

Knowledge Book

Year 10

Cycle One

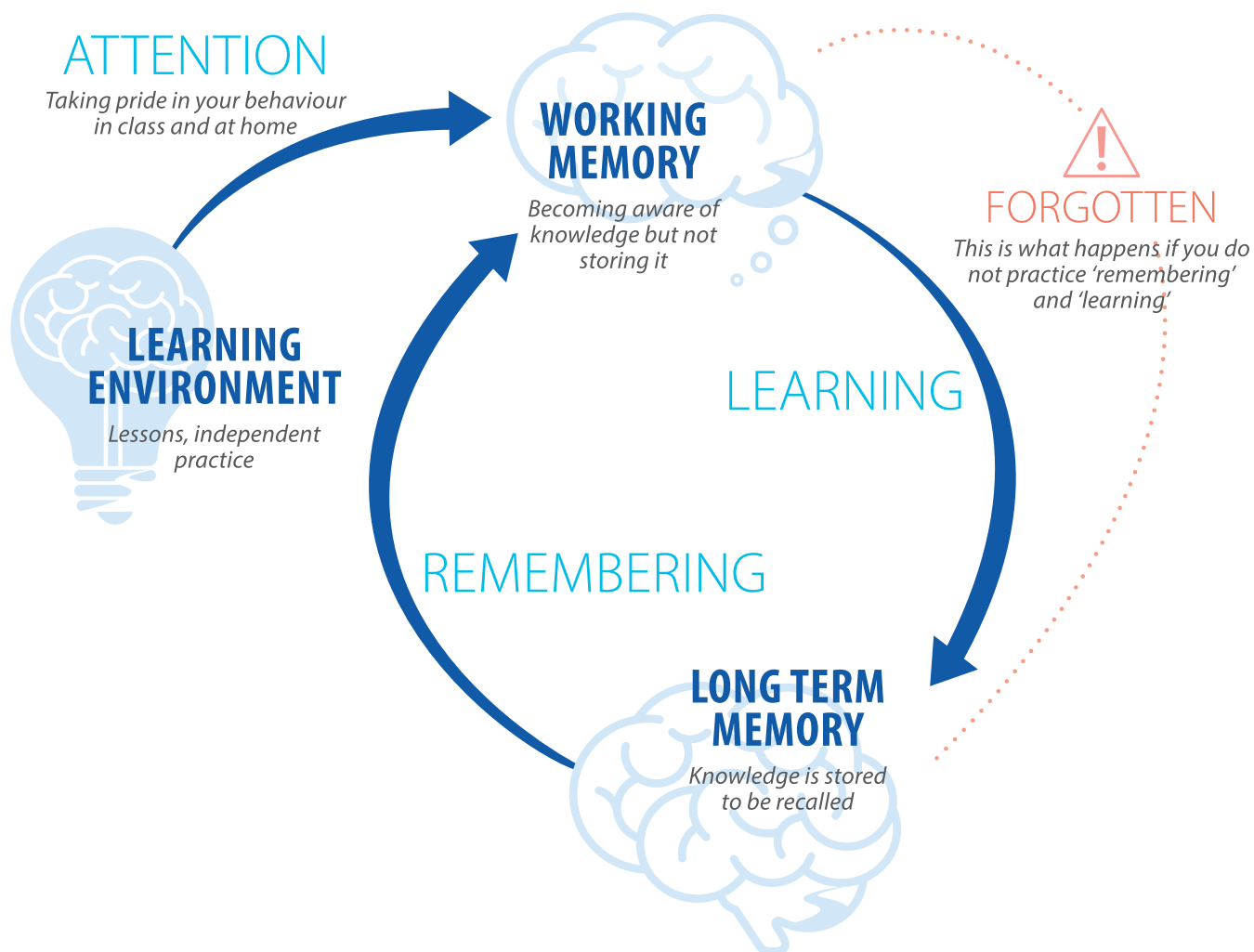
Name:



West Exe School

community • opportunity • success

THIS IS HOW YOU LEARN



REMEMBERING: MASTERING YOUR MEMORY

Learning is what happens when knowledge moves from your **working memory** to your **long-term memory**.

Your **working memory** is like a desktop on your computer. If the information is not saved, then it will be **forgotten**.

Your **long-term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long-term memory**.

You can take practical steps to improve your ability to **learn** and **remember** key information and become the master of your memory.

Our ability to learn and remember is enhanced when we engage in activities that test what we remember. 'The testing effect' is a proven way of enhancing our long-term memory which gives us clear feedback on gaps in our learning. Therefore, regular quizzing is a vital part of our curriculum.

Extended Practice Guide
There are four subjects to study each day, you should spend 20 minutes on each subject. The exceptions to this are Science and Spanish, which you should study for 10 minutes each time they appear on your practice timetable.

This is your Extended Practice timetable:

- You will need to do you knowledge organiser tasks, including your quizzes, for each subject on the timetabled day.
- Your Tutor will check this the following day, options teachers will check your Extended Practice in lessons.
- If you have not completed the tasks for each subject, you will receive a 30-minute detention after school to be carried out the next day.

No of minutes	10 minutes	10 minutes	20 minutes	20 minutes
Monday	Science	Spanish	Option P	Maths-Sparx
Tuesday	No Extended Practice set.			
Wednesday	Science	Spanish	Sparx Reader	Maths-Sparx
Thursday	Science	Spanish	English Literature	Option Q
Friday	English Literature	Maths-Sparx	History or Geography	Revision

We use Google Classroom for sharing work outside of the classroom with our students using Class Codes, the content follows our curriculum and is used to support students inside of the classroom. You will only need to log into the Class code once. Here is the link you will need to access Google Classroom: <https://classroom.google.com/> and the Class Code per subject is below.

Subject	GC Code
Dashboard	jqv67es
Art & Design	h79pp53
Biology	jp3fmi4
Business GCSE	4q3nr77
Chemistry	3zap45t
Classical Civilisation	cd4zsi
Creative iMedia	vn4ebom
Design Technology	22eu3gkx
English	6rpevll
Engineering	qj6zo2t
Food GCSE	r4vabez2
Geography	g2lq3bh
Health & Social Care	es6yvpq

History	Zzomfi
Mathematics	efm77v
Music Vocational	zvazaz6
Performing Arts	q2qz3jr
Photography	5tkse6y
Physics	borcs2c
Science	37skqit
Sociology	z4v3jic
Spanish	c5xwm
Sport Heath & Nutrition	znyeexo
Sport Vocational	pjisfaw
Statistics	n4oub27
West Exe Baccalaureate	nfgxscr

Sparx Reader: Sparx reader is set at 8am on a Thursday morning, and you have one week to complete your target of 100%. There is an expectation that you will have met 50% of your target by the Tuesday. Any student that has not completed their full target by 4pm on Wednesday will attend a Sparx reader catch up session in English.

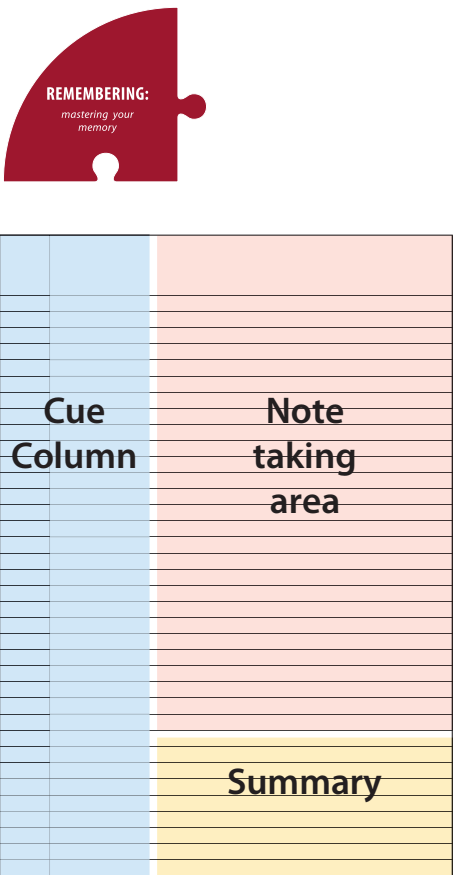
Maths Sparx reminder: Sparx practice is set 8am on a Thursday morning and 100% of compulsory extended practice is due at 4pm on Wednesday. There is an expectation that you have completed 50% by Monday 8am and if you cannot meet the deadline, you will be invited to a support session at breaktime on Monday. You are advised to start the tasks earlier than later. Support will be offered on a Monday breaktime and a Wednesday breaktime and lunchtime in MA2, if you are struggling with any questions. Any student who has not completed 100% by the deadline will be expected to attend Sparx lunch time detention.

Sparx Science - Extended practice is set via the Sparx Science platform and is set at 8am on a Thursday morning and is to be completed by 7am on a Thursday morning. The quizzes are designed to reinforce your learning of the key concepts and ideas in Science. Each quiz has built-in support available if you are unsure of an answer to a particular question. You can also ask your class teacher for help.

REMEMBERING: MASTERING YOUR MEMORY

Cornell Notes

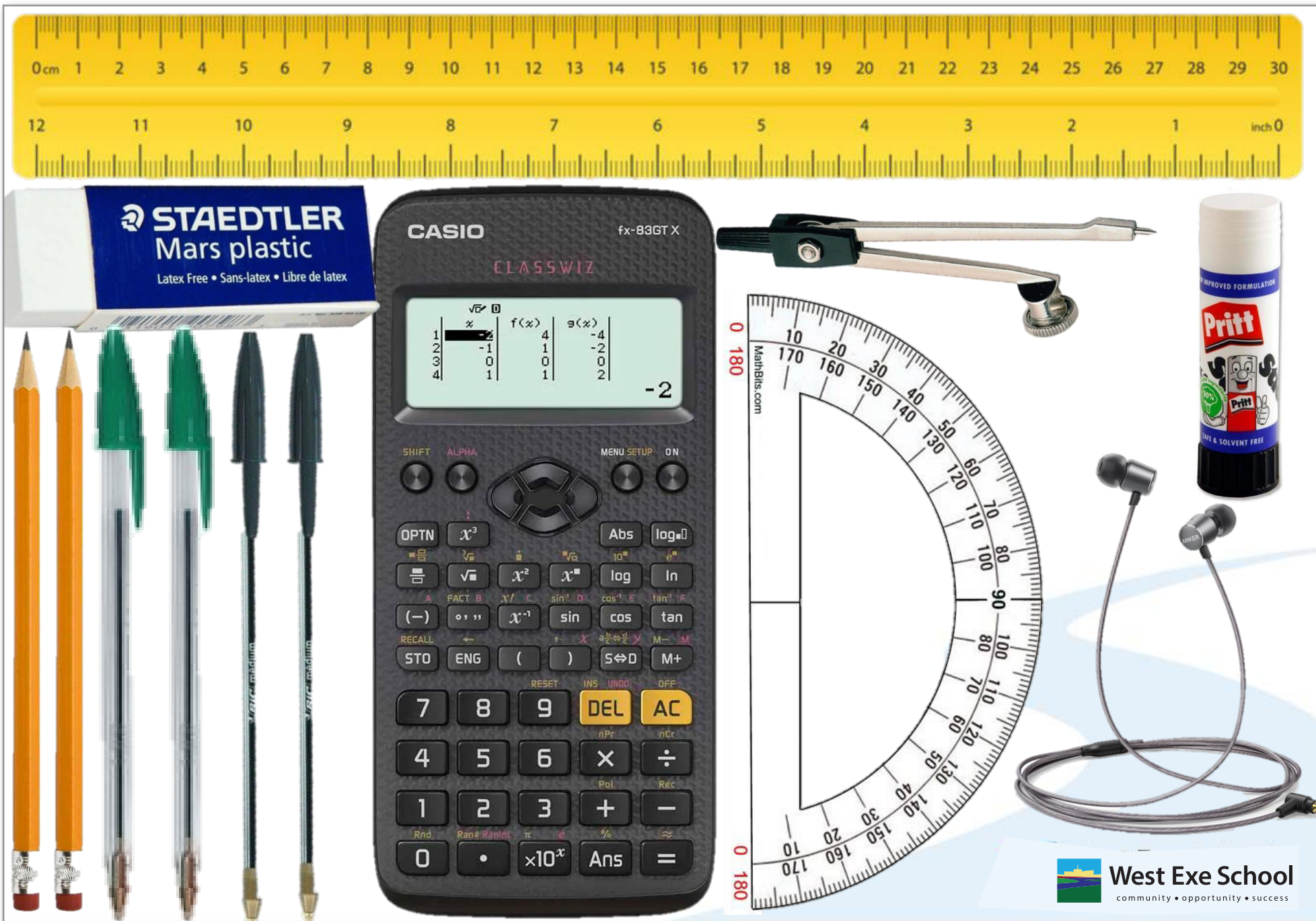
1. Divide your page into three sections like in this diagram.
2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)
3. In the bottom section, summarise all the information in the note taking area into 3 bullet points
4. The Cue Column is where the magic happens - in this area, write a series of quiz questions about the notes you have written.
5. When revising, try to answer the quiz questions in the cue column before you read your notes. If you can do it, well done! You have **remembered** this. If not, you need to **learn** it again.
6. The Summary at the bottom of the page also strengthens the learning. It can be used as a prompt for you too try and remember the knowledge in the note taking area.



Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.



House Week, West Exe School & British Values Knowledge Organiser

	West Exe School Student Attributes	House Week Activities	Key Questions
House Week 1	Kind Adaptable	<ul style="list-style-type: none"> School Parliament Elections House Charity vote 	<p>What is a good citizen?</p> <p>What behaviours would we expect of a good citizen?</p> <p>Do we need rules?</p>
House Week 2	Curious Ambitious	<p><i>Equality, Diversity & Sustainability</i></p> <ul style="list-style-type: none"> Charity fundraising Anti-bullying Ambassadors activities Green Team activities Mental health Celebrating diversity 	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
House Week 3	Resilient Proud	<ul style="list-style-type: none"> Transition focused activities <ul style="list-style-type: none"> Sports Day Taster sessions (being brave and trying new things) 	<p>What does it mean to succeed?</p> <p>How do individuals demonstrate courage in our community?</p> <p>How is our individual liberty protected?</p>

Dream More.

Do More.

Become More.

BULLYING UPDATE - YEAR 10

Stop!

"Each of us deserves the freedom to pursue our own version of happiness. No one deserves to be bullied"

Barack Obama

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups or in the workplace.

Bullying can take many forms including:

- Emotional abuse
- Social media
- Social exclusion
- Threatening behaviour
- Name calling
- Cyberbullying
- Sexting
- Sexual exploitation



Average child posts 26 times a day on social media - but only 6 - out of 10 followers are really friends!

Speak

"Don't you ever let a soul in the world tell you that you can't be exactly who you are"

Lady Gaga

Speak to someone. No one has a magic wand but we always do our best and we really do care.

There are lots of things you can do to keep yourself safe online.

- Think before you post
- Don't share personal details
- Watch out for phishing and scams
- Think about who you are talking to.
- Keep your device secure
- Never give out your password
- Cover your webcam
- Use strong passwords
- Report anything you are unsure of

Images sent on sites like Snapchat can still be saved and screenshotted, they stay FOREVER!

Set, protect, and respect boundaries for yourself!

Talk to someone you trust!

Support

"Blowing out someone else's candles doesn't make yours shine any brighter"

Drake

What we do at West Exe to deal with bullying:

Whatever your worry, it's better out than in!

Mentoring is having a named person you can go to for support at school.

Peer mentoring is when older students are trained to become buddies providing support and someone to talk to nearer their own age. This helps everyone in school learn that bullying is not acceptable.

Restorative justice brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

Remember: there is no reason for you to ever put up with any kind of bullying.

YOUNGMINDS
fighting for young people's mental health



Year 10: Talking Futures

Community

You don't need to know what job you want in the future. However, starting to explore the possibilities and looking at labour market information to discover what our local and national community needs can be helpful. Use your CareerPilot account to explore some options.



Opportunity

Our promise to you: The Talking Futures offer has lots in store for you this year;

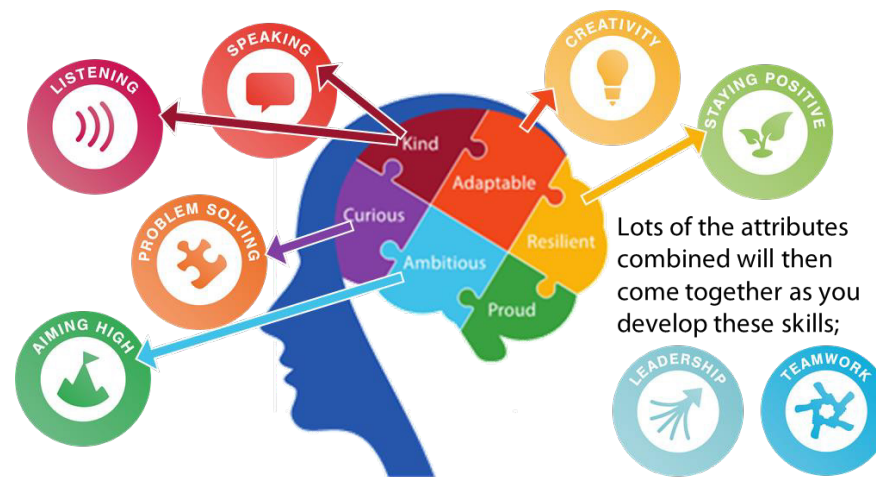
- Talking futures assembly
- Teachers will talk about real life applications
- Employer encounters
- CareerPilot sessions
- Talking Futures Fayre
- Work experience

Success

The qualifications you are working towards will open doors to you when you are choosing post-16 options. Here is a breakdown of the type of course you might choose;

Traineeship	Up to 6 months in preparation for an apprenticeship, involves work experience.
Apprenticeship	Employed and paid a wage whilst working towards a job specific qualification.
Applied vocational	Practical courses related to a specific job or career area.
T Levels	A mix of classroom learning and "on-the-job" experience preparing for a specific job.
A Levels	Main academic route after GCSEs. Can be taken alongside vocational qualifications.
International Baccalaureate (IB)	Internationally recognised 2 year course prepares for University or employment.

Employers tell us that in addition to the qualifications you gain at school, there are certain skills they are looking for. These all fit link to our student attributes, so strive to be your #BestExe every day.



British Values

These are moral principles the Government says schools should promote. If these values are supported by everyone, our society will be fairer, more tolerant and, ultimately, a better place to live, work or learn. The values are:

Democracy is about the right to vote and take part in discussions about issues that affect our life. It is about having a voice, and a say in how your country or local area is run.
At West Exe, you have tutor MPs and a Student Parliament, who the students have voted for, and who represent your views, raising the issues you want discussed.



This means that the law applies to everyone, and must treat everyone the same. It means we all have the same legal rights and responsibilities.
At West Exe, the lesson expectations are for everyone to follow, our behaviour policy will be fairly applied, and you will all be treated equally.



Mutual respect: respecting people's rights to have their own beliefs. **Tolerance:** accepting the values, ideas and beliefs of others and not imposing our views on them.
At West Exe, your views, opinions and beliefs will be respected and valued, but you will also be expected to respect the views, opinions and beliefs of everyone else.

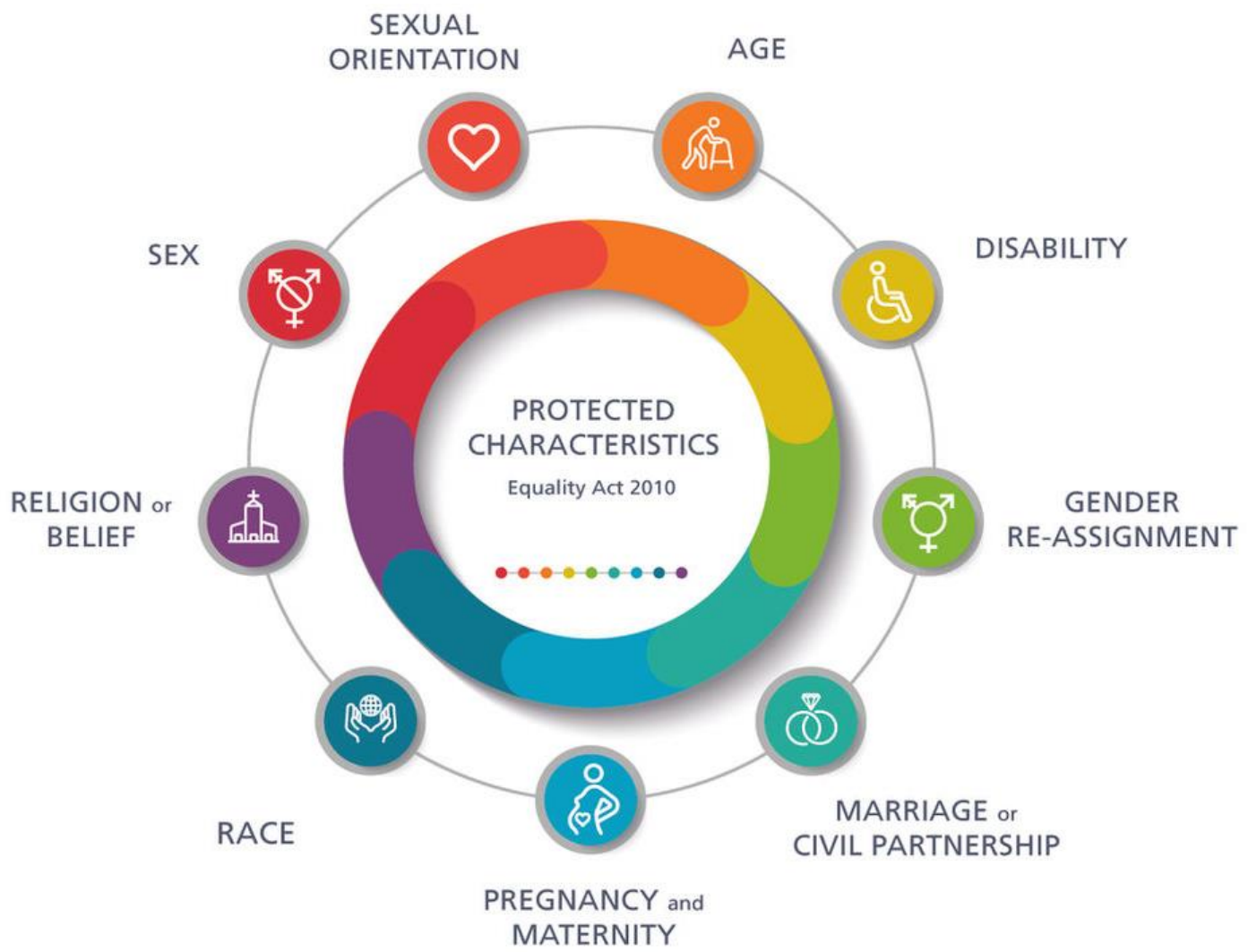


This is about having the freedom to make our own choices. In the UK, this means people have rights and freedom, as long as they do not harm another person's rights.
At West Exe, this means your rights and individuality will be protected and celebrated. It also means you will have many exciting opportunities and experiences.



Equality Act (2010)

The Equality Act is a very important law which was introduced to look after people with one or more **protected characteristics**, to try to stop them being the victims of discrimination, victimisation or harassment. The nine characteristics protected by the Equality Act are:



Key words

Disability: A physical or mental impairment that negatively impacts on a person's ability to do normal daily activities.

Gender reassignment: The process a person undertakes to alter their physical characteristics to match their gender identity.

Civil partnership: A legally recognized union between a couple with rights similar to those of marriage.

Sex: In the Equality Act, sex means male or female. Under the Act, a person's legal sex is the sex recorded on their birth certificate or their Gender Recognition Certificate.

Sexual orientation: A person's identity linked to the gender or genders to which they are attracted.

SPORT, HEALTH AND NUTRITION

Opportunities: Fitness suite, PE lessons, Sports clubs, Parkruns, fitness tests, walking/cycling to school.

Healthy choices: 5-a-day, less salt and sugar, more fibre, limit intake of fat, smaller portions.

Teamwork, Leadership and Communication: Fair play, equality and inclusion - House matches, fixtures, clubs, being a coach or official.

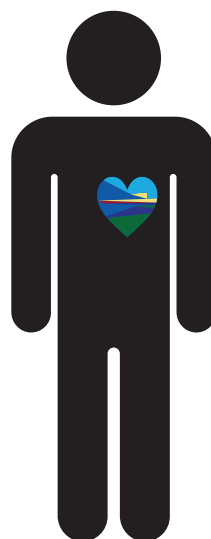
Healthy body - healthy mind! Links between physical activity and mental wellbeing. WES 10-a-day.

Targets and Goals: Being positive, being resilient, never giving up, doing your #BestExe, being a good role model.

Understand the importance of sleep: 8- 10 hours to function effectively. Rest and recovery as an important part of exercise, performance and digestion.


Get Physically Active! Aim to do 60 mins of moderate-vigorous physical activity each day across the week. Take part in activities that develop movement skills, muscles and bones. Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time.

Be active daily: Make healthy lifestyle and nutrition choices. Understand the life long benefits and know how to stay healthy.



SPORT, HEALTH AND NUTRITION - Healthy ME

You should choose something from each column each week to focus on in your lesson.
Once you have completed the task put a tick next to the activity. You should try to complete all of these over the cycle.

