



Huish Episcopi Academy

The best in everyone™

Part of United Learning

Knowledge Organisers

Year 11

Autumn Term 2

Name:

Tutor Group:

Respect

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Ambition

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Resilience

Huish Episcopi Academy Year 11 ENGLISH Knowledge Organiser POWER AND CONFLICT POETRY

<p style="text-align: center;">Ozymandias</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Power of nature greater than the power of man Arrogance and pride of humans – identity <p>References: <i>'a shattered visage' 'two vast and trunkless legs'</i> <i>'Boundless and bare'</i> <i>'I am Ozymandias, King of Kings'</i> <i>'Look on, ye mighty, and despair'</i></p>	<p style="text-align: center;">London</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Anger at the suffering of the lower classes caused by those in power Corruption of human power <p>References: <i>'Marks of weakness, marks of woe'</i> <i>'the mind-forged manacles'</i> <i>'blackening church'</i> <i>'runs in blood down palace walls'</i></p>	<p style="text-align: center;">The Prelude</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Power of nature/insignificance of man Presence/significance of a 'higher power' <p>References: <i>'a huge peak, black and huge'</i> <i>'there was a darkness'</i> <i>'troubled pleasure'</i> <i>'and were a trouble to my dreams'</i></p>	<p style="text-align: center;">My Last Duchess</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Human power and arrogance Imbalance of power in relationships <p>References: <i>'that's my last duchess painted on the wall'</i> <i>'none puts by the curtain I have drawn but I'</i> <i>'since she ranked my gift of a 900 year old name with anybody's gift'</i> <i>'Neptune taming a seahorse'</i></p>	<p style="text-align: center;">CotLB</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Effects/reality of conflict Impact of human power/decisions <p>References: <i>'Into the valley of Death rode the six hundred'</i> <i>'theirs not to reason why, theirs but to do or die'</i> <i>'cannon to the right, cannon to the left'</i> <i>'but not, not the six hundred'</i></p>
<p style="text-align: center;">Exposure</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Power of nature over man – nature as the enemy Reality of life in conflict (multiple people) <p>References: <i>'the merciless iced East winds'</i> <i>'their eyes are ice'</i> <i>'but nothing happens'</i> <i>'what are we doing here?'</i> <i>'is it that we are dying?'</i></p>	<p style="text-align: center;">Storm on the Island</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Power of nature/insignificance of human power The power & beauty of nature <p>References: <i>'we are prepared' vs. 'we just sit tight'</i> <i>'spits like a tame cat turned savage'</i></p>	<p style="text-align: center;">Bayonet Charge</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Reality of conflict – soldier's experience of horror Power of man – even nature is caught up in the conflict <p>References: <i>'Suddenly he awoke and was running'</i> <i>'The patriotic tear'</i> <i>'the yellow hare that rolled like a flame'</i></p>	<p style="text-align: center;">Remains</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> The impact of the mind/power of memories Trauma and aftermath of conflict on individuals <p>References: <i>'end of story except not really'</i> <i>'his bloody life in my bloody hands'</i> <i>'I see every round as it rips through his life'</i> <i>'he's here in my head when I close my eyes' 'sleep' 'dream'</i></p>	<p style="text-align: center;">Poppies</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Impact of conflict and loss on an individual (indirect – speaker is not in conflict) Power of human emotion <p>References: <i>'individual war graves'</i> <i>'gelled blackthorns'</i> <i>'the world overflowing like a treasure chest'</i> <i>'I listened, hoping to hear your playground voice catching on the wind'</i></p>
<p style="text-align: center;">War Photographer</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Impact of conflict on an individual – not a soldier, but personal experience Memories and preservation of experiences of war <p>References: <i>'he is finally alone'</i> <i>'all flesh is grass'</i> <i>'home again to ordinary pain'</i> <i>'a hundred agonies in black and white'</i></p>	<p style="text-align: center;">Tissue</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Human power/life is fragile and temporary – we try to control what cannot be controlled Impermanence of power <p>References: <i>'paper that lets the light shine through'</i> <i>'the names and histories'</i> <i>'raise a structure never meant to last'</i></p>	<p style="text-align: center;">The Emigree</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Power of memories – individual experience Impact of conflict on individuals <p>References: <i>'there once was a country, I left it as a child' 'I am branded by an impression of sunlight'</i> <i>'I have no passport, there's no way back at all'</i></p>	<p style="text-align: center;">CoMH</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> Institutions' corruption of power impacting education Individual identity and culture <p>References: <i>'dem tell me wha dem want to tell me'</i> <i>'dem never tell me bout dat'</i> <i>'I carving out me identity'</i></p>	<p style="text-align: center;">Kamikaze</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> The impact of the mind/power of memories Impact of conflict and loss <p>References: <i>'Her father embarked at sunrise'</i> <i>'but halfway there, the thought'</i> <i>'and though he came back, my mother never spoke again'</i> <i>'which would have been the better way to die'</i></p>

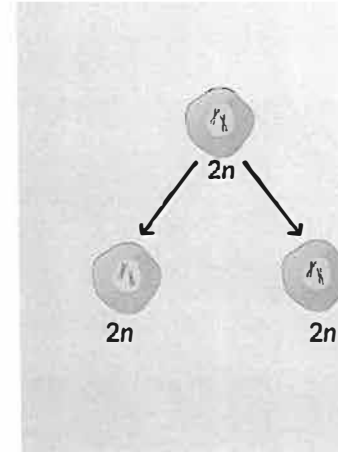
Huish Episcopi Academy Year 11 BIOLOGY Knowledge Organiser B6 INHERITANCE AND SELECTION

REPRODUCTION AND GENETICS

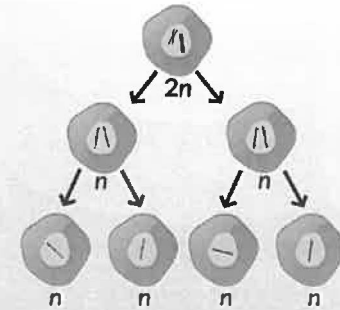
1	Mitosis	Cell division that results in 2 daughter cells that are identical to the parent cell and have the same amount of DNA. Used for growth and repair
2	Meiosis	Cell division that results in 4 unique daughter cells that contain half the amount of DNA of the parent cell. These are gametes
3	Sexual reproduction	2 parents, genetic variation in offspring
4	Asexual reproduction	Only one parent, produces clones (genetically identical offspring)
5	Gamete	Sex cell e.g. sperm/pollen and egg
6	DNA	Polymer, made up of two strands forming a double helix
7	Gene	Small section of DNA on a chromosome, that code for a particular protein
8	Genome	Entire genetic material of an organism
9	Chromosomes	Humans have 46 chromosomes in each cell, except gametes have 23 (half)
10	Sex chromosomes	Females – XX, males - XY

TYPES OF CELL DIVISION

Mitosis



Meiosis



Mitosis (in all body cells)

2 daughter cells
Daughter cells = genetically identical
Cell divides once
Daughter cells have same number of chromosomes as original cell
Used for growth and repair.

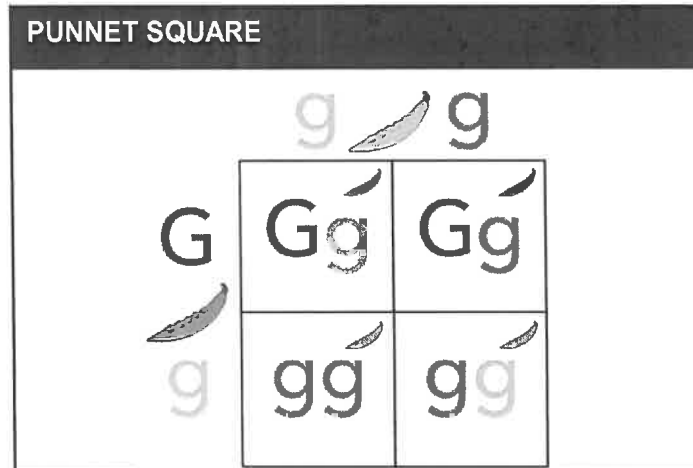
Meiosis (in testes and ovaries)

4 daughter cells
Daughter cells = not genetically identical
Two divisions
Daughter cells have half the chromosomes as original cell
Produces gametes for sexual reproduction

Huish Episcopi Academy Year 11 Biology Knowledge Organiser B6 Inheritance and Selection

INHERITANCE		
1	Allele	A version of a gene
2	Dominant	Only 1 copy of allele is needed for condition to be expressed (e.g. DD or Dd)
3	Recessive	2 copies of the allele are needed for condition to be expressed (e.g. ff)
4	Homozygous	Same alleles present (e.g. FF or ff)
5	Heterozygous	Different alleles present (e.g. Ff)
6	Genotype	The combination of alleles
7	Phenotype	The characteristic expressed
8	Polydactyly	Condition where individual has extra fingers and toes – caused by a dominant allele
9	Cystic fibrosis	Disorder of cell membranes – caused by recessive allele
10	Characteristics controlled by a single gene	Fur colour in mice, red-green colour blindness in humans

EVOLUTION		
1	Mutation	A random change in DNA that often has no effect but sometimes leads to a new characteristic
2	Species	A group of organisms that can successfully breed.
3	Evolution	A change in inherited characteristics of a population over time through natural selection
4	Extinction	No remaining individuals of a species still alive on Earth
5	Fossils	Remains of plants or animals from millions of years ago
6	Selective breeding	Process where humans breed plants and animals for particular genetic characteristics
7	Genetic engineering	process which involves modifying the genome of an organism by introducing a gene from another organism to give a desired characteristic



