Knowledge Book

Year 10

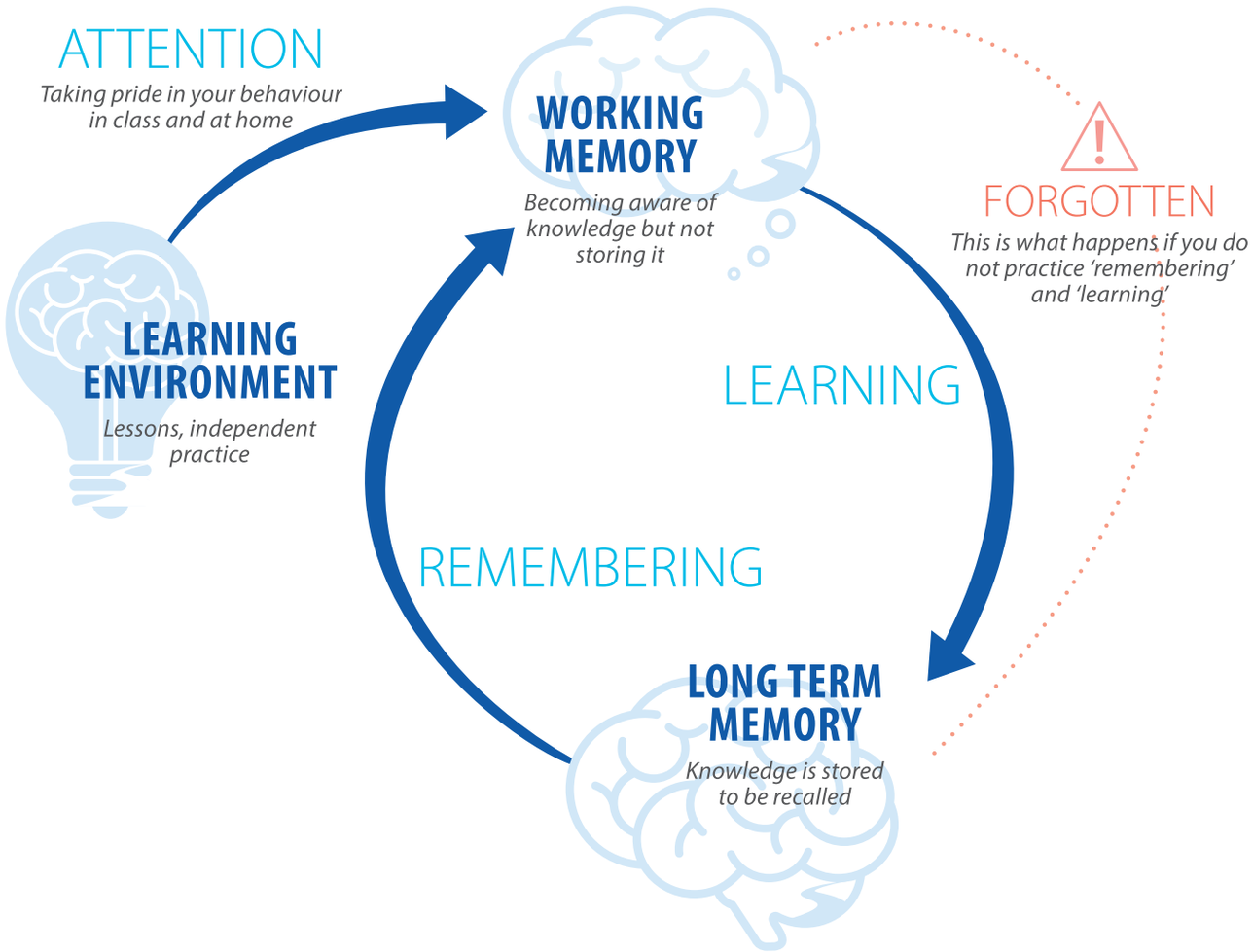
Cycle Three

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	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	h7spp53
Biology	jp3fmi4
Business GCSE	4q3n7r7
Chemistry	3zap45t
Classical Civilisation	c4cizsi
Creative iMedia	vn4ebom
Design Technology	22eu3ggx
English	6ipevll
Engineering	qj6zo2t
Food GCSE	r4vabe2
Geography	g2lg3bh
Health & Social Care	es6ydpc

History	2zom6i
Mathematics	efrn77v
Music Vocational	zrvaza6
Performing Arts	q2qz3jr
Photography	5tkse6y
Physics	borcs2c
Science	37skqit
Sociology	z4v3jjc
Spanish	c5txvvn
Sport Heath & Nutrition	znyexao
Sport Vocational	pj5sfaw
Statistics	n4oub27
West Exe Baccalaureate	nfgxscr

Languages Extended Practice: To help you make great progress in Spanish, we recommend regular weekly practice. Each vocabulary list has 20-40 words, and your vocabulary test will be marked out of 10 (five words in Spanish and five in English). If you score below 7/10, you'll be given another opportunity to review and retest a few days later during a catch-up session. If you do not attend the catch-up session, you will be expected to attend an after-school detention.

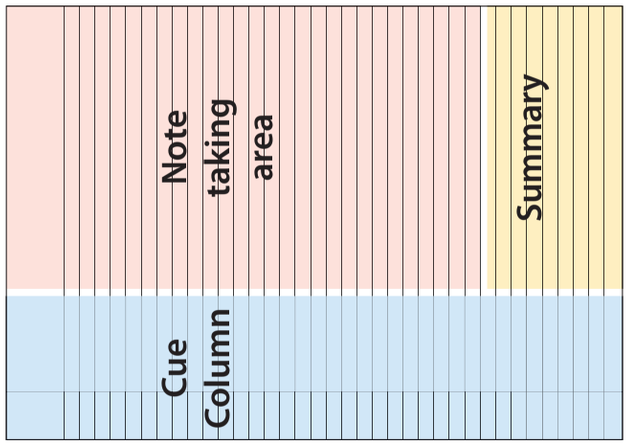
Sparx Reader: Sparx reader is set at 8am on a Thursday morning, and you have one week to complete your target of 100%. There is an expectation that you will have met 50% of your target by the Tuesday. Any student that has not completed their full target by 4pm on Wednesday will attend a Sparx reader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

REMEMBERING: MASTERING YOUR MEMORY

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.**


STAEDTLER
Mars plastic
Latex Free • Sans-latex • Libre de latex
CASIO
fx-83GT X
CLASSWIZ
-2
SHIFT
ALPHA
MENU SETUP
ON
OPTN
Abs
log
ln
sin
cos
tan
RECALL
STO
ENG
S⇔D
M+
DEL
AC
Ans
MathBits.com
Pritt
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House Week, West Exe School & British Values Knowledge Organiser

	West Exe School Student Attributes	House Week Activities	Key Questions
House Week 1	**Kind** **Adaptable**	• School Parliament Elections • House Charity vote	What is a good citizen? What behaviours would we expect of a good citizen? Do we need rules?
House Week 2	**Curious** **Ambitious**	*Equality, Diversity & Sustainability* • Charity fundraising • Anti-bullying Ambassadors activities • Green Team activities • Mental health • Celebrating diversity	What is tolerance? Is tolerance enough? How does our community proactively combat discrimination?
House Week 3	**Resilient** **Proud**	• Transition focused activities • Sports Day • Taster sessions (being brave and trying new things)	What does it mean to succeed? How do individuals demonstrate courage in our community? How is our individual liberty protected?

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 may forms including:

- Emotional abuse
- Social media
- Social exlusion
- Threatening behaviour
- Name calling
- Cyberbullying
- Sexting
- Sexual exploiration

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

NSPCC
HELPLINE
0808 800 5000
help@nspcc.org.uk

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 **Unifrog** account to explore some options.

