or very negative light.
4	Bias	A prejudice for or against a particular idea, place, group or individual.
5	Reception Theory	See audiences as 'active' because they make their own meanings out of the messages received from the media.
6	Psychographics	Different psychological categories that are linked to aspirations, lifestyle, personality or spending habits.
7	Moral Panic	The impact on society when the mass media play an active role in stereotyping a person, group or issue.
8	Mediation	The process by which a media product represents an idea, issue, event or group of people to the audience.

SPRING Half-term 1		
Week 1: TV Crime Drama		
1	Television Crime Drama	A subgenre of the television drama genre and usually focuses on the committing and solving of a crime.
2	Conventions of a TV Crime Drama	What the audience expects to see in a TV Crime Drama.
3	A MacGuffin	This is the antagonist's object of desire, what the antagonist wants. It's either conscious or subconscious.
4	Investigative Red Herrings	Revelatory false clues that mislead the protagonist/investigator.
5	Making It Personal	The antagonist needs the protagonist to get the MacGuffin and thus must manipulate them to lead them to success.
6	Clock	There is a limited time for the protagonist or antagonist to act.

7	Subgenre - Specific Conventions	Depending on the subgenre, other conventions and tropes are required.
8	Format	There are many formats of crime drama such as detective, forensic/medical, procedural.
Week 2: Luther - Season 1/Episode 1		
1	Luther	A British crime drama television series starring Idris Elba as the title character DCI John Luther.
2	Idris Elba	Prior to Luther, Elba was well established in the US crime drama The Wire and the US version of The Office.
3	BBC Studios	The first series comprised six episodes which ran in May 2010 on BBC1 in the 9pm time slot.
4	Style	1950s Noir conventions are borrowed e.g. dark lighting and long overcoat.
5	'Femme Fatale'	Alice Morgan is pale and wears red lipstick – 'femme fatale' (again borrowed from the 1950s) .
6	Media Language Establishing Shot	Industrial setting, implies 'gritty'.
7	Tracking Shots	On Luther pursuing Henry Madsen.
Week 3: Representation & Context		
1	Ethnicity	Luther challenges stereotypical representations of black men in crime drama which is typically negative.
2	Zoe Luther	Luther's stereotypical representation is contrasted again by the introduction to his highly educated, successful mixed race wife.
3	Gender	Luther is represented as an aggressive, alpha male, yet also vulnerable through his psychological instability.
4	Stereotypes	Typical masculine stereotypes are challenged through characters such as Justin who openly admires Luther.
5	Femininity	The representation of femininity challenges stereotypes in all lead female characters.
6	Crime & The Police	Crime is represented as dark & sinister and Luther is represented as a vigilante, rule-breaker who will stop at nothing to stop criminals.
7	Vladimir Propp's Character Functions	Hero: John Luther, troubled but brilliant detective; a rule-breaker who will do anything to bring criminals to justice.
8	Propp's	Villain: Alice Morgan, femme fatale, highly intelligent, manipulative and an obsession with Luther.
Week 4: The Sweeney-Opening 10 minutes		
1	Sweeney Todd	Sweeney Todd is the cockney rhyming slang for "flying squad" (a division of the police who dealt with serious, violent crime).
2	Protagonist - John Thaw	Main star is John Thaw as Regan; this show established him as a television star.
3	Broadcast	First broadcast 1975-1978 in the 9pm time slot. Filmed all around London.
4	Style	The Sweeney was produced in the 1970's and looks very dated; this is due to both the production values and the costumes and props.
5	Production Values	The production is a grainy, poor quality image in comparison to today's high definition digital film.
6	Costumes	The costumes and styling is from the 1970's and looks very dated.
7	Historical Context	Costume, styling and lack of technology reflect the historical context of the time.
8	Thames	Created by Thames by ITV - A commercial channel.
Week 5: Similarities & Differences with Luther & The Sweeney		

1	Similarities	Troubled male lead, aided by faithful, professional side-kick. Gritty London settings, filmed on location to create verisimilitude.
2	Similarities	Genre iconography.
3	Similarities	Opening title sequence –grainy editing and silhouettes.
4	Differences - Context	Genders were less equal in the 1970s; there were very few females in the police.
5	Differences - Ethnicity	Minority groups weren't reflected or were misrepresented in The Sweeney.
6	Propp's Characters - KEMBLE: Villain	Setting –red connotes danger. Opulent –ornate mirrors, leather wingback chair, suggests wealth.
7	KEMBLE: Villain	Costume –Suit clearly connotes authority figure/incharge, anchored by the two henchmen who sit listening to him, trying to impress him.
8	Technical - Camera Shots	CARTER: (Helper/side-kick) Long shot –allows us to see the smartly dressed professional man. JACK REGAN: (Hero) Medium close up –close to him –focus. Implies he is important. Closeness creates personal connection. KEMBLE: (Villain) Mid shot/over the shoulder shot allows us to see him in his 'lair'.

Week 6: Music Videos

1	Purpose of Music Videos	To help sell a song; to promote an artist or song.
2	Purpose of Music Videos	To allow the artist/song to be seen/heard on music channels, internet, DVDs.
3	Purpose of Music Videos	To provide a visual representation of the song and its narrative.
4	Concept Based Music Video	Using ideas and imagery instead of strictly band shots.
5	Performance Based Music Video	A recording of the band as they perform the song. This could either be live or staged.
6	Advantages of Concept Based	Artist and production team can be really creative and come up with unusual ideas.
7	Advantages of Performance Based	Cheaper to execute and quicker to plan. Gives a sense of 'authenticity', shows a real side to the artist.
8	Disadvantages of Concept Based	More expensive to execute. Can be time consuming to plan and execute.

SPRING Half-term 2

Week 1: Music Videos - Taylor Swift - 'The Man'

1	Artist	Taylor Swift
2	Song Title	The Man
3	Year Released	2020
4	Genre	Pop
5	Director	Taylor Swift
6	Production Company	Taylor Swift Productions
7	Type	Narrative & Performance music video

Week 2: Media Language

1	Narrative Overview	A satirical video where Taylor Swift appears as "The Man" (a male character she plays in heavy prosthetics).
2	Gender double standards	Explores gender double standards in society and the entertainment industry.

3	Male character	Follows the male character doing things often praised in men but criticised in women.
4	Mise-en-scène	Business office, subway, weddings, red carpet – all emphasise power and status.
5	Mise-en-scène	Swift's male character wears suits and behaves arrogantly, symbolising toxic masculinity.
6	Camera Work	Close-ups to reveal character reactions.
7	Camera Work	Tracking shots following "The Man" in public spaces to mimic paparazzi and societal gaze.
8	Editing	Fast-paced editing during scenes of misbehaviour to suggest entitlement and chaos.
9	Editing	Slower editing at the end during confrontation with the director (Swift herself), showing control.
Week 3: Cultural Context & Representation		
1	Gender	Critiques how men and women are treated differently in similar situations.
2	Gender	Men are praised for ambition; women are often judged or called "difficult".
3	Identity	Swift uses disguise to challenge societal expectations and show how identity changes perception.
4	Richard Dyer's Star Theory	Where an artist's public image is consistent with her personal life, and represents values (here female power, confidence, solidarity) that the audience might share.
5	Social/Cultural	Released during the #MeToo era; critiques patriarchy and inequality.
6	Social/Cultural	Links to Swift's own experience with media and industry sexism.
7	Political	Raises questions about how the media reinforces male privilege and double standards.
Week 4: Theoretical Links		
1	Laura Mulvey	Male Gaze: Swift reverses this by objectifying her male alter ego.
2	Laura Mulvey	The female perspective is central – especially when she (as director) controls the male character in the final scene.
3	Judith Butler	Gender Performativity: Butler argues that gender is not innate, but something we perform based on social expectations.
4	Judith Butler	In <i>The Man</i> , Taylor Swift literally performs masculinity – dressed as a man, adopting male behaviours (e.g. arrogance, aggression, entitlement).
5	Judith Butler	The video deconstructs gender by showing how power and freedom are associated with "being a man."
6	Bell hooks:	Critique of patriarchy and media representation.
7	Bell hooks:	Hooks critiques the way the media reinforces patriarchy and sexism.
8	Bell hooks:	Shows how the media and society treat men more favourably.
Week 5: Theoretical Links		
1	David Gauntlett	Identity & Media: Gauntlett said the media helps people construct their identity.
2	David Gauntlett	Swift is using the video to reclaim her image and assert control over how she's seen.
3	David Gauntlett	The male disguise reflects how identity can be fluid and constructed in response to societal pressures.
4	David Gauntlett	The media doesn't just reflect identity – it shapes and negotiates it.
5	Stuart Hall	Representation & Stereotyping: Hall argued that representation is about meaning-making, not just reflecting reality.
6	Stuart Hall	<i>The Man</i> plays with stereotypes of masculinity (dominance, aggression, success) to make a political point.

7	Stuart Hall	Swift also shows how encoding (her message) and decoding (audience interpretation) can vary – some viewers may miss the critique.
8	Stuart Hall	The exaggerated male behaviour acts as a commentary on toxic masculinity.
Week 6: Industry & Audience		
1	Artist Control	Taylor Swift directed and co-produced the video – a rare example of female creative control in mainstream pop.
2	Label	Republic Records (part of Universal Music Group – a major conglomerate).
3	Synergy	Connected to Swift’s broader brand – feminism, artist rights, and public image. Also promotes merchandise and tour.
4	Platform Distribution	Released on YouTube, Vevo, and Swift’s social media – maximising global reach and fan engagement.
5	Target Audience	Mostly young females (teen–30s), fans of pop music, feminism, and Swift’s personal journey.
6	Fan Base	Known as “Swifties” – loyal, active online, and likely to share and discuss the video’s message.
7	Reception (Stuart Hall)	Preferred Reading – celebrates the critique of sexism and empowers women.
8	Reception (Stuart Hall)	Negotiated – some accept the message but question Swift’s privilege.
9	Reception (Stuart Hall)	Oppositional – some reject the feminist message or see it as self-serving.

AUTUMN Half-term 1**Week 1: Creative iMedia - Components of a visualisation diagram**

1	Visualisation diagram	A draft version to plan out a product in a visual way. It can be used to show the client what the final product could look like.
2	Title	This is because it tells you what the graphic is about. In this example, the title has been used to promote a festival, its name and when it takes place.
3	Font	This is typography choices such as font colour, size and style. This is helpful as it can help to determine sizes of headings, subheadings and the main body of text.
4	Text	This is information that needs to be on the graphic.
5	Logo	The most recognisable part which should be easily visible to the viewer.
6	Colour	This is important because if it's left out then the graphics designer may not know what the colour scheme will be.
7	Images	This provides a more visual representation of what the product will look like. Using clear images makes it easier for the graphics designer to understand what assets need to be added.
8	Annotation	Another term used for labelling and this is important when doing a sketch design because it's not always easy to provide a complete visual representation of the final product. The more annotation, the more information the graphics have to work with.

Week 2: Creative iMedia - Components of a wireframe

1	Wireframe	A planning document that illustrates how a product will look. It will show how pages/screens are linked together and is used commonly for websites and apps. Wireframe focuses more on how the website will look and will be used by a front-end web developer.
2	Links	Links are represented most often as blue, underlined text. Links may also be a different colour, keeping in line with a particular visual design direction.
3	Hierarchy	The importance of a page is created by using headings, most often bold or heavier weighted text, of different sizes and location.
4	Annotation	This allows the designer to explain how different elements are linked together.
5	Text	These are usually displayed as a box with straight lines, the actual copy or by a placeholder text such as Lorem ipsum.
6	Video	The word video is displayed inside the box.
7	Images	These are usually displayed as a box with a cross which represents an image.

8	Software Used	Word processing software; Desktop publishing software
Week 3: Creative iMedia - Components of a storyboard		
1	Storyboard	A timeline that is designed to illustrate a sequence of events for content that requires movement. It allows changes to be seen over time, narrative to be included, storylines to be developed through dialogue and allows the ideas to be planned and linked together.
2	Scene content	This can be inferred from the drawings found in each panel.
3	Timings	How long each scene will last.
4	Scene numbers	Each panel will have a clearly defined scene number which makes it easier to film these in isolation and use editing techniques to put them together.
5	Order of panels	The storyboard should follow a logical structure to make it easier to put together.
6	Location	The scene is filmed outside (EXT) or inside (INT).
7	Sound	Background music, dialogue or sound effects could be expressed.
8	Camera	This can be used to identify camera shots, movements and angles. It can also identify camera types such as a virtual camera.
9	Lighting	Specify use of lighting techniques in scenes.
Week 4: Creative iMedia - Components of a Script		
1	Script	A script is a pre-production document that is used as part of a narrative for an audio-visual product. It provides lines for the characters so they know what to say and provides direction for the camera crew to know what will be used within each scene.
2	Location	The scene is filmed outside (EXT) or inside (INT)
3	Camera	This can be used to identify camera shots, movements and angles. It can also identify camera types such as a virtual camera.
4	Dialogue	The speaking parts of the product. But this can also include: Intonation, loudness, emotion.
5	Direction	This refers to what happens in the scene, this might be something as simple as a character movement.
6	Characters	It's important the character names are included as it helps to clearly define the dialogue for each character.
7	Sound	Background music, dialogue or sound effects could be expressed.
Week 4: Mindmap and Moodboard		
1	Mindmap	Mind Maps are used to organise thoughts into a more formalised structure by having a main idea which branches off into different ideas that link to the central theme.
2	Central idea	The central idea is what the project is about or what the theme is.
3	Nodes	Nodes are points connected to the central idea using branches which illustrate how the ideas are related to each other.
4	Sub-nodes	These are connected to nodes to organise ideas more clearly and provide more detail.
5	Moodboard	A moodboard is a collection of sample materials which can be in paper or digital form. It's a way of generating ideas/setting a theme for the product.
6	Colours	This can be represented with the inclusion of a colour swatch or colour palette.
7	Images	Images are a key feature of a moodboard because of the visual representation it provides for the idea.
8	Text	Text may be used in the form of keywords that represent the theme or to provide information typography and colour schemes that could be used.

9	Multimedia assets	A digital mood board may use videos, audio and animation to express an idea.
Week 5: Asset log		
1	Asset log	A pre-production document that is used to record all the assets that are potentially used when creating a media product and understand any legislative constraints there may be.
2	Use	What it will and what it could be used for.
3	Filename	So the user knows what the file is called if they need to use it.
4	Description	To provide a description of what the asset is so the user knows what it is before they open it.
5	Properties	The resolution and dimensions if it's a digital graphic in case it needs repurposing.
6	No/Asset ID	A count of how many assets are recorded or to give an asset a unique ID which is useful if the log contains a large volume of assets.
7	Legal issues	To record any legal considerations such as whether they need to ask permission to use the asset.
8	Source	Where the asset has come from by recording the URL.
Week 6: Static image files		
1	Static image files	Static images are images that have no moving elements.
2	JPG	This is a bitmap image file format.; Uses lossy compression; Commonly used to store photographs.
3	PNG	This is a bitmap image file format. Uses lossless compression. Supports transparency. Commonly used for web graphics.
4	SVG	This is a vector image file format.Uses lossless compression. Small in file size. Commonly used for web graphics.
5	TIFF	This is a bitmap image file format.Uses lossless compression. Large in file size. Commonly used for print graphics.
6	Vector graphics Examples	Made up of lines of curves using mathematical equations to determine the scale of the graphic. It doesn't use pixels and is not dependent on resolution. Commonly used to create logos.
7	Bitmap images	Made up of pixels which help to determine the dimensions of an image which is measured by the number of pixels in height x number of pixels in length.
8	Resolution	The number of pixels stored in an image. Measured in PPI (Pixels per inch)/DPI (Dots per inch) Higher the resolution, the much sharper the quality of the image will be.

AUTUMN Half-term 2		
Week 1: Interactive digital Media		
1	Interactive	Describes media content that allows users to actively engage or interact with digital content, interfaces, or applications, enabling input, feedback, or control.
2	Kiosks	Interactive self-service terminals or stations equipped with digital displays, touch screens, or input devices, providing information, transactions, or services to users in public spaces, retail stores, or other environments.

