The Sutton Academy

YEAR 10 TRACKING 3 ASSESSMENT

Week Commencing 15th June 2026

Student Name:_____ Form Tutor _____

SUPPORTING STUDENT SUCCESS

Information, advice and guidance for students, parents and cares to support success in tracking assessments.

ATTITUDE

"The longer I live, the more I realize the impact of ***Attitude*** on life. ***Attitude***, to me, is more important than facts, ***it*** is more important than the past, than education, than money, then circumstances, than failures, than successes, than what other people think or say or do. ***It*** is more important than appearance, giftedness or skill. ***It*** will make or break a company..... a church..... a home. The remarkable thing is we have a choice every day regarding the ***Attitude*** we will embrace for that day. We cannot change our past ..... we cannot change the fact that people will act in a certain way, we cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our ***Attitude***..... I am convinced that life is 10% what happens to me and 90% how I react to it. And so ***it*** is with you ..... we are in charge of our ***Attitude***."

Charles Swindoll

A Message from your Achievement Leader

Dear Year 10 Student,

As you prepare to sit your first set of GCSE mock exams, I want to take a moment to explain why these assessments are so important—and why it's essential that you take them seriously.

These mock exams are not just a school formality. They are a vital part of your GCSE journey and will play a key role in shaping your success in Year 11 and beyond. For many of you, this will be the first time sitting formal exams under timed conditions, and that experience alone is incredibly valuable. Here's why these exams matter:

1. A Realistic Check-In: This is your chance to see how well you've understood the content taught so far. Mock exams highlight both your strengths and the areas you need to work on. The earlier you identify those gaps, the more time you have to improve them.
2. Developing Exam Technique: Knowing the content is one thing—but being able to apply it effectively in an exam is a different skill. Mocks help you practise managing your time, understanding how questions are structured, and writing clear, focused answers under pressure.
3. Building Confidence and Resilience: Mock exams can feel challenging—but that's the point. Each time you face those challenges, you become more confident and better prepared for the real GCSEs. Think of these exams as your training ground.
4. Forming Predictions and Plans: Teachers use your mock results to help guide your progress. They inform your targets, revision strategies, and sometimes even future decisions about sets or support. The more effort you put in now, the more accurate and helpful that guidance will be.
5. Setting the Tone for Year 11: Taking these exams seriously sends a strong message—to your teachers, your parents, and most importantly to yourself—that you're ready to take responsibility for your own success.

Remember: your first set of mocks is not about being perfect. It's about learning, reflecting, and improving. Take them seriously, give them your best effort, and you'll thank yourself later. We're here to support you every step of the way—so believe in yourself, stay focused, and make this opportunity count.

Best of luck,
Miss Lithgow
Achievement Leader – Year 10

Planning Your Revision

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Key points:

- Performing well in assessments requires time out of school preparing.
- Your outcome will depend on how well you use this time.
- Revision plans vary from student to student but should be well structured.

It's never too soon to make a plan and start revising!

The main reason to begin revision early to avoid cramming just before the assessment which can cause stress and affect performance. By completing small amounts of revision regular and often, you will have revised all of the topics you need.

- Ensure you know when all your tracking 1 assessments are.
- Write the dates on the assessment timetable in this booklet
- Make sure you know what you need to revise – revision lists are included in this booklet.
- Topics don't always need to be revised in the exact same order they were taught
- Starting revision with topics you find easier will help boost confidence, but starting with topics you struggle with will have more impact.
- Make sure you have a balance between revision and social time
- Be flexible if something special comes along such as family celebrations
- Don't plan a revision timetable which is unrealistic.

Step 1	Use the timetable template in this booklet.
Step 2	Make a list of all your subjects.
Step 3	Add in any non-school commitments for the week such as leisure activities, going out, seeing friends, time to relax, etc.
Step 4	Enter in when to revise each subject for the week, keeping in mind the following: • balance of revision time between subjects • space out the revision for each subject • vary the subjects revised on each day.
Step 5	Keep this timetable so you can tick off when you have completed each subject.

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Effective Revision:
How to Avoid the trap of 'Busy Work':

Busy work is when you spent time completing activities that may feel easy to do in the moment, but have little value to your revision. This could include things like making posters or highlighting information!

- Effective revision strategies involve active processing.
- A proven strategy is creating flashcards.
- Create flashcards from reliable sources such as knowledge organisers.
- Once you have made flash cards, test yourself on them.
- Pull out any flash cards that you are unsure of.
- Keep testing yourself on these flash cards until you are confident.

The most effective way to test yourself on your flashcards is to use a friend. In Year 8 you are all sitting the same assessments to require the same knowledge.

If you are revising alone, you can use mini whiteboards and the following strategy:

Read → Cover → Write → Check → Repeat

Research suggests that it takes on average between 3-5 repetitions to transfer knowledge into your long term memory.

Responding to Assessments

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Effective Revision: Tackling the Tough Stuff!

Teachers have spent time inputting your marks for individual questions to identify precisely your gaps in knowledge or your misconceptions.

They have used this information to create Personal Learning Checklists (PLCs) which will focus your time, effort and revision on the most important things.

Topics	What do I need to revise?	
Definition and types of natural hazard	Use the link to watch the video and answer the following questions on 'what is a natural hazard?' https://continuitypeak.org.uk/Lessons?r=593	
Drawing a pie chart	Using SPARX complete the following: Drawing Pie Charts - U508, U172	
Basic % calculation	Using SPARX complete the following: Percentages of amounts (non calc) - U554 Percentages of amounts (calc) - U349	
Two differences continental vs oceanic crust?	Create a table to show the differences between oceanic and continental crust. https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/2	
Describe world distribution of volcanoes	Use TEA (Trend, example, anomalies to describe the distribution (spread) of earthquakes & volcanos https://rossettgeography.weebly.com/distribution-of-earthquakes-and-volcanoes.html	
Does higher magnitude = worse earthquake effects	Watch the video and make notes on why magnitude of an earthquake does not always determines worse effects. https://www.youtube.com/watch?v=4BRPx5o2Owo	
One reason why largest earthquakes = most deaths	Use the earthquake timeline to determines if the largest earthquakes do cause more deaths. Write a summary paragraph to explain your findings. https://www.bbc.co.uk/news/world-12717980	
The three plate margins: Constructive/Destructive/Conservative	Watch the video to draw three annotated diagrams of the three plate boundaries. https://www.youtube.com/watch?v=_Ugwf6laE_k	
Conservative plate margins	Create a flash card on the San Andreas fault line and conservative plate boundaries. https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/7	
How earthquake and volcanoes form at destructive plate margins.	Draw a flow diagram to outline how earthquakes and volcanos form at destructive plate boundaries. https://www.internetgeography.net/topics/destructive-plate-margins/	
Long and short term responses to tropical storms	Create a table to outline the short and long term responses of tropical storm. https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z8dk8hv#:~:text=Tropical%20storms%20can%20cause%20devastation,the%20wealth%20of%20a%20	
Spelling, Puntuation and Grammar		
One advantage of living near volcano	Mind map the advantages of living near a volcano. https://www.bgs.ac.uk/discovering-geology/earth-hazards/volcanoes/living-with-volcanoes/	
How can we reduce effects of earthquakes	Describe and explain one way we can predict, protect and prepare for	

- ✓ In every subject, there will be certain topics we don't like, so when it comes to revision we avoid them.
- ✓ It is typical for students to 'pray and hope' that this topic just won't come up on the exam.
- ✓ Use the time before you assessments to tackle the tough stuff.
- ✓ Use your teachers if you need to.

Mock Exam Expectations

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All mock exams are conducted in line with the Joint Council for Qualification Rules & Regulations for external exams.

Expectations before the exam:

- ✓ Line up in your classes outside the exam venue and stand in silence
- ✓ Ensure your mobile phone is switched off (not on silent) and place in your bag or coat
- ✓ Remove your watch and place in your bag or coat
- ✓ Remove any paper/notes from your pockets and place in your bag or coat
- ✓ Remove any labels from your water bottles and place in the bin.

Entering the exam venue:

- ✓ Enter in silence.
- ✓ Place your bag and coat at the back of the exam venue quickly and go to your designated seat
- ✓ Sit in silence, facing the front and await further instructions.

Before the exam:

- ✓ You will be given an instruction to check the equipment on your desk and the exam paper.
- ✓ Write your full name and your teacher's name on your exam paper.
- ✓ You will be given instructions on the start and finish time of the exam.

During the exam:

- ✓ Attempt every question.
- ✓ Use all the time you have, check and recheck your answers.
- ✓ Do not ask to go the toilet.
- ✓ Do not communicate with anyone in the exam hall except an invigilator.
- ✓ Remain facing forward.
- ✓ Do not put your head on the desk

After the exam:

- ✓ Remain in silence and in exam conditions until you have left the exam hall.
- ✓ You will be dismissed row by row, please leave in silence.
- ✓ Invigilator reports are passed to Ms Gobin and the Y10 team for review.

Tracking 3
Mock Exam Timetable

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Week Commencing 15th June 2026 (Week 1)					
	Monday 15th	**Tuesday 16th**	**Wednesday 17th**	**Thursday 18th**	**Friday 19th**
RTL	No Exams	No Exams	No Exams	Warm up Session	Warm up Session
1	No Exams	No Exams	No Exams	English Language – Paper 1 *1 Hour 45 Mins*	Maths – Paper 1 (Non- Calculator) *Foundation- 1 Hour 30 Mins* *Higher - 1 Hour 30 Mins*
2	No Exams	No Exams	No Exams	English Language – Paper 1 *1 Hour 45 Mins*	Maths – Paper 1 (Non- Calculator) *Foundation - 1 Hour 30 Mins* *Higher - 1 Hour 30 Mins*
3	No Exams	No Exams	No Exams	No Exams	No Exams
4	Warm up Session	Warm up Session	Warm up Session	Warm up Sessions	No Exams
5	Biology *Combined 1 hour 15 min* *Triple 1 hour 45 min*	Option A Subjects *Construction-1 hour* *Dance, Spanish Reading and Writing (H&F), Design & Geography-1 hour 30 min* *History- 2 hours*	Chemistry *Combined 1 hour 15 min* *Triple 1 hour 45 min*	Option B Subjects *Construction, childcare & PE- 1 hour* *Geography- 1 hour 30 min* *Food- 1 hour 45 min* *History- 2 hours*	No Exams

Week Commencing 22nd June 2026 (Week 2)					
	Monday 22nd	**Tuesday 23rd**	**Wednesday 24th**	**Thursday 25th**	**Friday 26th**
RTL	Warm up Session	No Exams	Warm up Session	Warm up Session	No Exams
1	Maths – Paper 2 (Calculator) *Foundation- 1 Hour 30 Mins* *Higher - 1 Hour 30 Mins*	No Exams	English Literature – Paper 2 *2 Hour 15 Mins*	Maths – Paper 3 (Non- Calculator) *Foundation - 1 Hour 30 Mins* *Higher - 1 Hour 30 Mins*	No Exams
2	Maths – Paper 2 (Calculator) *Foundation- 1 Hour 30 Mins* *Higher - 1 Hour 30 Mins*	No Exams	English Literature – Paper 2 *2 Hour 15 Mins*	Maths – Paper 1 (Non- Calculator) *Foundation - 1 Hour 30 Mins* *Higher - 1 Hour 30 Mins*	No Exams
3	No Exams	No Exams	No Exams	No Exams	No Exams
4	Warm up Session	No Exams	Warm up Session	Warm up Sessions	No Exams
5	Option C Subjects *Health & Social Care & Construction- 1 hour* *Catering-1 hour 20 min* *Spanish Reading & Writing (H&F), Design & Geography- 1 hour 30 mins* *Food & RE- 1 hour 45 mins* *History- 2 hours*	No Exams	Physics *Combined 1 hour 15 min* *Triple 1 hour 45 min*	Option D Subjects *Construction & Health and Social Care- 1 hour* *Catering- 1 hour 20 mins* *Computer science, Geography, Spanish Reading & Writing (H&F), Health & Fitness- 1 hour 30 mins* *History- 2 hours*	No Exams

Revision Lists &
Knowledge Organisers

Core & Foundation Subjects

This section of the guide contains your revision lists and knowledge organisers. Revision lists clearly identify the topics you need to revise in preparation for the assessment. Many of the revision lists contain internet links to useful websites where you can find the information. Alternatively there will be a ***knowledge organiser*** *included in this booklet which will contain the information you need.*

Revision List for English

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Below is a list of topics that year 10 have covered so far this year. This will help you revise for your tracking 3 exams.

Topic	Revision links	Tick when revised
A Christmas Carol Plot	https://www.youtube.com/watch?v=8fzPJUtstn4 Watch the video and create flashcard for each stave. What are the key events?	
The five scrooges	Create a flashcard for each Scrooge. Find quotes from each stave that show each Scrooge. ACC Booklet.docx	
A Christmas Carol	https://www.century.tech/ Log on to Century and complete the slides and questions about A Christmas Carol	
Poetry Anthology Poems	https://www.physicsandmathstutor.com/english-revision/gcse-aqa/power-and-conflict/ Create flashcards for each poem- particularly the core four– and their key images, ideas and quotes. Create a mind-map of which poems compare well together.	
Comparing poems	https://www.youtube.com/watch?v=K_PtFsOPBg4 Watch the video and create a checklist for comparing poems	
Poetic devices	https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z6n6dp3 Complete the lessons and take the quiz.	
Unseen Poetry Approach	https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/Poetry/Unseen-Poetry/Unseen%20Poetry%20Guide%20-%20Section%20B%20-%20AQA%20English%20Literature%20GCSE.pdf Create a list of 'steps' to approach the unseen poetry questions	
Language Paper 2 Past Papers	https://www.physicsandmathstutor.com/past-papers/gcse-english-language/aqa-paper-2/ Complete a paper under timed conditions	
Literature Paper 2 Past Papers	https://www.physicsandmathstutor.com/past-papers/gcse-english-literature/aqa-paper-2/ Complete a paper under timed conditions. Only complete the poetry sections.	
Teams links with for Past Papers	Revision Packs Work your way through exam prep question. Ensure you plan. Remember you only need to revise, A Christmas Carol, Poetry and Language Paper 2.	
Practice Qs	A Christmas Carol Practice Exam Qs.pdf Choose some essay questions to answer and write full responses using the structure of the four Scrooges. Give to your teacher to mark.	

Revision List for Maths – Foundation 1/2

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Ratio and Proportion		
Topic	**Sparx Code**	**Revised?**
Writing and simplifying ratios	U687	
Converting between ratios, fractions and percentages	U176	
Sharing amounts in a given ratio	U577	
Combining ratios	U921	
Calculating with ratios and algebra	U676	
Currency conversion	U610	
Best Buys	U721	
Recipes	U722	
Solving inverse proportion word problems	U357	
Interpreting direct proportion equations	U640	
Interpreting inverse proportion equations	U364	
Graphs of direct and inverse proportion	U238	

Algebra		
Topic	**Sparx Code**	**Revised?**
Rearranging formulae	U556	
Solving equations with one step	U755	
Solving equations with two or more steps	U325	
Solving equations with the variable on both sides	U870	
Constructing and solving equations	U599	
Factorising to solve quadratic equations of the form x^2+bx+c	U228	
Solving quadratic equations graphically	U601	
Solving simultaneous equations	U760, U137	
Solving simultaneous equations graphically	U836	
Reading and drawing inequalities on number lines	U509	
Solving inequalities	U759, U738, U337	
Solving double inequalities	U145	
Term-to-term rules	U213	
Nth term	U530, U498, U978	
Special sequences	U680	
Reading and plotting coordinates	U789	
Calculating midpoints	U933	
Solving shape problems involving coordinates	U889	
Plotting straight line graphs	U741	
Gradient	U848	
Equation of a line from a graph	U315, U669	
Finding the equation of a straight line from coordinates	U477, U848	
Equations of parallel lines	U377	
Plotting graphs of quadratic functions	U989	
Interpreting graphs of quadratic functions	U667	
Graphs of cubic functions	U980	
Graphs of reciprocal functions	U593	

Revision List for Maths – Foundation 2/2

The Sutton Academy

Shape, Space and Measure		
Topic	**Sparx Code**	**Revised?**
Converting units of length, mass and capacity	U388	
Converting units of area	U248	
Converting units of volume	U468	
Time	U902	
Speed, Distance, Time	U151	
Distance-time Graphs	U403, U914, U462, U966	
Density, Mass and Volume	U910, U842	
Pressure, Force and Area	U527, U842	
Properties of 3D shapes	U719	
Plans and elevations	U743	
Nets of 3D shapes	U761	
Finding the surface area of cubes and cuboids	U929	
Finding the surface area of prisms	U259	
Finding the surface area of cylinders	U464	
Finding the surface area of composite shapes	U561	
Finding the volume of cubes and cuboids	U786	
Finding the volume of prisms	U174	
Finding the volume of cylinders	U915	
Finding the volume of composite shapes	U543	
Data and Statistics		
Topic	**Sparx Code**	**Revised?**
Collecting and recording data using tables	U120	
Presenting data and making conclusions	U571	
Stratified sampling	U162	
Types of data	U322	
Two-way tables	U981	
Tally charts and pictograms	U653, U506	
Line graphs	U590, U193	
Bar charts	U363, U557	
Stem-and-leaf diagrams	U200, U909	
Frequency polygons	U840	
Pie charts	U508, U172	
Scatter graphs	U199, U128, U277	
Mean, Median, Mode and the Range	U291, U456, U260, U526	
Finding averages from frequency tables	U569	
Finding averages from grouped data	U877	
Probability		
Topic	**Sparx Code**	**Revised?**
Probability Scale	M655	
Writing probabilities	U408, U510	
Sample space diagrams	U104	
Frequency trees	U280	
Experimental probabilities	U580	
Expected results from repeated experiments	U166	
Probabilities of mutually exclusive events	U683	
Tree diagrams	U558, U729	
Venn diagrams	U476	

Revision List for Maths – Intermediate 1/2

The Sutton Academy

Ratio and Proportion		
Topic	**Sparx Code**	**Revised?**
Writing and simplifying ratios	U687	
Converting between ratios, fractions and percentages	U176	
Sharing amounts in a given ratio	U577	
Combining ratios	U921	
Calculating with ratios and algebra	U676	
Currency conversion	U610	
Best Buys	U721	
Recipes	U722	
Solving inverse proportion word problems	U357	
Interpreting direct proportion equations	U640	
Direct Proportion	U640, U407	
Algebra		
Topic	**Sparx Code**	**Revised?**
Rearranging formulae	U556	
Factorising to solve quadratic equations of the form x^2+bx+c	U228	
Solving quadratic equations using the quadratic formula	U665	
Solving quadratic equations graphically	U601	
Term-to-term rules	U213	
Nth term	U530, U498, U978	
Nth term of quadratic sequences	U206	
Special sequences	U680	
Reading and plotting coordinates	U789	
Calculating midpoints	U933	
Solving shape problems involving coordinates	U889	
Plotting straight line graphs	U741	
Gradient	U848	
Equation of a line from a graph	U315, U669	
Finding the equation of a straight line from coordinates	U477, U848	
Equations of parallel lines	U377	
Plotting graphs of quadratic functions	U989	
Interpreting graphs of quadratic functions	U667	
Graphs of cubic functions	U980	
Graphs of reciprocal functions	U593	
Graphs of exponential functions	U229	

The topics in red are topics that only appear on the GCSE higher specification so these are the grade 6-9 topics that could be on the exam.

Revision List for Maths – Intermediate 2/2

The Sutton Academy

Shape, Space and Measure		
Topic	**Sparx Code**	**Revised?**
Properties of 3D shapes	U719	
Plans and elevations	U743	
Nets of 3D shapes	U761	
Finding the surface area of cubes and cuboids	U929	
Finding the surface area of prisms	U259	
Finding the surface area of cylinders	U464	
Finding the surface area of pyramids	U871	
Finding the surface area of spheres	U893	
Finding the surface area of cones	U523	
Finding the surface area of composite shapes	U561	
Finding the volume of cubes and cuboids	U786	
Finding the volume of prisms	U174	
Finding the volume of cylinders	U915	
Finding the volume of pyramids	U484	
Finding the volume of cones	U116	
Finding the volume of spheres	U617	
Finding the volume of composite shapes	U543	
Data and Statistics		
Topic	**Sparx Code**	**Revised?**
Collecting and recording data using tables	U120	
Presenting data and making conclusions	U571	
Stratified sampling	U162	
Capture-recapture	U328	
Types of data	U322	
Two-way tables	U981	
Tally charts and pictograms	U653, U506	
Line graphs	U590, U193	
Bar charts	U363, U557	
Stem-and-leaf diagrams	U200, U909	
Frequency polygons	U840	
Pie charts	U508, U172	
Scatter graphs	U199, U128, U277	
Mean, Median, Mode and the Range	U291, U456, U260, U526	
Finding averages from frequency tables	U569	
Finding averages from grouped data	U877	
Drawing cumulative frequency graphs	U182	
Interpreting cumulative frequency graphs	U642	
Drawing box plots	U879, U837, U507	
Interpret Box Plots	U837	
Drawing histograms	U814	
Probability		
Topic	**Sparx Code**	**Revised?**
Probability Scale	M655	
Writing probabilities	U408, U510	
Sample space diagrams	U104	
Using the product rule for counting	U369	
Frequency trees	U280	
Experimental probabilities	U580	
Expected results from repeated experiments	U166	
Probabilities of mutually exclusive events	U683	
Tree diagrams	U558, U729	
Conditional probabilities from tree diagrams	U806	
Venn diagrams	U476	
Venn diagrams with set notation	U748	

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Revision List for Maths – Higher 1/2

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Algebra		
Topic	**Sparx Code**	**Revised?**
Solving simultaneous equations	U760, U137	
Solving simultaneous equations graphically	U836	
Reading and drawing inequalities on number lines	U509	
Solving inequalities	U759, U738, U337	
Solving double inequalities	U145	
Representing inequalities on graphs (regions)	U747	
Factorising to solve quadratic equations of the form x^2+bx+c	U228	
Factorising to solve quadratic equations of the form ax^2+bx+c	U960	
Solving quadratic equations using the quadratic formula	U665	
Solving quadratic equations graphically	U601	
Iteration	U434, U168	
Simplifying algebraic fractions	U103, U437, U294	
Adding and subtracting algebraic fractions	U685	
Multiplying algebraic fractions	U457	
Dividing algebraic fractions	U824	
Solving equations involving algebraic fractions	U685	
Nth term of linear sequences	U530, U498, U978	
Nth term of quadratic sequences	U206	
Calculating midpoints	U933	
Plotting straight line graphs	U741	
Gradient	U848	
Equation of a line from a graph	U315, U669	
Finding the equation of a straight line from coordinates	U477, U848	
Equations of parallel lines	U377	
Equations of parallel and perpendicular lines	U898	
Drawing quadratic graphs	U989	
Interpreting quadratic graphs	U667	
Turning point of a quadratic graph by completing the square	U769	
Graphs of cubic and reciprocal functions	U980, U593	
Graphs of exponential functions	U229	
Graphs of trigonometric functions	U450	
Shape, Space and Measure		
Topic	**Sparx Code**	**Revised?**
Converting units of length, mass and capacity	U388	
Converting units of area	U248	
Converting units of volume	U468	
Distance-time Graphs	U403, U914, U462, U966	
Density, Mass and Volume	U910, U842	
Pressure, Force and Area	U527, U842	
Plans and elevations	U743	
Finding the surface area of cubes and cuboids	U929	
Finding the surface area of prisms	U259	
Finding the surface area of cylinders	U464	
Finding the surface area of pyramids	U871	
Finding the surface area of spheres	U893	
Finding the surface area of cones	U523	
Finding the surface area of composite shapes	U561	
Finding the volume of prisms	U174	
Finding the volume of cylinders	U915	
Finding the volume of pyramids	U484	
Finding the volume of cones	U116	
Finding the volume of spheres	U617	
Non-calculator cone and sphere problems	U893, U523, U116, U617	
Finding the volume of composite shapes	U543	