Opportunity

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

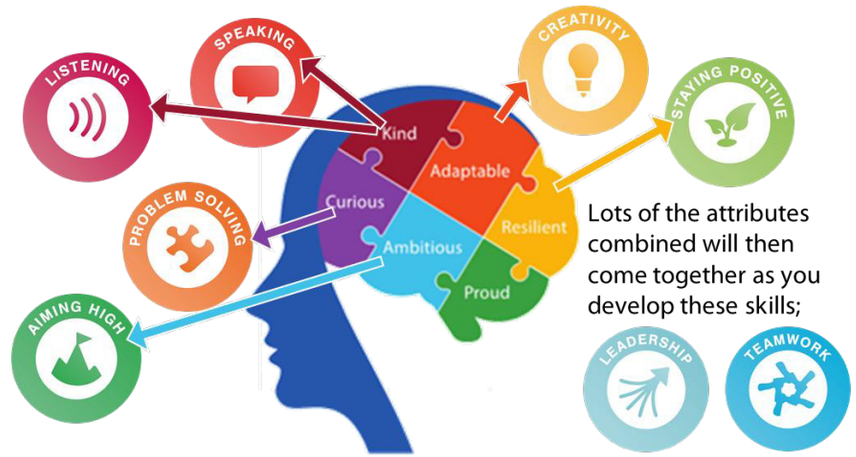
- Talking futures assembly
- Teachers will talk about real life applications
- Employer encounters
- Unifrog sessions
- Talking Futures Fayre
- Work experience

Success

The qualifications you are working towards will open doors to you when you are choosing post-16 options. Here is a break down 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 link to our student attributes, so strive to be your #BestExe every day.



Lots of the attributes combined will then come together as you develop these skills;

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.

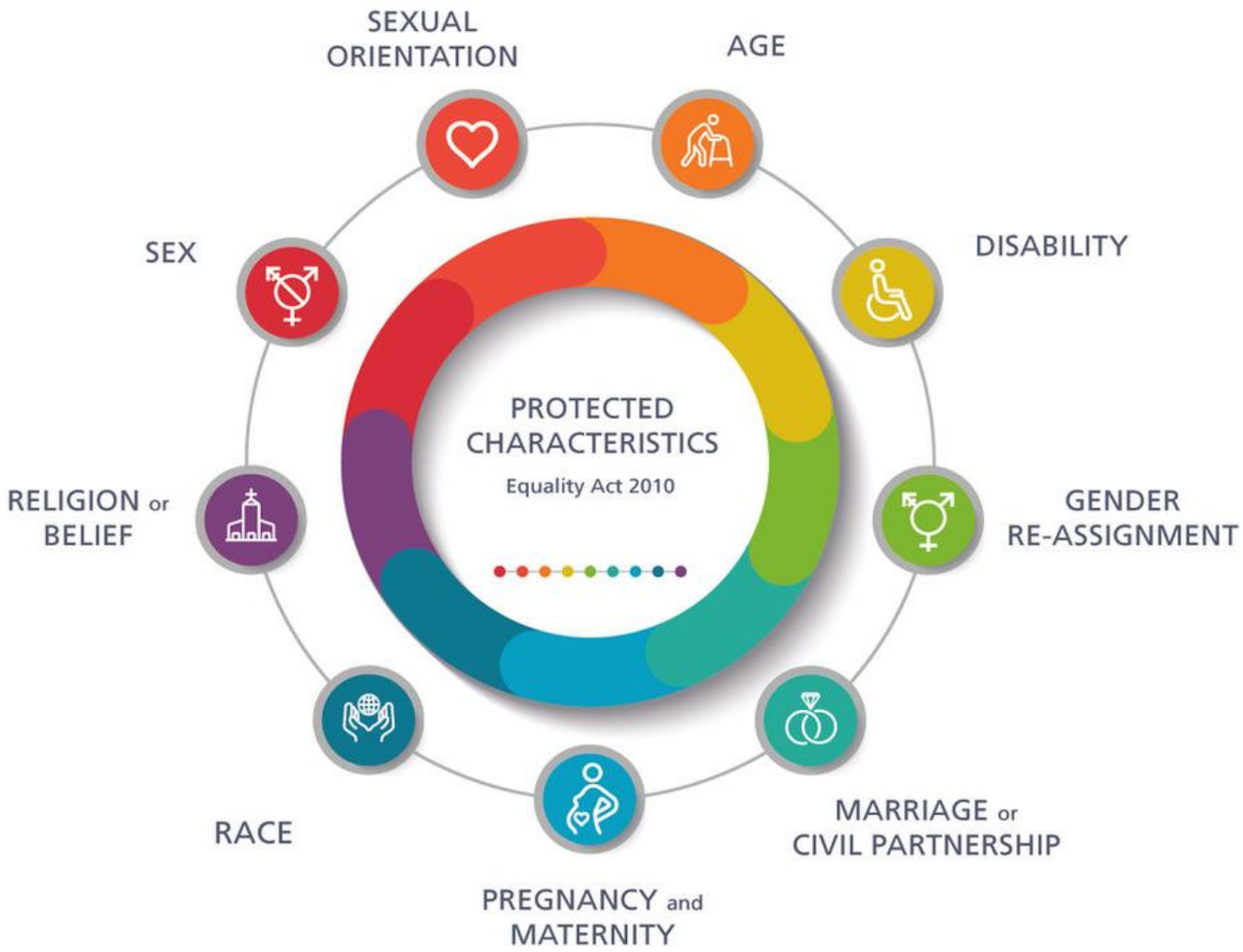
This means that the law applies to everyone, and must treat everyone the same. It means we all have the same legal rights and responsibilities.
At West Exe, the lesson expectations are for everyone to follow, our behaviour policy will be fairly applied, and you will all be treated equally.

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.

Cycle 3 – Half Term 5 Attendance Reflection

My attendance so far this year is _____ %.

This equates to _____ days absent this year so far.

The main reasons for any absence are_____

_____

Indicate how you feel about your attendance so far this year on the faces below

Identify the reasons you enjoy coming to school

I love seeing my friends	I really enjoy learning new things	I like having a routine to structure my day
I like social time at school	I really enjoy talking to my teachers	I feel safe at school
I really enjoy extra curricular activities and electives	I like that staff are there when I need help	Any other reason _____ _____

EVERY DAY COUNTS

Cycle 3 – Half Term 6 Attendance Reflection

My attendance so far this year is _____ %.

This equates to _____ days absent this year so far.

The main reasons for any absence are_____

_____

Indicate how you feel about your attendance so far this year on the faces below

What have you enjoyed the most about school so far this year?

Question	Your answer
What has been your most enjoyable subject this year and why?	
What are you most proud of achieving this year?	
Name a time you have been resilient at school and how did it feel?	
What has been your favourite conversation with a teacher?	
What question will you ask your neighbour? _____ _____	

EVERY DAY COUNTS

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.

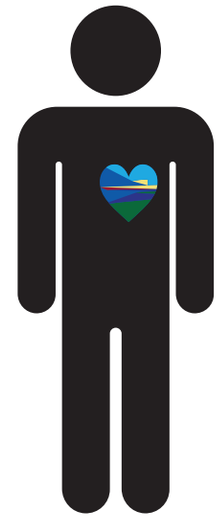
Teamwork, Leadership and Communication: Fair play, equality and inclusion - House matches, fixtures, clubs, being a coach or official.

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

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). ☐

Attend an after-school club to help you develop and improve these skills further. ☐

Developing fitness

For one of the sports, you are covering in this cycle, **identify the main components of fitness needed.** ☐

Engage in periods of sustained physical activity.

The NHS recommends that you do 2 types of physical activity each week:

1. Aerobic exercise.
2. Exercises to strengthen muscles and bones.

Young people aged 5-18 should:

- 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.

Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.

Monitor your screen time for a week. ☐

Use equipment safely and hygienically.

Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed. ☐

Cook a healthy meal from one of the recipes you have done in food this cycle. ☐

Thinking (Mental) ME

Making appropriate time for **rest, relaxation, and sleep -** Having routines that support positive mental health.

Try to get 8-10 hours of good quality sleep a night!

Rules, strategies and tactics. Think about:

- What are the main **rules** for the sport you are covering now? Write down 3 rules you have learnt. ☐
- Can you give an example of a **simple strategy or tactic** you have been using? ☐
- Can you give an example of a more **complex strategy or tactic** you have been using? ☐
- **Give 3 rules you must follow in the kitchen.** ☐

Terminology:

Give 3 examples of terminology you have learnt in any of your SHN lessons. ☐

Knowledge of muscles and bones - how many muscles and bones can you label correctly? ☐

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? ☐

Social ME

Leadership - Taking responsibility within lessons (e.g. officiating, leading warm ups or practices or supporting food preparation in food lessons).

