

**Huish Episcopi Academy**  
The best in everyone™  
Part of United Learning®

# Knowledge Organisers

## Year 10

### Summer Term A

Name:

Tutor Group:

---

Respect

• Ambition

• Resilience

## Huish Episcopi Academy Year 10 English Literature Knowledge Organiser – A Christmas Carol and key terms

Key Terminology and Vocabulary		Key Terminology and Vocabulary			
1	<b>Stave</b>	Chapters in the novella, but we normally associate staves with music, as if the book is a Christmas carol, and each chapter is part of the song.	23	<b>Simile</b>	Comparing something using like or as
2	<b>Symbolism</b>	The use of symbols to represent ideas or qualities.	24	<b>Metaphor</b>	Saying something is something else; a direct comparison, not meant literally
3	<b>Intrusive narrator</b>	A narrator who interrupts the story to provide a commentary to the reader on some aspect of the story or on a more general topic.	25	<b>Extended metaphor</b>	The same metaphor repeating over multiple sentences or paragraphs
4	<b>Circular structure</b>	Circular narratives cycle through the story one event at a time to end back where the story originated.	26	<b>Personification</b>	Applying human characteristics to objects
5	<b>Allegory</b>	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.	27	<b>Pathetic fallacy</b>	Use of the weather or nature done to set the tone or reflect the mood of characters
6	<b>Allegorical figures</b>	An <b>allegorical</b> figure is a <b>character</b> that serves two purposes: first, they are an important person in the story in their own right, and, second, they represent abstract meanings or ideas.	28	<b>Alliteration</b>	When the first letter of a word is repeated more than once
7	<b>Foreshadowing</b>	Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.	29	<b>Assonance</b>	Repeating vowel sounds (not necessarily rhyming though)
8	<b>Didactic</b>	A type of literature that is written to inform or instruct the reader, especially in moral or political lessons.	30	<b>Anecdote</b>	A short story from personal experience
9	<b>Polemic</b>	A strong verbal or written attack on someone or something.	31	<b>Irony</b>	Something contrary to what you might expect.
10	<b>Malthusian</b>	Population growth will outstrip agricultural growth, leading to economic disaster.	32	<b>Onomatopoeia</b>	Words that sound like what they are.
11	<b>Purgatory</b>	A place or state of suffering inhabited by the souls of sinners.	33	<b>Sibilance</b>	A repeated 's' sound – either at the start, or in the middle of words
12	<b>Misanthropic</b>	Having or showing a dislike of other people; unsociable.	34	<b>Colloquial Language</b>	Informal or slang words and phrases
13	<b>Philanthropic</b>	Seeking to promote the welfare of others; generous and benevolent.	35	<b>Connotation</b>	Word associations
14	<b>Avaricious</b>	Having or showing an extreme greed for wealth or material gain.	36	<b>Semantic field</b>	When a group of words all link to one overall theme.
15	<b>Benevolent</b>	Well-meaning and kindly.	37	<b>Double entendre</b>	When a word or phrase has two meanings
16	<b>Solitude</b>	The state or situation of being alone.	38	<b>Emotive language</b>	Powerful describing words or adjectives to elicit an emotional response
17	<b>Resolute</b>	Admirably purposeful, determined, and unwavering.	39	<b>Figurative language</b>	The creative use of words or phrases to create a particular meaning,
18	<b>Remorse</b>	Deep regret or guilt for a wrong committed.	40	<b>Anaphora</b>	Repetition of the starting line
19	<b>Redemption</b>	Being saved or saving someone from evil, sin or suffering.	41	<b>Stanza</b>	The different parts of a poem
20	<b>Capitalism</b>	An economic, political, and social system in which property, business, and industry are privately owned. The system is directed towards making the greatest possible profits for the owners of production.	42	<b>Hyperbole</b>	Exaggeration
21	<b>Inequality</b>	The difference in social status, wealth, or opportunity between people or groups.			
22	<b>Injustice</b>	A situation in which there is no fairness, justice, or equality in the treatment of a person or persons.			

4. Key Vocabulary	
<b>Ambition</b>	A desire to achieve something e.g. Macbeth and kingship
<b>Hubris</b>	Having excessive pride or self-confidence
<b>Tyrant</b>	A ruler who rules through fear and violence
<b>Corrupt</b>	Acting dishonestly OR being in a state of decay
<b>Patriarchal</b>	A society where power is in the hands of men
<b>Duplicitous</b>	Lying and being false. Two-faced. Deceitful
<b>Façade</b>	A false front, mask or illusion. Hiding one's true feelings
<b>Prescient</b>	Having knowledge of things before they happen – the witches
<b>Nihilistic</b>	The belief that everything is meaningless
<b>Courageous</b>	Being very brave
<b>Supernatural</b>	Things that are not a part of the natural world
<b>Fate</b>	Events being already decided and out of a person's control
<b>Treachery</b>	Betraying someone's trust
<b>Regicide</b>	The killing of a king

5. Key Terminology, Symbols and Devices	
<b>Motif</b>	A recurring image or idea that has symbolic importance. The best example in Macbeth would be blood.
<b>Soliloquy</b>	When a character is alone on stage and speaks their thoughts aloud to themselves.
<b>Iambic Pentameter</b>	A line of a play or poem that has ten syllables organised into five pairs of syllables, where the second in each pair is emphasised. e.g. "When you durst do it, then you were a man"
<b>Foreshadowing</b>	When a hint or warning is given about a later event.
<b>Dramatic Irony</b>	When a character is unaware of something that the audience is aware of, so they don't know the full significance of their words.
<b>Symbolism</b>	When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural.
<b>Aside</b>	When a character pauses in a conversation to speak only to the audience or another character, unheard by the rest.

## Year 10 English Lit MACBETH Knowledge Organiser

2. Key Characters	
<b>Macbeth:</b>	The eponymous protagonist is the tragic hero of this play. He is both ambitious and ruthless. He falls from loyal and respected warrior to a paranoid, tyrannical king, before dying in battle in Act V.
<b>Lady Macbeth:</b>	A strong, ambitious and manipulative woman who exerts pressure on Macbeth to pursue his ambition of becoming king by murdering Duncan. Unable to deal with the guilt of these actions and is driven to madness and suicide.
<b>The Witches / Weird Sisters:</b>	Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient.
<b>Banquo:</b>	Macbeth's close friend and ally, is astute and loyal. Macbeth sees him as a threat. He is virtuous, admired by audiences, and mistrustful of the supernatural witches.
<b>Duncan:</b>	King of Scotland at the beginning of the play. He is a virtuous, strong and respected leader, held up as the model of good kingship by others in the play. He is murdered by Macbeth in Act 2.
<b>Macduff:</b>	A soldier who is loyal to Duncan and is suspicious of Macbeth. His family is murdered by Macbeth's soldiers and he eventually exacts revenge by killing Macbeth. He was born by caesarian section and therefore was "not of woman born".
<b>Malcolm:</b>	Duncan's son and next in line to the throne. He is described as a good man in the play.

3. Central Themes	
<b>Ambition</b>	The play is about the corrupting power of ambition. Both Lady Macbeth and Macbeth are urged to action by the prophecies of the witches, but they still commit their crimes themselves because they want greater power. Their ambition leads them to violence and death.
<b>Kingship and Tyranny</b>	The play contrasts the kind and wise rule of Duncan, who is described as a virtuous (good) king, with the brutal rule of Macbeth, who quickly becomes called a tyrant. The play shows how Macbeth has no divine right to rule and upsets the natural order by killing Duncan.
<b>Order and Disorder</b>	The play subverts the natural order of the world. Macbeth's actions are based on a supernatural belief in a prophecy. It depicts an anarchic world: Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. The disruption underpins the conflict that is not only external and violent but internal as Macbeth and his wife come to terms with what they've done.
<b>Appearance and Reality</b>	Characters in the play are often not what they seem. Lady Macbeth and Macbeth are duplicitous towards Duncan, the witches equivocate (not say what they really mean) and cannot be trusted, Lady Macbeth seeks to manipulate Macbeth.

## 1. Context

<b>Playwright:</b> Shakespeare (April 23 <sup>rd</sup> 1564- April 23 <sup>rd</sup> 1616)	<b>Macbeth.</b> The plot is partly based on fact. Macbeth was a real 11 <sup>th</sup> Century king who reigned Scotland from 1040-1057.
<b>Dates:</b> written around 1606	
<b>Published:</b> in 'The First Folio, 1623	
<b>Era:</b> Jacobean	
<b>Genre:</b> Tragedy = A play ending with the suffering and death of the main character.	The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.
<b>Set:</b> Scotland.	
<b>Structure:</b> Five Act Play	
<b>The Divine Right of Kings</b> says that a monarch is not subject to earthly authority and that they have the right to rule directly from the will of God. It implies that <b>only God can judge</b> an unjust king. Any attempt to depose, dethrone or restrict his powers is against God. The action of killing a king is called <b>regicide</b> and is considered a terrible crime.	<b>King James I of England (and VI of Scotland)</b> came to the throne in 1603 following the death of Queen Elizabeth I. The play pays homage to the king's Scottish lineage.  King James was convinced about the reality of witchcraft and its great danger to him leading to witch trials.
<b>Shakespearean Tragedy.</b> The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia) yet the character has something the audience can identify with.	<b>The Great Chain of Being</b> was a belief in a strict religious hierarchy (see key vocabulary) of all things which was believed to have been decreed by God.  The chain starts from God and progresses downward (angels, demons, stars, moon, kings, princes, nobles, commoners, wild animals, domesticated animals, trees, other plants, precious stones, precious metals, and other minerals)
Conventions of a Shakespearean Tragedy	
<b>A tragic hero</b> who falls from greatness through a flaw of their own character.	<b>A hero of status</b> – the central characters are people of importance, with power and status to lose.
<b>External conflict</b> – his tragedies feature conflict between characters, and always lead to death.	<b>Supernatural elements</b> – Many of Shakespeare's tragedies feature supernatural influences.
<b>Internal conflict</b> – there are frequent moments of self-doubt or internal torment.	

