



Knowledge Organisers

Year 10

Summer Term A

Name:
Tutor Group:

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

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



Huish Episcopi Academy

The best in everyone™

Part of the Learning

1. Context		Year 10 English Lit MACBETH Knowledge Organiser	
Playwright: Shakespeare (April 23rd 1564-April 23rd1616) Dates: written around 1606 Published: in 'the First Folio, 1623 Era: Jacobean Genre: Tragedy = <i>A play ending with the suffering and death of the main character.</i> Set: Scotland, Structure: Five Act Play	Macbeth. The plot is partly based on fact. Macbeth was a real 11th Century king who reigned Scotland from 1040-1057. The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics. King James I of England (and VI of Scotland) 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. The Great Chain of Being 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)	2. Key Characters Macbeth: 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. Lady Macbeth: 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. The Witches / Weird Sisters: Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient. Banquo: 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. Duncan: 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. Macduff: 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" . Malcolm: Duncan's son and next in line to the throne. He is described as a good man in the play.	4. Key Vocabulary Ambition A desire to achieve something e.g. Macbeth and kingship Hubris Having excessive pride or self-confidence Tyrant A ruler who rules through fear and violence Corrupt Acting dishonestly <i>OR</i> being in a state of decay Patriarchal A society where power is in the hands of men Duplicitious Lying and being false. Two-faced. Deceitful Façade A false front, mask or illusion. Hiding one's true feelings Prescient Having knowledge of things before they happen – the witches Nihilistic The belief that everything is meaningless Courageous Being very brave Supernatural Things that are not a part of the natural world Fate Events being already decided and out of a person's control Treachery Betraying someone's trust Regicide The killing of a king
3. Central Themes Ambition 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. Kingship and Tyranny 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. Order and Disorder 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. Appearance and Reality 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.	5. Key Terminology, Symbols and Devices Motif A recurring image or idea that has symbolic importance. The best example in Macbeth would be blood. Soliloquy When a character is alone on stage and speaks their thoughts aloud to themselves. Iambic Pentameter 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" Foreshadowing When a hint or warning is given about a later event. Dramatic Irony When a character is unaware of something that the audience is aware of, so they don't know the full significance of their words. Symbolism When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural. Aside When a character pauses in a conversation to speak only to the audience or another character, unheard by the rest.		



Huish Episcopi Academy
The best in learning

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



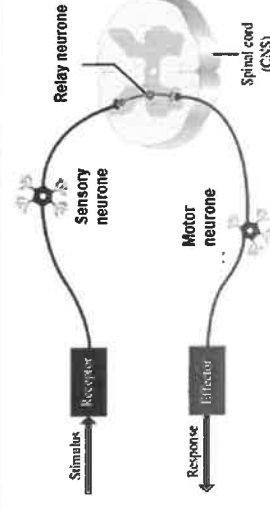
Huish Episcopi Academy Year 10 Biology Knowledge Organiser B5 Homeostasis

1. NERVOUS SYSTEM		
1	Homeostasis	Regulation of internal conditions
2	Central nervous system	Made up of the brain and spinal cord
3	Synapse	Gap between two neurones
4	Effector	Muscle or gland that brings about a response to a stimulus
5	Motor neurone	Nerve cell that transmits impulses from the central nervous system to effectors
6	Neurotransmitter	Chemical released at a synapse which diffuses across it to generate an impulse in the next neurone
7	Receptors	Specialised cells that detect a stimulus
8	Relay neurone	Nerve cell in the central nervous system that passes the impulse from sensory neurone to motor neurone
9	Sensory neurone	Nerve cell that carries an electrical impulse from receptors to the central nervous system

3. ENDOCRINE SYSTEM		
1	Hormone	Chemical messenger that brings about an effect.
2	Endocrine system	System of glands throughout the body that release hormones
3	Diabetes	Disease in which the body cannot regulate blood glucose levels
4	Fertilisation	Egg and sperm join
5	Menstruation	Shedding of uterus lining
6	Ovulation	Egg released from the ovary
7	Glycogen	Storage molecule made of many glucose molecules joined together
8	Insulin	Hormone produced by the pancreas in response to a rise in blood glucose level
9	Contraceptive	A method of preventing pregnancy. Two main types are hormonal and non-hormonal

