

Huish Episcopi Academy
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Knowledge Organisers

Year 10

Spring Term B

Name:

Tutor Group:

Respect

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Ambition

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Resilience

Year 10 English Lit MACBETH Knowledge Organiser			
1. Context Macbeth. The plot is partly based on fact. Macbeth was a real 11th Century king who reigned Scotland from 1040-1057. The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics. King James I of England (and VI of Scotland) came to the throne in 1603 following the death of Queen Elizabeth I. The play pays homage to the king's Scottish lineage. King James was convinced about the reality of witchcraft and its great danger to him leading to witch trials. The Great Chain of Being was a belief in a strict religious hierarchy (see key vocabulary) of all things which was believed to have been decreed by God. The chain starts from God and progresses downward (angels, demons, stars, moon, kings, princes, nobles, commoners, wild animals, domesticated animals, trees, other plants, precious stones, precious metals, and other minerals)	Playwright: Shakespeare (April 23rd 1564-April 23rd1616) Dates: written around 1606 Published: in 'the First Folio, 1623 Era: Jacobean Genre: Tragedy = A play ending with the suffering and death of the main character. Set: Scotland, Structure: Five Act Play	Ambition Hubris Tyrant Corrupt Patriarchal Duplicitious Façade Prescient Nihilistic Courageous Supernatural Fate Treachery Regicide	
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When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural.	Ambition Hubris Tyrant Corrupt Patriarchal Duplicitious Façade Prescient Nihilistic Courageous Supernatural Fate Treachery Regicide	A desire to achieve something e.g. Macbeth and kingship Having excessive pride or self-confidence A ruler who rules through fear and violence Acting dishonestly OR being in a state of decay A society where power is in the hands of men Lying and being false. Two-faced. Deceitful A false front, mask or illusion. Hiding one's true feelings Having knowledge of things before they happen – the witches The belief that everything is meaningless Being very brave Things that are not a part of the natural world Events being already decided and out of a person's control Betraying someone's trust The killing of a king	
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2. Key Characters Macbeth: The eponymous protagonist is the tragic hero of this play. He is both ambitious and ruthless. He falls from loyal and respected warrior to a paranoid, tyrannical king, before dying in battle in Act V. Lady Macbeth: A strong, ambitious and manipulative woman who exerts pressure on Macbeth to pursue his ambition of becoming king by murdering Duncan. Unable to deal with the guilt of these actions and is driven to madness and suicide. The Witches / Weird Sisters: Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient. Banquo: Macbeth's close friend and ally is astute and loyal. Macbeth sees him as a threat. He is virtuous, admired by audiences, and mistrustful of the supernatural witches. Duncan: King of Scotland at the beginning of the play. He is a virtuous, strong and respected leader, held up as the model of good kingship by others in the play. He is murdered by Macbeth in Act 2. Macduff: A soldier who is loyal to Duncan and is suspicious of Macbeth. His family is murdered by Macbeth's soldiers and he eventually exacts revenge by killing Macbeth. He was born by caesarian section and therefore was "not of woman born". Malcolm: Duncan's son and next in line to the throne. He is described as a good man in the play.	Ambition Hubris Tyrant Corrupt Patriarchal Duplicitious Façade Prescient Nihilistic Courageous Supernatural Fate Treachery Regicide	A desire to achieve something e.g. Macbeth and kingship Having excessive pride or self-confidence A ruler who rules through fear and violence Acting dishonestly OR being in a state of decay A society where power is in the hands of men Lying and being false. Two-faced. Deceitful A false front, mask or illusion. Hiding one's true feelings Having knowledge of things before they happen – the witches The belief that everything is meaningless Being very brave Things that are not a part of the natural world Events being already decided and out of a person's control Betraying someone's trust The killing of a king	
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	The play is about the corrupting power of ambition. Both Lady Macbeth and Macbeth are urged to action by the prophecies of the witches, but they still commit their crimes themselves because they want greater power. Their ambition leads them to violence and death.	Ambition Hubris Tyrant Corrupt Patriarchal Duplicitious Façade Prescient Nihilistic Courageous Supernatural Fate Treachery Regicide	A desire to achieve something e.g. Macbeth and kingship Having excessive pride or self-confidence A ruler who rules through fear and violence Acting dishonestly OR being in a state of decay A society where power is in the hands of men Lying and being false. Two-faced. Deceitful A false front, mask or illusion. Hiding one's true feelings Having knowledge of things before they happen – the witches The belief that everything is meaningless Being very brave Things that are not a part of the natural world Events being already decided and out of a person's control Betraying someone's trust The killing of a king
	The play contrasts the kind and wise rule of Duncan, who is described as a virtuous (good) king, with the brutal rule of Macbeth, who quickly becomes called a tyrant. The play shows how Macbeth has no divine right to rule and upsets the natural order by killing Duncan.	Ambition Hubris Tyrant Corrupt Patriarchal Duplicitious Façade Prescient Nihilistic Courageous Supernatural Fate Treachery Regicide	A desire to achieve something e.g. Macbeth and kingship Having excessive pride or self-confidence A ruler who rules through fear and violence Acting dishonestly OR being in a state of decay A society where power is in the hands of men Lying and being false. Two-faced. Deceitful A false front, mask or illusion. Hiding one's true feelings Having knowledge of things before they happen – the witches The belief that everything is meaningless Being very brave Things that are not a part of the natural world Events being already decided and out of a person's control Betraying someone's trust The killing of a king
	The play subverts the natural order of the world. Macbeth's actions are based on a supernatural belief in a prophecy. It depicts an anarchic world: Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. The disruption underpins the conflict that is not only external and violent but internal as Macbeth and his wife come to terms with what they've done.	Ambition Hubris Tyrant Corrupt Patriarchal Duplicitious Façade Prescient Nihilistic Courageous Supernatural Fate Treachery Regicide	A desire to achieve something e.g. Macbeth and kingship Having excessive pride or self-confidence A ruler who rules through fear and violence Acting dishonestly OR being in a state of decay A society where power is in the hands of men Lying and being false. Two-faced. Deceitful A false front, mask or illusion. Hiding one's true feelings Having knowledge of things before they happen – the witches The belief that everything is meaningless Being very brave Things that are not a part of the natural world Events being already decided and out of a person's control Betraying someone's trust The killing of a king
	Characters in the play are often not what they seem. Lady Macbeth and Macbeth are duplicitous towards Duncan, the witches equivocate (not say what they really mean) and cannot be trusted. Lady Macbeth seeks to manipulate Macbeth.	Ambition Hubris Tyrant Corrupt Patriarchal Duplicitious Façade Prescient Nihilistic Courageous Supernatural Fate Treachery Regicide	A desire to achieve something e.g. Macbeth and kingship Having excessive pride or self-confidence A ruler who rules through fear and violence Acting dishonestly OR being in a state of decay A society where power is in the hands of men Lying and being false. Two-faced. Deceitful A false front, mask or illusion. Hiding one's true feelings Having knowledge of things before they happen – the witches The belief that everything is meaningless Being very brave Things that are not a part of the natural world Events being already decided and out of a person's control Betraying someone's trust The killing of a king

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



Huish Episcopi Academy Year 10 Biology Knowledge Organiser B4 Bioenergetics

Photosynthesis	
1	Chemical reaction that takes place in chloroplasts in leaves. $6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$
2	Endothermic Reaction that absorbs/takes in energy e.g. photosynthesis
3	Glucose Product of photosynthesis
4	Limiting factor The factor that prevents the rate of photosynthesis from increasing
5	Examples of limiting factors Concentration of carbon dioxide, light intensity, temperature, amount of chlorophyll
6	Chloroplast Organelle in a plant cell where photosynthesis takes place
7	Chlorophyll Green pigment that absorbs light energy for photosynthesis
8	Inverse square law As distance from the light source increases, the light intensity decreases in a non-linear relationship

Uses of glucose from photosynthesis	
1	Converted into starch for storage
2	Used to produce fats and oils for storage
3	Used to produce cellulose, which strengthens the cell wall
4	Used to produce amino acids for protein synthesis (to produce proteins, plants also use nitrate ions that are absorbed from the soil)
5	Used for respiration

Respiration and metabolism	
1	Respiration A chemical process in all cells that releases energy from glucose.
2	Aerobic respiration Respiration that uses oxygen to release large amounts of energy from glucose, occurs in the mitochondria.
3	Anaerobic respiration Respiration that does not use oxygen and releases less energy from glucose, occurs in the cytoplasm.
4	Oxygen debt (HT only) The amount of extra oxygen the body needs after exercise to react with accumulated lactic acid and remove it from the cells.
5	Aerobic respiration Glucose + oxygen $\rightarrow$ carbon dioxide + water $\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O}$
6	Anaerobic respiration (muscles – animals) Glucose $\rightarrow$ lactic acid
7	Anaerobic respiration (plants and yeast) Glucose $\rightarrow$ Carbon dioxide + ethanol
8	Fermentation Ethanol produced from anaerobic respiration in plants and yeast is used to make alcoholic drinks such as beer, wine, cider and spirits.
9	Metabolism Sum of all the reactions in a cell or body.

