

# Knowledge Book

Year 10

**Cycle Two**

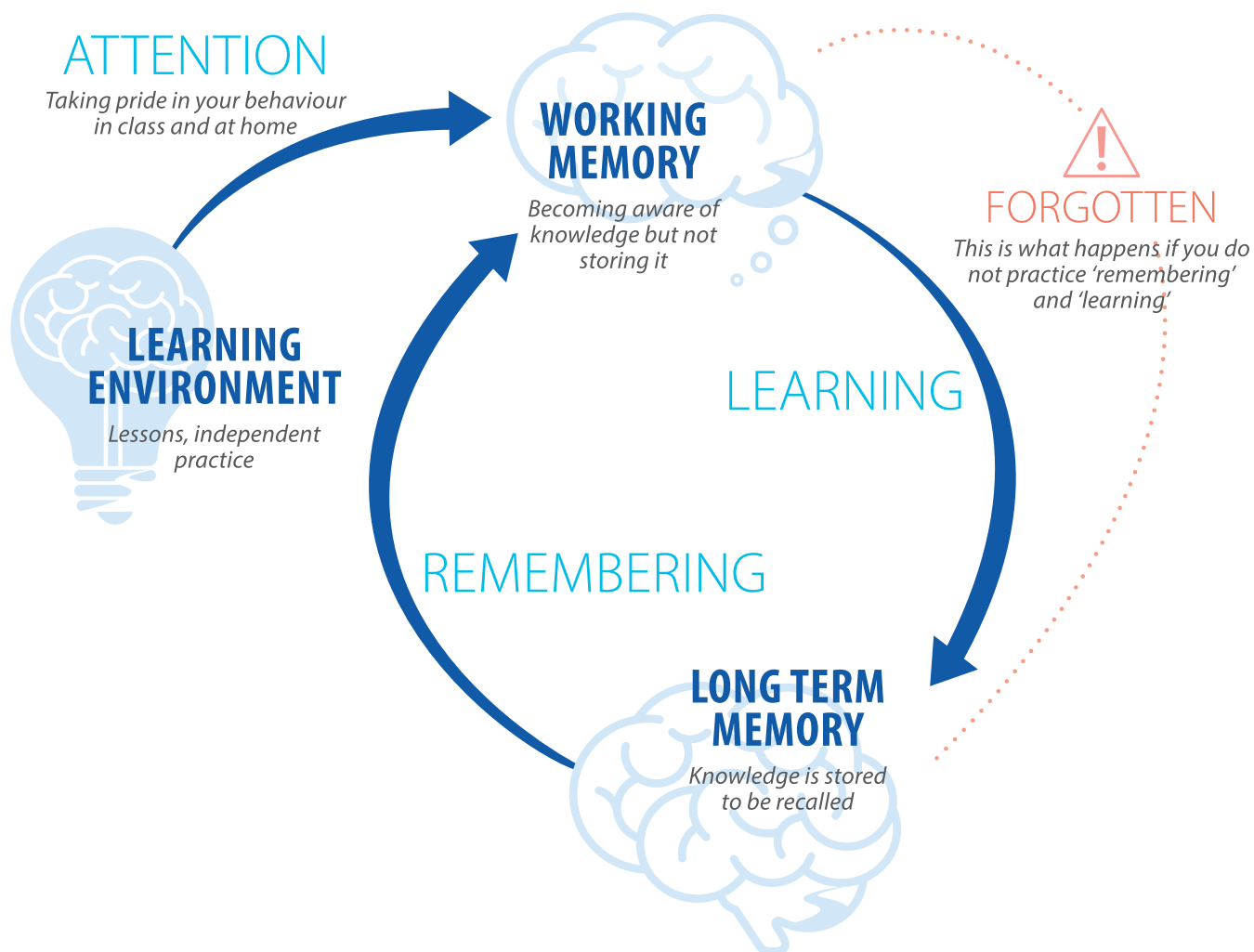
Name:



**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 your 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
<b>Monday</b>	Science	Spanish	Option P	Maths-Sparx	
<b>Tuesday</b>			No Extended Practice set		
<b>Wednesday</b>	Science	Spanish	Sparx Reader	Maths-Sparx	
<b>Thursday</b>	Science	Spanish	English Literature	Option Q	
<b>Friday</b>	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	iqv67es
Art & Design	h7spps53
Biology	jp3fmi4
Business GCSE	4q3n77
Chemistry	3zap45t
Classical Civilisation	d4cizsi
Creative Media	vn4ebom
Design Technology	22eu3ggx
English	6ipevll
Engineering	qf6z02t
Food GCSE	4vabea2
Geography	g21g3bh
Health & Social Care	es6ydp

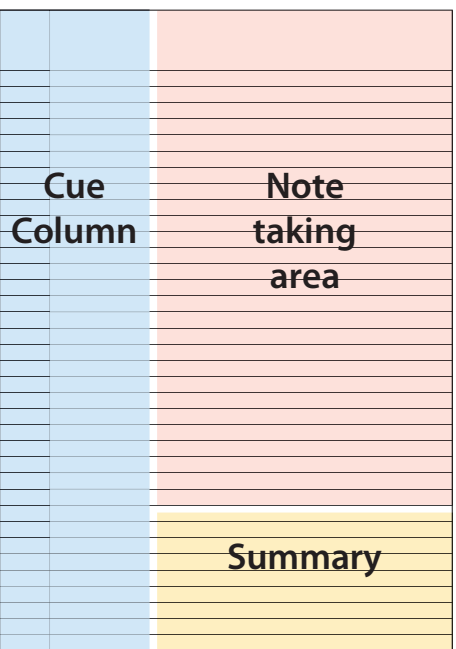
**Languages Extended Practice:** To help you make great progress in Spanish, we recommend regular weekly practice. Each vocabulary list has 20-40 words, and your vocabulary test will be marked out of 10 (five words in Spanish and five in English). If you score below 7/10, you'll be given another opportunity to review and retest a few days later during a catch-up session.

**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**



**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	<b>Kind</b> <b>Adaptable</b>	<ul style="list-style-type: none"> <li>School Parliament Elections</li> <li>House Charity vote</li> </ul>	<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	<b>Curious</b> <b>Ambitious</b>	<p><i>Equality, Diversity &amp; Sustainability</i></p> <ul style="list-style-type: none"> <li>Charity fundraising</li> <li>Anti-bullying Ambassadors activities</li> <li>Green Team activities</li> <li>Mental health</li> <li>Celebrating diversity</li> </ul>	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
House Week 3	<b>Resilient</b> <b>Proud</b>	<ul style="list-style-type: none"> <li>Transition focused activities               <ul style="list-style-type: none"> <li>Sports Day</li> </ul> </li> <li>Taster sessions (being brave and trying new things)</li> </ul>	<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 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;

