

KNOWLEDGE ORGANISER



Spring Term 2021
Year 11



Name: _____ **Form:** _____



How to use your Knowledge Organiser for Home Learning

- Knowledge Organisers contain critical knowledge that you must know
- It will help you recap, revisit and revise what you learn in lessons so that you remember it in the long term
- You will use your Knowledge Organiser for most of your homework, but you can also do extra self-study to develop your long term memory
- You **MUST** have your book with you every day and in every lesson as it will be used alongside your learning

For homework:

- You will need to follow the homework timetable so you do the correct subjects on the correct day.
- You will be asked to look at a specific section of your Knowledge Organiser
- Your homework will be **cover – write – check**

This should take about 15 – 20 mins per subject.

- You must write the subject and date in your homework book
- You need to underline the subject and title as per lessons
- The knowledge learnt will be assessed throughout each cycle in lesson time
- Your form tutors will check that the work has been completed
- There will be rewards for excellent work and sanctions for work not completed



HOME LEARNING PLAN:

- Your homework will be set **every Monday** on Class Charts
- Your homework book will be checked by your tutor **every Monday** after each week's homework to check you have evidence of your home learning
- Evidence can be highlighted notes, mind-maps, diagrams, flashcards
- The section of homework you need to learn from your Knowledge Organiser will be on Class Charts as normal
- Your tutor will give rewards for excellent home learning evidence, but there will also be a consequence for not completing the work or not having your book
- There will be an after school detention set for the **Tuesday evening** to complete your work if it has not been done
- You will be tested on what you have learnt by your subject teachers in your lessons
- Completing your home learning is **YOUR** responsibility



Literacy Knowledge Organiser

Books to read this term –

Northern Lights by Philip Pullman
The Red Scrolls of Magic by Casandra Clare
The Sleeper and the Spindle by Neil Gaiman

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

Dr Seuss

SPAG Reminder for the term –

Sentences provide us with the framework for the clear written expression of our ideas. The aim in writing is always to write in complete sentences which are correctly punctuated. Sentences always begin with a capital letter and end in either a full stop, exclamation or question mark.

A complete sentence always contains a verb, expresses a complete idea and makes sense standing alone.

To check that you are writing in complete sentences, try reading your sentences aloud, pausing as indicated by the punctuation. Can each sentence stand alone as a complete thought? If further information is needed to complete the idea, then it is not a complete sentence.

Homophones are words that sound the same but are spelt differently and have different meanings. 'Their', 'they're' and 'there' are homophones that often confuse people.

‘Their’ means it belongs to them, eg "I ate their sweets."

‘They're’ is short for 'they are' eg "They are going to be cross."

‘There’ refers to a place, eg "I'm going to hide over there."

Punctuation

Full Stop

Used at the end of a complete sentence.



Example:
And that is how the story ends.

Exclamation Mark

Used to end a sentence to show a strong feeling or emotion like surprise, anger or shock.



Example:
'Look up there!' she yelled.

Comma

Used to separate parts of a sentence. It can also be used to separate items in a list.



Example:
We had apples, cheese and water.

Question Mark

Used to end a sentence that asks a question.



Example:
What is the date today?

Parenthesis / Brackets

Use to add additional information.



Example:
He gave me money (£10).

Dash

Can be used to add information / clarity instead of a colon or brackets.



Examples:
These people have the same responsibility - to serve to public.

Ellipsis

Indicates that something has been left out / it is not finished.



Examples:
I don't know... I'm not sure.

Ampersand

Used to represent the word "and".



Example:
At the zoo we saw lions, zebras, bears & monkeys.

Colon

Use after a complete statement to introduce a list or example.



Example:
You know what to do: practice.

Speech Marks

Used to show that someone is speaking.



Example:
The boy said "I don't know".

Apostrophe

For contraction - used to show that some letters have been taken out of a word to shorten it.
For example: Can not = Can't.

For possession - shows the object belongs to someone.
For example: The dog's tail.



Semicolon

Used to link two independent clauses that are closely related.



Example:
My dad has a red car; he likes to wash it.

NUMERACY

Order of Operations

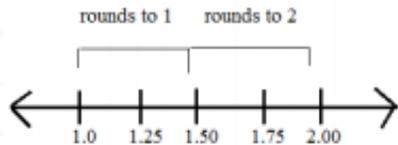
B	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
I	Indices	$5 + 2^2 = 5 + 4 = 9$
D	Division	$10 + 6 \div 2 = 10 + 3 = 13$
M	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
A	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
S	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

Key Concept: Rounding to units, tens, hundreds and thousands

Round 5468.9
 to the nearest whole number = 5469
 to the nearest ten = 5470
 to the nearest hundred = 5500
 to the nearest thousand = 5000

Key Concept: Rounding to nearest whole numbers

Place the number you are rounding on a decimal number line. Which whole number is it closer to?



Describing numbers

Numerals – a number written down not in words (e.g. 3 or 40)
Digit – the numerals 0 to 9
Integer – whole numbers (e.g. 2 or 64)
Decimals – numbers between two whole numbers on a number line (e.g. 4.7 or 3.59)
Place value – The position of the digit in the number that tells you how much it is worth (e.g. the 4 in the number 432 is worth four hundred)

Scale and metric

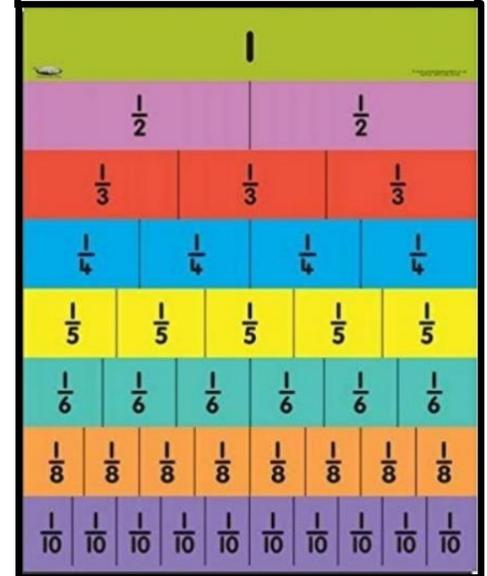
measurements

Millimetre (mm) – the thickness of a credit card
Centimetre (cm) – the width of a fingernail
Metre (m) – the length of a guitar
Kilometre (km) – the distance you can go in around 12 minutes walking



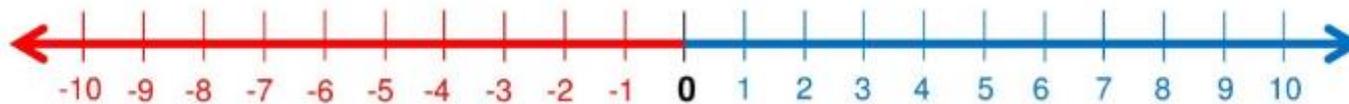
Fractions

Fraction – part of a whole number or item
Denominator – how many parts the whole thing is split into (bottom)
Numerator – the number of those parts you have (top)
Equivalent – has the same value



Negative

Positive



← Decreasing/descending/getting smaller

Increasing/ascending/getting bigger →

Command words

Calculate/evaluate/find/work out/give mean find the answer

Simplify means write in a different, more simple way

Estimate/approximate means use appropriate rounded values to find an

1 **5 Mins**
4 marks AO1

Choose four things that are true... ?

- Read key words in the question & the extract very carefully
- Ⓜ Read range of non-fiction texts for understanding
- Ⓜ Practise finding true or false facts on different aspects of the text

3 **15 Mins**
12 Marks AO2

How is LANGUAGE used to ... ?

- Techniques** – identify how the writer uses language
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer’s choices & impact in detail.
- Make sure you refer to language that relates to the task prompt
- Ⓜ Revise language techniques thoroughly. Make flashcards and test yourself
- Ⓜ Revise word classes, correctly identify verbs, nouns, adjectives, adverbs
- Ⓜ Practise analysis of words and phrases

AO1 – Identify and Interpret information and ideas

AO2 - Explain, comment, analyse how writers use language and structure to achieve effects and influence readers

AO3 – Compare writers’ ideas and perspectives across two or more texts

EXAM PROOF your answer: use the language of the AOs

2 **10 Mins** Write a **SUMMARY**
8 Marks AO1 **on the similarities/ differences between..?**

- List four points relating to the prompt from Source A. List four points from Source B
- Select words and phrases (judicious quotes) that are the **evidence** for your points
- Make **inferences** about what each point suggests is the similarity or difference
- Write up in paragraphs
- Make sure you refer to parts of the text that relate to the prompt.
- Ⓜ Practise summarising an extract
- Ⓜ Practise summarising two extracts finding points of comparison and contrast
- Ⓜ Practise making inferences from textual info
- Ⓜ Learn the language of comparison & contrast
- Ⓜ Learn the language of inference and analysis

4 **20 Mins** Compare how the two
16 Marks AO3 **writers CONVEY their FEELINGS/ ATTITUDES/VIEWPOINT of ... ?**

- Step back and look at the **whole text**. Focus on the **overall tone and attitude** that is being communicated through the text. Identify this by looking at:
- Content** - what is mainly written about? What dominates the extract? This will be the most important focus.
- Organisation** –Look at each paragraph. What is the order of the information? How do the texts differ?
- Lexical field** – what types of words are repeated throughout? This will give a clue to the tone and attitude?
- Look for evidence of a **clear and distinctive voice** – is it dramatic? ironic? sarcastic? matter of fact? emotive? How does this differ in each? How does it fit the content or topic?
- Boil the text down to **the single quote** you think encapsulates the view and attitude. This could be the basis of a detailed analysis section.
- Techniques** – identify how the writer uses language, especially in the source not used for Q3
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer’s choices and the impact in detail
- Make sure you list things only relating to the task prompt
- Ⓜ Practise analysis of words and phrases
- Ⓜ Practise identifying attitude and tone in texts.



45 Mins

24 Marks AO5 16 Marks AO6

Techniques to use in opinion and persuasive writing:

- Anecdotes
- Personal pronouns
- Imperatives
- Negatives
- Emotive language
- Facts
- Opinions
- Rhetorical question
- Repetition
- Expert evidence
- Statistics
- Tripling (rule of 3)

- | **Imagery** – use of metaphor, personification and simile
- | **Imperatives** – for confident, commanding language. *Act today, Don't give in*
- | **Insecure, tentative language** 'arguably,' 'possibly' 'suggests' 'could'

WRITING TO PRESENT A VIEWPOINT:

Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

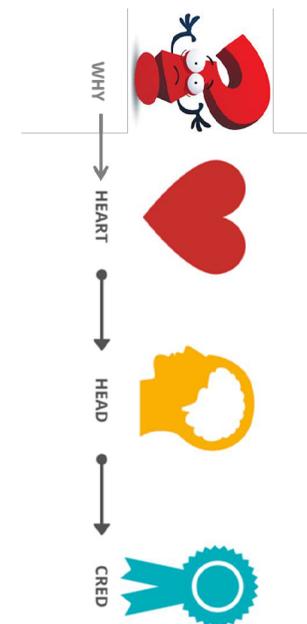
Write **an article** for a **broadsheet newspaper** in which you explain your point of view on this statement.

How to write to present a viewpoint:

- The task may be either a letter, article, text for a leaflet, text of a speech, essay
- For a **LETTER** you must/should:
 - Make it clear you are sending to someone
 - Use these conventions of the letter form
- For an **ARTICLE** you must/should:
 - Use a title
 - Introductory paragraph
 - Use sub-headings
- For a **LEAFLET** you must/should:
 - Use a title
 - Use sections, paragraphs, subheadings, boxes
- For a **SPEECH** you must/should:
 - Clearly demonstrate you are addressing an audience
 - Use rhetorical features of formal speech
 - Close or conclude your speech
- For an **ESSAY** you must/should:
 - Include an introduction and conclusion
 - Write in a formal style

- Ⓜ Read examples of opinion pieces in magazines, online and newspapers.
- Ⓜ Look at the tone and style. Practise copying humorous, ironic, emotive, matter-of-fact styles. Don't rant – be controlled.
- Ⓜ Practise writing viewpoint pieces for a range of issues – the environment, school, health, consumerism etc.
- Ⓜ Practise adding imaginative detail, such as an interview or quotes from an expert.