Huish Episcopi Academy SCIENCE Knowledge Organiser Unit P6 Waves

UNIT 1. Describing Waves

1	Amplitude	Height of a wave measured from the centre line
2	Wavelength	The distance from one point on a wave to the next identical point, before repetition. E.g. peak to peak
3	Frequency	The number of waves passing a point per second
4	Period	The time for one complete wave to pass a point
5	Oscillation	Movement back and forth; a vibration
6	Wave	Transfer energy with no transfer of particles
7	Transverse wave	Oscillations are perpendicular to direction of energy transfer (e.g. EM wave, ripples on water)
8	Longitudinal wave	Oscillations are parallel to direction of energy transfer (e.g. sound). Show areas of compression and rarefaction (spread out)

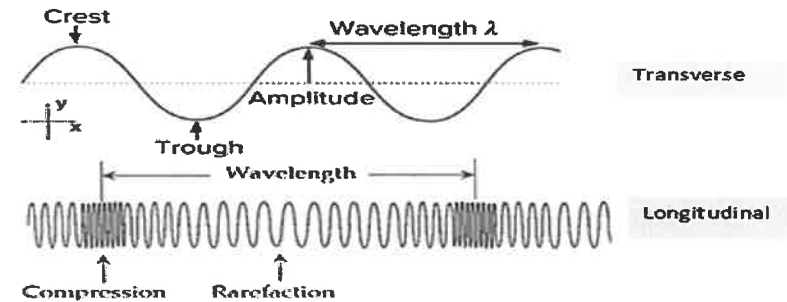
UNIT 2. Uses and Risks of EM Radiation

	Wave	Use	Why it is suitable
1	Radio Waves	Television and radio	Reflected by ionosphere so can broadcast over long distances
2	Microwaves	Satellite communications, cooking food	Able to pass through the ionosphere to satellites. Has a heating effect
3	Infrared	Electrical heaters, cooking food, infrared cameras	Has a heating effect. Emitted by warm objects so can be detected
4	Visible Light	Fibre optic communications	Able to pass along a cable by total internal reflection
5	Ultraviolet	Energy efficient lamps, sun tanning	Increases amount of melanin (brown pigment) in skin
6	X-Rays	Medical imaging and treatments	Absorbed by bone but transmitted through soft tissue
7	Gamma Rays	Medical imaging and treatments	Able to pass out of body and be detected by gamma cameras. Can kill cancerous cells

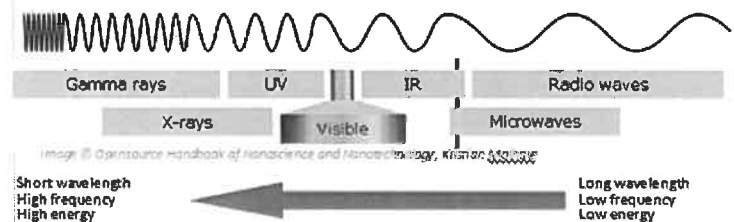
UNIT 3. Properties of EM Waves and Sound waves

Property	EM wave	Sound wave
Medium it can travel through	Can travel through anything, even a vacuum (space)	Solids, liquids, gases
Type of wave	Transverse	Longitudinal
Risk	UV, x-rays and gamma rays are ionising (damage cells)	No danger
Speed	300,000,000 m/s	330 m/s

Wave diagrams



Electromagnetic Spectrum (EM)



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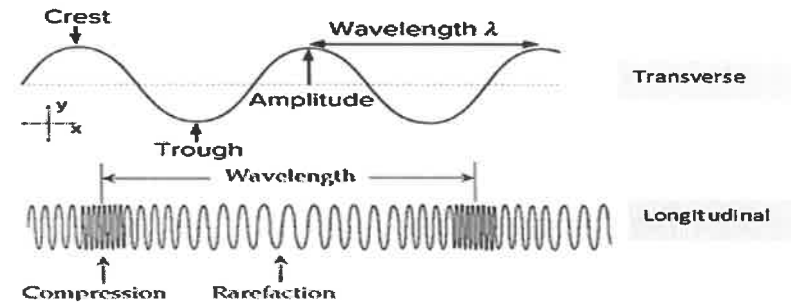
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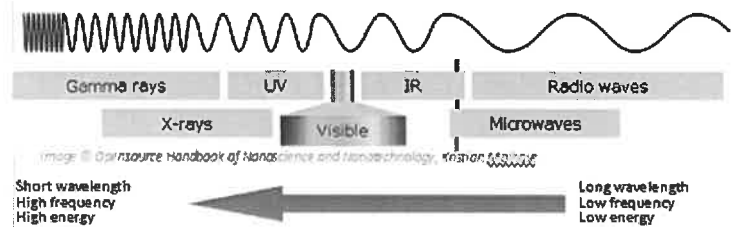
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Wave diagrams



Electromagnetic Spectrum (EM)



Huish Episcopi Academy Year 11 Religious Studies Knowledge Organiser Unit 1 Christianity

1. Key Vocabulary/terms

Atonement	Belief that Jesus' death on the cross healed the rift between humans and God.
Ascension	Jesus left this world to return to the father in heaven.
Eschatology	Refers to beliefs about the 'last things': death, judgement, heaven and hell.
Evangelism	Preaching the Christian Gospel with the intention of converting others to the Christian faith.
Evolution	
Heaven	To be in the presence of God for eternity.
Hell	To be without God.
Incarnation	God became flesh/human in the person of Jesus Christ.
Just	Bringing about what is right and fair.
Omnipotent	All powerful.
Omniscient	All knowing.
Omnibenevolent	All loving; all good.
Resurrection	To rise from the dead (spirit returning to same body).
Salvation	To be saved from sin.
Sin	A thought or action that separates humans from God.
Theodicy	An argument put forward to defend God.
Transcendent	Outside of time and space.
Trinity	The belief that the one God can be experienced though the Father, the Son and the Holy Spirit.
The Word	Another term for God the Son or Jesus. The Word existed from the beginning and was involved in creation.

2. Interpretations

Literal	Things happen or have happened exactly as described.
Modern/progressive	A willingness to question tradition and interpret Biblical teachings through a current lens. Interpretation is required to understand old teachings.

3. Quotations

Monotheism	"We believe in one God" Nicene Creed
Creation	"In the beginning, God created the heavens and the earth" Genesis "In the beginning was the Word, and the Word was with God, and the Word was God". John
Incarnation	"She was found to be pregnant through the Holy Spirit" Matthew "The Word became flesh and made his dwelling among us"
Crucifixion	"father into your hands I commit my spirit".
Resurrection	"and if Christ has not been raised, our preaching is useless" St Paul. "While he was blessing them, he left them and was taken up into heaven " Luke "He ascended into heaven and is seated at the right hand of the Father" Apostles Creed.
Judgement	" For I was hungry and you gave me something to eat" Matthew "I am the way, the truth and the life. No one comes to the Father except through me" John
Salvation	"It is by grace you have been saved" St Paul "Faith by itself, if it is not accompanied by action, is dead" James

Huish Episcopi Academy Year 11 History Knowledge Organiser – Crises of the Cold War

Key Terms		
1	Detente	Period of improved relations
2	Mujahideen	Soldiers of God
3	Proxy war	A conflict between less powerful countries who are supported by major powers
4	Ratified	Officially signed off
5	Second Cold War	A period of renewed tension
6	SDI	'Star Wars'
7	Glasnost	Transparency
8	Perestroika	Restructuring

Key Dates		
9	1969 - 1979	Period of détente
10	1972	SALT 1
11	1975	Helsinki Accords
12	1979	SALT 2 (not ratified) Soviet invasion of Afghanistan
13	1980	Carter Doctrine US boycott of Moscow Olympics Election of President Ronald Reagan Beginning of the Second Cold War
14	1983	SDI
15	1984	Soviet boycott of US Olympics
16	1985	Gorbachev became leader of USSR
17	1988	Moscow Summit
18	1989	Malta Summit Fall of Berlin Wall
19	1991	Gorbachev overthrown SU dissolved

Huish Episcopi Academy Year 11 History Knowledge Organiser – Challenges to Elizabeth's early reign

Key Terms		
1	Justices of the Peace	a key part of local government and were responsible for maintaining law and order, implementing national policies, and addressing local issues.
2	Yeomanry	Free peasants who owned their own land.
3	Merchants	Wealthy businessmen who bought and sold goods.
4	Extraordinary taxation	Occasional, additional taxation to pay for unexpected expenses, especially war.
5	Militia	A military force of ordinary people, rather than soldiers, raised in an emergency.
6	Patronage	To give someone encouragement or financial.
7	Divine Right	The idea that God appointed monarchs.
8	Legitimate	A monarch should be born to a reigning king and queen in wedlock to be lawfully entitled to rule.
9	Subsidies	Special additional taxes which had to be agreed by Parliament.
10	Auld Alliance	Name used to describe the friendship between Scotland and France
11	Puritans	Radical Protestants who sought to reform the Church even further.
12	Recusants	Catholics who were unwilling to attend church services under Elizabeth's religious settlement.
13	Vestments	Robes the clergy wear.
14	Abdicate	A king or queen giving up their throne
Key Individuals and Key Dates		

15	November 1558	Elizabeth I becomes Queen of England.
16	1558	Auld Alliance
17	1559	Calais returned to France. (Treaty of Cateau-Cambrésis).
18	1559	Religious Settlement
19	1566	Papal Bull instructs Catholics not to attend Church of England church services.
20	1566-68	Dutch revolt.
21	1568	Mary Queen of Scots flees to England and is imprisoned at Carlisle Castle.
22	1568	Genoese loan taken by Elizabeth.
23	King Philip II	King of Spain.
24	Pope Pius V	Head of the Catholic Church.
25	Mary, Queen of Scots	Queen of Scotland and Elizabeth's cousin.
26	Mary of Guise	Mother of Mary, Queen of Scots.
27	Sir William Cecil	Secretary of State.
28	Sir Francis Walsingham	Elizabeth's 2nd Secretary of State & Spymaster.
29	The Duke of Alba	Spanish Duke who crushed the Dutch Revolt.
30	Thomas Percy	Catholic Earl of Northumberland who was one of the Northern Earls who revolted.
31	Thomas Howard	Protestant Northern Earl who revolted and was supposed to marry Mary, Queen of Scots.