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



## 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.

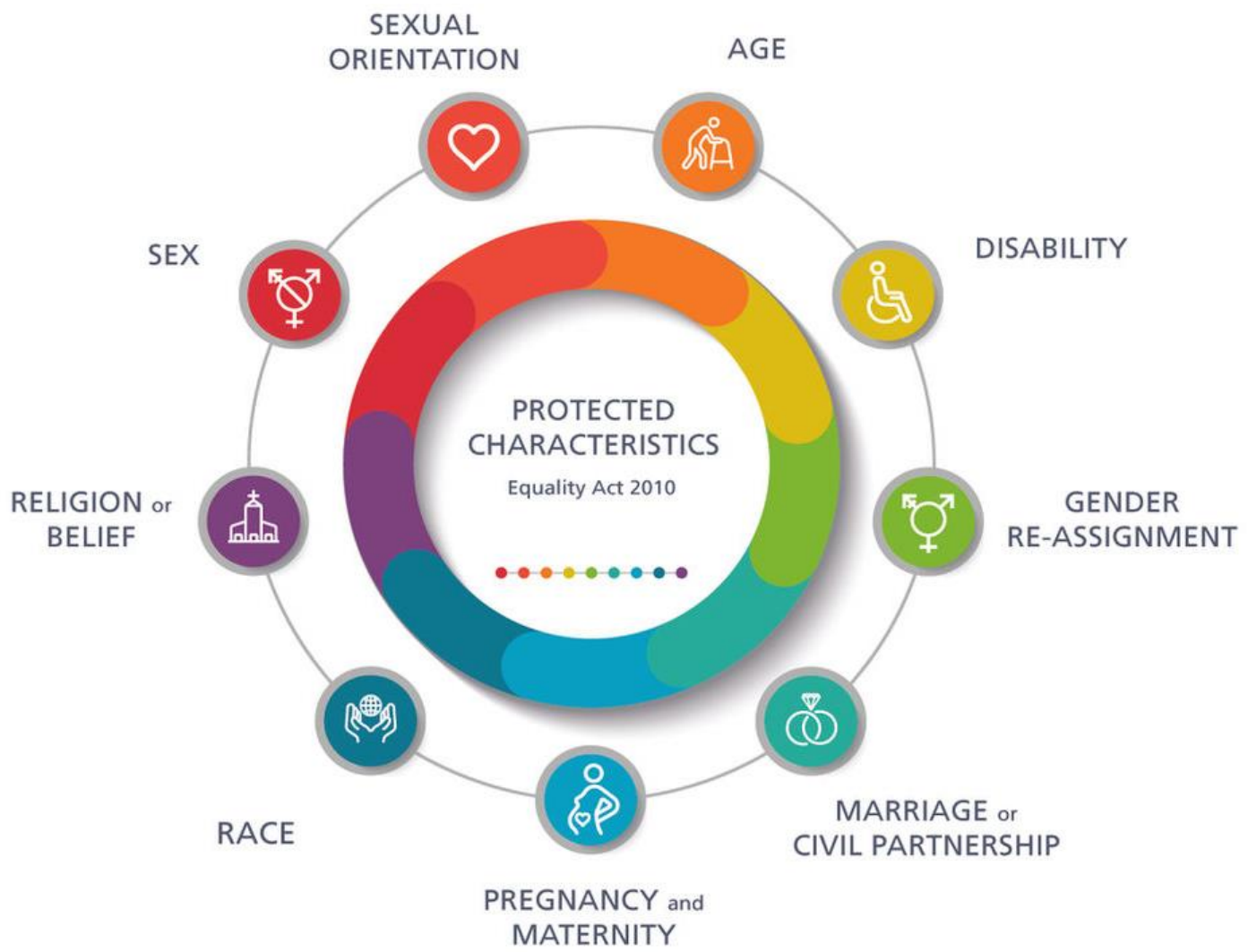


This is about having the freedom to make our own choices. In the UK, this means people have rights and freedom, as long as they do not harm another person's rights.  
At West Exe, this means your rights and individuality will be protected and celebrated. It also means you will have many exciting opportunities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

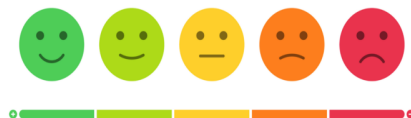
## Cycle 2 – January Attendance Reflection

My attendance so far this year is \_\_\_\_\_ %.

This equates to \_\_\_\_\_ days absent this year.

The main reasons for any absence are \_\_\_\_\_

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



**Boost your attendance** – tick 2 ways you are going to use to try and boost your attendance.

**Establish a routine:** Go to bed and wake up at the same time every day.

**Pack the night before:** Prepare your school bag, PE Kit and/or uniform in advance. Stop the morning panic.

**Stay healthy:** Prioritise sleep, good nutrition and exercise.

**Avoid distractions at night:** Limit screen time to ensure quality sleep.

**Communicate challenges:** Talk to your Tutor, Head of Year or other trusted adult if you are worried about school.

**Encourage each other:** Support your friends and encourage them to have good attendance so you can spend time with each other at school.



**Cycle 2 – February Attendance Reflection**

My attendance so far this year is \_\_\_\_\_ %.

This equates to \_\_\_\_\_ days absent this year.

The main reasons for any absence are \_\_\_\_\_

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



**Attendance push and pull factors** – complete the table below during your welcome back session.

Push factors	Pull factors



## 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.

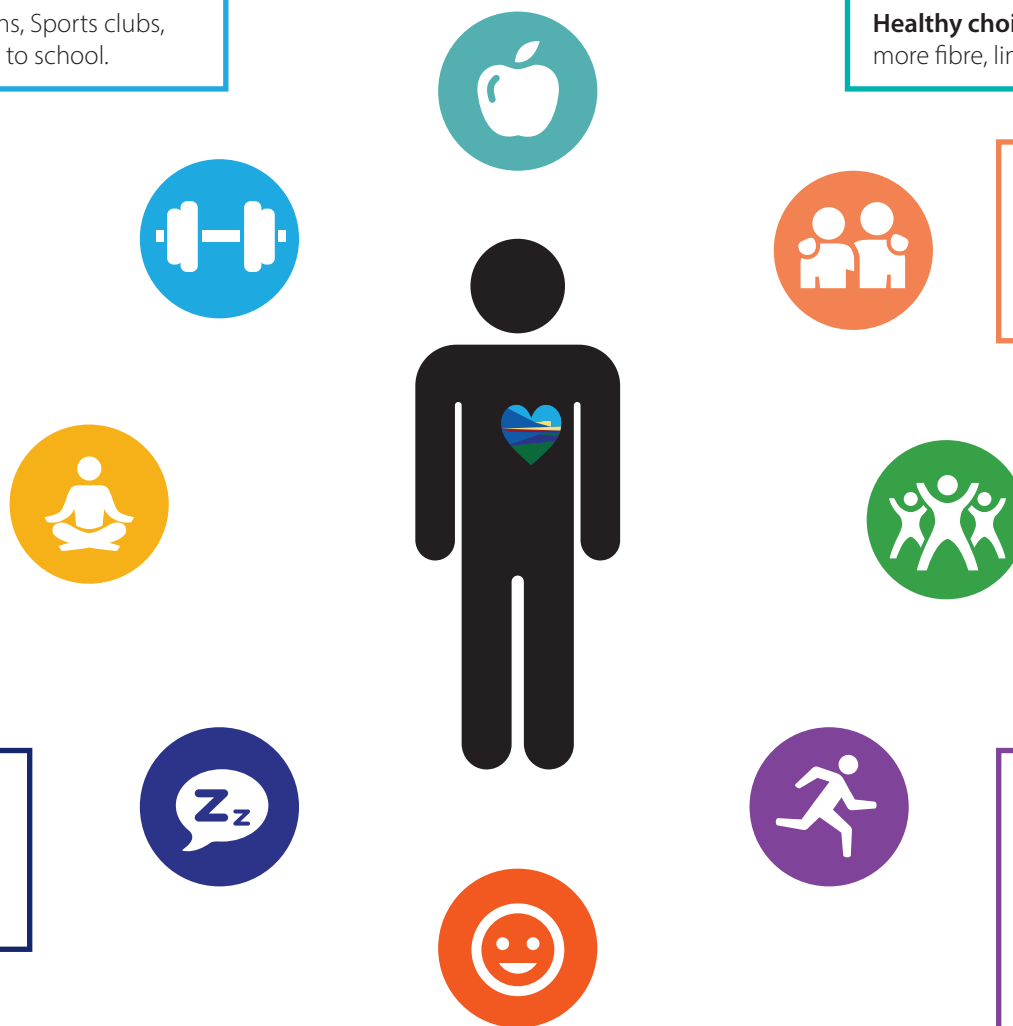
**Targets and Goals:** Being positive, being resilient, never giving up, doing your #BestExe, being a good role model.

**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.


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

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



## 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><b>Skill development:</b> 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><b>Attend an after-school club to help you develop and</b> improve these skills further. <input type="checkbox"/></p> <p><b>Developing fitness</b></p> <p>For one of the sports, you are covering in this cycle, <b>identify the main components of fitness needed.</b> <input type="checkbox"/></p> <p><b>Engage in periods of sustained physical activity.</b></p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> <li>Aerobic exercise.</li> <li>Exercises to strengthen muscles and bones.</li> </ol> <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> <li>Aim to do 60 mins of moderate-vigorous physical activity each day across the week.</li> <li>Take part in activities that develop movement skills, muscles and bones.</li> <li>Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time.</li> </ul> <p><b>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</b></p> <p><b>Monitor your screen time for a week.</b> <input type="checkbox"/></p> <p><b>Use equipment safely and hygienically.</b></p> <p><b>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed.</b> <input type="checkbox"/></p> <p><b>Cook a healthy meal from one of the recipes you have done in food this cycle.</b> <input type="checkbox"/></p>	<p>Making appropriate time for <b>rest, relaxation, and sleep</b> - Having routines that support positive mental health.</p> <p><b>Try to get 8-10 hours of good quality sleep a night!</b></p> <p><b>Rules, strategies and tactics.</b> Think about:</p> <ul style="list-style-type: none"> <li>What are the main <b>rules</b> for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/></li> <li>Can you give an example of a <b>simple strategy or tactic</b> you have been using? <input type="checkbox"/></li> <li>Can you give an example of a more <b>complex strategy or tactic</b> you have been using? <input type="checkbox"/></li> <li><b>Give 3 rules you must follow in the kitchen.</b> <input type="checkbox"/></li> </ul> <p><b>Terminology:</b></p> <p><b>Give 3 examples of terminology you have learnt in any of your SHN lessons.</b> <input type="checkbox"/></p> <p><b>Knowledge of muscles and bones</b> - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p><b>Being resilient</b> - positive growth mindset and never give up attitude- always looking to improve! <b>Give an example of how you have demonstrated resilience in your lessons.</b> If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p><b>Leadership</b> - 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"> <li><b>Offer to be a leader for a lesson!</b> <input type="checkbox"/></li> <li><b>Help another person in a lesson to help them make progress.</b> <input type="checkbox"/></li> <li><b>Officiate a game.</b> <input type="checkbox"/></li> <li><b>Give feedback and support to another person.</b> <input type="checkbox"/></li> <li><b>Motivate and encourage others in a lesson.</b> <input type="checkbox"/></li> <li><b>Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching.</b> <input type="checkbox"/></li> </ul> <p><b>Teamwork</b> - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p><b>Give 2 examples of where you have shown good teamwork.</b> <input type="checkbox"/></p> <p><b>Communication</b></p> <p><b>Verbal</b> - give some feedback on a performance - <b>What went well? How could they improve it?</b> <input type="checkbox"/></p> <p><b>Non-verbal</b> - Use of whistle, signals as an official, use of a demonstration - <b>Try to do one of these each week.</b> <input type="checkbox"/></p> <div style="text-align: center; margin-top: 20px;">  </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...

