Huish Episcopi Academy
The best in everyone
Part of United Learning

Knowledge Organisers

Year 10

Autumn Term A

Name:
Tutor Group:

Respect · Ambition · Resilience

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

Context		
1	Author	Charles Dickens
2	Published	December 1843
3	Era	Victorian
4	Genre	Allegorical; ghost story; polemic; political & social commentary
5	Setting	Victorian London (& rural Britain)
6	Structure	Five stave cyclical novella
7	Dickens' construction of secular Christmas values	• Secular means 'non-religious' • Until the mid 1800s, Christmas was solely a religious festival • Dickens popularised the cultural elements we associate with Christmas today: food, decorations, music, games • Celebrates the values of goodwill, benevolence and forgiveness
8	Malthusian Theory	• Thomas Malthus was a controversial economist upon which Malthusian Theory is named • In response to concerns about over-population, Malthus suggested that the 'surplus population' (the poor) should be left to starve
9	The Poor Law	• 1834 • Passed by the government to deter poor people from claiming financial help • Forced poor people who could not depend on themselves into workhouses
10	The Supernatural	• Refers to things that are above or beyond what is natural; otherworldly • Victorian society was fascinated by ghosts and spirituality

Authorial Intent		
1	To encourage…	…his Victorian readers to acknowledge the suffering and the plights of the poor.
2	To expose…	…his readers to the injustices of the class system.
3	To refute…	…traditional, Malthusian attitudes towards the poor and expose the dangers of ignorance and want.
4	To warn…	…his readers of the terrifying consequences of forsaking philanthropy.
5	To present…	…a scathing social commentary on Victorian society and criticise the misanthropic views of his wealthy reader.
6	To celebrate…	…the contentment of close family relationships and the joys of the festive season: a time for kindness, peace and charity.

Themes		
1	Poverty	• Dickens felt strongly that Victorian society ignored the poverty of the working class and underclass. • While the rich enjoyed excess and comfort, the poor were forced to live in dreadful conditions of destitution.
2	Greed	• Dickens suggests greed is the cause of poverty. • If the avaricious rich would acknowledge the plight of the poor, the cycle of poverty could be broken.
3	Charity & Philanthropy	• Dickens perceived charity as a social & moral obligation and duty, particularly for the rich. • Sharing wealth could end the suffering of the poor and bring about a happier and more content society for all.
4	Christmas Spirit	• Dickens associates Christmas Spirit with generosity, compassion and kindness. • Characters such as the Ghost of Christmas Present & Fezziwig embody the ideals of Christmas Spirit
5	Family & Relationships	• Dickens attaches the values of Christmas Spirit with family and uses it to show the contentment that comes from relationships that allow you to demonstrate these values.
6	Redemption	• The idea of being saved from evil or sin. • The moral message of the story is that all can be redeemed, even the most misanthropic in society.

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

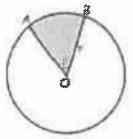
Key Terminology and Vocabulary		
1	**Stave**	Chapters in the novella, but we normally associate staves with music, as if the **book** is a Christmas carol, and each chapter is part of the song.
2	**Symbolism**	The use of symbols to represent ideas or qualities.
3	**Intrusive narrator**	A narrator who interrupts the story to provide a commentary to the reader on some aspect of the story or on a more general topic.
4	**Circular structure**	Circular narratives cycle through the story one event at a time to end back where the story originated.
5	**Allegory**	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.
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.
7	**Foreshadowing**	Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.
8	**Didactic**	A type of literature that is written to inform or instruct the reader, especially in moral or political lessons.
9	**Polemic**	A strong verbal or written attack on someone or something.
10	**Malthusian**	Population growth will outstrip agricultural growth, leading to economic disaster.
11	**Purgatory**	A place or state of suffering inhabited by the souls of sinners.
12	**Misanthropic**	Having or showing a dislike of other people; unsociable.
13	**Philanthropic**	Seeking to promote the welfare of others; generous and benevolent.
14	**Avaricious**	Having or showing an extreme greed for wealth or material gain.
15	**Benevolent**	Well-meaning and kindly.
16	**Solitude**	The state or situation of being alone.
17	**Resolute**	Admirably purposeful, determined, and unwavering.
18	**Remorse**	Deep regret or guilt for a wrong committed.
19	**Redemption**	Being saved or saving someone from evil, sin or suffering.
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.
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.

Characters & Plot		
1	Ebenezer Scrooge	• The novella's protagonist • A cold, isolated miser whose experience with the ghosts result in his redemption
2	The Cratchit Family	• Bob Cratchit is Scrooge's only employee: a poor clerk, treated cruelly by Scrooge but content with the love of his family • Tiny Tim is Bob's disabled son who rises above his own suffering to think of others
3	Fred	• Scrooge's nephew (his sister Fan's son). • The antithesis to Scrooge: excitable, generous, forgiving
5	Marley (& Ghost of)	• Scrooge's dead business partner • Appears to warn Scrooge of the errors of his ways that Marley is now in purgatory for
6	The Ghost of Christmas Past	• Allegorical of memory • Shows Scrooge is past Christmases • Symbolic of hope and enlightenment
7	Fezziwig	• Scrooge's old employer (deceased) • The antithesis to Scrooge: generous, kind employer, community man
8	Belle	• Scrooge's ex-fiancée • She broke off their engagement because of Scrooge's greed and obsession with money
9	The Ghost of Christmas Present	• Symbolises Christmas Spirit • Embodies and models generosity and kindness • Gives to those 'most in need'
10	Ignorance & Want	• Two emaciated and animalistic children • They personify the concept of Ignorance & Want • They humanise the plight of the poor
11	The Ghost of Christmas Yet to Come	• The most ominous of the spirits, sent to frighten Scrooge • This 'phantom' does not speak and is faceless to symbolise the uncertainty of the future

Year 10 Autumn A

Shaded information is for Higher Tier only

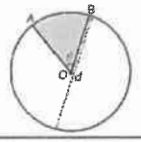
SA (Sector Area) $= \frac{\theta}{360} \times \pi r^2$



Rearrange to make r the subject

$r = \sqrt{\frac{360 \times SA}{\theta \times \pi}}$

AL (Arc Length) $= \frac{\theta}{360} \times \pi d$



Rearrange to make d the subject

$d = \frac{360 \times AL}{\theta \times \pi}$

Rearrange Formulae

Formula	A special type of equation that shows the relationship between **variables**
Formulae	Plural of formula
Subject	The variable that is being worked out. It is the letter on its own on one side of the equals sign
Inverse Operation	The opposite operation
Expression	Contains numbers, operations and one or more variables
Factorise	Rewrite an expression into brackets
Rearrange	Move terms around using inverse operations
Change the Subject of a Formula	Isolate a term using inverse operations, rearranging the formula

Formula	A special type of equation that shows the relationship between **variables**	A = bh is the formula for the area of a rectangle (area = base x height)
Formulae	Plural of formula	
Subject	The variable that is being worked out. It is the letter on its own on one side of the equals sign	A is the subject of the formula.
Inverse Operation	The opposite operation	Multiply is the inverse operation to divide
Expression	Contains numbers, operations and one or more variables	4x + 3y
Factorise	Rewrite an expression into brackets	6x + 3 = 3(2x + 1)
Rearrange	Move terms around using inverse operations	t + u = v t = v -u
Change the Subject of a Formula	Isolate a term using inverse operations, rearranging the formula	Make y the subject of the formula: t = 3y + 4x

Linear Graphs

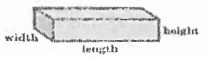
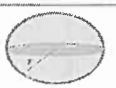
Axes	The horizontal and vertical lines on a graph (singular axis)	The x axis is horizontal, the y axis is vertical.
Coordinates	A pair of numbers which show a point on a graph	The x coordinate tells us how far along you go, the y coordinate tells us how far up or down you go
Equation	The rule for finding coordinates for your graph	y = 3x - 4
Plot Linear Graphs	Plot all points and join with a straight line	Remember to label x and y axes
Midpoint of a Line	The middle of a line segment	Formula: Add x coordinates ÷ 2, Add y coordinates ÷2

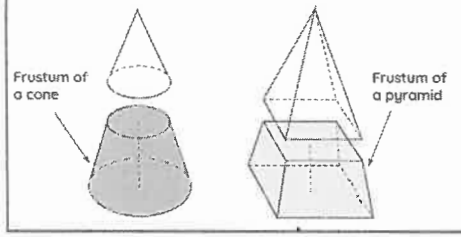
Y = mx + c

Gradient	How steep the line is	m in y=mx + c
Y-Intercept	Where the graph crosses the y-axis	c in y=mx + c
Parallel	Parallel lines have the same gradient	m in y=mx + c is the same in both equations
Perpendicular	**Perpendicular lines cross at right angles**	The gradients are the negative reciprocals of one another

Linear Simultaneous Equations

Simultaneous	Things that happen at the same time
Equation	The rule for finding **coordinates** for your **graph**
Solve Simultaneous Equations	**Simultaneous equations** are two **equations** with two unknowns. They are called simultaneous because they must both be solved at the same time. Use the **elimination method:** 1) Get rid of the terms that are the same 2) If the operation signs are the same then subtract the remaining terms. If the operation signs are NOT the same you have to add the remaining terms. 3) **Solve the equation** to find the **variable x or y** 4) **Substitute** your known variable back into one of the equations to find the remaining variable.
Graphically	Plot the two equations on a graph and see where they cross

Cube		Volume $= a^3$
Rectangular prism		Volume $= l \times w \times h$
Prism		Volume = Area of base × Length
Cylinder		Volume $= \pi r^2 h$
Pyramid		Volume $= \frac{1}{3}$ × Area of base × Height
Cone		Volume $= \frac{1}{3}\pi r^2 h$ Volume $= \frac{1}{3}$ × Area of base × Height
Sphere		Volume $= \frac{4}{3}\pi r^3$



To find the volume of a frustum:

Find the volume of the whole cone / pyramid.