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Revision List for Maths – Higher 2/2

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Data and Statistics		
Topic	**Sparx Code**	**Revised?**
Stratified sampling	U162	
Capture-recapture	U328	
Two-way tables	U981	
Stem-and-leaf diagrams	U200, U909	
Frequency polygons	U840	
Pie charts	U508, U172	
Scatter graphs	U199, U128, U277	
Finding averages from frequency tables	U569, U877	
Drawing cumulative frequency graphs	U182	
Interpreting cumulative frequency graphs	U642	
Drawing box plots	U879, U837, U507	
Interpret Box Plots	U837	
Drawing histograms	U814	
Interpreting histograms	U983	
Calculating averages from histograms	U267	

Probability		
Topic	**Sparx Code**	**Revised?**
Sample space diagrams	U104	
Using the product rule for counting	U369	
Experimental probabilities	U580	
Expected results from repeated experiments	U166	
Probabilities of mutually exclusive events	U683	
Conditional probabilities from tables	U246	
Tree diagrams	U558, U729	
Conditional probabilities from tree diagrams	U806	
Venn diagrams	U476	
Venn diagrams with set notation	U748	

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Revision List for Combined Science: Foundation - Biology

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Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision guide pages	Tick when revised
Leaf structure, Xylem, Phloem	32, 33, 34	
Cell structure	4	
Stem cells and ethics	8	
Prokaryotic cells	4	
Food Tests Required Practical	21	
Photosynthesis required practical	45, 46	
Fungal diseases	39	
Heart structure	23	
Effects of exercise	49	
Viral diseases	38	
Osmosis Required practical	11	
Vaccines and their uses	41	
General Practical Skills	246 - 255	

Revision List for Combined Science: Foundation - Chemistry

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Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision guide pages	Tick when revised
Development of the atom	101	
Isotopes & calculating relative atomic mass	93	
Ionic bonding & their compounds	111-112	
Giant covalent structures	115	
Relative formula mass	121	
Group 1 & group 0	106 & 108	
Metallic bonding and alloys	117	
Reactivity series and displacement reactions	128	
Law of conservation of mass	122	
Energy changes	132-134	

Revision List for Combined Science: Foundation - Physics

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Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision guide pages	Tick when revised
Series and Parallel Circuits	180, 185, 186	
Electrical Power	189	
Ohm's Law	181	
Charge Flow	180	
Energy Resources	174-178	
Specific Heat Capacity and Latent Heat	169, 170, 196	
Energy Stores	166-167	
Atoms and Isotopes	198-199	
Half Life	201	
Types of Radiation	199	
I-V Characteristics	183	
Conduction	169	
Particle Model of Matter	193	

Revision List for Combined Science: Higher - Biology

The Sutton Academy

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision guide pages	Tick when Completed
Specialised cells	7	
Stem cells	8	
Microscopes	5,6	
Photosynthesis required practical (inverse square law)	48, 49	
Osmosis Required Practical	11	
Leaf Structure	33	
Blood vessels and blood	25, 26	
Heart structure	24	
Viral Diseases	39	
Vaccinations	42	
Drug testing	43, 44	

Revision List for Combined Science: Higher - Chemistry

The Sutton Academy

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision Guide Pages	Tick when Completed
Plotting graphs & data analysis	247-248	
Concentration calculations	127	
Energy changes & Bond energy calculations	139-141	
Percentage by mass	122	
Temperature changes practical	131	
Development of the atom	102	
Group 7	108	
Strong vs weak acids	130	
Metallic bonding	118	
Simple covalent molecules	115	
Moles & masses	123	
Conservation of mass	124	
Polymers	116	

Revision List for Combined Science: Higher - Physics

The Sutton Academy

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision guide pages	Tick when Completed
Energy resources	178-182	
Specific heat capacity	174	
Circuits	184	
Ohms law	185	
I-V Characteristics	186-187	
Power	193	
Radiation	203	
Nuclear equation	204	
Half life	205	
Density	198	

Revision List for Triple Science: Foundation - Biology

The Sutton Academy

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision guide pages	Tick when Completed
Cells	3	
Photosynthesis	49, 50	
Blood, vessels, CHD	27, 28, 30, 31	
Agar practical	10	
Plant and Animal adaptations	101	
Pathogens, origins of medicine, herd immunity	39, 44, 46	
Enzymes	21, 23	
Osmosis and Required Practical	14	
Food tests	24	
Respiration	52, 53	

Revision List for Triple Science: Foundation - Chemistry

The Sutton Academy

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision guide pages	Tick when Completed
Atoms, elements and compounds	4-6	
Reactions of Metals with Acids	46-48	
Reaction Profiles	54	
Group 1	18	
Titrations	45	
Covalent Bonding	26-29	
Nanoparticles	34-35	
Mixtures and separating mixtures	8-10	
Percentage Yield	42	
The Periodic Table	15-16	
Ionic Bonding	24-25	
Extracting Metals	47	
Atom Economy	41	
Conservation of Mass	38	

Revision List for Triple Science: Foundation - Physics

The Sutton Academy

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision guide pages	Tick when Completed
Energy Resources	12-16	
Conductivity	6	
Specific Heat Capacity	6-7	
Power	8	
Nuclear Equations	41	
Half Life	42	
Atoms and Isotopes	39-40	
Gas Pressure	37	
Particle Model	33	
Circuits	18	
Electrical Power	27	
Energy Stores	3-4	
Charge	18	
IV Characteristics	21	
Ohm's Law	19	

Revision List for Triple Science: Higher - Biology

The Sutton Academy

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision guide pages	Tick when Completed
Pathogens, Disease & vaccines	42, 45	
Prokaryotic and Eukaryotic cells	3	
Aerobic vs anaerobic respiration	59	
Enzymes Required practical	22	
Enzymes	21, 23, 24	
Evaluate osmosis method	14	
Osmosis required prac	14	
Comparing exchange surfaces	17, 18	
Factors affecting rate of photosynthesis	54, 55	
Heart, blood and blood vessels	27, 28, 29	
Monoclonal antibodies	48, 49, 50	
Digestion and the role of the liver	24	
Identifying & Diagnosing plant diseases & Chlorosis	51	
Food test requires practical	25	

Revision List for Triple Science: Higher - Chemistry

The Sutton Academy

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on well you know them so you know which areas you need to continue to practice!

Topic	Revision guide pages	Tick when Completed
The Periodic Table	13-16	
Ionic Bonding	22-23	
Simple Covalent Molecules	25	
Metals and Metal Oxides	50	
Atom Economy	42	
Conservation of Mass	37	
Group 7	18	
Nanoparticles	32-33	
Metallic Bonding	28	
Titrations	46	
Making Soluble Salt	48	
Percentage Yield	43	

Revision List for Triple Science: Higher - Physics

The Sutton Academy

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Topic	Revision guide pages	Tick when Completed
Energy Resources	11-15	
Density	33	
Specific Heat Capacity	5	
IV Characteristics	19-20	
Ohm's Law	18	
Isotopes	41	
Nuclear Fusion and Fission	46	
Charge	17	
Series and Parallel Circuits	22-23	
Nuclear Equations	42	
Half Life	43	
Specific Latent Heat	35	
Gas Pressure	36-37	
Energy Store Calculations	3-4	
Changes in Energy Stores	3-4	

Revision List for Geography

The Sutton Academy

The Challenges of Natural Hazards

	Revision Topic	Case Study	Tick When Flash Card Created	Tick when revised
Natural Hazards	Define a natural hazard			
	Types of hazards			
	The factors affecting hazard risk			
Tectonic Hazards	Plate tectonic theory and how tectonic plates move - convection currents + slab pull			
	Global distribution of earthquakes and volcanoes			
	Types of plate margin - constructive, destructive and conservative and how these lead to earthquakes and volcanic activity			
	Primary effects of a tectonic hazard	HIC - L'Aquila NEE – Turkey/ Syria		
	Secondary effects of a tectonic hazard			
	Immediate responses to a tectonic hazard			
	long-term responses to a tectonic hazard			
	Reasons why people live in areas at risk from a tectonic hazard			
	Ways monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.			
Weather Hazards	Global atmospheric circulation model, pressure belts and surface winds			
	How global circulation impacts weather			
	Global distribution (location) of tropical storms (hurricanes, cyclones, typhoons)			
	How does global atmospheric circulation affect tropical storms?			
	Conditions needed for tropical storm formation			
	How do tropical storms form?			
	The structure and features of a tropical storm			
	How climate change can affect the distribution, frequency and intensity of tropical storms.			
	Primary effects of a tropical storm	Typhoon Haiyan		
	Primary effects of a tropical storm			
	Secondary effects of a tropical storm			
	Immediate responses to a tropical storm			
	long-term responses to a tropical storm			
	Ways monitoring, prediction, protection and planning can reduce the risks from tropical storms			

The structure of the Earth

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

Earthquake Hazards (Primary and Secondary)

Ground Shaking (Primary)	The shockwaves of an earthquake cause the ground to shake, damaging infrastructure.
Tsunami (Secondary)	When an uplift occurs at sea, it can cause a damaging Tsunami wave e.g. Japan 2011
Landslides (Secondary)	Ground shaking can trigger landslides which can bury villages e.g. Nepal 2015
Ground Rupture (Primary)	The ground shaking can cause cracks (fissures) to occur in the earth crust. These damage infrastructure.
Disease (Secondary)	Ground shaking damages water facilities. This leads to pollution and diseases such as Cholera.

Earthquake Management

PREDICTING

Methods include:

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

PROTECTION

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

- Building earthquake-resistant buildings e.g. Taipei 101. These include counter weights and rubber shock absorbers.
- Raising public awareness e.g. Earthquake drills.

NEE – Case Study: Turkey/Syria 2023 Earthquake

Causes

The East Anatolian fault is a conservative plate boundary. A slip led to the earthquake. 7.8 (Significantly stronger than L'Aquila earthquake)

Effects

55,000 deaths and 130,000 injured.

US$104 billion estimated damage in Turkey, US$14.8 billion in Syria.

Large rock falls and landslides were reported in villages in the Atlas mountains.

Damage to water systems meant spread of waterborne diseases like cholera, Hepatitis A and tetanus.

Response

Red cross provided food, clothing, hygiene and medicine to 6.5million.

UN released $50 million from its Central Emergency Response Fund to jumpstart the response.

Tetanus shots & monitoring by WHO for waterborne diseases.

Mental health support for 700,000 people across Turkey & Syria.

Case Study: HIC – L'Aquila 2009 Earthquake, Italy.

Causes

Normal movement in the Paganica fault. Resulted in a 6.3 magnitude earthquake (significantly lower than Turkey/Syria 2023)

Effects

306 deaths, 1500 injured and 40,000 homeless.

Many medieval buildings damaged e.g. the Basillica.

Earthquake triggered landslides and mudslides which further damaged housing.

Management

The Italian Red Cross searched for survivors with 7 dog units.

Mortgage bills were suspended, helping families recover £££

Students given free public transports and exempt from uni fees for 3 years.

Convection Currents

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

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

Living with volcanoes

Sulphur/Natural Resources	Tourism
Volcanoes offer a vast array of natural resources. Miners in Indonesia mine the volcano for Sulphur. This provides them with a wage much higher than other jobs in the area.	Some locals use tourism to make money off volcanoes. For example, locals in Sicily provide tours up Mt Etna which provides them with high paying jobs and a good source of income.

Living with the risk

Due to the three P's, many people feel like they are safe from Volcanoes so do not need to move. For example, as scientists can predict their eruptions people may not move because they believe that they would be safe if it ever did.

Unit 1a

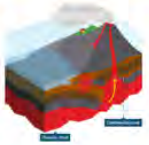
AQA

The Challenges of Natural Hazards

Types of Plate Margins

Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to **melt and become molten magma**. The magma forces its ways up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes**.

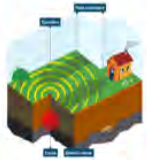


Constructive Plate Margin

Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the **Mid Atlantic Ridge**.

Conservative Plate Margin

A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.



What is a Natural Hazard

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

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

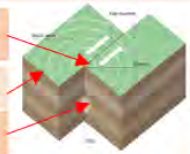
Causes of Earthquakes

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

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

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

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



Knowledge Organiser for Geography

Global pattern of air circulation

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

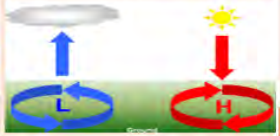
Hadley cell	Largest cell which extends from the **Equator** to between **30° to 40° north & south.**
Ferrel cell	Middle cell where air flows **poleward** between **60° & 70°** latitude.
Polar cell	**Smallest & weakness** cell that occurs from the poles to the Ferrel cell.

Distribution of Tropical Storms.

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

High and Low Pressure

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



Formation of Tropical Storms

1	The sun's rays heats large areas of ocean in the summer and autumn. This causes **warm, moist air** to rise over the particular spots
2	Once the **temperature is 27⁰**, the rising warm moist air leads to a **low pressure.** This eventually turns into a thunderstorm. This causes air to be sucked in from the **trade winds**.
3	With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to **spin.**
4	When the storm begins to **spin faster than 74mph**, a tropical storm (such as a hurricane) is officially born.
5	With the tropical storm growing in power, **more cool air sinks** in the centre of the storm, creating calm, clear condition called the **eye of the storm**.
6	When the tropical storm hits land, it **loses its energy source** (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

Changing pattern of Tropical Storms

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

Management of Tropical Storms

Protection
Preparing for a tropical storm may involve construction projects that will improve protection e.g. flood defences.

Aid
Aid involves assisting after the storm, commonly in LIDs.

Development
The scale of the impacts depends on the whether the country has the resources cope with the storm.

Planning
Involves getting people and the emergency services ready to deal with the impacts.

Prediction
Constant monitoring can help to give advanced warning of a tropical storm. E.g. Satellites.

Education
Teaching people about what to do in a tropical storm e.g. evacuation routes.

Primary Effects of Tropical Storms

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

Secondary Effects of Tropical Storms

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

Case Study: Typhoon Haiyan 2013

Causes
Started as a tropical depression on **2rd November 2013** and gained strength. Became a Category 5 **"super typhoon"** and made landfall on the Pacific islands of the Philippines.

Effects
- Almost **6,300 deaths.**
- **130,000 homes destroyed.**
- Water and sewage systems destroyed had caused **diseases e.g. Cholera.**
- **Emotional grief** for dead.

Management
- The UN raised **£190m in aid.**
- USA & UK **sent helicopter carrier ships** deliver aid remote areas.
- **Education** on typhoon preparedness.

Case Study: Somerset Levels Floods 2013

Causes
Powerful low pressure storms blew in from the Atlantic. This caused rainfall twice the monthly average. The rivers Parrett and Tone flooded. The river had also not been dredged for 20 years, making it prone to flooding.

Effect
-Flooding damaged 600 homes (social)
-Businesses were forced to close (Economic)
-115km2 of farmland was flooded (economic)
-Sewage and chemicals contaminated the land (environmental)

Management
-Road levels were raised to prevent future transport disruption.
-Rivers were dredged.
-Somerset Council spent £20m on a 20-year flood plan.
-River pumps installed to protect against future floods.

What is Climate Change?

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

Recent Evidence for climate change.

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

Enhanced Greenhouse Effect

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

Evidence of natural change

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

Managing Climate Change

Carbon Capture
This involves new technology designed to reduce climate change.

Planting Trees
Planting trees increase the amount of carbon is absorbed from atmosphere.

International Agreements
Countries aim to cut emissions by signing international deals and by setting targets.

Renewable Energy
Replacing fossil fuels based energy with clean/natural sources of energy.

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Revision List for Geography

The Sutton Academy

The Changing Economic World

	Revision Topic		Tick When Flash Card Created	Tick when revised
Global variations in economic development & quality of life.	Classifying parts of the world according to their level of economic development and quality of life.			
	Different economic and social measures of development.			
	Global Human development index (HDI)/distribution.			
	Limitations of economic and social measures.			
	Link between stages of the Demographic Transition Model and the level of development.			
	Causes of uneven development: physical, economic and historical.			
	Consequences of uneven development: disparities in wealth and health, international migration.			
Strategies for reducing the development gap	Investment, industrial development, tourism, aid, intermediate technology, Fairtrade, debt relief, microfinance.			
	An example of how the growth of tourism in a LIC or NEE helps to reduce the development gap.	Kenya – LIC - Tourism		
LICs/NEEs Rapid economic development & significant social, environmental and cultural change.	The location and importance of a country, regionally & globally.	NEE: Case study location: Nigeria, Africa		
	Wider political, social, cultural and environmental context of the country.			
	Changing industrial structure – primary, secondary, tertiary.			
	How has manufacturing stimulated economic development.			
	The role of transnational corporations (TNCs) in relation to industrial development.			
	Advantages and disadvantages of TNCs (Shell).			
	Changing political and trading relationships.			
	International aid, types of aid and impacts on the receiving – nets 4 life/Life straw			
	Environmental impacts of economic development.			
	The effects of economic development on quality of life for the population.			

What is development?

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

These are used to compare and understand a country's level of development.

Economic indictors examples	
Employment type	The proportion of the population working in primary, secondary, tertiary and quaternary industries.
Gross Domestic Product per capita	This is the total value of goods and services produced in a country per person, per year.
Gross National Income per capita	An average of gross national income per person, per year in US dollars.
Social indicators examples	
Infant mortality	The number of children who die before reaching 1 per 1000 babies born.
Literacy rate	The percentage of population over the age of 15 who can read and write.
Life expectancy	The average lifespan of someone born in that country.
Mixed indicators	
Human Development Index (HDI)	A number that uses life expectancy, education level and income per person.

Variations in the level of development

LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
NEEs	These 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 standards of living. These countries can spend money on services.

Causes of uneven development

Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa. Remember, development can also vary within countries too.

Unit 2b

AQA

The Changing Economic World

Physical factors affecting uneven development

Natural Resources

- **Fuel sources** such as oil.
- Minerals and metals for fuel.
- **Availability for timber.**
- Access to **safe water.**

Natural Hazards

- Risk of tectonic hazards.
- Benefits from **volcanic material** and **floodwater.**
- Frequent hazards **undermines redevelopment.**

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 difficulties.
- Mountainous terrain makes farming difficult.
- **Scenery attracts tourists.**

Human factors affecting uneven development

Aid

- Aid can help some countries develop **key projects** for infrastructure faster.
- **Aid** can improve services such as schools, hospitals and roads.
- Too much **reliance on aid** might stop other trade links becoming established.

Trade

- Countries that export more than they import have a **trade surplus.** This can improve the national economy.
- Having **good trade relationships.**
- **Trading goods** and services is more profitable than raw materials.

Education

- Education creates a **skilled workforce** meaning more goods and services are produced.
- **Educated people earn more money**, meaning they also pay more taxes. This money can help develop the country in the future.

Health

- **Lack of clean water** and poor healthcare means a large number of people suffer from **diseases.**
- People who are ill cannot work so there is little contribution to the economy.
- More money on healthcare means less spent on development.

Politics

- **Corruption** in local and national governments.
- The **stability of the government** can effect the country's ability to trade.
- Ability of the country to **invest into services and infrastructure.**

History

- **Colonialism** has helped Europe develop, but slowed down development in many other countries.
- Countries that went through industrialisation a while ago, have now develop further.

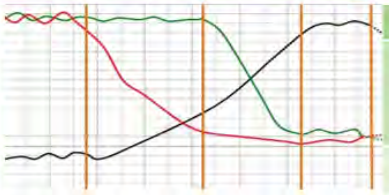
Consequences of Uneven Development

Levels of development are different in different countries. This uneven development has consequences for countries, especially in wealth, health and migration.

Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

The Demographic Transition Model

The demographic transition model (DTM) shows population change over time. It studies how birth rate and death rate affect the total population of a country.



STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
High DR High BR Steady	*BR Low Declining DR Very High*	*Rapidly falling DR Low BR High*	*Low DR Low BR Zero*	*Slowly Falling DR Low BR Negative*
e.g. Tribes	e.g. Kenya	e.g. India	e.g. UK	e.g. Japan

Reducing the Global Development Gap

Microfinance Loans
This involves people in LICs receiving smalls loans from traditional banks.
+ Loans enable people to begin their own businesses
- Its not clear they can reduce poverty at a large scale.

Foreign-direct investment
This is when one country buys property or infrastructure in another country.
+ Leads to better access to finance, technology & expertise.
- Investment can come with strings attached that country's will need to comply with.

Aid
This is given by one country to another as money or resources.
+ Improve literacy rates, building dams, improving agriculture.
- Can be wasted by corrupt governments or they can become too reliant on aid.

Debt Relief
This is 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. Some aid can be tied under condition from donor country.

Fair trade
This is a movement where farmers get a fair price for the goods produced.
+ Paid fairly so they can develop schools & health centres.
-Only a tiny proportion of the extra money reaches producers.

Technology
Includes tools, machines and affordable equipment that improve quality of life.
+ Renewable energy is less expensive and polluting.
- Requires initial investment and skills in operating technology

CS: Reducing the Development Gap In Kenya

Location and Background

Kenya is a **low-income country** in East Africa.
Kenya's government is trying to **boost tourism** as a way of increasing its development.
Two million tourists visited Kenya in 2019.

Tourist economy

- Tourism now **contributes 12% of Kenya's GDP** – money that can be spent on development and improving quality of life.
- **600,000 people are directly or indirectly** employed by the tourism industry – that's **10%** of all employment in Kenya.

Multiplier effect

- The **24 national parks** charge entry fees to tourists. This money is used to **maintain the national parks**, which helps to protect the environment and wildlife.
- Since 2000, Kenya's score on the Human Development Index has increased from **0.45 to 0.55.**

Development Problems

- Tourists have **damaged the coral reefs** by standing on them and taking pieces home a souvenirs.
- Some **Massai tribes** people were **forced off their land** to create national parks for tourists.

Case Study: Economic Development in Nigeria

Location & Importance

Nigeria is a NEE in West Africa. Nigeria is just north of the Equator and experiences a range of environments. Nigeria is the most populous and economically powerful country in Africa. Economic growth has been base on oil exports.

