Year 11

Knowledge Organiser

Autumn 2021 - 2

Self Quizzing Question Stems

Knowledge

Can you list 3…?
Can you recall…?
How did ___ happen?
How is…?
How would you describe/explain?
What is…?
When did…? (When did it happen?)
Which one?
Who were the main…?
How would you show…?
Why did…?

Comprehension

Explain what is happening?
How would you classify…?
Which is the best answer?
Can you tell me in your own words?
What can you say about…?
How would you compare/contrast…?
How is ___ alike? How is it different?
What facts or ideas show…?
What is the main idea of…?

Application

How would you use…?
What examples can you find…?
How would you solve ___ using what you've learned?
How would you organise ___ to show…?
How would you show your understanding of…?
What approach would you use to…?
What other ways would you plan to…?
What would happen if…?
What faces would you select to show…?

Analysis

What are the parts or features of …?
How is ___ related to …?
Why do you think…?
What is the theme…?
What motive is there…?
Can you list the parts…?
What inference can you make…?
What conclusions can you draw…?
Can you identify the different parts of…?
What evidence can you find…?
Can you distinguish between…?

Synthesis

Do you agree with the actions/outcomes?
What is your opinion of…?
How would you prove?...disprove…?
Can you assess the value or importance…?
Would it be better if…?
Why did the characters choose to…?
What would you recommend…?
How would you rate…?
How could you determine…?
What choice would you have made…?
Why was it better that…?

Evaluation

What changes would you make to solve…?
How would you improve…?
What would happen if…?
Can you elaborate on the reason…?
Can you give an alternative…?
Can you invent…?
How could you change or modify the plot?
What way would you design…?
Suppose you could ___ what would you do?
Can you predict the outcome if…?
Can you construct a model of…?

Knowledge, Notes and Quizzes

Literacy mat

My work

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I write in paragraphs?

The **TIPTOP** rule
You move onto a new paragraph when you change **t**ime, **p**lace, **t**opic or **p**erson.

1. I always start an essay with **an introduction** which addresses the question.
2. I finish an essay with **a conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

○Furthermore	○But	Meanwhile
○Whereas	○Since	Nonetheless
○Nevertheless	○Yet	However
○Alternatively	○Therefore	Although
○Consequently	○Besides	Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was ~~bangin'~~*
- ❖ No informal language *I'm ~~gonna~~ do my homework now*

❖Other things to consider:

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although,* or *when* .

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

What traffic light am I?
Is my punctuation accurate?

Literacy mat

Can I use punctuation?

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: .?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
  - Capitalise the first word
  - Capitalise any main/important words
  - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
  - ✓Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher. "It's the afternoon!" replied the student.*
  - ✓Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for possession and to replace a letter or letters

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	""	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	( )	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

<u>If a single thing/person owns anything, add an apostrophe + 's'.</u>

- •The dog's bone
- •The boy's homework
- •Jones's bakery
- •Yesterday's lesson

<u>However, if it is plural (more than one), an apostrophe comes after the 's'.</u>

- •The dogs' bones
- •The boys' homework
- •Joneses' bakeries (lots of Jones families)
- •Many websites' content is educational

There/ their/ they're

<u>Note:</u> special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖**There** shows position *Your seat is over there*
- ❖**Their shows that 'they' own something** *Their blazers are navy blue*
- ❖**They're** is short for **they are** as in *They're revising every day*

ITS

<u>Note:</u> **its**, which shows that something owns something (like our, his etc), <u>does not</u> take an apostrophe: *the dog ate **its** bone and we ate **our** dinner*

Your/ you're

<u>Note:</u> special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖**Your** is possessive as in *this is your pen*
- ❖**You're** is short for you are as in *you're coming over to my house*

Can I spell accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (e.g. <u>b</u>ig <u>e</u>lephants <u>c</u>annot <u>a</u>lways <u>u</u>se <u>s</u>mall <u>e</u>xits)
- ❑ Find the word in a list –
  - Key words list
  - Frequently used words list
  - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write , check
- ❑ Once you've solved it, add the correct spelling to your own word bank.

Subject: Computing **Term: Autumn 2** **Year Group: 11**

Part	Key Learning
1	• **Presentation methods:** form controls, graphs/charts, pivot tables, conditional formatting and select data/range • **Presentation features:** font size/style/colours, cell borders/shading, graphics, axis label and titles
2	• **Drawing conclusions:** e.g. trends, patterns, anomalies and possible errors • An **anomaly** is something that deviates from what is standard, normal, or expected. • **Making recommendations:** e.g. who to target advertisements at, where to deploy staff and how to adapt transport schedules • **The impact of presentation:** information being misinterpreted, information being bias and inaccurate conclusions being made
3	• **Communication technologies:** ad-hoc networks, open networks, performance issues and network availability • **Cloud storage:** access rights, synchronization, availability and scalability • **Cloud computing:** applications, consistency of versions between users, single shared instances and collaboration tools/features
4	• **Selection of platforms and services:** complexity of features, paid versus free, interface design and available devices

Subject: Food Preparation and Nutrition **Term: 1+2** **Year Group:11**

Part	Key Learning	Literacy	Definition	Recopies
1	**Nutritional profile** of **pasta.** Pasta is a carbohydrate food made from wheat flour and eggs. It provides the body with energy. **Function of ingredients in pasta**. 00' and strong plain flour both have a high protein content. The proteins in this type of flour are glutenin and gliadin. When they are mixed with water they combine to become gluten. Gluten gives pasta a stretchy quality and allows it to be shaped. **Coeliac disease** prevents a person form consuming gluten as prevents healthy digestion.	**Coeliac disease**	prevents a person form consuming gluten as prevents healthy digestion. Can be intolerance and an allergy	SCAN ME
2	**Analysis** of **ready meals**. Looking closely at the macronutrients provided by ready to eat meals. (Carbohydrates starch and sugars/ Fats and a Proteins) **Nutritional profile the healthy eating guidelines** advise between 200 and 250cal a day for an adult. 70g of sugar, 6g salt and 13g of saturated fat a day. By looking at the nutritional tables on ready to eat foods you will be able to see if they can be part of a balanced diet.	**ready meals**	No preparation needed Typically only need to be reheated.	SCAN ME SCAN ME
3	**Coagulation** in proteins occurs when proteins in foods are heated. In meat it causes it to shrink and toughen. In egg it causes the white to change colour and become hard. **Denaturisation** in proteins occurs when they are cooked or marinated in acidic foods such as yogurt or lemon juice. This causes them to become tender **Millard reaction** occurs when proteins come into contact with direct heat. This causes them to brown. Examples of this are toast, roast meats and BBQ meats	**Coagulation** **Denaturisation** **Millard reaction**	Proteins thicken when heated Proteins unravel and become tender Proteins brown in direct heat	SCAN ME
4	**Pathogenic bacteria**- Bacteria that causes food borne illness such as E.Coli / Bacillus anthracis/ Salmonella / **Temperature zones** for foods. A freezer should be between -22°c and -18°c to prevent bacteria from growing. A fridge should be between 1°c and 5°c to slow the growth of bacteria. Between 5°c and 65°c bacteria grows freely. Between 65°c and 70°c bacteria is killed and cooked food should be held at this temperature. Hot held foods must be at 65°c for no more then 2 hours to prevent bacterial growth.	**Pathogenic bacteria** **Temperature zones**	.Bacteria that causes food poisoning Zones where bacteria is dormant, growing or killed	SCAN ME
5	**Food standards and traceability in the UK –** All food and epically meat must be able to be traced back to its source. This prevents cross contamination. If there is a problem with the quality of the product it can be traced every step back from the shop through factories and to the farm to find out where the problem occurred.	**Food standards** **Traceability**	Laws that protect the consumer from food poisoning Tracking food to prevent food poisoning	SCAN ME
6	**Function of ingredients –** each ingredient works differently in a recipe to create the final product. **Fats** in cake give a moist texture, soft mouth feel and rich flavour. **Self raising flour** is the bulk ingredient and gives structure to a cake. It also contains a chemical raising agent that creates CO2 when mixed with liquid and heated. **Egg**s coagulated (harden) and aerate (trap air) to help a cake to rise and set. **Sugar** adds sweet flavour and helps to harden the cake.	**Function of ingredients**	Identifying how each ingredient affects the overall taste/ texture and appearance of a food.	SCAN ME

Subject: Food preparation and nutrition **Term: 1+2** **Year Group:11**

Part	Key Learning	Literacy	Definition	Resources
7	**Nutritional value of eggs.** are naturally rich in vitamin B2 (riboflavin), vitamin B12, vitamin D, selenium and iodine. They also contain vitamin A, Fat and Protein. **Anatomy of an egg –** An egg consists of shell, air cell, chalaza, thin and thick albumen and yolk. Each part is essential to the healthy growth of a chick. **How protein in egg can be aerated** by whisking air into the egg white, proteins change shape to trap air. **How protein in an egg can be emulsified.** Adding oil to egg slowly whilst whisking links the oils and water content to prevent them from slitting e.g mayonnaise	**Chalaza** **air cell** **Shell** **albumen**	Cord attaching the egg yolk to the inner membrane Allowing air to the inner membrane Hard outer layer protecting yolk Egg white / protein and water	SCAN ME SCAN ME
8	**Nutrition for age groups**. Excluding under 2's all age groups can follow the 'Eatwell' Guide. However all age groups need slightly different nutrition depending on stage of growth. **Food preference of different age groups**. Time factors/ influence of cultural foods/ activity levels. **Special diets and justification for following a special diet.** Moral and ethical reason/ medical/ religious reasons for a special diet. **Lifestyle choices and influence on family meals.** Activity levels/ time and occupation. **Economic factors that influence family meals.** Income and occupation influences on meals as a family.	**Special diets** **Lifestyle choices** **Economic factors**	Diets that exclude foods based on moral/ religious or health reasons Activities that people chose affecting health Opportunity for employment/ social factors affecting employment/ age factors affecting employment and ultimately wealth.	SCAN ME
9	**AO1 questions – recalling knowledge** 1 mark questions = ***Identify /State*** **AO2 questions - applying and showing understand of key concepts** 2-4 mark questions= **Describe/ Evaluate/ Identify/Meaning**	**Identify** **State** **Describe** **Meaning**	Chose Give a fact Give clear ways to identify by stating facts or factors of a topic Explaining a topic	
10	**AO4 questions – Apply and link knowledge** 5-12 marks Explain/ Discuss/ Evaluate	**Explain** **Discuss** **Evaluate**	Clear interpretation of a topic Give a range of fact and related factors of a topic Give facts and opinions for and against a topic	
11	**Enriched bread dough –** pastry or bread dough enriched with egg/ fat or sugar to change the flavour/ texture/ colour.	**Enriched dough**	pastry or bread dough enriched to change the flavour/ texture/ colour.	SCAN ME
12	**Exam technique –** Review how you were able to approach the paper. **Key language-** Review how you used key words in answers. **Time –** Review how you used the time allocation. **Revision strategies –** Review which revision strategies helped most?	**NEA2**	50% course work and practical exam assessment completed in school from Jan-March 2022	

