

TOPIC 1:

Revision task: Create a mindmap on the information below



1. While returning from a battle victory, Macbeth, a powerful lord, meets three Witches who predict that he will become King of Scotland.
2. Macbeth tells his wife of the Witches' predictions and she encourages him to murder the current king, Duncan, who is staying with them as a guest.
3. After Macduff discovers the murder, Duncan's sons flee the country, leaving the way clear for Macbeth to become king.
4. Banquo, Macbeth's best friend, becomes suspicious of what his friend has done so Macbeth has him murdered too.
5. Macbeth pays a second visit to the Witches and receives more predictions.
6. In England, Malcolm (Duncan's elder son) and his chief supporter, Macduff, plan to invade Scotland to win back the throne. An enraged Macbeth has Macduff's wife and children killed; Macduff swears revenge.
7. Lady Macbeth suffers from guilt for what she has done and eventually commits suicide.
8. Malcolm's invasion is successful and Macduff kills Macbeth. Malcolm becomes the new King of Scotland and the country counts the cost of Macbeth's short but bloody reign.

Y10 Term 3, English KO: Macbeth

TOPIC 2:

Revision task: Create a poster and then follow the 'look, cover, say, write, check' method for the information in Section 2

Macbeth	The tragic hero . Gets promoted from Thane of Glamis to Thane of Cawdor and eventually King. Is ambitious and manipulated by his wife.
Lady Macbeth	Is manipulative and does not follow the stereotypical Jacobean role of women . Is presented as strong at the beginning of the text and weak at the end when she becomes insane because of how guilty she feels.
Banquo	Macbeth's best friend. Is ordered to be murdered by Macbeth as he poses as a threat to Macbeth's chances of becoming King. Macbeth loses trust in Banquo because he was present when Macbeth saw the witches. Appears as a ghost at the banquet after his murder.
King Duncan	Is the King of Scotland at the beginning of the play. Is murdered by Macbeth after Lady Macbeth persuades him to so he can get the throne.
Fleance	Banquo's son. Ordered to be killed by Macbeth as he is a threat to Macbeth becoming King, however, Fleance escapes from the murderers. Foreshadowed that Fleance is a light for Scotland and Fleance will be the first King (in the witches' predictions) who will start the line of descendants.
Macduff	Soldier, Thane of Fife and Macbeth's rival . Grows suspicious of Macbeth after King Duncan's murder. Forms an army with Malcolm in England and kills Macbeth at the end; a figure of mortality.
Lady Macduff	Macduff's wife. Is murdered along with her son after Macduff flees.
Malcolm	King Duncan's son. Flees to England after he is killed. Represents order and once that is restored at the end of the play, he becomes King.
Donalbain	King Duncan's other son who flees to Ireland after King Duncan is killed.
Hecate	Known as the Head Witch or Goddess of Witchcraft ; Hecate is in charge of the three witches. She is angry at the three witches but also hints at Macbeth's downfall at the end of the scene she appears in.
Ross and Lennox	Ross is Macbeth's cousin who, with Lennox, is a Scottish noble. Lennox questions Macbeth and Ross eventually turns his back on Macbeth and sides with Malcolm and Macduff.
Macdonwald	Leader of rebel forces and is killed by Macbeth. Macbeth is praised when Macdonwald is defeated.
Siward	King Duncan's brother and leads the English army against Macbeth . His army distinguishes itself as Birnam Wood. He is a proud father and declares his approval when his son dies in battle .
The Witches	The three witches open the play and later meet Macbeth with prophecies, which impacts Macbeth's life. The witches guide Macbeth on the path of his own destruction .

TOPIC 3:

Revision task: Create flashcards on the information below

Witches in the play

- Throughout the play, the witches—referred to as the “weird sisters” by many of the characters—lurk like dark thoughts and unconscious temptations to evil.
- The witches’ beards, bizarre potions, and rhymed speech make them seem slightly ridiculous, like caricatures of the supernatural.
- Shakespeare has them speak in rhyming couplets throughout, which separates them from the other characters.
- The witches’ words seem almost comical, like nursery rhymes.
- They are clearly the most dangerous characters in the play, being both tremendously powerful and utterly wicked
- The witches make prophecies within the play that tempt Macbeth into evil. He listens to them and wants his predictions to become true
- The witches are equivocators. This means they speak in half truths.



King James I and Witchcraft

- The first major witch panic in Scotland began in 1590, when King James I began to believe that a **coven** of witches had specifically cursed him and his wife. The King believed that the witches had forged a plan to drown them both in a wild storm during their passage through the North Sea.
- In 1597, during the second wave of intense witch hunting, James VI published ‘*daemonologie*’ in Edinburgh. *Daemonologie* explained how the Devil operated in the world. According to the text, the Devil was the leader of a group of fallen angels who had become demons. These demons struck up pacts with human beings and granted them the ability to perform powerful magic in exchange for their immortal soul.
- Much of Shakespeare’s witchcraft seems to have been lifted directly from this text. Perhaps Shakespeare wanted to make it clear that he agreed with and supported the King’s arguments in *daemonologie* by including them in *Macbeth*.



Y10 Term 3, English KO: Macbeth

Vocabulary	Wider Research	Apply
<ol style="list-style-type: none"> 1. Supernatural 2. Witches 3. Hamartia 4. Hubris 5. Tragedy 6. Tragic hero 7. Deuteragonist 8. Plot 9. Theme 10. Motif 11. Rhyming couplet 12. Act 13. Exposition 14. Climax 15. Catharsis 16. Interpret 17. Jacobean 18. Equivocate 19. Fate 20. Freewill 21. Setting 22. Characters 23. Structure 24. Plot 25. Summarise 26. Language 27. Techniques 28. Denouement 29. Pathetic Fallacy 30. Foreshadow 	<p>Use Sparknotes to further your understanding of plot, character, theme and quotations - https://www.sparknotes.com/shakespeare/macbeth/</p> <p>Watch other adaptations of the novel on Youtube/Netflix/Amazon Prime – what are the key similarities and differences?</p> <p>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</p> <p>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</p>	<ol style="list-style-type: none"> 1. Complete a mind-map of revision for each of the Acts within Macbeth 2. Create a timeline of events for Macbeth. Label it with key quotations from the text 3. Create flashcards for each of the themes across each text. Test yourself by linking quotations, context and themes together 4. Research the author’s life and time period of writing. How can you link your knowledge of this to the events in the novel? 5. Create a quotation pack of key quotations. Link the quotation to context 6. Use the CGP/York Notes revision guides to make notes on the characters and plot. How can you link the characters together?



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

Topic 1: Graphs

Section 1: Real-life Graphs

Revision: <https://corbettmaths.com/2021/11/18/real-life-graphs-video/>

Practice: <https://corbettmaths.com/2019/09/02/distance-time-graphs/>

Solutions: <https://corbettmaths.com/wp-content/uploads/2020/10/travel-graphs-answers.pdf>

Section 2: Linear Graphs

Revision: <https://corbettmaths.com/2012/12/23/drawing-graphs-using-xy-tables/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/01/Drawing-Linear-Graphs.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/01/Drawing-Linear-Graphs-Answers.pdf>

Section 3: Quadratic Graphs

Revision: <https://corbettmaths.com/2013/06/23/drawing-quadratics/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/06/Drawing-Quadratics.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/06/Drawing-Quadratics-answers.pdf>



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Topic 2: Area and Volume

Section 1: Perimeter

Revision: <https://www.mathsgenie.co.uk/area-perimeter.html>

Practice: <https://corbettmaths.com/wp-content/uploads/2013/02/perimeter-pdf2.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/08/Perimeter.pdf>

Section 2: Area

Revision: <https://www.mathsgenie.co.uk/area-perimeter.html>

Practice: <https://corbettmaths.com/wp-content/uploads/2013/02/area-of-compound-shapes-pdf.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2015/03/area-of-compound-shapes.pdf>

Section 3: Volumes

Revision: <https://www.mathsgenie.co.uk/volume.html>

Practice: <https://www.mathsgenie.co.uk/resources/4-volume-of-a-prism-ws.pdf>

Solutions: <https://www.mathsgenie.co.uk/resources/4-volume-of-a-prismans.pdf>



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Topic 3: Interpreting and Investigating Data

Section 1: Averages

Revision: <https://corbettmaths.com/2013/12/21/the-mode-video56/>

Practice: <https://corbettmaths.com/wp-content/uploads/2022/11/Averages-and-Range-1.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2022/11/Averages-and-Range-Answers-1.pdf>

Section 2: Pie Charts

Revision: <https://corbettmaths.com/2013/05/25/interpreting-pie-charts/>

Practice: <https://corbettmaths.com/2021/03/08/pie-chart-practice-questions/>

Solutions: <https://corbettmaths.com/wp-content/uploads/2015/03/pie-charts-answers2.pdf>

Section 3: Scatter Graphs

Revision: <https://corbettmaths.com/2012/08/10/scatter-graphs/>

Practice: <https://corbettmaths.com/2019/08/29/scatter-graphs-practice-questions/>

Solutions: <https://corbettmaths.com/wp-content/uploads/2015/03/scatter-graphs.pdf>



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

Topic 1: Angles

Section 1: Interior Angles

Revision: <https://corbettmaths.com/wp-content/uploads/2013/02/angles-in-polygons-pdf2.pdf>

Practice: <https://corbettmaths.com/wp-content/uploads/2013/02/angles-in-polygons-pdf2.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/08/Angles-polygons.pdf>

Section 2: Exterior Angles

Revision: <https://www.youtube.com/watch?v=byBQy5GhPwE>

Practice: https://www.mathsgenie.co.uk/resources/35_angles-polygons.pdf

Solutions: <https://www.mathsgenie.co.uk/resources/4-angles-in-polygonsans.pdf>

Section 3: Angles in parallel lines

Revision: <https://corbettmaths.com/2013/04/04/parallel-lines-angles/>

Practice: https://www.mathsgenie.co.uk/resources/33_angles-parallel-lines.pdf

Solutions: <https://www.mathsgenie.co.uk/resources/4-angles-in-parallel-linesans.pdf>