Find the volume of the smaller (top of the cone/ pyramid

Subtract

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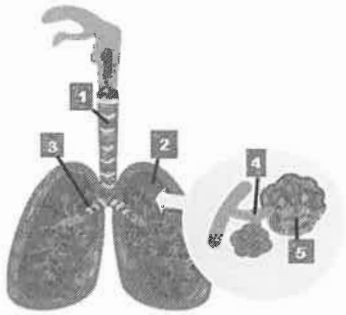
THE LUNGS AND GAS EXCHANGE

1	**Trachea**	Tubes through which gases move. Lined with cartilage so they do not collapse
2	**Lung**	Organ where gas exchange occurs
3	**Bronchus**	Tubes through which gases move. Lined with cartilage so they do not collapse
4	**Bronchiole**	Tubes branching off the bronchus through which gases move. Not lined with cartilage
5	**Alveoli**	Small sacs where gas exchange occurs. They are surrounded by capillaries, have a large surface area and are only one cell thick

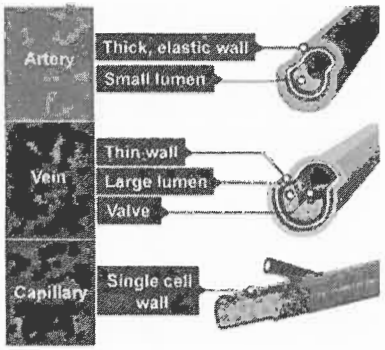
THE LUNGS



BLOOD AND VESSELS

1	**Red blood cells**	Transports oxygen in the blood.
2	**White blood cells**	Cells in the blood that fight infection caused by pathogens.
3	**Platelets**	Fragments of cells that cause clotting of blood.
4	**Plasma**	The liquid part of the blood, with dissolved substances like glucose, proteins, ions, hormones and carbon dioxide
5	**Artery**	Transports blood away from the heart, thick and elastic walls
6	**Vein**	Carries blood to the heart, has valves to prevent backflow
7	**Capillary**	One cell thick for quick diffusion of substances between blood and cells

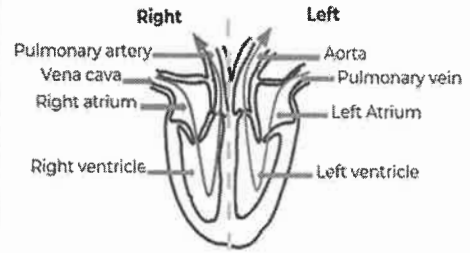
BLOOD VESSELS



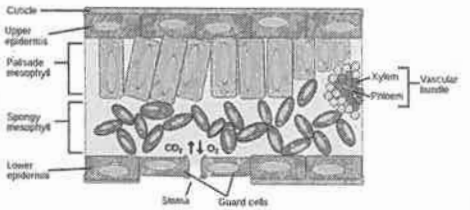
THE HEART AND CARDIOVASCULAR DISEASE

1	**Vena cava**	Major vein carrying blood back to the heart from the body
2	**Right atrium**	Smaller chamber of the heart which fills with blood from the vena cava
3	**Right ventricle**	Large chamber pumps blood to the lungs
4	**Pulmonary artery**	Artery carrying blood from the heart to the lungs
5	**Left atrium**	Small chamber that fills with blood from the lungs
6	**Left ventricle**	Large chamber that pumps blood around the body
7	**Aorta**	Major artery carrying blood away from the heart to the body
8	**Stent**	Wire mesh that opens a blocked artery to allow blood flow
9	**Statin (drug)**	Reduces cholesterol
10	**Heart transplant**	Replacement heart from a donor
11	**Artificial heart**	Man-made heart used while waiting for a transplant

THE HEART



LEAF CROSS SECTION



TRANSPORT IN PLANTS

1	**Waxy cuticle**	Physical barrier to infection that prevents water loss
2	**Epidermis**	Type of plant tissue that covers the surface of a plant allowing light through
3	**Palisade mesophyll**	Tightly packed cells in leaf where photosynthesis takes place. Contains many chloroplasts
4	**Spongy mesophyll**	Tissue in the leaf with air spaces between cells – specialised for gas exchange
5	**Stomata**	Opening that allows CO_2, water vapour and O_2 to diffuse in and out of the leaf
6	**Guard cells**	Cells that open and close stomata to allow gas exchange for photosynthesis

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C2 – Bonding, structure, and the properties of matter

Formation of Ions

- **Ions** = a charged particle made when atoms lose or gain electrons
- **Positive ion** = atom has lost electrons
- **Negative ion** = atom has gained electrons.

Metals form **positive ions**
Non-metals form negative ions

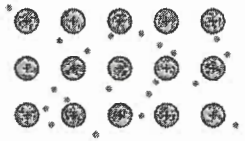
Group	Ions	Example
1	+1	$Li \rightarrow Li^+ + e^-$
2	+2	$Ca \rightarrow Ca^{2+} + 2e^-$
6	-2	$O + 2e^- \rightarrow O^{2-}$
7	-1	$Br + e^- \rightarrow Br^-$

Lost electrons

Gained electrons

Metallic Bonding

- Happens in **metals only.**
- Positive metal ions surrounded by **sea of delocalised electrons (can move).**
- Ions tightly packed in rows.

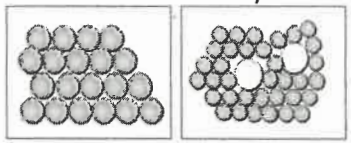


- Strong **electrostatic forces of attraction** between positive ions and negative electrons.

Alloys

- **Alloys** = mixture of two or more metal atoms
- Pure metals are too soft for many uses.

Pure Metal

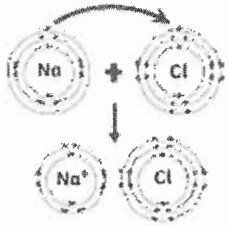


Alloy

- Atoms same size
- Layers slide
- Softer
- Different sized atoms
- Layers cannot slide
- Stronger

Ionic Bonding

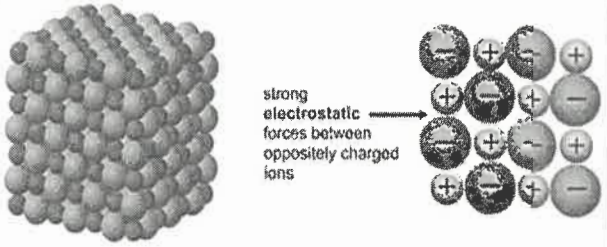
- Between a metal and non-metal.
- Metals give electrons to non-metals so both have a full outer shell.
- **Electrostatic force of attraction** between positive and negative ions.



E.g. Sodium loses one electron to become Na^+. Chlorine gains one electron to become Cl^-. The two ions attract to form sodium chloride.

Ionic compounds

- Form **giant lattices, as the attraction between ions acts in all directions**



Properties of Ionic Compounds

- **High melting point** – lots of energy needed to overcome electrostatic forces.
- **High boiling point**
- **Cannot conduct electricity as solid** – ions cannot move
- **Conducts electricity when molten or dissolved** – ions are free to move.

Covalent Bonding

- **Covalent bonding** = sharing a pair or pairs of electrons for a full outer shell.
- Between **non-metals only.**

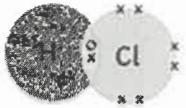
Dot and cross diagrams

- Show the bonding in simple molecules.
- Uses the outer shell of the atoms
- Crosses and dots used to show electrons
- You should be able to draw the following:

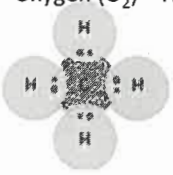
Water (H_2O)

Hydrogen (H_2)

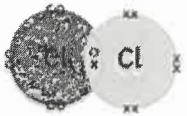
Oxygen (O_2)



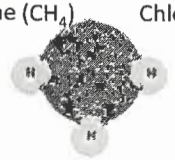
Hydrogen chloride (HCl)



Methane (CH_4)



Chlorine (Cl_2)



Ammonia (NH_3)

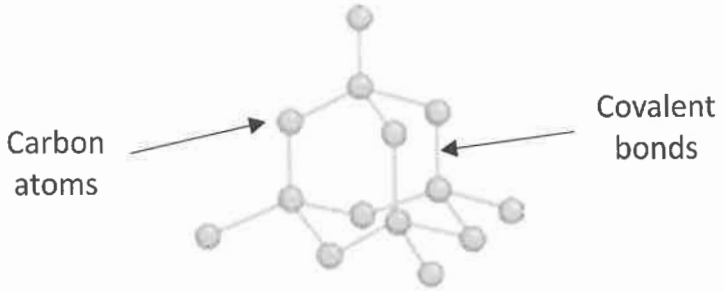
Simple Covalent Molecules

- Form when all atoms have full outer shells so bonding stops
- Examples are the molecules shown above.
- Have **low melting and boiling points**
- Due to **weak intermolecular forces**
- Do not conduct electricity

C2 – Bonding, structure, and the properties of matter

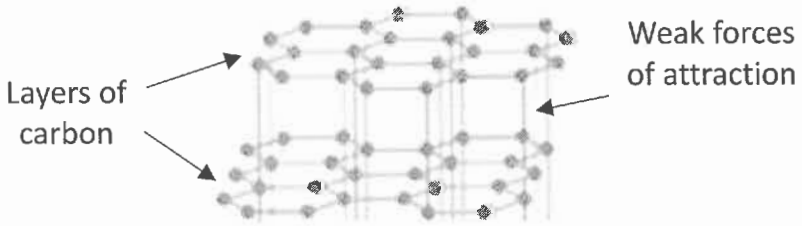
Giant Covalent Structure – Diamond

- Each carbon atom **covalently** bonded to **four** others.
- Forms a giant structure
- This makes diamond **strong** → a lot of **energy** needed to break lots of strong covalent bonds.
- **Does not conduct electricity** – has no free electrons.



Giant Covalent Structure – Graphite

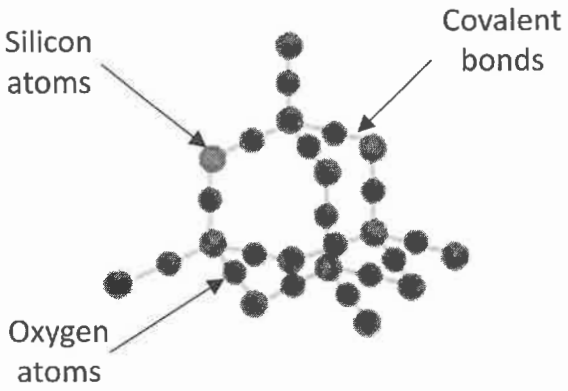
- Layers of **carbon** arranged in **hexagons.**
- Each carbon bonded to **three** other carbons.
- Leaves **one delocalised electron** → moves to carry electrical charge **throughout structure.**



- Layers held together by **weak forces**
- Layers can **slide** over each other easily
- Makes graphite **soft/slippery** → good lubricant.
- Has **high melting point** as has many strong covalent bonds.