Huish Episcopi Academy Year 11 Geography Knowledge Organiser Section A: Urban issues and challenges

1. HICs

1.	Regeneration	Strategies to improve an area e.g. the construction of infrastructure.
2.	Integrated transport system (ITS)	When different transport methods connect, making journeys smoother and public transport more appealing.
3.	Urban greening	The process of increasing and preserving open spaces in urban areas e.g. public parks and gardens.
4.	Deprivation	The extent to which an individual or community is lacking or deprived of services
5.	Brownfield site	Land that has been used, abandoned and now awaits reuse – often in urban areas.
6.	Greenfield site	A plot of land, often in a rural area that has not been built on before.
7.	Urban sprawl	Unplanned growth of urban areas into surrounding rural areas.
8.	Rural-urban fringe	A zone of transition between a built-up area and the countryside, where there is often competition for land use.
9.	Commuter settlements	A place where people live and travel elsewhere for work.
10.	Urban sustainability	A way of life that causes minimal damage to the environment, a strong economy and a strong sense of community
11.	Water conservation	Conserving and recycling water rather than wasting it. E.g recycling rainwater
12.	Energy conservation	Reducing energy consumption by using less energy and existing sources more sustainably. Having solar panels on buildings

2. Field work

1.	Data presentation	How you present your data in graphs
2.	Data collection method	The ways we collected data e.g EQ survey
3.	Results	What the data we collected tells us
4.	Conclusion	What judgements can we make based on the results collected
5.	Evaluation	What went well and what could go better
6.	Bias	When opinions affect the results we collected
7.	Field sketch	A drawing of a location with labels
8.	Environmental quality survey (EQS)	Giving areas a score (positive or negative) based on criteria
9.	Radar graph	A way of presenting EQS
10.	Risk assessment	Thinking about any dangers before we go on the trip
11.	Human title	Has the regeneration of Bristol Temple Quarter been successful?
12.	Physical title	What are the processes taking place on Monmouth Beach?

Huish Episcopi Academy Year 11 Knowledge Organiser : A currar

¿Qué haces para ganar dinero?		
1	El dinero de bolsillo	Pocket money
2	Tengo que	I have to
3	Poner y quitar la mesa	Set and clear the table
4	Fregar los platos	To wash the dishes
5	Hacer la cama	To make my bed
6	Pasar la aspiradora	To vacuum
7	Planchar la ropa	To iron my clothes
8	Lavar el coche	To wash the car
9	Hacer las tareas domésticas	To do the housework
10	Paseo el perro	I walk the dog
11	Corto el césped	I cut the grass
12	Cocino	I cook
13	Gano cinco libras or semana	I earn £5.00 per week
14	Mis padres (no) me dan dinero	My parents (don't) give me money
15	Recibo dinero por mi cumple	I receive money for my birthday

¿Qué quieres hacer en el futuro?		
1	Tengo intención de + inf.	I intend to
2	Planeo + inf.	I plan to
3	Si pudiera	If I were able to
4	Casarme	To get married
5	Formar una familia	To have children
6	Viajar por el mundo	To travel the world
7	Aprobar mis exámenes	To pass my exams
8	Conseguir un buen trabajo	To get a good job
9	Estudiar una carrera universitaria	To study for a degree
10	Montar mi propio negocio	To set up my own business
11	Me interesa(n)	I'm interested in
12	Si tuviera tiempo y dinero	If I had time and money
13	Quiero ser independiente	I want to be independent
14	Quiemo tener responsabilidad	I want to have responsibility
15	Si fuera rico	If I were rich...
16	Iría a	I would go to
17	Compraría	I would buy

HEA Year 11 French Knowledge Organiser Module 1 – Education and future projects

Après le college – after finishing school (1)		
1	Faire du bénévolat	To do some volunteering
2	Travailler à temps partiel	To work part-time
3	Faire un apprentissage	To do an apprenticeship
4	Aller à la fac/à l'université	Go to uni
5	Pratiquer les langues	Practice speaking languages
6	Obtenir un bon emploi	Get a good job
7	Passer le bac(calauréat)	Take my A'levels
8	Gagner un bon salaire	Earn a good wage
9	Laisser tomber	Give up
10	Obtenir une licence	graduate
11	Voyager autour du monde	Travel the world
12	J'ai l'intention de	I intend to
13	Je veux	I want
14	Je voudrais	I would like
15	J'espere + INF	I am hoping to

Après le college – after finishing school (2)		
1	Si j'obtiens de bonnes notes	If I get good grades
2	Si je travaille beaucoup	If I work hard
3	Quand je terminerai mes examens	When I finish my exams
4	Quand j'aurai seize ans	When I am 16

Present tense		
1	Je vais	I go
2	Ce que j'aime le plus	What I like the most
3	Ce que je n'aime pas	What I don't like
4	Je dois y aller)	I have to go there
5	Je suis souvent fatigué€	I am often tired
6	Nous devons toujours lever la main	We always have to raise our hand
7	C'est assez strict	It is quite strict

Imperfect tense		
1	Mon école était différente	My school was different
2	Je n'avais qu'un prof	I only had one teacher
3	Ce que j'aimais	What I liked
4	Les profs étaient gentils	The teachers were nice
5	Il n'y avait pas	There was no..
6	Les autres élèves étaient mes amis	The other students were my friends
7	Nous devions toujours lever la main	We always had to raise our hands
8	Ma meilleure amie posait toujours des questions	My best friend always used to ask questions

Opinions		
1	Ca me rend + adj	It make me + adj
2	Ca me donne envie de	It makes me want to
3	Ce n'est pas mon truc	It's not my thing
4	Je crois que/je pense que	I believe that/ I think that

HEA Year 11 French Knowledge Organiser Module 1 – Education and future projects

Mes projets – My projects (1)

1	Je voyagerai	I will travel
2	Partout dans le monde	Round the world
3	Je monterai	I will set up
4	Ma propre entreprise	My own company
5	Je gagnerai	I will earn
6	Beaucoup d'argent	A lot of money
7	J'achèterai	I will buy
8	Une grande maison	A big house
9	Je conduirai	I will drive
10	Une belle voiture	A nice car
11	J'aiderai les autres	I will help others
12	Je travaillerai comme médecin	I will work as a GP

Mes projets – My projects (2)

1	Je serai heureux(se)	I will be happy
2	J'irai	I will go
3	A l'université	To university
4	J'aurai	I will have
5	Une famille	A family
6	Quand j'aurai 30 ans	When I am 30
7	Je serai vétérinaire	I will be a vet
8	Je ferai du bénévolat	I will do some volunteering
9	Je serai riche	I will be rich

Mes projets – My projects (3) + photocard

1	Je ferai des études supérieures	I will carry on studying
2	Parce que je veux aider les gens malades	Because I want to help sick people
3	J'ai envie de voir d'autres pays	I really want to visit other countries
4	Je rêve d'acheter une vieille ferme	I am dreaming of buying an old farm
5	La vie familiale est très importante pour moi	Family life is very important for me
6	Sur la photo il y a 4 personnes	On the photo there are 4 people
7	Ils sont en train de parler	They are talking
8	Ils sont dans un bureau	They are in an office
9	Ils semblent contents	They look happy
10	A mon avis	For me
11	Un employé	An employee
12	Est ponctuel, professionnel et ambitieux	Is punctual, professional and ambitious
13	Parce que c'est essentiel	Because it is essential
14	Comme qualités professionnelles	As professional attributes

Negatives

1	Ne...pas	Not
2	Ne...jamais	never
3	Ne...rien	nothing
4	Ne...personne	no one
5	Ne...plus	Not anymore
6	Ne...que	Only, nothing but

Huish Episcopi Academy Year 11 German Knowledge Organiser – die Freizeit und die Gesundheit (Free Time and Health)

Freizeitsaktivitäten – Free Time Activities		
1	Briefmarken sammeln	To collect stamps
2	Sport treiben/machen	To do/play sport
3	Schach/Karten spielen	To play chess/cards
4	am Computer spielen, im Internet surfen	To play on the computer, to surf the net
5	mit Freunden reden	To chat/talk with friends
6	Freunden treffen	To meet friends
7	Zeit mit meinem besten Freund verbringen	To spend time with my best friend
8	turnen	To do gymnastics
9	klettern*	To climb/go climbing
10	fernsehen (separable: fern/sehen)	To watch tv
11	Videos gucken	To watch/look at videos
12	Filme sehen	To watch films
13	Bücher lesen	To read books
14	eislaufen* (separable: eis/laufen)	To go ice skating ("Ice running)
15	wandern*	To go hiking/walking
16	faulenzten	To laze about
17	nichts tun	To do nothing
18	Musik hören	To listen to music
19	Ringern	Wrestling
20	Ich bin abenteuerlustig	I am adventurous/adventure-seeking

Was machst du gern? – What do you like doing?

