

Knowledge Organiser

Core Subjects
Year 10

Term 4
2024/25



The Abbey
School

Contents

English	P.3-18
Maths	P.19-24
Science	P.25-37
↳ Block 2 Biology	P.26-32
↳ Block 2 Physics	P.33-37
R.E	P.38-42

Subject: English
Topic: An Inspector Calls

Context:

1910s	Area of focus	1940s
Very rigid structure. The upper, middle and working classes were clearly divided.	Class System	A less rigid structure. The class system was unimportant during the war as people had to pull together.
Due to industrialisation (rapid development of cities and industry), more people were moving into cities and forced to live and work in horrible conditions. There was an increase in strikes.	Working Conditions for the Poor	Since the working class suffered so much in factories, they established many trade unions and became heavily involved in politics. Working conditions improved drastically.
Women had fewer rights than men. They had to listen to their husbands, tend to household work. Life for lower-class women was worse as they could be seen as cheap labour	Women's Rights	WWW1 and WW2 proved to be the turning point for women's rights. As men went to war, women became valuable in fields and factories at home. By 1928, through the suffragette movement, women were allowed to vote. They also became more independent and respected.

BIG QUESTIONS

- Who was J.B Priestley?
- What is capitalism and socialism?
- Who are the Birlings?
- How does Priestley use dramatic irony to make Mr. Birling unlikeable?
- What do we learn about Mr. Birling through his early speeches?
- Who is the Inspector?
- How does Mr Birling know Eva Smith?
- Who is Sheila?
- How does Sheila know Eva Smith?
- How is responsibility shown in Act 1?
- How does Gerald know Eva Smith?
- What is Mrs Birling relationship with Sheila like?

Key Themes:

- Age
- Social Responsibility
- Time
- Gender
- Inequality
- Class

Plot

Act 1

The Birlings are celebrating the upcoming marriage of Sheila Birling to Gerald Croft.

An Inspector arrives claiming that a young woman called Eva Smith has just committed suicide.

Eva was employed by Mr Birling and was fired unfairly. She was then taken on by a shop, Millwards, where Sheila used her influence and got Eva fired too.

Sheila feels terrible remorse.

Act 2.

Gerald admits that he used Eva as a mistress and leaves upset.

Mrs Birling was also involved by refusing to give Eva (now pregnant), any money when she came to beg for charity. Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite.

Key Vocabulary:

Capitalism - an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

Socialism - a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.

Social Responsibility - being socially responsible means acknowledging accountability for the impact of one's choices on the larger world.

Dramatic Irony – when an audience know something about a situation in a play that the characters do not.

Edwardian - relating to or characteristic of the reign of King Edward VII.

Provincial - Having opinions and ideas that are old fashioned and simple.

Portentous - Serious and trying to be very important. Shows arrogance and conceit.

Prosperous - Successful, usually by earning a lot of money. Rich and wealthy.

Inequality – unfair treatment where some people have more rights and better opportunities than other people e.g. social inequality.

Class - the system of ordering a society in which people are divided into sets based on perceived social or economic status.

Politics – the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power.

Key Quotations

- *The lighting should be pink and intimate until the inspector arrives, and then it should be brighter and harder – **stage directions at beginning.***
- “Arthur, you shouldn’t be saying such things-” – **Mrs Birling (Act 1)**
- (half serious, half playful) “Yes – except for last summer, when you never came near me” – **Sheila (Act 1)**
- “men with important work to do sometimes have to spend nearly all their time and energy on their business. You’ll have to get used to that, just as I had.” – **Mrs Birling (Act 1)**
- “You’re squiffy” –**Sheila, to Eric (Act 1)**
- “Germans don’t want war. Nobody wants war.” – **Mr Birling (Act 1)**
- “– and unsinkable, absolutely unsinkable” – **Mr Birling (Act 1)**
- “there’s a fair chance that I might find my way into the next Honours List. Just a knighthood, of course.” – **Mr Birling (Act 1)**
- *He creates at once an impression of massiveness, solidity, and purposefulness... ..has a disconcerting habit of looking hard at the person he addresses before actually speaking – **stage directions Act 1.***
- “what happened to her afterwards may have driven her to suicide. A chain of events.” – **Inspector Goole (Act 1)**
- “We often do on the young ones. They’re more impressionable.” – **Inspector Goole (Act 2)**
- “Girls of that class-“ – **Mrs Birling (Act 2)**
- “Women of the town?” – **Mrs Birling (Act 2)**
- “You and I aren’t the same people who sat down to dinner here.” –**Sheila (Act 2)**
- (massively) “Public men, Mr Birling, have responsibilities as well as privileges.” – **Inspector Goole (Act 2)**
- “Don’t stammer and yammer at me again.” – **Inspector Goole (Act 2)**

Homework Links

[GCSE Learning and Revision | GCSEPod](#)

Week 1: Write a description of the image.

Week 3: Write a story including a flashback.

Week 5: Quotation revision and test using the Knowledge Organisers.

Subject: English
Topic: An Inspector Calls

Context:

1910s	Area of focus	1940s
There was no welfare system to help the working-class.	Welfare System	After they were elected in 1945, the Labour government established a 'cradle-to grave-' program to support people, including a tax-funded National Health Service in 1948.
Due to industrialisation, people were earning more money and becoming more selfish as a result. It was a capitalist society.	UK's Political Culture	Due to the hardships experienced during the 1930s (Great Depression) and 1940s(WW11), people were eager to change their government policies. Socialism was on the rise.

BIG QUESTIONS

- How does Mrs Birling know Eva Smith?
- How does Mrs Birling see herself differently to reality?
- How does Gerald present himself differently to reality?
- How does Eric know Eva Smith?
- What is Eric's purpose in the play?
- How does the Inspector present Priestley's message in his final speech?
- How do the final speeches of the characters show their change?
- What are the most significant themes of the play?
- What are the key symbols in the play?

Plot

Act 2

Gerald admits that he used Eva as a mistress and leaves upset.

Mrs Birling was also involved by refusing to give Eva (now pregnant), any money when she came to beg for charity. Mrs Birling is adamant that the father of the child take responsibility. This turns out to be her son, Eric and she is seen as a hypocrite.

Act 3

Eric admits that he is the father of Eva's child. He feels terrible for what he has done. The Inspector leaves and they are all shocked. Gerald returns and informs the Birling's that there is no Inspector Goole working at the local police station.

A phone call confirms this. However, the final lines in the play state that a girl has just died and they are all to be interviewed by an inspector.

Concepts:

Blame and Responsibility:

Who is to blame for Eva's death? Each of the Birlings contribute to a chain of events leading to the destruction of Eva Smith.

Morality and Legality:

What are the moral and legal laws of the society depicted in the play?

Class Politics:

How do the beliefs of capitalism and socialism collide in the play? Which characters are representative of which political allegiance?

Prejudice:

What are the prejudices held by the Birlings? What are their views regarding class and status? How do they act on these prejudices, and what are the consequences?

Young v Old:

What differences are evident between the younger and older generation? They react and behave differently throughout the play – why? What are their attitudes towards each other? What do they learn? Which characters change, and how?

Key Vocabulary:

Capitalism - an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state.

Socialism - a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole.

Social Responsibility - being socially responsible means acknowledging accountability for the impact of one's choices on the larger world.

Blame – responsibility for a fault or wrong.

Responsibility – the state or fact of being accountable or to blame for something.

Morality – principles concerning the distinction between right and wrong or good and bad behaviour.

Legality – the quality or state of being in accordance with the law.

Politics – the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power.

Prejudice – preconceived opinion that is not based on reason or actual experience.

Generation - all of the people born and living at about the same time, regarded collectively.

Key Quotations

- “We often do on the young ones. They’re more impressionable.” – **Inspector Goole (Act 2)**
- “Girls of that class-“ – **Mrs Birling (Act 2)**
- “Women of the town?” – **Mrs Birling (Act 2)**
- “You and I aren’t the same people who sat down to dinner here.” – **Sheila (Act 2)**
- (massively) “Public men, Mr Birling, have responsibilities as well as privileges.” – **Inspector Goole (Act 2)**
- “Don’t stammer and yammer at me again.” – **Inspector Goole (Act 2)**
- “There’ll be plenty of time, when I’ve gone, for you all to adjust your family relationships.” – **Inspector Goole (Act 3)**
- (unhappily) “Look, Inspector – I’d give thousands – yes, thousands-” – **Mr Birling (Act 3)**
- “There are millions and millions of Eva Smiths and John Smiths still left with us – **Inspector Goole (Act 3)**
- We don’t live alone. We are members of one body. We are responsible for each other – **Inspector Goole (Act 3)**
- “if men will not learn that lesson, then they will be taught in fire and blood and anguish.” – **Inspector Goole (Act 3)**
- “If all that’s come out tonight is true, then it doesn’t much matter who it was who made us confess.” – **Sheila (Act 3)**
- “Whoever that chap was, the fact remains that I did what I did. And Mother did what she did. And the rest of you did what you did to her – **Eric (Act 3)**

Homework Links

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Week 1: Write a description of the image.

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Week 5: Quotation revision and test using the Knowledge Organisers.



A Christmas Carol was written by Charles Dickens in 1843

BIG QUESTIONS

1. What was life like in London in the 19th century?
2. How is Scrooge introduced at the start of the novella?
3. How is Fred's character different to Scrooge?
4. How does Scrooge present some of the problems with the upper class?
5. Why does Marley's ghost appear to Scrooge?
6. How is the Ghost of Christmas Past presented?
7. What is significant about the memories the Ghost of Christmas Past shows Scrooge?
8. Why does Dickens include Belle?
9. Which of the events Scrooge is shown makes you feel the most sympathy for him?
10. How is the Ghost of Christmas Present introduced to us?
11. What is significant about the scenes the Ghost of Christmas Present passes?
12. How are the Cratchits presented?

Context

Charles Dickens – Charles Dickens was born in 1812 and spent the first years of his life in Kent, England. At 9, he moved to London. At 12, his father was sent to debtors' prison for racking up huge debts, and Dickens was given a painful job labelling bottles near the prison. He found this period in his life hellish. Many of his works are about social hardships and inequalities.

The Victorian Era – The Victorian era describes the period in which Queen Victoria sat on the English throne – between 1837 and 1901 (most of Dickens' life). Whilst this was a time of industrial revolution, it was also an extremely harsh time to live, and the differences between the lives of the richest and the poorest were exacerbated. The Victorian era was a period of great change. In this time, the population of England doubled – from 16.8 million 1851 to over 30 million in 1901.

Workhouses – A workhouse was a place where a person went if they could not afford to financially support themselves and their families. Men, women and children (mostly orphans) lived and worked in the workhouses, which were very crowded – making living conditions unhealthy and unpleasant. People slept in dormitories, where disease was easily spread. In A Christmas Carol, Scrooge voices his support for workhouses.

Plot

Stave 1 - On a foggy Christmas Eve, Scrooge is working in his counting house with his clerk, Bob Cratchit. Scrooge's cheerful nephew, Fred, enters, inviting Scrooge to Christmas party, but he declines. After he leaves, two gentlemen enter, asking if Scrooge is willing to make a charitable donation to the poor. Scrooge again declines. He begrudgingly gives Bob Cratchit the day off. Scrooge follows his usual routine on the way home. At home, he sees the ghost of his old business partner (Jacob Marley) in the knocker. Marley is in chains as punishment for his selfishness and greed when living. He says that he seeks to save Scrooge from the same fate, and so Scrooge will be visited by 3 ghosts.

Stave 2 - Scrooge is confused to wake at midnight, as it was after 2am when he went to sleep. At one o'clock, Scrooge is visited by a strange child-like figure – The Ghost of Christmas Past. The ghost takes Scrooge back to where he was raised – Scrooge is touched by memories of his childhood. He sees himself as a schoolboy spending Christmas alone, being visited by his sister, being at a party held by his old boss, Fezziwig, and with his old partner Belle, who is ending their engagement due to his greed. He sees Belle in a more modern time, with her husband, discussing how Scrooge is now 'quite alone in the world.' Scrooge is upset by the visions, and begs with the ghost to take him back home.

Stave 3 - The bell strikes one, and Scrooge is awake again. At quarter past one, he finds the Ghost of Christmas Present waiting for him. He is a majestic jolly giant, and sits on a mountain of food. The spirit takes Scrooge to the bustling streets on Christmas morning, where passers-by joyfully greet each other. The spirit then takes Scrooge to the home of Bob Cratchit, where the family savour the Christmas that they can afford. Their visibly-ill son, Tiny Tim, is cheery despite his ailments. Scrooge begs to know whether he will survive. They also visit Fred's Christmas party, which Scrooge enjoys. Eventually, Scrooge is brought to a vast expanse, where two sickly children, 'Want' and 'Ignorance' emerge. When Scrooge asks if there is anything that can be done, the spirit mocks his prior selfishness.