Silicon Dioxide

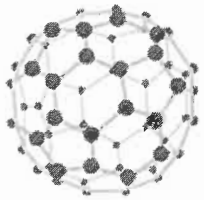
- Similar structure to diamond
- Giant covalent structure.
- Lots of **strong covalent bonds**.
- These require lots of **energy** to break.
- High melting and boiling points.



Fullerenes and Nanotubes

- Molecules of carbon shaped into hollow tubes or balls.
- Used to **deliver drugs into body**

Buckminsterfullerene
Formula = C_{60} →



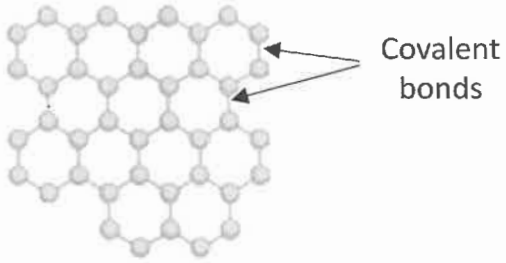
- **Carbon nanotubes** = long narrow tubes
- Can conduct electricity

- Can strengthen materials without adding weight.

- Used in electronics and nanotechnology.

Graphene

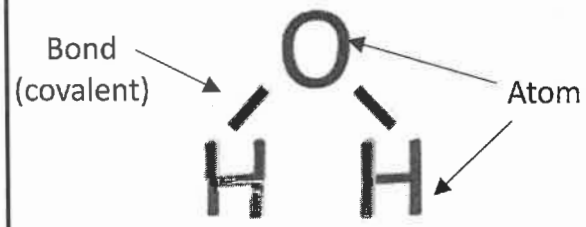
- Graphene = one layer of graphite.
- Very strong → lots of strong covalent bonds.

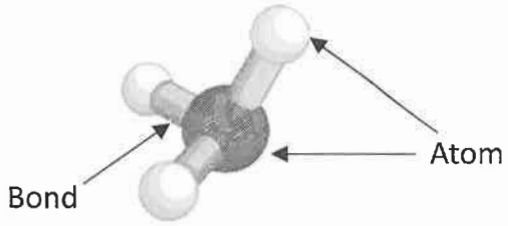


- Each carbon bonded to three others.
- One **free delocalised electron** → can move to **carry electrical current throughout the structure.**

Molecular models

- There are different ways to show a molecule other than dot and cross diagrams.



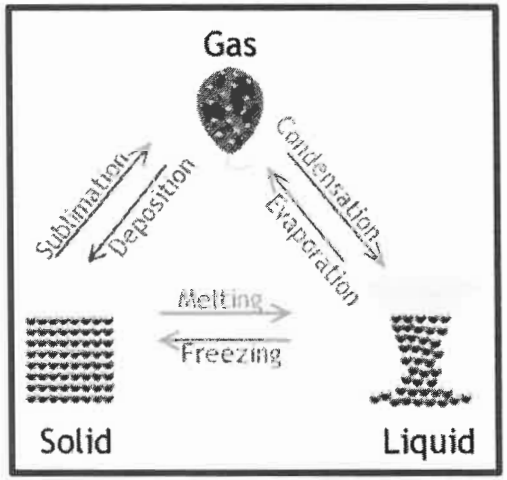


3D model

C2 – Bonding, structure, and the properties of matter

States of Matter

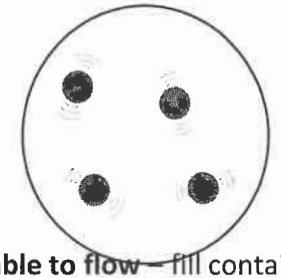
- Three states of matter: **solid, liquid & gas.**
- To change state, **energy** must be **transferred.**



- When heated, particles **gain energy**.
- **Attractive forces** between particles begin breaking when melting or boiling points are reached
- **Amount of energy** needed to change state depends on how strong forces are.

Gas

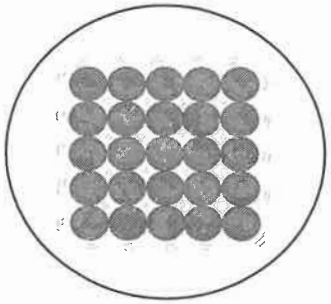
- Randomly arranged.
- Particles **move quickly** – all directions.
- Highest **amount** of **kinetic energy.**



- Gases **are able to flow** – fill containers
- **Can be compressed as there is space between particles**

Solid

- **Regular** pattern (rows and columns)
- Particles **vibrate** in a **fixed position.**
- Particles have **low amount of kinetic energy.**

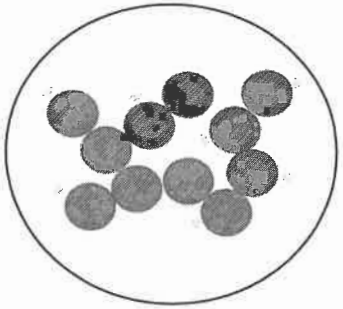


-

- Have a **fixed shape** – cannot flow because of strong forces of attraction between particles
- **Cannot be compressed** – particles close together.

Liquid

- Particles **randomly** arranged and touching.
- Particles can **move around.**
- **Greater amount** of **kinetic energy** than solid



- Liquids **able to flow** – take shape of containers.
- **Cannot be compressed** – particles are close together and cannot be pushed closer

State symbols

- States of matter shown in chemical equations:
- Solid **(s)**
- Liquid **(l)**
- Gas **(g)**
- Aqueous **(aq)**
- **Aqueous** solutions = substance dissolved in water.

Identifying Physical State of Substances

- If the temperature is **lower** than a substance's melting point – substance is **solid**.
- If the temperature is **between** the melting point and boiling point – substance is **liquid**.
- If the temperature is **higher** than the boiling point – substance is a **gas.**

Limitations of Particle Model (HT)

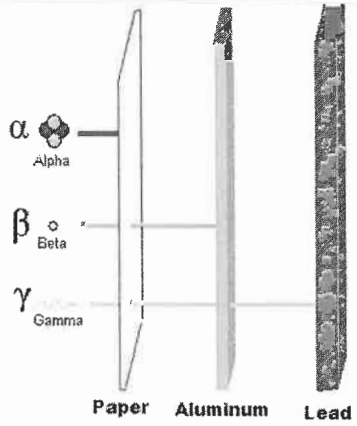
- No chemical bonds are shown.
- Particles shown as solid spheres – not the case, particles are mostly empty space like atoms.
- The diagrams don't show any of the forces between particles
- The diagrams are unable to show the movement of the particles.

Huish Episcopi Academy Year 10 PHYSICS Knowledge Organiser Atomic Structure (P4)

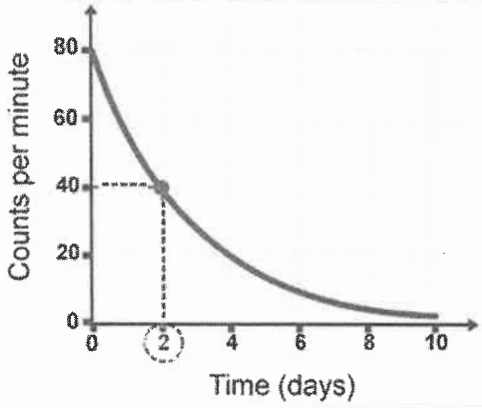
RADIATION

1	**Activity**	The rate at which a source of unstable nuclei decays
2	**Alpha particle**	A particle consisting of 2 protons and 2 neutrons emitted from the nucleus
3	**Beta particle**	A fast-moving electron emitted from the nucleus when a neutron changes into a proton and an electron
4	**Contamination**	The presence of radioactive atoms in or on a surface
5	**Count rate**	The number of decays recorded per second by a detector such as a Geiger-Muller tube
6	**Gamma**	A high energy electromagnetic wave emitted alongside either alpha or beta particles
7	**Half life**	The time taken for half of the unstable nuclei to decay, or for the activity of the sample to fall by half
8	**Irradiation**	Exposure to alpha, beta or gamma radiation
9	**Isotope**	Atoms with the same number of protons but different number of neutrons
10	**Radioactive**	A substance that gives out ionising radiation
11	**bequerel, Bq**	The unit of activity, equivalent to the number of decays per second

PENETRATING POWER



HALF LIFE



ATOMIC STRUCTURE

1	**Atom**	A neutral particle consisting of protons, neutrons and electrons. Number of protons = no. of electrons
2	**Mass number**	Total of number of protons and neutrons in the nucleus of an atom
3	**Atomic number**	Number of protons in the nucleus of an atom; determines the identity of the element
4	**Atomic radius**	Distance from the centre of an atom's nucleus to the electrons (approx. 10^{-10}m or 0.1nm)
5	**nanometre**	$1x10^{-9}$m = 0.001μm = 0.000 001mm = 0.000 000 001m
6	**Nucleus**	The positively charged centre of an atom made of protons and neutrons. Approximately 10 000 times smaller than the atom (approx.10^{-14}m)
7	**Subatomic**	Smaller than the size of an atom

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Huish Episcopi Academy Year 10 History Knowledge Organiser – Medieval Medicine c1250-c1500

Key Terms		
1	Anatomy	The study of the structure and organs of the body
2	Apothecary	A medicine maker
3	Astrology	Supernatural belief that the stars influence human events
4	Barber surgeon	A hairdresser who was also a surgeon and a dentist
5	Diagnose	Identification of an illness
6	Flagellant	Someone who hurts themselves as an apology to God
7	Galen	Ancient Greek who created their theory of opposites
8	Humourism	The belief that an imbalance of liquid in the body causes illness
9	Lazar houses	A hospital for lepers
10	Leprosy	A disease of the skin believed to be punishment for sin
11	Medieval	Middle Ages

Key Terms		
12	Miasma	Bad smell that causes illness
13	Omnipotent	All powerful
14	Physician	Doctor
15	Pomander	Container for sweet-smelling herbs
16	Prescribe	To advise the use of a medicine
17	Progress	A positive change
18	Purging	Removing humours from the body
19	Quarantine	Separating people to prevent transmission of disease
20	Regimen Sanitatis	Lifestyle advice to prevent illness