1	Ich (gehe/spiele/etc) gern	I like (going/playing/etc)
2	Ich (gehe/spiele/etc) lieber	I prefer (going/playing/etc)

Wie kann man gesund leben? – How can you live healthily?		
1	Um fit und gesund zu bleiben,...	(in order) to stay fit and healthy
2	...kann/könnte/sollte man	...you can/could/should
3	eine gute Diät machen	Have (lit: make) a good diet
4	Obst und Gemüse essen	eat fruit and vegetables
5	nicht übergewichtig sein	Not be overweight
6	Muskeltraining machen	Do weight training
7	Mitglied in einem Sportverein sein	Be a member of a sports club
8	Drogen/Rauchen vermeiden	Avoid drugs/smoking
9	acht Stunden pro Nacht schlafen	Sleep 8 hours per night
10	frische Luft schnappen	Get some fresh air
11	wenig Alkohol trinken	Drink little/not much alcohol
12	um mein Lebensstil zu verbessern, werde ich...	To improve my lifestyle, I will...

Gründe - Reasons

1	weil es gefährlich ist	Because it's dangerous
2	weil es Lungenkrebs verursacht	Because it causes lung cancer
3	weil es tödlich ist	Because it's lethal/deadly
4	weil es süchtig macht	Because it is addictive ("makes addicted")
5	weil es gesund ist	Because it's healthy
6	weil es vitaminreich/ zuckerreich ist	Because it's rich in vitamins/ sugary
7	weil es den Körper stark macht	Because it makes your body strong

Huish Episcopi Academy Year 11 German Knowledge Organiser – die Freizeit und die Gesundheit (Free Time and Health)

Musik		
1	Ich spiele seit (vier Jahren) Klavier	I've been playing piano for (4) years
2	Geige	Violin
3	Schlagzeug	Drums
4	Meine Lieblingsgruppe ist...	My favourite band is...
5	ich mag die Liedtexte	I like the lyrics
6	ich bin Mitglied in einer Orchester	I am member of an orchestra
7	ich bin (gar nicht) musikalisch	I am (not at all) musical
8	begabt	talented
9	ich höre gern (Pop/Rap/Rock)musik	I like listening to (Pop/Rap/Rock) music

Filme und Fernsehen – Films and TV		
1	Ich bin von (...) begeistert	I am enthusiastic about (...)
2	Ich sehe gern fern	I like watching TV
3	Ich sehe lieber Sendungen online	I prefer watching programmes online
4	Komödie(n)	Comedy, comedies
5	Krimi(s)	Crime show(s), detective show(s)
6	Liebesfilm(e)	Romantic film(s)
7	Zeichentrickfilm(e)	Cartoon film(s)
8	Serie, Serien (pl)	Series
9	Dokumentation(en)	Documentary, (documentaries)
10	Sendung(en)	Programme(s)/show(s)
11	die Nachrichten	The news
12	die Zuschauer, das Publikum	The audience

Einen Film beschreiben – describing a film		
1	Ich habe (...) gesehen	I watched (...)
2	Ich habe es (großartig) gefunden	I found it (great)
3	ein Film/eine Sendung über...	a film/programme about...
4	die Krieg/ die Liebe/das Leben von...	War/love/the life of...
5	es hat eine packende Thematik	It has an exciting subject matter/topic
6	die Handlung war...	The plot/storyline was...
7	die Schauspieler waren...	The actors were...
8	die Spezialeffekte waren...	The special effects were...
9	enttäuschend	disappointing
10	humorvoll	Humourous, amusing
11	aktionsreich	Action-packed
12	beeindruckend	impressive
13	(nicht) überzeugend	(not) convincing
14	(un)realistisch	(un)realistic
15	spannend	exciting, suspenseful
16	Ich würde den Film/die Sendung (nicht) empfehlen	I would (not) recommend the film/programme

Huish Episcopi Academy Year 11 BTEC Music Knowledge Organiser - Component 2 / 3 Key Terms

Key terms for use in Component 2 / 3

Composing Terms

1	Rhythm	Duration	How long / short the notes are
2		Triplet	Three notes played in the time of two
3		Dotted	A long-short rhythm
4		Syncopation	Off beat
5		Cross rhythm	Two contrasting rhythms played at the same time
6	Texture	Unison	Two or more voices / instruments sounding like one
7		Monophonic	One instrument playing (solo)
8		Homophonic	Where the music sounds as one, such as block chords, where all the instruments move at the same time
9		Melody and Accompaniment	A tune with background music
10		Polyphonic	Many melodies played at the same time
11	Articulation	Sustained	Notes that are held
12		Legato	Notes that are played smoothly
13		Staccato	Notes that are played short
14		Accent	Notes which are emphasised
15		Pizzicato	Plucking the strings.
16		Arco	Using a bow to play a stringed instrument.

Huish Episcopi Academy Year 11 BTEC Music Knowledge Organiser - Component 2 / 3 Key Terms

Key terms for use in Component 2 / 3

Production Terms

17	DAW	Digital Audio Workstation
18	Audio Interface	Hardware for recording with a computer
19	Bouncing	Exporting a track to audio file
20	Clipping	Distortion / peaking of dynamic levels
21	Compression	Reducing the dynamic range of a signal to ensure more consistent levels of sound
22	Demo	Recording a song or piece of music as a first example for a project
23	EQ	A method of cutting or boosting levels of specific frequencies within a sound
24	FX	Short for "Effects" – processes or devices applied to a signal to alter its sound.
25	Gain	How loud a signal is before it goes through an amplifier
26	Latency	A delay between input and output of signal
27	Loop	A repeated section of a piece of music, often using imported samples
28	MIDI	Musical Instrument Digital Interface
29	Mixing	Combining multiple sounds together, blending to change the levels to create a balance and interesting track
30	Panning	Place a sound in the left or right speaker
31	Reverb	Reflection of sounds from surfaces; the sound of a room.
32	Sample	A short pre-recorded sound, taken from one recording and used in another.

Huish Episcopi Academy Year 11 Drama Knowledge Organiser Autumn Term B

UNIT 1: Introduction to Drama – Section A

Section A Lighting Design Terminology		
1	Wash	A broad spread of light covering a large area of the stage
2	Floodlight	The light that provides a wide, even spread of light
3	Blackout	A sudden or gradual complete extinguishing of all stage lights
4	Cue	A signal for a lighting change, often timed with specific moments in the performance
5	Gobo	A stencil placed in front of a light source to control the shape of the emitted light
6	Gel	A coloured plastic film placed in front of a light to change the colour of the beam
7	Crossfade	A transition where one set of lights gradually dims while another set simultaneously brightens
8	Fade	A gradual increase or decrease in the intensity of light
9	Profile Spot	A type of spotlight that produces a sharp, focused beam of light
10	Follow Spot	A powerful, movable spotlight that "follows" an actor as they move around the stage
Section B Performance Skills		
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 11 GCSE Physical Education Knowledge Organiser 2.1 Commercialisation of Physical activity and Sport

Key Terms		
1	Sport	Organised competition between individuals or teams that includes physical activity
2	Commercialisation	The influence of commerce, trade or business on an industry to make a profit
3	Sponsorship	The giving of money or goods to performers in order to get good publicity and/or increase profit.
4	Media	Different forms of communication that can inform, educate, and entertain people.
5	The Golden Triangle	This is a term used to show the links and relationship between sponsorship, sporting events and the media

Different types of Media	
1	Social – Facebook, Twitter, Instagram
2	Internet- YouTube, Chat forums, Gaming
3	TV/Visual- Terrestrial (BBC, ITV etc), Freeview, Sky, Cinema, Documentaries
4	Newspapers/magazines- Tabloids, broadsheets, glossy magazines, Local paper, periodicals.

Positive effects of the media		Negative effects of the media
1	Provides a shop window to help promote or sell a sport, a person or a product.	Can over-sensationalise the negative aspects of sport such as cheats, drugs or poor behaviour.
2	Provides funding via advertising and sponsorship.	Can assert too much control over sport.
3	Makes sport more exciting, entertaining and interesting and therefore more attractive to people.	Can under-represent minority groups including those with a disability.
4	Provides role models.	
5	Can influence rules and times of play to make the sport more accessible to people	

Positive effects of sponsorship		Negative effects of sponsorship
1	Provides money for athletes to train and compete full time.	Companies only want to sponsor successful athletes' or teams.
2	Pays for competitions (eg. The 'Barclays' premiership)	A narrow range of sports attract the most sponsorship
3	Gives sponsors free advertising	Sponsorship deals can be very fragile an injury, loss of form or poor behaviour can cause them to stop.
4	Tax concessions are given to businesses.	Some products such as tobacco advertising may not be morally advisable
5	Can boost an image of a company, a sport or a sports star.	

