KS4 Knowledge Organiser

Subject: Business

Mrs Bennett *Raising Standards Leader for KS4*	*bailc197@sflt.org.uk*
Mr Wells *Head of Year 11*	*wellj253@sflt.org.uk*
Mr Provins *Head of Business*	provp001@sflt.org.uk

Knowledge Organiser instructions:

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Homework Schedule for the Term

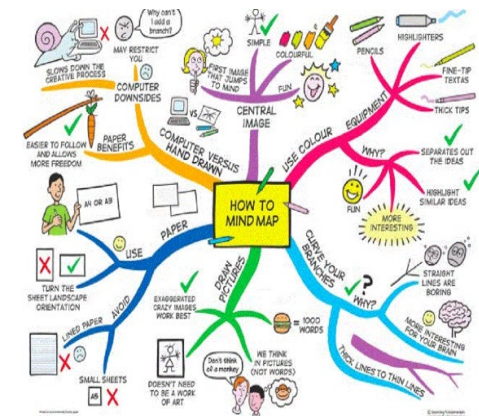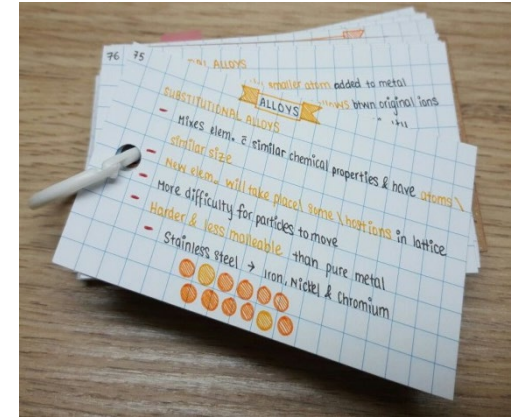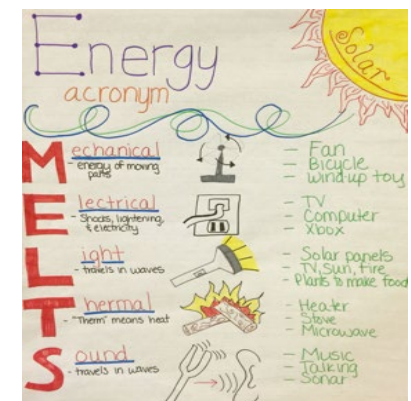| Week	Subject and section	Revision technique
2 (B)	English, Maths and Science: Topic 1	Create a mind map for the information in Topic 1
3 (A)	Options: Topic 1	Create a mind map for the information in Topic 1
4 (B)	English, Maths and Science: Topic 2	Create a poster using the information in Topic 2
5 (A)	Options: Topic 2	Create a poster using the information in Topic 2
6 (B)	English, Maths and Science: Topic 3	Create a mind map for the information in Topic 3
7 (A)	Options: Topic 3	Create a mind map for the information in Topic 3

Optional Extra Tasks

If you would like to spend more time working independently to develop excellence in your subjects. Here is a suggested timetable for you to follow. If you have forgotten your usernames and passwords for these apps, speak to your form tutor and they will be able to support you.

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Tuesday	Spend 30 minutes on Pixl Maths completing a revision quiz on a topic you are finding challenging.
Wednesday	Spend 30 minutes on GCSE Pod revising one of your option subjects e.g. History/Geography
Thursday	Spend 30 minutes on Tassomai
Friday	Create a glossary of 10 new terms that you need to know from your Knowledge Organiser.

Revision techniques and strategies

1. Turn your huge amount of revision notes into small and easy to handle
2. Put a question on the front of your flash cards and write the answer on the reverse – then ask someone to quiz you
3. Mind map – what is the topic and what are the key points you need to remember? You could use different colours for different ideas/characters
4. A question a day – complete an exam question, under timed conditions, each day
5. Record yourself reading your notes and listen back to yourself
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7. Use of post-it notes – place post-it notes in key places so you are constantly reading key information
8. Make lists of important facts and figures
9. Draw diagrams to help you visually remember your notes

10. 'Look, cover, say, write, check' – use this method to make sure that   you are remembering key information
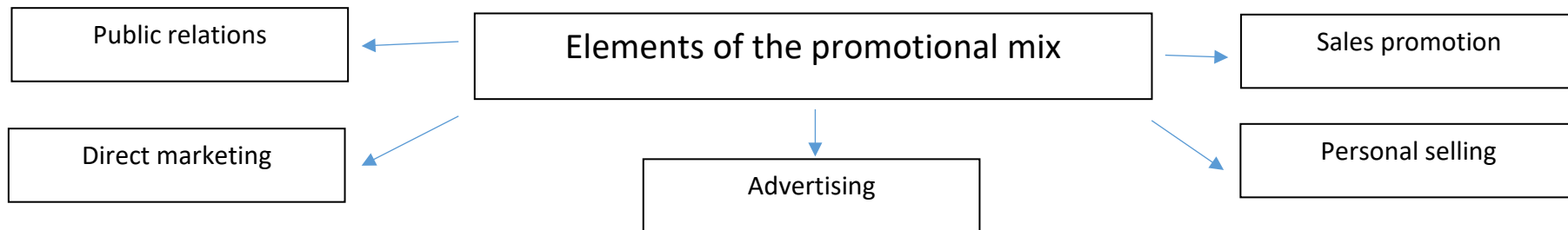
Topic: Promotional mix

| Public relations | | Elements of the promotional mix | | Sales promotion |

Public relations

Direct marketing

Elements of the promotional mix
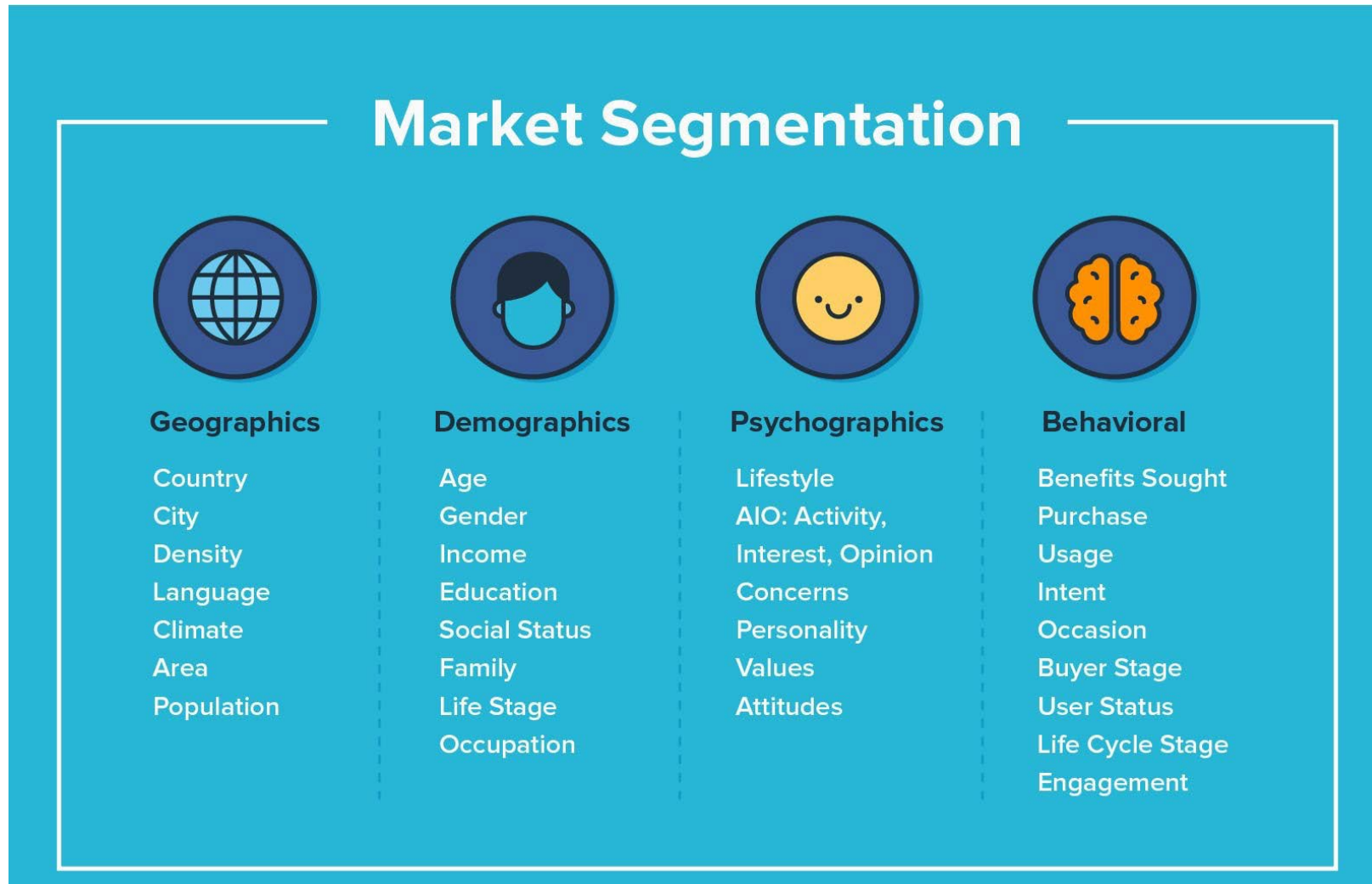
Advertising

Sales promotion

Personal selling

Methods of Advertising
- Moving images – television, cinema, video streaming sites
- Print – newspaper, magazines
- Ambient – public spaces such as bus sides
- Digital – websites, sent via text or email
- Audio – radio, music streaming

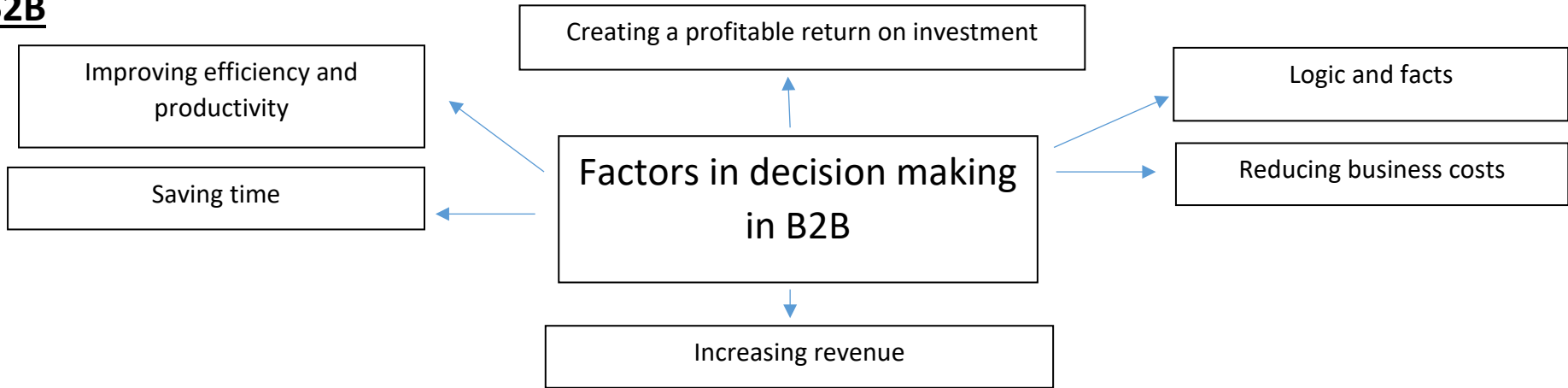What are the advantages and disadvantages of each?

Market segmentation is the way the market can be divided into different sections or market segments. Each segment is made up of customers who have similar characteristics and needs.

Market Segmentation

Geographics	Demographics	Psychographics	Behavioral
Country	Age	Lifestyle	Benefits Sought
City	Gender	AIO: Activity,	Purchase
Density	Income	Interest, Opinion	Usage
Language	Education	Concerns	Intent
Climate	Social Status	Personality	Occasion
Area	Family	Values	Buyer Stage
Population	Life Stage	Attitudes	User Status
	Occupation		Life Cycle Stage
			Engagement

Topic: B2B vs B2C

B2B

Creating a profitable return on investment

Improving efficiency and productivity

Logic and facts

Factors in decision making in B2B

Saving time

Reducing business costs

Increasing revenue

B2C

Brand identity (what the brand means to the consumer)

An emotional response

Factors in decision making in B2C

Features and benefits of a product

Features and benefits of a product

Topic: Factors influencing the choice of promotion

Size of market	Appropriateness for product/service
Large enterprises - Likely to use all of the strategies - May employ specially trained workers for each strategy - May employ public relations specialists - Small enterprises - Narrow range of promotional methods - Unlikely to employ specialists - Promotions may be linked to skills of employees - To minimise costs, may not run all the time	Not all promotional methods work well with every product/service.
Budgetary constraints	**Target market**
The enterprise's budget will typically depend on its size. New businesses will often budget more to get their name and product out to the customers.	Promotion that targets every person is not practical, so it should be targeted at the market it wishes to sell to. Not all methods will reach all people.

Vocabulary	Wider Research	Apply
Promotion Advertising Media Medium Promotional mix Sales promotions Personal selling Public relations Image Press release Sponsorship Direct marketing Telemarketing B2B B2C Push strategies Pull strategies Market segmentation Demographic segmentation Geographic segmentation Psychographic segmentation Behavioural segmentation Target market	Market segmentation https://www.youtube.com/watch?v=uQQZCvtR3WA Promotional mix https://www.youtube.com/watch?v=ZxgsJ3t1nq0	Choose 1 product and create a market segmentation map (use all the segmentation types) While moving around your area, make note of the different advertisements that you see. What method is being used? Choose your favourite product and create an A4 print advertisement for it Write as many slogans that you can remember from products/services. Take note of the direct marketing that comes to your house over the next 2 days. What are they advertising? Create a series of social media posts to advertise the latest football boot or computer game of your choice.