- **Telos** – ('tell us') why the orator is speaking
- **Pathos** - (sympathy/ empathy) emotion
- **Logos** – Logic and facts
- **Ethos** - (Ethical) credibility - speaker knows what they're talking about



AO5 – Communicate clearly, effectively and imaginatively
 AO6 – Range of vocabulary, sentence structures & accurate SPaG

GCSE COMPUTER SCIENCE

Paper 1: Computer Systems

1 hour 30 minutes
Written Exam Paper
80 marks
50% of total GCSE

1.1	Computer Architecture
1.2	Memory
1.3	Storage
1.4	Wired and Wireless Networks
1.5	Network Topologies, Protocols & layers
1.6	System Security
1.7	Systems Software
1.8	Ethical, Legal, Cultural & Environmental concerns

Paper 2: Computational thinking, algorithms and programming

1 hour 30 minutes
Written Exam Paper
80 marks
50% of total GCSE

2.1	Algorithms
2.2	Programming Techniques
2.3	Producing Robust Programs
2.4	Computational Logic
2.5	Translators & Facilitators of Language
2.6	Data Representation

2.5 TRANSLATORS AND FACILITATORS OF LANGUAGE

HIGH LEVEL LANGUAGES

- Eg: Python, Java etc
- Each instruction in a high level code represents many machine code instructions.
- The code will work on many different computers and processors
- Data can be stored in different structures like lists and arrays
- The code is easy to read and understand
- The code has to be converted into machine code for the computer to understand it
- Programs will be less memory efficient as there is no control over what the CPU does

LOW LEVEL LANGUAGES

- Eg: Machine code (binary) and assembly language
- Each instruction only represents one instruction of machine code
- Low level languages are written for one particular machine or processor
- To store data the programmer needs to understand how the CPU manages memory
- Low level code is difficult to read and understand
- Machine code can be executed without translators
- Programs are more memory efficient as you control what the CPU does

TRANSLATORS

High level languages have to be translated to machine code for the computer to understand them.

Assemblers - turn assembly language into machine code

Compilers - Translate all of the code in on go to create an executable file. A compiler can take a long time but the final code runs quickly and gives a list of errors for the entire program.

Interpreters - Translates the code one instructions at a time. This means the program will run more slowly. No executable file is created so the code will need to be translated every time it runs. The interpreter will stop after each error which is helpful when debugging

IDE'S (INTEGRATED DESIGN ENVIRONMENTS)

IDE's help programmers develop their code. They have a range of features to do this:

Editors - the area which the code is written in. Includes line numbers and colour coding for different features of the code (variables, comments etc)

Run Time Environment - Lets the programmer run the code quickly to test it for errors

Error Diagnostics - includes diagnostic tools to help find and solve errors

A Translator - to translate the code into machine code

Breakpoints - Stop the program on certain lines so that information up to that point can be gathered.

2.6 DATA REPRESENTATION

DENARY

Denary is the decimal number system that we are used to. It uses the numbers 0-9 and the column headings go up in powers of 10.

100 (Hundreds)	10 (Tens)	1 (Units)
2	3	8
2 lots of 100	3 lots of 10	8 lots of 1

BINARY

Binary uses the numbers 0 and 2. The column headings go up in power of 2:

128	64	32	16	8	4	2	1
0	1	0	0	0	1	1	1

$$64 + 4 + 2 + 1 = 71$$

HEXADECIMAL

Hexadecimal uses 0- F (A=10, B=11, C=12, D=13, E=14, F=15). The headings go up in powers of 16.

16	1
3	D
3 lots of 16	D (13) lots of 1

To convert a binary number to Hexadecimal, split into 2:

128	64	32	16
1	1	0	0

8	4	2	1
1	1	0	0

= C

$$3 * 16 = 48$$

$$D (13) * 1 = 13$$

$$48 + 13 = 61$$

= 7

BINARY ADDITION

$$\begin{array}{r}
 1\ 0\ 0\ 1\ 0\ 1\ 0\ 1 \\
 +\ 1\ 1\ 0\ 1\ 1\ 0\ 1\ 1 \\
 \hline
 1\ 1\ 1\ 1\ 1\ 0\ 0\ 0\ 0 \\
 1\qquad\quad 1\ 1\ 1\ 1\ 1
 \end{array}$$

This binary addition gives an overflow error as the total does not fit in 8 bits (a byte).

BINARY SHIFT

A binary shift to the left multiplies the number by 2. A binary shift to the right divides it by 2. Below is an 8 bit binary number which has been shifted 2 places to the right.

Original number	1	1	0	0	1	1	0	1
Shifted number	0	0	1	1	0	0	1	1

CHARACTERS

Character sets = the characters that are recognised or represented by a computer system

ASCII = Each character is represented by a 7 bit number with a 0 in front to make it up to a byte.

Extended ASCII = Each character is represented by an 8 bit binary number. This gives 256 different possibilities.

Unicode = Each letter is represented by a 16-bit or 32-bit binary number. This gives at least twice as many character options as ASCII and allows the character set to represent characters and symbols from all languages.

2.6 DATA REPRESENTATION CONTINUED

IMAGES

Images are made up of pixels
The colour of each pixel is represented by a binary number
If an image uses 1 bit to represent each colour then it will only have 2 colours:

0	0	1	0	0
0	0	0	1	0
1	1	1	1	1
0	0	0	1	0
0	0	1	0	0

0	0	1	0	0
0	0	0	1	0
1	1	1	1	1
0	0	0	1	0
0	0	1	0	0

This is a 1-bit image
so it uses 2 colours.

0=white and 1=black

Using more bits allows for more colour options:

10	11	00	11	10
11	11	00	11	11
00	00	01	00	00
11	11	00	11	11
10	11	00	11	10

10	11	00	11	10
11	11	00	11	11
00	00	01	00	00
11	11	00	11	11
10	11	00	11	10

This is a 2-bit images
so it uses 4 colours.

00=white, 01=blue,
10=red, 11=black

Colour depth = the number of bits used for each pixel

Resolution = how many pixels are in a certain space - this is measured in "dots per inch". If there are more dots per inch then there are more pixels in the image so it will have a higher resolution and a better picture quality.

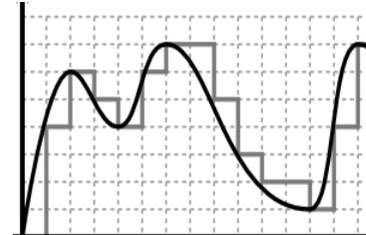
The higher the resolution or the colour depth, the more bits used, so the bigger the file size.

Metadata = the information about the image file that is stored within it. This makes sure the file is displayed correctly. It can include: the height, width, colour depth, resolution and file format as well as the time and date that the image was created.

SOUND

When sound is recorded it is an analogue signal (waves). It has to be converted to a digital signal so that it can be stored by a computer. This is done by sampling

Sampling: The amplitude of the wave is measured at regular intervals which creates a digital representation of the wave. If samples are taken more frequently then you will end up with a more accurate sound file but it will be a larger file size.



The analogue wave is smoother and shows continuous data. The digital sampling shows the amplitude of the wave at different points.

COMPRESSION

Compression is used to make file sizes smaller. Smaller file sizes means that data will be faster to send, quicker to download (so webpages will load faster) and it will take up less storage space.

Lossy Compression: permanently removes some of the data from a file to make the file size smaller. The file - eg: an image or sound track - will be a lower quality than the original.

Lossless Compression: data is temporarily removed from the file and then put back together then it is opened. This is good for program files or documents where you do not want to lose any content but the files can only be made a little bit smaller.

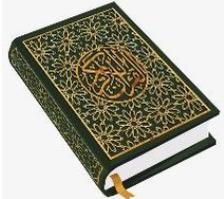
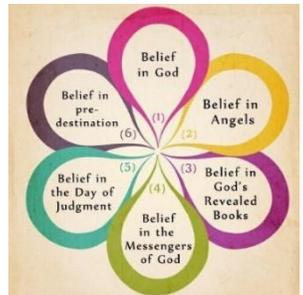
ETHICS - Theme E: Religion, Crime and Punishment

Key Words			
Community Service	Working in the community to pay back for a criminal act	Hate Crime	A crime motivated by hatred e.g. racism, homophobia
Corporal Punishment	Using physical pain as a punishment	Poverty	Not having enough money to be able to live a comfortable life
Crime	An action which is against the law and incurs a punishment	Prison	A place where criminals are sent to withdraw their freedom as punishment
Death Penalty	A form of punishment where the offender is killed for their crime	Punishment	Something negative done to criminals by the state
Deterrence	An aim of punishment – preventing future criminals by harsh treatment of offenders	Reformation	An aim of punishment – to try and reform criminals
Forgiveness	To show mercy and pardon someone for what they've done wrong	Retribution	An aim of punishment – seeking a form of revenge on criminals

Key Ideas		
<p>Christian Attitudes to Crime</p> 	<p><u>Good and Evil Intentions</u></p> <p>The Bible warns Christians against having evil thoughts which lead to evil actions. Avoiding sin and temptation steers Christians away from crime. Christians would be more willing to treat an offender who had good intentions with more mercy than one who acted out of evil intentions.</p>	<p><u>Attitudes to Lawbreakers</u></p> <p>Christians do not believe that people are evil but that people can be tempted to do wrong and break the law. Christians are taught to “love the sinner, hate the sin” which means they should forgive and show mercy to people who have done wrong but admitted their mistakes and sought atonement.</p>
<p>Reasons for Crime</p> 	<p>People are tempted to commit crime for a wide range of reasons including poverty (not having enough money or food), upbringing (where people are not taught right from wrong), addiction (some people commit crimes to feed an addiction), greed (committing crimes out of a desire for things they cannot afford), hatred or out of opposition to unjust law (breaking the law to oppose hateful or unjust laws)</p>	

<p>Three Aims of Punishment</p> 	<p><u>Deterrence</u> This aim of punishment seeks to use punishment as a message to others considering committing crime. By giving one criminal a harsh punishment others may be put off committing a similar crime.</p>	<p><u>Reformation</u> This aim of punishment seeks to help criminals change their behaviour for the better. It may involve therapy, education or training. Many Christians support this as a form of ‘love your neighbour’ mercy.</p>	<p><u>Retribution</u> This aim of punishment is society getting its own back on the offender. The Old Testament says ‘an eye for an eye’ so some Christians would argue that this form of punishment is just according to the Bible.</p>
<p>Forgiveness</p> 	<p>Forgiveness is at the heart of Jesus’ teaching. It means to show mercy and pardon someone for what they have done wrong but showing someone forgiveness does not mean they should be justly punished for their crimes. When Jesus was crucified, he forgave those who sentenced him to death and crucified him saying: ‘Father forgive them, for they know not what they do’.</p> <p>Forgiveness leads Christians to support reformation as an aim of punishment as it allows the criminal to be forgiven and to ask for forgiveness. They also use forgiveness as an argument against the death penalty.</p>		
<p>Christian Attitudes to Punishment</p> 	<p><u>Prisons</u> Many Christians believe prisoners should be treated well when in prison as even though they have done wrong they do not believe in evil people as much as evil actions. Some Christians campaign for better prison conditions out of mercy.</p>	<p><u>Corporal Punishment</u> Most Christians do not support using physical pain as a form of punishment as it is harmful and negative. It is currently illegal in the UK and many Christians would rather seek to reform a criminal than punish them in this way.</p>	<p><u>Community Service</u> Many Christians argue in favour of community service where criminals work to repay their community as a punishment. It allows criminals to make up for what they have done and does not harm the offender in the process.</p>
<p>Death Penalty</p> 	<p>The death penalty means the state killing criminals who have committed the worst crimes. It has not been used in the UK since 1969 but is still a common punishment elsewhere in the world.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Some Christians argue that the death penalty is a just punishment for murder as the Bible says both ‘you shall not kill’ and ‘an eye for an eye’. <input checked="" type="checkbox"/> They may also argue that it deters criminals from committing the worst crimes and keeps people safe. <input checked="" type="checkbox"/> Other Christians argue that the death penalty goes against sanctity of life. Life is sacred and holy and only God can give and take life. <input checked="" type="checkbox"/> They might also argue that the death penalty goes against the aim of reformation as a dead criminal cannot be reformed, forgiven or shown mercy to. 		

ETHICS Islam – Core Beliefs

Islam	Qur'an	Sunnah / Hadith
<p>Islam means submission in Arabic. Allah is the creator and has revealed himself through history to many peoples through prophets. God's final and greatest revelation comes in the form of the Qur'an to Prophet Muhammad. 1.6 billion Muslims worldwide – 2nd largest religion. 4.5% of UK is Muslim.</p> <div style="text-align: center;">  </div>	<p>Most important source of authority for Muslims. Complete and perfect book of guidance for all humans. Revealed by God to Prophet Muhammad through Angel Jibril. Written in Arabic and final compilation by Caliph Uthman shortly after Prophet's death (632AD). Unchanged and literal word of God. Qur'an is a sacred and holy text which is free from distortion unlike other holy books. Qur'an has always existed and was written in Arabic on tablet of stone in heaven. Qur'an is guide for life, teaches everything, learn by heart in Arabic.</p> <div style="text-align: center;">  </div>	<p>Sunnah is the inspiration of the life of the Prophet. His life is an example and a guide for all Muslims. 2nd most important source of authority. Muslims know about Sunnah largely through the Hadith. Hadith are many books containing the sayings and actions of the Prophet recorded by family and companions.</p> <div style="text-align: center;">  </div>
Sunnis	Shias	
<p>Religious guidance only from Qur'an & Hadith. No religious hierarchy – no Imams appointed by God. Caliph should come from companions not relatives</p>	<p>God guided Prophet to appoint Ali. Leadership of Muslim community is continued through 12 Imams – divinely appointed from Prophet's relatives. Last (12th) Imam will appear at end of world as Mahdi (chosen one)</p>	
Prophethood	Six Articles of Faith	
<p>Risalah Prophethood is an important idea in Isla. Allah has sent every community or group of people a messenger.</p> <p>Adam The first prophet. Originally built the Ka'aba in Mecca. Was taught knowledge from God to pass on to all humans.</p> <p>Ibrahim The prophet who rebuilt the Ka-aba. Was tested by Allah when asked to sacrifice/kill his son Ishmael. He teaches loyalty and devotion to God.</p>	<ol style="list-style-type: none"> 1. Oneness of God (Tawhid) 2. Angels 3. The Holy Books 4. The Prophets 5. The Day of Judgement 6. The Supremacy of God's will <div style="text-align: center;">  </div>	

Akirah

Akirah is a belief in life after death. Muslims believe we will be judged on the day of Judgement and sent to either a place of reward or a place of punishment.