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

What could you change at home

## Exercise

### What exercise could I do?

I need 60 minutes of exercise a day

I could add exercise to my day by...

## Mind

### What am I worrying about?

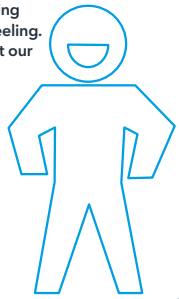
Is there anything I can do about it?

**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

- 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.

## 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	
<b>Following text at all times</b>	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.
<b>Switching the reader</b>	When you are given the instructions you are to take over the reading for a period of time. All pupils are expected to read.
<b>Holding the place</b>	Using your bookmarks to carefully note where you have stopped reading so that you can commence reading again swiftly once discussion is over.
<b>Checking the punctuation/emphasis</b>	Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text.
<b>Pointing out the error</b>	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

#### The 57 Bus – Dashka Slater (2017)

**A true story of two teenagers and the crime that changed their lives.**

**Synopsis:**

Dashka Slater’s *The 57 Bus* begins as Richard a sixteen-year-old African American boy from Oakland High School, and Sasha a genderqueer senior from a private school in Berkley, board the number 57 bus in Oakland, California. Richard and Sasha don’t know each other, but they both ride the 57 bus home from school every day. Sasha is agender, which means they don’t identify as either male or female, and their skirt draws the attention of Richard and his friends. As a prank, Richard holds a lit cigarette lighter to Sascha’s skirt. The book follows the process of the court case and examines how people from different backgrounds are treated.

**Context:**

Slater goes into depth about the targeting of trans and non-binary Americans and the extraordinary number of hate crimes that community experiences, as well as talking about Richard’s trial as an adult, and the fact that the media considered him a violent offender due to his skin colour.

## Year 10 CYCLE 2 ENGLISH


Poetic language	Meaning	Poetic structures and forms	Meaning
Simile	A comparison made using the words "like" or "as."	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme).
Metaphor	A comparison – made directly or indirectly – without using "like" or "as."	Couplet	A pair of rhyming lines which follow on from one another.
Personification	Giving human characteristics to something which is not human.	Stanza	A group of lines separated from others in a poem.
Onomatopoeia	Words which attempt to imitate sounds.	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line.
Alliteration	A repetition of consonant sounds.		
Plosive	"b," "p," "t" and "d" sounds – which can be harsh, aggressive or shocking.	Caesura	A stop or a pause in a line of poetry – usually caused by punctuation.
Sibilance	Repeated "S" sounds – most often caused by "s" "ss" and "c." These can be harsh, smooth or sickly.	Blank verse	Poetry written in non-rhyming, ten syllable lines.
Assonance	A repetition of vowel sounds.	Dramatic monologue	A poem in which an imagined speaker (a character) address the reader.
Anaphora	A repetition of words, phrases or clauses.	Elegy	A form of poetry which is about the death of its subject.
Juxtaposition	Two things being placed close together for contrasting effect.	End stopped	A line of poetry ending in a piece of punctuation which results in a pause.
Oxymoron	Using two contradictory words next to each other ( <i>cruel kindness</i> )	Epigraph	A quotation from another text, included in a poem.
Semantic field	A set of words relating to the same topic. "Foul" and "Shot" would appear in the semantic field of sports.	Lyric	An emotional, rhyming poem, most often describing the emotions caused by a specific event.
Antithesis	Placing contrasting ideas together.	Ode	A formal poem which is written to celebrate a person, place, object or idea.
Ambiguity	A word, phrase or situation where there are two or more possible meanings and it is unclear which is the correct one.	Parody	A comic imitation of another writer's work.
symbolism	When an object, place or person represents a deeper meaning.	Quatrain	A four line stanza.
Cliché	An overused phrase or saying	Sestet	A six line stanza.
Hyperbole	Exaggeration.	Sonnet	A fourteen line poem, with variable rhyme scheme, usually on the topic of love for a person, object or situation.
Irony	A use of words to mean something very different from what they appear to mean.	Free verse	Non-rhyming, non-rhythmical poetry which follows the rhythms of natural speech.
Litotes	Deliberate understatement for effect – the opposite of hyperbole.	Volta	A turning point in the line of thought or argument in poem.
Metonymy	A related item or attribute is use to replace the word normally used. For example, "suit" used to replace businessman.	opening	The start of the poem
Pathetic fallacy	When a character's feelings, thoughts or emotions are displayed through the environment around them. For example, when a character is depressed and it is raining.	resolution	The end of the poem
Persona/Narrative voice	The voice/speaker of the poem who is different from the writer.		
speaker	The narrator or voice of the poem. This is not always the poet' voice.		


YEAR 10 CYCLE 2 MATHS - Foundation Formula Quiz

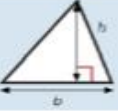
Foundation Tier

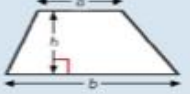
Weeks 1, 2 & 3

Areas

Rectangle =  $l \times w$  

Parallelogram =  $b \times h$  

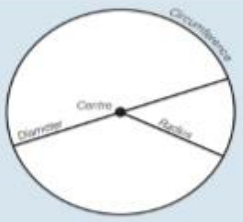
Triangle =  $\frac{1}{2} \times b \times h$  

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 =  $\pi \times \text{radius squared} = \pi r^2$



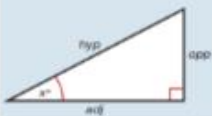
Right-angled triangles

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




Trigonometric ratios (new to F)

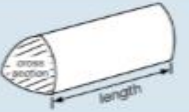
$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$ ,  $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$ ,  $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$




Weeks 4, 5 & 6


Volumes


Cuboid =  $l \times w \times h$  


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

Cylinder =  $\pi r^2 h$  

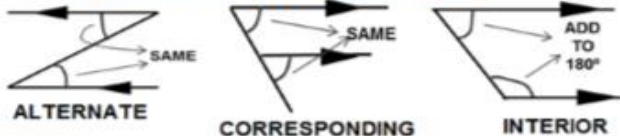
Compound measures

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

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  $360^\circ$

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

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

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

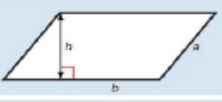
Foundation Formula Quiz

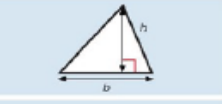
YEAR 10 CYCLE 2 MATHS - Higher Formula Quiz

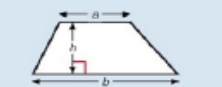
Higher Tier

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  
 $2 \times \pi \times \text{radius} = 2\pi r$  

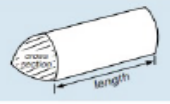
Area of a circle =  $\pi \times \text{radius squared} = \pi r^2$





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  $360^\circ$

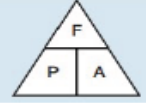
One exterior angle in a REGULAR polygon =  $\frac{360^\circ}{n}$

Interior + Exterior =  $180^\circ$

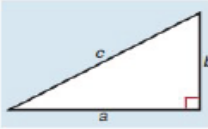
Compound measures

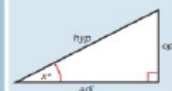
Speed =  $\frac{\text{distance}}{\text{time}}$  

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

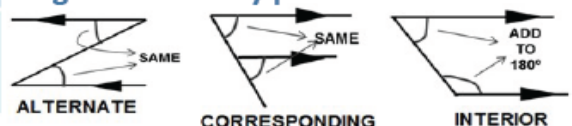
Pressure =  $\frac{\text{force}}{\text{area}}$  

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

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

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

Straight lines

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

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

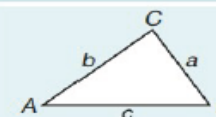
Perpendicular gradients multiply to give  $-1$ .