KS4 Knowledge Organiser

Subject: Year 11 Construction

Mrs Bennett Raising Standards Leader for KS4	bailc197@sflt.org.uk
Mr Wells Head of Year 11	wellj253@sflt.org.uk
Mrs Burgiss Head of Department	Khatk095@sflt.org.uk

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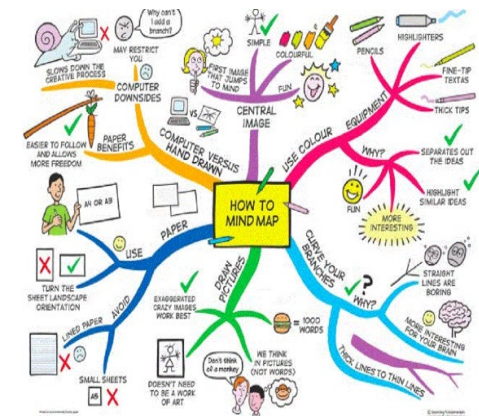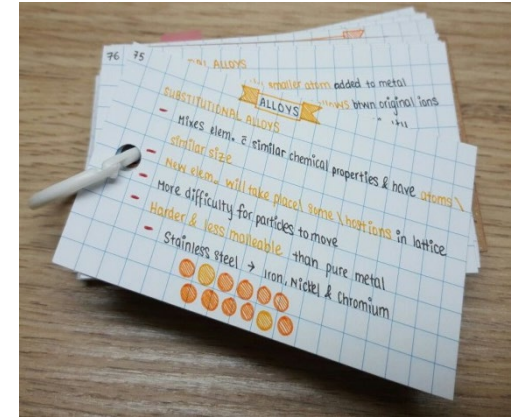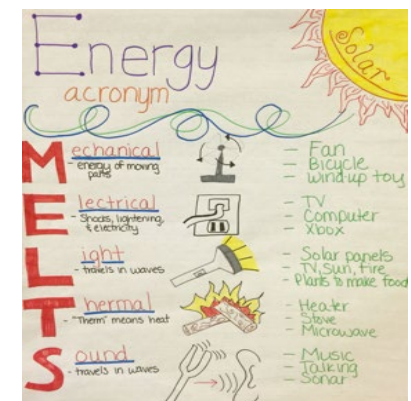| Week	Subject and section	Revision technique
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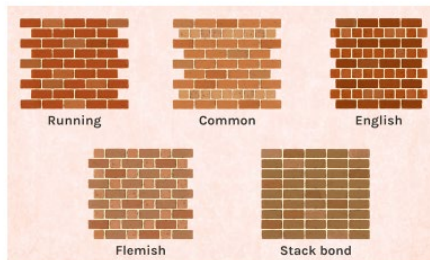
WJEC Construction and the Built Environment

Topic: Bricklayer

Bricklayer: a person whose job it is to build walls and structures with **bricks**

Walls can be built in different patterns called BONDS

Running   Common   English

Flemish   Stack bond

They also build with blocks

Bricklayer: a person whose job it is to build walls and structures with **bricks**

Running   Common   English

Flemish   Stack bond
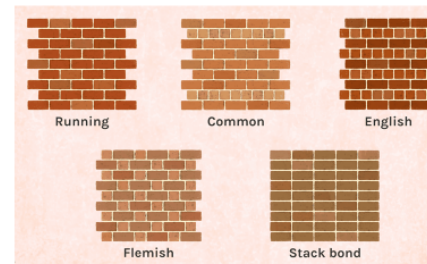
- works from plans and specifications to measure out work areas
- lays rows of bricks or blocks
- mixes mortar by hand or with a mechanical mixer
- shapes and trims bricks or blocks using hammers, chisels and power tools
- constructs structures by spreading layers of mortar and placing bricks or blocks
- checks vertical and horizontal alignment using a spirit level, laser level or plumb line constructs brickwork using traditional bonding patterns such as Stretcher, Old English and Flemish bond.

Topic: Stonemason

Stonemason: a person who cuts, prepares and builds with **stone**

Stonemasons mostly work on HERITAGE buildings and repair the DECORATIVE work

Tools are mainly hammers and chisels of different sizes

- dresses blocks of stone (dressing is the process of cutting rough stone obtained from quarrying to the required size, shape and surface finish)

- carves stonework (stone carving is an activity where pieces of rough, natural stone are shaped by the controlled removal of stone)

- repairs and cleans existing traditional stone mouldings and other features

- lays traditional stonework, including dry-stone walling. A dry-stone wall is built without mortar and its strength depends on the skill of the stonemason in carefully selecting natural stones that interlock with one another.

Topic: Plasterer

Plasterer: a person whose job it is to apply **plaster** to internal walls and ceilings

Mixture of sand, cement and water. Forms smooth hard surface when dry

They also dryline walls (put up plaster board)

- prepares surfaces and levels off uneven areas
- mixes plaster to the right consistency by hand or with an electric mixer
- applies wet finishes and protective coverings such as pebbledash or render on external walls
- applies wet finishes to walls and ceilings (this is known as solid plastering)
- creates ornamental features such as ceiling roses, cornices and architraves (this is known as fibrous plastering)
- fixes internal plasterboard or wallboard on stud partitions (a type of work known as dry lining)
- replicates traditional ornamental plasterwork using plaster, moulds and casts.

Topic: Carpenter and Joiner

Joiner: a person who builds the wooden components of a building such as stairs, doors, window and door frames

Joiner may make the doors but...

... carpenters assemble them onsite
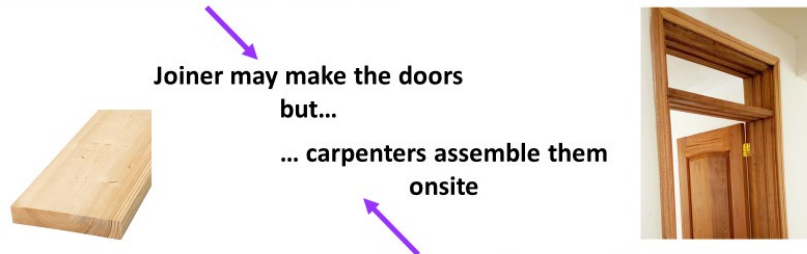
Carpenter: a person who makes and repairs wooden objects/ structures

Joiner: a person who builds the wooden components of a building such as stairs, doors, window and door frames

Joiner:
• measures and marks out wood from technical plans
• cuts wood by hand or with a machine
• joins pieces of wood to create a variety of structures including staircases, windows, doors and roof trusses.
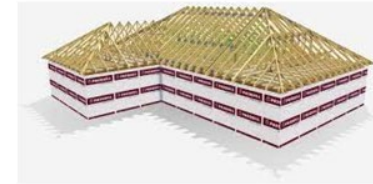
Carpenter: a person who makes and repairs wooden objects/ structures

A carpenter:

• installs floor joists, floorboards, roof trusses and wall partitions
• fits interior woodwork such as staircases, doors, skirting boards, window frames, cupboards and kitchens
• replicates traditional ornamental mouldings
• builds wooden supports or shuttering to hold setting concrete in place
• Fits interior woodwork in shops, bars, restaurants, offices and public buildings.

Electrician: a person who installs and maintains electrical equipment

First Fix Electrics: Building is watertight but plastering not complete

Second Fix electrics: after plastering is complete. Connecting the cables to components

They MUST follow safety regulations

Electrician: a person who installs and maintains electrical equipment

- installs, inspects and tests electrical services and equipment
- follows relevant safety regulations
- checks electrical systems to make sure they are working safely
- builds and installs control panels that operate electrical systems in buildings
- installs street lighting and traffic management systems
- fits electrical wiring, sockets and switches to new-build homes
- rewires homes and commercial premises during refurbishment.

Plumber: a person who fits and repairs pipe, linked to water supply, waste or heating systems

First Fix Plumbing: Laying all the pipework in the foundations

Second Fix Plumbing: Connect all appliances to pipe work

Water, waste and heating all follow strict safety guidelines

Plumber: a person who fits and repairs pipe, linked to water supply, waste or heating systems

- follows relevant safety regulations (e.g. Gas Safe) installs cold water, hot water, sanitation (toilets), boilers and central heating systems cuts, shapes and joins pipes and fittings
- finds and fixes faults
- services gas and oil-fired central heating systems and radiators
- installs and repairs domestic appliances such as showers and washing machines
- responds to emergency callouts, such as boiler breakdown or blocked drains
- fits weatherproof materials, joints and traditional lead flashings to roofs, chimneys and walls.

Topic: Painter and Decorator

Painter & Decorator: **a person who decorates with paint and wallpaper to improve appearance**

Different types of paint:
Egg Shell,
Gloss,
Matte,

Also be used to add a protective layer against damp/ mould

- prepares and applies paint, wallpaper and other
- finishes to interior surfaces
- prepares and applies paint and other finishes to
- exterior surfaces
- follows relevant safety regulations
- strips off old wallpaper or layers of paint
- fills holes and cracks and makes sure that surfaces are level
- covers surfaces with primer and undercoat applies coats of paint and hangs wallpaper
- adds special finishes such as stains, varnishes or marbling.

Topic: Floor layer and Tiler

Floor layer: **a person who installs different floor surfaces made from carpet, hardwood, vinyl or tiles**

They often fit kitchen and bathroom wall tiles
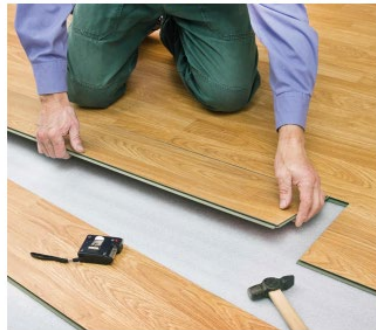
Works on internal floors

Floor layer:
• a person who installs different floor surfaces made from carpet, hardwood, vinyl or tiles
 prepares and applies levelling compounds
•lays carpets and laminates and applies vinyl floor finishes to internal floors.

A tiler:
• prepares surfaces by levelling off with plaster, sand or cement
•cuts tiles to the required size and shape using hand cutters or bench-mounted tools
• fixes and grouts tiles in place

Vocabulary	Wider Research	Apply
Trades **Bricklayer** **Stonemason** **Plasterer** **Carpenter** **Joiner** **Electrician** **Plumber** **Painter and decorator** **Tiler**	Roles and responsibilities in construction https://cadvantage-knowledge.co.uk/product/news-articles/articles/construction-project-team-roles-and-responsibilities/	1. Look up the job roles in the and create a visual mind map of each job explaining their responsibilities. 2. Give an example of the type of traditional work carried out by two trades when maintaining historic buildings. 3. Explain in detail of the type of work carried out by a **bricklayer** in the work carried out for a new build compared to the renovation of an existing building. 4. Explain in detail of the type of work carried out by a **Stonemason** in the work carried out for a new build compared to the renovation of an existing building. 5. Explain in detail of the type of work carried out by a **plasterer** in the work carried out for a new build compared to the renovation of an existing building. 6. Explain in detail of the type of work carried out by a **carpenter** in the work carried out for a new build compared to the renovation of an existing building. 7. Explain in detail of the type of work carried out by a **joiner** in the work carried out for a new build compared to the renovation of an existing building. 8. Explain in detail of the type of work carried out by an **electrician** in the work carried out for a new build compared to the renovation of an existing building. 9. Explain in detail of the type of work carried out by a **plumber** in the work carried out for a new build compared to the renovation of an existing building. 10. Explain in detail of the type of work carried out by a **painter and decorator** in the work carried out for a new build compared to the renovation of an existing building. 11. Explain in detail of the type of work carried out by a **tiler** in the work carried out for a new build compared to the renovation of an existing building.

KS4 Knowledge Organiser Computer Science

Mrs Bennett Raising Standards Leader for KS4	*bailc197@sflt.org.uk*
Mr Wells Head of Year 11	*wellj253@sflt.org.uk*
Mr Provins Head of Computing	provp001@sflt.org.uk

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The CPU

The CPU is very important — it's the main component of a computer, so here are two whole pages about it.

The **CPU** is the **Central Processing Unit**

1) The CPU is the brain of the computer system.
2) It processes all of the data and instructions that make the system work.
3) The processing power of a CPU depends on different characteristics, like its clock speed, number of cores and cache size — there's lots about this on p.7.
4) The CPU architecture describes the main components of the CPU, how they interact with each other, and with other parts of the computer system. Von Neumann and Harvard are the two main types of architecture. You will need to know about Von Neumann — see next page.

CPUs contain 1000s of gold pins — some of these transmit data, others supply power to the CPU.

Computer Science
Main Components of a CPU

The CPU has **Three Main Parts**

The Control Unit (CU)

- The control unit is in <u>overall control</u> of the CPU. Its main job is to manage the <u>fetching</u>, <u>decoding</u> and <u>execution</u> of <u>program instructions</u> by following the <u>fetch-decode-execute cycle</u>
- It controls the flow of data <u>inside</u> the CPU (to registers, ALU, cache — see below.) and <u>outside</u> the CPU (to main memory and input/output devices).

