Year 8 Learning Journal

Learning Cycle 2

Student Name:_____

Contents Page

Revision Focus Fortnight

Week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
8.30am - 4pm						8.30am - 4pm		
4pm - 5pm						4pm - 5pm		
5pm - 6pm						5pm - 6pm		
6pm - 7pm						6pm - 7pm		
7pm - 8pm						7pm - 8pm		
8pm - 9pm						8pm - 9pm		

Revision Focus Fortnight

Week 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
8.30am - 4pm						8.30am - 4pm		
4pm - 5pm						4pm - 5pm		
5pm - 6pm						5pm - 6pm		
6pm - 7pm						6pm - 7pm		
7pm - 8pm						7pm - 8pm		
8pm - 9pm						8pm - 9pm		

Learning Cycle 2 Assessment Timetable

Lesson		17/03	18/03	19/03	20/03	21/03	24/03	25/03	26/03	27/03	28/03
		Yellow					Blue				
		Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
1	8Y1						Maths				
	8Y2									Computing	
	8Y3		Music	History			Maths				
	8Y4						Maths				
	8Y5		History				Maths			Science	
	8Z1					English					
	8Z2	RE			History	English					
	8Z3					English				DT	
	8Z4	RE			History					DT	Drama
	8Z5			RE		English				DT	
	8Z6					English		Drama		DT	
2	8Y1								Science		
	8Y2					English			Science		
	8Y3								Science		Computing
	8Y4		Music			History			Science		
	8Y5						Geography				Computing
	8Z1		History	RE			Computing	Maths			
	8Z2		Music	Computing							Drama
	8Z3				Music			Maths		Geography	
	8Z4				Music		Science	Maths			
	8Z5		Music		Drama		Science				
	8Z6			RE			Computing	Maths			
3	8Y1				MFL	History	Computing	Drama	Geography		
	8Y2			Music	MFL		Maths	Geography	Drama		
	8Y3				MFL	Drama			Geography		
	8Y4			DT	MFL		Computing	Geography		Drama	
	8Y5			DT	MFL	English					Drama
	8Z1			DT	Music		Science				
	8Z2			DT			Science	Maths	Geography		
	8Z3	RE			History		Science	Computing			
	8Z4							Computing			
	8Z5				History			Maths			
	8Z6			Music			Science		Geography		
4	8Y1	Music				English			DT		RE
	8Y2					History	RE		DT		
	8Y3					English	RE		DT		
	8Y4					English	RE				
	8Y5					Music		RE			
	8Z1			MFL				Geography		Drama	
	8Z2			MFL							
	8Z3			MFL						Drama	
	8Z4			MFL		English			Geography		
	8Z5			MFL					Geography		Computing
	8Z6			MFL		History					

NEWQUAY TRETHERRAS

4 simple steps

Summarise

Summarise your class notes, handouts and wider reading to **condense and transform** them **as you go along** (saves time and stress closer to exams).

40%

Organise

Organise your notes and revision using PLCs (or Exam Specifications) and create **Revision Timetables**, to **focus** time and effort **on weaknesses**.

10%

Recall

Use **active recall** and **spaced repetition** to **memorise** the information.

30%

Test Yourself

Test Yourself using **low stakes and high stakes** questions to check you can **apply knowledge and understanding**.

20%

NEWQUAY TRETHERRAS

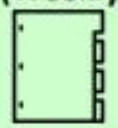
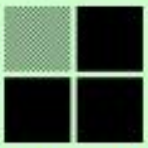
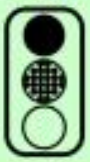
SORT

4 Steps to Success with your Studies

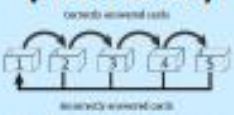
Summarise

- Condense 
- Flash Cards 
- Revision Clocks 
- Cornell Notes 
- Transform 
- Mind Maps or Organisers 
- Sketchnotes 
- Dual Code 

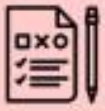
Organise

- PLCs or Exam Specs 
- Organise Folders (Weekly) 
- Chunk 
- Traffic Light (RAG) 
- Revision Timetable (Weekly Review) 
- Interleave 

Recall

- Active Recall (Testing Effect) 
- Look Say Cover Write Check 
- Leitner System (Flash Cards) 
- Memory Journey 
- Blurt - Blank Page Retrieval 
- Mnemonics 
- Group Games 
- Spaced Repetition 

Test Yourself

- Low Stakes
- High Stakes 
- Write Plans & Mark Schemes 
- Multiple Choice 
- Past Paper Questions 
- BUGS the Question 
- Online Quiz or App 
- Write Qs using PLC 
- Traffic Light (RAG) Qs 

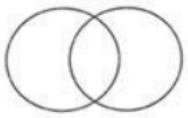
Find out more at: tretherras.net/nt-revision-resources/

How to Summarise using …

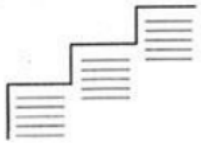
NEWQUAY TRETHERRAS

Graphic Organisers

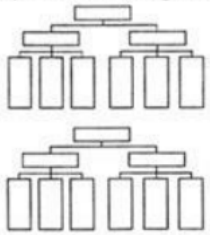
Venn Diagram



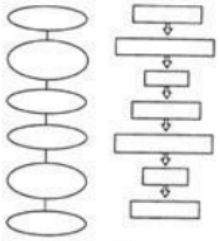
Sequential Thinking Model



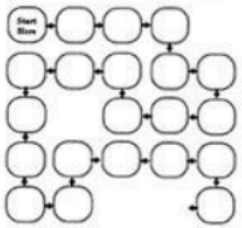
Sequential Thinking Model



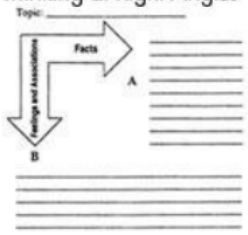
Chain Chain



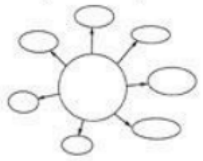
Sequential Thinking Model



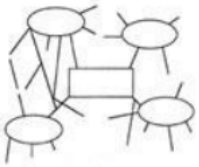
Thinking at Right Angles



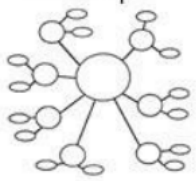
Spider Map



Web



Mind Map



How do I make one/use one?

1. Decide what you need to know about the topic e.g. cause and effect, chain of consequences, similarities/differences etc
2. Choose an appropriate template to print or draw
3. Organise your revision notes according to the template you have chosen.

What is the idea?

Using a template to organise your revision notes to help you condense, organise, link and sequence ideas.

What is it useful for?

- Case studies/topic overview
- Larger topics which need chunking
- Each template has different uses

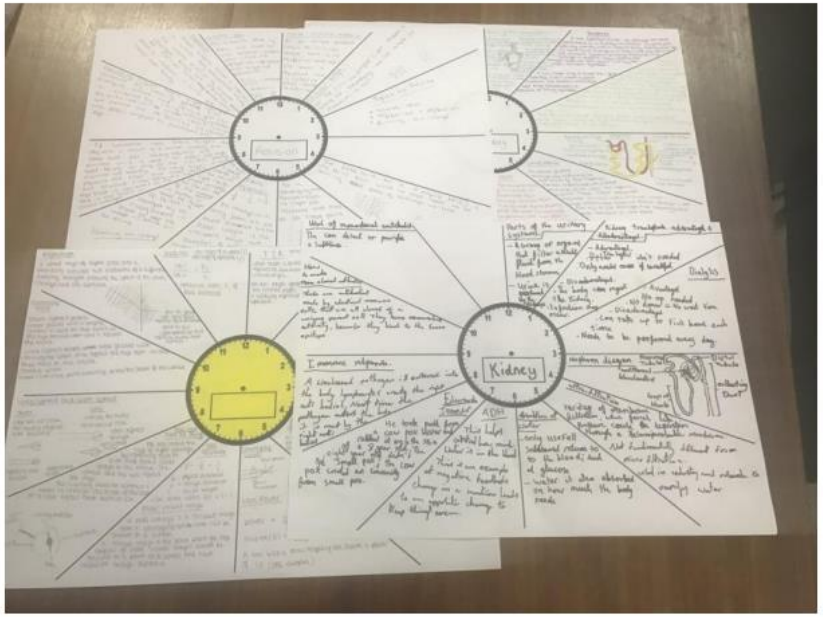
Pros	Cons
There are a huge range of templates that you can use – these might help organise your ideas better according to the topic, and what you need to know about it. They can help you sequence and link ideas, as well as summarising. They help you see the information in different ways and get you thinking more – which helps with RECALL.	Printed templates can be restrictive. You need to have thought about how you want to organise your ideas/what you need to know about the topic in order to select an appropriate template. There may be too much time spent choosing which one to use!

SORT

How to Summarise using …

NEWQUAY TRETHERRAS

A Revision Clock



What is the idea?

The sheet helps you to chunk your topic and time into smaller chunks (e.g. 5 or 10 minute sections).

What is it useful for?

- Case studies/topic overview
- Remembering facts within a topic
- Larger topics which need chunking
- Managing your time

Pros	Cons
Can include images and written detail which helps your visual and verbal memory (dual coding) - more detail than a mind map. You can use the 'timed sections' to divide your time creating the sections of the revision clock, and/or spending time learning them/self-testing. Can use different time divisions e.g. 6 x 10 minutes.	Doesn't help you make links between areas of a topic (but you can 'group' sections together). They can be time consuming to create (if you don't stick to the timings).

How do I make one/use one?

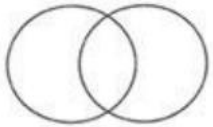
1. Chunk your topic/case study into 12 headings (if using 5 minute divisions)
2. You can group several divisions together into broader categories (e.g. Causes, Effects or Social, Economic, Environmental etc)
3. Spend the allotted 'time' making revision notes (words and images) in each section.
4. RECALL a section using Look, Cover, Say, Write (spending the allotted time for each one).

How to Recall using …

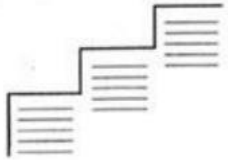
NEWQUAY TRETHERRAS

Graphic Organisers

Venn Diagram



Sequential Thinking Model



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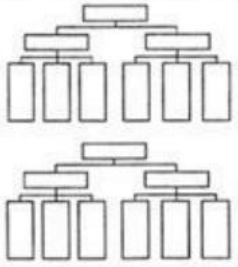

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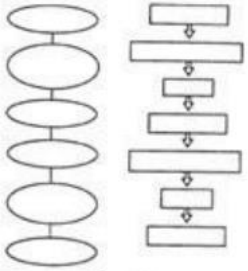

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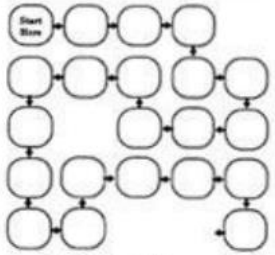
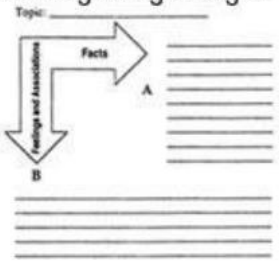
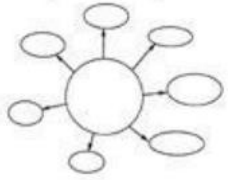


Thinking at Right Angles



Spider Map



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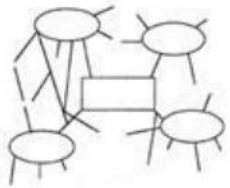
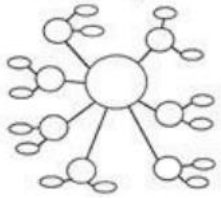


Mind Map



What is the idea?

Use any graphic/visual organizer or Pixl thinking sheet to recall information from a topic.

How do I use this method?

1. Select an appropriate template
2. Recall your revision onto the template without using your notes.
3. Once complete - check what you missed/got wrong using your notes
4. Make corrections/additions in a different colour.
5. Focus on these areas the next time you revise.
6. Repeat.

SORT

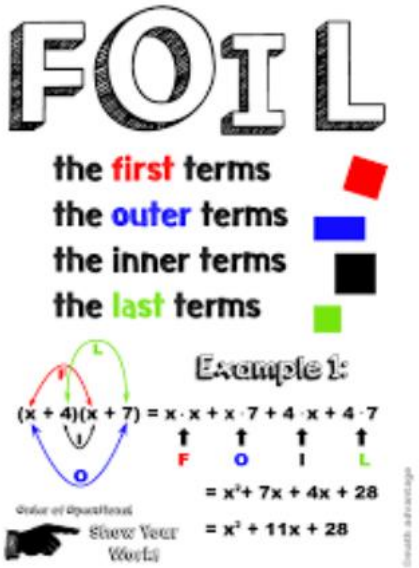
How to Recall using …

NEWQUAY TRETHERRAS

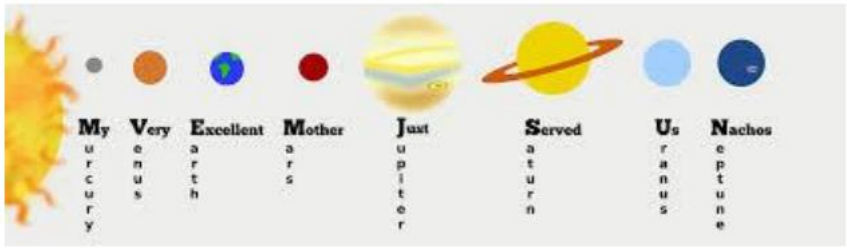
Mnemonics

What is the idea?

Learning a different phrase or word to remember the order of something or important things to remember.
You can create your own or there are many examples on the internet!