Physical ME	Thinking (Mental) ME	Social ME
<p>Skill development: Make a list of 5 new skills you have improved on during this cycle (e.g. shooting in handball or chopping technique in food). <input type="checkbox"/></p> <p>Attend an after-school club to help you develop and improve these skills further. <input type="checkbox"/></p> <p>Developing fitness</p> <p>For one of the sports, you are covering in this cycle, identify the main components of fitness needed. <input type="checkbox"/></p> <p>Engage in periods of sustained physical activity.</p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> 1. Aerobic exercise. 2. Exercises to strengthen muscles and bones. <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> • Aim to do 60 mins of moderate-vigorous physical activity each day across the week. • Take part in activities that develop movement skills, muscles and bones. • Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time. <p>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</p> <p>Monitor your screen time for a week. <input type="checkbox"/></p> <p>Use equipment safely and hygienically.</p> <p>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed. <input type="checkbox"/></p> <p>Cook a healthy meal from one of the recipes you have done in food this cycle. <input type="checkbox"/></p>	<p>Making appropriate time for rest, relaxation, and sleep - Having routines that support positive mental health.</p> <p>Try to get 8-10 hours of good quality sleep a night!</p> <p>Rules, strategies and tactics. Think about:</p> <ul style="list-style-type: none"> • What are the main rules for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/> • Can you give an example of a simple strategy or tactic you have been using? <input type="checkbox"/> • Can you give an example of a more complex strategy or tactic you have been using? <input type="checkbox"/> • Give 3 rules you must follow in the kitchen. <input type="checkbox"/> <p>Terminology:</p> <p>Give 3 examples of terminology you have learnt in any of your SHN lessons. <input type="checkbox"/></p> <p>Knowledge of muscles and bones - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p>Being resilient - positive growth mindset and never give up attitude- always looking to improve! Give an example of how you have demonstrated resilience in your lessons. If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p>Leadership - Taking responsibility within lessons (e.g. officiating, leading warm ups or practices or supporting food preparation in food lessons).</p> <ul style="list-style-type: none"> • Offer to be a leader for a lesson! <input type="checkbox"/> • Help another person in a lesson to help them make progress. <input type="checkbox"/> • Officiate a game. <input type="checkbox"/> • Give feedback and support to another person. <input type="checkbox"/> • Motivate and encourage others in a lesson. <input type="checkbox"/> • Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching. <input type="checkbox"/> <p>Teamwork - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p>Give 2 examples of where you have shown good teamwork. <input type="checkbox"/></p> <p>Communication</p> <p>Verbal - give some feedback on a performance - What went well? How could they improve it? <input type="checkbox"/></p> <p>Non-verbal - Use of whistle, signals as an official, use of a demonstration - Try to do one of these each week. <input type="checkbox"/></p> <div style="text-align: center;">  </div>

YST ACTIVE IN MIND

Body

Hydration

I can drink more water by...

I need _____ water each day.

Sleep

I need _____ hours of sleep.

I could improve my sleep by...

Diet

I could improve my diet by...

Environment

Your environment influences who you become, what you believe and do.

Who can support you?

How does technology affect your attention, mood, sleep and memory?

I will change my technology use by...

Mind

What am I worrying about?

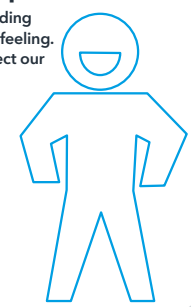
Is there anything I can do about it?

No? Let it go.

Yes? Do it now or make a plan about how and when you will do it.

Power poses

How we are sitting or standing tells our brain how we are feeling. Powerful postures can affect our mood and confidence. Think about someone who is confident or brave. What is their posture like?



Try this posture:

- Stand/sit tall with your shoulders back
- Hold your head up
- Smile

Stressors

What are my stressors? What stresses me out...

What happens to your mind and body when you feel stressed? Does your heart beat faster? Do your thoughts become confused? Write down all the things you notice.

What can you do to influence your body's response to stress?

Positive thoughts

Your brain changes based on what you think. We can help our brain to change positively by using positive statements. Complete the "I am..." in the box with the word you want to become. For example: "I am confident" or "I am calm"

I am...

Mindfulness

Mindfulness helps our brain to be calm and to learn how to focus. Try this mindfulness exercise:

Trace your fingers around your opposite hand.



Breathe in, slide up

Breathe out, slide down

Grateful

When we focus on what we are grateful for our brain notices more of the things which help us to feel happy. Everyday write down one thing you are grateful for. What are you grateful for today?

I am grateful for...

Visualisation

Athletes practice their skills in their mind by imagining themselves winning. This helps their brain learn how to be successful. Create a picture in your mind of something you want to achieve. Draw the picture in the box of what you will visualise.

Tips for learning new skills

- Avoid distractions.
- Make your environment comfortable.
- Get some water to drink.
- Prepare all your equipment and materials.
- Use bright coloured paper and pens.
- Use pictures and diagrams.
- Practice in chunks of time, taking regular breaks.
- Give yourself enough time.

New habits and actions

Literacy Marking Codes		
	What it means	What you need to do in green pen
SP	Incorrect spelling	Find the correct spelling and write it in the margin three times
CL	Use a capital letter	Replace the lower case letter with a capital
O	Missing full stop or other missing punctuation	Add the punctuation in the correct place
//	New paragraph	Think why you need a new paragraph here (change of topic/time/place/speaker)
WW	Wrong word choice	The word you have chosen does not fit in this sentence - choose an alternative
?	Doe this make sense?	Re-write the sentence so it makes sense
HW	Handwriting is illegible	Re-write the selected words so they are legible and clear

Reading Consistencies	
Following text at all times	Use your overlay to follow the text. This way you know exactly where you are when you are asked to read and you wont lose your place during discussion. Use an overlay if you have one.
Switching the reader	When you are given the instructions you are to take over the reading for a period of time. All pupils are expected to read.
Holding the place	Using your bookmarks to carefully note where you have stopped reading so that you can commence reading again swiftly once discussion is over.
Checking the punctuation/emphasis	Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text.
Pointing out the error	Your teacher may ask you to reread a particular word, breaking it down and sounding it out so that the correct pronunciation is given.

The West Exe Canon - a collection of culturally significant texts

Curious incident of the Dog - Mark Haddon (2003)	Heroes - Robert Cormier (2014)
<p>Although gifted with a superbly logical brain, for fifteen-yearold Christopher everyday interactions and admonishments have little meaning</p> <p>Synopsis: A murder mystery like no other, this novel features Christopher Boone, a 15 year-old who suffers from Asperger’s syndrome. When he finds a neighbour’s dog murdered, he sets out on a journey which will turn his whole world upside down.</p> <p>Context: This book examines how difficult it can be for people to navigate the hurdles of life. It also makes us consider how we can treat these people more gently and sensitively.</p>	<p>The book gets to the heart of human nature and the moral issues and choices we have to make.</p> <p>Synopsis: Francis Joseph Cassavant is eighteen. He has just returned home from the Second World War, and in a terrible accident he lost his face. He does have a gun and a mission: to murder his childhood hero.</p> <p>Context: A serious well written YA novel exploring the nature of heroism, set in post WW2 USA but managing to retain a timeless quality.</p>

Year 10 Cycle 1 ENGLISH

Section A: Context			
Concept	Explanation	Key Vocabulary	Definition
Fears of the supernatural (witches)	<ul style="list-style-type: none"> King James I wrote a book called Daemonologie which explained how to identify, catch and persecute witches. He believed in their existence and believed them to be an evil threat to him and his crown. The supernatural was also feared because it was thought to subvert social, moral and religious orders like those laid out by The Great Chain of Being. 	Persecute	To treat someone with hostility or cruelty because of their beliefs.
		Subversion	To undermine the power of a particular idea, system or organisation.
Fears of Regicide	<ul style="list-style-type: none"> The Gunpowder Plot (1605): Macbeth was thought to be inspired by the historical events of the Gunpowder Plot, which involved Guy Fawkes attempting to break The Great Chain of Being by committing regicide. Jacobean society was deeply religious, and many believed that people would go to hell to face punishment for their sins once they die. Due to beliefs about the Divine Right of Kings, many believed that the worst sins imaginable were those that aimed to threaten the monarchy e.g. treason or regicide. 	Regicide	The action of killing a king.
		Treason	The crime of betraying one's country by attempting to overthrow or kill the ruler.
The Divine Right of Kings	<ul style="list-style-type: none"> King James I promoted his belief that monarchs were selected by God to be his right-hand man and servant of the earth. He therefore believed that Kings had divine power and that to go against the King would be to go against God. 	Monarchs	Royalty or the head of a country e.g. a king.
		Divine	Of or like God.
The Great Chain of Being	<ul style="list-style-type: none"> During the Jacobean era, there was a widely held belief that the hierarchical structure of society was decided by God. Many believed that the inversion of this natural order would go against God's plan and cause chaos and disorder to spread. 	Hierarchical	A system that is arranged by order of rank or importance.
		Inversion	Turning something upside down.
Gender norms	<ul style="list-style-type: none"> In patriarchal Jacobean society, women were expected to be dutiful wives and mothers and there were immense pressures to produce male heirs so that their husband's wealth and status could be inherited and maintained. 	Patriarchal	A system of society or government run by men.
		Dutiful	Obediently fulfilling one's duty.

Section B: Key Characters			
Character	Writer's Intention	Key Vocabulary	Definition
Macbeth	Shakespeare presents Macbeth as an anti-hero whose actions cause his ultimate tragic downfall in order to show audiences the importance of maintaining good morals.	Anti-hero	The main character of a story, but one who does not act like a typical hero.
	Shakespeare presents Macbeth as an overly ambitious tyrant in order to warn audiences about the negative consequences of subverting the natural order, therefore promoting the importance of dutifully obeying and preserving it.	Tyrant	A cruel and unfair ruler.



Year 10 Cycle 1 ENGLISH

Lady Macbeth	Shakespeare uses Lady Macbeth, who continually defies Jacobean gender expectations by emasculating her husband, to show audiences the dangers of subverting gender norms and undermining patriarchal power.	Emasculated	A man who is stripped of his male role or identity and is weakened.
	In order to warn audiences against subverting the natural order, Shakespeare presents Lady Macbeth as unwomanly and the antithesis to the model Jacobean wife when she aligns herself with the supernatural in order to further her pursuit of power.	Antithesis	Someone or something that is the direct opposite of someone or something else.
The Witches	Shakespeare presents the witches as perversions of nature, feeding into Jacobean fears about the consequences of going against God and showing audiences the chaos and disorder that can follow.	Perversion	The corruption of a set path, meaning or state of something.
	Shakespeare uses the witches to play into Jacobean superstitions about the supernatural, warning audiences that they equivocate with the truth and that we must resist their temptation.	Equivocate	To purposefully use unclear (ambiguous) language in order to avoid being truthful, and to manipulate and deceive others.
Banquo	Shakespeare presents Banquo as an honourable character in order to show audiences the importance of following God's plan as it is laid out in the Great Chain of Being.	Honourable	Someone that is deserving of respect or has good morals.
	Shakespeare presents Banquo as Macbeth's foil, emphasising Banquo's loyalty to King Duncan and distrust of the witches in order to show audiences that humanity has the potential to resist temptation.	Foil	A character who contrasts with the main character in order to emphasise certain parts of their personality.
Duncan	Shakespeare presents Duncan as the rightful king, divinely chosen to rule, in order to warn audiences that any attempt to usurp a king would challenge God's plan and have disastrous consequences.	Usurp	To take a position of power by force by overthrowing those in power at the time.
	Shakespeare presents Duncan as a fair and trusting ruler who dies at the hand of Macbeth, in order to emphasise the precarious nature of power and the corrupting influence of unchecked ambition.	Precarious	Something that is not secure or is likely to collapse.

Section C: Key Themes

Theme	Writer's Intention	Key Vocabulary	Definition
Ambition	Shakespeare warns against subverting religious and social orders because this would defy God's plan. Therefore, he seems to suggest that ambition and hubris are particularly terrible sins. The deaths of Macbeth and Lady Macbeth at the end of the play are clearly used to suggest that allowing one's ambition (which could be considered Macbeth's hamartia) to guide their actions will ultimately lead to their tragic downfall.	Hubris	Excessive pride or self-confidence.
		Hamartia	A fatal flaw in character that leads to the downfall of a tragic hero or heroine.
The Supernatural	Shakespeare explores the ways in which the supernatural can influence even the most noble of characters, driving them to sinful acts.	Supernatural	Something beyond reason, science and the laws of nature.