Jannah

A place of reward. Also known as a place of paradise. Those that live good lives and follow Allah will get there.

Juhannam

A place of punishment. Described in the Qur'an as a place of pain and torture. Those turned away from God go there for eternity.

The 5 Roots of Usul ad Din (Shia)

1. Oneness of God (Tawhid)
2. Prophethood
3. Justice (Adalat)
4. The Imamate
5. Resurrection

The Night of Power

The night when Muhammad was praying in the cave and Jibril visits him and delivers the first words of the Qur'an.

Other Holy Books

The Gospels (Injill)

Teachings of Isa (Jesus) and read and respected by Muslims.

The Torah (Tawrat)

The Hebrew teachings of the Torah are also read and respected by Muslims. The prophets of Adam, Musa (Moses) and Nua (Noah) are all in these scriptures.

The Psalms (Zabur)

Poems and praise written by the Prophet David and often included in the Christian Bible. Muslims read and respect the teachings here.

The Scrolls of Ibrahim

These teachings have been lost over time but Muslims believe they were important messages written down by Ibrahim.



The Imamate

The direct descendants of Muhammad.

The Shia believe that only descendants of Muhammad should be leaders of Islam. Shia believe that 12 Imams (leaders) followed after Muhammad's death. The 12th Imam has gone into mystical hiding and will return with Isa (Jesus) on the Day of Judgement

Shariah

Shariah uses Islamic sources of authority (Qur'an, Hadith). Sets out moral and religious rules that Muslims must follow. Shariah is incorporated in the **law** in many Muslim majority countries. Shariah defines what is **halal** and what is **haram**. Shariah covers many everyday issues – food, clothing, crime, money, sex and relationships.

E.g. It is Haram to murder, drink alcohol, cohabit. It is Halal to eat chicken (halal) and vegetables.



Malaikah - Angels

Angels are heavenly immortal beings, God's first creation. Formed from clay, made from light. God's messengers and servants – no free will. Without sin so can enter God's presence. Invisible but exist everywhere, no physical bodies but spiritual beings. Described as male.

1. **Jibril** (Gabriel) – revealed Qur'an to Muhammad, spoke to Maryam (Mary).
2. **Mika'il** (Michael) – archangel responsible for keeping devil out of heaven, maintains earth- brings rain, nourishment to humans
3. **Israfil** (Raphael) – archangel will blow trumpet at end of time for judgement.
4. **Azrail** – Archangel of death
5. **Munkar and Nakir** – judging angels – question humans.
6. **Raqib & Atid** – Angels on each shoulder – 'noble recorders' of good/bad deeds.



Al Qadr (Predestination)

God has a master plan and everything that happens is part of his design.

- a) God has eternal foreknowledge

'God knows the innermost secrets of our hearts.' Hadith. God is omniscient (all-knowing). God knows what humans can't know.

- b) Everything is part of a larger plan.

Only God knows the larger plan and the reasons for certain events and situations.

- c) If God is willing (Insha'Allah)

A common Muslim saying – events are outside of our individual control but in the hands of God. Statement of submission to will of God.

- d) Good can come from suffering.

God's will must include suffering and pain. Muslims believe that good can come from them and that is Allah's will. Difficult experiences are opportunities for growth.

Free Will – Humans have free will so are responsible for actions for day of Judgement. Life is a test and so humans need free will.



Tawhid (oneness) - The basic Muslim belief in the oneness of God.

Halal (permitted) – Actions or things which are permitted

Haram (forbidden) – Any actions or things which are forbidden

Shari'ah (Straight path) – A way of life; how Muslims should live life

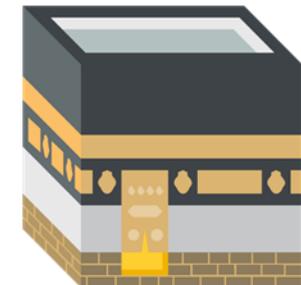
Ummah (Muslim community) – the worldwide community

Islam – submission or peace

Sunnah – The record of all Muhammad said and did; which helps guide Muslims today to live Allah pleasing life.

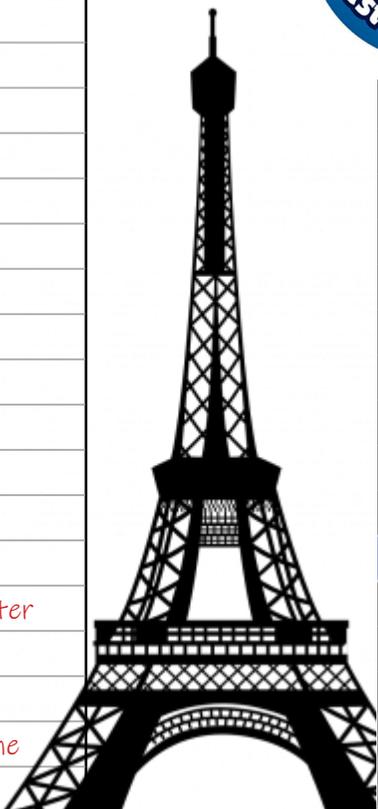
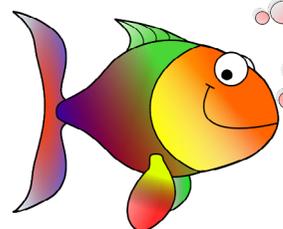
Hadith – collections of the recorded sayings of the Prophet Muhammad.

Sunni – one who follows the Sunnah.



French - Y11 Cycle 2

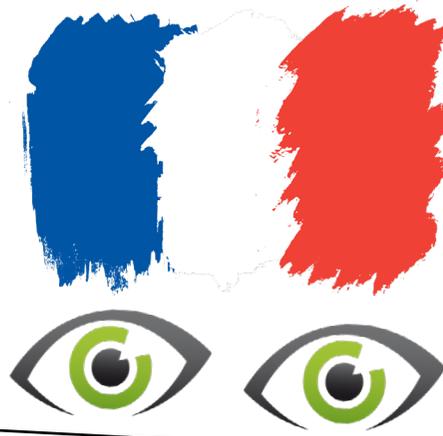
les consignes	instructions
il faut	I/you/we must
écrire	to write
décrire	to describe
envoyer	to send
remplir	to fill in
lire	to read
écrivez	write
décrivez	describe
envoyez	send
justifiez	justify
répondre à	to respond to
remplissez les blancs	fill in the gaps
traduisez	translate
lisez	read
mentionnez	mention
répondez	respond
décidez	decide
si	si
sont	are
vrai(es)	true
faux (fausses)	false
pas mentionnées	not mentioned
complétez	complete
les phrases	the phrases
en anglais	in English
en français	in French
la bonne lettre	the correct letter
dans chaque case	in each box
c'est quelle personne?	Who is it?
le prénom	the (first) name
le nom	the surname



les mots essentiels	key words
un anniversaire	a birthday
l'argent	money
un avantage	an advantage
un inconvénient	a disadvantage
un bâtiment	a building
le collège/lycée	school/college
les matières	subjects
les cours	lessons
l'université	university
les vacances	holidays
les vêtements	clothes
le voyage	journey
voyager	to travel
votre	your (plural/polite)
ton/ta/tes	your (one person)

meilleur(e)	best
ami(e)	friend (f)
copain	friend/boyfriend
copine	friend/girlfriend
cet(te)	this
chaque	each, every
mieux	better
mot(s)	word(s)
à l'avenir	in the future
dans le futur	in the future
l'ordinateur	computer
les projets	plans
pour l'avenir	for the future
pour	for; in order to
le repas	meal
récent	recent (past)
récemment	recently
un magasin	a shop
un magazine	a magazine
un poisson	a fish
une boisson	a drink
vos rapports	your relation(ship)s
le travail	work
les devoirs	homework
travailler	to work
les autres	others
c'est / ce n'est pas	it's / it isn't
bon pour la santé	good for (your) health
la vie	life
une visite spéciale	a specific visit

les questions	questions
qui	who
où	where
ou	or (not a question!)
comment	how; what is it like
combien (de)	how much/many
quel/quelle	what/which
pourquoi	why
quand	when
qu'est-ce que...	what (is it that)...
est-ce que...	(is it that) do you...



les opinions	opinions
à mon avis	in my opinion
selon moi	according to me
je pense que	I think that
je crois que	I believe that
j'aime	I like
je n'aime pas	I don't like
j'adore	I love
je déteste	I hate
je préférerais	I would prefer
j'aimerais	I would like
je voudrais	I would like
si j'avais le choix	if I had the choice
si j'étais riche	if I was rich
j'ai toujours voulu	I've always wanted



Qu'est-ce qu'il y a sur la photo?	What is in the photo?
Sur la photo, il y a...	in the photo, there is...
Je peux voir	I can see
Il a les cheveux bruns	he has brown hair
Elle a les yeux verts	she has green eyes
Il porte un t-shirt rouge	he's wearing a red t-shirt
Elle porte un jean bleu	she's wearing blue jeans
Ils portent des vêtements	they are wearing clothes
Ils s'amuse	they are having fun
Il y a (deux) personnes	there are (2) people
Il fait beau	it's sunny





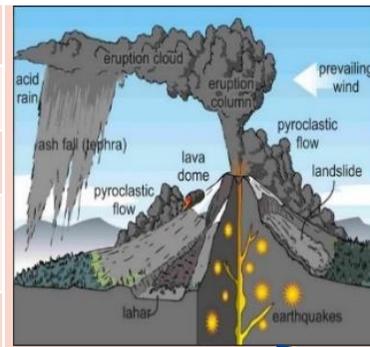
The structure of the Earth

GEOGRAPHY

Volcanic Hazards

The Crust	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.



Managing Volcanic Eruptions

Warning signs		Monitoring techniques	
Small earthquakes are caused as magma rises up.		Seismometers are used to detect earthquakes.	
Temperatures around the volcano rise as activity increases.		Thermal imaging and satellite cameras can be used to detect heat around a volcano.	
When a volcano is close to erupting it starts to release gases.		Gas samples may be taken and chemical sensors used to measure sulphur levels.	
Preparation			
Creating an exclusion zone around the volcano.		Being ready and able to evacuate residents.	
Having an emergency supply of basic provisions, such as food		Trained emergency services and a good communication system.	

Convection Currents

LIC -CS: Haiti Earthquake 2010



The crust is divided into tectonic plates which are moving due to convection currents in the mantle.

- Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
- When lower parts of the mantle molten rock (Magma) heat up they become **less dense** and **slowly rise**.
- As they move towards the top they cool down, become **more dense** and **slowly sink**.
- These **circular movements** of semi-molten rock are **convection currents**
- Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

Causes
On a conservative plate margin, involving the Caribbean & North American plates. The **magnitude 7.0 earthquake** was only **15 miles** from the capital Port au Prince. With a very **shallow focus of 13km deep**.

Effects 230,000 people died and 3 million affected. Many emotionally affected . 250,000 homes collapsed or were damaged. Millions homeless . Rubble blocked roads and shut down ports.	Management Individuals tried to recover people. Many countries responded with appeals or rescue teams . Heavily relied on international aid , e.g. \$330 million from the EU. 98% of rubble remained a
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Earthquake Management

PREDICTING

Methods include:

- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.



Unit 1a

The Challenges of Natural Hazards



Types of Plate Margins

Destructive Plate Margin
When the denser plate subducts beneath the other, friction causes it to melt and become molten magma . The magma forces its ways up to the surface to form a volcano. This margin is also responsible for devastating earthquakes .
Constructive Plate Margin
Here two plates are moving apart causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the Mid Atlantic Ridge .
Conservative Plate Margin
A conservative plate boundary occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.



What is a Natural Hazard

A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.

Geological Hazard	Meteorological Hazard
These are hazards caused by land and tectonic processes.	These are hazards caused by weather and climate.

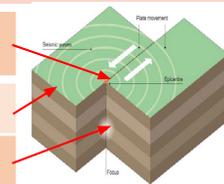
Causes of Earthquakes

Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.

The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.

SEISMIC WAVES (energy waves) travel out from the focus.

The point at which pressure is released is called the **FOCUS**.



PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:

- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction

HIC - CS: Eyjafjallajökull (E15) Eruption, Iceland 2010



Causes
The North-American and Eurasian plates move apart on a **constructive plates**. The disruption caused by Eyjafjallajökull was the result of a series of **small volcanic eruptions from March to October**.