- **Offer to be a leader for a lesson!** ☐
- **Help another person in a lesson to help them make progress.** ☐
- **Officiate a game.** ☐
- **Give feedback and support to another person.** ☐
- **Motivate and encourage others in a lesson.** ☐
- **Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching.** ☐

Teamwork - Working together - Work co-operatively, work collaboratively to achieve a goal. ☐

Give 2 examples of where you have shown good teamwork. ☐

Communication

Verbal - give some feedback on a performance - What went well? How could they improve it? ☐

Non-verbal - Use of whistle, signals as an official, use of a demonstration **- Try to do one of these each week.** ☐

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...

Exercise

What exercise could I do?

I need 60 minutes of exercise a day

I could add exercise to my day 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...

When we are organised we feel calmer. How could you be more organised?

What could you change at home

Mind

What am I worrying about?

Is there anything I can do about it?

No? Let it go.

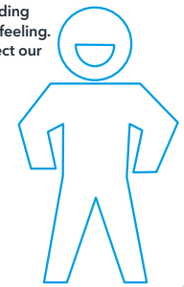
Yes? Do it now or make a plan about how and when you will do it.

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:

1. Stand/sit tall with your shoulders back
2. Hold your head up
3. Smile



Tips for learning new skills

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

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...

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.

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...

New habits and actions

Literacy Marking Codes

Code	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.
?	Does this make sense?	Re-write the sentence so it makes sense.

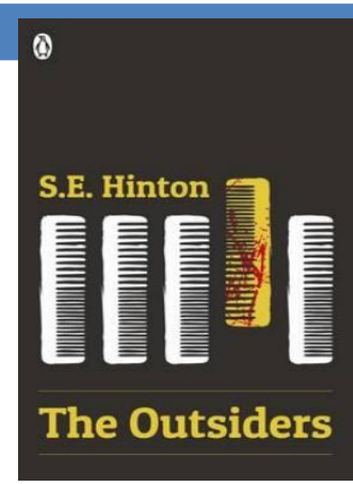
Reading Consistencies

Following the text at all times	Use your overlay to follow the text. Every single person in the classroom should be following along this way. This way you know exactly where you are when asked to read and won't lose your place during discussions. Use an overlay if you have one.
Switching the reader	When you are given the instruction you are to take over the reading for a period of time. All pupils are expected to read.
Holding the place	Use 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

Outsiders – S.E. Hinton

Outsiders
Synopsis: The Outsiders is about two weeks in the life of a 14-year-old boy. The novel tells the story of Ponyboy Curtis and his struggles with right and wrong in a society in which he believes that he is an outsider. According to Ponyboy, there are two kinds of people in the world: greasers and socs.
Context: A key theme of the novel is class. It is often expressed through what people listen to, wear, and watch. Details like clothes, movies, and music are signs and symbols the characters use to determine who they can trust and who they cannot. S.E. Hinton was fifteen when she wrote The Outsiders. She was, as she has said in interviews, living through the same things she was writing about.



YEAR 10 CYCLE 3 MATHS - Foundation Formula Quiz

Foundation Tier

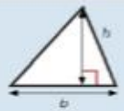
Weeks 1, 2 &3

Areas

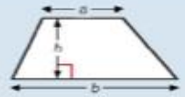
Rectangle = $l \times w$

Parallelogram = $b \times h$

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



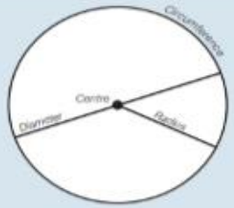
Trapezium = $\frac{1}{2}(a+b)h$



Circles

Circumference = $\pi \times diameter = \pi d$

$2 \times \pi \times radius = 2\pi r$



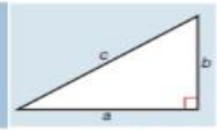
Area of a circle = $\pi \times radius\ squared = \pi r^2$

Right-angled triangles

Pythagoras' Theorem

For a right-angled triangle,

$a^2 + b^2 = c^2$



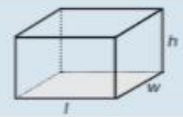
Trigonometric ratios (*new to F*)

$\sin x° = \frac{opp}{hyp}$, $\cos x° = \frac{adj}{hyp}$, $\tan x° = \frac{opp}{adj}$

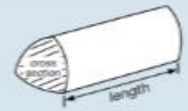
Weeks 4, 5 & 6

Volumes

Cuboid = $l \times w \times h$



Prism = $area\ of\ cross\ section \times length$



Cylinder = $\pi r^2 h$

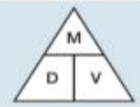
Compound measures

Speed

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

Density

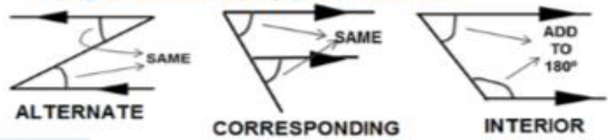
density = $\frac{mass}{volume}$



Pressure

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

Angles formed by parallel lines



Foundation Formula Quiz

Weeks 7, 8 & 9

Constructing Pie Charts

The angle to draw for each sector is

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

Angles in Polygons

Sum of Interior Angles $= (n-2) \times 180°$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

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

$Interior + Exterior = 180°$

Other useful formulae

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

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

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

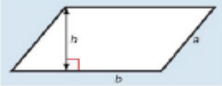
YEAR 10 CYCLE 3 MATHS - Higher Formula Quiz

Higher Tier

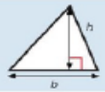
Weeks 1, 2 &3

Areas

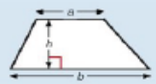
Parallelogram = $b \times h$



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



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



Circles

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

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

Area of a Sector

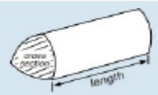
$A = \frac{\theta}{360°} \times \pi r^2$

Length of an Arc

$A = \frac{\theta}{360°} \times \pi d$

Volumes

Prism = $area\ of\ cross\ section \times length$



Cylinder = $\pi r^2 h$

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

Weeks 4, 5 & 6

Angles in Polygons

Sum of Interior Angles $= (n-2) \times 180°$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

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

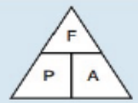
$Interior + Exterior = 180°$

Compound measures

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

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

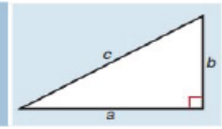
Pressure: pressure = $\frac{force}{area}$



Right-angled triangles

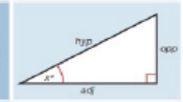
Pythagoras' Theorem

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

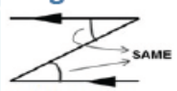


Trigonometric ratios (*new to F*)

$\sin x° = \frac{opp}{hyp}$, $\cos x° = \frac{adj}{hyp}$, $\tan x° = \frac{opp}{adj}$



Angles formed by parallel lines



ALTERNATE

CORRESPONDING

INTERIOR

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

$a^0 = 1$ $\quad a^{\frac{1}{2}} = \sqrt{a}$

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

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

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

Straight lines

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

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

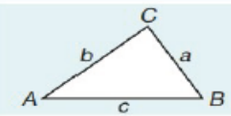
Perpendicular gradients multiply to give –1.