2. HIGHER TIER VOCAB (COMBINED AND TRIPLE)		
1	Glucagon	Hormone produced by the pancreas in response to a drop in blood glucose levels
2	Thyroxine	Hormone that stimulates the basal metabolic rate. Important in growth and development
3	Adrenaline	Hormone produced in times of fear or stress. Increases heart rate and prepares you for fight or flight

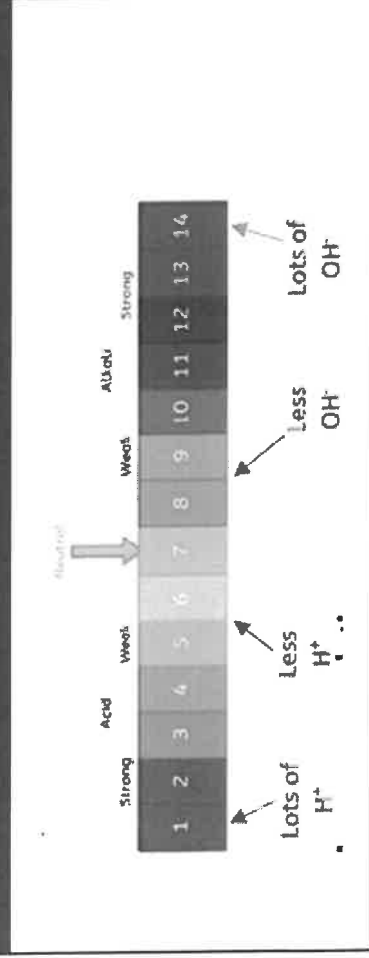
REFLEX ARC



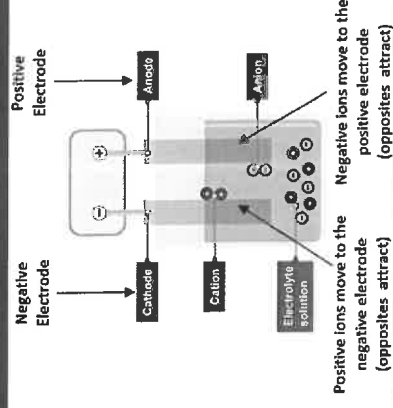
1. ACIDS AND ALKALIS	
1	Acids
2	Base
3	Alkalis
4	Neutral
5	Neutralisation
6	Indicator
7	Crystallisation
8	Strong/weak acid (HT only)
9	Concentration (HT only)

2. ELECTROLYSIS	
1	Electrolysis
2	Electrolyte
3	Aqueous
4	Oxidation
5	Reduction
6	Anode
7	Cathode
8	Anion
9	Redox
10	Cryolite

pH SCALE



ELECTROLYSIS CELL



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:

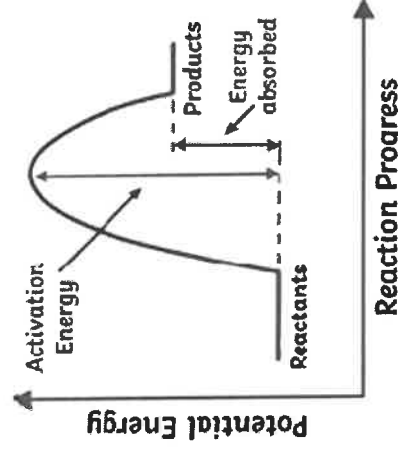
- Energy is **absorbed** in order to **break** bonds in the reactants
- Energy is **released** when bonds are **made** in the products.



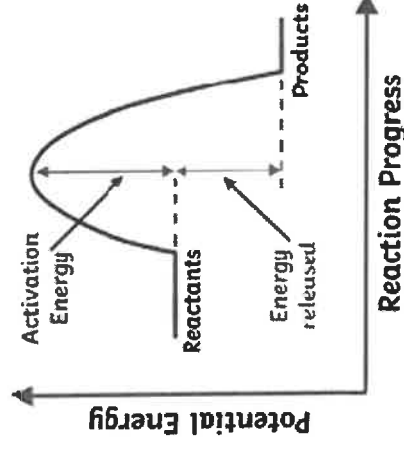
Bond energy = the amount of energy that is released when a bond is made or that is needed to break a bond

Energy Level Diagrams

Endothermic:



Exothermic:



Calculating energy changes (HT)

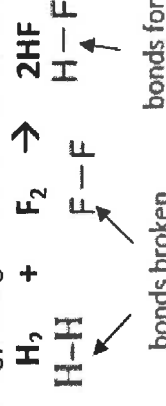
Overall energy change = difference between energy needed to break bonds and the energy released when bonds formed.