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

Topic 2: Averages and Range

Section 1: Averages and Range

Revision: <https://corbettmaths.com/2013/12/21/the-mode-video56/>

Practice: <https://corbettmaths.com/wp-content/uploads/2013/02/averages-and-range-pdf2.pdf>

Solutions: <https://corbettmaths.com/2016/07/31/textbook-answers-averages-and-range/>

Section 2: Mean from a frequency table

Revision: <https://corbettmaths.com/2012/08/19/means-from-frequency-tables/>

Practice: <https://corbettmaths.com/wp-content/uploads/2013/02/mean-from-a-frequency-table-pdf3.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/08/Averages-mean-from-table.pdf>

Section 3: Averages

Revision: <https://www.mathsgenie.co.uk/averages.html>

Practice: <https://www.mathsgenie.co.uk/resources/2-averages-ws.pdf>

Solutions: <https://www.mathsgenie.co.uk/resources/2-averagesans.pdf>



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

Topic 3: Graphs, Tables and Charts

Section 1: Tables

Revision: <https://corbettmaths.com/2017/09/24/reading-tables/>

Practice: <https://corbettmaths.com/wp-content/uploads/2018/09/Reading-Tables-pdf-1.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/08/reading-tables.pdf>

Section 2: Pie Charts

Revision: <https://corbettmaths.com/2013/05/25/interpreting-pie-charts/>

Practice: <https://corbettmaths.com/2021/03/08/pie-chart-practice-questions/>

Solutions: <https://corbettmaths.com/wp-content/uploads/2015/03/pie-charts-answers2.pdf>

Section 3: Scatter Graphs

Revision: <https://corbettmaths.com/2012/08/10/scatter-graphs/>

Practice: <https://corbettmaths.com/2019/08/29/scatter-graphs-practice-questions/>

Solutions: <https://corbettmaths.com/wp-content/uploads/2015/03/scatter-graphs.pdf>



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: 4.10 The Earth's atmosphere

Processes in the carbon cycle

The carbon cycle is easiest to understand in terms of its processes and how carbon is converted.

The three key processes and the conversions are shown in the table below.

Process	Carbon starts as	Carbon ends as
Photosynthesis	Respiration	Combustion (burning)
Carbon dioxide	Glucose	Fuel (e.g., methane or wood)
Glucose	Carbon dioxide	Carbon dioxide

- Carbon enters the atmosphere as carbon dioxide from respiration and combustion.
- Carbon dioxide is absorbed by producers to make glucose in photosynthesis.
- Animals feed on the plant passing the carbon compounds along the food chain. Most of the carbon they consume is exhaled as carbon dioxide that was formed during aerobic respiration. The animals and plants eventually die.
- Decomposers break down the dead organisms and return the carbon in their bodies to the atmosphere as carbon dioxide by respiration. In some conditions, decomposition is blocked. The plant and animal material may then be available as fossil fuel in the future for combustion.

Increases in carbon dioxide

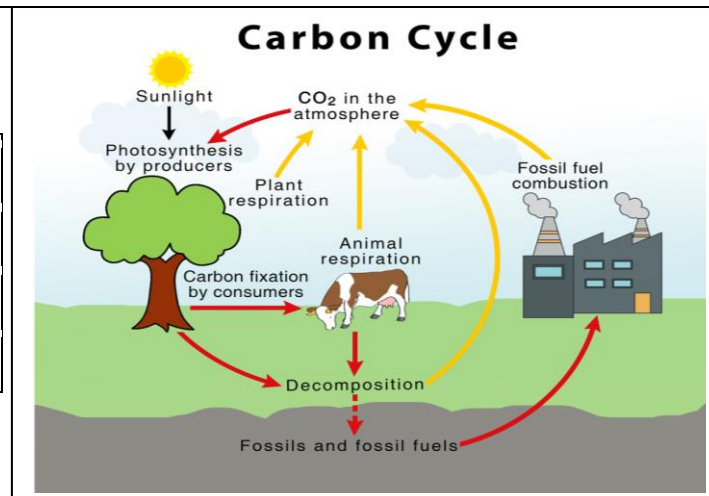
There is increasing evidence that the level of carbon dioxide in the Earth's atmosphere is rising. There is also evidence that humans are responsible for this rise. Human factors increasing global warming. Some human activities increase the greenhouse gases in the atmosphere:

- **Burning fossil fuels**, e.g., coal, gas, and oil - these release carbon dioxide into the atmosphere.
- **Deforestation** - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere.
- **Dumping waste in landfill** - when the waste decomposes it produces methane.
- **Agriculture** - agricultural practices lead to the release of nitrogen oxides into the atmosphere.

Natural factors increasing global warming

There are also natural factors which contribute to increased global warming:

- **Orbital changes** - the Earth has natural warming and cooling periods caused by Milankovitch cycles or variations in the tilt and/or orbit of the Earth around the Sun (Wobble, roll and stretch theory).
- **Volcanic activity** - during a volcanic eruption carbon dioxide is released into the atmosphere.
- **Solar output** - there can be fluctuations in the amount of radiation from the sun. If there is high amount emitted there will be an increase in Earth's temperatures.



What is the greenhouse effect?

The greenhouse effect is the name given to the natural process that causes the Earth to be warmer than it would be in the absence of an atmosphere.

The surface of the Earth is heated by the Sun. Greenhouse gases in the atmosphere trap this heat, keeping the planet warm.

1. Solar radiation at most wavelengths passes through the Earth's atmosphere.
2. The Earth absorbs most of the radiation and warms up.
3. The Earth radiates heat energy.
4. Some of the heat escapes into space.
5. Some of the heat is absorbed by greenhouse gases in the atmosphere.
6. Greenhouse gases radiate heat in all directions
7. The lower atmosphere warms up.

What are greenhouse gases?

Greenhouse gases can occur naturally. They trap heat in the Earth's atmosphere. Greenhouse gases present in the atmosphere include:

- water vapour
- carbon dioxide
- methane
- nitrous oxide

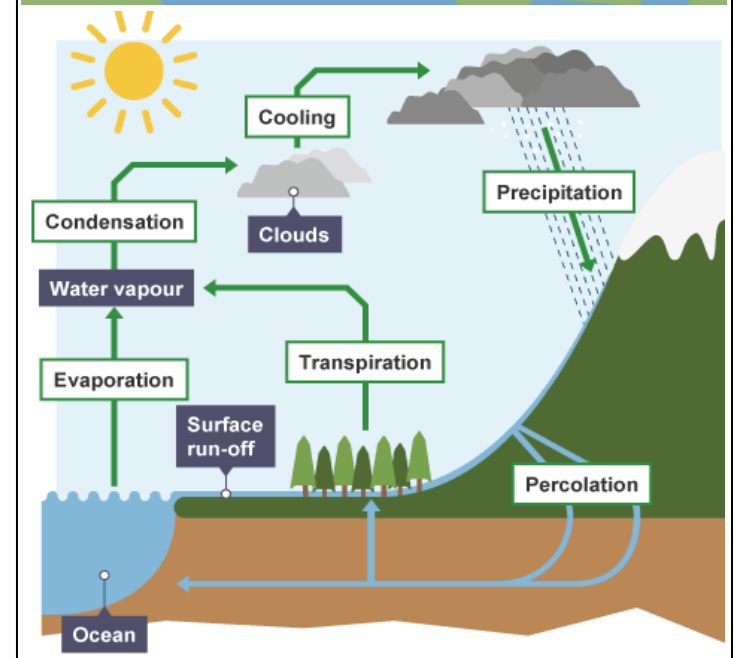
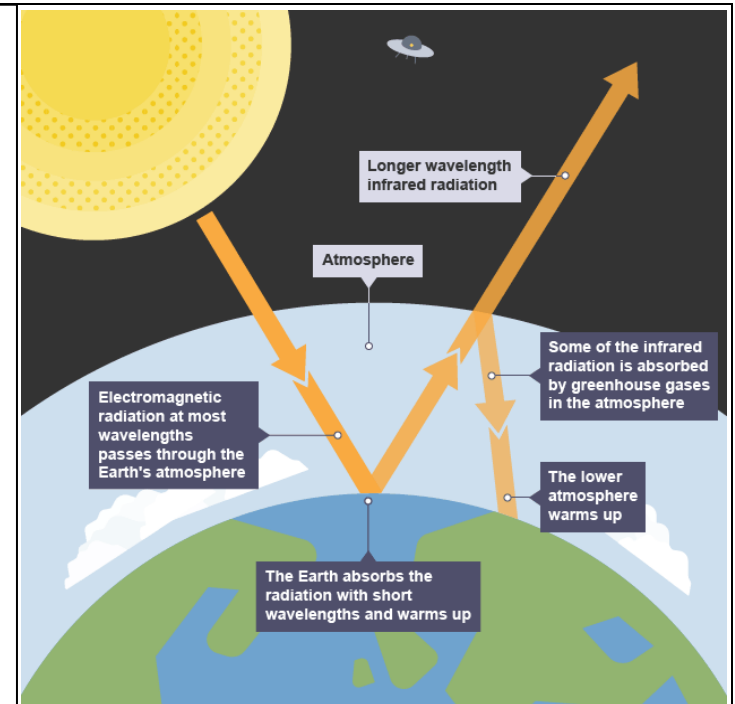
Water vapour is the largest contributor, responsible for 98 per cent of the natural greenhouse effect.

Without the greenhouse effect, the surface of the Earth would have an average temperature of -18 °C (Source: World Meteorological Organization) and be covered in ice. Life as we know it would not be able to survive.

Although these gases have always been present in the world's atmosphere, their concentration is increasing because of human activity.

These are the key processes in the water cycle.