Kings	Play	Chess	On	Fine	Glass	Sets
KINGDOM	PHYLUM	CLASS	ORDER	FAMILY	GENUS	SPECIES



CAMBRIAN PERIOD	545–490 mya	camels
ORDOVICIAN PERIOD	490–445 mya	often
SILURIAN PERIOD	445–415 mya	sit
DEVONIAN PERIOD	415–355 mya	down
CARBONIFEROUS PERIOD	355–290 mya	carefully
PERMIAN PERIOD	290–250 mya	perhaps
TRIASSIC PERIOD	250–200 mya (DINOSAURS)	their
JURASSIC PERIOD	200–145 mya (DINOSAURS)	joints
CRETACEOUS PERIOD	145–65 mya (DINOSAURS)	creak
TERTIARY PERIOD	65–1.64 mya	terribly
QUATERNARY PERIOD	1.64 mya–present day	quietly

A.V.O.C.A.D.O. =

1. A → Adjectives
2. V → Verbs (Variety of Verbs)
3. O → Opinions
4. C → Connectives
5. A → Adverbs
6. D → Description
7. O → ORIGINALITY

PAPER 1 Q3: ANALYSING STRUCTURE

L- Listing, linear narrative

O- Openings

S- Shifts in focus (big to small, place to place, outside to inside)

T- Time shifts, flashback and flash-forwards

N- Narrative perspective

E- Endings, conclusions

R- Repetition, patterns, motifs

D- Dialogue, development of character

S- Sentence forms/ paragraphs (must relate to the whole text)

SORT

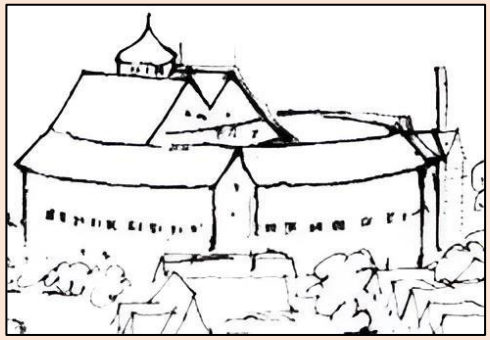
English **Romeo and Juliet**	**S**	**O**	**R**	**T**
How does Shakespeare present the theme of love in *Romeo and Juliet*?				
What does the character of Juliet reveal about the role of women in Elizabethan society?				
How does the feud between the Montagues and Capulets drive the plot of *Romeo and Juliet*?				
What does Romeo's relationship with his friends tell us about his character?				
How does Shakespeare use foreshadowing to build tension in the play?				
What does the role of fate contribute to the tragic ending of *Romeo and Juliet*?				
How does the use of language reflect the changing relationship between Romeo and Juliet?				
What does the setting of Verona symbolize in the play?				
How does the character of Mercutio serve as a foil to Romeo?				
What does the death of Tybalt represent in the development of the plot?				
How does the character of Nurse contrast with Juliet's other relationships in the play?				
What does the use of light and dark imagery symbolise in Romeo and Juliet's relationship?				
How does Shakespeare explore the theme of loyalty through the characters of Romeo and Juliet?				
What role does family loyalty paly in the tragic outcomes for Romeo and Juliet?				

English Knowledge Organiser – Romeo and Juliet

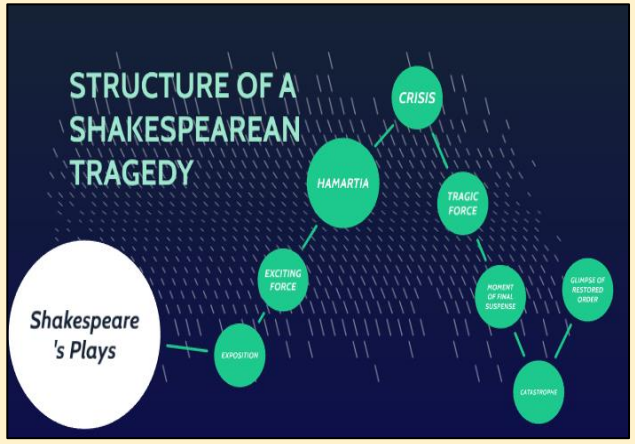
1	TIER THREE VOCABULARY
Theme	The bigger idea or subject that is important to the whole story
Prologue	Section of a text that appears at the start which gives us important information we need to have for the whole story
Tragedy	A type of literature that is usually ends in the death of the main characters
Villain	A character who the deliberately challenges the hero. Can also be called the 'antagonist'
Genre	Particular type of literature or story – different genres of literature have different characteristics or conventions
Context	The cultural, political, social or historical events that are relevant or helped to inspire a text. Can also refer to information about the writer's life.
Sonnet	A 14-line poem that ends in a rhyming couplet. Sonnets are usually about love or romance.
Soliloquy	A speech in a play where the character speaks only to the audience, revealing their inner thoughts and feelings about something that they might keep hidden from other characters.
Monologue	A long speech where a person or character will reveal their opinions about something. Monologues are different from soliloquys in that they might be delivered in front of other characters.
Symbolism	When something, usually a physical item, is used to represent a concept or idea that is important to the story.

2 The Globe Theatre

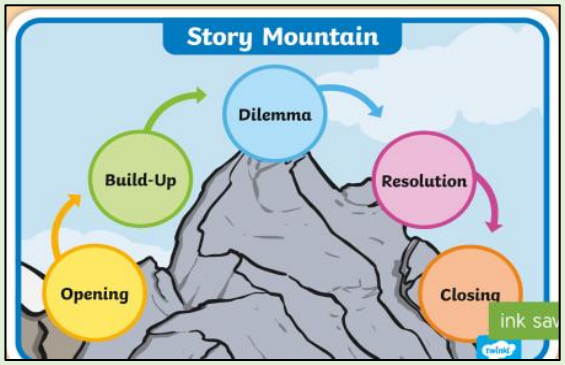
The Globe Theatre in Elizabethan Times. The different experiences of 'The Globe' depending on your social status.



3 Shakespearean Tragedy



4 Planning Creative Writing



Explore different ways to plan creative writing.

5 Reading To Improve Your Writing

Improve your writing and analysis skills by reading short stories and novels that also include ideas about tragedy, fate and love.

Key Characters	Purpose & Summary
Romeo	The son and heir of Montague and Lady Montague. A young man of about sixteen, Romeo is handsome, intelligent, and sensitive. Though impulsive and immature, his idealism and passion make him an extremely likable character. He lives in the middle of a violent feud between his family and the Capulets, but he is not at all interested in violence. His only interest is love.
Juliet	The daughter of Capulet and Lady Capulet. A beautiful thirteen-year-old girl, Juliet begins the play as a naïve child who has thought little about love and marriage, but she grows up quickly upon falling in love with Romeo, the son of her family's great enemy.
Tybalt	A Capulet, Juliet's cousin on her mother's side. Vain, fashionable, supremely aware of courtesy and the lack of it, he becomes aggressive, violent, and quick to draw his sword when he feels his pride has been injured. He is symbolic of the unnecessary, violent hatred between the houses.
Mercutio	A kinsman to the Prince, and Romeo's close friend. One of the most extraordinary characters in all of Shakespeare's plays, Mercutio overflows with imagination, wit, and, at times, a strange, biting satire. Like Tybalt, he is hot-headed and short tempered.

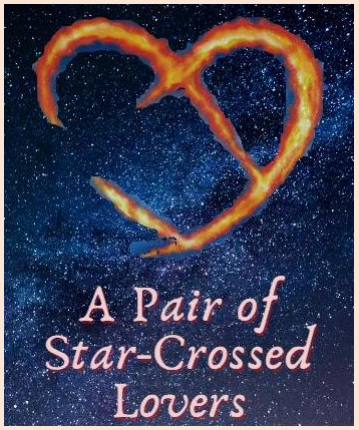
Key Symbols	What They Represent
Light	Light represents two different things at two different times. First, it's used to describe Juliet's radiance. Later, it represents Romeo and Juliet's desire to stay together.
Dark	While usually carrying negative connotations, in the text it is often associated with secrecy.
Cupid	Cupid is the Roman god of desire and erotic love – this is a common allusion made in stories about love.
Venus	The Roman god of love.

English Knowledge Organiser – Romeo and Juliet

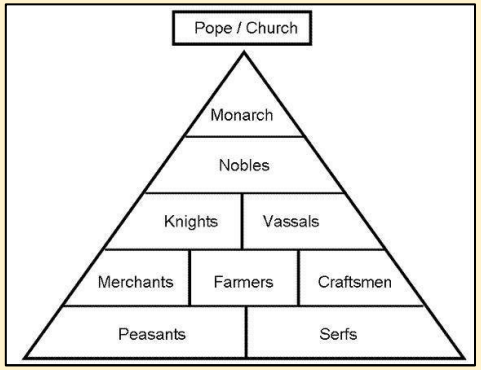
1 TIER THREE VOCABULARY

Hamartia	The tragic flaw in a character that leads to their downfall
Imagery	Descriptive or figurative language that helps the reader visualize the story (i.e. metaphors and similes are forms of imagery)
Tension	The feeling of being anxious or concerned for the events that are to come in a text
Tragic Hero	The main hero or protagonist in a tragedy that experiences a tragic downfall at the end
Personification	When an object or thing is given human qualities or emotions
Atmosphere	The feeling or mood suggested in a text
Viewpoint	The views or opinions that a person might hold on a topic
Perspective	The angle from which a person is experience something which can cause them to have certain viewpoints or opinions
Dialogue	Communication or discussion between characters which can reveal details about them and their relationships. Dialogue often used to characterize.
Foreshadowing	When the reader is given a hint of something to come later in the story

2 Fate



3 The Natural Order



The natural order refers to the hierarchy of society. Usually women would have been below men due to it being a patriarchal society.

4 Essay Writing

Begin to explore what makes a good Literature Essay with a Thesis Led approach.

1. A really clear and perceptive argument, driven through a thesis.
2. Analysis of the text – the characters, the structure and the language used in order to support our argument.
3. Demonstrating an understanding of what the writer aimed to achieve with their story.

5 Characterisation – Patriarchy & Masculinity

Explore how Shakespeare uses characters to delve into key issues such as patriarchy (Lord Capulet) and masculinity (Mercutio).

Brackets, Equations & Inequalities	Sparx Code	S	O	R	T
Form algebraic expressions including directed number	M813				
Multiply out single brackets and simplify	M237, M792				
Factorise into a single bracket	M100				
Expand a pair of binomials (H)	M960				
Form and solve equations and inequalities	M931, M384				
Form and solve equations and inequalities with unknowns on both sides (H)	M118, M732				
Sequences	**Sparx Code**	**S**	**O**	**R**	**T**
Generate sequences given a rule in words or algebraically	M381				
Find the rule for the nth term of a linear sequence (H)	M991				
Indices	**Sparx Code**	**S**	**O**	**R**	**T**
Addition and subtraction of expressions with indices	M135				
Simplify algebraic expressions by multiplying and dividing	M608				
Explore powers of powers (H)	M150				

Fractions and Percentages	Sparx Code	S	O	R	T
Convert fluently between fractions, decimals & percentages	M958, M264, M922				
Calculate fractions, decimals and percentages of amounts	M695, M684 M437				
Increase or decrease by a percentage	M533, M476				
Expression one number as a percentage or fraction of another	M939				
Calculate with percentage change	M476				
Calculate the original amount following a percentage change (H)	M528				
Standard Index Form	**Sparx Code**	**S**	**O**	**R**	**T**
Convert between ordinary and standard form	M719, M678				
Order numbers in standard form					
Addition and Subtractions with numbers in standard form	U290				
Multiplication and Division with numbers in standard form	U264				
Explore negative and fractional indices (H)	M135, M608, M150				
Number Sense	**Sparx Code**	**S**	**O**	**R**	**T**
Round numbers to a given decimal place or significant figure	M431 M994 M131				
Estimate the answer to a calculation	M878				
Understand and use error interval notation (H)	M730				
Calculate using order of operations	M521				
Convert between metric units, including area and volume	M487				
Solve problems in the context of money and time	M681				

Maths Key Vocabulary

VOCABULARY

Simplify: grouping and combining similar terms

Substitute: replace a variable with a numerical value

Equivalent: something of equal value

Coefficient: a number used to multiply a variable
Product: multiply terms

Highest Common Factor (HCF): the biggest factor (or number that multiplies to give a term)

Inequality: an inequality compares who values showing if one is greater than, less than or equal to another

VOCABULARY

Term: a single number or variable

Linear: the difference between terms increases or decreases (+ or -) by a constant value each

Arithmetic: a sequence where the difference between the terms is constant

Geometric: a sequence where each term is found by multiplying the previous one by a fixed number

VOCABULARY

Base: The number that gets multiplied by a power

Power: The exponent – or the number that tells you how many times to use the number in multiplication

Indices: The power or the exponent.

Coefficient: The number used to multiply a variable

Simplify: To reduce a power to its lowest term

Percent: parts per 100 – written using the % symbol.

Equivalent: of equal value.

Reduce: to make smaller in value.

Growth: to increase/ to grow.

Integer: whole number, can be positive, negative or zero.

Invest: use money with the goal of it increasing in value over time (usually in a bank).

Base: The number that gets multiplied by a power

Power: The exponent – or the number that tells you how many times to use the number in multiplication **Indices:** The power or the exponent.

Standard (index) Form: A system of writing very big or very small numbers

Commutative: an operation is commutative if changing the order does not change the result.

Significant: Place value of importance

Round: Making a number simpler but keeping its value close to what it was

Overestimate: Rounding up – gives a solution higher than the actual value

Underestimate: Rounding down – gives a solution lower than the actual value.

Balance: The amount of money in a bank account

Deposit: Putting money into a bank account.