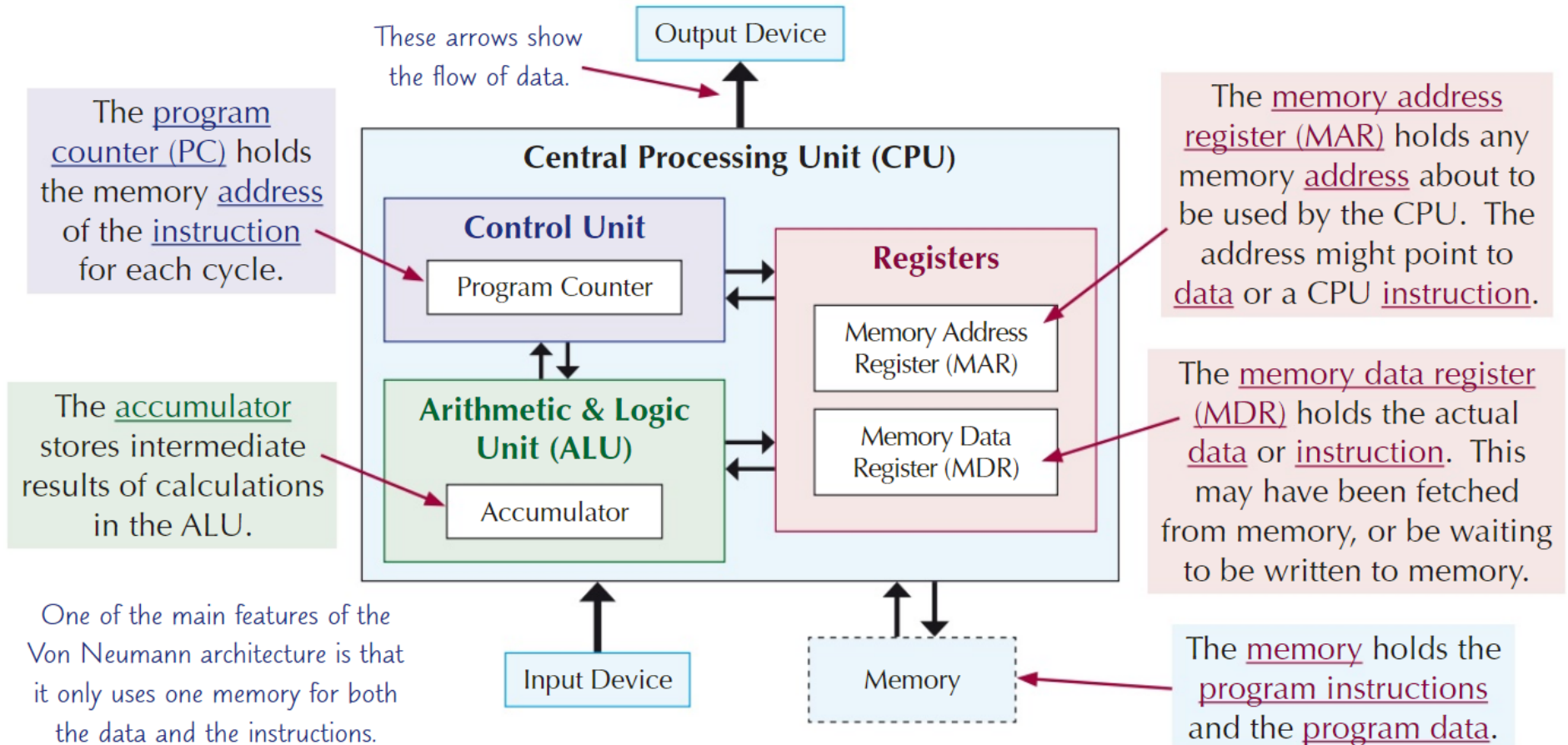### The Arithmetic Logic Unit (ALU)

- The ALU basically does all the <u>calculations</u>.
- It completes simple <u>addition</u> and <u>subtraction</u>, <u>compares</u> the size of numbers and can do <u>multiplications</u> and <u>divisions</u> using repeated addition and subtraction.
- It performs logic operations such as <u>AND</u>, <u>OR</u> and <u>NOT</u> and <u>binary shifts</u> — remember, computers process <u>binary data</u>.
- It contains the <u>accumulator</u> register — see next page.

The Cache

- The cache is <u>very fast</u> memory in the CPU. It's <u>slower</u> than the <u>registers</u> but <u>faster</u> than <u>RAM</u>
- It stores <u>regularly used data</u> so that the CPU can access it <u>quickly</u> the next time it's needed. When the CPU requests data, it checks the <u>cache</u> first to see if the data is there. If not, it will fetch it from <u>RAM</u>.
- Caches have a very <u>low capacity</u> and are <u>expensive</u> compared to RAM and secondary storage.
- There are different <u>levels</u> of cache memory — L1, L2 and L3. <u>L1</u> is <u>quickest</u> but has the <u>lowest capacity</u>. L2 is <u>slower</u> than L1 but can <u>hold more</u>. L3 is <u>slower</u> than L2 but can <u>hold more</u>.

Computer Science
Internal part of a CPU

These arrows show the flow of data.

Output Device

Central Processing Unit (CPU)

The program counter (PC) holds the memory address of the instruction for each cycle.

Control Unit

Program Counter

Registers

The memory address register (MAR) holds any memory address about to be used by the CPU. The address might point to data or a CPU instruction.

Memory Address Register (MAR)

The accumulator stores intermediate results of calculations in the ALU.

Arithmetic & Logic Unit (ALU)

Accumulator

Memory Data Register (MDR)

The memory data register (MDR) holds the actual data or instruction. This may have been fetched from memory, or be waiting to be written to memory.

One of the main features of the Von Neumann architecture is that it only uses one memory for both the data and the instructions.

Input Device

Memory

The memory holds the program instructions and the program data.

Computer Science
Fetch Decode Execute Cycle

Essentially, all a CPU does is carry out instructions, one after another, billions of times a second. The Fetch-Decode-Execute cycle describes how it does it.
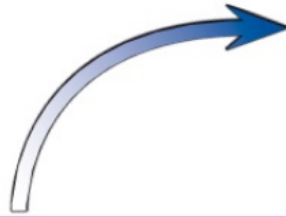
Fetch Instruction

1) Copy memory address from the program counter to the MAR.
2) Copy the instruction stored in the MAR address to the MDR.
3) Increment (increase) the program counter to point to the address of the next instruction, ready for the next cycle.

Decode Instruction

The instruction in the MDR is decoded by the CU. The CU may then prepare for the next step, e.g. by loading values into the MAR or MDR.

Execute Instruction

The instruction is performed. This could be: load data from memory, write data to memory, do a calculation or logic operation (using the ALU), change the address in the PC, or halt the program.

Apply

The control unit, arithmetic logic unit and cache memory are all parts of the CPU.

a) State **two** functions of the Control Unit.

1. ....

2. ....

[2 marks]

b) Describe the function of the Arithmetic Logic Unit (ALU).

....

....

[2 marks]

c) Explain how cache memory is used by the CPU.

....

....

....

[3 marks]

Wider research

KS4 Knowledge Organiser
Subject: Engineering WJEC
Term 1

| Mrs Allen Raising Standards Leader for KS4	sterm029@sflt.org.uk
Mr Wells Head of Year 11	wellj253@sflt.org.uk
Mr Akehurst Head of Department	akehr005@sflt.org.uk

How to use the Knowledge Organiser:

•Your teacher will direct you to what topics to revise for each week

•You will be expected to revise for at least 30 minutes each evening

•Ask someone to quiz you on the key information

•Remember to APPLY the information using the tasks included in each Knowledge Organiser

Also, please remember, you should spend 20 minutes on the following apps and websites:

•GCSE Pod
•PIXL Lit
•PIXL Maths App
•Tassomai
•BBC Bitesize
•Onmaths
•Corbett Maths
•English Instagram @greenacreenglish
•Quizlit

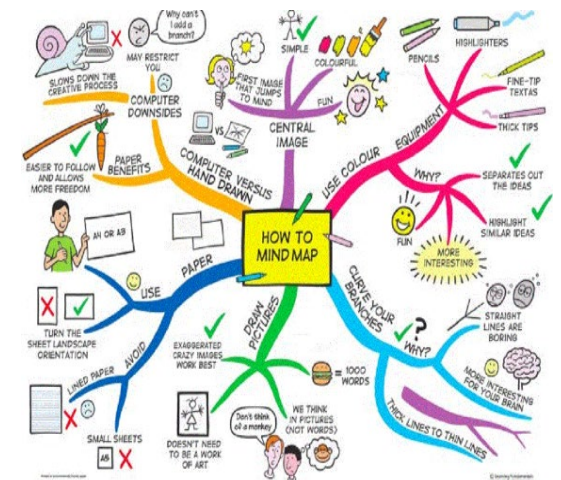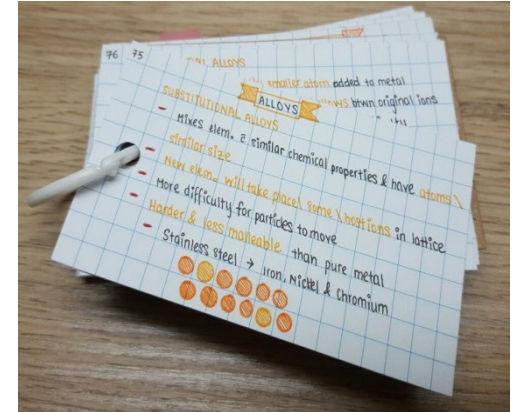If you would like support with any of the apps, please email ....
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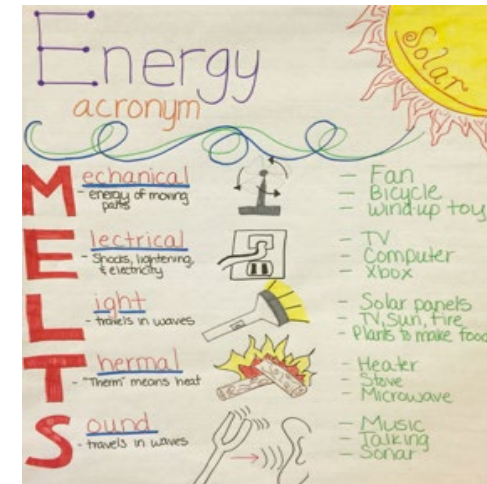
Revision techniques and strategies

Revision tips

•Make sure you get some sleep – cognition (acquiring and understanding information) and ability to recall learned facts is limited when you are sleep deprived.

•Eat a healthy, balanced diet - lots of fruit and veg, meats for protein, limit sugary fatty foods.

•Switch off social media/distractions - ignore your phone for a few hours! It will help you keep focused. Social networking, while it's fun, is a big distraction from your revision.

•Turn your huge amount of revision notes into small and easy to handle

•Put a question on the front of your flash cards and write the answer on the reverse – then ask someone to quiz you

•Mind map – what is the topic and what are the key points you need to remember? You could use different colours for different ideas/characters

•A question a day – complete an exam question, under timed conditions, each day

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•Give yourself a nice space to work in - have a nice, organised study space with lots of stationary to help you make quality notes/highlight.

•Make a plan - schedule dedicated study time into your daily schedule. Be organised with your time. Stick to your plan. Sacrifice some of your social time for study time. No pain, no gain!

•Start your revision early - start now, if you have not already done so, not days before your exam.

•Do small chunks of revision. Your brain is not capable of mass storing information in a short space of time. Digesting small chunks of information, over a longer period of time, means you are more likely to remember it

Click on the QR code below which will take you to the revision support page on our website:

What is a centre lathe used for?

A centre lathe is used to manufacture mainly cylindrical products/ objects. Lathe can be operated both manually (in the workshop) or using CNC in industry.

Fitting tools

The workpiece (material) on a lathe is held in place using a chuck. This uses 3 or 4 jaws to **self-centre** the workpiece as they come together.

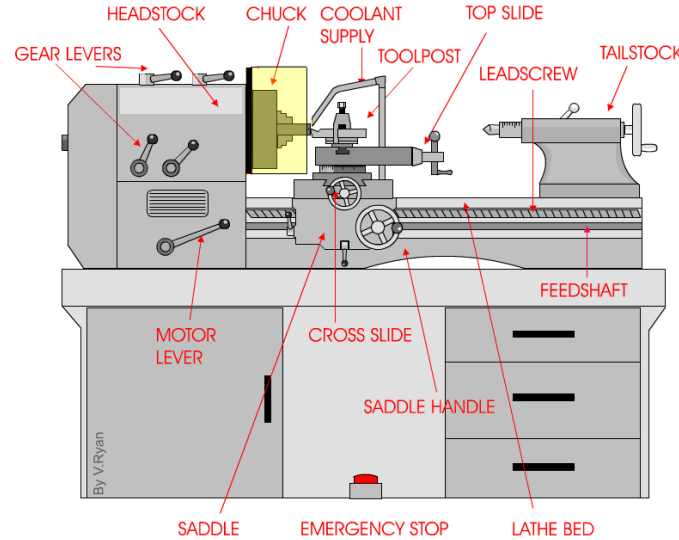A **chuck key** is used to tighten the jaws of the

Spring loaded chuck key
This has a spring so that it cannot be left in the chuck and cause injury to the user.

4-jaw centre lathe chuck

Useful websites:

Technology student: centre lathe
BBC bitesize
DT online: centre lathe

HEADSTOCK   CHUCK   COOLANT SUPPLY   TOP SLIDE

GEAR LEVERS   TOOLPOST   LEADSCREW   TAILSTOCK

FEEDSHAFT

MOTOR LEVER   CROSS SLIDE

SADDLE HANDLE

By V.Ryan

SADDLE   EMERGENCY STOP   LATHE BED

Safety precautions

- A **risk assessment** must be completed before using this machine.
- Safety goggles and apron must be worn.
- Long hair must be tied back
- Limited persons around the machine e.g. user plus instructor only.
- Workpiece must be securely closed in the chuck.
- Machine guard must be set to the correct position.
- Tools must be sharpened and set up correctly.
- Correct machine speed must be selected.

Common phrases:

Turning:
Reducing the diameter of a cylindrical object.
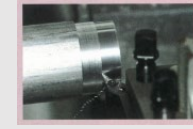
Facing off:
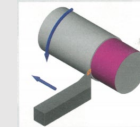Ensuring that the **end** of a cylindrical object is flat (perpendicular to its sides)

Parting off:
Cutting the workpiece to a specific length with a specific cutting tool (parting tool)

Taper turning:
Creating a **taper** down the length of the workpiece*(think cone-shaped)*

Knurling:
Creating a **textured surface** on your workpiece

Grooving/ face grooving:
Creating a **groove** on the **external diameter** or **face**

Boring:
Enlarging an existing hole in a workpiece using cutting tools or a 'boring bar'

What is a vertical milling machine used for?

This machine uses a rotating cutting tool to produce machined surfaces by progressively removing material from a work piece.

The machine vice is controlled using handles to allow it to accurately move along 3 axis.