Process	What happens to water
Evaporation	Water turns from a liquid to a gas when it evaporates. Energy from the Sun can evaporate water from all places on the Earth's surface such as puddles, ponds, lakes, and oceans.
Condensation	After evaporation water can cool and convert from gas to liquid, often forming clouds.
Transport	Water within clouds can be blown many miles by strong winds and so transported to other areas.
Precipitation	Precipitation occurs when rain, snow, hail, and sleet fall from the sky.
Surface runoff	Much water will be absorbed into the ground after precipitation but if a large volume falls or the ground is already wet some water can run along the surface of the ground.
Infiltration	This occurs when water that has fallen as precipitation is absorbed into the ground. This can then be stored within underground rocks called aquifers.
Transpiration	Plants need to maintain a constant stream of water to their leaves for transport and support. They allow some water to evaporate as water vapour from their leaves, so it is continually 'pulled' to their leaves from the soil.





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Topic 2: 7.22 Atoms and ions

potassium	most reactive	K
sodium		Na
calcium		Ca
magnesium		Mg
aluminium		Al
carbon		C
zinc		Zn
iron		Fe
tin		Sn
lead		Pb
hydrogen		H
copper		Cu
silver		Ag
gold		Au
platinum	least reactive	Pt



The reactivity series

In a reactivity series, the most reactive element is placed at the top and the least reactive element at the bottom.

More reactive metals have a greater tendency to lose electrons and form positive ions.

A reactivity series of metals could include any elements. For example:

We can use this reactivity series to predict what substances can be separated using particular methods.

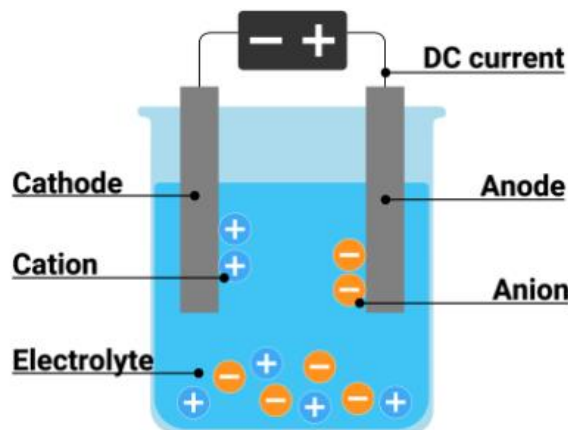
Carbon reduction can liberate a metal from its oxide, as long as the metal is less reactive than carbon. The metal oxide is heated with carbon, causing the oxygen to react with the carbon forming carbon dioxide.

Carbon reduction can separate zinc and iron from zinc oxide and iron oxide respectively, but cannot separate aluminium from aluminium oxide as aluminium is more reactive than carbon.

As aluminium is too reactive to separate using reduction, we would use electrolysis. Electrolysis uses electrical current to separate ionic solutions. An electrical circuit is created with two electrodes (an anode and cathode) that are placed in either a molten ionic compound or an ionic solution (both known as the electrolyte). As the electrical current flows, charged ions move to their corresponding electrodes. Cations (positively charged ions) move to the cathode (a negatively charged electrode) and anions (a negatively charged ion) move to the anode (a positively charged electrode).

This method of separation will work with metals more reactive than carbon, however, it is very energy intensive (a lot of energy is needed to complete) and therefore is not a sustainable method to use on mass regularly.

Metals like silver and gold are so unreactive they do not require a technique to separate the metal, often being found in their "pure" form.



Element	Reaction with dilute acids
Calcium	Very quickly
Magnesium	Quickly
Zinc	More slowly
Iron	More slowly than zinc
Copper	Very slowly
Silver	Barely reacts
Gold	Does not react

Element	Reaction with water
Potassium	Violently
Sodium	Very quickly
Lithium	Quickly
Calcium	More slowly



Vocabulary	Wider Research
<ol style="list-style-type: none">1. Atoms2. Ions3. Cation4. Anion5. Reactivity6. Electron7. Effervescence8. Product9. Reactant10. Electrolysis11. Reduction12. Cathode13. Anode14. Electrolyte15. Pure16. Evaporation17. Condensation18. Precipitation19. Transpiration20. Osmosis21. Radiation22. Photosynthesis23. Respiration24. Fossil25. Decomposition26. Fuel27. Energy28. Deforestation29. Glucose30. Carbon	<ul style="list-style-type: none">• History of the Earth's atmosphere https://www.bbc.co.uk/bitesize/guides/zym2k2p/revision/1• The evolving Earth's atmosphere• Material recycling• The carbon cycle https://www.bbc.co.uk/bitesize/guides/zmd7kty/revision/1 https://www.bbc.co.uk/bitesize/guides/zw4n97h/revision/2• The greenhouse• Analysing the evidence• The impacts of climate change https://www.bbc.co.uk/bitesize/topics/zpgd8hv/articles/zyqyf82• Mitigating climate change• Atmosphere pollutants• The water cycle https://www.bbc.co.uk/bitesize/guides/zw4n97h/revision/3• Potable water• Treating water waste • The reactivity series https://www.bbc.co.uk/bitesize/guides/zqwmxn timer/revision/1• Displacement reactions• Introduction to electrolysis• Changes at the electrodes• Electrolysis of aqueous solutions• Testing for gases



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: Industry in the UK

Types of industry

Industry is any economic activity which creates jobs and generates income.

There are four sectors of industry:

- Primary sector
- Secondary sector
- Tertiary sector
- Quaternary sector

Primary sector involves the production or extraction of raw materials and includes forestry, farming, fishing and mining.

Secondary sector is the manufacturing of goods. For example, the north west of England used to have a thriving textile industry making cloth from cotton, China has a thriving manufacturing sector producing electronics, and Germany is one of the largest manufacturer of cars.

Tertiary sector involves providing services to people, for example a cleaner or a doctor.

Quaternary sector is the newest sector and focuses on knowledge-based industries or high-tech industries such as ICT (information and communication technologies) and research and development.

Employment:

Over the last 25 years:

1. More women are working encouraged by flexible working hours and affordable child care.
2. More people work part-time or are self-employed or work from home due to better broadband and IT.
3. Many people choose to work flexible hours combining office work with working at home. Mobile phones have made communication easier.
4. As manufacturing has closed down (de-industrialisation), more people work in the **tertiary sector**.

KEYWORDS:

- Trade - the exchange of goods, money and services between countries.
- Import – an import is a good or service brought into one country from another.
- Export - exports are the goods and services produced in one country and purchased by another country.
- Trade deficit - the amount by which a country's imports exceed the value of its exports.
- Life expectancy - the average number of years a person might be expected to live.
- Ethnicity - relates to a group of people who have a common national or cultural tradition.
- De-industrialisation - the gradual closing down of manufacturing industries.



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Topic 2: Salford case study

Salford is located in north-west England close to Manchester

Causes of Early Industrial Growth in Salford

- City grew in the industrial revolution
- Produced cotton for international trade
- Lots of factories opened
- In 1894 Manchester Ship Canal opened allowing for trade into the city
- In the 1890s a large dock area (Salford Quays) was built to accommodate the trade
- Thousands of people employed in the docks
- New communities built up around the docks

Causes of Industrial Decline

- In the 1960s and 1970s modern ships couldn't access the canal
- The docks were closed in 1982
- Over 3000 people lost their jobs
- The land left after closure was derelict and contaminated
- Surrounding communities fell into social problems and crime
- High rates of unemployment took over the area
- Local housing areas fell into disrepair

How did Salford redevelop?

- In the mid-1980s the government provided money from the 'Urban Programme' for regeneration
- In 1985 the Salford Development Plan was launched
- New offices and housing were built but only a small amount of jobs
- Salford Development Plan allowed for large growth through new projects
- However, since 2000 new investment has led to new jobs, industry, housing and green spaces
- Major companies and television studios have moved their headquarters to Salford creating lots of new investment and housing projects.

CONSEQUENCES OF GROWTH IN SALFORD

POSITIVE

- Reduction in unemployment
- Relocation/development of businesses/services
- Redevelopment of buildings
- Positive multiplier effect
- Increase in workers, including from in-migration
- Increased cultural diversity.
- New location focused museums (Imperial War Museum North)
- Lowry building (Cost £64million)

NEGATIVE

- Traffic congestion
- Increased environmental pollution e.g. waste disposal
- Increased house prices

ECONOMIC FACTORS

- Media City UK attracted 10,000 jobs to the area.
- Investment has added £1billion to the local economy since 2013.
- New jobs for local people and opportunities for young people.



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Topic 3: Ageing population

An ageing population is when a large PROPORTION of the population is over the age of 65 and a smaller number are under the age of 15.

The UK and many other Advanced Countries have this problem.

The causes of an ageing population are:

- People are living longer
- People are leading healthier lifestyles
- Less people are smoking/drinking
- Advances in medical care
- Less babies are being born
- More women choose to work rather than raise a family

The effects of an ageing population are:

- An ageing population puts a strain on healthcare as elderly people require support and expensive treatments.
- Some elderly people need a place in a care home which often have limited spaces. Care homes are also very expensive!
- The government have to pay out more in pensions. As people retire, this reduces the amount of people working and paying tax so this increases the cost to the government.
- Older people are valued employees as they are highly skilled and reliable.
- Older people also act as volunteers in hospitals, advice centres, food banks, etc.
- Many grandparents look after their grandchildren as childcare is expensive.

How can a government respond to the problems caused by an ageing population?