Maths Knowledge Organiser – Brackets, Equations & Inequalities

Form expressions

For unknown variables, a letter is normally used in its place

More than – **ADD**

Less than/ difference – **SUBTRACT**

e.g 4 more than t → **t + 4**

8 less than k → **k - 8**

Only similar terms can be grouped together

e.g Find the perimeter of this shape

(Perimeter = length around outside of shape)

t + 2t + 1 + t + 2t + 1 → 6t + 2

Directed numbers

+ + → +

- - → +

+ - → -

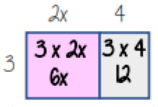
- + → -

e.g $a = -5$ and $b = 2$

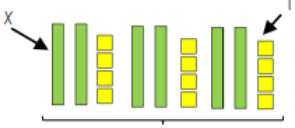
$a^2 = a \times a = -5 \times -5 = 25$

$b + a = 2 + -5 = -3$

Multiply single brackets 3 (2x + 4)



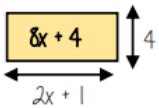
6x + 12



6x + 12

Different representations of $3(2x+4) = 6x + 12$

Factorise into a single bracket 8x + 4



Try and make this the **highest common factor**

The two values **multiply** together (also the area) of the rectangle

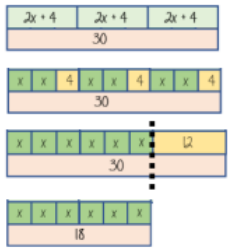
$8x + 4 \equiv 4(2x + 1)$

Note:

$8x + 4 \equiv 2(4x + 2)$

This is factorised but the HCF has not been used

Solve equations with brackets 3 (2x + 4) = 30



3 (2x + 4) = 30

Expand the brackets

6x + 12 = 30

-12 -12

6x = 18

÷6 ÷6

x = 3

Substitute to check your answer. This could be negative or a fraction or decimal

Simple Inequalities

< less than

≤ Less than or equal to

> More than

≥ More than or equal to

x < 10

Say this out loud

"x is a value less than 10"

10 > x

Say this out loud

"10 is more than the value"

Note:

$x < 10$ and $10 > x$ represent the same values

$x + 2 \leq 20$

"my value + 2 is less than or equal to 20"

$x \leq 18$

The biggest the value can be is 18

Form and solve inequalities

Two more than treble my number is greater than 11

Find the possible range of values

Form

x → x3 → +2 → 11

3x + 2 > 11

Solve

x ← -3 ← -2 ← 11

x > 3

Check

This would suggest any value bigger than 3 satisfies the statement

$3 \times 3 + 2 = 11$ ✓ $10 \times 3 + 2 = 32$ ✓

Algebraic constructs

Expression

A sentence with a minimum of two numbers and one maths operation

Equation

A statement that two things are equal

Term

A single number or variable

Identity

An equation where both sides have variables that cause the same answer includes ≡

Formula

A rule written with all mathematical symbols

e.g area of a rectangle $A = b \times h$

Maths Knowledge Organiser – Sequences

Linear and Non Linear Sequences

Linear Sequences – increase by addition or subtraction and the same amount each time

Non-linear Sequences – do not increase by a constant amount – quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division

Fibonacci Sequence – look out for this type of sequence

0 1 1 2 3 5 8 ...

Each term is the sum of the previous two terms

Sequences from algebraic rules

This is substitution!

$3n + 7$

This will be linear - note the single power of n. The values increase at a constant rate

$3n^2 + 7$

This is not linear as there is a power for n

$2n - 5$ → Substitute the number of the term you are looking for in place of 'n'

eg

1st term = 2 (1) – 5 = -3

2nd term = 2 (2) – 5 = -1

100th term = 2 (100) – 5 = 195

Checking for a term in a sequence

Form an equation

Is 201 in the sequence $3n - 4$?

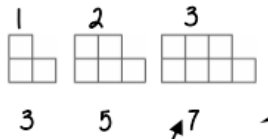
$3n - 4 = 201$ ← Term to check

Algebraic rule

Solving this will find the position of the term in the sequence. ONLY an integer solution can be in the sequence.

Sequence in a table and graphically

Position: the place in the sequence



"The **term** in **position** 3 has 7 squares"

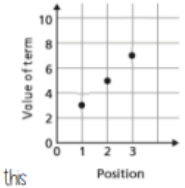
Term: the number or variable (the number of squares in each image)

In a table

Position	1	2	3
Term	3	5	7

+2 +2

Graphically



Because the terms increase by the same addition each time this is **linear** – as seen in the graph

Complex algebraic rules

Misconceptions and comparisons

$2n^2$

2 times whatever n squared is

eg

1st term = 2 x 1^2 = 2

2nd term = 2 x 2^2 = 8

100th term = 2 x 100^2 = 2000

$(2n)^2$

2 times n then square the answer

eg

1st term = $(2 \times 1)^2$ = 4

2nd term = $(2 \times 2)^2$ = 16

100th term = $(2 \times 100)^2$ = 40000

$n(n + 5)$ ←

eg

1st term = 1 (1 + 5) = 6

2nd term = 2 (2 + 5) = 14

100th term = 100 (100 + 5) = 10500

You don't need to expand the expression

H Finding the algebraic rule

This is the 4 times table

$4n$

4, 8, 12, 16, 20....

7, 11, 15, 19, 22 ← This has the same constant difference – but is 3 more than the original sequence

$4n + 3$

This is the constant difference between the terms in the sequence

$4n + 3$

This is the comparison (difference) between the original and new sequence

Addition/ Subtraction with indices

Coefficient, Power

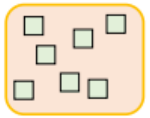
$5x^2 + 4x^4$

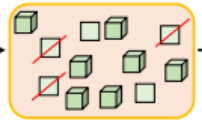
Term Term

Expression

Each square represents x^2 and each cube represents x^4

Only similar terms can be simplified If they have different powers, they are unlike terms

$5x^2 + 2x^2$ →  → $7x^2$

$5x^2 + 6x^4 - 3x^2 + x^4$ →  → $2x^2 + 7x^4$

Divide expressions with indices

$\frac{24}{36} \rightarrow \frac{2 \times 2 \times 2 \times 3}{2 \times 3 \times 2 \times 3} \rightarrow \frac{2}{3}$

$\frac{5a^3b^2}{15ab^6} \rightarrow \frac{5 \times a \times a \times a \times b \times b}{3 \times 5 \times a \times b \times b \times b \times b \times b} \rightarrow \frac{a^2}{3b^4}$

Cross cancelling factors shows cancels the expression

$\frac{23a^7y^2}{5db^6}$ This expression cannot be divided (cancelled down) because there are no common factors or similar terms

Multiply expressions with indices

$4b \times 3a$
$\equiv 4 \times b \times 3 \times a$
$\equiv 4 \times 3 \times b \times a$
$\equiv 12ab$

$5t \times 9t$
$\equiv 5 \times t \times 9 \times t$
$\equiv 5 \times 9 \times t \times t$
$\equiv 45t^2$

$2b^4 \times 3b^2$
$\equiv 2 \times b \times b \times b \times b \times 3 \times b \times b$
$\equiv 2 \times 3 \times b \times b \times b \times b \times b \times b$
$\equiv 6b^6$

There are often misconceptions with this calculation but break down the powers

Addition/ Subtraction laws for indices

$3^5 \times 3^2 = (3 \times 3 \times 3 \times 3 \times 3) \times (3 \times 3) \rightarrow 3^7$

The base number is all the same so the terms can be simplified

Addition law for indices

$a^m \times a^n = a^{m+n}$

$3^5 \div 3^2 \rightarrow 3^3$

$\frac{3 \times 3 \times 3 \times 3 \times 3}{3 \times 3} \rightarrow \frac{3^3}{3^0} \rightarrow \frac{3^3}{1}$

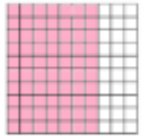
Subtraction law for indices

$a^m \div a^n = a^{m-n}$

Convert FDP

R

$\frac{70}{100}$ → This also means 70 - 100 → 70 out of 100 squares → 70 "hundredths" - 7 "tenths" 0.7



70 hundredths - 70%

Using a calculator

S⬚D Convert to a decimal

This will give you the answer in the simplest form

× 100 converts to a percentage

Be careful of recurring decimals

e.g. $\frac{1}{3}$ = 0.3333333

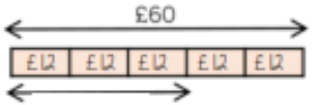
$\frac{1}{3} = 0.\dot{3}$

The dot above the 3

Fraction/ Percentage of amount

R

Find $\frac{3}{5}$ of £60



£36

Remember $\frac{3}{5}$ = 60%

10% of £60 = £6

50% of £60 = £30

60% of £60 - £36

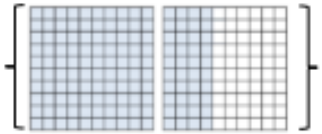
Remember $\frac{3}{5}$ = 60% = 0.6

60% of £60

- 0.6 x 60
- £36

Convert FDP < and > 100%

100 hundredths
10 tenths
100%

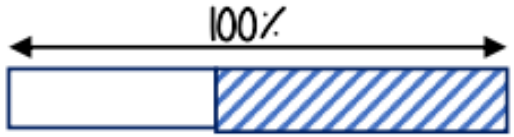


40 hundredths
4 tenths
40%

140 hundredths
14 tenths
140%

100%+40%
1 + 0.40
- 140

Percentage decrease: Multipliers



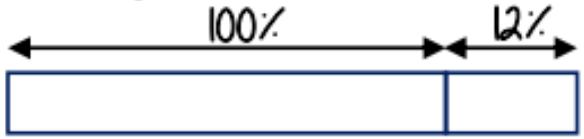
Decrease by 58%

100% - 58% = 42%

100 – 0.58 = 0.42

Multiplier Less than 1

Percentage increase: Multipliers



Increase by 12%

100% + 12% = 112%

100 + 0.12 = 1.12

Multiplier More than 1

Express as a %. - Non-calculator

Percent – per hundred

7 per every 10 are orange

$\frac{7}{10}$

This means that 70 per every 100 are orange

$\frac{70}{100}$

70%

27 per every 50 shaded

$\frac{27}{50}$

54 per every 100 shaded

$\frac{54}{100}$

54%

Denominator 100

Equivalent fractions

Express as a %. - Calculator

$\frac{13}{30}$ → $\frac{\square}{\square}$ → $\frac{13}{30}$ → × 100 → 43.3333...% 43%

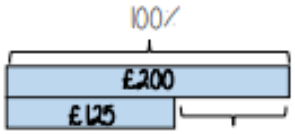
Can't use equivalence easily to find 'per hundred'

This the same as 13 ÷ 30

Decimal percentages are still a percentage

Percentage change

I bought a phone for £200. A year later sold it for £125



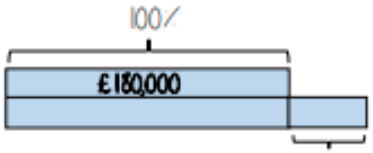
All values of change compare to the ORIGINAL value

Percentage loss

$\frac{75}{200} \times 100 = 37.5\%$

$\frac{\text{Difference in value}}{\text{Original value}} \times 100$

I bought a house for £180,000, I later sold it for £216,000



Percentage profit

Money made (profit value) → $\frac{36000}{180000} \times 100 = 20\%$

Choose appropriate method

The language and wording of the question is the key

Have you represented the question in a bar model?
Can you use a calculator?

Positive powers of 10

1 billion – 1 000 000 000

$10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 = 10^9$

Addition rule for indices $10^a \times 10^b = 10^{a+b}$

Subtraction rule for indices $10^a \div 10^b = 10^{a-b}$

Standard form with numbers > 1

$A \times 10^n$

A: any number between 1 and less than 10

n: any integer

Example

3.2×10^4

$= 3.2 \times 10 \times 10 \times 10 \times 10$

$= 32000$

Non-example

0.8×10^4

5.3×10^{07}

Negative powers of 10

10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
10^1	10^0	10^{-1}	10^{-2}	10^{-3}
0	0	0	0	1

0.001

$1 \times \frac{1}{1000}$

1×10^{-3}

Any value to the power 0 always = 1

Negative powers do not indicate negative solutions

Numbers between 0 and 1

0.054

$= 5.4 \times 10^{-2}$

1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
10^0	10^{-1}	10^{-2}	10^{-3}
0	0	5	4

A negative power does not mean a negative answer – it means a number closer to 0

Order numbers in standard form

10^2	10^1	10^0	10^{-1}	10^{-2}	10^{-3}	10^{-4}

6.4×10^{-2} 2.4×10^2 3.3×10^0 1.3×10^{-1}

0.064 240 1 0.13

Look at the power first will the number be > or < than 1

Use a place value grid to compare the numbers for ordering

Mental calculations

$6.4 \times 10^2 \times 1000$ Not in Standard Form

$= 6.4 \times 10^2 \times 10^3$ Use addition for indices rule

$= 6.4 \times 10^5$

$(8) \times 10^5 \times (3)$

$= 24 \times 10^5$ Not in Standard Form

$= 2.4 \times 10^1 \times 10^5$ Use addition for indices rule

$= 2.4 \times 10^6$

$(2 \times 10^3) \div 4$ Divide the values

$= (2 \div 4) \times 10^3$

$= 0.5 \times 10^3$

Remember the layout for standard form

$A \times 10^n$

A: Any number between 1 and less than 10

n: Any integer

Addition and Subtraction

Tip: Convert into ordinary numbers first and back to standard from at the end

$6 \times 10^5 + 8 \times 10^5$

Method 1

$= 600000 + 800000$

$= 1400000$

$= 1.4 \times 10^6$

More robust method
Less room for misconceptions
Easier to do calculations with negative indices
Can use for different powers

Method 2

$= (6 + 8) \times 10^5$

$= 14 \times 10^5$ ← This is not the final answer

$= 1.4 \times 10^1 \times 10^5$

$= 1.4 \times 10^6$

Only works if the powers are the same

Multiplication and division

$\frac{1.5 \times 10^5}{0.3 \times 10^3}$ Division questions can look like this

$(1.5 \times 10^5) \div (0.3 \times 10^3)$

$15 \div 0.3 \times 10^5 \div 10^3$

$= 5 \times 10^2$

For multiplication and division you can look at the values for A and the powers of 10 as two separate calculations

Revisit addition and subtraction laws for indices – they are needed for the calculations

Addition law for indices

$a^m \times a^n = a^{m+n}$

Subtraction law for indices

$a^m \div a^n = a^{m-n}$

Using a calculator

$1.4 \times 10^5 \times 3.9 \times 10^3$

Use a calculator to work out this question to a suitable degree of accuracy

Input 1.4 and press [×10^x] Then press 5 (for the power)

Press [×]

Input 3.9 and press [×10^x] Then press 3 (for the power)

Press [=]

This gives you the solution

Click calculator for video tutorial

To put into standard form and a suitable degree of accuracy

Press [SHIFT] [SETUP] and then press 7 for sci mode

Choose a degree of accuracy so in most cases press 2

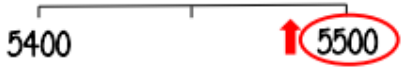
Answer: 5.5×10^8

Round to powers of 10 and 1 sig figure

R If the number is halfway between we "**round up**"

5495 to the nearest 1000

5475 to the nearest 100



5475 to the nearest 10

370 to 1 significant figure is 400
37 to 1 significant figure is 40
3.7 to 1 significant figure is 4
0.37 to 1 significant figure is 0.4
0.00037 to 1 significant figure is 0.0004

Round to the first non-zero number

Round to decimal places

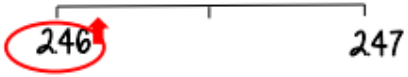
2.46192 ← Focus on the numbers **after** the decimal point

"To 1dp" – to one number after the decimal
"To 2dp" – to two numbers after the decimal

2.46192 (to 1dp) - Is this closer to 24 or 25

2.4 6192 This shows the number is closer to 25

2.46192 (to 2dp) - Is this closer to 246 or 247



2.46 192 This shows the number is closer to 246

Estimate the calculation

Round to 1 significant figure to estimate

$4.2 + 6.7 \approx 4 + 7 \approx 11$ This is an **overestimate** because the 6.7 was rounded up more

The equal sign changes to show it is an estimation

$21.4 \times 3.1 \approx 20 \times 3 \approx 60$ This is an **underestimate** because both values were rounded down

It is good to check all calculations with an estimate in all aspects of maths – it helps you identify calculation errors.