Key Quotations

Stave 1: 'as solitary as an oyster' 'as hard and sharp as flint' 'squeezing, wrenching, grasping, covetous old sinner' 'tight-fisted hand at the grindstone' 'no warmth could warm, no wintry weather chill' "I have always thought of Christmas as a good time, a kind, forgiving, charitable, pleasant time" "Don't be angry Uncle. Merry Christmas!" "Are there no prisons? Are there no workhouses?" 'decrease the surplus population' 'Old Marley was as dead as a door-nail' "I wear the chain I forged in life...I made it link by link, yard by yard, and of my own free will I wore it" 'The chain was made up of cash boxes, ledgers, heavy purses' "Mankind was my business! [...] The deals of my trade were but a drop in the comprehensive ocean of my business"

Stave 2: 'like a child: yet not so like a child as like an old man' 'from the crown of its head there sprung a bright clear jet of light' "would you so soon put out, with worldly hands, the light I give. Is it not enough that you are one of those whose passions made this cap," "Rise. And walk with me." 'a solitary boy neglected by his friends' 'lonely boy sitting by a feeble fire' "Why, it's old Fezziwig! Bless his heart; it's Fezziwig alive again!" "The happiness he gives, is quite as great as if it cost a fortune" "Our contract is an old one" "Another idol has displaced me" "A golden one" "I have seen your nobler aspirations fall off, until the master passion, Gain engrosses you" "Leave me! Take me back. Haunt me no longer!"

Stave 3: 'there sat a jolly Giant, glorious to see, who bore a glowing torch, in shape not unlike Plenty's horn, and held it up, high up, to shed its light on Scrooge' 'free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air' "if you have aught to teach me, let me profit by it" 'his threadbare clothes darned up and brushed, to look seasonable' 'Alas for Tiny Tim, he bore a little crutch, and had his limbs supported by an iron frame' "he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see" "Such a bustle ensued that you might have thought a goose the rarest of all birds; a feathered phenomenon' 'Mrs Cratchit entered -- flushed, but smiling proudly -- with the pudding, like a speckled cannon-ball' "I see a vacant seat [...] in the poor chimney-corner, and a crutch without an owner, carefully preserved. If these shadows remain unaltered by the Future, the child will die" "If he be like to die, he had better do it, and decrease the surplus population" 'the ghost grew older, clearly older' 'From the foldings of its robe, it brought two children; wretched, abject, frightful, hideous, miserable' "This boy is Ignorance. This girl is Want."

Key Vocabulary (concepts/themes)

Greed and Selfishness – Characters such as Scrooge represent the selfish middle classes, who sought to amass, rather than share their wealth. Jacob Marley demonstrates the burden that such a selfish life will inevitably bring. Through these characters and the events of the novel, Dickens criticises how wealth had become associated with the root of happiness, at the expense of close relationships and goodwill.

Divisions– Divisions are evident throughout the novel, as those with power and money seek simply to exert and recycle their advantages over those without (rather than aiding them). The book shines a light on the plight faced by poor families such as the Cratchits, which demonises the negative attitudes towards the poor held by the rich.



Homework Links

Your homework this term will be creative writing, based loosely around the novella.

Check out BBC Bitesize for writing skills to help you with this: <https://www.bbc.co.uk/bitesize/topics/zpyg6fr>

A Christmas Carol was written by Charles Dickens in 1843

BIG QUESTIONS

13. What is the significance of Tiny Tim?
14. Why does the Ghost of Christmas Present take Scrooge to the party?
15. How do Ignorance and Want present the problems in society?
16. How is the Ghost of Christmas Yet to Come presented to us?
17. How has the tone of the novella shifted with the Ghost of Christmas Yet to Come?
18. How does Dickens build tension through the events the Ghost of Christmas Yet to Come shows Scrooge?
19. How does Dickens change the Cratchits to alter Scrooge?
20. How is the end of Stave Four effective?
21. Is Scrooge's change admirable or self-serving?
22. What becomes of Scrooge?
23. How does Dickens present the change in Scrooge's character?
24. How does Dickens present the importance of family?

Context

Class Divides – Despite industrial changes altering the social landscape, there were still relatively distinct social classes in operation: the nobility, upper class, the middle class, and the working class. Life was terrible for the poorest; lack of money resulted in a negligible food supply. For some working families, money was so tight that they required their children to work in order to survive.

Health and Medicine – Healthcare was more of a luxury at the time, and medicine was nowhere near as advanced today. Many diseases were rife, and childbirth and poverty were very real dangers to people living in the era. As a result, a middle class person may expect to live to 45 at the time, whereas a working class person would have been lucky to have lived half that time. In A Christmas Carol, the restrictions in healthcare are evident in Tiny Tim's continued suffering.

Christmas – We now associate Christmas as being a time of seasonal goodwill, love and friendship. However, before the Victorian era, when writers such as Dickens spread these messages through their novels, there was no Santa Claus, Christmas cards, and no holidays from work! Christmas Day was a far more low-key affair. Writers such as Dickens encouraged middle-class families to share their wealth and act selflessly.

Plot

Stave 3 - The bell strikes one, and Scrooge is awake again. At quarter past one, he finds the Ghost of Christmas Present waiting for him. He is a majestic jolly giant, and sits on a mountain of food. The spirit takes Scrooge to the bustling streets on Christmas morning, where passers-by joyfully greet each other. The spirit then takes Scrooge to the home of Bob Cratchit, where the family savour the Christmas that they can afford. Their visibly-ill son, Tiny Tim, is cheery despite his ailments. Scrooge begs to know whether he will survive. They also visit Fred's Christmas party, which Scrooge enjoys. Eventually, Scrooge is brought to a vast expanse, where two sickly children, 'Want' and 'Ignorance' emerge. When Scrooge asks if there is anything that can be done, the spirit mocks his prior selfishness.

Stave 4 - Scrooge is approached by a hooded phantom. The spirit is silent, and Scrooge is terrified by him. Scrooge pleads with him to provide his next lesson. The ghost takes him to the stock exchange, where men discuss the accounts of a rich man, a dingy pawn shop, where the rich man's stolen goods are being sold, and the Cratchit household, where the family struggles with the death of Tiny Tim. Scrooge is then taken to a freshly dug grave in a graveyard. The gravestone reveals that it is his own grave. Appalled, Scrooge begs with the spirit to give him another chance to show that he has learnt his lesson. The phantom begins to tremble and disappears, and once again Scrooge finds himself in the relative safety of his own bed.

Stave 5 - Scrooge realises that he has been returned to Christmas morning, and is utterly overjoyed. He pays the first boy that he meets a huge sum to deliver a great big turkey to Bob Cratchit's household. He bumps into the gentlemen collecting for charity, apologises for his prior behaviour, and promises to donate lots of money to the poor. He attends Fred's party and is so happy and kind that the other guests can barely believe his behaviour. The next morning, he pretends to scold Bob Cratchit for arriving late, before promising to give him a large raise and to care for his family. As time passes by, he stays true to his word – he helps the Cratchits and becomes like a second father to Tiny Tim, who does not die. Scrooge brings Christmas cheer to every day, and shrugs off the doubts that others have about his changed behaviour. The narrator concludes by suggesting that Scrooge's changed attitude and behaviour should be shared by everyone.

Key Quotations

Stave 3: 'there sat a jolly Giant, glorious to see, who bore a glowing torch, in shape not unlike Plenty's horn, and held it up, high up, to shed its light on Scrooge' 'free as its genial face, its sparkling eye, its open hand, its cheery voice, its unconstrained demeanour, and its joyful air' "if you have aught to teach me, let me profit by it" 'his threadbare clothes darned up and brushed, to look seasonable' 'Alas for Tiny Tim, he bore a little crutch, and had his limbs supported by an iron frame' "he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see" 'Such a bustle ensued that you might have thought a goose the rarest of all birds; a feathered phenomenon' 'Mrs Cratchit entered -- flushed, but smiling proudly -- with the pudding, like a speckled cannon-ball' "I see a vacant seat [...] in the poor chimney-corner, and a crutch without an owner, carefully preserved. If these shadows remain unaltered by the Future, the child will die" "If he be like to die, he had better do it, and decrease the surplus population" 'the ghost grew older, clearly older' 'From the foldings of its robe, it brought two children; wretched, abject, frightful, hideous, miserable' "This boy is Ignorance. This girl is Want."

Stave 4: 'The Phantom slowly, gravely, silently approached. When it came, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery' 'Scrooge feared the silent shape so much that his legs trembled beneath him' "Spirit...I see, I see. The case of this unhappy man might be my own. My life tends that way, now" ' Bob held his withered little hand in his, as if he loved the child, and wished to keep him by his side, and dreaded that he might be taken from him' ' Still the Ghost pointed downward to the grave by which it stood' "Spirit!" he cried, tight clutching at its robe, "hear me. I am not the man I was" "I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future"

Stave 5: "I am as giddy as a schoolboy" "Not a farthing less. A great many back payments are included in it" "Let him in! It is a mercy he didn't shake his arm off." 'Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did not die, he was a second father'

Key Vocabulary (concepts/themes)

Transformation – Physical transformations are evident throughout A Christmas Carol, as objects, settings, and characters appear and vanish under the manipulation of the ghosts. Spiritual transformations take place too, as the reader witnesses a lonely boy's transformation into an embittered old man, and the efforts made to transform his character to reconnect with those around him.

Time – Time is stretched by the ghosts – the events that Scrooge experiences appear to have taken days, and yet all takes place in the space of one night. A race against time is also taking place, as the spirits work to prevent Scrooge (and in turn, Tiny Tim) from experiencing their fateful demise. The reader is taught to value the time that we have, and use it to spread happiness to others.

Five Staves – The story is set out in five Staves – a structure that mimics musical organization – the opening sets the scene, the middle is the turning point, and the last stave concludes.

The Number 3 – Scrooge is visited by 3 ghosts of Christmas: Past, Present, and Yet to Come. This is a common feature in magical fairy stories: e.g. 3 wishes, 3 choices etc. This adds to the mystical feel of the novella

Homework Links

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Subject: English

Topic: Power and Conflict Poetry

BIG QUESTIONS

For all of poems the student will need to answer these two big questions:

Question 1

How does [poet's name] present power/conflict through their choice of language, structure and form in [poem]?

Question 2


What is [insert poem] about?

Ozymandias


Percy Shelley

Context 

- Shelley wrote at a time of great interest in classical antiquity: the poem was written in 1817, inspired by a new British Museum statue of a Pharaoh (King) from Ancient Egypt
- Shelley was a revolutionary and believed in the overthrow of the British ruling class
- Shelley was a Romantic poet

Summary 

An unnamed narrator recounts his conversation with a traveller from an 'antique land', who tells him about a broken statue of Ozymandias in the desert. Ozymandias had been a great ruler, the 'king of kings,' but now only this statue remains. The poem explores the idea that power doesn't last forever, however strong it appears.

Key Quotations 


- **'Boundless and bare'** – plives mock the ruin of a once mighty statue
- Semantic field of decay – **'wrinkled', 'shattered', 'lifeless', 'wreck'**
- Sibilance to emphasise nature's power – **'sands stretch far away'**
- **'Nothing beside remains'** – followed by caesura to mimic the isolation of the ruined statue

Power: i) the ability to affect others or events ii) a force exerted on others


Conflict: a serious disagreement or argument, often long, such as a war

London


William Blake

Context 

- Poem written in the 1790s
- May be in part a reaction to the Industrial Revolution (from 1760) which caused migration into London, overcrowding, and exploitation of a new labouring class.
- Blake was critical of the abuse of power by those in authority, including the monarchy ('blood down palace walls')
- Blake was a Romantic poet

Summary 


An unnamed narrator (perhaps Blake himself) walks through streets in a poor area of 18th century London. He describes the misery he sees, highlighting how London is controlled by private individuals – 'chartered' – and that the most vulnerable in society are miserable and suffering.

Key Quotations 


- Repetition of **'chartered'** – meaning owned privately
- Focus on the poor in society: **'chimney-sweepers cry'; 'hapless soldier'; 'youthful harlot'; 'new-born infant'**
- **'Mind-forged manacles'** – metaphorical chains that hold vulnerable people back
- **'Marriage hearse'** – metaphor suggesting a marriage can be a poverty trap for young women

Prelude


William Wordsworth

Context 

- Wordsworth was a Romantic poet, and was also critical of the Industrial Revolution, which he saw as deadening the human spirit.
- Wordsworth was also Poet Laureate, so his work has national significance
- Poem is an extract from a book-length autobiographical work about Wordsworth growing up.

Summary 

The poem describes Wordsworth's experience of taking a rowing boat out at night. He feels elated and powerful until he realises there are mountains surrounding him, at which point he becomes overwhelmed, rows back, and remains troubled for days afterwards. The poem describes the beauty and terror of nature's power

Key Quotations 

- Personification of nature throughout: **'a huge peak, black and huge...upreared its head'; 'like a living thing...strode after me'**.
- Oxymoron **'troubled pleasure'** – nature is both impressive and terrifying
- Semantic field of light – **'glittering', 'stars'**
- Ends with **'trouble to my dreams'**, indicating the lasting effects

My Last Duchess

Robert Browning

Context



- Browning published the poem in 1842.
- Browning's poetry often explores the unfairness of women's lives and the violence they experience at the hands of men.
- Browning was fascinated by the Italian Renaissance
- Focus on the painting reflects general Victorian interest in Renaissance culture

Summary



The poem is a dramatic monologue from the viewpoint of the 16th Century Duke of Ferrara speaking to a messenger from a count to arrange his next marriage. Ferrara mentions a painting of his *Last Duchess* whom he appears to have had murdered in jealous rage.