- Encourage people to save more money for the future
- Increase retirement age
- Increase state pension age (currently 66)
- Cheaper childcare to encourage more young people to have children
- Allow more immigration to bring in more young people





Vocabulary	Wider Research	Apply
<ol style="list-style-type: none"> 1. Ageing population 2. Counter-urbanisation 3. Cultural diversity 4. Decline 5. Demographic Transition Model 6. Development 7. Economic 8. Education 9. Environmental 10. Ethnicity 11. Expansion 12. Export 13. Government 14. Growth 15. Healthcare 16. Immigration 17. Import 18. Infrastructure 19. Investment 20. Life expectancy 21. North-south divide 22. Population pyramid 23. Regeneration 24. Residential 25. Re-urbanisation 26. Social 27. Tax 28. Trade 29. Trade deficit 30. Urbanisation 	<p>UK population data https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates</p> <p>Ageing population https://www.health.org.uk/publications/our-ageing-population</p> <p>North-south divide https://www.internetgeography.net/topics/the-north-south-divide/</p> <p>Ethnicity facts and figures https://www.ethnicity-facts-figures.service.gov.uk/#:~:text=82%25%20of%20people%20in%20England,a%20variety%20of%20ethnic%20backgrounds</p> <p>Population pyramids https://education.nationalgeographic.org/resource/population-pyramid</p> <p>Salford regeneration https://www.salford.gov.uk/regeneration</p> <p>Salford from above https://www.youtube.com/watch?v=LDRgecHkSZ4</p>	<p>Using your wider research complete the following exam questions</p> <ol style="list-style-type: none"> 1. Describe the importance of trade for the UK. (3 marks) 2. Explain the different sectors of an economy. (4 marks) 3. Describe the factors that show the north-south divide in England. (3 marks) 4. Explain the reasons behind the decline of Salford. (3 marks) 5. Describe the factors that have led to the UK having an ageing population. (3 marks) 6. Explain two social benefits of immigration into the UK. (4 marks) 7. State the difference between counter-urbanisation and re-urbanisation. (3 marks) <p>Create some revision material</p> <ul style="list-style-type: none"> • Create a set of flash cards that outline the reasons behind the redevelopment of Salford and the impact it has had socially and economically. • Create your own copy of the UK's population pyramid and annotate it to show the key features – birth rate, death rate, longest and shortest age groups etc.

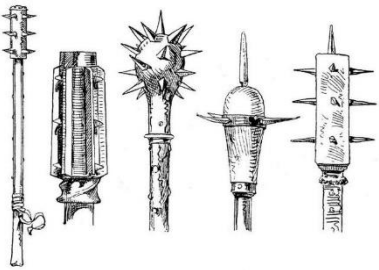


Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Middle Ages – Weapons

1250-1500

In the Middle Ages, the main weapons used by knights during hand-to-hand combat were **swords**. They were broad and flat. By the 14th century they became thinner and sharply pointed.



Staff weapons were also used by infantry soldiers, these were wooden poles with a metal or sharp blade attached at the end. They were mainly used for a defensive wall or **schiltrons**.

Longbows were used and had an accurate range of 250m. They could penetrate plate armour. They were mainly used to constantly fire and required considerable skill and strength to operate.

Crossbows were fire bolts at tremendous force. They were hard to use and had slow fire rate e.g. often two bolts a minute.

From 1320, cannons were used. They were a new type of weapon using **gunpowder** to fire a projectile. **Cannons** were time consuming and costly. Early cannons had similar reliability to trebuchet and siege engines. Mainly used in sieges to bring down walls. They were difficult to transport and needed many horses. **Small cannons** (handguns created developed from 1350 but required two people.





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Topic 2: Early Modern Period and The Industrial Period – Weapons

1500-1700



In the Early Modern period, whilst new hand-held explosive weapons were created, **pikes** and **swords** were still used by the cavalry and infantry soldiers.

The first muskets created were called the '**Matchlock**'. This was mainly from the 16th century. They could be fired by one person; however, they were not as accurate as longbows. In 1610, the **Flintlock** Musket was created. The spark ignited the gunpowder. Flintlock muskets were quicker to reload and more reliable than Matchlock muskets.



In this period, England's **cast iron industry** was growing, and innovations led to advancements in weaponry. Cannons became **lighter weight** and had a better rate and range of fire. Moreover, **pistols** were developed. They were smaller and lighter than muskets and could be used with one hand by the cavalry.

1700-1900

Even up until the 18th century, **swords** were still used but mainly by the cavalry. Flintlock muskets were used now by most infantrymen. They were capable of 2 to 3 shots a minute. They were liable to misfire and used solid lead balls as ammunition. This produced black smoke on firing. Often, soldiers had a **bayonet** on the end of the musket. By the Battle of Balaclava, muskets were replaced by rifles.

Rifles had better range and accuracy. Rifles included the **Brown Bess and the Lee Enfield**. In addition, artillery was used to break through lines and defences.

Machine guns were also created in this time and with the help of factories, the manufacture of machine guns became quicker. **Smokeless powder** was also available from 1880s improving visibility on the battlefield. Cavalrymen continued to carry pistols but used swords frequently on the battlefield as pistols had very short ranges and limited accuracy.





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Topic 3: Modern Weapons

1900-Present day

In the modern era, due to the development in science and technique, there has been significant changes in weapons.

Aircrafts have been developed to transport soldiers, equipment and to even drop bombs. Early forms of combat aircrafts were developed in WW1, but they were not very effective. WW2 led to major developments.

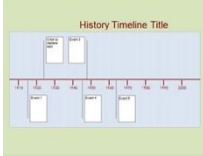
In WW1, **chemical weapons** such as mustard and chlorine gas was used for the first time. In WW2, the USA dropped the first atomic bomb in Japan marking the beginning of countries developing **nuclear weapons**.

In WW1, rifles were used but machine guns were heavily relied on for constant bombardment. **Automatic weapons** had very fast fire rates. **Tanks** were first used in WW1 in 1916. They were very slow, but this marked a big step.

By WW2, tanks became faster and stronger. In the 1960s, **PGMs** (Precision Guided Missiles) were created, PGMs are guided by radar, heat sensors and GPS. From the 1970s up until present day conflicts, **UAVs** (drones) have been used regularly by the military for **reconnaissance, surveillance, and raids**.



Support and application

Vocabulary	Wider Research	Apply				
<ol style="list-style-type: none"> 1. Long bow 2. Cross Bow 3. Gun powder 4. Staff weapons 5. Middle Ages 6. Early Modern Period 7. Science and Technology 8. Change 9. Continuity 10. Muskets 11. Matchlock 12. Flintlock 13. Mounted Knights 14. Armour 15. Lee Enfield Rifle 16. Smokeless Powder 17. PGM 18. Drones 19. Tank Warfare 20. Nuclear Weapons 	<p>Battle of Falkirk https://www.bbc.co.uk/bitesize/topics/z8g86sg/articles/zjwdbdm</p> <p>Battle of Agincourt https://www.history.com/this-day-in-history/battle-of-agincourt</p> <p>Battle of Naseby https://www.nam.ac.uk/explore/battle-naseby</p> <p>Battle of Waterloo https://www.nam.ac.uk/explore/battle-waterloo</p> <p>Battle of Balaclava https://www.nationalarchives.gov.uk/battles/crimea/battle.htm</p> <p>Battle of the Somme https://www.iwm.org.uk/history/what-was-the-battle-of-the-somme</p> <p>Iraq War https://www.history.com/topics/middle-east/iran-iraq-war</p>	<p>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.</p> <table border="1" data-bbox="1227 427 2033 564"> <thead> <tr> <th data-bbox="1227 427 1630 496">Key Word</th> <th data-bbox="1630 427 2033 496">Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="1227 496 1630 564"> </td> <td data-bbox="1630 496 2033 564"> </td> </tr> </tbody> </table> <p>Task 2: Create a timeline and plot all the key changes in weapons using different colours. Remember the key time periods:</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;"> <p>Middle Ages</p> <p>Early Modern Period</p> <p>Industrial Period</p> <p>Modern Period</p> </div>  </div> <p>Task 3: Plan and write an answer to any of the exam questions below. Hand it in to your teacher to mark.</p> <ol style="list-style-type: none"> a) Explain one way weapons stayed similar from the Middle Ages to the Early Modern period. (4 marks) b) “Significant changes in weapon development took place during the modern period than any other time period.” How far do you agree with this statement? (16 marks) 	Key Word	Definition		
Key Word	Definition					



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).

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- 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 6** as stated in this document.
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F.R.A.C.T.I.O.N. =

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



Revision tips

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





French. Theme 1: Identity and culture (l'identité et la culture)

Unit 3: Free time activities (les loisirs)

Section 1

3.1G Qu'est-ce que tu aimes faire?

<i>les actualités (f)</i>	the news	<i>la guerre</i>	war
<i>avoir peur</i>	to be scared	<i>le jeu télévisé</i>	game show
<i>le dessin animé</i>	cartoon	<i>partager</i>	to share
<i>le documentaire</i>	documentary	<i>pas du tout</i>	not at all
<i>l'émission (f)</i>	programme	<i>la série</i>	series
<i>en moyenne</i>	on average	<i>le sondage</i>	survey
<i>ennuyeux(-se)</i>	boring	<i>télécharger</i>	to download
<i>le film d'amour</i>	romantic film	<i>le téléfilm</i>	TV drama
<i>le film d'animation</i>	animated film	<i>la télé-réalité</i>	reality television
<i>le film d'horreur</i>	horror film	<i>la variété française</i>	French easy listening music
<i>le film policier</i>	detective film		

Using the **present tense**



J'adore regarder la télé.	I love watching tv.
J'aime les jeux télévisés	I like game shows
parce que c'est vraiment amusant.	because it's really fun.
Cependant, je déteste les émissions de télé-réalité	However, I hate reality tv shows
car c'est trop nul!	because it's too rubbish!
Pourquoi aimes-tu les films de guerre?	Why do you like war films?
Quand écoutez-vous de la musique?	When do you (plural) listen to music?
Nous écoutons de la musique le soir.	We listen to music in the evening.

Section 2

3.1F Qu'est-ce que tu as fait ce weekend?