Order of operations

R

Brackets Operations in brackets are calculated first

Other operations e.g. powers, roots,

Multiplication/ Division

They are carried out in the order from left to right in the question

Addition/ Subtraction

They are carried out in the order from left to right in the question

Calculations with money

Debit - You have £0 or more in an account

Credit - You have less than £0 in an account

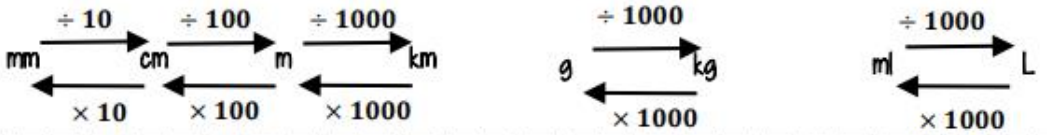
Money calculations are to 2dp

Using a calculator – ensure you are working in the correct units

£1.30 + 50p = 130 + 50 (in pence)
= 1.30 + 0.50 (in pounds)

£1 = 100p

Units are important: Useful Conversions



Metric measures of length

Kilo = 1000 x meter

Centi - $\frac{1}{100}$ x meter

Milli - $\frac{1}{1000}$ x meter

Units of weight/ capacity

Weight = g, kg, t

Capacity (volume of liquid) = ml, L

Time and the calendar

1 Year – the amount of time it takes Earth to go around the sun **365** (and a quarter) **days**

Leap Year – **366 days** (every 4 years)

12 Months = one year = 52 weeks

31 days – **Jan, March, May, July Aug, Oct, Dec**

30 days – **April, June, Sept, Nov**

28 days – **Feb** (29 leap year)

1 week – 7 days

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

1 day – 24 hours

1 hour - 60 minutes

1 minute – 60 seconds

Use a number line for time calculations!

Analogue Clock

12-hour clock

- Use am (morning) and pm (afternoon)
- Only use hour times up to 12

Digital Clock (24-hour times)

24-hour clock

- 0-11 (morning hours)
- 12-23 (afternoon hours)

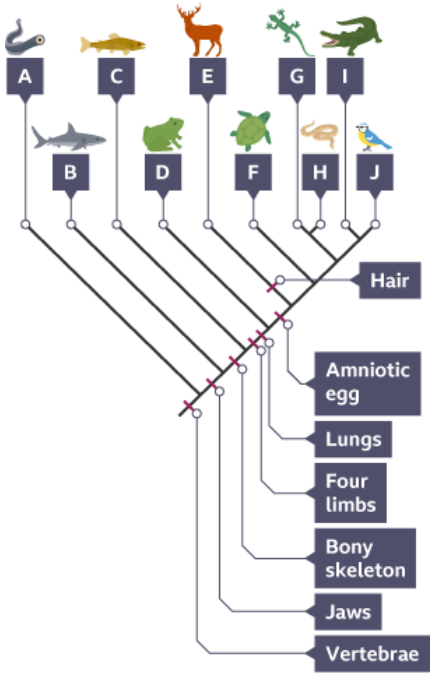
Key Ideas: Evolution and variation	S	O	R	T
Species				
DNA and chromosomes				
Types of variation: continuous and discontinuous				
adaptations				
Biodiversity				
Natural selection				
evolution				
Evidence for evolution				

Key Ideas: Electricity	S	O	R	T
Drawing and building circuits				
Series and parallel circuits				
Current and potential difference				
Calculating resistance				
Static electricity				

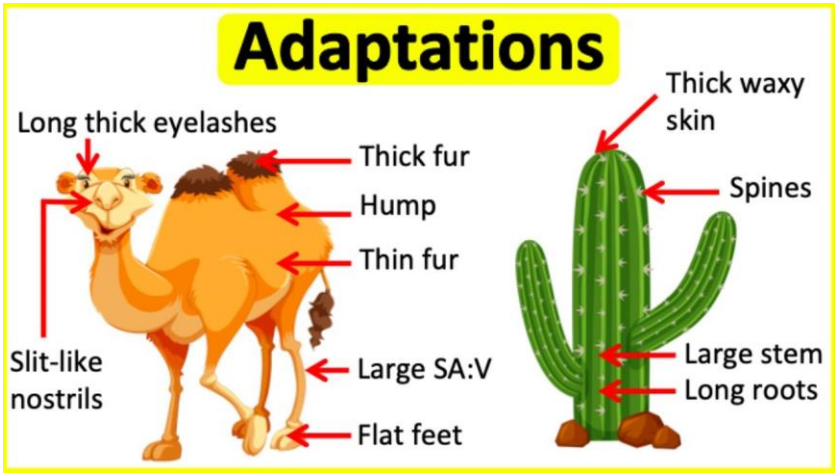
Key Ideas: Light	S	O	R	T
Shadows				
Reflection and refraction				
Structure of the eye				
Loudness and pitch				
Structure of the ear				

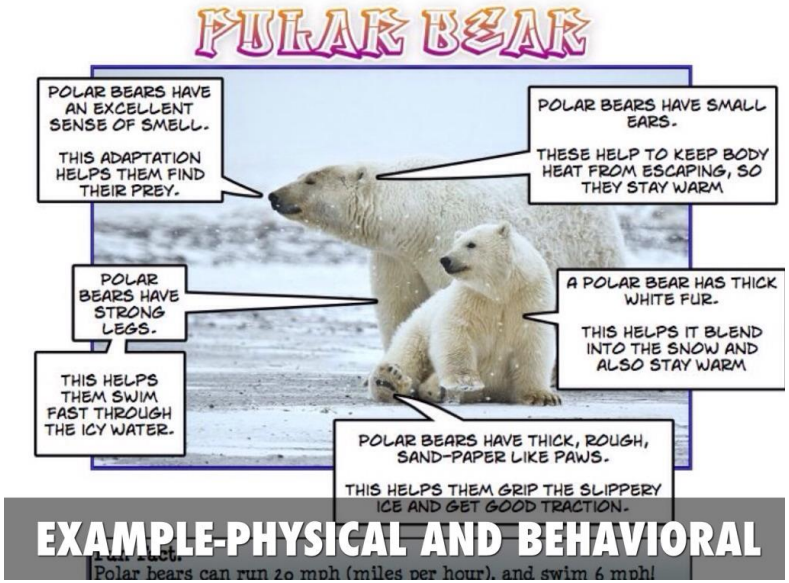
Science Knowledge Organiser

1	TIER THREE VOCABULARY
Evolution	The process by which different kinds of living organisms have developed and diversified from earlier forms during the history of Earth.
Natural Selection	The process where organisms better adapted to their environment tend to survive and produce more offspring.
Variation	Differences between individuals in a species, often caused by genetic differences or environmental factors.
Species	A group of similar organisms capable of breeding and producing fertile offspring.
Adaptation	A feature that allows an organism to survive and reproduce in its environment.
Mutation	A change in the DNA sequence of an organism, which can lead to new traits or characteristics.
Inherited Characteristics	Traits that are passed from parents to their offspring through genes.
Environment	The surroundings or conditions in which an organism lives and evolves.
Fossil	The remains or impression of a prehistoric organism preserved in rock, showing evidence of past life on Earth.
Extinction	The process by which a species no longer exists.



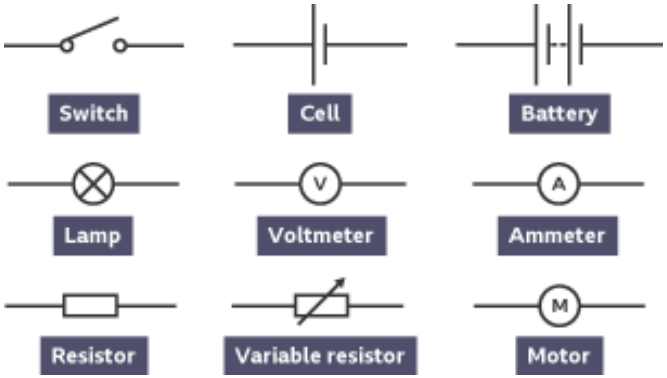
A Jawless fish
B Cartilaginous fish
C Bony fish
D Amphibians
E Mammals
F Turtles
G Lizards
H Snakes
I Crocodiles
J Birds



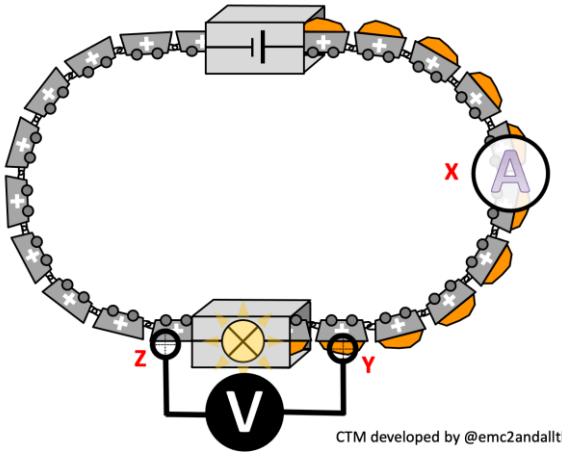


Science Knowledge Organiser

1	TIER THREE VOCABULARY
Current	The flow of electric charge through a conductor, measured in amperes (A).
Potential Difference	The electrical potential difference between two points, measured in volts (V).
Resistance	A measure of how much a material opposes the flow of current, measured in ohms (Î©).
Circuit	A complete loop through which electric current can flow.
Conductor	A material that allows electric current to flow easily, like metals.
Insulator	A material that does not allow electric current to flow easily, like rubber.
Power	The rate at which electrical energy is transferred by a circuit, measured in watts (W).
Battery	A device that stores energy and provides a source of electrical power.
Charge	A property of matter that causes it to experience a force when placed in an electric or magnetic field.