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°
$sinx$	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
$cosx$	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
$tanx$	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)

Year 10 CYCLE 3 COMBINED SCIENCE

Year 10 Combined Science Cycle Three - Physics

Key Vocabulary

Alternating current (AC): a current which changes direction many times per second.
Current, I: the rate of flow of electrical charge, measured in Amperes (A).
Elastic potential energy, E: the energy stored in an elastic material when it is stretched or squashed, measured in Joules (J).
Electron: subatomic particles with a negative charge which orbit the nucleus at specific energy levels.
Frequency, f: number event each second, measured in Hertz (Hz).
Ionizing radiation: radiation that causes charged particles to be formed.
Irradiation: Exposure to radiation.
Isotope – two atoms of the same element with the same number of protons but different number of neutrons.
Half life: time taken for half the unstable nuclei in a radioisotope to decay.
Neutron: subatomic particle found in the nucleus of an atom with no electrical charge.
Nucleus: small, positively charged central part of an atom.
Pressure, P: force exerted over a certain area, measured in Pascals (Pa).
Potential difference (pd), V: amount of energy transferred per unit of charge, measured in Volts (V).
Proton: subatomic particle found in the nucleus of an atom with a positive charge.
Radiation: transfer of energy in the form of waves or particles.
(Radio)activity: rate at which an unstable nucleus deacys, measured in Bequerel (Bq).
Radioisotope: an isotope that emits radiation.
Resistance, R: The opposition to the flow of electric charge, measured in Ohms (Ω).
Thermal energy: energy stored in a hot object.

Week One

Newton's 1st Law states: If resultant force (RF) on a stationary object is 0 N, the object will remain stationary.
If RF acting on a moving object is 0 N, the object will continue with the same velocity.
If the RF on an object is non-zero, the object will accelerate in the direction of the RF.
Newton's 2nd Law states that the acceleration of an object is related to the objects mass and the force applied to it.

- The **Force, F**, needed to **accelerate, a**, a **mass, m**, can be calculated as:

F = m x a
(N) (kg) (m/s^2)

Newton's 3rd Law describes how pairs of forces effect objects when they interact.
Stopping distance: total distance travelled during a drivers reaction time and the braking distance.

Week Two

Reaction time is affected by alcohol, drugs, tiredness and distractions such as phones.
Braking distance is affected by wet/icy weather, the condition of the road and condition of the cars brakes and tyres.
The **Nuclear model** of the atom (developed over time) describes the numbers, charges and locations of subatomic particles in an atom.
When atoms are energised, electrons can jump to **higher orbits**. Energy is emitted as **visible light** when the electron returns to its original orbit.
Atoms that absorb sufficient radiation can lose electrons and become **ionized**.
Unstable nuclei can emit **ionizing radiation** in the form of particles and/or energy to become stable.
Sources of **background radiation** include: radon gas, food, cosmic rays, medical uses and rocks.

Week Three

Types of radiation
Alpha α– Helium nucleus, blocked by paper.
Beta β – High energy electron, blocked by 3mm aluminium.
Gamma γ – Part of EM spectrum, blocked by several m of concrete or lead.

Radioactive decay		mass number	atomic number
α	2 protons 2 neutrons emitted	↓4	↓2
β–	Neutron turns into a proton and an electron is emitted	No change	↑1
B+	Proton becomes a neutron and a positron emitted	No change	↓1

Radiation levels can be measured in counts per minute using a **Geiger-Muller (GM) tube**

Week Four

Half-life: The time it takes for half of the un-decayed nuclei to decay by half.
The half-life of a radioisotope is constant.
The half-life of radioisotopes can be used in **carbon dating** to determine the age of substances.
Ionizing radiation can cause **mutations** in DNA which may lead to cancer.
Ionizing radiation is used in smoke alarms (α), thickness monitoring (β) and as radioactive tracers (γ) in medical procedures.
Energy can be **stored** in different forms:
Gravitational potential, Kinetic, Elastic potential, Chemical, Nuclear, Magnetic.
Energy can be **transferred** between these stores by: Heating (thermal), Light (radiant), Sound, Electrical Current.
The **Conservation of Energy** states that energy cannot be created or destroyed, only transferred between stores in a system.

Year 10 CYCLE 3 COMBINED SCIENCE

Week Five

Useful energy is energy in the form needed, in the place it is needed.
Wasted energy is energy in an unwanted form or in an unwanted place. It often **dissipates** (spreads out) to the surrounding by heating.
The **efficiency** of a system can be calculated as:

Efficiency = Useful energy transferred / Total energy transferred

Energy transfer by heating occurs by **conduction** in solids, **convection** in fluids and **radiation** via infrared radiation waves. Unwanted energy transfers by heating can be prevented with **insulation.**
Gravitational potential energy is calculated as:

ΔGPE (J) = m (kg) x g (N/kg) x Δh (m)

Kinetic energy can be calculated as:

KE (J) = 0.5 x m (kg) x v^2 (m/s)

Most **renewable resources** do not emit carbon dioxide as no fuel is burned. Renewable resources: Solar; wind, wave, geothermal, tidal, hydroelectric power.

Week Six

Energy is transferred whenever things happen, electricity transfers energy to an electric light bulb which then transfers the energy to the surroundings by light and heating.
The energy transferred by a force is called **work done which is calculated as:**
Work done = force (N) x distance moved in the direction of the force (m) or E = F x d
Power is the rate at which energy is transferred. When energy is transferred by forces, then power is also the rate of doing work.

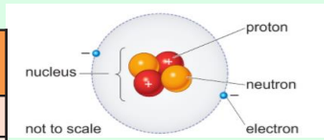
3. Power is measured in **watts (W)** where 1 watt = 1 Joule of work done per second.
4. Power can be calculated as:

Power (W) = work done (j) / time taken (s) or P = E / t

Week Seven

Changes in state are physical changes which result in a change in arrangement of particles.
They occur when energy is transferred to or from a substance. **Kinetic Theory** describes the properties of matter based on particles arrangement and movement. **Structure of the atom-** you need to know the location of the particles in the atom and their charges.

Subatomic Particle	Relative Charge
proton	+1 (positive)
neutron	0
electron	-1 (negative)



isotopes are two or more atoms of the same element with the same number of protons but a different number of neutrons, so they have the same atomic number but different mass number.

Week Eight

Rubbing two **insulating materials** together will build up of a **static electric charge** as negatively charged electrons are transferred.
Electrons carry the electric charge in an **electric current**. For a current to flow, the circuit must be complete. Current is always **conserved** in a circuit – the current leaving the positive terminal and arriving at the negative terminal is the same.
Potential difference (pd) is the difference in energy carried by electrons before and after they flow through a component.
Series circuits: Current is the same through all components. Pd across the individual components in the circuit adds up to the total pd across the power supply. **Parallel circuits:** Current through the main circuit is divided across the separate branches. Pd across each branch is the same as the pd across the supply.

Week Nine

Current/Potential difference (I/V) graphs show the characteristic relationship between current and pd values for different components: **Fixed resistor: *I*** is directly proportional to ***V*** - straight line through the origin. **Filament lamp:** resistance increases as the bulb gets hotter. **Diode:** Very low resistance if current flows in one direction, very high resistance if current flows in opposite direction. **Investigating resistance core practical** Connect up a circuit of a power supply, an ammeter and a fixed resistor with a voltmeter connected in parallel across the resistor. Connect a voltmeter across the resistor.Switch on the circuit and record the readings of **current** and **potential difference.** Repeat step 3 for a range of **pd settings** between 1 V and 6 V. Replace the resistor with 2 filament lamps and repeat steps 1-4.

Week Ten

Calculate the **resistance** of the resistor and lamps using: **Resistance (Ω) = potential difference (V) / current (A)**
Energy, *E*, transferred by a component can be calculated as:

Energy (J) = current (A) x pd (V) x time (s)

The higher the **power** of an appliance, the more quickly it can transfer energy.
Power, P, is calculated as:

Power (W) = Energy transferred (J) / time (s)
Power (W) = current (A) x pd (V)
Power (W) = $current^2$ (A) x Resistance (Ω)

Mains electricity in the UK is **an alternating current** with a frequency of **50 Hz** and a peak voltage of **230 V**. Electrical devices use **fuses**, **circuit breakers** and the **earth wire** as safety features.

Year 10 CYCLE 3 GEOGRAPHY - Coastal landscapes in the UK (Paper 1)

WEEK 1

Waves form when wind moves across the surface of the sea. Wave size varies with the fetch (how far the wind has travelled), strength of the wind and how long the wind has been blowing for.