Key Quotations



- Possessive pronouns – **'my last Duchess'**
- Archaic language – **'durst; will't'**; to place the poem in a particular context
- Objectification of the Duchess **'such a one'**
- Arrogance of Ferrara – **'my gift of a hundred years old name'**; **'I choose/ Never to stoop'**
- **'her looks went everywhere'** – Ferrara's paranoia of his wife's infidelity or refusal to treat him as special.

Charge of the Light Brigade

Alfred Lord Tennyson

Context



- The poem describes an historic battle during the Crimean War (1853-56)
- Tennyson was Poet Laureate at the time of the charge; poem was written for a national audience to commemorate the event, and was published in newspapers
- Tennyson's propaganda turned a military disaster into a cause for patriotic celebration

Summary



Tennyson describes a famous event in The Crimean War where Britain and France fought against Russia. The 'noble six hundred' cavalymen of the 'Light Brigade' fulfilled a mistaken order to 'charge for the guns' of the enemy through a valley, with devastating consequences.

Key Quotations



- Personification of death to represent danger: **'mouth of Hell'**, **'valley of Death'**, **'jaws of Death'**
- Sounds of conflict mimicked with onomatopoeia **'volley'd'**; **'flashed'** **'half a league, half a league'**
- Alliteration brings pace and drama **'storm'd at with shot and shell'**
- Rhetorical q.: **'when can their glory fade?'**
- Imperative ordering the reader: **'Honour the charge they made'**

Exposure

Wilfred Owen

Context



- Owen fought and died in WW1, and is perhaps the most prominent WW1 poet in the popular imagination
- Poems were the only forum that soldiers effectively had to voice criticism
- Poem unique in the anthology as a personal recollection of conflict

Summary



Owen describes a night in the trenches of WW1, waiting for the enemy to attack, commenting that the real enemy is in fact the weather. It also references the boredom of trench warfare, with long periods of inactivity – 'But nothing happens'.

Key Quotations



- **'Merciless iced east winds that knife us'** – personification of nature as the enemy
- Inclusive use of **'we'** shows that Owen is writing from the perspective of a group
- Tactile imagery and premonitions of death – **'pale flakes with fingering stealth'**
- Visual imagery: **'twitching agonies of men'**
- **'Love of God seems dying'** – faith removed

Storm on the Island

Seamus Heaney

Context



- Heaney was an Irish poet; letters in the title of the poem spell out STORMONT, the Irish assembly, where the representatives of the two opposing communities of Northern Ireland meet. This seems to be a reference to conflict in Northern Ireland known as 'The Troubles'.

Summary



Heaney describes the experience of a community on an unnamed island battling the onslaught of the weather. The weather is presented as a military enemy.

Key Quotations



- Inclusive use of **'we'** throughout
- Plosives **'blows full blast'**
- Personification and personal effects of conflict **'pummels your house'**
- Martial language: **'we are bombarded by the empty air'**
- Oxymoron: **'exploding comfortably'**

Bayonet Charge

Ted Hughes

Context



- Hughes was Poet Laureate; Hughes wrote at a time when society was very critical of how soldiers were treated in WW1
- 'Bayonet Charge' relates the experience of a soldier 'going over the top': charging across no man's land to attack the enemy trenches.

Summary



A nervous, inexperienced soldier experiences a fright response to the extreme terror of going over the top. He is jolted into action by seeing a hare on fire in front of him. He hurls himself into a personal battle for survival, with the personal and political reasons for fighting no longer mattering to him.

Key Quotations



- Verbs of physical difficulty in the first stanza – **'stumbling'**, **'lugged'**
- Auditory imagery **'bullets smacking'**
- Nature as a victim **'belly out of the air'**
- Patriotism personified and weakened – **'patriotic tear...sweating like molten iron'**; **'king, honour...dropped like luxuries'**
- Indecision shown in the simile **'foot hung like/Statuary'**

Subject: English
Topic: Power and Conflict Poetry

BIG QUESTIONS

For all of poems the student will need to answer these two big questions:

Question 1

How does [poet's name] present power/conflict through their choice of language, structure and form in [poem]?

Question 2

What is [insert poem] about?

Remains

Simon Armitage

Context

- Armitage is a contemporary British poet who interviewed war veterans about their experiences.
- British soldiers faced impossible situations in conflicts in Iraq and Afghanistan, with enemy soldiers hiding amongst civilians
- PTSD for veterans is a current issue

Summary

Armitage recounts the experience of an unnamed soldier 'sent out/to tackle looters'. 'All three of us open fire' and kill a looter, but it wasn't the 'end of story' – the narrator is haunted by guilt about what occurred and uses alcohol and drugs to deal with what he has experienced.

Key Quotations

- Inclusive use of **'we'**
- Impersonal language to avoid implicated colleagues **'somebody else'**
- Disdainful language – **'carted off'**; **'tosses his guts'**; **'this looter'**
- Alliteration and metaphor **'he's here in my head'** shows how the narrator can't get rid of his guilt
- **'His bloody life in my bloody hands'** – the phrase 'blood on my hands' suggests responsibility. Repetition of 'bloody' suggests the vivid nature of the images stuck in the soldier's mind.

Power: i) the ability to affect others or events ii) a force exerted on others
Conflict: a serious disagreement or argument, often long, such as a war

Emigree

Carol Rumens

Context

- Emigrée refers to a specifically female person who has left one country to live in another.
- Context of modern refugee crises and mass migrations in the Middle East and Africa caused by war and extremism.
- Relationship between migration and language – the narrator 'carried here' a 'child's vocabulary' is now banned

Summary

Rumens writes an imagined 1st person narrative of an 'emigrée' recollecting her childhood memories growing up in her country of birth. It appears that war and perhaps a group such as Islamic State have taken over, creating an oppressive environment. The narrator switches between fond memories and imagining what the country is like now.

Key Quotations

- Opening is almost like a fairy-tale – **'there was once a country'**
- Contrasts of light and darkness: country is always associated with **'sunlight'**, the oppressors with darkness
- **'Branded'** – metaphor suggests the hold the country has over the emigrée in painful
- Personification of the country **'I comb its hair and love its shining eyes'**

Poppies

Jane Weir

Context

- Commissioned by Carol Ann Duffy in 2009 for a set of poems to be published in *The Guardian*, giving women a voice about conflict
- Poem references Armistice Sunday, when memorials are held to remember the war dead and poppies are worn.
- Weir said she had Susan Owen – the mother of Wilfrid Owen (Exposure) – in mind when she wrote the poem.

Summary

1st person narration of a mother's experience of her son going to war. The poem relates her tending to his uniform as he leaves, and remembering the boy he was. After he has gone she walks to a graveyard and touches the names on the war memorial.

Key Quotations

- 'Plosives, martial language and metaphors– **'blockade/of yellow bias binding around your blazer'**
- Semantic pattern of damage – **'spasms', 'grazed', 'bandaged'**
- **'Steeled the softening'** – sibilance
- **'Playground voice'** – metaphor for youth

War Photographer Carol Ann Duffy

Context



- Poet Laureate
- Relates the experiences of photographers such as Don McCullin. The photograph mentioned ('running children in nightmare heat') sounds like his Vietnam pictures.
- References to modern conflicts all over the world, showing war is widespread

Summary



Duffy describes a war photographer, 'finally alone', developing his pictures in the aftermath of visiting a conflict zone. The photographer finds the pictures difficult to look at, and his trembling hand suggests he suffers from PTSD. He is upset and defeated by the lack of response from public who see his pictures. Photographs taken on film (not digital) require a darkroom to develop, using chemicals to fix the image.

Key Quotations



- **'Spools of suffering'** the alliteration highlights the metaphor, which shows the connection between the pictures and pain.
- Colour imagery – **'red'** light **'softly glows'** suggests he is in an intimate, perhaps religious space
- The metaphor **'half-formed ghost'** suggests he is haunted by what he has seen.

Kamikaze

Beatrice Garland

Context



- Japanese kamikaze pilots were sent on suicide missions during WW2 to crash their planes into enemy targets, normally ships.
- Being honourable is a massive part of Japanese culture, and the shame of behaving dishonourably can lead to being disowned.

Summary



The daughter of a kamikaze pilot explains how her father, unlike most of his comrades, turned back from the target and came home. The pilot faced immediate rejection from his wife and, in time, his children. She wonders whether he wished he had chosen to die that day as opposed to the 'death' of his life afterwards.

Key Quotations



- **'Embarked at sunrise'** – sense of hope; reference to Japanese battle flag too
- **'One-way/journey into history'** – suicide mission, pilot wasn't supposed to return
- **'Cairns'** – reference to death, may make the pilot reconsider
- **'Translucent sea'** – adjective could also mean the pilot looks into himself

Checking Out Me History

John Agard

Context



- Agard is from Guyana, which used to be controlled by Great Britain. This meant that schoolchildren were taught about British figures from history.
- Agard's poems normally deal with issues of race and identity
- Poem is written in Agard's Guyanese dialect. ('dem tell me')

Summary



Agard vents his frustration at not having been taught 'me own history'. Instead, he was taught about British history ('1066 and all dat') and culture. He feels 'blind[ed] to me own identity' because he doesn't understand his background. Agard references figures from black history to make his point. The poem is triumphant in tone, as the narrator finishes by claiming his own history for himself.

Key Quotations



- Metaphor of being wounded without his own history **'bandage'; 'blind'**
- Opening anaphora of **'Dem tell me'** – history is being 'told' by the faceless 'dem'
- Adverb **'never'** is repeated throughout – there was no place for black history in Agard's education
- Toussaint L'Overture as a metaphorical **'thorn'**

Tissue

Imtiaz Dharker

Context



- Dharker is from Pakistan; her poems normally deal with issues of identity or the search for meaning in everyday life
- References to borders and the Koran influenced by issues in Pakistan
- Tissue refers to paper and also to human (muscle) tissue.

Summary



Dharker reflects on the inherent power of paper: something that seems so flimsy has significance for families, countries and in everyday life. Paper is also an extended metaphor for life – fragile yet powerful. The message might be that if the borders and institutions of world countries were as fragile as paper or treated with more tenderness, then the world would be a happier place.

Key Quotations



- Tactile imagery reinforces status of paper – **'thinned', 'smoothed', 'stroked'**
- **'this/is what could alter things'** – paper has the power to change
- Weakness personified – **'they fall away'**
- Extended metaphor of **'tissue'** as human – **'turned into your skin'; 'living tissue'**
- Possibilities – 'if buildings were paper'

BIG QUESTIONS:

What were the beliefs and ideas of those in Shakespeare's society?

What are the major plot points in 'Macbeth'?

What is the atmosphere like at the beginning of the play?

How are we introduced to Macbeth's character?

What do the Witches tell Macbeth and Banquo?

What is the relationship between Macbeth and Lady Macbeth like?

Why does Macbeth not want to go ahead with Duncan's murder and how does Lady Macbeth react?

What do Macbeth and Lady Macbeth do after the murder?

How does Duncan's murder affect the great chain of being?

How has Macbeth's state of mind changed/developed?

Why does Banquo's ghost appear to Macbeth?

Context (AO3)

- *Macbeth* was most likely written in 1606, early in the reign of James I. James was a patron of Shakespeare's acting company, and of all the plays Shakespeare wrote under James's reign, *Macbeth* most clearly reflects the playwright's close relationship with the sovereign.
- A Jacobean audience would have believed in **The Great Chain of Being**. The Great Chain of Being offers the idea that there is an order to everything and if this order is disrupted there will be chaos. The Great Chain of Being is a major influence on Shakespeare's *Macbeth*. Macbeth disturbs the natural order of things by murdering the king and stealing the throne.
- People were very superstitious and believed in witches and witchcraft. Evidence of a relationship with evil spirits **condemned** a suspect to death by hanging, burning or drowning.
- Society at the time was **patriarchal**. Women were viewed as the 'weaker sex' and their roles in society were limited because of this.

Act 1

Macbeth and Banquo are two Scottish noblemen who encounter three witches on a heath. The witches give them both predictions (prophesies). One of the predictions given to Macbeth comes true almost immediately. Macbeth writes a letter to Lady Macbeth who is excited by the news and summons evil spirits to give her the courage to commit murder. Macbeth arrives to announce that King Duncan is coming to spend the night in their castle.

Act 2

Macbeth has agreed to kill Duncan. Macbeth begins to hallucinate and has visions of a bloody dagger; this represents his conscience and the doubts he is having. He does however, go on to kill Duncan with some encouragement from his wife (Lady Macbeth). Duncan is found dead at dawn by Macduff. The King's sons (Donalbain and Malcolm) flee, fearing for their lives. In their absence, Macbeth is announced King.