3	Hardware	The physical components, devices, or equipment used in interactive digital media systems, including computers, monitors, touch screens, input devices, sensors, and other electronic devices necessary for interaction and functionality.
4	Tablet	A portable touchscreen device featuring a flat, compact design and digital display for accessing and interacting with applications, content, and services.
5	Touch screen	A display technology that allows users to interact directly with digital content or interfaces by touching the screen surface, enabling gestures, taps, swipes, and other touch-based interactions for navigation, selection, and manipulation.
6	Buttons	Physical or virtual controls used for input or interaction on digital devices, interfaces, or applications, typically featuring tactile feedback and visual indicators to prompt user actions or responses.
7	Mouse	A handheld pointing device used for input or navigation on computers, featuring a moving cursor controlled by the device's motion over a flat surface, enabling precise control and selection of on-screen elements.
8	Graphical User Interface	A (GUI) is a visual interface that allows users to interact with digital devices, applications, or systems through graphical elements such as icons, windows, menus, and buttons, providing intuitive navigation, feedback, and control.
Week 2: Creating Interactive Digital Media Products		
1	Navigation	The process of moving or traversing through digital interfaces, websites, or applications, involving menus, links, buttons, or gestures used to explore, access, or interact with content and features in interactive media experiences.
2	Hierarchy	The organisation, prioritisation, or arrangement of content, elements, or features within digital interfaces or designs, establishing visual or structural relationships, emphasis, and order to guide user attention and interaction.
3	Bitmap	A digital image or graphic composed of individual pixels arranged in a grid, where each pixel's colour and intensity values are stored directly, enabling precise control and manipulation of visual details in interactive media design.
4	Vector	A digital image or illustration composed of mathematical paths, shapes, and curves defined by points and lines, allowing scalable, resolution-independent rendering and editing of graphics in interactive digital media production.
5	Repurpose	Repurpose refers to adapting or transforming existing digital media content, assets, or resources for new or alternative uses, platforms, or audiences, extending their value, relevance, or lifespan in interactive media production.
6	Retouching	The process of enhancing or refining digital images or photographs by correcting imperfections, adjusting colours, removing blemishes, or adding visual effects, improving quality, realism, or aesthetic appeal in interactive media projects.
7	Brightness	The intensity or luminance of light emitted or reflected by digital displays, affecting the visibility, clarity, and readability of visual content in interactive media interfaces or presentations.
8	Contrast	The difference in visual properties such as colour, brightness, or texture between elements in digital media design, used to highlight, emphasise,

		or distinguish content, improve readability, and create visual interest and hierarchy.
Week 3: Video editing tools and techniques		
1	Cut	The editing process of removing or trimming sections from digital audio or video recordings to shorten duration, eliminate unwanted content, or improve pacing, used in post-production for storytelling, refinement, or compression purposes.
2	Split	The editing technique of dividing a digital audio or video clip into separate segments or sections for manipulation, rearrangement, or sequencing, enabling fine-tuning, restructuring, or reordering of content in post-production.
3	Trim	The editing action of adjusting the start or end points of a digital audio or video clip to remove unwanted or unnecessary portions, improving timing, flow, or continuity in post-production editing workflows.
4	Extend	The editing process of lengthening or adding duration to digital audio or video content by inserting or repeating segments, transitions, or effects, used to expand scenes, emphasise moments, or adjust pacing in post-production.
5	Speed	The editing technique of altering the playback rate or tempo of digital audio or video content, including speeding up (acceleration) or slowing down (deceleration) playback speed, affecting timing, mood, or narrative pacing.
6	Pitch	The editing process of modifying the frequency or pitch of digital audio content, raising or lowering the tone or musical key of sound recordings, used for correcting pitch errors, harmonising vocals, or achieving desired musical effects.
7	Tempo	The speed or pace of music or rhythm in digital audio compositions or performances, measured in beats per minute (BPM), adjusting the tempo affects the energy, mood, or emotional impact of music in interactive media experiences.
8	Optimise	The process of improving or maximising the performance, efficiency, or quality of digital media content, systems, or processes through adjustments, refinements, or enhancements, optimising resources, usability, or user experience.
Week 4: Media in IT		
1	Brand identity	The image a company constructs for itself through the use of logos, slogans and other marketing tools in order to appeal to an audience.
2	Cross-platform	The appearance of a media text on more than one platform; cross-platform or cross-media advertising is used to market a product like a film on the web, TV and newspapers.
3	Endorsement	The act of supporting or backing something; celebrity endorsement is often used in advertising to sell a product
4	Ethos	The purpose, attitude and beliefs of a person or an organisation.
5	Media convergence	When audiences use one platform to consume various types of media texts.
6	Media format	A media format refers to whether the content is video, audio, print based, or a combination such as a website or video game.
7	Media platform	A media platform is where a media text is presented; this can be TV, cinema, computer, games console, digital media player, smartphone, tablet, magazine, or newspaper.
8	Media text	Any media product such as a TV programme, film, magazine, video game, newspaper, music track or album created for an audience.

Week 5: Media Technical Jobs		
1	Camera Operator	Assembling and setting up camera equipment; planning and preparing scenes; creatively framing and capturing action for film and TV.
2	Games Developer	Create initial storylines and character biographies; translate ideas into code; construct game base engine; combine 2D and 3D assets with audio.
3	Sound Editor	Plan, create, mix and enhance music, sound effects, and dialogue; combine music, sound effects and dialogue with motion pictures.
4	Audio Technician	Assist with recordings and sound production; set up sound and recording equipment; test equipment; must be confident in making adjustments to equipment to generate the best sound.
5	Video Editor	Manage material such as camera footage, dialogue, sound effects, graphics, and special effects to produce the final motion picture.
6	Web Developers	1 x Front-End Developer Responsibilities: Create and maintain websites; liaise with graphic designers and photographers. 1 x Back-End Developer Responsibilities: Program/code a website.
7	Campaign Manager	Lead and develop marketing campaigns for our clients. You will be responsible for planning and coordinating our campaigns across a wide spectrum of platforms, both digital and print.
8	Film Director	Required to oversee the creative direction of our productions for film and TV. You will work closely with the scriptwriters, storyboard artists, actors, and crew to deliver outstanding results.

Week 6: Creative Roles and Client Briefs		
1	Graphic Designer	Required to create visual concepts for various media products from logos to book covers. They will need to be able to work to a brief and produce designs for their concepts.
2	Content Creator	Responsibilities include creating content for websites, social media, marketing materials and blog posts . Skill in creating text, images, video, and audio required . They must be able to conduct research and work to deadlines.
3	Client	Person who has asked you to create a product
4	Brief	Written document that provides you with the client requirements
5	Requirements	What is needed for the task to be signed off by the client as complete
6	Collaboration	Key people will meet to discuss and produce the final client brief – meetings may be formal or informal, face to face or via video conferencing
7	Constraints	Limitations or restrictions within the brief e.g. time constraints may be “2 months for design”.
8	Formal Brief	Formal briefs typically take the form of a meeting between a client and a producer to outline the requirements for a product, a meeting can also allow both parties to discuss important details like budget, deadlines etc.

SPRING Half-term 1		
Week 1: Components of a visualisation diagram		
1	Visualisation diagram	A draft version to plan out a product in a visual way. It can be used to show the client what the final product could look like. This can be a good opportunity for the client to provide useful feedback to the designer.

2	Title	This is because it tells you what the graphic is about. In this example, the title has been used to promote a festival, it's name and when it takes place.
3	Text	This refers to information that needs to be on the graphic.
4	Logo	The most recognisable part which should be easily visible to the viewer.
5	Colour	This is important because if it's left out then the graphics designer may not know what the colour scheme will be.
6	Images	This provides a more visual representation of what the product will look like. Using clear images makes it easier for the graphics designer to understand what assets need to be added.
7	Annotation	Another term used for labelling and this is important when doing a sketch design because it's not always easy to provide a complete visual representation of the final product.
8	Font	This refers to typography choices such as font colour, size and style. This is helpful as it can help to determine the sizes of headings, sub-headings and the main body of text.

Week 2: Senior Job Roles

1	Campaign Manager	<ul style="list-style-type: none"> • track campaign performance by compiling regular reports • organise trade shows, exhibitions and promotional events • recruit and train talent so they can be allocated roles
2	Creative Director	<ul style="list-style-type: none"> • developing concepts for advertising or promotional campaigns • pitching ideas to clients if working for an agency or present to directors • steering or writing scripts
3	Director	<ul style="list-style-type: none"> • read scripts and work with writers and provide feedback on the further development of scripts • select actors • agree the budget and schedule of the film with the producer
4	Sound Editor	<ul style="list-style-type: none"> • planning and organising production schedules. • assessing project and resource requirements. • estimating, negotiating and agreeing budgets and timescales with clients and managers.
5	Editor	<ul style="list-style-type: none"> • coordinate online or print publishing-cycle and manage content areas. • suggest stories and generate headline ideas. • comply with media law and ethical guidelines
6	Director	<ul style="list-style-type: none"> • read scripts and work with writers and provide feedback on the further development of scripts. • select actors - working with casting directors and producers during this selection process. • agree the budget and schedule of the film with the producer.

Week 3: Primary v Secondary research

1	Primary research	Pros: Can answer specific questions. You control the sampling methods and size. Cons: Time consuming to collect data. Staff might need training on collecting the data.
2	Secondary research	Pros: Easier and faster to access; Collect data from a wider geographical location. Cons: Time consuming, regularly need to check sources. No control over the data as it's already there.
3	Books	Pros: Indicate areas of professional interest. Up to date coverage of news and opinion. Cons: Can become outdated quickly. Can include subjective content.

4	Television	Pros: Present information in different formats. Can include facts and opinions. Can be an up-to-date source of information. Cons: Can be biased. May not give further references to follow up. May not always give a fair representation of a subject. Often created for entertainment purposes.
5	Websites	Pros: Quick access to information. Can be kept up to date easily Cons: Not quality checked – anyone can create a website. Not always reliable or of an academic standard.
6	Questionnaires	Pros: Present information in different formats. Can include facts and opinions. Can be an up-to-date source of information. Cons: Can be biased. May not give further references to follow up. May not always give a fair representation of a subject. Often created for entertainment purposes.

Week 4: Creative iMedia - Components of a Script

1	Script	A script is a pre-production document that is used as part of a narrative for an audio-visual product. It provides lines for the characters so they know what to say and provides direction for the camera crew to know what will be used within each scene.
2	Location	The scene is filmed outside (EXT) or inside (INT).
3	Camera	This can be used to identify camera shots, movements and angles. It can also identify camera types such as a virtual camera.
4	Dialogue	The speaking parts of the product. But this can also include: Intonation, loudness, emotion.
5	Direction	This refers to what happens in the scene, this might be something as simple as a character movement.
6	Characters	It's important the character names are included as it helps to clearly define the dialogue for each character.
7	Sound	Background music, dialogue or sound effects could be expressed.

Week 4: Components of a wireframe diagram

1	Wireframe	A planning document that illustrates how a product will look. It will show how pages/screens are linked together and is used commonly for websites and apps. Wireframe focuses more on how the website will look and will be used by a front-end web developer.
2	Images	These are usually displayed as a box with a cross which represents an image.
3	Video	The word video is displayed inside the box.
4	Text	These are usually displayed as a box with straight lines, the actual copy or by a placeholder text such as Lorem ipsum
5	Hierarchy	The importance of a page is created by using headings, most often bold or heavier weighted text, of different sizes and location.
6	Links	Links are represented most often as blue, underlined text. Links may also be a different colour, keeping in line with a particular visual design direction.
7	Who would use the wireframe?	Photographer, Web designer, Illustrator, Graphics artist, Web developer.
8	Hardware needed to create	Mouse, Keyboard, Monitor, Touch screen, Graphics tablet, Laptop/Computer
9	Software needed to create	Word processing software, Desktop publishing software

Week 5: Asset log

1	Asset log	A pre-production document that is used to record all the assets that are potentially used when creating a media product and understand any legislative constraints there may be.
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2	Use	What it will and what it could be used for.
3	Filename	So the user knows what the file is called if they need to use it.
4	Description	To provide a description of what the asset is so the user knows what it is before they open it.
5	Properties	The resolution and dimensions if it's a digital graphic in case it needs repurposing.
6	No/Asset ID	A count of how many assets are recorded or to give an asset a unique ID which is useful if the log contains a large volume of assets.
7	Legal issues	To record any legal considerations such as whether they need to ask permission to use the asset.
8	Source	Where the asset has come from by recording the URL.

Week 6: Static image files

1	Static image files	Static images are images that have no moving elements.
2	JPG	This is a bitmap image file format.; Uses lossy compression; Commonly used to store photographs.
3	PNG	This is a bitmap image file format. Uses lossless compression. Supports transparency. Commonly used for web graphics.
4	SVG	This is a vector image file format. Uses lossless compression. Small in file size. Commonly used for web graphics.
5	TIFF	This is a bitmap image file format. Uses lossless compression. Large in file size. Commonly used for print graphics.
6	Vector graphics Examples	Made up of lines of curves using mathematical equations to determine the scale of the graphic. It doesn't use pixels and is not dependent on resolution. Commonly used to create logos.
7	Bitmap images	Made up of pixels which help to determine the dimensions of an image which is measured by the number of pixels in height x number of pixels in length.
8	Resolution	The number of pixels stored in an image. Measured in PPI (Pixels per inch)/DPI (Dots per inch) Higher the resolution, the much sharper the quality of the image will be.

SPRING Half-term 2

Week 1: Interactive digital Media

1	Interactive	Describes media content that allows users to actively engage or interact with digital content, interfaces, or applications, enabling input, feedback, or control.
2	Kiosks	Interactive self-service terminals or stations equipped with digital displays, touch screens, or input devices, providing information, transactions, or services to users in public spaces, retail stores, or other environments.
3	Hardware	The physical components, devices, or equipment used in interactive digital media systems, including computers, monitors, touch screens, input devices, sensors, and other electronic devices necessary for interaction and functionality.
4	Tablet	A portable touchscreen device featuring a flat, compact design and digital display for accessing and interacting with applications, content, and services.
5	Touch screen	A display technology that allows users to interact directly with digital content or interfaces by touching the screen surface, enabling gestures, taps, swipes, and other touch-based interactions for navigation, selection, and manipulation.

6	Buttons	Physical or virtual controls used for input or interaction on digital devices, interfaces, or applications, typically featuring tactile feedback and visual indicators to prompt user actions or responses.
7	Mouse	A handheld pointing device used for input or navigation on computers, featuring a moving cursor controlled by the device's motion over a flat surface, enabling precise control and selection of on-screen elements.
8	Graphical User Interface	A (GUI) is a visual interface that allows users to interact with digital devices, applications, or systems through graphical elements such as icons, windows, menus, and buttons, providing intuitive navigation, feedback, and control.
Week 2: Creating Interactive Digital Media Products		
1	Navigation	The process of moving or traversing through digital interfaces, websites, or applications, involving menus, links, buttons, or gestures used to explore, access, or interact with content and features in interactive media experiences.
2	Hierarchy	The organisation, prioritisation, or arrangement of content, elements, or features within digital interfaces or designs, establishing visual or structural relationships, emphasis, and order to guide user attention and interaction.
3	Bitmap	A digital image or graphic composed of individual pixels arranged in a grid, where each pixel's colour and intensity values are stored directly, enabling precise control and manipulation of visual details in interactive media design.
4	Vector	A digital image or illustration composed of mathematical paths, shapes, and curves defined by points and lines, allowing scalable, resolution-independent rendering and editing of graphics in interactive digital media production.
5	Repurpose	Repurpose refers to adapting or transforming existing digital media content, assets, or resources for new or alternative uses, platforms, or audiences, extending their value, relevance, or lifespan in interactive media production.
6	Retouching	The process of enhancing or refining digital images or photographs by correcting imperfections, adjusting colours, removing blemishes, or adding visual effects, improving quality, realism, or aesthetic appeal in interactive media projects.
7	Brightness	The intensity or luminance of light emitted or reflected by digital displays, affecting the visibility, clarity, and readability of visual content in interactive media interfaces or presentations.
8	Contrast	The difference in visual properties such as colour, brightness, or texture between elements in digital media design, used to highlight, emphasise, or distinguish content, improve readability, and create visual interest and hierarchy.
Week 3: Creative Job Roles		
1	Graphics designer	<ul style="list-style-type: none"> • design graphics for use in media products such as magazines, labels, advertising etc • developing concepts, graphics and layouts for product illustrations, company logos and websites
2	Content creator	<ul style="list-style-type: none"> • create content for websites including social media • using assets such as text, video and audio designed for a Target Audience • aiming to generate interest/raise awareness for a brand

3	Copywriter	<ul style="list-style-type: none"> creates text for advertising/marketing purpose writing content used in print media, radio advertising, product descriptions and social media posts
4	Photographer	<ul style="list-style-type: none"> captures high-quality images collaborate with clients to ensure the right content is captured sell their content in stock image libraries for others to purchase
5	Illustrator/ graphics artist	<ul style="list-style-type: none"> combining hand-drawing and painting with digital media to create complete illustrations refining designs using various colours, graphics and effects to better convey each concept
6	Scriptwriter	<ul style="list-style-type: none"> developing believable plots and characters preparing short summaries of your ideas and selling (known as 'pitching') them to producers or development executives
7	Web designer	<ul style="list-style-type: none"> creating website designs producing sample sites meeting with clients to discuss requirements and/or project progress digital retouching and image editing
8	Animator	<ul style="list-style-type: none"> creating a series of images known as frames, to simulate movement develop timing and pacing of motion work with the story editors to merge various layers of animation

Week 4: The media Industry

1	Requirements	The things that are needed or demanded; specifications.
2	Format	The way in which something is arranged or set out.
3	Keywords	Important words or phrases that relate to the main ideas of a topic.
4	Commissioned brief	A detailed document issued by a client outlining specific requirements and objectives for a project.
5	Formal brief	A structured and detailed document outlining the objectives, scope, and guidelines for a project.
6	Informal brief	A less structured document that outlines the basic goals and requirements of a project, often used for smaller or less formal projects.
7	Meeting/ discussion brief	A summary or outline of key points to be discussed or objectives to be achieved during a meeting.
8	Negotiated brief	A document that outlines the objectives and requirements of a project, which have been agreed upon by both the client and the service provider.

Week 5: Technical Jobs

1	Camera Operator	Assembling and setting up camera equipment; planning and preparing scenes; creatively framing and capturing action for film and TV.
2	Games Developer	Create initial storylines and character biographies; translate ideas into code; construct game base engine; combine 2D and 3D assets with audio.
3	Sound Editor	Plan, create, mix and enhance music, sound effects, and dialogue; combine music, sound effects and dialogue with motion pictures.
4	Audio Technician	Assist with recordings and sound production; set up sound and recording equipment; test equipment; must be confident in making adjustments to equipment to generate the best sound.
5	Video Editor	Manage material such as camera footage, dialogue, sound effects, graphics, and special effects to produce the final motion picture.

6	Web Developers	1 x Front-End Developer Responsibilities: Create and maintain websites; liaise with graphic designers and photographers. 1 x Back-End Developer Responsibilities: Program/code a website.
7	Campaign Manager	Lead and develop marketing campaigns for our clients. You will be responsible for planning and coordinating our campaigns across a wide spectrum of platforms, both digital and print.
8	Film Director	Required to oversee the creative direction of our productions for film and TV. You will work closely with the scriptwriters, storyboard artists, actors, and crew to deliver outstanding results.
Week 6: Media products		
1	Digital imaging and graphics	A product that uses technology to create images in digital form. This may involve the use of graphic tablets, cameras or specific software such as Photoshop.
2	Digital games	A product that uses games consoles as well as personal computers to entertain the audience. In particular, online gaming.
3	Video	A product that includes moving images and in most cases an auditory element. It's also referred to as an audio-visual product.
4	Animation	A product that converts still images into moving elements to illustrate a sequence of events.
5	Visual effects (VFX)	Technology is used to incorporate effects that may be too dangerous or impossible to add any other way. For example, a spaceship flying across the screen.
6	Audio	A product that is recorded or transmitted in the form of sound. For example, sound effects.
7	Music	A product that records audio as a way to express emotion.
8	Special effects (SFX)	Special effects that can be created on set. This includes physical character creation, puppetry, animatronics or humans wearing prosthetic make-up and costumes.