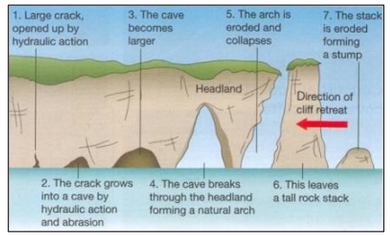
There are 2 types of wave:
Constructive: strong swash, weak backwash, longer wavelength and carry in sand and pebbles (building a gentle beach).
Destructive: these waves destroy a beach, are more frequent, weaker swash and a strong backwash. Beaches are steep.

Weathering is the breakdown of rocks where there are.

Biological: the weakening of rocks by plants & animals.
Physical: rocks wear away over time, composition does not change.
Chemical: carbonation occurs , rainwater reacts with rock and rock dissolves.
Freeze-thaw weathering: Water seeps into cracks, freezes and expands widening crack, thaws and repeats, eventually bits of rock break off. It is a type of physical weathering.

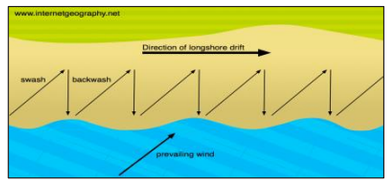
WEEK 2

Headlands and bays: waves attack the headland and erode the soft (less resistant) rock to form bays (beaches), the more resistant rock (hard rock) remains and juts out to sea forming a headland. Headland is at risk from erosion.



Wave-cut platforms: form when the sea attacks the base of the cliff between high tide and low tide mark. A wave-cut notch is formed by erosional processes. As the notch increases in size, the cliff becomes unstable and collapses, leading to the retreat of the cliff face.

Longshore drift: the movement of eroded material along a beach by the action of the sea.
Swash: Waves that carry material onto the beach.
Backwash: waves returning to sea.

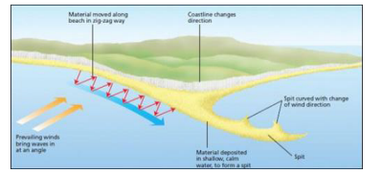


WEEK 3

The shape of the coastline is determined by the geology , hard rocks erode slowly, whereas softer rocks erode quickly. A concordant coastline is straight. Discordant coastlines are wavy.

A spit is created by transport and deposition. Sediment is carried by longshore drift.

When there is a change in the shape of the coastline, deposition occurs. A long thin ridge of material is deposited. A hooked end can form if there is a change in wind direction. Waves cannot get past a spit, therefore the water behind a spit is very sheltered. Silts are deposited here to form salt marshes or mud flats.



Sand dunes are formed by deposition. Dunes form when wind blows sand against an object. Dunes grow as grains of sand accumulate and form hills (dunes). Dunes are stabilized by plants such as marram grass.

WEEK 4

COASTAL MANAGEMENT

Hard Engineering Strategies

Sea Wall: concrete structure found at top of beach acts as a barrier to the sea. Effective and act as a walkway, but ugly and very expensive. Rock Armour: large boulders at base of cliff which absorb wave energy. Very effective, last a long time, but are ugly, expensive and dangerous to the public.
Gabions: wire cages filled with rocks, flexible, slightly cheaper, quick to make but not attractive and need replacing every 10 years. Groynes: wooden or stone fences which are built at right angles to the coast to stop longshore drift. They create wider beaches and are cheap, but need regular repairs and can cause erosion further down the coast.

Soft Engineering Strategies

Beach Nourishment / re profiling – adding sand to the beach or changing the beach shape. This looks natural, supports tourism and is cheap, but needs maintenance during winter.
Dune Regeneration: fencing off areas to protect dunes. Low cost, natural and promotes biodiversity. It is time consuming & less effective than hard engineering strategies.
Managed Retreat: Allow the sea to move into the area; case study Man Sands, Devon. This is a long term solution with no maintenance, creates a natural buffer, improves biodiversity and appearance. However low value land is lost to the sea, local people may need to be relocated and compensation paid by local councils. Other ecosystems may need to be lost.

WEEK 5

Coastal Fieldwork at Dawlish Warren

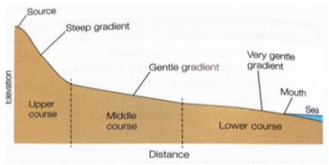
TITLE: How does the beach change from east to west at Dawlish Warren?
GEOGRAPHICAL THEORY: The influence of Longshore Drift
HYPOTHESIS: 'The beach is steeper to the west'
RISK ASSESSMENT: How can the FW be carried out safely to reduce the risks to people?
DATA: Primary Data is data you collect yourself on the actual FW day.
Secondary data is someone else's data which helps you – e.g. a map, photo or graph.
Data can be quantitative (using equipment) Samples can be chosen at random or systematically e.g. at regular intervals, or stratified with bias to ensure the question can be answered e.g. choosing the 5 largest pebbles in the sample. Qualitative data doesn't involve numbers e.g. a field sketch, photo. Consider the best way to show and analyse data, bar/line graph, pie chart, based on whether data is continuous or for comparison.
ANALYSIS: looks for patterns, trends (TEA) and looks for links.
CONCLUSION: refers back to the aims, do the results support or reject the hypothesis? A comment is made on anomalies or patterns and the question must be answered with evidence from the enquiry.
EVALUATION: reflection on data collection, the quality of results and validity of data. Critically suggest improvements or support your methods and conclusion.

Year 10 CYCLE 3 GEOGRAPHY - River landscapes in the UK (Paper 1)

WEEK 6

Cross profile: The side to side cross-section of a river channel and/or valley.

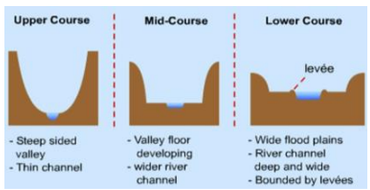
Long profile: The gradient of a river, from its source to its mouth.



Upper course: Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

Middle course: Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.

Lower course: Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

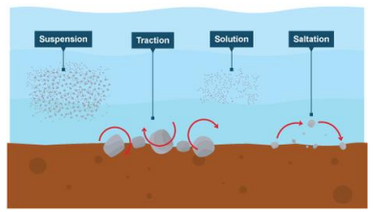


WEEK 7

Erosion: The break down and transport of rocks – smooth, round and sorted.
The more energy that a river has the greater the rate of erosion.

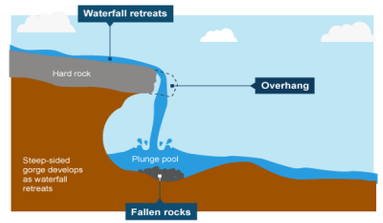
Types of erosion;
Abrasion: sediment carried by a river wears away the bed and banks of the river.
Attrition: when stones carried by the river knock against each other, gradually making the stones smaller and rounder.
Hydraulic action: the force of the water hitting the river bed and banks.
Solution: When the river flows over limestone or chalk and dissolves the rock.

Eroded material is **transported** by a river in a number of ways:
Traction: large particles roll along the river bed.
Saltation: 'bouncing' of particles too heavy to be suspended.
Suspension: small sediment held in the water.
Solution: Dissolved material.



WEEK 8

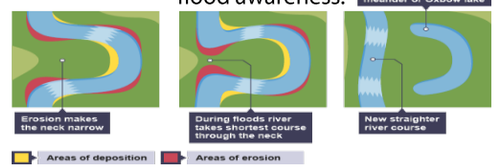
In upland areas vertical erosion creates a V-shaped valley. The river weaves its way through the land forming Interlocking spurs. Waterfalls form when rivers flow over different bands of rock. It erodes soft rock more quickly than hard rock leading to the creation of a waterfall. As the waterfall retreats a gorge is formed.



Meanders, bends in the river, form in the middle and lower course. Erosion and deposition cause the meander to move. The meander may be cut off forming an ox-bow lake.

Levees and **flood plains** are the result of deposition left by repeated flooding. Levees are elongated ridges sediment deposited across the valley floor. These act as a natural flood defence. Estuaries are where rivers reach the sea.

Meander formation



WEEK 9

A river **floods** when the water flowing in the channel over flows its banks.
Flooding is a significant hazard which can affect people and property. There are many causes of flooding e.g. building by a river, deforestation, ploughing fields, drains, steep slopes, rain, rock type, melting ice, sediment.
There are two different flood management techniques.