Key Dates		
21	1348	Black Death

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Huish Episcopi Academy Year 10 History Knowledge Organiser – Renaissance Medicine

Key Terms		
1	Anatomy	The study of the structure of the body and its organs
2	Animalcules	Leeuwenhoek's 'little animals'
3	Empiricism	Belief in learning through observation and experience
4	Humanism	Belief that humans can control their lives and should be happy
5	New World	North and South America
6	Physiology	The study of how the organs of the body work together
7	Printing Press	An invention which increased the speed of reproducing texts
8	Royal Society	A group of scientists who shared ideas
9	Transference	The theory that an illness could be passed on to an object or animal
Key individuals		
10	Harvey	Discovered the circulatory system
11	Hooke	Developed a microscope that could observe fleas
12	Leeuwenhoek	Developed Hooke's microscope and observed bacteria
13	Sydenham	Theorised that disease was separate from the patient
14	Vesalius	Discovered 300 of Galen's mistakes through dissection

Key Dates		
15	1543	Vesalius' *Fabrica* published
16	1536	Dissolution of the Monasteries
17	1628	Harvey's *An anatomical account of the motion of the heart and blood in animals* published
18	1660	Royal Society formed
19	1665	The Great Plague killed 1/5 of London's population
20	1676	Sydenham published *Observationes Medicae*
21	1683	Leeuwenhoek's microscope

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Huish Episcopi Academy Year 10 Geography Knowledge Organiser Unit 1 Natural Hazards

1. Tectonic hazards		
1	Natural hazards	Natural hazards are extreme natural events that can cause loss of life
2	Tectonic hazard	Occur when the Earth's crust moves.
3	Convection current	Currents of hot mantle which rise and fall causing plates to move
4	Oceanic crust	Found underneath the oceans. It is denser than continental crust and can be subducted.
5	Continental crust	Found under land masses or continents. It is generally older than oceanic crust and is less often destroyed
6	Destructive margin	An oceanic plate and a continental plate. The plates move towards one another and this movement can cause earthquakes and volcanoes
7	Constructive margin	The plates move apart from one another. When this happens the magma from the mantle rises up
8	Conservative margin	The plates move past each other or are side by side moving at different speeds.
9	Collision margin	Two continental plates collide, neither can sink and so the land buckles upwards to form fold mountains.
10	Infrastructure	Roads, building and services which can be made earthquake resistant
11	Earthquake drills	Practicing what do to in an event of an earthquake
12	Development	The level of wealth in a country

2. Climatic hazards		
1	Global atmospheric circulation	The movement of air across the planet occurs in a specific pattern
2	Tropical storm	A very powerful low-pressure weather system which results in strong winds
3	Eye	The central part of the tropical storm. Here the weather is calm
4	Eye Wall	Large towering cumulonimbus clouds surround the eye, the worst wind and rain is here
5	Extreme weather	Weather that is unusual and severe
6	Fossil fuels	Coal, gas and oil - these release carbon dioxide into the atmosphere.
7	Mitigation	Ways that human actions can reduce climate change
8	Adaptation	Ways humans can learn to live with climate change
9	Primary effect	As a direct result of the hazard
10	Secondary effect	As a result of a primary effect
11	Response	How countries react after a hazardous event
12	Frequency	How often something happens. Tropical storms are becoming more frequent
13	Monitoring	Using satellites to see where tropical storm's are forming and tracking them
14	Evidence of climate change	Tree rings, ice cores, rising global temperatures

Huish Episcopi Academy Year 10 Knowledge Organiser Term 1 :Mi Tempo de Ocio

¿Qué haces en tu tiempo libre?		
1	Suelo + inf	I usually
2	Paso mi tiempo viendo la tele	I spend my time watching tv
3	Generalmente	Generally/usually
4	Siempre	Always
5	Mientras	Whilst
6	A menudo	Often

¿Que deporte practicas?		
1	Practico	I practise
2	Juego a	I play
3	Hago	I do
4	Soy aficionado de	I am a fan of
5	A veces	Sometimes
6	(Casi) Nunca	(Almost) Never
7	Jamás	Never
8	De vez en cuando	From time to time

¿Cómo pasas tu tiempo en línea?		
1	In ordenador /una computadora	A computer
2	Un portátil	A laptop
3	Un (teléfono) móvil	A mobile (phone)
4	Una tableta	A tablet
5	La pantalla	The screen
6	Conectarse (al internet)	To go online
7	Navegar /sufear	To surf
8	La red /el internet	The net
9	La tecnología	Technology
10	Uso las aplicaciones para	I use Apps to
11	Grabo vídeos	I record video clips
12	Uso las redes sociales para	I use social media to
13	Subo fotos	I upload photos
14	Descargo música	I download music
15	Cargar	To charge
16	Apagar	To turn off

Huish Episcopi Academy Year 10 Knowledge Organiser Term I Mi tiempo de Ocio

¿ Qué tipo de música (no) te gusta		
1	Me gusta la música	I like …music
2	En directo	live
3	La canción	Song
4	El/ la cantante	Singer
5	Un concierto	A concert
6	Disfrutar de	To enjoy

¿ Que piensas de los programas de television?		
1	Una temporada	A season
2	Ver las noticias	To watch the news
3	Una serie	A series (boxed set)
4	Un canal	A channel
5	Una entrevista	An interview
6	Lo/la/los/las veo	I watch it/them
7	La caja	The box (tv)

¿ Qué opinas de las redes sociales?		
1	Son beneficiosas	They are beneficial
2	Lo mejor/peor de las redes sociales es/son	The best/worst thing about social media is/are
3	(No) confio en	I (don't) trust
4	Hay muchos peligros	There are many dangers
5	Hay muchas ventajas	There are many advantages
6	Hay desconocidos en línea	There are strangers on line
7	Se puede aprovechar de	You can take advantage of
8	El desarrollo	Development
9	Me atrevo a +inf	I dare to
10	Hay demasiada violencia	There is too much violence
11	Acabo de+inf	I have just
12	Acababa de +inf	I had just
13	Acabo + adjective	I end up
14	Una cuenta	A bill/account
15	Tener acceso a	To have access to

HEA Year 10 French Knowledge Organiser Module 1 – Mes loisirs – My free time

Vive le sport! -		
1	S'intégrer	To integrate, to fit in
2	or	gold
3	rencontrer	To meet
4	Équipe (f)	team
5	Joueur (m), joueuse (f)	player
6	Natation (f)	swimming
7	seul	Alone, lonely, only
8	au/à la/à l'/aux	at the, to the, in the, on the (pl)
9	du/de la/de l'/des	some (of the) (m)
10	Aider à	To help
11	gagner	To win
12	Tous les jours	Every day

On doit gagner! – We have to win!		
1	Tout le monde mérite de gagner dans une compétition(f)	Everyone deserves to win in a competition
2	L'important c'est de participer	What matters is to participate
3	Un joueur(m) en fauteuil(m) roulant	A player in a wheelchair
4	On reste en forme	We stay in shape
5	Les joueurs handicapés sont très forts	Disabled players are really strong
6	Les épreuves mondiales sont compétitives	World events are competitive
7	Le succès est important	Success is important
8	La pression de la médaille d'or	The pressure of the Gold medal
9	L'équipe est vraiment professionnelle	The team is really professional

Les influenceurs: modeles ou dangers? – Influencers: models or dangers?		
1	Malsain	Unhealthy, toxic
2	Partager	To share
3	Lien(m)	link
4	Chaine(f)	channel
5	Nuire	To harm
6	Sécurité	safety
7	Harcèlement(m)	harassment
8	Modèle(m)	Role model
9	En ligne	online
10	Autres	others
11	Santé (f) mentale	Mental health
12	Cybercriminalité(f)	Cyber crime
13	Commentaire(m)	comment
14	Limiter	To limit

Negatives		
1	Ne…pas	Not
2	Ne…jamais	never
3	Ne…rien	nothing
4	Ne…personne	noone
5	Ne…plus	Not anymore
6	Ne…que	Only, nothing but

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HEA Year 10 French Knowledge Organiser Module 1 – Mes loisirs – My free time

Portable, télé et tablette – mobile, TV and tablet		
1	Abonnement (m)	subscription
2	Charger	To charge
3	Commander	To order
4	Tendance	Fashionable, trendy
5	Eviter	To avoid
6	On doit	One has to
7	On peut	One can
8	Appareil (m)	Device
9	Étranger	foreign
10	Soit…soit…	Either…or…
11	Émission(f)	Tv programme
12	Avant de regarder la télé, je vais sur le net	Before watching TV, I go on the net
13	De temps en temps, je décide de couper la télé(f)	From time to time, I turn the TV off
14	Je veux participer à une émission de télé-réalité	I want to participate in a tv reality show
15	Ce que j'aime, c'est…	What I like is….

Pour ou contre le cinema? – for or against cinema?		
1	Perte (f) de temps	Waste of time
2	D'un coté…d'un autre coté	I speak with friends (verb second)
3	Ca vaut la peine de + INF	It's worth + verb
4	Meilleur que	Better than

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Perfect tense		
1	J'ai dansé toute la nuit (f)	I danced all night
2	J'ai vu un nouveau groupe (m)	I saw a new band
3	Je n'ai pas chanté	I did not sing
4	J'ai fait la fête (f)	I partied
5	Je suis allé(e) au spectacle (m)	I went to the show
6	Il y avait une grande foule(f)	There was a big crowd
7	C'était gratuit	It was free

Future tense		
1	Je vais aller acheter des écouteurs (mpl)	I am going to go and buy earphones
2	Nous allons voir un concours de chant(m)	We are going to go and a song contest
3	Ce soir, après avoir mangé, je télécharge un film(m)	Tonight, after having eaten, I download a film
4	Ca va être génial	It's going to be great
5	Qu'est-ce que tu vas faire?	What are you going to do?
6	Ils vont acheter des écouteurs (mpl)	They are going to buy earbuds
7	Je vais changer de portable	I am going to change mobile phone
8	Je vais sur les réseaux sociaux tous les jours	I go on social networks every day

Je suis fan de musique classie – I am mad about classical music		
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

Huish Episcopi Academy Year 10 German Knowledge Organiser – die Schule: School

Was lernst du dieses Jahr? - What are you learning this year?		
1	Geschichte	History
2	Kunst	Art
3	Erdkunde	Geography
4	Physik, Biologie, Chemie	Physics, Biology, Chemistry
5	Naturwissenschaften	Science
6	(Fremd-)Sprachen	(Foreign) Languages
7	Französisch, Deutsch	French, German
8	Informatik	ICT, Computing
9	Mittagspause	Lunch time
10	Ich habe (…) einmal pro Woche	I have (…) once per week
11	Am (Montag/Dienstag)	On (Monday/Tuesday)
12	in der (ersten/zweiten/dritten) Stunde	In the first/second/third hour (1st, 2nd, 3rd period)

Was ist dein Lieblingsfach? - What is your favourite subject?		
1	Ich lerne (nicht) gern...	I (don't) like learning...
2	, weil es (…) **ist**	Because it **is** (…) [lit: because it...**is]**
3	ganz nützlich	quite useful
4	sehr ermüdend	very tiring
5	einfach, leicht	easy
6	ein bisschen schwierig, schwer	a bit difficult, hard
7	todlangweilg	Deadly/very boring
8	der Lehrer/die Lehrerin ist streng	The teacher (m/f) is strict
9	Nächstes Jahr werde ich...lernen	Next year I will learn...