AUTUMN Half-term 1		
Week 1: 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 2: CHORD SYMBOLS		
1	Major chord	Denoted by the root and containing a major 3rd e.g. C major C -E-G Has the root note in a box and no other letters. 1st 3rd and 5th notes of the major scale
2	Minor chord	Denoted by the root and containing a minor 3rd e.g. C minor C-E \flat -G Has the root note plus the lowercase 'm' in a box. E.g. Fm 1st 3rd and 5th notes of the minor scale
3	'Fifth'/'power chord'	Like a major/minor chord but minus the middle note e.g. C5 = C-G-C Has the root note plus the number 5 in a box. 1st 5th (and octave) notes of the major or minor scale
4	Sus 4 chord	Like a major or minor chord but the middle note is a semitone higher, creating a tense sound. Written as e.g. Gsus4 1st, 4th and 5th notes of the major or minor scale.
5	Chord	2 or more notes which sound at the same time (may not start at the same time though).
6	Triad	A particular type of chord using 1st 3rd and 5th notes of the major/minor scale
7	Block Chord	All chord notes played at the same time, together
8	Broken chord	Chord notes are played in a staggered effect, in various ways
Week 3: SET WORK 1: AFRICA by TOTO		
1	Release info	Released in 1982 by the American rock band Toto.
2	Genre	Rock with world music influences.
3	Key	B major (modulates to A major in chorus).
4	Rhythmic features	Syncopated rhythms, triplets, and polyrhythms.
5	instrumentation	Vocals, synths, bass, guitar, marimba, drums.
6	Texture	Mostly homophonic with some call and response.
7	Structure	Verse–Chorus (strophic) form with instrumental breaks.
8	Technology	Use of overdubbing, reverb, and multitracking.
Week 4: LISTENING SKILLS - INSTRUMENTS AND TEXTURE		

1	Instrument ID	Identify families - strings, woodwind, brass, percussion.
2	Instrument textures	Recognise solo, ensemble, or full orchestral textures.
3	Texture types	Monophonic, homophonic, polyphonic.
4	Layering	Layering of parts adds richness or intensity.
5	Notable features	Pedal notes, ostinato, imitation.
6	Timbral features	Distinguish acoustic versus electronic instruments.
7	Texture usage (1)	Texture can build or thin out across sections.
8	Texture usage (2)	Texture helps create contrast and interest.

Week 5: MUSICAL ELEMENTS FOR ANALYSIS - AFRICA by TOTO

1	Melody	An organised group of pitches. Can be a vocal melody, or a guitar/horn riff, or a bassline
2	Rhythm	How notes are organised in time, usually relating to an underlying beat/pulse
3	Harmony	Two or more notes played at the same time, which create e.g. chords
4	Timbre	The tone or sound quality of a sound, instrument.
5	Texture	The effect of different layers of sound in music, and the relationships between them
6	Form/Structure	How phrases/sections of music are organised, e.g. verse-chorus
7	Tonality	Definition
8	Dynamics	The loudness of music, from very very soft to very very loud, and anything in between, including changes in volume over time (e.g.crescendo)

Week 6: AFRICA analysis terms - FORM and RHYTHM

1	Strophic form	Also known as verse-chorus form
2	Genre	The style of the music. Africa is written in a 'soft rock' style
3	Metre	The overall numerical feel of the music. (e.g. 'in 4', 'in 3'). Africa is written in simple duple time.
4	Duple time	2/2 time signature (split common time) 2 minims per bar
5	Rhythm features	Distinct ostinato patterns for both riffs, mostly quavers with constant use of syncopation.
6	Ostinato/riff	A repeated group of notes in a particular rhythm, also repeated. Usually short(ish)
7	Syncopation	The placing of a note/notes in between the main underlying beats. Can be thought as 'offbeat' stressing of particular notes
8	Vocal rhythm	Looks complex in the score but follows the natural rhythm of the lyrics

Week 7: TONALITY AND HARMONY - AFRICA ANALYSIS

1	Tonality	What key the music is in (either major or minor)
2	Africa: Key(s)	The majority of <i>Africa</i> is in B major while the choruses are in A major.
3	Modulation	Change of key. 'The music modulates to A major..'
4	Diatonic Harmony	Chords which are derived from the key the music is in. <i>Africa</i> uses diatonic harmony.
5	Africa Chords (main riff)	The 3 chords which make up the main riff heard in the intro etc are A - G#m - C#m
6	Root position chord	A chord with the root note as the bass note
7	Inversion/inverted chord	A chord where the bass note is not the root note.
8	Harmonic Rhythm	The rate at which the chords change. Africa's harmonic rhythm is <i>mostly</i> one chord power bar.

AUTUMN Half-term 2		
Week 1: BACH'S BARDINERIE		
1	Background info	Written in the Baroque era; part of Suite No. 2 in B minor
2	Instrumentation	Performed by flute and string orchestra with continuo
3	Key	B minor, modulates to F# minor
4	Structure	Binary form (A–B)
5	Texture	Polyphonic, with imitation and sequences
6	Features	Ornamentation like trills and mordents
7	Metre/rhythm	Regular 2/4 metre with flowing semiquaver rhythms
8	Cadences	Ends of sections marked by perfect cadences
Week 2: TEXTURE		
1	Texture	Used to describe how many different musical ideas are happening at once
2	Monophonic	The simplest texture. One musical line, unaccompanied, for instance a lone monk singing in a church, or a single bugler playing the Last Post.
3	Polyphonic	2 or more independent musical lines performed at the same time
4	Homophonic	Melody and accompaniment. <i>Africa</i> is 'homophonic in texture'
5	Unison	The same melody played by 2 or more instruments at the same pitch.
6	Doubling	Either two different instruments playing the same musical line at the same octave or two instruments playing an octave (or more) apart.
7	Canon	Same melody that starts at different points (like 'London's Burning')
8	Fugue	Polyphonic music where each line has a turn at the main melody before returning to an accompanying role. Can become very complex.
Week 3: LISTENING SKILLS - TONALITY, MELODY, HARMONY		
1	Tonality	Major, minor, modal, atonal.
2	Harmony	Diatonic (in key) or chromatic (with accidentals).
3	Modulation	Listen for modulations (changes to new keys).
4	Composing techniques	Sequences, ornamentation, motifs
5	Cadences	Harmony often uses cadences - perfect, plagal, imperfect, interrupted
6	Harmonic features	Suspensions, seventh chords, and pedal tones
7	Melodic shapes	Conjunct (stepwise), disjunct (leaps)
8	Emotional impact	Harmony + melody + rhythm + tempo + timbre
Week 4: AFRICA analysis terms MELODY and INSTRUMENTATION		
1	Conjunct	Melody moves mostly by step rather than leap. <i>Africa</i> has mostly conjunct melodies.
2	Disjunct	Melody moves mostly by leap rather than simple steps
3	Range (wide/narrow)	The scope of notes used by e.g. the vocalist. <i>Africa</i> uses a wide vocal range.
4	Improvisation	Where a musician moves away from the set melody/rhythm and makes ideas and variations up on the spot.
5	Melisma	In singing, where more than one note is used for a single syllable. Often heard in RnB/soul music vocals.

6	Rhythm section	Typically Drum Kit, percussion, Bass guitar, rhythm electric guitar, Piano/Electric piano, synthesisers
7	Male Lead vocals	Describes the type of voice and role - delivers lyrics and main melody
8	Males Backing Vocals (BVs)	Describes the type of voice and role - supports lead vocal
Week 5: LISTENING SKILLS – RHYTHM, METRE, STRUCTURE		
1	Time signatures	Simple (2/4, 3/4, 4/4), compound (6/8, 9/8), irregular.
2	Rhythm features (1)	Syncopation, dotted rhythms, and triplets add interest.
3	Reverb	An effect which adds a sense of space to the original audio (e.g. plate/hall)
4	Remix FX	A multiFX processor used to add remix-style effects to the selected audio
5	Scratch button	Simulates a record scratch on incoming audio
6	Repeater	Adds a stuttering effect to the audio - found inside the Remix FX
7	Flanger	An effect which adds a 'swirling'/'whooshing' sound to the audio.
8	Compression	Limits the overall loudness of audio. Can 'even out' an audio signal
Week 6: REMIX TECHNIQUES		
1	Automation	A tool to change volume, effects, or panning over time.
2	EQ (Equaliser)	A tool used to adjust the balance of different frequencies in a sound.
3	Quantise	Automatically aligns notes to the nearest beat/grid point.
4	Loop	Repeating a section of sound material.
5	Cut/rearrange	Use the scissors tool to slice audio and move parts to new positions.
6	Pitch shifting	Use the Region Inspector or Flex Pitch to alter pitch.
7	Mixer	Used to balance, pan, and add effects to tracks.
8	Mastering	Finalise the mix, adds loudness and audio 'sheen'

PE: BTEC Tech Award in Sport

AUTUMN Half-term 1		
Week 1: 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	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: Skill 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 Fitness training principles		
1	Frequency	How often you train
2	Intensity	How hard you train
3	Time	How long you train
4	Type	What kind of training you do
Week 4: A2 ADDITIONAL Fitness training principles		
1	Progressive Overload	Making training harder to improve fitness
2	Specificity	Training that matches your sport or goal
3	Individual Difference/needs	Tailoring training to the person
4	Adaptation	Body changes due to training
5	Reversibility	Fitness is lost if you stop training
6	Variation	Changing training to avoid boredom
7	Rest and Recovery	Time to let the body repair and improve

Week 5: A3 Exercise intensity and how it can be determined		
1	Heart Rate	Used to measure training intensity
2	Target zones and training thresholds	60–85% = Aerobic Zone 85–100% = Anaerobic Zone (Max HR = 220 – age)
3	The Borg	Rate how hard you feel you're working (6–20 scale)
4	RPE & HR	RPE × 10 = estimated heart rate (bpm)
5	1RM and 15RM	Max strength (1 rep) or endurance (15 reps)
6	Technology	Heart rate monitors, smartwatches, apps.
7	Intensity	Able to measure heart rate (HR) and apply HR intensity to fitness training methods

Week 6: A3 Fitness components, training principles, exercise intensity		
1	Components of health related fitness	Body Composition -Flexibility - Muscular Strength - Muscular Endurance - Aerobic Endurance- Speed
2	Components of skill related fitness	Agility - Balance - Coordination - Power - Reaction Time
3	Basic training principles	Frequency, intensity, time, type
4	Additional training principles	Progressive Overload, Specificity, Individual Difference/needs, Adaptation, Reversibility, Variation, Rest and recovery
5	Exercise intensity	Intensity, Training zones, thresholds, Borg Scale, RPE , HR, 1RM, Technology

AUTUMN Half-term 2		
Learning Aim B - Investigate Fitness Testing to Determine Fitness levels		
Week 1: B1 - Importance of fitness testing and requirements for administration of each fitness test		
1	Reasons for fitness testing	Set goals, track progress, design training, motivate performance
2	Pre-test procedures	Consent, PAR-Q, check equipment, health check
3	Responsibilities	Follow test rules, measure and record accurately, ensure safety
Week 2 B1 Reliability and Validity		
1	Reliability	Consistency of results over time
2	Factors affecting reliability	– calibration of equipment – motivation of the participant – conditions of the testing environment (inside versus outside conditions) – experience of the person administering the test – compliance with standardised test procedure.
3	Validity of results	Does it test the measures that it's meant to?
4	Practicality	Is the test realistic? (Cost, time, space, equipment, group size)
Week 3: B2 Fitness test methods for components of physical fitness		
1	Aerobic endurance	Multi-stage fitness test, also known as the bleep test (20 metre distance) Yo-Yo test; Harvard step test; 12-minute Cooper run or swim.
2	Muscular endurance	One-minute press-up; one-minute sit-up; timed plank test.
3	Flexibility	Sit and reach test; calf muscle flexibility test; shoulder flexibility test.
4	Speed	30 metre sprint test; 30 metre flying sprint.
5	Muscular strength	Grip dynamometer; 1 Rep Max.
6	Body composition	Body Mass Index (BMI);Bioelectrical Impedance Analysis (BIA); waist to hip ratio.
Week 4:B3 Fitness test methods for components of skill-related fitness		
1	Agility	Illinois agility run test; T Test.

2	Balance	Stork stand test; Y balance test.
3	Coordination	Alternate-Hand Wall-Toss test; stick flip coordination test.
4	Power	Vertical jump test; standing long/broad jump; Margaria-Kalamen power test.
5	Reaction time	Ruler drop test; Online reaction time test (reaction test timer).

Week 5: B4 Interpretation of fitness test results

1	Baseline Data	Initial data collected on performance to monitor improvements.
2	Training Programmes	Structured plans designed to improve specific aspects of fitness based on test results
3	Normative Data	Standardised data used to compare individual test results to population averages
4	Calibration of Equipment	Ensuring testing devices are accurately set up and functioning
5	Physical Activity Readiness Questionnaire (PAR-Q)	A screening tool to identify if individuals should seek medical advice before starting an exercise program
6	Informed Consent	Documented agreement from participants acknowledging understanding and acceptance of testing procedures.
7	Validity	The extent to which a test measures what it claims to measure
8	Reliability	Consistency of test results across repeated administrations

Week 6: Learning Aim C Investigate different fitness training methods

C1 Requirements for each of the following fitness training methods

1	Warm-up	This is prior to taking part in the fitness training method – it consists of a pulse raiser, mobility and stretch; which will reduce the risk of injury, and prepare the body for exercise.
2	Cool down	This is after taking part in the fitness training method –it will gradually lower pulse and breathing rate to resting levels; remove lactic acid; can also stretch to help return muscles to pre-exercise length.
3	Physical Components of Fitness	<ul style="list-style-type: none"> ● Aerobic Endurance ● Muscular Endurance ● Muscular Strength ● Flexibility ● Speed ● Body Composition
4	Skill-related fitness components	<ul style="list-style-type: none"> ● Power ● Coordination ● Reaction Time ● Agility ● Balance

SPRING Half-term 1

Learning Aim C - Investigate different fitness training methods

Week 1: C2 Fitness training methods for physical components of fitness

1	Aerobic Endurance	Continuous (steady pace), Fartlek (varied pace/terrain), Interval (work + rest), Circuit (stations with little rest)
2	Muscular Endurance	High reps, low weight using free weights, machines or bodyweight circuits
3	Muscular Strength	High weight, low reps using free weights or machines

Week 2: C2 Fitness training methods for physical components of fitness

4	Speed	Acceleration sprints, High-intensity intervals, Resistance drills (e.g. sleds, bands).
5	Flexibility	Static Active (own force), Static Passive (using partner/object), PNF (partner +

resistance for deeper stretch)

Week 3: C4 Advantages and disadvantages of the different physical training methods

Aerobic Endurance		Advantages	Disadvantages
1	Continuous Training Fartlek Training	Cheap, easy, good for endurance	Risk of injury, low motivation
2	Circuit Training	Many people, endurance focused	May need space and equipment
3	Interval Training	Cheap, easy, endurance focused	Needs motivation
Flexibility Training		Advantages	Disadvantages
4	Static Stretching	Cheap, full body, low injury risk	Needs motivation
5	Passive Stretching	Cheap, full body, low injury risk	May need partner/object
6	PNF (Proprioceptive Neuro Facilitation)	Deep stretch, full body	High injury risk, needs partner

Week 4: C4 Advantages and disadvantages of the different physical training methods

Weight Training		Advantages	Disadvantages
1	Free Weight Training	Strength-specific, effective	High injury risk, equipment needed
2	Fixed Resistance Machines	Strength-specific, safer setup	Expensive, fewer users at once
Speed Training		Advantages	Disadvantages
3	Accelerative Sprints	<ul style="list-style-type: none"> • Easy to set up/cheap • Specific to speed • Lots of individuals can take part at the same time • No venue required 	<ul style="list-style-type: none"> • High risk of injury moving the body quickly • Can require high levels of motivation
4	Interval Training	<ul style="list-style-type: none"> • Easy to set up/cheap • Specific to speed • Lots of individuals can take part at the same time 	<ul style="list-style-type: none"> • Venue may be required • High risk of injury moving the body quickly • Can require high levels of motivation
5	Resistance Drills	<ul style="list-style-type: none"> • Specific to speed • No venue required 	<ul style="list-style-type: none"> • Need to take part in small numbers due to equipment availability • Can require lots of equipment • High risk of injury moving the body quickly • Can require high levels of motivation

Week 5: C3 Fitness training methods for skill-related components of fitness

1	Power	Plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping.
2	Coordination	Use of specific training exercises using two or more body parts together.
3	Reaction Time	Use of specific training exercises to practise quick responses to an external stimulus.
4	Agility	Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills.
5	Balance	Use of specific training exercises that require balancing on a reduced size base of support.

Week 6: C4 Advantages and disadvantages of the different skill-related training methods

		Advantages	Disadvantages
1	Agility - SAQ	Can be applied to all areas of the body	<ul style="list-style-type: none"> • Requires a lot of equipment/expensive • Requires knowledge of how to set up the training • Can require high levels of motivation • Venue may be required • High risk of injury due to moving at speed • Individuals may need to take it in turns to complete due to the

			equipment availability
2	Power - Plyometrics	<ul style="list-style-type: none"> • Lots of equipment required/expensive • Can be applied to all areas of the body • Can be made sports specific 	<ul style="list-style-type: none"> • Can require high levels of motivation • Venue may be required • High risk of injury due to using explosive movements • Individuals may need to take it in turns to complete due to the equipment availability
3	Coordination - use of specific exercises using two or more body parts	<ul style="list-style-type: none"> • Cheap • No/minimal equipment required • Can be applied to all areas of the body 	<ul style="list-style-type: none"> • Can require high levels of motivation • Venue may be required • High risk of injury due to reducing the base of support • Individuals may need to take it in turns to complete due to the equipment availability
4	Balance - Use of specific training exercises that require balance on a reduced size of support	<ul style="list-style-type: none"> • Cheap • No/minimal equipment required • Can be applied to all areas of the body 	<ul style="list-style-type: none"> • Can require high levels of motivation • Venue may be required • High risk of injury due reducing the base of support • Individuals may need to take it in turns to complete due to the equipment availability
5	Reaction Time - Use of training exercises to practise quick responses to an external stimulus	<ul style="list-style-type: none"> • Equipment required • Can be expensive if using forms of technology • Minimal motivation required • Low risk of injury 	<ul style="list-style-type: none"> • Venue may be required • Individuals may need to take it in turns to complete due to the equipment availability

SPRING Half-term 2

Learning Aim C - Investigate different fitness training methods cont...