Subject: Design Technology (Workshop) **Term: Autumn 2** **Year Group: 11**

Part	Key Learning	Disciplinary/ Literacy	Resources
7	A **manufactured board** is a wood based product that has been man made. This could be a **laminated** material such a **plywood** or a **particle board** like **MDF** or **chipboard**. Manmade boards are produced to **tolerances** so the quality can be assured. Plywood is stronger than natural timber across the grain due to the laminations. MDF and chipboard are made from recycled and scrap material. This can mean they are cheaper than other materials but lack strength because they do not have a **grain** structure. An **alloy** is a mixture of metals that are brought together in a molten state. Alloys are often used because mixing metals improves their characteristics over a single element. For example **stainless steel** does not rust, **brass** is harder and stronger than **copper**.	Manufactured board Laminated Plywood Chipboard Alloy	
8	Use of **CAD** has brought many advantages to designers. Drawings can be produced in one area then shared allowing **collaborative** working. Files can be sent via **email** or sharing sites. Ideas can be **edited** and changed easily, stored and recalled. 3D software enables designers to show ideas to clients for feedback and assemble components to resolve manufacturing problems. CAD software can be expensive. You also need specific skills to operate software and machines. Computers and computer systems are open to **cyber attack** meaning data is at risk. **Software** and **hardware** updates mean it might not always be possible to access previously stored data.	CAD Collaborative Edited Cyber attack Software Hardware	
9	ICT can be used to help communicate ideas in a variety of ways. This could be through **video conferencing / Zoom / Teams** etc, sending ideas to clients and by enabling them to be shown on screens. Specialist software can show multiple views of a product or enable the virtual item to be rotated, panned and tilted. **Architectural** software can be used to take viewers on a virtual tour of the proposed product explaining developments. Technological developments have brought some groups in society together, for example; in **Silicon Valley**, America and parts of china there are highly skilled personnel using software. Elsewhere it has alienated other workers, many of them older as they find necessary skills changing around them for employment.	Video conferencing Architectural Silicon Valley	
10	**Stainless steel** is an **alloy** of **steel** and **chromium**. It is resistant to **corrosion**, frequently used in the marine industry, outside and for cutlery. Key disadvantages are that it is difficult to work because it is very hard, also it is prone to fail without warning at **fatigue** stress points. Milk bottles used to be made from glass in the past. Glass is made from sand, one of the most common material on Earth. Glass bottles can be **reused,** this gives less material waste however they would have to be collected, cleaned and sterilised before use. These processes all use energy but create a smaller impact than replacing with new materials.	Stainless steel Alloy Chromium Corrosion Fatigue Reused	
11	**ABS** is a **thermo** (also known as **thermoforming**) plastic This means it can be reshaped or **recycled** once formed. It is often used where **impact resistance** is an important design consideration. The material burns but is **self extinguishing**. It can be chrome plated to create a metallic effect. ABS is used on dashboards and door panels of cars, electrical appliances, safety helmets, telephones, vacuum cleaners, toys and food processors. **Melamine Formaldehyde** is a **thermosetting** plastic. It cannot be reshaped once set. Melamine formaldehyde is used to manufacture tableware, electrical insulation products such as sockets, synthetic resin paints and decorative laminates for work surfaces.	ABS Thermoforming Thermosetting Recycled Melamine formaldehyde	
12	**Laser cutters** need to have **fume extraction** when in use. Lids are **interlocked** so the machine will not run when opened. Care needs to be taken not to cut **PVC** as this damages the laser and is harmful to health. **Paint, varnish, teak oil, wax**, and **wood preserver** are all examples of **wood finishes**. They are used to enhance the performance, improve **aesthetics**, improve the surface quality and prevent **decay** due to moisture. The choice of finish will depend on the intended purpose both aesthetically and for the protection required.	Laser cutter Interlocked Wood finishes Aesthetics Decay	

Subject: Drama **Term: Autumn 2** **Year Group: Year 11**

Part	Key Learning	Disciplinary/Literacy	Resources
1/2/3	**Introduction to Eduqas Drama GCSE** Component 1 Devising Theatre 40% of qualification. **Students are required to devise a piece** of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama. Students respond to Exam board Stimuli: Learners will work in groups in response to one of the stimuli below: 1. 'Because…it all decays! All your precious memories…everything you are… everything you think you are…you cannot hang onto it …it fades … until there is just a vague smudge of what you were'. (100 – Imaginary Body) 2. 'Starz in their Eyes' – Just Jack 3. 'Run to the fire; don't hide from it' – Meg Whitman 4. Image by Brazilian pop artist Lobo =  Brainstorm ideas for each stimuli individual. Group and Create Monologue	Conventions, forms, strategies, Alter ego Back story, Chorus/chorus work voice Conscience corridor (also known as 'conscience alley' or 'thought tunnel') Flashback, Forum theatre, Freeze-frame, Hot-seating, Improvisation, Narration, Narrator, Pace, Pause, Pitch. Rehearsal techniques, Role reversal, Role transfer, Sculpting Soundscape, Split screen Tableau(x), Tempo, Thoughts in the head or thought tracking. Analytical, structural and theatrical terms Alienation. Anti-climax. **Staging:** Arena staging Aside Audience Auditorium Devising/devised work Dramatic irony Dramatic tension End on staging Epic theatre Fourth wall Genre Monologue Naturalism Physical theatre Promenade staging Proscenium Realism Style Subtext Theatre in the Round Thrust stage Traverse stage Devising, Improvisation. Characterisation Still Image/Freeze Frame Role-Play Split Stage Vocal Skills Tone of voice, Pitch, Pace, Pause, Volume	GCSE Drama | Eduqas GCSE Drama - Eduqas - BBC Bitesize Styles, genres and practitioners - GCSE Drama Revision - BBC Bitesize
4/5/6	**Rehearsal Response to chosen Stimuli:** devise a piece of original theatre in response to one of the above stimuli, using either the techniques of an influential theatre practitioner or theatre company or the characteristics of a genre of drama. Students create and develop ideas to communicate meaning to an audience by: • researching and developing ideas using the techniques or characteristics of the practitioner or genre • rehearsing, amending and refining the work in progress. Students should consider the following when devising their piece of theatre: • structure • theme/plot • form and style • language/dialogue. Learners choosing performing should consider how meaning is communicated through the following, as appropriate to the piece of theatre: • performance conventions • use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust) • relationships between performers and audience • design elements including lighting, sound, set and costume • the physical and vocal interpretation of character. Create Monologue and well as Group work.		
7/8	**Produce a portfolio of supporting evidence** which demonstrates the research, creation and development of ideas. This is a working record and therefore should be compiled during the process and edited to ensure an appropriate focus. The evidence should focus on three stages which are significant to the development of the devised piece of theatre. The three stages should demonstrate: 1. how ideas have been researched, created and developed in response to the chosen stimulus 2. how ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning 3. how ideas have been developed, amended and refined during the development of the devised piece. For each stage, candidates must provide illustrative material (as listed below) and a commentary, which may include annotations on the illustrative material. The commentary for each stage should be approximately 250 – 300 words and total 750 to 900 words for the complete portfolio.		
9/10/11	**Performance** The length of the piece will depend on the number of actors in the group and should be as follows: Group of two actors: 5-10 minutes Group of three actors: 7-12 minutes Group of four actors: 9-14 minutes Group of five actors: 11-16 minutes. Each actor must interact with other performers and/or the audience for a minimum of five minutes. Performer's must change their facial expression and body language to create their chosen character. How has your body and face portrayed your chosen character? How have you fulfilled the stimuli? Group and Monologue Performance		
11/12	**Written Evaluation** 3 main sections to the evaluation in: 1. Analyse and evaluate either their interpretation of character/role or their realisation of design in the final performance. 2. Analyse and evaluate how either their own performance skills or their own design skills contributed to the effectiveness of the final performance 3. Analyse and evaluate their individual contribution to the final performance, including how effectively they fulfilled their initial aims and objectives (referring back to stimulus and practitioner/genre).		