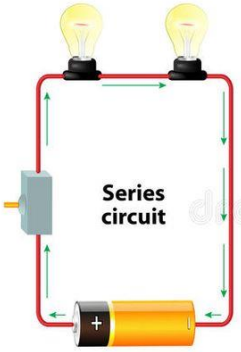


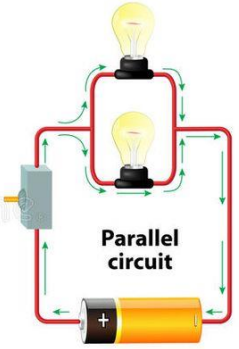
Coulomb Train Model (CTM) Animation 6

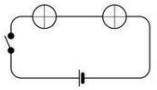


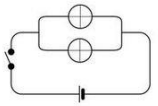
CTM developed by @emc2andallt

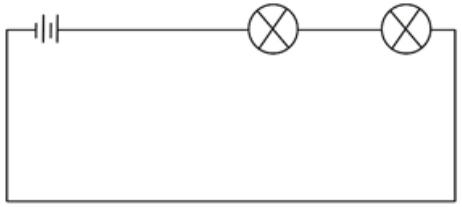
Series and parallel circuits



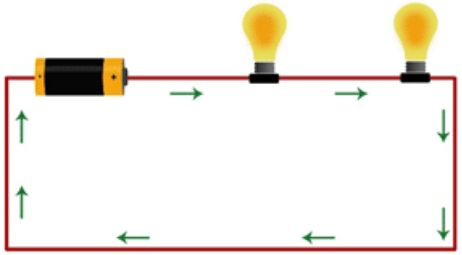






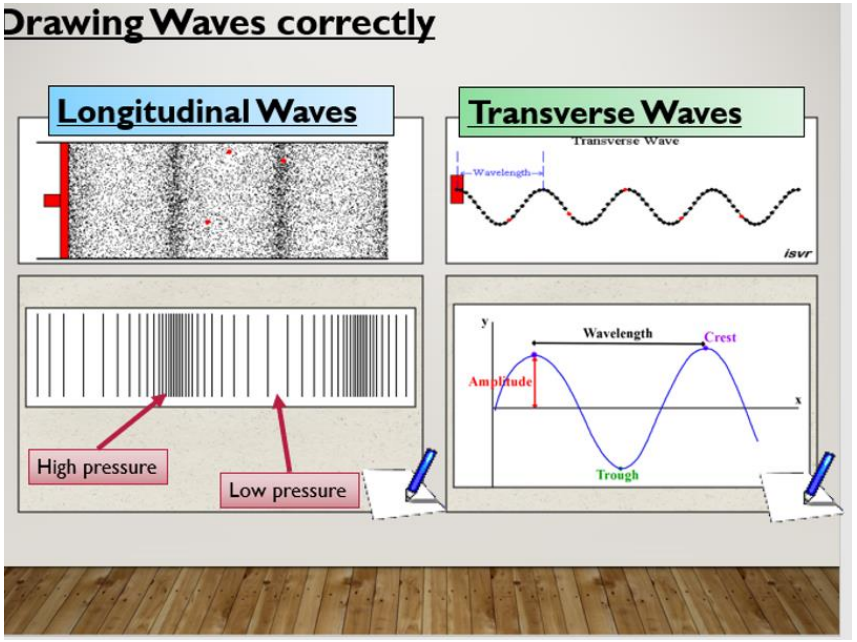


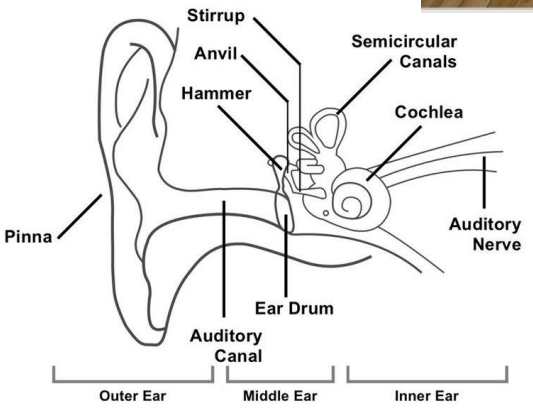
Series Circuit

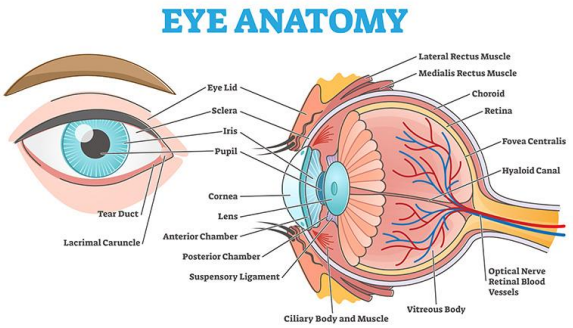


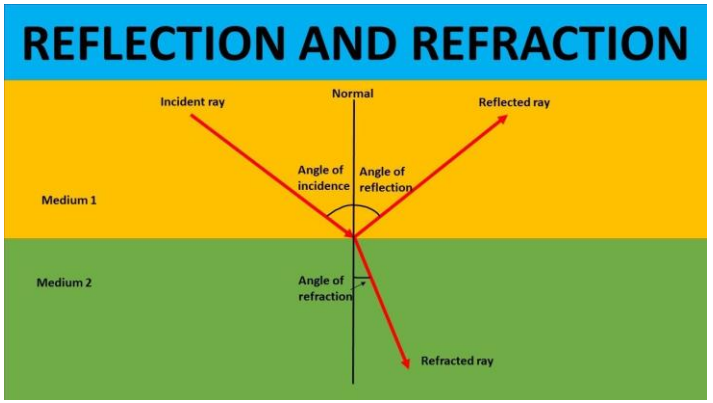
Series Circuit

1	TIER THREE VOCABULARY
Light	A form of electromagnetic radiation that is visible to the human eye.
Sound	A type of wave that travels through air, liquids, or solids as vibrations, and can be heard by the human ear.
Reflection	The bouncing back of light or sound waves when they hit a surface.
Refraction	The bending of light or sound waves as they pass from one medium to another, changing speed.
Amplitude	The height of a wave from its middle point, related to the energy of the wave.
Pitch	How high or low a sound seems, determined by the frequency of the sound waves.
Loudness	How loud or quiet a sound is, related to the amplitude of the sound wave.
Wavelength	The distance between two corresponding points on consecutive waves, such as from crest to crest.
Frequency	The number of waves that pass a point in a second, measured in hertz (Hz).









Computer Crime and Cyber Security	S	O	R	T
Identify some of the signs of fraudulent emails and respond appropriately				
Identify common types of computer crime				
Describe the key aspects of the Computer Misuse Act				
Describe some types of malware				
Describe some of the dangers of putting personal data on social networking sites				
Understand how you can protect your online identity				
Adhere to Copyright Law when using written text, downloading music etc.				
Know the common health and safety problems associated with computer use, and their laws.				
Describe how to safely dispose of an old computer				
AI and Machine Learning	**S**	**O**	**R**	**T**
Understand the origin and uses of AI				
Understand how rules are used in AI decision making				
Understand the difference between facts and rules				
Describe uses of machine learning				
Discuss the strengths and weaknesses of machine learning				
Understand what ethics is				
Consider some simple ethical hypothetical problems				
Understand how jobs can be affected by AI and automation				
Understand how intelligence can be measured in humans				
Know what the Turing test is and how it works				

Computing Knowledge Organiser

1 TIER THREE VOCABULARY

Anti-malware software	Anti malware software protects against infections caused by many types of malware.
Artificial Intelligence (AI)	The theory and development of computer systems able to perform tasks normally requiring human intelligence
Bias	Inclination or prejudice for or against one person or group, especially in a way considered to be unfair.
Brute-force attack	A trial and error method of attempting passwords. Automated software is used to generate a large number of guesses.
Computer Misuse Act 1990	Legislation which defines electronic vandalism, unauthorised access to computer systems and theft of information.
Copyright Design and Patents Act 1998	Legislation which gives creators of literacy, dramatic, musical and artistic works the right to control the ways in which their material may be used.
Denial of service attack	Flooding a server with so much traffic it is unable to process legitimate requests.
E-Waste	Electronic waste describes discarded electrical or electronic devices.
Ethics	Ethics is about what is right, or wrong
Firewall	A computer application used in a network to prevent external users gaining unauthorised access to a computer system.
Hacking	Illegally accessing a computer system or modifying computer files without permission
Identity Theft	Identity theft is when personal details are stolen, and can happen whether that person is alive or dead
Machine learning	In machine learning, the machine will work out the rules for itself, unlike rule based where it is pre-programmed
Malware	Software written to cause loss of data, encryption of data, fraud and identity theft: virus, worm, trojan, ransomware and spyware.
Password	A secret word or phrase that must be used to gain access to a computer / program / interface / system.
Phishing	Sending emails purporting to be from reputable companies to induce people to reveal personal information.

2 Protecting Personal Information

Create reliable passwords.

Beware of phishing scams.

Avoid public Wi-Fi.

Make social media accounts private.

Delete old/unused accounts.

Protect mobile devices.

Backup data regularly.

Always update security software.

3 Data Protection Act

Data Protection Act (DPA) 2018

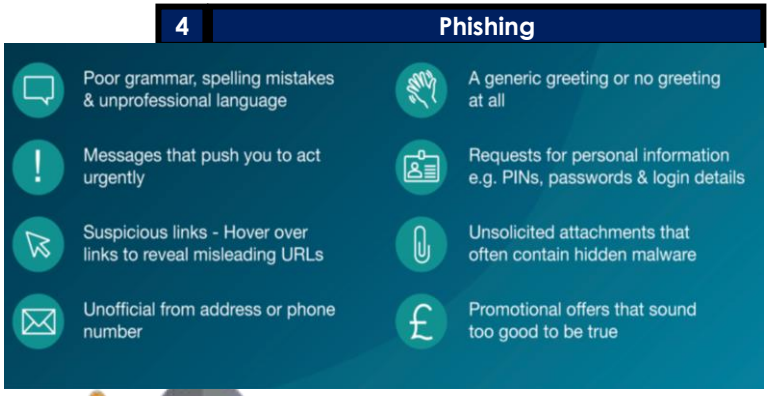
The Principles say that personal information shall be:

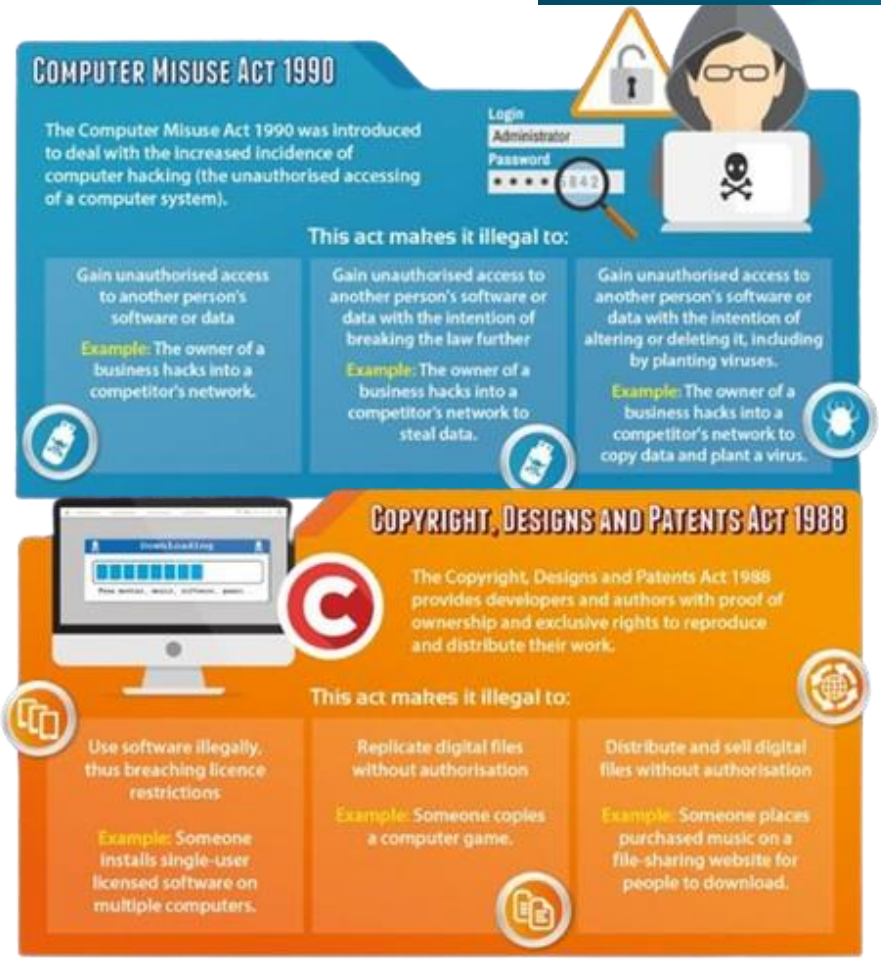
- Processed lawfully, fairly, and in a transparent manner
- Collected for specified, explicit and legitimate purposes
- Adequate, relevant and limited to what is necessary
- Accurate and, where necessary, kept up to date
- Kept in a form which permits identification of data subjects for no longer than is necessary
- Processed in a manner that ensures appropriate security of the personal data

4 Ethics

Computing Knowledge Organiser

1	TIER THREE VOCABULARY
Physical security	Any form of real world physical security to help protect data and systems e.g. Alarms, locks, security patrols etc.
Recycling	is the process of converting waste materials into new materials and objects.
Rule-based systems	Rule-based systems operate on a set of pre-defined rules which are used to process data and make decisions.
Sentiment Analysis	analysing large volumes of text to determine whether it expresses a positive sentiment, a negative sentiment or a neutral sentiment.
Social engineering	Most vulnerabilities are caused by humans. Not locking computers. Using insecure passwords. Not following/poor company network policies. Not installing protection software. Not being vigilant with email/files received. Not encrypting sensitive data.
The Data Protection Act 2018	Legislation which protects individuals from unreasonable use of their personal data.
Trojan Horse	Is any malware that misleads users of its true intent by disguising itself as a standard program.
Turing test	A test to see whether a computer is showing "human intelligence"
User access level	The amount of access a given user is allowed to a computer. On a network most users will have restricted access. Whereas a systems administer or network technician would be allowed much greater access with fewer restrictions.
Virus	is a type of malware that, when executed, replicates itself by modifying other computer programs





Turing Test

['tur-iŋ 'test]

A method to determine whether a machine can demonstrate human intelligence.

Geography Personal Learning Checklists

China	S	O	R	T
1. To locate China and provide details of historical events that have shaped it.				
2. To use the demographic transition model to analyse population change in China.				
3. State what the One Child Policy is/was and how it has impacted China.				
4. To analyse changing employment structure in China and why it is seen as a major manufacturing country.				
5. To state what uneven development is and to analyse how this looks in rural and urban areas in China.				
6. To state who the Uighur people are and to analyse their history and treatment in China.				
7. To evaluate the impacts of industry on air quality and pollution in China.				
8. To state what a global superpower is and evaluate if China is one.				

Drainage Basins	S	O	R	T
1. To state elements of the water cycle and explain the interactions within it.				
2. To state the causes of the Boscastle Floods and explain why flooding still happens in HICs.				
3. To construct and interpret hydrographs.				
4. To analyse the impacts of floods in HICs and LICs.				
5. To state flood management strategies and explain how they work.				

Geography Knowledge Organiser

1	TIER THREE VOCABULARY
Communism	A form of government based on idea of creating a classless society in which everyone shares the benefits of labour, and the state controls all property and wealth.
Cultural revolution	Chinese sociopolitical movement from 1966 to 1976 led by Communist Mao Zedong.
Demographics	The various characteristics of a population. E.g., factors such as the race, sex and age of a population.
Demographic Transition Model (DTM)	A graph to show how Birth and Death Rates vary over time as a country gets More Economically Developed (Richer)
Propaganda	A form of communication (e.g. images/messages) to spread information. It is always biased. The information is designed to make people feel a certain way or to believe a certain thing.
GDP - Gross Domestic Product	The total amount that the population of a country earns in a year.
Inequality	The idea that different people experience different standards of living.
Persecution	Unfair or cruel treatment over a long period of time because of race, religion, or political beliefs
Human rights	The basic rights and freedoms to which all humans are considered to be entitled
The Uighur	Ethnic minority group of Muslims living in China's north-west region of Xinjiang.
Global superpowers	The world's most powerful nations that have the most influence over the world.