The Big Ideas	Notes	The Methods	Notes
<p>1. Shakespeare uses the play to demonstrate the terrible consequences of disrupting the <b>natural order</b>. His rule is unnatural and brings only disorder and sickness. His death restores balance.</p>		<p>1. Shakespeare uses <b>blood as a metaphor for guilt</b> through the play. As the guilt increases, the volume of blood increases.</p>	
<p>2. Shakespeare uses the play to demonstrate the consequences of engaging with the <b>supernatural</b>.</p>		<p>2. Shakespeare uses <b>apparitions</b> to present the consequences of ungodly behaviour and is ambiguous about whether they are real or imagined.</p>	
<p>3. Shakespeare uses Macbeth's role as a tragic hero to highlight how vulnerable people are to the destructive <b>temptation of power</b>.</p>		<p>3. Shakespeare's <b>characterisation of Macbeth and Lady Macbeth</b> establishes the idea that ungodly deeds do not go unpunished.</p>	

## Huish Episcopi Academy Year 11 BIOLOGY Knowledge Organiser Unit B7 ECOLOGY

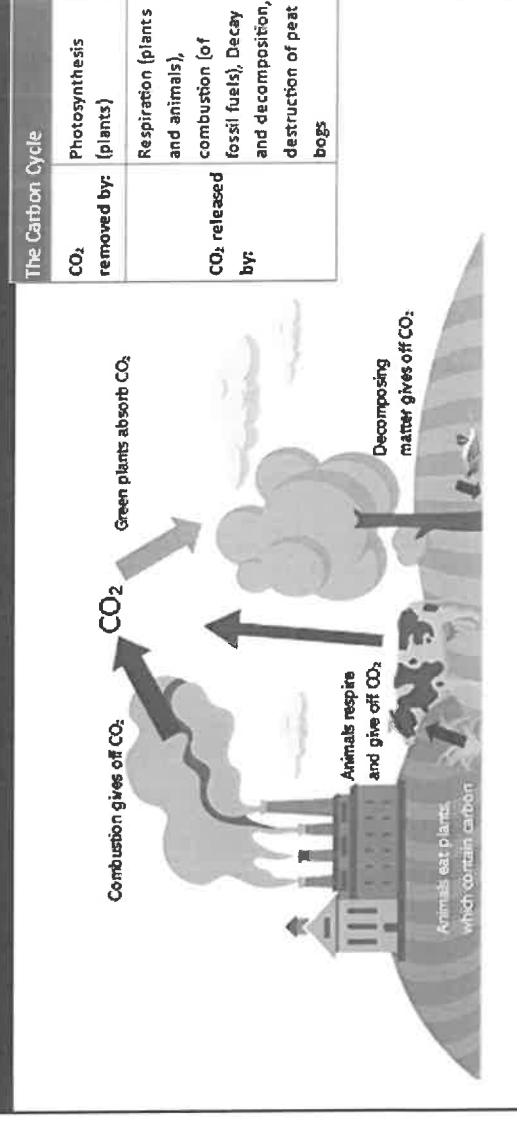
Unit 1. Ecosystems	
1	<b>Habitat</b> The area in which an organism lives
2	<b>Individual</b> Single organism
3	<b>Population</b> All the organisms of the same species in a habitat
4	<b>Community</b> All the populations of organisms in the same habitat
5	<b>Ecosystem</b> The interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of the environment
6	<b>Biotic factors</b> Living factors such as: availability of food, new predators, new pathogens, other species outcompeting each other
7	<b>Abiotic factors</b> Non living factors such as: Light intensity, temperature, moisture levels, oxygen levels, wind intensity, carbon dioxide levels, soil pH
8	<b>Interdependence</b> Within a community each species depends on other species for food, shelter, pollination etc
9	<b>Competition</b> Organisms competing for resources. Plants compete for light, space, water and mineral ions. Animals compete for food, mates and territory
10	<b>Adaptations</b> A feature an organism has that allows it to survive in its ecosystem

Unit 2.	
1	<b>Biodiversity</b> The variety of all the different species of organisms on earth or within an ecosystem
2	<b>Factors that reduce biodiversity</b> Destruction of peat bogs, destroying habitats, releasing carbon dioxide into atmosphere (global warming), pollution, deforestation
3	<b>Maintaining biodiversity</b> Breeding programmes, protection and regeneration of habitats, keeping hedgerows in farmers' fields, reduction of deforestation and carbon dioxide emissions, recycling rather than using landfill

### Unit 3. Sampling technique

	Random quadrat sampling	Transect line
<b>Use</b>	<ul style="list-style-type: none"> <li>Used to count total number of organisms in an area</li> <li>Randomly place quadrat (to avoid bias) and count number of organisms.</li> <li>Repeat 10 times and calculate a mean.</li> <li>Work out area of field and area of quadrat.</li> <li>Calculate total organisms by multiplying mean by number of quadrats that could fit in field</li> </ul>	<ul style="list-style-type: none"> <li>Used to see pattern of organisms e.g. through a forest/across a river</li> </ul>
<b>Method</b>	<ul style="list-style-type: none"> <li>Place a transect line using a 30m tape measure</li> <li>Place the quadrat at 0m and count organisms.</li> <li>Record distance and organism number in table</li> <li>Move quadrat to 5m and repeat, moving 5m each time</li> <li>Plot a graph to see pattern of results</li> </ul>	

### Carbon Cycle




## Huish Episcopi Academy CHEMISTRY Knowledge Organiser C5 ENERGY CHANGES

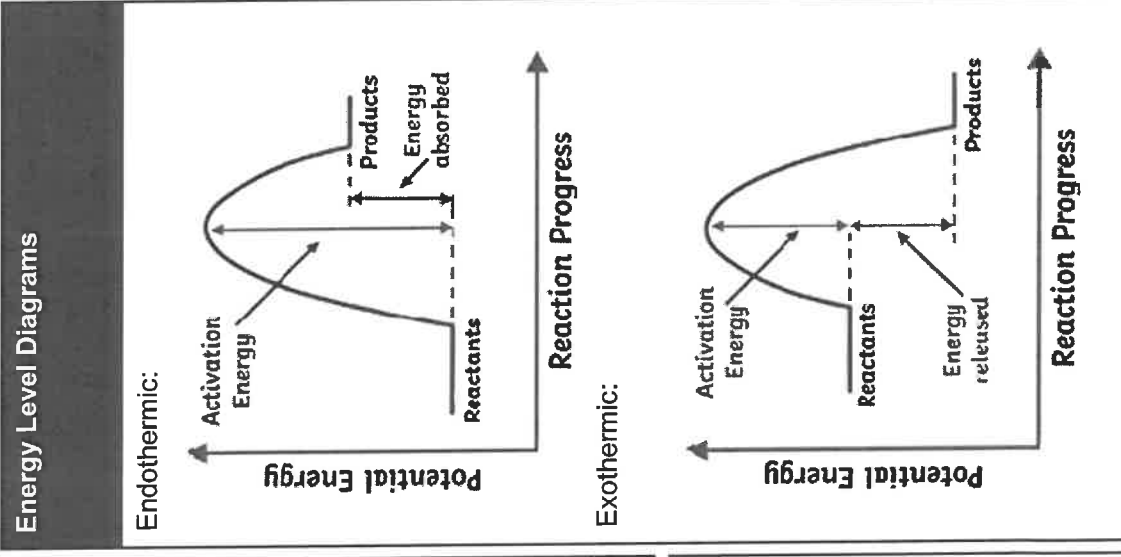
1. KEY WORDS	
1	Activation Energy The minimum amount of energy needed to start a reaction
2	Combustion An exothermic reaction in which a fuel is oxidised
3	Continuous Data that can have values in between those that have been measured – data requires a line graph
4	Displacement A reaction in which a more reactive element displaces a less reactive one from a compound
5	Endothermic A reaction in which more energy is required to break bonds than is released when bonds are made
6	Exothermic A reaction in which more energy is released when bonds are made than is required to break bonds in the reactants
7	Insulator A material that does not conduct heat well so will reduce energy transfers
8	Neutralisation A type of chemical reaction where acids are neutralised and energy is released
9	Temperature A measure of the average speed of the particles in a substance

### Energy Changes (HT only)

During a reaction:

- Energy is **absorbed** in order to **break** bonds in the reactants 
- Energy is **released** when bonds are **made** in the products. 

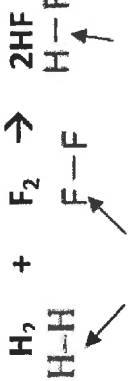
**Bond energy** = the amount of energy that is released when a bond is made or that is needed to break a bond



### Calculating energy changes (HT)

Overall energy change = difference between energy needed to break bonds and the energy released when bonds formed.

**To calculate energy change :**  
Energy change = bonds broken – bonds formed

$$\text{H}_2 + \text{F}_2 \rightarrow 2\text{HF}$$


**To calculate energy change :**  
Energy change = bonds broken – bonds formed

Bond	Bond Energy / kJ mol <sup>-1</sup>
F–F	158
H–H	436
H–F	568

Bonds broken = 436 + 158 = 593  
 Bonds formed = 2 x 568 = 1136  
**Overall energy change = 593 – 1136 = -543 kJ/mol Exothermic**

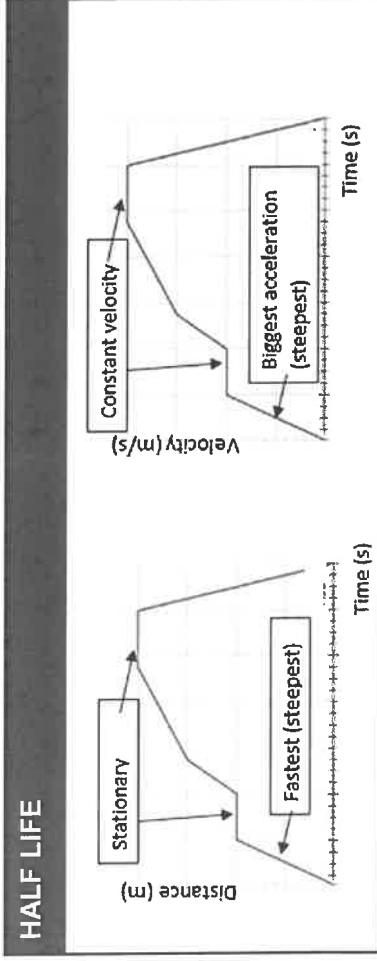
More energy is released in bond making than is required for bond breaking.