Huish Episcopi Academy Year 11 GCSE Physical Education Knowledge Organiser 2.3 Health, Fitness and Wellbeing

Key Terms		
1	Health	The state of emotional, physical and social well-being
2	Fitness	The ability to meet the demands of your environment
3	Well-being	Positive mental state of being happy and healthy

Consequences of a sedentary lifestyle - Emotional		
1	Lack of self-esteem / confidence	No endorphins released
2	Poor stress management	Stress can be relieved through exercise
3	Negative body image	Negative feelings about body shape

Consequences of a sedentary lifestyle - Physical			
1	Increased risk of Injury	5	Higher blood pressure
2	Increased risk of Coronary Heart Disease (CHD)	6	Increased risk of obesity
3	Increased risk of Type 2 diabetes	7	Poor fitness
4	Poor posture	8	Low bone density

Consequences of a sedentary lifestyle - Social		
1	Small friendship group	Lack of social interaction
2	Feeling isolated	Potential to feel isolated and not part of a community
3	Loneliness	Lack of people to talk to and interact with

Huish Episcopi Academy Year 11 BTEC PE Knowledge Organiser: A1 The Importance of Fitness for Successful Participation in Sport

Component 3. A1 Types of Sports Requiring Specific Components of Fitness

1	Aerobic Endurance	Ability to sustain activity for long periods (>30 mins)	Marathon running, cycling
2	Muscular Endurance	Ability of muscles to work repeatedly without fatigue (>30 mins)	Rowing, long-distance swimming
3	Muscular Strength	Ability to exert force	Shot put, weightlifting
4	Speed	Quick movement over a short distance	100m sprint
5	Flexibility	Range of movement around a joint	Gymnastics, martial arts
6	Body Composition	Ratio of fat to muscle	Low fat: gymnastics; High muscle: sprinting
7	Power	Explosive strength and speed combined	Basketball jump shot, gymnastics vault
8	Agility	Quick changes of direction	Netball dodging, freestyle skiing
9	Reaction Time	Quick response to stimulus	Goalkeeper save, sprint start
10	Balance	Maintain stability and posture	Yoga, beam routine in gymnastics
11	Coordination	Use of multiple body parts/equipment	Tennis (hand-eye with racquet)

Component 3. A2 Principles of Training

1	Frequency	How often sessions occur (e.g., per week)
2	Intensity	How hard you train
3	Time	Duration of training
4	Type	Method chosen to improve fitness
5	Progressive Overload	Gradually increasing demands to improve
6	Specificity	Training matches sport/goal
7	Individual Differences	Tailored to the person
8	Adaptation	Body changes due to training
9	Reversibility	Fitness lost if training stops
10	Variation	Change methods to avoid boredom
11	Rest & Recovery	Time for body to repair and adapt

Component 3. A3 Exercise Intensity and Measurement

1	Heart Rate (HR)	Measure beats per minute
2	Target Zones	Aerobic & anaerobic zones based on HR max
3	Borg Scale	RPE (6–20) × 10 ≈ HR
4	1RM / 15RM	Max reps for strength/endurance
5	Technology	HR monitors, smart watches, apps

Huish Episcopi Academy Year 11 D&T – Mechanical & Physical Properties

Mechanical properties		Physical properties	
Strength	Ability to withstand force. Eg: by resisting squashing or stretching.	Density	Compactness of a material, defined as mass per unit volume.
Elasticity	Ability to return to original shape once deforming is removed	Electrical conductivity	Ability to conduct electricity.
Plasticity	Ability to permanently deform without breaking when subjected to force.	Thermal conductivity	Ability to conduct heat.
Malleability	Ability to be permanently deformed in all directions without fracture.	Size	Dimensions of a material.
Ductility	Ability to be deformed by bending, twisting or stretching, drawn out into lengths.	Corrosion	Metal is eaten away as it reacts with oxygen and water in the air. Rust is formed through the corrosion of iron and steel.
Hardness	Ability to resist deformation, indentation or penetration.	Aesthetics	Appearance of a material.
Toughness	Ability to withstand sudden stress or shocks.	Optical	Ability to absorb or reflect light.
Brittleness	Inability to withstand sudden stress or shocks.	Joining	Ability for a material to be joined to other materials.
Durability	Ability to withstand deterioration over time.	Magnetism	Attraction to magnetic materials.
Stability	Ability to resist changes and shape over time.		
Stiffness	Ability to resist bending.		

Huish Episcopi Academy GCSE – Product Design – KO - Core Knowledge – Natural & Manufactured timbers

1. Hardwoods

1	Hardwoods	This wood comes from trees that lose their leaves during autumn.		
2	Hardwood	Trees are slow-growing and therefore less amounts are available, which makes it more expensive		
	Material	Appearance	Properties	Uses
3	Oak	Moderate brown colour with close, straight grain.	Oak is a tough and durable hardwood, it polishes well.	High quality furniture, doors, skirting and staircases.
4	Beech	Is pink-tinted, closely grained.	Is a very tough and durable material and is smooth to finish.	It is popular with products that require a hardwearing and robust material.
5	Mahogany	Is a dark red/ brown with very close grain.	It cuts and polishes easily and gives a deep finish.	Popular for furniture and cabinet making.
6	Ash	Light coloured, smooth-grained.	Durable, flexible and attractive timber.	Ideal for tool handles. It is also makes good oars, flooring, hockey sticks and rackets.
7	Balsa	White to oatmeal in colour with high silky lustre.	It is buoyant and provides very efficient insulation against heat and sound.	Used in crafts such as model aircraft.

2. Softwoods

1	Softwoods	Come from evergreen trees, possibly bearing pinecones and needles, not leaves.		
2	Softwoods	Grow quicker and in more locations. They are readily available and less expensive.		
	Material	Appearance	Properties	Uses
3	Pine	Is a pale-yellow coloured wood with darker brown grain.	It is lightweight, easy to work.	For construction and furniture products.
4	Larch	Is a darker shade with brown grain.	It is water resistant and durable.	Used for exterior cladding and boats.
5	Spruce	Light, yellowish-white to reddish-white.	It is flexible and durable.	Used for sounding boards in pianos and construction.

3. Natural timber availability

1	Stock forms	Hardwoods and softwoods are available in a variety of forms including plank, board, strip, square and dowel.
2	Sawing and seasoning	Natural timbers need to be cut at the sawmill and seasoned before use. Many are planed and cut to standard sizes ready for sale.

4. Finishes for hardwoods and softwoods

1	Surface finishes	can be aesthetic and functional. High-traffic areas like floors might require a hard-wearing and sealing finish like polyurethane, which can be oil or water based, and matt, semigloss or high gloss finish.
2	Enhancement finishes	Waxes and oils are popular to provide enhancement of the natural grain in the wood.
3	Preservative finishes	Stains and varnishes help to add colour to natural wood, and even change colours to match colour schemes. Preservatives are sometimes used to provide protection and ensure the wood is long-lasting

5. Manufactured board

1	Man-made	Like MDF, plywood and chipboard are all manufactured boards		
2	Man-made boards	Are made from wood fibres, normally collected from recycled wooden materials, bonded together with resins to form sheets.		
	Material	Appearance	Properties	Uses
3	MDF	Light brown, it has no grain.	MDF is easy to work.	It is popular for interior DIY furniture.
4	Chipboard	Is made from small 'chips' of timber bonded together	It is a strong material which will withstand pressure	Kitchen worktops can be made using chipboard with an additional veneer applied
5	Plywood	Plywood has a variety of facing layers so its appearance changes	It is made from layers of wood, bonded together at an angle of 90 degrees to increase strength and rigidity.	Sometimes, the facing layers can be high quality, e.g. birch, to provide a better aesthetic finish.

6. Finishes for manufactured boards

1	Veneers	Man-made boards like plywood are often finished depending on the visibility of the veneers.
2	Stains / Paints	MDF can be stained to match other natural woods, or it can be painted.
3	Veneers	Chipboard can look unattractive and is normally finished with a veneer e.g. a melamine layer.
4	Sprays / Varnishes	Face veneers / MDF can be finished using a spray-on lacquer or a paint-on varnish.



Huish Episcopi Academy Year 11 D&T – NEA – Research / Design Brief & Specification and Generating ideas

1. NEA – Overview		
1	Overview	In year 11 students in Product Design & Textiles undertake a coursework task set by the exam board which is worth 50% of the final grade awarded.
2	Overview	Each student is issued either a digital or hard copy (or both) of the coursework guide.
3	Overview	All the homework's set will link to the coursework – 1 page per week
4	Overview	The tasks set will take approximately 1 hour per week.
5	Overview	The NEA is worth 100 marks & will be approx. 20 pages

2. NEA – Research (10 marks)		
1	Research	Design possibilities identified and thoroughly explored, directly linked to a contextual challenge demonstrating excellent understanding of the problems/opportunities.
2	Research	A user/client has been clearly identified and is entirely relevant in all aspects to the contextual challenge and student has undertaken a comprehensive investigation of their needs and wants, with a clear explanation and justification of all aspects of these.
3	Research	Comprehensive investigation into the work of others that clearly informs ideas.
4	Research	Excellent design focus and full understanding of the impact on society including; economic and social effects.
5	Research	Extensive evidence that investigation of design possibilities has taken place throughout the project with excellent justification and understanding of possibilities identified.

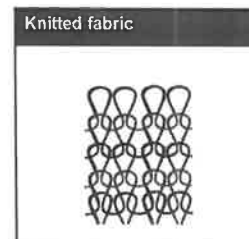
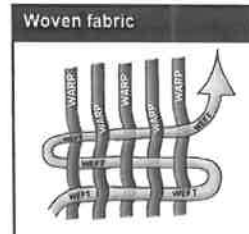
3. NEA – Design Brief & Specification (10 marks)		
1	DB & Specification	Comprehensive design brief which clearly justifies how they have considered their user/client's needs and wants and links directly to the context selected.
2	DB & Specification	Comprehensive design specification with very high level of justification linking to the needs and wants of the client/user. Fully informs subsequent design stages.