2

3

China's One Child Policy

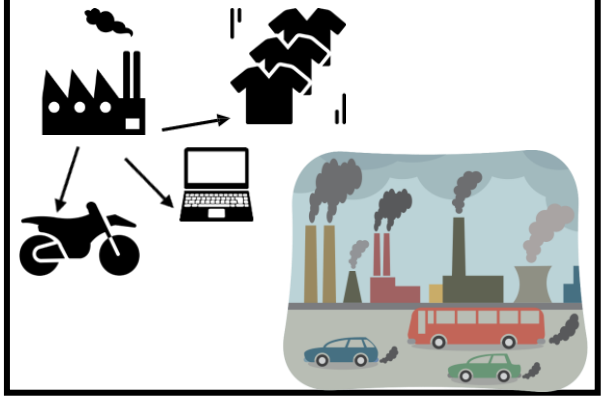
The rewards if you stick to the policy: higher wages, better schooling and employment, and access to health care.

If you break the rules there are serious sanctions: large fines, wage cuts, you will lose your job, and no access to state education and health care

4

1,300 a day!

5



Geography Knowledge Organiser

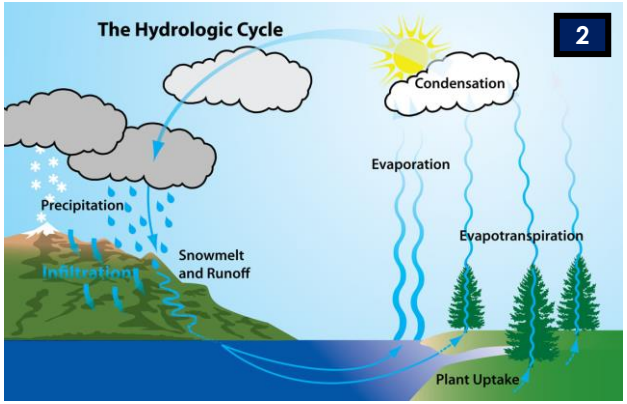
1 TIER THREE VOCABULARY

Discharge	The amount of water flowing through a river channel or out of an aquifer. Discharge is measured in cubic metres per second (**cumecs**).
Drainage Basin	An area of land drained by a river and its tributaries (smaller channels which feed into a main channel)
Flash floods	Flooding caused by a sudden downpour of rain. The rain falls so quickly it cannot soak into the ground.
Flow	Movement of water from one part of the drainage basin to another
Groundwater (store)	Water in the ground below the **water table.**
Hard Engineering	Artificial/Man-made structures/defences to control natural processes
Groundwater flow	The flow of water through rocks.
Hydrograph	A type of line graph that shows variation in **discharge** of a river. Time, which is on the horizontal axis, could be in hours, days or weeks.
Impermeable	Soil or rock which does not allow water to pass through it, such as clay.
Infiltration	The movement of rain water or snow melt into the soil.
Lag Time	The time delay between peak rainfall and peak discharge in a river.
River Channel/ Drainage Basin Management	Strategies to reduce flooding, by making changes to the river channel or within the drainage basin.
Soft Engineering	Using natural methods/working with the environment, rather than trying to control it.

4

Strategy	Hard/Soft Engineering	How does it reduce flooding?	Advantages	Disadvantages
Dam	Hard as it is a human made, artificial structure.	Reduces discharge by holding water back in a reservoir.	• Prevents flooding downstream	• Sediment becomes trapped behind the dam • Prevents fish from travelling upstream • Very expensive to build • Erosion is greater downstream • People can be forced from homes with creation of reservoir
Afforestation	Soft engineering as it works with natural processes.	Reduces discharge as increases interception and surface roughness which slows water down.	• Improves water quality by filtering out pollutants • Creates new habitats for wildlife	• Requires a lot of space • Can remove nutrients from the soil • Can only be used in more rural areas
Channel Straightening	Hard engineering as it removes natural features of the river.	Increases velocity as the water can move quicker through urban areas.	• Travelling along the river is easier for boats	• Erosion is increased as the river has more energy • Increases the flood risk downstream.

2



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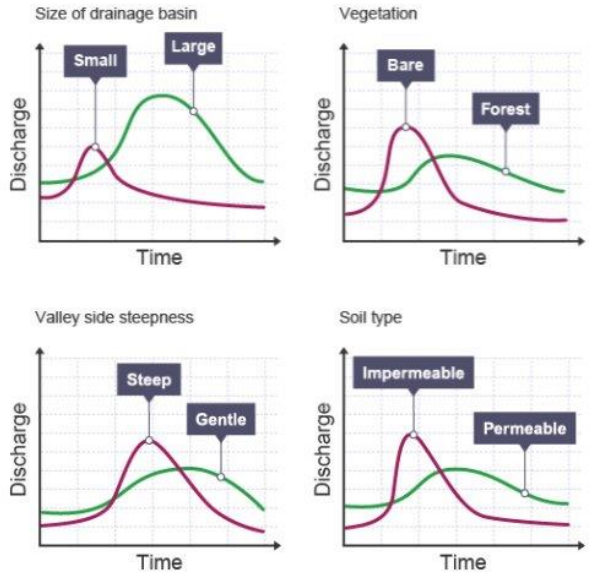

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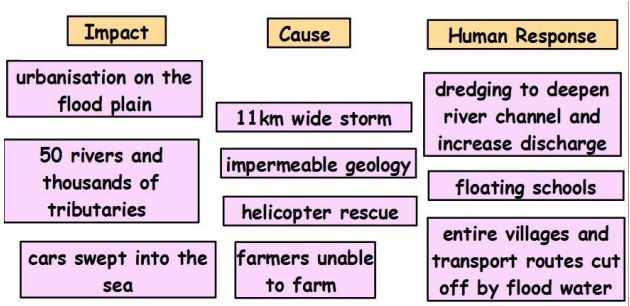


History	S	O	R	T
How did the First World War come to an end?				
Why was the Treaty of Versailles so significant for Germany and the wider world?				
Why was the suffrage movement so important for the people of Britain and especially women?				
Who are the suffragists?				
Who are the suffragettes?				
Why is Lady Constance Litton so significant?				
History	**S**	**O**	**R**	**T**
What made Hitler angry				
Who was Adolf Hitler				
Was appeasement a mistake				
Evacuation				
Dunkirk: success or failure				

REP Sikhism I can…	S	O	R	T
Describe how Sikhs understand Waheguru				
State what a Guru is				
Explain the importance of Guru Nanak to Sikhs				
State who Guru Gobind Singh was				
Describe the story of the Panj Pyare				
Identify what each of the 5Ks is				
Explain the importance of the festival of Vaisakhi				
Explain the importance of the Guru Granth Sahib				
State what Moksha is				
Describe the roles and responsibilities of each of the Ashramas				
Describe the role Gurdwaras have in the Sikh community				
State what a Granthi is				
Explain the importance of the Langar				
State what Amrit is				

History Knowledge Organiser

1	TIER THREE VOCABULARY
Terms of the Treaty	The four main points that the Treaty covered in 1919: Land Army Money Blame
Versailles	The Palace on the outskirts of Paris: the Treaty was signed there
Suffragette	Member of a violent activist groups – to achieve votes for women
Suffragist	Member of a non-violet activist group – to achieve votes for women
Universal suffrage	The fight for all peoples to gain the vote, regardless of gender
Cat-&-Mouse Act	Government law that saw women imprisoned for violent acts
Reparations	£6.6 billion payment taken from Germany to pay for damages as a result of World War One
Article 231	Blame: placed on Germany for starting the First World War
Demilitarisation	Germany having to withdraw troops from given areas (Rhineland)
Representation of the Peoples Act	The legal act giving the vote to all men over 21 and all women over 30 with land/money
Millicent Fawcett	Leader of the suffragist movement
Emmeline Pankhurst	Leader of the suffragette movement
Hunger strikes	Women refusing to eat/drink once imprisoned for protesting to gain the vote

2 Treaty of Versailles

3 The Treaty of Versailles

The Treaty of Versailles (1919)

Background: The Treaty of Versailles was signed on June 28, 1919, marking the end of World War I. It was negotiated among the Allied powers with little input from Germany.

Key Terms:

1.LAND: Germany lost significant territories. Alsace-Lorraine was returned to France, and large areas were given to Belgium, Denmark, and Poland. The Saar Basin was put under League of Nations control.

2.ARMY: The German army was limited to 100,000 troops, and they were not allowed to have submarines or an air force. The Rhineland, an area along the German border with France, was to be demilitarized.

3.MONEY: Germany had to pay huge sums of money to the Allied countries as compensation for war damages, this is called ***reparations***.

4.BLAME: Germany had to accept full responsibility for causing the war and the damages it caused, this was known as the ***War Guilt Clause.***

4 The Suffrage movement

The female suffrage campaign

The Differences Between Suffragists and Suffragettes

Suffragists:

•The suffragists were part of the National Union of Women's Suffrage Societies (NUWSS), founded in 1897 by Millicent Fawcett.

•They believed in peaceful, lawful, and non-violent methods to achieve the right to vote.

•They used petitions, lobbying, and peaceful demonstrations to persuade the government to grant women the vote.

Suffragettes:

•The suffragettes were part of the Women's Social and Political Union (WSPU), founded in 1903 by Emmeline Pankhurst and her daughters.

•They believed that more direct and sometimes militant actions were necessary to draw attention to their cause.

•Their motto was "Deeds, not words," and they were known for their more confrontational and dramatic methods.

2. The Methods of the Suffragettes

The suffragettes used a variety of methods to campaign for women's suffrage, including:

•**Protests and Rallies:** Organizing large demonstrations and marches.

•**Civil Disobedience:** Refusing to pay taxes or comply with the census.

•**Vandalism:** Breaking windows, setting fire to post-boxes, and other acts of property damage.

•**Hunger Strikes:** Imprisoned suffragettes often went on hunger strikes to protest their conditions and demand recognition as political prisoners.

4 LINKS & FURTHER READING

https://www.bbc.co.uk/bitesize/topics/z94cwmn/articles/zwj9cmn#zmxjdp3 **BBC Bitesize: the end of World War One and the Treaty of Versailles**

https://www.bbc.co.uk/bitesize/topics/zxwg3j6 **BBC Bitesize: fight for female suffrage.**

History Knowledge Organiser

1	TIER THREE VOCABULARY
Rhineland: Remilitarization	Hitler placing troops back in the Rhineland (against the Treaty of Versailles)
Post-war disillusionment	The legacy of the Treaty of Versailles on Germany
Invasion of Poland	The trigger with Britain that sparks World War One
Appeasement	Chamberlains' agreement to allow Hitler to take back land that had previously (before the Treaty) belonged to Germany
German advance	German rapid movement in the early weeks and months of the Second World War
Operation Dynamo	The evacuation of all troops from the Dunkirk beaches
Evacuation	1st September 1939 – children taken from cities like London, into the countryside (to keep them safe)
Dunkirk spirit	The term "Dunkirk Spirit" refers to the solidarity of the British people in times of adversity
Battle of Britain	The battle for the skies in the summer of 1940
Pearl Harbour	The attack by the Japanese on the American Naval Fleet in the Pacific ocean (brought USA into WWII)
Hiroshima	The name of the first city bombed by the A-Bomb
Nagasaki	The second city in Japan bombed by the US A-Bomb
German Workers Party	The Political party Hitler joined – it would become the NAZI Parly

2 Early life of Hitler and reasons for his views

Early Life of Hitler until Joining the NSDAP
Childhood and Youth:
•**Early Life:** Hitler had a difficult relationship with his father but was close to his mother. He struggled in school and dropped out at age 16.
•**Artistic Aspirations:** Moved to Vienna to become an artist but was rejected by the Academy of Fine Arts Vienna twice.
World War I:
•**Military Service:** Hitler joined the German army and served as a courier during World War I. He was wounded and received the Iron Cross for bravery.
Post-War Years:
•**Disillusionment:** Like many Germans, Hitler was bitter about Germany's defeat and the Treaty of Versailles.
•**Entry into Politics:** In 1919, Hitler joined the German Workers' Party, which later became the National Socialist German Workers' Party (NSDAP or Nazi Party).

3 Battle of Britain

Battle of Britain: Germany had overwhelmed France and seized control of the capital city, Paris, in June 1940. 338,000 British and French soldiers had been evacuated from Dunkirk. As Britain is an island, Germany needed to send soldiers in by sea to invade successfully. To do this safely, they would need to have control of the skies over the English Channel, so the Germans needed to defeat the British,

4 Appeasement

Appeasement of Hitler
Remilitarization of the Rhineland (1936):
•In 1936, Hitler sent troops into the Rhineland, violating the Treaty of Versailles. France and Britain, seeking to avoid another war, did not respond militarily.
Munich Crisis (1938):
•**Sudetenland:** Hitler demanded the Sudetenland, a region of Czechoslovakia with a large ethnic German population.
•**Munich Agreement:** British Prime Minister Neville Chamberlain and other European leaders agreed to Hitler's demands without Czechoslovakia's input, believing it would ensure peace.
Invasion of Poland (1939):
•**Non-Aggression Pact:** Hitler and Stalin signed a pact agreeing not to attack each other and secretly dividing Poland between them.
•**September 1, 1939:** Germany invaded Poland, leading Britain and France to declare war on Germany, marking the start of World War II.

4 LINKS & FURTHER READING

https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/zgtmm39
BBC Bitesize – causes of World War Two
https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/zgm77yc
BBC Bitesize: Battle of Britain

Sikhism

Lesson 1 - Waheguru and Guru Nanak

Waheguru:
The Sikh word for God, it translates as 'wonderful lord'.

Guru:
A human teacher sent by God to bring His word to the world.

Guru Nanak:
The first Guru, chosen by God to bring his message to the people. Having met with God in heaven, Guru Nanak undertook 4 great journeys to spread the new word of God.

Lesson 2 - The Living Gurus

The 10 living Gurus who established Sikhism and Sikh traditions.

Guru Nanak:
The first Guru and founder of the religion.

Guru Gobhind Singh:
The final living Guru who established the Khalsa community.