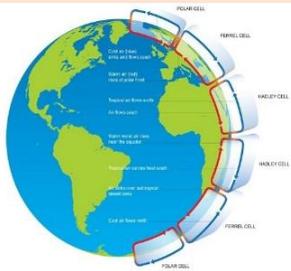
Effects The thick ice cap melted which caused major flooding. No reported deaths . Airspace closed across Europe, with at least 17,000 flights cancelled. Costed insurers £65m to cancelled flights.	Management Iceland had a good warning system with texts being sent to residents within 30 minutes . Large sections of European airspace were closed down due ash spread over the continent. Airlines developed ash monitoring equipment .
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Global pattern of air circulation

Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

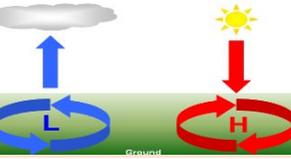
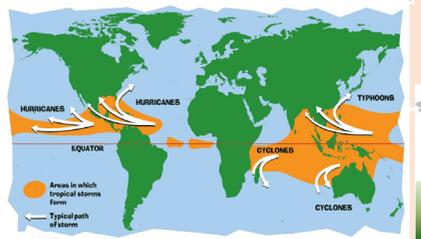
Hadley cell	Largest cell which extends from the Equator to between 30° to 40° north & south .
Ferrel cell	Middle cell where air flows poleward between 60° & 70° latitude.
Polar cell	Smallest & weakness cell that occurs from the poles to the Ferrel cell.



Distribution of Tropical Storms. High and Low Pressure

They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.

Low Pressure	High Pressure
Caused by hot air rising. Causes stormy, cloudy weather.	Caused by cold air sinking. Causes calm and clear weather.



Formation of Tropical Storms

- The sun's rays heats large areas of ocean in the summer and autumn. This causes **warm, moist air** to rise over the particular spots
- Once the **temperature is 27°**, the rising warm moist air leads to a **low pressure**. This eventually turns into a thunderstorm. This causes air to be sucked in from the **trade winds**.
- With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to **spin**.
- When the storm begins to **spin faster than 74mph**, a tropical storm (such as a hurricane) is officially born.
- With the tropical storm growing in power, **more cool air sinks** in the centre of the storm, creating calm, clear condition called the **eye of the storm**.
- When the tropical storm hits land, it **loses its energy source** (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

Changing pattern of Tropical Storms

Scientists believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.

Management of Tropical Storms

Protection Preparing for a tropical storm may involve construction projects that will improve protection.	Aid Aid involves assisting after the storm, commonly in LIDs.
Development The scale of the impacts depends on the whether the country has the resources cope with the storm.	Planning Involves getting people and the emergency services ready to deal with the impacts.
Prediction Constant monitoring can help to give advanced warning of a tropical storm	Education Teaching people about what to do in a tropical storm.



Primary Effects of Tropical Storms

- The intense winds of tropical storms can destroy whole **communities, buildings** and **communication networks**.
- As well as their own destructive energy, the winds can generate abnormally high waves called **storm surges**.
- Sometimes the most destructive elements of a storm are these subsequent **high seas and flooding** they cause to coastal areas.



Secondary Effects of Tropical Storms

- People are **left homeless**, which can cause distress, poverty and ill health due to lack of shelter.
- Shortage of clean water** and **lack of proper sanitation** makes it easier for diseases to spread.
- Businesses are damaged** or destroyed causing employment.
- Shortage of food as **crops are damaged**.

Case Study: Typhoon Haiyan 2013



Causes Started as a tropical depression on 2 nd November 2013 and gained strength. Became a Category 5 "super typhoon" and made landfall on the Pacific islands of the Philippines.	Management • The UN raised £190m in aid . • USA & UK sent helicopter carrier ships deliver aid remote areas. • Education on typhoon preparedness.
Effects • Almost 6,500 deaths . • 130,000 homes destroyed . • Water and sewage systems destroyed had caused diseases . • Emotional grief for dead.	

Case Study: UK Flooding Somerset Levels 2014



Causes
End of 2013, UK was hit by a series of severe storms. **Wettest January on record**.

Effect • 600 houses flooded. • Train services from Bristol to Exeter were disrupted. • Nearly 7000 ha of farmland was under water for a month. • Muchelney village was cut off.	Management • Pumps were brought in from the Netherlands to help clear the water. • 20 Year flood action plan has been set up in the area. • River channels have been dredged so they can hold more water.
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What is Climate Change?

Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

Recent Evidence for climate change.

Global temperature	Average global temperatures have increased by more than 0.6°C since 1950.
Ice sheets & glaciers	Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years .
Sea Level Change	Average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from ice and thermal expansion.



Enhanced Greenhouse Effect

Recently there has been an increase in **humans burning fossil fuels** for energy. These fuels (gas, coal and oil) emit **greenhouse gases**. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing **less to be reflected**. As a result, the Earth is becoming warmer.

Evidence of natural change

Orbital Changes	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.
Sun Spots	Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.
Volcanic Eruptions	Volcanoes release large amounts of dust containing gases . These can block sunlight and results in cooler temperatures.

Managing Climate Change

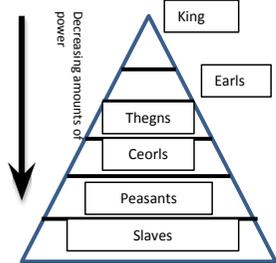
Carbon Capture This involves new technology designed to reduce climate change.	Planting Trees Planting trees increase the amount of carbon is absorbed from atmosphere.
International Agreements Countries aim to cut emissions by signing international deals and by setting targets.	Renewable Energy Replacing fossil fuels based energy with clean/natural sources of energy.



KT1: Anglo-Saxon England and the Norman Conquest, 1060-66



1. Anglo-Saxon Society



King	Defend country from attack, make good laws and make sure they are obeyed. Also had power over the Church.
Earls	Usually about 6 of them, owned huge areas of land, ensured the king's laws were obeyed in their regions, raised men for the King's army when needed.
Thegns	Local lords, important members of the community. Lived in a manor house – rich, warrior class.
Ceorls	Free peasant farmers who owned a small area of farmland. Did not have to work for the Lord, but did have to fight in army if required.
Peasants	Had to work on the Lord's land for up to 3 days a week in order to be allowed to rent a small piece of land from the lord. They had to work hard to survive. 70% of the population
Slaves	No freedom or land, had to work for the Lord who controlled every aspect of their life. Some crimes were punishable by being made into a slave.

The legal system

Trials by ordeal were held in a church, as God became the judge. Trials could include putting hand in hot water or picking up a metal item from a fire.	A small number of serious crimes such as treason carried the death penalty.
If a relative was killed or injured, family members believed they had the right to take their own revenge. This was known as a blood feud.	Repeat offenders were punished by mutilation (cutting off hand, ear or nose or 'putting out' eyes). This would act as a warning to others.
If the 'Hue and Cry' was raised, all of the villagers had to stop what they were doing and join the hunt to catch the criminal.	Treason is the name for a crime against your King or betraying your lord.
A jury would consist of a group of men who would listen to both sides of a case before deciding if the accused was guilty. This would take place in the hundred- or shire-courts.	A Tithing was a group of 10 men (from the age of 12) who were responsible for each other's behaviour. If one of the group committed a crime they would all be punished. This was supposed to prevent crimes.
Prisons were only used for holding criminals before trial.	A 'wergild' was a fine paid to the victims of crime or their families.

How was the country run?

King – Central Government
Made the laws for the whole country

Earls – Local Government
Ensured that the laws were upheld in their Eardom

The Eardoms were then broken down into

The Shires (40 of them in total)
Run by the local Thegn – sheriff.
Any crimes / issues were brought before the Shire-court

The Shires were then broken down into

The Hundreds
These were sub-divisions of shires - about 12 villages in each one.
Run by the Reeve
Any crimes / issues were brought before the Hundred-court each month

Villages
Agricultural and craft based (pottery, weapons, tools, woven cloth).
Subsistence economy (no use of coins). Instead, it had a Barter (exchange) economy. Swapping/trading goods.

Towns
Barter (Exchange) economy, but also coins were used.
Coins had to be made with the Royal Seal in the Mint, found only in towns.
Markets held – craftspeople and traders from nearby villages and towns would meet and trade.
England exported – wool, iron and cheese
England imported – precious metals, glass, wine, gems and spices.

Key point = Everyone believed in Heaven and Hell!!!

Everyone went to church on a Sunday.

Believed that God sent diseases, good / bad harvests.

2. The last years of Edward the Confessor and the succession crisis

The Godwin family was very powerful. It was even believed to have more wealth than King Edward. Edward was married to **Edith Godwin (Harold's sister)**. Harold became the **Earl of Wessex** after his father died. This was the most powerful position in England other than King. Harold was a close adviser to Edward and acted as Chancellor. He was a well respected English noble.

Harold's younger brother **Tostig** was the **Earl of Northumbria** from 1055 to 1065 when Edward took away his earldom due to rebellions against his cruel rule. Harold advised Edward to do this, which caused the two brothers to become sworn enemies. Tostig went into exile.

Edward the Confessor is said to have sent Harold to Normandy in 1064 to confirm to Duke William that he (William) is the heir to the English throne and will become the next king of England. According to the Bayeux Tapestry, **Harold swears an oath of loyalty to William on religious relics**. This may be true, in which case William has every right to be annoyed when Harold declares himself king. However, it could be Norman propaganda as it is only recorded in Norman sources.

3. The rival claimants for the throne

On 5th January 1066, Edward the Confessor, king of England, died. He was 62 years old. With no children there was no heir to the throne. Four men believed that they should be the next king, and they were prepared to kill to get the crown



•Why should he be King?	Why should he be King?	Why should he be King?	Why should he be King?
<ul style="list-style-type: none"> •Powerful land owner and Earl of Wessex •Edward's brother in law. •Claimed Edward offered him the throne in 1066, on his death bed. •English. •Had a strong army. •Member of the Witan. <p>Main disadvantage - there is no proof that Edward named him his successor.</p>	<ul style="list-style-type: none"> •Claimed Edward promised him the throne in 1051 •Claimed Harold Godwinson had sworn an oath in 1064 to help him become king. •Cousin of Edward the Confessor. Edward grew up in Normandy; knew William well. •Supported by the Pope. •Experienced in running Normandy. <p>Main disadvantage - French: the English Earls would not want to be ruled by a foreigner.</p>	<ul style="list-style-type: none"> •He was related to the king before Edward the Confessor (King Cnut) •Vikings had been king of England prior to Edward. •A very good warrior •Experienced in running a country. <p>Main disadvantage - Norwegian: the English Earls would not want to be ruled by a foreigner. No connection to Edward.</p>	<ul style="list-style-type: none"> •The great-nephew of Edward, so actually blood related. •14 years old when Edward died. <p>Main disadvantage - Too young, the English Earls would not support him. He was brought up in Hungary, so did not have any real support in England.</p>

The Witan agreed that Harold Godwinson should be the next King of England. Edward was buried on the 6th January, and Harold was crowned King the same day. This was unusual and suggests that Harold expected that there was going to be trouble. If he was so sure that he was the rightful heir, why was he in such a rush? Immediately after he became king he travelled to York to speak to the Northern Nobles and confirm their loyalty. He married the sister of Edwin (Earl of Mercia) and Morcar (Earl of Northumbria), by doing this he could guarantee their support in defending the North from invasion. He then travelled south and stationed a huge army on the south coast, and positioned a fleet of ships in the English Channel. He expected an attack from William at any time.

<p>Battle of Gate Fulford – 20th Sept 1066</p> <ul style="list-style-type: none"> • Hardrada with 200-300 ships and approx. 10,000 invaded the North of England. They head to the city of York. • The armies of earls Edwin and Morcar (approx. 6,000) block their way, resulting in an open ground battle. • The battle takes place across German Beck. The Vikings manage to outflank the Saxons by crossing the Beck and attacking them from the side/rear. • The Saxons had marshland behind them so when they tried to retreat they got stuck in the marsh and were slaughtered. • Hardrada won and demanded hostages from the people of York, who had surrendered immediately. These hostages would be collected on 25th Sept at Stamford Bridge. 	<p>Battle of Stamford Bridge – 25th Sept 1066</p> <ul style="list-style-type: none"> • Harold marched 185 miles north in 5 days when he heard about Hardrada's invasion. • He decided that it was safe to leave the south coast as the sailing season had finished, and there was no sign of William. • Harold's army managed to surprise attack Hardrada and his men while they waited to collect the hostages. The Vikings had their weapons with them, but not their armour which they had left on their ships (it was a hot day), along with 1/3 of his men. • Tostig and Hardrada were killed – only 24 ships were able to sail home. Harold's army had won. • Harold heard the news on the 1st Oct that William had landed on the South coast on 28th Sept. He immediately ordered his army to march south to confront him.
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4. The Norman Invasion

Battle of Hastings – 14th Oct 1066

- Harold stopped in London to allow his men to briefly rest and to collect more troops. He may have spent 5 days here.
- Rather than stay in London, Harold marched his army out to confront the Normans. This was a mistake as a Norman scout reported back to William that the Harold was on his way. The Normans were therefore prepared for the attack.
- The A.Saxons positioned themselves on the higher ground (hill) which was a big advantage. They created a shield wall.
- The Normans struggled to make any progress until a rumour went around that William had been killed, this led to a group of Normans retreating down the hill which encouraged a group of Harold's soldiers to run after them. When this happened it made a whole in the shield wall.
- William ordered his men to do this twice (the feigned retreat) and both times it worked and weakened the shield wall.
- William ordered his archers to shot high in to the sky so that the A.Saxons had to choose between using their shields to defend against the arrows or a frontal attack by the advancing foot soldiers.
- Harold and his brothers were killed. William won.