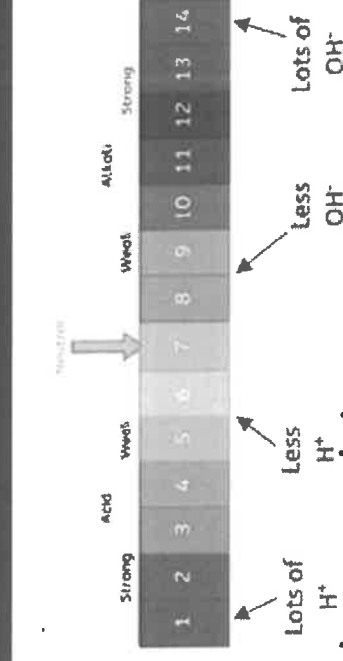
1. ACIDS AND ALKALIS

1	Acids	Contain H^+ ions, have a $pH < 7$
2	Base	Any chemical capable of neutralising an acid
3	Alkalis	Contain OH^- ions, have a $pH > 7$ (max 14)
4	Neutral	$pH = 7$
5	Neutralisation	Reaction between acid and alkali which produces a salt and water
6	Indicator	Changes colour in acids or alkalis. E.g. universal indicator
7	Crystallisation	Separation of salt from solution. Evaporate water partially to concentrate solution. Leave to cool to form crystals.
8	Strong/weak acid (HT only)	Hydrogen ions fully dissociate e.g. nitric, hydrochloric and sulphuric acids / hydrogen ions only partially dissociate e.g. ethanoic, citric and carbonic acids
9	Concentration (HT only)	Amount of solute dissolved in a given volume (dilute/concentrated). Measured in g/dm^3 or mol/dm^3

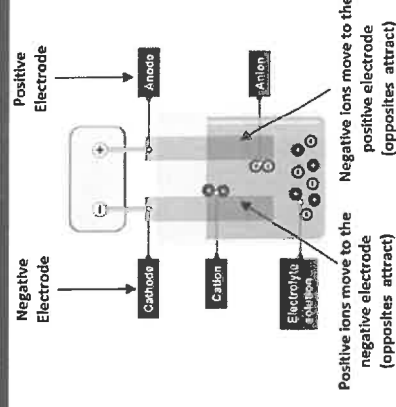
2. ELECTROLYSIS

1	Electrolysis	The breaking down of a substance using electricity. Used if element is more reactive than carbon
2	Electrolyte	The solution which is being broken down during electrolysis. Must be molten (melted) or aqueous to allow ions (charged particles) to move.
3	Aqueous	Dissolved in water (contains H^+ and OH^- ions)
4	Oxidation	The loss of electrons or gaining of oxygen
5	Reduction	The gain of electrons or the loss of oxygen
6	Anode	The positive electrode
7	Cathode	The negative electrode
8	Anion	Ion that goes to anode (- ion)
9	Redox	A reaction in which reduction and oxidation occur at the same time
10	Cryolite	Substance added to aluminium oxide before electrolysis to reduce the melting point

pH SCALE



ELECTROLYSIS CELL



Huish Episcopi Academy Year 10 PHYSICS Knowledge Organiser Energy (P2)

P2.1 Electrical charge and current	
1	Electrical current Flow of electrical charge. The size of the electrical current is the rate of flow of electrical charge.
2	Charge flow Charge flow, current and time are linked by the equation: $Q = I \times t$
3	Potential difference For current to flow through a circuit there must be a source of potential difference.
4	Resistance Resistance opposes the flow of electrical current
5	Current, resistance and potential difference Current, potential difference and resistance can be calculated using the equation: $V = I \times R$

P2.3 Series and parallel circuits	
1	Series circuits - The current is the same in each component - Total potential difference of the power supply is shared between the components
2	Parallel circuits - The potential difference across each component is the same - The total current through the whole circuit is the sum of the current through the separate components
3	Resistors in series - The total resistance of the components is the sum of the individual resistances $R_T = R_1 + R_2 + R_3 \dots$
4	Resistors in parallel The total resistance of the components is less than the resistance of the smallest individual resistor

UNIT P2.2 Circuit symbols and component characteristics

Current voltage characteristics for ohmic resistor, filament lamp and semiconductor diode

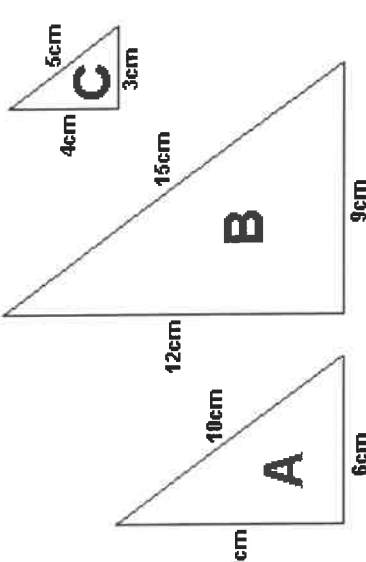
1. Resistor
2. Bulb
3. Diode

P2.4 Domestic uses and safety	
1	Mains electricity Alternating current with a frequency of 50Hz and a potential difference of 230V
2	Domestic appliances - Most appliances connected using a three-core cable - Live wire – brown, Neutral wire – blue, Earth wire – green and yellow
3	Function of the three-core cable - Live wire carries alternating potential difference - Neutral wire completes the circuit - Earth wire is for safety and stops the appliance becoming live

P2.4 Energy transfers		
1	Power	- Power is the rate of energy transfer - Power is measured in Watts - Electrical power can be calculated in two ways: $P = V \times I$ $P = I^2 \times R$
2	Energy transfer	The amount of energy transferred by an appliance depends on the power of the appliance and the time it is used for
3	Calculating energy transfer	- Energy is measured in Joules $E = P \times t$

P2.5 The National Grid		
1	What is the National Grid	The National Grid is a system of cables and transformers linking power stations to customers
2	Why are transformers used?	- Step up transformers increase the potential difference for transmission across the National Grid - High voltages lead to low currents resulting in less energy loss in the overhead cables - Step down transformers reduce the voltage to safe levels before electricity is used by customers

P2.6 Quantities and units			
	Quantity	Symbol	Unit
1	Current	I	Amps (A)
2	Potential Difference	V	Volts (V)
3	Charge	Q	Coulomb (C)
4	Resistance	R	Ohms (Ω)
5	Power	P	Watts (W)
6	Energy	E	Joules (J)

Similar shapes	Growth & Decay / Compound interest	
Same shape, different sides The ratio of the lengths of corresponding sides are equal  Length scale factor = x Area scale factor = x^2 (length scale factor)² Volume scale factor = x^3 (length scale factor)³	Growth: Getting bigger Decay: Getting smaller Appreciation: The value of something increasing Depreciation: The value of something decreasing Interest Rate: Money that is paid regularly as a percentage, this is usually by a bank when money is saved or borrowed. Compound Interest: Interest that gets added regularly (eg. monthly, annually), changes the value of money each time so a new calculation has to be completed. See below VAT: Value Added Tax A tax that is added to goods that you buy Income Tax: Tax that you pay from your wages Simple Interest: Calculate the percentage amount and multiply it by the number of periods that the money will be invested for. Finding % of Amounts To find 10% - divide by 10 To find 1% divide by 100 You can find other percentages of amounts by adding / subtracting combinations of these Percentage Change = $\frac{\text{Change}}{\text{Original}} \times 100$ Multipliers: 15% increase means $100\% + 15\% = 115\%$ $115\% = 1.15$ 15% decrease means $100\% - 15\% = 85\%$ $85\% = 0.85$	Eg. Dave invests £500 at 8% compound interest for 6 years. How much interest does he make? Multiplier: $100\% + 8\% = 108\% = 1.08$ New Amount = 500×1.08^6 $= 793.44$ So Interest earned: $793.44 - 500 = £293.44$ Eg. Sally invests £500 at 8% simple interest for 6 years. How much interest does she make? 8% of £500 = £40 £40 x 6 = £240
Ratio - A way of comparing two or more quantities Eg. to make purple paint I mix red and blue in the ratio 3:4 Ratio to fraction: To find the denominator you add the parts together Simplify Divide the numbers in your ratio by the Highest Common Factor Share in a ratio Steps to share in a ratio Share £40 in the ratio 3:7 ● Add the parts together $3+7=10$ ● Divide the amount by the total $£40 \div 10 = £4$ ● Multiply by the parts $£4 \times 3 = £12$, $£4 \times 7 = £28$ Answer: £12:£28	Compound Interest Formula $\text{Total} = P \left(1 + \frac{r}{100} \right)^n$ P = initial amount R = rate of interest n = no. of times interest is added Simple Interest Formula $\text{Total} = P \times r \times t$	