To calculate energy change :

Energy change = bonds broken – bonds formed

To calculate energy change :

Energy change = bonds broken – bonds formed



Bond	Bond Energy / kJ mol ⁻¹
F—F	158
H—H	436
H—F	568

Bonds broken =
436 + 158
593

Bonds formed
2 x 568
1136

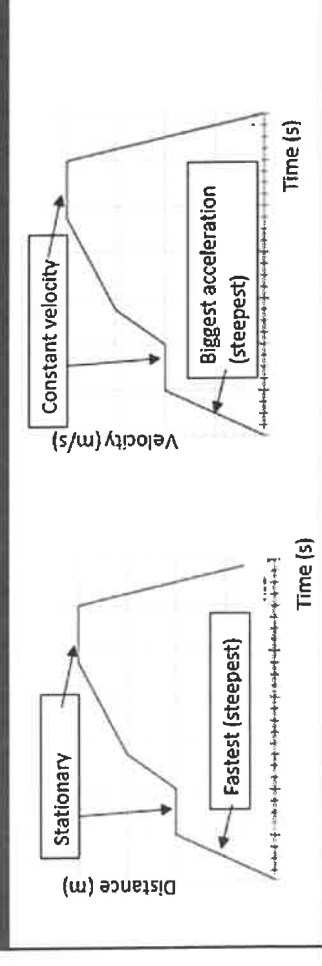
**Overall energy change = 593 – 1136
= -543 kJ/mol Exothermic**

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 m/s^2
10	Terminal velocity	When air resistance and weight are equal, no resultant force acts so object reaches a constant velocity

HALF LIFE



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)

Huish Episcopi Academy Year 10 History Knowledge Organiser – Threats to the Weimar Republic, 1918-1923

Key Terms	
1	Alsace-Lorraine
2	Land given to France under the Treaty of Versailles
3	Posen
4	Agricultural land given to Poland under the Treaty of Versailles
5	Article 231
6	War Guilt Clause
7	Dolchstoß
8	Stab in the back myth
9	Emergency presidential power
10	Industrial heartland of Germany
11	Ex-soldiers who formed an unofficial army
12	Freikorps
13	Takeover
14	Putsch
15	Nazi Party Army
16	SA/Brownshirt
Key evidence	
1	750,000 deaths
2	From starvation due to British Naval Blockade
3	\$39 billion
4	Money spent on WW1
5	40%
6	Decrease in agricultural and industrial production due to WW1
7	100,000 soldiers
8	Army limit set by Versailles
9	13%
10	Land loss under Versailles
11	Lost to other nations under Versailles
12	6 million people
13	Reparations
14	£6.6 billion

Key Dates	
1	Nov 1918
2	Kaiser abdicates and armistice is signed
3	Jan 1919
4	Spartacist Uprising
5	June 1919
6	Treaty of Versailles is signed
7	March 1920
8	Kapp Putsch
9	Jan 1923
10	Invasion of the Ruhr
11	Jan-Nov 1923
12	Hyperinflation
13	Sep 1923
14	Passive resistance ended
15	Nov 1923
16	Munich Putsch
Key People	
1	Friedrich Ebert
2	Weimar Republic's first president
3	Rosa Luxemburg
4	Leader of the Spartacists
5	Karl Liebknecht
6	Leader of the Spartacists
7	Wolfgang Kapp
8	Rightwing politician
9	General Ludendorff
10	WW1 national hero
11	Commissar Kahr
12	Prime Minister of Bavaria