Year 10 Cycle 1 ENGLISH

	The playwright feeds into the superstitions and fears of King James I's (and those shared by Jacobean society) in order to reinforce the moral and religious teachings of the Bible and warn against subverting the natural order.	Superstition	The belief in and wariness of the supernatural.
Gender	Shakespeare warns against attempting to subvert gender norms. He seems to suggest that to break free from set gender expectations, where men were meant to be dominant, would go against God's natural order. In particular, Shakespeare's portrayal of Lady Macbeth as someone who rejects her expected role as a subservient wife shows that to do so will lead to disorder and ruin.	Dominant	Someone that has power or influence over others.
		Subservient	Someone who obeys others unquestioningly.
Betrayal/violence	Shakespeare explores the dangers of betraying the crown through his presentation of the relationship between Macbeth and Duncan. Macbeth begins the play as Duncan's trusted General, but soon proves to be duplicitous when he betrays that trust and murders him. This sinful act eventually leads to Macbeth's own death at the end of the play.	Betraying	Breaking someone's trust by doing something disloyal or harmful to them.
		Duplicitous	Behaving in a dishonest manner.
Tragedy	According to Aristotle's classical theory of tragedy, this genre often ends its stories with the death of the protagonist and they are often used to promote a lesson or message about society. In Macbeth, Shakespeare depicts the cathartic deaths of Macbeth and Lady Macbeth as the tragic consequences to their sinful behaviours in the play, teaching audiences that ambition is dangerous.	Cathartic	Something that brings relief by encouraging the release of strong emotions.
		Sinful	Wicked or immoral acts that go against religious teachings.

Section D: Quotation

Character	Quotation	Scene	Character	Quotation	Scene
Macbeth	CAPTAIN: Brave Macbeth... ...he unseamed him from the nave to th'chops, and fixed his head upon our battlements.	A1, S2	The Witches	WITCHES: Fair is foul, and foul is fair; Hover through the fog and filthy air.	A1, S1
	MACBETH: Why do you dress me In borrowed robes?	A1, S3		BANQUO: What are these, So withered, and so wild in their attire, That look not like th' inhabitants o' th' Earth... MACBETH: Speak if you can. What are you?	A1, S3
	MACBETH: This supernatural soliciting cannot be ill, cannot be good... If good, why do I yield that suggestion whose horrid image doth unfix my hair and make my seated heart knock at my ribs Against the use of nature?	A1, S3		MACBETH: Bring me no reports... Till Birnam Wood remove to Dunsinane... The spirits that know All mortal consequences have pronounced me thus: "Fear not, Macbeth. No man that's born of woman Shall e'er have power upon thee.	A5, S3

Year 10 Cycle 1 ENGLISH


	MACBETH: I have no spur To prick the sides of my intent, but only <u>Vaulting ambition</u>	A1, S7	Lady Macbeth	LADY MACBETH: I do fear thy nature; It is too full o' th' milk of human kindness	A1, S5
	MACBETH: We will proceed no further in this business. He hath honoured me of late, and I have bought Golden opinions from all sorts of people, Which would be worn now in their newest gloss, Not cast aside so soon.	A1, S7		LADY MACBETH: Come, you spirits That tend on mortal thoughts, unsex me here, And fill me from the crown to the toe top-full Of direst cruelty. Make thick my blood Stop up th'access and passage to remorse... Come to my woman's breasts Take my milk for gall, you murd'ring ministers	A1, S5
	MACBETH: Will all great Neptune's ocean wash this blood <u>Clean from my hand?</u>	A2, S2		LADY MACBETH: Look like th' innocent flower, But be the serpent under't.	A1, S5
	MACBETH: O, full of scorpions is my mind, dear wife!	A3, S2		LADY MACBETH: My hands are of your colour, but I shame To wear a heart so white	A2, S2
	ANGUS: Now does he feel his title Hang loose about him, like a giant's robe Upon a dwarfish thief.	A5, S2		LADY MACBETH: Sit worthy friends... Feed and regard him not. (Drawing Macbeth aside.) Are you a man?	A3, S4
	MALCOM: The dead butcher and his field-like queen.	A5, S8		LADY MACBETH: Out, damned spot, out, I say!	A5, S1
Banquo	BANQUO: And oftentimes, to win us to our harm, The instruments of darkness tell us truths, Win us with honest trifles, to betray 's <u>In deepest consequence.</u>	A1, S3	Duncan	DUNCAN: There's no art To find the mind's construction in the face. He was a gentleman on whom I built An absolute trust.	A1, S4
	MACBETH: To be thus is nothing, But to be safely thus. Our fears in Banquo Stick deep, and in his royalty of nature Reigns that which would be feared... He hath a wisdom that doth guide his valor... Upon my head they placed fruitless crown And put a barren sceptre in my grip	A3, S1		MACBETH: He's here in double trust: First, as I am his kinsman and his subject, Strong both against the deed; then, as his host, Who should against his murderer shut the door, Not bear the knife myself.	A1, S7
	MACBETH: (To the Ghost) Thou canst not say I did it. Never shake Thy gory locks at me.	A3, S4		DONALBAIN: There's daggers in men's smiles.	A2, S3


YEAR 10 CYCLE 1 MATHS - Foundation Formula Quiz

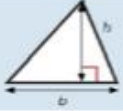
Foundation Tier

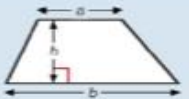
Weeks 1, 2 & 3

Areas

Rectangle = $l \times w$ 

Parallelogram = $b \times h$ 

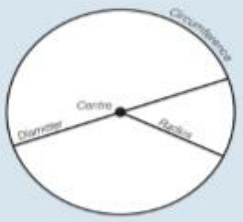
Triangle = $\frac{1}{2} \times b \times h$ 

Trapezium = $\frac{1}{2} (a + b)h$ 

Circles


Circumference = $\pi \times \text{diameter} = \pi d$
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$



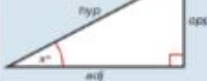
Right-angled triangles

Pythagoras' Theorem
 For a right-angled triangle,
 $a^2 + b^2 = c^2$



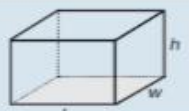
Trigonometric ratios (new to F)

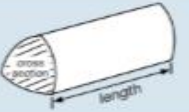
$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$




Weeks 4, 5 & 6


Volumes


Cuboid = $l \times w \times h$ 


Prism = $\text{area of cross section} \times \text{length}$ 

Cylinder = $\pi r^2 h$ 

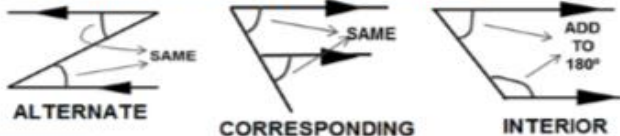
Compound measures

Speed = $\frac{\text{distance}}{\text{time}}$ 

Density = $\frac{\text{mass}}{\text{volume}}$ 

Pressure = $\frac{\text{force}}{\text{area}}$ 

Angles formed by parallel lines



ALTERNATE, CORRESPONDING, INTERIOR

Foundation Formula Quiz

Weeks 7, 8 & 9

Constructing Pie Charts

The angle to draw for each sector is

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

Angles in Polygons

$$\text{Sum of Interior Angles} = (n - 2) \times 180^\circ$$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

$$\text{One exterior angle in a REGULAR polygon} = \frac{360^\circ}{n}$$

$$\text{Interior} + \text{Exterior} = 180^\circ$$

Other useful formulae

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

Types of numbers

SQUARE NUMBERS

→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc
 (1x1) (2x2) (3x3) (4x4) (5x5) (6x6) (7x7) (8x8) (9x9) (10x10)

CUBE NUMBERS

→ 1, 8, 27, 64, 125 etc
 (1x1x1) (2x2x2) (3x3x3) (4x4x4) (5x5x5)

PRIME NUMBERS


→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

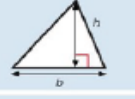
YEAR 10 CYCLE 1 MATHS - Higher Formula Quiz

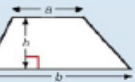
Higher Tier

Weeks 1, 2 & 3


Areas

Parallelogram = $b \times h$ 

Triangle = $\frac{1}{2} \times b \times h$ 

Trapezium = $\frac{1}{2} (a + b)h$ 

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
OR
 $2 \times \pi \times \text{radius} = 2\pi r$ 

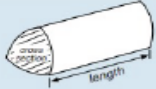
Area of a circle = $\pi \times \text{radius squared} = \pi r^2$





Area of a Sector
 $A = \frac{\theta}{360^\circ} \times \pi r^2$

Length of an Arc
 $A = \frac{\theta}{360^\circ} \times \pi d$

Volumes

Prism = $\text{area of cross section} \times \text{length}$ 

Cylinder = $\pi r^2 h$ 

Volume of pyramid = $\frac{1}{3} \times \text{area of base} \times h$ 

Weeks 4, 5 & 6

Angles in Polygons


Sum of Interior Angles = $(n - 2) \times 180^\circ$
Where n is the number of sides of the shape


Exterior Angles add up to 360°

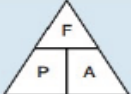
One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

Interior + Exterior = 180°

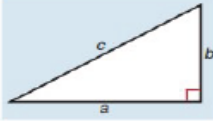
Compound measures

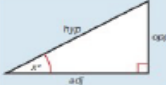
Speed
speed = $\frac{\text{distance}}{\text{time}}$ 

Density
density = $\frac{\text{mass}}{\text{volume}}$ 

Pressure
pressure = $\frac{\text{force}}{\text{area}}$ 

Right-angled triangles

Pythagoras' Theorem
For a right-angled triangle,
 $a^2 + b^2 = c^2$ 

Trigonometric ratios (new to F)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$ 

Angles formed by parallel lines



Weeks 7, 8 & 9

Quadratic equations

The Quadratic Equation
To solve a quadratic equation in the form:
 $ax^2 + bx + c = 0$

$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

Indices and surds

$a^0 = 1$ $a^{\frac{1}{2}} = \sqrt{a}$
 $a^{-n} = \frac{1}{a^n}$ $a^n = \sqrt[n]{a}$

$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$
 $\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$

Straight lines

gradient = $\frac{\text{change in } y}{\text{change in } x}$

Given a gradient of a line m , the gradient of the line perpendicular to it is: $-\frac{1}{m}$

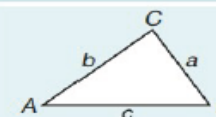
Perpendicular gradients multiply to give -1 .

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$



x	0°	30°	45°	60°	90°
$\sin x$	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
$\cos x$	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
$\tan x$	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)

Year 10 Cycle 1 COMBINED SCIENCE

Year 10 Combined Science Cycle One	Week One	Week Two
Key Vocabulary		
<ol style="list-style-type: none"> 1. Asexual: producing new organisms with one parent only. These organisms are genetically identical to their parent 2. Chemical defence: the use of chemical compounds by organisms to defend against attacks 3. Communicable disease: any disease that can spread from person to person 4. Diploid: a cell or nucleus that has 2 sets of chromosomes 5. Genome: the complete set of genes present in a cell or organism. 6. Genotype: alleles for a certain characteristic that are found in an organism 7. Haploid: cells or nuclei with only 1 set of chromosomes (sex cells). 8. Immunisation: making someone immune 9. Meiosis: a form of cell division where one parent produces 4 haploid cells 10. Mitosis: a form of cell division where one parent produces 2 diploid cells 11. Monohybrid inheritance: the study of how the alleles of just one gene are passed from parents to offspring 12. Non-communicable: when a disease cannot spread from animal to animal, or person to person 13. Pedigree charts show how genotypes are inherited in families through generations 14. Phenotype: the characteristics produced by certain sets of alleles 15. Physical barrier: a barrier that makes it difficult for pathogens to get into the body 16. Punnett square: a diagram used to predict the characteristics of offspring 17. Zygote: a fertilised egg cell 	<ol style="list-style-type: none"> 1. Mitosis produces two genetically identical daughter cells. 2. The cells are diploid and the process is asexual. 3. Produces body cells for growth and repair 4. Interphase: DNA is replicated, happens first <ol style="list-style-type: none"> a) prophase: nucleus starts to break down, spindle fibres appear b) metaphase: chromosomes line up at the centre of cell c) anaphase: spindle fibres contract and chromosomes separate d) telophase: a membrane forms around each set of chromosomes to form nuclei e) cytokinesis: cell surface membrane forms (cell wall forms in plant cells) 	<ol style="list-style-type: none"> 1. Stem cells: cells that divide repeatedly and can then differentiate: <ol style="list-style-type: none"> a) embryonic: early embryo cells that can produce any cell type b) adult: can only produce one type of cell, allow tissues to grow and replace damaged cells 2. Reflex arc: a neurone pathway consisting of a sensory neurone passing impulses to a motor neurone often via a relay neurone. 3. Sensory neurone: a neurone that sends impulses from receptor cells to the central nervous system. 4. Relay neurone: a short type of neurone found in the spinal cord and brain. 5. Motor neurone: a neurone that sends impulses to effectors (muscles or glands).
	Week Three	Week Four
	<ol style="list-style-type: none"> 1. Meiosis: a form of cell division in which one parent cell produces 4 non-identical haploid daughter cells. 2. The zygote cell inherits different genetic information from each parent, which produces genetic variation between individuals. 3. There are 2 types of species variation: <ol style="list-style-type: none"> a. Environmental variation - differences in organisms caused by the surroundings (acquired characteristics). b. Genetic variation: differences in organisms caused mutation and sexual reproduction. 4. DNA (Deoxyribonucleic acid): a polymer made of 2 sugar-phosphate backbones joined to bases forming a double helix shape. 	<ol style="list-style-type: none"> 1. DNA Bases: made up of nitrogen <ol style="list-style-type: none"> a) joined by hydrogen bonds b) complementary base pairs: <ol style="list-style-type: none"> 1. adenine with thymine (A-T) 2. guanine with cytosine (C-G) 2. Alleles: different forms of the same gene, each organism has 2 for each gene (Bb). 3. Inherited characteristics can have dominant or recessive alleles. 4. Dominant: an allele that is always expressed in the phenotype (capital letter) 5. Recessive: an allele that will only be expressed if both allele are recessive (bb). 6. Male sex chromosomes: XY. 7. Female sex chromosomes: XX. 8. Genotype: the alleles present (AA, Aa, aa). 9. Phenotype: the expression of the genotype (physical appearance).