## Huish Episcopi Academy Year 10 PHYSICS Knowledge Organiser P5 FORCES

FORCES and MOTION	
1	Scalar A scalar quantity has a magnitude (size) only
2	Vector A vector quantity has both a magnitude (size) and a direction
3	Contact force A force caused by objects physically touching each other
4	Non-contact force Forces where the objects are separated, they do not need to be physically touching.
5	Resultant force Result of forces interacting (sum or difference)
6	Weight The force acting on an object due to gravity (caused by Earth's gravitational field)
7	Centre of mass Point at which an object's weight is considered to act
8	Newton-metre Device to measure weight in Newtons (N)
9	Free fall Acceleration when free falling = $9.8 \text{ ms}^{-2}$
10	Terminal velocity When air resistance and weight are equal, no resultant force acts so object reaches a constant velocity

NEWTONS LAWS OF MOTION	
1	First Law If no resultant force is acting on an object, it will continue to move at same speed in same direction
2	HT ONLY – Inertia The tendency of objects to continue in their state of rest or of uniform motion
3	Second law Force = mass x acceleration
4	HT ONLY – Inertial mass A measure of how difficult it is to change the velocity of an object ( )
5	Third law For a pair of interacting objects, the forces they exert on each other are equal but opposite
6	~ Approximately equal symbol

STOPPING DISTANCE	
1	Stopping distance The sum of the distance travelled during the reaction time plus the distance travelled under the braking force (Thinking distance + braking distance)
2	Reaction time Typically 0.2 to 0.9s
3	Factors that affect thinking distance Speed, tiredness, drugs and alcohol. Distractions may also affect a driver's ability to react
4	Factors that affect braking distance Speed, adverse road and weather conditions (wet/icy) and poor condition of the vehicle (worn brakes/tyres)
5	Dangers Rapid deceleration can lead to overheating of brakes and/or loss of vehicle control
6	Stopping distance The sum of the distance travelled during the reaction time plus the distance travelled under the braking force (Thinking distance + braking distance)



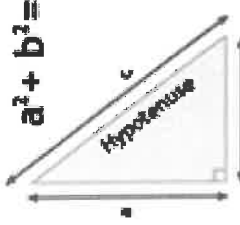
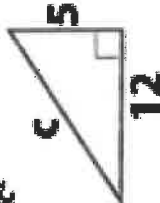
# Maths Year 10 Foundation Summer A

**Pythagoras' Theorem**  
 $a^2 + b^2 = c^2$

Only applies to right angled triangles.

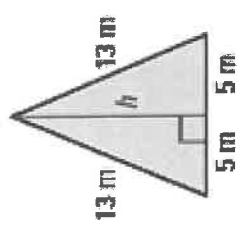
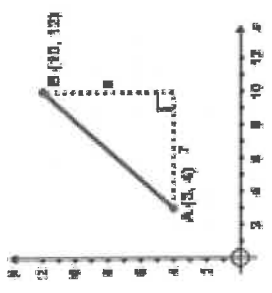
**Pythagoras' Theorem**  
 $a^2 + b^2 = c^2$

*Example:*  
 $5^2 + 12^2 = c^2$   
 $25 + 144 = c^2$   
 $169 = c^2$   
 $c = \sqrt{169}$   
 $c = 13$

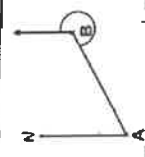
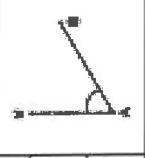
To find a shorter side - rearrange  
 $a^2 = c^2 - b^2$

Can be used to find the height of an isosceles triangle

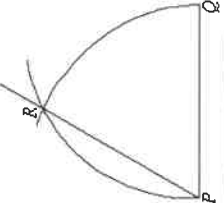



Can be used to find the length distance between two coordinates

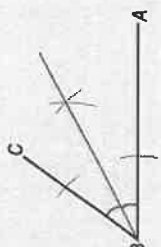
**Scale Diagrams 1:200** means every 1 unit on the map represents 200 of the same units in real life  
 Eg. A map has scale **1:5000** On the map the distance is 4cm.  
 What is this distance in real life?  
 $4 \times 5000 = 20000\text{cm} = 20\text{km}$

Constructions, Bearings and Loci	
Perpendicular	Two lines that meet at 90° (right angle)
Bisect	To cut something equally in two parts
Line Segment	Part of a line that connects 2 points, it is the shortest distance between 2 points
Locus	A path that is formed by a rule, eg, 2cm from a point. Plural is loci.
Region	The area you shade in, defined in your question
Construction	An accurate diagram using a compass and ruler.
Clockwise	Bearing of B from A (start at A) Bearing of A from B (start at B)
From North	
3 Figures	
Always measure FROM	


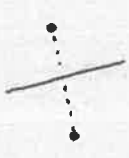


Construct an angle of 60°  
 Use compasses and a ruler



Use ruler and compasses to bisect angle ABC



There are four basic situations . . . .  
 the locus of a point that moves so that it is an equal distance from . . . .

- a point: 
- two points: 
- two lines: 
- a line: 

# Maths Year 10 Higher Summer A

Hypotenuse	The longest side in a right-angled triangle, across from the right angle
Adjacent	The side next to the given angle and the right angle
Opposite	The side opposite the given angle
$\theta$	Theta – the sign often used to represent the angle
Sine	The three ratios of the sides are:
Cosine	$\sin \theta = \frac{\text{Opposite}}{\text{Hypotenuse}}$ $\cos \theta = \frac{\text{Adjacent}}{\text{Hypotenuse}}$ $\tan \theta = \frac{\text{Opposite}}{\text{Adjacent}}$
Tangent	

## SOH CAH TOA

Exact Trig Values – You need to learn these

Direct	30°	As one side increases so does the other at the same rate
sin	$\frac{1}{2}$	Eg. if you double the number of hours you work then your pay will double.
cos	$\frac{\sqrt{3}}{2}$	
tan	$\frac{\sqrt{3}}{3}$	

Pay is directly proportional to hours worked

Direct Proportion	As one amount increases so does the other, at the same amount Eg. if you work double the amount of hours your pay also doubles Pay is directly Proportional to Hours worked
Direct Proportion Formula	$y \propto x$ $y = kx$ for a constant k
Inverse Proportion	As one amount increases the other decreases Eg. if you hire double the amount of decorators to paint a wall it will take half the time it will take Time is inversely Proportional to the no. of decorators
Inverse Proportion Formula	$y \propto \frac{1}{x}$ $y = \frac{k}{x}$ for a constant k

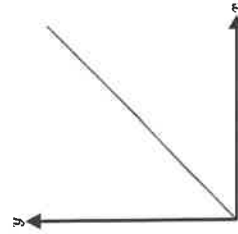
**EXAMPLE:** Find the side  $d$

$\sin 39 = \frac{d}{39}$   
 $.63 = \frac{d}{39}$   
 $d = 18.9 \text{ m}$

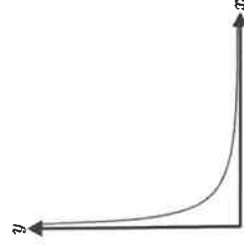
To find an angle we need to use the Inverse trig functions  
 $\sin^{-1}$   $\cos^{-1}$   $\tan^{-1}$   
Use 2<sup>nd</sup> function (shift) on your calculator

Rational Number	A number that can be written as a fraction For example $1.5 = \frac{3}{2}$
Irrational number	A number that cannot be written as a fraction For example $\pi = 3.141\dots$ and does not repeat
Surd	A square root that gives an irrational answer A surd is an exact answer For example $\sqrt{16} = 4$ so is not a surd (it is rational) $\sqrt{2} = 1.4142\dots$ and never repeats so is a surd (it is irrational)
Simplify Surds	$\sqrt{a} \times \sqrt{b} = \sqrt{a \times b}$ $\sqrt{a} \times \sqrt{a} = a$ $\frac{\sqrt{a}}{\sqrt{b}} = \frac{\sqrt{a}}{\sqrt{b}}$
Expand Brackets with Surds	Multiply each term in the first bracket by each term in the second bracket
Rationalise the Denominator	Getting rid of any surds from the denominator of fractions
Difference of Two Squares (D.O.T.S)	$a^2 - b^2 = (a + b)(a - b)$

Directly Proportional Graph



Inversely Proportional Graph



Huish Episcopi Academy Year 10 RE Knowledge Organiser – Christianity beliefs

**COMPONENT 2- CHRISTIANITY BELIEFS**

NATURE OF GOD	
Omni-benevolent	All-loving God promises a "wounded victor" will defeat the serpent."
Omni-scient	All-knowing "Even the very hairs on your head are numbered."
Omni-potent	All-powerful God created world 'ex nihilo'
The Trinity	Father, Son and Holy Spirit "If you have seen me, you have seen the Father"
THE PROBLEM OF EVIL	
Epicurus	"If God is omnipotent and omnibenevolent, why does evil and suffering exist?"
CHRISTIAN RESPONSES	
Genesis 3- Free Will	Ate from Tree of Knowledge of Good & Evil. Caused sin to enter into the world. Evil= human fault.
Theodicy of Job	Job tested by Satan- God asks Jobs impossible questions- accepts God's wisdom

SALVATION	
Atonement	Jesus' death healing the rift between us and God.
Salvation	To be saved from sin and death
Catholic	Follow sacraments e.g. baptism, eucharist Jesus set the perfect example (e.g. baptised in River Jordan)
Quaker	Help others Parable of sheep and goats
Protestant (Church of England)	Believe in Jesus (faith) "Whoever believes in me shall never die"
GRACE AND HOLY SPIRIT	
Grace	The Holy Spirit carries God's grace (mercy) and helps people get saved.

INTERPRETATIONS OF CREATION	
MODERN/ PROGRESSIVE	
Genesis = ancient myth	Universe not made in days. "yom"= Hebrew- 'period of time.
Evolution	God started evolution 4.5 billion years ago and guides it through Theistic-Guided Evolution
The Big Bang	God caused the Big Bang <i>Ex nihilo</i> (God made the world from nothing)
FUNDAMENTALIST	
Creationism	The Genesis story is 100% accurate. 'Scripture is God-breathed'
Young Earth	Earth= 10,000 years old- Biblical family tree traced to Adam
Evolution	Evolution is a myth - 6 days of creation.