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

The Hydrological Cycle		River Processes	
1	Hydrological cycle	1	Erosion
	Movement of water between the atmosphere land and oceans		Material is removed from the river bed and banks
2	Precipitation	2	Transportation
	Water droplets fall as rain, snow, hail or sleet		Sediment is moved by the river current
3	Transpiration	3	Deposition
	Evaporation from plants and trees		Sediment is dropped by the river when it loses energy
4	Infiltration	4	Attrition
	When water sinks into the ground		Rocks collide and become smaller
5	Throughflow	5	Abrasion
	When water travels through the soil		Rocks scrape along the bed and banks
6	Groundwater	6	Hydraulic action
	Water which is stored underground in rock		The force of the water, forces air into cracks
7	Permeable	7	Solution
	Rocks which allow water to sink into them		Soluble particles are dissolved
8	Impermeable	8	Suspension
	Rocks which do not allow water to sink into them		Small material floats
9	Saturated	9	Traction
	When soil is full of water		Large material rolls
10	Interception	10	Solution
	When leaves on trees stop water from reaching the ground		Very small material is dissolved
River landforms		11	Saltation
			Medium sized material bounces
River landforms		River flooding	
1	Upper course	1	Urbanisation
	The top of the river in highland		When fields are covered with urban surfaces
2	Waterfall	2	Deforestation
	A drop when rivers flow over hard and soft rock		Cutting down trees
3	V-Shaped valley	3	Hard engineering
	The shape of the valley in the upper course		Man-made structures built to stop flooding
4	Meander	4	Soft engineering
	A bend in the river		Natural approaches to stop flooding
5	Ox Bow lake	5	Dams
	When a bend is cut off a meander		Large walls which block a rivers flow
6	Levee	6	Dredging
	Natural banks on the side of the river		Removing sediment to make the river deeper
7	Floodplain	7	Afforestation
	The flat land beside of the river that floods		Planting trees
8	Estuary	8	Flood plain zoning
	Where the river meets the sea		Using land next to the river for recreation or grazing

1		
1	debate (m)*	debate
2	diseño (m)*	design
3	drama (m)*	drama
4	faltar*	to be missing, to lack
5	resolver*	to solve, resolve
6	traducir*	to translate
7	complejo*	complex complicated
8	pesado*	heavy, boring, annoying
9	salvo*	except for, but
10	arte (m)	art
11	asignatura (f)	subject
12	ciencias (f pl)	science
13	club (m)	club, society
14	deberes (mpl)	homework
15	dibujo (m)	drawing
16	éxito (m)	success
17	fecha (f)	date
18	historia (f)	history, story
19	horario (m)	timetable, schedule
20	lengua (f)	tongue, language
21	matemáticas (f pl)	maths
22	religión (f)	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	ver – to see
I	iba	era	veía
You	ibas	eras	veías
he/she	iba	era	veía
we	íbamos	éramos	veíamos
you (pl)	ibais	erais	veíais
they	iban	eran	veían

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

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

2	material (m)*	material
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(se)	to cut (oneself)
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
I	-é	-í
you	-aste	-iste
he/she	-ó	-ió
we	-amos	-imos
you (pl)	-asteis	-isteis
they	-aron	-ieron

Key irregular verbs - preterite tense		
	hacer -to do	ir - to go
I	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	
goûter*	to try, taste
goût (m)*	taste
aigre *	sour
savoureux*	tasty
sucré*	sweet, sugary
boire	to drink
manger	to eat
prendre	to take (have)
faim (f)	hunger
frites (fpl)	chips, fries
fromage (m)	cheese
fruit (m)	fruit
lait (m)	milk
légumes (mpl)	vegetables
œuf (m)	egg
pain (m)	bread
pâtes (mpl)	pasta
poisson (m)	fish
riz (m)	rice
recette (f)	recipe
soif (f)	thirst
viande (f)	meat
bon	good
bonne	good
délicieux	delicious
sec (m)	dry
sucré	sugary
léger	light

2. j'en mange assez	
Plein de	Full of
tant* de	so much, many of
les* (DOP)	them
en* (DOP)	of it, them, about it, them
café (m)	coffee, coffee house, café
déjeuner (m)	lunch
eau (f)	water
gâteau	cake
glace (f)	ice cream
petit déjeuner (m)	breakfast
thé (m)	tea
allergique à	allergic to
végan	vegan
végétarien	vegetarian
assez de	enough of
beaucoup de	lots of
moins de	less of
plus de	more of
trop de	too much of
un peu de	a bit of
le, la (DOP)	it

3. Au restaurant	
accueillir*	to welcome
désirer*	to desire
addition* (f)	bill
assiette* (f)	plate
boisson* (f)	drink
bouteille* (f)	bottle
bouteau* (m)	knife
cuillère* (f)	spoon
espèce* (f)	species, type, cash
fourchette* (f)	fork
plat* (m) principal	main course
verre* (m)	glass
choisir	to choose
recommander	to recommend
réserver	to reserve, book
payer	to pay
coin (m)	corner
carte (f)	card, map, credit card, menu
entrée (f)	entrance, starter
produit (m)	product
service (m)	service
bon appétit !	enjoy your meal!
inclus	included
désolé	sorry
là-bas	over there
sans	without
voici	here
vous (DOP)	(to) you (pl, formal)