Subject: Macbeth **Term: Autumn 2** **Year Group: 11**

Part	Key Learning		Disciplinary Literacy	Links
1	Plot Summary: Three witches tell the Scottish general **Macbeth that he will be King of Scotland**. Encouraged by his wife, Macbeth kills the king, becomes the new king, and kills more people out of paranoia. Civil war erupts to overthrow Macbeth, resulting in more death.		***tragedy*** ***prophesy*** ***Protagonist***	
2	**Act 1, Exposition:** Macbeth takes place in Scotland and opens with the appearance of three witches. They meet with Macbeth, a soldier who is part of King Duncan's army. The witches prophesise that Macbeth will be given the title Thane of Cawdor, and then he will be King. His fellow general is informed that while he will never be king himself, he will beget a line of kings. Macbeth and Banquo are sceptical; however, ambition begins to take hold of Macbeth after he is given the title Thane of Cawdor following the execution of the previous Thane of Cawdor on grounds of treason.		***exposition*** ***supernatural*** ***weird/wyrd*** ***chiasmus*** ***aside***	
3	**<u>Shakespeare's Purposes:</u>** • Shakespeare reveals the lengths people will go to in order to obtain power. • Shakespeare uses the witches to evoke a dark and sinister atmosphere • Shakespeare uses the witches to appeal to King James' interest in 'Deaemonologie'. • Shakespeare forces the audience to question whether Macbeth acts of his own free will, or is being guided by a supernatural force. • Shakespeare positions Macbeth as a worthy and heroic character in the opening of the play so that his downfall is more tragic. • Shakespeare employs the theme of appearance and reality to examine the central paradox of the play – that nothing is what it seems. • Shakespeare uses Lady Macbeth to embody uncontrolled ambition. He uses her decisiveness to juxtapose with Macbeth's conflict.	Quotations to learn: **Witches:** "Fair is foul and foul is fair" (1.1) "hover through the fog and filthy air" (1.1) "when the battle's lost and won" (1.1) **Macbeth:** "Stars, hide your fires. Let not light see my black and deep desires." (1.4) **Lady Macbeth:** "Come, you spirits …, unsex me here and fill me from the crown to the toe top full of direst cruelty." (1.5) "Look like the innocent flower but be the serpent under't." (1.5)	**WHAT** – what is the writer doing? What inferences can you make? **HOW** – methods being used **WHY** – why the writer has used those methods to create that idea	
4				
5	**Act 1, continued:** Macbeth writes a letter to his wife. She is excited by the news and summons evil spirits to give her the courage to kill the King and make the witches prediction come true. Macbeth arrives to announce that King Duncan is coming to spend the night at their castle. Upon hearing the news, Lady Macbeth is adamant as to what should happen. She desires to see her husband become King of Scotland and believes the pair should murder Duncan in order to obtain the crown.		***dramatic irony*** ***deuteragonist*** ***Soliloquy*** ***conceit*** ***anagnorisis***	
6	**Act 1, close**: Lady Macbeth refuses to listen to Macbeth's protestations when he decides that they should not proceed with their plans. Using her powers of persuasion, she convinces Macbeth to summon his courage and do what is necessary. When Duncan arrives at their castle, she plays the humble host. At the end of Act 1, they are committed to taking the throne for themselves. **Act II :** Macbeth sees an image of a floating dagger beckoning him towards Duncan's chambers. He asks "is this a dagger which I see before me?" Here, Shakespeare explores the inner turmoil of Macbeth, whilst simultaneously allowing his protagonist to explore the ongoing impact Duncan's death will have on him. The soliloquy allows Shakespeare to comment on the difference between – and likelihood of – free will and predestination. Does he truly have a choice over whether to follow it, or has this moment been inevitable since his first meeting with the witches?		***fate*** ***freewill*** ***hamartia*** ***hubris*** ***regicide*** ***hallucination*** ***existential crisis***	

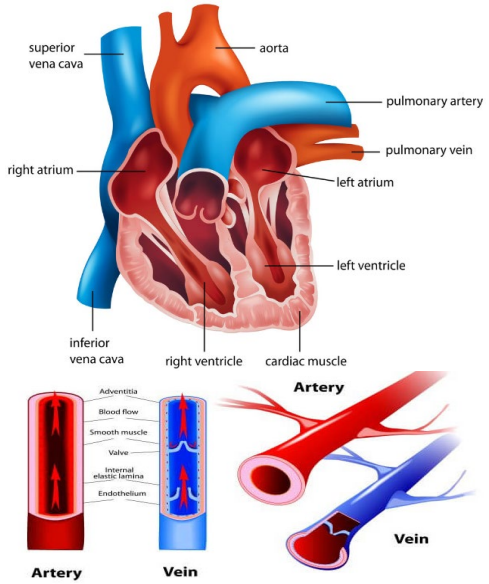
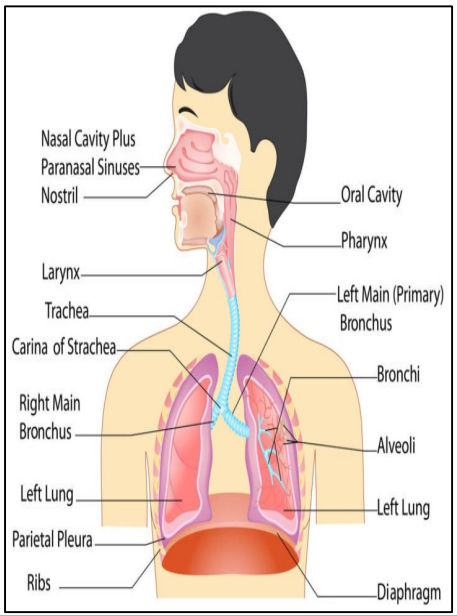
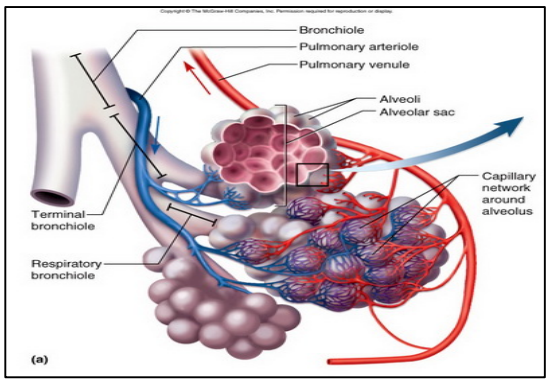
Subject: Geography **Term: Autumn 2** **Year Group: 11**

Part	Disciplinary/Literacy	Key Learning
1 and 4	**Consumption** – The act of using up resources or purchasing goods and produce. **Carry Capacity** – A maximum number of species that can be supported. **Resource management** - The control and monitoring of resources so that they do not become depleted or exhausted.	**Resources are things that humans require for life or to make our lives easier. Humans are becoming increasingly dependent on exploiting these resources, and as a result they are in high demand. Resources such as food, energy and water are what is needed for basic human development.** Without enough nutritious food, people can become **malnourished**. This can make them ill . This can prevent people working or receiving education. People need a supply of **clean and safe water** for drinking, cooking and washing. Water is also needed for food, clothes and other products. A good supply of energy is needed for a basic standard of living. People need **light and heat** for cooking or to stay warm. It is also needed for industry. **The demand for resources like food, water and energy is rising so quickly that supply cannot always keep up. Importantly, access to these resources vary dramatically in different locations** **Population growth** Currently the global population **is 7.3 billion**. Global population has risen **exponentially** this century. Global population is expected to reach **9 billion by 2050**. With more people, the **demand** for food, water, energy, jobs and space **will increase**. **Economic development** As **LICs** and **NEEs** develop further, they require **more energy** for industry. **LICs** and **NEEs** want similar lifestyles to **HICs**, therefore they will need to **consume more resources**. Development means **more water is required** for food production as diets improve. **Resource consumption exceeds Earth's ability to provide!**
2	**Food miles** The distance covered supplying food to consumers. Local food sourcing A method of food production and distribution that is local, rather than national and/or international. Food is grown (or raised) and harvested close to consumers' homes, then distributed over much shorter distances. **Carbon footprint** A measurement of all the greenhouse gases we individually produce, through burning fossil fuels for electricity, transport etc, expressed as tonnes (or kg) of carbon-dioxide equivalent **Water transfer** involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London).	**Food in the UK** The UK imports about 40% of its food. This increases people's **carbon footprint**. There is growing demand for greater choice of **exotic foods** needed all year round. Foods from abroad are more affordable. Many food types are unsuitable to be grown in the UK. **Impact Foods can travel long distances (food miles). Importing food adds to our carbon footprint.** **Positives**. Supports workers with an income + Supports families in LICs. + Taxes from farmers' incomes contribute to local services. **Negatives** Less land for locals to grow their own food.- Farmers exposed to chemicals. **Agribusiness Farming is being treated like a large industrial business. This is increasing food production.** **Positives** Intensive faming maximises the amount of food produced. + Using machinery which increases the farms efficiency. **Negatives** Only employs a small number of workers. - Chemicals used on farms damages the habitats and wildlife. **Organic foods that have little impact on the environment and are healthier have been rising.** **Local food sourcing is also rising in popularity. Reduces emissions** by only eating food from the UK. **Buying locally sourced** food supports local shops and farms. A third of people **grow their own food**. **The average water used per household has risen by 70%. This growing demand is predicted to increase by 5% by 2020.** **This is due to:** A growing UK population. Water-intensive appliances. Showers and baths taken. Industrial and leisure use. Watering greenhouses. **Water management** UK has **strict laws** that limits the amount of discharge from factories and farms. **Education campaigns** to inform what can be disposed of safety. **Waste water treatment plants** remove dangerous elements to then be used for safe drinking. Pollution traps catch and filter pollutants. The south east of the UK has a water shortage so water is transferred by rivers and pipes from Wales however **Opposition** to this includes the negative effects on **land and wildlife**. High maintenance **costs**. The **amount of energy** required to move water over long distances.