Influences upon Nigeria's development

Political

Suffered **instability** with a **civil war** between 1967-1970.
From 1999, the country became **stable** with **free and fair elections**.
Stability has **encouraged global investment** from China and USA.

Social

Nigeria is a **multi-cultural, multi-faith society**.
Although mostly a strength, diversity has caused **regional conflicts** from groups such as the Boko Haram terrorists.

Cultural

Nigeria's **diversity** has created rich and varied **artistic culture**.
The country has **a rich music, literacy and film industry** (i.e. Nollywood).
A successful national football side.

Industrial Structures

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

The role of TNCs

TNCs such as **Shell** have played an important role in its economy.
+ Investment has **increased employment and income**.
- **Profits move to HICs**.
- Many **oil spills** have **damaged fragile environments**.

Changing Relationships

Nigeria plays a leading role with the **African Union** and **UN**.
Growing links with **China** with huge **investment in infrastructure**.
Main import includes petrol from the EU, cars from Brazil and phones from China.

Environmental Impacts

The 2008/09 **oil spills devastated swamps** and its **ecosystems**.
Industry has caused **toxic chemicals** to be discharged in open sewers - **risking human health**.
80% of forest have been **cut down**.
This also increases **CO^2 emissions**.

Aid & Debt relief

+ Receives **$5billion** per year in aid.
+ **Aid groups** (ActionAid) have improved health centres, provided anti-mosquito nets and helped to protect people against AIDS/HIV.
- Some aid fails to reach the people who need it due to **corruption**.

Effects of Economic Development

Life expectancy has increased from 46 to 53 years. 64% have access to safe water. Typical schooling years has increased from 7 to 9.

Case Study: Economic Change in the UK

UK in the Wider World

The UK has one of the largest economies in the world.
The UK has huge political, economic and cultural influences.
The UK is highly regarded for its fairness and tolerance.
The UK has global transport links i.e. Heathrow and the Eurostar.

Causes of Economic Change

De-industrialisation and the **decline** of the UK's industrial base.
Globalisation has meant many industries have moved overseas, where labour costs are lower.
Government investing in supporting vital businesses.

Towards Post-Industrial

The **quaternary industry** has **increased**, whilst **secondary** has **decreased**.
Numbers in **primary** and **tertiary industry** has **stayed the steady**.
Big increase in **professional** and **technical jobs**.

Developments of Science Parks

Science Parks are groups of scientific and technical knowledge based businesses on a single site.
- Access to **transport routes**.
- **Highly educated workers**.
- Staff benefit from **attractive working conditions**.
- Attracts **clusters** of related **high-tech businesses**.

CS: UK Car Industry

Every year the UK makes 1.5 million cars. These factories are owned by large TNCs. i.e. Nissan.
- 7% of energy used there factories is from **wind energy**.
- New cars are more energy **efficient and lighter**.
- Nissan produces **electric and hybrid cars**.

Change to a Rural Landscape

Social

Rising house prices have caused tensions in villages.
Villages are **unpopulated** during the day causing **loss of identity**.
Resentment towards **poor migrant communities**.

Economic

Lack of affordable housing for local first time buyers.
Sales of farmland **has increased rural unemployment**.
Influx of poor migrants puts **pressures** on local services.

Improvements to Transport

A **£15 billion 'Road Improvement Strategy'**. This will involve 10 new roads and 1,600 extra lanes.
£50 billion HS2 railway to improve connections between key UK cities.
£18 billion on Heathrow's controversial **third runway**.
UK has many **large ports** for importing and exporting goods.

UK North/South Divide

- Wages are **lower** in the North.
- Health is **better** in the South.
- Education is **worse** in the North.
+ The government is aiming to support a **Northern Powerhouse** project to resolve regional differences.
+ More **devolving of powers** to disadvantaged regions.

Revision List for Geography

The Sutton Academy

Urban Issues & Challenges

	Revision Topic	Case Study	Tick When Flash Card Created	Tick when revised
	Classifying parts of the world according to their level of economic development and quality of life.			
	Different economic and social measures of development.			
	Global Human development index (HDI)/distribution.			
	Limitations of economic and social measures.			
NEE City	The location and importance of the Rio, regionally, nationally and internationally.	Ro de Janeiro		
	Causes of growth: natural increase and migration.			
	How urban growth has created opportunities: • Social – services and resources • Economic – industrial areas for development			
	How urban growth has created challenges: • Managing growth – slums • Providing clean water, sanitation and energy. • Providing access to health and education • Reducing unemployment and crime • Managing environmental issues.			
	An example of how urban planning is improving the life of the urban poor.			
HIC City	Overview of the distribution of population and the major cities in the UK			
	City Zones			
	The location and importance of Liverpool and the wider world.	Liverpool		
	Impacts of national and international migration on the growth and character of Liverpool.			
	<u>Opportunities</u> **Social and economic**: cultural mix, recreation and entertainment, employment, integrated transport systems. **Environmental**: urban greening			
	How urban change has created challenges: Social and economic: urban deprivation, inequalities in housing, education, health and employment • Environmental: dereliction, building on brownfield and greenfield sites, waste disposal • The impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.			
	An example of an urban regeneration project to show: Reasons why the area needed regeneration The main features of the project			
	Urban sustainability			
	Sustainable traffic management strategies			

Unit 2a

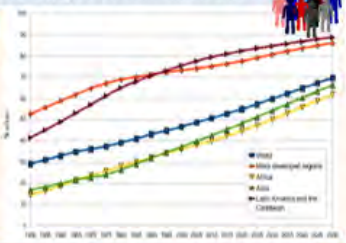
Urban Issues & Challenges

What is Urbanisation?

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.

Where is Urbanisation happening?

Urbanisation is happening all over the word but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.



Causes of Urbanisation

Rural - urban migration (1) — **The movement of people from rural to urban areas.**

Push

- Natural disasters
- War and Conflict
- Mechanisation
- Drought
- Lack of employment

Pull

- More Jobs
- Better education & healthcare
- Increased quality of life.
- Following family members.

Natural Increase (2) — **When the birth rate exceeds the death rate.**

Increase in birth rate (BR)

- High percentage of population are child-bearing age which leads to high fertility rate.
- Lack of contraception or education about family planning.

Lower death rate (DR)

- Higher life expectancy due to better living conditions and diet.
- Improved medical facilities helps lower infant mortality rate.

Types of Cities

Megacity — An urban area with over **10 million people** living there.

More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.

Sustainable Urban Living

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use then.

Water Conservation

This is about reducing the amount of water used.

- Collecting rainwater for gardens and flushing toilets.
- Installing water meters and toilets that flush less water.
- Educating people on using less water.

Energy Conservation

Using less fossil fuels can reduce the rate of climate change.

- Promoting renewable energy sources.
- Making homes more energy efficient.
- Encouraging people to use energy.

Creating Green Space

Creating green spaces in urban areas can improve places for people who want to live there.

- Provide natural cooler areas for people to relax in.
- Encourages people to exercise.
- Reduces the risk of flooding from surface runoff.

Waste Recycling

More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.

- Collection of household waste.
- More local recycling facilities.
- Greater awareness of the benefits in recycling.

Sustainable Urban Living Example: Freiburg

Background & Location

Freiburg is in west Germany. The city has a population of about 220,000. In 1970 it set the goal of focusing on social, economic and environmental sustainability.

Sustainable Strategies

- The city's waste water allows for rainwater to be retained.
- The use of sustainable energy such as solar and wind is becoming more important.
- 40% of the city is forested with many open spaces for recreation, clean air and reducing flood risk.

Integrated Transport System

This is the linking of different forms of public and private transport within a city and the surrounding area.

Brownfield Site

Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.

Traffic Management

Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.

Environmental problems

- Traffic increases air pollution which releases greenhouse gases that is leading to climate change.

Economic problems

- Congestion can make people late for work and business deliveries take longer. This can cause companies to loose money.

Social Problems

- There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.

Congestion Solutions

- Widen roads to allow more traffic to flow easily.
- Build ring roads and bypasses to keep through traffic out of city centres.
- Introduce park and ride schemes to reduce car use.
- Encourage car-sharing schemes in work places.
- Have public transport, cycle lanes & cycle hire schemes.
- Having congestion charges discourages drivers from entering the busy city centres.

Traffic Management Example: Bristol

In 2012 Bristol was the most congested city in the UK. Now the city aims to develop it's integrated transport system to encourage more people to use the public transport. The city has also invested in cycle routes and hiring schemes.

Greenbelt Area

This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.

Urban Regeneration

The investment in the revival of old, urban areas by either improving wha is there or clearing it away and rebuilding.

Urban Change in a Major UK City: Liverpool Case Study

Location and Background

- Liverpool is a Port City in the North West of England.
- Liverpool developed on the estuary of the River Mersey and became an important port for cotton and the slave trade to West Africa.

City's Importance

- A massive manufacturing industry developed, large factories built cars and ships.
- This became the main type of employment in Liverpool during the industrial revolution.
- The decline of the docks in the 1960's lead to 350 factories closing and widespread unemployment and deprivation. Many left the city, particularly the young and skilled.
- More recently Liverpool has received lots of investment and was the capital of culture in 2008.

Migration to Liverpool

- People from Wales were attracted to Liverpool by the growth of the ship building industry and jobs making canals and railways.
- By 1850 a quarter of Liverpool's population were Irish immigrants that left Ireland because of the potato famine.
- Ships from Liverpool travelled around the world and brought people to Liverpool. Many of these people stayed in Liverpool and set up their own communities. China town in Liverpool was the first of its kind.
- The collection and mixing of all of these people led to the development of the scouse accent.

City's Opportunities

Social and Economic:

- **Cultural mixing has brought different foods and festivals to Liverpool – Liverpool's Chinatown is a thriving tourist destination.**
- **Parts of Liverpool have been regenerated such as the Kings Dock which is now the Echo Arena and the city centre where you can now find Liverpool ONE.**
- **The service sector has grown and more jobs are available e.g. Liverpool Science Park.**
- **Mersey Travel makes it easier to uses different types of public transport through a pre-paid card similar to Oyster Card in London.**

Environmental:

- The old factories can be turned into green spaces like parks and gardens.
- Wasteland was converted into Chavasse Park in the middle of the city centre.

City Challenges

Social and Economic:

- Industrial decline meant that Liverpool's inner city was very deprived. Toxteth and Anfield are some of the most deprived areas in the country.
- Regeneration of areas led to greater inequality between wealthier areas and poorer ones e.g. quality of education and housing.
- Children leave schools without basic education – leading to low wages and unemployment. In Anfield 9% of adults are unemployed.
- Drinking and smoking mean that people in Toxteth die 10 years earlier than in other areas of the city.

Environmental:

- As people left the inner city areas they became targets for crime, vandalism and graffiti. Areas such as Toxteth and The Boot Estate became run down.
- As people moved to the suburbs animal habitats were destroyed.
- Waste disposal is becoming an issue as the city's population grows. There are plans to build a new waste and recycling centre in the Old Swan area.

Regeneration in Liverpool

Development of Liverpool One
£1 Billion development of city centre made up of shopping, residential areas, hotels and leisure facilities.

Development of **Princess Dock – allows cruise liners** to dock and tourists to visit Liverpool

Development of the **Albert Dock.** Now made up of hotels, shops, restaurants. Also M&S Bank Arena has been built attracting entertainment from around the world which will encourage tourism to Liverpool.

Everton's new stadium at Bramley Moore dock

Urban Change in a Major NEE City: RIO DE JANEIRO Case Study

Location and Background

Rio is a coastal city situated in the South East region of Brazil within the continent of South America. It is the second most populated city in the country (6.5 million) after Sao Paulo.

City's Importance

- Has the second largest GDP in Brazil It is headquarters to many of Brazil's main companies, particularly with Oil and Gas.
- Sugar Loaf mountain is world heritage site
- One of the most visited places in the Southern Hemisphere.
- Hosted the 2014 World Cup and 2016 Summer Olympics.
- Christ the Redeemer is a new 7 wonder.

Migration to Rio De Janeiro

The city began when Portuguese settlers with slaves arrived in 1502. Since then, Rio has become home to various ethnic groups.

However, more recently, millions of people have migrated from rural areas that have suffered from drought, lack of services and unemployment to Rio. People do this to search for a better quality of life.

This expanding population has resulted in the rapid urbanisation of Rio de Janeiro.

City's Opportunities

Social: Standards of living are gradually improving. The Rio Carnival is an important cultural event for traditional dancing and music.

Economic: Rio has one of the highest incomes per person in the country. The city has various types of employment including oil, retail and manufacturing.

Environmental: The hosting of the major sporting events encouraged more investment in sewage works and public transport systems.

City Challenges

Social: There is a severe shortage of housing, schools and healthcare centres available. Large scale social inequality, is creating tensions between the rich and poor.

Economic: The rise of informal jobs with low pay and no tax contributions. There is high employment in shanty towns called Favelas

Environmental: Shanty towns called Favelas are established around the city, typically on unfavourable land, such as hills.

Self-help schemes - Rocinha, Bairro Project

- The authorities have provided basic materials to improve peoples homes with safe electricity and sewage pipes.
- Government has demolished houses and created new estates.
- Community policing has been established, along with a tougher stance on gangs with military backed police.
- Greater investment in new road and rail network to reduce pollution and increase connections between rich and poor areas.

Revision List for History

	Revision Topic 1	Tick When Flash Card Created	Tick when revised
Germany & The Growth of Democracy	Kaiser Wilhelm's parliamentary government		
	Kaiser Wilhelm's ambitions: industrialisation/ growth of empire		
	Growth of Socialism under the Kaiser		
	Wilhelm's Naval Laws		
	The impact of the First World War		
	The Weimar Constitution		
	The Treaty of Versailles & German reaction		
	Invasion of the Ruhr		
	Hyperinflation: causes/ events/ consequences		
	Political unrest under Weimar 1919-1923		
	German recovery under Stresemann		
Germany and the Depression	The impact of the Great Depression on Germany		
	Reasons for the growth of the Nazi Party		
	The failure of Weimar democracy		
	The Reichstag Fire/ Emergency Protection Law		
	The Enabling Act		
	Elimination of political opposition/ Law Against the Formation of New Parties		
	Night of the Long Knives: causes/ events/ consequences		
Experience of German People Under the Nazis	Economic changes employment/ public works programmes/ rearmament.		
	Economic changes under the Nazis: Self-sufficiency		
	Impact of WW2 on the economy and German people.		
	Social policies under the Nazis: Women		
	Social policies under the Nazis: Youth		
	Social policies under the Nazis: Education		
	Social policies under the Nazis: Church		
	Social policies under the Nazis: Jews		
	Social policies under the Nazis: The Final Solution		
	Nazi control: Police State		
	Nazi control: Propaganda and Censorship		

Knowledge Organiser for History

The Sutton Academy

Democracy to Dictatorship: Germany 1890 – 1945 – **Knowledge organiser 1**

Who was Kaiser Wilhelm II?

What was the parliamentary system like in Germany under the Kaiser?

- Germany was unified under Prussian rule in 1871
- The Kaiser was the ruler of Germany, he was extremely powerful and could make his own decisions.
- There was a parliamentary system in Germany (Reichstag and Bundesrat) but the Kaiser could ignore them.

What impact did industrialisation have on Germany?

What negatives did industrialisation have on Germany?

What impact did the rise of socialism have on Germany?

- Rapid increase in industrialisation left business owners rich and influential, the working class increased in size.
- The workers of Germany were unhappy because of poor wages and conditions, they became drawn to trade unions to improve pay and conditions Socialism challenged the Kaisers rule.
- A new political party became popular among the workers called the SPD, they believed in socialism – they attracted 1/3 of all votes.

What ambitions did Kaiser Wilhelm have?

How did the Kaiser try to strengthen his navy?

What limitations did the naval laws create?

- The Kaiser wished to expand the German Empire, he wanted his 'place in the sun'.
- The Kaiser wanted a large navy to take over more countries and protect those already in the Empire. He increased his army too.
- Between 1898 – 1912, the Kaiser borrowed money and increased taxes to bring in the Naval laws.

What impact did WW1 have on Germany?

What happened during the Kiel Mutiny of November 1918?

- The war in Germany was viewed well until 1915, when the British began blockading German ports – the people began to suffer.
- Unrest in Germany increased with strikes, demonstrations and a flu pandemic made the situation unbearable.
- The Kaiser was advised to change the way Germany was run, he didn't – this led to soldiers and sailors refusing to follow orders. (Mutiny)
- The Kaiser abdicated on 9th November 1918, the war itself ended on 11th November 1918.

Key vocabulary:	
Kaiser	The German emperor and ruler.
Reichstag	The German Parliament.
Industrialisation	Making goods in factories.
Socialism	On the left- wing of the political spectrum advocating for equal rights.
Weltpolitik	World Policy.
Militarism	A country should have a strong army and navy and be prepared to use it.
Mutiny	Refusal to follow orders.
Abdication	Stepping down from the throne.

Exam-style Questions:

- Describe two ambitions of Kaiser Wilhelm II.
- Describe two problems Kaiser Wilhelm faced before 1914.
- Describe two ways the German people were impacted by WW1.

Democracy to Dictatorship: Germany 1890 – 1945 – **Knowledge organiser 2**

What was the Weimar Republic?

What was the Weimar constitution?

What impact did proportional representation have?

- When the Kaiser abdicated, Ebert took over temporarily as president. He won the 1st election in January 1919. Weimar republic was born.
- The Weimar republic faced opposition and violence almost immediately in the capital, Berlin forcing them to relocate to the town of Weimar.
- The Weimar government created a new set of laws known as the Weimar constitution. This allowed democracy in Germany via proportional representation and a variety of political parties, this made decision making difficult and slow.

What was the Treaty of Versailles? (BRAT)

How did the German people view the Treaty of Versailles?

- The treaty of Versailles was forced upon Ebert's government under threat of invasion and continued war, it severely weakened Germany.
- German people were angry with the Weimar 'betrayal' and felt it was much too harsh, a Diktat.
- The T of V led to serious economic and political consequences such as high reparations, the invasion of the Ruhr and hyperinflation up until 1924.

What left-wing threats did the Weimar government face?

What right-wing threats did the Weimar government face?

- Weimar faced political threats from left wing and right wing groups.
- Left wing groups such as Spartacists and the Red Rising aimed to replace Weimar with workers councils – they were brutally crushed by the Freikorps.
- Right wing threats to Weimar led to the Kapp Putsch in 1920 and the Munich Putsch, led by Hitler in 1923 – they failed and Hitler was imprisoned.

How did Stresemann resolve the problem of hyperinflation?

How did Stresemann aim to ease Germany's debt?

- Stresemann helped to ease hyperinflation by creating a new temporary currency, the Rentenmark.
- Stresemann borrowed money from the USA under the Dawes Plan he used this money to improve German economy. He also lowered the reparation payments to £1.8bn.
- Stresemann improved Germany's relationship with other countries with agreements such as the Locarno treaty and joining the League of Nations..

How did German culture change during the 'golden age'?

How did some people view the 'golden age'?

- Weimar experienced a golden age considering the control the Kaiser used to have, people could be creative.
- Cinema, nightlife and art and design flourished – Nightlife in Berlin became famous.
- Some people like the new changes and freedoms to express themselves, others felt the harmed traditional German values, the Nazis for example.

Key vocabulary:	
Proportional representation	An electoral system in which parties gain seats in proportion to the number of votes cast for them.
Reparations	Compensation for war damage.
Diktat	The nickname for the Treaty of Versailles- dictated peace.
Putsch	A violent attempt to overthrow a government.
Hyperinflation	An economic crisis in which the currency becomes worthless.
Golden Age	A time of great advancements and prosperity in art and culture.

Exam-style Question:

Which of the following had the greater impact on the German people:

- The Treaty of Versailles
- The hyperinflation crisis of 1923?

Knowledge Organiser for History

The Sutton Academy

Democracy to Dictatorship: Germany 1890 – 1945 – **Knowledge organiser 3**

How did the Great Depression impact German banks?

How were the German people impacted by the Great Depression?

- The wall street crash in 1929 led to America becoming desperate when its companies and banks became bankrupt.
- American banks called for the loans they had borrowed to Germany to be paid back.
- Banks, businesses and jobs were lost – millions in Germany became unemployed due to the reliance on America.

What impact did the depression have on extremist parties?

Why did the popularity of the Nazis increase from 1930?

- Extreme parties such as the Nazis and Communists became more popular as they proposed solutions to the Depression.
- People blamed the Weimar government for the situation and lack of support – the Nazis did much better as a result in the elections.
- Nazis grew because of speeches, people's fear of Communism and its appearance of discipline. People from all sections of society voted for them, young and old, rich and poor.

What power did President Hindenburg have?

How did Hitler become Chancellor in 1933?

- Due to the depression, political parties did not win majorities so had to form coalitions, showing instability.
- The president, Hindenburg had the power to use Article 48 to bypass the Reichstag, he could appoint new Chancellors.
- The Nazis gradually won more and more seats from 1930, this led to becoming biggest party in Germany by 1932 – Hitler invited to be leader (Chancellor) in January 1933.

Exam-style Question:

- In what ways were the lives of Germans affected by the Great Depression?
- Describe two problems Hitler faced when he became Chancellor in 1933.
- Describe two consequences of the Night of Long Knives.

What happened to the Reichstag in Feb 1933?

How did the Reichstag fire help Hitler remove his communist opposition?

- Feb 1933- the Reichstag was burnt down, communist were blamed for this.
- Hitler was given permission by President to create a 'protection law' against the enemies of the government.
- This new law banned Communists from elections, thousands were jailed and newspapers were banned.

What was the Enabling Act?

How did the Enabling Act help Hitler to remove his opposition?

- With the communists banned, Hitler needed a 'majority' so sided with the Centre Party – this gave Hitler power to avoid the Reichstag, this power was called the 'Enabling act'.
- The Nazis were put in charge of all local areas and the police, they set up concentration camps.
- The Nazis with the use of the Enabling act banned all other political parties – only the Nazis were allowed.

What happened during the Night of the Long Knives?

How did the Night of the Long Knives help Hitler to remove his opposition?

- Hitler's loyalties were divided with the German army and the SA (Brownshirts)
- The leader of the SA, Ernst Rohm was critical of Hitler and wanted to be in charge of the army, also – this would be a threat to Hitler.
- Hitler chose the army to support, he sent the SS to murder his rivals in the SA, and everyone else who 'wronged' him in the past – this purge was the 'Night of the Long Knives'.

Key vocabulary:

Depression	An economic slump causing hardship after 1929.
Extremism	Extreme political policies often in opposition to democracy.
Chancellor	Leader of the Reichstag.
Article 48	The President to ruling without support of the Reichstag.
SA	Hitler's private army during his rise to power.

Democracy to Dictatorship: Germany 1890 – 1945 – **Knowledge organiser 4**

How did Hitler create more work for the German people?

How did Hitler use 'invisible unemployment'?