Was trägst du in der Schule? - What do you wear to school?		
1	ich trage	I wear, I am wearing
2	er/sie trägt	he/she wears, he/she is wearing
3	sie tragen	They wear, they are wearing
4	einen Rock	A skirt
5	einen schwarzen Pullover	A black jumper
6	eine Jacke	a blazer
7	eine Krawatte	A tie
8	eine Hose	trousers
9	ein weiβes Hemd	A white shirt
10	Ich finde meine Schuluniform...	I find my school uniform...
11	praktisch	Practical
12	Andererseits **ist** es...	On the other hand it is...**[is** it]
13	teuer und unbequem	Expensive and uncomfortable
14	alle tragen das Gleiche	Everyone's wearing the same (thing)

Was trägst du in der Schule? - What do you wear to school?		
1	Auf dem Foto sieht man...	In the photo you see...
2	Im Hintergrund sieht man...	in the background you see...
3	Gebäude	buildings
4	sie sind (draußen)	They are (outside)
5	ungefähr (fünfzehn) Jahre alt	Roughly (15) years old
6	sie sprechen miteinander	They are speaking with each other

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Huish Episcopi Academy Year 10 German Knowledge Organiser – die Schule (School)

Sind Schulregel wirklich nötig? - Are school rules really necessary?		
1	man muss	You must
2	man muss nicht	You don't have to
3	man darf	You are allowed to
4	man darf nicht	you must not
5	im Gang laufen	(to) run in the corridors
6	Im Klassenzimmer trinken	(to) drink in classroom
7	im Unterricht plaudern	(to) chat in lessons
8	Hausaufgaben vergessen	(to) forget homework
9	Respekt zeigen	(to) show respect
10	mobben	(to) bully
11	Ich bin der Meinung,...	On (Monday) in (first) period
12	..., dass es sehr (un)fair **ist**	That it **is** very unfair
13	..., dass es wichtig **ist**	That it **is** very important
14	Diese Regel ist notwendig	This rule is necessary
15	altmodisch	Old-fashioned

Was machst du in der Mittagspause? - What do you do at break time?		
1	In der Pause...	In the break.../at breaktime...
2	spreche ich mit Freunden	I speak with friends (verb second)
3	esse ich... / trinke ich...	I eat/drink (verb 2nd)
4	spiele ich Fuβball	I play football (verb 2nd)

Perfect tense with 'haben' (to have)		
1	Perfect tense with 'haben' as auxiliary	Used for transitive verbs (no change of location)
2	Ich habe... gegessen	I ate...
3	Ich habe...gehört	I listened to/heard...
4	Ich habe...gezeigt	I showed...
5	Ich habe...gemacht	I made/did...
6	Ich habe...gespielt	I played...
7	Ich habe... gekauft	I bought...

Perfect tense with 'sein' (to be)		
1	Perfect tense with 'sein' as auxiliary	Used for intransitive verbs (movement/change of location, and other select verbs)
2	Ich bin (nach Österreich) gefahren / gegangen	I went (to Austria)
3	Ich bin (nach Deutschland) geflogen	I flew (to Germany)
4	Ich bin (zu Hause) geblieben	I stayed (at home)

Schultage – school days		
1	es hat Spaβ gemacht	It was fun
2	Wir haben eine Klassenfahrt gemacht	We did a school trip
3	Sporttag	Sports day
4	Theaterstück	A play (drama)
5	ich / es war, wir waren	I / it was, we were
6	ich hatte, wir hatten	I had, we had
7	Skifahren	Skiing
8	Ich habe einen Austausch gemacht	I did an exchange

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Huish Episcopi Academy Year 10 Music Knowledge Organiser Music Terms and Signs

Section 1: Dynamics

pp	*p*	*mp*	*mf*	*f*	*ff*
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
					
crescendo (cresc.)		diminuendo (dim.)			
gradually getting louder		gradually getting quieter			

Section 2: Tempo

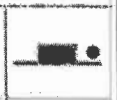
LARGO	LENTO/ ADAGIO	ANDANTE/ MODERATO	ALLGRETTO	ALLEGRO/ VIVACE	PRESTO
v.slow	slow	walking pace/ moderate	quite fast	quick/lively	very quick

- **Accelerando:** gradually getting faster
- **Rallentando/ritardando:** gradually getting slower
- **A tempo:** return to the original speed
- **Ritenuto:** in slower time
- **Rubato:** rhythms are played in a more free/flexible way ('robbed time').

Section 3: Note values

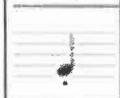
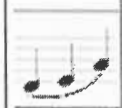
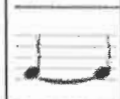
NOTE	NAME	LENGTH (duration)	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beats	
	Quaver	½ beats	
	Semiquaver	¼ beats	

A dot after the note increases its length by half:

	Dotted minim	
	Dotted crotchet	

Groups of quavers/semiquavers are usually beamed together:

Section 4: Terms and Signs

#	**Sharp**	Raises a note by a semitone.
	**Flat**	Lowers a note by a semitone.
	**Natural**	Cancels a previous sharp or flat for a note.
	**Staccato**	Detached.
	**Slur**	Play smoothly.
	**Tie**	Hold the notes for the full value of the tied notes.
	**Accent**	Emphasize the note (play forcefully).
	**Pause**	Hold the note longer.
sfz	**Sforzando**	Sudden stress/ accent.

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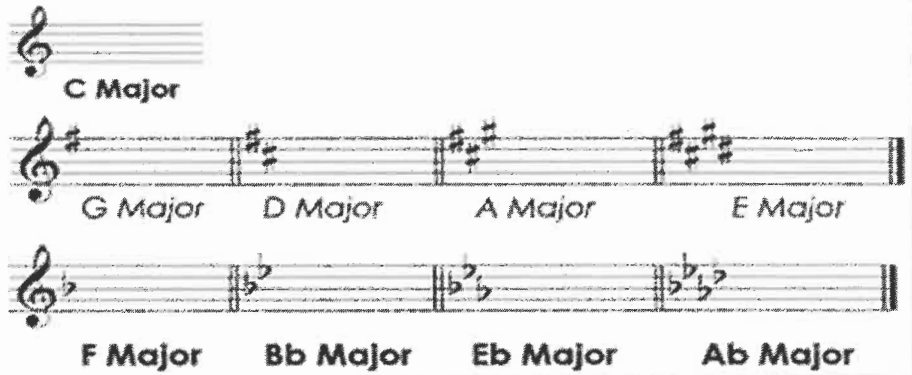
Huish Episcopi Academy Year 10 Music Knowledge Organiser Music Terms and Signs

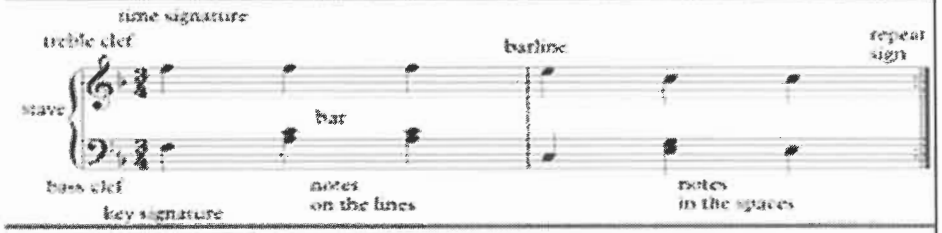
Section 5: Key Signatures



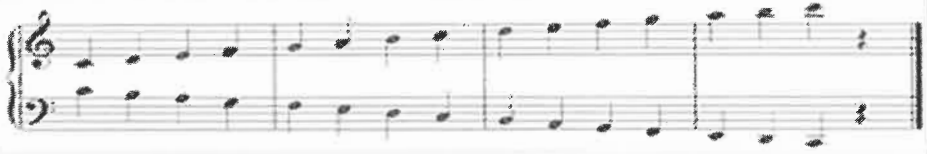
F C G D A E B

Order of sharps # →

← Order of flats b



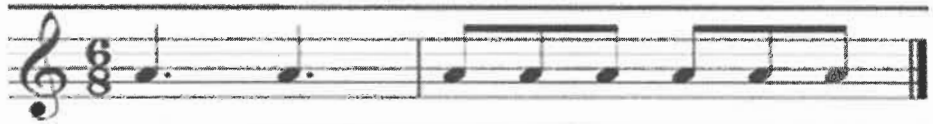
Treble clef notes



Bass clef notes

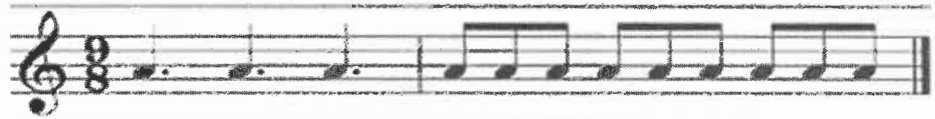
Section 6: Time Signatures

Two crotchet beats per bar: simple duple

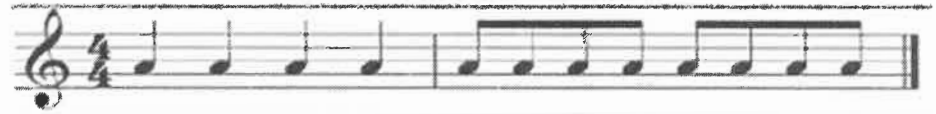


Two dotted crotchet beats per bar: compound duple

Three crotchet beats per bar: simple triple



Three dotted crotchet beats per bar: compound triple



Four crotchet beats per bar: simple quadruple

Four dotted crotchet beats per bar: compound quadruple

A triplet is when three notes are played in the time of two.