Subject: Geography Page 2 **Term: Autumn 2** **Year Group: 11**

Part	Disciplinary/Literacy	Key Learning
3 and 6	***Non-renewables*** **Fossil Fuels -** Conventional power stations can be made more efficient with carbon capture overcoming the environmental impacts. **Nuclear -** Once a nuclear plant is built it can provide a cheap and long-term dependable source of energy. ***Renewables*** **Wind, Solar, Biomass -** These are examples of environmentally friendly renewable sources that can't run out but cost a lot to install. **Fracking** is used to extract natural gas trapped in underground shale rock. It is a method considered by the UK.	The UK **consumes less energy** than compared to the 1970s despite a smaller population. This is due to the **decline of industry**. The majority of UK's energy mix comes from **fossil fuels**. By 2020, the UK aims for 15% of its energy to come from **renewable sources**. These renewable sources do not contribute to **climate change**. 75% of the UK's oil and gas has been used up. Coal consumption has declined. UK has become too dependent on imported energy. The current UK energy policy has these **positives**; *+ The UK government is investing more into low carbon alternatives. + UK government aims to meet targets for reducing emissions. + Renewable sources include wind, solar and tidal energy.* Although there are these **negative** aspects;- *Although infinite, renewables are still expensive to install. - Shale gas deposits may be exploited in the near future.* The UK is investing in new ways to generate energy that do not consume fossil fuels or produce carbon dioxide, a greenhouse gas. The **positives** of **Nuclear** at Hinckley point in Somerset are; *Providing low-carbon electricity for around 6 million homes. The New plants provide job opportunities.* However there are **negatives** to this development, *- Problems with safety and possible harm to wildlife. -Nuclear plants are expensive* **Wind farms** have been developed in many places across the UK these have positives; +Locals have low energy bills. +Reduces carbon footprint. However there are negatives; -Construction cost is high. -Visual impacts on landscape. -Noise from wind turbines. **Fracking**. **Advantages Estimated to create 64,000 jobs. UK has large shale gas reserves. Is far cheaper than natural gas. Disadvantages May cause groundwater pollution. Is a non-renewable resource. May trigger minor earthquakes.**
4	**Energy security** means having a reliable, uninterrupted and affordable supply of energy available. **New technology** is making once difficult energy sources now reachable/exploitable	Energy insecurity can be experienced by countries with both a high and low energy consumption. Technology is increasing energy consumption. There are many reasons why energy supply is uneven including; **Physical Geology** determines the availability of fossil fuels. **Climate variations** will affect the potential use of renewable energy. **Economic Cost** of extracting fossil fuels is becoming costly and difficult. **Price of fossil fuels** are volatile to potential political changes. **Infrastructure** for energy is costly, especially for LICs. **Political Conflict** and turmoil in energy rich countries can affect exports. **Stricter regulations** over Nuclear. Impact of energy insecurity **Sensitive environments** Exploration of energy resources threatens to harm sensitive areas such as the oil drilling in Alaska, USA. **Industry** Countries can suffer from shortfalls in energy leading to a decline in manufacturing and services. **Food** production depends on the energy needed to power machinery and transport goods to different markets. Increasing energy supply Sustainable management **This involves balancing supply and demand. It also includes reducing waste & supporting the environment.** **Home design -** Building homes to conserve energy. i.e. roof insulation. **Reduce demand -** Changing attitudes towards energy used to save energy. Chambamontera is an isolated community in the Andes of Peru. It introduced a **micro-hydro** to exploit water power as an energy source. **Benefits to the community**. Provides renewable energy. Low maintenance & running costs. Has little environmental impacts. Using local labour and materials. Businesses are developing. Less wood is needed to be burnt.

Subject: RO23 Health and Social Care **Term: Autumn Term 1 and 2** **Year Group:11**

Part	Key Learning	Disciplinary/Literacy
1 2 3	 **Artery** / **Vein** Carries blood away from the heart / Carries blood back to the heart Transports blood under high pressure / Transports blood under low pressure Carries oxygenated blood (exception: pulmonary artery) / Carries deoxygenated blood (exception: pulmonary vein) Thick, muscular walls containing lots of elastin / Thinner walls containing less elastin No valves / Valves Smaller lumen / Larger lumen Learners must be taught: • the cardiovascular system o the structure of the cardiovascular system, i.e.: - heart - ventricles, left and right atrium, aorta - veins - size, diameter - arteries - size, diameter, pressure o the function of the cardiovascular system, i.e.: - circulation of blood around the body, oxygenation and deoxygenation (e.g. arteries are the blood vessels carrying oxygenated blood away from the heart and veins carry de-oxygenated blood to the heart)	**Key Terms: Cardiovascular System** Deoxygenated blood: blood that contains little O2 Oxygenated blood: blood that has picked up blood from the lungs Valves: mechanisms that regulate the flow of blood Arteries: blood vessels where the blood is under pressure Veins: blood vessels with valves and no pressure
4 5 6	  the respiratory system o the structure of the respiratory system, i.e.: - trachea, i.e.: ▪ cartilage and ligaments, connects nose and mouth to lungs - lungs, i.e.: ▪ cone shaped ▪ right bigger than left - alveoli, i.e.: ▪ within lungs ▪ microscopic sacs bunched together o the function of the respiratory system, i.e.: - inhale, i.e.: ▪ sucking in air from the atmosphere ▪ diaphragm expanding ▪ air going into the lungs ▪ breathing in oxygen exhale, i.e.: ▪ diaphragm relaxes and ribcage moves inwards and downwards ▪ breathing out carbon dioxide	**Key Terms: Respiratory System** Trachea: windpipe..air flows from the nose and mouth to the lungs Bronchi: the trachea divides into 2 and air continues into each lung Bronchioles: even more divisions of the bronchi allowing the air to disperse throughout the lungs Alveoli: the sacs at the end of the bronchioles that allow gas exchange

Subject: History **Term: Autumn 2** **Year Group: 11**

Part	Disciplinary/Literacy	Key Learning
1 and 4	**Peace settlement** – The peace treaty (Treaty of Versailles) signed in 1919 **Lebensraum** – living space **Anschluss** – Union between Germany and Austria	HITLER'S FOREIGN POLICY was vital to his rise to power and his maintaining power in Germany. His desire to make Germany a great nation and unite all German-speaking people struck a chord with all sections of German society. His other aims were to reverse the Treaty of Versailles, to restore German territory and build up the German armed forces; to create **lebensraum** in Eastern Europe for all of greater Germany and to destroy communism. From the beginning of his chancellorship in January 1933, his actions made it clear to the major powers that he would present a challenge to the **peace settlement** of 1919. At all times he presented reasonable grounds for his actions and on occasions he took a gamble such as the re-occupation of the Rhineland in 1936, but his approach seemed to bring success until the crisis over Poland in 1939. The **Anschluss** with Austria in 1938 was accepted but it was the demands for Polish territory and the invasion of that country which precipitated war.
2 and 5	**Disarmament** – the act of reducing, limiting, or abolishing weapons **Rearmament** – the process of building up a new stock of military weapons. **Conscription** – Compulsory military service **Pact** - A formal agreement between countries to help each other and/or to stop fighting	**THE DISARMAMENT CONFERENCE** In 1932. Countries met to discuss what they might do to prevent any future wars. Hitler left, saying that he wanted Germany to be equal with other countries for self-defence. In October 1933 he withdrew from the League of Nations and the Disarmament Conference. All restrictions from the Treaty of Versailles were removed. He built 1000 aircraft and introduced conscription. **REARMAMENT AND CONSCRIPTION** After the recent world economic crisis countries were more concerned about internal problems than problems abroad. The League of Nations was seen as weak due to its failure to stop Japanese aggression in the Far East in the early '30s. The British people already felt Germany had been dealt with harshly enough following World War One. **ALLIANCES AND AGREEMENTS BETWEEN GERMANY AND OTHER COUNTRIES** Non-aggression **pact** with Poland 1934- Hitler no longer feared attack from Poland; Rome-Berlin Axis 1936- agreed to follow a common foreign policy and stop the spread of communism. (Mussolini wanted close relations); Anti-Comintern Pact 1936- with Japan, limit communist influence in the world; Pact of Steel 1939- a full military alliance with Italy and close economic bonds and the Nazi-Soviet Pact 1939- not to support attacks on each other, agreed to split up Poland between them. Ministers Ribbentrop and Molotov agreed the terms.
Part 3 and 6	**Remilitarise** – Build up military forces **Appeasement** - the policy of giving in to the demands of a potentially hostile nation in the hope of maintaining peace	**HITLER'S ATTEMPT TO UNIFY ALL GERMAN-SPEAKING PEOPLE Step 1 –** Return of the Saarland- January 1935- It voted 477,000 to 48,000 to reunite with Germany. **Step 2** – **Remilitarising** of the Rhineland- 1936- Hitler thought that Britain and France would do nothing. 98.8% voted in favour of reoccupation. **Step 3-** Anschluss-1938- united with Austria after a failed attempt in 1934. Mussolini was now on his side which originally was what scared Hitler away. **Step 4**- The Sudetenland Crisis- Sudetenland was a part of Czechoslovakia which contained 3 million German speakers and 25% of Czechoslovakia's industry. Hitler ordered the Nazi party there to stir up trouble. Hitler used this claim to back Sudeten Germans with military force. Four main leaders met and agreed it would be given to Germany. Chamberlain also met Hitler to announce an Anglo-German treaty which stated that neither country would go to war with each other again. **Step 5-** The takeover of Czechoslovakia-1939- German troops were invited to restore order, even though there was no disorder. Germany took over the Czech provinces and controlled Slovakia. Even though Hitler hadn't done anything illegal, Britain and France decided to end their policy of **appeasement** with Germany. **Step 6**- Danzig and the Polish Corridor- 1939- Hitler invaded Poland on 1st September 1939. Britain had guaranteed Poland's borders after the first world war.