- Hitler quickly increased the unemployment rate by utilising schemes such as the labour front for young workers, building armaments and introducing conscription.
- Women were 'banned' from working to focus on families, Jews were sacked. German workers could not strike but were 'rewarded' for their efforts.
- Germany realised WW1 was lost due to the crippling economic blockade, they decided to work on a policy of self Suffiency.

How did WW2 change for Germany?

What hardships did the German people face during WW2? (RARE)

- Germany fared well at the start of WW2, allowing Germans to temporarily experience luxuries.
- From 1943 onwards, the Germans were pushed back in Europe and the German people suffered hardships.
- The German people suffered during WW2 with rationing, total war – the need to focus everything on victory and bombing of the cities, women were expected to work in place of the men in the factories.

How were women rewarded for having children?

What were women in Nazi Germany expected to do?

- Under the Weimar government, the birth rate in Germany declined because women were more career driven.
- The Nazis were 'traditional' and wanted women to have large families, women were given medal, the more children they had. Some were rewarded financially, when newly married.
- Women were expected to stick to the 3 'Ks' Children, Church and cooking. Women were told what to wear and some with medical issues were forcibly sterilised.

Exam-style Question:

- Describe two ways Hitler reduced unemployment in Germany.
- Describe two main features of the education of children in Nazi Germany.
- In what ways were the lives of women in Germany affected by Nazi social policies.
- Describe how the Nazis gained control over German Christians.

What was the Hitler Youth?

What were boys and girls expected to do in the Hitler Youth?

How was a child's school life impacted by the Nazis?

- The Nazis set up the Hitler Youth organisation to indoctrinate the young into Nazi beliefs, in tandem with schooling. This was practise for the future soldiers of Germany.
- By 1939, membership to the Hitler youth became compulsory for all boys – 7.5 million members. This resulted in attending meetings during the week and camps every month.
- Girls had to join the German Maidens, this 'taught' them how to serve Germany as wives and mothers in the future, so to cook and look after children.
- Nearly every subject in school was blended with propaganda to ensure indoctrination was taking place. Eugenics, race studies taught the German children they were superior to everybody including Jews.

How did Hitler treat the Christian Churches in Germany?

What church groups criticised the Nazis?

- Most Germans were Christians during the Nazi era– the ideas of Christianity were opposed to Nazism.
- The Nazis tried to make deals with church leaders at first (Concordat), but began to close down church groups and persecute and arrest priests.
- Some churches openly criticised the Nazis such as Niemoller. Other religious groups suffered under the Nazis such as Jehovah's witnesses and Jews.

Key vocabulary:

Autarky	Economic independence or self-sufficiency.
Rearmament	The process of equipping military forces.
Rationing	To allow each person to have only a fixed amount of resources.
Eugenics	The study of how to arrange reproduction within a human population to achieve desired characteristics.
Indoctrinated	The process of teaching a person or group to accept a set of beliefs uncritica

Knowledge Organiser for History

The Sutton Academy

Democracy to Dictatorship: Germany 1890 – 1945 – **Knowledge organiser 5**

Who did the Nazis persecute? Why did the Nazis persecute minority groups?	 	• The Nazis believed the Germans were the master race – Aryan. They classed other races as inferior such as Black, Asian, and Jewish. • People with mental and physical disabilities were targeted, with sterilisation and euthanasia. Alcoholics, homeless and homosexuals were also sent to concentration camps. • The Nazis wanted to get rid of these groups in Germany as they weakened it and ruined pure 'German blood'.
How were the Jewish people persecuted from 1933-1939? What were the conditions like in the ghettos? How did persecution of the Jews change from 1941?	 	• The Nazis persecuted the Jews – some of the early policies were designed to make them leave Germany such as wearing stars of David and sacking them from jobs. Germans were banned from having relationships with Jews. • When WW2 took place, the Nazis took over more countries which contained Jews – The Nazis put them in walled up sections to live isolated, called Ghettoes. • The Nazis began murdering Jews from 1941 onwards on a massive scale, first by shouting and mobile gas vans. Finally, Millions of Jewish people were taken to Death camps to be gassed – this was known as the 'final solution'.
How did the Nazis use propaganda to increase support? How did the Nazis use censorship to increase compliance?	 	• Not all Germans were Nazi supporters, but many were. The Nazis used propaganda to make sure people continued to support them. • The Nazis controlled newspapers, film, books, and radio. They also had big rallies to promote their message. Nazi culture was a clear priority for Goebbels. • The Nazis introduced censorship to control what people read, said and heard – anything 'harmful' to Hitler and the Nazis was banned.

Who was Heinrich Himmler? Who were the gestapo, and how did the work? How could Nazis Germany be considered a 'police state'?	 	• The Nazis set up a police state meaning the police, army and law courts acted on behalf of the Nazis, for them to keep power and remove enemies. • Himmler was the head of the SS, he was a loyal Nazi who aimed to keep control of Germany for Hitler. The SS were originally set up as Hitler's personal bodyguards. • The Nazi police state was strong as high jobs went to Nazis and law courts were under their control, there was also a secret police called the Gestapo who spied on the German people. Finally, a large prisons called concentration camps were set up for 'enemies of the state'.
What youth groups opposed the Nazis, how did the resist the Nazi regime? What forms of resistance did Hitler and the Nazis face?	 	• Not all Germans were Nazis and resisted the Nazis in peaceful and violent ways. • Entire section of society opposed the Nazis such as the Swing youth and White rose group, young people who wrote leaflets and ignored Nazi orders towards young people. • Other forms of opposition included refusing to salute Hitler, and telling anti Hitler jokes. Some people in Germany even tried to assassinate Hitler, unsuccessfully – the closest was the July 1944 bomb plot.

Key vocabulary:	
Nuremburg Laws	Laws that removed the rights of German Jews.
Kristallnacht	The Night of Broken Glass during which Jews homes, businesses and synagogues were destroyed.
Ghetto	A poor area occupied by a minority group.
Police state	A country in which the police are very powerful.
Propaganda	Misleading information used to influence or promote.

Exam-style Question:

- In what ways would the behaviour of the German people be affected by the police state?
- Describe two ways the German Jewish population were impacted by Nazis persecution from 1933-1939.

Revision List for History

	Revision Topic 2	Tick When Flash Card Created	Tick when revised
Section 1: Conquered and conquerors	Anglo-Saxon and Viking invasion of Britain		
	Wessex and Danelaw		
	Significance of Alfred the Great		
	King Aethelred and the Danegeld		
	Cnut and the development of the North Sea Empire		
	Significance of Emma of Normandy		
	Norman Conquest and the changes to England		
	Growth of the Angevin Empire- King Henry II		
	Decline of the Angevin Empire- King John		
	The Hundred Years War- Causes and events		
	The Hundred Years War- Significance		
Section 2: Looking West	Tudor and Stuart explorers- Rayleigh & Hawkins		
	Why go to the Americas?		
	Transatlantic Slave Trade and its impact		
	Why did people leave Britain?		
	Impact of British colonies on indigenous Americans		
	The War of Independence- Causes/ events		
	The War of Independence- Significance		
	Huguenot migration		
	Ulster plantations		
	Highland clearances		

Revision List for History

	Revision Topic 2	Tick When Flash Card Created	Tick when revised
Section 3: Expansion and empire	British control in India- why did Britain take interest?		
	Significance of Robert Clive and Warren Hastings		
	British control in India- Indian Rebellion		
	British control in India- Consequences of British rule		
	Expansion in Africa- why did Britain take interest?		
	Expansion in Africa- ideas of Cecil Rhodes		
	Expansion in Africa- Suez Canal (Egypt)		
	Expansion in Africa- the Boer War (events and consequences)		
	Expansion in Africa- Imperial Propaganda		
	Why did the Irish migrate to Britain? (British reactions & impact)		
	Why did the Jewish migrate to Britain? (British reactions & impact)		

Knowledge Organiser for History

The Sutton Academy

Migration and Empire, c790 to the present day (Knowledge organiser 1)

Viking invasions

Why did the Vikings migrate to the British Isles?

What impact did the Vikings have upon the British Isles?

- The Anglo Saxons had dominated the British Isles ever since the Romans left in the 5th Century (400s) they ruled 7 kingdoms called the Heptarchy and often fought each other.
- The Vikings were migrants from Scandinavia. They began to invade the British Isles from c790, they first raided Lindisfarne where they took wealth and people as slaves.
- The reasons the Vikings came to 'England' was to find wealth, their homeland of Scandinavia was not suitable for farming in terms of landscape and climate.
- Both of these reflected key economic motivations for war.

Alfred the Great

What was the Danelaw?

Why was Alfred the Great 'significant'?

- The Vikings began to settle in the British Isles and conquered large sections of the country, this became known as the Danelaw. The Danelaw brought changes to the country such as language and days of the week.
- Alfred, the King of Wessex, fought the Vikings back and forced them to accept a peace – this stopped the Vikings taking over all of the country.
- Alfred was important in reclaiming land from the Vikings and his descendants became the rulers of a united 'England' or 'Angle – land'.

King Cnut & the North Sea Empire

What was the Danegeld?

What was the impact of the St Brice's Day massacre?

- During the reign of Aethelred the Unready Viking raids resumed on the British Isles after a long period of peace. Aethelred offered payment of Danegeld to these invaders which only encouraged further raids.
- After the St Brice's Day Massacre a Viking army invaded and conquered England under Sven Forkbeard.
- In 1014 Sven's son Cnut became king. His domains were united in the North Sea Empire. This resulted in a period of peace and prosperity for the kingdom. Cnut relied on Danes to help him rule England and there was an increase in economic migration due to impact trade and movement of farmers and craftsmen.

Norman Conquest

Who were the Normans?

What changes did the Normans make to England?

- The Normans conquered England after the Battle of Hastings in 1066. This meant that William Duke of Normandy became King.
- The English ruling class were now replaced with the Norman ruling class. The Normans made many changes to England:
  - New language- French words incorporated into the language (E.g- Army, Parliament, taxes)
  - Cathedrals were rebuilt in the Romanesque style.
  - Feudal system was introduced as a hierarchy to order society.

Henry II & the Angevin Empire

What land did Henry II rule?

Why did Henry II rule over so much land abroad?

- Henry II became king in 1154, due to his marriage and family inheritance he controlled much land in France, more than the King of France.
- Henry II became the 'Overlord of Ireland' – this became a part of the Angevin Empire, from 1171.
- Henry II was an energetic king and skilled soldier. This enabled him to rule his kingdom effectively until his death in 1189.

Key vocabulary:	
Migration	Movement of people from one area to another.
Empire	When one country rules over others.
Danelaw	The part of England that was under Viking control and laws.
Danegeld	A payment that the Saxon English would give to the Vikings to leave the country.
North Sea Empire	An area controlled by Canute which included Denmark, England, Norway and Sweden.
Angevin	The name given to Henry II's empire because of where his father was born, Anjou (France)

Exam-style Questions:

- Explain the significance of Alfred the Great for the development of English identity.
- Explain the significance of Henry II's empire.
- Explain the significance of the Norman migration to the British Isles.
- Has economic factors been the main reason for the growth of empires?

Migration and Empire, c790 to the present day (Knowledge organiser 2)

King John and the loss of the Angevin Empire

Why was King John considered a weak king?

Why was the Magna Carta so significant?

- When Henry died, he was succeeding by Richard and then John. John was seen as responsible for losing the land in France, weakening the Angevin Empire.
- John could be seen as a weak, unpopular king. His lack of military success meant taxes were increased and he was opposed by the barons.
- John signed Magna Carta. This document was key in challenging the power of the monarch and is seen as a landmark in English history.

The Hundred Years War (Causes & events)

Why was King Edward angry with the French?

What happened during the Hundred Years War?

- Edward, King of England in 1337 was angry with the French for several reasons, he believed he should've also been King of France and claimed they were trying to harm England's economy. Also, they helped the Scottish against England.
- The Hundred Years began as a series of battles over a period of 116 years. The first stages seen England gain lots of land, the second saw great English victories at Agincourt and the last stage seen France become victorious under the influence of Joan of Arc.

The Hundred Years War (Consequences)

Outline three consequences of the Hundred Years War.

- The high costs of weapons, food, armour and horses meant that wars were very expensive. As a result, both the French and English had to pay higher taxes, more frequently, to pay for the war.
- By the end of the war, England had lost all their wealthy French regions like Normandy and Aquitaine, so lost the income they brought.
- The war changed the way battles were fought. Before the hundred years war, the knight on horseback, fighting as part of cavalry, was the most effective and powerful part of an army. However, it was the archers, firing thousands of arrows which had led to the great English victories in the war. From then on the archer not the knight was seen as the most important part of an army.

Colonisation of North America

What were the voyages of discovery?

What were the consequences of the voyages of discovery?

- During 16th century technological developments and a desire for wealth encouraged English sailors on Voyages of Discovery.
- Voyages of Discovery led to establishment of colonies. These colonies were attractive to migrants for different reasons. Some religious groups wished to flee British Isles whilst they also offered economic opportunity.
- This led to a development of empire based on trade. Plantations particularly in Caribbean played a huge role in this.

Key vocabulary:	
Magna Carta	Document guaranteeing English political liberties and freedoms. This was signed by King John under pressure from his barons in 1215.
Agincourt	A battle in which the English defeated the French, despite being outnumbered.
Archers	The use of bow and arrows.
Plantations	A large farm which grows crops.
Indigenous	Native peoples.
Colonisation	To takeover new land.

Exam-style Questions:

- Explain two ways in which the impact on Britain from the Hundred Years War and the Viking invasions of Britain were similar.
- Has the **role of the individual** been the main reason for the **loss of colonies and empires?**

Knowledge Organiser for History

The Sutton Academy

Migration and Empire, c790 to the present day (Knowledge organiser 3)

Development of the Transatlantic Slave Trade

What was the Transatlantic Slave Trade?

How did the slave trade impact Britain?

- British involvement in the Slave Trade began with John Hawkins and capture of slaves from Spanish. This developed further throughout 1600s and 1700s as millions of Africans were transported to North America and Caribbean.
- The triangular slave trade involved a journey of three parts. Slaves would be captured in Africa, sold in Americas and goods produced sold in Europe producing huge profits.
- The slave trade impacted Britain socially and economically. Its immense profits helped industries such as ship building, banking and insurance. Socially, it also helped the development of cities such as Liverpool and Bristol.

How successful was colonisation of the Americas?

Why did the British colonise the Americas?

- Early settlement of America and 13 colonies was encouraged by a mix of motives. Economic reasons due to abundance of resources and also religious reasons due to persecution of religious groups in 17th century such as Pilgrim Fathers.
- Different settlements included Virginia and then later Massachusetts, both located on east coast of America.
- Relations with indigenous people was often characterised by violence. Superior European technology in form of weapons and impact of disease meant many were killed as land was claimed.

Causes of the American War of Independence

Why did the British anger the American people from the late 18th century?

- By the late 18th century Britain had colonised large parts of the North America. These settlements were known as the 'Thirteen Colonies'.
- By the second half of the 18th century British control was under threat. This reflected a number of factors such as heavy taxation, duties on American goods and the development of independent ideas about freedom and self-government in the colonies.
- In 1774 the Thirteen Colonies declared themselves independent. Under the leadership of George Washington they were able to defeat the British who surrendered in 1781.

Migration to and from Britain: 17th & 18th centuries

Why did the Huguenots migrate to Britain?

Why did the Highland Clearances take place?

- Huguenots were French Protestants who migrated to British Isles for religious reasons. There were two significant waves of this migration (after 1572 and 1685) and Huguenots made a huge contribution to economy; often being skilled craftsmen and introducing new industries such as paper-making. **Religion**
- In early 1600s James I began the Ulster plantations. This involved the settlement of loyal Protestant subjects into Catholic Ireland. This caused religious tension and reflects migration within British Isles. **Government/Religion**
- The Highland Clearances saw the removal of Highlanders in Scotland throughout 18th century. This was in response to support for Stuart dynasty. This process saw thousands of Highlanders forcibly removed from homes in violent and brutal circumstances. **Government/Religion**

Key vocabulary:

Mayflower	A ship bringing British puritans to North America.
Massacre	Murder on a large, brutal scale.

Exam-style Questions:

- Explain two ways the Vikings and the British slave traders were similar.
- Explain two ways in which the impact of the Huguenots on Britain and the Pilgrim Fathers on America were similar.

Migration and Empire, c790 to the present day (Knowledge organiser 4)

British expansion into India

What was the East India Company?

Why was Robert Clive significant?

What was the significance of the Indian Mutiny of 1857?

- Expansion into India began under the East India Company, they controlled the trade in Asia for the British. India was greatly wealthy in terms of spices, minerals and gold. This would become Britain's main colony after the loss of the 13 colonies.
- Robert Clive, leader of the EIC army defeated the leader of Bengal, the richest part of India absorbing this land into EIC control – India was known as the 'Jewel in the Crown'.

- The Indian people did not take to imperialism well and there was a mutiny from 1857, when sepoys rebelled against the English rulers. The result was British victory and the Government and Queen Victoria began rule of India, rather than the EIC.

Impact of the British in India

How did the British government control India?

What impact did the British have upon India?

- India was the largest and richest of all the territories in Britain's empire. In 1858, a Viceroy appointed by the British was put directly in charge of the country and ran it on behalf of Queen Victoria.
- The queen even gave herself an extra title, Empress of India, in addition to her traditional title of Queen of Great Britain and Ireland.

- The education system and health care system advanced in India, thousands of schools and colleges were built. Malaria and smallpox vaccines were introduced to India also.

Scramble for Africa

Why was Africa do appealing to European nations?

Why was Cecil Rhodes significant?

- Britain and other European nations were interested in Africa due to its natural wealth, minerals and crops. At the congress of Berlin, 1888, European nations laid claim to areas of Africa they wanted. Britain controlled 32% by 1900. (Egypt taken for Suez Canal)

- Cecil Rhodes believed in Social Darwinism that some people are better/ stronger than others. He was a leading imperialist who claimed that it was fitting for Britain to control an empire. He was initially a diamond and gold mine owner, in Southern Africa.

Key vocabulary:

Trading station	A large warehouse area in a port that Europeans would have in other countries.
Seopy	An Indian soldier serving in the British army.
British Raj	Name given for the British rule of India.
Scramble for Africa	The invasion and control of African territory by European powers during the period between 1881 and 1914.
Imperialist	Someone supportive of gaining an empire and controlling others.
Colonisation	Taking over other countries.

Exam-style Questions:

- Explain the significance of the Indian Rebellion on the development of the British Empire.
- Explain the significance of Cecil Rhodes for the development of the British Empire in Africa.
- Explain two ways in which Cecil Rhodes and John Hawkins were similar.
- Explain the significance of British rule in India.

Knowledge Organiser for History

The Sutton Academy

Migration and Empire, c790 to the present day (Knowledge organiser 5)

Africa case studies- Suez crisis How did the Suez Canal benefit the British? Explain the events and consequences of the Suez Canal crisis?	  • The Suez Canal in Egypt, is an important trade link between the Mediterranean Sea and the Indian Ocean. • Within a few years of the canal opening, around 80 per cent of the ships using the canal were British. So to secure the route, the British government bought a controlling share in the canal from the Egyptians when they were in financial difficulty. • In 1882, the Egyptians rebelled against this British and French 'interference'. • July 1882, soldiers from Britain and 2000 soldiers from British India entered Egypt. They began taking control of major towns and cities, including the capital, Cairo. Over 40 navy warships secured the Suez Canal. So, by 1882, Britain had gained control of another African country.
Irish migration- Why did the Irish migrate to Britain? How were the Irish treated when they arrived in Britain?	  • There was a great surge in Irish immigration after 1846, when a disease called 'potato blight' ruined the Irish potato harvest. • The Irish were blamed for high crime rates in many towns and cities. The navvies drank a lot, which would often spill into violence. • The newly arrived migrants were accused of taking jobs that the locals could have done. In some places, people with Irish accents were barred from jobs. • Despite getting work, most Irish people lived in terrible conditions in poor areas- so disease was common. As a result, locals would often blame the Irish for causing disease in the first place. Typhus was even nicknamed 'Irish fever'.
Jewish migration- Why did the Jewish migrate to Britain? How were the Jewish population persecuted in Russia?	  • In the 1870s and 1880s, there was a new influx of Jews from Eastern Europe, mainly from Russia. Jews were a minority group in Russia and persecution of the Jewish community was common place. • Jews had been wrongly blamed for the assassination of the Russian emperor Tsar Alexander II in 1881, and laws and attacks against them (called pogroms) became common from 1882. There were restrictions placed on the number of Jews allowed in schools. • Around 120,000 Jews arrived in Britain as a result of this extreme persecution.

Forced migration- Australia- Explain the process of forced migration to Australia? How were convicts rewarded/ punished?	  • In April 1770, a British explorer named James Cook claimed the east coast of Australia for Britain and named it New South Wales. • Naval commander Captain Arthur Phillip was sent to set up the first colony on Australian soil, he transported British convicts from overcrowded British jails. • The convicts began to build the settlement. Good, hardworking convicts earned themselves an early release, while bad behaviour ended in a whipping or an extended sentence.

Key vocabulary:	
Scorched earth policy	When an invading army destroys its enemy's resources.
Imperial Propaganda	Information used to promote the idea of a powerful and advancing empire.
Famine	Unable to access adequate food supplies.
Navvies	Labourer employed in building a road or railway.
Pogrom	Violent attacks on Jews by local non-Jewish populations.
Indentured servants	A form of labour where an individual is under contract to work for a certain period of time, afterwards they are granted freedom.

Exam-style Questions:

- Explain two ways the Huguenot migration and Jewish migration were similar.
- Has economic factors been the main reason for the migration of people to and from the British Isles?

Revision List for Spanish
Foundation

The Sutton Academy

Spanish	English
sitio	place
allí	there
novio	boyfriend
novia	girlfriend
seguro	safe/secure
coger	to catch (transport)
llegar	to arrive
vuelo	flight
abrir	to open
cerrar	to close
un espectáculo	a show
formación	training
hijo	son
hija	daughter
esperar	to hope/wait
comenzar/empezar	to start
terminar	to end
descanso	rest
traer	to bring
regalo	gift/present
quisiera	I/he/she would like
billete	ticket
discapacidad	disability
conocer	to meet/know
al lado de	next to
debajo	under
pasear	to go for a walk
tener ganas	to feel like
reír	to laugh
papel	paper
el medioambiente	the environment
alquilar	to hire

Revision List for Spanish
Higher 1/2

The Sutton Academy

Spanish	English
formación	training
esperar	to hope/wait
comenzar/empezar	to start
terminar	to end
traer	to bring
al lado de	next to
una ventana	a window
el baño	the bath/bathroom
coger	to catch (transport)
caminar	to walk
evitar	to avoid
una cola	a queue
devolver	to give back
rabajas	sales
encontrar	to find
mitad	hald
casarse	to marry
propio/a	own
tener ganas de	to feel like
alquilar	to hire
un piso	a flat
apoyar	to support
triste	sad
animar	to encourage
tirar	to throw (away)
perder	to lose
alimentos	foods
seguir	to follow
ahorrar	to save
arreglar	to fix
conocer	to know/meet
debajo	under

Revision List for Spanish
Higher 2/2

The Sutton Academy

Spanish	English
hacer falta	to lack
decepcionante	disappointing
quise	I wanted
un lugar	a place
probar	to try
amplio	spacious
venir	to come
negocio	business
la dueña	the owner
la carta	the menu
mismo	same
algunos	some
abrir	to open
cerrar	to close
pasear	to go for a walk
lleno de	full of
pedir	to ask
pregunta	question
encuesta	survey
elegir	to choose
fuerte	strong
suave	soft/smooth
la letra	the lyric
derechos	rights
allí	there
salvo	except
las tareas	chores
alrededor	the surrounding area
quedarse	to stay

Revision Lists &
Knowledge Organisers
Option Subjects

Here you will find the revision lists for all Option Subjects. These have been organised alphabetically to support you in your revision.