Hard engineering: These attempt to control rivers using technology involve building dams, reservoirs, flood relief channels, artificial levees, embankments, deepening and river straightening.

Soft engineering: These attempt to work with natural processes to reduce flood risk. They include replanting trees, increasing lag time and reducing discharge, increasing the amount of green space and permeable surfaces in urban areas, issuing flood warnings and educating people about flood awareness.

WEEK 10

CASE STUDY: Boscastle flooding
In August 2004 Boscastle suffered serious flooding.
Causes
Village is at the base of steep slopes Two Rivers meet just outside the village. Impermeable rock and intense sudden rain storm.
Impacts
84 cars wrecked; 32 never found. Trees uprooted and carried downstream. 90% of Boscastle industry based on tourism = loss of income.£2 billion damage to infrastructure. 25 businesses destroyed and 20 hotels forced to shut. Only minor casualties. 58 properties flooded and 1000 people affected. Four bridges washed away and coastal pollution from washed away cars.
Management and flood defences
In 2008, a flood management scheme was completed costing more than £10 million.
River channel widened and deepened. Car park raised above flood level. Meadows reinstated and trees removed upstream.
On the day of the flood
120 people winched to safety. Seven helicopters from the RAF/Navy rescued people from rooftops. Shop owners and residents used sandbags.
CASE STUDY: River Exe
The River Exe also has a flood defence scheme including temporary flood barriers, embankments, land use zoning and afforestation.

Year 10 CYCLE 3 - The Weimar Republic, 1918-29

Timeline of key dates

9 November 1918: Kaiser Wilhelm II forced to abdicate. Wilhelm fled to Holland shortly after

11 November 1918: Armistice signed – end of First World War

July 1919: Drawing up of the Weimar constitution (President > Chancellor > Reichstag / Reichsrat > Electorate)

11 August 1919: The Weimar Republic's first President, Friedrich Ebert, signed the new German constitution into law. Weimar Republic is officially established.

January 1919: Spartacist Revolt – took over the government's newspaper and telegraph bureau

March 1920: Kapp Putsch – Freikorps troops marched on Berlin. Weimar government organised a national strike to force the rebels to stand down

1923: German economic crisis – hyperinflation which made the mark worthless

November 1923: New Chancellor, Gustav Stresemann, set up the Rentenbank and Rentenmark. Economy starts to recover

1924: Dawes Plan - America lent Germany $800 million to rebuild its economy.

1929: Young Plan - Reduced total reparations and extended the time these payments could be made

1925: Locarno Pact: Agreement between Germany, Britain, Italy, Belgium and France which aimed at improving relations between Germany and France. Germany agreed to demilitarisation of the Rhineland

1926: Germany became a member of the League of Nations – an international body set up in 1920 to avoid war.

1928: Kellogg-Briand Pact – Agreement of 62 nations to avoid using war to meet foreign policy aims

Key events / individuals

Kaiser Wilhelm II: The last German Emperor (Kaiser) who reigned from June 1888 until he was forced to abdicate on 9 November 1918

Friedrich Ebert (bottom left): Leader of the Social Democratic Party and the first German President. Ebert declared Germany a republic and officially signed the new Weimar Constitution into law in August 1919

Dr Wolfgang Kapp: A far-right nationalist politician who was put in charge of the rebels during the Kapp Putsch. Kapp was forced to flee Berlin after the government organised a national strike in an effort to bring down the putsch

Gustav Stresemann (bottom right): Became Chancellor in August 1923 during the hyper-inflation crisis. Stresemann played an important role in delivering German economic recovery between 1923-29. He set up a new currency, the Rentenmark (renamed Reichsmark in 1924).

Charles Dawes: An American banker who designed a plan to ensure that Germany could pay its reparations – reduced repayments to £50 million a year and gave American banks the right to offer loans to German industry.

Key vocabulary

Kaiser: the German Emperor

Republic: a country with an elected president rather than a monarch (king/queen).

Abdicate: When a monarch stands down/renounces the throne

Armistice: a formal agreement between countries at war to stop fighting

Weimar Republic: The German democratic government (1919-1933)

President: The Head of State/Head of the Weimar Republic

Chancellor: Head of the government in the Weimar Republic

Reichstag: The more powerful of the two houses of parliament in the Weimar Republic. Representatives here were directly elected by the people.

Reichsrat: The less powerful of the two houses of parliament. Represented the regions of Germany, also elected by the people.

Proportional Representation (PR): an electoral system in which parties gain seats in proportion to the number of votes cast for them.

Treaty of Versailles: Peace treaty which brought an end to the First World War (signed in June 1919).

'Stab in the back' theory: the idea that the politicians (known as the 'November Criminals)' who signed the Treaty of Versailles betrayed the people of Germany and forced them to surrender.

Spartacists: Left-wing opposition group who opposed the Weimar Republic

Freikorps: Right-wing opposition group who opposed the Weimar republic

Hyperinflation: when the price of goods increases at an extremely high rate

Uprising: an act of resistance or rebellion. A revolt against authority/government.

Rentenbank: the state-owned monetary authority authorised to issue the new Rentenmark currency

Rentenmark: a temporary currency used to stabilise the German currency (was renamed Reichsmark)

Reichsmark: the German currency from 1924

Demilitarisation: the act of removing military forces from an area

Year 10 CYCLE 3 HISTORY - Hitler's Rise to Power, 1919-33

Timeline of key dates

1919: Hitler joined the DAP (German Worker's Party)
1920: Hitler became second in command of the DAP
August 1920: DAP changes its name to the National Socialist German Workers' Party (NSDAP)
1921: Hitler takes over from Anton Drexler and becomes leader of the NSDAP (Nazi Party).
August 1921: Formation of the Sturmabteilung (SA) nicknamed the 'brownshirts.'
8 November 1923: Munich Putsch. Hitler violently interrupted a political meeting at a Munch beer hall and forced government leaders to support him.
9 November 1923: Hitler marched through Munich city centre. 16 Nazis were killed by armed police and the uprising collapsed.
11 November 1923: Hitler was arrested for treason.
February 1924 – 1 April 1924: Hitler's trial allowed him to gain popular support. Judge found him guilty and sentenced him to 5 years in prison (although he was released after 9 months).
1924: Hitler imprisoned at Landsberg Prison. He wrote *Mein Kampf* whilst there.
October 1929: Wall Street Crash – US banks lost billions of dollars overnight. Sparks a worldwide economic crash.
May 1932: Presidential Election – Hitler stands but loses to Hindenburg.
July and November 1932: German parliamentary elections – Nazi's gain 37% of the vote in July 1932.
January 1933: Chancellor von Schleicher loses support of the public and Nazi party, Hindenburg asks him to resign. Von Papen persuades Hindenburg to appoint Hitler as Chancellor.
30 January 1933: Hitler becomes Chancellor of Germany.

Key events / individuals

Adolf Hitler: Born in Austria in 1889, moved to Munich in 1913. Fought in First World War and was obsessed with all things German. Hitler rose to become leader of the Nazi Party.
Anton Drexler: Far-right politician who founded the DAP in January 1919.
Ernst Rohm: German military officer who was a close friend of Adolf Hitler and a co-founder and commander of the Sturmabteilung (SA)
1926: Bamberg Conference - a meeting organised by Hitler to address splits in the Nazi party. Hitler secured his position as leader and unified the party.
Paul von Hindenburg: Hugely respected army commander of the First World War who was President of the Weimar Republic from 1925 –1934
Heinrich Bruning: Chancellor of Germany during the Weimar Republic from 1930 to 1932
Kurt von Schleicher: German general and the last Chancellor of Germany during the Weimar Republic before Hitler took over in January 1933.
Franz von Papen: German conservative politician who served as Chancellor in 1932 and as Vice-Chancellor under Adolf Hitler in 1933–34.