Trigonometric formulae

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

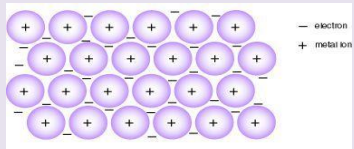
Cosine Rule  $a^2 = b^2 + c^2 - 2bc \cos A$

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



$x$	$0^\circ$	$30^\circ$	$45^\circ$	$60^\circ$	$90^\circ$
$\sin x$	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 2 COMBINED SCIENCE

Year 10 Combined Science Cycle Two	Week One	Week Two																
Key Vocabulary																		
<ol style="list-style-type: none"> <li>1. <b>Alkali:</b> a solution containing excess hydroxide ions (OH<sup>-</sup>), turns litmus blue and has a pH greater than 7</li> <li>2. <b>Anion:</b> negatively charged ion, one that has gained electron/s</li> <li>3. <b>Anode:</b> positively charged electrode</li> <li>4. <b>Base:</b> a substance that will react with an acid to form only salt and water</li> <li>5. <b>Cathode:</b> negatively charged electrode, cations collect here. Reduction occurs here.</li> <li>6. <b>Cation:</b> positively charged ion, one that has lost electron/s</li> <li>7. <b>Electrode:</b> a rod made of a metal or graphite that carries the current into or out of the electrolyte</li> <li>8. <b>Electrolysis:</b> a process in which electrical energy form a direct current supply decomposes electrolytes</li> <li>9. <b>Filtrate:</b> a solution that is passed through a filter</li> <li>10. <b>Filtration:</b> using a filter to separate insoluble substances from a liquid</li> <li>11. <b>Ion:</b> an atom or group of atoms with an electrical charge due to the gain or loss of electrons</li> <li>12. <b>Neutralisation:</b> a reaction in which an acid reacts with a base to produce a salt and water only</li> <li>13. <b>Oxidation:</b> loss of electrons or the gain of oxygen</li> <li>14. <b>Reduction:</b> gain of electrons or the loss of oxygen</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Atomic structure</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th>Particle</th> <th>Charge</th> <th>Mass</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>Proton</td> <td>+ 1</td> <td>1</td> <td>Nucleus</td> </tr> <tr> <td>Neutron</td> <td>0</td> <td>1</td> <td>Nucleus</td> </tr> <tr> <td>Electron</td> <td>- 1</td> <td>1/1835</td> <td>Electron shell</td> </tr> </tbody> </table> </li> <li>2. There is always the same number of protons &amp; electrons in an atom.</li> <li>3. <b>Atomic mass</b> = protons + neutrons</li> <li>4. <b>Atomic number</b> = protons</li> <li>5. <b>Mendeleev</b> arranged the Periodic Table in order of increasing atomic mass but this isn't true in some cases because of the masses of some of the <b>isotopes</b>.</li> </ol>	Particle	Charge	Mass	Location	Proton	+ 1	1	Nucleus	Neutron	0	1	Nucleus	Electron	- 1	1/1835	Electron shell	<ol style="list-style-type: none"> <li>1. <b>Ionic bonding:</b> <ol style="list-style-type: none"> <li>a) is the <b>transfer of electrons</b> to gain a full outer shell forming oppositely charge particles that attract due to <b>electrostatic forces of attraction</b></li> <li>b) occurs between a <b>metal</b> and a <b>non-metal</b></li> <li>c) forms substances with have <b>high melting</b> and <b>boiling</b> points</li> </ol> </li> <li>2. When ionic substances are <b>molten</b> or dissolved in solution they <b>conduct electricity</b> because the <b>free electrons</b> can carry a <b>current</b>.</li> <li>3. For a substance to <b>conduct</b> electricity:           <ol style="list-style-type: none"> <li>a) It must contain <b>charged particles</b></li> <li>b) These particles must be <b>free</b> to move</li> </ol> </li> </ol>
Particle	Charge	Mass	Location															
Proton	+ 1	1	Nucleus															
Neutron	0	1	Nucleus															
Electron	- 1	1/1835	Electron shell															
	Week Three	Week Four																
	<ol style="list-style-type: none"> <li>1. <b>Covalent bonding:</b> <ol style="list-style-type: none"> <li>a) takes place to form atoms with a <b>full</b> outer shell</li> <li>b) occurs between a <b>non-metal</b> and a <b>non-metal</b></li> <li>c) is when a <b>pair of electrons</b> is <b>shared</b> between <b>two atoms</b></li> </ol> </li> <li>2. <b>The structure and bonding</b> of substances results in <b>different properties</b> such as <b>melting point</b> and <b>boiling point</b>.</li> <li>3. <b>Covalent</b> substances typically have:           <ol style="list-style-type: none"> <li>a) low melting points</li> <li>b) low boiling points</li> <li>c) poor conductivity of electricity</li> </ol> </li> <li>4. Examples of <b>simple covalent</b> structures include: hydrogen, water, methane, oxygen and carbon dioxide.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Metals and metallic bonding</b> <ol style="list-style-type: none"> <li>a) Metals are <b>malleable</b> which means they can be hammered and rolled into shape without shattering.</li> <li>b) Metals can <b>conduct electricity</b> because of the presence of free charge particles that can carry a current (<b>delocalised electrons</b>)</li> <li>c) Metals that can contribute a larger number of free electrons have higher conductive properties than those that contribute less. E.g .Mg<sup>2+</sup> compared to K<sup>+</sup></li> </ol> </li> </ol> <div style="text-align: right; margin-top: 10px;">  <p style="font-size: small; margin: 0;">- electron + metal ion</p> </div>																

## Year 10 CYCLE 2 COMBINED SCIENCE

Week Five	Week Six	Week Seven																		
<p>1. <b>Indicators</b> are used to determine whether a solution is <b>acid, alkaline</b> or <b>neutral</b>.</p> <p>2. <b>Acids</b> contribute <b>hydrogen ions (H<sup>+</sup>)</b> and have a <b>pH</b> between <b>1-6</b>.</p> <p>3. <b>Alkalis</b> contribute <b>hydroxide ions (OH<sup>-</sup>)</b> and have a <b>pH</b> between <b>8-14</b>.</p> <p>4. <b>Neutral</b> substances have a <b>pH</b> of <b>7</b>.</p> <p>5. The <b>higher</b> the <b>concentration</b> of <b>hydrogen ions</b> the <b>lower</b> the <b>pH</b>.</p> <table border="1"> <thead> <tr> <th colspan="3">Colours of different indicators in acid and alkali</th> </tr> <tr> <th>Indicator</th> <th>Acid</th> <th>Alkali</th> </tr> </thead> <tbody> <tr> <td>Universal indicator</td> <td>Red</td> <td>Blue</td> </tr> <tr> <td>Litmus</td> <td>Red</td> <td>Blue</td> </tr> <tr> <td>Phenolphthalein</td> <td>colourless</td> <td>Pink</td> </tr> <tr> <td>Methyl orange</td> <td>red</td> <td>yellow</td> </tr> </tbody> </table>	Colours of different indicators in acid and alkali			Indicator	Acid	Alkali	Universal indicator	Red	Blue	Litmus	Red	Blue	Phenolphthalein	colourless	Pink	Methyl orange	red	yellow	<p>1. A <b>base</b> is any substance that reacts with an <b>acid</b> to form <b>water</b> and <b>salt only</b> in a <b>neutralisation</b> reaction.</p> <p>2. <b>Acid + base → Salt + water</b></p> <p>3. <b>Copper oxide + sulfuric acid → Copper sulfate + water</b></p> <p>4. Add the <b>acid</b> in <b>excess</b> to ensure all the solid reacts.</p> <p>5. The <b>unreacted</b> solid (<b>residue</b>) is removed using a filter funnel.</p> <p>6. The liquid that has been filtered (filtrate) contains <b>salt</b> and <b>water only</b>.</p> <p>7. A <b>soluble</b> salt is one which will <b>dissolve</b> in <b>water</b>.</p>	<p>1. Alkalis are <b>soluble</b> bases.</p> <p>2. <b>Neutralisation</b> is a reaction between an <b>acid</b> and a <b>base</b>.</p> <p>3. <b>Acid + base → Salt + water</b></p> <p>4. <b>Acid + metal → salt + hydrogen</b></p> <p>5. <b>Acid + metal oxide → salt + water</b></p> <p>6. <b>Acid + metal hydroxide → salt + water</b></p> <p>7. <b>Acid + metal carbonate → salt + water + carbon dioxide</b></p>
Colours of different indicators in acid and alkali																				
Indicator	Acid	Alkali																		
Universal indicator	Red	Blue																		
Litmus	Red	Blue																		
Phenolphthalein	colourless	Pink																		
Methyl orange	red	yellow																		
Week Eight	Week Nine	Week Ten																		
<p>1. <b>Solubility</b> rules:</p> <ol style="list-style-type: none"> <li>all sodium, potassium and ammonium salts are soluble</li> <li>all nitrates are soluble</li> <li>all chlorides are soluble except silver and lead are soluble</li> <li>common sulfates are soluble except lead, barium and calcium</li> <li>common carbonates, hydroxides are insoluble except sodium, potassium and ammonium</li> </ol> <p>2. <b>Acid + metal carbonate → salt + water + carbon dioxide</b></p> <p>3. Test for <b>hydrogen</b>: place a <b>lit splint</b> over the top of a test tube, you will hear a <b>squeaky pop</b> if <b>hydrogen</b> is <b>present</b>.</p> <p>4. Test for <b>carbon dioxide</b>: <b>bubble</b> the gas though lime water, the solution will go <b>cloudy white</b> if it is present.</p>	<p>1. <b>Electrolysis</b> of copper sulfate can be completed using <b>graphite (inert)</b> or <b>copper electrodes</b>.</p> <p>2. The <b>products</b> of <b>electrolysis</b> depend on whether the <b>salt</b> is in <b>solution (dissolved in water)</b> or <b>molten</b>.</p> <p>3. <b>Positively charged cations</b> will collect at the <b>cathode</b>.</p> <p>4. <b>Negatively charged anions</b> will collect at the <b>anode</b>.</p> <p>5. If the salt is <b>molten</b> it <b>splits into</b> its <b>ions</b>, e.g., NaCl forms Na<sup>+</sup> and Cl<sup>-</sup>.</p> <p>6. If the <b>salt</b> is in solution the <b>water</b> will also <b>split</b> into its <b>ions which creates OH<sup>-</sup> and H<sup>+</sup></b>.</p>	<p>1. <b>Electrolysis core practical:</b></p> <p>2. <b>Wear goggles</b> to <b>prevent chemicals</b> getting into your <b>eyes</b>.</p> <p>3. With <b>copper electrodes</b></p> <ol style="list-style-type: none"> <li>the <b>anode loses mass</b> and the <b>cathode gains mass</b></li> <li>as the <b>current increases</b> the loss in <b>mass</b> of the <b>anode increases</b> and the <b>gain in mass</b> at the <b>cathode increases</b></li> </ol> <p>4. With <b>graphite electrodes:</b></p> <ol style="list-style-type: none"> <li><b>Copper metal</b> collects at the <b>cathode</b></li> <li><b>Oxygen</b> is produced at the <b>anode</b></li> </ol> <p>5. <b>Oxidation</b> occurs at the <b>anode</b></p> <p>6. <b>Reduction</b> occurs at the <b>cathode</b></p>																		