4. NEA – Generating design ideas		
1	Design ideas	Imaginative, creative and innovative ideas have been generated, fully avoiding design fixation and with full consideration of functionality, aesthetics and innovation.
2	Design ideas	Ideas have been generated, that take full account of on-going investigation that is both fully relevant and focused.
3	Design Ideas	Extensive experimentation and excellent communication is evident, using a wide range of techniques.
4	Design Ideas	Imaginative use of different design strategies for different purposes and as part of a fully integrated approach to designing.

Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core knowledge topic 1

1. Fibres and fabrics

1	Fibres and fabrics	Textiles are also called fabrics and can be natural or synthetic . There are three main ways of turning fibres into fabrics
2	Weaving	Fabric made of warp & weft yarns going under & over each other to create a non-stretchy fabric
3	Knitted	Fabric made of yarn looped together to create a stretchy fabric
4	Non-Woven	Non-woven fabrics are made from webs of fibres held together e.g. by heat, glue or by tangling the fibres under pressure
5	Blended Fabrics	Blended fabrics are made by spinning different fibres together to make a new yarn which can give you better properties. Cotton and polyester is one of the most common blended fibre, it has the advantages of cotton e.g. strong, durable, soft & comfortable and the polyester means it has the added properties of drying more quickly and be more resistant to creases.



2. Natural fibres

1	Natural fibres	Natural fibres come from plants and animals and are renewable and biodegradable			
	Fibre	Appearance	Properties	Used in these fabrics	Uses
2	Cotton	Smooth	Strong, durable, absorbent, cool to wear, creases, shrinks easily, flammable, withstands high temperatures	Denim, corduroy, calico	T.shirts, underwear, pyjamas, shirts, socks, towels, jeans
3	Wool	Soft or coarse	Warm, absorbent, crease resistant, low flammability, can shrink when washed, slow drying	Knitted fabrics, Tweed, felt	Jumpers, carpets, blankets, coats, suits, upholstery
4	Silk	Very smooth and glossy	Smooth, lightweight, lustrous surface, weak when wet, creases easily	Organza, chiffon, satin	Dresses, ties, underwear, upholstery, furnishings

3. Synthetic Fibres

1	Synthetic Fibres	Synthetic fibres are made from fossil fuels and chemicals and aren't biodegradable or from sustainable sources			
	Fibre	Appearance	Properties	Used in these fabrics	Uses
2	Elastane	Soft	Smooth, strong, very stretchy, springs back into shape, crease resistant, flammable	Lycra	Blended with other fibres for use in swimwear, sportswear, leggings, underwear
3	Polyester	Smooth	Strong, durable, crease resistant, low flammability, not absorbent	Fleece	Sportswear, clothing, bedding, raincoats, medical textiles
4	Polyamide	Can have many different finishes	Strong, hard wearing, crease resistant, not absorbent, easily damaged by sun	Nylon	Clothing, rope, swimwear, sportswear, tights

4. Textiles- tools and equipment

1	Fabric shears	Have long sharp blades to cut fabric more easily and neatly
2	Pinking shears	To cut fabric with a zig zag edge, help to prevent fabric fraying
3	Pins	Used to hold fabric together before stitching
4	Needles	Used for hand stitching, available in many different sizes for different types of fabrics and thread.
5	Measuring and marking	Pattern masters and flexible tape measures help to measure. Tailors chalk is used to mark fabric
6	Irons	Heat, pressure, and steam are used to press out creases in fabric and seams
7	Sewing machine	Speeds up sewing and produces neat, even stitches for a high-quality finish
8	Overlocker	Use to finish the edges of fabric to stop them from fraying, by trimming and closing the edge of the fabric with a casing
9	CAM – Computer aided manufacture	CAM has lots of different uses in the textiles industry, from embroidery, knitting, cutting and automated machines
10	Stock form	Stock form – Fabric is sold in standard widths e.g. 90cm/ 115cm and 150cm

5. Components and fastenings

1	Zips	Zips can be plastic or metal; some zips are fixed, and some are open-ended e.g. on jackets
2	Velcro	Comes in two half's, one with loops and on with hooks, Its hardwearing and safe on children's products
3	Toggles and buttons	Can be made from plastic, metal or wood. They are sewn on and require a buttonhole or loop to fasten
4	Press studs / poppers	Used to fasten an item that can needs to be opened and closed quickly. e.g. baby grow

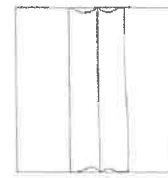
6. Seams

1	Seams are held together with stitches they need to hold fabric securely and be strong enough to stand up to the strains of the product. The common seams are Plain seam, French seam and a Flat fell seam.	
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7. Joining and shaping fabric

1	Piping	Piping can be used on seams to add decoration or to strengthen a product, it stands out from the seam adding definition
2	Quilting	Quilting uses wadding between two layers of fabric which is then stitched in a pattern. Quilting adds warmth to a product e.g. bodywarmer.
3	Gathering and pleating	Gathering and pleating use excess material to create detail, a better fit or shape to a product

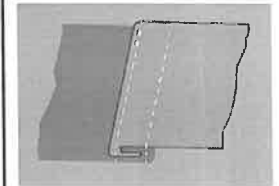
Plain (flat) seam



French seam



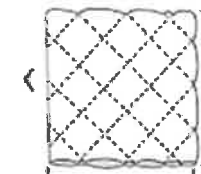
Flat fell seam



Piping



Quilting



Gathering and Pleating



Huish Episcopi Academy Year 11 - Food Preparation and Nutrition – NEA 1

1. NEA Overview		
1	NEA 1 - Overview	In year 11 students in Food preparation and nutrition undertake two coursework tasks set by the exam board which are worth 50% of the final grade awarded.
2	NEA 1 - Overview	NEA 1 – 15% of grade. NEA 2 – 35% of grade.
3	NEA 1 - Overview	Each student is issued either a digital or hard copy (or both) of the coursework guide.
4	NEA 1 - Overview	All the homework's set will link to the coursework – a schedule of where students should be can also be found on the google classroom.

2. NEA 1 Breakdown		
1	NEA 1 - Breakdown	Candidates are required to investigate and evaluate the <u>working characteristics, functional and chemical properties of ingredients</u> identified in the set tasks.
2	NEA 1 - Breakdown	Candidates are required to produce a written report of 1500–2000 words.
3	NEA 1 - Breakdown	Photographs and/or visual recordings must be provided that support a candidate's investigation.
4	NEA 1 - Breakdown	The total number of marks available for this task is 30 (15% of entire GCSE grade)

3. Research (6 marks)		
1	NEA 1 – Research	Relevant, detailed and concise research into how ingredients work and the reasons why.
2	NEA 1 – Research	Detailed explanation shows a high level of understanding of how the research has been used to inform the practical investigation.
3	NEA 1 – Research	Planned and justified a detailed investigation, related to the research with a clear and focused hypothesis or prediction.

4. Investigation (15 marks)		
1	NEA 1 – Investigation	Practical investigations show detailed and high level knowledge and understanding of how ingredients work and why with a clear link to the hypothesis or prediction.
2	NEA 1 – Investigation	A wide range of testing has been carried out to formulate the results.
3	NEA 1 – Investigation	Practical investigations are recorded and meticulously explained using methods such as: graphs, tables, charts, sensory analysis methods, labelled diagrams, annotated photographic evidence.

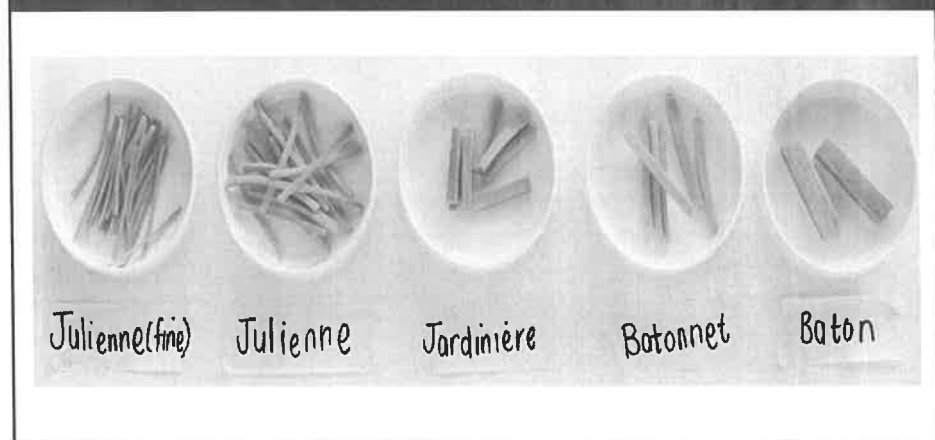
5. Analysis & Evaluation (9 marks)		
1	NEA 1 – Analysis & Evaluation	Detailed, accurate interpretation and analysis of the results with justified conclusions for all aspects of the hypothesis/investigation.
2	NEA 1 – Analysis & Evaluation	The report demonstrates an in-depth and specialist understanding of how ingredients work and why.
3	NEA 1 – Analysis & Evaluation	Detailed explanation/reflection of how the results can be applied when preparing and cooking food.
4	NEA 1 – Analysis & Evaluation	The report is communicated in a structured and coherent manner with accurate use of technical language.