Key vocabulary

DAP: German Workers Party (original name for the Nazi party)
NSDAP: National Socialist German Workers Party (Nazi Party)
25-point programme: The Nazi programme (manifesto) written by Hitler and Drexler in 1920
Manifesto: a published list of intentions from a group, political party or government.
The Sturmabteilung (SA): a paramilitary force under the command of Ernst Rohm. They wore brown uniforms and were nicknamed 'brownshirts' or 'storm troopers'
Putsch: a violent attempt to overthrow a government; a coup.
Munich: An important city in Germany. Capital of Bavaria famous for its beer halls.
Mein Kampf (My Struggle): Hitler's auto-biography which set out his main plans for the future of Germany.

Year 10 CYCLE 3 HISTORY - The Nazi Dictatorship, 1933-39

Timeline of key dates

27 February 1933: The Reichstag Fire – German parliament was set on fire. Hitler used the fire to issue a Decree of Protection allowing him to imprison political prisoners and ban newspapers.

March 1933: Passing of the Enabling Act - This gave Hitler the power to make laws without the Reichstag's approval for the next four years. Allowed Hitler to further remove opposition groups to the Nazis and establish a dictatorship.

March 1933: The first Nazi concentration camp was established at Dachau in Germany, originally set up to house political prisoners.

1933: Reich Church was founded – made up of around 2000 Protestant churches, supported by the Nazis and led by Ludwig Muller.

1933: Reich Chamber for Culture set up – this monitored all aspects of culture and ensured all culture was consistent with Nazi ideas. Overseen by Josef Goebbels.

July 1933: Concordat with the Pope – agreed that Catholics were free to worship and run schools if they promised to stay out of politics. This was later broken by Hitler which led to the Pope's critical statement 'With Burning Anxiety' in 1937.

30 June 1934: The Night of the Long Knives – Hitler wanted to remove the threat of Ernst Rohm so called on the SS to arrest and execute leading members of the SA, including Rohm.

1934: Confessional Church was founded – made up of around 6000 protestant churches who opposed the Nazis. Led by Martin Niemoller.

2 August 1934: President Hindenburg dies. With the death of the only person senior to Hitler, he merged the offices of Chancellor and President to create a new title, the Fuhrer (leader). On this day Hitler also asked the army to swear an oath of allegiance to him, not Germany.

1936: Berlin Olympics – Olympic games hosted by Nazi Germany. Used to promote Nazi ideology and promote Aryan superiority.

Key events / individuals

Marinus van der Lubbe: A young Dutch communist who was tried, convicted and executed for setting fire to the German Reichstag building in January 1933.

Heinrich Himmler: A leading member of the Nazi party, Reichsführer-SS (commander of the SS) and the main architect of the Holocaust.

Hermann Goering: Prominent member of the Nazi party, set up the Gestapo in 1933.

Reinhard Heydrich: High-ranking SS officer who led the Gestapo and the SD. Chaired the infamous Wannsee Conference where the 'final solution' was agreed.

Martin Niemoller: German Lutheran pastor who set up the Confessional Church. Prominent opponent of the Nazis. Famous for his 'They came for the…' sermon.

Josef Goebbels: One of Hitler's closest associates and leading Nazis. Was the Reich Minister of Propaganda.

Albert Speer: A close ally of Adolf Hitler and leading Nazi architect.

Edelweiss Pirates: A young opposition group to the Nazis. Mainly made up of working class boys who disliked the Hitler Youth.

The Swing Youth: Similar to the Edelweiss Pirates, they were a youth opposition group to the Nazis who were heavily influenced by American culture.

Key vocabulary

Conspiracy: a secret plan by a group to do something unlawful or harmful.

Communist: A person who supports the principles of Communism (left-wing radical ideas).

Schutzstaffel (SS/Protection Squad): The major paramilitary organization under Adolf Hitler, originally established as the Fuhrer's personal bodyguard. They wore menacing black uniforms.

SD (Security Service): The intelligence agency of the SS and the Nazi Party in Nazi Germany. Intended to bring every person living in Nazi Germany under 'continuous supervision.'

Gestapo (Secret Police State): The official secret police of Nazi Germany. They wore plain clothes and were used to spy on people accused of speaking out against the Nazis.

People's Court: Nazi 'special court' set up to hear treason cases. Judges here were hand-picked.

Concentration camp: A prison work camp predominantly used to house political prisoners and 'undesirables.'

Concordat: A formal agreement which defined the relationship between the Catholic Church and a particular country.

Aryan: A 'master race' favoured by the Nazis. The name used to describe Nordic, Germanic or European peoples.

Propaganda: Political advertising. information of a biased or misleading nature, used to promote a political cause or point of view.

Censorship: the banning of any of books, films, news, etc. that are considered inappropriate, politically unacceptable, or a threat to security.

'Smash the Hitler Youth in twain, our song is freedom, love and life': A song sung by the rebellious Edelweiss Pirates.

Oath of allegiance: a promise to be faithful and loyal to a ruler or a country.

The Third Reich: The name for the Nazi regime in Germany from 1933-1945

Year 10 CYCLE 3 HISTORY - Life in Nazi Germany, 1933-39

Women and the Family	Education and Youth	Unemployment and Living Standards	Racial Policies	Persecution of the Jews
The 'ideal' Nazi woman: • Aryan • married with children • traditional clothes/hair • housewife & supporter of Nazi policy of Kinder, Kuche, Kirche (children, kitchen, church) **Nazi policies towards women:** 1. Removal from professional jobs 2. Marriage Law of 1933 provided loans if wife left work 3. At least 4 children encouraged. If so, the marriage loan was automatically repaid. 4. Motherhood medals given for 4 (bronze), 6 (silver) and 8 (gold) children. **Results:** The birth-rate and marriages rose The number of employed *married* women fell, but female employment increased as Germany prepared for war,	**Changes in Education:** School was compulsory until 14 years Special Nazi schools were set up for future leaders Teachers were compelled to join the Nazi Teachers' League **Curriculum:** Girls were taught to be housewives and mothers Boys were trained to be soldiers All subjects (even maths) were Nazified Racism & anti-Semitism embedded PE was increased to develop a healthy Aryan race **Youth Groups:** All other youth groups banned and replaced by Hitler Youth (boys 14-18) League of German Maidens (girls 14-18). **Results:** Most accepted changes, many enjoyed them, but some (e.g. Edelweiss Pirates and Swing Youth) opposed.	**Policies to reduce unemployment:** 1. National Labour Service (RAD) = 6-months compulsory service for all men aged 18-25 2. Job creation schemes (e.g. the building of the autobahns (motorways)) 3. Rearmament (building weapons) and conscription (increasing men in the armed forces) 4. 'Invisible unemployment' (e.g. removing Jews, women and concentration camp prisoners from figures to make the numbers look more impressive for the Nazis). **Workers' organisations:** • DAF (German Labour Front) replaced trade unions, which meant that strikes were no longer possible. • KdF (Strength Through Joy) provided leisure activities such as reduced-priced concert tickets and cruises (for the very few). • The Beauty of Labour improved working conditions, such as improving lighting in factories and introducing cooked meals in canteens. **Results**: Unemployment fell / wages rose. However, food prices rose, workers' rights were lost, and the Volkswagen scheme did not provide the cars that were promised to workers.	'Aryans' were considered to be the 'master race' by the Nazis. Eastern Europeans, Black people and gypsies seen as 'sub-human'. Jews were seen to be the lowest of all 'sub-humans'. **Treatments of 'undesirables':** • Homosexuals were imprisoned in concentration camps • The mentally handicapped were sterilised • Mentally and physically handicapped babies and children were killed as part of a so-called 'euthanasia' programme.	**Why did the Nazis target the Jews?** The Nazis used Jews as scapegoats and linked them to Communism, democracy, and the Treaty of Versailles. They built upon public jealousy and suspicion, especially during the Great Depression. **Timeline of main events:** **1933**: SA shop boycott, Jewish teachers and civil servants sacked **1935**: Nuremberg Race Laws (lost citizenship, banned from public places, banned from relations/marrying non-Jews) **November 1938**: Kristallnacht = 100 Jews killed, 814 shops destroyed, 191 synagogues demolished. Jews forced to pay for damages.