Faire des achats	
profiter*	to profit, take advantage, enjoy
soutenir*	to support
achat* (m)	purchase
pièce (f)	coin (play, room)
disponible*	available
comparer	to compare
conduire	to drive
emporter	to take away, remove
perdre	to lose
remplacer	to replace
courses (mpl)	shopping
fastfood (m)	fastfood restaurant
offre (m)	offer
produit (m)	product
qualité (f)	quality
quantité (f)	quantity
restes (mpl)	leftovers
saison (f)	season
efficace	efficient
haut	high
frais, fraîche	fresh
local	local
spécial	special
à cause de	because of
en raison de	because of
grâce à	thanks to

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	
tête (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..I (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 10 German Knowledge Organiser – gesund leben (living healthily)

Bist du sportlich? - Are you sporty?			Isst du gesund? - Do you eat healthily?		
1	Ich treibe Sport	My brother, who is called (Stefan),	1	die wichtigste Mahlzeit des Tages	The most important meal of the day
2	Ich mache Leichtathletik	My sister, who is called (Suzi)	2	zum Frühstück esse ich...	For breakfast I eat...
3	Ich fahre Ski/Ich fahre Rad	My.... Who are called (Sizu and Stefan)	3	am Sonntag esse ich meistens...	On Sundays I mostly eat...
4	Ich gehe wandern/schwimmen/laufen	(he/she) has	4	Zum Mittagessen esse ich...	For lunch I eat...
5	Ich spiele Fußball/Handball	(they) have	5	...eine Vorspeise	... a starter
6	regelmäßig	Regularly	6	...ein Hauptgericht	...a main dish
7	häufig	Often/frequently	7	...einen Nachtisch	...a pudding/dessert
8	selten	Rarely	8	Kaffee und Kuchen	Coffee and cake
9	Ich gehe schwimmen am liebsten	I like going swimming the most	9	Meine Lieblingsmahlzeit ist das Abendessen	My favourite meal is dinner
10	Ich spiele (nicht) gern Tennis	I like playing tennis (must be with verb!)	10	Ich nehme mir Zeit...	I take/make time....
11	Ich mag... / ...gefällt mir	I like...	11	...um in Ruhe zu essen	(in order) to eat in peace/quiet
12	Mein Lieblingssport ist...	My favourite subject is...	12	...um mich zu entspannen	(in order) to relax
13	ins Schwimmbad gehen	The swimming pool	13	gutes Brot mit Butter/Honig	Good bread with butter/honey
14	ins Hallenbad/Freibad gehen	The indoor pool	14	Wurst und Käse	Sausage and cheese
15	ins Fitnessstudio gehen	Go to the gym	15	Wiener Schnitzel mit Pommes	Thin, breaded pan-fried cutlet with chips
16	um fit zu bleiben	To stay fit/to keep fit	16	Obst und Gemüse	Fruit and vegetables
17	um frische Luft zu schnappen	To get fresh air	17	ein Ei, Spiegelei	An egg; fried egg
Im Restaurant- in the Restaurant			18	Etwas Süßes	Something sweet
1	Wie kann ich Ihnen helfen?	How can I help you?	[a] Was will ich ändern? = What do I want to change?		
2	Mein Glas/Teller/Messer ist schmutzig	My glass/plate/knife is dirty	1	Ich bewege mich nicht genug	I don't do enough exercise
3	Ich habe keinen Löffel/keine Gabel	I have no spoon/fork	2	Ich kann mich nicht gut konzentrieren	I can't concentrate well
4	Das Essen ist zu kalt/heiß	The food is too cold/hot	3	Ich verbringe zu viel Zeit auf meinem Handy	I spend too much time on my phone
5	Kann ich bitte bezahlen?	Can I pay please?	4	Ich fühle mich nicht wohl	I don't feel well
6	Kann ich die Rechnung haben?	Can I have the bill?	5	Ich sitze vor dem Bildschirm	I sit in front of a/the screen
7	Bargeld/Karte	Cash/card	6	Ich schlafe nicht genug	I don't sleep enough

Huish Episcopi Academy Year 10 German Knowledge Organiser – gesund leben (living healthily)