More advance machine can be partly or fully automated.
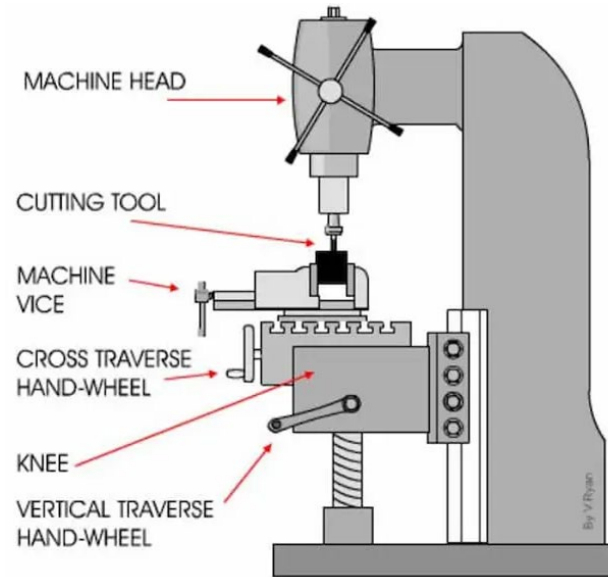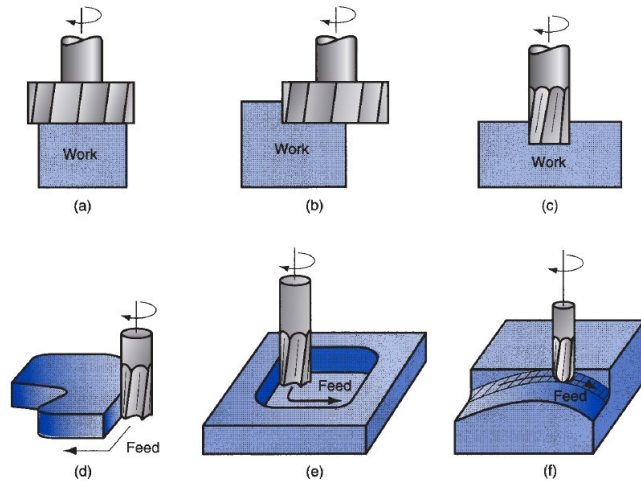
Different sizes and shapes cutting tools are used to remove material as needed. By controlling the X,Y & Z axis, the machine can be used to accurately cut out areas such as slots.

Useful websites:

Technology student: vertical miller

BBC bitesize

DT online: vertical milling machine

Safety precautions

- A **risk assessment** must be completed before using this machine.
- Safety goggles and apron must be worn.
- Long hair must be tied back
- Limited persons around the machine e.g. user plus instructor only.
- Workpiece must be securely closed in the chuck.
- Machine guard must be set to the correct position.
- Tools must be sharpened and set up correctly.
- Correct machine speed must be selected.

Common operations:

- **Plain milling/ surface milling:**
(this the the most common operation) this is performed to the flat, horizontal surface, parallel to the cutter.
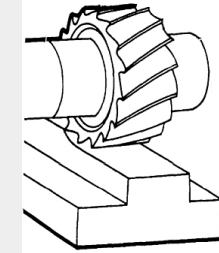
- **Face milling**
Removing material from the top face of the workpiece
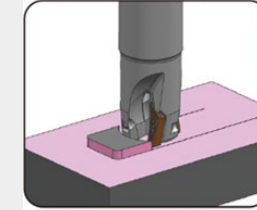
- **Side milling**
Removing material from the side of the workpiece

- **Shoulder milling**
Removing material from the side of a workpiece

- **Boring/ hole expansion drilling**
Enlarging an existing drilled hole

- **Tapping**
adding a screw thread to a pre-drilled hole

Face Milling

Side Milling

Shoulder Milling

Hole Expansion Drilling

EXAMPLES OF BITS USED WITH DRILLING MACHINES

BELT GUARD

BELT

STEPPED PULLEY FOR CHANGING SPEED

MOTOR SWITCH CONTROLS

DEPTH STOP

GUARD

CHUCK

DRILL BIT

DRIVING MOTOR

TABLE LOCK

TABLE ANGLE ADJUSTMENT

V.Ryan © 2022

FEED HANDLE
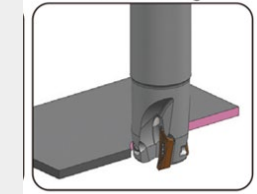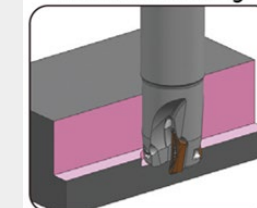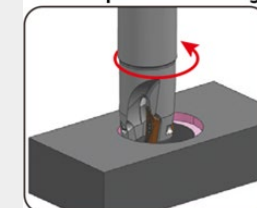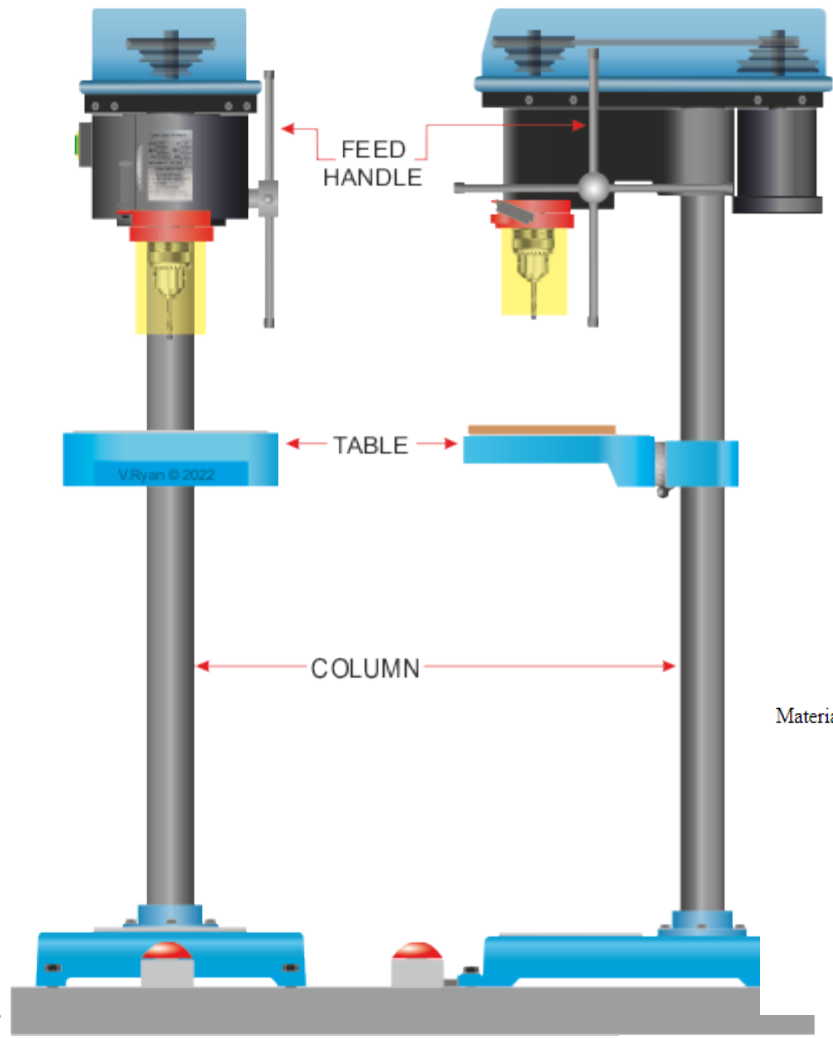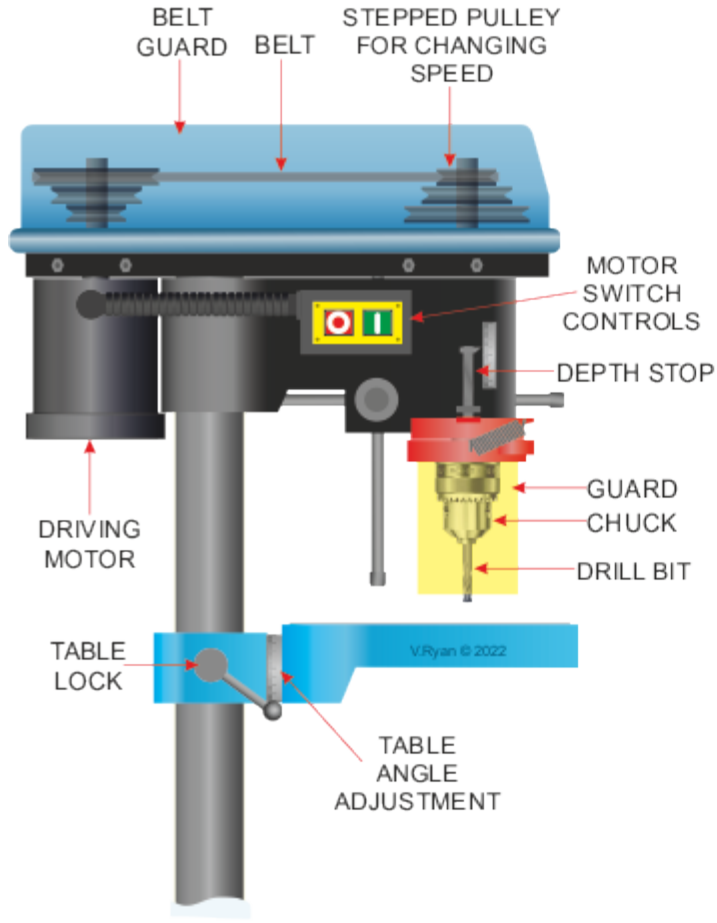
TABLE

V.Ryan © 2022

COLUMN

Twist Drill

Used for drilling holes. A normal drill set will include sizes from 1mm to 14mm.

Forstner Bit

Used for larger diameter holes. When using this bit the hole is drilled very slowly so that the bit does not 'jam' in the wood.

Hole Saw

For large diameters a 'hole saw' can be used. The advantage of this type of drill bit is that the blade can be changed to give different sizes of diameter

HOLDING MATERIAL SAFELY WHEN DRILLING

Material should never be held directly in the hand, when it is being drilled on a drilling machine. A selection of vices are shown below. These are ideal for securing the material.

HEAVY DUTY MACHINE VICE

MEDIUM DUTY MACHINE VICE

LIGHT DUTY MACHINE VICE

SLOTS FOR BOLTS
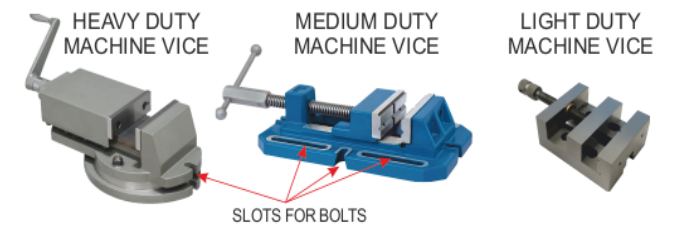
SETTING THE HEIGHT OF THE TABLE

The height of the table is set by adjusting the table handle (see below). When drilling, the table should be moved quite close the the drill bit, so that the distance from the drill bit to the material is small.

Some machine drills have a rack and pinion system that allows height adjustment. The rack and pinion table adjustment, allows the user to lower or higher the machine table with ease. Simply rotate the handle to move the machine table up or down. *Rotating the handle, rotates the worm gear. The worm gear meshes with the pinion gear, which rotates. The pinion gear meshes with the rack, moving the machine table either up or down.*
The machine table is then locked in position.

The guard should always be used. This is the first line of defence if the material being drilled breaks or shatters. Wearing

SAFETY

1. Always follow the instructions given by your teacher. (only use the machine if you have permission and have trained to use it).
2. Clamp the work down, do not hold the work in your hand.
3. Use the guard.
4. Wear safety clothing and footwear.
5. Tie back long hair or use a hair net.
6. Only one person at a time, to use the drilling machine.
7. Do not distract the person operating the drill

Vocabulary	Wider Research	Apply
Oxidation **Fabricate** **Extract** **Refine** **Corrosion** **Tarnish** **Galvanise**	https://technologystudent.com/joints/matprop1.htm https://technologystudent.com/designpro/matintro1.htm https://www.bbc.co.uk/bitesize/guides/zcxmfcw/revision/1 https://learning-center.homesciencetools.com/article/metals-101/ https://www.vedantu.com/chemistry/properties-of-metals-and-nonmetals https://www.morecambemetals.co.uk/different-metals-and-their-properties/	1. Your practical product is made from mild steel. Explain why it is a suitable material to make it from. Justify using Topic 1. 2. Pick 3 everyday items that are made using a milling machine and centre lathe. 3. Modern technology has made the modern road sign safer for road users. Describe two ways this has been achieved. 4. Classify these materials – Mild steel, Aluminium, Brass, Stainless Steel, Cast Iron and Duralumin. 5. Explain how to face off on a centre lathe. 6. Give 3 examples of metals that can be combined with another to form a common alloy. 7. What properties are relevant when describing a centre punch? 8. Define Low and high density. 9. What is oxidation and what group of metals does it affect? Explain. 10. How is tarnish different to corrosion? Justify fully.

KS4 Knowledge Organiser. Subject: French.

Raising Standards Leader for KS4: Mrs Bennett (bailc197@sflt.org.uk).

Head of Languages Department: Ms Lara (larae006@sflt.org.uk).