Year 10 CYCLE 3 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:

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

Week 1		Week 2		Week 3		Week 4		Week 5
alojarse	to stay	el ascensor	lift	bajar de	to get off (transport)	alquilar	to hire, rent	**Revise weeks 1-5 for your Mid-Cycle Assessment**
el bosque	wood, forest	el billete	ticket	cenar	to have dinner	el/la camarero/a	waiter, waitress	
conducir	to drive	la bolsa	bag	la cosa	thing	cuyo	whose	
el edificio	building	el brazo	arm	llover	to rain	dirigir	to run, manage	
la mochila	rucksack	la cuenta	bill	pasarlo bien	to have a good time	hace + time	ago	
perderse	to get lost	el equipaje	luggage	el reloj	watch	la obra	work (of art, literature)	
el recuerdo	souvenir	romper	to break	quedar	to stay	la pared	wall	
tener calor	to be hot	las obras	roadworks, building works	subir a	to get onto (transport)	tener suerte	to be lucky	
tomar el sol	to sunbathe	¿qué tal...?	how is, was, are, were...	los/las niños/as	children	tocar	to play (instrument, music)	
vender	to sell	romper	to break	el mundo	world	el siglo	century	

Week 6		Week 7		Week 8		Week 9		Week 10	
viajar	to travel	comer	to eat	vivir	to live	hacer	to do, make	ir	to go
viajo	I travel	como	I eat	vivo	I live	hago	I do, make	voy	I go/am going
viajas	you travel	comes	you eat	vives	you live	haces	you do, make	vas	you go/are going
viaja	he/she travels	come	he/she eats	vive	he/she lives	hace	he/she does, makes	va	he/she goes/is going
viajé	I travelled	comí	I ate	viví	I lived	hice	I did	fui	I went
viajaste	you travelled	comiste	you ate	viviste	you lived	hiciste	you did	fuiste	you went
viajó	He/she travelled	comió	he/she ate	vivió	he/she lived	hizo	he/she did	fue	he/she went
viajaré	I will travel	comeré	I will eat	viviré	I will live	haré	I will do	iré	I will go
viajarás	you will travel	comerás	you will eat	vivirás	you will live	harás	you will do	irás	you will go
viajará	he/she will travel	comerá	he/she will eat	vivirá	he/she will live	hará	he/she will do	irá	he/she will go

Weeks 11 & 12: revise weeks 1-10

Year 10 CYCLE 3a WEST EXE BACCALAUREATE - The Holocaust and Other Genocides

Week 1 – The Holocaust	Week 2 – Cambodia	Week 3 – Bosnia	Week 4 – Rwanda	Week 5 – Darfur
The Holocaust began in 1933 when Adolf Hitler came to power. 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. The Nazis ordered all Jews to wear a yellow **Star of David** on their clothing so they could be easily targeted. They 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. **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. 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. Two-thirds of Jews living in Europe at the time of World War II were killed by the Nazis.	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. 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. 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. 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. During the Genocide an estimated 1.7 to 2.2 million Cambodians were killed.	Bosnia and Herzegovina declared its independence from the former Yugoslavia in spring 992. At the time, the population was made up of Bosniaks (Bosnian Muslims), Serbs, Croats and Yugoslavs. The Serbs took brutal and violent action against 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. In 1993, the U.N. declared that three Bosnian towns, Gorazde, Srebrenica and Zepa were safe havens, under the protection of international **peacekeepers**. Bosnian Serbs attacked **Srebrenica**, overthrowing the Dutch peacekeeping forces meant to protect the region. 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. During this time, an estimated 20,000 women and children were forced out of their homes and sent to Serbian-controlled regions or camps. 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.	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. 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. 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. An estimated 800,000 people were killed by mid-May. The pace of the killings even outpaced that of the Holocaust. 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.	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. 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'). 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. 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. As of spring 2020, over 480,000 people had been killed and more than 2.8 million people displaced from their homes.

Year 10 CYCLE 3b WEST EXE BACCALAUREATE - Study Skills

Week 1	Week 2	Week 3	Week 4	Week 5
PRIORITISE	**CREATE**	**REDUCE**	**CHANGE**	**CONNECT**
RED, **AMBER**, **GREEN** review each topic of the subjects you are studying. Create a revision plan with how much time you are going to spend revising each section and what revision activities you plan to do.	Create a '**tough, tougher** or **toughest**' exam question using your knowledge organiser. Create a **mark scheme** or **success criteria** for the question before answering it or swapping yours with a friend.	Reduce your knowledge organiser into a **summary** of the entire topic of no more than **100 words**. After you have done, reduce any information you have not included into another summary of **100 words**.	Change the information on your knowledge organiser into a mind map, revision tree or revision flash cards. **Any cue cards or revision notes must be of a high standard in order to be useful.**	Think of a word that is connected to your chosen topic or KO for each letter **A to Z**. **OPTIONS**: time limit, miss out Q,X,Z, define your chosen words, explain your choices.
CREATE	**EXPAND**	**CONNECT**	**CATEGORISE**	**RECALL**
Create a **quick fire quiz** of questions of increasing difficultly based on your knowledge organiser or revision guide. Make sure you have the questions and answers prepared then test either a friend or yourself from memory.	Count the number of words in a section of your knowledge organiser. Expand this summary to at least twice that number by providing a more detailed description or explanation of the content.	What are the **15 most important** words in this topic? Link them together in a single paragraph that fully explains what you have been studying.	Divide a page into four sections, **1, 2, 3** and **4**. For every sentence of your KO, or topic for a subject, categorise and write it into a section with **1** being **fully understood** and **4** being **no idea**. After revising some more complete this activity again to see if this changes with revision.	Read the information on your knowledge organiser for 3 minutes, then turn it over. Write everything you can remember in **BLACK**. Check your answer then write everything you forgot in **RED.**
CHANGE	**CONNECT**	**RECALL**	**CREATE**	**REDUCE**
Choose a paragraph of text and either select or highlight the main keywords (avoid highlighting every other word in the paragraph). Find or draw **images** that represent the words that you have highlighted.	In pairs, one of you chooses a topic, concept or key word. Your partner has to guess your choice by asking questions. ➢**ONLY** give 'yes' or 'no' answers. ➢The winner asks the **FEWEST** questions.	Cover a section of the knowledge organiser with a **Post-It Note** then try to recall and accurately write the information on the Post-It Note without looking underneath. Have a friend choose a section for you as an additional challenge.	Create a **rap**, **poem**, or **song** to help you remember the key information from your knowledge organiser.	Reduce a lesson into the single most important word. Then create a mnemonic for that word, e.g. **REDUCE - R**adical, **E**ducation, **D**evelops, **U**nderstanding, **C**ognition, and **E**ngagement.
CONNECT	**APPLY**	**CREATE**	**EXPAND**	**RECALL**
Reduce your knowledge organiser into just a list of the headings of each section. Explain how each heading connects to the other. Form as many connections as you can.	Use the information on your KO / revision guide to go back through your **exercise book** and make any <u>additions, corrections or improvements</u> to your class work in **GREEN PEN**.	Write a **story** or **comic strip** to represent the key information from your knowledge organiser. Stories hold a special position in our memory and should have a clear **beginning**, **middle**, and **end**.	Choose a topic / section of your KO and think of **three questions** you still have linked to it. Use a **phone or a laptop** to **research** the answers and write a paragraph summarising your findings.	Draw an outline of a brain. From memory, fill it with everything you have can remember about a topic. **RED**, **AMBER**, **GREEN** review your understanding of the knowledge within the brain.

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. *First, identify the verbs…* In the park, Ben **sat** on the bench, **looking** at the ducks. *Then, change the tense…* 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 Sentance**	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 object is the thing that receives the *verb* - the subject affects it in some way.	The **girl** *kicked* the ball. The **man** *ate* all of the cake.
	Imperative Sentances	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 Sentance	Made up of two parts: a main clause and one or more **subordinate clause.** A *subordinating conjunction* always comes at the start of the subordinate clause.	The boy sat down **after he heard the news.** Nobody saw the alien **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.	After he heard the news, **the boy sat down.** Because he was invisible, **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, that were jumping and calling, 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 **BOT**H 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 handing 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 *really* interested - that it can replace commas too.

Notes

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