Act 3

Banquo begins to suspect that Macbeth was involved in Duncan's murder. Macbeth fears Banquo and so he plans to have Banquo and his son, Fleance, murdered. Banquo is killed but Fleance escapes. The ghost of Banquo appears at a feast to haunt Macbeth. The guests become suspicious of Macbeth because of his violent reaction to a ghost only he can see.

BIG QUESTIONS:

How does Duncan's murder affect the great chain of being?

How has Macbeth's state of mind changed/developed?

Why does Banquo's ghost appear to Macbeth?

Who is Hecate?

What do the three apparitions tell Macbeth?

What happens to Lady Macduff and her son?

What is the relationship like between Malcolm and Macduff?

Which qualities are said to make a good King?

What becomes of Lady Macbeth?

What becomes of Macbeth?

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Act 4

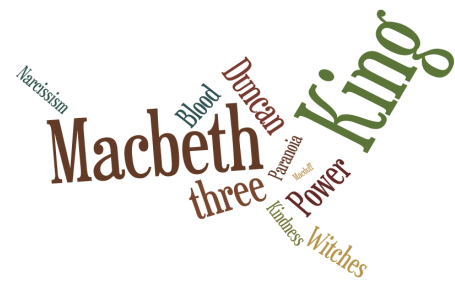
Macbeth, filled with insecurity, returns to the witches and is given the final three apparitions:

- Beware of Macduff
- No man born of woman can harm Macbeth
- Macbeth shall never be beaten until Birnam Woods moves towards his castle (Dunsinane)

Macbeth also learns that Macduff has fled Scotland. He orders the execution of Macduff's wife and children.

Act 5

Lady Macbeth appears on stage sleepwalking, her mental health is deteriorating terribly. Lady Macbeth is consumed by her feelings of guilt which leads her to believe she can see blood on her hands that she is unable to wash away. Duncan's son Malcolm, backed by the English army and Macduff, approach Macbeth's castle. They cut down branches from the trees at Birnam Wood to disguise how big their army is (meaning Birnam wood moves). Macbeth says he fears no man as all men are born of women however, Macduff announces he was not born naturally but was 'ripped' from his mother's womb (through C-section). Macduff kills Macbeth and Malcolm becomes the next King of Scotland. Page 16 of 42.



Key Quotes

1. "Why do you dress me in borrowed robes"
2. "It is too full o' the milk of human kindness to catch the nearest way"
3. "Hie thee hither that I may pour my spirits in thine ear"
4. "Look like the innocent flower but be the serpent under't"
5. "Stars hide your fires, let not light see my black and deep desires"
6. "But now I am cabined, cribbed, confined, bound in to saucy doubts and fears"
7. "We have scotch'd the snake, not killed it"
8. "Out damned spot – out I say"
9. "My hands are of your colour but I shame to wear a heart so white"
10. "To be thus is nothing, but to be safely thus"
11. "Fair is foul and foul is fair"
12. "O, full of scorpions is my mind"

Key Themes



The downfall of Macbeth and Lady Macbeth is caused by their fatal flaw: their ambition. Shakespeare's purpose could be to show the corrupting effects of ambition on individuals.



Shakespeare presents the theme of evil through various character's actions. Often these evil forces result in death or continued feuds.



A Jacobean audience would have been very interested in Macbeth due to the reoccurring theme of the supernatural.



Macbeth's false appearances enable him to proceed with his plan to kill Duncan and take the throne for himself.



Shakespeare shows that guilt is an inevitable consequence of committing unnatural acts. Guilt is presented through blood, sleeplessness and hallucinations.



Kingship is explored through Macbeth's own desire to become King and the plot is driven by the exploration of what makes a worthy King.

Homework Links

For your homework, we will be focusing on your creative writing.

Make sure you revise your GOMASSIVE techniques and use your Literacy Knowledge Organiser to help you.

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Maths Year 10 Term 4

Foundation - 14F Multiplicative Reasoning, 12F Right Angled Triangles

Higher - 11H Multiplicative Reasoning

Term Focus

How are multipliers used in real life?

What does it mean for a unit to be 'compound'?

What does direct and indirect proportion look like on a graph and what does it mean?

How do we calculate sides and angles for (right angle) triangles? Foundation only.

Prior Learning Links

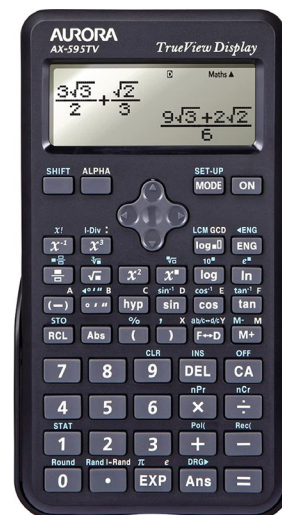
Foundation - 14F - Understanding percentage changes, simplifying ratios, solving proportional problems, applying ratios practically (e.g., scaling recipes, maps), calculating unit rates, basic algebra (solving equations, word problems), applying multiplicative reasoning (finances, measurements), and resizing objects proportionally using scale factors.

Higher - Students need a strong foundation in number skills (multiplication, division, fractions, decimals, percentages), algebra (equations involving multiplication and division), ratio and proportion concepts (proportional reasoning), basic graphs and functions (proportional relationships), and statistical data interpretation (multiplicative relationships like growth rates and percentages).

Future Learning Links

Foundation - 14F - Multiplicative reasoning is fundamental across disciplines: in algebra for equation solving, geometry for area and volume calculations, statistics for interpreting data and probabilities, and in science, engineering, and economics for scaling measurements, data analysis, trend analysis, and financial projections. These skills underpin advanced maths like calculus and linear algebra, solving diverse real-world problems across professions.

Higher - Provides foundational skills for advanced mathematics like algebra, calculus, and statistics. Mastery enhances problem-solving abilities across academic disciplines and prepares students for success in exams and careers requiring quantitative analysis in fields such as finance, economics, and engineering.



Literacy In Maths	Command Words
Evaluate ...	Work out and write your answer
Work out ...	Working out is required
Calculate ...	Working out is required. A calculator may be needed.
Solve ...	Work out the values
Prove ...	All working must be shown in steps to link reasons and values.
Expand...	Multiply out of the brackets
Draw...	Draw accurately with a pencil and equipment.
Explain ...	Use words to give reasons
Factorise	The reverse process of expanding brackets. Remove the HCF.
Estimate	Work out an approximate answer using rounded values.

Key Words

Ratio: Relationship between two numbers.

Simplify: Divide both parts of a ratio by the same number.

Equivalent: Equal in value.
Convert: Change from one form to another.

Scale: The ratio of the length in a drawing to the length of the real thing.

Proportion: A name we give to a statement that two ratios are equal.

Exchange rate: The value of one currency for the purpose of conversion to another.

1. How do I increase or decrease by a percentage?

Red Amber Green

1. Increase or Decrease by a Percentage	Non-calculator: Find the percentage and add or subtract it from the original amount.	<u>Increase 500 by 20%</u> <u>(Non Calc):</u> 10% of 500 = 50 so 20% of 500 = 100 500 + 100 = 600
	Calculator: Find the percentage multiplier and multiply.	<u>Decrease 800 by 17% (Calc):</u> 100%-17%=83% 83% ÷ 100 = 0.83 0.83 x 800 = 664

2. What is a multiplier?

Red Amber Green

2. Percentage Multiplier	The number you multiply a quantity by to increase or decrease it by a percentage .	The multiplier for increasing by 12% is 1.12
		The multiplier for decreasing by 12% is 0.88
		The multiplier for increasing by 100% is 2.

3. How do I calculate an original cost/value?

Red Amber Green

3. Reverse Percentage	Find the correct percentage given in the question , then work backwards to find 100%	A jumper was priced at £48.60 after a 10% reduction. Find its original price.
	Look out for words like 'before' or 'original'	100% - 10% = 90% 90% = £48.60 1% = £0.54 100% = £54

4. What are the different types of interest?

Red Amber Green

Simple interest is when the amount of interest stays the same for every year.

Compound interest is when the amount of interest changes every year as you earn interest on your interest.

Compound Growth & Decay

The amount after n years (or days, etc.) is:

$$\text{starting amount} \times \left(1 \pm \frac{r}{100}\right)^n$$

where r is the rate of change.

The \pm means + for growth and - for decay

Example

Growth and Decay

Mo invests £300 at a compound interest rate of 3% per annum. How much money is in his account after 4 years?

Step 1 – Calculate the interest rate as a decimal multiplier = 1.03

If the value was decreasing, our multiplier would be <1

Step 2 – Substitute values into the formula for compound interest = £300 x 1.03⁴ = £337.65

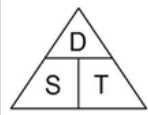
$$\text{Final Amount} = \text{Starting Amount} \times \left(\text{Decimal Multiplier}\right)^n$$

5. How do I calculate with speed, distance and time?

Red Amber Green

4. Speed, Distance, Time

Speed = Distance ÷ Time
Distance = Speed x Time
Time = Distance ÷ Speed



Remember the correct units.

Speed = 4mph
 Time = 2 hours

Find the Distance.

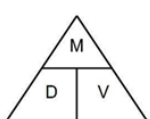
$$D = S \times T = 4 \times 2 = 8 \text{ miles}$$

6. How do I work with density and pressure?

Red Amber Green

5. Density, Mass, Volume

Density = Mass ÷ Volume
Mass = Density x Volume
Volume = Mass ÷ Density



Remember the correct units.

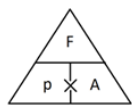
Density = 8kg/m³
 Mass = 2000g

Find the Volume.

$$V = M \div D = 2 \div 8 = 0.25\text{m}^3$$

6. Pressure, Force, Area

Pressure = Force ÷ Area
Force = Pressure x Area
Area = Force ÷ Pressure



Remember the correct units.

Pressure = 10 Pascals
 Area = 6cm²

Find the Force

$$F = P \times A = 10 \times 6 = 60 \text{ N}$$

7. How do I set up a proportion equation? (Higher only)

Red Amber Green

More Relationships

As well as $y \propto x$ and $y \propto \frac{1}{x}$, watch out for:

y directly proportional to x^2	$y \propto x^2$	$y = kx^2$
y directly proportional to \sqrt{x}	$y \propto \sqrt{x}$	$y = k\sqrt{x}$
y indirectly proportional to x^2	$y \propto \frac{1}{x^2}$	$y = \frac{k}{x^2}$

8. How do I solve problems involving direct proportion equations? (Higher only)

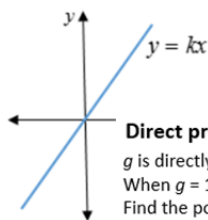
Red Amber Green

1. Direct Proportion

If two quantities are in direct proportion, **as one increases, the other increases** by the **same percentage**.

If y is directly proportional to x , this can be written as $y \propto x$

An equation of the form $y=kx$ represents direct proportion, where k is the **constant of proportionality**.



Direct proportion:

g is directly proportional to the square root of h
 When $g = 18, h = 16$
 Find the possible values of h when $g = 2$

$$\begin{aligned}
 g &\propto \sqrt{h} \\
 g &= k\sqrt{h} \\
 18 &= k\sqrt{16} \\
 18 &= 4k \\
 4.5 &= k \\
 g &= 4.5\sqrt{h} \\
 2 &= 4.5\sqrt{h} \\
 \frac{2}{4.5} &= \sqrt{h} \\
 \left(\frac{4}{9}\right)^2 &= h \\
 \frac{16}{81} &= h
 \end{aligned}$$

9. What does the graph of inverse proportion look like? Higher only)

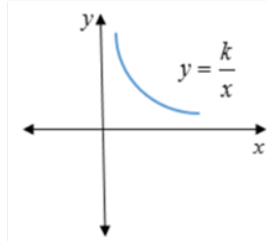
Red Amber Green

2. Inverse Proportion

If two quantities are inversely proportional, **as one increases, the other decreases** by the **same percentage**.

If y is inversely proportional to x , this can be written as $y \propto \frac{1}{x}$

An equation of the form $y=\frac{k}{x}$ represents inverse proportion.



10. What is Pythagoras' Theorem and how do I use it?

Red Amber Green

Pythagoras' theorem and basic trigonometry both only work with right angled triangles.

Pythagoras' Theorem – used to find a missing length when two sides are known

$$a^2 + b^2 = c^2$$

$$c^2 - b^2 = a^2$$

c is always the hypotenuse (longest side)

Example

Pythagoras' Theorem

$a^2 + b^2 = c^2$
 $6^2 + 8^2 = x^2$
 $100 = x^2$
 $\sqrt{100} = x$
 $10 = x$

$a^2 + b^2 = c^2$
 $y^2 + 8^2 = 12^2$
 $y^2 = 12^2 - 8^2$
 $y^2 = 80$
 $y = \sqrt{80}$
 $y = 8.9$

11. How do I find the distance between two coordinates?

Red Amber Green

The distance between two points

Find the distance between (3,-1) and (-4,3)

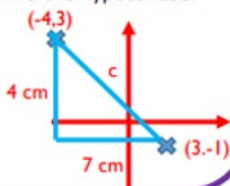
- 1) Sketch coordinates on an axis.
- 2) Join as a right-angled triangle.
- 3) Find the lengths of the straight sides.
- 4) Use Pythagoras to find the hypotenuse.

$$4^2 + 7^2 = c^2$$

$$65 = c^2$$

$$\sqrt{65} = c$$

$$c = 8.062257748 \text{ cm}$$

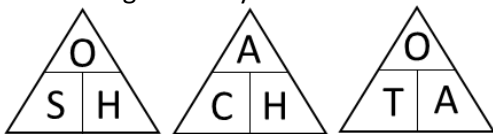


12. What is trigonometry and how do I use it?

Red Amber Green

Basic trigonometry SOHCAHTOA

Trigonometry is used to find a missing side when you have one side and an angle or to find an angle when you have two sides.