CREATION	
GENESIS 1	
Ex Nihilo	From nothing "God said "Let there be light"
Creation	6 days "and on the 7 <sup>th</sup> day, God rested."
Imago Dei	Image of God "he created them in His image."
GENESIS 2	
Adam	Made from dust, given a soul ("breath of life")
Eve	Made from Adam's rib, made as a 'companion for Adam
ROLE AND NATURE OF HUMANS OF HUMANS	
Nature	Made in the image of God (Imago Dei) but sinful by nature- original sin.
Role	To procreate & rule over nature ("fill the earth and subdue it")
Trinity	<ul style="list-style-type: none"> <li>Father= The Creator, overseer of all creation and humans</li> <li>The Word= Jesus, "In the beginning was the Word"</li> <li>Spirit= Holy Spirit e.g. "breath of life"</li> </ul>

LIFE OF JESUS	
Isalah	Old Testament prophet who made predictions about a 'messiah'
LIFE OF JESUS	
Incarnation- God in human form e.g. the birth of Jesus.	<ul style="list-style-type: none"> <li>Gabriel announced to Mary/born in a stable</li> <li>"Born of a virgin"- Isaiah's prophecy</li> <li>"If you have seen me, you have seen the Father"</li> </ul>
Crucifixion - Jesus' death on a cross	<ul style="list-style-type: none"> <li>Carried his own cross/ Crown of thorns/ Pierced with spear by Romans</li> <li>Died as an act of atonement for our sins</li> <li>"pierced for our sins"- Isaiah's prophecy</li> </ul>
Resurrection- Jesus rose from the dead 3 days after death	"Forgive them Father for they know not what they do"
Ascension- Jesus physically ascended back up to Heaven	<ul style="list-style-type: none"> <li>Empty tomb found by 2 women/ Appeared to people with 'stigmata' / Doubting Thomas touched his wound</li> <li>"He appeared to more than 500 brothers and sisters"</li> <li>40 days after resurrection from a hill in Bethany</li> <li>"I will be with you always" &amp; "Go preach the gospel"</li> </ul>

ESCHATOLGY (AFTERLIFE)	
Bodily resurrection	We will be raised with immortal bodies "The body is sown perishable and raised imperishable"
Jesus as the Judge	Jesus will save those who have helped others. Parable of Sheep and Goats ("When I was hungry you fed me")
TRADITIONAL	
Heaven	<ul style="list-style-type: none"> <li>Rapture- We will physically ascend to Heaven (as Jesus did)</li> <li>God created the "Heavens and the Earth"</li> <li>God's dwelling, angels, &amp; new "tree of life."</li> </ul>
Hell	<ul style="list-style-type: none"> <li>An eternal place of torture &amp; darkness.</li> <li>"Weeping and gnashing of teeth"</li> </ul>
	<ul style="list-style-type: none"> <li>A feeling of closeness to God- "Heaven is within you"</li> <li>Universalism- All souls will eventually experience Heaven.</li> <li>Sinners will not be resurrected.</li> <li>Sinners will not reach eternal life"</li> </ul>

## Huish Episcopi Academy Year 10 RE Knowledge Organiser – Christianity practices COMPONENT 2- CHRISTIANITY PRACTICES

1. Sacraments	
<b>Baptism</b>	
INFANT	<ul style="list-style-type: none"> <li>Catholic- Parents committing to raise child as Christian, priest sprinkles holy water, god-parents decided.</li> <li>Magisterium- babies should be cleansed of original sin.</li> </ul>
BELIEVER (ADULT)	<ul style="list-style-type: none"> <li>Evangelical- Wait until believer is old enough to commit (Jesus baptised as an adult by John the Baptist in River Jordan)</li> <li>Whole body submerged by pastor/represents 'death' of old self.</li> </ul>
IMPORTANCE	"No- one can enter Heaven unless born of water"- Jesus
<b>Eucharist</b>	
	<ul style="list-style-type: none"> <li>Church community gathers, ask for forgiveness, listen to a sermon.</li> <li>Bread (wafer) &amp; wine brought to the altar, say Lord's Prayer, eat (from Priest)</li> </ul>
TRANSUBSTANTIATION (Catholic)	The bread & wine literally become the body/blood. "This is my body, broken for you"- Last Supper
MEMORIALISM (Church of England)	The bread and wine symbolise Jesus' sacrifice on the cross. "Do this in memory of me."- Last Supper

2. Nature of worship	
Liturgical <i>Catholic</i>	Traditional, structure. Hymns/set prayers/sacraments. "For where two or more gather in my name, I am with them."
Informal <i>Evangelical</i>	Spontaneous. Music/talk in tongues/prayers from 'heart'. "They were filled with the Holy Spirit & spoke in tongues."
Individual Quaker/ Society of Friends	Alone. Meditation/silence/ Bible & study guide. "Go to your room, close the door, pray to your Father."

3. Prayer	
Purpose	
Adoration: Praising God.	
Confession: Saying sorry.	
Thanksgiving: Thanking God.	
Supplication: Asking for something.	
Type of Prayer	
Set	<ul style="list-style-type: none"> <li>Formal prayer recited by heart.</li> <li>Follows tradition/connect to past</li> </ul>
Informal	<ul style="list-style-type: none"> <li>Improvised prayers- personal relationship</li> </ul>
The Lord's Prayer	<ul style="list-style-type: none"> <li>A set prayer Jesus taught his disciples.</li> <li>"Forgive us our sins as we forgive those who sin against us"/"Our Father who art in Heaven"</li> </ul>

4. Pilgrimage	
Taize (Tayzay)	<ul style="list-style-type: none"> <li>Founded by Brother Roger in France in 1940</li> <li>Ecumenical- All Christians welcome</li> <li>100,000 young pilgrims each year</li> <li>Pilgrims live in groups doing chores, sports, prayers.</li> <li>Chanting prayers in candlelight.</li> </ul>
Walsingham	<ul style="list-style-type: none"> <li>Norfolk- Replica of house where Gabriel visited Mary</li> <li>Often called the 'Nazareth of England'</li> <li>Ecumenical- Remains visited by Catholics &amp; CoE</li> <li>Pilgrims may walk barefoot as an act of penance</li> <li>'Sprinkling of the Well'- holy well water on forehead.</li> </ul>
5. Celebrations	
Christmas	<ul style="list-style-type: none"> <li>Celebrating incarnation of God.</li> <li>Advent- 4 weeks - Christmas</li> <li>Nativity scenes, presents, hymns, Midnight Mass</li> </ul>
Easter	<ul style="list-style-type: none"> <li>Celebrating the resurrection of Christ</li> <li>Holy Week= Maundy Thursday (last supper), Good Friday (crucifixion) and Easter Sunday</li> <li>Lent= Fasting 40 days before Easter</li> </ul>
Events	Easter eggs, Church services, Easter cards

6. Church in the UK	
Religious	Worship/wedding/funeral.
Social/Community	Food banks Prison reform
Is the UK a Christian country?	
Yes	<ul style="list-style-type: none"> <li>26 bishops in House of Lords</li> <li>Laws based on 10 commandments e.g. 'Keep sabbath holy'</li> </ul>
No	<ul style="list-style-type: none"> <li>Christians has become commercialised (about making/spending money)</li> <li>Only 10% of Christians regularly go to Church</li> <li>2001-2011 census (Christianity- 71% to 59%)</li> </ul>

7. Worldwide Church	
Reconciliation	To unite all Christian denominations "Blessed are the peacemakers"
Ecumenical Movement	Started in 1910 to unite all denominations- shared Churches, leaders meet annually.
World council of Churches	<ul style="list-style-type: none"> <li>350 member churches</li> <li>Annual 'prayer week' for 'togetherness'</li> </ul>
Charity Work	
Tearfund	<ul style="list-style-type: none"> <li>Inspired by Jesus' agape love</li> <li>Charity aiming to end poverty.</li> <li>E.g. work in 50 countries, football projects keep Colombian youths away from gangs.</li> </ul>
Mission	Travelling, doing good deeds and evangelising.
Persecution of Christians	
Martyr- Somebody who dies for their religion	<ul style="list-style-type: none"> <li>Peter crucified upside down.</li> <li>Oscar Romero shot by</li> </ul>
Open Doors	<ul style="list-style-type: none"> <li>Set up in Soviet Union in 1955</li> <li>Publish annual list of most Christian persecution (2022- Afghanistan)</li> <li>60,000 Christians in North Korean prison</li> </ul>



## Huish Episcopi Academy Year 10 History Knowledge Organiser – The Consolidation of Power, 1933-1934

Key Terms	
<b>1</b>	Consolidation
	Strengthen
<b>2</b>	Fuhrer
	Leader
<b>3</b>	Purge
	To remove your enemies in a violent way
<b>4</b>	Article 48
	The power of the president to pass laws without the Reichstag
<b>5</b>	Dachau
	First concentration camp
Key evidence	
<b>1</b>	100 SA murdered
	During Night of Long Knives
<b>2</b>	Enabling Act
	Gave Hitler the power to rule alone for 4 years
<b>3</b>	1/3 of Reichstag seats
	Held by the Nazis when Hitler became chancellor
<b>4</b>	441
	Reichstag deputies voted for the Enabling Act
<b>5</b>	94
	Reichstag deputies voted against the Enabling Act

Key Dates	
<b>1</b>	1933, Jan
	Hitler becomes chancellor
<b>2</b>	1933, Feb
	Reichstag Fire
<b>3</b>	1933, March
	Election
<b>4</b>	1933, March
	Enabling Act
<b>5</b>	1934, June
	Night of Long Knives
<b>6</b>	1934, August
	President Hindenburg died
<b>7</b>	1934, August
	Hitler became the Fuhrer
<b>8</b>	1934, August
	Army swear oath of allegiance to Hitler
Key People	
<b>1</b>	Ernst Rohm
	Head of the SA

## Huish Episcopi Academy Year 10 Geography Knowledge Organiser Unit 3 Topic Rivers

The Hydrological Cycle	
1	Hydrological cycle Movement of water between the atmosphere land and oceans
2	Precipitation Water droplets fall as rain, snow, hail or sleet
3	Transpiration Evaporation from plants and trees
4	Infiltration When water sinks into the ground
5	Throughflow When water travels through the soil
6	Groundwater Water which is stored underground in rock
7	Permeable Rocks which allow water to sink into them
8	Impermeable Rocks which do not allow water to sink into them
9	Saturated When soil is full of water
10	Interception When leaves on trees stop water from reaching the ground

River Processes	
1	Erosion Material is removed from the river bed and banks
2	Transportation Sediment is moved by the river current
3	Deposition Sediment is dropped by the river when it loses energy
4	Attrition Rocks collide and become smaller
5	Abrasion Rocks scrape along the bed and banks
6	Hydraulic action The force of the water, forces air into cracks
7	Solution Soluble particles are dissolved
8	Suspension Small material floats
9	Traction Large material rolls
10	Solution Very small material is dissolved
11	Saltation Medium sized material bounces

River landforms	
1	Upper course The top of the river in highland
2	Waterfall A drop when rivers flow over hard and soft rock
3	V-Shaped valley The shape of the valley in the upper course
4	Meander A bend in the river
5	Ox Bow lake When a bend is cut off a meander
6	Levee Natural banks on the side of the river
7	Floodplain The flat land beside of the river that floods
8	Estuary Where the river meets the sea

River flooding	
1	Urbanisation When fields are covered with urban surfaces
2	Deforestation Cutting down trees
3	Hard engineering Man-made structures built to stop flooding
4	Soft engineering Natural approaches to stop flooding
5	Dams Large walls which block a rivers flow
6	Dredging Removing sediment to make the river deeper
7	Afforestation Planting trees
8	Flood plain zoning Using land next to the river for recreation or grazing