Why did William win?
<p>Luck</p> <ul style="list-style-type: none"> • Wind changed at the right time to sail. • Harold's army had already had to fight a battle
<p>William's good leadership</p> <ul style="list-style-type: none"> • 'Feigned retreat' • Had archers, cavalry and foot soldiers (more options) • Double-attack of archers and foot soldiers
<p>Harold's bad decisions/mistakes</p> <ul style="list-style-type: none"> • Not enough rest in London. • His men broke the shield wall.



Submission of the Earls

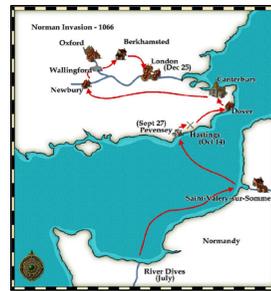
KT2 – William I in power: Securing the kingdom, 1066-87

Castles and the Marcher Earldoms



Task: Read through the information and highlight the Specific Factual Detail (SFD).

- Following the Battle of Hastings, William and his men marched to Dover where they became very ill with dysentery.
- In London the remaining English nobility chose Edgar Aethling as Harold's successor, but they did not attack William at Dover
- Having recovered, William led his army on a brutal march through south-east England, destroying homes and farms
- Towns and villages were intimidated and surrounded. William led his army round London to Berkhamsted rather than attacking London directly.
- Edgar Aethling, Edwin, Morcar and the other English nobles came to greet William as their new and legal King in Berkhamsted.



How did this first event of William's 'reign' help him secure control?

Task: Read through the information about why Edgar Aethling, Edwin, Morcar and the rest of the English nobles submitted (accepted) William as their new king and complete the table

Reason why they submitted	Why this led to their submission	Importance (1 = most, 5 = least)
William had seized the royal treasury so Edgar Aethling had little to offer followers in the way of reward		
William's march round London may have threatened to cut the city off from supplies		
England's best warriors died at the Battle of Hastings		
Did the surviving English nobles believe William's victory was God's good will?		
The English should have attacked William at Dover. Perhaps Edgar and the earls couldn't agree on what action to take.		

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The Norman's motte and bailey castles were almost unknown in Anglo-Saxon England. They had a huge military and psychological impact that made it easier for the Normans to establish control.

Task: Read through the information and use it to label the drawing of a Motte and Bailey castle underneath

A palisade (strong fence) was made of solid timbers driven deep into the ground: it was strong and quick to build. Sometimes a double fence with earth packed in-between.	Access to the keep was either up steep steps cut into the motte or, in some castles, up a sort of bridge.	A strong wooden tower called the keep provided a lookout point, an elevated attack position for archers to defend the whole area of the castle and a final point of defence from attack.	Access into the castle was controlled through the gatehouse. Sometimes a drawbridge over the ditch could be pulled up to defend the gatehouse from attack.
The bailey was the enclosure below the motte and also protected by the palisade and outer defences, where the stables and barracks would be for the garrison of troops. During attacks, local people and livestock could take shelter here.		A ditch was cut that surrounded both the bailey and the motte. Sometimes the ditch was filled with water, protecting the palisade.	The motte was a large mound of earth, typically 5-7 meters high. Because it was earth, it was fire proof. With enough peasant labour a motte was quick to build. Historians think most motte and bailey castles took before 4 and months to build.



Why were castles important?

They were located in important places, like river crossing to make it easier to watch what was happening	They were used as the base for attacks and could ride out of the castle to stop any rebellions but could return if it got too much	They were used to control areas, towns felt dominated and watched and were more likely to behave.
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How were castles different to Anglo-Saxon burhs?

Burhs protected Anglo-Saxons, castles were built to control them	Burhs were large and designed to protect everyone, castles were designed to just protect those inside	Castles were part of the Norman domination. Burhs took longer to construct and were designed to defend attacks not prevent them
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Task: read through the information below and highlight the SFD. Then answer the following Qs using this info. There is a space provided for you below.

- Why did William need to be cautious in distributing English lands to his French supporters?
- How did he try to retain the loyalty of powerful English landowners?
- Why were the Marches a danger to William?
- How did William secure control over the Marches?

William faced many problems and was concerned that the English could rebel. Therefore, despite the destruction carried out by his army on their march to London, William tried to avoid provoking the English into rebellion. At first, therefore, William:

- Promised to rule within King Edward's laws and to work with the surviving English lords
- Allowed Earls Edwin and Morcar to keep their titles and most of their lands as earls
- Allowed English Thegns to buy back their lands from him as long as they had not fought at Hastings
- Retained Stigard and Aldred as archbishops and did not replace them with Normans

These decisions were intended to show the English there was no need to rebel because William was Edward the Confessors legitimate heir and he was providing continuity to the Anglo-Saxon kings. However, William did need to reward the men who fought for him at Hastings. He had to show that he was keeping his word to reward them and was an honourable lord. He also still needed their support to conquer England completely. Therefore, **William gave his men the lands of the English landowners who had died at Hastings**. For example, King William's boyhood friend, William fitzOsbern, received much of the land held by Harold Godwinson when he had been Earl of Wessex. King William still owned this land but fitzOsbern and the other held their land from him as long as they remained loyal.

After Hastings, rebellion and disorder broke out on the border between England and Wales caused by the local Welsh princes that Harold had also had to face before he was king. More dangerously for William, these Welsh princes carried out raids into England and were potential allies for English rebels fighting against William.

In order to restore peace in the Marches and defend the border with Wales, **King William created three new earldoms**. These new earls were men he trusted.

- Hugh d'Avranches, who became the new Earl of Chester
- Roger of Montgomery, Earl of Shrewsbury
- William fitzOsbern, Earl of Hereford.

All three men brought peace to their lands, building castles to dominate the areas. They also extended their power into Wales, increasing their own wealth and giving William more security.



**Rebellion 1:
Revolt of Edwin and Morcar, 1068**

KT2 – William I in power: Securing the kingdom, 1066-87

**Rebellion 2:
Edgar Atheling's revolt, 1069**



Task: Read through the information and highlight SFD. Then complete the questions below.		
Causes	Events	Consequences
<ul style="list-style-type: none"> Edwin was unhappy because William promised Edwin he could marry William's daughter, but he went back on his word and reduced the size of Edwin's land. It was reported that Odo of Bayeux and William fitzOsbern had seized land unlawfully and allowed soldiers to rape Anglo-Saxon women without punishment. Morcar was unhappy because his earldom was reduced in size by William giving parts of it away to Tostig's old thegn, Copsi, and to Maerlswain, who have been a steward of King Harold's. William imposed a heavy geld tax in December 1066. He returned to Normandy in the spring of 1067, taking with him a lot of English treasure. It became clear to Anglo-Saxon earls that William planned to take money from England to make Normandy richer. Castles were resented as being a symbol of Norman domination. Housing was cleared to build castles and people were forced to provide resources for the castle garrison. The Anglo-Saxon Chronicle for 1067 reports: "When William returned (from Normandy) he gave away every man's land". Odo and fitzOsbern's land grabs were repeated all over the country, with William's followers seeking to expand their grants by every means possible. 	<ul style="list-style-type: none"> A sequence of events began when the English leaders fled from William's court. Edgar Aethling fled to Scotland, Edwin and Morcar to their lands in the Midlands and the North. The two earls then began to gather allies against William, including support from Welsh princes who had, in the past, fought alongside Edwin and Morcar's father. Hearing about this, William took his forces north into Mercia, Edwin's earldom, and Northumbria, which Morcar governed parts of. William first took control of the burhs of Warwick and then Nottingham and built castles in both places, destroying houses to make way for their construction. As soon as William took control of Warwick, Edwin and Morcar came down to Warwick with their men and submitted (re-accepted) William as their king. Edwin and Morcar's actions meant that the rest of the revolt collapsed. Edgar Aethling and other rebels escaped to Scotland under the protection of their king, Malcolm III. William pardoned Edwin and Morcar, and they returned to William's court as 'guests' until 1071 when they escaped again. 	<ul style="list-style-type: none"> William decided that he needed to put a Norman in charge of the north. The man he put in charge, Robert Cumin, was a trigger for Edgar Aethling's rebellion in 1069. Edgar Aethling's escape to Scotland created a new centre of resistance to Norman control. Edgar would attack England again very soon. Castles proved very effective at bringing areas under control. Edwin and Morcar's rapid surrender to William probably came after they concluded that the Normans were too strong to resist. There were other revolts at the same time as Edwin and Morcar's revolt: for example, Eadric the Wild's rebellion against the Marcher Earldoms, and in Exeter. Some Anglo-Saxon's fought against these revolts, meaning that William was able to reply on some Anglo-Saxon troops to suppress Anglo-Saxon resistance.

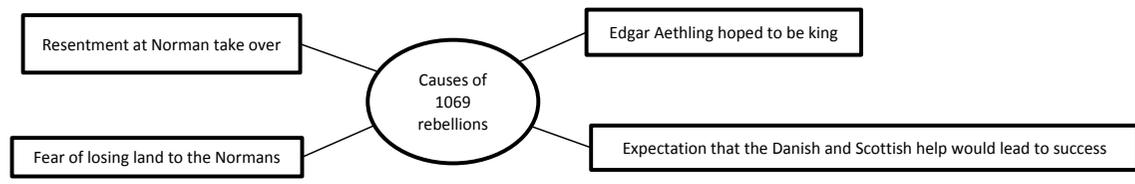
Q1. Summarise why Edwin & Morcar planned a revolt in 1068

Q2. Summarise what actions William took to end this revolt?

Task: Read through the events of Edgar Aethling's second revolt and highlight the SFD. Condense this information in the next part of your grid by summarising what happened. You can do this in notes or images.

Events	Summarised Notes
At the heart of the threat was the danger from King Swein of Denmark. In the summer of 1069 a large fleet of about 240 ships appeared of the coast of Kent, then sailed northwards up the east coast of England, pillaging and raiding coastal towns until they got to the River Humber which led to York. At the same time, another rebellion broke out in Yorkshire. Edgar Aethling headed south from Scotland once again and this time his army seized control of York and its castles, slaughtering the Norman garrisons (army).	

The rebellions of 1069 were the greatest danger William faced as King of England. There were two outbreaks of rebellion, the second much more dangerous, but they were linked by the involvement of Edgar Aethling, the 'throne worthy' heir of Edward the Confessor, who was now about 17 years old.

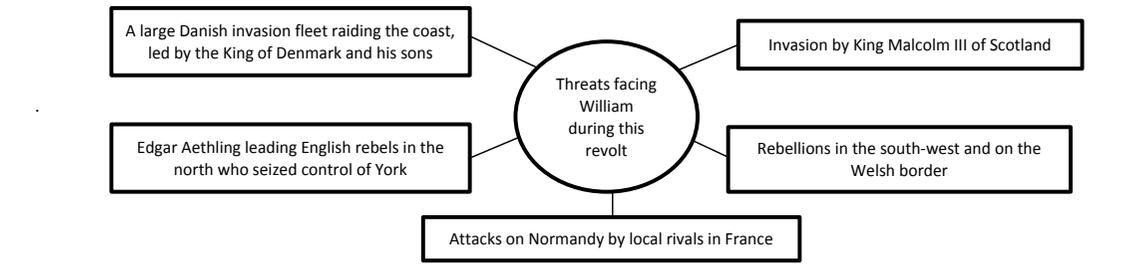


Task: which factor do you think was the most important cause of the rebellion and why?

Task: Read through events of Edgar Aethling's first revolt and highlight SFD. Create timeline of revolt below.

In January 1069 the Normans suffered their greatest shock since Hastings. A Norman army sent to control the north after Edwin and Morcar's rebellion were attacked at Durham by local forces. Many Normans were slaughtered in the streets and their leader, William's friend, Robert Cumin (Comyn) was burnt to death when he took shelter in the Bishop of Durham's house. The news of the attack gave new life to the angry northerners who resented the Norman take-over. Another English army gathered and advanced on York, laying siege to the new Norman castle. At the same time, Edgar Aethling crossed the border from Scotland and came south to lead this rebellion. Again, William acted with great speed and savagery. He marched his army north, leaving a trail of destruction of homes, farmlands and animals behind him. His arrival broke the siege of the castle and the rebels fled, Edgar heading back to Scotland. William then built a second castle in York and headed south to spend Easter in Winchester. He seemed to have dealt with the problem, but he had not!

Edgar Aethling's second revolt, summer and autumn, 1069



Task: Which threat facing William do you think he should deal with first and why?

Task: Read through the consequences of Edgar Aethling's second revolt and highlight the SFD.