There is no revision list for the following subjects as there is no written assessment for Tracking 3. Please ensure all controlled assessment and/or coursework assignments are complete to a high standard if you study these courses.

- *Animal Care*
- *Art*
- *Art & Craft*
- *Business*
- *ICT*
- *Performing Arts*
- *Sport*

Revision List for Childcare

The Sutton Academy

You will need to know the expected sequence and key milestones achieved by the child at the end of each age group. All knowledge organisers can be found on Teams to help you.

	Key Content	Revision Task	Tick when revised
Content Area 1: Child Development	Aspects of Holistic Development	*Use knowledge organiser on Class Charts to make flash cards.*	
	Physical Development: fine motor skills – co-ordination of small muscles, precise movements, and hand eye co-ordination:	*Use knowledge organiser on Class Charts to make flash cards.*	
	Physical Development; gross motor skills (that involve the large muscles of the arms, legs and torso):	*Use knowledge organiser on Class Charts to make flash cards.*	
	Cognitive Development Milestones	*Use knowledge organiser on Class Charts to make flash cards.*	
	Communication and language Development	*Use knowledge organiser on Class Charts to make flash cards.*	
	Social and Emotional Development	*Use knowledge organiser on Class Charts to make flash cards.*	
Content Area 2: Factor that Affect Child Development	Nature and Nurture	*Use knowledge organiser on Class Charts to make flash cards.*	
	Biological and Environmental Factors	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Effects of Biological and Environmental Factors	*Use knowledge organiser on Class Charts to make flash cards.*	
	Transitions: Types of Transitions	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Impact of Transitions on the Child's Development	*Use knowledge organiser on Class Charts to make flash cards.*	
	Support Strategies	*Use knowledge organiser on Class Charts to make flash cards.*	
Content Area 3: Care Routines, Play and Activities	Basic Care Needs	*Use knowledge organiser on Class Charts to make flash cards.*	
	Basic Care Routines to Support Development	*Use knowledge organiser on Class Charts to make flash cards.*	
	Basic Play Activities to Support Development	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Role of the Early Years' Practitioner During Play Activities	*Use knowledge organiser on Class Charts to make flash cards.*	

Knowledge Organiser for Childcare

The Sutton Academy

Knowledge Organiser
Complete 1 of 3

NCFE CACHE: Level 1-2 Technical Award Child Development & Care in the Early Years

Content Area 1: Child Development

CA1.1.1 Gross Motor- ***Involves the large muscles of the arms, legs and torso.***

At Birth:
- Lies on their back with head to one side
- Head lags when pulled to sitting position

1 year
- Stands and may cruise around furniture#
- Sits down from standing
- Is more mobile

2 years
- Walks up and down stairs by holding adult's hand
- Runs with control
- Throws and kicks a ball

3 years
- Can walk backwards and sideways
- Rides and steers a tricycle
- Jumps from a low step with both feet together
- Throws a ball overhand and can catch a large ball with arms outstretched.

4 years:
- Stands and runs on tiptoes
- Hops
- Changes direction while running
- Can catch, kick, throw and bounce a ball

5 years:
- Skips and moves rhythmically to music
- Hops on each foot
- Rides bicycle with stabilisers

CA1 1.1 Physical Development- The way in which the body increases in skill and becomes more complex.

Holistic Development is the social, emotional, physical, mental, and intellectual growth of a person.

Expected Milestones The stage of development a child should be at for a certain age. Remember that children will all develop at their own rate but we need to be aware of the EYFS framework

CA1.1.1 Physical Fine Motor- ***Co-ordination of small muscles, precise movements and hand-eye co-ordination.***

At Birth
- Hands are firmly closed
- Often folds their thumb under their fingers.

1 Year
- Points using index finger
- Passes and releases a toy
- Clasps hands together
- Holds crayon with palmer grasp and makes random marks.

2 Years
- Separates interlocking toys
- Uses pincer grip to pick up small objects
- Draws lines, dots and circles

3 Years
- Begins to show preference for dominant hand
- Can fasten a large zip
- Can draw person with a head

4 Years
- Begins to fasten buttons
- Uses a spoon and fork well to eat
- Can draw a figure that resembles a person showing head, legs and body.

5 Years
- Can use a knife and fork competently
- Can thread small beads
- Can draw a person with a head, body, arms, legs, nose, mouth

Knowledge Organiser
Complete 2 of 3

Content area 1: Child development

C.A 1.2 Cognitive development

Thinking, memory & understanding concepts such as time, colour & number

Object permanence – the ability to understand that objects when placed out of sight are still in existence

Trial by error – seeing what happens after an action has been made & learning from it.

Expected pattern of Cognitive development.

At Birth:
- Turns head towards bright light
- Likes looking at high contrast patterns
- Is startled by sudden noises
- Shows primitive reflexes (swallowing and sucking, rooting, grasping, stepping startle (mono) and ATNR (asymmetric tonic neck).

1 Year
- Understands simple instructions (clap hands)
- Imitates and responds to gestures
- Anticipates future routines

2 Years
- Understands that mirror is a reflection
- Begins to understand consequences of their own actions
- Names pictures and objects in a book

3 Years
- Recognises objects that are heavy and light
- Shows awareness of past and present
- Actively seeks answers to questions- using 'why'
- Sorts objects by shape and size

4 Years
- Names some colours
- Counts to 10
- Recalls stories and rhymes
- Fantasy and reality may become confused

5 Years
- Gives meaning to marks they make and see
- Cant count upto 20
- Understands basic rules
- Interested in reading and writing

C.A.1.3 Communication and Language development

The ability to make sounds, talk, understand and interact with others.

Receptive language – what children can understand

Expressive language – what children can say

Expected pattern of communication and language development

At Birth:
- Cries to indicate needs
- Recognises mothers' or main caregiver's voice
- Cannot hear very soft sounds

1 Year:
- Babbles tunefully, leading to first single spoken words
- Raises tone to gain attention
- Follows simple instructions and understands simple frequent words

2 Years:
- Uses 50 words or more
- Joins to 2 words together
- Refers to self by name
- Understands a wide range of words

3 Years:
- Uses 200 words or more
- Joins in simple rhymes
- Constantly asks questions: what, why, who

4 Years:
- Enjoys telling and sharing stories
- Can be understood easily by others
- Knows several nursery rhymes and songs

5 Years:
- Begins to show signs of reading
- Concentrates and maintains attention
- Uses language and gestures to convey meaning
- Speech is mostly grammatically correct

Knowledge Organiser
Complete 3 of 3

Content area 1: Child development

C.A 1.3 and 1.4 Social & emotional development

The ability to interact with others, develop, manage and express feelings and become more independent

Attachment – a close bond between the child & their parents
Bonding – the process by which children & parents develop a strong loving relationship

Expected pattern of social and emotional development.

At Birth:
- Expresses pleasure at bath time or when being fed
- Enjoy physical touch
- Often imitates facial expressions

1 Year:
- Enjoys playing simple games ('peek a boo')
- Dependant on others
- Cries if unable to see clear
- Plays alone or alongside others happily

2 Years:
- Often feels frustrated when unable to express feelings
- Confident and curious to explore the environment
- May be clingy at times but independent at others

3 Years:
- Expresses emotions
- Enjoys playing with other children
- Enjoys imaginative and creative play experiences
- Likes to do tasks unaided

4 Years:
- More confident in new situations ad with unfamiliar adults
- Can be sensitive to others
- Welcomes and values praise
- May become fearful as imagination increases

5 Years:
- Enjoys group play
- Has definite likes and dislikes
- Describes self in a positive way
- Gains confidence and is more independent

Knowledge Organiser | Complete 1 of 5 | NCFE CACHE: Level 1-2 Technical Award Child Development & Care in the Early Years

Content area 2: Factors that influence the child's development

2.1 Nature: Biological influences, genetics and inherited characteristics
Nurture: Environmental influences
Nature VS Nurture Debate- The extent to which nature or nurture impacts on the child's development to raise awareness of the extent to which particular aspects of health and development are a product of genetic characteristics or environmental influence.

2.2 Biological Factors- Things we are born with	Definition/Example
Biological influences	Mental health, health conditions such as cystic fibrosis, obesity, aggression, impulsiveness.
Genetics	Metabolism, gender, sexual orientation, skills such as being good at drawing, genetic disorders e.g., Down's syndrome.
Inherited Characteristics	Eye colour, left handedness, neuroticism, extrovert, conscientiousness, agreeableness, openness.
Hormones	Growth hormones, hormonal conditions such as hyperthyroidism/hypothyroidism.

2.2 Biological Factors- Things we are born with	Example
Physical traits – some are linked to genetic inheritance.	Height, physical strength, face shape, eye colour, muscle structure.
Medical conditions - most are linked to genetic inheritance.	Diabetes, asthma, sickle cell anaemia.
Learning difficulties – are most likely as a result of genetic inheritance.	Autistic spectrum conditions, dyslexia.
Disabilities – some are linked to genetic inheritance, whilst others may occur during pregnancy and birth	Deafness, sight problems, cerebral palsy, spina bifida.
Personality & temperament	Shyness, curiosity, outgoing
Pregnancy & birth – how healthy a mother is during pregnancy can affect a child's development	German measles, fetal alcohol syndrome, spina bifida, developmental difficulties.

2.2 Environmental factor	Example
Love & interaction/ Relationships – children thrive if they feel loved & have plenty of positive attention from the adults who care for them.	Cuddles, time to talk, being spoken to positively, being listened to.
Stimulation – children benefit if there are opportunities to play, talk and do different things. Have an opportunity for exercise	Going to different places, doing different things, playing with adults and other children, sharing books. Language rich environment- talking and interaction.
Socio-economic – Children need shelter, warmth and to be physically safe. They also need room to move and explore.	Warm home, opportunities to go outdoors, space to play indoors. Income- Poverty Housing- Standards
Experiences at home or in the wider world: This is people, places, situations, circumstances and relationships that the child experiences at home or in the wider world. ▪ inner city – centre of the city ▪ rural – countryside	Location of child's home: Inner city. Rural. Seaside. Excursions: Eating in a restaurant. Holidays – Abroad or UK. Modes of travel – Public transport, Cars, Aeroplane. Days out.
Family Lifestyle: This is related to day-to-day activities and behaviours of a family.	Abuse, neglect, drug/alcohol abuse, healthy diet, poor diet.

Knowledge Organiser for Childcare

The Sutton Academy

Knowledge Organiser | **Complete 2 of 5** | **NCFE CACHE: Level 1-2 Technical Award Child Development & Care in the Early Years**

Content area 2: Factors that influence the child's development

2.3 Effects of Biological and Environmental Factors

Effect- a change which is a result or consequence of an action or other cause.
Factor- a circumstance, fact, or influence that contributes to a result.

Biological

Short- Term	Long- Term
1. Limited learning opportunities 2. Limited concentration when at a childcare setting 3. Withdrawn social behaviour 4. Insecure/secure parental attachment 5. Inhibited relationships with others	1. Reduced educational attainment 2. Limited range of career choices 3. Declining growth 4. Mental illness 5. Difficulty managing feelings 6. Achieving/not achieving expected age-related milestones

Environmental

Short- Term	Long-Term
1. Weight gain 2. Positive feelings of wellbeing 3. Illnesses and deficiencies 4. Meeting expected age-related milestones 5. Not meeting expected age-related milestones 6. Insecure/secure parental attachment	1. Limited range of career choices 2. Thriving growth and healthy body weight 3. Nutritional deficiency 4. Pain 5. Successful educational achievement 6. Achieving/ not achieving expected milestones 7. Positive emotional wellbeing

Knowledge Organiser | **Complete 3 of 5** | **NCFE CACHE: Level 1-2 Technical Award Child Development & Care in the Early Years**

Content area 2: Factors that influence the child's development

2.4 Transitions

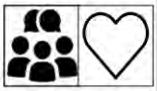
Transition- is the change from one stage or state to another. It is a significant change in the child's life. Transitions can be expected or unexpected.

2.4.1 Expected Transitions- Something that is planned to happen and the child can be prepared for it

1. Starting a new childcare setting
2. Planned hospital admission of themselves or a family member
3. Moving house
4. Moving rooms within a setting
5. Weaning
6. Toilet training
7. Birth of a sibling

2.4.1 Unexpected Transitions- These are transitions the child cannot prepare for

1. Bereavement of a friend, family member or pet
2. Change to family circumstance/dynamic
3. Family structure and separation

2.4.2 Impact of Transitions on development	Example
Physical 	• Loss of or increased appetite • Sleeping patterns, nightmares • Wetting/bedwetting • New fine and gross motor skills • Regression or independence with self-care routines • Ill health, vulnerability to choric illnesses • Access to new healthy food choices
Cognitive 	• Difficulty understanding the concept of change • Lack of concentration • Learn from new experiences • Develop skills to deal with new challenges • Affect healthy brain development
Communication and Language 	• Unable to express their needs and feelings • Regress in ability to communicate with others • Delays in speech, language and communication • New environment and interaction results in new language skills
Social and Emotional 	**Show strong feelings and emotions such as:** • Excitement • Sadness • Sense of loss • Fear • Anger • Withdrawal **Expresses emotions through:** • Crying • Kicking • Biting • Being clingy • Regression **Affect Emotional Wellbeing:** • Levels of resilience • Anxiety **Experience interaction with new role models:** • Gain confidence to manage and cope with new feelings.

Revision List for Computer Science: Paper 1

The Sutton Academy

Revision Topic	Tick when revised
I can explain the purpose of the CPU, including the fetch-execute cycle	
I can describe the common CPU components and their functions	
I can describe the characteristics of CPU architecture, including Von Neumann Architecture	
I can explain how CPU performance is affected by the cache size, clock speed and number of cores	
I can explain the purpose and characteristics of embedded systems and provide examples	
I can explain the need for primary storage	
I can describe the difference between RAM and ROM	
I can explain the purpose of ROM in a computer system	
I can explain the purpose of RAM in a computer system	
I can describe virtual memory	
I can explain the need for secondary storage	
I can describe the common types of storage such as optical, magnetic and solid state	
I can select suitable storage devices and storage media for a given application	
I can explain the advantages and disadvantages of different storage devices and media in relation to capacity, speed, portability, durability, reliability and cost	
I can identify the different units of data storage from Bits up to Petabytes	
I can explain how data needs to be converted into a binary format to be processed by a computer	
I can describe data capacity and calculate data capacity requirements	
I can use and convert between binary (up to 8 bits), hexadecimal and denary counting systems	
I can add two binary numbers together and explain overflow errors which may occur	
I can carry out a binary shift (both left and right)	
I can describe the use of binary codes to represent characters	
I can explain the term character set	
I can explain the number of bits per character in a character set and the number of characters which can be represented in ASCII and Unicode	
I can explain how an image is represented as a series of pixels, represented in binary	
I can explain the use of metadata in image files	
I can describe the effect of colour depth and resolution on image quality and file size	
I can explain how sound can be sampled and stored in digital form	
I can describe the effect of sample rate, duration and bit depth on playback quality and file size	
I can explain the need for compression	
I can explain the advantages and disadvantages of lossy and lossless compression	
I can describe the different types of networks such as LAN and WAN	
I can explain the factors that affect the performance of networks	
I can explain the different roles of computers in a client-server and peer-to-peer network	
I can describe the hardware needed to connect stand-alone computers into a LAN	
I can describe the Internet as a worldwide collection of computer networks	
I can explain Star and Mesh network topologies	
I can explain the advantages and disadvantages of wired and wireless connections	
I can describe the principle of encryption	
I can explain IP addressing and MAC addressing	
I can describe how standards allow hardware/software to interact with each other	
I can explain common protocols including TCP/IP, HTTP, HTTPS, FTP, POP, IMAP and SMTP	
I can explain how layers are used in protocols	
I can describe different forms of attack such as malware, social engineering and DOS etc	
I can select and explain common prevention methods for the different forms of attack	
I can explain the purpose and functionality of operating systems	
I can explain the purpose and functionality of utility software	
I can describe utility system software such as encryption, defragmentation and data compression	
I can describe the impacts of digital technology on wider society including ethical, privacy and legal issues	
I can explain the legislation (and software licences) relevant to Computer Science	

Revision List for Computer Science: Paper 2

The Sutton Academy

Revision Topic	Tick when revised
I can understand the principles of absraction, decomposition and algorithmic thinking.	
I can identify the inputs, processes and outputs for a problem.	
I can explain and create structure diagrams.	
I can create and refine algorithms using pseudcode.	
I can create and refine algorithms using flowcharts.	
I can create and refine algorithms using reference language and high-level language.	
I can identify common errors.	
I can understand trace tables.	
I can understand standard searching algorithms such as binary and linear searches.	
I can understand standard sorting algorithms such as bubble, merge and insertion sorts.	
I can explain the use of variables, constants, operators, inputs, outputs and assignments.	
I can explain the use of basic programming constructs such as sequence, selection and iteration.	
I can identify the common arithmetic operators (+ - * / Mod Div ^)	
I can identify the common Boolean operators AND, OR and NOT.	
I can explain the use of data types such as Integer, Real, Boolean, Character, String and Casting.	
I can understand the use of basic string manipulation.	
I can understand the use of basic file handling operations like Open, Read, Write and Close.	
I can explain the use of records to store data.	
I can explain the use of SQL to search for data.	
I can apply the use of arrays when solving problems, including both 1D and 2D arrays.	
I can explain how to use sub programs (functions and procedures) to produce structured code.	
I can understand random number generation.	
I can understand defensive design considerations such as anticipating misuse and authentication.	
I can explain input validation.	
I can understand why maintainability is important such as sub programs, naming conventions, indentation and commenting.	
I can understand the purpose of testing.	
I can explain the types of testing such as iterative and final/terminal.	
I can identify syntax and logic errors.	
I can understand selecting and using suitable test data such as normal, boundary and invalid/erroneous.	
I can understand the concept of refining algorithms.	
I can understand simple logic diagrams using the operators AND, OR and NOT.	
I can explain truth tables.	
I can understand combining Boolean operators using AND, OR and NOT.	
I can apply logical operators in truth tables to solve problems.	
I can explain the characteristics and purpose of high and low-level programming languages.	
I can explain the purpose of translators.	
I can understand the characteristics of a compiler and an interpreter.	
I can explain the common tools and facilities in an Integrated Development Environment (IDE).	

Please refer to the revision lists on teams for links to Seneca clips for the above.

Revision List for Construction

	Revision Task	Tick when revised
Civil Engineering Products	*Use knowledge organiser on Class Charts to make flash cards.*	
Professional Roles	*Use knowledge organiser on Class Charts to make flash cards.*	
Trade Roles	*Use knowledge organiser on Class Charts to make flash cards.*	
Renewable Technology	*Use knowledge organiser on Class Charts to make flash cards.*	
Building Materials	*Use knowledge organiser on Class Charts to make flash cards.*	
Benefits and Drawbacks of a Construction Project	*Use knowledge organiser on Class Charts to make flash cards.*	

Knowledge Organiser for Construction

The Sutton Academy

Civil Engineering Products (Infrastructure)

Roads and Motorways		• Roads • Traffic lights • Round about • Cycle paths • Walkways
Bridges		• Bridges for cars • Bridges for pedestrians • Bridges for trains
Tunnels		• Tunnels for cars • Tunnels for pedestrians • Tunnels for trains
Water and Sewage		• Pipes to remove sewage from houses • Drains to remove water from roads • Pipes to transport water to houses for drinking/washing
Electric Grid		• Pylons carrying electricity across the country • Cables under ground to connect houses to the grid
Tele Communications		• Phone lines • Internet cables • 5G masts for mobiles
Airports and Harbours		• Airport buildings and runways • Docks for cargo ships (Liverpool) • Ports for Ferry and cruise ships

Trades in Construction

Tradesperson	Role and Responsibility
Carpenter or Joiner	• Builds structures from timber • Constructs stud frame walls • Builds roof structures • Hangs doors and fits windows
Plumber	• Fits bathrooms • Fixes plumbing issues • Fits and services central heating
Electrician	• Fits lighting circuits • Rewires houses • Fits power outlets/sockets • Fits alarm systems
Plasterer	• Mixes and applies plaster to walls • Fits plasterboards • Applies render to outside walls
Tiler	• Applies tiles to walls • Applies tiles to floors • Levels floors • Grouts tiles
Painter Decorator	• Paints walls (internal and external) • Paints woodwork • Wallpapers walls • Prepares surfaces
Bricklayer	• Builds walls using brickwork and blockwork • Mixes mortar • Checks walls for level vertically and horizontally
Stonemason	• Prepares brick for traditional stone walls • Repairs and cleans existing stone walls • Carves traditional stone

All trades people have the following responsibilities:

- Have all the correct qualifications/certificates
- Follow the correct health and safety procedures
- Wear the correct PPE

Knowledge Organiser for Construction

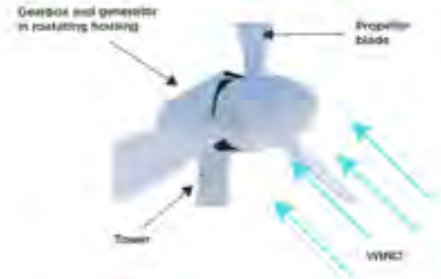
The Sutton Academy

Building Materials

External Walls		• Load bearing masonry (brick and block • Structural steel • Structural timber
Internal Walls		• Stud frames (timber) • Plasterboard • Joists (timber
Insulation (in the loft and the walls)		• Foam boards • Fibre rolls (yellow wool substance in your loft) • Panels outside (metal sheets) • Glass
Steel Beams		• Large steel beams over windows and door openings to carry the weight above • Timber can sometimes be used
Pitched (angled) Roof Materials		• Slate • Concrete tiles
Flat Roof Materials		• Rubber sheet • Fibre glass
Internal Finishes		• Walls – plasterboard/plaster • Floors – timber floorboards, laminate flooring, concrete

Renewable Technologies

Wind Turbines



- Turbines turn in high winds
- Turbines generate electricity
- Electricity distributed to buildings

Tidal/Hydro Energy

- Tidal power turns turbines
- Turbines generate electricity
- Electricity distributed to buildings

Pros	Cons
• Sustainable • Good for the environment • Sell energy back to the national grid • Saves money over time	• Expensive to set up • Unreliable (low wind) • Unsightly

Benefits and Drawbacks of Construction Projects

Benefits

- Improved facilities for the future
- Improved services
- Better links/faster routes (roads, trains, airports)
- More sustainable/better for the environment (solar power, wind turbines etc)
- More cost effective
- Jobs for the construction workers
- Improving existing infrastructure
- Improve businesses (commerce/money)
- Less stress for people due to improvements

Drawbacks

- Expensive projects that may cost the taxpayer
- Disruption (traffic delays) can occur during construction
- Pollution (noise, air, environmental, visual)
- Stress and wellbeing issues for people near by

Revision List for Dance

The Sutton Academy

You need to revise all three professional works:

- ✓ Within Her Eyes.
- ✓ A Linha Curva
- ✓ Shadows

There will be questions ranging from 1 mark all the way to 6 marks. You need to revise the following:

	Revision Task	Tick when revised
What is the choreographic intent/stimuli of the works.	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 3 assessment. The knowledge organiser and revision sheets will be put on Class Charts	
Set	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 3 assessment. The knowledge organiser and revision sheets will be put on Class Charts	
Costume	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 3 assessment. The knowledge organiser and revision sheets will be put on Class Charts	
Lighting	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 3 assessment. The knowledge organiser and revision sheets will be put on Class Charts.	
Aural Setting	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 3 assessment. The knowledge organiser and revision sheets will be put on Class Charts.	
Number and gender of dancers	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 3 assessment. The knowledge organiser and revision sheets will be put on Class Charts.	
Dance for camera	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 3 assessment. The knowledge organiser and revision sheets will be put on Class Charts.	
Performance environment	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 3 assessment. The knowledge organiser and revision sheets will be put on Class Charts.	