Huish Episcopi Academy Year 10 Drama Knowledge Organiser Term 1

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 10 GCSE PE Knowledge Organiser 1.1.a – The structure and function of the skeletal system

UNIT NUMBER.1	Major bones				
1	Cranium	8	Humerus	15	Patella
2	Vertebrae	9	Ulna	16	Tibia
3	Ribs	10	Radius	17	Fibula
4	Sternum	11	Carpals	18	Tarsals
5	Clavicle	12	Metacarpals	19	Metatarsals
6	Scapula	13	Phalanges		
7	Pelvis	14	Femur		

UNIT NUMBER.2	Functions of the skeleton				
1	Support	2	Posture	3	Protection
4	Movement	5	Blood cell production	6	Storage of minerals

UNIT NUMBER.3	Synovial joints	
1	Synovial joints	A freely moveable joint in which the bones surfaces are covered in articular cartilage.
2	Articulating bones	Bones that move relative to each other at a joint / two or more bones that meet at a joint
3	Hinge	Knee – articulating bones: femur, tibia
		Elbow – articulating bones: humerus, radius, ulna
4	Ball and socket	Shoulder – articulating bones: humerus, scapula
		Hip – articulating bones: pelvis, femur

UNIT NUMBER.4	Types of movement	
1	Flexion	A decrease in the angle around a joint (bending)
2	Extension	An increase in the angle around a joint (straightening)
3	Rotation	The turning of a body part about its long axis as if on a pivot.
4	Abduction	Movement away from the midline of the body
5	Adduction	Movement towards the midline of the body
6	Circumduction	The circular movement of a joint. A movement pattern that combines the different types of movement.

UNIT NUMBER.5	Other components of joints	
1	Ligament	A short band of tough and flexible tissue connecting bone to bone to stabilise the joint.
2	Cartilage	A tough, elastic, fibrous connective tissue that reduces friction and acts as a shock absorber.
3	Tendons	A tendon is a tough yet flexible band of fibrous tissue which joins muscle to bone.

Huish Episcopi Academy Year 10 GCSE PE Knowledge Organiser 1.1.b – The structure and function of the muscular system

UNIT NUMBER.6	Major muscle groups	
1	Deltoid	**Used to:** For all movements in the arm
2	Trapezius	**Used to:** Causes extension at the neck
3	Latissimus dorsi	**Used to:** Causes adduction at the shoulder
4	Pectorals	**Used to:** Causes adduction and flexion at the shoulder
5	Biceps	**Used to:** Causes flexion at the elbow
6	Triceps	**Used to:** Causes extension at the elbow
7	Abdominals	**Used to:** Bend the body forward
8	Quadriceps	**Used to:** Stabilize knee. Extension at the knee
9	Hamstrings	**Used to:** straighten the hip and cause flexion at the knee
10	Gluteals	**Used to:** Causes extension at the hip and adduction at the hip.
11	Gastrocnemius	**Used to:** Straighten or plantarflex the ankle

UNIT NUMBER.7	Muscle movement	
1	Antagonistic muscle action	A pair of muscles that work together to produce movement with one muscle contracting whilst the other muscle relaxes.
2	Agonist	The muscle that works to create movement
3	Antagonist	The muscle that works in the opposite way of the agonist.
4	Fixator	A muscle which acts as a stabilizer and helps the agonist work effectively.

UNIT NUMBER.8	Types of muscle contraction	
1	Concentric	The muscle shortening as it contracts
2	Eccentric	The muscle lengthening during a contraction
3	Isometric	The muscle working but remaining the same length during a contraction.

UNIT NUMBER.9	Key terms	
1	Mitochondria	These are parts of each muscle cell and are places where energy is produced. Sometimes referred to as 'powerhouses' of muscle cells
2	Myoglobin	A type of haemoglobin found in muscle cells that transport oxygen to the mitochondria
3	Fast twitch muscle fibres	Sometimes called Type II fibres. These are used to generate short bursts of speed or strength. They tire quickly.
4	Slow twitch muscle fibres	Sometimes called type I muscle fibres. These can produce energy over a long period of time.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1: Preparing Participants to Take Part in Sport and Physical Activity

UNIT NUMBER.1a Types of Sport and Physical Activity		
1	Sports	Competitive activities involving physical exertion, rules, regulations, and a National Governing Body.
2	Examples	Football, basketball, tennis, swimming.
3	Team Sports	Sports where individuals play as part of a team against another team.
4	Examples	Football, rugby, volleyball, cricket.
5	Individual Sports	Sports where participants compete individually.
6	Examples	Tennis, golf, swimming, track and field events.

UNIT NUMBER.1b Benefits of Taking Part in Sports		
1	Physical Fitness	Enhances overall health and fitness levels.
2	Social Interaction	Opportunity to meet new people.
3	Leadership Skills	Develops the ability to lead and inspire others.
4	Teamwork Skills	Learns to work effectively within a team.
5	Resilience and Confidence	Builds mental toughness and self-assurance through competition.

UNIT NUMBER.2a Outdoor Activities		
1	OAA	Activities carried out in natural or recreation areas that are adventurous.
2	Examples	Hiking, climbing, kayaking, camping.

UNIT NUMBER.2b Benefits of Taking Part in Outdoor Activities		
1	Positive Risk Taking	Encourages responsible risk-taking behaviors.
2	Improved Confidence and Self-Esteem	Boosts personal confidence through achievements.
3	Social Interaction	Opportunity to meet and interact with new people.
4	Skill Development	Learning new skills such as navigation, survival techniques.
5	Stress Relief	Provides a break from everyday life stresses and reduces screen time.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1: Preparing Participants to Take Part in Sport and Physical Activity

UNIT NUMBER.3a Physical Fitness Activities		
1	Physical Fitness	Activities aimed at increasing physical fitness.
2	Examples	Running, cycling, weightlifting, yoga.

UNIT NUMBER.3b Benefits of Taking Part in Sports		
1	Social Interaction	Opportunity to meet new people.
2	Goal Setting	Helps in setting and achieving fitness goals.
3	Improved Confidence	Boosts self-confidence through physical achievements.
4	Body Composition	Improves body composition and muscle tone.
5	Physical Health	Enhances overall physical health and wellness.

UNIT NUMBER.4a Provision of Sport and Physical Activity		
1	Public Sector	Provided by local authorities and schools.
2	Examples	Community sports centres, school sports programs.
3	Private Sector	Provided by profit-oriented organizations.
4	Examples	Private gyms, sports clubs.
5	Voluntary Sector	Provided by volunteers with a shared interest in the sport or activity.
6	Examples	Local sports clubs, community-run events.

UNIT NUMBER.4b Characteristics			
	Public Sector	Private Sector	Voluntary Sector
Funding Source	Government-funded.	Funded through memberships and fees.	Funded through donations and fundraising.
Aims	Provide accessible and inclusive sports opportunities.	Profit-driven, often offers high-quality facilities.	Community-driven, focused on participation and enjoyment.
Quality of Provision	Varies; generally aims for inclusivity.	Generally high quality, exclusive.	Can vary widely; depends on volunteer commitment.
Accessibility	Often more accessible to the general public.	May be limited by cost.	Generally very accessible and inclusive.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1: Preparing Participants to Take Part in Sport and Physical Activity

UNIT NUMBER.4c Public Sector Advantages and Disadvantages		
	Advantages	Disadvantages
1	Inclusive programs catering to all age groups and abilities.	May have limited variety compared to private clubs
2	Generally provides basic and essential equipment.	Equipment may not be as high-quality or modern as in the private sector.
3	Usually low-cost or free, making it accessible to a broader population.	While low-cost, sometimes there are fewer resources, leading to potential overuse of facilities.
4	High accessibility with facilities often located in community centres and schools.	High demand can lead to crowded facilities and limited availability.

UNIT NUMBER.4d Private Sector Advantages and Disadvantages		
	Advantages	Disadvantages
1	Offers a wide range of specialised and niche sports and activities.	May focus on more profitable activities, potentially neglecting less popular sports.
2	Access to high-quality, modern, and specialized equipment.	High cost can limit access for lower-income participants.
3	Membership fees can include comprehensive packages with numerous benefits.	Higher costs and membership fees can be a barrier for many people.
4	Lower participant-to-equipment ratio, reducing wait times.	

UNIT NUMBER.4e Voluntary Sector Advantages and Disadvantages		
	Advantages	Disadvantages
1	Focus on inclusivity and participation.	May be limited by volunteer expertise and available resources.
2	Donations and local funding can enhance the range and quality.	Reliance on donations can affect availability and quality.
3	Generally very low-cost or free, supported by volunteers and donations.	May have limited hours and availability due to volunteer schedules.
4	Highly accessible to all community members.	Can be less structured than public or private sector options.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1: Preparing Participants to Take Part in Sport and Physical Activity

UNIT NUMBER.5a Participant groups		
1	Children	.5-11 Years
2	Adolescents	12-17 Years
3	Adults	18-49 Years
4	Older Adults	50+ Years
5	Adults with a disability	18+ Years

UNIT NUMBER.5b Barriers to participation		
1	Cost	Clothing, equipment and transport may be too expensive for a participant to afford to take part in the sport/ physical activity.
2	Access	The location- is it local? If not, the participant may not have their own transport or public transport available to participate in the sport/ activity.
3	Time	The participant may not have enough time to participate in sport or activity due to their job/ school and/or family commitments.
4	Personal	Self-confidence, previous experience, health conditions and body image may prevent a participant taking part in physical activity.
5	Cultural	Participant's may not have access to appropriate clothing, single-sex sport activities/ sessions. As well as a lack of role models in the sport/ activity.

UNIT NUMBER.5c Addressing barriers to participation		
1	Cost	Reduce the cost of participating, offer free taster sessions and discounts for families/ students.
2	Access	Improve the provision of local opportunities of different activities/ sports. Improve transport options and discounts to encourage participation.
3	Time	Offer activities before/ after typical work hours- evenings/ mornings.
4	Personal	Offer childcare/ creche to support single parents/ parents with young children. Single sex sports and activities to improve comfort and appeal to join.
5	Cultural	More media exposure of role models from different cultures in sports/ activities Trained same sex staff to deliver sports/ activities who are aware of religious practices/ beliefs.