Huish Episcopi Academy – Food & Nutrition Knowledge Organiser – Core Knowledge – Food Preparation Skills

1. Food Preparation Skills

1	Knife Skills	Bridge hold and claw grip are two techniques for holding and cutting fruit and vegetables when chopping and slicing.
2	Vegetables cuts	Julienne, Brunoise, Macedoine, Jardiniere – other examples see image below.
3	Aesthetics	The art of making food look good or attractive, for example by using garnishes on savoury dishes or decorations on sweet dishes.
4	Chopping Boards	Different coloured chopping boards are used for different preparation task

Diagram A - Vegetable Cuts



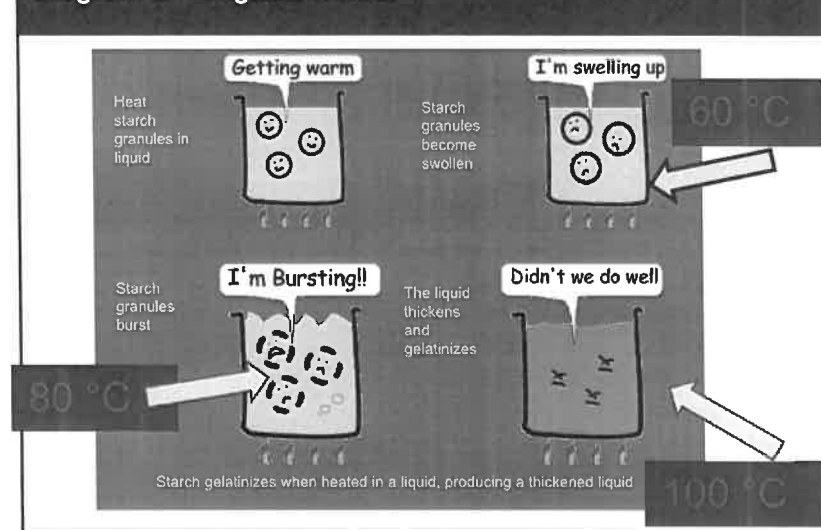
1. Food and Preparation Skills

1	Food Spoilage	Is when food loses quality and becomes inedible.
2	Water Based methods using the hob	Boiling, steaming, poaching, simmering, blanching.
3	Dry heat and fat based methods using the hob	Dry-frying, shallow frying, stir frying,
4	Using the oven	Baking, Roasting, Casseroles and tagines, Braising,
5	Using the grill	Grilling under heat, grilling over heat, barbecuing
6	Skewer	Is a long metal or wooden pin used to secure food on during cooking. It is used to hold together pieces of food.
7	Starch based sauce stages.	Take note of what happens at each temperature. Diagram C.

Diagram B – Prevent Cross Contamination



Diagram C - Vegetable Cuts



Huish Episcopi Academy Year 11 Film Studies Knowledge Organiser Component 1 Section A Rebel Without a Cause

1. GENRE	
Director	• Nicholas Ray
Year of release	1955
Studio	Warner Brothers
Star marketing	James Dean and Natalie Wood

3. Key Film Form	
Mise-en-scene – Use of the colour red in costumes	Judy's dress and lipstick symbolise at the start her desire to stand out and be noticed.
	Jim's red jacket creates a connection to this idea and also comes to symbolise danger.
	Plato later wears the red jacket. It foreshadows his death. All three central characters wear red. Teenagers standing out

2. NARRATIVE	
1. Narrative	The method and means by which you construct the events of a story into a plot
2. Narrative structure	Follows a five act structure
3. Narrative viewpoint	Teen POV. A mistrust of authority figures, parents are overtly criticized for being too weak, or too dominant, they can't win at all. But this message clearly appeals to the target audience
4. Binary Oppositions	Create conflict – key oppositions are children vs. their parents and teenagers vs. adults

4. CONTEXT	
1. Setting	Set in a suburb of Los Angeles in the early 1950s
2. 1950s	Considered the birth of the teenager
3. Teens	Young people had more money (a disposable income); products such as music, film and fashion were targeted at this group. They were powerful consumers and therefore a powerful 'voice' in consumerist America.
4. Opportunities	Better education, which led them to question the world.
5. Politics	It was a time of peace, so young men were not at war, a confusing era for young men who could not identify with their war time fathers or have a war to fight and prove themselves.
6. Society	This new social group was considered by some as threatening, unruly and out of control, the film reflected and responded to this concern.
7. Representation	This film offers a sympathetic representation of teenagers, blaming the parents for their delinquency.
8. Rights	More people were speaking out against inequality and civil rights in this time. The film demonstrated the desire for young people to do the right thing. Jim wants to confess and desires justice, it is the older generation that get in the way of this, and they do not listen

Huish Episcopi Academy Year 11 Business GCSE Knowledge Organiser – Theme 1 Unit 3

Theme 1.3 Putting a business idea into practice			
Key word	Definition	Key word	Definition
Market share	The proportion of sales in a market that are taken by one business	Insolvent	A business that is unable to pay its debts and/or owes more money than it is owed
Profit	The amount of revenue left over once costs have been deducted	Trade credit	A credit arrangement that is offered only to businesses by suppliers
Social objectives	Likely to be non-financial, such as to reduce the carbon emissions of a business or improve the quality of life for a local community	Overdraft	A facility offered by a bank that allows an account holder to borrow money at short notice
Income statement	A financial statement showing the amount of money earned and spent in a particular period and resulting profit and loss	Asset	Any item of value that a business owns, such as its machinery or premises
Credit	The amount of money that a financial institution or supplier will allow a business to use, which it must pay back in the future at an agreed time	Venture capital	Money to invest in a business is sourced from individuals, or groups of people, who wish to invest their own money into new businesses
Stakeholder	Anyone who has an interest in the activities of a business, such as its workers, its suppliers, the local community and the government	Return on investment	The amount of money that an investor gets back in return for investing a business
Break-even point	The point where revenue received meets all of the costs of the business	Shareholders	Investors who are part-owners of a company
Trade credit	A credit arrangement that is offered only to businesses by suppliers	Share capital	Money to invest in a business is raised by the business issuing shares that it then sells to those who wish to invest in the company
Overheads	Fixed costs that come from running an office, shop or factory, which are not affected by the number of specific products or services that are sold	Retained profit	Money that a business keeps, rather than paying out to its shareholders

Huish Episcopi Academy Year 11 Psychology Knowledge Organiser - Brain and Neuropsychology

Brain and Neuropsychology – Key terms

1	Autonomic functions	Bodily processes that happen without our conscious control – such as breathing, digestion and heart rate.
2	Autonomic nervous system (ANS)	The part of the peripheral nervous system that is responsible for autonomic function. It helps to maintain homeostasis (balanced).
3	Brain stem	At the base of the brain, this is the part that is connected to the spinal cord and controls messages between the brain and the rest of the body. It also controls bodily functions such as breathing and heart rate.
4	Central Nervous System	Consists of the brain and spinal cord and acts as the body's processing centre.
5	Cerebellum	A small, wrinkled structure at the base of the brain above the spinal cord. Important for motor skills such as movement, coordination and balance.
6	Cognitive neuroscience	The scientific study of the ways in which cognitive processes (thinking, memory, learning) and the biological structures of the brain and the nervous system work together.
7	Cortex	The outer layer of the brain where higher cognitive functions, such as speech, thinking and emotions, occur.

Brain and Neuropsychology – Key Terms

8	CT Scan	A non-invasive, imaging machine scans the body or the brain using a series of X-rays and then creates a detailed 3D image.
9	Episodic memory	Recollections of personal experiences or events (may include feelings as well as recall of what took place).
10	Fight or Flight	An automatic physiological reaction to actual or perceived threats. Triggers the ANS to release adrenalin and the body to take a number of steps so that an individual is ready for action.
11	fMRI scan (functional magnetic resonance imaging)	A non-invasive, imaging machine that scans the brain using radio waves. It measures blood oxygen levels and magnetic activity in order to show which parts of the brain are most active.
12	Frontal Lobe	One of the four major lobes of the cerebral cortex, the frontal lobe is at the front of the brain. Viewed as the brain's behaviour and emotional control centre; controls cognitive processes such as thought and memory and manages emotions and personality.
13	Inhibition	A neurotransmitter decreasing the likelihood that the next neuron will fire an electrical impulse.
14	Interpretive cortex	Area of the brain where memories, or our interpretations of them, are stored.
15	Language areas (of the brain)	Particular areas of the brain that carry out various functions that allow us to use and understand spoken and written words. Includes Wernicke's area in the temporal lobe and Broca's area in the frontal lobe.