+ +

Year 10 Cycle 1 COMBINED SCIENCE

Week Five	Week Six	Week Seven
<ol style="list-style-type: none"> Heterozygous: when the alleles for a gene are different in an organism (e.g. Rr). Homozygous: when the alleles for a gene are the same in an organism (e.g RR, rr). Punnett squares are used to work out the probability of offspring inheriting certain genotypes and phenotypes. Mutation: change to a gene caused by a mistake in copying the DNA base pairs during cell division, or by the effects of radiation or a certain chemical. Human Genome project produced a map of base pairs in 1 set of human chromosomes. Evidence for evolution is found in fossils. Human evolution is explained with the discovery of human-like fossils: Ardi- 4.4my old, -Lucy, 3.2my old, Homo habilis & Homo erectus found by Leakeys. 	<p>Evolution:</p> <ol style="list-style-type: none"> Alfred Russel Wallace and Charles Darwin both independently developed theories to explain how evolution happens. Darwin's theory of evolution, states that simple life forms gradually evolved into more complex forms. The main steps in natural selection: <ol style="list-style-type: none"> Individual organisms within a particular species show a wide range of variation for a characteristic. Individuals with characteristics most suited to the changing environment are more likely to survive and to breed successfully. This is called 'survival of the fittest'. The characteristics (genes) that have enabled these individuals to survive are then passed on to the next generation. 	<ol style="list-style-type: none"> Carl Linnaeus, 1735, published his classification where he divided organisms into hierarchical groups, Kingdom, genus and species. Domains: Archea, Bacteria, Eukarya Artificial selection is when humans choose organisms with useful characteristics, Plants and animals are often selectively bred for: disease resistance, yield, environmental robustness, fast growth and flavour. Risks include species with very little variation may be at higher risk of extinction if the environment changes. Genetic engineering involves changing the DNA of one organism, often by inserting genes from another creating genetically modified organisms (GMOs).
Week Eight	Week Nine	Week Ten
<ol style="list-style-type: none"> Health is "the state of complete physical, mental and social well being". Non - communicable: a disease that cannot spread from person to person, e.g cancer There are several types of these: <ol style="list-style-type: none"> Genetic disorders caused by faulty alleles passed to offspring. Malnutrition when you eat too little of too much which can develop into a deficiency disease Influenced by lifestyle factors (diet, smoking, exercise, alcohol consumption, drugs) e.g. obesity, cirrhosis, CVD. Cardiovascular disease is a result of poor circulatory system functioning. The fat mostly linked with CVD is the abdominal fat and the method used to measure it is waist-to-hip ratio. Treated with stents, bypass operations and medicines. 	<ol style="list-style-type: none"> Communicable disease: a disease that can spread from person to person , eg, a cold. Pathogens (disease causing organisms) cause communicable diseases <ol style="list-style-type: none"> Viruses, bacteria, fungi, protists Cholera is caused by bacteria and spreads in water and causes diarrhoea. Tuberculosis is caused by bacteria and spreads in the air and causes lung damage. Malaria is caused by protists and is spread by animal vectors. Chalara ash dieback causes leaf loss and bark lesions in trees, is caused by fungi and spreads in the air. Malaria causes damage to blood and liver. HIV and Chlamydia are sexually transmitted infections (STI) are spread during unprotected sex. 	<ol style="list-style-type: none"> The human body prevents the entry of pathogens via physical barriers (mucus, cilia, skin) and chemical defences (lysozymes, hydrochloric acid). This is how the body responds when a pathogen enters the body: <ol style="list-style-type: none"> exposure to a pathogen antigens trigger an immune response antibodies and memory lymphocytes produced memory lymphocytes remain in case there is a second encounter Antibiotics: used to treat bacterial infections, work by inhibiting the cell processes of the bacterium. Antibiotic resistance: The ability of a bacteria to survive exposure to an antibiotic. It is caused by mutation in their genes and is an example of natural selection.

Year 10 Cycle 1 GEOGRAPHY - Challenges of Natural Hazards

WEEK 1

Plate tectonics

Plate margins are where two tectonic plates meet.

The surface of the Earth is called the **lithosphere** and contains the **oceanic crust** (5-10km thick) and the **continental crust** (20-100km thick).

The top layer of the **mantle** is called the **asthenosphere**

Constructive margin: two plates are moving apart. Magma is forcing its way to the surface along mid-ocean ridges. As it breaks through overlying crust, it causes earthquakes and forms volcanoes on the surface. The magma at constructive margins is very hot and fluid, meaning it flows a long way. This results in typically broad and flat shield volcanoes.

Destructive margin: Two plates are moving towards one another. The relatively dense oceanic plate subducted beneath the less dense continental plate. Friction between the two plates causes strong earthquakes. As the oceanic plate is pulled into the mantle, it melts. It breaks through the surface to form steep-sided composite volcanoes. Eruptions are violent and explosive.

Conservative margin: Two plates are moving past each other. Friction between the plates causes earthquakes. Earthquakes occur as stresses gradually build up over many years. They can be damaging as they occur close to the Earth's surface. The stress is released when the plates slip and shift. No magma escapes so there are no volcanoes.

WEEK 2



New Zealand (HIC) vs Haiti (LIC) earthquake

CHRISTCHURCH, NZ (22 February, 2011)

Conservative/fault system (mag 6.3, depth 5km)

Primary effects: 185 deaths; 3129 people injured; 100,000 properties were damaged; \$28 billion of damage; water and sewage pipes damaged.

Secondary effects: schools closed for two weeks; Five Rugby World Cup matches cancelled; 50-100 years for economy to recover.

Immediate responses: around \$6-7 million in international aid; 30,000 residents provided with chemical toilets.

Long-term responses: construction of around 10,000 affordable homes; water/sewage restored by Aug 2011.

HAITI (12 January 2010)

Conservative margin (mag 7.0, depth 13km)

Primary effects: 3 million people affected; 220,000 deaths.

Secondary effects: Damage to the clothing industry/exports; cholera outbreaks; 1.3 million made homeless.

Immediate responses: Emergency rescue teams from Iceland; UN troops sent to distribute aid; temporary field hospitals set up.

Long-term responses: Schools rebuilt; small farmers being supported; still 1,300 camps one year later.

WEEK 3

Reducing the risks of tectonic hazards

VOLCANOES

Monitoring: Remote sensing detects heat and changes in the volcano's shape. Instruments detect gases released as magma rises and Seismographs record earthquakes

Prediction: Due to high-tech monitoring, scientists are able to accurately predict eruptions e.g. Iceland 2010.

Protection: It is possible to use earth embankments or explosives to divert lava away from property e.g. Etna.

Planning: Authorities need to prepare emergency shelter, food supplies and form evacuation strategies. Exclusion zones can be designated.

EARTHQUAKES

Monitoring: Generally occur without warning. Some evidence that changes in water pressure, ground deformation and minor tremors happen prior to a quake but not reliable.

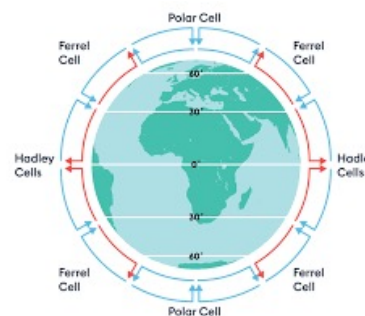
Prediction: Scientists studying historical records have identified locations at the greatest risk e.g. Istanbul, Turkey.

Protection: Main way to reduce risk. Construct buildings and bridges to resist ground shaking. Reinforced concrete columns with a steel frame.

Planning: Regular earthquake drills to help people keep alert and prepared. Fasten down furniture and know how to turn off mains gas in the home.

WEEK 4

Global atmospheric circulation



Global atmospheric circulation is what drives the world's weather. The cells, pressure belts and surface winds affect weather around the world.

At the equator, air is warmed by the direct sunlight and rises. It cools and condenses to form rain. This is where the tropical rainforest is found. At the top of the atmosphere, the air travels out towards the poles and sinks at 30° latitude. This forms the **Hadley cells**.

At 30°, the **Hadley cell** meets the **Ferrel cell**. Air is descending and becomes more stable, bringing high pressure and hot, dry conditions. This is where the deserts are found.

The air travels at low levels and rises at 60° line of latitude where it meets the **polar cells**. The air is forced to rise, bringing rain and unsettled conditions (low pressure).

At 90° (the poles) air descends again, bringing high pressure and dry conditions. Due to the low angle of the sun in the sky, the temperatures are cold.

WEEK 5

Tropical storms

Where? Tropical storms form over warm oceans (above 27°C). They form in the summer and autumn when sea temperatures are at their highest. Most form 5-10° north and south of the equator. Not enough 'spin' from the rotation of the Earth at the equator – known as the Coriolis effect. In tropical regions, the intense heat makes the air unstable, causing it to rise rapidly.

Causes

Strong upward movement of air draws water vapour up from the warm ocean; evaporated air rises and condenses to form thunderstorms; it releases heat which powers the storm; several smaller thunderstorms join together to form a giant spinning storm, when surface winds each 75mph it officially becomes a tropical storm; it develops an eye where air descends rapidly; the outer edge is the eyewall with the most intense weather conditions; the storms is carried across the ocean by the prevailing winds; on reaching the land, the storm's energy supply is cut off and friction with the land slows it down and it begins to weaken.

Some computer models suggest that the frequency of tropical storms may decrease in the future but their intensity might increase. This is linked to increases in sea surface temperatures, which have increased in the tropics by 0.25°C and 0.5°C. This means they might happen outside the current area.



Year 10 Cycle 1 GEOGRAPHY - Challenges of Natural Hazards

WEEK 6



Typhoon Haiyan

In November 2013, a category 5 'super typhoon' hit the Philippines. Winds of up to 275km/h and waves as high as 15 metres. Province of Leyte took the full force with the city of Tacloban one of the worst affected places. Five metre storm surge.

Primary effects: 6300 people killed; 40,000 homes damaged or flattened (90% of Tacloban); 30,000 fishing boats destroyed; over 400mm of rain caused widespread flooding.

Secondary effects: 14 million people affected; 6 million lost their source of income; flooding caused landslides, cutting off aid to remote communities; outbreaks of disease; looting and violence in Tacloban.

Immediate responses: US aircraft carrier George Washington delivered aid; over 1200 evacuation centres set up to help the homeless; Philippines Red Cross delivered basic food aid; French, Belgian and Israeli field hospitals set up to help the injured.

Long term responses: 'Cash for work' programmes where people paid to help clear debris and rebuild the city; rice farming and fishing quickly re-established; thousands of homes have been built away from areas at risk of flooding; aid agencies such as Oxfam supported the replacement of fishing boats; more cyclone shelters built to accommodate people evacuated from coastal areas.

WEEK 7

Reducing the effects of tropical storms

Monitoring and prediction: Developments in technology have made it possible to predict/monitor tropical storms accurately and effectively. In the North Atlantic, two levels of warning issued by the National Hurricane Center in Miami.

Hurricane Watch – advises that hurricane conditions are possible

Hurricane Warning – advises that conditions are expected and people should take immediate action.

NASA monitors weather patterns across the Atlantic using two unmanned aircraft called Global Hawk drones.