Week 1: C5 Provision for taking part in fitness training methods

		Advantages	Disadvantages
1	Public	<ul style="list-style-type: none"> • Lots of individuals can take part • Good use of equipment (lots of it) • Availability 	<ul style="list-style-type: none"> • Equipment may not be top of the range
2	Private	Top of the range equipment due to paying high fees	<ul style="list-style-type: none"> • Expensive so not everyone can take part • Availability – requires transport to get to facilities (rural locations)
3	Voluntary	Anyone can take part due to minimal cost	<ul style="list-style-type: none"> • Availability – requires volunteers to run the training method • Limited equipment availability

Week 2: C6 The effects of long-term fitness training on the body systems

1	Aerobic Endurance Training	<ul style="list-style-type: none"> • Adaptations to the cardiovascular and respiratory systems • Cardiac hypertrophy • Decreased resting heart rate • Increased strength of respiratory muscles • Capillarisation around alveoli.
2	Muscular Endurance Training	<ul style="list-style-type: none"> • Adaptations to the muscular system • Capillarisation around muscle tissues • Increased muscle tone.
3	Muscular strength and Power Training	<ul style="list-style-type: none"> • Adaptations to the muscular and skeletal systems • Muscle hypertrophy • Increased tendon and ligament strength • Increased bone density.

Week 3: C6 The effects of long-term fitness training on the body systems		
1	Flexibility Training	<ul style="list-style-type: none"> • Adaptations to the muscular and skeletal systems • Increased range of movement permitted at a joint • Increased flexibility of ligament and tendons • Increased muscle length.
2	Speed Training	<ul style="list-style-type: none"> • Adaptations to the muscular system • Increased tolerance to lactic acid.
Learning Aim D - Investigate fitness programming to improve fitness and sports performance		
Week 4: D1&2 Fitness programme design		
1	Aims	<ul style="list-style-type: none"> • Details of what they would like to achieve for the selected sport.
2	Objectives	<ul style="list-style-type: none"> • How they intend to meet their aims using an appropriate component of fitness and method of training.
3	Lifestyle and physical activity history	<ul style="list-style-type: none"> • A Healthy Lifestyle is being in a state of complete mental, physical, and social well-being and not just the absence of diseases • Physical activity is bodily movement produced by contraction of skeletal muscles that require energy expenditure
4	Attitudes	<ul style="list-style-type: none"> • The mind and personal motivation for training
5	Factors to take into account when designing a fitness programme	<ul style="list-style-type: none"> • Use personal information to aid training programme design. • Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness. • Application of the FITT principles and additional principles of training.
Week 5: D3 Motivational techniques for fitness programming		
1	Motivation	The internal mechanisms and external stimuli that arouse and direct behaviour..
2	Types of motivation	Intrinsic and extrinsic
3	Principles of setting goals	To increase and direct motivation
4	Personal goals SMARTER	<ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time-related • Exciting • Recorded
5	Short-term goals	Set over a short period of time, between one day and one month
6	Long-term goals	What they want to achieve in the long term, and the best way of doing this.
7	Influence of goal setting on motivation	<ul style="list-style-type: none"> • Provide direction for behaviour • Maintain focus on the task in hand
8	Benefits of motivation on the sports performer	<ul style="list-style-type: none"> • Increase participation • Maintain training and intensity • Increased fitness • Improved performance.
Week 6: Key terms used in exams		
1	Assess	Give careful consideration to the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
2	Complete	Provide the missing information for a table/diagram so that it is complete (contains all the necessary information).
3	Describe	To give an account of something. Do not need to include a justification or reason.
4	Draw	Learners match between two sets of options.
5	Evaluate	Consider various aspects of a subject's qualities in relation to its context such as: strengths or weaknesses, advantages or disadvantages, pros or cons. Come to a judgement supported by evidence which will often be in the form of a conclusion.

6	Explain	Requires identification of a point and linked justification/exemplification of that point. The answer must contain some linked reasoning.
7	Give	Learners provide one or more piece(s) of information.
8	Identify	Usually requires some key information to be selected from a given stimulus/source.
9	State	Learners provide one or more piece(s) of information.
10	Which	Select one correct answer from a choice of four options provided.

PE: GCSE Physical Education

AUTUMN Half-term 1		
Week 1: Component 1 Topic 3: Injury Prevention		
1	Fractures	A broken or cracked bone
2	Dislocation	When the bone at a joint is forced out of its normal position
3	Abrasions	An area of the skin that has been damaged by scraping or wearing away.
4	Golfer's / Tennis Elbow	Both injuries are strains that happen by stretching or tearing the muscle or tendon, caused by overuse or training too hard without rest.
5	Concussion	A mild brain injury caused by a blow to the head.
6	Sprain	A ligament is damaged (LLB: Ligaments Lash Bone to Bone).
7	Strain	A tear of a muscle or tendon (TAMB: Tendons Attach Muscle to Bone).
8	Torn Cartilage	Damage to the firm, elastic substance (cartilage) which lines adjoining bones.
Week 2: Component 1 Topic 3: Performance Enhancing Drugs (PEDs)		
1	Peptide Hormones	Substances that stimulate the production of naturally occurring hormones, such as erythropoietin (EPO) which increases red blood cell production.
2	Growth Hormones	Hormones that stimulate growth, cell reproduction, and cell regeneration in the body, often used to enhance muscle mass and performance.
3	Blood Doping	The practice of boosting the number of red blood cells in the bloodstream to enhance athletic performance by increasing oxygen delivery to muscles.
4	Beta Blockers	Drugs that reduce heart rate and blood pressure, often used to improve precision and calmness in sports like shooting.
5	Anabolic steroids	Synthetic substances similar to the male sex hormone testosterone that promote muscle growth and improve athletic performance.
6	Narcotic Analgesics	Drugs that relieve pain and are often used to mask pain from injuries, potentially allowing athletes to push beyond their physical limits.
7	Diuretics	Substances that promote the production of urine, often used by athletes to lose weight quickly or to mask the presence of other drugs.
8	Stimulants	Substances that increase alertness, attention, and energy, often used to enhance performance in sports requiring quick reactions and intense concentration.
Week 3: Component 2 Topic 2: Classification of Skills		
1	Open	Skills that are affected by the surrounding environment where the situation is always changing. The player has to continually adapt.
2	Closed	Skills that are not affected by the surrounding environment. Closed skill takes place in a stable, predictable environment. Movements follow set patterns and have a clear beginning and end.
3	Basic	Skills that are simple and require little concentration and decision making.

4	Complex	Skills that are difficult and require complete attention and concentration. It is technically difficult to perform and execute; requires a lot of practice.
5	Low-organisation	Skills that have clear separate phases; making them easier to break down and practise parts separately.
6	High-organisation	Skills that have complicated phases. You cannot break these phases down without affecting the skill; making them harder to practise.
Week 4: Component 2 Topic 2: Practice Structures/Guidance Methods		
1	Massed	Practising a skill continuously without a break until it is learnt. It is used when a coach wants to promote a high level of fitness.
2	Distributed	Distributed practice is when a skill practised over several sessions or rest breaks to give recuperation. Feedback, coaching and advice on technique can be given during the interval.
3	Fixed	Fixed practice uses repetition of the same activity to promote over-learning. This ensures that more advanced performers maintain consistency in their performance.
4	Varied	Varied practice involves using different methods to achieve a learning goal, or perform in different situations. It aims to provide the performer with the ability to adapt a skill to a range of possible circumstances.
5	Visual	This is often used when a performer is just starting out in the learning process. Learners can see the whole action and interpret it for themselves.
6	Verbal	Terminology and phrases associated with certain skills can be made simple and straightforward in a clear verbal explanation.
7	Manual	This method is used when the skills learnt are dangerous or are complex. Coaches or teachers will use a 'hands on' approach to ensure safety. i.e. trampolining somersault support.
8	Mechanical	Mechanical guidance involves the use of equipment to help support the learner whilst practising the skill. i.e. the use of floats in swimming helps learners to develop leg kicking action in the water.
Week 5: Component 2 Topic 2: Feedback/Mental Preparation		
1	Intrinsic Feedback	This type of feedback happens within the performer. Information received by the athlete as a direct result of producing a movement through the kinaesthetic senses - feelings from muscles, joints and balance.
2	Extrinsic Feedback	This feedback comes from results and match analysis. There are 2 lines of extrinsic feedback, concurrent and terminal.
3	Concurrent Feedback	Information provided to the athlete during the performance.
4	Terminal Feedback	Information provided to the athlete before or after the performance.
5	Mental Rehearsal	The ability to picture a skill or aspects of a skill in your mind to improve performance. There is no physical movement involved in mental rehearsal, however it prepares the mind and body for a performance.
Week 6: Component 4: Use of Data		
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 2		
Week 1: Component 1 Topic 1: Functions of the Skeletal System		
1	Muscle attachment	Bones provide the framework, muscles are attached by tendons.
2	Joints for movement	Joints work together to form levers.
3	Storing calcium and phosphorous	These minerals are needed for strong and healthy bones.
4	Red and white blood cell production	Bone marrow makes most of the cells in the blood.
5	Protection of vital organs	The skull protects the brain, the spine protects the spinal cord and ribs protect internal organs.
6	Cartilage	A firm, connective tissue
7	Ossification	The process of development from cartilage to bone
8	Somatotype	Body shape or type
Week 2: Component 1 Topic 1: Classification of Bones		
1	Long bones	Bones that are longer than they are wide (femur, tibia). Generate movement, strength and speed in sport
2	Short bones	Same size in length, width & thickness (carpals in the wrist and tarsals in toes). Weight-bearing, shock absorption in sport.
3	Flat bones	Protects organs or offers good site for muscle attachment (Ribs, shoulder blade). Useful for contact sports!
4	Irregular bones	Odd shapes (vertebrae, sacrum). Offer protection in sport and allow specific movements.
5	Cartilage	A dense elastic, connective tissue that cushions and connects many bones in the skeleton.
6	Epiphysis	The end of a long bone.
7	Diaphysis	The shaft of a long bone.
8	Periosteum	A tough membrane surrounding the bone.
Week 3: Component 1 Topic 1: Structure of the skeletal system		
1	Cervical Vertebrae	The cervical vertebrae are the first seven vertebrae of the spine, located in the neck.
2	Thoracic Vertebrae	The twelve thoracic vertebrae are located in the upper and mid-back.
3	Lumbar Vertebrae	The five lumbar vertebrae are located in the lower back.
4	Sacrum	The sacrum consists of five fused vertebrae located below the lumbar vertebrae.
5	Coccyx	The coccyx is composed of three to five fused vertebrae at the very bottom of the vertebral column.

6	Pivot	Allow bones to rotate. In these joints, one bone is shaped like a cylinder and rotates inside another bone or ligament forming a ring. These are found in your wrist, elbow and neck.
7	Hinge	Allow only forward and backward motion - just like the hinge on a door. These are found in your knee, elbow and ankle.
8	Ball and Socket	The rounded end of a long bone fits into a cup-shaped hole (socket). These are found in the hip and shoulder.
9	Condyloid	Similar to ball and socket joints, allow circular motion. The ball rests up against the end of a bone rather than inside a socket.
Week 4: Component 1 Topic 1: Types of Movement		
1	Flexion	Bending movement that decreases the angle between bones at a joint, e.g. the upward phase of a Bicep curl.
2	Extension	Bending movement that increases the angle between bones at a joint, e.g. the downward phase of a Bicep curl.
3	Adduction	Movement that pulls towards the midline of the body, e.g. a golfer on the tee swings the club down towards the ball.
4	Abduction	Movement that pulls away from the midline of the body, e.g. the crucifix position in gymnastics.
5	Rotation	Movement around a single axis or pivot point, e.g. forehand topspin in tennis.
6	Circumduction	Moving in a circular or conical shape, e.g. a cricketer bowls a ball.
7	Dorsi-flexion	Bending or flexing the toes up, closer to the shin, e.g. a sprinter positions their feet in the starting blocks.
8	Plantar-flexion	Extending or pointing the toes down, away from the shin, e.g. a floor gymnast points their toes.
Week 5: Component 1 Topic 1: Muscular System - Classification and roles of muscles		
1	Ligaments	Join bone to bone and commonly found in the knee joint. They provide stability and help prevent dislocation.
2	Tendons	Attach muscle to bone, they allow you to apply power and movement.
3	Voluntary Muscle	These are under your control. You can choose to relax or contract. They are attached to bones via tendons.
4	Involuntary Muscle	These are not under your control. Found predominantly in blood vessels.
5	Cardiac (Heart) Muscle	Allows for delivery of oxygen and removal of waste. Does not fatigue.
6	Pectoralis Major	Covering the chest. Adduct the arm at the shoulder. Used in tennis forehand.
7	Latissimus Dorsi	Sheet of muscle that extends from lower spine to the back of upper arm. Adduct and extend arm at the shoulder. Used in butterfly (swimming).
8	External obliques	Side of the abdomen. Pulls the chest down, flexes and rotates the spinal column. Used in crunches.
Week 6: Component 1 Topic 1: Fibre Types		
1	Slow Twitch	Muscle fibres that contract slowly and are highly resistant to fatigue.
2	Fast Twitch	Muscle fibres that contract quickly and are used in explosive movements but fatigue rapidly.
3	Type I	Type I fibres are slow twitch muscle fibres known for their endurance and efficiency in using oxygen to generate energy.
4	Type IIa	Type IIa fibres are fast twitch muscle fibres that have a combination of high force and resistance to fatigue.
5	Type IIx	Type IIx fibres are fast twitch muscle fibres that produce the highest force but fatigue the quickest.

6	Example: Marathon Running	Type I fibres are most relevant in marathon running because they provide the endurance needed to sustain prolonged aerobic activity.
7	Example: Middle-Distance Running	Type IIa fibres are most relevant in middle-distance running (e.g., 800m, 1500m) because they offer a balance of speed and endurance, allowing athletes to maintain a fast pace for longer durations.

SPRING Half-term 1		
Week 1: Component 2 Topic 3, Socio-Cultural Influences – Engagement Patterns		
1	Participation Rates	The number of individuals taking part in physical activity or sport within a population.
2	Engagement and Gender	A personal factor influencing participation rates, where stereotypes or opportunities may impact involvement.
3	Engagement and Age	Younger people generally participate more in physical activity compared to older age groups.
4	Engagement and Socio-Economic Group	Categories based on income, education, or occupation, which influence access and opportunities in sport.
5	Engagement and Ethnicity	Cultural or religious factors that may affect participation, including community support and traditions.
6	Engagement and Disability	Physical or mental impairments that may require adaptive sports or specialised equipment for participation.
7	Trend Analysis	Reviewing data to identify patterns or changes in participation rates over time.
8	Graphical Representation	Visual data, such as bar charts or line graphs, used to illustrate trends in participation.
Week 2: Component 2 Topic 3, Socio-Cultural Influences – Commercialisation of Sport		
1	Commercialisation	The process of managing sport as a business to generate profit through sponsorship, advertising, and broadcasting.
2	Media	Channels such as TV, radio, and social media that broadcast and promote sports.
3	Sponsorship	Companies providing financial or material support to athletes or sports teams in exchange for advertising.
4	The Golden Triangle	The golden triangle shows the relationship between sport, the media and sponsorship. It represents the commercial – money-making – nature of sport.
5	Advantages for Sponsors	Increased brand exposure and association with positive sporting values.
6	Disadvantages for Sponsors	Potential damage to reputation if linked to unethical behaviour or poor performance.
7	Advantages for Players/Performers	Financial support, improved facilities, and global recognition.
8	Disadvantages for Players/Performers	Increased pressure, loss of privacy, and over-commercialisation affecting performance.
Week 3: Component 2 Topic 3, Socio-Cultural Influences – Ethical Issues		
1	Sportsmanship	Playing by the rules and showing respect for opponents and officials.
2	Gamesmanship	Using dubious methods, like time-wasting, to gain an advantage without breaking the rules.

3	Deviance	Breaking the rules or ethical codes in sport, such as doping or match-fixing.
4	Elite Level	The highest standard of performance in sport, often under intense scrutiny for ethical conduct.
5	Consequences of Deviance	Damage to reputation, bans from competition, and loss of sponsorship.
6	Role Models	Athletes whose behaviour influences others; ethical issues can impact their legacy.
7	Contract to compete	An unwritten code in sport, to do your best, strive to win and play within the rules and under the banner of sportsmanship.
8	Bribery/"Bungs"	Offering or accepting money or gifts in exchange for unethical decisions, such as match-fixing.
Week 4: Component 2 Topic 3, Socio-Cultural Influences – Engagement Patterns Continued		
1	Barriers to Participation	Factors like cost, time, and accessibility prevent engagement in sport.
2	Role Models	Positive influences encourage participation in underrepresented groups.
3	Cultural Norms	Societal expectations influencing participation, such as attitudes towards women in sport.
4	School Sport	Opportunities provided within education that can shape lifelong participation.
5	Local Facilities	Availability and quality of sports centres, clubs, and parks impacting engagement.
6	Government Initiatives	Programmes like "This Girl Can" are designed to increase participation rates.
7	Inclusive Sport	Activities adapted to ensure participation for all, including disability sports.
8	Parental Influence	The impact of family encouragement and support on participation in sport.
Week 5: Component 2 Topic 3, Socio-Cultural Influences – Commercialisation Continued		
1	Media Coverage	Broadcasting decisions that can influence public interest and participation in sports.
2	Pay-Per-View	Exclusive broadcasting of sports events for a fee, impacting accessibility.
3	Advertising	The promotion of products through sports, often targeting specific audiences.
4	Social Media	Platforms like Instagram or Twitter used by athletes and brands to engage fans.
5	Sporting Events	High-profile competitions, like the Olympics, that generate commercial interest.
6	Consumer Culture	Fans purchasing merchandise, tickets, or subscriptions driven by commercialisation.
7	Corporate Sponsorship	Large businesses investing in sports to align with their marketing goals.
8	Globalisation	The worldwide spread and influence of sports through commercial and media partnerships.
Week 6: Component 2 Topic 3, Socio-Cultural Influences – Ethical Issues Continued		
1	Fair Play	Adhering to the rules and spirit of the game to maintain fairness.