F.R.A.C.T.I.O.N. =

1. F → Frequency words / time expressions.
2. R → Reasons
3. A → Another pronoun/ person apart from "je"
4. C → Connectives
5. T → Tenses (at least 3)
6. I → Intensifiers/ qualifiers
7. O → Opinions
8. N → Negatives

Made and used by Mme Sangar

How to use the Knowledge Organiser:

- Your teacher will direct you to what topics to revise for each week. **This topic is usually the topic taught in class during that week.** Topics are taught in a chronological order from **sections 1 to 4** as stated in this document.
- **You are expected to revise the vocabulary and the key sentences for at least 30 minutes each evening.**
- Ask someone to quiz you on the key information
- Remember to APPLY the information using the tasks included in each Knowledge Organiser

Revision techniques and strategies

1. Turn your huge amount of revision notes into small and easy to handle
2. Put a question on the front of your flash cards and write the answer on the reverse – then ask someone to quiz you
3. Mind map – what is the topic and what are the key points you need to remember? You could use different colours for different ideas/characters
4. A question a day – complete an exam question, under timed conditions, each day
5. Record yourself reading your notes and listen back to yourself
6. BUG the question – write out exam questions, examine the key words and plan an answer
7. Use of post-it notes – place post-it notes in key places so you are constantly reading key information
8. Make lists of important facts and figures
9. Draw diagrams to help you visually remember your notes

10. 'Look, cover, say, write, check' – use this method to make sure that   you are remembering key information

Revision tips

- Make sure you get some sleep – cognition (acquiring and understanding information) and ability to recall learned facts is limited when you are sleep deprived.
- Eat a healthy, balanced diet - lots of fruit and veg, meats for protein, limit sugary fatty foods.
- Switch off social media/distractions - ignore your phone for a few hours! It will help you keep focused. Social networking, while it's fun, is a big distraction from your revision.
- Give yourself a nice space to work in - have a nice, organised study space with lots of stationary to help you make quality notes/highlight.
- Make a plan - schedule dedicated study time into your daily schedule. Be organised with your time. Stick to your plan. Sacrifice some of your social time for study time. No pain, no gain!
- Start your revision early - start now, if you have not already done so, not days before your exam.
- Do small chunks of revision. Your brain is not capable of mass storing information in a short space of time. Digesting small chunks of information, over a longer period of time, means you are more likely to remember it

Click on the QR code below which will take you to the revision support page on our website:

French. *Theme 2: Local, national, international and global areas of interest* (**les centres d'intérêt local, national, international et mondial)**

Unit 6: Social issues: charity and (un)healthy living **(les problèmes sociaux)**

Section 1

6.1G Les associations caritatives

à l'abri (m)	in a safe place
l'association caritative (f)	charity
combattre	to combat
contre	against
créer	to create
le don	donation
donner	to give
l'égalité (f)	equality
être fondé(e)	to be created
l'exclusion (f)	exclusion
la faim	hunger
faire du bénévolat	to do voluntary work
fonder	to found

les gens	people
l'inégalité (f)	inequality
l'injustice (f)	injustice
lutter	to fight, struggle
malade	ill
la maladie	illness, disease
le médecin	doctor
les médicaments (m)	medicine
la misère	misery / poverty
ne … personne	nobody
la nourriture	food
la pauvreté	poverty
protéger	to protect
la rue	street
le sang	blood
le SIDA	AIDS
le test de dépistage	screening test
tout le monde	everybody
vouloir	to want

La Croix Rouge Française est **une association caritative** qui veut **protéger** et **assister** les victimes de catastrophes naturelles et de guerres.	**The French Red Cross** is **a charity** that wants **to protect** and **assist** victims of natural disasters and wars.
L'association caritative "**les Restos du Coeur**" lutte principalement **contre la faim.**	The charity "**les Restos du Coeur**" fights mainly **against hunger.**
Les associations caritatives font **quelque chose** de nécessaire.	Charities do **something** that is necessary.
Romuald donne **son sang** chaque mois.	Romuald gives **his blood** every month.
Ma sœur **veut** donner ses vieux vêtements à une association caritive.	My sister **wants to give** her old **clothes** to a charity.

Section 2

6.1F Mon travail bénévole

accueillir	to welcome
alimentaire	dietary
apporter	to bring
assez	quite, enough
autour	around
avoir les moyens (m)	to be able to afford
comprendre	to understand

démuni(e)	in need
dur(e)	hard
l'eau potable (f)	drinking water
essayer de	to try

j'aimerais	I would like
je voudrais	I would like
à mi-temps	part-time
le monde	world
la nourriture	food
pauvre	poor
à plein-temps	full-time
propager	to spread
le repas	meal
soigner	to treat / to care for
travailler	to work
triste	sad
voyager	to travel

The conditional of *vouloir* and *aimer*

Vouloir and *aimer* are both used in the conditional to mean 'would like'.

→ *Aimer* is completely regular.

j'aimerais, tu aimerais, il / elle / on aimerait, nous aimerions, vous aimeriez, ils / elles aimeraient

→ *Vouloir is irregular but takes regular conditional endings.*

je voudrais, tu voudrais, il / elle / on voudrait, nous voudrions, vous voudriez, ils / elles voudraient

J'aimerais travailler **comme** bénévole pendant les vacances.	**I would like** to work **as** volunteer during the holidays.
Mes parents voudraient donner **plus d'argent** aux associations caritatives locales.	**My parents would like** to give **more money** to local charities.
Je **contribue** à la communauté **en distribuant** des colis alimentaires **aux sans-abris/ aux SDFs**.	I **contribute** to my community **by giving out** food parcels **to homeless people.**
On peut aider les associations caritatives **en achetant** des choses dans **leurs magasins.**	**We can help** charities **by buying** things in **their shops.**

6.2G Un régime alimentaire équilibré

l'alcool (m)	alcohol
avoir de la chance	to be lucky
boire	to drink
les bonbons (m)	sweets
le chocolat	chocolate
le coeur	heart
consolider	to consolidate
contenir	to contain
dans l'ensemble (m)	overall
la dent	tooth
devoir	to have to / must
difficile	difficult / picky / fussy
en (bonne) forme	fit
essayer de	to try
éviter	to avoid
la faiblesse	weakness
le fer	iron
garder la forme	to keep in shape

Section 3

je devrais	I should
malsain(e)	unhealthy
manger	to eat
les matières grasses (f)	fats
mener à	lead to
l'obésité (f)	obesity
l'os (m)	bone
je pourrais	I could

pouvoir	to be able to / can
les produits laitiers (m)	dairy products
le régime équilibré	balanced diet
rester en bonne santé	to stay healthy
sain(e)	healthy
la santé	health
les sucreries (f)	sweet treats

Section 4

6.2F Mon mode de vie avant et maintenant

accro	addicted / hooked
avoir confiance en soi	to be confident
avoir peur de	to be scared of
dépendant(e)	addicted
se détendre	to relax
devenir	to become
les devoirs (m)	homework
dormir	to sleep
la drogue	drug
se droguer	to take drugs

s'entraîner	to train
être à l'aise (f)	to be comfortable
faire attention à	to be careful of
fumer	to smoke
l'habitude (f)	habit
l'odeur (f)	smell
perdre du poids	to lose weight
plaire	to please
le poumon	lung
se relaxer	to relax
la respiration	breathing
le sommeil	sleep
stressé(e)	stressed
le tabac	smoking / tobacco

Pour **rester en bonne santé**, **il faut avoir** un régime equilibré.	To/in order to **stay healthy**, I/you/we **need to/ have to/ must have** a balanced diet.
Il faut essayer de boire beaucoup d'eau.	**I/you/we need to/ have to/ must try** to drink a lot of water.
Il ne faut pas manger beaucoup de sucreries.	**I/you/we don't need to/ don't have to/ mustn't eat** a lot of sweet treats.
Normalement, je **prends/ mange** des produits laitiers.	Normally, I **eat** dairy products.
Comme je suis mineur, je **ne peux pas boire** d'alcool.	As I am a minor, I **cannot drink** alcohol.
Est-ce que tu **dois manger des légumes** tous les jours chez toi?	**Must** you **eat vegetables** every day at your house?

The imperfect tense (l'imparfait) of "être, avoir, faire"

Il y a cinq ans, j'**avais** un régime alimentaire **assez malsain.**	Five years ago, I **used to have / was having quite** an **unhealthy** diet.
Quand j'**étais plus jeune**, je **faisais** de l'exercice régulièrement.	When I **was younger**, I **used to do/ was doing** exercise regularly.
Mes grands-parents **n'étaient pas** en bonne santé.	My grandparents **were not** healthy/ in good health.

The pluperfect tense (le plus que parfait)

J'avais mangé très **sain** toute la semaine.	**I had eaten** very **healthy** the whole week.
J'étais sortie tous les soirs.	**I had gone out** every evening.
Nous étions allés au centre sportif.	**We had gone** to the sport centre.

Section 5

Wider Research	Apply
• Online Dictionary and conjugation tool: www.wordreference.com • Also, please remember that you should spend at least **20 minutes each week**, **PRACTISING INDEPENDENTLY**, on each of the following app and website: https://www.memrise.com/ https://www.kerboodle.com/users/login If you need support with any of the above learning resources, please email your teacher.	Answer the following questions in French. • it is wise to use words/ expressions that you'll easily remember. **Aim to write 3 sentences as answer per question set – where possible**. Have, on average 30 words in total per answer – where possible. • **Mind the tense** in which each question is set. The tense in your answers should reflect the tense in the question you are answering. **Remember that what you write does not have to be true. Just show off your vocab and grammar knowledge.** 1/ Est-ce qu'il y a des problèmes sociaux dans ta ville/ ton village? *(Are there any social issues in your town / your village?)* 2/ À ton avis, quel est le problème social le plus grave parmi les jeunes? *(In your opinion, what is the most serious social issue among young people?)* 3/ Est-ce que tu peux donner le nom d'une association caritative que tu connais en France ou au Royaume-Uni? .... Décris ce qu'elle fait. *(Can you give the name of a charitable organisation that you know in France or in the United Kingdom? …… Describe what it does?)* **4/ Foundation** >>>>> **À l'avenir, comment vas-tu faire la différence dans ta communauté?** *(In the future, how are you going to make a difference in your community?)* **4/ Higher** >>>>> **Si tu pouvais, ferais-tu du travail bénévole**? *(If you could, would you do some voluntary work?)* 5/ Est-ce que tu peux décrire ton régime alimentaire? ……. Est-il sain? *(Can you describe your diet? …… is it healthy?)* 6/ Est-ce qu'il y a quelque chose que tu ne peux pas manger? *(is there anything that you cannot eat?)* **7/ Foundation** >>>>> **Qu'est-ce que tu as fait la semaine dernière pour être en bonne forme?** *(What did you do last week to be in good shape?)* **7/ Higher** >>>>> Est-ce que tu peux comparer **ton mode de vie AVANT** et MAINTENANT? (Can you compare your lifestyle BEFORE (OLD) and NOW (NEW)?)

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Fieldwork theory

A key part of your geography GCSE is the undertaking of fieldwork – this is part of your paper 3 exam 'Geographical Skills'.

You will need to complete one **physical** and one **human** fieldwork study.

Each study will attempt to answer a question that you want to find the answer to.

For each question, you will need to know why the hypothesis (question) that we have chosen is suitable for a geographical enquiry.

You'll also need to know the geographical theory behind your question.

Make sure you know the risks associated with collecting your data were, how they were reduced and why the location you chose was suitable.

You need to describe and justify what data you collected.

- If this was primary data (data that you collected yourself), you will need to justify why you collected, measured and recorded it.
- If this was secondary data (data that someone else collected), you will need to justify why and how you used it.

Keywords:

- Hypothesis – question or idea you want to investigate

- Methodology – how you will investigate your hypothesis

- Evaluation – a summary of the investigation

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Gathering data

Ways of collecting data include:

- Measurements that you make using a variety of equipment
- Images such as photos that you take on your phone
- Maps or diagrams you complete
- Responses to questions you ask people through questionnaires or interviews

There are two main types of primary data that students may collect on fieldwork: quantitative data and qualitative data:

Quantitative data refers to numbers - these could be the size of pebbles on a beach, number of cars in a car park or footfall past a shop. Numbers can be counted, averaged and compared overtime – they may then be used to refer to an expectation. For example, are they higher or lower than average? How do they compare with other places and different times of the day or year?

Qualitative data does not necessarily involve numbers but refers to the wider exploration of a place. This could involve a sense of how safe people feel and be rated out of 10. This is not an actual value that everyone would give, it refers to a feeling that place provides.

Why are questionnaires useful?

- Questionnaires can be used when you want to consult with a group of people to find out what their thoughts and opinions are on a particular subject or issue.
- Each question should aim to collect a specific piece of data which can then contribute towards the final conclusion.
- Do not have too many questions - people may feel that they don't have time to answer them.
- Have a mixture of open and closed questions, open questions enable people to offer any answer or opinion, whereas closed questions offer a response of 'yes' or 'no'.
- Avoid asking leading questions such as 'what do you think of the horrible effects of noise pollution?' as this prompts people to answer in a particular way.
- You might also want to ask some questions which require people to rate or score something perhaps on a scale from one to 10.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Analysis and evaluation

How do you analyse your findings?

You will need to analyse the primary data you gather during your field trip along with any secondary day you may collect from other resources such as websites.

You may analyse the data in different ways:

- Look at relationships between different sets of data you collect
- Make predictions from trends that can be seen in your data
- Look at the trend lines on graphs
- Draw lines of best fit

How do you reach conclusions and evaluate your work?

This is not just the end of the fieldwork trip, this is also the beginning of your understanding and the start of further exploration. You may be asked what you would do differently if you were to start the process again and you should consider the limitations of the methods that you've used.

- Fieldwork should be summed up using the main themes which were introduced at the start of the process and the extent to which the main hypothesis has been answered.
- How good are the conclusions that you have reached?
- What unexpected results have you come across? Did this change your conclusion?

You need to evaluate the work you have completed. This means assessing the value of it - ask yourself the following questions:

1. Were the methods I used appropriate?
2. Did the methods I use help me answer my question?
3. Was I able to answer my original hypothesis (question) given the primary and secondary data I collected?

Vocabulary	Wider Research	Apply
1. Physical 2. Human 3. Cross profile 4. Field sketch 5. Groyne 6. Rock armour 7. Sea wall 8. Erosion 9. Hydraulic action 10. Abrasion 11. Attrition 12. Solution 13. Freeze-thaw 14. Hard engineering 15. Wave-cut notch 16. Central Business District 17. Quality of life 18. Hypothesis 19. Methodology 20. Evaluation 21. Employment 22. Poverty 23. Deprivation 24. Sampling 25. Environmental	Introduction to conducting fieldwork: https://www.bbc.co.uk/bitesize/guides/zypb6fr/revision/1 Qualitative and quantitative data: https://www.bbc.co.uk/bitesize/guides/zycqg82/revision/1 Numerical and statistical skills: https://www.bbc.co.uk/bitesize/guides/z8v8ycw/revision/1 Coastal fieldwork techniques: https://www.internetgeography.net/fieldwork/coastal-fieldwork/coastal-fieldwork-techniques/ https://www.rgs.org/schools/teaching-resources/coasts-(1)/ Settlement diagrams for human geography study: https://www.3dgeography.co.uk/settlement-diagrams	**Task 1: Create a key word glossary for you to put up in your room or at the back of your exercise book in class.** | Key Word	Definition
---	---
		  Task 2: Create a revision guide for coastal processes focusing on the following topics: • Geomorphic processes • Hard and soft engineering • The impact of human activity **Task 3: Plan and write an answer to any of the exam questions below. Hand it in to your teacher to mark.** a) Describe a way in which pedestrian count data could be presented. Give reasons why this would be an appropriate choice. (4 marks) b) To what extent do you think that river basins increase the risk of flooding in the UK? (6 marks)

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Differences between the superpowers

The Cold War was between the USA and the Soviet Union. The Cold War started in 1945-46 and lasted for over 40 years.