En el colegio	
1	debate (m)*
2	diseño (m)*
3	drama (m)*
4	faltar*
5	resolver*
6	traducir*
7	complejo*
8	pesado*
9	salvo*
10	arte (m)
11	asignatura (f)
12	ciencias (f pl)
13	club (m)
14	deberes (mpl)
15	dibujo (m)
16	éxito (m)
17	fecha (f)
18	historia (f)
19	horario (m)
20	lengua (f)
21	matemáticas (f pl)
22	religión (f)
	debate
	design
	drama
	to be missing, to lack
	to solve, resolve
	to translate
	complex complicated
	heavy, boring, annoying
	except for, but
	art
	subject
	science
	club, society
	homework
	drawing
	success
	date
	history, story
	timetable, schedule
	tongue, language
	maths
	RE

Regular verb endings - imperfect tense		
	-ar verbs	-er/-ir verbs
I	-aba	-ía
you	-abas	-ías
he/she	-aba	-ía
we	-ábamos	-íamos
you (pl)	-abáis	-íais
they	-aban	-ían

Irregular verbs- imperfect tense		
There are only 3!	ir – to go	ser – to be
I	iba	era
You	ibas	eras
he/she	iba	era
we	íbamos	éramos
you (pl)	ibais	erais
they	iban	eran
		ver – to see
		veía
		veías
		veía
		veíamos
		veíais
		veían

Verbs	
1	se me da bien/mal
2	aprender
3	costar
4	recordar
5	mandar
	I am good/bad at..
	to learn
	to cost
	to remember, remind
	to send

En el colegio	
1	ascensor (m)*
2	escenario (m)*
4	idioma*
5	instalaciones (fpl)*
6	planta (f)*
7	construir *
8	decepcionante*
9	aproximadamente*
10	alumno (m) alumna (f)
11	biblioteca (f)
12	campo (m)
13	colegio (m)
14	curso (m)
15	descanso (m)
16	director/a (m/f)
17	edificio (m)
18	escuela (f)
19	instituto (m)
20	oficina (f)
21	patio (m)
22	sala (f)
23	antiguo
24	bajo
25	moderno
	lift
	stage
	language
	facilities
	plant, floor
	to build
	disappointing
	aproximately
	pupil, student
	library
	countryside, field
	school, high school
	school year, course
	break, interval, rest
	boss, headteacher
	building
	school
	school, high school
	office
	playground
	room, hall
	former, antique, old
	short, low
	modern

2	
1	material (m)* material
2	novela (f)* novel
3	prueba (f)* class test
4	empezar * to start, begin
5	saltar; saltarse* to jump, break, skip
6	traducir* to translate
7	artículo (m) article
8	esta mañana this morning
9	esta tarde this afternoon
10	periódico (m) newspaper
11	silla (f) chair, seat
12	tema (m) topic, theme
13	texto (m) text
14	aprobar to pass
15	cortar to cut
16	escribir to write
17	estudiar to study
18	pintar to paint
19	organizar to organise
20	recientemente recently

3	
1	pérdida (f) loss, waste
2	ajustado* tight
3	calcetín (m) sock
4	calidad (f) quality
5	camisa (f) shirt
6	camiseta (f) t-shirt
7	chaqueta (f) jacket
8	corbata (f) tie
9	falda (f) skirt
10	igualdad (f) equality
11	jersey (m) jumper
12	marca (f) brand, mark
13	moda (f); a la moda, de moda fashion; fashionable
14	pantalones (mpl) trousers
15	ropa (f) clothes
16	vestido (m) dress
17	zapatillas de deporte (fpl) trainers
18	zapato (m) shoe
19	llevar to wear
20	amarillo yellow
21	azul blue
22	blanco white
23	bonito beautiful, nice
24	caro expensive

Regular verb endings - preterite tense	
-ar verbs	-er/ir verbs
l	-é
you	-aste
he/she	-ió
we	-imos
you (pl)	-isteis
they	-ieron

Key irregular verbs - preterite tense		
	hacer -to do	ir - to go
l	hice	fui
you	hiciste	fuiste
he/she	hizo	fue
we	hicimos	fuimos
you (pl)	hicisteis	fuisteis
they	hicieron	fueron

4	
1	haber to have (done something)
2	he I have (pp)
3	has you have (pp)..
4	ha he/she have (pp)
5	hemos we have (pp)
6	escrito written
7	hecho done
8	roto broken
9	visto seen; watched

## HEA Year 10 French Knowledge Organiser – mes loisirs/ la musique

1. Ce que je mange		2. J'en mange assez		3. Au restaurant		Faire des achats	
goûter*	to try, taste	Plein de	Full of	accueillir*	to welcome	profiter*	to profit, take advantage, enjoy
goût (m)*	taste	tant* de	so much, many of	désirer*	to desire	soutenir*	to support
aigre*	sour	les* (DOP)	them	addition* (f)	bill	achat* (m)	purchase
savoureux*	tasty	en* (DOP)	of it, them, about it, them	assiette* (f)	plate	pièce (f)	coin (play, room)
sucré*	sweet, sugary	café (m)	coffee, coffee house, café	boisson* (f)	drink	disponible*	available
boire	to drink	déjeuner (m)	lunch	bouteille* (f)	bottle	comparer	to compare
manger	to eat	eau (f)	water	couteau* (m)	knife	conduire	to drive
prendre	to take (have)	gâteau	cake	cuillère* (f)	spoon	emporter	to take away, remove
faim (f)	hunger	glace (f)	ice cream	espèce* (f)	species, type, cash	perdre	to lose
frites (f/pl)	chips, fries	petit déjeuner (m)	breakfast	fourchette* (f)	fork	remplacer	to replace
fromage (m)	cheese	thé (m)	tea	plat* (m) principal	main course	courses (mpl)	shopping
fruit (m)	fruit	allergique à	allergic to	verre* (m)	glass	fastfood (m)	fastfood restaurant
lait (m)	milk	végan	vegan	choisir	to choose	offre (m)	offer
légumes (mpl)	vegetables	végétarien	vegetarian	recommander	to recommend	produit (m)	product
œuf (m)	egg	assez de	enough of	réserver	to reserve, book	qualité (f)	quality
pain (m)	bread	beaucoup de	lots of	payer	to pay	quantité (f)	quantity
pâtes (mpl)	pasta	moins de	less of	coin (m)	corner	restes (mpl)	leftovers
poisson (m)	fish	plus de	more of	carte (f)	card, map, credit card, menu	saison (f)	season
riz (m)	rice	trop de	too much of	entrée (f)	entrance, starter	efficace	efficient
recette (f)	recipe	un peu de	a bit of	produit (m)	product	haut	high
soif (f)	thirst	le, la (DOP)	it	service (m)	service	frais, fraîche	fresh
viande (f)	meat			bon appétit !	enjoy your meal!	local	local
bon	good			inclus	included	spécial	special
bonne	good			désolé	sorry	à cause de	because of
délicieux	delicious			là-bas	over there	en raison de	because of
sec (m)	dry			sans	without	grâce à	thanks to
sucré	sugary			voici	here		
léger	light			vous (DOP)	(to) you (pl, formal)		

## HEA Year 10 French Knowledge Organiser – Mes loisirs /la musique

Je suis malade	
blessé, se blesser *	to hurt, injure oneself
souffrir*	to suffer
toucher*	to touch
fièvre* (f)	fever
peau* (f)	skin
peur* (f)	fear
sang (m)	blood
secours*	help, aid assistance
avoir mal	to hurt
tomber	to fall
accident (m)	accident
bouche (f)	mouth
bras (m)	arm
doigt (m)	finger
dos (m)	back
gorge (f)	throat
jambe (f)	leg
main (f)	hand
nez (m)	nose
oreille (f)	ear
pied (m)	foot
fête (f)	head
urgence (f)	emergency
ventre (m)	stomach
visage (m)	face
yeux (mpl)	eyes
faible	weak
lui	to, for him, her

Chez le médecin	
médecin (m, f)	doctor
médicament (m)	medicine, pill
pharmacie (f)	pharmacy
rendez-vous (m)	appointment
salle (f) (d'attente)	(waiting) room
qu'est-ce qui ne va pas?	what's wrong?
Y-a-t-il?	is, are there?
depuis*	since
aider	to help
avoir mal	to hurt
coûter	to cost
voir	to see
question (f)	question
à quelle heure	at what time?
combien	how much, many?
est-ce que	questioning device
où	where?
quand	when?
qui	who?
s'il vous plaît	please?

Donner des conseils	
avoir besoin de	to need
conseiller*	to advise
empêcher de*	to prevent
éviter*	to avoid
mener*	to lead
sois*/soyez*	be...! (sg/pl/formal)
poids* (m)	weight
soin* (m)	care
conscient*	aware
grave*	serious
afin de*	in order to
améliorer	to improve
arrêter	to stop
courir	to run
dormir	to sleep
marcher	to walk
suivre	to follow
activité (f)	activity
corps (m)	body
drogue (f)	drugs
forme (f)	shape, in shape, fit
gymnase (m)	gym
maladie (f)	illness
vie (f)	life
nécessaire	necessary
pour	in order to

Mener une vie saine	
c'est-à-dire*	in other words
façon*	way
il vaut la peine*	it's worth
essayer	to try
avoir mal au cœur	to feel sick
corps (m)	body
cœur (f)	heart
loisir	leisure, activity, hobby
reste	rest, leftovers
dur	hard
lourd	heavy
mieux	better
moi	me
éviter*	to avoid
à droite	on the right
à gauche	on the left
à l'arrière plan	in the background
à mon avis	in my opinion
sur la photo	in the photo
pour être en bonne santé	to be healthy
pour garder la forme	to stay in shape
pour mener une vie saine	to lead a healthy life
courir	to run
faire de l'exercice	to do exercise
manger	to eat
se sentir	to feel
suivre	to follow

Huish Episcopi Academy Year 11 German Knowledge Organiser: meine Ecke (my corner – where I live)

Wo wohnst du? - Where do you live?	
1	Ich wohne...
2	in einem Dorf
3	in einer Kleinstadt
4	In einer Großstadt
5	in der Stadtmitte / am Stadtrand
6	in den Bergen / an der Küste
7	auf dem Land / an einem See
8	das liegt im Norden/Süden/Osten/Westen von...
9	der Ort ist hübsch/beliebt
10	die Gegend/der Bereich ist sicher
11	schmutzig/sauber
12	die Umgebung ist besonders schön
13	es gibt...
14	...malerische Landschaft
15	(k)keinen Flughafen
16	(k)keine Bibliothek/Bank
17	(k)keine Post/ Schule
18	(k)keine Universität
19	(k)kein Fitnesszentrum / Kino
20	(k)kein Geschäft
21	(k)kein Schwimmbad/ Museum
22	(k)kein Krankenhaus / Theater
23	(k)kein Stadion / Schloss
24	viel Verkehr