Example

Using Trigonometry

$\sin x = \frac{8}{10}$
 $x = \sin^{-1}\left(\frac{8}{10}\right) = 53.1^\circ$

$\cos 48 = \frac{x}{38}$
 $x = 38 \times \cos 48 = 25.4 \text{ m}$

HOME LEARNING TASKS	
Task Description	Done?
U671	
U286	
U278	
U773	
U332	
U533	
U721	
U640	
U357	
U151	
U910	
U527	

Biology Year 10 Block 3 –B5b The Endocrine System, B6a Inheritance, Variation and Evolution

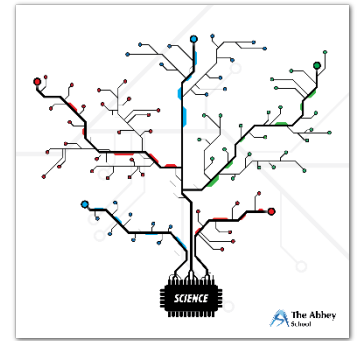
TERM FOCUS –
Big Ideas

Prior Learning Links

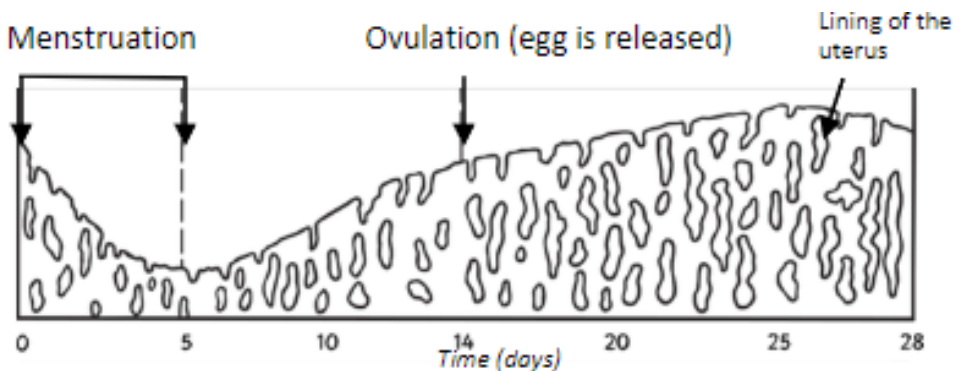
1. KS3 – Organelles that are found in living organisms (plant, animal, bacteria).
2. KS4 – Reaction time, body reacts to a stimulus.
3. KS3/4 – Factors that affect photosynthesis/plant growth.
4. KS4 – B2a – Organs, respiration, chemistry of food.

Future Learning Links

1. B7 – Ecology
2. B6a – Genes, reproduction.
3. GCSE required practical activities.



1. The Menstrual Cycle



Hormone	Function	Peak (day)
Follicle stimulating hormone (FSH)	Causes egg to mature	14
Luteinising hormone (LH)	Stimulates release of the egg	14
Oestrogen and progesterone	Growth and maintenance of uterus lining	10-20

- **Testosterone** is the male sex hormone
- **Oestrogen** is the female sex hormone
- **Testes** is where the male sex hormone is produced
- **Ovaries** is where the female sex hormone is produced

The menstrual cycle is the reproductive cycle in women, which – by convention – starts with a period (menstruation), if the woman is not pregnant.

Red Amber Green

Key terms/Definitions:

Follicle stimulating hormone (FSH)

Luteinising hormone (LH)

Oestrogen

Progesterone

Testosterone

Ovaries

Testes

2. Contraceptives

Contraceptives are used to **prevent pregnancy**.

Red Amber Green

Key terms/Definitions:

Two methods include:

- **Hormonal**
- **Barrier**

Examples of **hormonal**:

- Oral contraceptive pill
- Contraceptive implant

Examples of **non-hormonal contraception**:

- Condoms
- Abstinence
- Spermicidal gels
- Surgical sterilisation (vasectomy)

Ovulation:

- When a mature egg is released from the ovary during the menstrual cycle.

Fertilisation:

- The fusion of male and female gametes.

Implantation:

- The attachment of the fertilized egg to the wall of the uterus.

3. Increasing fertility

Red **Amber** **Green**

Advantages	Disadvantages
Gives men and women otherwise infertile the chance to have a child of their own.	Expensive – often the need to have numerous cycles
Increases the risk of multiple births	Success rates are low
Mature eggs collected can be fertilised and stored	Health risks for the mother
	Emotionally and physically stressful
	Multiple births increase the risk for premature births

In vitro fertilisation (IVF)

Hormones can be taken by women to increase fertility.

- The hormones FSH and LH can be injected to stimulate egg maturation and release.

Key terms/Definitions:

Follicle stimulating hormone (FSH)

Luteinising hormone (LH)

4. Adrenaline / Thyroxine

Red **Amber** **Green**

Thyroxine is a hormone released by the **thyroid gland**, which is found in the neck.

It plays an important role in regulating the basal metabolic rate — the speed at which chemical reactions in the body occur while the body is at rest. It is also important for loads of processes in the body, such as stimulating protein synthesis for growth and development.

Thyroxine is released in response to thyroid stimulating hormone (TSH), which is released from the pituitary gland.

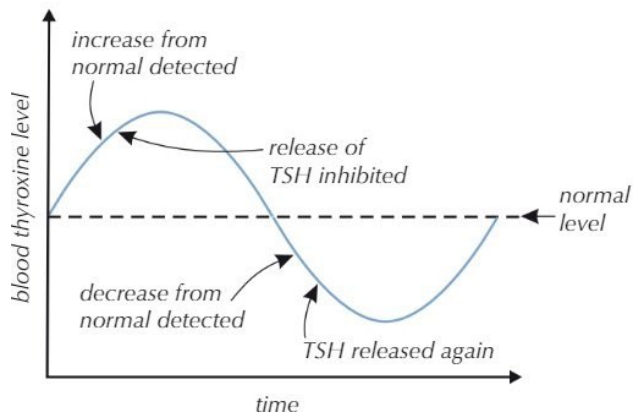
Key terms/Definitions:

Thyroxine:

- A hormone released by the thyroid gland (found in the neck)

Adrenaline:

- Hormone released by the adrenal glands (found above the kidneys)

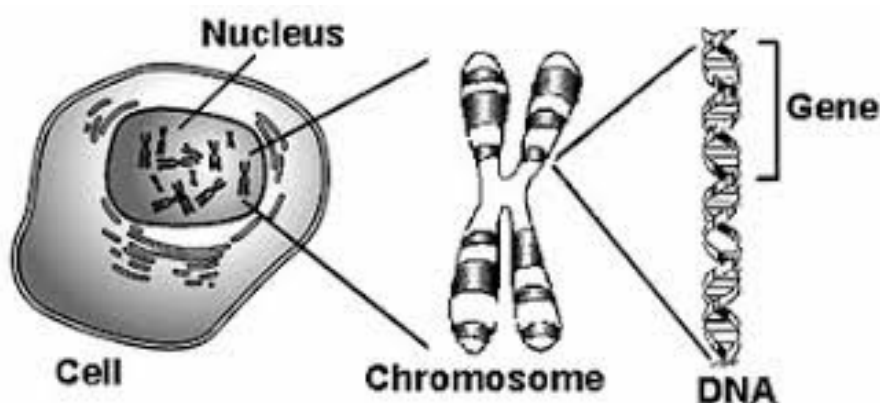


Adrenaline is a hormone released by the **adrenal glands** (found just above the kidneys — see the diagram on page 182).

It is released in response to stressful or scary situations. Your brain detects fear or stress and sends nervous impulses to the adrenal glands, which respond by secreting adrenaline. Adrenaline gets the body ready for 'fight or flight' by triggering mechanisms that increase the supply of oxygen and glucose to cells in the brain and muscles. For example, it increases heart rate.

5. DNA, genes and chromosomes

Red **Amber** **Green**



DNA

DNA is found within the nucleus of cells. DNA is stored as long tightly wound strands called chromosomes. DNA is a polymer made of two strands forming a double helix. On the DNA there are sections called genes which code for a specific sequence of amino acids.

Genome

The genome is the entire set of genetic material in an organism.

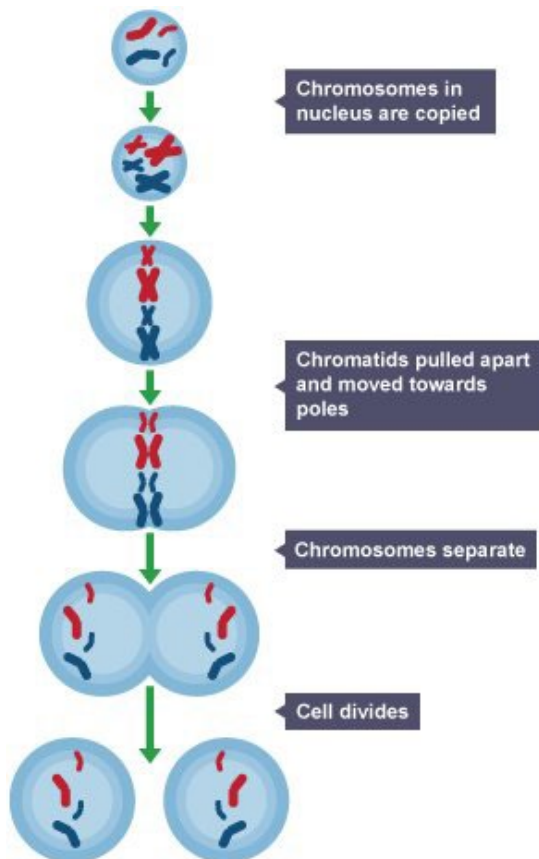
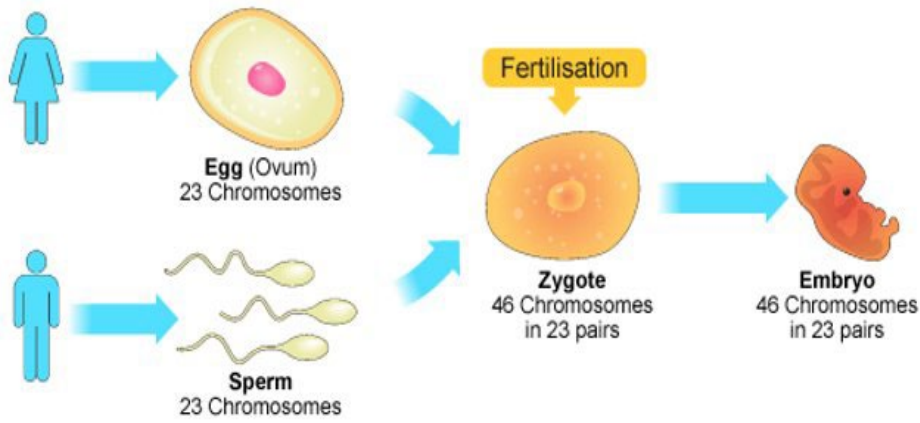
6. Reproduction

Red **Amber** **Green**



Gametes – Egg cell and sperm cell

Gametes - the name given to sex cells. These are specialised cells which contain half the number of chromosomes needed to make a healthy offspring. Sperm and Egg cells are human gametes and each gamete contains 23



individual chromosomes. Sperm cells are made in the testes and egg cells are made in the ovaries.

Sexual reproduction - Where two parents provide the genetic information. A unique offspring is created.

Fertilisation - The fusion of a sperm cell and egg cell nuclei.

Asexual reproduction - Where one parent provides all the genetic information. The offspring is an exact copy (clone) of the parent.

Mitosis
For an organism to reproduce asexually it must divide by mitosis.

First the chromosomes and cell organelles are copied, then the chromosomes are pulled to opposite sides of the cell (**mitosis**) and the nucleus divides.

Finally, the cytoplasm and cell membrane divides. Two identical 'daughter cells' are produced.