## Year 10 CYCLE 2 GEOGRAPHY - Changing Economic World (Paper 2)

### WEEK 1

**Development** is an improvement in living standards through better use of resources.

**Economic:** This is progress in economic growth through levels of industrialisation and use of technology.

**Social:** This is an improvement in people's standard of living, for example, clean water and electricity.

**Environmental:** This involves advances in the management and protection of the environment.

#### Measuring development

**Employment type:** The proportion of the population working in primary, secondary, tertiary and quaternary industries.

**Gross Domestic Product (GDP) per capita:** The total value of goods and services produced by a country in a year divided by its population.

**Literacy rate:** The percentage of the population over the age of 15 who can read and write.

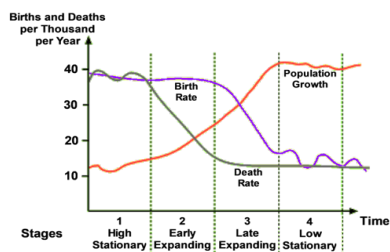
**Human Development Index (HDI):** A number that uses life expectancy, education level and income per person.

### WEEK 2

**LICs:** Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living

**NEEs:** Countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.

**HICs:** These countries are wealthy with a high GNI per capita and high standards of living. These countries spend money on services.



**Stage 1:** High birth and death rates, low population growth

**Stage 2:** Birth rate remains high, death rate falls, population rising.

**Stage 3:** Low death rate, falling birth rate, increasing population.

**Stage 4:** Low birth and death rate, population steadies.

**Stage 5:** Falling death rate and low birth rate leading to natural decrease of the population.

### WEEK 3

#### Human factors affecting uneven development

**Aid:** Helps countries develop key projects for infrastructure faster. Improve services such as schools and hospitals. Too much reliance on aid hinders development though.

**Trade:** Countries that export more than the import have a trade surplus. Trading goods and services is more profitable than raw materials.

**Education:** Creates a skilled workforce, meaning people earn more money and can pay more taxes which helps to develop the country.

**Politics:** Corruption in local and national governments. Stability of the government can affect their ability to trade and to invest in services and infrastructure.

**History:** Colonialism has helped Europe develop but slowed the development of other countries. Countries which have already industrialised benefit economically today.

**Health:** Lack of clean water and poor healthcare means a large number of people suffer from diseases. People who are ill cannot work so make little contribution to the economy.

### WEEK 4

#### Physical factors affecting uneven development

**Natural resources:** Fuel sources such as oil. Minerals and metals. Availability of timber. Access to safe water.

**Natural hazards:** Frequent hazards undermines development. Benefits from volcanic material and floodwater.

**Climate:** Reliability of rainfall to benefit farming. Extreme climates limit industry and affects health. Climate can attract tourists.

**Location/terrain:** Landlocked countries may find trade difficult. Mountainous terrain makes farming more challenging.

#### Consequences of uneven development

**Wealth:** People in HICs have higher incomes than those in LICs/NEEs

**Health:** Better healthcare means that people in HICs live longer.

**Migration:** If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

### WEEK 5

#### Reducing the development gap

**Microfinance loans:** Involves people in LICs receiving small loans from traditional banks. Loans enable them to start their own businesses. Might not be effective at a large scale.

**Aid:** Given from one country to another as money or resources. Improve literacy rates, building dams, improving agriculture. Can be wasted by corrupt governments.


**Fair trade:** Movement where farmers get paid a fair price for the goods produced. Paid fairly so they can improve healthcare and schools. In reality, only a small proportion of extra money reaches the producers.

**Foreign-direct investment:** when one country buys property or infrastructure in another country. Leads to better access to finance, technology and expertise. Investment can come with ties that countries need to meet.

**Debt relief:** When a country's debt is cancelled or interest rates are lowered. Means more money can be spent on development. Locals might not always get a say. There might be ties from the donor country.

**Technology:** Includes tools, machines and affordable equipment. Renewable energy is less expensive and polluting. Requires investment in skills to operate machinery.

Year 10 CYCLE 2 GEOGRAPHY - Changing Economic World (Paper 2)

WEEK 6 

**CASE STUDY: Reducing the development gap in Jamaica**

Jamaica is a LIC island nation in the Caribbean. Location makes Jamaica an attractive place for visitors to explore the tropical blue seas, skies and palm filled sandy beaches.

**Tourist economy:** In 2015, 2.12 million visited. Tourism contributes 27% of GDP and will increase to 38% by 2025. 130,000 jobs rely on tourism. Global recession in 2008 caused a decline in tourism.

**Multiplier effect:** Jobs from tourism have meant that more money has been spent in shops and other businesses. Government invested in infrastructure to support tourism. New sewage treatment plants reduced pollution.

**Development problems:** Tourists do not always spend very much money outside of their resorts. Infrastructure improvements have not spread to the whole island. Many people still live in poor quality housing and lack basic services such as healthcare.

WEEK 7 

**CASE STUDY: Economic development in Nigeria**



Nigeria is a NEE in West Africa, north of the equator. Most populous and economically powerful country in Africa. Economic growth has been based on oil exports.

**Influences upon Nigeria's development**

**Political:** Suffered instability with a civil war between 1967 and 1970. From 1999, more stable with free and fair elections. Stability encouraged investment from USA and China.

**Social:** Multi-cultural, multi-faith society. Mostly a strength, but diversity has caused regional conflicts from groups such as Boko Haram terrorists.

**Cultural:** Diversity has created rich and varied artistic culture as well as literacy and film (Nollywood). Successful football team.

WEEK 8 

**CASE STUDY: Economic development in Nigeria**

**Industrial structures:** Once based on agriculture, 50% of its economy is now manufacturing and services. A thriving manufacturing industry is increasing foreign investment and employment.

**The role of TNCs:** played an important role on Nigeria's economy (e.g. Shell). Profits often go to HICs. Oil spills have damaged fragile environments.

**Changing relationships:** Role with the African Union and UN. Growing links with China with huge investment in infrastructure. Main import includes petrol (EU), cars (Brazil) and phones (China).