2	Cheating	Deliberately breaking rules to gain an unfair advantage.
3	Code of Conduct	Guidelines established to ensure ethical behaviour and fair play in sport.
4	WADA (World Anti-Doping Agency)	The organisation responsible for monitoring and preventing doping in sports worldwide.
5	Sledging	Verbal abuse or psychological tactics used to unsettle opponents during competition.
6	Technological Doping	Using advanced equipment or clothing to gain unfair advantages.
7	Integrity in Sport	Upholding honesty, transparency, and fairness in all sporting activities.
8	Positive Deviancy	Behaviour that is outside the norm but with no intention to harm or break rules.

SPRING Half-term 2		
Week 1: Component 1 Topic 2, Lever Systems in Physical Activity		
1	Lever	A rigid bar that rotates around a fixed point called the fulcrum to apply force to move a load.
2	Fulcrum	The fixed point around which a lever pivots, often represented by a joint in the body.
3	Load	The weight or resistance that is moved by a lever, such as a body part in physical activity.
4	Effort	The force applied to move the load, typically generated by muscles.
5	First-Class Lever	A lever where the fulcrum is positioned between the effort and the load; e.g., nodding the head.
6	Second-Class Lever	A lever where the load is positioned between the fulcrum and the effort; e.g., calf raises.
7	Third-Class Lever	A lever where the effort is positioned between the fulcrum and the load; e.g., a bicep curl.
8	Application of Levers in Sport	Levers are used in various sports movements, such as jumping, lifting, and throwing.
Week 2: Component 1 Topic 2, Mechanical Advantage and Disadvantage		
1	Mechanical Advantage	The benefit gained by using a lever, where a small effort moves a large load; achieved when the effort arm is longer than the load arm.
2	Mechanical Disadvantage	When a large effort is required to move a small load, often in levers where the load arm is longer than the effort arm.
3	Effort Arm	The distance between the fulcrum and the point where effort is applied.
4	Load Arm	The distance between the fulcrum and the load.
5	Mechanical Advantage of Second-Class Levers	Second-class levers, like the foot when standing on tiptoe, provide greater force with less effort, useful for powerful movements.
6	Mechanical Disadvantage of Third-Class Levers	Third-class levers, like the arm during a bicep curl, require more effort but allow for faster movement and a greater range of motion.
7	Impact on Sporting Performance	Understanding mechanical advantage helps athletes maximise power or speed in their movements, depending on the type of lever system involved.
8	Lever Systems in Daily Movements	Lever systems are not only crucial in sports but also in everyday actions like lifting and reaching.
Week 3: Component 1 Topic 2, Planes of Movement		
1	Plane of Movement	Imaginary flat surfaces that divide the body, helping to describe movements and directions in physical activities.
2	Sagittal Plane	Divides the body into left and right, allowing forward and backward

		movements like running.
3	Frontal Plane	Divides the body into front and back, allowing side-to-side movements like lateral raises.
4	Transverse Plane	Divides the body into top and bottom, allowing rotational movements like twisting.
5	Movements in the Sagittal Plane	Common in activities like sprinting, cycling, and lunging, which involve forward and backward motions.
6	Movements Frontal Plane	Examples include jumping jacks where body parts move side-to-side.
7	Movements in the Transverse Plane	Found in rotational actions such as swinging a bat or a golf club.
8	Planes in Sports Training	Understanding planes of movement helps athletes and coaches to create balanced training programmes.

Week 4: Component 1 Topic 2, Axes of Movement

1	Axis of Movement	An imaginary line around which the body rotates, aiding the analysis of complex movements in sports.
2	Frontal Axis	Runs horizontally through the body from side to side; used in forward and backward movements in the sagittal plane.
3	Sagittal Axis	Runs horizontally through the body from front to back; used in side-to-side movements in the frontal plane.
4	Vertical Axis	Runs vertically through the body from head to toe; used in rotational movements in the transverse plane.
5	Movement about the Frontal Axis	Seen in front and back somersaults, where the body rotates forward or backward.
6	Movement about the Sagittal Axis	Seen in cartwheels, where the body rotates side-to-side.
7	Movement about the Vertical Axis	Seen in spins and pivots, where the body rotates around its vertical line.
8	Application of Axes in Gymnastics	Gymnasts use these axes to perform precise movements, such as flips, twists, and turns.

Week 5: Command Words Part 1

1	Assess	Requires reasoned argument of factors to reach a judgement regarding their importance or relevance to the question.
2	Analyse	Involves breaking something down into its component parts.
3	Calculate	Requires computation, typically in relation to fitness data.
4	Classify	Involves grouping or placing items on a scale based on characteristics or analysis.
5	Complete	Adding information based on a given stimulus or resource, such as completing tables, graphs, charts, or sentences.
6	Define	Providing the meaning or definition of a term.
7	Describe	Giving an account of something without reasoning, linking statements for clarity.
8	Discuss	Exploring issues, situations, or problems, articulating different viewpoints.

Week 6: Command Words Part 2

1	Examine	Justifying or exemplifying a point based on analysis or evaluation.
2	Explain	Providing justification or reasoning with linked ideas.
3	Evaluate	Reviewing or analysing information to form a conclusion based on

		strengths, weaknesses, alternatives, or data.
4	Give	Recalling a fact or example, often synonymous with state or identify.
5	Identify	Selecting from a given stimulus or resource, or providing a short response.
6	Justify	Giving reasons for an answer, ranging from short responses to extended writing.
7	State	Providing a simple, factual response, often synonymous with give or identify.
8	Review	Assessing and summarising key points from information provided.

PSYCHOLOGY

AUTUMN Half-term 1		
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 • 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. 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		
AUTUMN Half-term 2		
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	<p>Ignores the role of nature</p> <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	Sample	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.
7	Criticisms	<p>Sample was biased</p> <ul style="list-style-type: none"> • Artificial setting - low ecological validity • Uncontrolled extraneous variables e.g. prior experience of the game.

SPRING Half-term 1

Criminal Psychology

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). The 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	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).

SPRING 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 preoperational 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) - makes 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	Students are given motivational questionnaire at the beginning of 7th grade.
5	Procedure- Study 2	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.
6	Results	Study 1 - no correlation between mindset and motivation, but did predict maths achievement. Study 2 - intervention group gained higher grades and showed more motivation
7	Conclusions	Positive effect on motivation and effort for students with a growth mindset.
8	Criticisms	Dweck - places failure on the student/ignores the role of nature in intelligence 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

Learning theories • Growth mindsets	Teachers to encourage teachers to try hard and praise effort not intelligence
Meaning	Teachers focus on supporting students to think about the meaning of information.

Religious Studies

AUTUMN Half-term 1- Christianity Practices		
Week 1: Worship		
1	Worship	Showing praise and adoration to God.
2	Liturgical Worship	A church service which follows a set structure
3	Non-liturgical Worship	A service which does not follow a set structure
4	Informal Worship	A church service which is spontaneous
5	Private Worship	Giving praise and worship on your own
6	Non-conformist Churches	Main focus on word of God and Bible
7	Bible Reading	Reading the Bible and reflecting on its meaning
8	Icons	Images or statues used to help focus concentration on God
Week 2: Prayer / sacraments		
1	Worship	Showing praise and adoration to God.
2	Liturgical Worship	A church service which follows a set structure
3	Non-liturgical Worship	A service which does not follow a set structure
4	Informal Worship	A church service which is spontaneous
5	Private Worship	Giving praise and worship on your own
6	Charismatic Worship	A form of Informal worship which is free flowing and relaxed where people sing and dance
7	Prayer	Communicating with God either in silence or through words of praise. May ask God for help.
8	Meditation	Being thoughtful and focused on a religious truth or message
Week 3: Holy Communion /Baptism		
1	Infant Baptism	A service welcoming babies into the church using water as a symbol to wash away sin
2	Believers Baptism	A service welcoming adults into the church using water as a symbol to wash away sin.
3	Godparents	People chosen by your parent to bring you up as a Christian - make promises at infant baptism.
4	Paschal Candle	Candle lit at infant baptism
5	Holy Communion	A service using bread and wine to remember Jesus' sacrifice
6	Transubstantiation	The belief the bread and wine in some way become the body and blood of Jesus

7	Symbolic	The belief that the bread and wine remind Christians of Jesus sacrifice
8	Last Supper	The last meal Jesus had with his disciples when he told them to break bread and share wine in his memory.
Week 4: Pilgrimage		
1	Pilgrimage	A journey by a believer to a holy site . Nature reveals God's infinite power and presence
2	Iona	Known as the 'thin place' a place for spiritual medication
3	Lourdes	Known for healing miracles - Bernadette saw the virgin Mary - drink water.
4	Meditation	To think deeply about God.
5	Faith	belief in God or in the doctrines or teachings of religion
6	Infinite	No ending
7	Devotion	Showing love and commitment
Week 4: Festivals - Easter and Christmas		
1	Easter	Festival/celebration of the resurrection of Jesus
2	Crucifixion	Death of Jesus on the cross
3	Resurrection	Jesus being raised from the dead 3 days after the crucifixion
4	Vigil	Staying awake overnight to into Easter Sunday
5	Christmas	Festival/celebration of Jesus' incarnation and virgin birth
6	Incarnation	Jesus being born fully God and fully human
7	Nativity	Plays which re-enact the story of Jesus' birth
8	Carols	Songs about Jesus birth story.
Week 5: Role of church in community and worldwide		
1	Church	Building where Christians worship Name for a body of Christians
2	Trusell Trust	Charity which provides foodbank to support those in need
3	Street Pastors	Christians who go out on the streets at night to support people leaving clubs, pubs
4	Parable of sheep and Goats	Story on judgement told by Jesus which gives commands on how to treat others
5	Instructions from the sheep and the goats	I was hungry, you gave me something to eat. I was thirsty, you gave me something to drink.
6	Agape	Christian love which is unconditional
7	'Love your neighbour'	The teaching to treat others as you would want to be treated
8	'Faith by itself, if it is not accompanied by actions is dead'	To be a good Christian you need to act, not just talk about what you believe.
Week 6: Holy Week		
1	Holy Week	One of the most important and solemn periods of the Christian calendar
2	Palm Sunday	When Jesus returned to Jerusalem
3	Maundy Thursday	Remembers the Last Supper
4	Good Friday	Jesus' Crucifixion
5	Easter Sunday	Jesus' Resurrection

AUTUMN Half-term 2 - Christian Beliefs Revision

Week 1: The Nature of God, Oneness of God & The Trinity		
1	Creationist	Literally believing the world 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 and 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 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
3	Divine Nature	Traits or characteristics Jesus has which are Godly/non-human e.g. Performing miracles
4	Messiah	The saviour of a group of people
5	Crucifixion	Where Jesus sacrificed himself on the cross to save humankind, 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

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 built 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 choose what decisions to make

SPRING Half-term 1 - Islam Practices		
Week 1: General knowledge		
1	Five pillars	Central Muslims practices that Muslims follow and are seen as key to living the perfect Muslim life
2	Shahadah	The most important beliefs in Islam. This is the Muslim declaration of faith.
3	Salah	One of the five pillars - prayer
4	Zakah	One of the five pillars - giving to charity
5	Sawm	One of the five pillars - fasting or not eating
6	Hajj	One of the five pillars - pilgrimage to Mecca
7	10 Obligatory Acts	Shi'a muslims follow the first five pillars and then an additional 5 duties.
Week 2: Salah		
1	Salah	Sunni muslims pray five times a day. Shi'a muslims pray three times.
2	Mosque	Place of worship for Muslims
3	Wudu	This is ritual washing that Muslims do before prayer
4	Mihrab	A niche in a wall that shows Muslims which way Makkah is
5	Mecca	A special place for Muslims in Saudi Arabia that Muslims will face during prayer
6	Rak'ah	A sequence of movements that Muslims do in prayer
7	Prostration	Kneeling with the forehead, nose, hands, knees and toes touching the floor
8	Jumma prayer	Weekly prayer that takes part in the mosque on a Friday
Week 3: Sawm		
1	Sawm	Fasting - not to eat which is one of the 5 pillars
2	Ramadan	Celebration that occurs in the 9th month of the Muslim calendar where Muslims don't eat from sunrise to sunset
3	Abstain	This means not to do something such as to abstain from eating.
4	The Night of Power	This is an important time for Muslims which is celebrated during Ramadan. It marks the time of God's revelation to Muhammad.
5	Revelation	This means to reveal or to show. Muslims believe that God revealed himself to Muslims through angels.
6	Qur'an 2:18	'It was in the month of Ramadan that the Qur'an was revealed as guidance for mankind.... So any one of you who is present that month should fast'
7	Quran 96-1	'Read! In the name of your Lord who created: He created man from a drop of blood'
Week 4: Zakah		
1	Zakah	Muslims believe that you should give 2.5% of savings a year to charity.
2	Giving Alms	This means giving money to the poor.

3	Khums	Shi'a Muslims pay a further 20% tax to their excess income which is often paid to Shia religious leaders.
4	Qur'an 2:215	'God is well aware of whatever good you do'
5	Quran 9:60	'Alms are meant only for the poor, the needy'
6	Sadaqah	Good actions or voluntary payments that are done for charitable reasons.

Week 4: Hajj

1	Hajj	This is one of the 5 pillars that Muslims follow. This is the pilgrimage / special journey.
2	Makkah	This is where Muhammad was born.
3	Ka'aba	This is the black, cube-shaped building. It is seen as the holiest place for Muslims
4	Ibrahim	Prophet who helped build the Ka'aba following God's instructions
5	Ihram	A sacred state which involves Muslims washing, praying and putting on Ihram clothing. For men this is two sheets of white cloth that symbolise equality and purity.
6	Arafat	Muslims walk to Arafat as part of the pilgrimage. They believe this place is important as they think it was where Muhammad preached his last sermon.
7	Mina	Muslims travel to Mina during the pilgrimage and throw stones here to show they disagree with evil.
8	Jamarat	These are three stone walls that represent the devil and temptation which Muslims throw pebbles at.

Week 5: Celebrations / Festivals

1	Id-ul-Fitr	A Muslim festival that celebrates the end of Ramadan
2	Eid	This is the name of the festival for short. It is sometimes called Sugar Feast and it means 'breaking the fast'.
3	Id-ul-Adha	A festival that celebrates the prophet's willingness to sacrifice his son to God. Sometimes called Greater Eid
4	Day of Ashura	A festival that is mainly celebrated by Shi'a Muslims who are remembering the battle of Karbala.
5	Husayn	Grandson of Muhammad who was killed at the battle of Karbala and is remembered on Ashura.
6	Mourning	Expression of sorrow for someone's death
7	Greater jihad	A personal inward struggle of all Muslims to live in line with their faith
8	Lesser jihad	An outward struggle to defend your faith, family and country from threat

Week 6: Key Concepts

1	Five pillars	Central Muslims practices that Muslims follow and are seen as key to living the perfect Muslim life
2	Shahadah	The most important beliefs in Islam. This is the Muslim declaration of faith.
3	Salah	One of the five pillars - prayer
4	Zakah	One of the five pillars - giving to charity
5	Sawm	One of the five pillars - fasting or not eating
6	Hajj	One of the five pillars - pilgrimage to Mecca
7	10 Obligatory Acts	Shi'a Muslims follow the first five pillars and then an additional 5 duties.

SPRING Half-term 2 - Islam Beliefs Revision

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: 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)

Sociology

AUTUMN Half-term 1

Week 1: Crime and Deviance Key Terms

1	Crime	An illegal act punishable by law
2	Deviance	Behaviour that does not conform to society's rules and norms
3	Social norms	The informal rules that govern behaviour in groups
4	Social order	For people to live and work together, a certain amount of order and predictability is needed.
5	Historical deviance	Behaviour that used to be seen as deviant but is no longer. E.g homosexuality
6	Cultural deviance	Behaviour that is seen as deviant in other cultures who have different social norms. E.g showing the soles of your feet
7	Situational deviance	Behaviour that is deviant in certain circumstances. E.g wearing fancy dress to a funeral.

Week 2

1	Official statistics	Statistics collected by the government on the amount of crimes committed
2	Victim survey	Individuals who have been victim to a crime can fill in a survey
3	Self-report study	This allows individuals to record crimes they might have committed.
4	Dark figure of crime	This is the term that describes the unknown figure of crime that doesn't get reported.
5	Reasons why crimes don't get reported	People are embarrassed to report them (crimes of a sexual nature); People are frightened (gang related crimes); People might not think it is worth reporting; Police might fail to record the crime
6	Official statistics advantages	Data collected in large numbers which means it is easy to draw comparisons and pick out trends.
7	Victim surveys disadvantages	Victims might not remember accurately particularly if completing the survey a while after the crime.
8	Self-report study disadvantages	People may be dishonest or exaggerate crimes committed.