Standard form $a \times 10^n$, where $1 \leq a < 10$ Eg. Write 50000 in standard Form = 5×10^4 Write 0.0005 in standard Form = 5×10^{-4} Write 8.2×10^3 as an ordinary number $8.2 \times 10 \times 10 \times 10 = 8200$ Write 3.7×10^{-3} as an ordinary number $3.7 \div 10 \div 10 \div 10 = 0.0037$ Growth & Decay / Compound interest <i>original amount</i> $\times$ <i>multiplier</i>^{time} Where the multiplier is the percentage, increase or decrease from 100%, converted to a decimal. e.g. 30% decrease is $70\% = 0.7$ 30% increase is $130\% = 1.3$ Appreciation - The value of something increasing Depreciation - The value of something decreasing Interest Rate - Money that is paid regularly as a percentage, this is usually by a bank when money is saved or borrowed. Compound Interest Interest that gets added regularly (eg. monthly, annually),	Simplifying Ratio Divide both sides by the highest common factor  6 : 15 3 : 2 : 5 Sharing in a given Ratio A Add the ratio parts D Divide the amount by the total parts A and M Multiply the ratio by the value of one part e.g. share £420 in the ratio 2:5 $2 + 5 = 7$ $420 \div 7 = £60$ 2: 5 (x60) (x60) £120 : £300 Simplifying Ratio 1:n Divide both sides by the highest factor of the left hand side 2m: 180cm 200cm: 180cm 2:1.8 1: 0.9	Percentages Finding percentages of an amount 1% $\div 100$ 5% $\div 20$ 20% $\div 5$ 25% $\div 4$ 50% $\div 2$ Multipliers: To find the multiplier for a percentage, divide by 100 Use multipliers on a calculator paper e.g. 35% of 370 = 0.35×370 Increasing and decreasing a given amount Calculator: <i>Original Amount</i> $\times$ <i>multiplier</i> = <i>new amount</i> Non-calculator: find the increase or decrease and add to the original amount Finding percentage increase or decrease (profit/loss) $\frac{\text{value of increase/decrease}}{\text{Original}} \times 100$ Writing an amount as a percentage of the original $\frac{\text{Amount}}{\text{Original}} \times 100$ Reverse Percentage – finding the original amount $\text{Original Amount} = \frac{\text{New Amount}}{\text{multiplier}}$
Compound Interest Formula $\text{Total} = P \left(1 + \frac{r}{100} \right)^n$ P = initial amount R = rate of interest n = no. of times interest is added Eg. Dave invests £500 at 8% compound interest for 6 years. How much interest does he make? Multiplier: $100\% + 8\% = 108\% = 1.08$ New Amount = 500×1.08^6 = 793.44 So Interest earned: $793.44 - 500 = £293.44$	Simple Interest Formula $\text{Total} = P \times r \times t$ Eg. Sally invests £500 at 8% simple interest for 6 years. How much interest does she make? 8% of £500 = £40 £40 $\times$ 6 = £240	

Nature of God		
Omni-benevolent	All-loving	"For God so loved the world that He sent His only Son"
Omniscient	All-knowing	"Even the very hairs on your head are numbered."
Omnipotent	All-powerful	God created world 'ex nihilo'
The Trinity	The three forms of God	Father: the Creator, cares for his creation Son ("The Word"/Jesus): "In the beginning was the Word", incarnation of God Holy Spirit: the presence of God e.g. <i>breath of life</i> , spirit was " <i>hovering over the waters</i> "
CHRISTIAN RESPONSES TO THE PROBLEM OF EVIL (THEODICY)		
Original Sin Theodicy		- Origin: Evil comes from human free will, not God. - Adam and Eve's choice to disobey led to sin entering the world (The Fall)
Theodicy of Job		- Origin: God allowed Satan to test Job's faith. - God's omniscience is beyond human understanding - God asks Job questions about the universe to show how Job cannot grasp God's ultimate plan
Soul-making Theodicy		- Origin: God allows suffering as humans are still in the creation process (Imago Dei but not perfect) - Evil helps to grow spiritually to become worthy of heaven (Irenaeus) - Humans must have "<i>mastered temptation</i>" and make responsible choices (John Hick)
Salvation		
Salvation		To be saved from sin and death. The aim of all Christians.
Original Sin		Causes humans to disobey God's law and separates humans from God.
How we achieve salvation		
God's Law	The Bible:	- The Bible is a source of authority for Christians and reveals God's word and how to lead a good Christian life. - The Old Testament = 10 Commandments ("<i>thou shalt not kill</i>") - New Testament = teachings of Jesus (e.g. agape).
	Other sources of authority:	Conscience; prayer; priest; magisterium
Grace		- Grace = God's unconditional love - Faith in Jesus is needed for salvation: "<i>those who believe in me shall not die</i>" e.g. penitent thief - Grace is received through the sacraments (Catholics)
Holy Spirit		- Helps Christians to follow God's teachings e.g. forgiveness - Evangelical Christians connect to the Holy Spirit in worship to receive spiritual and physical healing

Creation		
GENESIS 1—CREATION OF THE UNIVERSE		
Ex nihilo	From nothing	'God said, "Let there be light."' "
Creation	6 days	"God saw that it was good" - it is perfect
Imago Dei	Image of God	"He created them in His image."
GENESIS 2—CREATION OF HUMANS		
Adam	Made from dust, given a soul (" <i>breath of life</i> ")	
Eve	Made from Adam's rib, made as a 'companion' for Adam	
ROLE AND NATURE OF HUMANS		
Nature	- Made in the image of God (Imago Dei) - Sinful by nature (original sin)	
Role	- To reproduce—"fill the earth and subdue it" - To have dominion—"rule over the fish of the sea..." - To be stewards—"care and cultivate"	
Life of Jesus		
Jesus is considered the Messiah—the saviour of humankind		
Incarnation: God in human form, the miraculous birth of Jesus		
- Gabriel announced to Mary/born in a stable demonstrating humility. "If you have seen me, you have seen the Father." - Fulfilled Isaiah's prophecy—"born of a virgin"		
Crucifixion: Jesus was nailed to a cross (Good Friday)		
- Carried his own cross/crown of thorns/placed with spear by Roman "Forgive them Father for they know not what they do." - Fulfilled Isaiah's prophecy "pierced for our transgressions" - Atonement = Jesus' death heals the rift between God and humans		
Resurrection: Jesus rose from the dead 3 days after death (Easter Sunday)		
- Empty tomb found by 2 women/appeared to his disciples—on the Road of Emmaus and Doubting Thomas touched his wounds "He appeared to more than 500 brothers and sisters" - Salvation = victory over death shows believers can have eternal life		
Ascension: Jesus physically rose up to Heaven (40 days after resurrection)		
- Disciples witness Jesus ascension, from a hill in Bethany, angels lifted Jesus behind the clouds (omnipotence) - Jesus said "I will be with you always" (Holy Spirit guides Christians today—omnipresence) - Jesus said "Go and preach the gospel" - evangelise/spread his message		

Interpretations of Creation		
PROGRESSIVE (modern)		
Genesis = an allegory		- God did not make the universe in exactly 7 days ("yom" = Hebrew - 'period of time'). - Look for the deeper message e.g. Genesis shows God's omnipotence.
Evolution		God started evolution process and guides it through Theistic-Guided Evolution.
The Big Bang		God is the first cause. He caused the Big Bang ex nihilo.
FUNDAMENTALIST (traditional)		
Genesis = a literal account		- The Genesis story is 100% accurate. "Scripture is God-breathed." - Earth = 10,000 years old—Young Earth Creationist
Evolution		Evolution is a test of faith we must reject - humans were made special (Imago Dei)
The Big Bang		The Big Bang must be rejected. God carefully designed creation (Design Argument)
Afterlife (Eschatology)		
Judgement Day	Jesus will save those who have helped others.	The Parable of the Sheep and the Goats
	Fundamental View: Physical places	Progressive view: Spiritual feeling
Heaven	- Rapture: We will physically ascend to Heaven (as Jesus did) - Bodily resurrection "The body is sown perishable and raised imperishable" "God created the Heavens and the Earth" - God, angels, a new "tree of life."	- A feeling of closeness to God: "Heaven is within you" - Universalism: All souls will eventually experience Heaven—God is omnibenevolent "My Father's house has many rooms"
Hell	- An eternal place of torture & darkness. "Weeping and gnashing of teeth"	- Sinners will not be resurrected—they will cease to exist "Sinners will not reach eternal life"