Was will ich ändern [b]? = What do I want to change? [b] zu clauses

1	Ich versuche,...zu...	I try/am trying to...
2	Ich habe vor, ... zu...	I intend to...
3	Ich beschließe, ...zu...	I spend too much time on my phone
4	Ich entscheide (mich),...zu...	I don't feel well
5	Ich plane,...zu...	I sit in front of a/the screen

Es geht mir nicht gut – I don't feel well

1	Ich habe Kopfschmerzen	I have a headache
2	Mein Arm tut weh	My arm hurts (singular)
3	Meine Augen tun weh	My eyes hurt (plural)
4	Ich habe mir (das Bein) verletzt	I injured my (leg)
5	Ich habe mir (das Bein) gebrochen	I broke my (leg)
6	beim Fitnesstraining/Skifahren	While training/skiing
7	Ich hatte einen Unfall	I had an accident
8	Ich musste ins Krankenhaus gehen	I had to go to hospital
9	Ich durfte keinen Sport treiben	I wasn't allowed to do sport
10	Jetzt ist es wieder gut	Now it is good/better again
11	Arzt/Ärztin	Doctor (m/f)
12	Was ist los?	What's up?/What's the problem?
13	Wie ist das passiert?	How did it/that happen?
14	Sie müssen im Bett bleiben	You must stay in bed
15	zum Zahnarzt gehen	go to the dentist
16	diese Medizin/dieses Arzneimittel nehmen	take this medicine/pharmaceutical drug

Die geistige Gesundheit – Mental Health

1	Es ist nötig, (aktiv zu sein)	It is necessary (to be active)
2	Es ist wichtig, (die Hoffnung nicht aufzugeben)	It is important (not to give up hope)
3	Es ist sinnvoll, (über Probleme zu sprechen)	It is sensible (to talk about problems)
4	Ich bin gestresst/traurig/müde	I am stressed/sad/tired
5	Ich habe wenig Energie	I have little energy
6	Wenn ich (...) hätte,	If I had...,
7	Wenn ich (...) wäre,	If I were...,
8	...,würde ich mich besser konzentrieren	...I would concentrate more
9	..würde ich glücklicher sein	...I would be happier
10	..würde ich mich besser fühlen	...I would feel better
11	draußen	outside/outdoors

Persönliche Werte – Personal values

1	eine positive Einstellung zum Leben	A positive attitude to life
2	einen Lebensziel haben	To have a life goal
3	Erfolg haben	To have success
4	das Wichtigste	the most important thing
5	(...) ist/sind mir wichtig	(...) is/are important to me
6	Freundschaften	friendships
7	(f) Karriere	Career
8	ich habe beschlossen,...zu...	I have decided to...
9	Ich habe versucht, ...zu...	I have tried to...



Huish Episcopi Academy Year 10 BTEC Music Knowledge Organiser - Component 2 Key Terms

Key terms for use in Component 2		
Professional skills		
1	Time Management	The act of planning and managing time effectively
2	Self Discipline	The ability to control your behaviour to achieve goals
3	Collaboration	Working with others
4	Health & Safety	Regulations and procedures in place to ensure a safe working environment
5	Skills Audit	Assessment of current skills and knowledge
6	Target Setting	Making specific, achievable goals to be measured over time
7	Practice Regime	A regular, followed plan to improve your practical skills
8	Evaluation	Assessment of the success of you work / progress
Performance terms		
9	Intonation	Playing / singing in tune
10	Timing	Playing / singing in time
11	Phrasing	The shaping of the music
12	Expression	Performing with the appropriate dynamics, articulation and emotion
13	Stage Presence	The ability to command / engage an audience
14	Technical Exercises	Exercises designed to improve technique and dexterity (skill) such as scales and arpeggios.

Huish Episcopi Academy Year 10 BTEC Music Knowledge Organiser - Component 2 Key Terms

Key terms for use in Component 2		
Composing terms		
15	Creating Contrasting	Changing / differing sections within a piece through use of the musical elements
16	Development	Ideas are adjusted or extended to avoid too much repetition
17	Melody	The main tune / theme of the piece
18	Harmony	The accompanying notes which complement the melody
19	Rhythm	The note durations and how they are organised
20	Form	The overall structure of the piece (ABA, Verse-Chorus etc)
Production terms		
21	Automation	Automatically performing tasks over time within a DAW, e.g. follow dynamic markings, tempo changes, panning etc.
22	Panning	The placement of sounds within the stereo field e.g. left, right, central
23	EQ	Equalisation – adjusting the levels of frequencies within music to achieve clear, balanced sounds.
24	Compression	A tool which controls the dynamic range of the piece.
25	Reverb	Simulated reverberation of sound, making the music sound like it is a space
26	Delay	Time based audio effect which plays the sample back after a certain amount of time
27	Mixing	The process of refining individual parts to get the correct sonic balance of sounds.
28	Exporting	Downloading music from a DAW into an audio format such as mp3 or wav files.