<i>le baladeur MP3</i>	MP3 player	<i>s'informer</i>	to get information
<i>bien sûr</i>	of course	<i>le journal</i>	newspaper / the news
<i>chez</i>	at the house of	<i>les loisirs</i>	free time (activities)
<i>choisir</i>	to choose	<i>marrant(e)</i>	funny
<i>communiquer</i>	to communicate	<i>par contre</i>	on the other hand
<i>une façon de</i>	a way to	<i>la patinoire</i>	ice rink
<i>faire un pique-nique</i>	to have a picnic	<i>se relaxer</i>	to relax
<i>la fête</i>	party, festival, celebration		
<i>génial(e)</i>	great	<i>retrouver</i>	to meet
<i>le hockey sur glace</i>	ice hockey	<i>utiliser</i>	to use
<i>incroyable</i>	incredible		

Using the **perfect/ past tense:**

Subject + **Auxiliary** ("avoir" OR "être" in the present tense) + **Past participle**



Le weekend dernier, j'ai mangé un hamburger au Mac Do.	Last weekend, I ate a hamburger at a Mc Donald's.
C'était très délicieux!	It was very delicious!
Samedi dernier, mes copains et moi, (nous) avons fait un pique-nique au parc.	Last Saturday, my friends and I had/ did a picnic at the park.
Dimanche dernier, elle a écouté de la musique sur son baladeur MP3.	Last Sunday, she listened to music on her MP3 player.
Je suis allé(e) en ville avec mon frère.	I went to town with my brother.
Mes parents sont sortis avec des amis hier.	My parents went out with some friends yesterday.

Section 3

3.2G On parle de la nourriture

<i>acheter</i>	to buy	<i>oublier</i>	to forget
le biscuit	biscuit	<i>le paquet</i>	packet
<i>la boîte</i>	can, tin, box, jar	<i>les pâtes (f)</i>	pasta
<i>la bouteille</i>	bottle	<i>la pomme</i>	apple
<i>ça m'énerve</i>	it gets on my nerves	<i>la pomme de terre</i>	potato
les chips (f)	crisps	le pot	pot
<i>l'eau (f)</i>	water	<i>le repas</i>	meal
<i>l'entrée (f)</i>	starter	<i>retourner</i>	to go back, to return
les frites (f)	chips	<i>le riz</i>	rice
<i>les haricots verts (m)</i>	green beans	la tablette	bar
<i>le jambon</i>	ham	<i>la tranche</i>	slice
<i>le lait</i>	milk	<i>le verre</i>	glass
<i>l'oeuf (m)</i>	egg	le yaourt	yoghurt

Using the near future tense:

Subject + "Aller" in the present tense + **Infinitive (verb)**

Mon repas préféré de la journée,	My favourite meal of the day
c'est le petit-déjeuner.	is the breakfast.
Tous les matins, je bois un chocolat chaud.	Every morning, I drink a hot chocolate.
On mange souvent à la cantine.	We often eat at the canteen.
Je prends rarement des pâtes.	I rarely have/eat/take pasta.
Je vais faire les courses.	I am going to do the (food) shopping.
Je vais acheter :	I am going to buy:
dix tranches de jambon, des pommes de terre et beaucoup d' haricots verts.	Ten slices of ham, some potatoes and a lot of green beans.

Section 4

3.2F Qu'est-ce que tu aimes manger?

<i>l'addition (f)</i>	the bill
<i>l'agneau (m)</i>	lamb
le bifteck	beef steak
<i>le boeuf</i>	beef
<i>la boisson</i>	drink
<i>le champignon</i>	mushroom
<i>chinois(e)</i>	Chinese
<i>la crêpe</i>	pancake
cuit(e)	cooked
<i>épicé(e)</i>	spicy
évidemment	obviously
immangeable	uneatable, inedible

<i>indien(ne)</i>	Indian
<i>les légumes (m)</i>	vegetables
<i>musulman(e)</i>	Muslim
les nouilles (f)	noodles
<i>la nourriture</i>	food
le plat	dish
le porc	pork
<i>le poulet</i>	chicken
Quel cauchemar!	What a nightmare!
râpé(e)	grated
<i>salé(e)</i>	salty
<i>le serveur</i>	waiter
<i>la serveuse</i>	waitress
<i>sucré(e)</i>	sweet / sugary
végétarien(ne)	vegetarian
<i>la viande</i>	meat

J'adore manger la nourriture épicée	I love to eat spicy food
donc je mange souvent des plats indiens.	Therefore/so I often eat Indian dishes.
Ma mère aime préparer/cuisiner des plats italiens.	My mother likes to cook Italian dishes.
Magalie doit manger plus de fruits.	Magalie must eat more fruit.
Mon père aime boire du thé. Il en boit le matin.	My father likes to drink tea. He drinks some in the morning.
J'ai fait du tiramisu hier et j' en ai trop mangé!	I made some tiramisu yesterday and I ate too much of it!

Section 5

3.3G Tu fais du sport?

<i>le centre de loisirs</i>	leisure centre
<i>courir</i>	to run
<i>l'entraînement (m)</i>	training
<i>s'entraîner</i>	to train
<i>l'équipe (f)</i>	team
<i>l'équitation (f)</i>	horse riding
<i>gagner</i>	to win
<i>le gymnase</i>	the sports hall
<i>le jogging</i>	running
<i>le lac</i>	lake
<i>la médaille</i>	the medal

<i>la musculation</i>	weight training
<i>la natation</i>	swimming
<i>la piscine</i>	swimming pool
<i>la plongée sous-marine</i>	scuba diving
<i>le saut en longueur</i>	long jump
<i>le stade</i>	stadium
<i>le terrain de sport</i>	sports ground
<i>le tournoi</i>	tournament
<i>la voile</i>	sailing

Je fais de la musculation et	I do weight training and
je fais de la natation .	I go swimming . <i>Note that "je fais" translates into "I GO" in the particular French sentence opposite (je fais de la natation).</i>
Je vais à la piscine pour nager tous les vendredis.	I go to the swimming pool to swim every Friday.
Je joue au foot et	I play football and
mon petit-ami joue au basket.	my boyfriend plays basket ball.
Nous nous entraînons le lundi.	We train on Mondays.
Je pense que le sport est essentiel pour garder la forme .	I think that sport is essential to keep in shape .

Section 6

3.3F Le sport, c'est ma passion!

<i>aquatique</i>	water (adjective)
<i>la balade</i>	walk, ride
<i>depuis</i>	since, for
<i>l'escalade (f)</i>	rock climbing
<i>être passionné(e) de</i>	to be passionate about
<i>le joueur</i>	player
<i>la joueuse</i>	player
<i>le mur</i>	wall

<i>nettoyer</i>	to clean
<i>rêver</i>	to dream
<i>le sport de combat</i>	combat sport
<i>le sport de défense</i>	defensive sport
<i>le stage</i>	course

Je suis passionné(e) de sports nautiques/ sports aquatiques.	I am passionate about water sports.
J'aime la plongée sous-marine .	I like scuba diving .
Je suis fan des sports extrêmes, en particulier le saut à l'élastique.	I am a fan of extreme sports, particularly bungee jumping.
Lorsque je suis allé(e) dans les Alpes, j'ai découvert l'escalade.	When I went to the Alps, I discovered rock climbing.
Quand j'avais quinze ans, j'avais un poney.	When I was fifteen, I used to have/ I had a pony.

Section 7

Wider Research

- 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.

Apply

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/ Quelle sorte de programmes télévisés et films préfères-tu? Pourquoi? (*What type of tv programmes and films do you prefer? Why?*)

2/ Qu'est-ce que tu n'aimes pas regarder? Pourquoi? (*What don't you like to watch? Why?*)

3/ Quelle musique écoutes-tu? (*What type of music do you listen to?*)

4/ **Qu'est-ce que tu as fait le weekend dernier?** (*What did you do last weekend?*)

5/ **Qu'est-ce que tu vas faire le weekend prochain?** (*What are you going to do next weekend?*)

6/ Quel est ton repas préféré de la journée et pourquoi? (*What is your favourite meal of the day and why?*)

7/ Qu'est-ce que tu manges normalement lorsque tu prends ton repas préféré de la journée? (*What do you eat normally when you have your favourite meal of the day?*)

8/ Qu'est-ce que tu fais comme sport(s)? Pourquoi? (*What sport(s) do you do? why?*)



KS4 Knowledge Organiser. Subject: Spanish.

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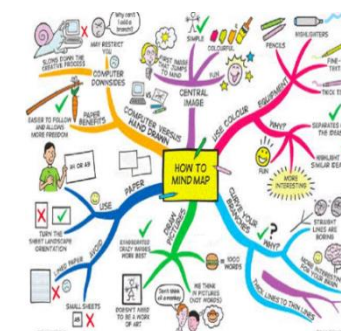
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Spanish. Theme 1: Identity and culture (Identidad y cultura)

Unit 3: Free-time activities (Actividades de tiempo libre)

Section 1. What do you like doing?

3.1G ¿Qué te gusta hacer?	libre	free
aburrido/a	odiar	to hate
bailar	la película	film
cantar	practicar	to practise
el cine	salir	to go out
de vez en cuando	la tarde	afternoon, evening
entretenido/a	el teclado	keyboard
estimulante	tocar	to touch, to play(an instrument)
jugar	ver	to see, watch
leer		

Using opinion phrases



Me encanta ver la televisión por la tarde.	I love watching TV in the evening.
Me gustan <u>las</u> series policíacas como <i>CSI: Miami</i>	I like police series like <i>CSI: Miami</i>
porque son entretenidas.	because they are entertaining.
Sin embargo, odio <u>los</u> documentales	However, I hate documentaries
porque son aburridos.	because they are boring.
En mi tiempo libre, me gusta cantar y escuchar música, sobre todo música rock.	In my free time, I like singing and listening to music, especially rock music.
También me gusta mucho tocar la guitarra con mi banda. ¡ Es genial!	I also like a lot playing the guitar with my band. It is great!
No me gusta nada ir de compras si voy con mi hermana.	I don't like at all going shopping if I go with my sister.