Wie fährst du? - How do you travel? [a]	
1	Man kann/muss/soll...
2	fahren / reisen / fliegen
3	mit dem Schiff/Boot
4	mit dem Auto/Wagen
5	mit dem Zug/mit der Bahn
6	mit dem Flugzeug
7	mit der Straßenbahn
8	auf dem Land
9	ich wohne um die Ecke
10	Ich wohne weit weg (von der Schule)
11	die Schule ist ganz nah
12	es ist eine lange/kurze Fahrt
13	die Fahrt dauert nur zehn Minuten
14	es geht um schnellsten

Ich komme zu Besuch – I am coming to visit	
1	Ich möchte eine Fahrkarte nach...bitte
2	Einfach oder hin und zurück?
3	eine Rückfahrkarte
4	Was kostet das?
5	Wann fährt der Zug ab?
6	Wann kommt der Zug an?
7	Gibt es (...) in der Nähe?
8	Gehen Sie geradeaus
9	Nehmen Sie die erste Straße links / rechts
10	(...) liegt auf der rechten/linken Seite

You can/must/should...
drive or go/travel/fly
By ship/boat
By car
by train/ by rail
By aeroplane
by tram
In the countryside
I live around the corner
I live fair away (from school)
By ship/boat
It is a long/short journey
The journey only takes 10 minutes
It is the quickest way

I would like a ticket to... please
Single or return?
A return ticket
How much does that cost?
When does the train leave?
When does the train arrive?
Is there (...) nearby?
Go straight on
Take the first street on the left/right
(...) is situated on the right/left - hand side



Huish Episcopi Academy Year 11 German Knowledge Organiser: meine Ecke (my corner – where I live)

**Einkaufen: Kleidungen – Shopping: Clothes**

1	Ich brauche	I need
2	einen warmen Pullover	A warm jumper
3	eine schwarze Hose	Black trousers
4	ein blaues Hemd	A blue shirt
5	ein tolles Kleid	a great dress
6	klein / groß	Small / big
7	billig / teuer	Cheap / expensive
8	kurz/lang	short/long
9	eng / weit	tight OR narrow / wide
10	Wo kann ich ihn/sie/es anprobieren?	Where can I try it (m/n/f) on?
11	Wo kann ich ihn/sie/es zurückbringen?	Where can I bring it back/return it?
12	Was kosten sie?	How much do they cost?
13	Ich nehme ihn/sie/es.	I'll take it (m/f/n).

**Wo gehst du gern einkaufen? - Where do you like going shopping?**

1	Ich kaufe (nicht) gern (...) ein	I (dis)like shopping (...)
2	...im Einkaufszentrum	...In the shopping centre
3	...online / mit einer App	...online/ on an app
4	weil das einfacher/billiger ist	Because it is easier/cheaper
5	man kann Zeit sparen	You can save time
6	Man kann schöne Sachen finden	You can find beautiful things
7	man kann Waren <b>sofort</b> zurückschicken	You can send goods back <b>immediately</b>
8	Man bekommt bessere Rabatte	You get better discounts
9	Man bekommt bessere Preise	You get better prices
10	Die Waren kommen direkt nach Hause	The goods come straight to your house

**Die Geschäfte - Shops**

1	die Apotheke	The pharmacy
2	die Bäckerei	The bakery
3	das Kleidungsgeschäft	Clothes shop
4	das Schreibwarengeschäft	Stationery shop
5	das Uhrengeschäft	Watch shop

**Mein idealer Wohnort – My ideal place to live**

1	Wo würdest du am liebsten wohnen?	I would like a ticket to... please
2	Wenn ich viel Geld hätte,	If I had lots of money...
3	...würde ich (...) wohnen	I would live (...)
4	grün / alt / hell	Green / old / light
5	es gibt viele Bäume	There are lots of trees
6	Es wäre...	It would be...

**Bei mir zu Hause – At (my) home**

1	Im Badezimmer wasche ich mir die Haare	I wash my hair in the bathroom
2	Im Büro arbeite ich	I work in the office
3	Im Esszimmer/Essecke esse ich	I eat in the dining room/ dining area
4	In der Küche frühstücke ich	I eat breakfast in the kitchen
5	In der Garage parken wir das Auto	We park the car in the garage
6	Im Wohnzimmer sehe ich fern	I watch TV in the living room
7	Im Schlafzimmer schlafe ich	I sleep in the bedroom

### Section 1: Performing Forces

<b>STRINGS</b>	<b>WOODWIND</b>
• Violin	• Flute
• Cello	• Clarinet
• Viola	• Oboe
• Double bass	• Bassoon
• Harp	• Saxophone
<b>BRASS</b>	<b>KEYBOARDS</b>
• Trumpet	• Piano
• Trombone	• Electronic keyboard
• French horn	• Harpsichord
• Tuba	• Organ
<b>PERCUSSION</b>	• Synthesizer
• Bass drum	<b>OTHER</b>
• Snare drum	• Electric guitar
• Triangle	• Bass guitar
• Cymbal	• Spanish/classical guitar
• Drum kit (untuned)	• Traditional world instruments
• Timpani	
• Glockenspiel	
• Xylophone (tuned)	

### Section 2: Instrumental Techniques

<b>Pizzicato</b>	Plucking the strings.
<b>Divisi</b>	Two parts sharing the same musical line.
<b>Double stopping</b>	Playing two strings at the same time.
<b>Arco</b>	Using a bow to play a stringed instrument.
<b>Tremolo</b>	A 'trembling' effect, moving rapidly on the same note or between two chords (e.g. using the bow rapidly back and forth).
<b>Tongued</b>	A technique to make the notes sound separated (woodwind/brass).
<b>Slurred</b>	Notes are played smoothly.
<b>Muted</b>	Using a mute to change/dampen the sound (brass/strings).
<b>Drum roll</b>	Notes/beats in rapid succession.
<b>Glissando</b>	A rapid glide over the notes.
<b>Trill</b>	Alternating rapidly between two notes.
<b>Vibrato</b>	Making the notes 'wobble' up and down for expression.



### Section 3. Intervals

Film composers often use intervals to create a particular effect (e.g. a rising perfect 4<sup>th</sup> sounds 'heroic', and a semitone can sound 'menacing').

An interval is the distance between two notes.

The image shows two musical staves. The top staff illustrates intervals: a semitone (two adjacent notes), a perfect 5th (two notes with a space of two lines), a major 2nd/1tone (two notes with one space), a major 3rd (two notes with two spaces), a major 6th (two notes with three spaces), a major 7th (two notes with three spaces and one line), a perfect 4th (two notes with two spaces and one line), and an octave perfect 8th (two notes on the same line, one above the other).

**Rising interval:** moving upwards (ascending)

**Falling interval:** moving downwards (descending)

### Section 4: Key Terms

<b>Theme</b>	The main tune/melody.
<b>Motif</b>	A short musical idea (melodic or rhythmic).
<b>Leitmotif</b>	A recurring musical idea linked to a character/object or place (e.g. Darth Vader's motif in Star Wars).
<b>Underscoring</b>	Music playing underneath the dialogue.
<b>Scalar</b>	Melody follows the notes of a scale.
<b>Triadic</b>	Melody moves around the notes of a triad.
<b>Fanfare</b>	Short tune often played by brass instruments, to announce someone/something important; based on the pitches of a chord.
<b>Pedal note</b>	A long, sustained note, usually in the bass/lower notes.
<b>Ostinato/riff</b>	A short, repeated pattern.
<b>Conjunct</b>	The melody moves by step.
<b>Disjunct</b>	The melody moves with leaps/intervals.
<b>Consonant harmony</b>	Sounds 'good' together.
<b>Dissonant harmony</b>	Sounds 'clashy'.
<b>Chromatic harmony</b>	Uses lots of semitones/accidentals that's not in the home key.
<b>Minimalism</b>	A style of music using repetition of short phrases which change gradually over time.

### UNIT 3 Year 10 Drama GCSE 'DNA Context and OPC'

#### Section A

1	Simon Daw	The Original Production Set & Costume Designer
2	Paul Constable	The Original Production Lighting Designer
3	Richy Walsh	The Original Production Sound Designer
4	Paul Miller	The Original Production Director
5	Surveillance	Increase in CCTV coverage to observe suspected crime
6	ASBO	Rise in 'Anti-Social-Behaviour-Order' ankle tags
7	Cool toned Blue Colour Pallet	Added to the forensic feel, police investigations, cold and callous behaviour of the gang,
8	Cottesloe, 2008	The year and the theatre in which DNA was first performed
9	NT Connections	National Theatre's re-connecting mainstream society with the youth
10	'Hug a Hoodie'	Young people being demonised and represented as gangsters in the press

#### Section B

1	Projection	How loud or quiet your voice is
2	Pitch	How high or low your voice is
3	Pace	The speed at which an actor delivers their lines or performs their actions
4	Emphasis	The stress or importance placed on certain words or phrases in dialogue
5	Tone	The emotion shown in your voice
6	Gesture	Movements of the hands, arms, or body that express ideas or emotions
7	Eye Contact	Looking directly into another character's eyes, or avoiding this
8	Facial Expression	Movements of the facial muscles to convey emotions and reactions
9	Posture	The way an actor holds and positions their body
10	Body Language	The non-verbal communication conveyed through an actor's movements

Huish Episcopi Academy Year 10 GCSE PE Knowledge Organiser 1.1.e – Effects of exercise on the body systems (long term)

UNIT NUMBER.1 Muscular system	
1	Muscular strength and size increases (hypertrophy)
2	Tendons become stronger
3	Increase in the range of movement around a joint
4	Muscular endurance increases
5	Fatigue and tiredness will be delayed
6	Hypertrophy The increase in size of skeletal or cardiac muscle. Often as a result of training or exercise

UNIT NUMBER.2 Respiratory system	
1	Increase in capillary density – greater uptake of oxygen
2	slight increase in tidal volume and vital capacity
3	Greater intercostal muscle strength
4	Surface area of the alveoli increases – which increases gaseous exchange

UNIT NUMBER.3 Cardiovascular system	
1	Heart becomes stronger and increases in size (cardiac hypertrophy)
2	More blood is delivered to the working muscles
3	Stroke volume increases
4	Cardiac output increases
5	resting heart rate lowers
6	More capillaries develop increasing blood flow
7	Blood vessels become more efficient
8	Blood pressure decreases at rest
9	Increase in red blood cells
10	Decrease in blood viscosity
11	Capillarisation The development of blood capillaries in the body which increases through long term effects of exercise
12	Rate of recovery The speed at which the body returns back to normal after exercise.
13	Blood viscosity The thickness of the blood and how resistant the blood is to flow freely.