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 Physical Education Knowledge Organiser 1.2 Physical Training

Types of Training	
1	Interval Training that involves set periods of work followed by set periods of rest
2	High Intensity Interval Training (HIIT) Short bursts of extreme effort with even shorter rest periods
3	Continuous Exercising for a sustained period of time without rest
4	Fartlek Continuous training with varying speed
5	Circuit A series of stations performed one after the other with a rest in between
6	Weight Exercises organised into sets of repetitions
7	Plyometric Takes the form of bounding, hopping or jumping

FITT Principle	
1	Frequency How many sessions per week are performed
2	Intensity How hard the sessions are
3	Time How long the sessions, intervals or sets are
4	Type The method of training used

Principles of Training (SPOR)	
1	Specificity Relevant to the sport, muscles or energy system used
2	Progression Training demands gradually increase over time
3	Overload The gradual increase of stress placed upon the body
4	Reversibility Training must be maintained

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1 C3: Organisation and Demonstration of a Warm-Up

UNIT NUMBER 1.1: Space – Area Used	
1	Ensuring enough space for all participants to move safely.
2	Avoiding hazards to prevent injuries.
3	Adapting space based on participant numbers and activities.

UNIT NUMBER 1.4: Demonstration	
1	Providing clear, visible demonstrations of exercises.
2	Breaking down complex movements to aid understanding.
3	Using both verbal and visual cues for clarity.

UNIT NUMBER 1.2: Equipment	
1	Using appropriate equipment when necessary (e.g., cones, resistance bands).
2	Ensuring equipment is safe and fit for purpose.
3	Avoiding unnecessary equipment that may hinder movement.

UNIT NUMBER 1.5: Positioning	
1	Standing where all participants can see and hear clearly.
2	Moving around to monitor and assist participants.
3	Ensuring engagement by making eye contact and encouraging participation.

UNIT NUMBER 1.3: Organisation of Participants	
1	Arranging participants efficiently to maintain engagement.
2	Ensuring clear lines of sight for demonstrations.
3	Grouping participants based on ability or experience when needed.

UNIT NUMBER 1.6: Timming	
1	Allocating appropriate time for each warm-up phase.
2	Ensuring the warm-up is long enough to be effective but not too long to cause fatigue.
3	Adjusting timing for different age groups and fitness levels.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1 C3: Supporting Participants During a Warm-Up

UNIT NUMBER 1.7: Observing Participants	
1	Watching for correct technique and posture.
2	Identifying participants who may need additional support.
3	Reinforcing key points throughout the warm-up.

UNIT NUMBER 1.10: Providing Feedback	
1	Offering positive reinforcement to build confidence.
2	Giving constructive corrections to improve technique.
3	Encouraging self-assessment and peer feedback where appropriate.

UNIT NUMBER 1.8: Providing Teaching Points	
1	Highlighting important aspects of movement technique.
2	Explaining the purpose of each exercise.
3	Using prompts and cues to encourage correct execution.

UNIT NUMBER 1.9: Instructions	
1	Giving clear, concise, and easy-to-follow directions.
2	Using language suitable for the audience (age, ability level).
3	Reinforcing key points throughout the warm-up.