Section 2. What do you do in your free time?

3.1F ¿Qué haces en tu tiempo libre?	nunca	never
a veces	ocupado/a	occupied, busy
bastante	policia/o/a	police, detective, crime (adj.)
cada	poner	to put
cenar	por lo general	in general
charlar	siempre	always
el coro	el teatro	theatre
descansar	la telenovela	soap opera
los dibujos animados	terminar	to finish
el documental	el tiempo	time
el fin de semana	todo/a/os/as	all, every
genial	tonto/a	silly, stupid
las noticias	la vez	time, occasion

Siempre estoy muy ocupado.	I am always very busy.
Normalmente , el lunes, canto con mi banda. Tocamos música pop.	Normally , on Mondays, I sing with my band. We play pop music.
Por lo general , el martes, voy a clases de baile con mis amigos. Bailamos salsa y bachata.	Generally , on Tuesdays, I attend dance classes. We dance salsa and bachata.
Todos los miércoles, veo la televisión o escucho música porque es relajante.	Every Wednesday, I watch TV or I listen to music because it is relaxing.
El viernes, toco el piano para practicar.	On Fridays, I play the piano to practise.
Los fines de semana, descanso. Leo novelas y a veces voy al cine con mi familia o mis amigos.	On the weekends, I rest. I read novels and sometimes I go to the cinema with my family or my friends.

Section 3. Eating and drinking.

3.2G Comer y beber			
<i>el (fem.) agua (mineral)</i>	(mineral) water	<i>la manzana</i>	apple
<i>beber</i>	to drink	<i>la mermelada</i>	jam, marmalade
<i>el bocadillo</i>	sandwich	<i>las patatas fritas</i>	chips, fries
<i>la carne</i>	meat	<i>el perrito caliente</i>	hot dog
<i>la cena</i>	evening meal	<i>el pescado</i>	fish
<i>cenar</i>	to have supper / to eat	<i>el pollo</i>	chicken
<i>comer</i>	to eat	<i>el postre</i>	dessert, pudding
<i>la comida</i>	lunch, food, meal	<i>el queso</i>	cheese
<i>desayunar</i>	to have breakfast	<i>la sopa</i>	soup
<i>el desayuno</i>	breakfast	<i>el té</i>	tea
<i>después</i>	afterwards	<i>tomar</i>	to take, to have (food, drink)
<i>el helado</i>	ice cream	<i>la tortilla</i>	omelette
<i>el huevo</i>	egg	<i>la tostada</i>	toast
<i>el jamón</i>	ham	<i>el vaso</i>	glass
<i>la leche</i>	milk	<i>las verduras</i>	vegetables
<i>las legumbres</i>	pulses		
<i>la mantequilla</i>	butter		

Para desayunar , tomo cereales y leche fría.	For breakfast , I have cereal and cold milk.
Para la comida , a veces, como una hamburguesa con ensalada y un yogur.	For lunch , sometimes, I eat a hamburger with salad and a yogurt.
Para beber , prefiero agua.	To drink , I prefer water.
Para cenar , normalmente, como pescado con verduras.	For supper (evening meal), normally, I eat fish with vegetables.
No tomo postre.	I don't eat dessert.

Section 4. We are eating out.

3.2F Vamos a comer fuera			
<i>el atún</i>	tuna	<i>la fresa</i>	strawberry
<i>el bacalao</i>	cod	<i>las gambas</i>	prawns
<i>la barra</i>	loaf	<i>el gazpacho</i>	chilled tomato soup
<i>el bistec</i>	steak	<i>los guisantes</i>	peas
<i>los calamares</i>	squid	<i>el jamón serrano</i>	cured ham
<i>la cebolla</i>	onion	<i>las judías verdes</i>	green beans
<i>el cerdo</i>	pork	<i>los mariscos</i>	seafood
<i>la cerveza</i>	beer	<i>el melocotón</i>	peach
<i>los champiñones</i>	mushrooms	<i>la naranja</i>	orange
<i>el chorizo</i>	chorizo	<i>la patata</i>	potato
<i>la chuleta</i>	chop	<i>la piña</i>	pineapple
<i>el cordero</i>	lamb	<i>el plátano</i>	banana
<i>el filete</i>	fillet	<i>el queso</i>	cheese
		<i>la ración</i>	portion, serving
		<i>la salsa</i>	sauce
		<i>las tapas tapas,</i>	small bar snacks
		<i>el vino blanco / tinto</i>	white / red wine

¿Qué quieres?	What do you want?
Quiero un bocadillo de queso y jamón.	I want a cheese and ham sandwich.
También quiero una botella de agua, por favor.	I also want a bottle of water, please.
De primero , quiero sopa.	First course , I want soup.
De segundo , quiero pollo.	Second course , I want chicken.
Después , un helado de fresa.	Later , a strawberry ice-cream.

Section 5. Do you exercise?

3.3G ¿Haces deporte?

<i>activo/a</i>	active
<i>al aire libre</i>	in the open air, outdoors
<i>ayudar</i>	to help
<i>el baloncesto</i>	basketball
<i>el campo</i>	countryside, playing field
<i>la cancha</i>	court
<i>los deberes</i>	homework
<i>la equitación</i>	horse riding

<i>el estadio</i>	stadium
<i>montar a caballo</i>	to ride a horse
<i>montar en bicicleta</i>	to ride a bike
<i>la natación</i>	swimming
<i>pasar</i>	to spend time
<i>el patinaje</i>	skating
<i>la pista de hielo</i>	ice rink
<i>el polideportivo</i>	sports centre
<i>tranquilo/a</i>	peaceful, quiet

Hago ciclismo y	I go cycling and
hago natación.	I go swimming.
Voy a la piscina para nadar todos los viernes. Es muy relajante.	I go to the swimming pool to swim every Friday. It is very relaxing.
Juego al fútbol y	I play football and
mi novia juega al baloncesto.	my girlfriend plays basketball.
Me encanta montar a caballo.	I love horse riding.
La equitación es un deporte muy tranquilo.	Horse riding is a very calm sport.

Section 6. What sports will you do/play?

3.3F ¿Qué deportes harás?

<i>el alpinismo</i>	rock climbing
<i>cansado/a</i>	tired
<i>la carrera</i>	race
<i>el concurso</i>	competition (contest)
<i>contestar</i>	to answer
<i>durante</i>	during
<i>el ejercicio</i>	exercise
<i>el entrenamiento</i>	training
<i>entrenar</i>	to train
<i>el equipo</i>	team
<i>el esquí</i>	skiing

<i>este, esta</i>	this
<i>ganar</i>	to win
<i>el jugador</i>	player
<i>mañana</i>	tomorrow
<i>el miembro</i>	member
<i>el partido</i>	match
<i>probar</i>	to try, to test
<i>relajarse</i>	to relax
<i>la salud</i>	health
<i>seguro/a</i>	sure
<i>el torneo</i>	tournament
<i>la vela</i>	sailing

Si echan el partido por televisión, veré el partido de baloncesto.	If the match is on TV, I'll watch the basketball match.
Si todo va bien, participaré en el torneo de pesca.	If all goes well, I'll take part in the skiing competition.
Si vamos a la montaña, haré alpinismo.	If we go to the mountains, I'll go climbing.
Si no tengo deberes, iré al gimnasio y jugaré al tenis.	If I haven't got any homework, I'll go to the gym and I'll play tennis.
Si el entrenamiento va bien, participaré en el concurso de esquí.	If the training goes well, I'll participate in the skiing competition.
Si hace buen tiempo, haré vela el domingo.	If the weather is good, I'll go sailing on Sunday.

Section 7

Wider Research

- 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.

Apply

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/ ¿Qué programas de televisión o películas prefieres? ¿Por qué? (*What TV programmes or films do you prefer? Why?*)

2/ ¿Qué música escuchas normalmente? (*What type of music do you usually listen to?*)

3/ ¿Qué haces en tu tiempo libre? (*What do you do in your free time?*)

4/ ¿Qué hiciste el fin de semana pasado? (*What did you do last weekend?*)

5/ ¿Qué tomas para desayunar normalmente? (*What do you normally eat for breakfast?*)

6/ ¿Y para cenar? (*And for supper?*)

7/ ¿Haces deporte? ¿Cuándo? ¿Qué deportes haces? (*Do you exercise? When? What sports do you do/play?*)

8/ ¿Qué vas a hacer el próximo fin de semana? (*What are you going to do next weekend?*)



KS4 Knowledge Organiser
Subject: Engineering WJEC
Term 2

Mrs Allen Raising Standards Leader for KS4	stern029@sflt.org.uk
Mrs Adsett Head of Year 10	adsea001@sflt.org.uk
Mr Akehurst Head of Department	akehr005@sflt.org.uk

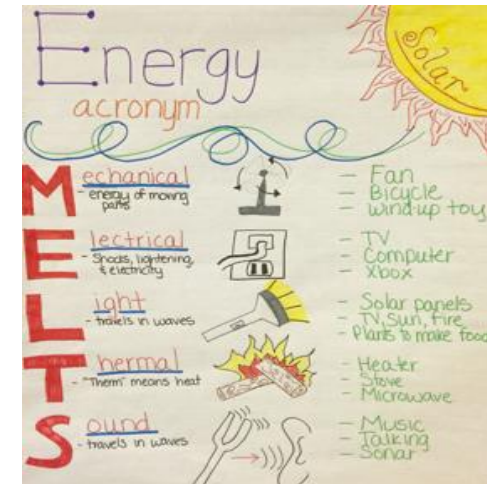
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Also, please remember, you should spend 20 minutes on the following apps and websites:

- 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
akehr005@sflt.org.uk

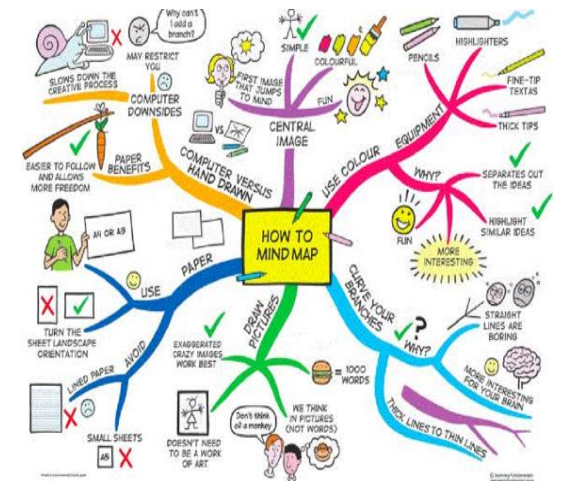


Revision techniques and strategies

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
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 - 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



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



Nuts, bolts and screws

The sizes for these are **metric** e.g. M8 which means 8mm

Machine screws are used in pre-threaded metal holes and have a flat bottom, unlike wood screws.