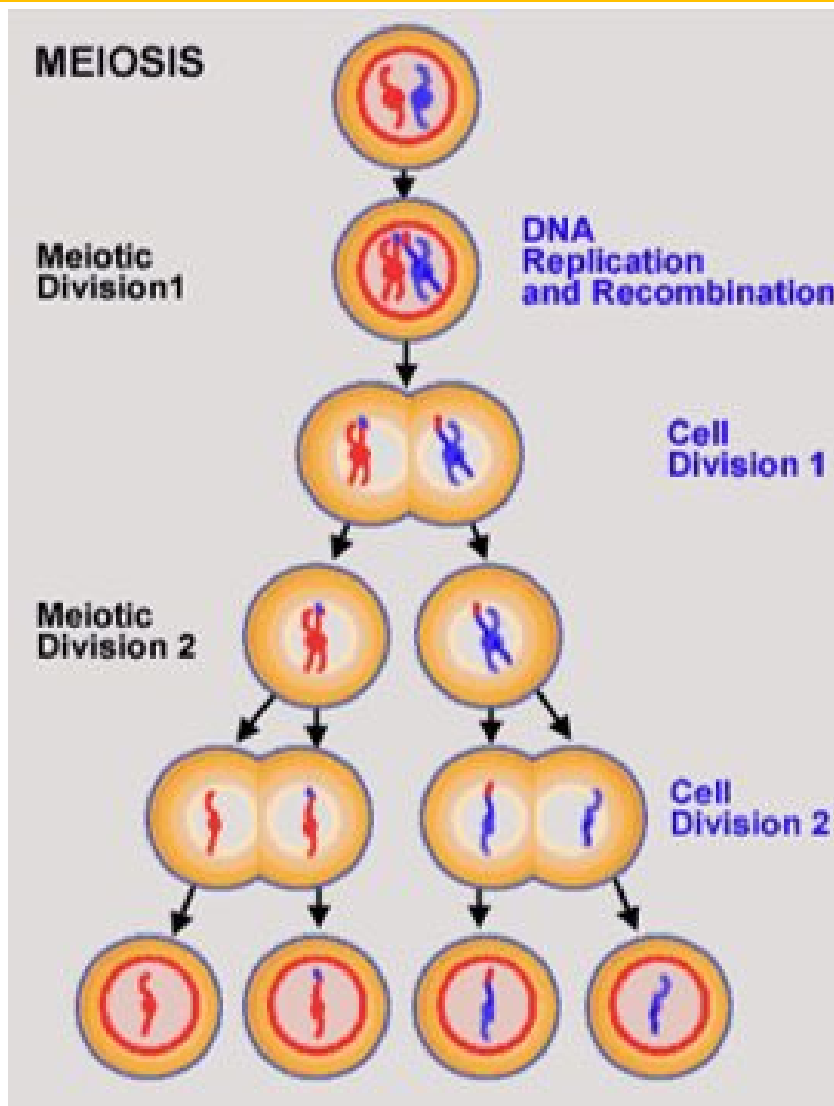
Mitosis happens in humans when a tissue grows or needs repairing, but we do not use it to reproduce.

7. Meiosis

Red **Amber** **Green**

Stages of Meiosis

1. The cell duplicates its genetic information.



2. Similar chromosomes pair up, genetic information is mixed, and the arms are pulled apart. The cell then divides into two (the first cell division).

3. The chromosomes line up again in the centre, there is more mixing of genetic information, and the chromosome arms are pulled apart. The two cells divide, producing 4 cells.

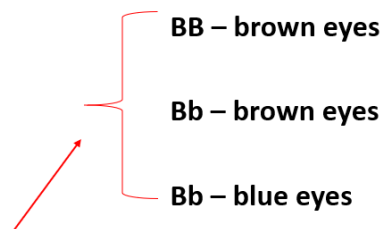
4. The end result is having four genetically different gametes, each with 23 individual gametes.

8. Genetic inheritance

Red Amber Green

Alleles

The combination of these alleles determines your eye colour.



This combination of alleles (letters) is called the **genotype**.

The characteristic (e.g. eye colour) is called the **phenotype**.

Alleles

A version of a gene is called an **allele**.

Homozygous – the two alleles are the same

Heterozygous – the two alleles are different

9. Genetic diagrams

Red Amber Green
r n

Drawing genetic diagrams – Punnett Squares

		Male	
		B	B
Female	b	Bb	Bb
	b	Bb	Bb

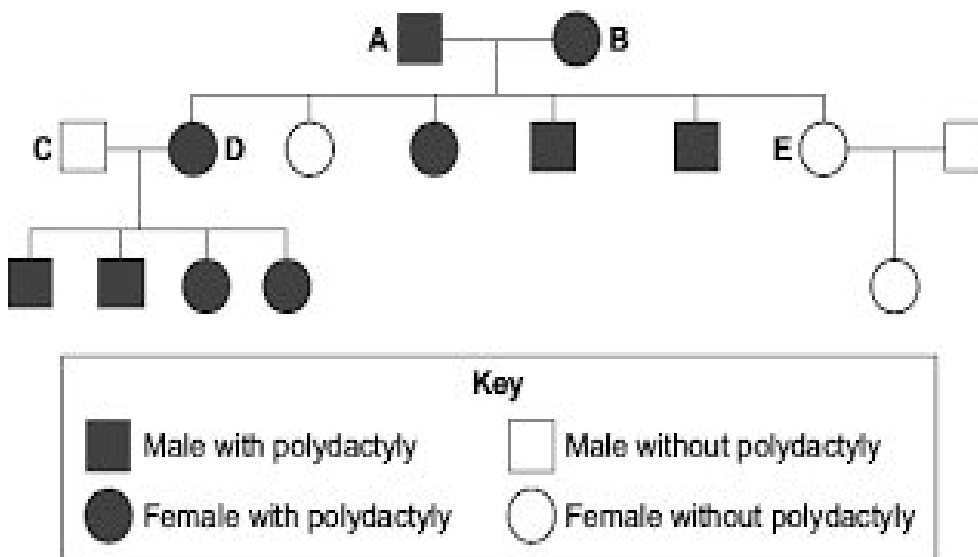
Crossing a black mouse (BB) with a brown mouse (bb)

Dominant allele – Always expressed, even if only one copy is present. Dominant alleles are represented by a capital letter.

Recessive allele – Only expressed if the individual has two copies and does not have a dominant allele of that gene. Recessive alleles are represented by a lower-case letter.

10. Inherited disorders

Red Ambe Green
r n



Mutations in the genome can cause conditions such as Polydactyl and Cystic Fibrosis.

Family tree diagrams can be used to determine if a condition is from a dominant or recessive allele. The clue to its dominant nature is the breeding between D and C. As their children all suffer from the disease there is a very strong chance the condition is dominant.

Genetic Testing - Analysis of a person's DNA to see if they carry alleles that cause genetic disorders. This can be done at any stage in a person's life.

Embryo Screening - Pre-implantation genetic diagnosis (PGD) is also known as embryo screening.

Fertility drugs stimulate the release of several eggs.

It is used on embryos before implantation.

The eggs are collected and fertilised in a Petri dish. This is known as in vitro fertilisation (IVF).

Once the embryos have reached the eight-cell stage, one cell is removed.

The cells are tested for the disorder causing alleles. Embryos that don't contain the disorder allele are implanted into the uterus.

Antenatal testing - Is used to analyse an individual's DNA or chromosomes before they are born.

Neonatal testing - the new born blood spot test involves analysing a sample of blood that is taken from pricking a baby's heel.

For Genetic Testing	Against Genetic Testing
Could avoid having a child suffering with the disorder.	False positives: is a genetic test that wrongly detected a certain allele or faulty chromosome.
Faulty allele/gene not passed on to future generations.	False negatives: if a genetic test has failed to detect a certain allele or faulty chromosome. The parents may be wrongly reassured.
Raising a child with a genetic condition can be expensive.	
	Ethical or religious issues linked with killing embryos.



		Father	
		X	Y
Mother	X	XX	XY
	X	XX	XY

What is the probability that the child will be male?

Percentage: **50%**

Ratio: **1:1**

Proportion: **0.5**

HOME LEARNING TASKS

Task Description

Done?

- 1) Write out the keywords in bold and their definitions onto flashcards to revise from.
- 2) Watch the video Fertilization by Nucleus Medical Media on youtube to observe the journey of the Sperm to the Egg.
- 3) Practice drawing a Punnett Square for a cross between two dogs with Db alleles. Straight haired coat (D) is dominant and curly haired coat (d) is recessive.
- 4) Describe the stages of mitosis.
- 5) Describe the stages of meiosis.
- 6) Answer the question "What are the differences between sexual and asexual reproduction?"
- 7) Write a for and against argument for genetic testing to include; an introduction, arguments for genetic testing, arguments against genetic testing and a conclusion.

Physics Year 10 Block 2 – Forces

TERM FOCUS – Forces and Motion

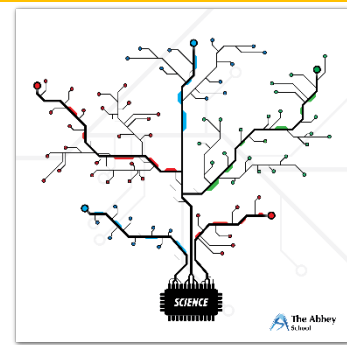
Big Ideas – How do forces affect shape, size and motion?

Prior Learning Links

1. KS3 Forces topic
2. KS3 Motion topic
3. KS3 Energy transfers

Future Learning Links

1. A Level Physics – Mechanics
2. A Level Maths – Motion
3. World of work

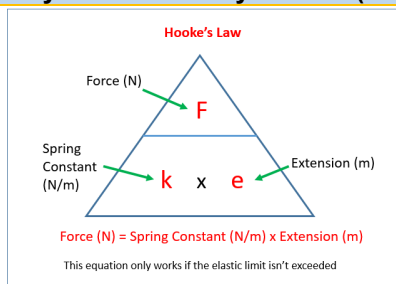


1. Describe how forces applied to an object may cause it to elastically or inelastically deform (Grade 4 – 7)

Red

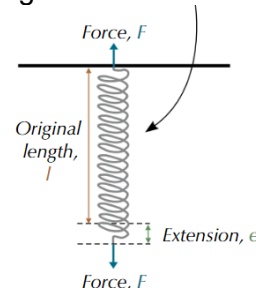
Amber

Green



The equation can be written out like this:
 $Force = Spring\ constant \times Extension$
 $F = ke$

Hooke's Law is used to calculate the forces on a spring. The common mistake made is to use the length of the spring instead of the extension:

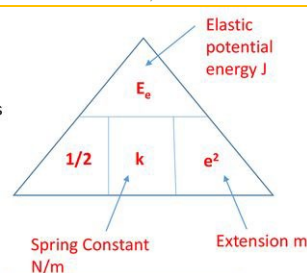


Elastic potential energy is the amount of energy stored in a spring. This can be used to push something forwards e.g. the energy stored in the elastic of a catapult or it can be used to absorb the energy of an impact e.g. the springs in a car's suspension.

The equation can be written out like this:

$$E.P.E. = \frac{1}{2} \times Spring\ Constant \times Extension^2$$

$$E.P.E. = \frac{1}{2} ke^2$$

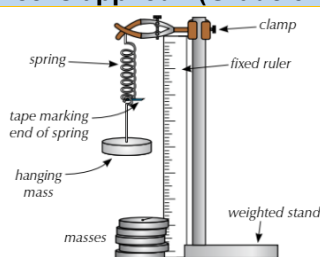


2. How does an object which can be elastically deformed behave when a force is applied? (Grade 3 – 6)

Red

Amber

Green



1. Set up the apparatus shown in the diagram.
2. Calculate the weight of the mass by using:
 $W = mg$
3. Measure the original length of the spring and the new length when the mass is added.
4. Calculate the extension of the spring by:
 $Extension = New\ length - Original\ length$

3. What is the relationship between force and extension on a spring? (Grade 3 – 6)

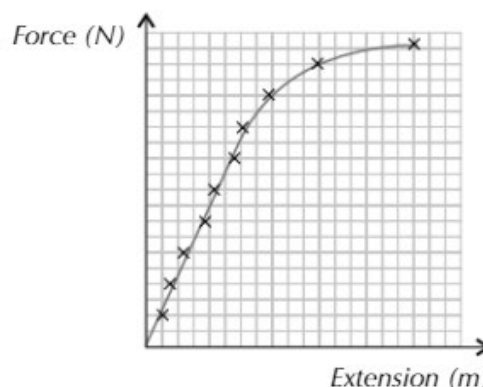
Red

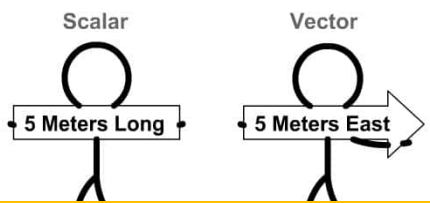
Amber

Green

When the data is plotted as a line graph, there should be a straight line, passing through the origin. This is because the Force (N) and Extension (m) are directly proportional to each other.

This graph bends towards the top – this is because the spring has been over stretched and is not behaving elastically any more. This can lead to permanent deformation of the spring and eventually snapping.