**Environmental impacts:** 2008-2009 oil spill devastated swamps and ecosystems. Industry caused toxic chemicals to be discharged in open sewers risking human health. 80% of forest have been cut down increasing CO<sub>2</sub> emissions.

**Aid and debt relief:** Receives \$5 billion per year in aid. Aid groups have improved health centres, mosquito nets and protect against HIV/Aids

**Life expectancy increased from 46 to 53 years.**

WEEK 9 

**CASE STUDY: Economic change in the UK**



One of the largest economies in the world. Huge political, economic and cultural influences. UK has global transport links e.g. Heathrow and Eurostar.

**Causes of economic change:** Deindustrialisation. Globalisation which has meant that many industries have moved overseas, where labour costs are lower.

**Towards post-industrial:** the quaternary industry has increased whilst secondary decreased. Primary & tertiary stayed steady. Big increase in professional and technical jobs.

**Science parks:** groups of scientific and technical knowledge-based businesses on a single site. Access to transport routes. Educated workers. Attractive working environment. Clusters of high-tech businesses.

WEEK 10 

**CASE STUDY: Economic change in the UK**

**UK car industry:** Every year the UK makes 1.5 million cars. Factories owned by large TNCs e.g. Nissan. 7% of energy used in their factories is from wind energy. New cars more energy efficient and lighter. Nissan produces electric and hybrid cars.

**Change to the rural landscape**

**Social:** Rising house prices caused tension in villages. Unpopulated during the day causing loss of identity. Resentment towards migrant communities.

**Economic:** lack of affordable housing for local first time buyers. Sale of farmland increased rural unemployment.

Improvements to transport: £15 billion 'Road Improvement Strategy'. This will involve 10 new roads and 1600 extra lanes. £50 billion HS2 railways to improve connections between cities. £18 billion on Heathrow's controversial third runway.

**UK North/South divide:** wages lower and education worse in the north. Health better in south. Northern Powerhouse project to resolve regional differences.



Year 10 CYCLE 2 HISTORY



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## Knowledge Organiser: Early Elizabethan England unit 1

### Timeline of key dates

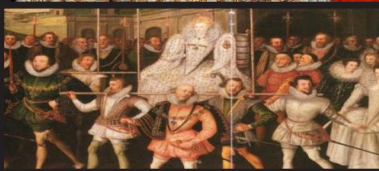
<b>1533</b>	Birth of Elizabeth to Henry VIII and Anne Boleyn.
<b>1558</b>	Elizabeth accedes to the throne on the death of her sister, Mary Tudor.
<b>1559</b>	The Elizabethan religious settlement: the Acts of Supremacy and Uniformity.
<b>1568</b>	Mary, Queen of Scots flees to England.

### Key events / individuals

Elizabeth I: The Protestant daughter of Henry VIII and Anne Boleyn. Queen of England, 1558-88
Mary Tudor or Mary I: Elizabeth's Catholic half-sister who was queen before Elizabeth (1553-1558).
Philip II: The Catholic King of Spain.
Mary, Queen of Scots: Elizabeth's Catholic cousin. Many English Catholics believed that she should be queen.
Lord Darnley: Mary, Queen of Scots' first husband (a violent drunkard who was killed in 1567).

### Key vocabulary

Catholics: Christians who remained loyal to the Pope. Spain, France and Scotland were all Catholic countries.
Clergy: People who have been trained and approved for carrying out religious services in the Church. For example, priests.
Court: The community of people who lived with the Queen, including advisers, officials, ladies-in-waiting and servants.
Heir: The next-in-line to the throne, usually the monarch's oldest son.
Illegitimate: To be born to unmarried parents. Catholics accused Elizabeth of being illegitimate because the Pope had not agreed to her parents' marriage.
Mass: The name given to the Communion Service by Catholics.
Monarch: A king or queen.
Parliament: Summoned by the Queen when she needed laws passed or taxes raised.
Privy Council: The committee of ministers appointed by Elizabeth to advise her.
Protestants: Christians who had broken away from the Catholic Church and the power of the Pope.
Puritans: Extreme Protestants who wanted to remove all Catholic practices and rituals from the Church of England.
Reformation: The split in the Church in the 16 <sup>th</sup> century between Protestants and Catholics.
Secretary of State: The most important person in the Privy Council who organised all government business and who was in close contact with the Queen.
Taxation: Money collected by the government to pay for the running of the country.
Tudor: The name of the English royal family from 1485-1603.



#### Key to colours:

Learn these words for week 1 / Learn these words for weeks 2&3 / Learn these words for week 4



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## Knowledge Organiser: Early Elizabethan England unit 2

Timeline of key dates		Key events / individuals	Key vocabulary
1569	Revolt of the Northern Earls aims at placing Mary, Queen of Scots on the throne.	Earl of Northumberland & Earl of Westmorland: Leaders of the revolt of 1569 to overthrow Elizabeth and restore Catholicism.	Ambassador: Official envoy representing a state or country in a foreign land (e.g. a Spanish ambassador in England).
		Roberto Ridolfi: An Italian banker used by Mary, Queen of Scots to carry messages calling for an invasion of England.	Armada: Spanish word meaning a naval fleet or group of warships. Flyboat: A small, fast sailing boat.
1570	Pope Pius V excommunicates Elizabeth from the Catholic Church.	Duke of Norfolk: Key player in the Ridolfi plot. Planned to marry Mary, having restored Catholicism. Executed in January 1572.	Galleon: A large sailing ship with several decks, used in Spain between the 15 <sup>th</sup> and 18 <sup>th</sup> centuries, originally as a warship and later for trade.
1571	The Ridolfi Plot.	Francis Throckmorton: A young English Catholic who carried letters between Mary, Queen of Scots and the French and Spanish ambassadors. Executed in July 1584.	Governor General: Ruler of the Netherlands in the 16 <sup>th</sup> century in the absence of the monarch.
1583	The Throckmorton Plot.	Anthony Babington: A 25-year-old Catholic who carried letters for Mary. Part of a plot to assassinate Elizabeth. Executed in September 1586.	Lord High Admiral: Appointed by the monarch to take control of all navy operations.
1585	War begins between England and Spain.	Robert Dudley: The Earl of Leicester. Sent to the Netherlands in 1585 and gave his support to Protestant rebels there.	Netherlands: European country on English Channel. Part of Spain's empire and therefore a threat to England.
1586	The Babington Plot.	Francis Drake: Son of a Devon farmer who gained fame as sailor and Protestant preacher. Circumnavigate the world in 1577-80. Vice Admiral of the fleet which defeated the Spanish Armada in 1588.	Pinnace: A small ship with oars and sails.
1587	Execution of Mary, Queen of Scots.		
	Drake's assault on the Spanish fleet in Cadiz harbour.		
1588	The Spanish Armada sent against England.		

**Key to colours:**  
 Learn these words for week 7 /  
 Learn these words for week 6 /  
 Learn these words for weeks 7



## Year 10 CYCLE 2 HISTORY



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## Knowledge Organiser: Early Elizabethan England unit 3

Timeline of key dates	Key events / individuals	Key vocabulary
<b>1572</b> Act for the Punishment of Vagabonds establishes harsh treatment of offenders. Censorship of plays introduced. All acting companies had to have a royal licence.	Vagabonds (top left): Travelling homeless beggars. William Shakespeare (top right): The most famous English playwright whose works were performed in The Globe theatre.	<b>Astrolabe:</b> An instrument used by sailors to calculate their position by the stars. <b>Bullion:</b> Bars of gold and silver such as those being shipped to the Spanish Netherlands.
<b>1576</b> Act for Relief of the Poor displays a more enlightened (kinder) attitude towards poverty. The first theatre to be built since Roman times opened just outside London. It was named 'The Theatre'!	Christopher Marlowe: Another famous Elizabethan writer of plays. His most acclaimed work was 'The Jew of Malta', a black comedy. Francis Drake: (bottom left): Sailor, pirate (?) and privateer who cleared England's debt with the riches made from just one voyage.	<b>Colonists:</b> People who have settled in a colony. <b>Colony:</b> A country (or piece of land) under the full or partial control of another, and occupied by settlers of that country.
<b>1577</b> Drake begins his circumnavigation of the globe: the expedition lasts three years.	Walter Raleigh (bottom right): Sailor, explorer and visionary who wanted to create Virginia as a North American colony in Elizabeth's honour.	<b>Garrison:</b> A body of troops stationed in a fortified place such as a fort. <b>Gloriana:</b> A name given to Elizabeth I because she was so gloriously successful.
<b>1585</b> The first attempt by Raleigh to establish the colony of Virginia. Starving colonists were rescued by Drake in 1586.		<b>Latitude and longitude:</b> Imaginary lined circling the globe from horizontally (latitude) and vertically (longitude).
<b>1587</b> The second expedition to Virginia. When John White returned with supplies in 1590, the colonists had mysteriously disappeared.		<b>Empire:</b> A collection of colonies. A <i>maritime</i> empire was one in which the ruling country had control of the seas.
<b>1558-1603</b> 72 new grammar schools were founded during Elizabeth's reign. These were usually attended by sons of gentry, merchants and yeomen.		<b>Masques:</b> Court entertainments in which famous events were shown through dance and mime. <b>Mutiny:</b> An open rebellion against authority, often among soldiers and sailors.
<b>By 1603</b> It was estimated that only 30% of men and less-than 10% of women could read and write.		<b>New World:</b> The 16 <sup>th</sup> century name for North and South America. <b>Piracy:</b> The practice of attacking and robbing ships at sea. <b>Religious crusade:</b> A holy war with a religious purpose, usually to capture and convert lands.
<b>Key to colours:</b> <b>Learn these words for weeks 8</b> <b>Learn these words for weeks 9</b> <b>Learn these words for weeks 10</b>		<b>Vagabondage:</b> Vagrancy, homelessness, wandering without a purpose. Vagabonds were seen as a threat to society in the 16 <sup>th</sup> century and were often treated harshly. <b>Yeomen:</b> Farmers who owned their own land. Some grew quite wealthy during Elizabeth's reign.