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.

Huish Episcopi Academy
The best for everyone

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 10 D&T - Knowledge Organiser – Core Knowledge – Design Strategies

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

Mechanical properties
Elements of a material that resist deformation from external forces or loads

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

Physical properties
Elements of a material that can be defined and measured, such as colour, size or weight

Physical properties	
Density	Compactness of a material, defined as mass per unit volume.
Electrical conductivity	Ability to conduct electricity.
Thermal conductivity	Ability to conduct heat.
Size	Dimensions of a material.
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.
Aesthetics	Appearance of a material.
Optical	Ability to absorb or reflect light.
Joining	Ability for a material to be joined to other materials.
Magnetism	Attraction to magnetic materials.

Huish Episcopi Academy Year 10 D&T - Knowledge Organiser – Skills Based Projects

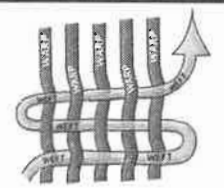
1. Mock NEA		
1	Skills based projects	In year 10 students in Product Design & Textiles undertake a series of skills-based projects. The projects are effectively a series of mini coursework tasks. This prepares students for the coursework element of the course in year 11 which is worth 50% of the final grade awarded. Homework set will link to the current project being undertaken and set weekly. Homework will also link to the core content The tasks set will take approximately 1 hour.

Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core knowledge topic 1

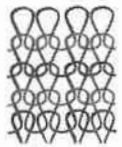
1.Fibres and fabrics

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.

Woven fabric



Knitted fabric



Non woven fabric

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 stiches 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.

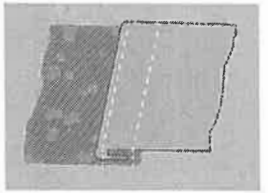
7. Joining and shaping fabric

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

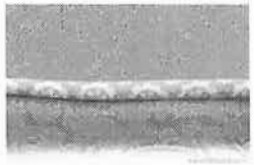
Plain (flat) seam

French seam

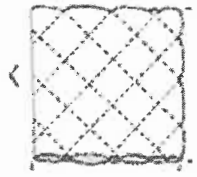
Flat fell seam



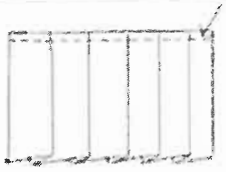
Piping



Quilting



Gathering and Pleating



Huish Episcopi Academy Year 10 Business GCSE Knowledge Organiser – Unit 1

Key Term	Definition
Acquisition / Takeover	One business takes control and ownership of another.
Business Environment	The range of external factors that influence a business: PESTLE-C – Political, Economic, Social, Technological, Legal, Environmental and Ethical, and Competition.
Capital	Investment in machinery, and the money required to start the business. One of the four **Factors of Production**.
Competition	The rivalry between businesses looking to sell their goods/services in the same market.
Competitive market	Businesses compete for the same customers, no one business has more than 25% market share.
Conglomerate	A business that owns brands in a range of different industries. For example, easyGroup own easyJet, easyHotel, easyPizza, easyGym, easyMoney, easyEnergy, and more.
Costs	The money spent by a business on goods and services. **Fixed Costs**: The costs that stay largely the same, regardless of the business' output. **Variable Costs**:
Creditor	These are people or organisations who have supplied goods or services to a firm but have not yet been paid for them.
Deed of Partnership	This is a legal document which shows how responsibilities, profits and workload are to be shared.
Diseconomies of Scale	When a business grows too large, leading to a possible increase in unit cost.
Dividend	A portion of the after-tax profit that is paid to shareholders according to the number of shares they own.
E-Commerce	Business transactions carried out electronically on the internet.
Economies of Scale	The cost advantage of producing on a large scale. As output increases the unit cost decreases. **Technical Economies of Scale**: Being a larger organisation allows you access to more capital, with which you can buy larger machines that enable you to increase you output while lowering unit costs. **Purchasing Economies of Scale**: Buying in larger quantities enables you to access higher price breaks which leads to a fall in the unit costs.
Enterprise	The ability to identify business ideas and opportunities to bring them to fruition and to take risks where appropriate. One of the four **Factors of Production**.
Entrepreneur	A person who is willing to take a risk by investing money into a business, organising the resources and hoping to make a profit. e.g. Richard Branson. Usually they do this because; they are ambitious, dissatisfied with working for other people, to pursue an interest, or because they have seen an opportunity.
Entrepreneurship	The act of being an entrepreneur – starting your own business and taking risks.
Footloose	A business that can be set up virtually anywhere – it has no specific need to be close to any specific resource or set of customers.

Key Term	Definition
Integration	Businesses joining together through either a **Merger** or **Acquisition / Takeover**
Intrapreneurship	'Encouraging your employees to take risks and act **as if they were an entrepreneur** – but while working for you.
Labour	The work done by employees are those running the business. One of the four **Factors of Production**.
Land	Land and buildings. One of the four **Factors of Production**.
Liability	The extent of the owner's/owners' responsibility for the debts of the business. **Limited Liability**: The owners are not responsible for the debts of the business. The limit of their liability for the business' debts is the amount they have **already** invested.
Merger	When two or more businesses agree to join together.
Monopoly	Where a business has a market share of 25% or more. This allows them to dictate prices, their size in the market makes them difficult to compete with as they are able to achieve economies of scale.
Objective	A specific statement that defines a precise goal that can be measured and delivered within a given time.
Opportunity Cost	The cost of the next-best alternative that has to be given up when a choice is made.
Outsourcing	Contracting another business to carry out some of the business' activities, often to reduce costs.
Primary Industry	Industries which extract natural resources. e.g. farming, oil drilling & mining.
Private Sector	Businesses not owned by the state (government) but by individuals or groups.
Profit / Loss	**Profit**: Where income is greater than expenditure. **Loss**: Where expenditure is greater than income.
Public Sector	Organisations where the activities are carried out either by national or local government.
Raw Materials	Materials and resources that are found / grown / extracted in the form that they will be used.
Revenue	Income from the sale of goods and services over a period of time.
Secondary Industry	Industries which manufacture, assemble, process and construct goods.
Sleeping Partner	A partner who puts in finance but does not take part in running the business. They have limited liability.
Special Interest Group	A stakeholder in an organisation with a particular interest, such as the Environmental Lobby – a group with a specific interest in businesses operating in an environmentally friendly way.
Tertiary Industry	Industries which provide services both to individuals and other sectors of industry.
Trade Union	An organisation who work to ensure that the interests and rights of their members (a group of workers) are protected.
Unit Cost	The costs of the raw materials and components that have been combined to create a product.

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Huish Episcopi Academy Year 10 Business GCSE Knowledge Organiser – Unit 4

Key Term	Definition
Centralisation	Maintaining control by keeping authority at the senior levels of the organisation.
Chain of command	The line through the hierarchy that shows who is responsible for whom from top to bottom of an organisation.
Commission	An amount of money paid to an employee that is based on a percentage of the sales he/she achieved; paid in addition to a basic salary.
Contracts of employment	A legal document that sets out the terms and conditions of the job for the employer and the employee.
Customer engagement	The relationship between the business and the customer that puts the customer's requirements at the centre of the operation to build brand loyalty.
Decentralisation	Where authority is spread widely through the organisation.
Delayering	The reorganisation of the organisation's employees so that there are fewer levels of management.
Delegation	Allocating a task to someone who would not normally be responsible for it.
Directors	The people who are elected by the shareholders to run the business on their behalf.
Diseconomies of scale	When a business grows too large, leading to a possible increase in unit cost.
Employees	Individuals who work full time or part time for the business; they have a contract of employment detailing their duties and rights.
Employment law	Rulings that relate to the rights and responsibilities of people who work for a business; they affect the recruitment and selection process and how the business deals with its workers.
Flat organisational structure	An organisational structure with a wide span of control and few levels of hierarchy (a short chain of command).
Fringe benefits	Additional 'perks' that are in addition to a wage/salary, they are liable to income tax.
Full time	Working all the usual hours required of an employee; usually 35 hours or more.
Hierarchy	The management structure of a business/organisation showing the levels of responsibility. It is often shown as an organisation chart.
Induction	Training given to a new employee when they start a new job; it provides information about the business, its operation and working practices.

Key Term	Definition
Job analysis	The process of determining what the job entails, including responsibilities and tasks.
Job description	A summary of what the job entails, including job title, duties and who they are responsible for/to.
Job share	A system where two employees choose to share a full time job; they receive the salary and benefits on a pro rata basis according to the proportion of the full time hours that each works.
Motivation	The reasons people are interested in and committed to their job.
Off-the-job training	Employees are trained away from their job, at a college, training provider or the business' training centre.
On-the-job training	Employees learn alongside experienced colleagues while they are doing the job.
Organisational structures	The way in which the organisation is divided into levels of management, functions and responsibilities.
Part time	Working only a proportion of the full time hours.
Person specification	Identifies the requirements of the job holder, including qualifications, experience and skills.
Recruitment	The process of hiring a new employee.
Salary	A method of paying employees for their work; based on a fixed annual amount, normally paid monthly.
Span of control	The number of people for whom a manager is directly responsible.
Staff retention	Keeping staff once they have been employed.
Styles of management	The methods used by those in leadership roles to achieve the most effective outcomes from the employees for whom they are responsible.
Tall organisational structure	An organisational structure with a narrow span of control and many levels of hierarchy (a long chain of command).
Training	Employees learn the skills and techniques needed to do the job or to prepare for a new role.
Wage	A method of paying employees for their work based on an hourly, weekly or piece of work basis, usually paid weekly or monthly.