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

1. Design strategies	
1	Collaboration This is the act of working with others to produce something.
2	User centered design Puts the user at the heart of the design process, focuses on the users wants and needs.
3	Systems approach A system is made up of parts that work together as a whole to carry out a function.
4	Iterative design 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.
5	Design fixation Simply means getting stuck on a particular design idea.
6	Annotated drawing Used to describe, explain or specify certain aspects of a design.
7	Modelling Involves making simplified version of a design that can be tested against the design specification.
8	Card models Card models are a quick low-cost way to see how the shape and proportions of a product will look.
9	Toiles Materials such as calico are often used to make toiles. They can be easily drawn on to mark-up changes.
10	Breadboard Breadboards are used to create models of electronic circuits. Components can be easily changed to create different circuits.
11	Testing and Evaluating • 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	
1	Sketching A great way of getting initial ideas down on paper in 2D or 3D.
2	Isometric drawing Drawings constructed using isometric projection use vertical lines and lines drawn at 30°.
3	Perspective drawing Perspective drawings provide a realistic representation of how objects are seen. The further into the distance an object is, the smaller it appears.
4	One-point perspective Shows an object as it appears directly in front of the viewer. There is one vanishing point on the horizon line.
5	Two-point perspective Provides a more realistic view than a one-point perspective drawing. There are two vanishing points on the horizon line.
6	Systems diagrams A systems diagram is used to show how a system will work by breaking it down into inputs, processes and outputs.
7	Schematic diagrams Schematic diagrams use symbols to show the layout of electrical and mechanical systems
8	Exploded diagrams Exploded diagrams are used to show how parts of a product fit together, they are often used in manufacturers instructions and flat pack furniture.
9	Working drawings A working drawing shows the details needed, measurements and what the finished product looks like to aid the manufacturing process.
10	Orthographic projection Used to depict 3D objects as a set of 2D drawings. It shows the front, plan and end views drawn to scale.
11	Scales and dimension 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 – Mock – NEA

1. Mock NEA	
1	Mock NEA In year 10 students in Product Design & Textiles students undertake a series of skills-based projects alongside learning theory-based knowledge The projects are effectively a series of mini coursework tasks. This prepares students for the coursework element of the course in year 11 which is worth 50% of the final grade awarded. Homework's set will link to the current project being undertaken and set weekly and/or will be based off the KO. The tasks set will take approximately 1 hour.

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

1. Food Labelling	
1	Food labelling
2	Food labelling
	Food labelling
2	Nutritional Information
3	Best before date
4	Use-by-date

Information to help us make informed decisions about the food we choose to buy

Contains information on how to store & cook the food to prevent food poisoning

Contains information to establish the nutrition information

See Diagram B - Helps consumers make healthier choices. Legally required.

Date after which foods may not be at their best, although probably safe to eat if stored according to instructions.

Date given to spoil quickly foods, i.e cooked meats. Unsafe to eat foods beyond use-by-date.

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	3.5g
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

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. Try to eat more greens and ambers and fewer reds. See diagram A

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 yolk
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	7 health concerns
2 Cost and economic considerations	8 food provenance
3 Cultural or religious practices	9 health concerns
4 environmental and ethical considerations	10 individual energy and nutrient needs
5 food availability	11 portions size
6 Food preferences	12 Social considerations

UNIT 3 Year 10 Film Studies

Section A		Sound and Editing Terminology
1	Voiceover	A technique where a character's voice is heard over the action, often to provide commentary or insight into their thoughts
2	Sound Bridge	A technique where sound from one scene carries over into the next scene
3	Non-Diegetic	Sound that does not come from the world of the film and there for audience effect
4	Diegetic	Sound that comes from within the world of the film
5	Soundscape	The use of ambient sounds to create an atmosphere or setting
6	Jump Cut	An editing technique where there is an abrupt transition between two shots
7	Flashback	A scene that takes the audience back in time from the current point in the story
8	Flashforward	A scene that moves the action forward in time, showing events that will happen later in the story
9	Match Cut	A smooth transition between two shots that match in action, shape, or colour
10	Parallel Editing	A technique where two or more scenes are alternated, showing different actions happening at the same time in different locations.
Section B		Cinematography Terminology
1	Shot	A single continuous piece of footage without any cuts or interruptions
2	Frame	The border or edges of a shot. It defines what is visible to the audience and how the image is composed.
3	Angle	The position of the camera in relation to the subject
4	Tracking Shot	A shot where the camera moves along with the action, often following a character or object
5	Close-up	A shot that shows a subject very closely, often focusing on a person's face or a small detail
6	Wide Shot	A shot that shows a large portion of the setting or environment
7	Tilt	A camera movement where the camera moves vertically, up or down, on a fixed axis.
8	Zoom	Changing the focal length of the camera lens to make a subject appear closer or farther away
9	Over-the-shoulder	A shot taken from behind one character, usually showing their perspective
10	Depth of Field	The area in a shot that is in focus. A shallow depth of field focuses on one subject while blurring the background

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

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

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

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

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