Week 3: Sociological theories of Crime

1	Functionalism (Durkheim)	Crime is vital and necessary for all societies. It helps to remind people about boundaries of acceptable and unacceptable behaviour. When the public comes together over a reaction to a major crime, it creates social cohesion.
2	Marxism	Society is based on values such as materialism, consumerism and competition- an unequal society. Some people cannot earn enough to fit

		these norms and values, therefore they commit illegal activities to get them.
3	Feminists	Women are treated and punished as double deviants- they have firstly broken the law and second the norms that govern their gender behaviour. Arguments around the 'chivalry thesis'
4	Interactionist	Labelling produces a self-fulfilling prophecy. Social groups create deviance by making rules and applying them to particular people and labelling them as 'outsiders'. Groups whose social position gives them power are able to label people. These people see this as a self-fulfilling prophecy.
Week 4: Crime Sociological Key Studies		
1	Albert Cohen (1965) (Functionalist) - Status Frustration	Cultural deprivation accounts for working class boys' lack of educational success. They turn to criminality as an alternative route to success.
2	Robert Merton (1938) (Functionalist) - Strain Theory	Deviance results from the culture and structure of society. All members of society hold the same values. However, because members of society have different positions in the social structure, for example in terms of social class, Merton identified five possible ways that individuals will respond to the goals of success in society. This is known as strain theory.
3	Pat Carlen (1988) (Feminist) - Female Poverty & crime	Control theory is the basis for her approach, this starts from the assumption that human beings are neither naturally good nor bad but will make a rational decision to turn to crime when the advantages outweigh the disadvantages. It supports the view that criminal behaviour becomes more likely when social control breaks down.
4	Heidensohn (1985, 1996) (Feminist) - Social Control Theory	Control theory is the basis why women commit fewer crimes than men. She argues that male-dominated patriarchal societies control women more effectively than men, making it difficult for women to break the law.
5	Becker (1977) (Interactionist) - Labelling Theory	Becker argued that an act only becomes deviant when others define it as such. Whether the 'label' of deviancy is applied depends on who commits the act, when and where it is committed, who observes the act, and the negotiations that take place between the various actors involved in the interaction.
6	Lyng (2004) - Age & Crime	<ol style="list-style-type: none"> 1. Edgework 2. Crimes are committed for the thrill 3. Not about material gain 4. Shoplifting and fighting more important than the worry of getting caught 5. Peer groups encourages this behaviour
Week 5: Social groups and crime		
1	Parsons - Gender & Primary Socialisation	Boys are socialised into being rough, adventurous and rebellious, whilst girls are socialised into being kind, caring and polite. This means boys behaviour is more conducive to crime.
2	Pollak - Chivalry Thesis	Argues women may be treated more leniently by the criminal justice system, due to them being seen by male police officers and judges as in 'need of protection'.
3	Heidensohn - Women & Social Control	Women are more likely to be controlled in society, giving them less opportunity to commit crime. E.G. Expressive role in family (house-wife), less senior positions in workplace (glass ceiling).
4	Adler - Liberation Thesis	Feminism has meant women are more free in society to commit crime, due to changing gender roles and norms.

5	Gilroy - Ethnicity & Police Stereotyping	Gilroy argues that police arrest statistics are inaccurate, and that black boys do not actually commit more crime, it is that the police label and target these groups disproportionately.
6	Ministry of Justice (2011)	Black men are 7x more likely to be stopped and searched by the police than white men.
7	Phillips & Bowling (2012) - Oppressive Policing	Argue there have been reports of police using more oppressive tactics against ethnic minority groups (E.G. Stop & searches and armed raids).
8	Gordon (1971) - Capitalism is Criminogenic	Gordon argues capitalism causes greed, selfishness and inequality, which are situations which can cause the working class to commit crime.
9	Merton - Strain Theory	Merton argues crime emerges because the working-classes feel strain in society, as they want the 'American Dream' (nice house, car, wealth). However, they experience 'blocked opportunities', meaning they can't achieve it.
4	Cohen (1965) - Status Frustration & Age & Crime	Cohen argues young, working class boys experience status frustration-lack of independence and caught in transition. Lack of responsibilities can lead them to drift into deviant and criminal behaviour.
5	Murray (1990) - The Underclass & Primary Socialisation	Some young people are inadequately socialised and have learned criminal behaviour as a norm or value. Murray argues this is because they have grown up in a single-parent household with no male role model, and are part of an underclass that live off benefits.

Week 6: Social control

1	Social control	Much of our behaviour is socially controlled by people and institutions in society.
2	Formal social control	Based on written rules and laws.
3	Agencies of formal social control	Houses of Parliament; the police force; Judiciary;the prison service
4	Informal social control	Based on unwritten rules and processes such as approval and disapproval
5	Agencies of informal social control	Family members; peers; teachers; work colleagues
6	Social order	For people to live and work together, a certain amount of order and predictability is needed.
7	White collar crime	Crimes committed by people in relatively high-status positions. E.g. tax evasion, fraud, misuse of expense account

Week 7: Media and Crime

1	Moral panic	An instance of public anxiety or alarm created by the media through its presentation of a story.
2	Scapegoat	A person who is blamed for the wrongdoings, mistakes, or faults of others.
3	News value	The importance given to a particular event by the media
4	Deviancy amplification	The exaggeration of a particular social issues because of the media
5	Are the media biased in their presentation of crime?	When individuals do not have direct knowledge or experience of what is happening, they rely on the media to inform them.The media set the agenda in terms of what is considered to be important.
6	Does the media create crime?	Media content can have a negative impact on the behaviour of young people, particularly children.It is suggested that some people may imitate violence and immoral or antisocial behaviour seen in the media.

Week 1: Functionalist Views on social class		
1	Social stratification	Strata' means layers. So social stratification means the different layers in society (E.G. Social classes).
2	Social stratification based on social class	The UK class system is based on 'achieved status'; a person's class is linked to social mobility, moving up or down the social ladder.
3	Other forms of social stratification	UK feudal system of serfs, knights, lords was based on 'ascribed status' of being born into that 'estate'; Indian caste system is also based on 'ascribed status'; being reborn into a higher caste
4	Davis and Moore - Role Allocation	All roles (jobs) in society must be filled, including the lower roles. The 'functionally important roles' should be filled by the most able e.g. clever people. Education 'sifts' people into their correct role. This means costly education & training and so deserves a higher salary. All societies must therefore treat people differently and accept it as fair.
5	Criticisms	<ol style="list-style-type: none"> 1. Marxists: Argue society is not meritocratic 2. Pay can be linked to power, not how 'functionally important' their role is.
6	Social mobility	Routes to social mobility: education, marriage, windfalls (lottery), or changes in occupation. Barriers to social mobility: discrimination and lack of skills/education.
Week 2: Class divisions		
1	Measuring class Problems:	Registrar General's classification -1998. Doesn't include wealth, only jobs. No category for unemployed/retired.
2	Measuring class Why it's better	The National Statistics Socio- economic Classification (NS-SEC) Covers unemployed and students; It covers status & levels of authority.
3	Karl Marx	Ownership of the 'means of production' decides class divisions in society, and status arises from these.
4	Karl Marx Key points	The bourgeoisie are 'owners of the means of production.' Proletariat are forced to sell their labour to survive; this leads to feeling alienated. Bourgeoisie uses ruling-class ideology (ideas) to distort reality about inequalities. Leads to false class consciousness; w.class don't realise they're being exploited.
5	Criticisms of Marx	Where is the revolution he describes? A large middle class does show social mobility.
6	Max Weber	A person's status may differ from their class e.g. nurse high status, low pay.
7	Max Weber Key points	Class comes down to which people hire labour and which people sold their labour.
8	Weber- 4 distinct classes	Property owners; Professionals petty; Bourgeoisie e.g. shop keepers; Working class. Each class reflected different market situations (life chances). However, non-economic factors e.g. status and power are also important in determining life chances.
Week 3: Life Chances		
1	Life chances	Chances of achieving things throughout someone's life e.g. healthy life Marxists: they're not distributed equally.

2	Gender Feminists:	Feminists: inequalities exist in socialisation, wealth, political power & gender pay gap. Persistence of inequalities due to: triple shift & child care provision; However, crisis of male masculinity?
3	Ethnicity	Inequalities exists in political power, racism, prejudice, BAME unemployment; Persistence of inequalities: discrimination in jobs, underclass, capitalism (Marxism)
4	Age	How we see age is socially constructed – it changes depending on history & culture; Inequalities exist in ageism, employment, youth subcultures, education (NEET's)
5	Other factors	Sexuality – homophobia; Disability – stereotyping disabilities; Beliefs – prejudice and hate crime
6	Initiatives	Equality Act 2010 based on previous policy
7	Fiona Devine	Revisited Goldthorpe's affluent worker study in Luton. No embourgeoisement. Found workers were not purely instrumental in their motives for geographical mobility. Geographical mobility did not necessarily lead to separation from family and family-centred lifestyles. There was plenty of evidence of solidarity, not individualism.

Week 4: Poverty

1	Wealth	Houses, land, art. Or savings and shares passed down through generations. Top 10% own 45% of UK wealth.
2	Income	The money households receive e.g wages, pensions or benefits. Redistribution of income is done by tax.
3	What is poverty	Absolute poverty: do not have shelter, food etc. to survive. Relative poverty: can't afford to meet general standard of living; poor compared to others.
4	How to measure poverty	Official UK government measure is 60% of the median (middle point of income).
5	Peter Townsend 1979	Townsend's Deprivation Index examined 12 items that measured relative deprivation & found 23% in poverty. Groups at risk using the index: unskilled elderly and children in unskilled one-parent families. Compared to 6.1% of the population that are poor enough to claim benefits.
6	Criticism of Townsend	Criteria used is inadequate e.g. not eating meat regularly. Vegetarians?
7	Explaining increases in poverty	An increase in unemployment.; An increase in the pay gap between low-skilled and high-skilled workers; Reductions in income tax, which benefit the more well off; Cost of living crisis.
8	Life cycle of poverty	Official statistics only give a snap-shop of a household but people might move in and out of poverty at different times

Week 5: Poverty as a social issue

1	Individual explanation of poverty	The culture of poverty: Being socialised into a subculture of poverty with values of fatalism & present-time orientation. Cycle of deprivation: Material and culture deprivation passed down through generations & children unable to break free.
2	Criticism	Blames the individual themselves; Ignores structural issues e.g.

		recession
3	Structural explanation of poverty	Functionalism: inequalities are needed to enforce competition. Marxism: poverty comes from inequalities of capitalism. 'Fear of poverty' is used. Feminism: Lone mothers & older women living alone are at most risk. Pay gap and care responsibilities. 'shock absorbers'.
4	New Right Charles Murray	Although structural, it focuses on the individuals' behaviour e.g. an underclass. He used official statistics to measure underclass e.g. rising crime rates, illegitimate births & labour drop-outs. He determined welfare created a 'culture of dependency'.
5	Criticisms	Blames and stigmatises victims.; Marxists: should focus on the rich 'overclass'.
6	Impact of globalisation on poverty	In 2008 a world financial crisis led to a recession in the UK. Resulted in job losses, unemployment, rising fuel and food costs. Globalisation has led to global inequality.
7	How have governments tried to help	Means tested benefits those most in need. This can lead to a 'poverty trap' where a wage rise might make people lose benefits. Universal benefits don't stigmatise people. National minimum wage.
Week 6: Power		
1	Max Weber 1947	Power is based on either: Coercion; use of force; Authority; when we willingly obey.
2	Weber's 3 types of authority	Traditional authority: based on customs. Rational legal authority: Based on people accepting the rules or laws e.g. operates within a bureaucracy (an organisation with a clear set of rules). Charismatic authority: Obeying a leader that inspires us e.g. Nelson Mandela.
3	Marxism	Bourgeoisie holds political power.
4	Feminism	Patriarchy leads to female oppression within society
5	Sylvia Walby 1990	Gender inequalities and women's subordination. Six patriarchal structures that oppress & exploit women: 1. Paid employment 2. The household 3. Culture 4. Sexuality 5. Male violence against women 6. The state Patriarchy is reducing but also changing from a private (home) to public form.
6	Contrasting views on the role of state	Pluralism: no single group dominates – power is shared and state regulates this. Conflict approach: Marxists see one powerful group in charge of the state.
7	Contrasting views on the role of pressure groups	Pluralists: pressure groups/trade unions are essential to democracy; providing opportunities to participate in politics. Conflict: big businesses have too much influence & dominate policy making.

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	A Non-selective and no fees school, 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 than 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 and 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 1980s 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 and 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 and 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 a way to cope with their underachievement at school and poor future work prospects.

Week 4: 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 and 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 5: 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 'brain washes' 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 6: 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
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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 the 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.
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.

Spanish

AUTUMN Half-term 1		
Theme 3 Communication and the world around us / Topic 1 Travel and tourism		
Week 1: Los transportes		
1	Prefiero ir	I prefer to go
2	Me gustaría viajar	I would like to travel
3	a pie / en avión / en barco	by foot / by plane / by boat
4	porque es más	because it is more
5	práctico / rápido / cómodo	practical / fast / comfortable
6	ya que es mejor	since it is better
7	para la salud	for your health
8	para el medio ambiente	for the environment
Week 2: Las actividades		
1	Durante las vacaciones	during the holidays
2	Cuando estamos de vacaciones	When we are on holiday
3	descanso	I rest
4	compro recuerdos	I buy souvenirs
5	voy de paseo en bici	I go for a bike ride
6	visito todos los sitios de interés	I visit all the sites of interest
7	me encanta estar al aire libre	I love being outdoors
8	hago fotos	I take photos
Week 3: Las vacaciones fueron un desastre		
1	Lo pasé bien/mal porque	I had a good/bad time because
2	hizo buen / mal tiempo	it was good/bad weather
3	El hotel era muy limpio / sucio	the hotel was clean/dirty
4	perdí mi equipaje/mi maleta	I lost my luggage/suitcase
5	mi cámara / móvil / mochila / dinero	My camera / phone / rucksack / money
6	(no) había un/a restaurante/piscina	There was (wasn't) a restaurant / swimming pool
7	la habitación (no) tenía vistas al mar	The room had (did not have) sea views
8	me quemé al sol	I got sunburn
Week 4: Las recomendaciones		
1	Tienes que / hay que	you must
2	Vale la pena	It's worth
3	Debes ir a	you have to go to
4	visitar / ver	visit / see
5	el castillo / el puente / el museo	the castle / bridge / museum
6	la catedral / la plaza	the cathedral / square
7	recomiendo una excursión	I recommend a trip
8	a las tiendas / a los jardines	to the shops / to the gardens
Week 4: Tipos de vacaciones		
1	Prefiero las vacaciones	I prefer holidays
2	en el campo / en la playa / en las montañas	in the countryside/ on the beach / in the mountains

3	dado que me encanta	given that I love
4	hacer actividades culturales	to do cultural activities
5	hacer actividades al aire libre	to do outdoor activities
6	viajar al extranjero	to travel abroad
7	visitar parques temáticos	to visit theme parks
8	hacer esquí	to ski

Week 5: Ser/ir in the preterit

1	yo fui	I went / I was
2	tu fuiste	you went / you were
3	él/ella fue	he/she went / was
4	fue	it was
5	nosotros fuimos	We went
6	vosotros fuisteis	you went (plural)
7	ellos/ellas fueron	they went
8	¿Adónde fuiste de vacaciones?	Where did you go on holidays?

Week 6: Otro vocabulario

1	gafas de sol	sunglasses
2	un billete	a ticket
3	una entrada	a ticket
4	una excursión	a trip
5	el camping	campsite
6	la dirección	address
7	el viaje	journey
8	el mapa	map/plan

AUTUMN Half-term 2		
Theme 3 Communication and the world around us / Topic 2 Media & technology		
Week 1: Lo bueno y lo malo de las redes sociales = the good and the bad of social media		
1	Lo bueno es que	the good thing is that
2	es gratis	it is free
3	es muy práctico	it is very practical
4	puedo mantenerme en contacto con mis amigos	I can keep in touch with my friends
5	puedo ver videos y mandar mensajes	I can watch videos and send messages
6	Lo malo es que	The bad thing is that
7	hay mucho acoso en línea	there is a lot of online bullying
8	algunas personas son adictas	some people are addicted
Week 2: Los cambios en la tecnología = changes in technology		
1	Antes	before
2	los móviles eran demasiado grandes	mobile phones were too big
3	los videojuegos eran sencillos	videogames were simple
4	los portátiles eran pesados	laptops were heavy
5	pero ahora los nuevos son	but now the new ones are
6	avanzados	advanced
7	realistas	realistic
8	ligeros	light
Week 3: La tecnología en casa = technology at home		
1	es muy viejo/a	it 's very old
2	la pantalla está rota	the screen is broken
3	no funciona bien	it doesn't work well
4	pesa demasiado	it's too heavy
5	es muy útil	it's very useful

6	Tiene muchas apps	it has lots of apps
7	es muy práctico/a	it's very practical
8	el diseño es guay	the design is cool
Week 4: ¿Cómo usas tu móvil? = How do you use your phone?		
1	Mi móvil me permite	my phone allows me to
2	sacar fotos increíbles	take incredible photos
3	escuchar música	listen to music
4	jugar juegos en línea	play online games
5	bajar y ver películas	download and watch films
6	enviar correos electrónicos	send emails
7	Esta app te da información sobre	this app gives you information about
8	Esta app te ayuda a	this app helps you to
Week 5: verbos clave = key verbs		
1	diseñar	to design
2	enviar	to send
3	navegar	to navigate/surf
4	permitir	to allow
5	recargar	to recharge
6	responder	to respond
7	afectar	to affect
8	causar	to cause
Week 6: verbos clave = key verbs		
1	comunicar	to communicate
2	encontrar	to find
3	ofrecer	to offer
4	oír	to hear
5	saber	to know
6	apagar	to switch off
7	compartir	to share
8	usar	to use

SPRING Half-term 3		
Theme 3 Communication and the world around us/Topic 3 the environment and where people live		
Week 1: Mi casa = My house		
1	Lo mejor de mi casa es	The best thing about my house is
2	el gran jardín	the big garden
3	mi dormitorio	my bedroom
4	la cocina moderna	the modern kitchen
5	donde puedo	where I can
6	relajarme	relax
7	cocinar	cook
8	ver video cuando estoy en la cama	watch videos in bed
Week 2: Mi pueblo y mi ciudad = my town and my city		
1	En mi pueblo hay	In my town there is
2	una biblioteca cerca de las tiendas	a library close to the shops
3	un museo para los turistas	a museum for tourists
4	un cine donde puedo ver películas	a cinema where I can watch films
5	Sin embargo no hay	However there isn't
6	(una) piscina para nadar	a pool to swim
7	(un) castillo	a castle
8	Ya no hay mercado	There is no longer a market