Worship, Sacraments and Prayer				
Worship Style		Liturgical	Informal	Individual
Worship Christians may worship in a Church as a congregation 'where two or more gather in my name I am there'		E.g. Catholics, Some CoE • Traditional structure-led by Priest. Hymns/set Prayers/sacraments. Sacraments: Rituals that give an inner blessing from God e.g. Eucharist and Baptism	E.g. Evangelicals • Spontaneous- inspired by Holy Spirit- led by a Pastor • Music/talk in tongues/dancing.	E.g. Quakers (society of Friends) • Set silently in a circle. • May speak if filled with Spirit- called 'giving ministry'
Prayer Purpose of prayer for all: • Adoration: Praising God. • Confession: Saying sorry. • Thanksgiving: Thanking God. • Supplication: Asking for something.		Formal/Set prayer recited by heart e.g. Lord's Prayer. Follows tradition and connects to past Christians. E.g. The Lords Prayer, taught by Jesus: • "Our Father, who art in Heaven" • "Forgive us our sins"	Improvised prayers e.g. in time of need. Helps to develop a personal relationship with God May be done individually or aloud in a group	"Go to your room, close the door and pray to your Father in Heaven"
Eucharist Church community gathers, ask for forgiveness, listen to a sermon. Bread (wafers) & wine brought to the altar, say Lord's Prayer. Priest gives blessing		Catholic Transubstantiation- The bread & wine literally become the body/blood. "This is my body, broken for you". Last Supper	Protestant: Memorialism- The bread and wine symbolise Jesus' sacrifice on the cross. "Do this in memory of me." Last Supper	
Baptism Holy water stored in a baptismal font. Water poured on head or fully submerged- baptised in the name of the Father, Son and Holy Spirit.		Catholic: Infant Baptism Must be performed as young as possible to remove original sin. One of the 7 sacraments- necessary for salvation. "No-one may enter Heaven unless born of water"- Jesus	Protestant: Believers (adult) baptism May wait until the person is old enough to decide. Symbolic rather than actually cleansing original sin. Jesus was an adult when baptised in the River Jordan.	

Pilgrimage		Church in the UK	
Taizé (Tayzay)	- Founded by Brother Roger in France in 1940 - Ecumenical- over 100,000 young pilgrims per year - Chores, prayers, worship, Bible study, candle-lit service	Role of the Church in the local community Religious The main purpose of a church is a place for Christians to worship. Sunday worship services/weddings/funerals/sacraments Social/Community Food banks/street pastors/prison chaplains/Salvation Army "When I was hungry you fed me..." Parable of Sheep & Goats	
Walsingham	- Norfolk- Replica of house where Gabriel visited Mary (Holy House) - Ecumenical- Ruins visited by Catholics & CoE - Pilgrims walk barefoot to the shrine as an act of penance 'Sprinkling of the Well'- holy well water on forehead.	Is the UK a Christian country? Yes 26 bishops in House of Lords (total 779) - Laws based on 10 commandments e.g. 'Keep sabbath holy' - Still the biggest religion in the UK No - Christmas has become commercialised (Average person spends £1,108) - Only 10% of Christians regularly go to Church 2011-2021 census (Christianity- 59% to 46%) - Increasingly pluralistic society: Islam increased from 4.9% (2011) to 6.5% (2021)	

Celebrations		Aims of the Worldwide Church: CREP	
Christmas	How Advent= 4 weeks - Christmas Nativity scenes, presents, hymns. Midnight Mass, advent calendars Why Celebrates Incarnation. -If you have seen me you have seen the Father."	Charity	- Showing agape in action by helping others in need - Parable of The Sheep and Goats - Tearfund: aims to end poverty, works in over 50 countries, provides access to safe water
Easter	How Holy Week= Maundy Thursday (last supper), Good Friday (crucifixion) and Easter Sunday Lent= Fasting 40 days Easter eggs, Church services, Easter cards Why Celebrates resurrection 'Wounded victor' God promised in Genesis 3.	Reconciliation	- Resolve conflict between Christians "Blessed are the peacemakers" - World council of churches: supports the ecumenical movement (bringing Christians together), annual 'prayer' week for togetherness
		Evangelism	- Preaching the gospel with the intention of converting others "Go and preach the Gospel" - Mission: travelling to do good deeds while evangelising in another country
		Persecuted Christians (helping them)	- Helping Christians who are being discriminated against due to their faith "We are all one in Christ" - Open Doors: Set up world watch list, provides Christians in North Korea with Bibles and safe routes to escape - Past persecution: disciples were killed, Oscar Romero shot in Church

Huish Episcopi Academy Year 10 History Knowledge Organiser – Golden Years and the Rise of the Nazis, 1924-1933

Key Terms	
1	Greater German Reich
2	Autarky
3	Lebensraum
4	Aryan Race
5	Rentenmark
6	Reichmark
7	Nuremberg
Key evidence	
1	2.6% Nazi votes in 1928
2	33% Nazi votes in November 1932
3	Unemployment during the Golden Years never fell below 1.3 million
4	KPD votes after 1929 doubled
5	Nazi plane allowed Hitler to visit 7 cities in 5 days in 1932
6	Arbeit und Brot Nazi slogan
7	1 in 3 workers were unemployed due to the Great Depression
8	By 1928 German industrial production surpassed pre-WW1 levels

Key Dates	
1	1924 Dawes Plan loaned Germany 800 million marks
2	1925 Locarno Treaty guaranteed Germany's western borders
3	1926 Germany allowed into the League of Nations and Stresemann awarded a Nobel Peace Prize
4	1927 Unemployment benefits introduced
5	1929 Young Plan reduced reparations by 20% but scrapped due to the Great Depression
6	1932 Nazis became largest party in the Reichstag
7	1933 Hitler made chancellor
Key People	
1	General Hindenburg President of Germany from 1925-1934
2	Franz von Papen Chancellor from May – Nov 1932
3	Joseph Goebbels Nazi chief of propaganda

Huish Episcopi Academy Year 10 Geography Knowledge Organiser Unit 2 The living world

Hot deserts		Desertification	
1	Adaptation	How plants and animals have changed to survive in a harsh environment	1 Appropriate technology Technology that meets the needs of the populations education and wealth levels
2	Biodiversity	The range of plants and animals that live in a place	2 Water management Reducing the amount of water used in farming by using drip irrigation
3	Opportunity	Ways to make money in the hot desert	3 Tree planting Planting trees to protect soil and provide leaf litter e.g the great green wall
4	Challenge	Ways that the hot desert is a difficult environment to live and work in	4 Soil management Leaving areas to rest and rotating crops
5	Irrigation	The artificial watering of crops	5 Over grazing Allowing too many animals to graze in one area
6	Mineral extraction	Mining for phosphate in Morocco	6 Over cultivation Growing too many crops in one area, using up all the nutrients in the soil
7	Soil	Desert soils are thin, sandy, rocky	7 Fuel wood Trees and branches are used as fuel for cooking, causing deforestation
8	Tap roots	long roots (7-10 metres long) that reach deep under the ground	8 Conservation Protecting an environment from harm
9	Succulents	Plants that store water in their stems, leaves, roots or even fruits	9 Fragile environment A environment that is easily disturbed and difficult to restore
10	Extreme temperatures	Temperatures in the Sahara Desert can exceed 50°C in the summer months.	10 Fringe The edge of a hot desert
11	Inaccessibility	Most of the Sahara desert is inaccessible due to the extreme environmental conditions and poor infrastructure.	
12	Amount of rainfall	The climate is very dry with less than 250 mm of rainfall a year	

La familia		
1	abuelo/a (m/f)	grandfather/grandmother
2	bebé (m)	baby
3	cariño (m)	affection, love
4	familia (f)	family
5	hermano/a (m/f)	brother / sister
6	hijo/a (m/f)	daughter / son / child
7	madre / mamá (f)	mother, mum
8	marido (m)	husband
9	mujer (f)	woman, wife
10	padre / papa (m)	father, parent, dad
11	primo /a (m/f)	cousin
12	tío/a (m/f)	uncle / aunt
13	-astro	step-
14	mi(s)	my (plural)

Soler – always followed by an infinitive

1	suelo	I usually
2	solemos	we usually
3	solía	I used to usually
4	solíamos	we used to usually

¿Cómo te llevas con tu familia?		
1	discutir	to argue, discuss
2	llevarse bien/mal	to get along well, bad
3	confiar en*	to rely on, to trust
4	cuidar*	to look after
5	pelearse*	to fight, argue
6	separarse*	to separate, split up
7	juntarse	to get together / meet
8	conocer, conocerse	to know, to meet

Key irregular verbs (already conjugated)

1	dije	I said
2	quise	I wanted
3	vine	I came
4	podría	I, he, she could
5	debería	I, he, she should
6	era	(I, she, he, it, one) was, used to be
7	eras	you sg were, used to be
8	iba	(I, she, he, it, one) went, used to go
9	ibas	you sg went, used to go
10	había	there was, there were
11	tenía	(I, she, he, it, one) had, used to have
12	tenías	you sg had, used to have

Regular verb endings - preterite tense		
	-ar verbs	-er/ir verbs
I	-é	-í
you	-aste	-iste
he/she	-ó	-ió
we	-amos	-imos
you (pl)	-asteis	-isteis
they	-aron	-ieron

Key irregular verbs - preterite tense

	hacer – to do	ir – to go
I	hice	fui
you	hiciste	fuiste
he/she	hizo	fue
we	hicimos	fuimos
you (pl)	hicisteis	fuisteis
they	hicieron	fueron