At first it was confined to Europe, but during the 1950s and 1960s it spread into Asian and then worldwide as the superpowers competed for influence or control over newly independent states.

The main features of the Cold War:

1. Spying – Both sides spied on each other to find out any military developments. They used spy planes to take photos of any development.
2. Propaganda – Both sides used propaganda to create the worst possible image for the other side.
3. Arms Race – There was competition between both sides to develop powerful conventional and nuclear weapons.
4. Space Race – Each side competed for success in the space race. This included things such as, the first satellite, the first man in space and finally the first man on the moon.
5. Loans and Aids – each side provided loans and aid to less developed countries to win their support in the Cold War.

Ideological Difference

	Capitalism	Communism
Politics	Several Political parties in the country and voters can choose and change their government.	Only one political party – the Communist Party. People do not get a choice and people are unable to change their government.
Economy	Most industry and businesses privately owned.	No private industry or businesses. No private profit. All industry and businesses owned by the state for the benefit of everyone.
Beliefs	Some will be wealthier than others. Spread influence to other countries and encourage trade and investment. Very little censorship of media.	Everyone is equal. Belief in world revolution that is, encouraging communism in other countries. Censorship of the media.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Peace Conferences

<u>The Tehran Conference, 1943</u>
- **Attended**: Winston Churchill, President Franklin D Roosevelt and Joseph Stalin.
- **Objectives**: To discuss the group's planned invasion of Nazi occupied France. Stalin, the leader of the USSR, was keen to see this happen, as at this point the Soviet Red Army was the only army fighting the Nazis on land.
- **Outcomes**: The USA and Britain agreed to open up a second front by invading France in May 1944. The Soviet Union was to join the USA and Britain and wage war against Japan once Germany was defeated. A United Nations was to be set up after the War. An area of eastern Poland was added to the Soviet Union.

<u>The Yalta Conference, 1945</u>
- **Attended**: Winston Churchill, President Franklin D Roosevelt and Joseph Stalin
- **Objectives**: With an Allied victory looking likely, the aim of the Yalta Conference was to decide what to do with Germany once it had been defeated. In many ways the Yalta Conference set the scene for the rest of the Cold War in Europe.
- **Outcomes**: Germany was divided into 4 zones of occupation with the USSR, Britain, France and the USA controlling each zone. France had been liberated from Nazi Germany. German capital, Berlin, was inside the Soviet Zone and was divided into 4. This would become a source of tension once the Cold War began. All countries freed from Nazi control were to be guaranteed their right to hold free and democratic elections to choose their own governments. Agreed eastern Europe would be a Soviet 'sphere of influence'.
- The Big 3 disagreed about how much Germany was to pay reparations (Stalin wanted much higher).
- They also disagreed about Poland – Stalin wanted the Polish German border to be much further to the West than the western allies.

<u>The Potsdam Conference, 1945</u>
- **Attended**: Clement Attlee, President Truman and Joseph Stalin.
- **Objectives**: The main objective of the Potsdam Conference was to finalise a post-war settlement and put into action all the things agreed at Yalta. While the meeting at Yalta had been reasonably friendly, the Potsdam Conference was fraught with disagreements, which were the result of some significant changes that had taken place since the Yalta Conference (a new US president, USA tested their atomic bomb, expansion of communism).
- **Outcomes**: Little real progress was made at Potsdam beyond an agreement to put into action the commitments made at Yalta. There was no sign of Stalin allowing free elections in Eastern Europe and a communist government was being set up in Poland. Arguments over where the boundaries between the zones would be drawn.
- Arguments about how much the USSR should be allowed to take in reparations. It was agreed that the Soviets could take whatever they wanted from the Soviet controlled zone and 10 per cent from the Western zones. This remained a source of disagreement, with the Western Allies worried that they were repeating the mistakes of the Treaty of Versailles after World War One

**Topic 3: Berlin Crisis (1948-49) and Berlin Crisis (1961)**

After WW2, it was agreed at Potsdam by the Grand Alliance that Germany and its capital Berlin, would be split into 4 zones. The Soviets would run the eastern sector and Britain, France and the USA would run the other three. The main issue about this agreement was that **Berlin**, the country's capital was located **deep inside Soviet** run Germany. This meant the 3 'western zones' in Berlin were '**trapped**' deep in Soviet controlled territory. There were constant disagreements about Berlin and By **March 1948**, Britain, France and America decided to take two actions:
i) Unite their zones in Germany into one. This united, 'western' zone would be called '**TRIZONIA**'.
ii) Create a new currency (money) for Trizonia called the **DEUTSCHMARK**. This meant any trade and business in the western, capitalist zones would be easier with the same currency.

The Berlin Blockade
The result of the creation of **Trizonia** and the **Deutschmark**, was that the **divide/difference** between **capitalism** in the west and **communism** in the east was even clearer. **Joseph Stalin was also angry**. He believed he had not been spoken to about the changes that Britain, France and America were **uniting against him** to show their strength and it went against what was agreed at **Potsdam**. **Stalin therefore responded by using his troops to block the rail and road routes used by Britain, America and France to take supplies to West Berlin**. This was known as the Berlin Blockade. It began on **12 June 1948**. West Berlin was essentially cut off. There were now **2.2 million** people with only *36 days of food* and *45 days of coal*. This coal wouldn't last long as Stalin also **cut off all electricity** to West Berlin. President Truman responded with a huge airlift operation. Between **June 1948 and May 1949**, **1,000 tonnes** of food and supplies were flown **everyday** to keep the western Berliners alive. Planes took off every 30 seconds. **Stalin eventually called off the Blockade on 9 May 1949.**
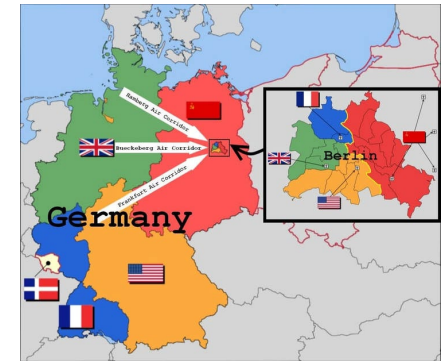
Consequences:
- Stalin looked weak.
- West Germany – Federal Republic of Germany
- East Germany – German Democratic Republic
- Creation of NATO and the WARSAW PACT

Berlin Crisis 1961

On the 13th of August, the Soviet authorities in East Germany sealed off East Berlin. They constructed a huge barbed wire barrier. This was soon replaced with a concrete wall.
The wall was built due to:
1. The Brain Drain – throughout the 1950s thousands of East Germans fled to the West through Berlin. Many of those who defected were educated or highly skilled workers.
2. Lure of the West – travel was relatively easy between the eastern and western sectors of Berlin. People living under communism could easily see what capitalism offered. There was better housing, shops and full of goods.
3. Espionage – Berlin was an ideal place for American spies to gather intelligence on the Soviet Military.

Vocabulary	Wider Research	Apply
1. Communism 2. Capitalism 3. Grand Alliance 4. Potsdam 5. Yalta 6. Tehran 7. Reparations 8. Cold War 9. Hot War 10. Ideology 11. Espionage 12. Spheres of Influence 13. Conventional Weapons 14. Nuclear Weapons 15. United Nations 16. Democracy 17. Elections 18. Demilitarisation 19. Communist Party 20. Censorship 21. Privatisations 22. Industry 23. Satellite 24. U2 Spy Plane 25. MAD 26. NATO 27. Warsaw Pact 28. Soviet Union 29. Superpowers	**General Cold War** https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1 https://www.history.com/topics/cold-war/cold-war-history **Spying** https://alphahistory.com/coldwar/espionage/ **Space Race** https://www.history.com/topics/cold-war/space-race **Arms Race** https://www.history.com/topics/cold-war/arms-race	**Task 1: Create a key word Glossary for you to put up in your room or at the back of your exercise book in class.** <table><tr><td>Key Word</td><td>Definition</td></tr><tr><td></td><td></td></tr></table> **Task 2: Create flash cards defining key features of communism and capitalism.** **Task 3: Research into Manhattan Project 1942-45.** **Task 4: Create a mind map outlining the key features of each peace conference.** **Exam Questions!** **Explain two consequences of the Potsdam Conference of July 1945. (8 marks)** **Write a narrative account analysing the main developments in US-Soviet relations in the years 1947-49. You may use the following in your answer:** - **Truman Doctrine 1947** - **Cominform 1947** **You must use information of your own. (12 marks)**

KS4 Knowledge Organiser
ICT

Mrs Bennett Raising Standards Leader for KS4	*bailc197@sflt.org.uk*
Mr Wells Head of Year 11	*wellj253@sflt.org.uk*
Mr Provins Head of ICT	*provp001@sflt.org.uk*

Knowledge Organiser instructions:

You will be set three pieces of homework per week and you should use the information from each topic to make a poster or a mind map. You will need to bring your work in to school and will be quizzed on each topic in class.

At the back of the knowledge organiser there are some suggested extra tasks that could be completed on top of the homework you will be set.

For further support, follow this link to the school website.

ICT
Input Devices

1. PERIPHERAL DEVICES

A **peripheral device** is an **internal or external** device that connects directly to a computer or other digital device but does not contribute to the computer's primary function, such as computing. It helps users access and use the functionalities of a computer.

2. INPUT DEVICES

An **input device** is a piece of equipment that **allows data to be entered into a computer**. These devices are used to create digital products.

3. CAPTURING IMAGES

Digital camera: A way of capturing a digital image. Commonly embedded within smart devices now.

Scanner: To digitise documents which means to **convert** a hard copy (paper) **into** a **digital** version stored on a computer. There are two types of scanner: **flatbed** and **handheld**.

Graphics tablet: It allows the user to input a drawing to the computer using a type of pen called a stylus.

4. NAVIGATION

Mouse: A mouse is used to select, drag and drop items, control tools and scroll through pages

Trackball Mouse: includes a large ball on the top or side that can be controlled by the thumb.

Gaming: designed to play for long periods with customisable buttons, making it more efficient.

Touchpad: a pointing device built into a keyboard on devices like a laptop.

5. KEYBOARDS

QWERTY: a standard keyboard used to allow fast input of data into a computer.

Braille: uses raised symbols on each key to aid users with a visual impairment.

Concept: uses symbols/symbols images on each key to allow fast input of data.

6. SOUND

MIDI keyboard: a way of inputting sounds to a computer through digital signals.

Microphone: Used to input data that can be converted digitally or outputted to an output device like speakers.

7. SENSORS

Sensors continuously record data and **input** it into the computer for a specific purpose. They may take readings on:

- temperature
- light
- humidity
- infrared
- pH levels
- pressure
- motion

8. READERS

QR code reader: scans a QR code, normally found on a **mobile phone** and get information about a product or service.

Barcode reader: reads a barcode to be transferred to a computer. E.g. information about a product in a supermarket.

RFID reader: A small chip to identify electromagnetic fields using **radio waves** and can be used from a distance. E.g. tags on clothes in shops.

Magnetic stripe reader: inputs the information held on the **black magnetic stripe**. E.g. on the back of bank cards

Biometrics: uses unique **physical characteristics** of an individual to input data into a computer such as: eye (**retina** and **iris**) recognition, **facial recognition** or **fingerprints**. E.g. FaceID

ICT
Output and Storage Devices

1. PERIPHERAL DEVICES

A **peripheral device** is an **internal or external** device that connects directly to a computer or other digital device but does not contribute to the computer's primary function, such as computing. It helps users access and use the functionalities of a computer.

2. OUTPUT DEVICES

*This is a piece of equipment that allows users to **receive data** from a computer. Outputs can be audio, visual or in physical hard-copy form.*

3. VISUAL OUTPUT

Monitor: To **view** your work on a **screen**, you need a display screen, also known as a monitor. The mouse controls the pointer, but the screen allows you to **see** where the pointer is and navigate the system.

Projector: used to view data on a larger screen. E.g. in assemblies, or conferences.

4. AUDIO OUTPUT

Speakers: allows the user to hear sound, from listening to music, watching a video, or hear alerts on a computer system. Speakers are **important** for users with **visual impairments**.

Headphones: alternative output device for sound. They have the advantage of delivering sound **only** to the **person** using them. They are good for busy environments e.g. call centres. Headphones that include a microphone are useful for audio/video meetings.

5. PHYSICAL OUTPUTS

Inkjet printer: common **household** printer which prints content on paper. **Cheap** to buy and set up. Prints to a **good quality**.

Laser Printer: quicker and **more economical** form of printing on paper. **More expensive** to set up initially. Often found in **businesses**.

3D printer: use instructions from **CAD** software and create a **3D design** of a product. Useful when creating a **prototype**.

Dot matrix printer: It has small pins on a print head that hit against an ink-soaked ribbon to make a mark on **multiple sheets** of paper at once.

Dye-sublimation printer: uses **heat** to print on a **variety of materials**.

6. STORAGE

We need to use storage devices to **save** and **keep data**. They can be **internal or external** devices and are either **magnetic, optical or solid-state** storage. The device we choose depends on a range of factors.

7. MAGNETIC STORAGE

Magnetic storage uses different patterns in a magnetisable material to store data and is a form of non-volatile memory.

Hard disk drive (HDD): one of the most common storage devices for a computer system. **Large** storage **capacity**, **quick** read-write **speeds**, **cheap per GB**. Used in everyday computers and laptops.

Magnetic tape drive: expensive form of storage. **Very large capacity**, robust, **slower** read-write **speeds**. Used for archiving and backup.

8. OPTICAL STORAGE

*Optical storage uses laser beams to record and retrieve digital data. Relatively **low-cost**, particularly for **mass production**.*

CD/DVD: CDs have **moderate storage** for music. DVDs have **high storage** for films. Great for backups.

Blu-ray: Similar to DVDs but have **faster access speeds** and **higher storage**.

9. SOLID-STATE STORAGE

*Solid-state storage devices use integrated circuits and flash memory to store data. They have **no moving parts**, making them **portable** and **robust**, a safer option than magnetic storage for transportation.*

Solid-state drive (SSD): robust and **portable**. **High access speeds**. More **expensive per GB** than HDD.

Pen/USB sticks: light and **robust**. Compatible with many devices. **Fast access speeds**, **reasonable cost** per GB.