Week 3: Lo bueno y lo malo de mi región = The good and the bad of my area		
1	Me gusta mucho vivir aquí porque	I like living here because
2	hay mucho que hacer	there's lots to do
3	hay una playa muy hermosa	there's a very beautiful beach
4	hay un buen sistema de transporte público	there is a good transport network
5	tiene muchos edificios históricos	it has many historical buildings
6	Lo que no me gusta es que	What I don't like is that
7	hay demasiado turistas	there are too many tourists
8	En el pasado no había tanto que hacer	In the past there wasn't as much to do
Week 4: El medio ambiente en mi región = the environment in my area		
1	(no) hay mucha contaminación	there is (isn't) a lot of pollution
2	(no) hay mucho ruido del tráfico	there is (isn't) a lot of traffic noise
3	(no) hay muchos espacios verdes	there is (isn't) lots of green spaces
4	el río / el aire	the river / the air
5	(no) está contaminado	is (isn't) polluted
6	Los parques / las calles	parks / streets
7	(no) están limpios/as	are(not) clean
8	(no) están llenos de basura	are (not) full of rubbish
Week 5: Proteger el medio ambiente = protecting the environment		
1	Para proteger el medio ambiente	(in order) to protect the environment
2	(no) me gusta /(no) me gustaba /(no) voy a	I (don't) like to/ I (didn't) use to like to/ I'm going to
3	recoger basura	pick up rubbish
4	apagar la luz	switch off the light
5	reciclar	recycle
6	ahorrar energía	save energy
7	plantar árboles	plant trees
8	tirar basura al suelo	throw rubbish on the floor
Week 6: Proteger el planeta = protecting the planet		
1	Para proteger el planeta se puede	(in order) to protect the planet we can
2	comprar coches eléctricos	buy electric cars
3	usar el transporte público en vez del coche	use public transport instead of cars
4	reducir el consumo de carne	reduce the consumption of meat
5	hacer más campañas en las escuelas	do more campaigns in schools
6	reducir el humo de las factorías	reduce factories' fumes
7	reducir la ganadería	reduce cattle farming
8	proteger los árboles	protect trees

**SPRING Half-term 4
Revisions**

Week 1: key verbs in the present tense		
1	Soy	I am
2	Es	he/she/it is
3	Estoy	I am (location/temporary)
4	Está	he/she/it is (location/temporary)
5	Tengo	I have
6	Hago	I do
7	Juego	I play
8	voy	I go
Week 2: Key verbs in the past tense		

1	Fui	I went
2	Fue	he/she went / It was
3	era	I/it was
4	decidí	I decided
5	Tenía	I had/used to have
6	hacía	I used to do / it was (+weather)
7	había	There was
8	Lo pasé genial	I had a great time
Week 3: Key verbs in future		
1	Voy a / vamos a...	I'm going to / we're going to
2	hacer	to do
3	tener	to have
4	jugar	to play
5	Me gustaría	I would like
6	ir	to go
7	Será	it will be
8	Tengo la intención de	I intend to
Week 4: Verbs and expressions followed by infinitives		
1	Quiero / Quería	I want / I wanted
2	Necesito / necesitaba	I need / I needed
3	(No) me gusta / me encanta / odio/ prefiero	I (don't) like/ I love / I hate / I prefer
4	Puedo / podía	I can / I could
5	Suelo / solía	I tend to/ I tended to (I usually)
6	Espero	I hope
7	Tengo que / Tenía que	I have to / I had to
8	después de / antes de / al	after - ing/ before - ing / on - ing
Week 5: Key Connectives		
1	pero	but
2	sin embargo	however
3	también	also
4	además	furthermore
5	cuando	when
6	donde	where
7	porque/ya que/dado que	because / since / given that
8	aunque	although
Week 6:Key opinions		
1	¡Qué lastima!	What a shame!
2	¡Qué suerte!	How lucky!
3	Pienso que	I think that
4	Creo que	I believe that
5	en mi opinión	in my opinion
6	Para mi	for me
7	A mi modo de ver	according to me
8	No creo que sea	I don't think that it is

Topic Lists

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Subject: Art	Year group: Year 11
AUTUMN All coursework contributes to 60% of the final grade	
Component 1: Portfolio People & Portraits Part 2 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. 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. <ul style="list-style-type: none"> ● Merged Artist Responses ● Further planning and development for final outcome ● Final planning and development for final outcome ● Create final response / outcome for project 	
SPRING The exam contributes to 40% of the final grade	
Component 2: AQA Exam (Externally Set Assignment) In this exam project, students use the skills they have learned to create personal and original artwork based on a chosen theme. They will research artists and ideas, experiment with different materials and techniques, and develop observational drawing and photography skills. Throughout the project, students will reflect on their work, receive feedback, and refine their ideas to produce a final piece that shows their creativity and understanding. The final artwork is created during a 10 hour exam, where students work independently to complete their piece. <ul style="list-style-type: none"> ● Mindmap, Moodboard & Statement of Intent ● Critical and contextual studies artist 1 ● 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 ● Merged Artist Responses ● Further planning and development for final outcome ● Final planning and development for final outcome ● Create final response / outcome for project 	
SUMMER	
Component 1: Portfolio	

Subject: Business Studies GCSE

Year group: 11

AUTUMN

Topic 2.1 Growing the business

- 2.1.1 Business growth - Methods of business growth and their impact
- 2.1.1 Business growth - The types of business ownership for growing businesses
- 2.1.1 Business growth - Sources of finance for growing and established businesses
- 2.1.2 Changes in business aims and objectives - Why business aims and objectives change as businesses evolve

Topic 2.2 Making marketing decisions

- 2.2.1 Product - The design mix
- 2.2.1 Product - The product life cycle
- 2.2.1 Product - The importance to a business of differentiating a product/ service
- 2.2.2 Price - Pricing strategies
- 2.2.2 Price - Influences on pricing strategies
- 2.2.3 Promotion - Appropriate promotion strategies
- 2.2.3 Promotion - The use of technology in promotion
- 2.2.4 Place - Methods of distribution

SPRING

Topic 2.3 Making operational decisions

- 2.3.1 Business operations - The purpose of business operations
- 2.3.1 Business operations - Production processes
- 2.3.1 Business operations - Impacts of technology on production
- 2.3.2 Working with suppliers - Managing stock
- 2.3.2 Working with suppliers - The role of procurement
- 2.3.3 Managing quality - The concept of quality and its importance
- 2.3.4 The sales process - The sales process
- 2.3.4 The sales process - The importance to businesses of providing good customer service

Topic 2.4 Making financial decisions

- 2.4.1 Business calculations - The concept and calculation of gross profit
- 2.4.1 Business calculations - The concept and calculation of net profit
- 2.4.1 Business calculations - Calculation and interpretation of gross profit margin
- 2.4.1 Business calculations - Calculation and interpretation of net profit margin
- 2.4.1 Business calculations - Calculation and interpretation of average rate of return
- 2.4.2 Understanding business performance - The use and interpretation of quantitative business data
- 2.4.2 Understanding business performance - The use and limitations of financial information

SUMMER

Topic 2.5 Making human resource decisions

- 2.5.1 Organisational structures - Different organisational structures and when each are appropriate
- 2.5.1 Organisational structures - The importance of effective communication

- 2.5.1 Organisational structures - Different ways of working
- 2.5.2 Effective recruitment - Different job roles and responsibilities
- 2.5.2 Effective recruitment - How businesses recruit people
- 2.5.3 Effective training and development - How businesses train and develop employees
- 2.5.3 Effective training and development - Why businesses train and develop employees
- 2.5.4 Motivation - The importance of motivation in the workplace:

Subject: BTEC Enterprise	Year group: 11
AUTUMN	
Targeting and segmenting the market 4Ps of marketing Factors influencing the choice of marketing methods Trust reputation and loyalty	
SPRING	
Financial documents Payment methods Revenue and costs Financial documents Financial statements Profitability and liquidity	
SUMMER	
Budgeting Cash flow Improving cash flow Break even point and break even analysis Sources of finance	

Subject: Computer Science	Year group: 11
AUTUMN	
1.5.1 Operating systems 1.5.2 Utility software 1.6.1 Ethical, legal, cultural and environmental impact 2.3.1 Defensive design 2.3.2 Testing 2.5.1 Languages 2.5.2 The Integrated Development Environment (IDE) NEA: Programming Project (due day before Easter) Revision	
SPRING	

1.6.1 Ethical, legal, cultural and environmental impact

Revision:

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

1.2.1 Primary storage (memory)

1.2.2 Secondary storage

SUMMER

Revise ALL topics

Subject: DANCE

Year group: 11

AUTUMN

1. Set Phrases - Breathe and Flux
2. Choreography question introduction
3. GCSE Dance - Final Choreography
4. Revisit Anthology works

SPRING

1. Practical exam preparation
2. Programme notes
3. Revisit Anthology works
4. Final practical exam
5. Reflection -Section B preparation

SUMMER

1. REVISION
2. PAST PAPERS

Subject: Design and Technology	Year group: 11
Autumn	
<ol style="list-style-type: none"> 1. NEA 2. Exam revision Revisit materials Woods Metals, Plastics, paper and board 3. NEA controlled assessment <ol style="list-style-type: none"> 1. Section A - Review and improvement 2. Section B - Review and improvement 3. Section C - Review and improvement 4. Section D - Development of ideas This is a substantial part of the NEA and includes the following <ul style="list-style-type: none"> ● Scratch modelling and client review ● Design refinement ● Further investigations ● Experimentation ● CAD based work ● Exploded views, orthographics ● Manufacturing specification ● Flow chart 	
Spring	
<ol style="list-style-type: none"> 1. Exam revision 2. Section E - Making As well as making a high quality outcome, students must produce a full making diary to include <ul style="list-style-type: none"> ● Health and safety ● Tools and processes ● Problems arising and how they have been resolved ● Testing 	
Summer	
<ol style="list-style-type: none"> 1. Revision 2. Review and completion of all NEA work - Final hand in 	

Subject: DANCE	Year group: 11
AUTUMN	
<ol style="list-style-type: none"> 1. Set Phrases - Breathe and Flux 2. Choreography question introduction 3. GCSE Dance - Final Choreography 4. Revisit Anthology works 	
SPRING	
<ol style="list-style-type: none"> 1. Practical exam preparation 2. Programme notes 3. Revisit Anthology works 4. Final practical exam 5. Reflection -Section B preparation 	
SUMMER	
<ol style="list-style-type: none"> 1. REVISION 2. PAST PAPERS 	

Subject: English	Year group: 11
AUTUMN	
<p>1. An Inspector Calls & Mock Revision Students will study J.B. Priestley’s An Inspector Calls with a focus on the writer’s craft and the play’s continued relevance as a critique of class, responsibility, and social inequality.</p> <p>2. An Inspector Calls & English Language Paper 1 Revision This unit will enable students to refine their analytical skills, focusing on Priestley’s use of dramatic techniques, characterisation, and structure to convey his moral and social messages.</p>	
SPRING	
<p>Language and Literature Revision In the final phase of the Key Stage 4 English curriculum, focused time is dedicated to the structured revision and consolidation of the key knowledge, skills, and texts required for success in both the English Language and English Literature GCSEs. This period allows students to revisit core content—such as the thematic and contextual understanding of set texts including Macbeth, A Christmas Carol, An Inspector Calls, and the Power and Conflict poetry anthology—while refining their analytical writing and comparative skills. In English Language, students will engage in targeted practice of reading and responding to unseen texts, developing their ability to evaluate writers’ methods and construct thoughtful, well-evidenced interpretations. They will also enhance their transactional and creative writing skills, focusing on clarity, structure, and style.</p>	
SUMMER	
<p>Language and Literature Revision In the final phase of the Key Stage 4 English curriculum, focused time is dedicated to the structured revision and consolidation of the key knowledge, skills, and texts required for success in both the English Language and English Literature GCSEs. The overarching aim is to ensure that students are not only secure in their subject knowledge but also confident, resilient, and capable of applying their skills with precision and independence across a range of texts and tasks.</p>	

Subject: Food preparation and nutrition	Year group: 11
AUTUMN	
<p>1. Food skills recap- Understanding complex skills 2. Food science recap- functional and chemical properties.</p> <p>September- November NEA 1- Food science investigation. 10 hours assesment time.</p> <p>Section A- Research Section B- Practical investigations Section C- Evaluations</p> <p>Checklist and review time for NEA 1.</p> <p>November- March NEA 2- Food preparation Task. 20 hours assessment time</p> <p>Section A- Research Section B- Technical dishes. 4 lessons of practical exams split over a 4 week period. Section C- Planning for the final menu Section D- Making the final dishes- 3 hour practical exam. Section E- Evaluations.</p>	
SPRING	
<p>Section B- Technical dishes. 4 lessons of practical exams split over a 4 week period. Section C- Planning for the final menu Section D- Making the final dishes- 3 hour practical exam. Section E- Evaluations.</p> <p>Final practical exams around Feb. Then final work is handed in at the end of March. Some time to review NEA 1 and 2 before Easter.</p>	
SUMMER	
<p>Revision for exams.</p> <p>Time to recap previous topics done in year 10 and focus on questions included in previous years. Revision tasks and booklets given.</p>	

Subject: FRENCH	Year group: 11
AUTUMN	
<p>Communication and the world around us</p> <p>HT1 Travel and tourism</p> <ol style="list-style-type: none"> 1. Describing a past holiday 2. Discussing future gap year 3. PPE speaking revisions <p>HT2 Media and technology</p> <ol style="list-style-type: none"> 1. Use of different media 2. The Internet 3. Online activities 4. Dangers and protections 	
SPRING	
<p>Communication and the world around us</p> <p>HT3 The environment and where people live</p> <ol style="list-style-type: none"> 1. Looking after the environment 2. My home 3. My town 4. Where I used to live 5. Where I would like to live <p>HT4 Revisions</p> <ol style="list-style-type: none"> 1. Time phrases 2. Verbs 3. Frequency words 4. Quantities 5. Complex structures 	

Subject: Geography	Year group: 11
AUTUMN	
<p>Q1) Urban Issues and Challenges</p> <ul style="list-style-type: none"> • What is urbanisation, which areas of the world are experiencing urbanisation and what factors lead to urbanisation? • Case study- Rio de Janeiro- a NEE: Location and importance regionally, nationally and globally; causes of urban growth; challenges and opportunities in Rio de Janeiro and the favelas and improving the lives of people in favelas • UK Case study- Bristol- a HIC: Location and importance regionally, nationally and globally; social and economic challenges and opportunities in Bristol; Environmental challenges and urban greening; the impact of urban sprawl and urban regeneration in Bristol • Urban Sustainability: sustainable traffic management exploring Freiburg, Singapore and Beijing. Freiburg- A sustainable city. <p>Q2) Changing Economic World</p> <ul style="list-style-type: none"> • What is development and how is it measured? How useful are measures of development and what are the limitations? • What is the Demographic Transition Model and how does this link to development? How do population structures change alongside the Demographic Transition Model? • What are the causes and consequences of uneven development and how does this affect wealth and health and migration? • Reducing the development gap • Case study- Tourism in Jamaica as a way to reduce the development gap • Case study- Nigeria- A NEE: location, importance and background context; links to the wider world; changing industrial structure; the impact of TNCs; impacts of international aid; managing environmental issues; quality of life in Nigeria 	
Spring	
<p>Q2) Changing Economic World</p> <ul style="list-style-type: none"> • Case study- The UK economy: The changing UK economy exploring deindustrialisation, globalisation and government policies; a post industrial economy; UK science and business parks; environmental impacts of industry; changing rural landscapes (areas of population growth and decline); changing transport infrastructure; the north-south divide; the UK in the wider world <p>Resource Management</p> <p>Q3) The global distribution of resources (food, water and energy); provision of food in the UK, provision of water in the UK; provision of energy in the UK</p> <p>Q6) Energy Management: global energy supply and demand; impacts of energy insecurity; strategies to increase energy supply; gas- a non-renewable resource; sustainable energy use; The Chambamontera micro hydro power scheme</p>	
Summer	
Revision for final exams	

Subject: Graphic Communication	Year group: 11
AUTUMN - Sustained Investigation (60% of the final grade)	
<p>AQA Exam (Sustained Investigation)</p> <p>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.</p> <p>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> <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"> ● Merged Artist Responses ● Further planning and development for final outcome ● Final planning and development for final outcome ● Create final response / outcome for project 	
SPRING - Externally Set Assignment (40% of Final Grade)	
<p>AQA Exam (Externally Set Assignment)</p> <p>In this externally set assignment project, students use the skills they have learned to create personal and original artwork based on a chosen theme. They will research artists and ideas, experiment with different materials and techniques, and develop observational drawing and photography skills.</p> <p>Throughout the project, students will reflect on their work, receive feedback, and refine their ideas to produce a final piece that shows their creativity and understanding. The final design work is created during a 10 hour exam, where students work independently to complete their piece.</p> <ul style="list-style-type: none"> ● Mindmap, Moodboard & Statement of Intent ● Critical and contextual studies artist 1 ● 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 ● Merged Artist Responses ● Further planning and development for final outcome ● Final planning and development for final outcome ● Create final response / outcome for project 	
SUMMER -	
An opportunity to review and refine coursework	

Subject: Health & Social Care	Year group: 11
AUTUMN	
<ol style="list-style-type: none"> R032 - Principles of Care in Health & Social Care Settings [TA 3 - Effective Communication In Health & Social Care Settings] - Verbal Communication Skills - Adapting type/method to meet needs, clarity, empathy, Patience, Using appropriate vocabulary, Tone, Volume, Pace. Non-Verbal Communication - Eye contact, facial expressions, Gestures, Positioning, Positive body language, Sense of humour. Active Listening - Posture, Eye contact, nodding in agreement, Clarifying. Special Methods of Communication - Advocate, Braille, British Sign language, Interpreters, Makaton. The benefits & impacts of effective communication skills in Health & Social Care settings. R035 - Health Promotion Campaigns [Task 1B - Factors Influencing Health & Wellbeing/ Task 2 -] - Factors Influencing Health & Wellbeing - Lifestyle choices, Health, Education & socio-economic, Access to health services. Barriers to Leading a Healthy Lifestyle - Advertising/Media, Peer Pressure, Lack of Support, Cost. Benefits to following advice - Physical, Intellectual, Emotional, Social, Financial. 	
SPRING	
<ol style="list-style-type: none"> R032 - Principles of Care in Health & Social Care Settings [TA4 - Protecting Service Users & providers in Health & Social Care Settings] - <u>4.1 Safeguarding</u> - Vulnerable groups, Children, People with learning disabilities, people with mental health conditions, people with sensory impairments. Impacts For Service Users For a Lack of Safeguarding - Physical, Intellectual, Emotional, Social. Safeguarding Procedures in Health & Social Care Settings. - Safeguarding policies, Designated Safeguarding Leads (DSL's). Safeguarding Training. Disclosure & Barring Service (DBS) Checks. <u>4.3 Safety Procedures & Measures</u> - General Cleanliness, Personal Hygiene Methods, PPE. <u>4.4 - How Security Measures Protect Service Users and Staff</u> - Identifying staff, Monitoring of keys, Receiving and monitoring visitors, reporting concerns to line managers, external doors & restricting access, Window locks & restraints. R035 - Health Promotion Campaigns [Task 2 - Plan Your Health promotion Campaign] - Task 2 - Plan a Health Promotion Campaign, including - Aims of the campaign, timescales, resources needed, safety considerations, communication, methods used to engage the target audience, feedback. <u>Task 3 - Deliver Your Health Campaign</u>. <u>Task 4 - Evaluate Your Health Promotion Campaign</u> - Planning, Communication skills, Engaging individuals, make suggestions for improvement, feedback. 	
SUMMER	
<ol style="list-style-type: none"> R032 - Principles of Care in Health & Social Care Settings [TA4 - Protecting Service Users & providers in Health & Social Care Settings] - <u>4.2 - Infection Prevention</u> - General Cleanliness, Personal Hygiene Measures, Personal protective Equipment (PPE). Reasons to carry out infection prevention. How infection control measures protect health & wellbeing in different types of Health & Social Care settings. Revision for RO33 Exam. 	