Consequences
 William now faced a real threat. The northerners had a strong record of fighting for their independence and King Malcolm III of Scotland might take advantage of trying to win control of Northumbria for himself. At this time the border between England and Scotland was flexible and not fixed. The Danes might also be about to launch a full-scale invasion like Hardrada did in 1066. This meant that there was the possibility of an alliance between the Danish, Scottish and Northern English, led by an Englishman who had a blood claim to be king of England. At the same time as this, William was also having to deal with rebellions in the south-west and Wales and attacks on Normandy. If he was ever going to lose England, this was the time. William faced the greatest of these threats head-on. For the third time in a year he did what King Harold had done at Stamford Bridge and march his army north at a fast pace and stormed into York. The English fled, the Danes stayed on their ships rather than fight William. William celebrated Christmas 1069 in York where he wore his crown in a great ceremony to show that he was truly king. Around him, most of York was in ruins, with houses burnt during the fighting. William's success was partly based on his own leadership, yet again. He had ruthlessly and quickly destroyed his opposition and showed immense energy leading his army. However, he had been helped by his enemies. The Scots had not invaded England. Edgar Aethling did not lead his army against William. The Danes stayed on their ships and were not interested in supporting the English rebels as Edgar become king.

Which reason do you think was the most important reason why the revolt failed – William's actions or his enemies' actions? Why?

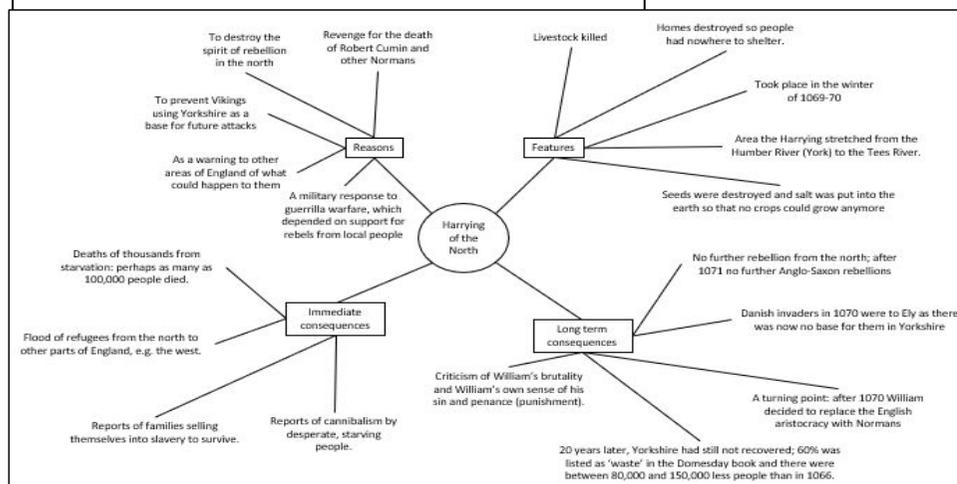


Harrying of the North, 1069-70

KT2 – William I in power: Securing the kingdom, 1066-87

Rebellion 3: Hereward the Wake's rebellion, 1070-71

Task: Read through the mind map and highlight the SFD on the Harrying of the North



Task: Use the information above to summarise the Harrying of the North. Try to use 30 words for each section

Reasons	Features
Immediate consequences	Long term consequences
How far do you think it was the Harrying of the North which prevented rebellions in the north? Why do you think this?	

Task: Read through the information about Hereward the Wake's rebellion and summarise it in 5 words or pictures.

In spring 1070, King Swein brought a fresh fleet to England, threatening an invasion. The fleet was based around Ely, which today is many miles inland, but was then a large island surrounded in water and marshland, making it very difficult to attack.

The island of Ely became a centre for many English rebels, but the man who emerged as their leader was Hereward. He was an effective resistance leader but could have never won enough support to become King of England.

Very little is known about Hereward. He may have been a thegn in the area around Ely and Peterborough who lost lands after the Battle of Hastings. His most dramatic act was to lead an attack on Peterborough Abbey whose abbot had been replaced by a Norman called Turolf. Hereward, probably with his Danish allies, seized the abbey's treasure of gold, silver and jewelled ornaments, and took them back to Ely.

Hereward and his allies held the isle of Ely for over a year. At first William relied on his men in the area to deal with the rebels but they could not overcome the problems of the water and marshland. Therefore, the rebels attracted more support, increasing their threat.

In 1071 Morcar joined the rebels, though his brother Edwin was murdered at around this time. Another danger for William was that it was easy for the Danes to sail up local rivers and along the coast to raid and perhaps trigger other rebellions. English exiles could also easily travel to Ely by sea.

William decided to deal with this rebellion himself. The Danes were most easily dealt with because they were interested in enriching themselves, not helping an English rebellion. William sent messages to King Swein offering him money if the Danes went home. This bribe worked, and the Danes sailed off with William's bribe money, and the treasure they had stolen from Peterborough Abbey.

William then surrounded the Isle of Ely and ordered his men to build a bridge to cross the marshland, using stones, trees and even inflated cow skins, hoping that his knights could ride along this bridge. However, at their first attempt, the bridge collapsed under the weight and men in chainmail and horses sank into the marsh-land and drowned.

A second bridge was made by tying small boats together and covering them with wooden planks. This proved much stronger and William's cavalry crossed on to Ely. In the chaos of the fighting, Hereward escaped. Morcar surrendered, yet again, and was imprisoned for life. Some rebels had their hands or feet cut off, others had their eyes put out: William's warning to anyone else considering rebellion.

Task: How is this rebellion different to others William faced? Come up with as many reasons as you can.

Changes in land ownership

One of the legacies of Anglo-Saxon resistance against William was the way that Anglo-Saxon aristocracy was removed from power and replaced by Normans. This mainly happened through changes in land ownership.

William's action before 1069	1069	William's action after 1069
Continuity with the reign of Edward the Confessor Co-operation between Normans and Anglo-Saxons		Destruction of the English landowning class Replacement of English with Norman and French landowners

Task: Give two words to describe the extent of change in landownership in 1069

Why did William change his policy of landownership after 1069?

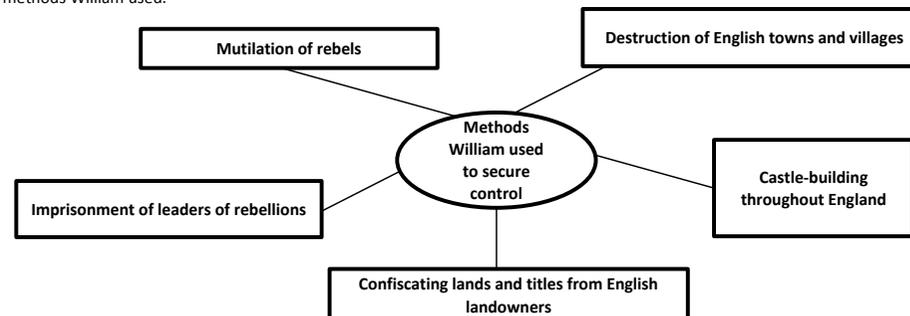
Task: Read through the information below and highlight the SFD. Then complete the question below.

1). In 1066 there had been around 5,000 English thegns who held land. By 1085 they had almost all lost their land. Many worked for Norman lords.	2). 25% of the land in England was held by just 10 great Norman barons. For example, Earl Hugh of Chester had an income of £800 a year, which made him one of the multi-millionaires of the time.	3). King William held twice as much land as everyone else put together. His income from his land was £12,600 a year. Next came his brother Bishop Odo with £ 3000 and then the great barons such as Earl Hugh of Chester.
4). In 1085 there were 1,000 tenants-in-chief – the major landowners. Only 13 of them were English.	5). The huge and powerful English earldoms of Wessex, Mercia and Northumbria disappeared. There were new earldoms (such as the Marcher earldoms) but they were smaller and so the earls were less powerful and so could not challenge William	

Task: Describe two ways in which William's changes to landowning made him much more powerful than Edward the Confessor.

After 1072 William spent 80% of his time in Normandy. This was probably simply because he was more comfortable in Normandy amongst his own people who spoke his language. William did try to learn to speak English but failed – after all he had plenty of servants to translate for him. However, the fact that he spent so little time in England suggests that the dangers of rebellion had faded significantly. There was one more revolt in 1075 but that involved very few English people.

Task: Read back through the information on how William controlled England (KT2) and prevented revolts. Add SFD to each of the methods William used.



Rebellion 4: Revolt of the Earls, 1075

In 1075, three of William's own earls tried to remove him from power. This was the last revolt William would face in England before his death, 10 years later.

Task: Who were the earls involved? Read through each fact file and highlight the SFD,

<p>Roger de Breteuil, Earl of Hereford</p> <ul style="list-style-type: none"> Son of William's good friend, William fitzOsbern. Resented the way that William had reduced the size of his earldom in Hereford after his father, fitzOsbern died. fitzOsbern was one of William's most trusted followers. 	<p>Ralph de Gael, Earl of Norfolk</p> <ul style="list-style-type: none"> Had grown up in Brittany and became the Earl of East Anglia after his father had died in around 1069. In 1069 Ralph had helped defend Norwich against a Danish attack. However, once his father had died, Ralph had some of his land taken away from him. 	<p>Waltheof, Earl of Northumbria</p> <ul style="list-style-type: none"> He had taken part in Edgar Aethling's rebellions in 1069 but submitted to William and was forgiven. He was made the Earl of Northumbria once his father Siward, had died and a new earl was needed. He was the last Anglo-Saxon earl left in the new Norman England.
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Task:

1. How is this different from the other rebellions that William has faced?

2. Which rebellion do you think help the greatest threat to William's reign and why?

Ralph resented not inheriting all of his father's power.

Roger resented not inheriting all of his father's land.

Waltheof was only given half of Northumbria, and was less wealthy than Norman earls.

William goes to Normandy; an opportunity to rebel.

The Earls expect support from the Danes

The Earls expect support from the Anglo-Saxons

Causes of the Revolt of the Earls

Task: Which reason do you think was the most important why the revolt began and why?

Task: Complete this test without looking at your notes as a recap

1. What was the name of the King of Denmark who raided England in 1069-71?	3. Where was Hereward based when he led resistance against the Normans?	5. What were the Marcher Earldoms?	7. List what happened to each earl after the 1075 revolt.	9. Who defeated the 1075 Revolt of the Earls on behalf of William?	11. Give the two rivers where the Harrying of the North stretched to and from.
2. Which two of King Harold's brothers died at the Battle of Hastings?	4. Name three English leaders who submitted to William as King in the autumn of 1066.	6. List the three earls involved in the 1075 revolt.	8. What were the three new Marcher Earldoms called?	10. Why did William allow many English lords to keep their lands and titles at first?	Score out of 11= ____/11 Go back through the areas you struggled with and revise these sections further.

Task: Read through what the plan was, and what actually happened. Highlight the SFD.

<p style="text-align: center;"><u>What the plan was</u></p> <p>The rebels plan was unclear and very hopeful, relying on other people to help them fight William's army. They hoped that the Danish would hear about it and come to help them, and the English people would rise against William like they had done in the years 1066-70. They hoped to defeat William's army and take over England using the Danish and the English to help them. The last part of their plan was to split England into three parts, with Waltheof controlling the north, Rodger controlling the west and Ralph controlling the east. One of them would be king, but they had not decided on who that would be. William I was in Normandy at the time, but he had left England in the control of his Arch-Bishop Lanfranc who was very popular in England.</p>	<p style="text-align: center;"><u>What happened?</u></p> <p>Waltheof went to see Lanfranc and told him about his plan to try and overthrow William with his friends Rodger and Ralph. We don't know why he did this, he could have been blackmailed by Rodger and Ralph to take part in the revolt, or he might have felt guilty. Lanfranc tried to stop the rebellion by writing a letter to Rodger trying to persuade him to stop the revolt and think about his loyalty to William. Rodger and Ralph did not back down. They led their armies towards each other from the opposite ends of the country, planning to meet in the middle and prepare their armies for their battle against William. Lanfranc realised his letter had not worked and beat them to it, sending two royal armies to the middle of the country so that Rodger and Ralph could not combine their forces. The Danish finally arrived to help, but as soon as they realised they were in danger they plundered York and sailed home with their treasure and most English people did not get involved. The revolt had failed even before there was any fighting.</p>
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Task: Was it Lanfranc's swift action or the lack of help from the Danish which made the rebellion fail and why?

Task: Read through what happened to the leaders and highlight the SFD.

William returned to England to deal with the rebels. Rodger was captured and imprisoned for life. All his land was taken off him and given to other people. The reputation of his family was destroyed. Ralph managed to escape to France, but some of his followers were captured by William where he mutilated and blinded them as a warning to Ralph and his followers of what would happen if they ever tried to revolt again. Waltheof fled abroad but William tricked him into coming back to England where he was put in jail. Months later he was beheaded, and his body was thrown into a ditch for all to see.

Task: How have the punishments evolved (changed) after each rebellion William faced?

Task: Read through the reasons why the plot was significant and colour code them into positives and negatives.

Challenges to William and his sons were now from William's own earls and barons	The planned Danish invasion of 1075 was the end of the Viking threat to England.
Anglo-Saxons defended William's rule from revolt, suggesting some English support for William	Despite Anglo-Saxon support in defeating the revolt, William continued to suppress Anglo-Saxon nobles.
Positive factors for William	Negative factors for William

Extension – Overall how significant was the plot in William's reign and why?



COMPONENT 1 LIVE THEATRE EVALUATION

KEY TERMS

DESCRIBE - to write what you saw and heard - how actors use theatrical skills.