Subject: French | **Term: Autumn 2** | **Year Group: 11**

Part	Key Learning: Tense combinations and verb conjugations	Present tense of modal verbs	Resources

1

IMPARFAIT– 'was, were, used to' **Subject + verb**

1. Take the 'nous' form of the *present tense*.
2. Take off '-ons'
3. Add the following endings

e.g. je + fais + ais = je faisais = I used to do
nous + aim + ions = nous aimions = we used to like

je	- ais	nous	–ions
tu	–ais	vous	–iez
il/elle	-ait	ils/elles	-aient

devoir = to have to (must)

je	dois
tu	dois
il/elle	doit
nous	devons
vous	devez
ils/elles	doivent

2

FUTUR– 'will' Subject **+ verb**

Regular verbs

1. Take the infinitive
2. Add the following endings

e.g. I will play = **je jouerai**
We will listen = **nous écouterons**

with **–re** verbs, you must take off the final –e before adding endings, e.g. **descendre – je descendrai**

je	-ai	nous	-ons
tu	-as	vous	-ez
il/elle/on	-a	ils/elles	-ont

vouloir = to want

je	veux
tu	veux
il/elle	veut
nous	voulons
vous	voulez
ils/elles	veulent

Scan me

3

Irregular verbs

Same as regular verbs, except they use different stems:

aller – ir être = ser faire = fer
avoir = aur devoir = devr voir = verr
pouvoir = ? vouloir = ? voudr =?

Pluperfect tense ,'had' : **Subject + imperfect of 'avoir/être' + past participle**

SUBJECT **J'** + AUXILIARY VERB in the IMPERFECT TENSE **avais** **étais** + PAST PARTICIPLE **fini** **arrivé(es)**

pouvoir = to be able to (can)

je	peux
tu	peux
il/elle	peut
nous	pouvons
vous	pouvez
ils/elles	peuvent

4

Person	Verb	Job/Profession			Opinion	Adjective
Mon père **Mon frère** **Mon oncle**	**est** is a **travaille** **comme** works as	(M) - avocat - coiffeur - compatable - cuisinier - fermier - homme d'affaires	(F) - avocate - coiffeuse - compatable - cuisinier - fermiere - femme d'affaires	lawyer hairdresser accountant chef farmer businessman/ woman	**et il/elle aime ça** and he/she likes it **et il/elle adore ça** and he/she loves it **et il/elle n'aime pas ça** and he/she does not like it **et il/elle déteste ça** and he/she detests it	**actif** active **amusant** fun **facile** easy **gratifiant** rewarding **intéressant** **stimulant** stimulating **barbant** boring **difficile** difficult **dur** hard **stressant** stressful
Ma mère **Ma soeur** **Ma tante**	**travaille** works	**à la campagne** in the countryside **en ville** in town **chez lui** at home (m) **chez elle** at home (f)				
		dans in	**un collège** **une entreprise** - a company **un garage** **une ferme** – a farm **un hôtel**	**un restaurant** **un supermarché** **un atelier** - a workshop **un théâtre** **un bureau** – an office		

Additional Jobs:
nurse
engineer
mechanic
doctor
plumber
teacher

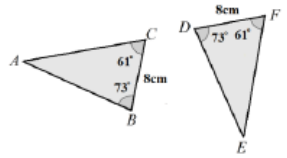
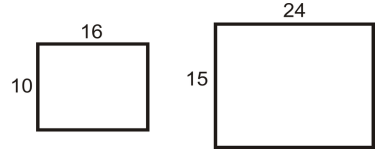
- infirmier
- ingénieur
- mecanicien
- médecin
- plombier
- professeur

- infirmiere
- ingénieure
- mecanicienne
- médecin
- plombière
- professeure

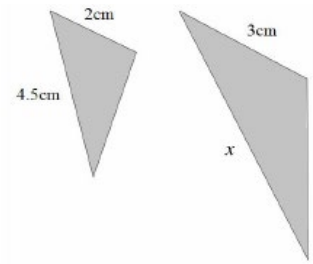
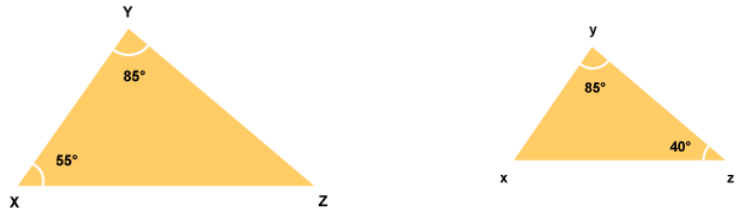
Subject: Preparation for Life (P4L) **Term: Autumn 2** **Year Group: 11**

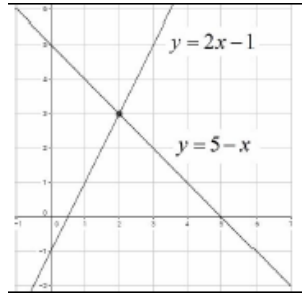
Part	Key Learning	Disciplinary/Literacy	Linked Assessment	Resources
1	Good Debt, Bad Debt Living on a Low wage	**National Minimum Wage** – a legal minimum rate per hour that employers have to pay their staff; according to their age. **National Living Wage** - the legal minimum rate per hour that employers have to pay to staff over the age of 25. **Job Seekers' Allowance** – a weekly amount of money that you may be eligible to receive as a benefit from the Government, depending on meeting certain criteria. **Income Tax** – the money you pay to the Government as a contribution towards paying for services operated by Government. **Personal Tax Allowance** – the amount you can earn without having to pay income tax.		
2	Good Debt, Bad Debt Dealing with debt	**Manageable Debt** – You can cover all your financial commitments and have spare money left as well. **Unmanageable Debt** - When you cannot meet all your financial commitments without getting into more debt. **Disposable Income** – money that you have left over, after paying for all of your financial commitments.		
3	Good Debt, Bad Debt Borrowing Money	**Personal Loan** – money that you borrow from a financial institution, that you pay back over a fixed period of time, including interest. **Unsecured Personal Loan** – a loan that is not attached to an item that you own. **Secured Personal Loan** – a loan that is linked to something you own (such as a house), that would become the property of the financial institution if you did not or could not pay back the loan. E.g. a Mortgage. **Credit Card** – a loan that you pay higher interest on, but have more flexibility when paying it back. **Hire Purchase** – you pay for an item in regular instalments, but you do not own the item until the end of the loan.		

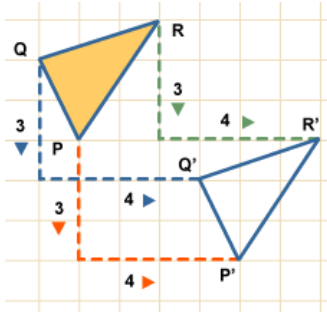
Subject: Maths - Foundation: Congruence & Similarity, Simultaneous Equations and Vectors **Term: Autumn 2** **Year Group: 11**

Topic/Skill	Definition/Tips	Example
1. Congruent Shapes	Shapes are congruent if they are identical - same shape and same size. Shapes can be rotated or reflected but still be congruent.	
2. Congruent Triangles	4 ways of proving that two triangles are congruent: 1. SSS (Side, Side, Side) 2. RHS (Right angle, Hypotenuse, Side) 3. SAS (Side, Angle, Side) 4. ASA (Angle, Side, Angle) or AAS <u>ASS does not prove congruency.</u>	 $BC = DF$ $\angle ABC = \angle EDF$ $\angle ACB = \angle EFD$ ∴ The two triangles are congruent by AAS.
3. Similar Shapes	Shapes are similar if they are the same shape but different sizes. The proportion of the matching sides must be the same, meaning the ratios of corresponding sides are all equal.	
4. Scale Factor	The ratio of corresponding sides of two similar shapes. To find a scale factor, divide a length on one shape by the corresponding length on a similar shape.	Scale Factor = $15 \div 10 = 1.5$ 

Maths - Foundation: Congruence & Similarity, Simultaneous Equations and Vectors **Term: Autumn 2** **Year Group: 11**

Topic/Skill	Definition/Tips	Example
5. Finding missing lengths in similar shapes	1. Find the scale factor. 2. Multiply or divide the corresponding side to find a missing length. If you are finding a missing length on the larger shape you will need to multiply by the scale factor. If you are finding a missing length on the smaller shape you will need to divide by the scale factor.	Scale Factor = $3 \div 2 = 1.5$ $x = 4.5 \times 1.5 = 6.75cm$ 
6. Similar Triangles	To show that two triangles are similar, show that: 1. The three sides are in the same proportion 2. Two sides are in the same proportion, and their included angle is the same 3. The three angles are equal	
7. Simultaneous Equations	A set of two or more equations, each involving two or more variables (letters). The solutions to simultaneous equations satisfy both/all of the equations.	$2x + y = 7$ $3x - y = 8$ $x = 3$ $y = 1$
8. Variable	A symbol, usually a letter, which represents a number which is usually unknown.	In the equation $x + 2 = 5$, x is the variable.
9. Coefficient	A number used to multiply a variable. It is the number that comes before/in front of a letter.	6z 6 is the coefficient z is the variable