Memory cards: robust and **portable**, fits into many mobile devices. **Reasonable cost** for **large storage capacity**.

9. CLOUD STORAGE

A type of storage where data is transferred and stored on remote systems that maintain, control and back up over the internet. Limited free storage for users, businesses can pay for upgraded usage (including admin rights and higher storage). Increasingly popular.

ICT
Basic Internal Components

1. MOTHERBOARD

*A circuit board that acts as the **central hub** in a computer system for everything to connect, **allowing communication** between internal components. It connects the **power supply** and defines the components that can control the computer.*

2. NETWORK INTERFACE CARD

*A NIC is a small circuit board that allows the computer to **connect to a network**, **controlling** the **data flow** on that network.*

3. SOUND CARD

*Generates sound that can be recorded and played. **Converts sound** from **analogue to digital** data (e.g. recording from a microphone to store as an audio file) **and vice versa**.*

4. GRAPHICS/VIDEO CARD

*Can be **built into** the motherboard **or separately attached**. It **outputs images** to a display, **controlling each pixel** on the screen. A high-quality graphics card is required for gaming.*

5. THE CENTRAL PROCESSING UNIT (CPU)

Control unit (CU): manages instructions and the transfer of data.

Immediate access store (IAS): holds data and programs currently in use for quick access by the CPU.

Arithmetic-logic unit (ALU): performs arithmetic calculations (e.g. addition, division, etc.) and logical operations (e.g. AND, OR and NOT).
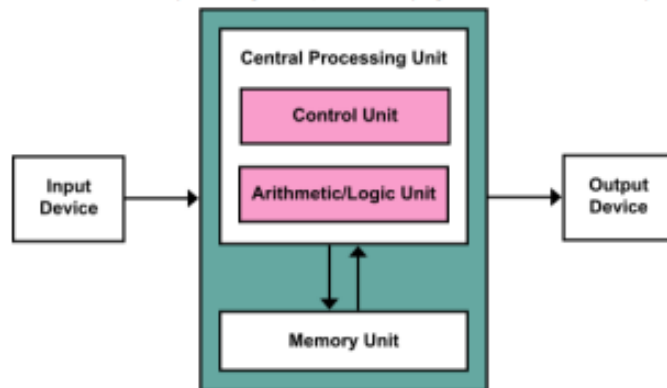
6. PORTS

A port is an interface between the computer, and it's input and output devices to allow instructions and data to flow between them.

7. DEVICE PORTS

PS/2: connection for mice and keyboards. Colour-coded for ease-of-use.

Serial port: used by sensors collecting data.

Parallel port: used by printers, hard drives and modems.
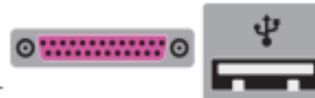
USB port: industry standard connection, allowing digital data transfer through cables. It has largely replaced the other device ports.

8. VISUAL PORTS

VGA port: a video graphics array port sends analogue video signals between devices. Commonly used for projectors.

HDMI port: a high-definition multimedia interface. Has largely replaced the VGA port.

DVI port: the digital visual interface is versatile, supporting both analogue and digital signals. Used for high-quality digital video and audio. Most audio-visual equipment has a DVI-I port.

DisplayPort: used to connect a video source to a computer. Can transfer audio, USB and other types of data.

9. NETWORK PORTS

Ethernet port (802.3): allows Ethernet cables to be plugged in to connect to a wired network. Also used to provide an internet connection by connecting to a Wi-Fi router or modem.

- QWERTY
- Braille
- Concept
- Sensors
- QR Code
- Barcode Code
- RFID reader
- Biometrics
- Output Devices
- Audio
- Storage
- Magnetic
- Motherboard
- Graphics Card
- Ports
- USB
- HDMI
- Ethernet

Many schools use specialist learning input devices to support students with disabilities.

(a) Give a specific use of a **concept keyboard** to support students with disabilities. [1]

(b) **Tick (✓)** the correct boxes below to show **two** input devices that can best support students with a visual impairment. [2]

Device	Tick (✓)
Microphone	1
Foot mouse	2
Sip and puff pipe	3
Braille keyboard	4
Joystick	5
Speaker	6

Augmented Reality (AR) and Virtual Reality (VR) are used for home entertainment.

- Give **two** different input devices and **one** output device used with these technologies.
- Describe **two** different uses of AR or VR for home entertainment.
- Describe different advantages **and** disadvantages of AR and VR. [12 QWC]

Wider research

BBC Bitesize - What are input and output devices? - BBC Bitesize
ICT/Computing Jargon - Free Computer Terms, Dictionary, and Glossary (computerhope.com)
BBC News – Technology - Technology - BBC News
BBC Click/You Tube - BBC Click - YouTube

KS4 Knowledge Organiser. Subject: Spanish.

Raising Standards Leader for KS4: Mrs Bennett (bailc197@sflt.org.uk).

Head of Languages Department: Ms Lara (larae006@sflt.org.uk).

F.R.A.C.T.I.O.N. =

1. F → Frequency words / time expressions.
2. R → Reasons
3. A → Another pronoun/ person apart from "je"
4. C → Connectives
5. T → Tenses (at least 3)
6. I → Intensifiers/ qualifiers
7. O → Opinions
8. N → Negatives

Made and used by Mme Sangari

How to use the Knowledge Organiser:

- Your teacher will direct you to what topics to revise for each week. **This topic is usually the topic taught in class during that week.** Topics are taught in a chronological order from **sections 1 to 4** as stated in this document.
- **You are expected to revise the vocabulary and the key sentences for at least 30 minutes each evening.**
- Ask someone to quiz you on the key information
- Remember to APPLY the information using the tasks included in each Knowledge Organiser

Revision techniques and strategies

1. Turn your huge amount of revision notes into small and easy to handle
2. Put a question on the front of your flash cards and write the answer on the reverse – then ask someone to quiz you
3. Mind map – what is the topic and what are the key points you need to remember? You could use different colours for different ideas/characters
4. A question a day – complete an exam question, under timed conditions, each day
5. Record yourself reading your notes and listen back to yourself
6. BUG the question – write out exam questions, examine the key words and plan an answer
7. Use of post-it notes – place post-it notes in key places so you are constantly reading key information
8. Make lists of important facts and figures
9. Draw diagrams to help you visually remember your notes
10. 'Look, cover, say, write, check' – use this method to make sure that   you are remembering key information

Revision tips

- Make sure you get some sleep – cognition (acquiring and understanding information) and ability to recall learned facts is limited when you are sleep deprived.
- Eat a healthy, balanced diet - lots of fruit and veg, meats for protein, limit sugary fatty foods.
- Switch off social media/distractions - ignore your phone for a few hours! It will help you keep focused. Social networking, while it's fun, is a big distraction from your revision.
- Give yourself a nice space to work in - have a nice, organised study space with lots of stationary to help you make quality notes/highlight.
- Make a plan - schedule dedicated study time into your daily schedule. Be organised with your time. Stick to your plan. Sacrifice some of your social time for study time. No pain, no gain!
- Start your revision early - start now, if you have not already done so, not days before your exam.
- Do small chunks of revision. Your brain is not capable of mass storing information in a short space of time. Digesting small chunks of information, over a longer period of time, means you are more likely to remember it

Click on the QR code below which will take you to the revision support page on our website:

Section 1

6.1G ¿Quieres ser voluntario/a?

arreglar	to tidy, to fix, to arrange	necesitado	needed, required
ayudar (a)	to help (to)	los necesitados	the needy
el banco de alimentos	food bank	la organización benéfica	charitable organisation, charity
charlar	to chat	participar (en)	to take part (in)
el comedor social	soup kitchen	pasarlo bien	to have a good time
el concurso	competition	proteger	to protect
cultivar	to grow, cultivate	la residencia de ancianos	old people's home
disfrutar	to enjoy	los "sin techo"	the homeless
ecologista	environmental	el Tercer Mundo	the Third World
la gente mayor	old people	la tienda con fines benéficos /tienda solidaria	charity shop
hogar	home		
limpiar	to clean	el/la voluntario/a	volunteer
marcar (un gol)	to score (a goal)		

Trabajo como voluntario en **un comedor social.**	I work as a volunteer in **a soup kitchen.**
Ayudo a preparar **comidas.**	I help prepare **food/meals.**
En el futuro, **quiero ayudar** a los necesitados.	In the future, **I want to help** the people in need.
También **pienso trabajar** en **un grupo ecologista** para proteger el medio ambiente.	I also inted to work in an **environmental group** in order to protect the environment.
Mi hermana **quiere** recoger la basura de la playa.	My sister **wants** to pick litter up on the beach.

Section 2

6.1F Me gustaría ayudar

agradecer	to thank
aprender	to learn
el asombro	amazement, surprise
contar (que)	to tell, to relate
el curso	school year, course
los/las demás	the others, the rest
esperar	to wait for, to hope, to expect
formar parte	to be part (of)
hacer la cama	to make the bed
el centro de menores tutelados	children's home

el idioma	language
inútil	useless
el propósito	aim, purpose, objective
repartir	to deliver, to hand out
tener sueño	to be sleepy
la tienda solidaria	charity shop
útil	useful

Using *me gustaría*

Me gustaría means 'I would like' or 'I'd like' and is used in a similar way to *me gusta*.
Me gustaría tener una mochila – I'd like to have a school bag (singular).
Me gustarían cuadernos nuevos – I'd like some new exercise books (plural).

If you want to say 'I'd like to do something', use *me gustaría* followed by an infinitive.
Me gustaría contribuir – I'd like to contribute.

Me gustaría trabajar **como** voluntario durante las vacaciones.	I **would like** to work **as** a volunteer during the holidays.
Mi hermano **quiere ayudar** en una asociación benéfica.	My brother **wants to help** in a charity.
Voy a participar en un partido de fútbol para recaudar fondos porque **quiero ayudar a los "sin techo".**	**I am going to participate** in a football match **in order to** raise money because I **want to help the homeless people.**
María **es voluntaria** en una residencia de ancianos y **tiene que** hacer las camas todos los días.	Maria **is a volunteer** at an old people's home and **she has to** make the beds every day.

Section 3

6.2G ¿Comes bien?

acostarse	to go to bed		
las bebidas alcohólicas	alcoholic drinks	intentar (+ infinitive)	to try to
las bebidas azucaradas	sugary drinks	el ladrón	thief, robber
borracho/a	drunk	malsano	unhealthy
el dolor	pain, ache	musulmán	Muslim
emborracharse	to get drunk	poco sano	not healthy
evitar	to avoid	la ración	portion
glotón	greedy	saludable	healthy
la grasa	fat	sano	healthy
grasiento/a	fatty, greasy		

En mi opinión, **llevo una dieta bastante sana.**	In my opinion, **I lead a quite healthy diet.**
Normalmente, **como las cinco raciones diarias de** fruta y verdura.	Normally, **I eat the five daily portions of** fruit and vegetables.
También **trato de evitar** las bebidas azucaradas y las comidas con mucha grasa porque no son saludables.	I also **try to avoid** sugary drinks and fatty food because they are not healthy.
El problema es que me gusta mucho la cerveza y a veces me emborracho.	**The problem is that** I like beer a lot and sometimes I get drunk.
En mi opinión, **no es saludable** beber alcohol porque soy menor de edad.	In my opinion, **it is not healthy** to drink alcohol because I am a minor.
Debería beber más agua mineral.	**I should drink** more mineral water.

Section 4

6.2F ¿Llevas una vida sana?

apetecer (me apetece)	to fancy, to feel like (I fancy)	el estrés	stress
aprobar (un examen)	to pass (an exam)	estresado/a	stressed
el cigarrillo	cigarette	estresante	stressful, stressing
con moderación	**in moderation**	fumar	to smoke
conseguir (un trabajo)	to get (a job)	levantarse	to get up
el consejo	advice	mantenerse en forma	to keep fit
correr	to run	preocupar	to worry
la droga (blanda/dura)	(soft/hard) drug	probar	to try, to taste, to have a go
drogarse	to take drugs	receta	recipe
el ejercicio (físico)	(physical) exercise	sentirse	to feel
estar a dieta	**to be on a diet**	superar	to overcome

Present/past/future

Hace cinco años, **llevaba** una dieta muy sana. **Comía** verduras todos los días y **evitaba** las grasas.	Five years ago, I used to lead / was leading a very **healthy** diet. I used to eat vegetables every day and I used to avoid fats.
Cuando era más joven, hacía ejercicio todos los días.	When I was younger, I used to do/ was doing exercise every day.
Sin embargo, **ahora, no llevo** una vida sana porque **no duermo bien, no hago deporte y fumo.**	However, **now,** I don't lead a healthy life because **I don't sleep well, I don't exercise and I smoke.**
En el futuro, **voy a llevar** una vida más sana.	In the future, **I am going to lead** a healthier life.
Voy a comer bien, **voy a mantenerme** en forma y **voy a evitar** el estrés.	**I am going to eat** well, **I am going to keep** in shape and **I am going to avoid** the stress.
También **voy a dejar de fumar** porque el tabaco **no es bueno** para la salud.	**I am also going to stop smoking** because tobacco **is not good** for my health.