Knowledge Organiser for Dance

The Sutton Academy

Within Her Eyes

Stimulus	
	1. A love story with a twist. 2. Themes of love and loss 3. Dependency and loyalty 4. Longing and memory.

Choreographic Intent	
	1. An abstract love story. 2. The choreography contrasts folding in to him with the pulling away to highlight the pull she feels to her late lover whilst trying to allow herself to move on with the man who cares so much for her.

Female's Costume

1. Cardigan (Prologue)
2. Beige thin, long sleeved shirt buttoned up to the top.
3. Beige skirt
4. Beige lycra shorts
5. No shoes

Male's Costume

1. Khaki Jumper
2. Khaki Jeans
3. Black shoes

Camera	
Prologue	Close up, handheld, following from behind.
Beginning	Long shot initially, moves closer into mid shots.
Flow One	Camera weaves between the trees, mid shots and close up on girl's movement.
Flow Two	Handheld, quick cutting between shots to allow you to see different settings.
Floor	Close up on female's feet.

Aural Setting	
Prologue	Ominous (something bad is going to happen) soundscape
Beginning	Peaceful, soft piano melody with pauses in between. Wind sounds. Shaking strings that get faster and rise at the end.
Flow One	Calm piano with pauses in between. Fast tremolo strings that builds to a climax.
Flow Two: a development of the music from Flow One.	Loud, heavy piano, fast tremolo strings and electronic drone sounds.
Floor	Long, electronic drones with a few faint piano notes and wind.

Set	
Prologue  	1. Deserted street. 2. Graveyard.
Beginning  	1. A vast open field , long patches grass that sway in the wind and hills in the background with mist. 2. Barren cliff top with uninterrupted views.
Flow One 	1. A dense forest.
Flow Two   	1. Quarry 2. Cliff 3. Field
Floor 	1. Field

Lighting	
Prologue	Overcast skies. Raining in the graveyard.
Beginning	Field – Overcast skies Cliff – Overcast with patches of blue sky.
Flow One	Bright light is blocked by the dense trees. Shafts of light come through the trees.
Flow Two	The lighting gradually gets darker.
Floor	Very dark lighting.

Knowledge Organiser for Dance

The Sutton Academy

Why is the female costume effective?

1. Demonstrates the stimulus
2. Character
3. Gender
4. Supports the movement
5. Modern Era
6. Compliments the lighting
7. Compliments the set
8. Supports the narrative
9. Time of day

Why is the male costume effective?

1. Demonstrates the stimulus
2. Character
3. Gender
4. Modern Era
5. Compliments the lighting
6. Compliments the set

Why is the camera effective?

1. Moods – E.g. mysterious, isolated, secretive, intimate and vulnerable.
2. Support the narrative.
3. Camera complements the set.
4. Highlights the action
5. Highlights key movements within the dance.

Why is the aural setting effective?

1. Structures the work
2. Movement correlates with the accompaniment.
3. Demonstrates the stimulus.
4. Location.
5. Compliments the lighting.
6. Moods - Tense, foreboding, gentle and loving.
7. Compliments the camera

Why is the setting effective?

1. The set compliments the lighting.
2. Demonstrates the stimulus.
3. Supports the aural setting: Wind sounds in the aural setting are amplified and match the outdoor location.
4. Mood – sombre, isolated, secretive and intimate.
5. Compliments the costume: Natural colours of the landscape blend with the neutral colours of the costumes.
6. Supports the narrative

Why is the lighting effective?

1. Demonstrates the stimulus.
2. Structures the work
3. Time of day
4. Compliments the costume
5. Moods - intimate, isolated, intense and hopeful.
6. Compliments the set
7. Supports the narrative.

Why is the number and gender of dancers' effective?

1. Demonstrates the stimulus
2. Enhances movement.
3. Complements the set.
4. Supports the narrative.

A Linha Curva

Stimulus

1. A Linha Curva means "The curved line" in Portuguese.
2. Brazilian culture and a sense of Brazilian life.

Choreographic Intent

1. To have fun
2. The contradiction between straight lines and curved ones
3. Showing off
4. The men pursing the women

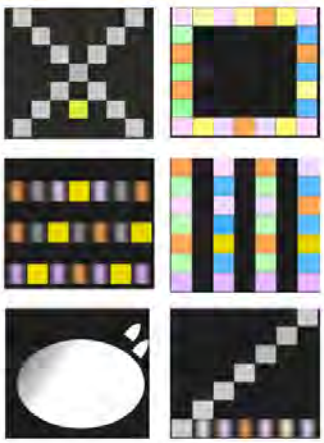
Costume

1. Black sleeveless tunic
2. Coloured Lycra shorts.
3. Girl's tops are backless
4. Men's open at front
5. Zip in the same colour as shorts

Set and Props

1. End stage
2. Black dance floor
3. Raised platform for the musicians
4. Skateboards

Lighting



1. 49 overhead lights timed on a grid
2. 7x7 covering the entire performance space.
3. 2 large white spotlights - showing off.

Number and Gender of Dancers

28 dancers

15 males and 13 females

Aural Setting

1. Written by Percossa
2. Live musicians.
3. Samba
4. Climax is at the start and the end with a dip in the middle.
5. The musicians have to strike, shout, slap, clap, use body percussion and chants.

Knowledge Organiser for Dance

The Sutton Academy

Aural Setting Sections	
Opening chant 	Males chant Tum Tarakka Tum. Female reply HE HE HE.
Liris 	Rapid and intense conga and bongo drums.
Adage Septet 	1. Slow and calm. 2. Taps on the drums, berimbau string, boom whackers. 3. Echoing sounds, rattling and scraping.
Showing Off 	Male vocal chants
Robson and Adage 	Whistles and cow bells.

Why is the costume is effective?

1. Demonstrates the stimulus
2. Demonstrates the choreographic intent
3. Gender
4. Movement
5. Modern Era
6. Complements the lighting
7. Genre of dance

Why is the aural setting effective?

1. Structures the work.
2. Movement and music correlate.
3. Demonstrates the stimulus
4. Location
5. Compliments the lighting
6. Moods – celebratory, lively, happy, and mysterious.
7. Gender

Why is the number and gender of dancers' effective?

1. Demonstrates the stimulus.
2. Demonstrates the choreographic intent
3. Mood – fun and vibrant.

Why is the setting effective?

1. Supports the lighting
2. Demonstrates the stimulus
3. Supports the movement
4. Supports the aural setting

Why is the lighting effective?

1. Demonstrates the stimulus
2. Restricts Space
3. Highlights dancers
4. Structure
5. Time of day
6. Compliments the costume
7. Demonstrates choreographic intent
8. Moods – lively, happy, party-like and changes in the slow section to create a calmer mood.
9. Aural setting works closely with the lighting

Shadows

Stimulus	Arvo Part's *Fratres* for violin and piano.
Choreographic Intent	Bruce invites the audience into the world of a small family, possibly set in Eastern Europe, coming to terms with deprivation, poverty, and the realities of what lies outside their intimate family home.

Mother

1. Hair is in a low bun.
2. Pink, grey and white short sleeved floral dress. The dress is gathered in at the waist and has puffy sleeves. There is white buttons from the top the waist.
3. Bare feet.

Father

1. Tucked in, collarless, off-white shirt, with brown stripes and rolled up sleeves. The shirt is open to the chest.
2. Brown waistcoat.
3. Light grey trousers
4. Bare feet.

Daughter

1. Hair half up and then in a low ponytail
2. Short sleeved off-white shirt with ruffles at the front.
3. Light grey, knee length A-line skirt
4. Bare feet.

Son

1. Collarless off-white shirt with rolled up sleeves that is not tucked in. The shirt is open to the chest.
2. Dark grey trousers
3. Bare feet.

Knowledge Organiser for Dance

The Sutton Academy

Set and Props

1. End Stage
2. Black box
3. Wooden Table
4. Wooden Bench
5. Two wooden stools
6. A coat stand
7. Oversized coats
8. 3 suitcases and a bundle.

Number and Gender of Dancers

4 dancers

2 males and 2 females

Lighting

Daughter's Solo	Spotlight on the family at table at the start. The lighting state adjusts, almost as though something or someone outside has just passed in front of the family's door. White side lighting from stage right and left.
Father, Mother and Daughter Trio Mother and Father Duet Mother's Solo	White side lighting from stage right and left.
Son's Solo	One white sidelight shining from downstage right corner, throwing a shaft of light on a diagonal pathway towards upstage left.
Final Section	Coat stand is not lit until the very end using an overhead lamp. The lighting at the very end drops in intensity so that the family appear as silhouettes.

Aural Setting

Daughter's Solo	Throughout the music is in a minor key and it has no break in tempo. The violin is played across the strings with multiple notes per bar. It is a rapid and erratic.
Father, Mother and Daughter Trio	Soft and slow piano with the violin either shimmering in deep tremolo textures or in the complete opposite and high pitched.
Mother and Father Duet	In the first half of the duet there is a smooth violin melody with light piano notes. In the second half the violin is faster and the piano is heavy and louder.
Mother's Solo	Music is slower in tempo with the piano playing chords and the violin playing arpeggios.
Son's Solo	The climax of the piece as the music suddenly changes to chord like sounds, with the violin using 'double stopping' to play two notes simultaneous. Heavy Piano.
Final Section	The ending is much quieter and slower, the whole dance finishing on the low piano notes and the plucking of the violin strings.
Repeated at the end of each section.	Low booming piano whilst the violin gently plucks at the strings.

Why is the costume is effective?

1. Demonstrates the choreographic intent
2. Movement
3. Bygone era
4. Character
5. Age
6. Location

Why is the setting effective?

1. Supports the lighting
2. Supports the movement
3. Mood – tense and sad
4. Demonstrates the choreographic intent
5. Demonstrates the era
6. Sets the location

Why is the lighting effective?

1. Highlights dancers
2. Demonstrates the choreographic intent
3. Set
4. Moods – Dark, sinister, fearful sombre and poignant.
5. Creates a pathway
6. Narrative

Why is the aural setting effective?

1. Structures the work.
2. Movement and music correlate.
3. Demonstrates the stimulus
4. Moods – fear, anxiety and anger.
5. Supports the character.

Why is the number and gender of dancers' effective?

1. Demonstrates the stimulus
2. Demonstrates the choreographic intent
3. Structure
4. Climax
5. Set
6. Lighting

Revision List for Design & Technology

The Sutton Academy

Revision Topic	Revision Task	Tick when revised
1.New and Emerging Technologies	https://www.bbc.co.uk/bitesize/guides/zn4bcj6/revision/1 https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/new-and-emerging-technologies	
1.2 Energy Generation and Storage	https://www.bbc.co.uk/bitesize/guides/zf8ck2p/revision/1 https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/energy-generation-and-storage	
1.3 Developments in new materials	https://www.bbc.co.uk/bitesize/guides/zfq8jty/revision/1 https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/smart-and-modern-materials-how-can-you-tell-which-material-is-what	
1.4 Systems approach to designing	https://www.bbc.co.uk/bitesize/guides/z6kr97h/revision/1 https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/systems-approach-to-designing	
1.5 Mechanical Devices	https://www.bbc.co.uk/bitesize/guides/zbt26yc/revision/1 https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/mechanical-devices	
1.6 Materials and their working properties	https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/1 https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/thermoforming-plastics-and-thermosetting-plastics https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/softwood-hardwood-manufactured-board https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/paper-and-board https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/ferrous-and-non-ferrous-metals	

Revision List for Design & Technology

The Sutton Academy

Revision Topic	Revision Task	Tick when revised
2.1 Selection of Materials	https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/selection-of-materials-and-components https://www.bbc.co.uk/bitesize/guides/zkvny4j/revision/1	
2.2 Forces and Stresses	https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/forces-and-stresses https://www.bbc.co.uk/bitesize/guides/zhq8jty/revision/2 https://senecalearning.com/en-GB/revision-notes/gcse/design-and-technology/aqa/6-3-1-forces-and-stresses	
2.3 Ecological and Social footprint	https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/ecological-and-social-footprint https://www.bbc.co.uk/bitesize/guides/zkvny4j/revision/3	

Revision List for Food Technology

Revision Topics	Revision Task	Tick when revised
Food and Nutrition	*All revision materials can be accessed through the knowledge organiser on Class Charts and through Seneca.*	
Diet and Good Health	*All revision materials can be accessed through the knowledge organiser on Class Charts and through Seneca*	
The Science of Food	*All revision materials can be accessed through the knowledge organiser on Class Charts and through Seneca*	
Where Does Food Come From?	*All revision materials can be accessed through the knowledge organiser on Class Charts and through Seneca*	
Factors Affecting Food Choice	*All revision materials can be accessed through the knowledge organiser on Class Charts and through Seneca*	

Revision List for Health & Fitness

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Topic	Content	Tick when revised
1.1.1 - Structure of the skeletal system	Bone identification	
	Axial Skeleton	
	Appendicular Skeleton	
1.1.2 - Functions of the skeletal system	Support	
	Movement	
	Protection of organs	
	Storage of minerals	
	Blood Cell production	
	Shape	
1.1.3 - Types of bones	Long	
	Short	
	Flat	
	Irregular	
1.1.4 - Types of joints	Joint definition	
	Fixed	
	Slightly Moveable	
	Synovial	
	Pivot	
	Condyloid	
	Saddle	
	Gliding	
	Ball and Socket	
	Hinge	
1.1.5 - Joint actions	Flexion	
	Extension	
	Rotation	
	Abduction	
	Adduction	
1.1.6 - Structure of a synovial joint	Labels	
	Ligaments	
	Tendons	
1.1.7 - Structure of the spine and posture	Labels	
	Posture	
	Scoliosis	
	Lordosis	
	Kyphosis	
1.2.1 - Types of muscles	Cardiac	
	Smooth	
	Skeletal	
1.2.2 - Structure of the muscular system	Muscle identification	
	Muscle movements through contractions	
1.2.3 - Muscle movements and contractions	Agonist	
	Antagonist	
	Isotonic	
	Isotonic Concentric	
	Isotonic Eccentric	
	Isometric	
1.2.4 - Muscle fibre types	Type 1 - Fast Twitch	
	Type 2 - Slow Twitch	

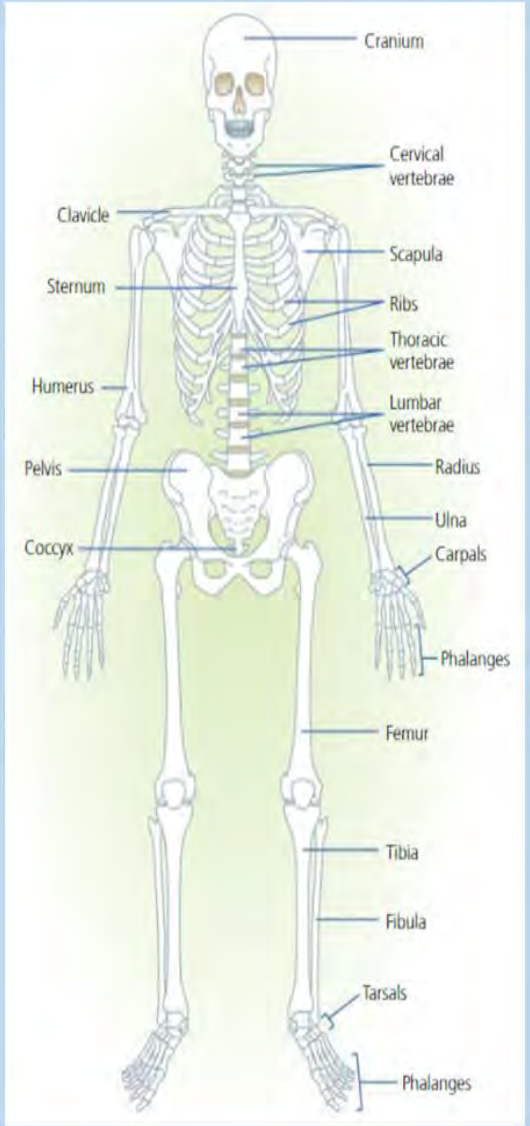
Revision List for Health & Fitness

The Sutton Academy

Topic	Content	Tick when revised
1.3.1 - Structure of the respiratory system	Labels	
1.3.2 - Functions of the respiratory system	Inspiration	
	Exhalation	
	Gas Exchange	
1.3.3 - Lung Volumes	Tidal Volume	
	Residual Volume	
	Vital Capacity	
1.4.1 - Structure and function of the blood vessels	Artery	
	Capillary	
	Vein	
	Vasoconstriction	
	Vasodilation	
	Vascular Shunt	
1.4.2 - Structure of the heart	Labels	
1.4.3 - The cardiac cycle	Oxygenated Blood	
	Deoxygenated Blood	
1.4.4 - Cardiovascular Measurements	Radial Pulse	
	Carotid Pulse	
	Maximum Heart Rate	
	Stroke Volume	
	Cardiac Output	
	Blood Pressure - Systolic Pressure	
	Blood Pressure - Diastolic Pressure	
	High Blood Pressure	
	Low Blood Pressure	
1.5 - Energy Systems	Aerobic	
	Anaerobic	
	Lactic Acid	

Knowledge Organiser for Health & Fitness

NCFE Level 1-2 Technical Award in Health and Fitness
Unit 1: Learning Objective 1: Understand the structure and the function of the body systems and how they apply to health and fitness
1.1 The Skeletal System



Functions of the skeletal system
Movement
Shape
Support
Production of blood cells
Storage of minerals
Protection of vital organs

Types of bones	Example
Long	Femur
Short	Carpals
Flat	Sternum
Irregular	Vertebrae
Sesamoid	Patella

Types of joints	Example
Fixed	Cranium
Slightly Moveable	Vertebrae
Synovial	Ball and Socket (hip)
	Gliding (shoulder)
	Condyloid (wrist)
	Hinge (knee)
	Pivot (neck)
	Saddle (thumb)

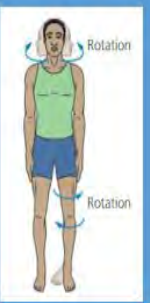
Joint Movements

Flexion – The bending of a joint to make the angle smaller e.g. when you bend your elbow or knee.

Extension – The straightening of a joint to make the angle bigger e.g. when you straighten your knee.

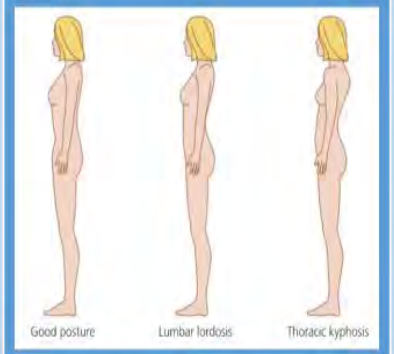
Abduction – Adding the body part to your body.

Adduction – Abducting your limbs from your body.



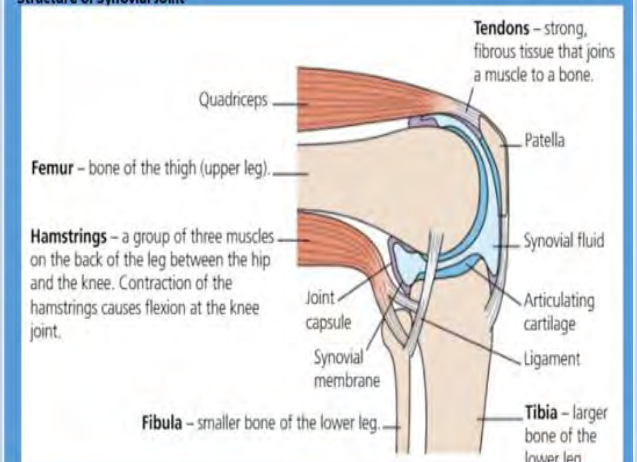
Rotation – Pivoting or twisting like when you turn your head.