High frequency verbs

1	tengo	I have
2	soy	I am*
3	estoy	I am*
4	voy	I go
5	hago	I do/make

Photo description		
1	hay	there is, there are
2	se puede ver	one can see
3	a la derecha	to the right, right hand
4	a la izquierda	to the left
5	en el primer plano	in the foreground
6	en el segundo plano	in the background
7	en el centro	In the centre
8	en el fondo	in the background

Adverbs		
1	normally	normalmente
2	generally	generalmente
3	quickly	rápidamente
4	slowly	lentamente
5	especially	especialmente
6	immediately	inmediatamente
7	truly	verdaderamente
8	currently	actualmente
9	really	realmente
10	originally	originalmente
To make an adverb in Spanish, take the adjective, change it to the feminine, and add -mente . E.g. lento – lenta – lentamente		

Key verbs		
1	encontrar	to find
2	olvidar	to forget
3	tomar	to take, to have (food)
4	pedir	to ask/request
5	viajar	to travel
6	sorprender	to surprise
7	enamorarse*	to fall in love
8	equivocarse*	to be wrong
9	sentir, sentirse*	to regret, to feel
10	abrazar	to hug
11	conversar	to chat, talk
12	descubrir	to discover
13	conocer	to meet
14	chatear	to chat
15	romper	to break, to break up
16	amar	to love
17	casarse	to get married
18	considerar	to consider
19	creer	to believe
20	vestir(se)	to dress (oneself)
21	entender	to understand
22	llevar	to wear, carry
23	llorar	to cry
24	significar	to mean

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

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

Meal times		
1	breakfast	el desayuno
2	lunch	el amuerzo
3	dinner	la cena
4	snack	la merienda

HEA Year 10 French Knowledge Organiser –la famille et les amis

1. Family relationships		2. My birthday	
• S'excuser	To apologise	• Venir de + infinitive	To have just
• s'exprimer	to express oneself	• aller	to go
• se fier à	to rely on	• boire	to drink
• sentir; se sentir	to feel	• chanter	to sing
• séparer, se séparer	to separate	• croire	to believe
• se soucier	to show concern for	• dire	to say
• fier/fière	proud	• entendre	to hear
• pareil/pareille	similar	• faire la fête	to party
• même si	even if	• finir	to finish
• s'amuser	to enjoy oneself	• partir	to leave
• s'entendre	to get on	• prendre	to take
• ensemble		• recevoir	to receive
• heureux/heureuse	happy, lucky, fortunate	• rester	to stay
• patient(e)	patient	• ouvrir	to open
• sérieux/sérieuse	serious, important	• pouvoir	to be able
• strict/stricte	strict	• télécharger	to download
• triste	sad	• argent (m)	money
• quand	when	• anniversaire (m)	birthday
• ne ... jamais	never, not ever	• baskets (fpl)	trainers
• ne ... rien	nothing	• jeu (m)	game
• fidèle	faithful, loyal	• fatigant	tiring
• inquiet/inquiète	worried, anxious	• génial	great
• sévère	severe, strict, harsh	• Passionnant	exciting
• cependant	however		
• ne ... plus	not anymore, no longer		
• rire	to laugh		
• j'ai horreur de	I really hate		
• Je pense que	I think that		
• Je suis fan de	I am a fan of		
• Je trouve que	I find that		
• anniversaire (m)	birthday		
• école	school		
• fête (f)	festival, party		

3. How to deal with difficult friendships	
• agir	To act
• combattre	to fight
• éviter de	to avoid
• expliquer	to explain
• menacer	to threaten
• raconter	to tell
• refuser de	to refuse
• fier*, fière	proud
• dépendre (de)	to depend (on)
• essayer de	to try
• cravate (f)	tie
• élève (m, f)	pupil, student
• portable	mobile phone
• victime (m, f)	victim

4. Generation gap	
• défendre	To defend, to forbid, to ban
• garder	to keep
• foyer	home
• inquiétude (f)	anxiety
• quotidien	daily
• elle-même	herself
• malgré	despite
• couper, se couper	to cut, to switch off
• travailler	to work
• égalité (f)	equality
• droit (m)	right
• progrès (m)	progress
• dur	hard, difficult
• injuste	unfair
• à mon avis	in my opinion
• encore	again, yet, still
• pire	worse

HEA Year 10 French Knowledge Organiser – la famille et les amis

5. Memories about friends and family		6. Future plans and dreams		7. For or against marriage?		8. To stay in touch with people	
Se souvenir de	To remember	• adopter	to adopt	• perte (f)	loss, waste	• ils me manquent*	I miss them
• nous avions	we used to have	• j'aurai	I will have	• fidèle	loyal, faithful	• il vaut mieux + INF*	It's better to
• vous aviez	you used to have	• j'ai envie de	I want to	• Profond(e)	deep	• courrier (m)*	mail
• ils/elles avaient	they used to have	• je serai	I will be	• de l'/d'un autre côté	on the other hand	• inconvé-nient (m)*	disadvantage, inconvenience
• nous étions	we used to be	• appareil (m)	device	• d'un côté*	on one hand	• auparavant*	previously, before, formerly
• vous étiez	you used to be	• métier (m)	job	• en ce qui me concerne	as far as I'm concerned	• lorsque*	when
• ils/elles étaient	they used to be	• âgé(e)	old	• il me semble que	it seems to me that	• couper	to switch off
• j'avais	I used to have	• quand je serai/aurai	When I am/have	• pourtant	yet, nonetheless	• manquer	to miss
• tu avais	you used to have	• espérer	to hope	• je dirais que	I would say that	• recevoir	to receive
• il/elle avait	he/she used to have	• habiter	to live	• il vaut mieux	it's better	• rester	to stay
• j'étais	I used to be	• me marier	to get married, to marry	• certains disent que	some people say that	• email (m)	email
• tu étais	you used to be	• penser	I'm thinking of	• avoir le droit de	to have the right to	• lettre (f)	letter
• il/elle était	he/she used to be	• rencontrer	to meet	• amour (m)	love	• voisin, voisine (m,f)	neighbour
• il/elle me manque	I miss him/her	• rêver de	I dream of	• argent (m)	money	• grâce (f) à	thanks to
• manquer	to miss	• traiter	to treat, handle, deal with	• mariage (m)	marriage, wedding	• en contact (m)	in contact, in touch
• s'entendre	to get on	• j'aimerais	I would like	• partenaire (m, f)	partner		
• se rappeler; rappeler	to recall, remind; to remember	• je vais + INF	I'm going to +verb	• essentiel	essential		
• mort(e)	dead	• je veux	I want to	• important	important		
• il y a (number) ans	(number) years ago	• je voudrais	I would like	• avant de + INF	before + verb		
		• avenir (m)	future	• sans (+ INF)	without (+ verb)		
		• enfant (m)	child	• aujourd'hui	today		
		• quelqu'un	someone				
		• bien-payé	well-paid				
		• riche	rich				
		• seul(e)	alone				
		• qui	who				
		• dans dix ans	In 10 years				

Huish Episcopi Academy Year 10 German Knowledge Organiser – die Freizeit (Free Time)

Beschreib deine Familie – Describe Your Family

1	Mein Bruder, der (Stefan) heißt,	My brother, who is called (Stefan),
2	Meine Schwester, die (Suzi) heißt,	My sister, who is called (Suzi)
3	Meine ... die (Suzi und Stefan) heißen,	My.... Who are called (Sizu and Stefan)
4	(er/sie) hat	(he/she) has
5	(sie) haben	(they) have
6	braune/schwarze Haare	Brown/black hair
7	blonde / rote Haare	Blonde/ red hair
8	lange/ kurze Haare	Long/short hair
9	blaue / grüne / braune Augen	Blue / green / brown eyes
10	braune/schwarze Haare	Brown/black hair
11	er/sie ist	He/she is
12	sie sind	They are
13	glücklich	Happy
14	freundlich,	Friendly
15	traurig	Sad
16	lustig	funny
17	komisch	Strange
18	locker	Laid-back, relaxed
19	böse	Angry
20	ehrlich	Honest
21	ernst	Serious
22	Fleißig	Hard-working
23	unabhängig	independent
24	süß	Sweet



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Beziehungen - Relationships

1	Ich habe eine gute Beziehung zu...	I have a good relationship to...
2	Ich verstehen mich gut mit...	I get on well with...
3	...meiner + feminine (i.e.Mutter)	...my + feminine (i.e. mother)
4	...meinem + masculine (i.e. Vater)	...my + masculine (i.e. father)
5	...meinen + plural (i.e. Eltern)	...my + plural (i.e. parents)
6	wir streiten uns oft	We often argue with eachother
7	wir lachen viel zusammen	We laugh a lot together

Vorbilder – Role Models

1	(...) ist ein gutes Vorbild	(...) is a good role model
2	gegen (Rassismus) kämpfen	To fight agains (racism)
3	die Homophobie, die Transphonie	Homophobia, transphobia
4	Minderheiten unterstützen	To support minorities
5	(Mobbing) erleben	To experience (bullying)
6	die Diskriminierung	Discrimination
7	schwul, lesbisch	Gay, lesbian
8	nicht binär	Non-binary
9	behindert	Disabled
10	die Ausbildung	Education, training
11	das Recht, die Rechte	The right
12	der Unterschied	The difference
13	(...) ist mir wichtig	(...) is important to me

Huish Episcopi Academy Year 10 German Knowledge Organiser – die Freizeit (Free Time)

Feste - Festivals		
1	vom... bis zum...	From... until...
2	am (ersten/zweiten/dritten) (Oktober)	On the (first/second/third) (October)
3	es dauert (ein Tag/zwei Wochen)	It lasts (one day/2 weeks)
4	man trägt traditionelle Kleidung	People wear traditional clothing
5	man lacht viel	People laugh lots
6	man feiert (mit Freunden)	People celebrate (with friends)
7	Oktoberfest	Beer festival in Munich
8	Heiliger Abend	"Holy Night" (Christmas Eve)
9	Weihnachten	Christmas
10	(m) Weihnachtsmarkt(-märkte)	Christmas market (markets)
11	Eisfasching	Winter tradition: people swim in an ice-cold lake in Berlin
12	Geschenke	Presents/gifts

Meiner Meinung nach.... - in my opinion...