4. What is the difference between vector and scalar quantities? (Grades 2 – 4)	Red	Amber	Green						
	<p>A scalar is a quantity that has size or magnitude only. This is the picture on the left.</p> <p>A vector is a quantity that has both magnitude and direction. This is the picture on the right.</p>								
<p>Common scalar quantities:</p> <ol style="list-style-type: none"> 1. Distance – measured in metres 2. Speed – measured in metres per second 3. Mass – measured in kilograms 4. Temperature – measured in degrees Celsius 5. Current – measured in Amps 	<p>Common vector quantities:</p> <ol style="list-style-type: none"> 1. Displacement – measured in metres 2. Velocity – measured in metres per second 3. Acceleration – measured in metres per second² 4. Force – measured in Newtons 								
<p>Common speeds of objects:</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td>A person walking — 1.5 m/s</td> <td>A car — 25 m/s</td> </tr> <tr> <td>A person running — 3 m/s</td> <td>A train — 55 m/s</td> </tr> <tr> <td>A person cycling — 6 m/s</td> <td>A plane — 250 m/s</td> </tr> </table>				A person walking — 1.5 m/s	A car — 25 m/s	A person running — 3 m/s	A train — 55 m/s	A person cycling — 6 m/s	A plane — 250 m/s
A person walking — 1.5 m/s	A car — 25 m/s								
A person running — 3 m/s	A train — 55 m/s								
A person cycling — 6 m/s	A plane — 250 m/s								
5. How is acceleration different to speed? (Grades 4 – 9)	Red	Amber	Green						
$a = \frac{\Delta v}{t}$ <p>a = Acceleration, measured in m/s² Δv = Change in velocity (sometimes written a v – u, where v is the final speed and u is the initial or starting speed), measured in m/s t = time measured in seconds</p> <p>Worked example: A car accelerates from 10m/s to 15 m/s in 2.5s. What is its acceleration?</p> $a = \frac{15 - 10}{2.5} = \frac{5}{2.5} = 2m/s^2$	$v^2 - u^2 = 2as$ <p>v² = Final speed measured in m/s u² = Initial (starting) speed measured in m/s a = acceleration measured in m/s² s = distance in m/s</p> <p>Worked example: A car accelerates at 5m/s² from 20m/s to 40m/s. How far did it travel whilst accelerating?</p> $v^2 - u^2 = 2as$ <p>Rearrange to give:</p> $s = \frac{v^2 - u^2}{2a} = \frac{40^2 - 20^2}{2 \times 5} = \frac{1600 - 400}{10} = \frac{1200}{10}$ $s = 120m$								

6. How are changes in distance represented on a graph? (Grades 4 – 9)

Red

Amber

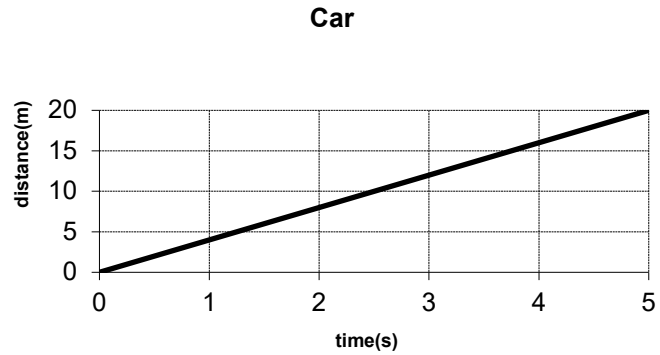
Green

The speed of an object can be measured using the distance time graph.
The gradient of the graph is used to find the speed.

The gradient is found by dividing the change in the y axis (distance in metres) by the x axis (time in seconds)

Measure from a point low down on the graph that can be read easily (a place where the line sits exactly on two numbers from the graph axes and do the same from a point higher up on the graph.

$$\text{Speed} = \frac{\text{Change in distance}}{\text{Change in time}} = \frac{20 - 0}{5 - 0} = 4\text{m/s}$$

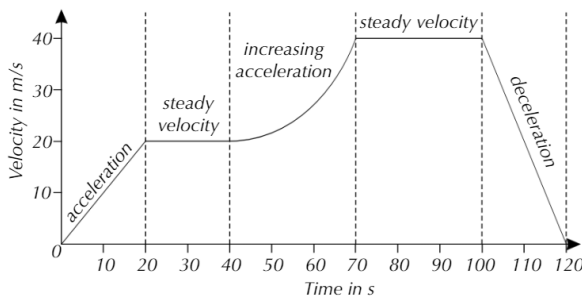


7. How is a velocity-time graph different to a distance-time graph (Grades 4 – 9)

Red

Amber

Green



- The different gradients on this graph mean different things.
- An increasing gradient means that the object is accelerating.
- A flat line means that the object is travelling at a steady speed.
- A curved line means that the object is going through a changing acceleration.
- A decreasing gradient means that the object is slowing down.

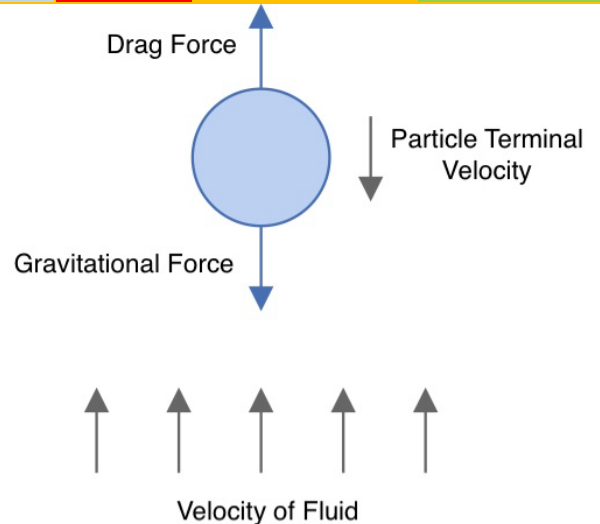
8. What is terminal velocity (Grades 4 – 7)

Red

Amber

Green

- Terminal velocity is reached when an object's forces are completely balanced – any force (such as gravity) pulling the object down and accelerating it, is the same as any force trying to slow the object down (such as air resistance).
- This can also happen in fluids for example an object falling through a tube of oil. The force of gravity pulling down is balanced by the drag force pulling back up again.

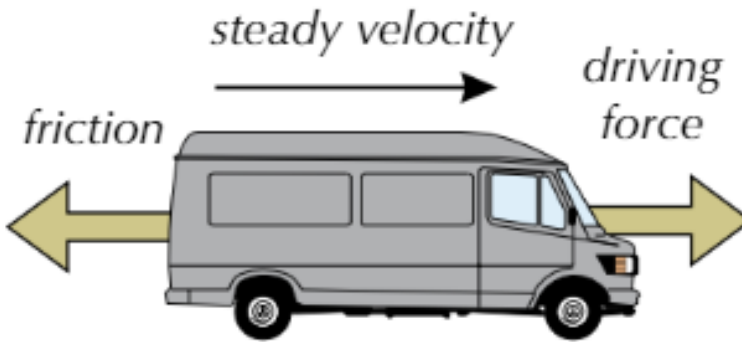


9. What is Newton's first law (Grades 3 – 6)

Red

Amber

Green



Newton's first law states:

"An object will stay at rest, or an object motion will stay at the same speed and direction unless another force acts on it."

A book that is still on a table will not move unless a force is applied to make it move.

The van on the left is travelling at a constant speed because the driving force equals the friction forces – there is no net force so the object stays at the same speed and direction unless a force acts on it.

10. How are force, mass and acceleration linked (Grades 4 – 9)

Red

Amber

Green

Newton's Second law of motion states:

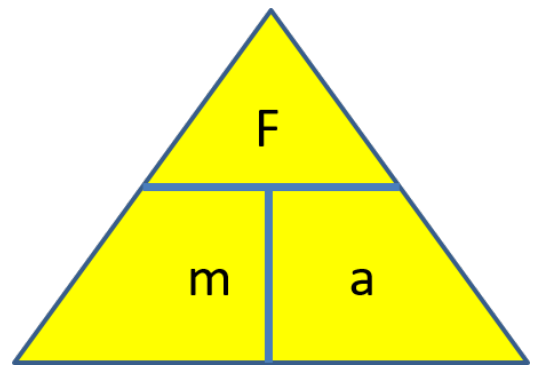
"The acceleration of a moving object depends on its mass and the force acting on it."

Worked example:

A horse of mass 1500kg puts a force onto the ground of 750N with each hoof. What is the acceleration of the horse?

[Remember for this question that horses have 4 hooves, so the force will be multiplied by 4]

$$F = ma \rightarrow a = \frac{F}{m} = \frac{4 \times 750}{1500} = \frac{3000}{1500} = 2m/s^2$$



11. How can we experimentally test Newton's Second law of Motion (Grades 1 – 9)

Red

Amber

Green



Required practical 6 – Investigating Motion

Watch the YouTube video clip explaining how to set up and complete this required practical activity.

12. What is Newton's Third Law? (Grades 4 – 9)

Red

Amber

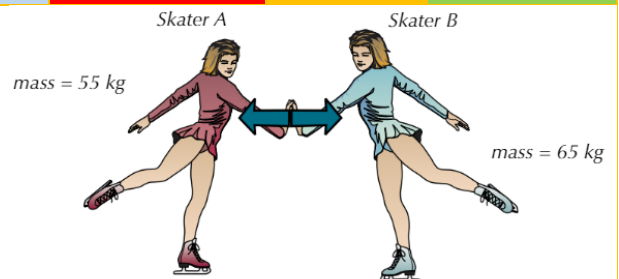
Green

Newton's Third Law of Motion states:

"For every action there is an equal and opposite reaction."

When the two skaters push on each other, they feel a push in return and so both will move backwards.

This can also apply when objects are stationary, for example if a person pushes on a wall, the wall pushes back with an equal sized force in the opposite direction even though neither the wall nor the person moves.



HOME LEARNING TASKS

Task Description	Done?
1. Practice recall of the equations in lessons 1, 5 and 10. Use look cover write check to help with this.	
2. Use each of the equations from lessons 5 & 10 using numbers from the table in lesson 4.	
3. Draw a terminal velocity diagram for a parachutist falling through the air with labelled forces and a diver falling through the sea with labelled forces	
4. Draw a sketch version of a distance-time graph for your journey to school – include things like accelerating each time you start moving, stopping at junctions, decelerating every time there is a need to stop.	
5. Describe the method used to obtain motion data from lesson 11.	
6. Explain the different forces and accelerations felt by a parachutist from leaving the plane down to the ground having opened their chute.	

R.E. Year 10 Term 3 – Buddhist Practices

In this unit, you will explore key Buddhist practices, including meditation, worship, ethical conduct, and festivals. You will learn about visualisation in meditation, death rituals, the significance of Wesak and Parinibbana Day, and concepts like karma, rebirth, and the Six Perfections. You will compare Buddhist traditions across different cultures and examine how these practices support spiritual development. Through this unit, you will develop analytical skills by comparing beliefs, evaluating ethical teachings, and interpreting religious practices. You will also enhance your ability to explain key concepts clearly and apply Buddhist teachings to real-world ethical and philosophical discussions.



BBC Bitesize – Scan Me!

Prior Learning Links

- Year 10 Term 1-3 Buddhist Beliefs & Practices

Future Learning Links

- Year 11 Revision
- Year 10 Term 5 – 6 Themes: God and Revelation

KEY VOCABULARY

Religious Education – Buddhism Key Vocabulary

- Authority** – The power or right to give orders, make decisions, or influence beliefs and behaviour.
- Commemoration** – The act of remembering and honouring a person or event, often through ceremonies or rituals.
- Concept** – An abstract idea or general notion that helps to explain beliefs, practices, or theories.
- Ethical** – Relating to moral principles and the distinction between right and wrong.
- Impermanence** – The state of not lasting forever; the idea that all things change and eventually disappear.
- Interpretation** – The way in which something is understood or explained, often influenced by culture, beliefs, or context.
- Meditative** – Involving deep thought or contemplation, often with the aim of achieving calmness or insight.
- Moral** – Concerned with what is right and wrong in human behaviour.
- Perspective** – A particular way of considering or understanding something, shaped by beliefs or experiences.
- Transformation** – A marked change in form, nature, or character, often linked to personal or spiritual development.

Buddhism Key Terms

- Anicca** – The Buddhist belief in impermanence, meaning that all things constantly change.
- Anatta** – The idea that there is no permanent self or soul, central to Buddhist teachings.
- Arhat** – In Theravāda Buddhism, a person who has attained enlightenment and will not be reborn.
- Bodhisattva** – In Mahāyāna Buddhism, an enlightened being who chooses to remain in the cycle of rebirth to help others.
- Buddha** – A title meaning "Enlightened One," referring to Siddhartha Gautama and, in Mahāyāna Buddhism, other enlightened beings.
- Dana** – The practice of generosity or giving, considered an important virtue in Buddhism.
- Dhamma (Dharma)** – The teachings of the Buddha, which guide Buddhists on their spiritual path.
- Eightfold Path** – A key Buddhist teaching outlining the path to enlightenment, including ethical conduct, meditation, and wisdom.
- Enlightenment** – A state of perfect wisdom and liberation from the cycle of rebirth (samsara).
- Five Moral Precepts** – Ethical guidelines followed by Buddhists, including avoiding harm, theft, sexual misconduct, lying, and intoxication.
- Four Noble Truths** – The Buddha's central teachings about suffering, its cause, its end, and the path to overcome it.
- Kamma (Karma)** – The law of moral cause and effect, where actions influence future experiences.
- Karuna** – The principle of compassion, a key virtue in Buddhism.
- Loving-kindness (Metta)** – A Buddhist practice of developing unconditional love and goodwill towards all beings.
- Mahayana Buddhism** – A major branch of Buddhism that emphasises the Bodhisattva ideal and compassion.