**Huish Episcopi Academy Year 10 GCSE PE Knowledge Organiser 1.1.e – Effects of exercise on the body systems (short term)**

UNIT NUMBER.1 Key terms	
1	Exercise Activity that requires physical effort. Usually carried out to sustain or bring about improvements to health or fitness.
2	Metabolism This involves the many continuous chemical processes inside the body that are essential for living, moving and growing.
3	anticipatory rise This is the raising of the heart rate before exercise begins. Adrenaline causes this
4	Adrenaline This is a hormone released from the adrenal glands and its major action is to prepare the body for 'fight or flight'
5	Vascular shunts Occur when more blood is distributed to the working muscles and less to the non-essential organs

UNIT NUMBER.3 Short term effects on the cardiovascular system	
1	Heart rate increases
2	The heart muscle becomes warmer
3	Increase in stroke volume and cardiac output
UNIT NUMBER.4 Short term effects on the respiratory system	
1	Rise in the respiratory rate (breathing rate)
2	Tidal volume increases
3	Minute ventilation increases

UNIT NUMBER.2 Short term effects on the muscular system	
1	Increase in muscle temperature
2	Increase in metabolic activity
3	Increase in the production of lactic acid (depending on the type of exercise)

## Huish Episcopi Academy Year 10 GCSE PE Knowledge Organiser 1.3.c – Preventing injury in physical activity and training

UNIT NUMBER.1 Ways to minimise risk of injury	
1	Personal protective clothing (PPE) shin pads, a gum shield or a scrum cap in rugby
2	Correct clothing and footwear boots with correct studs, waterproof clothing
3	Appropriate levels of competition have the correct level of fitness for the event, have an understanding of the skills and techniques required for the sport, take into account individual's age and time available as well as the appropriate equipment used.
4	Lifting and carrying equipment Bend the knees not the back, use mechanical assistance if necessary. Things like a trampoline should only be put out or put away by people who are trained to do so.
5	Warm up and cool down for an activity carry out an effective warm-up, a cool-down is equally important. Listen to your body and stop if in pain.

UNIT NUMBER.2 Common injuries to be aware of	
1	Head injuries
2	Spinal injuries
3	Fractures
4	Dislocations
5	Sprains
6	Strains
7	Blisters

UNIT NUMBER.3	
1	Risk assessments The technique by which you measure the chances of an accident happening, anticipate what the consequences would be and plan actions to prevent it.
UNIT NUMBER.3 Potential hazards	
1	Sports Hall 1. Exercise / gym equipment, walls, doors, windows, lighting, hard floor, other participants.
2	Fitness centre Equipment (broken or position), flooring, windows, free weights, other participants.
3	Playing field litter (including broken bottles and dog mess), goal posts and other semi-permanent equipment, movable equipment, fencing, pitch surface, other participants.
4	Artificial outdoor areas litter (including broken bottles and dog mess), goal posts and other semi-permanent equipment, movable equipment, fencing, pitch surface, other participants.
5	Swimming pool Water, chemicals in the water, surface or surrounding area, equipment, weather (if outdoors), other participants.

**Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 3a: Understand how different components of fitness are used in different physical activities**

<b>UNIT NUMBER: A1 Components of physical fitness</b>	
1	Aerobic endurance The ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue.
2	Muscular endurance The ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game.
3	Muscular strength The maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity.
4	Speed Distance divided by time to reduce time taken to move the body or a body part in an event or game.
5	Flexibility The range of motion possible at a joint to allow improvements in technique
6	Body composition The relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport

<b>UNIT NUMBER: A2 Components of skill-related fitness</b>	
1	Power The product of speed and strength to allow for explosive movements in sport.
2	Agility The ability to change direction quickly to allow performers to out manoeuvre an opponent.
3	Reaction time The time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do.
4	Balance The ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance).
5	Coordination The ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique.

**Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 3b: Be able to participate in sport and understand the roles and responsibilities of officials**

UNIT NUMBER. B2 Officials in sport	
Key officials and their roles in sports competitions:	
2	referee/umpire
3	Assistant referee/line umpire
4	scorers/judges
5	timekeepers
6	Video review officials.

UNIT NUMBER. B2.1 Officials in sport	
Responsibilities of the officials:	
2	appearance
3	equipment
4	fitness requirements
5	effective communication
6	control of players
7	health and safety

UNIT NUMBER. B3 Rules and Regulations	
playing area:	
1	dimensions of overall playing area
2	purpose and dimensions of specific areas within the overall playing area

UNIT NUMBER. B3 Rules and Regulations	
Number of players:	
1	number of players allowed to participate at any one time
2	substitutions – rolling or set number
3	variations in playing numbers due to different formats of the game

UNIT NUMBER. B3 Rules and Regulations	
length of time for play:	
1	number of periods of play
2	length of each period
3	length of play determined by time or score
4	additional time or extra periods of play in particular situations

**Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 3b: Be able to participate in sport and understand the roles and responsibilities of officials**

UNIT NUMBER.B3 Rules and Regulations	
scoring system:	
1	methods of scoring
2	differing award of points for particular methods of scoring
3	how a winner is determined
4	what happens in the event of a tie

UNIT NUMBER.B3 Rules and Regulations	
equipment:	
1	sizes and weights of playing equipment as specified by NGB
2	required protective equipment
3	optional protective equipment

UNIT NUMBER.B3 Rules and Regulations	
application of rules and regulations by officials:	
1	use of signals
2	communication of decisions to players and other officials
3	positioning.

UNIT NUMBER.B3 Rules and Regulations	
starting and restarting play:	
1	how the game begins
2	how play is restarted after scoring
3	fouls or infringements
4	how and when the game ends

UNIT NUMBER.B3 Rules and Regulations	
non-adherence to the rules:	
1	playing rules specific to each sport, e.g. hitting the ball twice in tennis, passing the ball forward in rugby
2	out of play area/offside
3	intentionally harming another player
4	incorrect travel, e.g. double dribble in basketball

## Huish Episcopi Academy Year 10 D&T - Knowledge Organiser – Core Knowledge – Design Strategies

1. Design strategies	
<b>1</b>	<b>Collaboration</b> This is the act of working with others to produce something.
<b>2</b>	<b>User centered design</b> Puts the user at the heart of the design process, focuses on the users wants and needs.
<b>3</b>	<b>Systems approach</b> A system is made up of parts that work together as a whole to carry out a function.
<b>4</b>	<b>Iterative design</b> This is a repeated process of prototyping a design, collecting feedback and evaluating and making improvements, until a final design is ready to be produced.
<b>5</b>	<b>Design fixation</b> Simply means getting stuck on a particular design idea.
<b>6</b>	<b>Annotated drawing</b> Used to describe, explain or specify certain aspects of a design.
<b>7</b>	<b>Modelling</b> Involves making simplified version of a design that can be tested against the design specification.
<b>8</b>	<b>Card models</b> Card models are a quick low-cost way to see how the shape and proportions of a product will look.
<b>9</b>	<b>Toiles</b> Materials such as calico are often used to make toiles. They can be easily drawn on to mark-up changes.
<b>10</b>	<b>Breadboard</b> Breadboards are used to create models of electronic circuits. Components can be easily changed to create different circuits.
<b>11</b>	<b>Testing and Evaluating</b> Sketches and models must be tested to check how closely the design meets the design specification. Testing allows the designer to see which aspects of the design work well and which need further improvement

2. Communication of design ideas	
<b>1</b>	<b>Sketching</b> A great way of getting initial ideas down on paper in 2D or 3D.
<b>2</b>	<b>Isometric drawing</b> Drawings constructed using isometric projection use vertical lines and lines drawn at 30*.
<b>3</b>	<b>Perspective drawing</b> Perspective drawings provide a realistic representation of how objects are seen. The further into the distance an object is, the smaller it appears.
<b>4</b>	<b>One-point perspective</b> Shows and object as it appears directly in front of the viewer. There is one vanishing point on the horizon line.
<b>5</b>	<b>Two-point perspective</b> Provides a more realistic view than a one-point perspective drawing. There are two vanishing points on the horizon line.
<b>6</b>	<b>Systems diagrams</b> A systems diagram is used to show how a system will work by breaking it down into inputs, processes and outputs.
<b>7</b>	<b>Schematic diagrams</b> Schematic diagrams use symbols to show the layout of electrical and mechanical systems
<b>8</b>	<b>Exploded diagrams</b> Exploded diagrams are used to show how parts of a product fit together, they are often used in manufacturers instructions and flat pack furniture.
<b>9</b>	<b>Working drawings</b> A working drawing shows the details needed, measurements and what the finished product looks like to aid the manufacturing process.
<b>10</b>	<b>Orthographic projection</b> Used to depict 3D objects as a set of 2D drawings. It shows the front , plan and end views drawn to scale.
<b>11</b>	<b>Scales and dimension</b> Scale is the ratio between a drawing and the actual size of the object it shows. E.g 2:1 the drawing is twice the size of the actual object.

## Huish Episcopi Academy Year 10 D&T - Knowledge Organiser – Core Knowledge – Material Properties

When choosing materials or components for a design, manufacturers must consider the *mechanical and physical properties* required to ensure that the materials will perform the tasks.

<b>Mechanical properties</b>	
Elements of a material that resist deformation from external forces or loads	
<b>Mechanical properties</b>	
<b>Strength</b>	Ability to withstand force. Eg: by resisting squashing or stretching.
<b>Elasticity</b>	Ability to return to original shape once deforming is removed
<b>Plasticity</b>	Ability to permanently deform without breaking when subjected to force.
<b>Malleability</b>	Ability to be permanently deformed in all directions without fracture.
<b>Ductility</b>	Ability to be deformed by bending, twisting or stretching, drawn out into lengths.
<b>Hardness</b>	Ability to resist deformation, indentation or penetration.
<b>Toughness</b>	Ability to withstand sudden stress or shocks.
<b>Brittleness</b>	Inability to withstand sudden stress or shocks.
<b>Durability</b>	Ability to withstand deterioration over time.
<b>Stability</b>	Ability to resist changes and shape over time.
<b>Stiffness</b>	Ability to resist bending.