Singh:
Surname all Sikh men are given, it means Lion.

Kara:
The name all Sikh women are given, it means Princess.

Lesson 3 - The Khalsa and Vaisakhi

The establishment of the community of inducted Sikhs by Guru Gobhind Singh

The Panj Pyare:
The 5 beloved ones who showed their faith in God by offering to die for the Guru.

Khalsa:
The community of Sikhs who wear the 5Ks
•Kirpan - sword
•Kalra - steel bangle
•Kesh - uncut hair
•Kanga - wooden comb
•Kachera - loose fitting underwear

Vaisakhi:
The Sikh festival celebrating the formation of the Khalsa.

Lesson 4 - Guru Granth Sahib and the Gurdwaras

Guru Granth Sahib:
The Sikh Holy book containing the combined wisdom of the 10 living Gurus.

Gurdwaras:
Sikh place of worship, it has 4 doors facing North, South, East and West so everyone is welcome.

Granthi:
Person who runs the Gurdwara

Langar:
The community kitchen in the Gurdwaras

Lesson 5 - Living as a Sikh

Naming Ritual:
Sikhs use the Guru Granth Sahib to help choose the name of their child

Dastar Bandi:
The Sikh turban-tying ceremony

Amrit:
The Sikh initiation ceremony used to join the Khalsa. It involves stirring a mix of sugar and water with a kirpan

Funeral Rites:
Sikhs believe in rebirth and the reunion of the soul with God

Lesson 6 - Assessment

A question paper worth 40 marks that should take 30 minutes to complete. It will consist of:
•20 multiple choice questions worth 1 mark each
•5 'state two' questions where you have to give examples of key words. These are worth 2 marks each
•2 'describe and explain' questions where you must explore a religious view on an issue covered in this Learning Cycle. These are worth 5 marks each.

You will need to know the key words and ideas of Hinduism and Sikhism.

In your 5 mark answers you will be expected to give examples and key words to support your answer.

Ce que je mange Food and drink)	S	O	R	T
Use perfect tense phrases to describe Christmas (what I ate and drank)				
Give extended opinions to say what food I like/dislike				
Talk about meals in three time frames				
Use the partitive article				
Use direct object pronouns				
Understand a french menu				
Book a table in a restaurant				
Revise numbers to 100				
Order in a restaurant and pay the bill				
Perform a role-play in a restaurant				
Form and use the near future tense				
Use the near future tense to plan a party				
Give an account of a party using three tenses				
Translate sentences using the topic vocabulary				
I can give information about regional specialities in france				
Use your vocab booklet to sort your learning				

La Santé Keeping fit and Healthy Eating	S	O	R	T
Talk about your birthday in 3 tenses				
Talk about diet using a wider range of food vocabulary				
Use negatives to say what I do not eat				
List a range of sports for a healthy lifestyle				
Use the near future tense to make plans to get fit				
Use *on doit/on ne doit pas/il faut/il ne faut pas/je dois/je devrais*				
Research information about a french sportsperson and describe them using the 3rd person				
List parts of the body and use *j'ai mal* to say what hurts				
Use *être and avoir* to describe illness				
Perform a role play at the doctors				
Use *depuis* to say how long people have been ill for				
Use idiomatic phrases with body parts				
Translate sentences using the topic vocabulary				
Write 40 or more words about keeping fit and healthy living				
Describe a photo about healthy living				
Talk about diet using a wider range of food vocabulary				
Use negatives to say what I do not eat				
List a range of sports for a healthy lifestyle				
Use your vocab booklet to sort your learning				

A comer Food and drink	S	O	R	T
use the preterite tense to describe Christmas (what I ate and drank)				
give extended opinions to say what food I like/dislike				
give information about food in other countries				
book a table in a restaurant				
use *usted* and *ustedes*				
order in a restaurant and pay the bill				
revise numbers to 100				
perform a role-play in a restaurant				
understand a Spanish menu				
form and use the near future tense				
use the near future tense to plan a party				
talk about food in three-time frames				
translate sentences using the topic vocabulary				

En forma Keeping fit and Healthy eating	S	O	R	T
Talk about diet using a wider range of food vocabulary				
Use negatives to say what I do not eat				
Use direct object pronouns				
List a range of sports for a healthy lifestyle				
Understand how stem-changing verbs are formed				
Use the near future tense to make plans to get fit				
Use se debe/no se debe/hay que/tengo que/debo/debería				
Research information about a spanish sportsperson and describe them using the 3rd person				
List parts of the body and use *me duele/n* to say what hurts				
Use *estar* and *tener* to describe illness				
Perform a role play at the doctors				
Use *desde hace* to say how long people have been ill for				
Use idiomatic phrases with body parts				
Translate sentences using the topic vocabulary				
Write 40 or more words about keeping fit and healthy living				
Describe a photo about healthy living				
Give information about how the spanish celebrate easter				

Music : Carnival Beats	S	O	R	T
Develop your understanding of Music styles from Latin America including: **Samba, Ska, Reggae, Son, Tango**				
Develop your understanding of Samba, its history and geographical origins				
Learn the names of Samba instruments and how to play them correctly: **Surdo, Ganza, Agogo bells, Tambourim, Repinique**				
Learn to play Samba as an ensemble including the sections – Main Groove and Breaks				
Revise note values including semibreves, minims, crotchets, quavers, semiquavers and rests				
Follow a leader correctly using call and response, calls and breaks				
Contribute to a Samba ensemble using polyrhythms and interlocking patterns				
Develop your performance skills as part of an ensemble				
Compose and arrange your own samba rhythms as part of a smaller ensemble				
Create calls, breaks and a main groove				
Take a turn in leading your group by counting accurately and controlling the structure with calls, hand signals and a whistle				
Music : Century of Sound	**S**	**O**	**R**	**T**
Explore well known 20TH century composers work through listening and performance and be able to evaluate the work using appropriate musical vocabulary				
Perform Tubular Bells utilising a melodic cell, looping and appropriate timbre selection.				
Compose and develop a minimalist style cell using metamorphosis - augmentation, diminution, rhythmic and melodic alterations.				
Select and combine appropriate timbres and textures to produce a complete performance live and/or using ICT.				
Evaluate your own piece of 20th style pastiche music using appropriate musical vocabulary.				

Drama: Gothic Stories	S	O	R	T
Understand the impact that language can have in creating atmosphere				
Understand how to create tension on the stage using pause, pace and focus				
Understand the key aspects of the Gothic genre and characters				
Create a Gothic style performance using your own groups narration				
Begin to understand the impact of sounds and lighting in creating atmosphere				
Drama: Macbeth	**S**	**O**	**R**	**T**
Understand some of the context of when the play was written and why				
Understand the plot of Macbeth				
Find a way of interpreting the weird sisters				
Create a 'dumb show' of the killing of the king reflecting the emotions of the characters				
Understand the theatre that this would have originally been performed in				

Music Knowledge Organiser

(1)

1	**pulse**	regular beat
2	**notation**	way of writing down music
3	**rhythm**	sound patterns
4	**ostinato**	repeated pattern (classical)
5	**riff**	repeated pattern (popular)
6	**pitch**	high and low
7	**duration**	length of sound
8	**tempo**	Speed
9	**dynamics**	Volume
10	**timbre**	sounds – instruments – voices
11	**texture**	layers of sound
12	**structure**	organisation / order of sound
13	**silence**	no sound

(2)

In this unit we will be looking at the style of music known as Minimalism which is a form of art music that employs limited or minimal musical materials which are repeated.

It originated in New York in the 1960s and was initially viewed as a form of experimental music. Famous composers from this period include Steve Reich, Terry Riley, Phillip Glass and La Monte Young.

(3)

1	**gradual transformation**	when a melodic or rhythmic pattern gradually changes shape
2	**metamorphosis**	change a motif gradually, one note at a time
3	**additive melody**	change a motif by adding or taking away one note at a time
4	**phase shifting**	2 parts begin together, then move out of time
5	**polyphonic**	more than one part at the same time
6	**phasing**	where the same part is played on 2 instruments at a steady, but not identical, tempo

Music is made up of many different things called elements. They are the building blocks of music. When you compose a piece of music you use the elements of music to build it. If the piece of music is to sound right, then you have to use the elements correctly

Countries	Styles
Jamaica	Reggae
Cuba	Son
Trinidad & Tobago	Ska
Brazil	Samba
Argentina	Tango

Music of Latin America!!

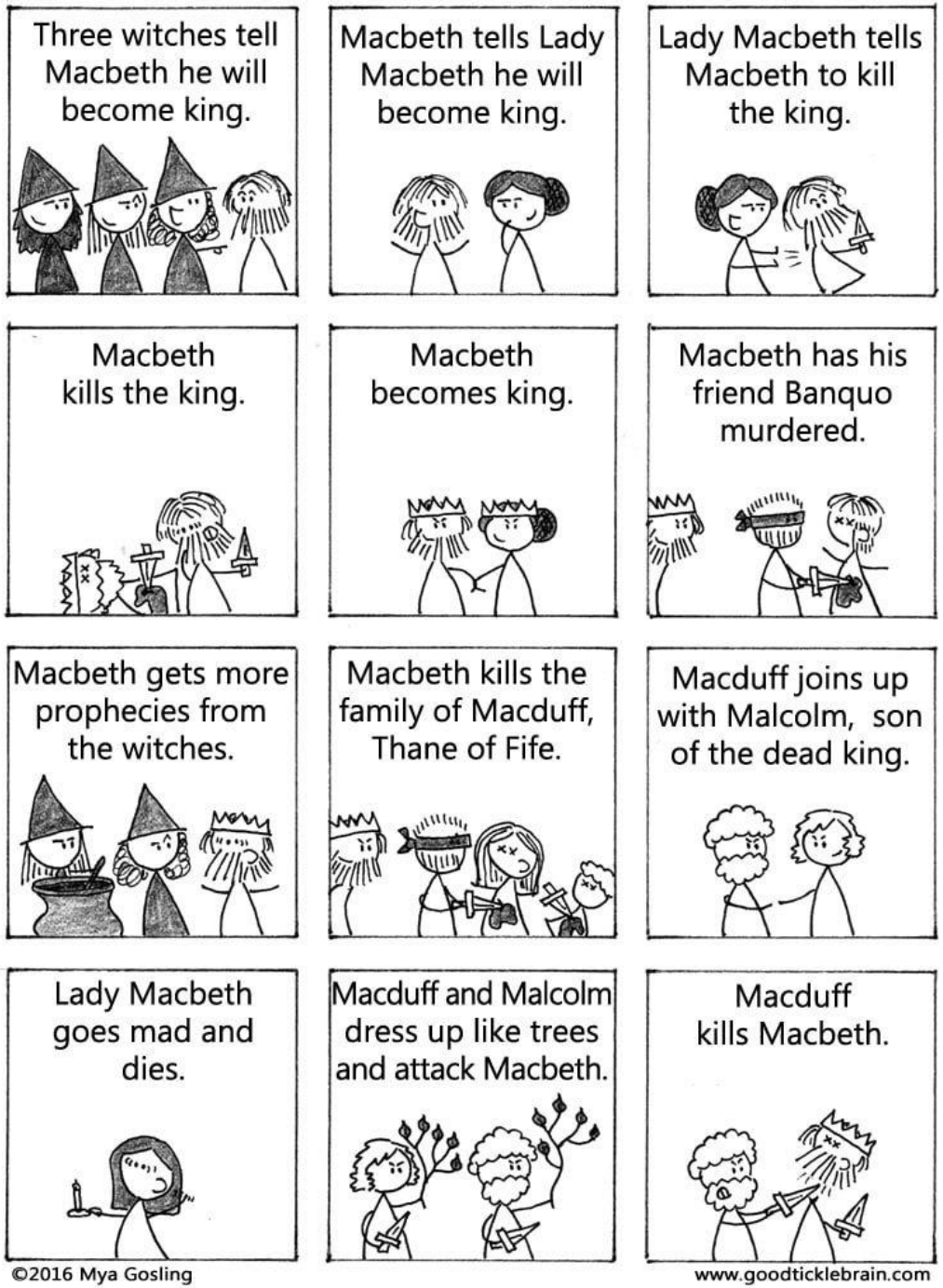
Drama Key Terminology

DRAMA KEY WORDS		ADJECTIVES		
VOCAL SKILLS		• abrupt • angry • anxious • assured • cold • controlled • deep	• enthusiastic • firm • forceful • gentle • harsh • hesitant • loud	• sarcastic • sly • soft • stutter • timid • trusting
Tone Pitch Pace Intonation Silence	Pause Projection Inflection Accent Emphasis			
PHYSICAL SKILLS		• aggressive • defiant • dismissive • distraught • distressed • eager	• eye contact: direct, focused, avoiding, accusing • fearful • gentle • rapid	• relaxed • slow • sluggish • smooth • smug • strong • thoughtful
Body Language Facial Expressions Gestures Stillness Eye-Contact	Posture Movement Gait Stage Presence Interaction			
SPACE PERFORMANCE CONVENTIONS		• anger • anti-climax • appreciation • believable • delight • development • disappointment	• emotional response • empathy • emphasis • engagement • feeling • focal point • horror	• interest • intrigue • irritation • light-relief • realistic • sympathy • understanding
Levels Proxemics Stage Left/Right Centre Stage Transition Blocking Cannon Duologue Sound scape	Freeze Frame Narration Split Scene Thought-Track Mime Improvisation Physical Theatre Unison Monologue	**Other Useful Vocabulary:** Hot-seating Character Motivation Warm-Up Role-on-the-Wall Genre	**Other Useful Vocabulary:** Rehearsal Sound Effects Naturalistic Abstract Minimalistic	

Gothic Writing

•He made no motion of stepping to meet me, but stood like a statue, as though his gesture of welcome had fixed him into stone. The instant, however, that I had stepped over the threshold, he moved impulsively forward, and holding out his hand grasped mine with a strength which made me wince, an effect which was not lessened by the fact that it seemed cold as ice, more like the hand of a dead than a living man.