Posture

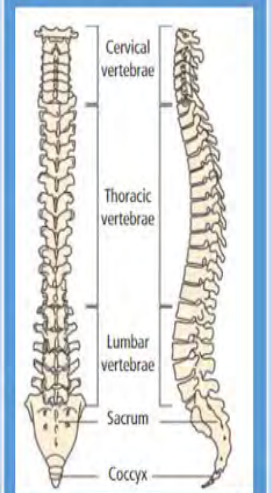


Lumbar Lordosis – a big inward curve in the lumbar (bottom of the back)
Thoracic kyphosis – a big curve at the top of your back (like a hunch)

Structure of Synovial Joint



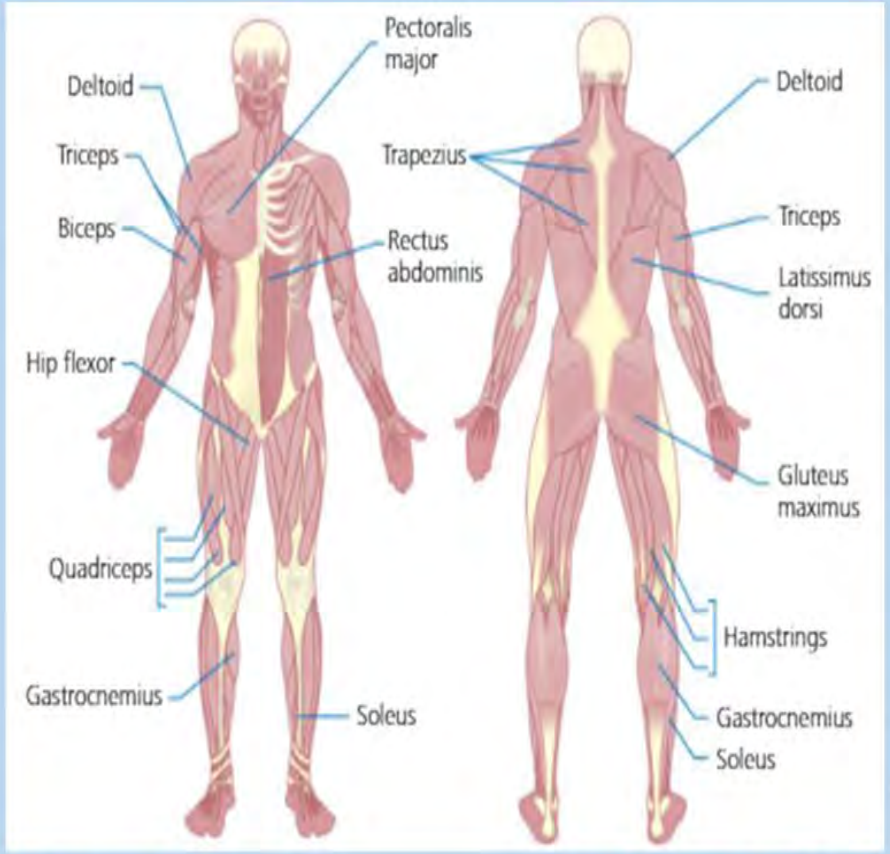
Regions of the spine



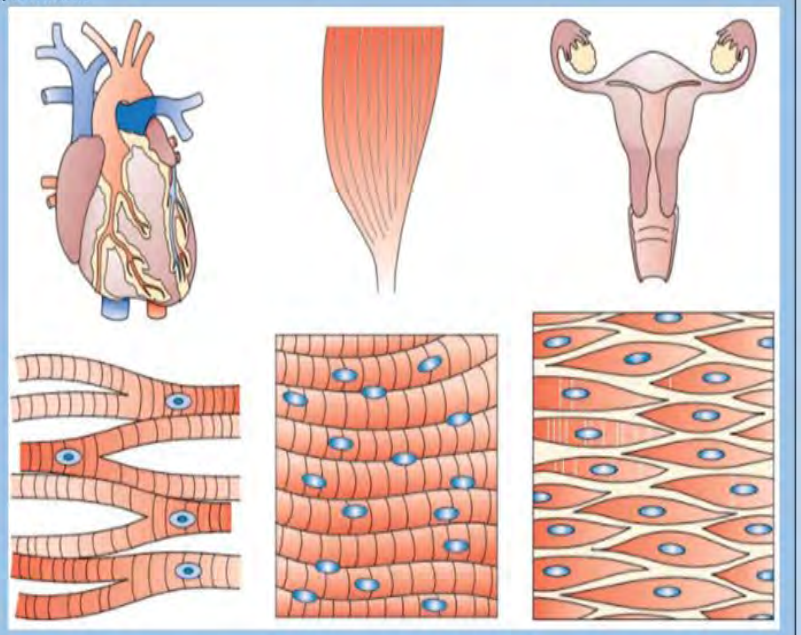
The Sutton Academy

Knowledge Organiser for Health & Fitness

NCFE Level 1-2 Technical Award in Health and Fitness
Unit 1: Learning Objective 1: Understand the structure and the function of the body systems and how they apply to health and fitness
1.2 The Muscular System



Types of Muscle



Cardiac Muscles	Skeletal Muscles	Smooth Muscles
- Involuntary - Striated	- Voluntary - Striated	- Involuntary - Unstriated

Key words

Agonist: the contracting muscle; the muscle that causes movement.
Antagonist: muscle that relaxes to allow the agonist to contract.
Isotonic: muscle action where the muscle changes length – causes movement.
Concentric: isotonic contraction where the muscle shortens.
Eccentric: isotonic contraction where the muscle lengthens – used to control downward movements.

Key words

Type 1 slow-twitch fibres: muscle fibre that is red, contracts slowly and is resistant to fatigue.
Type 2 fast-twitch fibres: muscle fibre that is white, contracts rapidly and fatigues easily.

Types of Contractions

- **Isotonic contraction**: a muscle contraction that results in movement. The muscle changes length. Isotonic muscle contraction can be subdivided in the following way:
  - **Concentric**: a muscle contraction that results in the muscle getting shorter
  - **Eccentric**: a muscle contraction that results in the muscle getting longer.
- **Isometric contraction**: a muscle contraction that results in no movement. The muscle does not change length.

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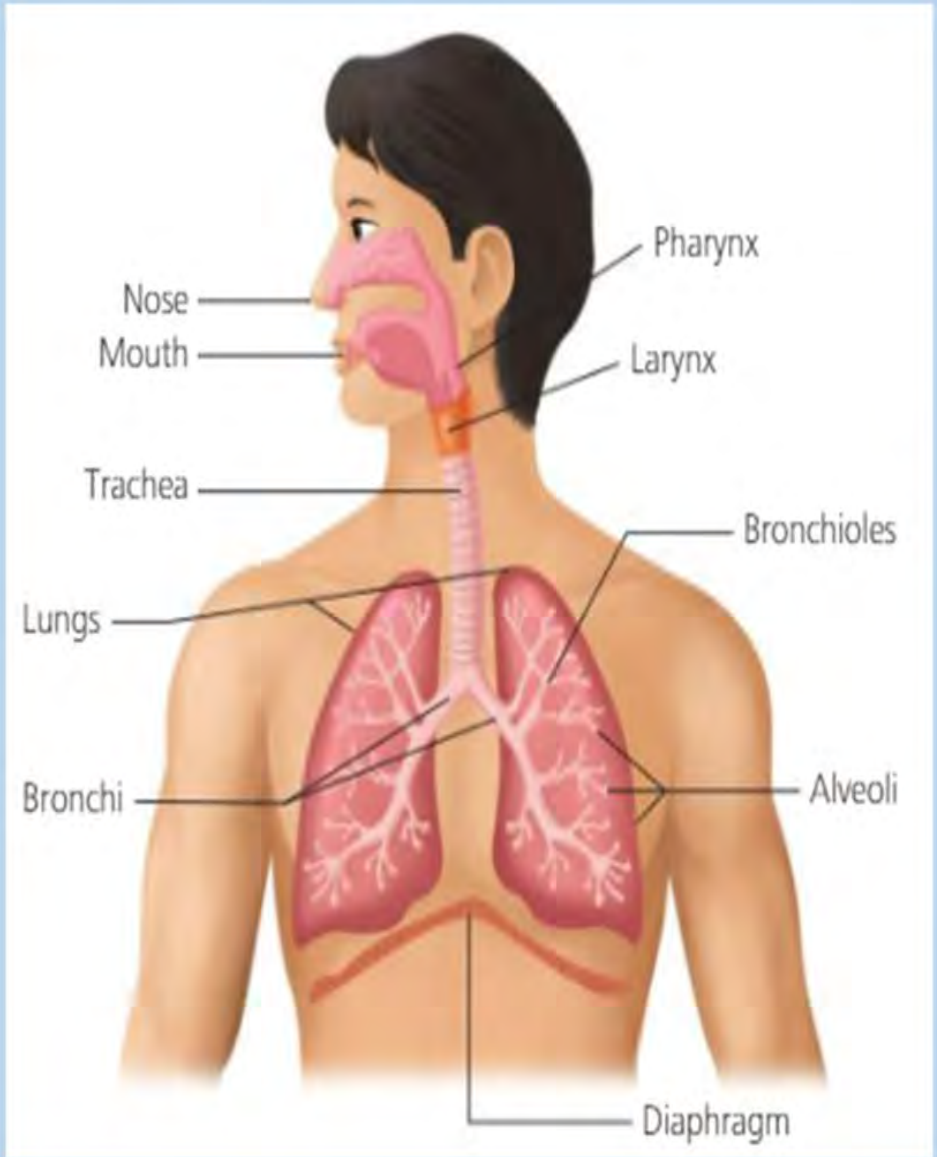
NCFE Level 1-2 Technical Award in Health and Fitness
Unit 1: Learning Objective 1: Understand the structure and the function of the body systems and how they apply to health and fitness
1.3 Respiratory System



Nose/Mouth – air enters through the nose or mouth

Pharynx (throat)

Larynx (voice box)

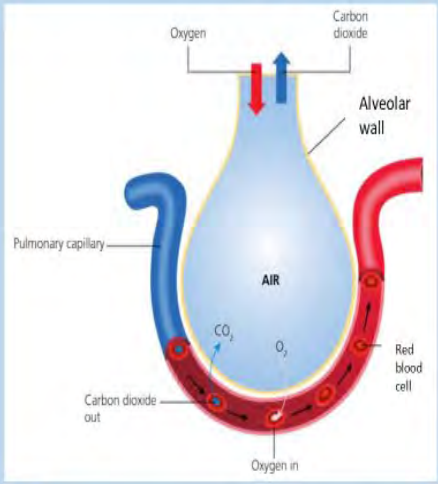
Trachea (windpipe) – air travels down the trachea

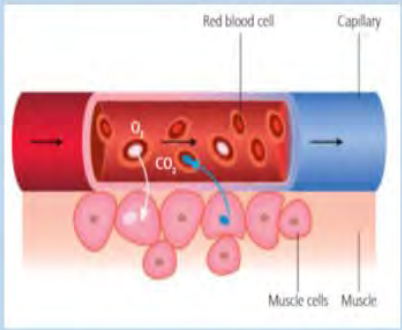
Lungs – air enters the left and right lungs

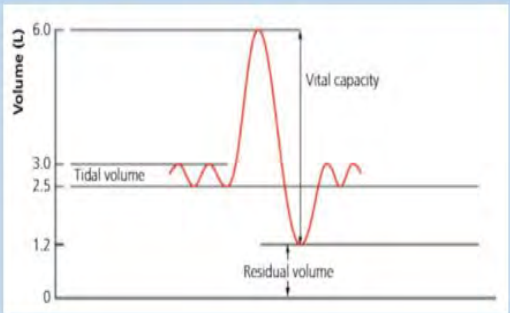
Bronchi – the airway divides into a left and right bronchus (bronchi)

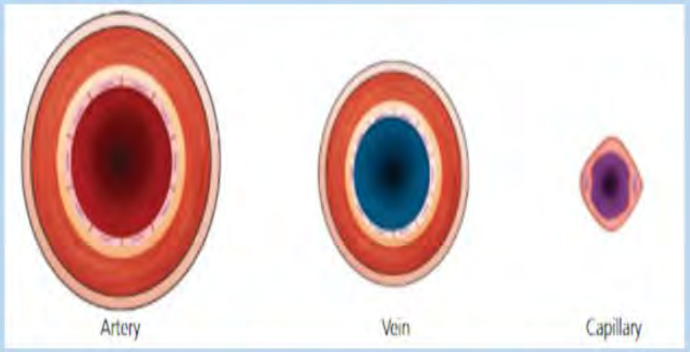
Bronchioles – it then divides further into smaller bronchioles

Alveoli – at the end of the bronchioles there are millions of alveoli; oxygen passes into the blood and out of the respiratory system here through a process called diffusion (see Unit 1 Section 1.3.2 Functions of the respiratory system)

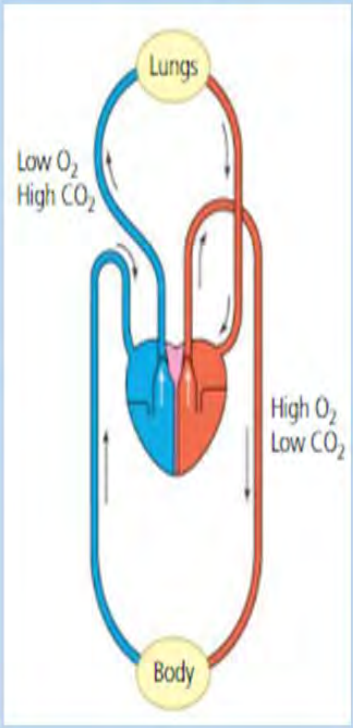


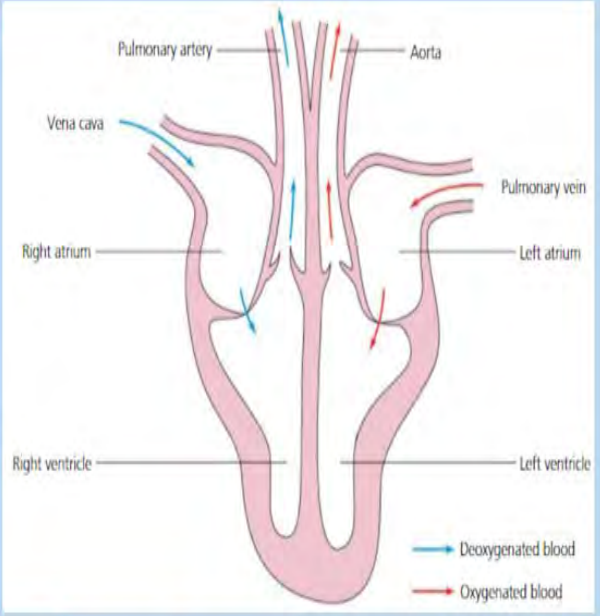






Arteries	Veins	Capillaries
Carry blood away from the heart	Carry blood towards the heart	Huge network of tiny vessels linking arteries and veins
Most (but not all) arteries carry bright red oxygenated blood	Most (but not all) veins carry dark red deoxygenated blood	Very narrow – only one red blood cell at a time
Stretch as blood surges through and then return to normal shape – they have a pulse	No stretch, no pulse	Very thin walls (one cell thick) to allow rapid diffusion of substances into and out of the blood
Thick, muscular and elastic walls to withstand pressure	Thin-walled	
Large lumen (internal diameter)	Small lumen (internal diameter)	
	Have valves to prevent backflow of blood	





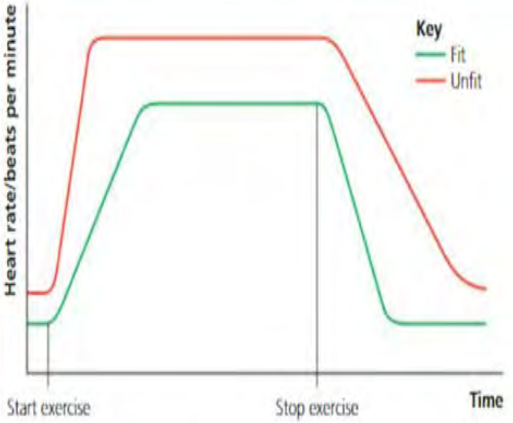


Figure 1.59 The effects of exercise on heart rate

- **systolic pressure** – the higher blood-pressure measurement that occurs when the heart beats, pushing blood through the arteries and
- **diastolic pressure** – the lower blood-pressure measurement that occurs when the heart rests between beats.

- **Radial pulse (wrist)**
- **Carotid pulse (neck)**

maximum heart rate (MHR) = 220 – age

cardiac output (CO) = stroke volume (SV) × heart rate (HR)

Key words

Atria: upper chambers of the heart that collect blood from veins.

Ventricles: lower chambers of the heart which pump blood out of the heart to the arteries.

Vena cava: blood vessel carrying deoxygenated blood (see below) from the body to the right atrium.

Right atrium: heart chamber receiving oxygenated blood from the pulmonary vein.

Right ventricle: heart chamber pumping deoxygenated blood into the pulmonary artery.

Pulmonary artery: blood vessel carrying deoxygenated blood from the right ventricle to the lungs.

Pulmonary vein: blood vessel carrying oxygenated blood from the lungs to the left atrium.

Left atrium: heart chamber receiving deoxygenated blood from the vena cava.

Left ventricle: heart chamber pumping oxygenated blood into the aorta.

Aorta: blood vessel carrying oxygenated blood from the left ventricle to the body.

Deoxygenated blood: blood returning to the heart/lungs lacking oxygen.

NCFE Level 1-2 Technical Award in Health and Fitness
Unit 1: Learning Objective 1: Understand the structure and the function of the body systems and how they apply to health and fitness
1.5 Energy Systems

Aerobic Energy System:

glucose + oxygen → energy + carbon dioxide + water

Aerobic activities:

- use oxygen
- last for a long duration (more than one minute)
- produce carbon dioxide and water as by-products
- do not produce lactic acid.

Aerobic activities involve relatively gentle exercises that can be maintained for over a minute, and often much longer – for example, jogging, marathon running, triathlon and cycling.

Anaerobic Energy System:

glucose → energy + lactic acid

Anaerobic activities:

- do not use oxygen
- last for a short duration (between one and 60 seconds)
- lactic acid is a by-product.

Sprinting, jumping and shot-putting are examples of activities where the energy is provided anaerobically.

Key words

Aerobic energy system: uses/is dependent on oxygen; used for long-duration, low-intensity activities.

Anaerobic energy system: not dependent on oxygen used for short duration; used for high-intensity activities.

Lactic acid: fatiguing waste product of the anaerobic energy system.

Remember

- The aerobic energy system is used in long-duration, low-intensity exercises.
- The anaerobic energy system is used in short-duration, high-intensity exercises.
- The aerobic energy system uses oxygen to break down glucose to release energy and produces water and carbon dioxide as waste products.
- The anaerobic energy system does not need oxygen to break down glucose to release energy and produces lactic acid as a waste product.
- Lactic acid causes fatigue.

Short-term effect	Explanation
Breathing rate increases	As the body's muscles need more oxygen to make energy, breathing rate increases.
Heart rate increases Stroke volume increases Cardiac output	Heart rate increases to force blood to get to the muscles quicker – carrying oxygen. Stroke volume is the amount of blood ejected from the heart ventricles per beat (contraction). This increases during exercise to pump more blood out. Cardiac output is the volume of blood pumped out by the heart per minute. As discussed in Section 1.4.4, it is calculated as stroke volume (SV) × heart rate (HR). As heart rate and stroke volume increase during exercise, so does cardiac output.
Blood pressure increases	During exercise it is important to increase the flow of blood to muscles to provide them with oxygen. As blood pressure increases, the heart forces blood out of the ventricles with more pressure.
Body temperature increases	Up to 70% of the energy that powers muscles during exercise is lost as heat. This heat has to be lost by the body and blood is pushed closer to the skin to do this.
Hydration levels decrease	As the body starts to sweat, body fluid is lost and hydration levels decrease. This can cause dehydration, whereby the blood becomes thick (viscous) and decision-making is negatively affected. Heart rate will also rise to keep the viscous blood flowing.
Muscle fatigue occurs	As the muscles start to build up lactic acid, muscle function can be negatively affected and fatigue occurs.
Delayed onset of muscle soreness (DOMS) occurs	The delayed onset of muscle soreness (DOMS) tends to occur 24–48 hours after exercise. This is caused by small tears in the muscle fibres as a result of exercise.

Table 1.4 How the body adapts to different types of exercise

Long-term cardiovascular/aerobic light-intensity training	Weight training using light weights and high reps	Weight training using heavy weights and low reps
• body shape may change (e.g. more muscle tone) • improvements in specific components of fitness (e.g. cardiovascular endurance) • improved muscular endurance • improved stamina (being able to withstand fatigue) • increase in the size of the heart (hypertrophy) • lower blood pressure (as exercise increases the size of your heart, more blood can be pumped out per beat) • lower resting heart rate (bradycardia) • improved ability to use oxygen • more red blood cells made	• body shape may change (e.g. more muscle tone, slightly more mesomorph characteristics) • improvements in specific components of fitness (e.g. muscular endurance) • slight increase in the size of the heart (hypertrophy) • slightly lower resting heart rate (bradycardia)	• body shape may change (e.g. more muscle bulk/size (hypertrophy), more mesomorph characteristics) • improvements in specific components of fitness (e.g. muscle strength/power)

Remember that exercise immediately makes you feel SAD (not literally!):

- **S**weaty
- **A**ccelerated heart rate
- **D**epth of breathing increases.

Remember the long-term effects of endurance training by using STEAM:

- **S**ize of the heart increases
- **T**one of the muscles is more pronounced
- **E**ndurance improves (cardiovascular)
- **A**ble to better withstand fatigue
- **M**uscular endurance also improves.

Key words

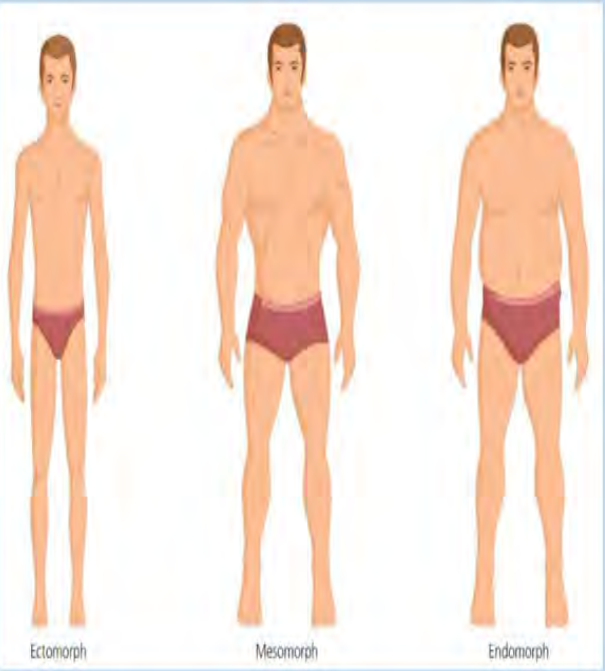
Hypertrophy: increase in size due to training (e.g. hypertrophy of the left ventricle in the heart).
Bradycardia: lower resting heart rate as a result of training.
Red blood cell: carries oxygen in the blood.
Mesomorph: body shape characterised by large muscular shoulders.
Ectomorph: body shape characterised by lean, skinny, low muscle mass. Ectomorphs are often tall.

Key word

DOMS: delayed onset of muscle soreness.

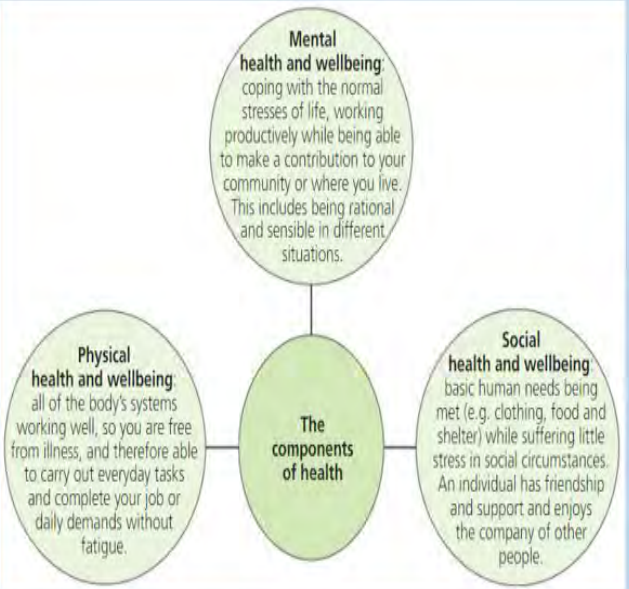
Key word

Endomorph: body shape characterised by large fat content.