## Year 10 CYCLE 2 SPANISH

Week 1		Week 2		Week 3		Week 4		Week 5	
<b>el ayuno</b>	fasting	<b>actualmente</b>	now, at present	<b>además</b>	furthermore	<b>aparecer</b>	to appear	<b>animado/a</b>	lively
<b>la carne</b>	meat	<b>al final</b>	at the end	<b>la alegría</b>	joy	<b>caribeño/a</b>	caribbean	<b>cada</b>	each, every
<b>la celebración</b>	celebration	<b>cierto/a</b>	certain	<b>antes</b>	before	<b>como</b>	like	<b>la canción</b>	song
<b>la compañía</b>	company	<b>claro</b>	of course	<b>la calle</b>	street	<b>conocer</b>	to (get to) know	<b>caro/a</b>	expensive
<b>el desayuno</b>	breakfast	<b>conmigo</b>	with me	<b>el calor</b>	heat	<b>conocido/a</b>	known, familiar	<b>emocionante</b>	exciting
<b>el desfile</b>	parade	<b>la costumbre</b>	custom, tradition	<b>el campo</b>	countryside	<b>la derecha</b>	right	<b>el estilo</b>	style
<b>disfrutar</b>	to enjoy	<b>dormir</b>	to sleep	<b>desde</b>	since	<b>despertarse</b>	to wake up	<b>Estados Unidos</b>	United States
<b>el esfuerzo</b>	effort	<b>estar de acuerdo</b>	to agree	<b>después</b>	after	<b>empezar</b>	to start	<b>la forma</b>	way
<b>hace...</b>	...ago	<b>la fiesta</b>	party	<b>entre</b>	between	<b>el espectáculo</b>	show	<b>llevar</b>	to wear
<b>importar</b>	to matter	<b>la iglesia</b>	church	<b>esperar</b>	to wait, hope	<b>la estrella</b>	star	<b>mejor</b>	better, best
<b>la luz</b>	light	<b>la letra</b>	lyric	<b>la feria</b>	fair	<b>la izquierda</b>	left	<b>morir</b>	to die
<b>la Navidad</b>	Christmas	<b>nosotros/as</b>	we	<b>llegar</b>	to arrive	<b>la mezcla</b>	mixture	<b>nuestro/a</b>	our
<b>la Nochebuena</b>	Christmas Eve	<b>el pastel</b>	cake	<b>llenar</b>	to fill	<b>nacer</b>	to be born	<b>opinar</b>	to believe, think
<b>la Nochevieja</b>	New Year's Eve	<b>el/la peluquero/a</b>	hairdresser	<b>el lugar</b>	place	<b>otro/a</b>	other	<b>pasar de moda</b>	to be out of fashion
<b>la Pascua</b>	Easter	<b>precioso/a</b>	beautiful	<b>muerto/a</b>	dead	<b>para</b>	for, in order to	<b>la película</b>	film
<b>el principio</b>	beginning	<b>la Quinceañera</b>	girl's 15 <sup>th</sup> birthday	<b>ninguno/a</b>	no, none	<b>el paso</b>	step	<b>presentarse</b>	to appear, give
<b>el regalo</b>	present, gift	<b>recoger</b>	to pick up, collect	<b>el olor</b>	smell	<b>el pie</b>	foot	<b>seguir</b>	to continue, follow
<b>sacar fotos</b>	to take photos	<b>sorprender</b>	to surprise	<b>poder</b>	to be able to	<b>seguro/a</b>	sure	<b>tanto/a</b>	so many, so much
<b>la Semana Santa</b>	Holy Week (Easter)	<b>un montón de</b>	lots of	<b>ponerse</b>	to put on	<b>el/la último/a</b>	last	<b>todavía</b>	still
<b>los Tres Reyes Magos</b>	the Three Wise Men	<b>vestirse</b>	to get dressed	<b>traer</b>	to bring	<b>ya</b>	now, already	<b>la vez</b>	time
<b>el/la vecino/a</b>	neighbour	<b>la videoconsola</b>	videogame console	<b>el zapato</b>	shoe				

**Year 10, Theme 2, Unit 5: Customs, Festivals & Celebrations**

**Year 10, Theme 2, Unit 6: Celebrity Culture**

**Verbs** are in **GREEN**

**Feminine nouns** are in **PINK**

**Masculine nouns** are in **BLUE**

**Adjectives** are in **AMBER**

## Year 10 CYCLE 2a WEST EXE BACCALAUREATE - DEMOCRACY AND GOVERNMENT

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<p><b>Inclusive franchise:</b> Everyone who is eligible should be given the opportunity to vote</p>	<p><b>Political party:</b> An organisation whose members share similar political views</p>	<p><b>Referendum:</b> Where voters vote on an issue and the Government has to accept, and implement, that decision</p>	<p><b>Representative democracy:</b> A system of democracy where voters choose someone to represent their views in a Parliament or Council</p>	<p><b>Constituency:</b> The area represented by a Member of Parliament or local councillor</p>
<p><b>The concept of democracy</b></p> <ul style="list-style-type: none"> <li>Put simply, democracy is <b>'rule by the people'</b>. It is the opposite of a dictatorship, where one person has all the power, and makes all the decisions.</li> <li>The UK is a <b>"representative democracy with fixed term sovereign parliaments"</b>. This means that the electorate vote for people to represent them in Parliament.</li> <li>Unless there are special circumstances, a general election must be held every five years. Because the UK has <b>'sovereign parliaments'</b>, it means that Parliament is the highest source of authority in the UK and, therefore, is the most important part of the democratic system.</li> </ul>				
<p><b>The key features of democratic government</b></p> <p><b>1. An inclusive franchise.</b> A system can only be truly democratic if everyone is involved. This is called <b>pluralism</b>.</p> <p><b>2. Regular, free and fair elections.</b> General elections are held every 5 years. There is no charge to register to vote or to vote. Safeguards are in place to ensure fairness.</p> <p><b>3. A secret ballot.</b> Voters are able to vote in secret and their vote is anonymous.</p> <p><b>4. A choice of candidates and political parties.</b> Voters need to be able to choose from parties and candidates representing a wide range of policies and views so they can choose the party or candidate that best represents their own views.</p>	<p><b>Values underpinning democracy</b></p> <p><b>1. The rule of law.</b> The law should equally and fairly be applied to all people.</p> <p><b>2. Personal freedom.</b> Everyone should be free to vote for who they want to, or to not vote. They should also be able to stand for election.</p> <p><b>3. Tolerance and respect for diversity.</b> A person's age, gender, ethnicity, sexual orientation, beliefs, etc should be respected by all. All views should be considered when making decisions.</p> <p><b>4. Equal opportunity.</b> All people should have the same opportunities to participate in voting, to protest, peacefully, against policies they disagree with and to stand as an elected representative.</p>	<p><b>Electoral systems used within the UK</b></p> <p><b>First-Past-the-Post</b> On polling day, the ballot paper is made up of candidates who are members of parties or independents. Voters put a cross next to their favourite candidate.</p> <p>The candidate with the most votes in an area becomes the MP. This is repeated in 650 constituencies across the country. The party with the most MPs forms the Government.</p> <p><b>Additional Member System</b> Voters are given two ballots. On the first, the voter marks their preferred candidate to represent their constituency. On the other ballot, the voter for their preferred party.</p>	<p><b>Electoral systems used within the UK</b></p> <p><b>Single Transferable Vote</b> Voters put numbers next to candidates, with their favourite candidate as 1, their 2<sup>nd</sup> favourite as 2, etc. They don't have to number all candidates. Once all the votes are counted, any candidates who have more than the stated quota are elected. If no candidate gets elected, the one with the fewest votes is eliminated, and their votes redistributed.</p> <p><b>Closed Party List System</b> Each party publishes a list of candidates for an area. Voters mark the party they support. A party gets seats roughly in proportion to its vote, and seats are filled depending on an order the parties choose.</p>	<p><b>FPTP vs PR</b></p> <p>The advantages of FPTP are that it is simple to understand and easy to organise. It is also more likely to lead to a majority government than other systems and it means that voters have a single representative who they can contact about local issues. However, FPTP is not perfect.</p> <p>Many people think that PR better reflects the views of the electorate as seats gained are in proportion to votes received. However, PR also has its disadvantages. One problem is constituencies may no longer have a local representative to argue their viewpoints in Parliament. Secondly, PR is much more likely to result in a minority government.</p>