ANALYSE - to examine in detail by looking at the different elements and to explain it.

EVALUATE - to judge or form an opinion, e.g. explaining what effect was created and how successful it was for the audience.

KNOWLEDGE AND UNDERSTANDING OF THE PLAY

- Context of the play.
- Features of the style and genre of the play.
- The plot
- Characters
- Reviews of the play and production.
- Drama devices used.
- How relationships with other characters on stage were communicated by the actor.
- Stage Design and how the actors used it.

WRITING ABOUT DRAMA

WHAT IS A SPECIFIC EXAMPLE?

WHAT did the actor do?

WHEN did the actor do it?

HOW did the actor do it?

WHY did the actor do it?

Interaction between the actor and other characters?

The outcome for the audience.

THEATRICAL SKILLS?

PHYSICAL SKILLS

BODY LANGUAGE

POSTURE

GESTURE

MOVEMENT

SPATIAL AWARENESS

USE OF LEVELS

FACIAL EXPRESSION

EYE CONTACT

PROXEMICS

VOCAL SKILLS

PITCH

PACE

VOLUME

TONE

PROJECTION

ACCENT

INTONATION

TIMING

EMOTIONAL RANGE

DELIVERY OF LINES

COMPONENT 2 DEvised THEATRE

STYLE AND PRACTITIONERS

Naturalistic, Epic Theatre, Semi-naturalistic, Abstract, Stanislavski, Brecht, Frantic assembly

GROUP SKILLS

Choral Speech, Choral movement, Counterpoint, Repetition and Echo, Synchronised, movement/ Unison, Canon, Banners, Characterisation, Multi-role

DRAMA DEVICES

STILL IMAGE

MONOLOGUE

CROSS-CUTTING

PHYSICAL THEATRE

FLASH FORWARD

SLOW MOTION

MARKING THE MOMENT

THOUGHT-TRACK

SPLIT STAGE

MIME

NARRATION

FLASHBACK

WHAT TYPE OF GROUP MEMBER ARE YOU?

LEADER: you have ideas and are happy to express them. You enjoy being in charge. You may sometimes be frustrated if others aren't following you or disagree with you.

HELPER: you don't usually lead, but you are happy to put forward your ideas and work with others. You may assist Leaders to see their ideas through or encourage others to take part.

PASSENGER: you don't want to lead and you aren't confident about putting your ideas forward. However, you will go along with what the group wants to do.

BLOCKER: you find group work frustrating and you don't positively help the group. You might tend to argue with others, refuse to co-operate or become distracted.

REHEARSAL TECHNIQUES

Character Objectives, hot-seating, Emotional Memory, Improvisation, Character Modelling, Back-story, Research, Internal Dramatic Dialogue

Students must develop their ability to:

- ☺ carry out research
- ☺ develop their own ideas
- ☺ collaborate with others
- ☺ rehearse, refine and amend their work in progress
- ☺ analyse and evaluate their own process of creating devised drama
- ☺ realise artistic intention in devised drama



COMPONENT 2 - DEvised THEATRE

RESPONDING TO A STIMULUS

Frantic Assembly

Physical Theatre Company

Combines music, movement and text - inter-disciplinary

Chair Duets

Devised Origins

<ul style="list-style-type: none"> • What ideas generally come to mind? • What does this make you think of? • How does the stimulus make you feel? • What themes do you associate with your stimulus? • Which characters do you associate with your stimulus? • Which settings do you associate with your stimulus? 			<ul style="list-style-type: none"> • What research will you undertake? • What did you find out once you had completed research? • What do you want to show through your character? What do you want the audience to see about them? • What was the initial purpose of your piece overall? What message do you want to show? How do you want your audience to feel? 		
<p>Movement</p> <p>Gait - the way you walk. Posture - the position you hold your body when standing or sitting. Stance - the way you stand. Body Language - how you express your emotions through your body.</p>	<p>Expression</p> <p>Facial Expression - showing your character's emotion by using your face. When describing, focus on the eyes, eyebrows and mouth.</p>	<p>Gesture</p> <p>A movement, using the hand, that expresses an idea or communicates meaning. When describing, describe in detail, e.g. "I used a gesture where I outstretched my hand to show I wanted to ignore the other character."</p>	<p>Interaction</p> <p>Eye contact (or lack of). Proxemics - the distance between the characters that communicates their relationship/situation.</p>	<p>Voice</p> <p>Pitch - how high or low your voice is. Pace - how quickly you speak. Volume - how loud you speak. Use of pause - pausing before a line of speech. Tone - showing your character's emotions through your voice.</p>	<p>Audience</p> <p>What effect does this have on the audience? What do you want the audience to see/feel? How do you know your performance was successful? How did the audience react?</p>

CONSTANTIN STANISLAVSKI

NATURALISTIC

The magic 'if'	Stanislavski said that the character should answer the question, 'What would I do if I was in this situation?@. Also known as the 'magic if', this technique means that the actor puts themselves into the character's situation. This then stimulates the motivation to enable the actor to play the role.
Emotional memory	Emotional memory is when the actor finds a real past experience where they felt a similar emotion to that demanded by the role they are playing. They then 'borrow' those feelings to bring the role to life.
Subtext	The subtext is the actual meaning and motivation behind the lines that are spoken and the actions taken.
Objectives and super-objectives	An objective is the reason for our actions. What are we trying to achieve? The super-objective is an over-reaching objective, probably linked to the overall outcome in the play.
Given circumstances	The information about the character that you start off with and the play as a whole. How old is the character? What's their situation in the play and in relation to the other characters?
Method of physical actions	Imagine a simple activity like cleaning your teeth and then imagine a husband cleaning his teeth whilst deliberating on how to tell his wife about his mistress. This is a simple illustration of how a physical action can release the necessary emotions.
Realistic settings and characters	The objective of naturalism is to create a performance that is as close to real life as possible. Therefore, settings and characters should be realistic.

BERTOLT BRECHT

NON-NATURALISTIC

Verfremdungseffekt (The V effect OR the alienation effect)	Distancing the audience from becoming attached emotionally to the characters/the narrative by reminding them constantly they are watching a play. This enables the audience to think about the subject(s) and themes of the play and possibly take action rather than just being entertained.
Breaking the fourth wall	Addressing or acknowledging the audience directly in order to remind them they are watching a piece of theatre.
Gestus	Gestus is a clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion.
Narration	Narration is used to remind the audience that what they're watching is a presentation of a story. Sometimes the narrator will tell us what happens in the story before it has happened. This is a good way of making sure that we don't become emotionally involved in the action to come as we already know the outcome.
Placards	A placard is a sign or additional piece of written information presented on stage. Using placards might be as simple as holding up a card or banner. What's important is that the information doesn't just comment upon the action but deepens our understanding of it.
Non-linear structure	Scenes are episodic, which means they stand alone and are constructed in small chunks, rather than creating a lengthy and slow build of tension. Epic theatre often has a fractured narrative that is non-linear and jumps about in time, including flashbacks/flash-forwards.
Spass	Making jokes/including comedy to stop the audience from connecting emotionally to the characters. The audience will laugh and then question why they laughed.

FOOD

Cereals

All cereals are members of the grass family and there are many types of cereal which are consumed and used in the manufacture of food products in Europe. Each cereal has unique properties which make it suitable for a variety of food products. Cereals require different conditions to grow. For example, rice is grown in damp tropical climates such as in India and China and oats are grown in cold temperate climates such as in Scotland.

Processing

- **Wheat** – wheat is usually ground to flour, which can be used to produce a wide range of products. The type of flour produced differs according to the extraction rate.
- **Maize** – maize may be processed to make many different ingredients and food products. It can be milled in a similar process to wheat, or its germ can be refined to produce corn oil.
- **Rice** – there are many different types of rice which can be categorised by size, shape and region where they are grown. Brown rice has its outer husk removed and white rice is milled and polished further to remove the bran and germ.
- **Oats** – oats are rolled during processing and coarse, medium and fine grades of oatmeal are available.
- **Rye** – rye contains little gluten so produces breads with a low volume and dense texture.
- **Rapeseed** – rapeseed is mainly cultivated for its oil rich seed.
- **Barley** – mainly sold as pearl barley which is the whole grain with its husk removed.

Functional Properties

- **Protein** – bread's characteristic open texture and appearance relies on high protein flour e.g. wheat and rye flour. In products such as cakes, biscuits and pastry, low protein cereals are used to produce crumbly and light textures.
- **Gelatinisation (thickening)** – when a flour is added to a liquid the starch granules begin to swell on heating, eventually rupturing and releasing starch into the liquid. The starch granules absorb liquid and cause the sauce to thicken.
- **Bulking** – cereals such as rice and oats are sometimes used to 'bulk' a food product, e.g. vegetarian burgers

Storage

Cereals should be kept in a cool, dry place. They are prone to infestation by insects if kept for long periods of time.

Types and primary processing

Wheat – grains, couscous, flour

Maize – whole, grains, flour, oil

Rice – grains (white, brown), flour

Oats – grains, flour, rolled oats, oatmeal

Barley – grains (pearl barley), malt

Rye – grains, flour

Rapeseed – oil



EU Cooking Corner

Why not try making some of the following EU foods to help you learn to cook with cereals?

- Rice pudding
- Viennese Schnitzel (Wiener Schnitzel)
- Pumpernickel Bread (Pumpernickel Brot)



Meat

Many different animals are consumed across the EU. The species, breed, age and part of the animal are all factors which contribute to the sensory and nutritional qualities of meat. Cuts of meat which are from muscle areas which do a lot of work will need longer, slower cooking methods (e.g. stewing). Cuts of meat from muscle areas not so heavily used by the animal can be cooked more quickly (e.g. stir-frying). Meat from the muscles of younger animals is tender as the muscles have been used less. Meat is a source of protein. The EU research project PROteINSECT is looking at the use of insect protein as a sustainable source of protein for animal feed and human nutrition.

Characteristics

- **Tenderness** – some varieties of meat are tough and may be hard to cut or chew. Tenderness can be improved by: mechanical action; chemical action; hydration (e.g. using an acidic solution to marinate meat) and cooking.
- **Colour change** – the colour of meat is due to a mixture of pigment in the muscle. The main pigment is called myoglobin. Muscles contain varying proportions of pigments. Muscles used for physical activity contain large quantities and are darker in colour.
- **Red meat** – as red meat is cooked the myoglobin changes from a purple red to a greyish brown in colour.
- **White meat** – poultry has less connective tissue than red meat so is usually more tender. The legs and wings, which do the most work, tend to be darker and tougher due to the myoglobin present. Other parts of the bird, e.g. breast, have less myoglobin and therefore become white during cooking.
- **Game** – game is generally tougher than poultry, beef, pork and lamb, due to their wild nature and having an active life.
- **Offal** – offal is defined as any part of a dead animal other than the carcass meat (except hide and skin). It includes kidney, brain, tongue, tail and feet.

Storage

Fresh meat should be eaten within a few days of purchase or frozen. It should be covered and stored in the bottom of the refrigerator away from food which will not be cooked before being eaten, to avoid cross contamination.

Types of meat

Beef/veal – e.g. rump steak, brisket, loin of veal



Lamb/mutton – e.g. chops, shoulder, shank

Pork/bacon – e.g. chops, gammon steak, spare ribs

Poultry – e.g. chicken, duck, goose

Offal – e.g. kidney, liver, tripe

Game – e.g. pheasant, rabbit, venison.

There is also a market for **horse** and **goat** meat in some European countries.

Meat Products

A wide variety of meat products are readily available, e.g. curries, pies, burgers and paté.

Gelatine and stock cubes are by-products of the meat processing industry.

Milk and Milk Products

Milk has been derived from many types of mammals and put to different uses over the centuries. This has resulted in the development of a number of by-products of milk itself, including butter, cheese, cream and yogurt. Commonly consumed animal milks include cows', ewes' and goats' milk. A range of non-animal milks are now available including rice, oat, soya, hemp, coconut, almond and hazelnut milk.

Processing

Most milk undergoes some form of heat processing such as pasteurisation, sterilisation or ultra high temperature (UHT) treatment to ensure harmful micro-organisms are destroyed before the milk is consumed and to improve keeping qualities.

Characteristics

- **Milk** – when heated, a skin may develop on the surface of milk due to the coagulation of proteins. To avoid this, the milk should be agitated (e.g. whisked).
- **Cheese** – overcooking can cause cheese to become tough and rubbery as the protein shrinks and squeezes out fat and water (syneresis). When adding cheese to sauces, grate or cut into small pieces and add at the end of cooking so it can melt quickly, without any lumps.
- **Butter** – butter can be used for a variety of functions including aeration (e.g. in cake making), shortening (e.g. in shortcrust pastry making), flavouring (e.g. in sauces) and for the retention of moisture (e.g. in bakery products).

Storage

Most milk and milk products should be stored in a refrigerator to slow down the growth of micro-organisms e.g. mould growth on cheese. Milk, cheese and yogurt, once opened, should be stored and used by the 'use by date' on the packaging.