Topic/Skill	Definition/Tips	Example
10. Solving Simultaneous Equations (by Elimination)	1. Balance the coefficients of one of the variables. 2. Eliminate this variable by adding or subtracting the equations (Same Sign Subtract, Different Sign Add) 3. Solve the linear equation you get using the other variable. 4. Substitute the value you found back into one of the previous equations. 5. Solve the equation you get. 6. Check that the two values you get satisfy both of the original equations.	$5x + 2y = 9$ $10x + 3y = 16$ Multiply the first equation by 2. $10x + 4y = 18$ $10x + 3y = 16$ Same Sign Subtract (+10x on both) $y = 2$ Substitute $y = 2$ in to equation. $5x + 2 \times 2 = 9$ $5x + 4 = 9$ $5x = 5$ $x = 1$ Solution: $x = 1, y = 2$
11. Solving Simultaneous Equations (by Substitution)	1. Rearrange one of the equations into the form $y = \ldots$ or $x = \ldots$ 2. Substitute the right-hand side of the rearranged equation into the other equation. 3. Expand and solve this equation. 4. Substitute the value into the $y = \ldots$ or $x = \ldots$ equation. 5. Check that the two values you get satisfy both of the original equations.	$y - 2x = 3$ $3x + 4y = 1$ Rearrange: $y - 2x = 3 \rightarrow y = 2x + 3$ Substitute: $3x + 4(2x + 3) = 1$ Solve: $3x + 8x + 12 = 1$ $11x = -11$ $x = -1$ Substitute: $y = 2 \times -1 + 3$ $y = 1$ Solution: $x = -1, y = 1$ 

Topic/Skill	Definition/Tips	Example
12. Solving Simultaneous Equations (by Substitution)	1. Rearrange one of the equations into the form $y = \ldots$ or $x = \ldots$ 2. Substitute the right-hand side of the rearranged equation into the other equation. 3. Expand and solve this equation. 4. Substitute the value into the $y = \ldots$ or $x = \ldots$ equation. 5. Check that the two values you get satisfy both of the original equations.	$y - 2x = 3$ $3x + 4y = 1$ Rearrange: $y - 2x = 3 \rightarrow y = 2x + 3$ Substitute: $3x + 4(2x + 3) = 1$ Solve: $3x + 8x + 12 = 1$ $11x = -11$ $x = -1$ Substitute: $y = 2 \times -1 + 3$ $y = 1$ Solution: $x = -1, y = 1$
13. Translation	Translate means to move a shape. The shape does not change size or orientation.	
14. Vector Notation	A vector can be written in 3 ways: a or $\overrightarrow{AB}$ or $\begin{pmatrix} 1 \\ 3 \end{pmatrix}$	

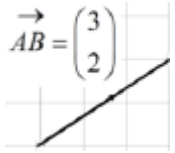
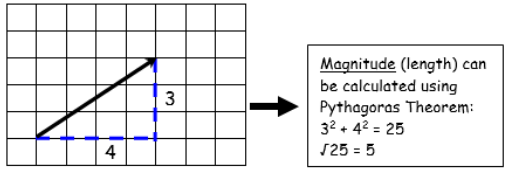
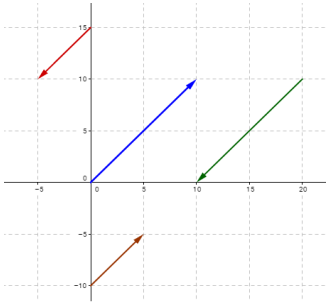
Subject: Maths **Term: Autumn 2** **Year Group: 11 Higher**

Part	Key Learning

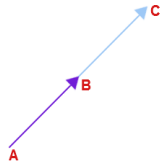
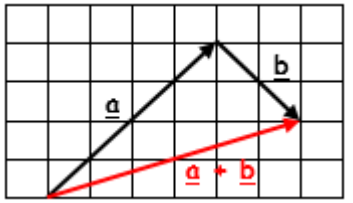
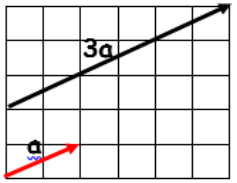
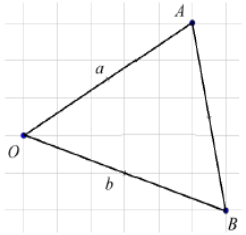
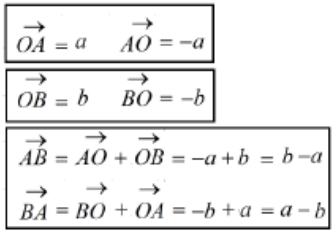
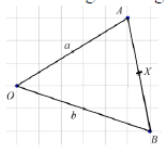
More Algebra

Key Word	Definition
Simplify	To simplify (or reduce) a fraction means to make it as simple as possible.
Surd	A number that can't be simplified to remove a square root (or cube root etc).
Factorise	Finding what to multiply to get an expression.
Function	A special relationship where each input has a single output. It is often written as "f(x)" where x is the input value.
Proof	Logical mathematical arguments used to show the truth of a mathematical statement. In a proof we can use: • axioms (self-evident truths) such as "we can join any two points with a straight-line segment" (one of Euclid's Axioms) • existing theorems, that have themselves been proven. The result of a proof is often called a theorem.
Integer	A number with no fractional part (no decimals).
Mathematical Operation	A mathematical process. The most common are add, subtract, multiply and divide (+, −, ×, ÷).
Rational Number	A number that can be made by dividing two integers (an integer is a number with no fractional part).
Lowest Common Denominator	The smallest number that can be used for all denominators of 2 or more fractions: • a "Denominator" is the bottom number of a fraction. • a "Common Denominator" is when the bottom number is the same for the fractions. • the "Lowest Common Denominator" is the smallest number that can be used for all denominators of the fractions.

Subject: Maths - Foundation: Congruence & Similarity, Simultaneous Equations and Vectors **Term: Autumn 2** **Year Group: 11**

Topic/Skill	Definition/Tips	Example
15. Column Vector	In a column vector, the top number moves left (-) or right (+) and the bottom number moves up (+) or down (-)	$\begin{pmatrix}2\\3\end{pmatrix}$ means '2 right, 3 up' $\begin{pmatrix}-1\\-5\end{pmatrix}$ means '1 left, 5 down'
16. Vector	A vector is a quantity represented by an arrow with both direction and magnitude. $\overrightarrow{AB} = -\overrightarrow{BA}$	
17. Magnitude	Magnitude is defined as the length of a vector.	
18. Equal Vectors	If two vectors have the same magnitude and direction, they are equal.	
19. Parallel Vectors	Parallel vectors are multiples of each other.	2a+b and 4a+2b are parallel as they are multiple of each other. 

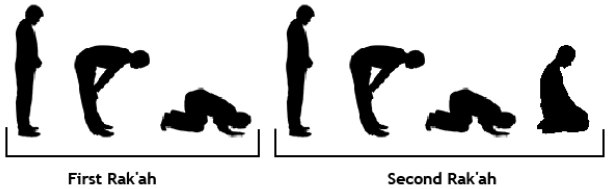
Subject: Maths - Foundation: Congruence & Similarity, Simultaneous Equations and Vectors **Term: Autumn 2** **Year Group: 11**

Topic/Skill	Definition/Tips	Example
20. Collinear Vectors	Collinear vectors are vectors that are on the same line. To show that two vectors are collinear, show that one vector is a multiple of the other (parallel) AND that both vectors share a point.	
21. Resultant Vector	The resultant vector is the vector that results from adding two or more vectors together. The resultant can also be shown by lining up the head of one vector with the tail of the other.	if $\underline{a} = \begin{pmatrix}4\\4\end{pmatrix}$ and $\underline{b} = \begin{pmatrix}2\\-2\end{pmatrix}$ then $\underline{a} + \underline{b} = \begin{pmatrix}4\\4\end{pmatrix} + \begin{pmatrix}2\\-2\end{pmatrix} = \begin{pmatrix}6\\2\end{pmatrix}$ 
22. Scalar of a Vector	A scalar is the number we multiply a vector by.	Example: 3a + 2b = $= 3\begin{pmatrix}2\\1\end{pmatrix} + 2\begin{pmatrix}4\\-1\end{pmatrix}$ $= \begin{pmatrix}6\\3\end{pmatrix} + \begin{pmatrix}8\\-2\end{pmatrix}$ $= \begin{pmatrix}14\\1\end{pmatrix}$ 
23. Vector Geometry	 	**Example 1:** X is the midpoint of AB. Find $\overrightarrow{OX}$ **Answer:** Draw X on the original diagram  Now build up a journey. You could use $\overrightarrow{OX} = \overrightarrow{OA} + \frac{1}{2}\overrightarrow{AB}$. This will give: $\overrightarrow{OX} = a + \frac{1}{2}(b-a)$. This will simplify to $\frac{1}{2}a + \frac{1}{2}b$ or $\frac{1}{2}(a+b)$