1	Ich finde den Markt/das Fest...	I find the market/festival...
2	teuer	expensive
3	schlecht	bad
4	denn das macht Spaß	because it's fun
5	denn es ist bunt	Because it's brightly coloured
6	denn es interessiert mich (nicht)	Because it (doesn't) interest(s) me
7	denn es gibt zu viele Leute	Because there are too many people
8	denn es ist zu laut	Because it is too loud
9	denn ich mag (das Essen/die Natur)	Because I like (the food/nature)

Letztes Jahr – Last Year (Festivals in the Past)		
1	Letzten Sommer/Winter....	Last summer/winter
2	bin ich nach (Deutschland) gefahren	I went to (Germany)
3	Ich habe (Oktoberfest) besucht	I visited (Oktoberfest)
4	Es war wirklich prima!	It was really great!
5	Ich habe (Wurst) gegessen	I ate (sausage)
6	Mein Vater hat (Bier) getrunken	My dad drank (beer)
7	Es gab (viele Menschen)	There was/were (lots of people)
8	Ich habe/wir haben..	I/we... (past)
9	...gefeiert	celebrated
10	...gelacht	laughed
11	...gesungen	sang
12	...getanzt	danced

Partyzeit! - Party time!

1	(m) Geburtstag	birthday
2	(m) Silvester	New Year's Eve
3	(m) Anfang	Start
4	(m) Kuchen	Cake
5	(nt) Neujahr	new year
6	es hat Spaß gemacht	it was fun

Section 1: Jazz and Blues

Scat: vocal improvisation using wordless/nonsense syllables.

Improvised: music made up on the spot.

Blue notes: flattened 3rd, 5th, 7th.

Syncopation: off-beat accents.

Call and response: a phrase played/sung by a leader and repeated by others.

Walking bass: bass line that 'walks' up and down the notes of a scale/arpeggio.

Swing style: 'jazzy' rhythm with a triplet/dotted feeling.

A jazz ensemble may contain:

Rhythm section

- Drums
- Bass (guitar or double bass)
- Piano/guitar

Horn section

- Trumpet
- Trombone
- Saxophone

Some groups use a wider range of instruments e.g. clarinet, violin.

Section 2: Chamber Music

Chamber music was music for a small ensemble, originally played in a small room in someone's home.

Baroque: The trio sonata featured one or two soloists, plus **basso continuo** (which consisted of a low-pitched instrument such as a cello playing a bassline, with an instrument playing chords e.g. harpsichord).

Classical: String quartets (two violins, a viola and a cello) were popular. They had four movements, with the 1st movement usually in sonata form.

Romantic: Chamber music groups were more varied in the Romantic era, using a wider range of instruments (e.g. piano quintet, horn trio). Performances happened in larger concert halls as well as in small 'chambers'.

Section 5: Voices

Soprano
Alto
Tenor
Bass

Section 3: Musical Theatre

Musical numbers may include:

Solo: a song for one singer.

Duet: a song for two singers.

Trio: a song for three singers.

Ensemble: a song sung by a small group.

Chorus: a large group (usually the full company/cast).

Recitative: a vocal style that imitates the rhythms and accents of speech.

Overture: an orchestral introduction to the show, which usually uses tunes from the show.

The orchestra/band is used to accompany the voices and to underscore.

Section 6: Small Ensembles

DUET 2 performers

TRIO 3 performers

QUARTET 4 performers

QUINTET 5 performers

SEXTET 6 performers

SEPTET 7 performers

OCTET 8 performers

Section 4: Texture

MONOPHONIC

A single melodic line.



HOMOPHONIC

A chordal style of melody and accompaniment moving together.



POLYPHONIC

A more complex (contrapuntal) texture with a number of different lines.



Melody and accompaniment

A tune with accompaniment (e.g. chords)

Unison

All parts play/sing the same music at the same time.

Chordal

The music moves in chords (e.g. like a hymn/chorale).

Descant

A decorative, higher pitched line.

Counter melody

A new melody, combined with the theme.

Round

A short (vocal) canon.

The melody is repeated exactly in different parts but starting at different times, with parts overlapping.

Canon

Drone

Long held notes.

2-3-4 part texture

Textures which have 2/3/4 different lines.

Section 1: Instruments		Section 2: Instrumental Terms		Section 3: Composing Terms		
STRINGS	WOODWIND	Pizzicato	Plucking the strings.	Theme	The main tune/melody.	
	• Flute	Divisi	Two parts sharing the same musical line.	Motif	A short musical idea (melodic or rhythmic).	
	• Clarinet	Double stopping	Playing two strings at the same time.	Leitmotif	A recurring musical idea linked to a character/object or place (e.g. Darth Vader's motif in Star Wars).	
	• Oboe	Arco	Using a bow to play a stringed instrument.	Underscore	Music playing underneath the dialogue.	
	• Bassoon	Tremolo	A 'trembling' effect, moving rapidly on the same note or between two chords (e.g. using the bow rapidly back and forth).	Scale	Melody follows the notes of a scale.	
BRASS	• Double bass	Tongued	A technique to make the notes sound separated (woodwind/brass).	Triadic	Melody moves around the notes of a triad.	
	• Harp			Fanfare	Short tune often played by brass instruments, to announce someone/something important; based on the pitches of a chord.	
	KEYBOARDS			Pedal note	A long, sustained note, usually in the bass/lower notes.	
	• Trumpet	Slurred	Notes are played smoothly.	Ostinato/riff	A short, repeated pattern.	
	• Trombone	Muted	Using a mute to change/dampen the sound (brass/strings).	Conjunct	The melody moves by step.	
PERCUSSION	• French horn	Drum roll	Notes/beats in rapid succession.	Disjunct	The melody moves with leaps/intervals.	
	• Tuba	Glissando	A rapid glide over the notes.	Consonant harmony	Sounds 'good' together.	
	OTHER	Trill	Alternating rapidly between two notes.	Dissonant harmony	Sounds 'clashy'.	
		Vibrato	Making the notes 'wobble' up and down for expression.	Chromatic harmony	Uses lots of semitones/accidentals that's not in the home key.	
				Minimalism	A style of music using repetition of short phrases which change gradually over time.	
		Section 4: Use of Elements		Section 5: Intervals		
		Film composers use the MUSICAL ELEMENTS (tempo, texture, dynamics, timbre, tonality, rhythm, melody, harmony) to create mood and atmosphere to help to tell the story and enhance the action.		An interval is the distance between two notes.		
		For example: In a sad, reflective scene, a composer might use slow tempo, minor tonality, soft dynamics, legato, homophonic texture, long sustained notes, and a conjunct melody.				
		An exciting car chase scene in a thriller might have a fast tempo, busy, polyphonic texture, dissonant chords, loud dynamics, syncopated rhythms, a disjunct melody and short riffs.		Rising interval: moving upwards (ascending) Falling interval: moving downwards (descending)		
		A scene where the superhero 'saves the day' might use a major tonality, brass fanfares, loud dynamics, accents, 4 th and 5 th (intervals).				
		Composers will often use CONTRASTS to create effect (e.g. using a wide range of pitch from very high to very low).				

Huish Episcopi Academy – Year 10 Drama GCSE Knowledge Organiser – Spring Term

Section A: Costume & Sound Terminology

1	Fit	How the costume fits the actor, eg tight, oversized
2	Condition	Conveys info about a character's circumstances eg, scruffy=poor
3	Fabric	What a costume is made of. Can indicate social status, eg a wealthy character=silk dress
4	Accessory	Something you wear or have in addition to clothing because it is decorative or useful
5	SFX	Acronym for Special Effect used for Make-up/Lighting etc
6	Diagetic	Sound expected as part of the story
7	Non-Diagetic	Sound that doesn't exist within the world of the play
8	Volume	How loud or quietly the sounds are played/performed
9	Recorded	Pre-made sound effects produced digitally
10	Live	Sounds made either on stage or off stage by actors

Section B: Performance Skills

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 GCSE Textiles Knowledge Organiser Core knowledge topic 4

1. Looking at the work of designers

1	Designer	A person who plans the design of a product prior to it being made.
2	Design movement	A design movement is a style in art and design followed by a group of artists and designers for a period of time .
3	Company	A commercial business. E.g. Dyson
4	Brand	A product manufactured by a company under a particular name. E.g. Nike.