Subject: History (Specification AQA 8145)	Year group: 11
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AUTUMN

1. Conflict and Tension in Asia 1950-1975

Part two: Escalation of conflict in Vietnam

- Johnson’s War: the Gulf of Tonkin; the US response to Vietcong tactics; the mass bombing campaign; demands for peace and growing student protests in the USA; My Lai and its public impact; Search and Destroy tactics and impact; the Tet Offensive and its consequences for the war.

Part three: The ending of conflict in Vietnam

- Nixon’s War: Vietnamisation; chemical warfare; bombing campaign of 1970–1972; relations with China; widening of the war into Laos and Cambodia.
- Opposition to war: Kent State University; the importance of the media and TV in influencing public opinion; the context of the Watergate affair.
- The end of the war: the Paris Peace talks; the role of Kissinger; the US withdrawal; fall of Saigon; the price of conflict; problems of Vietnam in 1975.

2. PPE Preparation - Paper 1

3. Norman England 1066-1100

- Part one: The Normans: conquest and control
- Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.
- Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.

SPRING

1. Norman England 1066-1100

Part one: The Normans: conquest and control

- Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William’s leadership and government; William II and his inheritance.

Part two: Life under the Normans

- Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, ‘murdrum’; inheritance; the Domesday Book.
- Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.

Part three: The Norman Church and monasticism

- The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church-state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.
- Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.

Part four: The Historic Environment

Students will be examined on a specific site in depth.

2. PPE Preparation - Paper 2

3. Revision

- Remaining Health and the People topics

- Germany 1890-1945
- Conflict and Tension in Asia

SUMMER

Revision

Subject: Maths

Year group: 11

AUTUMN

Percentages

- Express a number as a percentage
- Convert between fractions decimals and percentages
- Percentage change
- Successive percentage change/depreciation
- Simple and compound interest

Accuracy

- Use inequality notation to specify simple error intervals due to truncation or rounding
- Apply and interpret limits of accuracy
- Apply and interpret limits of accuracy, including upper and lower bounds

Powers and Roots

- Calculate with roots and with integer indices
- Estimate powers and roots of any given positive number
- Calculate with fractional indices

Standard Form

- Convert numbers to and from standard index form
- Calculate with standard index form

Probability

- Understand mutually exclusive events
- Understand dependent and independent events using tree diagrams
- Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams

Ratio

- Compare lengths, areas and volumes using ratio notation, making links to similarity, including trigonometry

Sequences

- 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

Algebraic Manipulation

- Know the difference between an equation and an identity
- Argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments

Formulae

- Translate simple situations or procedures into algebraic expressions or formulae

Simultaneous Equations

- 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

Equations

- Derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution

3D Shapes

- Identify properties of the faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres
- Construct and interpret plans and elevations of 3D shapes

Pythagoras' Theorem

- Calculating missing sides in right- angled triangles using Pythagoras' Theorem
- Pythagoras' Theorem in context

<p>Transformations</p> <ul style="list-style-type: none"> Describe translations as 2D vectors <p>Statistical Diagrams</p> <ul style="list-style-type: none"> Use and interpret scatter graphs of bivariate data Recognise and interpret correlation Interpolate and extrapolate trends <p>Algebraic Manipulation</p> <ul style="list-style-type: none"> Simplify and manipulate algebraic expressions (including those involving algebraic fractions) Argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs <p>Equations and Inequalities</p> <ul style="list-style-type: none"> Solve linear inequalities in two variables Solve quadratic inequalities in one variable Represent the solution set using set notation and on a graph <p>Sequences</p> <ul style="list-style-type: none"> Recognise and use sequences of a surd Deduce expressions to calculate the nth term of quadratic sequences 	<p>Trigonometry</p> <ul style="list-style-type: none"> 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>Congruence</p> <ul style="list-style-type: none"> Apply the concepts of congruence and similarity, including the relationships between lengths, areas and volumes in similar figures <p>Vectors</p> <ul style="list-style-type: none"> Use vectors to construct geometric arguments and proofs <p>Units of Measurement</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>Probability</p> <ul style="list-style-type: none"> Calculate and interpret conditional probabilities through representation and using expected frequencies with two-way tables, tree diagrams and Venn diagrams <p>Iteration</p> <ul style="list-style-type: none"> Find approximate solutions to equations numerically using iteration <p>Growth and Decay</p> <ul style="list-style-type: none"> Set up, solve and interpret the answers in growth and decay problems, including work with general iterative processes
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SPRING

<p>Quadratic Graphs</p> <ul style="list-style-type: none"> Recognise, sketch and interpret graphs of quadratic functions Identify and interpret roots, intercepts, and turning points of quadratic functions graphically and deduce roots algebraically Deduce roots algebraically and turning points by completing the square 	<p>REVISION</p>
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Cubic and Reciprocal Graphs

- 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 to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration

Trigonometry

- Know Trigonometric ratios and apply to find missing sides and angles in right-angled triangles

Arcs and Sectors

- Identify and use circle definitions
- Calculate arc length and sector areas

Units of Measurement

- 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

Exponential and Trigonometric Graphs

Graphs

- Use the form $y = mx + c$ to identify perpendicular lines
- Calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs), and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts (this does not include calculus)

Equations of Circles	
Transforming Graphs <ul style="list-style-type: none"> • Sketch translations and reflections of a given function 	
SUMMER	
Revision	

Subject: Media Studies	Year group: 11
AUTUMN	
<p>1.Component 2 (Understanding Media Forms and Products). Component 2 Crime Drama • Introduction to audio-visual analysis.</p> <p>2. Comp 2 section A introduction • Study of the set product 'Luther' (2010) Media language study of the set episode. Representation study of the set episode. Focus on characters, places, issues, genre.</p> <p>3.Crime drama industry issues and audience issues • Historical product The Sweeney (1975)– media language and representation study.</p>	
SPRING	
<p>1.Music video and online media analysis. • Analysis of Contemporary video 1 (Taylor Swift The Man 2019).</p> <p>3.Analysis of Contemporary video 2 (Justin Bieber Intentions 2020). Media Language and Representation. Analysis of older video (TLC Waterfalls 1995).</p>	
SUMMER	
<p>1.Complete study of Component 2 products. Comparison of historical video with contemporary video (media language and representation).</p> <p>2.Analysis of online media for Taylor Swift. • Industry and audience issues (TS).</p> <p>3.Analysis of online media for Justin Bieber. Industry and audience issues (TS & Bieber). Revise for the exams • Revise key topics for the exam • Exam technique and preparation.</p>	

Subject: iMedia	Year group: 11
AUTUMN	
<p>R093.1.1: Media Industry Sectors and Products</p> <p>R093.1.2: Job Roles in the Media Industry</p> <p>R093.2.1: How Style, Content and Layout Are Linked to Purpose</p> <p>R097.1.1 Types of interactive digital media, content and associated hardware</p> <p>R097.1.2 Features and conventions of interactive digital media</p> <p>R097.1.3 Resources required to create interactive digital media products</p> <p>R097.1.4 Pre-production and planning documentation and techniques for interactive digital media</p>	
SPRING	
<p>R097.2.1 Technical skills to create, edit and manage assets for use within interactive digital media products</p> <p>R097.2.2 Technical skills to create interactive digital media</p> <p>R097.2.3 Techniques to save and export/publish interactive digital media</p> <p>R097.3.1 Techniques to test/check and review interactive digital media</p>	

R097.3.2 Improvements and further developments R093.2.2: Client Requirements and How They Are Defined R093.2.3: Audience Demographics and Segmentation R093.2.4: Research Methods, Sources and Types of Data R093.2.5: Media Data Representation R093.3.1: Work Planning R093.3.2: Documents Used to Support Ideas Generation
SUMMER
Revision

Subject: GCSE Music	Year group: 11
AUTUMN	
<ol style="list-style-type: none"> 1. Completion of Free Composition (mastering/score writing) 2. Preparation for Set Brief Composition 3. Set works Analysis 4. Areas of Study (listening exam) in preparation for... 5. ...Mock exam 6. Set brief composing proper 	
SPRING	
<ol style="list-style-type: none"> 1. Set brief composition finalising (with score) 2. Solo performance final submission 3. Ensemble Performance final submission 4. Listening Exam practice 	
SUMMER	
Listening Exam preparation	

Subject: BTEC Tech Award in Sport	Year Group: 11
AUTUMN	
<p>Component 3 (Exam): Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>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:</p> <ul style="list-style-type: none"> • A1 - The Importance of Fitness for Successful Participation in Sport • A2 - Fitness Training Principles • A3 - Exercise Intensity and How It Can Be Determined • B1 - Importance of Fitness Testing and Requirements for Administration of Each Fitness Test • B2 - Fitness Test Methods for Components of Physical Fitness 	
SPRING	
<p>Component 3 (Exam): Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <ul style="list-style-type: none"> • C1 - Requirements for Fitness Training Methods • C2 - Fitness Training Methods for Physical Components of Fitness 	

- C3 - Fitness Training Methods for Skill-related Components of Fitness
- C4 - Additional Requirements for Each of the Fitness Training Methods
- C5 - Provision for Taking Part in Fitness Training Methods
- C6 - The Effects of Long-term Fitness Training on the Body Systems

SUMMER

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

- D1 - Personal Information to Aid Training Fitness Programme Design
- D2 - Fitness Programme Design
- D3 - Motivational Techniques for Fitness Programming

Subject: GCSE PE

Year Group: 11

AUTUMN

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:

- 2:2.1 Classification of Skills
- 2:2.3 Guidance and Feedback
- 2:2.4 Mental Preparation
- 2:4.1 Use of Data

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:

- 1:1.1 Skeletal and Muscular Systems
- 1:1.2 Cardiovascular and Respiratory Systems

SPRING

Component 1: Fitness and Body Systems (Exam)

- 2:3.1 Engagement Patterns
- 2:3.2 Commercialisation
- 2:3.3 Ethical and Socio-cultural issues

Component 2: Health and Performance (Exam)

- 1:2.1 Levers
- 1:2.2 Planes and Axes

SUMMER

Course finished - Revision and Review

Subject: Psychology	Year group: 11
AUTUMN	
<p>Psychological problems • An introduction to mental health. Theories/Explanations - Biological Explanation of Schizophrenia, Psychological Explanation of Schizophrenia, Schizophrenia Research Study- Daniel Weinberger. 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>	
SPRING	
<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), Eysenck’s Criminal Personality Theory, Criminal Personality Theory Research Study – Heaven (1996): Application The changing nature of punishment</p>	
SUMMER	
<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: 11
AUTUMN	
<p>Paper 1 - Christianity Practices Worship Prayer The Sacraments- baptism and Holy Communion Pilgrimage Festivals - Christmas /Easter The role of the church in the local community - street pastors/ food banks The place of mission and evangelism Church growth The importance of the worldwide church Christian persecution</p>	
SPRING	
<p>1.Paper 1 - Islam Practices (This will take the the term until just before Easter holidays) The 5 pillars, the 10 Obligatory Acts and the Shahadah</p>	

Salah: the daily prayers
 Sawm: fasting during Ramadan
 Zakah: Almsgiving
 Hajj: pilgrimage
 Jihad
 The festivals of Eid-ul-Fitr
2. Revision

SUMMER

Revision

Subject: Science

Year group: 11

AUTUMN

Biology

B5 Homeostasis and Response

- Homeostasis
- Nervous system
- Blood glucose and diabetes
- Reproductive hormones and contraception
- Kidney function (TRIPLE ONLY)

Chemistry

C4 Chemical Changes

- Electrolysis

C7 Organic Chemistry

- Crude oil and alkanes
- Fractional distillation
- Cracking
- Potable water (TRIPLE ONLY)
- Reducing use of resources (TRIPLE ONLY)

Physics

P5 Forces and Momentum

- Newton's Laws of motion
- Terminal velocity
- Stopping distances
- Momentum (HT ONLY)

P6 Waves (TRIPLE ONLY)

- Ultrasound waves
- Seismic waves
- Light waves

SPRING

Biology

B6 Inheritance, Variation and Evolution

- DNA
- Sexual and asexual reproduction
- Meiosis
- Inheritance
- Natural selection
- Genetic engineering
- Classification

Chemistry

C8 Chemical Analysis

- Formulations
- Chromatography

C9 Chemistry of the Atmosphere

- Greenhouse gases
- Climate change
- Potable water
- Reducing use of resources

C10 Using Resources

- Alloys
- Haber process
- Fertilisers

Physics

P7 Magnetism

- Magnetic fields and materials
- Electromagnetism
- Motor Effect (HT ONLY)
- Generator effect (TRIPLE ONLY)
- Transformers (TRIPLE ONLY)

SUMMER

Biology

Revision (all topics)

- B1 Cells

Chemistry

Revision (all topics)

- C1 Atomic structure and

Physics

Revision (all topics)

- P1 Energy

<ul style="list-style-type: none"> ● B2 Organisation ● B3 Infection and Response ● B4 Bioenergetics ● B5 Homeostasis and Response ● B6 Inheritance, Variation and Evolution ● B7 Ecology 	<ul style="list-style-type: none"> ● Periodic table ● C2 Bonding ● C3 Quantitative Chemistry ● C4 Chemical Changes ● C5 Energy Changes ● C6 Rates of Reaction ● C7 Organic Chemistry ● C8 Chemical Analysis ● C9 Chemistry of the Atmosphere ● C10 Using Resources 	<ul style="list-style-type: none"> ● P2 Electricity ● P3 Particle Model ● P4 Atoms and Radiation ● P5 Forces and Motion ● P6 Waves ● P7 Magnetism ● P8 Space (TRIPLE ONLY)
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Subject: Sociology	Year group: 11
AUTUMN	
<ol style="list-style-type: none"> 1. Social Stratification. This is a core topic that studies the life chances and social mobility of groups within society. Students study; Open and Closed Social systems, Factors that can affect life chances and the life chances linked to class, gender, ethnicity, age, sexuality and disability. Theoretical perspectives on Stratification such as Functionalism, Marxism, Weberianism, Feminism and Postmodernism. Evidence and examples of discrimination linked to Gender, Age and Ethnicity and Disability 2. Crime - Students study trends of crime and sociological views on crime. This includes: Definitions of crime & deviance, social construction of crime, social control, Functionalist views on crime, gender & crime (Feminism), social class & crime (Marxism), Interactionist views on crime, Measuring crime. 3. 	
SPRING	
<ol style="list-style-type: none"> 1. Social Stratification - Social Inclusion and social exclusion. The concepts of absolute, relative deprivation and marginalisation. Groups at risk of poverty, the poverty trap and Sociological explanations of poverty and Globalisation and Poverty 2. Crime - Media & Crime, Ethnicity & crime, subcultural theories on crime, Age & crime, police & punishment, Victimology, Recap on Theoretical views on crime 	
SUMMER	
<ol style="list-style-type: none"> 1. Revision for Social Processes Unit, Revision for Education Unit, Revision for Stratification Unit 2. Revision for Families unit, Revision for Research Methods Unit, Revision for Crime Unit 	

Subject: Spanish	Year group: 10
AUTUMN	
<p>Communication and the world around us:</p> <p>HT1: Travel and tourism</p> <ol style="list-style-type: none"> 1. Transport 2. Activities 3. Opinions 4. Recommendations 5. Types of holidays <p>HT2: Media and technology</p> <ol style="list-style-type: none"> 1. The positive and negatives of social media 2. Changes in technology 3. Use of mobile phones and apps 4. Key verbs 	
SPRING	
<p>Communication and the world around us:</p> <p>HT3: The environment and where people live</p> <ol style="list-style-type: none"> 1. My house 2. My town/city 3. Local environment 4. Global environment issues <p>GCSE revisions:</p> <p>HT4: Revisions</p> <ol style="list-style-type: none"> 1. Time phrases 2. Verbs 3. Frequency words 4. Quantities 5. Complex structures 	

Subject: GCSE Textiles	Year group: 11
AUTUMN - Sustained Investigation (60% of the final grade)	
<p>AQA Exam (Sustained Investigation)</p> <p>In this 20-week project for GCSE AQA Textiles, 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.</p> <ul style="list-style-type: none"> ● Merged Artist Responses ● Further planning and development for final outcome 	

- Final planning and development for final outcome
- Create final response / outcome for project

SPRING - Externally Set Assignment (40% of Final Grade)

AQA Exam (Externally Set Assignment)

In this externally set assignment project, students use the skills they have learned to create personal and original artwork based on a chosen theme. The final design work is created during a 10 hour exam, where students work independently to complete their piece.

SUMMER

An opportunity to review and refine coursework prior to submission