Subject: Psychology **Term: Autumn 1 and 2** **Year Group: 11**

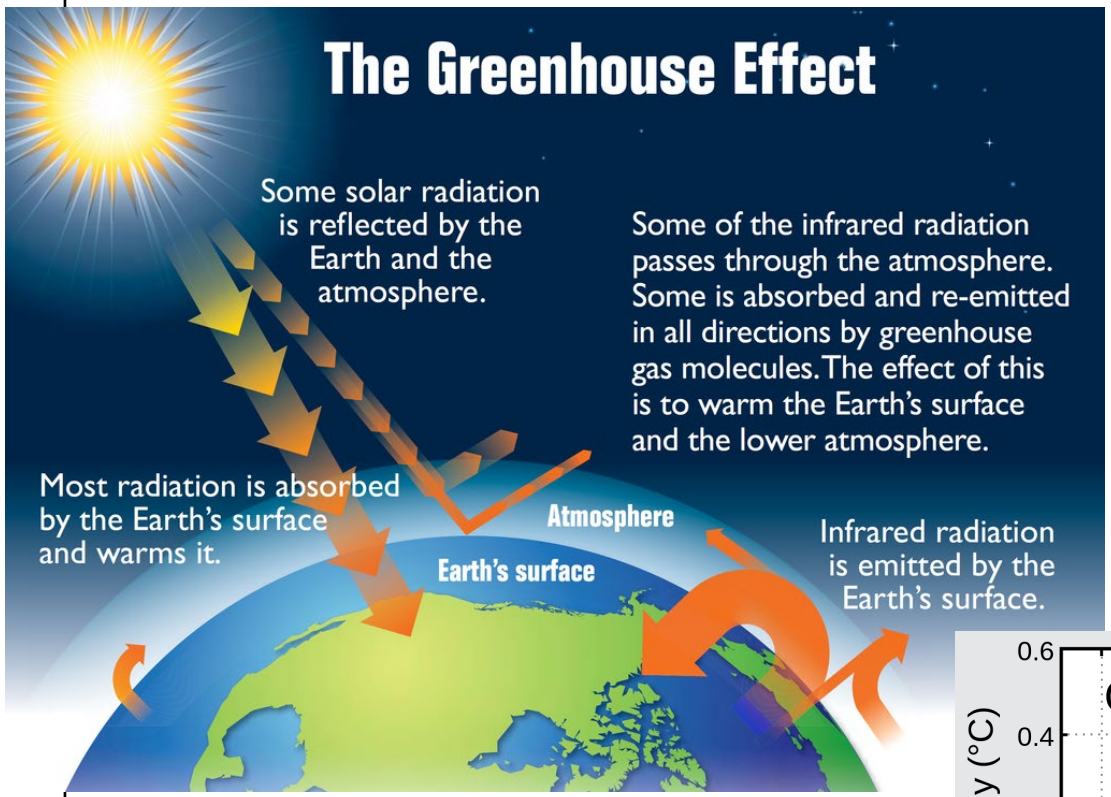
<table>
<tr><th>Part</th><th>Key Learning</th><th>Disciplinary/Literacy</th></tr>
<tr><td>1
2</td><td>
<table>
<tr><th></th><th>Description</th><th>Advantages/ strengths</th><th>Disadvantages/ weaknesses</th></tr>
<tr><td>Laboratory experiment</td><td>conducted in a controlled setting, usually a research lab where participants are aware of being observed and part of a study.</td><td>High internal validity.
Limits extraneous variables, drawing cause and effect is more reliable.</td><td>Lacks ecological validity.
Ppts may display demand characteristics.</td></tr>
<tr><td>Field experiment</td><td>conducted in a more natural environment, can be conducted anywhere in real-world settings with researchers manipulating an independent variable.</td><td>High in ecological validity, natural behaviours from participants can be generalised to the wider population</td><td>Precise participants and the environment may be difficult to recreate. Informed consent ethical issues.</td></tr>
<tr><td>Natural experiment</td><td>conducted in a more natural or everyday environment, the independent variable occurs naturally (such as gender).</td><td>High in ecological validity, natural behaviours from participants can be generalised to the wider population</td><td>Precise participants and the environment may be difficult to recreate. Informed consent ethical issues.</td></tr>
</table>
</td><td rowspan="2"><u>Standardised procedure and instructions</u>
set of sequences which apply to all the participants when necessary to ensure the experiment is unbiased.
<u>Randomisation</u>
Makes sure there are no biases in the procedures. Pick words/numbers/names from a hat or use a random number generator.</td></tr>
<tr><td>3</td><td>Reliability: A measure of consistency. (Consistent: always being the same, or similar)
If a study is reliable, the same results will be found if it is repeated in a same or similar way.
Think about making your experiment reliable:
• Using random or stratified sampling can help reliability. (removes bias in sampling)
• Repeated measures design can also improve it. (removes participant variables of e.g. intelligence.
• Quantitative data can be more reliable (recording what people do in a situation) than qualitative data (asking people what they would do).</td><td rowspan="2"><u>Independent groups</u>
Participants only take part in one condition.
<u>Repeated measures</u>
Participants take part in all conditions.
<u>Matched pairs</u>
Participants pre-tested then paired up (on paper). One from each pair goes into each group</td></tr>
<tr><td>4</td><td>Validity: Whether your study is measuring what it intends to measure.
A study has ecological validity if the results apply to real behaviour in the real world.
• Using random or stratified sampling can help reliability. (removes bias in sampling)
• Consider using a laboratory experiment which can have high (internal) validity, however they often have low ecological validity due to unusual tasks.
• Natural experiments and observations have high ecological validity due to the 'normal' and everyday nature of the study.</td></tr>
<tr><td>5</td><td>Surveys (questionnaires) –
Methods that are used to collect large amounts of information from a target group that may be spread out across the country
Questionnaires are a type of survey that can be conducted face to face, via phone or video call.
Adv: large amounts of information very quickly. Replicated very easily as all the questions are pre-set
Dis: questions can be unclear, and can suggest or lead respondents. Participants may not necessarily answer truthfully.</td><td>Anomalies: Pieces of data which don't fall into the expected pattern.Some of these can be explained as mistakes, but they should always be noticed and pointed out</td></tr>
<tr><td>6</td><td>Interviews – a researcher in direct contact with the participant and this could either be face to face or via phone/video call. Structured interviews involve all participants being asked the same pre-set questions in the same order. In unstructured interviews, participants are free to discuss anything freely. The interviewer may devise new questions as the interview progresses
Adv: Structured interviews can be replicated easily as the questions are all pre-set. Unstructured interviews provide rich and detailed information
Dis: can be incredibly time consuming.</td><td>Requires skilled researchers. People's responses can also be affected by social desirability – saying what they think the researcher wants them to say</td></tr>
</table>

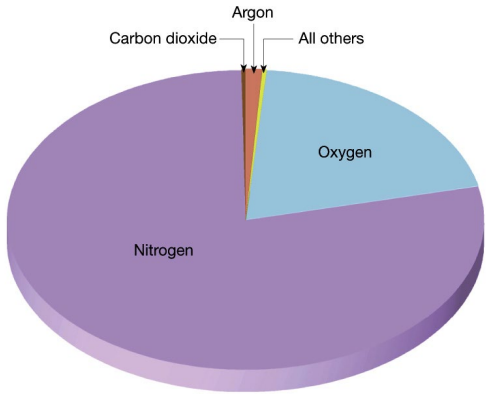
Subject: Religious Studies **Term: Autumn 2** **Year Group: 11**

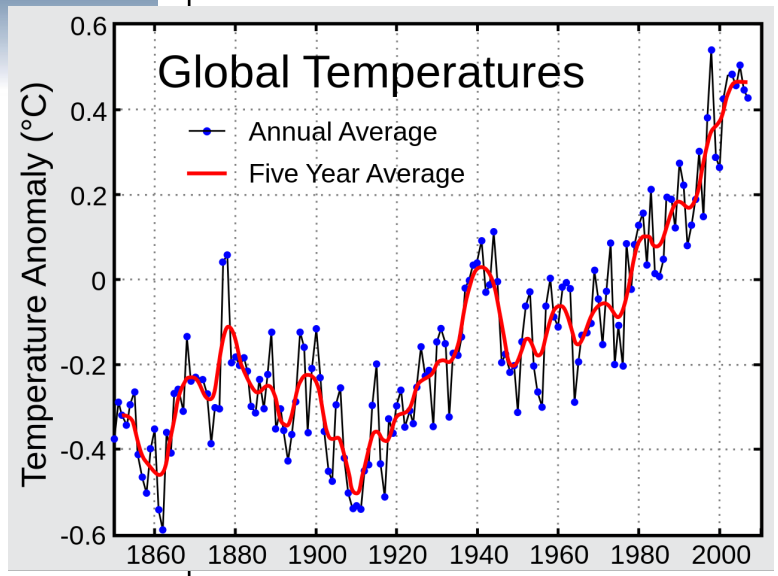
Part	Key Learning	Disciplinary/Literacy	Resources
1	**10 Obligatory acts of Shi'a Islam** **1.** **Salah** - prayer **2.** **Sawm** – fasting **3.** **Zakah** – charitable giving **4.** **Khums** – 20% tax on income **5.** **Hajj** – pilgrimage **6.** **Jihad** **7.** **Amr-bil-Maruf** – encouraging people to do what is good **8.** **Nah Anil Munkar** – Discouraging people form doing what is wrong **9.** **Tawallah** – to be loving towards friends of God **10.** **Tabarra** – disassociating from enemies of God.	**Shi'a Islam:** Muslims who believe in the successorship of Ali. 'Shi'a comes from the phrase 'Shiat Ali', which means 'partisans of Ali' or 'followers of Ali'. **Sunni Islam**: Muslims who believe in the successorship of Abu Bakr, Umar, Uthman and Ali	*Files – Classroom Materials* section of the Teams site.
2	**Muslim Worship: Shahadah and Salah** **Shahadah: Declaration of faith** *"There is no God but Allah and Muhammad is his messenger"* **Salah: Prayer** Performing ritual prayers in the proper way 5 times a day  First Rak'ah Second Rak'ah	**Wudu**: Ritual washing before prayer **Qibla**: Direction of Mecca **Rak'ah**: One unit of prayer **Jummah prayer**: Friday, midday prayer	*Files –* section of the Teams site.
3	**Duties: Zakah, Sawm and Hajj** **Zakah**: the role and significance of giving alms including the origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam **Sawm**: role and significance of fasting during the month of Ramadan including, origins, duties, benefits of fasting, exceptions to fasting and their reasons, the Night of Power **Hajj**: the role and significance of the pilgrimage to Makkah, including origins, how hajj is performed, the actions of pilgrims performed at the sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance	**The Ka'aba**: The black covered cube-shaped building in the centre of the grand mosque in Makkah. All Muslims face towards it when they pray	*Files – Classroom Materials* section of the Teams site.
4	**Jihad** **Jihad is an important concept for Muslims. It refers to struggling against evil, either as an individual or as the collective fellowship of Islam.** **Lesser**: Greater jihad is a personal, inward struggle of all Muslims to live in line with the teachings of their faith. **Greater:** Lesser jihad is seen as the outward struggle to defend Islam from threat. In the early days of the faith, this was important when Muslims were being persecuted and they needed to protect their freedom to practise their faith.	**Jihad**: 'to struggle' or 'strive'; can be greater jihad (struggle in every day life, e.g. to observe Ramadan) or lesser jihad (defence of Islam)	*Files – Classroom Materials* section of the Teams site.