Bolts are used on drilled holes. They pass all the way through and are secured with nuts.

Hex bolts are the most common

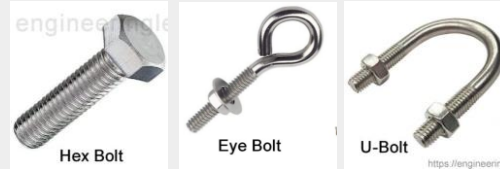
Washers are used to distribute the load/ pressure applied on a material from a nut and bolt.

Nuts are used to secure a bolt or machine screw in place. Nylon lock nuts have piece of nylon in to prevent them from vibrating loose

TYPES OF SCREWS



TYPES OF BOLTS



TYPES OF WASHERS



TYPES OF NUTS



Temporary vs permanent joining methods

Temporary joints:

- ✓ Can be **dismantled** without breaking the assembled parts.
- ✓ Is useful when frequent **assembly** and **disassembly** is required.
- ✓ Often easier and more cost-effective to carry out **inspection, maintenance** and **repair** as parts can be disassembled without breaking.
- ✗ Lower strength joint
- ✗ Often not a leak proof joint

Permanent joints:

- ✗ Cannot be **dismantled** without breaking the assembled parts.
- ✓ Is useful when the joint is intended to stay fixed for **longer**.
- ✗ **Maintenance** and **repair** as more difficult as parts cannot be disassembled without breaking.
- ✓ Stronger joint
- ✓ Mostly create a leak proof joint

Clips

There are lots of different clip fastenings. These are used to temporarily hold parts together for easy disassembly without tools. Eg. road works signs



Riveting

Riveting (e.g. pop-riveting) is often a permanent method, but as they are made of a softer metal and can be drill out, they are referred to as temporary too.



Key words:

Fabrication= joining materials together

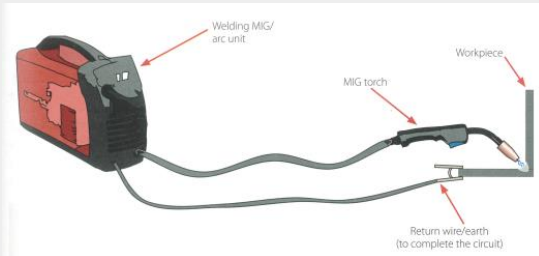
Assembly: Putting things together

Disassembly: Taking things apart

Dismantle: take apart into separate pieces.

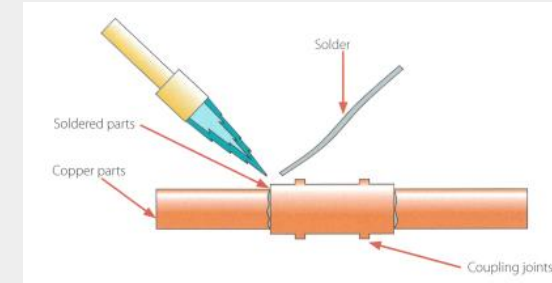
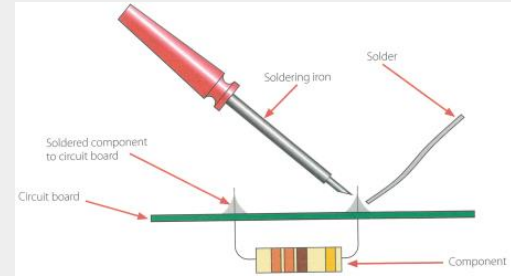
MIG Welding

Metal Inert Gas welding for joining smaller, thinner pieces of steel.



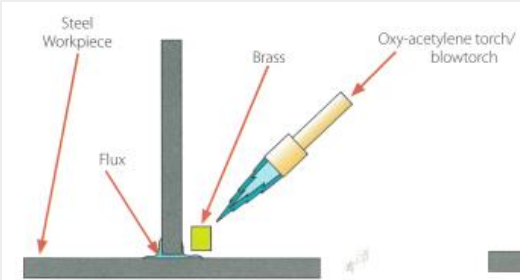
Soldering

Uses a tin alloy to solder wither electronic components to a PCB (*printed circuit board*) or soldering copper pipe together



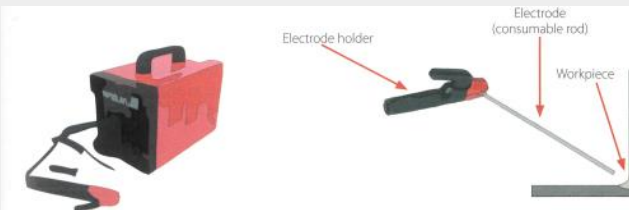
Brazing

Joining steel to steel or other metals. Uses a brass filler metal called a **brazing rod**



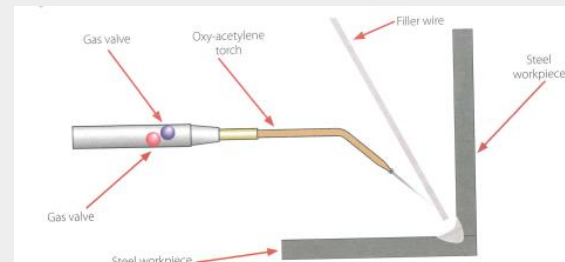
Arc Welding

Used to join steel in medium to large projects, with thicker material. The consumable electrode is pushed against the joint and creates a current to join the metals.



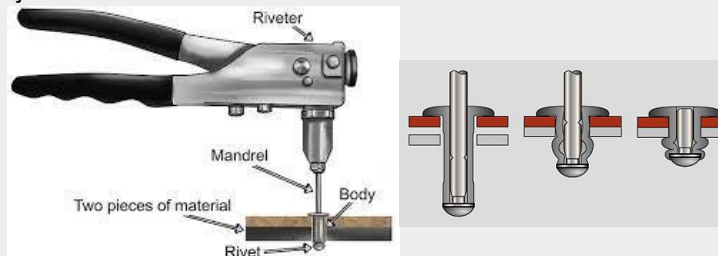
Oxy-Acetylene Welding

A high temperature welding process used to join steel by melting the two pieces together and pushing in a filler wire to the joint.



Pop riveting

Thinner metals can be joined using this process where a rivet is pushed through a hole in both materials then squeezed to expand and hold the joint



Key words:

Capillary action= Where solder flows into gaps when heated

Filler metal: the metal used to fill the joint between two materials, e.g. solder

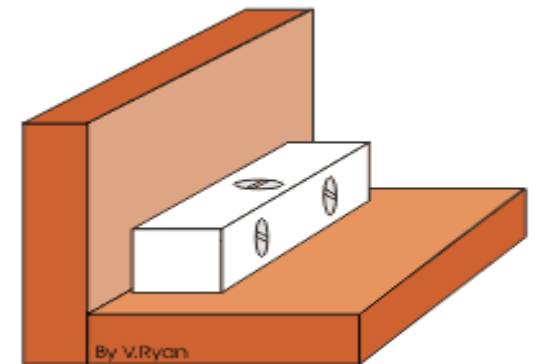
Flux= Applied to a joint prior to welding or soldering. It chemically cleans the joint as it melts and helps the filler material to flow into the joint.



What are Joining methods?

Find images of the following Temporary joining methods and explain what they are used for?

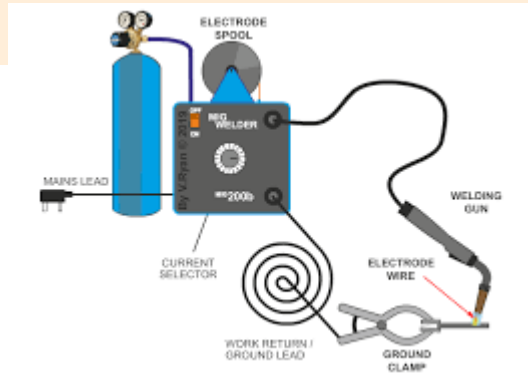
1. Corner blocks
2. Cam locks
3. Bolt and barrel
4. Pop Rivets
5. Half round rivets
6. Flat head rivets
7. Countersunk rivet heads
8. Pan head rivet
9. Self tapper screws
10. Nuts
11. Bolts
12. Machine screws



What are Joining methods?

Find a image of the following
Permanent fixing methods?