Supercomputers can now give five days warning and an accurate location within 400 kilometres.

Protection: Windows, doors and roofs reinforced to strengthen buildings; storm drains constructed in urban areas; sea walls to protect against storm surges; houses close to the coast built on stilts; Bangladesh has nearly 2000 cyclone shelters.

Planning: Raising individual and community awareness so people understand the dangers; in the USA, there is a National Hurricane Preparedness Week; families encouraged to create their own plan of action.

WEEK 8



Extreme weather in the UK Somerset Levels floods (2014)

Located in SW England. Area of low-lying farmland and wetlands bordered by the Bristol Channel, Quantock Hills and Mendip Hills. Flooding has occurred naturally here for centuries.

Causes: Wettest January since records began. Succession of depressions across the Atlantic Ocean brought 350mm of rain in Jan/Feb. High tides and storm surges swept up the rivers from the Bristol Channel, spilling over the river banks. Rivers had not been dredged for at least 20 years and became clogged with sediment.

Social impacts: 600 homes flooded; 16 farms evacuated; villages such as Moorland cut off; power supplies cut.

Economic impacts: Damage more than £10 million; over 14,000 ha of agricultural land under water; railway line closed.

Environmental impacts: Floodwaters heavily contaminated with sewage and pollutants; debris had to be cleared.

Immediate responses: Villagers used boats to go shopping and attend school.

Long-term responses: £20 million Flood Action Plan launched; in March 2014, 8km of the River Tone and Parratt were dredged in increase capacity; road levels raised; river banks strengthened and pumping stations built.

WEEK 9

Causes of climate change Natural causes

1 Orbital changes: Known as Milankovitch cycles.

Eccentricity – orbit changes from being almost circular to being elliptical. A complete cycle takes 100,000 years.

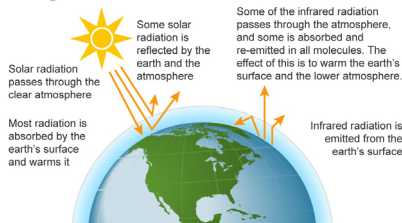
Precession – Natural 'wobble' like a spinning top. Linked to countries e.g. Norway experience long days/nights. Cycle takes 26,000 years.

Axial tilt – Earth's axis tilted at 23.5 degrees. Over a period of 41,000 years, the tilt moves back and forth between 21.5 and 24.5 degrees.

2 Solar activity: Sunspot is a dark patch on the Sun. They increase from a maximum (more heat) and minimum over a period of 11 years.

3 Volcanic activity: Volcanic ash can block out the Sun, reducing temperatures. Acts as mirrors reflecting radiation from the Sun. Leads to volcanic winter.

The greenhouse effect



Human causes: Increase in greenhouse gases from human activity e.g. burning fossil fuels; power stations; deforestation; car exhausts; decaying organic matter in landfill sites; rice farming and farm livestock.

WEEK 10

Managing climate change

Mitigation: reducing emissions and stabilising the levels of greenhouse gases.

Alternative energy sources: Hydro-electricity, nuclear power, solar, wind and tidal. Do not emit large amounts of CO₂. Some renewable.

Carbon capture: Aims to capture up to 90% of the CO₂ that would otherwise enter the atmosphere. Carbon gas is compressed and transported by pipeline to a well and stored in geological reservoirs.

International agreements: Paris Agreement (2015) – 195 countries adopted the first ever universal and legally binding global climate deal. Agreed to keep temperature increase below 2°C.

Adaptation: Adapting to the climate change already in the pipeline; adjusting to future climate


Changes in agricultural systems: New irrigation systems, shade trees planted to protect seedlings from strong sunshine, educating farmers in water harvesting. Changing the crops and varieties such as drought-resistant crops. Cost of adapting is more difficult for poorer subsistence farmers.

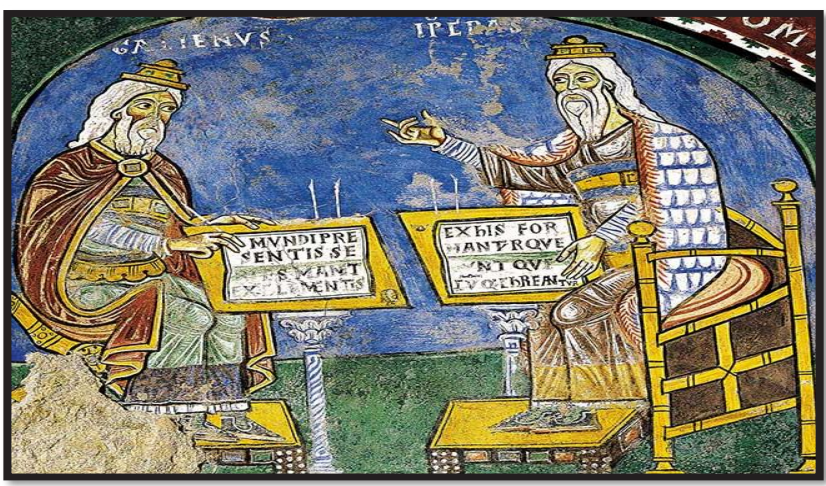
Reducing risk from rising sea levels: By 2100, sea levels are expected to rise by a further 26-82cm. Managed by restoring coastal mangrove forests, building houses raised off the ground on stilts, constructing sea walls.



Year 10 Cycle 1 Knowledge Organiser A: Medicine Through Time, c.1250-1500

Learn these words
in weeks 1-3


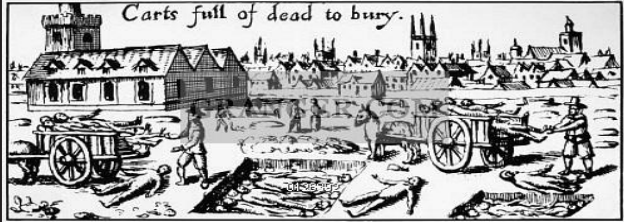
Timeline of key dates	Key events / individuals	Key vocabulary	
<p>1348-49: The Black Death struck Britain, killing at least 1/3 of the population.</p> <ul style="list-style-type: none"> • Symptoms: Buboes (swellings), fever/ chills, headache and vomiting. • Ideas about its cause: Religion (God's punishment), astrology, miasma, volcanoes, imbalanced humours. • Preventative methods / Treatments: Praying, lucky charms, cleaning up streets, sitting in sewers / lighting fires / smelling herbs (to get rid of miasma). 	<p>Hippocrates: An Ancient Greek doctor who developed the Four Humours Theory. He supported clinical observation and encouraged doctors to take the Hippocratic Oath.</p>	<p>Astrology: Basing ideas about illness upon the position of the stars and planets.</p>	<p>Barber surgeons: Carried out blood-letting, pulling teeth and minor operations.</p>
	<p>Galen: A Greek doctor who worked in Ancient Rome. Galen developed Hippocrates ideas and wrote the first complete medical history. He proved that the brain controlled the body, but made mistakes because he could not perform human dissections.</p>	<p>Dissection: Cutting open (human) bodies to find out how the body works.</p>	<p>Flagellants: Religious extremists who whipped themselves in order to show God that they were sorry for their sins. In doing so, they hoped to avoid Black Death.</p>
		<p>Monasteries: Religious buildings / homes for monks where care for the sick was provided.</p>	
		<p>Supernatural medicine: Ideas and practice based upon gods and spirits. Supernatural practice included prayer, pilgrimage (travelling to a holy site) and fasting.</p>	
		<p>Natural / rational medicine: ideas and practice based upon research and evidence.</p>	
		<p>The Four Humours: A theory that the body was made up of four liquids (yellow bile, black bile, phlegm and blood) which needed to be balanced to ensure good health.</p>	<p>Miasma: 'Bad air'. It was believed that things such as dead animals, rotting food and waste caused illness.</p>
		<p>Theory of Opposites: Galen's idea that humours should be balanced with an opposite treatment (e.g. hot peppers for a cold).</p>	<p>Bloodletting: A treatment used to balance the humours.</p>
		<p>Clinical observation: The practice of doctors looking carefully at a patient's symptoms before prescribing a treatment.</p>	<p>Purging: Making a patient vomit or using a laxative to balance the humours.</p>
		<p>The Hippocratic Oath: A promise that doctors would always do their best for their patients.</p>	<p>Apothecaries: Chemists who mixed up medicines and ointments.</p> <p>Physicians: University trained doctors, used only by the rich.</p>



Year 10 Cycle 1b HISTORY

Year 10 Cycle 1 Knowledge Organiser B: Medicine Through Time, c.1500-1700

Learn these words
in weeks 4-5

Timeline of key dates	Key events / individuals	Key vocabulary
1440: The printing press is first invented. It increased the number of books and reduced their cost, meaning that new ideas could spread more freely.	Andreas Vesalius: A Renaissance doctor who studied in Paris and Padua (Italy). He disproved some of Galen's mistakes by carrying out human dissections.	Renaissance: The rebirth of learning (c.1500-1700), when people began to challenge and test old ideas.
1536: Henry VIII closed down the monasteries. This led to a decline in medical care in England.	William Harvey: An English doctor who studied at Cambridge and Padua. He explained the circulatory system and corrected Galen's claim that the liver produced blood which was burned up by the body.	Reformation: The split in the Christian Church (between Catholics and Protestants) which saw the power of the Church over medicine decline.
1543: Vesalius's <i>Fabric of the Human Body</i> is published. It provided an accurate, layer-by-layer atlas of the anatomy.	Thomas Sydenham: An English doctor who based his treatments on observation rather than old medical books. The first to diagnose scarlet fever. Known as 'The English Hippocrates'.	Pest houses: Hospitals for people suffering from contagious diseases. These increased after the closure of the monasteries.
1628: William Harvey's book, <i>An Anatomical Account of the Motion of the Heart and Blood in Animals</i> is published.		Theory of transference: The idea that if a sick person rubbed an object on himself/herself, the disease would transfer to the object.
1660: The Royal Society was formed. Its wealthy members carried out experiments, publishing their findings.		Licence: This piece of paper was needed by apothecaries and surgeons after 1500 to show that they had completed training.
1665: The Great Plague of London. Little had changed since 1348, although there was greater reaction from local councils.		Anatomy: The study of the human body.
1676: Thomas Sydenham's book, <i>Observationes Medicae</i> is published.		Quarantine: A way of preventing the spread of plague in 1665. Plague victims were kept inside guarded houses with watchmen outside.
1685: King Charles II dies after medical treatments which included blood-letting, laxatives, cardiac tonic and essence of human skull.		Technology: 17 th century inventions such as water pumps and clocks help Harvey prove the workings of the heart.
		Padua: An Italian university that encouraged experimentation and new ideas.

Year 10 Cycle 1c HISTORY



**Year 10 Cycle 1 History Knowledge Organiser C:
Medicine Through Time, 1700-1900**

Learn these words in weeks 6-8

Timeline of key dates	Key events / individuals	Key vocabulary
1796: Edward Jenner conducts the first successful smallpox vaccination.	Edward Jenner: A country doctor from Gloucestershire. Jenner prevented the spread of smallpox vis cowpox, inventing the first vaccination. Faced much opposition, but vaccinations were made compulsory in 1852.	Vaccination: A means of preventing a patient from catching a disease. Usually, this is done by giving a weakened dose of the disease.
The development of anaesthetics: 1844: Laughing gas is used 1846: Ether is used, but it has many limitations 1847: Chloroform was first used by James Simpson	Louis Pasteur: A French chemist who proved his Germ Theory. His work inspired many other leading doctors and continues to influence behaviour today (washing hands, etc.).	Smallpox: The highly-contagious feared killer disease of the 1700s. Cowpox: A non-fatal disease which, if caught, allows the body to protect itself from smallpox.
1848: The First Public Health Act. It failed to make an impact because its recommendations were optional.	Robert Koch: A German doctor who built upon Pasteur's work by identifying the specific germs that cause specific diseases. He also made germs easier to see under microscopes by dyeing them.	Cholera: A water-born disease that spread through various epidemics (outbreaks) in the early -mid 1800s. People living in poorer, slum areas were worst affected.
1850: Microscopes had improved, allowing tiny images to be seen clearly.	Florence Nightingale: The English nurse who made her profession respectable. Nightingale reduced the death rates in Scutari (the British hospital in the Crimea) from 42% to 2%. She established the Florence Nightingale School of Nursing in 1860.	Spontaneous Generation: The incorrect theory that germs randomly appeared from decaying matter. This was disproven by Pasteur's germ theory.
1854: Amid an outbreak of cholera, John Snow proved that the disease was spread by contaminated water.	James Simpson: A professor of midwifery who discovered that chloroform was an effective pain reliever for women during childbirth.	Germ Theory: The idea that dust particles in the air carry germs which settle and cause disease/decay. Pasteur proved this theory using two flasks of water.
1854-56: The Crimean War. Florence Nightingale and her team transform hospital conditions and the nursing profession itself.	Joseph Lister: A surgeon working in the Glasgow Royal Infirmary who used carbolic acid as an antiseptic.	Antiseptics: A liquid/substance that kills germs.
1859: First cottage hospitals opened. Nurses provide medical care and doctors (GPs) gave prescriptions.	John Snow: A well-respected London doctor who proved the link between cholera and infected water. When he removed the handle of a water pump in Broad Street, deaths from cholera slumped.	Anaesthetic: A pain-relieving drug.
1861: Louis Pasteur demonstrated his Germ Theory.		Aseptic surgery: Removing all germs from operating theatres. This was in place by 1900.
1865-66: Carbolic Acid was used as an antiseptic, first on cloths and then as a spray.		Laissez-faire: An attitude held by richer tax-payers before 1875 that they should not have to pay to clean up the cities. They believed that the poor were responsible for their own living conditions and health.
The identification of specific germs by Robert Koch: 1876: Anthrax 1882: TB (Tuberculosis) 1883: Cholera		Midwifery: Medical care given to women when giving birth.
1875: The 2 nd Public Health Act is successfully passed. Its points included clean water, sewers, public toilets and street lighting.		
1881: Pasteur publicly demonstrated his Anthrax vaccine on 50 sheep.		