2. Designers

1	Coco Chanel	1883 -1971. A fashion designer known for introducing practical casual chic clothing for women. Famous creations include the little black dress and the Chanel suit
2	Charles Rennie Mackintosh	1868 – 1928. An architect and designer . His unique style can be found in a number of Scottish buildings including the Glasgow school of Art .
3	Alexander Mc Queen	1969 – 2010. A fashion designer known for his theatrical tailored clothing and dramatic catwalk shows.
4	William Morris	1834 -1896. A textiles designer and leader of the Arts and Craft movement . His designs were often based on patterns found in nature.
5	Mary Quant	1934 – 2023. A fashion designer who popularised the mini skirt, hot pants and PVC in the 1960s.
6	Louis Comfort Tiffany	1848- 1933. An Art Nouveau jewellery and glass designer, best known for his lamp shade and window designs.
7	Vivienne Westwood	1941- 2022. Her iconic clothing became popular during the punk rock movement in the 1970s, using traditional British materials to create unconventional modern clothing
8	Joe Casely Hayford	1956 –2019 He revolutionised casual tailoring fusing contemporary street style with sophisticated tailoring
9	Pierre Davis	1989 – present. Founded the gender-neutral fashion house – No Sesso , which challenges unconventional fashion. In 2019 Pia became the first transgender designer to present a collection at New York fashion week.
10	Rei Kawakubo	1942- present. A Japanese fashion designer known for her avant garde clothing style. She is the founder of Comme des Garçons and the Dover street market
11	The Singh twins	1965- present. Internationally renowned British artists Amrit and Rabindra combine Western and Indian art , and explore social, political and cultural issues.

3, Design Movements	
1	Arts and Craft Movement 1853 -1907. Set up a small group of designers including William Morris who did not like products made with newly developed machinery
2	Art Nouveau 1880 -1910 A highly decorative style which combined traditional craft skills with new materials.
3	Art Deco 1908- 1935 Characterised by the use of geometric shapes and patterns which were strongly symmetrical. One of the most iconic examples is the Chrysler Building in New York
4	Modernism 1917 -1931 Founded by Dutch Abstract artists Piet Mondrian and Theo Van Doesburg. They focused on using bold primary colours and rejected fussy decoration.
5	Bauhaus 1919- 1933 Founded by Walter Gropius, Bauhaus was a school of art and design, including architecture, photography, graphics and industrial design. The style has been and continues to be a constant inspiration for designers.
7	Post modernism 1970 -1990 One of the most controversial design groups, often with designers producing amusing and controversial designs
8	Memphis 1981 – 1988 An Italian design movement who wanted to shock the world with unusual products. The Memphis design group often painted or laminated their work to create bright shiny colours

4 Companies	
1	Under Armour An American sportswear company, founded by Kevin Plank, an American footballer. He created a shirt that wicked away sweat. The company now produces a wide range of high-quality sports apparel.
2	Primark Opening its first store in Dublin, in 1969, Primark now has stores across the UK, Europe and the USA. Primark contributes to the current 'fast fashion 'trend offering fashionable clothing at low prices
3	Gap An American clothing company founded in 1969. Gap originally sold jeans, today Gap has five brands selling clothing online.
4	Zara Zara opened its first store in 1975. It produces high quality but affordable fashion. Delivering new products to store twice a week, Zara produces 12,000 design each year.

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

1. Micronutrients – Vitamins, Minerals & Trace Elements	
1	Micronutrients are needed in the body in tiny amounts. They do not provide energy, but are required for a number of important processes in the body.
2	Micronutrient requirements People have different requirements for each micronutrient, according to their: Age; Gender and Physiological state (e.g. pregnancy).
3	Micronutrients – two main groups Vitamins; minerals (& trace elements)
4	Micronutrients Are measured in milligrams (mg) and micrograms (µg) with 1mg = 0.001g and 1µg = 0.001mg. Minerals
5	Minerals Are inorganic substances required by the body in small amounts for a variety of different functions.
6	Mineral amounts The body requires different amounts for each mineral.
7	Mineral amounts Some minerals are required in larger amounts, while others are needed in very small amounts and are called 'trace elements'
8	Vitamins and minerals Are chemical substances that are naturally found in a wide variety of unprocessed plant and animal foods.
9	Macronutrients Do not confuse these with Micronutrients. Macronutrients are Carbohydrates, Protein, Fats

4

3. Micronutrients – Vitamins – A, B, C, D, E & K			
	Nutrient	Function	Sources
1	Vitamin A	Helps the immune system to work as it should and with vision.	Liver, cheese, eggs, dark green leafy vegetables and orange-coloured fruits and vegetables.
2	B Vitamins	Thiamin, riboflavin, niacin, folate, and vitamin B12 have a range of functions within the body.	Different for each B Vitamin.
3	Vitamin C	Helps to protect cells from damage and with the formation of collagen.	Fruit (especially citrus fruits), green vegetables, peppers and tomatoes.
4	Vitamin D	Helps the body to absorb calcium & helps to keep bones strong.	Oily fish, eggs, fortified breakfast cereals and fat spreads.
5	Vitamin E	Helps to protect the cells in our bodies against damage.	Vegetable and seed oils, nuts and seeds, avocados and olives.
6	Vitamin K	Needed for the normal clotting of blood and is required for normal bone structure.	Green vegetables and some oils (rapeseed, olive and soya oil).

2. Micronutrients - Vitamins –Key Facts

1	Vitamins and nutrients Are required by the body in small amounts, for a variety of essential processes.
2	Vitamins Most vitamins cannot be made by the body, so need to be provided in the diet.
3	Vitamins Are grouped into fat-soluble vitamins (vitamins A, D, E and K);
4	Vitamins Vitamins are grouped into water-soluble vitamins (B vitamins and vitamin C)

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

4. Micronutrients – Minerals

	Nutrient	Function	Sources
1	Calcium	Helps to build and maintain strong bones and teeth.	Dairy, calcium-fortified dairy-alternatives, canned fish (where soft bones are eaten) and bread.
2	Iron	Helps to make red blood cells, which carry oxygen around the body.	Offal, red meat, beans, pulses, nuts and seeds, fish, quinoa, wholemeal bread and dried fruit.
3	Phosphorus	Helps to build strong bones and teeth and helps to release energy from food.	Red meat, poultry, fish, milk, cheese, yogurt, eggs, bread and wholegrains.
4	Sodium	Helps regulate the water content in the body.	Very small amounts found in foods. Often added as salt.
5	Fluoride	Helps with the formation of strong teeth and reduce the risk of tooth decay.	Tap water, tea (and toothpaste).
6	Potassium	Helps regulate the water content in the body and maintain a normal blood pressure.	Some fruit and vegetables, dried fruit, poultry, red meat, fish, milk and wholegrain breakfast cereals.
7	Iodine	Helps to make thyroid hormones. It also helps the brain to function normally.	Milk, yogurt, cheese, fish, shellfish and eggs.

5. Micronutrients – Vitamin D

1	Vitamin D	Is a pro-hormone in the body
2	Vitamin D	It can be obtained in two forms: ergocalciferol (vitamin D ₂);
3	Vitamin D	It can be obtained in two forms: cholecalciferol (vitamin D ₃).
4	Vitamin D	Vitamin D ₃ is also formed by the action of sunlight.
5	Vitamin D	Different to most vitamins, the main source of vitamin D is synthesis in the skin following exposure to sunlight.
6	Sunlight in winter	The wavelength of UVB during the winter months in the UK does not support vitamin D synthesis

6. Hydration

1	Fluids	Aim to drink 6-8 glasses of fluid every day.
2	Fluids	Water, lower fat milk and sugar-free drinks including tea and coffee all count.
3	Fluids	Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.
4	Water	20% of water is provided by food such as soups, yogurts, fruit and vegetables.
5	Water	The other 80% is provided by drinks such as water, milk and juice.
6	Too much water	Drinking too much water can lead to 'water intoxication' with potentially life-threatening hyponatraemia.
7	Too much water	Hyponatraemia is caused when the concentration of sodium in the blood gets too low