1. Lock tight engineering glues for metals
2. Soft soldering
3. Silver soldering
4. Brazing
5. Plastic welding
6. Mig Welding
7. Arc Welding
8. Tig Welding
9. Gas Welding



Vocabulary	Wider Research	Apply
<p>1 Joining method</p> <p>2. Fixing</p> <p>3. Permanent joining method</p> <p>4. Temporary fixing method</p> <p>5. Welding</p> <p>6. Brazing</p> <p>7. Riveting</p> <p>8. Nuts and bolts</p> <p>9. Machine screws</p> <p>10. Self tapping screws</p>	<p>https://technologystudent.com/joints/matprop1.htm</p> <p>https://technologystudent.com/designpro/matintro1.htm</p> <p>https://www.bbc.co.uk/bitesize/guides/zcxmfcw/revision/1</p> <p>https://learning-center.homesciencetools.com/article/metals-101/</p> <p>https://www.vedantu.com/chemistry/properties-of-metals-and-nonmetals</p> <p>https://www.morecambemetals.co.uk/different-metals-and-their-properties/</p>	<ol style="list-style-type: none"> 1. Describe what a permanent joining method is? 2. Explain why a permanent joining is used? 3. Describe what a temporary joining method is? 4. Explain why you might used a temporary joining method 5. Describe the soldering process and what it is used for? 6. Explain what are the differences between soft soldering and brazing. 7. Explain what Mig welding involves? 8. Explain what a internal thread is? 9. Explain what a external thread is? 10. Describe what a machine screw is? 11. Explain why Nuts and bolts are used to hold a children's climbing frame together? 12. Why are self tapping screws used to hold the back on a washing machine? 13. Why are Pop rivets used to hold a Aeroplane together? 14. What is a Nylon lock nut and why might it be used? 15. What is thread lock glue used for? 16. Could you give an everyday use for thread lock? 17. What is plastic welding? 18. Give an everyday use for plastic welding? 19. What is a knock down fitting? 20. What is the purpose of a washer?



KS4 Knowledge Organiser



Subject: Construction - Year 10 Term 3

Mrs Bennett Raising Standards Leader for KS4	bailc197@sflt.org.uk
Mrs Adsett Head of Year 10	adsea001@sflt.org.uk
Mrs Burgiss Head of Department	Khatk095@sflt.org.uk

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Tassomai
BBC Bitesize
Onmaths
Corbett Maths
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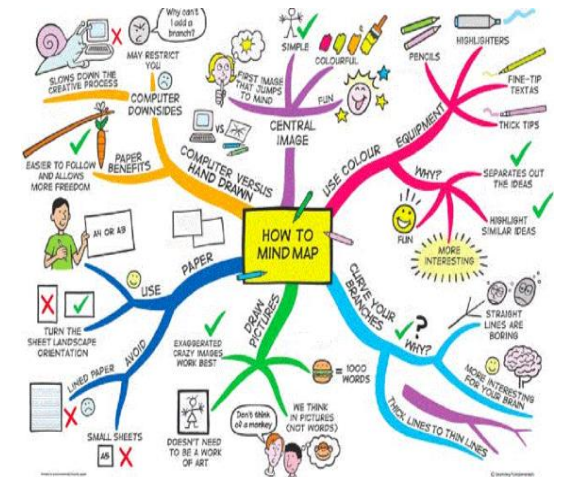
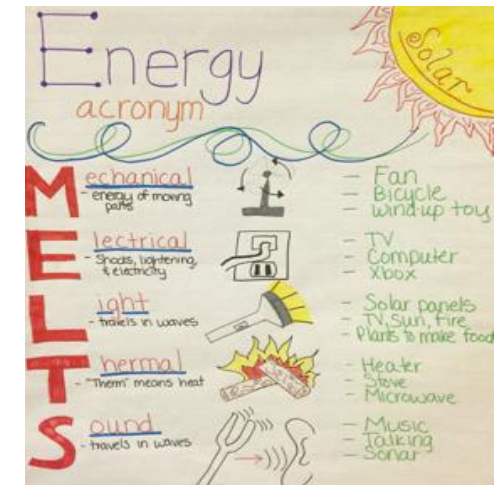
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Constructing the Built Environment

Unit 1 revision

TOPIC: Infrastructure in Construction

Infrastructure covers a range of functions; including Roads, motorways, electrical distribution. Bridges, tramways, rail cycle paths and harbour works.

In the UK huge infrastructure projects include the Channel Tunnel and the HS2 (completion 2033) Infrastructure by definition is used to describe the interconnected organisational structures that underpin society and enable it to function effectively.

However; it is so much more than just functioning effectively and has both economical and social positives and negatives.

Social and economic positives

- Improving job aspirations
- Providing more employment
- Increase local funding
- Improve environmental issues
- Improvements on both local and national scale



Social and economic Negatives

- Controversial planning decisions effecting local residents
- Overcrowding
- Over saturation on the job market
- Loosing local country side
- Changing from a rural to an urban setting
- Funding may run out and have half-finished projects.

Infrastructure can be explained as the system by which people, products and services are moved around from place to place. Infrastructure varies in levels. Some countries have limited infrastructure and others like the UK have a more developed infrastructure. Good infrastructure underpins the functioning society

1.3 Types of building and structure



Agriculture Buildings

Agriculture buildings are located in rural areas and are a necessity of modern large-scale farming. Examples include barns, livestock sheds, battery farms, stables and storage sheds.

Commercial Buildings

These type of buildings are designed to accommodate a business that provide a service such as insurance, banks, telecommunications or to sell products such as food, clothing petrol or household goods.



Rural: This references the countryside

Urban: This refers to the city/town



1.3 Types of building and structure



Community Buildings

Community buildings are leisure centre, community centres and hub, they are located generally located within a convenient location for the community like the centre of a village or town.

They vary in style and are often adapted for multi uses.

Religious Buildings

- They serve as a place of worship
- Vary massively in size, age and architectural style.
- Often have elaborate features and because of this, very influential in the local built environment



1.3 Types of building and structure

1.3 Types of building and structure

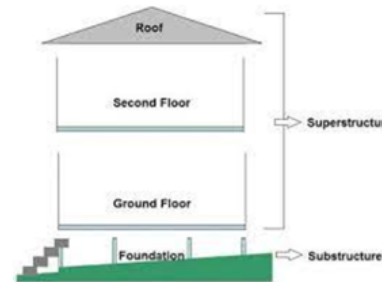
Recreational Buildings

- Vary massively in size and style
- Building in its own right or can be added as an extension to an existing building
- May be designed to be specific purpose or to accommodate and wide range of functions



Industrial buildings

These are generally situated on industrial parks. Out of city areas towards urban areas. Examples include warehouses, processing plants and engineering and manufacturing factories



There are two areas of a building; Substructure (everything below the ground floor) and **Super structure** (everything above the ground floor).

Types of buildings

Residential and Non- residential

Residential dwellings are where people live. Examples include; terraced houses, semi detached houses, detached houses, bungalow, flats and town houses.

Non-residential Buildings

Non-residential buildings are buildings that are specific purposes only. These include retail, agriculture buildings, industrial buildings and commercial buildings.



Constructing the Built Environment

Unit 1 revision

TOPIC: Types of building

There are a variety of building types that you need to be familiar with. A small blurb is listed below you need to find three examples of each!

Residential properties

They are places of They are amongst the smallest types of building. They can be in both rural andareas. They are often made from block orframe and are in high demand in the UK due to shortage of available housing.

Examples include(types of residential dwellings)

Fill the blanks

Habitation

Urban

Timber

Affordable

Commercial Buildings - Commercial buildings are buildings where commercial activities take place. Commercial buildings include office buildings, retail space, warehouses and more.

Give examples of commercial buildings in the UK. List 5

1

2

3

4

5

Recreation buildings

They need to be versatile and can be an extension to another building or designed to stand alone. They are designed with functionality in mind.

Define Functionality.....

Industrial Buildings

Industrial buildings are constructed for the purpose of efficiently and safely processing raw materials into new products. Types of industrial buildings include power plants, distilleries, breweries, manufacturing facilities, factory buildings, grain silos, and refineries

They are usually larger buildings True or False

They are only found in an industrial park True or False

They are only used for Engineering True or False

Agricultural Buildings (Highlight important vocab)

These are associated with farming and can be both modern or traditional. They are designed to suit a particular need and or function within the rural landscapes which is where they are situated.

Community Buildings

These can be:

Village halls, community hubs or centres, homeless shelters. They are for the local community to need as required and can be found both within old buildings and new ones.

Religious Buildings

Means a premise dedicated to accommodation and service of God or other such objects of religious nature

Can you name three types of religious building?

1.

2.

3.

Architectural style will depend on both religion and size and age of building. The largest one in our local area is the Gurdwara in Gravesend.

Vocabulary	Wider Research	Apply
Architect Agricultural Infrastructure Multi dwelling Residential Non residential Economic Social Communities Construction Dwelling Refurbished Industrial Functionality Structure Recreational	<p>Types of residential dwellings https://www23.statcan.gc.ca/imdb/p3VD.pl?function=getVD&TVD=144257&CVD=144258&CLV=0&MLV=2&D=1</p> <p>Religious architecture https://www.britannica.com/topic/architecture/Religious-architecture</p>	<p>Complete tasks set within Knowledge organiser.</p> <p>Then complete the following.</p> <ol style="list-style-type: none"> 1.Name three type of buildings. 2.Explain what is meant by the term infrastructure? 3.What four services are included in infrastructure? 4. what economic drawbacks are there of building social housing on rural lands? Think about the infrastructure need in place. 5. Terraced houses, flats and bungalows are all types of what? 6. Why are projects controversial? What could be a reason? 7.What are the responsibility of the local planning councils? 8. Make a case study of a building in our local area that is a commercial building and include information about its age, location, supporting infrastructure, purpose and function and construction materials 9. Make a case study of a building in our local area that is a industrial building and include information about its age, location, supporting infrastructure, purpose and function and construction materials 10 Make a case study of a building in our local area that is a agricultural building and include information about its age, location, supporting infrastructure, purpose and function and construction materials 11. Make a case study of a building in our local area that is a community building and include information about its age, location, supporting infrastructure, purpose and function and construction materials 12. Make a case study of a building in our local area that is a religious building and include information about its age, location, supporting infrastructure, purpose and function and construction materials 13. Make a case study of a building in our local area that is a recreational building and include information about its age, location, supporting infrastructure, purpose and function and construction materials