Year 10 Cycle 1d HISTORY

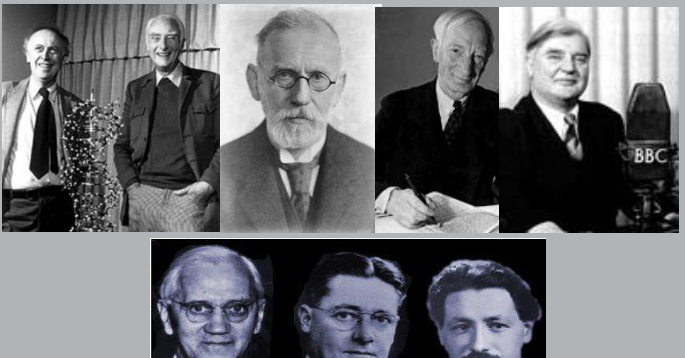


West Exe School
community • opportunity • success

Year 10 Cycle 1 History Knowledge Organiser

D: Medicine Through Time, 1900-present

Learn these words
in weeks 8-10

Timeline of key dates	Key events / individuals	Key vocabulary
1895: The x-ray is developed and will receive widespread use during the First World War (1914-1918).	<p>James Watson and Francis Crick: Cambridge scientists who, together with Maurice Wilkins, won the 1962 Nobel Prize in Medicine for their discovery of the structure of DNA. This was one of the most significant scientific discoveries of the 20th century.</p> <p>Paul Ehrlich: a Nobel prize-winning German-Jewish physician and scientist. Having worked with Robert Koch, he developed the first 'magic bullet'.</p> <p>William Beveridge: the man whose 1942 report paved the way for the creation of the National Health Service.</p> <p>Aneurin Bevan: The Minister for Health who oversaw the setting up of the National Health Service.</p> <p>Alexander Fleming: First World War doctor who discovered penicillin whilst researching ways to kill bacterial infections.</p> <p>Howard Florey and Ernst Chain: Australian and German-Jewish Oxford University scientists who developed penicillin into a mass-produced antibiotic.</p> 	DNA: Acid found in every cell of the body containing codes which control the genes of each person. Testing DNA can help identify and treat conditions such as Down's Syndrome and Parkinson's Disease.
1901: Blood types are discovered by Karl Landsteiner.		Lifestyle factors: Everyday 'habits' which can negatively affect health such as drinking alcohol, smoking and a poor diet.
1909: Salvarsan 606 is developed as the first 'magic bullet' to cure syphilis.		Technology: Inventions which have changed the way that illness is diagnosed, prevented, treated and cured. Examples include x-rays, incubators, pacemakers, MRI, CT and ultrasound scans, and hypodermic syringes.
1928: Penicillin is discovered by Alexander Fleming.		Magic Bullet: A chemical compound that kills a specific disease inside the body without harming the patient.
1932: The 2 nd 'magic bullet' Prontosil is developed by Gerhard Domagk to cure certain types of blood poisoning.		Super-bacteria: Germs which have evolved to become resistant to antibiotics.
1939: Florey and Chain continue Fleming's research into penicillin.		Sulphonamide: A key ingredient of Prontosil which also cured pneumonia, scarlet fever and meningitis.
1940: Penicillin is effectively tested on mice and (one year later) on a human patient.		Treatments: Hi-tech medical and surgical treatments include radiotherapy and chemotherapy, kidney dialysis, fitting pacemakers and organ transplants.
1942: Mass production of penicillin is funded by the US government following America's entry into the Second World War.		Keyhole surgery: Performing operations without needing to make large cuts into a patient thanks to tiny cameras and surgical instruments.
1948: The National Health Service is launched by the Labour government.		
1953: Watson and Crick discover the double-helix structure of DNA.		
1965: Cigarette adverts are banned from television.		
1988: The MMR (Measles, Mumps and Rubella) vaccination is introduced.		
1990: James Watson led the Human Genome Project to identify and map every gene in human DNA.		
2007: Smoking is banned in public places where people work. The legal age for buying tobacco rises from 16 to 18.		

Year 10 Cycle 1 SPANISH

These are the lists of ten words that you need to write, copy, check in your Extended Practice Books four times every week, and learn for your weekly vocabulary test. Watch this video for advice on how to learn new vocabulary:



<https://www.loom.com/share/16f077845a464dfc82249b38260db95d?sid=ea2fad82-0495-42be-84bc-6ad9d321806c>

Scan this QR code to access the Quizlet sets for this vocabulary:



Week 1		Week 2		Week 3		Week 4		Week 5	
apoyar	to support	el acoso	Bullying	el/la abogado/a	lawyer	destacar	to highlight	el barrio	neighbourhood
la asignatura	subject	asistir (a)	to attend	viajar	to travel	la empresa	firm, company	emocionante	exciting
el idioma	language	barato/a	cheap	saber	to know	hace falta	it is necessary, you must	el barrio	neighbourhood
la instalación	facility	el comportamiento	behaviour	mil	thousand	vale la pena	it is worthwhile	entre	between, among
peor	worse, worst	el éxito	success	el/la periodista	journalist	la red social	social network	el miedo	fear
el recreo	break time	la nota	grade, mark	enseñar	to teach	la pregunta	question	mientras	while
sin embargo	however	la regla	rule, ruler	el/la periodista	journalist	la formación	training	sonreír	to smile
la biblioteca	library	suspender	to fail	la película	film	llegar	to arrive	peligroso/a	dangerous
el ordenador	computer	los/las demás	the others, the rest	las noticias	news	nadie	nobody, no one	el miedo	fear
donde	where	mejorar	to improve	el/la jefe/a	boss	el negocio	business	entre	between, among
Week 6		Week 7		Week 8		Week 9		Week 10	
Revise weeks 1-5 for the Mid-Cycle Assessment		ahorrar	to save	el ambiente	atmosphere	alguien	someone	romper	to break
		cocinar	to cook	anoche	last night	conducir	to drive	tan	so
		comprar	to buy	disfrutar	to enjoy	en cambio	on the other hand	la ventaja	advantage
		de segunda mano	second hand	un montón	a lot	el juguete	toy	la ventana	window
		la marca	brand	la pantalla	screen	la mano	hand	a pesar de	despite
		la mitad	half	la pelea	fight	el paisaje	landscape	de vez en cuando	from time to time
		olvidar	to forget	sin duda	without doubt	el papel	role	soler	to usually do something
		la ropa	clothes	la telenovela	soap opera	el/la modelo a seguir	role model	la tienda	shop
		según	according to	el tiempo	weather forecast	buscar	to search, look for	el siglo	century
	soñar (con)	to dream (about)	ayer	yesterday	estar de acuerdo (con)	to agree (with)	el sueño	dream	

Weeks 11 & 12: revise weeks 1-10



Year 10 Cycle 1a WEST EXE BACCALAUREATE - Work Skills

Week 1 - Glossary	Week 2 - Personal (soft) skills	Week 3 - Transferable skills	Week 4 - 21 st Century skills	Week 5 - SMART Targets
<p>Personal skills / Soft skills: Skills, values and qualities that are important in all jobs</p> <p>21st Century skills: The skills identified as being important for 21st century learners and workers</p> <p>Transferable skills: Abilities that can be applied to a wide range of different courses and jobs</p> <p>SMART targets: Goals that will help you successfully plan and complete a project</p> <p>Case interview: A interview where you are given a situation and have to give a solution for managing it</p> <p>Puzzle interview: Involves questions which test how quickly you can think on your feet and how you approach tricky problems</p>	<p>Critical Thinking: Thinking creatively and analytically to make thoughtful decisions</p> <p>Problem Solving: Effectively and swiftly making rational decisions</p> <p>Flexibility/Dependability: Reliability and trustworthiness; adapting to change and being willing to help colleagues</p> <p>Interpersonal (people) Skills: Working well with employers, colleagues and clients</p> <p>Motivation: Putting maximum effort into the work and learning from mistakes and failures</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Communication • Leadership and Supervising • Teamwork <p>Exploration and Implementation Skills</p> <ul style="list-style-type: none"> • Researching and Analysing • Problem solving and Decision making • Planning and Organising <p>Self-Management and Values</p> <ul style="list-style-type: none"> • Learning, Improving and Achieving • Resilience, Adaptability and Drive • Enterprising 	<p>Ways of thinking:</p> <ul style="list-style-type: none"> • Creativity • Critical thinking • Problem-solving • Decision-making <p>Ways of working:</p> <ul style="list-style-type: none"> • Communication • Collaboration <p>Tools for working:</p> <ul style="list-style-type: none"> • ICT • Information literacy <p>Skills for living in the world:</p> <ul style="list-style-type: none"> • Citizenship • Life and career skills • Personal and social responsibility 	<p>Specific</p> <ul style="list-style-type: none"> • Well defined • Clear to anyone that has a basic knowledge of the project <p>Measurable</p> <ul style="list-style-type: none"> • Know if the goal is obtainable and how far away completion is • Find out when you have achieved your goal <p>Agreed upon</p> <ul style="list-style-type: none"> • Agree with everyone involved what the goals should be <p>Realistic</p> <ul style="list-style-type: none"> • Within the availability of resources, knowledge and time <p>Time-Based</p> <ul style="list-style-type: none"> • Enough time to achieve the goal • Not too much time, which can affect project performance
<p style="text-align: center;">What is a CV?</p> <ul style="list-style-type: none"> • Your CV is an advertisement for you • It sells your skills, experience and personal qualities • A CV can be Chronological - show your education and work experience in date order • Or a CV can be Functional - highlight your skills first 	<p style="text-align: center;">What should go on my CV?</p> <ul style="list-style-type: none"> • Your name and contact details • Skills that will help you do the job well • Qualifications • Past jobs and work experience • Interests that show the 'whole person' • Referees – people who can back up what you say on your CV 	<p style="text-align: center;">Check your CV</p> <ul style="list-style-type: none"> • Spelling and punctuation • Formatting • Have you included all the right information? • Are you using relevant examples, from school, work, other activities to demonstrate all your skills and personal qualities, linking these to the job you are applying for? 	<p style="text-align: center;">CV tips: DO</p> <ul style="list-style-type: none"> ✓ Be positive and sell yourself ✓ Highlight your relevant skills and experience ✓ Use evidence ✓ Be brief and to the point ✓ Check spelling and grammar ✓ Tailor your CV to each job 	<p style="text-align: center;">CV tips: DON'T</p> <ul style="list-style-type: none"> ✗ Lie ✗ Use more than two pages ✗ Cram your CV into one page ✗ Include your date of birth, gender or marital status ✗ Leave gaps in your school or work record
<p style="text-align: center;">Types of job interview</p> <ol style="list-style-type: none"> 1. The Traditional Interview 2. The Phone Interview 3. The Skype Interview 4. The Case Interview 5. The Puzzle Interview 6. The Lunch Interview 7. The Group Interview 8. The Working Interview 9. The Firing Squad (Panel interview) 10. The Career Fair Interview 	<p style="text-align: center;">Preparing for an interview</p> <ul style="list-style-type: none"> • Carefully read the job description • Think why you want that job • Research the company and job • Consider your answers to common interview questions • Prepare thoughtful questions for the interviewer(s) • Conduct mock interviews • Practice your body language and speaking voice • Prepare your travel arrangements 	<p style="text-align: center;">4 ways to make a good impression</p> <p>Punctuality: Arriving late gives a bad first impression</p> <p>Positivity and enthusiasm: Answer questions with positive statements and be enthusiastic</p> <p>Body language: Sit naturally, don't slouch, smile frequently and maintain eye contact</p> <p>Clarity: Give clear and concise answers, evidencing your most relevant skills. Give yourself thinking time before answering</p>	<p style="text-align: center;">Sample interview questions</p> <ul style="list-style-type: none"> • Why do you want this course/job? • Describe yourself in 3 words • What are your strengths? • What are your weaknesses? • Tell me about when you worked as part of a team • What do you do outside of school? • What have you achieved that you are most proud of? • Where do you see yourself in 5 years? 	<p style="text-align: center;">Tricky interview questions</p> <ul style="list-style-type: none"> • What type of animal / vegetable would you be? • In the future your name turns up on the front page of a newspaper - what would the story be about? • Sell me this pen • Describe the colour yellow to someone who can't see. • You've been given an elephant. You can't give it away or sell it. What would you do with it?