Key words

Health: 'a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity' (WHO, 1948).
Fitness: the ability to cope with daily demands without suffering undue fatigue. In other words, your body is fit enough to do what it needs to do.



- Having a high level of fitness does not necessarily mean you are healthy – you can be physically fit, but have poor social health, for example.
- Being of poor health can result in an inability to train, which would lower fitness levels.
- If an individual has poor mental health, this may result in overtraining to try to achieve higher levels of fitness.
- If a person is fit, it does not mean that they definitely like to socialise (social health).
- It is possible to be unhealthy (e.g. suffer from a mental illness) but be able to train, and therefore increase fitness.

Table 1.5 The five components of health-related fitness

Component	Definition
Cardiovascular endurance	the ability of the heart and lungs to supply oxygen to the working muscles
Flexibility	the range of movement possible at a joint
Muscular endurance	the ability of a muscle or muscle group to undergo repeated contractions avoiding fatigue
Muscular strength	the ability to overcome a resistance There are three types of strength: • static – maximal strength that can be applied to an immoveable object • dynamic – repeated contractions applied to a moving object • explosive – sometimes called power. A combination of strength × speed
Body composition	a comparison of the percentages of bone, fat, water and muscle within the body

Key words

Cardiovascular endurance: the ability of the heart and lungs to supply oxygen to the working muscles.
Flexibility: the range of movement possible at a joint.
Muscular endurance: the ability of a muscle or muscle group to undergo repeated contractions avoiding fatigue.
Muscular strength: the ability to overcome a resistance.
Body composition: a comparison of the percentages of bone, fat, water and muscle within the body.

Table 1.6 When the five components of health-related fitness are used

Component	Physical activity
Cardiovascular endurance	Used by marathon runners to keep the body working aerobically during the whole event
Flexibility	Used by gymnasts to perform specific moves which require a range of movement (e.g. splits)
Muscular endurance	Used by badminton players to keep moving round the court for a whole game
Muscular strength	Static strength is used by rugby players in a scrum Dynamic strength is used by rowers to repeated moving the oar with force throughout a 2000 m race
Body composition	Certain body compositions may provide advantages (e.g. it may be better for a high jumper to be tall and thin)

Table 1.7 The six components of skill-related fitness are used PCRABS

Component	Definition
Agility	the ability to move and change directly quickly (at speed) while maintaining control
Balance	the maintenance of the centre of mass over the base of support
Co-ordination	the ability to use different (two or more) parts of the body together smoothly and efficiently
Power	explosive strength or anaerobic power is the product of strength and speed (i.e. strength × speed)
Reaction time	the time taken to initiate a response to a stimulus
Speed	the maximum rate at which an individual is able to perform a movement or cover a distance in a period of time. It is also defined as putting the body parts into action as quickly as possible

Key words

Power: explosive strength or anaerobic power is the product of strength and speed: i.e. strength × speed.
Co-ordination: the ability to use different (two or more) parts of the body together smoothly and efficiently.
Reaction time: the time taken to initiate a response to a stimulus.
Agility: the ability to move and change direction quickly (at speed) while maintaining control.
Balance: the maintenance of the centre of mass over the base of support.
Speed: the maximum rate at which an individual is able to perform a movement or cover a distance in a period of time. It is also defined as putting the body parts into action as quickly as possible.

Table 1.8 When the six components of skill-related fitness are used

Component	Physical activity
Agility	Needed in badminton to change direction at speed when intercepting an opponent's shot
Balance	Needed to hold a handstand position in gymnastics
Co-ordination	Needed to move feet and swing a racket to hit a tennis ball
Power	Needed to punch with force in boxing
Reaction time	Needed to react to the stimulus of a gun in a 100 m race
Speed	Needed to sprint for 200 m

NCFE Level 1-2 Technical Award in Health and Fitness
Unit 4: Understanding the Principles of Training

The principles of training

- Specificity
- Progression
- Overload
- Reversibility
- Tedium

Principles of FITT

- **Frequency** – refers to how often someone trains. Normally training should take place three or more times a week. As fitness increases, the ability to train more often also becomes possible.
- **Intensity** – refers to how hard you train: how fast you run/how heavy the weights are that you are lifting, etc. As fitness increases, the intensity of the exercises should be suitably increased.
- **Time** – refers to how long you train for. As fitness increases, the length of time spent training should increase.
- **Type** – refers to the type of training used (for example, continuous training, circuit training or weight training). The type of training must remain suitable to gain the specific fitness benefits that are required.

Key words

Specificity: training must be relevant for your chosen activity.

Progression: gradually increasing the intensity of training.

Overload: working harder than normal.

Key words

Reversibility: you lose fitness if you stop or reduce training.

Tedium: training needs to be varied to avoid boredom.

Key words

Frequency: increase how often you train for.

Intensity: increase how much training is done.

Time: increase the duration of your training.

Type: vary the type of training.

Revision List for Health & Social Care

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You will need to know the expected sequence and key milestones achieved by the child at the end of each age group:

	Key Content	Revision Task	Tick when revised
Content Area 1: H&SC Provision and Services	1.1 Types of Provisions: Statutory, Private, Voluntary Informal Care	*Use knowledge organiser on Class Charts to make flash cards.*	
	1.2 Purposes of Health & Social Care Provisions.	*Use knowledge organiser on Class Charts to make flash cards.*	
	1.3 Functions of Health Care Services	*Use knowledge organiser on Class Charts to make flash cards.*	
	1.4 Function of Social Care Services	*Use knowledge organiser on Class Charts to make flash cards.*	
Content Area 2: Job Roles and Care Values	2.1 Practitioner roles in health and social care	*Use knowledge organiser on Class Charts to make flash cards.*	
	2.2 The 6 Cs and care values underpinning practice	*Use knowledge organiser on Class Charts to make flash cards.*	
	2.3 Continuing professional development	*Use knowledge organiser on Class Charts to make flash cards.*	
Content Area 3: Legislation	3.1.1 The terms 'legislation', 'policy' and 'procedure'	*Use knowledge organiser on Class Charts to make flash cards.*	
	3.1.2 The relationship between legislation, policy and procedure	*Use knowledge organiser on Class Charts to make flash cards.*	
	3.1.3 Legislation governing health and social care services	*Use knowledge organiser on Class Charts to make flash cards.*	
	3.2.1 Key policies and procedures	*Use knowledge organiser on Class Charts to make flash cards.*	
	3.3 The role of regulatory and inspection bodies	*Use knowledge organiser on Class Charts to make flash cards.*	
	3.4 Roles and responsibilities of the practitioner	*Use knowledge organiser on Class Charts to make flash cards.*	

Knowledge Organiser for Health & Social Care

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Content Area 1 | L2 Health and Social Care

1.1.1

4 types of health and social care provisions; VIPS

Voluntary funded and raised through charities and donations e.g. MacMillan nurses, Cancer research,

Informal – free service provided by non medically trained staff e.g. neighbour/friend doing; shopping
- cleaning
- housework
- personal care

Private funded through charging a fee as it is a business service e.g. PRIVATE dentist, PRIVATE hospitals, PRIVATE GP's

Statutory - provided by the government and funded through taxes. E.g. hospital, dentist, GP

Social care - focused on providing assistance with The activities of daily living. Short and long-term care:

1.1.4 **Functions** of **social** care services across each of the **4** provisions;

Foster care
day-to-day care to support wellbeing, education and to advocate on behalf of the child or young person

Respite
- Hospice, respite holiday, day care, sitting services
- Away from home
- Short break (temporary) for families in need – Short term care

Residential
Residential care homes for adults
Adults, children and young people may have 24-hour support and care for an individual with particular needs – Supported living

Community services are targeted services to meet local need:
- Community centres, family centres, homecare services
- A local service to promote wellbeing, meet a range of individual needs and support the individual's independence

1.1.2 **Purposes** of health and social care?

The purpose of health and social care provision is to:
• provide a standard of care to meet government **legislation** for example Human Rights Act 1998 legislation is a law where people have right to live, health care services need to meet this. If this law was not put in place healthcare staff would be able refuse to give someone life-saving treatment because of their mental health.

• provide types of **intervention** specific to the individual's needs and preferences

• provide individualised care to meet long- and short-term needs and preferences

Short term – emergency care, temporary
e.g. A and E, Emergency foster care

Long term – prolonged care, reoccurring
e.g. Ongoing medical conditions e.g. Cancer treatment
E.g. Day-to-day care to support wellbeing, education and to advocate on behalf of the child or young person – **Foster care.**

Content Area 1 | L2 Health and Social Care

Hospital - Accident and emergency treatment and aftercare
- Treatment of infection, diseases and conditions
- Surgery for identified conditions
- Follow up in outpatient departments and clinics
- Health and wellbeing centres

Dental
- Regular and emergency treatment
- Oral health advice
- Referral to hospital services

Ambulance
- Emergency assessment and transfer to hospital
- Initial treatment to stabilise a condition
- Transport services from home to clinics

Clinics - Mobile screening
- Family planning services
- Addiction services
- Sexual health services

Doctors GPs
-Consultations
- Minor surgery
- Practice nurse services
- Clinical advice and diagnostics
- Referral to other services
- Guidance on healthy lifestyles

Pharmacy
Non-emergency medical advice
- Dispensing services
- Non-prescription medication

Rehabilitation
Rehabilitation centres provide:
- Support for the individual to develop and regain abilities needed for daily life

Residential care
Care that is provided within a setting.
The client will live there while they receive treatment or support.
They will have their own room and 24hr care or support will be provided.
Other examples include supported living for those with disabilities.

Respite Care
This is care that is provided within a setting, such as a care home. Instead of permanently living there, the client will stay for a short period of time to receive care. This is useful for those who are usually looked after by family members in their own home. If the family member has to go away on a business trip or on holiday, they may put the client in a care home for the duration of their trip. **Respite services provide short-term care:**
- Hospice, respite holiday, day care, sitting services
- Away from home
- Short break (temporary) for families in need – adults or children
- Planned or un planned

Health care - related to the treatment, control or prevention of a disease, illness, injury or disability And the care or aftercare of a person with these needs.
1.1.3 **Functions** of each of the following **health** care services

across each of the **7** provisions;

Domiciliary care –There has been a focus in recent years on moving people out of hospitals and residential settings and caring for them in their own community instead. – promoting independence.

Knowledge Organiser for Health & Social Care

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Community Provision (midwife with baby top right hand corner)
This is care that is provided within the community. The client will usually not have to attend a setting (such as a hospital) to receive care. A professional will come out to their home. Community services are targeted services to meet local need: community centres, family centres, homecare services provide: a local service to promote wellbeing, meet a range of individual needs and support the individual's independence

Content Area 1
1.4 SOCIAL

Foster care
Temporarily looking after a child as part of your family.
Foster care provides a safe, secure and stable environment for children and young people who cannot live with their birth family. Fostering provides day-to-day care to support a child or teenagers wellbeing and ensure they attend and remain in education – some young people may have disruption as they may need to move school.

Short term – Emergency foster care if child is a safeguarding concern – could lead to days or weeks with foster carer
Long term fostering – Long term care – until child/ teen reaches adulthood (18 years) this could lead to potential adoption although could be because a child is unable to be adopted (long legal process)

Content Area 2

CACHE Health and Social Care: Job roles: Health Care
Knowledge Organiser

Nurse
They collaborate with teams to plan patient care, monitors and records the individual's health status, administers medication and supports holistic care needs.

Doctor
Can be Hospital based or GP practice based. They diagnose and treats physical and mental health conditions.

Paramedic
Responds to emergency calls in the community, assesses the individual and provides life-saving medical intervention.

Physiotherapist
Assesses and supports the individual affected by injury, illness or disability through tailored exercise programmes, manual therapy and advice

Occupational Therapist
Assesses and supports the individual's physical, psychological, social and environmental needs and provides adaptations.

Dentist
Assesses oral health and provides dental treatment.

Pharmacist
Dispenses medication and advises on the individual's health issues.

Dietician
Assesses and provides nutritional advice to promote a balanced diet.

Specialist Community public health nurse (Health Visitor)
Supports and promotes health and development of children and families, both at home and in Children's centres.

Knowledge Organiser for Health & Social Care

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Content Area 2

CACHE Health and Social Care: Job roles: Social Care
Knowledge Organiser

Care values

Health and social care values which underpin professional practice and how they are integral to person-centred practice:

Person – centred practice

Person-centred practice – the individual is central and in control of their care

Care values : Duty of care

Duty of care – maintains legal requirement to protect the individual and act in their best interests

Care values : Dignity

Dignity – promotes the individual's self-respect

Care values: Respect

Respect – acknowledges diversity through recognising and responding to the individual's needs and preferences

Care values: Rights

Rights – promotes entitlements set out in law

Care values : Confidentiality

Confidentiality – maintains privacy and security of personal information

Care values : Independence

Independence – enables the individual to make own decisions

Care values: Safeguarding

Safeguarding – ensures safety of the individual and protects from harm and abuse

Content Area 2

CACHE Health and Social Care: Job roles: Social Care
Knowledge Organiser

Continuous Professional Development (CPD)

Continuing Professional Development – engage in activities to develop and enhance both personal and professional skills.

Why is it important staff have CPD?

- ❑ ensures knowledge and practice is current
- ❑ meets regulatory requirements
- ❑ ensures the quality of care
- ❑ improves outcomes for the individual or service
- ❑ enhances professional and personal growth of the practitioner

6C's

Care: consistent tailored care throughout life

Compassion: how care is underpinned by emphatic, respectful and dignified relationships

Competence: delivery of evidence-based care and treatment

Communication: key to caring relationships and facilitating team working

Courage: raise concerns and be open to innovative ways of working

Commitment: dedicated to improving care and experience of the individual and embrace future challenges

Revision List for Hospitality & Catering

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Content Area 1: H&SC Provision and Services	Revision Task	Tick when revised
Types of Hospitality & Catering Provision	*Use knowledge organiser on Class Charts to make flash cards.*	
Standards & Ratings	*Use knowledge organiser on Class Charts to make flash cards.*	
Types of Employment	*Use knowledge organiser on Class Charts to make flash cards.*	
Roles and Responsibilities Front and Back of House	*Use knowledge organiser on Class Charts to make flash cards.*	
Working Conditions in Hospitality & Catering	*Use knowledge organiser on Class Charts to make flash cards.*	
Positive and Negative Uses of Media	*Use knowledge organiser on Class Charts to make flash cards.*	
Customer Requirements in Hospitality & Catering	*Use knowledge organiser on Class Charts to make flash cards.*	
Hospitality & Catering Provision to Meet Specific Requirements	*Use knowledge organiser on Class Charts to make flash cards.*	
Health & Safety in Hospitality & Catering	*Use knowledge organiser on Class Charts to make flash cards.*	
Safety Documents in Hospitality & Catering Establishments	*Use knowledge organiser on Class Charts to make flash cards.*	
Hospitality & Catering and the Law	*Use knowledge organiser on Class Charts to make flash cards.*	
Kitchen Equipment	*Use knowledge organiser on Class Charts to make flash cards.*	
The Operation of the Kitchen	*Use knowledge organiser on Class Charts to make flash cards.*	
The Operation of the Front and Back of House	*Use knowledge organiser on Class Charts to make flash cards.*	
Food Related Ill Health	*Use knowledge organiser on Class Charts to make flash cards.*	
Preventative Control Measures of Food Induced Ill Health	*Use knowledge organiser on Class Charts to make flash cards.*	
The Environmental Health Officer	*Use knowledge organiser on Class Charts to make flash cards.*	

Revision List for Music

	Topic	Suggested Revision Source	Tick when revised
AoS 1 Western Classical Tradition	The Baroque Style	*Use knowledge organiser on Class Charts to make flash cards.*	
	Baroque Structures	*Use knowledge organiser on Class Charts to make flash cards.*	
	Baroque Melody Patterns	*Use knowledge organiser on Class Charts to make flash cards.*	
	Ornaments	*Use knowledge organiser on Class Charts to make flash cards.*	
	Choral Music	*Use knowledge organiser on Class Charts to make flash cards.*	
	Operas and Oratorios	*Use knowledge organiser on Class Charts to make flash cards.*	
	Handel	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Classical Orchestra	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Classical Style	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Romantic Period	*Use knowledge organiser on Class Charts to make flash cards.*	
	Requiems	*Use knowledge organiser on Class Charts to make flash cards.*	
AoS 2 Popular Music	Rock n Roll	*Use knowledge organiser on Class Charts to make flash cards.*	
	Rock Music	*Use knowledge organiser on Class Charts to make flash cards.*	
	Pop Music 1900s to Present Day	*Use knowledge organiser on Class Charts to make flash cards.*	
	Musicals	*Use knowledge organiser on Class Charts to make flash cards.*	
	Film Music Game Music	*Use knowledge organiser on Class Charts to make flash cards.*	
AoS 3 Traditional Music	The Blues	*Use knowledge organiser on Class Charts to make flash cards.*	
	Jazz Music	*Use knowledge organiser on Class Charts to make flash cards.*	
	African Music	*Use knowledge organiser on Class Charts to make flash cards.*	
	Caribbean Music	*Use knowledge organiser on Class Charts to make flash cards.*	
	Fusions	*Use knowledge organiser on Class Charts to make flash cards.*	
	Paul Simon Graceland	*Use knowledge organiser on Class Charts to make flash cards.*	
	Salsa	*Use knowledge organiser on Class Charts to make flash cards.*	
	Samba	*Use knowledge organiser on Class Charts to make flash cards.*	
	Contemporary Latin Music	*Use knowledge organiser on Class Charts to make flash cards.*	
	Celtic Music	*Use knowledge organiser on Class Charts to make flash cards.*	
	Contemporary Folk Music	*Use knowledge organiser on Class Charts to make flash cards.*	
AoS 4 Western Classical Tradition since 1910	Orchestral Music of Aaron Copland	*Use knowledge organiser on Class Charts to make flash cards.*	
	Serialism	*Use knowledge organiser on Class Charts to make flash cards.*	
	British Music – Arnold and Britten	*Use knowledge organiser on Class Charts to make flash cards.*	
	British Music: Britten & Maxwell Davies	*Use knowledge organiser on Class Charts to make flash cards.*	
	British Music: Maxwell Davies & Tavener	*Use knowledge organiser on Class Charts to make flash cards.*	
	Zoltan Kodaly – Hary Janos	*Use knowledge organiser on Class Charts to make flash cards.*	
	Minimalism	*Use knowledge organiser on Class Charts to make flash cards.*	
	Riley, Reich and Adams	*Use knowledge organiser on Class Charts to make flash cards.*	

Revision List for PE

Topic	Tick when revised
Know the location of bones	
Describe the functions of the skeleton	
Know the definition of synovial joints, giving examples	
Describe the types of movement available at synovial joints	
Know the role of ligaments, tendons and cartilage	
Know the location of muscles	
Describe the role and muscle actions in a variety of sporting examples (agonist, antagonist, fixator/synergist)	
Describe how muscles work together to create movement at a joint (antagonist pairs)	
Know the double circulatory system/loop	
Know the different blood vessels (veins, arteries, capillaries)	
Understand the pathway of blood through the heart	
Know the definitions of heart rate, stroke volume and cardiac output	
Know the role of the red blood cells	
Understand the pathway of air through the respiratory system	
Know the role of respiratory muscles (intercostals & diaphragm)	
Know the definitions of breathing rate, tidal volume and minute ventilation	
Understand the short and long term effects of exercise on the bodies systems	
Be able to apply sporting examples	
Be able to collect data relating to short and long term effects	
Know the components of fitness	
Know suitable tests for each component of fitness	
Be able to give practical examples of when each component is important	
Know the definitions for the principles of training	
Know the elements of the FITT principle	
Know the types of training	
Understand the key components of a warm up and know the benefits of completing one	
Understand how the risk of injury can be minimises	
Know the potential hazards in physical activity and sports settings	
Know the characteristics of a skilful movement, using and applying examples	
Know how to classify skills, giving practical examples	
Understand and be apply examples of goal setting using SMART	
Know what is meant by health, fitness and wellbeing	
Understand the different health benefits of physical activity and consequences of a sedentary lifestyle	
Know the meaning of a balance diet and understand the importance of diet and hydration in physical activity	

Revision List for RE

Next assessment in Religious Education (RE) is the end of unit assessment on Marriage and the Family and Living the Christian Life. The topics we have covered should be revised.

	Topic	Revision Task	Tick when revised
Marriage and the Family	Marriage	*Use knowledge organiser on Class Charts to make flash cards.*	
	Sexual Relationships	*Use knowledge organiser on Class Charts to make flash cards.*	
	Family	*Use knowledge organiser on Class Charts to make flash cards.*	
	Roles Within the Family	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Family in the Parish	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Family in the Parish Today	*Use knowledge organiser on Class Charts to make flash cards.*	
	Family Planning	*Use knowledge organiser on Class Charts to make flash cards.*	
	Divorce	*Use knowledge organiser on Class Charts to make flash cards.*	
	Men and Women in the Family	*Use knowledge organiser on Class Charts to make flash cards.*	
	Gender, Prejudice & Discrimination	*Use knowledge organiser on Class Charts to make flash cards.*	
Living the Christian Life	Christian Worship	*Use knowledge organiser on Class Charts to make flash cards.*	
	Sacrifice	*Use knowledge organiser on Class Charts to make flash cards.*	
	Prayer	*Use knowledge organiser on Class Charts to make flash cards.*	
	Pilgrimage	*Use knowledge organiser on Class Charts to make flash cards.*	
	Celebrations	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Future of the Church	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Church in the Local Community	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Worldwide Church	*Use knowledge organiser on Class Charts to make flash cards.*	
Christian Beliefs	Trinity	*Use knowledge organiser on Class Charts to make flash cards.*	
	Creation	*Use knowledge organiser on Class Charts to make flash cards.*	
	Incarnation	*Use knowledge organiser on Class Charts to make flash cards.*	
	The Last Days of Jesus Lives	*Use knowledge organiser on Class Charts to make flash cards.*	
	Salvation	*Use knowledge organiser on Class Charts to make flash cards.*	
	Life and Death	*Use knowledge organiser on Class Charts to make flash cards.*	
	Evil & Suffering	*Use knowledge organiser on Class Charts to make flash cards.*	
	Solutions to the Problem of Evil	*Use knowledge organiser on Class Charts to make flash cards.*	
Matters of Life & Death	Origins of the Universe	*Use knowledge organiser on Class Charts to make flash cards.*	
	Sanctity	*Use knowledge organiser on Class Charts to make flash cards.*	
	Human Origins	*Use knowledge organiser on Class Charts to make flash cards.*	
	Abortion	*Use knowledge organiser on Class Charts to make flash cards.*	
	Life After Death	*Use knowledge organiser on Class Charts to make flash cards.*	
	Euthanasia	*Use knowledge organiser on Class Charts to make flash cards.*	
	Issues in the Natural World	*Use knowledge organiser on Class Charts to make flash cards.*	

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WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

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