Business GCSE 1.4 Making the business effective

Legal Structure	What type of organisation a business chooses to be, such as a partnership or company.	Shareholders	Investors who are the part-owners of a company. They invest in the business in return for a share of the profits and voting rights at the AGM
Limited liability	The level of risk is limited to the amount of money that has been invested in the business or promised as investment	Franchise	When one business gives another business permission to trade using its name and products in return for a fee and share of its profits
Assets	Items you own, such as a house or car	Franchisor	An established business that gives permission to an entrepreneur to trade using its name and products
Incorporated	A business that is registered as a company, so the business and the owners are separate in the eyes of the law	Franchisee	An entrepreneur who pays a fee to trade using the named and products of an established business
Unlimited liability	The level of risk goes beyond the amount invested, so the personal assets of the business owner can be used to pay off the business's debts	Labour	Workers or the workforce
Unincorporated	A business that is not registered as a company, so the owners and the business are the same body in the eyes of the law	E-commerce	Using the internet to carry out business transactions
Sole trader	A type of unincorporated business that is owned by just one person	M-commerce	Using mobile technologies, such as smartphones and tablets, to carry out business transactions
Partnership	A business that is owned by a group of two or more people who share the financial risk, the decision-making and the profits	Profit	The amount of revenue left over once costs have been deducted
Deed of partnership	A legal document that defines the terms of a partnership	Cash flow	The amount of money coming in and going out of the business and the timing of its movement
Private limited company	An incorporated business that is owned by shareholders	Budgets	Pre-set financial targets for a business to achieve, like a sales budget, or abide by, such as an expenditure budget, over a period of time

Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Development

Development – Early Development + Piaget's Theory	
1	Brain stem At the base of the brain, connects to the spinal cord and controls messages between the brain and the rest of the body.
2	Cerebellum At the base of the brain above the spinal cord. Important for motor (movement) skills such as coordination and balance.
3	Thalamus Part of the brain that relays sensory information to the cerebral cortex (below) and helps in coordinating thinking
4	Cortex Outer layer of the brain where higher cognitive functions, such as speech, thinking and emotions, occur.
5	Nature Suggests characteristics and behaviours are genetically influenced (inherited at birth)
6	Nurture Suggests characteristics and behaviours are influenced by upbringing, environment and experiences.
7	Stages (of development) Different kinds of thinking that occur as children develop.
8	Schemas A mental framework we have of what we already know or believe . They help us to organise and understand new information that we receive.
9	Assimilation When new information is experienced we add it to an existing schema
10	Accommodation When new information is received an existing schema is changed or a new schema is developed.

Development – Piaget's Theory + Named Studies	
11	Sensorimotor stage Learning occurs through information received through the senses and by engaging in physical activities.
12	Pre-operational stage Being able to think about things symbolically, but unable to apply logic and reasoning to solve problems.
13	Concrete operational stage Using cognitive abilities to apply logic and solve problems, but limited to real situations and physical objects.
14	Formal operational stage Being able to reason in a way that uses logic and abstract thinking.
15	Conservation Understanding that the quantity of something is still the same, even if it looks different.
16	Egocentric Not being able to see a situation or event from another person's point of view.
17	Decentre When a child is no longer egocentric, they can understand another person's point of view

Huish Episcopi Academy Year 10 GCSE Computer Science Knowledge Organiser – Spring 2

Section 1 – Issues (overview)	
1	Ethical Issues
2	Legal Issues
3	Cultural Issues
4	Environmental Issues
5	Privacy Issues

Ethical issues involve the moral implications and responsibilities of using digital technology, such as data privacy and digital divide.

Legal issues pertain to the laws and regulations governing the use of digital technology, including intellectual property rights and cybercrime.

Cultural issues refer to how digital technology affects and is influenced by different cultures, including language barriers and cultural preservation.

Environmental issues involve the impact of digital technology on the environment, such as electronic waste and energy consumption.

Privacy issues concern the protection of personal information in the digital age, including data breaches and surveillance.

Section 3 – Issues (specific)	
1	Digital Divide
2	E-Waste
3	Sustainability
4	Cybersecurity
5	Intellectual Property
6	Digital Rights Management (DRM)
7	Net Neutrality

The digital divide refers to the gap between those who have access to digital technology and those who do not.

E-waste is discarded electronic devices and components, which can be harmful to the environment if not properly managed.

Sustainability in digital technology involves creating and using technology in ways that do not deplete resources or harm the environment.

Cybersecurity involves protecting computer systems and networks from digital attacks, theft, and damage.

Intellectual property refers to creations of the mind, such as inventions, literary works, and symbols, which are legally protected.

DRM is a set of technologies used to control how digital content is used and distributed.

Net neutrality is the principle that all internet traffic should be treated equally, without discrimination or charges based on content.

Section 2 - Legislation	
1	Data Protection Act 2018
2	Computer Misuse Act 1990
3	Copyright Designs and Patents Act 1988
4	Software Licences
5	Open Source Software
6	Proprietary Software

The Data Protection Act 2018 regulates how personal data is used and protects individuals' privacy rights.

The Computer Misuse Act 1990 makes it illegal to access or modify computer data without permission.

This act protects the rights of creators by giving them control over how their work is used and distributed.

Software licences define how software can be used and distributed, with types including open source and proprietary.

Open source software provides access to the source code, allowing users to modify and share the software freely.

Proprietary software is owned by an individual or company and does not provide access to the source code, often requiring purchase.

Section 4 – Issues (specific – continued)	
1	Digital Footprint
2	Surveillance
3	Automation
4	Artificial Intelligence (AI) Ethics
5	Biometric Data
6	Digital Inclusion
7	Digital Literacy

A digital footprint is the trail of data left behind by users on digital services, which can be tracked and analysed.

Surveillance involves monitoring and collecting data on individuals' activities, often raising privacy concerns.

Automation refers to the use of technology to perform tasks without human intervention, impacting jobs and productivity.

AI ethics involves the moral considerations of using AI, including bias, transparency, and accountability.

Biometric data includes physical characteristics, like fingerprints and facial recognition, used for identification and security.

Digital inclusion aims to ensure that all individuals and communities have access to and can effectively use digital technologies.

Digital literacy is the ability to use digital technology effectively and responsibly.

Huish Episcopi Academy Year 10 Health and Social Care Knowledge Organiser Spring 2 Component One

A Component 1 Human Lifespan Development		D Component 1 Human Lifespan Development	
1	Resilience The ability to recover from difficulties, adapt to change, and keep going after setbacks.	1	Decline To refuse or say no to an offer, request, or opportunity.
2	Self-esteem A person's overall sense of their own worth or value.	2	Elasticity The ability of something to return to its original shape after being stretched or compressed.
3	Coronary heart disease (CHD) A condition in which the coronary arteries that supply the heart with blood become narrowed or blocked.	3	Cerebral vascular accident (stroke) A sudden interruption of blood flow to part of the brain causing brain cell damage.
4	Dementia A group y disorders that affect the brain, leading to a decline in memory, thinking, behaviour, and the ability to perform everyday activities.	4	Allied health professionals Trained healthcare workers who are not doctors or nurses but provide important diagnostic, technical, therapeutic, or support services.
5	Primary care The first point of contact in the healthcare system.	5	Clinical support staff Healthcare workers who assist with patient care tasks and clinical operations.
B Component 1 Human Lifespan Development		E Component 1 Human Lifespan Development	
1	Anxiety A psychological and physical response to perceived threat or uncertainty, characterized by excessive worry, nervousness.	1	Peers People of similar age, status, or ability who can influence, support, or work alongside an individual.
2	Stress The body's and mind's reaction to demands or challenges (stressors); short-term stress can be helpful, but chronic stress harms physical and mental health and can worsen other conditions.	2	Colleagues People who work together in the same profession or workplace; coworkers who share responsibilities, knowledge, and professional support.
3	Asthma A long-term respiratory condition where airways become inflamed and narrow, causing wheezing, coughing, chest tightness.	3	Participation Active involvement in an activity, decision, or event; in health and education.
4	Chronic obstructive pulmonary disease (COPD) A progressive group of lung diseases (including emphysema and chronic bronchitis) that cause airflow obstruction.	4	Obesity A medical condition where excess body fat has accumulated to the point that it may negatively affect health.
5	secondary care Specialized medical services provided by hospital specialists or consultants after referral from primary care.	5	Multi-disciplinary team A group of professionals from different disciplines who collaborate to plan and deliver coordinated care for a patient.
C Component 1 Human Lifespan Development		F Component 1 Human Lifespan Development	
1	Peak The highest point or maximum level of something.	1	Specialist A professional with advanced training and expertise in a specific area of medicine or a subject.
2	Onset The beginning or first appearance of symptoms or a disease.	2	Rheumatology The medical specialty focused on diagnosing and treating diseases of the joints, muscles, and connective tissues.
3	Diabetes type 2 A chronic metabolic condition in which the body becomes resistant to insulin or doesn't produce enough.	3	Cardiology The branch of medicine that deals with the diagnosis and treatment of heart and blood vessel conditions.
4	Arthritis Inflammation of one or more joints causing pain, stiffness, swelling, and reduced movement.	4	Endocrinology The medical specialty that studies hormones and the glands that produce them.
5	Tertiary care Highly specialized medical care provided in large hospitals or specialist centre's.	5	Multi-agency team A coordinated group made up of members from different organisations or sectors .