Year 10 Cycle 1b WEST EXE BACCALAUREATE - The Holocaust and Other Genocides

Week 6 – The Holocaust	Week 7 – Cambodia	Week 8 – Bosnia	Week 9 – Rwanda	Week 10 – Darfur
<p>The Holocaust began in 1933 when Adolf Hitler came to power.</p> <p>Jewish people were excluded from public life on September 15, 1935 when the Nuremberg Laws were issued. These laws also stripped German Jews of their citizenship and their right to marry Germans.</p> <p>The Nazis ordered all Jews to wear a yellow Star of David on their clothing so they could be easily targeted.</p> <p>Jews were forced to live in specific areas of the cities called ghettos. In the larger ghettos, up to 1,000 people a day were transported to concentration camps or death camps. Between 1933 and 1945, the Nazis created more than 40,000 camps.</p> <p>Kristallnacht (9.11.1938). Nazis pillaged, burned synagogues, damaged Jewish-owned businesses, and attacked Jews in Austria and Germany. 267 synagogues were destroyed. 91 Jews were killed and 30,000 were sent to concentration camps.</p> <p>11 million people were killed during the Holocaust (1.1 million children). 6 million were Jewish. Other groups targeted were Jehovah's Witnesses, disabled people, homosexuals and Roma.</p> <p>Two-thirds of Jews living in Europe at the time of World War II were killed by the Nazis.</p>	<p>The Khmer Rouge was a brutal regime that ruled Cambodia, under the leadership of Marxist dictator Pol Pot, from 1975 to 1979. Pol Pot's attempts to create a Cambodian "master race" through social engineering ultimately led to the deaths of more than 2 million people in the Southeast Asian country.</p> <p>Hundred of thousands of workers on farm collectives established by Pol Pot died from disease, starvation or damage to their bodies sustained during back-breaking work or abuse from the ruthless Khmer Rouge guards overseeing the camps.</p> <p>Pol Pot's regime also executed thousands of people it deemed as enemies of the state. Those seen as intellectuals, or potential leaders of a revolution were executed. Some were killed for appearing to be intellectuals, by wearing glasses or being able to speak a foreign language.</p> <p>As a result, thousands of educated, middle-class Cambodians were tortured and executed in special centres, the most infamous of which was Tuol Sleng jail where nearly 17,000 men, women and children were imprisoned during the regime's four years in power.</p> <p>During the Cambodian Genocide an estimated 1.7 to 2.2 million Cambodians were killed.</p>	<p>Bosnia and Herzegovina declared its independence from the former Yugoslavia in spring 1992. At the time, the population was made up of Bosniaks (Bosnian Muslims), Serbs, Croats and Yugoslavs.</p> <p>The Serbs took brutal and violent action against both the Bosniaks and the Croats, with the intention of expelling both ethnicities. This is known as ethnic cleansing. The Serbs displaced, tortured and murdered these groups over the course of a three-year civil war.</p> <p>In 1993, the U.N. declared that three Bosnian towns, Gorazde, Srebrenica and Zepa were safe havens, under the protection of international peacekeepers.</p> <p>Bosnian Serbs attacked Srebrenica, overthrowing the Dutch peacekeeping forces meant to protect the region.</p> <p>Over the course of four days, 15,000 men were hunted by Serbian forces. 8,000 men and boys were killed and buried in hidden mass graves.</p> <p>During this time, an estimated 20,000 women and children were forced out of their homes and sent to Serbian-controlled regions or camps.</p> <p>Over the course of three years, the civilian death toll reached 200,000. On top of this, another 2 million Bosnians were displaced from their homes.</p>	<p>The Rwandan Genocide was one of the largest explosions of mass violence in modern history. Over the course of 100 days between April and July 1994, as many as a million ethnic Tutsi and moderate Hutu men, women, and children were slaughtered by members of the Hutu majority.</p> <p>On April 6th, an aeroplane carrying the presidents of Rwanda and Burundi, both Hutus, was shot down, killing both. The assassination was blamed on the Tutsi minority. The Hutu radio channel, RTLM, announced the deaths, urging the Hutus to attack the Tutsi population.</p> <p>Within a few hours of the assassination, the Rwandan military, dominated by Hutu radicals, took control. They urged Hutus to kill every Tutsi they came across. The effective use of propaganda created a Hutu population that followed instruction with deadly efficiency.</p> <p>An estimated 800,000 people were killed by mid-May. The pace of the killings even outpaced that of the Holocaust.</p> <p>The Rwandan Genocide is also noteworthy because the killings were carried out by individuals acting out orders from a central command. This often meant victims would have known their attackers personally, adding to gruesomeness of the genocide.</p>	<p>The Darfur Genocide is the mass slaughter of Darfuri men, women, and children in Western Sudan. The killings began in 2003 and became the first genocide of the 21st century.</p> <p>The genocide is being carried out by a group of government-armed and government-funded Arab militias known as the Janjaweed (which loosely translates to 'devils on horseback').</p> <p>Attacks on Darfuri villages commonly begin with Sudanese Air Force attacks using Russian-supplied Antonov bombers. Air campaigns are often followed by Janjaweed militia raids.</p> <p>Villagers are either murdered or forced to flee. Looting, burning food stocks, enslaving women and children, and stealing livestock are common. Dead bodies are tossed in wells to contaminate water supplies and entire villages are burned to the ground.</p> <p>As of spring 2020, over 480,000 people had been killed and more than 2.8 million people displaced from their homes.</p>



INTRODUCTION OF GRAMMAR

NAME	DEFINITION	EXAMPLE
Types of Verbs	Verb A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being.	The boy ran to the park. I was here long ago.
	Auxiliary Verbs Auxiliary verbs help to form the various tenses, moods, and voices of other verbs. Auxiliary verbs: a form of be, do, have or a modal, used with a main verb to form different tenses.	She is reading a book. We were going to the beach. I had to eat the cake.
	Modal Verbs These combine with other verbs to express necessity, possibility, and intention.	You should know what modal verbs are. He might not know the milk has gone bad. I ought to stop eating so much cake.
	Participles They are words formed from verbs and look like verbs, but they are used as adjectives (i.e. they describe a noun). Past participles end in 'ed'; present participles end in 'ing'. These will always be non-finite.	In the house, there was a screaming witch. The worried man kept eating the cake. The dying woman reached for the hand of her weeping son.
	Gerunds A gerund is a verb that is acting as noun in a sentence. It's made from a verb by adding '-ing'. Infinitives are the 'to' form of the verb. E.g. to ski. Gerunds are the 'ing' form of the verb which acts as a noun.	Skiing is fun. I enjoy skiing.
Finite or Non-finite	Finite or Non-finite Verbs All verbs - regardless of their type - are either finite or non-finite when they are used. Finite verbs can only be used in some circumstances - if you change tense, the number or the person it will have to change. Whereas, a non-finite verb can be used in ANY number of circumstances. They won't change even if you alter the tense, the number or the person.	Ben sat on the bench, looking at the ducks. <i>First, identify the verbs...</i> In the park, Ben sat on the bench, looking at the ducks. <i>Then, change the tense...</i> In the park, Ben sits on the bench, looking at the ducks. Sat is finite - It had to change. Looking is non-finite - It didn't need to change
Types/parts of sentence	Main Clause/ Simple Sentence A main clause/simple sentence has one - and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A subject is the thing doing the verb.	The crocodile ate my friend. In the desert, scorpions hide. The car crash was unexpected and tragic.
	Object A main clause can have an object, but it doesn't need one. The <u>object</u> is the thing that receives the verb - the subject affects it in some way.	The girl kicked the <u>ball</u> . The man ate <u>all of the cake</u> .
	Imperative Sentences Imperative verbs act as an instruction or command. It is a sentence, but it only has a finite verb as the subject is implied. This means it is obvious who the sentence is referring to so that it doesn't need to be stated.	Sit down. Hand me that cake! Tell me when the pain started.
	Compound Sentence Two main clauses linked together by a co-ordinating conjunction (FANBOYS). For/And/Nor/But/Or/Yet/So	The chips were delicious, but the fish was foul. I went to the shops to get some cake, so I could eat it for dessert. The man went dancing and the woman played Xbox.
	Complex Sentence Made up of two parts: a <u>main clause</u> and one or more subordinate clause . A <i>subordinating conjunction</i> always comes at the start of the subordinate clause.	<u>The boy sat down</u> after he heard the news . <u>Nobody saw the alien</u> because he was invisible .

Types/parts of sentence	Complex Sentence - Subordinate Fronted	As above, but the subordinate clause comes before the main clause. It needs to be separated by a comma.	<u>After he heard the news</u> , the boy sat down. <u>Because he was invisible</u> , nobody saw the alien.
	Embedded Clause/Phrase	Clauses and phrases can be embedded in both main and subordinate clauses. They are usually embedded between the subject and the finite verb (of either the main or the subordinate clause). A comma is needed both before and after the embedded ingredient	Monkeys, <u>that were jumping and calling</u> , surrounded the car. The nun, with whom I recently had a falling out with , prayed to God.
	Fragments	A fragment is a word, that is punctuated as if it is a sentence. It is not a sentence because it doesn't have a subject and a finite verb. Fragments add emphasis, create a colloquial style and create realistic speech.	This is the worse day ever. Ever. She told me that if I didn't do my homework, she'd put me in detention. Well, whatever. "Where are you going?" " Home. "
Phrases	Phrases	Whereas a clause has BOTH a subject and a finite verb, a phrase does not have BOTH a subject and a finite verb. A group of two or more words which usually do not contain a finite verb and which can act as a noun, verb, adverb, adjective or preposition.	This is a clause: after the school day ended. This is a phrase: after school.
	Prepositional Time Phrases	Phrases that indicated when something happens. A comma is needed to separate a (prepositional) time phrase from the rest of the sentence when it is before the main clause.	Yesterday, it was snowing heavily. It was snowing heavily yesterday.
	Prepositional Place Phrases	Phrases that indicated where something happens. A comma is needed to separate a (prepositional) place phrase from the rest of the sentence when it is before the main clause.	Under the hill, Bilbo Baggins lived. Bilbo Baggins lived under the hill.
	Present Participle Phrases (ING)	Begins with an ING present participle and it does not have a subject or a finite verb. They are separated from the main clause with a comma - BOTH when they are before the main clause AND when they are after it. The phrase must refer to the subject of the clause.	Thinking about her hot dinner , the woman shifted on the cold seat. Watching their daughters play football , the two mothers shouted support.
	Past Participle Phrases (ED)	As above, but begins with an ED past participle.	Scared he might not make it , the boy ran to the toilet. The young couple hugged, thrilled at the news of their pregnancy .
	Adverbs	An adverb can be placed at the beginning, middle and end of a sentence. Adverbs are used to qualify or modify the verb. At the beginning it needs to be separated by a comma; in the middle of the subject and finite verb it needs be embedded between two commas; at the end it does not need to be separated.	Suddenly, the building exploded. The building exploded suddenly. The building, suddenly, exploded.
Advanced Punctuation	Semi-colon	Semi colons link two main clauses to form one sentence. They need to be related by topic or action. It does not link a sentence to a subordinate clause or phrase. You do not use a capital letter after a semi-colon.	This is how you use a semicolon; it is easy when you know how. My mother is from Italy; my father is from Poland.
	Colon	Colons introduce information, expanding or embellishing a point that has already been made. The information on each side is essentially the same but after the colon, there's usually more detail. You can imagine the colon being a stand in for the phrase 'let me tell you about it'.	It is very cold outside: there are icicles hanging from my front door and the post man arrived by sled! I am allergic to two things: eggs and honey.
	Dashes	The dash is a punctuation mark used for emphasis and effect: it can be used to replace a colon, a semicolon, an ellipsis, brackets or a comma.	The dash is a versatile tool - it can replace a semi-colon or colon. You might also want to know - if you're <i>really</i> interested - that it can replace commas too.









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