MACBETH: ONE PAGE SUMMARY



Macbeth Cartoon Version by Cliffs Notes

- **Good guy (Macbeth) goes bad**
- **He wants power**
- **Married to a pushy control freak**
- **She too wants power**
- **Kills lots of people, *LOTS of people!***
- **Gets power**
- **Gets paranoid and goes CRAZY!**
- **Annoys a lot of people**
- **Wants more power! Kill! Kill!**
- **Gets what's coming to him in the end.**

The context of Macbeth

King James in power, William Shakespeare was a patron to the King.

Shakespeare wrote Macbeth as a warning to others not to commit treason against King James.

In 1606, when Macbeth was first performed, people believed in the 'great chain of being'. The chain was a visual metaphor, popular in Western culture for over 1000 years, which put all living things in order of importance. At the top of the chain was God. At the bottom of the chain was hell, where evil was. Under God was humankind, ranked from King to servants.

The King was 'God on earth', who had a 'divine right' to be king: he was born to be king. Women were ranked slightly below men. People were born into their rank. If you were born a kitchen servant, you stayed a kitchen servant. Below humans were animals. If anyone disturbed the 'great chain of being' they were disobeying the natural order of the universe. Men and women who disobeyed the natural order could fall from their rank in their chain, to become servants, animals or into hell, depending on how much they had disturbed the chain.

DT Food and Nutrition	S	O	R	T
I understand how to ensure a hygienic and safe kitchen				
I can explain the importance of knife safety and knife skills to prevent injury				
I can identify the five different sections of the eat well guide				
I understand the importance of a healthy diet				
I can name and describe a number of common pieces of equipment in the kitchen				
I can describe the difference between the bridge hold and claw grip				
DT Fan Project	**S**	**O**	**R**	**T**
I can recall and define the tier three vocabulary in this unit				
I can name tools and equipment				
I can use hand tools and power tools with precision				
I can join materials using an appropriate method				
I can evaluate the finish of my work and link this to how precisely I have used the tools				
DT Textiles	**S**	**O**	**R**	**T**
I can identify and analyse bag components				
I will understand & demonstrate how to colour fabrics – tie dying and stenciling				
I am able to work to scale and print on the container successfully				
I understand the development of stencils – cut, test, evaluate and modify if needed				
I am able to use a variety of construction techniques safely and with accuracy				

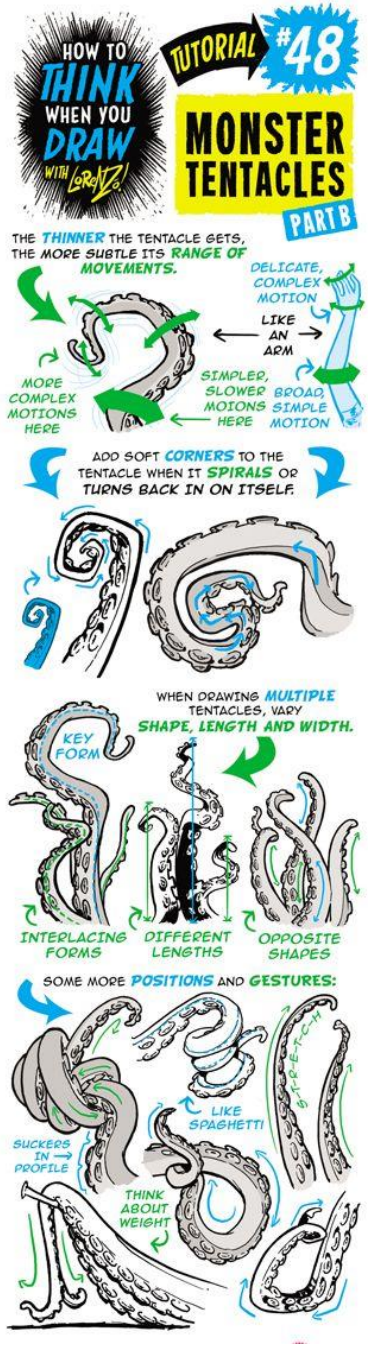
Art Sea Monsters: The Kraken	Evidenced	Refined
I am building on my prior knowledge of…..		
Analysing artists styles to influence my own work.		
Drawing from secondary sources developing understanding of proportion and drawing techniques.		
Looking carefully at shape and proportion to create accurate drawings.		
Compositional skills to create a well balance image.		
Colour theory and colour blending techniques.		
Illustrative artists and techniques.		
I am developing my skills in…..		
Creating a response using clay and clay techniques.		
How to add colour using glazing techniques.		
The use of and techniques of oil pastel.		

Art Knowledge Organiser

1	TIER THREE VOCABULARY
Analyse	Analyse is to examine (something) methodically and in detail, typically in order to explain and interpret it.
Composition	Composition is the arrangement of elements within a work of art
Contemporary Art	The term contemporary art is loosely used to refer to art of the present day and of the relatively recent past, of an innovatory or avant-garde nature
Designs	Designs are plans to explain your ideas in a visual way.
Techniques	Skills and methods employed to create a piece of art.
Form	In relation to art the term form has two meanings: it can refer to the overall form taken by the work – its physical nature; or within a work of art, it can refer to the element of shape among the various elements that make up a work.
Influence	To be inspired by the style of art styles and movements.
Embellish	make (something) more attractive by the addition of decorative details or features.
Relief	A relief is a wall-mounted sculpture in which the three-dimensional elements are raised from a flat base.

2 Skills and Techniques: Illustration and Clay

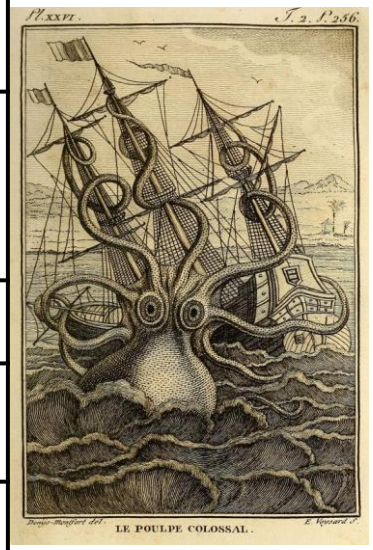
Clay Techniques



1 Continued	TIER THREE VOCABULARY
Drawing	Drawing is essentially a technique in which images are depicted on a surface by making lines, though drawings can also contain tonal areas, washes and other non-linear marks
Poem	A piece of writing in which words are arranged in separate lines, often ending in rhyme, and are chosen for their sound and for the images and ideas they suggest.
Illustration	A picture in a book, magazine etc. or the process of illustrating something.
Sculpture	Three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing
Proportion	Proportion is the relationship of one part of a whole to other parts.
Record	If you record something, you keep an account of it through drawing or photography so that it can be referred to later.
Medium	Medium can refer to both to the type of art (e.g. painting, sculpture, printmaking), as well as the materials an artwork is made from.
Pen	Pen is used for creating fine linear drawings and expressive textural drawings.
Texture	Texture means how something feels. There are two types of texture: actual texture and visual texture.
Refine	Refine is to improve your artwork.

3 Artists and Artwork-

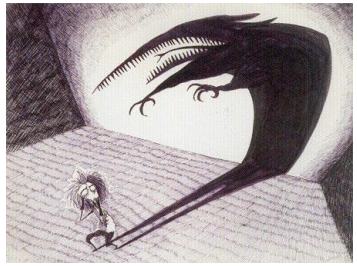
Historical illustrations

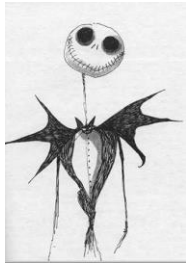


Shayne Greco

Naomi Christenson

2 Extension tasks to develop skills & ideas





Explore the work of Tim Burton at timburton.com. He has a current exhibition in London. Experiment with his style of illustration.

4 LINKS & FURTHER READING

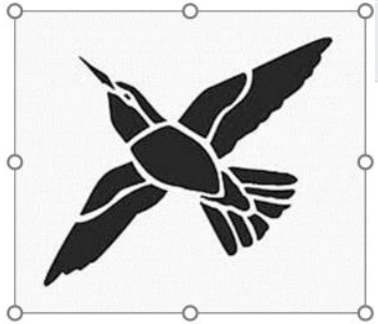
The poem- The Kraken by Tennyson

Analysis of the poem

DT Knowledge Organiser – Textiles

Key vocabulary	
Tie dye	Tie-dye is a colorful pattern used on clothing. It is made by tying a piece of clothing into a tight bundle and then dyeing it with various colours made from liquids.
Spiral technique	Swirling mixture of colours on a material.
Bullseye technique	Each banded section can be a different colour.
Horizontal stripes technique	The material is folded vertically and then tied off into sections. Each banded section is like a stripe.
Needle	A piece of metal with a point at one end and a hole on the other to put through the thread.
Thread	A fine piece of material used to put through a needle, to use when sewing and holding fabric parts together.

Colouring fabrics



Construction of a fabric container

- Drawstring bag

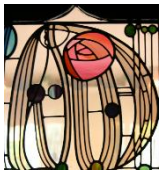
Wrap

Gadget case

DT Knowledge Organiser – Pewter Casting

The work of others

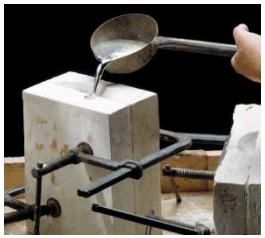
Researching designers and products provides a greater understanding of the materials and processes they used. It can also help inspire new ideas, which is what we are going to do in this project.

Designer	Facts about them	Examples of their work
Kusheda Mensah	A designer of furniture and lifestyle pieces, Mensah's work explores how to put fun into a functional environment, creating curvy and tactile pieces.	 
William Morris	Significant contributor to the British Arts and Crafts Movement, Morris is renowned for his block printed fabrics and wallpapers. His designs were influenced by nature with patterns of intertwined flowers, leaves and birds.	 
Zaha Hadid	Once described as the 'Queen of the curve' Hadid was inspired by undulating and sinuous shapes found in nature to create stunning architecture.	
Louis Comfort Tiffany	American decorative arts designer, renowned for his highly decorated, stained-glass lamp designs which became an icon of the Art Nouveau movement.	
Charles Rennie Mackintosh	Architect and designer who played an important role in the Art Nouveau movement. He was commissioned to design a new building for the Glasgow School of Art which became his masterpiece.	 

What is casting?

Solid → Liquid → Solid

Casting involves heating a metal (in this case pewter) to a temperature of Between 170 and 230°C, until it becomes a liquid. It is then poured using a ladle into an MDF mould which has been laser cut. The molten pewter fills the negative shape within the mould.



On the left is an image of the pewter being poured, on the right an image of the casting once it has cooled. Once cooled, the casting is removed from the mould. Often the mould can be re-used, meaning that identical products can be made.

Tier 3 vocabulary

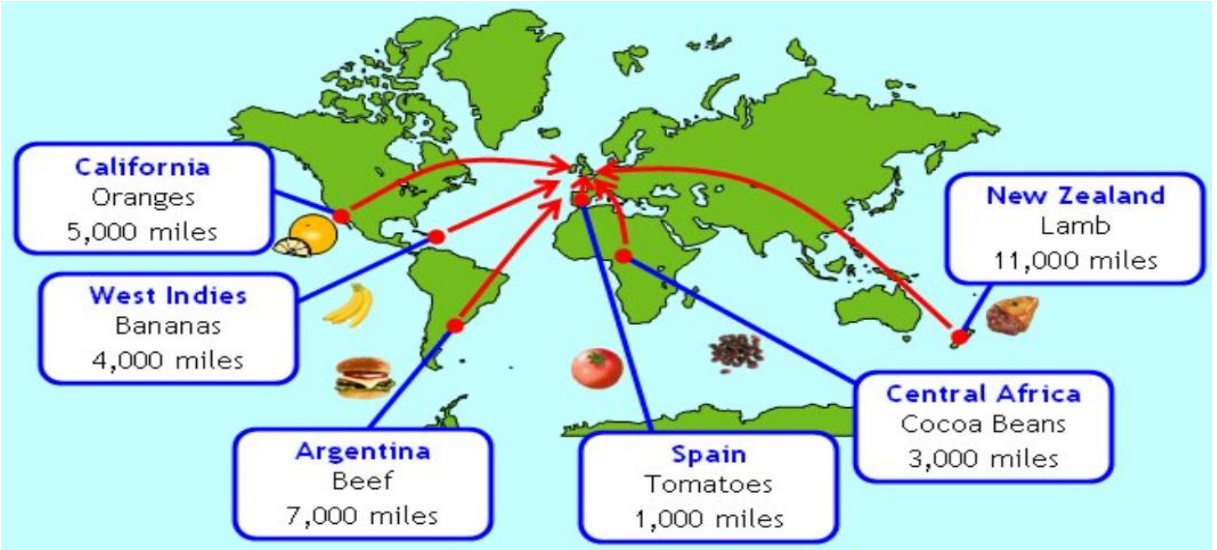
Key Words	Definition
Tactile	Our sense of touch
Arts & Crafts Movement	A trend in the decorative and fine arts between about 1880 and 1920.
Art Nouveau	An international style of art, architecture and the decorative arts popular between 1890 and 1910.
Icon	A person or thing widely admired especially for having great influence or significance.
Undulating	To move in a wave-like pattern.
Pewter	A silver-colored metal that's been used for decorative objects and plates, cups, and bowls since ancient times.

DT Knowledge Organiser – Food and nutrition

1	TIER THREE VOCABULARY
Seasonality	When foods grow naturally.
Food Provenance	Where our food comes from
Food miles	How far the food has travelled to get to us
Food waste	To use food to prevent waste.
Cornish foods	Traditional foods and the Cornish culture
Annotation	To label and explain an idea or drawing
Nutrients	Basic nutrients and their function in the body.

2	Skjills
Skills	
Reduction	Thickening a sauce by allowing it to simmer. (Bolognese)
Rubbing in	Mixing fat into flour to form 'crumbs'
Stewing	To cook fruit in a small amount of liquid
Scones	Mixing, shaping and baking
Bread making	Use of yeast, kneading, shaping, proving and baking

LOVE FOOD hate waste



Glue your timetable here