<b>Physical properties</b>	
Elements of a material that can be defined and measured, such as colour, size or weight	
<b>Physical properties</b>	
<b>Density</b>	Compactness of a material, defined as mass per unit volume.
<b>Electrical conductivity</b>	Ability to conduct electricity.
<b>Thermal conductivity</b>	Ability to conduct heat.
<b>Size</b>	Dimensions of a material.
<b>Corrosion</b>	Metal is eaten away as it reacts with oxygen and water in the air. Rust is formed through the corrosion of iron and steel.
<b>Aesthetics</b>	Appearance of a material.
<b>Optical</b>	Ability to absorb or reflect light.
<b>Joining</b>	Ability for a material to be joined to other materials.
<b>Magnetism</b>	Attraction to magnetic materials.

## Huish Episcopi Academy - Year 10 Food Preparation & Nutrition Knowledge Organiser: Food Labelling

1. Food Labelling	
1	Information to help us make informed decisions about the food we choose to buy
2	Contains information on how to store & cook the food to prevent food poisoning
	Contains information to establish the nutrition information
2	Nutritional Information See Diagram B - Helps consumers make healthier choices. Legally required.
3	Best before date Date after which foods may not be at their best, although probably safe to eat if stored according to instructions.
4	Use-by-date Date given to spoil quickly foods, i.e cooked meats. Unsafe to eat foods beyond use-by-date.

3. The Traffic light label	
	The traffic light colours show whether a product has a high (red), medium (amber) or low (green) amount of fat, saturates, sugars and salt. <b>Try to eat more greens and ambers and fewer reds.</b> See diagram A

2. Legally required information	
1	Name of food or drink
2	List of ingredients (including water and food additives), in descending order of weight.
3	Information on certain foods causing allergies or intolerances that are used in the manufacturing or preparation of the food.
4	Weight or volume
5	Date mark (best-before and use-by.)
6	Storage and preparation conditions
7	Name and address of the manufacturer, packer or seller.
8	Country of origin and place of provenance
9	Nutrition declaration
10	Additional information may also be provided, such as cooking instructions, serving suggestions or price.

Diagram A – Traffic light label



Typical values (as sold) per 100g: 697kJ/167kcal

Note: Portion size criteria apply to portion sizes/servings greater than 100g.

Diagram B - Nutrition

Typical values (as consumed)	per 100g	per 1/2 pot (300g)
Energy	167kJ 40kcal	501kJ 119kcal
Fat	1.2g	3.6g
of which saturates	0.2g	0.6g
Carbohydrate	4.2g	12.6g
of which sugars	1.2g	3.6g
Fibre	1.1g	3.3g
Protein	2.5g	7.5g
Salt	0.5g	1.5g

4. Additives	
1	E number The food additive has passed safety tests & has been approved for use in the UK/EU.
2	Preservatives Increase shelf life
3	Flavourings Improve taste
4	Colourings Improves appearance
5	Emulsifier Mixes ingredients together that wouldn't normally mix i.e oil & water
6	Lecithin natural emulsifier found in egg yoke
7	Mayonnaise example of a product using a natural emulsifier
8	Nitrates preserves processed meats

Diagram C - The 14 Allergens



5. Allergen

A substance that may cause an allergic reaction.

6. Natasha's Law

Intends to protect food allergy sufferers and give them security in the food that they are buying

## Huish Episcopi Academy - Year 10 Food Preparation & Nutrition Knowledge Organiser: Fairtrade, Food Security, Religion

1. Fairtrade	
1	Fairtrade Works with farming co-operatives, businesses and governments to make trade fairer in less developed countries.
2	Fairtrade Decent prices and improved working conditions for small businesses
3	Fairtrade Non-profit organisation.
3	Fairtrade To encourage sustainable food production.

2. Food Security	
1	Food Security When all people, at all times have access to enough safe and nutritious food for them to lead an active, healthy life.
2	Short Term People do not have enough to eat for a short period of time (i.e.) Maybe caused by a sudden drop in harvest
3	Long Term People do not have enough to eat for a long period of time (i.e.) People living in poverty and not having the resources to access food all the time
3	Developed world refers to nations of the world considered more economically and technologically advanced, such as Europe, the USA, Japan and Australia.
4	Developing world Refers to nations of the world that are less economically and technologically advanced, such as parts of Africa and Asia.
5	Cultural or Religion practices People around the world choose to eat or avoid certain food due to their cultural or religious practices.

3. Cultural or religious practices						
Religion	Pork	Beef	Lamb	Chicken	Fish	
Islam	x	Halal only	Halal only	Halal only	✓	
Hinduism	x	x	✓	✓	✓	
Judaism	x	Kosher only	Kosher only	Kosher only	✓	
Sikhism	x	x	✓	✓	✓	
Buddhism (strict)	x	x	x	x	x	
Seventh-day Adventist Church	x	x	x	✓	✓	
Rastafari movement	x	x	x	x	x	

4. Food choice factors for a balanced diet depend on many factors, such as:	
1	advertising and other point of sale information
2	Cost and economic considerations
3	Cultural or religious practices
4	environmental and ethical considerations
5	food availability
6	Food preferences
7	health concerns
8	food provenance
9	health concerns
10	individual energy and nutrient needs
11	portions size
12	Social considerations



## Huish Episcopi Academy Year 11 Psychology Knowledge Organiser – Social Influence

Social Influence – Key terms	
1	Agency The ability to choose, carry out and control our own actions.
2	Agentic State (Milgram's theory) When we act not for ourselves but for someone else (usually someone who we think is in authority)
3	Anonymity Being unknown to most people; not able to be identified.
4	Antisocial behaviour Acting in ways that are socially unacceptable, differs from social norms and fails to respect other people's rights.
5	Authoritarian personality (Adorno's Theory) A type of person who has a strong belief that authority figures should be obeyed, has a need for strong leadership, traditional views about right and wrong, and looks down on people they view as of lower status than themselves.
6	Authority figure Someone we perceive to have the right to give orders and be obeyed
7	Bystander effect Theory that people's willingness to help decreases when there are more people around.
8	Conformity (Asch's theory) When perceived group pressure leads to someone changing their opinions, attitudes or behaviours in order to fit in with the norms of other people.

Social Influence – Key Terms	
9	Deindividuation The state of losing our sense of individuality and self-awareness when part of a group. Results in our feeling less responsibility for our actions and behaving differently to our norm.
10	Dispositional factors Personal characteristics which may affect a person's behaviour and choices (E.g. being an expert at something, moral views etc.)
11	Majority influence When the opinions or behaviours of a large number of people influence the opinions or behaviours of a smaller number of people. This usually results in conformity.
12	Obedience Following the direct orders given by someone who is seen as being in authority.
13	Peer influence The effect that those who are similar to us can have on our opinions, behaviours and choices.
14	Prosocial behaviour Actions that are intended to help and benefit others.
15	Proximity How near or far away something is.
16	Reductionist The belief that something (such as human behaviour) is only fully able to be understood by simplifying it to its most fundamental and basic parts.
17	Social loafing The tendency of individuals to make less of an effort when they are working collectively with others than when they are on their own.



## Huish Episcopi Academy Year 10 GCSE Computer Science Knowledge Organiser – Summer A

Section 1	
1	<b>Abstraction</b> Simplifying complex problems by focusing on the important details and ignoring irrelevant information
2	<b>Decomposition</b> Breaking down a complex problem into smaller, manageable parts
3	<b>Algorithmic Thinking</b> Developing a step-by-step solution to solve a problem
4	<b>Inputs</b> Data that a system needs to be provided with
5	<b>Processes</b> Steps that need to take place in order to produce an output.

Section 2	
1	<b>Pseudocode</b> Writing algorithms in a structured but plain language
2	<b>Flowcharts</b> Diagramming the flow of an algorithm using symbols
3	<b>High-Level Programming Language</b> Using languages like Python or Java to write algorithms
4	<b>Common Errors</b> Recognising and fixing syntax and logic errors in code

Section 3 – Issues (specific)	
1	<b>Binary Search</b> Efficiently finding an item in a sorted list by repeatedly dividing the search interval in half
2	<b>Linear Search</b> Sequentially checking each item in a list until the desired item is found
3	<b>Bubble Sort</b> Repeatedly swapping adjacent elements if they are in the wrong order
4	<b>Merge Sort</b> Dividing the list into halves, sorting each half, and then merging them back together
5	<b>Insertion Sort</b> Building a sorted list one item at a time by inserting each item into its correct position

Section 4 – Issues (specific – continued)	
1	<b>Line</b> Represents the flow of the algorithm
2	<b>Input/Output</b> Indicates data input or output
3	<b>Process</b> Represents an operation or action
4	<b>Decision</b> Shows a branching point based on a condition
5	<b>Subprogram</b> Indicates a subroutine or function
6	<b>Terminal</b> Marks the start or end of the algorithm

A Component 3 Physiological Indicators	
1	Heart rate Measure of heartbeats per minute.
2	Adrenaline A hormone that helps you respond quickly to a threat or stress.
3	Arteries Blood vessels that carry blood away from the heart.
4	Illness Disease or period of sickness that affects body or mind.
5	Impairment Loss or abnormality of a body function.

B Component 1 & 2 Life Span Development & Services and Values	
1	Development Involves gaining new skills and abilities.
2	Growth Increase in body size in terms of height or weight.
3	Health and wellbeing Events that cause changes to the body, physical or mental health or mobility.
4	Life event Something that happens to people as they move through life.
5	Holistic Considers looking at the whole person rather than just the part that requires treatment.

C Component 3 Physiological Indicators	
1	Disability A condition that limits a person's movements, senses or activities.
2	Diversity a) Recognising and valuing the differences between people b) Treating people's values, beliefs, cultures and lifestyles with respect.
3	Gender role The role and responsibilities determined by a person's gender.
4	Hierarchy List of things or people arranged in order of lowest to highest.
5	Identity How you describe or define yourself.

D Component 1 & 2 Life Span Development & Services and Values	
1	Character traits Describe a person's disposition and whether they are positive or negative.
2	Domiciliary care Care and support given at home by a care worker to help with daily life.
3	Informal support Provided by people who are not paid or trained.
4	Physiological Relating to the function of parts of the body.
5	Long term 6 months or more.

E Component 3 Physiological Indicators	
1	Short term Less than 6 months.
2	Targets Goals or aims.
3	Team Group of individuals with a shared purpose for which they are accountable.
4	Vulnerable A person who can be more easily influenced or abused.
5	Role model Someone a person admires and strives to be like.

F Component 1 & 2 Life Span Development & Services and Values	
1	Lifestyle The choices that affect health and development e.g. diet and exercise.
2	Milestone A significant change in development.
3	Norm Something that is usual, typical or standard.
4	Monitor To check progress.
5	Aspirations Hopes and ambitions of achieving something.