Subject: Science Chemistry of the Atmosphere **Term: Autumn 2** **Year Group: Year 11**

Part	Key Learning	Disciplinary/Literacy
1	**Diagrams**	**Tier 3 vocab**

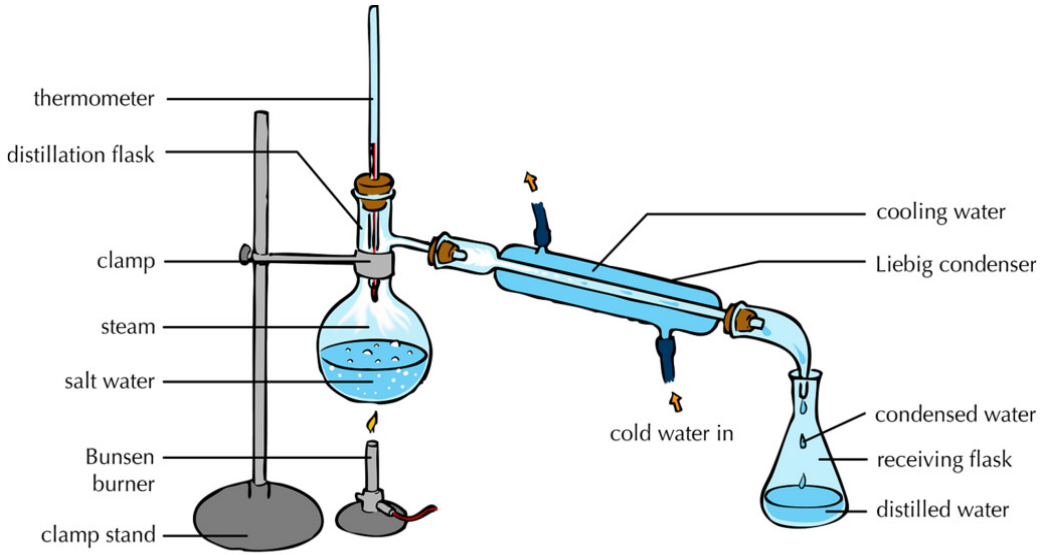






Greenhouse gas	A gas that absorbs long wavelength infrared radiation given off by the Earth but does not absorb the suns radiation.
Global warming	An increase in the temperature of the Earths surface.
Water stress	A shortage of fresh water.
Carbon footprint	The amount of carbon dioxide and other greenhouse gases given out over the full life cycle of a product, service or event.
Carbon neutral	Fuels and processes whose use results in zero net release of greenhouse gases to the atmosphere.

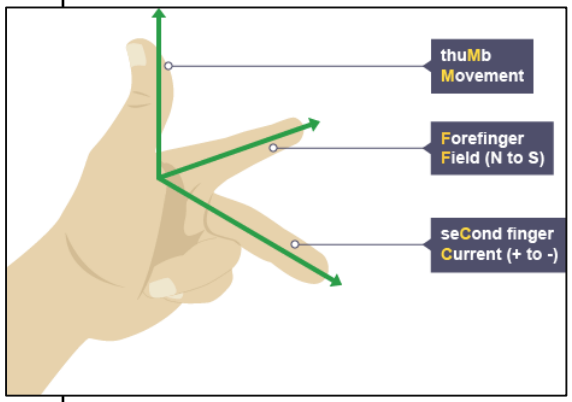
Subject: Science Using Resources **Term: Autumn 2** **Year Group: Year 11**

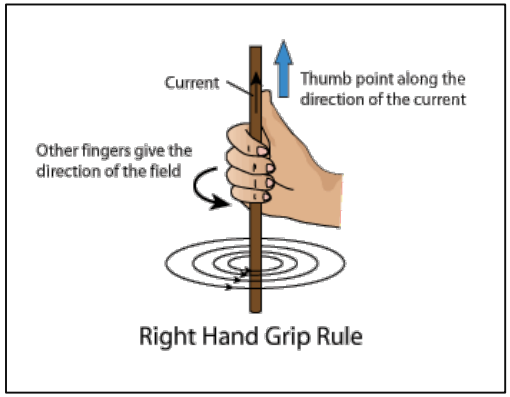
Part	Key Learning	Disciplinary/Literacy
1	**Diagrams**  	**Tier 3 vocab** Finite resource: A resource that cannot be replaced once it has been used. Renewable resource: A resource that we can replace once we have used it. Sustainable development: Using resources to meet the needs of people today without preventing people in the future from meeting theirs. Life cycle assessment: An examination of the impact of a product on the environment throughout its life. Value judgement: An assessment of a situation that may be subjective, based on a persons opinion and / or values. Desalination: Process to remove dissolved substances from sea water. Ore: A rock from which a metal can be extracted for profit. Phytomining: The use of plants to absorb metal compounds from soil as part of metal extraction. Bioleaching: The use of dilute acid to produce soluble metal compounds from insoluble metal compounds. Leachate: A solution produced by leaching or bioleaching.

Subject: Science Magnetism and Electromagnetism **Term: Autumn 2** **Year Group: Year 11**

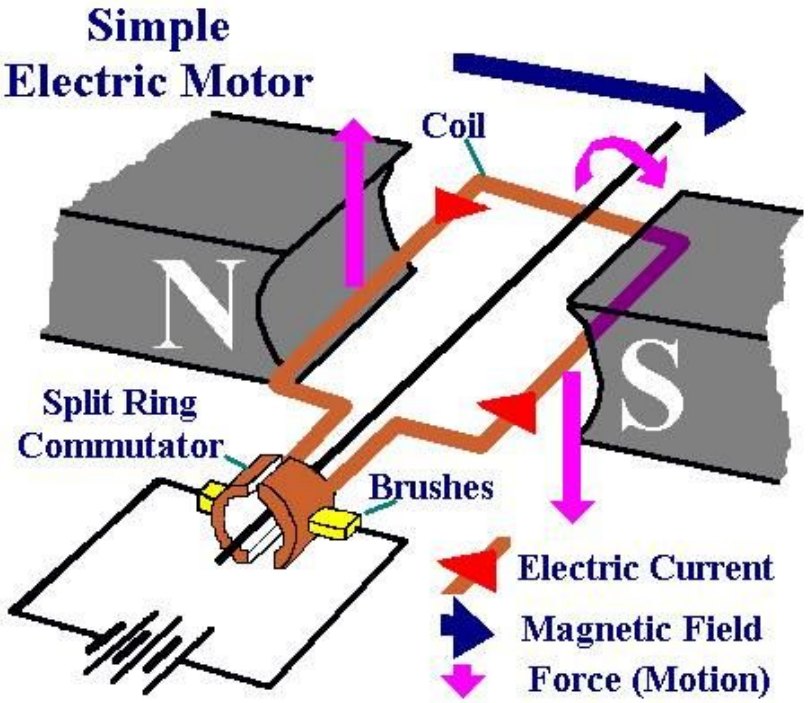
Part	Key Learning	Disciplinary/Literacy

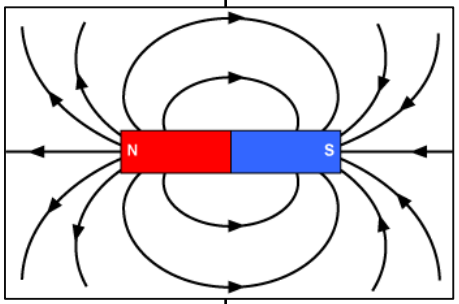
Diagrams





1





Tier 3 vocab

Magnetic	Materials that are attracted by a magnet.
North-seeking pole	The end of the magnet that points north.
South-seeking pole	The end of the magnet that points south.
Permanent magnet	A magnet which produces its own magnetic field. It always has a north and a south pole.
Induced magnet	A magnet which becomes magnetic when it is placed in a magnetic field.
Right-hand grip rule	A way to work out the direction of the magnetic field in a current-carrying wire if you know the direction of the current.
Solenoid	A solenoid is a long coil of wire.
Flux density	The number of lines of magnetic flux in a given area. F=B x I x L Force = magnetic flux density x current x length
Motor effect	The force produced between a conductor carrying a current within a magnetic field and the magnet producing the field.

My Diary :

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	01/11/2021	02/11/2021	03/11/2021	04/11/2021	05/11/2021	06/11/2021	07/11/2021
2	08/11/2021	09/11/2021	10/11/2021	11/11/2021	12/11/2021	13/11/2021	14/11/2021
3	15/11/2021	16/11/2021	17/11/2021	18/11/2021	19/11/2021	20/11/2021	21/11/2021
4	22/11/2021	23/11/2021	24/11/2021	25/11/2021	26/11/2021	27/11/2021	28/11/2021
5	29/11/2021	30/11/2021	01/12/2021	02/12/2021	03/12/2021	04/12/2021	05/12/2021
6	06/12/2021	07/12/2021	08/12/2021	09/12/2021	10/12/2021	11/12/2021	12/12/2021
7	13/12/2021	14/12/2021	15/12/2021	16/12/2021	17/12/2021		

My Homework

Week						
01/11/2021						
08/11/2021						
15/11/2021						
22/11/2021						
29/11/2021						
06/12/2021						
13/12/2021						

Home Contact