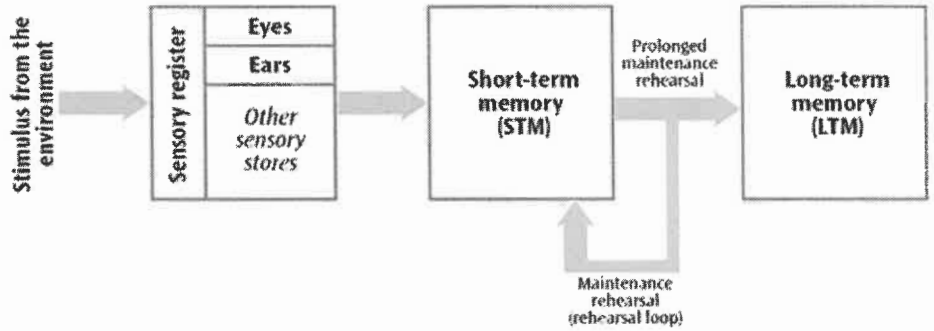
Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Memory

Memory Topic Terms		
1	Capacity	A measure of how much information can be stored.
2	Cognition	All mental processes that are as a result of our senses E.g thinking, planning, problem solving, perception.
3	Context	The surroundings for an event, thought or memory which enable these things to be more fully understood and may act as a cue to recall. E.g The room we are are in is part of our context.
4	Culture	The way of life, especially the customs, beliefs and behaviours of a particular community of people at a particular time. (E.g. language, dress, religion, music)
5	Duration	How long information can be stored in the memory.
6	Effort after meaning	Making sense of something unfamiliar by changing it into more familiar terms. (Linked to Bartlett's Theory)
7	Encoding	Information taken into the memory is changed into a form that can be stored and later recalled.
8	Episodic Memory	Recollections of personal experiences or events (may include feelings as well as recall of what took place).v
9	Expectation	Beliefs or feelings about what it is that we will experience. Expectation can affect our memories.
10	False memories	Remembering something that has never happened but feels as if it did ***(NOTE – this is different from a reconstructed memory)***

Memory Topic Terms		
11	Long Term Memory Store (LTM)	Memory store that has a very large capacity and holds information for a lengthy period of time.
12	Primacy effect	When more of the **first** information received is remembered than later information.
13	Recency effect	When more of the **last** information received is recalled than earlier information.
14	Recall	To bring information or past experiences back into one's mind (similar to 'retrieval').
15	Recognition	By retrieving a memory, you are able to identify something or someone, previously known to you in some way.
16	Reconstructive memory	Changing or filling in gaps in our recollection of experiences or information so that it makes more sense to us.
17	Semantic memory	Recollections of **general knowledge (facts / meanings)** rather than personal experiences or events.
18	Sensory Store	Memory store for information received from the senses. Has a very large capacity but holds information for a very short period of time.
19	Serial position effect	The tendency for the recall of words at both the beginning and end of a list to be better than the recall of those in the middle.
20	Short Term Memory (STM)	Memory store that has a capacity of approximately seven pieces of information and in which information is held for a limited period of time (about 30 seconds)
21	Storage	Holding information in the memory system for use at some point in the future.

Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Memory

The Multi Store Model of Memory



Store	Sensory	STM	LTM
Duration	Less than 1 second	Up to 30 seconds	Up to a lifetime
Capacity	Large	5-9 Chunks	Possibly infinite
Encoding	All senses	Mainly acoustic	Semantic

Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Research Methods

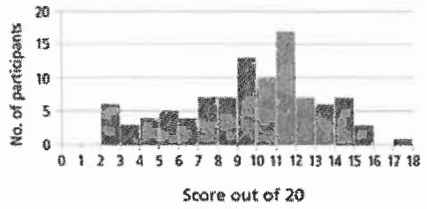
Research Methods Terms		
1	Alternative hypothesis	A prediction that a relationship between two variables will be found. It is the "alternative" to the "null hypothesis"
2	Bar chart	A type of graph that is used to display data that has separate categories. Numerical values are represented by the height or length of lines or rectangles. (There is a gap between bars).
3	Case study	An in-depth investigation of an individual, group, organisation or specific situation.
4	Categories of behaviour	Clearly defined, specific actions that can be observed and recorded as examples of the target behaviour during an observation. E.g. "kicking" is a category of aggressive behaviour.
5	Conditions	To investigate the effect of an independent variable (IV) on the dependent variable (DV), participants take part in different trials/situations called conditions. Participants in each situation will experience a different part of the IV.
6	Correlational relationship	A connection or association between variables. This does not mean there is also cause and effect. When two variables are correlated, it only means that as one variable changes, so does the other.
7	Counterbalancing	Used in **repeated measures** design to limit order effects. Half of the participants take part in the conditions in one order (A followed by B) while the other half take part in them in the opposite order (B followed by A).
8	Dependent variable (DV)	The thing that will be measured by a researcher to see if changing the IV has had any effect.
9	Ecological validity	The results of the investigation can be said to apply to real-life behaviour; they are an accurate account of behaviour in the real world.
10	Ethical issues	Concerns about what is morally right and best for participants when researchers are carrying out research. The British Psychological Society (BPS) provide guidelines for researchers.
11	Experimental design	How the participants are organised. E.g Independent Groups / Repeated Measures
12	Extraneous variable (EV)	A variable that is not the IV but that might affect the DV. If EVs are not controlled, the researcher cannot be certain what caused any change that occurs in the DV.
13	Field experiment	An experiment that is carried out in a natural/real life environment.
14	Frequency table	A type of table that is used to display data to show how often something occurs.
15	Histogram	A type of graph which represents the frequency of groups of continuous data (E.g. ages 11-18 in a school) There are no gaps between the bars and they are arranged in numerical order.
16	Inter-observer reliability	The extent to which the record sheets of two or more people carrying out an observation, match one another.
17	Laboratory experiment	An experiment that is carried out in an unnatural, controlled environment.
18	Natural experiment	Research carried out into the effect that a change (IV) has upon something (DV). However, the change has not been arranged by a researcher. E.g. the effects of lockdown on learning.

Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Research Methods

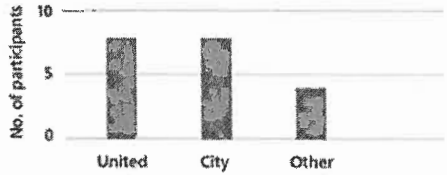
19	Normal distrib ution	A symmetrical arrangement of data in which the majority of values are grouped in the centre (looks like a bell shape).The mean, median and mode all fall in the centre of the curve.
20	Null hypothesis	A prediction that there is **no** relationship between variables.
21	Observation st udy	An investigative method where researchers collect data about people's behaviour by watching them and recording what they see.
22	Qualitative data	Data that is descriptive and non-numerical, eg verbal or written answers to interview questions.
23	Quantitative data	Data that is numerical, such as totals or tallies of observed behaviour categories.
24	Questionnaire	A set of questions about a topic that is given to participants in order to gather information/data.
25	Randomisation	Using chance (eg tossing a coin) to decide order in an investigation.
26	Random sample	People who are members of the target population who all have the same probability of being selected.
27	Range	The difference between the smallest and largest values in a set of data.
28	Ratio	The relationship between two or more amounts; shows how big or small one is when compared to another. E.g if there are 10 girls and 5 boys in a class the ration of girls to boys is 2:1
29	Sample	A small group of people taken from the target population and who are used by the researchers in their investigation.
30	Standard form (scientific notation)	A way of writing very big or very small numbers by expressing them as a multiple of powers of 10.

31	Standardised procedures	When carrying out a study, the same method and set of instructions are used for all of the participants in a condition.
32	Stratified sample	People are selected in similar amounts from a number of subgroups within the target population (E.g. age / sex / postcodes)
33	Target population	The large group of people the researcher wants to study and from which the sample is selected.

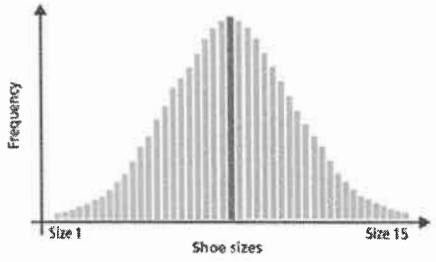
Histogram showing the score from 100 participants when throwing 20 balls in a bucket in front of an audience.



Bar chart to show the number of people who support Manchester United, Manchester City or a different football team



A normal distribution showing the shoe sizes of 2,000 men in the UK. The red line shows the mean, median and mode.



Huish Episcopi Academy Year 10 Health and Social Care Knowledge Organiser Autumn One Component One

A Component 1 Human Lifespan Development		
1	Characteristics	Something that is typical of people at a certain life stage.
2	Physical	Growth patterns and changes in mobility.
3	Intellectual	Thinking skills, memory and language.
4	Infancy	the state or period of babyhood 0-2yrs
5	Early childhood	Life stage from infancy to adolescence 3-8yrs

B Component 1 Human Lifespan Development		
1	Life stages	Phases of life: Infancy, early childhood, adolescence, early, middle, late adulthood.
2	Emotional	Developing identity and coping with feelings.
3	Social	Develop friendships and relationships.
4	Adolescence	Life stage form early childhood to early adulthood 9-18yrs
5	Early adulthood	Life stage from adolescence to middle adulthood 19 – 45yrs

C Component 1 Human Lifespan Development		
1	Weight	A body's relative mass or the quantity of matter contained by it.
2	Height	The measurement of someone or something from head to foot.
3	Mobility	The ability to move or be moved freely and easily.
4	Gross motor	Control and coordination of large muscles.
5	Fine motor	Control and coordination of small muscles.

D Component 1 Human Lifespan Development		
1	Puberty	Process towards sexual maturity.
2	Middle adulthood	Life stage from early adulthood to late adulthood 46 – 65yrs
3	Late adulthood	Life stage beyond middle adulthood 65+yrs
4	Cognitive ability	The mental processes involved in gaining knowledge and understanding.
5	Maturity	Behaving mentally and emotionally as an adult.

E Component 1 Human Lifespan Development		
1	Menopause	A time when menstruation periods stop for good.
2	Abstract thinking	Imagination to think outside the box.
3	Problem solving	Using logic to think through problems.
4	Linguistics	Developing how to express yourself verbally.
5	Bonding	Emotional ties formed with others.

F Component 1 Human Lifespan Development		
1	Attachment	Bond formed with a person that meets needs like love, food, security, warmth etc.
2	Contentment	An emotional state when happy that needs have been met.
3	Self-image	How a person sees themselves.
4	Play	Helps children to develop skills e.g. independence, socialising
5	Formal	Professional support based on qualifications, skills and experience.

G Component 1 Human Lifespan Development		
1	Informal	Support from friends and family who are unqualified.
2	Inherited conditions	Genes for disorders passed from parents to children.
3	Chronic	Serious illness that impacts short or long term, cannot be cured.
4	Mental ill health	Disorders that affect the brain and how we think or feel.
5	Sensory impairment	Disorders that affect one or more of our senses e.g. sight, hearing, taste.