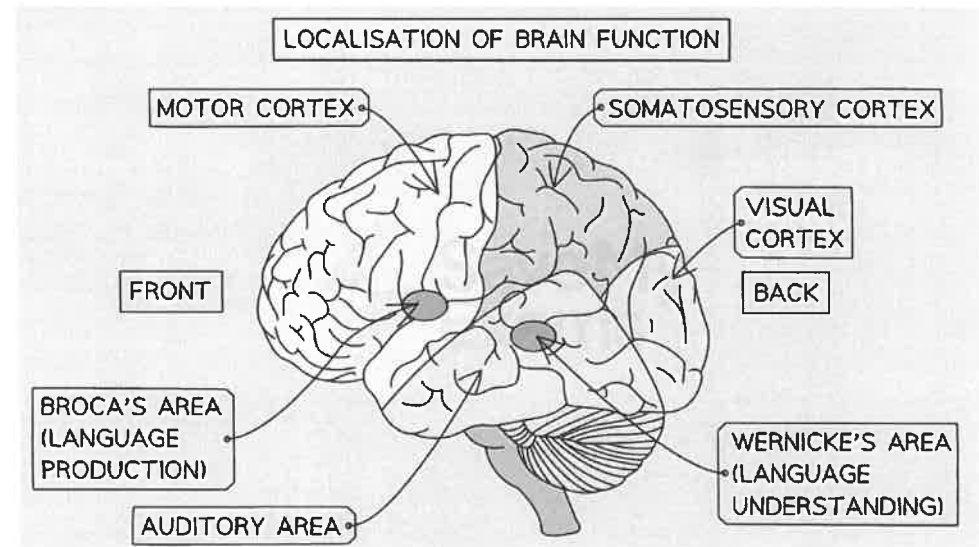
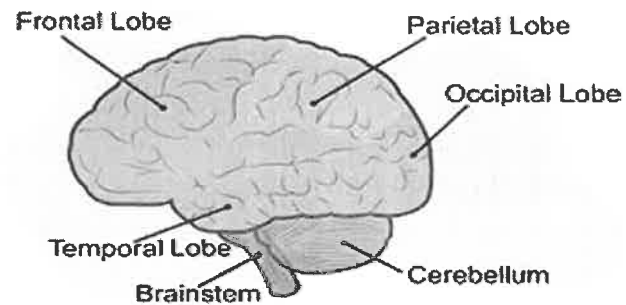
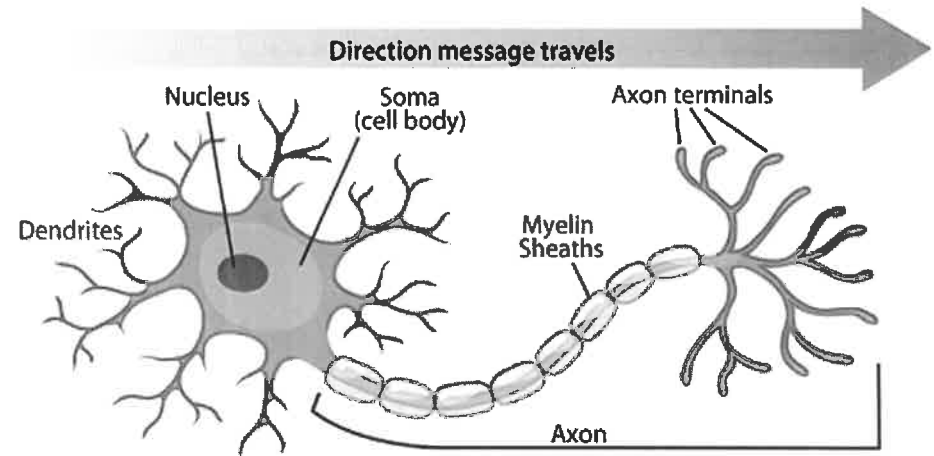
Brain and Neuropsychology – Key Terms

16	Localised function	Different areas of the brain that are responsible for specific behaviours or functions.
17	Motor area (of the brain)	A particular area of the brain that carries out various functions that allow us to plan, control and carry out different movements.
18	Motor neuron	Nerve cells that carry messages from the CNS to the muscles to make them move.
19	Neurological damage	Damage or impairment to the nervous system that affects the ability of the brain, spinal column and nerves to function properly. Resulting in changes in behaviour and/or loss of function.
20	Neuronal growth	When a neuron frequently links with others and results in change or development in one or both of the neurons.
21	Neuron	A particular type of nerve cell that is involved in generating and transmitting electrical impulses from the body to the brain and back to the body. They are the basic building blocks of the nervous system.
22	Neurotransmitters	A brain chemical that transmits messages between neurons when it is released across the synaptic cleft by one neuron, and picked up by the next neuron. Can cause excitation (firing) or inhibition (not firing)
23	Occipital Lobe	One of the four major lobes of the cerebral cortex, the occipital lobe is at the back of the brain and is where visual information is processed.

Brain and Neuropsychology – Key Terms

24	Parietal lobe	One of the four major lobes of the cerebral cortex, the parietal lobe is at the top of the brain and is responsible for processing sensations such as touch, temperature and pain. It is also responsible for integrating information from other areas to form complex behaviours.
25	Peripheral nervous system (PNS)	A system of nerve fibres that connects the central nervous system (CNS) and the rest of the body. It is made up of the sympathetic nervous system (SNS) and the autonomic nervous system (ANS).
26	PET Scan	An imaging test that measures the activity of cells in different parts of the body by detecting a radioactive dye which is absorbed by tissue and organs after being injected or swallowed.
27	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.
28	Sensory Neuron	A nerve cell that picks up information from the environment via sense receptors, like the skin, and carries it to the central nervous system (CNS).
29	Somatic nervous system (SNS)	A system of sensory and motor neurons that run to and from the spinal cord and relay sensory information to and from the central nervous system (CNS). Also controls voluntary movements.
30	Somatosensory area (of the brain)	An area of the parietal lobe that is involved with the perception of touch, pain, pressure, etc.
31	Stroke	A sudden interruption to the blood supply in a part of the brain that is caused by a blockage of a blood vessel leading to part of the brain or by bleeding into the brain.

Brain and Neuropsychology – Key Terms		
32	Synapse	The small gap between two neurons that allows signals to pass between them.
33	Synaptic transmission	Messages are passed from one neuron to another by sending neurotransmitters across the synaptic gap so that they can be picked up by the receptors on the next neuron.
34	Temporal lobe	One of the four major lobes of the cerebral cortex, the temporal lobe is an area of the brain that is responsible for things such as comprehension and creation of spoken language.
35	Thalamus	The part of the brain that relays sensory information to the cerebral cortex and regulates consciousness and alertness.



2.4 Boolean logic

1	AND Gate	Outputs 1 only if both inputs are 1.
2	OR Gate	Outputs 1 if at least one input is 1.
3	NOT Gate	Outputs the opposite of the input (1 becomes 0, and vice versa).
4	Truth Tables	Show all possible input combinations and their outputs for a logic gate or circuit.
5	Logic Circuits	Diagrams that show how logic gates are connected to process inputs.
6	Combining Gates	You can combine AND, OR, and NOT gates to create more complex logic circuits.
7	Boolean Expressions	Use symbols to represent logic:

2.5 Programming languages and integrated development environments

1	Compiler	Translates all code at once into machine code. Runs faster but harder to debug.
2	Interpreter	Translates and runs code line by line. Easier to find errors but slower.
3	Assembler	Converts assembly language into machine code.
4	Integrated Development Environment (IDE)	Software that helps programmers write and test code.
5	Editor	Where you write code.
6	Error Diagnostics	Shows mistakes in your code.
7	Debugger	Helps find and fix errors.
8	Translator	Converts code into machine-readable form.
9	Auto-complete	Suggests code as you type.
10	Run-time Environment	Lets you run and test your code.



Huish Episcopi Academy Year 11 Health and Social Care Knowledge Organiser Autumn One Component Three

A Component 3 Factors affecting health and wellbeing			E Component 3 Factors affecting health and wellbeing		
1	predisposition	a tendency to develop a particular condition or disease based on genetic or environmental factors.	1	nutrition	The process of obtaining the food necessary for health and growth.
2	cardiovascular disease	a class of diseases that involve the heart or blood vessels, often linked to poor diet, lack of exercise, and smoking.	2	exercise	Physical activity intended to improve strength, fitness, or overall health.
3	obesity	a medical condition characterized by excessive body fat, often measured by body mass index (BMI).	3	data interpretation	The process of analysing and making sense of data to draw conclusions.
4	blood pressure	the force of circulating blood against the walls of blood vessels.	4	lifestyle factors	Behaviours and habits that influence overall health and well-being.
5	BMI	a numerical value derived from height and weight.	5	physical activity	Any movement that requires energy expenditure, contributing to fitness and health.
B Component 3 Factors affecting health and wellbeing			F Component 3 Factors affecting health and wellbeing		
1	diabetes type 2	a chronic condition that affects how body processes blood sugar often associated with obesity and a sedentary lifestyle.	1	relationships	Connections between individuals, often characterized by emotional and social interactions.
2	sickle cell disease	a genetic blood disorder characterized by red blood cells that are shaped like a sickle, leading to various health complications.	2	isolation	The state of being separated from others, which can affect mental and emotional health.
3	psychological	relating to the mind or mental processes.	3	bullying	Repeated aggressive behaviour intended to hurt or intimidate others.
4	addictive behaviours	actions that are compulsive and harmful, leading to dependence on substances.	4	inactivity	A lack of physical movement or exercise, leading to health issues.
5	anxiety	a mental health condition characterized by excessive worry, fear, or unease, often affecting daily functioning.	5	smoking	The act of inhaling and exhaling the smoke of burning tobacco, linked to various health risks.
C Component 3 Factors affecting health and wellbeing					
1	stress	a mental or emotional strain resulting from challenging or adverse situations.			
2	physical disabilities	limitations on a person's physical functioning due to injury, illness, or congenital conditions.			
3	sensory impairments	conditions that affect one or more of the senses (sight, hearing, touch, taste, smell).			
4	significance	the importance or meaning of something, often in relation to its impact or consequences.			
5	published guidelines	official recommendations or protocols that provide direction for best practices in healthcare.			