Section 5

Wider Research	Apply
• Online Dictionary and conjugation tool: www.wordreference.com • Also, please remember that you should spend at least **20 minutes each week**, **PRACTISING INDEPENDENTLY**, on each of the following app and website: https://www.memrise.com/ https://www.kerboodle.com/users/login If you need support with any of the above learning resources, please email your teacher.	Answer the following questions in Spanish. • it is wise to use words/ expressions that you'll easily remember. **Aim to write 3 sentences as answer per question set – where possible**. Have, on average 30 words in total per answer – where possible. • **Mind the tense** in which each question is set. The tense in your answers should reflect the tense in the question you are answering. **Remember that what you write does not have to be true. Just show off your vocab and grammar knowledge.** 1/ ¿Piensas que hay problemas sociales en tu ciudad? ¿Por ejemplo? *(Do you think there are social issues in your town? For example?)* 2/ En tu opinión, ¿cuál es el problema social más serio entre los jóvenes*? (In your opinion, what is the most serious social issue among young people?)* 3/ ¿Te gustaría ayudar a los demás (a los "sin techo") en el futuro? ¿Y qué vas a hacer para ayudarles? *(Would you like to help others (the homeless) in the future? What are you going to do to help them?)* **4/ Higher >** Si pudieras, ¿trabajarías como voluntario? ¿Dónde? ¿Qué harías? *(If you could, would you work as a volunteer? Where? What would you do?)* 5/ ¿Qué comiste ayer? ¿Te gusto? ¿Y qué bebiste? *(What did you eat yesterday? Did you like it? And what did you drink?)* 6/ ¿En general, crees que llevas una dieta sana? ¿Por qué? ¿Qué comes normalmente? *(In general, do you lead a healthy diet? Why? What do you normally eat?* 7/ ¿Qué te gusta beber? ¿Es sano? *(What do you like drinking? Is it healthy?)* 8)/ ¿Qué hiciste la semana pasada para estar en forma? / ¿Qué vas a hacer la próxima semana para estar en forma? *(What did you do last week to be in good shape? **or** What are you going to do next week to be in a good shape?)* **9/ Higher >** ¿Puedes comparar tu estilo de vida de antes con el de ahora? *(Can you compare your lifestyle before and now?*

KS4 Knowledge Organiser

Subject:

Mrs Bennett *Raising Standards Leader for KS4*	*bailc197@sflt.org.uk*
Mr Wells *Head of Year 11*	*wellj253@sflt.org.uk*
English *Head of Department*	*Epslm001@sflt.org.uk*

Knowledge Organiser instructions:

You will be set three pieces of homework per week and you should use the information from each topic to make a poster or a mind map. You will need to bring your work in to school and will be quizzed on each topic in class.

At the back of the knowledge organiser there are some suggested extra tasks that could be completed on top of the homework you will be set.

For further support, follow this link to the school website.

Homework Schedule for the Term

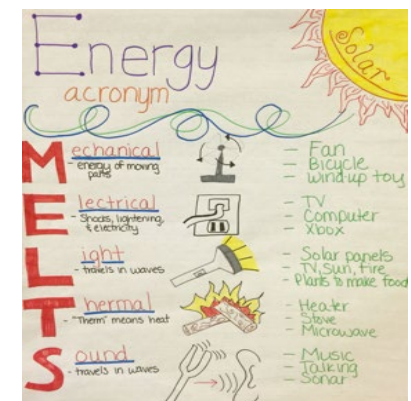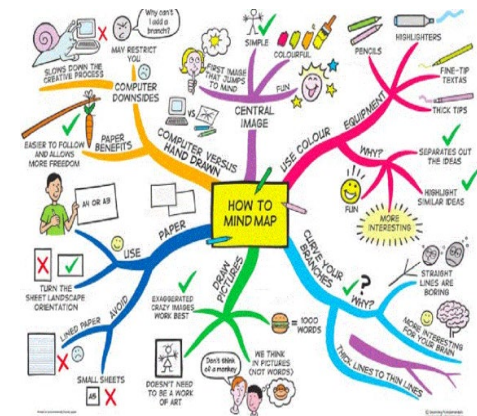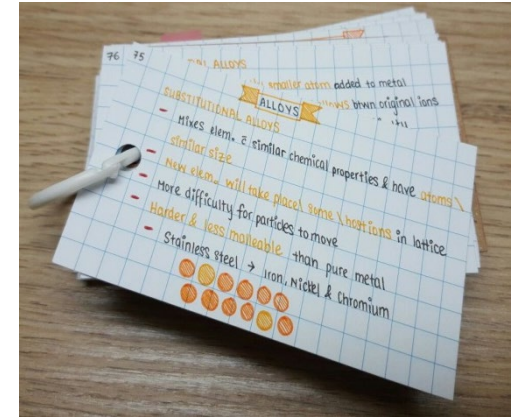| Week	Subject and section	Revision technique
2 (B)	English, Maths and Science: Topic 1	Create a mind map for the information in Topic 1
3 (A)	Options: Topic 1	Create a mind map for the information in Topic 1
4 (B)	English, Maths and Science: Topic 2	Create a poster using the information in Topic 2
5 (A)	Options: Topic 2	Create a poster using the information in Topic 2
6 (B)	English, Maths and Science: Topic 3	Create a mind map for the information in Topic 3
7 (A)	Options: Topic 3	Create a mind map for the information in Topic 3

Optional Extra Tasks

If you would like to spend more time working independently to develop excellence in your subjects. Here is a suggested timetable for you to follow. If you have forgotten your usernames and passwords for these apps, speak to your form tutor and they will be able to support you.

Monday	Spend 30mins on Sparknotes completing a revision Quiz on Macbeth/AIC/Frankenstein
Tuesday	Spend 30 minutes on Sparx completing a revision quiz on a topic you are finding challenging.
Wednesday	Spend 30 minutes on GCSE Pod revising one of your option subjects e.g. History/Geography
Thursday	Spend 30 minutes on Tassomai
Friday	Create a glossary of 10 new terms that you need to know from your Knowledge Organiser.

Revision techniques and strategies

1. Turn your huge amount of revision notes into small and easy to handle
2. Put a question on the front of your flash cards and write the answer on the reverse – then ask someone to quiz you
3. Mind map – what is the topic and what are the key points you need to remember? You could use different colours for different ideas/characters
4. A question a day – complete an exam question, under timed conditions, each day
5. Record yourself reading your notes and listen back to yourself
6. BUG the question – write out exam questions, examine the key words and plan an answer
7. Use of post-it notes – place post-it notes in key places so you are constantly reading key information
8. Make lists of important facts and figures
9. Draw diagrams to help you visually remember your notes

10. 'Look, cover, say, write, check' – use this method to make sure that you are remembering key information

English: Power and Conflict Poetry

Poetry Terminology

POETIC DEVICE	DEFINITION
Enjambment	Lines that end without punctuation and without completing a sentence
Dialect	A particular form of a language which is linked to a specific region or social group.
Assonance	When two or more words close to one another repeat the same vowel sound but start with different consonant sounds. For example: g**o** and m**ow** the lawn.
Metaphor	Two different things or ideas fused together: one thing is described as the other.
Free verse	Poetry without regular patterns of rhyme and rhythm.
Simile	One thing is said to be like another, using the words as or like.
Sibilance	The repeated consonant sound is either *s, sh, z*. For example "sudden successive flights of bullets streak the silence.
Sonnet	A lyric poem of fixed form: fourteen lines of iambic pentameter rhymed.
Rhyme	Repetition of the same or similar sounds occurs in two or more words. For example: "bank" and "tank"
Personification	A figure of speech which endows animals, ideas, or inanimate objects with human traits or abilities.
Caesura	A stop in the middle of the line of a poem
End Stop	A full stop at the end of a line of a poem
Stanza	A group of lines in a poem (similar to a paragraph within a piece of writing)
In Media Res	When the poem starts in the middle of the action
Narrative poem	A longer form of poetry that tells an entire story, with a beginning, middle, and end
Sonnet	A 14-line poem that follows a strict rhyme scheme

Power and Conflict Anthology: Theme of Power

Ozymandias	London
Ozymandias is a sonnet written by Romantic poet, Percy Shelley. The sonnet explores the legacy of Ozymandias, another name for Egyptian pharaoh Ramesses II, whose statue was discovered at the beginning of the 19th century and was brought to London in 1821. The narrator is told about the statue by a "traveller" who saw the statue in the desert. He describes "two vast and trunkless legs of stone" and the "shattered visage" of the statue, emphasising how the statue has decayed and eroded over time due to the power of nature. The statue still has a "sneer of cold command" which reinforces how Ozymandias was a cruel dictator, who felt he was superior to those he ruled. The volta (turning point) of the sonnet occurs on line 9, where the traveller recounts the words on the pedestal of the statue: "my name is Ozymandias, king of kings! Look on my works, ye Mighty, and despair!" Clearly, Ozy believed his "works" and powerful legacy would last forever, however Shelley ironically ends the poem with a reminder that human power is temporary, as "nothing beside remains" of the "colossal wreck" that is now his statue. Shelley mocks Ozymandias for believing his power and rule would last forever, and he uses the sonnet form to remind the reader that human power cannot last, but art, language and nature will remain forever powerful. **Speaker:** The poem is polyphonic (has many voices) the traveller, Shelley and Ozymandias himself are heard **Addressed to:** Society **About:** The rule and legacy of "Ozymandias" **Key quotes:** • "Half-sunk, a shatter'd visage lies" (use of powerful adjectives) • "wrinkled lip and sneer of cold command" (alliteration) • "My name is Ozymandias, king of kings" • "colossal wreck" (metaphor)	*London* by Romantic poet William Blake is a powerful critique of the government and royalty during the 1700s. Blake writes in first person, as though he is exploring the streets of London. He describes the streets as "chartered" suggesting they are owned and not free. The people also have "marks of weakness, marks of woe," as though London has branded them with misery and pain. Anaphora is used in the second stanza to emphasise how "every" person he sees is oppressed and under the control of those in power. The metaphor "mind-forged manacles" creates an image of people who are imprisoned – they cannot think clearly as society has confined them in their own negative and miserable thinking. "Mind-forged" also conveys how the people have helped create their own shackles as it seems impossible they will be able to break free from their self-imposed chains. In Stanza three, colour imagery is used to describe the "blackning" church which Blake suggests is hypocritical as it sends "Chimney Sweepers" to their deaths. Blake also personifies the "soldiers sigh" which "runs in blood down Palace walls." Here, Blake suggests that the government/ royalty are responsible for the deaths of soldiers, who fight wars whilst royalty and those in power remain unharmed. The poem ends with reference to the "marriage hearse" being "blighted" by the "Harlots curse"- creating a cyclical structure as Blake implies that marriage is a dead institution plagued by sexual diseases and doomed to fail **Speaker:** William Blake **Addressed to:** The citizens of London **About:** Blake, inspired by the French Revolution, wants to send a warning/ incite revolution in London **Key quotes:** • The mind-forg'd manacles I hear" (metaphor) • "In every cry of every man " (repetition) • "youthful Harlots curse/Blasts the new-born Infants tear" (oxymoron)

Power and Conflict Anthology: Theme of Conflict

Remains	War Photographer
Remains is a **dramatic monologue** about the true experience of Guardsman Tromans who served as a soldier during the invasion of Iraq by British and American forces. The monologue explores how Tromans and his other fellow solders stopped a "bank" raid and killed their enemy in a violent way. Armitage uses **graphic imagery** to present the death of the enemy as he is described **metaphorically** as "the image of agony." Moreover his enemy's body is treated carelessly as his "guts" are "carted off" in the back of a lorry – this casual language emphasises how the body of his enemy is treated carelessly, which seems to scar the speaker. The **volta,** "end of story, except not really" conveys how the soldier cannot simply move on from killing his enemy – he is psychologically traumatised and sees his "blood shadow on patrol." As the poem develops the solider returns to his **civilian life**, and Armitage explores his PTSD in more depth, revealing how "the drink and drugs won't flush out" the memory of killing his enemy. The end line of the poem: "his bloody life in my bloody hands" is an **allusion to Macbeth** and is **symbolic** of the guilt the soldier feels – this line reminds the reader the soldier carry around the memory of killing his enemy forever. Armitage may want to raise awareness of the support soldiers need to cope with what happens at war. **Speaker:** A solider (Guardsman Tromans) **Addressed to:** Society **About:** A soldier's experience of being in the Iraq war and killing his enemy **Key quotes:**	War Photographer is narrated by an **omniscient** (god-like) narrator, who narrates and describes the emotions and experiences of a war photographer who has returned from abroad to develop the picture he has taken. He develops the pictures in his "dark room" where the "red light" softly glows, an image of blood and violence, reinforces by the personification of the film as "spools of suffering." Duffy creates a sense of the scale of suffering through the **listing** of various cities who have suffered terribly due to conflict: "Belfast, Beirut, Phnom Penh." As the WP develops the pictures his hands "tremble" revealing how he has been moved and altered by what he has seen. Duffy uses the **biblical metaphor** "all flesh is grass" to remind the reader that all human life is temporary, and that the WP understands this more than most due to what he has witnessed abroad. As the poem develops, it is clear the WP is struggling to adapt to life in "rural England" and Duffy **alludes** to the photo Napalm Girl to create a **contrast** between England and other war zones. By the end of the poem, the reader realises how the public don't give enough attention to images of war, as only "five or six" are chosen to be published in the newspaper, despite there being a "hundred agonies" to choose from. Duffy describes how the reader's eyes only "prick with tears", before continuing with their weekend activities. The poem ends with the WP flying back out to another conflict zone, creating a cyclical structure to show how the WP sacrifices his life but the public "do not care" **Speaker:** Written from 3rd person, about a War Photographer **Addressed to:** Society **About:** The experience of a war photographer who has seen global death and conflict **Key quotes:** • "in his darkroom he is finally alone" • "running children in nightmare heat" **(allusion to Napalm Girl)** • "All flesh is grass" **(metaphor)** • "a hundred agonies in black and white" **(metaphor)** • "they do not care" **(monosyllabic/short sentence)**

Vocabulary	Wider Research	Apply

1. Implicit
2. Explicit
3. Specifically
4. Identify
5. Describe
6. Audience
7. Purpose
8. Form
9. Metaphorically
10. Interpret
11. Synthesise
12. Information
13. Setting
14. Caesura
15. Structure
16. Plot
17. Enjambment
18. End Stop
19. Summarise
20. Language
21. Methods
22. Techniques
23. Narrate
24. Climax
25. Denouement
26. Pathetic Fallacy
27. Viewpoint
28. Sensory Language
29. Emotive language
30. Sentence form

Watch readings of the 15 poems from the anthology on Youtube– what are images do the videos highlight?

Listen to Mr Bruff's revision resources. If you look through his channel, there will be one for each exam text
- https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w

Or, to Stacey Raey's top grade analysis. If you look through her channel, there will be one for each exam text
- https://www.youtube.com/watch?v=Eg4v6i-BGYU

1. Complete a mind-map of revision for each of the poems within the anthology

2. Create flashcards for each of the themes within the poetry anthology. Test yourself by linking quotations, context and themes together

3. Research each author from the anthology and time period of writing. How can you link your knowledge of this to the events in the novel?

4. Create a quotation pack of key quotations from each of the poem

5. Use the CGP/York Notes revision guides to make notes on each poem. Think about the language, structure and form of each poem