Year 10 CYCLE 2b WEST EXE BACCALAUREATE - Healthy Relationship Values

WEEK 1: Key terms	WEEK 2: Types of abuse	WEEK 3: Signs of abuse	WEEK 4: Consent	WEEK 5: The law
<p><b>Domestic abuse:</b> Violence or other abuse by one person against another in a domestic setting, such as marriage, cohabitation or between siblings.</p> <p><b>Sexual consent:</b> The giving of permission by a person to engage in any form of sexual activity including penetrative and oral sex.</p> <p><b>Affirmative consent:</b> Consent is only given when a person agrees verbally to engage in sexual activities including penetrative and oral sex.</p> <p><b>Coercion:</b> The action or practice of persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats.</p> <p><b>Minor:</b> A person who is under the age of 18 and legally considered a child.</p>	<p><b>Physical abuse:</b> Hitting, shoving, grabbing, biting, etc. are types of physical abuse. Physical abuse also includes denying a partner medical care or forcing alcohol and/or drug use upon him or her.</p> <p><b>Sexual abuse:</b> Coercing or attempting to coerce any sexual contact or behavior without consent. Sexual abuse includes rape, attacks on sexual parts of the body or treating someone in a sexually demeaning manner.</p> <p><b>Emotional abuse:</b> Undermining an individual's sense of self-worth and/or self-esteem. This may include constant criticism, put-downs name-calling, etc.</p> <p><b>Economic abuse:</b> Making or attempting to make a person financially dependent by maintaining total control over financial resources, stopping access to money, or stopping someone from working.</p> <p><b>Psychological abuse:</b> This includes causing fear by intimidation, threatening physical harm to self or another person, harming pets, damaging property; and forcing isolation.</p>	<p><b>Physical</b> Unexplained and an increase in Injuries such as: black eyes; busted lips; red or purple marks on the neck; sprained wrists; bruises on the arms, etc.</p> <p>It's also common for someone to try to cover up the physical signs with long clothing, heavy makeup or wearing sunglasses inside.</p> <p><b>Emotional</b> Domestic abuse, of course, can take a serious emotional toll, creating a sense of helplessness, hopelessness, or despair.</p> <p>Other emotional signs of abuse include: low self-esteem; extremely apologetic or meek; seeming fearful, changes in sleep habits; agitation, anxiety, or constant apprehension; developing a drug or alcohol problem; loss of interest in daily activities.</p> <p><b>Social</b> If you notice that someone who was once outgoing and cheerful has gradually become quiet and withdrawn, it could be a sign of social abuse.</p>	<p><b>Consent is:</b></p> <p><b>Freely given.</b> It's not okay to pressure, trick, or threaten someone into saying yes. <b>Reversible.</b> It's okay to say yes and then change your mind — at any time. <b>Informed.</b> You can only consent to something if you have all the facts. <b>Enthusiastic.</b> You should do stuff you want to do, not what people expect you to do. <b>Specific.</b> Saying yes to one thing doesn't mean you're saying yes to other things (like having sex).</p> <p><b>When there is no consent:</b></p> <p><b>When a person is drunk or high,</b> to the point that they are unable to speak or look after themselves. <b>Asleep or passed out</b> – If they are not conscious, they are unable to agree to any sexual activity. <b>They are underage</b> – Legally a person under the age of 16 cannot give consent to any sexual activity. <b>Mental disability or learning difficulties</b> which mean they are unable to fully understand what they are consenting to.</p>	<p><b>What does the law say?</b> <b>Rape:</b> A rape is when a person uses their penis without consent to penetrate another person. Rape is punished by a maximum of fifteen years in prison. <b>Aggravated Rape</b> is punished by a maximum of twenty years in prison. Both offences would result in placement on the sex offenders' register.</p> <p><b>Sexual assault:</b> This is when a person is coerced or physically forced to engage against their will, or when a person, touches another person sexually without their consent. Sexual assault can result in up to 10 years in prison and placement on the sex offenders' register</p> <p><b>Sex between minors:</b> When both parties involved the sexual activity are under 16 but have consented to the activity. Technically the law is that if two 13 to 15 year old's engage in consensual sexual activity and each knows that the other is under 16, they will both be guilty of an offence carrying a maximum custodial sentence of five years, however it is unlikely the CPS will prosecute. If one party is under 13 and the other under 18 it is statutory rape which is punishable by life imprisonment, but the average is 6-7 years when prosecuted.</p>



## INTRODUCTION OF GRAMMAR

NAME	DEFINITION	EXAMPLE
Types of Verbs	<b>Verb</b> A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being.	The boy <b>ran</b> to the park. I <b>was</b> here long ago.
	<b>Auxiliary Verbs</b> 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 <b>is</b> reading a book. We <b>were</b> going to the beach. I <b>had</b> to eat the cake.
	<b>Modal Verbs</b> These combine with other verbs to express necessity, possibility, and intention.	You <b>should</b> know what modal verbs are. He <b>might</b> not know the milk has gone bad. I <b>ought</b> to stop eating so much cake.
	<b>Participles</b> They are words formed from verbs and look like verbs, but they are used as adjectives (i.e. they describe a noun). <b>Past participles</b> end in 'ed'; <b>present participles</b> end in 'ing'. These will always be non-finite.	In the house, there was a <b>screaming</b> witch. The worried man kept eating the cake. The <b>dying</b> woman reached for the hand of her <b>weeping</b> son.
	<b>Gerunds</b> 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	<b>Finite or Non-finite Verbs</b> 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 <b>sat</b> on the bench, <b>looking</b> at the ducks. <i>Then, change the tense...</i> In the park, Ben <b>sits</b> on the bench, <b>looking</b> at the ducks. Sat is finite - It had to change. Looking is non-finite - It didn't need to change
Types/parts of sentence	<b>Main Clause/ Simple Sentence</b> A main clause/simple sentence has <b>one</b> - and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A <b>subject</b> is the thing doing the verb.	The <b>crocodile</b> ate my friend. In the desert, <b>scorpions</b> hide. The <b>car crash</b> was unexpected and tragic.
	<b>Object</b> 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 <b>girl</b> kicked the <u>ball</u> . The <b>man</b> ate <u>all of the cake</u> .
	<b>Imperative Sentences</b> 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.
	<b>Compound Sentence</b> 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.
	<b>Complex Sentence</b> Made up of two parts: a <u>main clause</u> and <b>one or more subordinate clause</b> . A <i>subordinating conjunction</i> always comes at the start of the subordinate clause.	<u>The boy sat down</u> <b>after he heard the news</b> . <u>Nobody saw the alien</u> <b>because he was invisible</b> .

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	<b>Clauses</b> and <b>phrases</b> 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. <b>The nun, with whom I recently had a falling out with</b> , prayed to God.
	Fragments	A <b>fragment</b> 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. <b>Ever.</b> She told me that if I didn't do my homework, she'd put me in detention. <b>Well, whatever.</b> "Where are you going?" " <b>Home.</b> "
Phrases	Phrases	Whereas a clause has <b>BOTH</b> a subject and a finite verb, a phrase does not have <b>BOTH</b> a subject and a finite verb. <b>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.</b>	This is a clause: after the <b>school day</b> ended. This is a phrase: after school.
	Prepositional Time Phrases	Phrases that indicated <b>when</b> 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 <b>where</b> 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.	<b>Thinking about her hot dinner</b> , the woman shifted on the cold seat. <b>Watching their daughters play football</b> , the two mothers shouted support.
	Past Participle Phrases (ED)	As above, but begins with an ED past participle.	<b>Scared he might not make it</b> , the boy ran to the toilet. The young couple hugged, <b>thrilled at the news of their pregnancy</b> .
	Adverbs	An adverb can be placed at the beginning, middle and end of a sentence. <b>Adverbs are used to qualify or modify the verb.</b> At the beginning it needs to be separated by a comma; in the middle of the <b>subject and finite verb</b> 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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