Types

Milk:

Animal milk – cows: fresh milk (whole, semi-skimmed, skimmed), dried, UHT, condensed, ewes', goats

Non-animal milk – soya, almond, hazelnut, coconut, hemp, oat, rice

Milk products:

Cream – single, whipping, double, clotted, sour, crème fraîche **Cheese** – Brie, Gouda, Stilton, Cheddar, Cottage, Ricotta

Yogurt – Greek, bio, set, natural, flavoured

Butter – unsalted, salted, flavoured (e.g. garlic)



EU Cooking Corner

Why not try making some of the following EU foods to help you learn to cook with milk and milk products?

- Blancmange
- Lasagne
- Bread and butter pudding



Year 11 BTEC Sport
 Spring term-Cycle Two
 Knowledge Organiser



SMART Targets

What are they?

- Specific** - are targets specific for what you want to achieve
- Measurable** - how can you measure your progress towards these targets?
- Achievable** - are you able to meet these targets?
- Realistic** - are your targets likely to be met?
- Time** - are you spending enough time on activities to achieve your targets?

Heart Rate = The amount of times your heart beats in one minute

Additional Principles of Training

Principle of Training	Definition
Specificity	Training should be specific to an individual's sport/target
Individual Needs	Training programmes should be designed to meet individual training goals and needs
Variation	Activities should be varied to avoid boredom
Rest and Recovery	Performers need to allow time for the body to rest and recover to ensure that muscles repair after activity
Progressive Overload	To ensure progress, training needs to be demanding enough to cause the body to adapt
Adaption	How the body reacts to training loads by increasing its ability to cope
Reversibility	If training stops or becomes too easy, adaption may occur causing progress to be reversed.

FITT Principle

What are they?

- Frequency** - How often you train
- Intensity** - How hard you train
- Time** - How long you train for
- Type** - The type of training you are doing

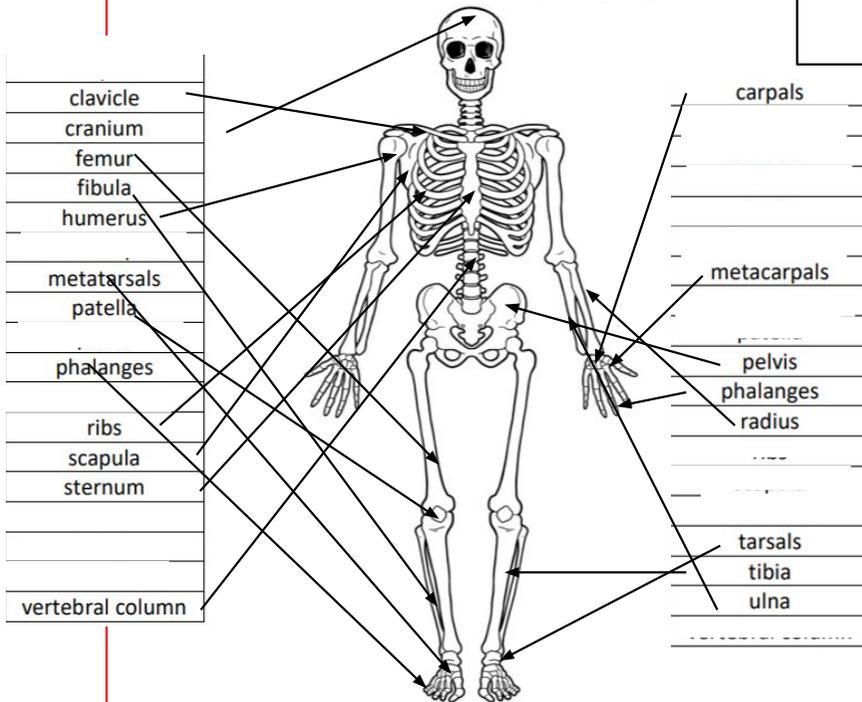
MHR Calculation =
 220 - Your Age



Musculoskeletal System

Location of Bones

Short term effects of Exercise on Musculoskeletal System



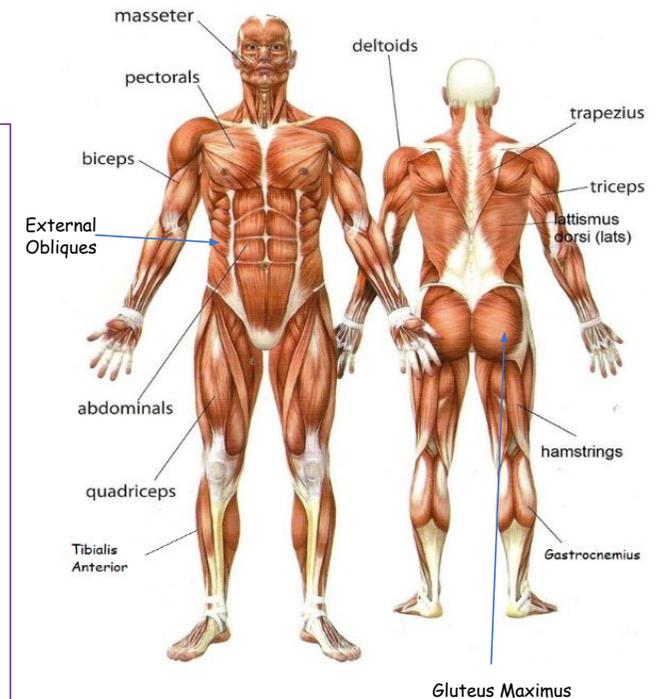
Effects on Skeletal System

1. Increase stress on bones.
2. Ligaments - more elastic.
3. Tendons-more pliable.
4. Synovial fluid -thinner/less sticky.
5. Joints more flexible.

Effects on Muscular system

1. Increase in muscle temperature.
2. Increase in metabolic activity.
3. Increase chance of micro tears.
4. Muscles begin to fatigue

Location of Muscles





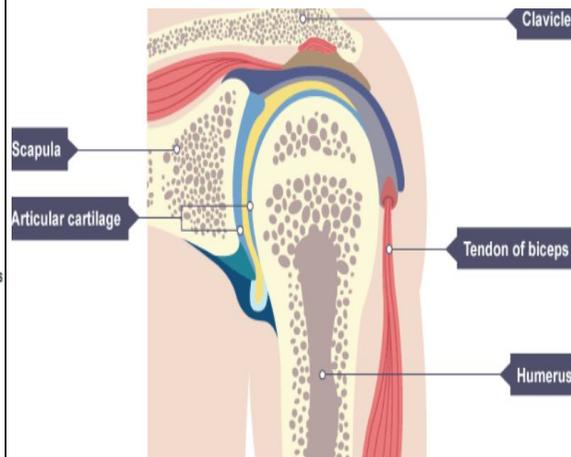
Structure of Synovial Joints

Functions of Synovial Joints
Allow the skeleton to move freely within certain ranges.
Helps prevent friction between the bones by producing synovial fluid.

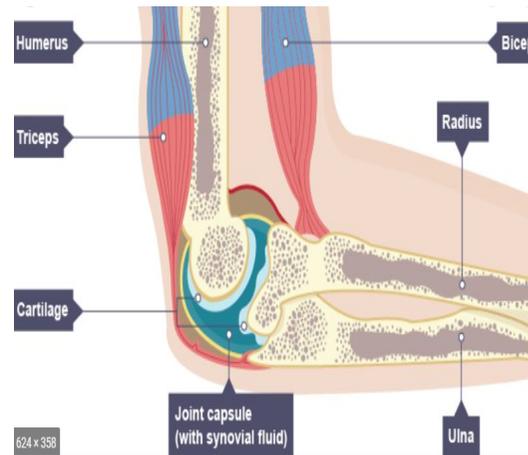
Hip Ball and socket



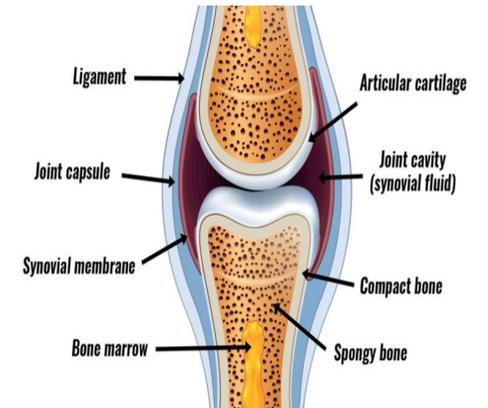
Shoulder Ball and socket



Elbow Hinge



Knee Hinge

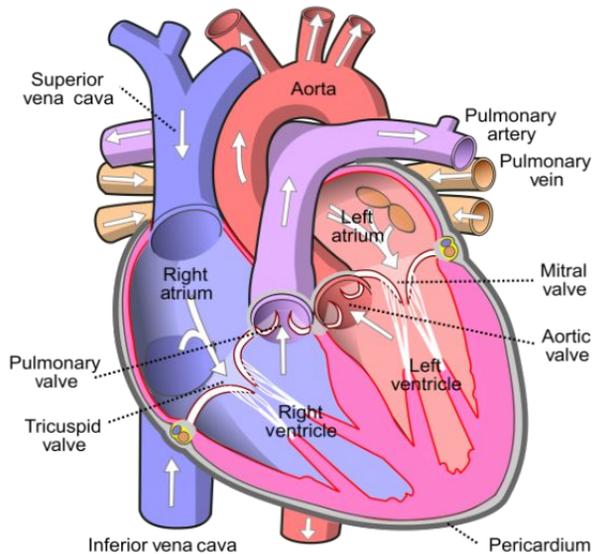




Year 11 BTEC Sport
Spring term-Cycle Two
Knowledge Organiser



Structure of Cardiovascular System



Cardiorespiratory System

Short term effects of Exercise on Cardiorespiratory System

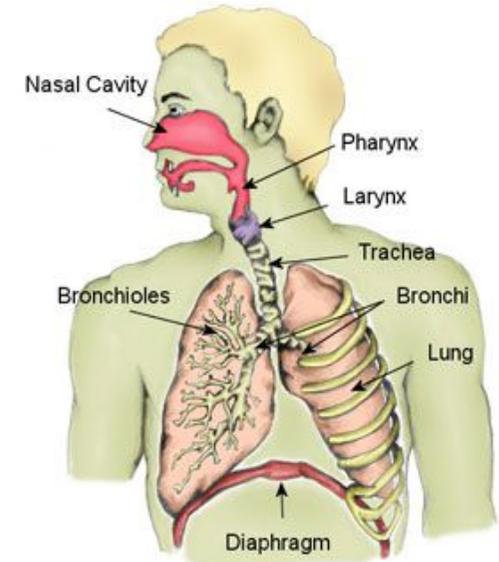
Cardiovascular system

1. Increase in Heart rate
2. Increase in stroke volume
3. Increase in cardiac output
4. Widening of blood vessels
5. Increase in oxygen to working muscles
6. Increased removal of carbon dioxide from working muscles

Respiratory System

1. Increase in breathing rate
2. Increase in lactic acid production
3. Increase in oxygen intake
4. Increase in Carbon dioxide production.

Structure of Respiratory System





New to the Careers Department...

Google Classroom

During this term we have introduced Job of the week information will be sent out through the Year 7 Wellbeing Google classroom.

Careers KO information

We know that students use their Knowledge Organiser as a reference point and felt that it would be useful to add details about careers activities, research tools and help plan your future intentions.

Virtual Assemblies

We would love to deliver assemblies in person but at the moment this is not possible, we are therefore providing more materials to inspire you and support your PSHE learning online via the Careers Hub. You will receive Careers Assemblies through Tutor time. For those that are not in school the assemblies will also be sent out via Google classroom.

Student Feedback

We have introduced to the Student Council a termly feedback on the Academy's careers provision. If there is something that you feel would benefit your year group please discuss with your House Representative.

Split site

We have a large number of pupils on both sites and know that not having instant access to a Careers Adviser can be a little frustrating particularly if you are working virtually. The team are here to help you and are happy to answer any questions you may have via email: careers@paigntonacademy.org

Getting to know me
*What type of personality are you?
 Knowing who you are is a very important part of having a successful and satisfying career.
 By knowing you, you will know where your strengths lie and this will help you match suitable employment and training options.
 Why not use the following link and discover a little more about yourself?*

<https://www.16personalities.com/free-personality-test>



Types of qualifications (After Year 11) ...

Level	Qualification		
7	NVQ 5	Master's Degree / Doctorate	
6	Higher Apprenticeship / NVQ 4	Honours' Degree	
5		Foundation Degree, HND	Diploma in Higher Education
4		HNC	Certificate in Higher Education
3	Advanced Apprenticeship / NVQ 3	Vocational A Level BTEC Cert/Diploma	AS / A2 Levels
2	Apprenticeship / NVQ 2	BTEC/VCERT	GCSE Grades A - C 4-9
1	Traineeship / NVQ 1	BTEC/VCERT	GCSE Grades D - F 3-1
Entry	Basic Skills / Skills for Life		
	Work-based Learning	Vocationally Related Learning	Academic Learning

Find out more by accessing the Careers Hub



We are in the midst of a global pandemic with unemployment and educational issues; chief amongst these are the gap in education and the effect on the job market. The Careers Hub, a dedicated website, has loads of information for you to access and covers topics such as, Work Experience, College/6th Form Open event dates, Apprenticeships, how to write CVs and personal statements and finding a Job. Simply click on the Careers Hub logo on the home page of the Academy website to enter the site.