16. **Mara** – A demon-like figure in Buddhist tradition who tried to distract the Buddha from reaching enlightenment.
17. **Meditation (Bhavana)** – A core Buddhist practice used to develop mindfulness, concentration, and wisdom.
18. **Nibbana (Nirvana)** – The ultimate goal in Buddhism, a state of liberation and freedom from suffering.
19. **Parinibbana (Parinirvana)** – The final passing of an enlightened being into complete peace, without rebirth.
20. **Puja** – Acts of Buddhist worship, including offerings, chanting, and meditation.
21. **Samatha Meditation** – A form of meditation focused on calming the mind through concentration.
22. **Samsara** – The cycle of birth, death, and rebirth that Buddhists seek to escape.
23. **Six Perfections** – The six qualities (generosity, morality, patience, energy, meditation, wisdom) that Mahāyāna Buddhists cultivate on the path to enlightenment.
24. **Theravada Buddhism** – The oldest form of Buddhism, focusing on monastic life and personal enlightenment.
25. **Wesak** – A major Buddhist festival celebrating the birth, enlightenment, and death of the Buddha.

1. How do Buddhists use visualisation in meditation?

Red

Amber

Green

Are you able to...

Explain why Buddhists visualise Buddhas and Bodhisattvas during meditation?

Describe how different Buddhist traditions use visualisation?

Evaluate the significance of visualisation in developing wisdom and compassion?



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Core Knowledge:

- Some Buddhists meditate by imagining enlightened beings (e.g., the Buddha or Bodhisattvas).
- Mahāyāna Buddhists may use visualisation to embody specific qualities (e.g., Avalokiteśvara for compassion).
- Theravāda Buddhists often focus on breathing or loving-kindness rather than visualisation.
- Tibetan Buddhists use mandalas and deities to aid meditation.
- Visualisation is believed to help develop positive qualities and progress towards enlightenment.

2. What are Buddhist death rituals and how do they compare to other traditions?

Red

Amber

Green

Are you able to...

Describe Buddhist death rituals in different regions (e.g., Tibet, Japan, the UK)?

Compare Buddhist beliefs about death and rebirth with other religious perspectives?

Explain the significance of rituals such as sky burials or cremation?



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Core Knowledge:

- Buddhists believe in rebirth, so death is seen as a transition rather than an end.
- In Tibet, sky burials allow the body to return to nature, reflecting impermanence.
- Japanese Buddhists hold elaborate funeral rites with chanting and offerings.
- Western Buddhists may adapt rituals while keeping core beliefs about rebirth.
- Mourning practices often include merit-making to support the deceased's rebirth.

3. Why is Wesak important to Buddhists?

Red

Amber

Green

Are you able to...

Explain the significance of Wesak in Buddhist communities?

Describe how Wesak is celebrated in different Buddhist traditions?

Analyse how Wesak helps reinforce key Buddhist values?



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Core Knowledge:

- Wesak marks the Buddha's birth, enlightenment, and passing (Parinibbana).
- Celebrations include meditation, chanting, and making offerings.
- In Theravāda countries, lanterns and candlelit processions symbolise enlightenment.
- Mahāyāna Buddhists focus on acts of kindness and generosity.
- The festival reinforces Buddhist teachings on wisdom and compassion.

4. What is Parinibbana Day and why do Buddhists celebrate it?

Red

Amber

Green

Are you able to...

- Explain what Parinibbana means in Buddhist teachings?
- Describe how Buddhists mark this day?
- Discuss how Parinibbana Day encourages reflection on impermanence?



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Core Knowledge:

- Parinibbana Day commemorates the Buddha's final passing into Nirvana.
- It reminds Buddhists of impermanence (Anicca) and the goal of enlightenment.
- Many spend the day reflecting on death and the path to Nirvana.
- Meditation and visits to monasteries are common practices.
- Some Buddhists use the day to make offerings or read scriptures.

5. What is karma and how does it influence rebirth?

Red

Amber

Green

Are you able to...

- Define karma and explain how it shapes future rebirths?
- Give examples of how good and bad karma are generated?
- Analyse how belief in karma influences Buddhist ethical decisions?



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Core Knowledge:

- Karma is the law of cause and effect, where actions shape future experiences.
- Good karma comes from acts of generosity, compassion, and wisdom.
- Negative karma arises from harmful actions, leading to unfavourable rebirths.
- The goal is to break free from Samsara (the cycle of rebirth).
- Right action and mindfulness help cultivate good karma.

6. Why do Buddhists value compassion, love, and kindness?

Red

Amber

Green

Are you able to...

- Define key Buddhist concepts such as Metta (loving-kindness) and Karuna (compassion)?
- Explain why developing these qualities is essential in Buddhism?
- Give examples of how Buddhists practise kindness in daily life?



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Core Knowledge:

- Compassion (Karuna) and loving-kindness (Metta) are essential Buddhist virtues.
- The Buddha taught that all beings should be treated with kindness.
- Loving-kindness meditation helps cultivate these qualities.
- Engaging in charity and ethical behaviour demonstrates compassion.
- Practising kindness generates good karma and reduces suffering.

7. What are the Five Moral Precepts and why are they important?

Red

Amber

Green

Are you able to...

- List and explain the Five Moral Precepts?
- Discuss how they influence Buddhist ethical decision-making?
- Compare them to moral teachings in other religions?



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Core Knowledge:

- The Five Moral Precepts are ethical guidelines to avoid harm.
- They include abstaining from killing, stealing, lying, sexual misconduct, and intoxication.
- Following them helps develop good karma and spiritual progress.
- They are not strict rules but principles to guide behaviour.
- Some Buddhists take additional vows, such as monastic precepts.

8. What are the Six Perfections and why are they important?

Red

Amber

Green

Are you able to...

- List and explain the Six Perfections?
- Describe how Mahāyāna Buddhists apply them in their lives?
- Evaluate their importance in achieving enlightenment?




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Core Knowledge:

- The Six Perfections guide Mahāyāna Buddhists towards enlightenment.
- They include generosity, morality, patience, energy, meditation, and wisdom.
- Bodhisattvas aim to perfect these qualities to help others.
- Practising them develops good karma and reduces suffering.
- They encourage self-improvement and spiritual growth.

9. How does Buddhist meditation support spiritual development? Red Amber Green

- Are you able to...**
- Describe different types of Buddhist meditation?
 - Explain how meditation helps Buddhists develop wisdom and mindfulness?
 - Compare Buddhist meditation to other religious practices?




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Core Knowledge:

- Meditation helps Buddhists focus the mind and develop insight.
- Samatha meditation calms the mind, while Vipassana develops wisdom.
- Loving-kindness meditation cultivates compassion.
- Some traditions use chanting or visualisation.
- Meditation is essential for reaching enlightenment.

10. What role does worship (puja) play in Buddhist practice? Red Amber Green

- Are you able to...**
- Explain the purpose of puja in Buddhism?
 - Describe different forms of Buddhist worship?
 - Analyse how puja reflects Buddhist teachings?




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Core Knowledge:

- Puja includes chanting, offering flowers, and lighting candles.
- It expresses gratitude to the Buddha and reinforces teachings.
- Some Buddhists recite mantras for spiritual focus.
- Worship may take place in temples, monasteries, or at home.
- Meditation and reflection are also forms of puja.

11. How do Buddhists understand suffering (dukkha) and its causes? Red Amber Green

- Are you able to...**
- Define dukkha and explain its significance in Buddhism?
 - Describe how craving (tanha) leads to suffering?
 - Discuss how the Four Noble Truths offer a solution to suffering?




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Core Knowledge:

- Dukkha is the first Noble Truth: suffering exists.
- Suffering arises from attachment and craving.
- The Buddha taught that suffering can end through enlightenment.
- Meditation and ethical living help overcome suffering.
- Understanding dukkha is key to following the Buddhist path.

12. How do different Buddhist traditions interpret key practices? Red Amber Green

- Are you able to...**
- Compare Theravāda and Mahāyāna approaches to practice?
 - Explain how regional traditions shape Buddhist rituals?
 - Analyse how core teachings remain consistent across different traditions?



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Core Knowledge:

- Theravāda focuses on monastic discipline and personal enlightenment.
- Mahāyāna emphasises compassion and the Bodhisattva path.
- Tibetan Buddhism includes unique practices like deity visualisation.
- Regional traditions adapt Buddhist practices to local cultures.
- Despite differences, all traditions follow the Four Noble Truths and Eightfold Path.

HOME LEARNING TASKS

Task Description	Done?
<p>Meditation and Visualisation Task Research a Buddhist meditation technique that involves visualisation. Write a short reflection (200 words) explaining how visualising the Buddha or a Bodhisattva could help deepen meditation. Consider the purpose, benefits, and connection to enlightenment.</p>	
<p>Comparing Death Rituals Create a comparison table showing Buddhist death rituals in Japan, Tibet, and the UK. Include at least three key similarities and three differences. Conclude with a short paragraph explaining how Buddhist beliefs about karma and rebirth influence these rituals.</p>	
<p>Festival Guide: Wesak and Parinibbana Day Design an informative leaflet for a non-Buddhist audience explaining the significance and celebration of Wesak and Parinibbana Day. Use images, key facts, and explanations of why these festivals are important to Buddhists worldwide.</p>	
<p>Ethical Teachings in Action Choose one of the Five Moral Precepts and one of the Six Perfections. Write a 250-word explanation of how a</p>	

Buddhist could apply these teachings in everyday life. Include real-world examples, such as responses to modern ethical dilemmas.	
Karma, Rebirth, and Compassion Write a short fictional story (250 words) about a character experiencing the effects of karma. Show how their past actions influence their future and how Buddhist teachings on compassion and kindness might change their path.	

Knowledge Organiser

Art

Year 10

Term 4

2024/25



The Abbey
School

Subject Art Year 10 Term 3 & 4

'Structures'

Term Focus – **Select and hone skills acquired in Year 9 through the Term Focus – The focus will now shift more towards developing ideas, experimenting with media and completion of one or more final pieces.**

*In art, the term **structure** pertains to the arrangement and mutual relation of the part of the body, object or composition. **Structure** refers to the relation of parts, to the relative proportions of the component elements. It also refers to the underlying skeleton which supports the whole figure, giving form to flesh. Investigate how artists use manmade and natural structures to inspire artwork.*

Use knowledge of the theme to select and develop personal and meaningful ideas”.

Prior Learning Links

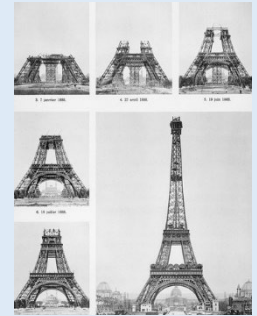
In Terms 1 and 2 students embarked on the first of their two sustained projects and began responding to the theme 'Structures'. The main focus was investigating artists and recording primary and secondary sources and beginning to develop initial ideas.



Future Learning Links

Students will continue the repetition of recording, developing, refining, evaluating and realising intentions in the final coursework project 'Personal Histories'.

'Personal Histories' (*Past Exam Question*)- Many artists use personal histories as the inspiration for their work. Paula Rego frequently creates paintings that refer to episodes in her childhood. Frida Kahlo's paintings often related to her life experiences. The images and memories of his early years in Belarus were a major inspiration for the work of Marc Chagall. The vivid colours found in India influenced the early sculptures of Anish Kapoor. Students will be asked to consider appropriate sources and produce their own response **to Personal histories**.



[The Ultimate Guide on Different Art Mediums – ARTDEX](#)

KEY VOCABULARY**KEY WORDS**

I will be expected to recall keywords learned in previous projects and use them in the appropriate context.

*Shape/Form/Scale/Texture/Tone/Colour/
Composition/Primary Source/Secondary Source*

KEY SUBJECT TERMINOLOGY

Record
Develop
Refine
Realise
Evaluate

1. Can you describe the process of development in artists work?

Red

Amber

Green

Develop ideas through investigations, demonstrating critical understanding of sources (AO1):

I will learn to confidently develop...

- and hone my observation skills using a range of media, techniques and processes.
- my knowledge and understanding of 2D/3D styles and techniques

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently record...

- images and information appropriate to a given theme of Structures
- building on my knowledge and understanding of how artists use materials and imagery to create meaningful work



Kate Malone

I will learn how to confidently evaluate...

- artists using analytical writing skills and forming opinions



Barbara Hepworth



James Rosenquist



Georgia O'Keeffe



Yayoi Kusama

2. How can the study of other artists help you find your own direction in the development of ideas?

Red

Amber

Green

Develop ideas through investigations, demonstrating critical understanding of sources (AO1):

I will learn how to confidently develop...

- and hone my observation skills using a range of media, techniques and processes.
- my knowledge and understanding of 2D/3D styles and techniques
- my drawing and planning skills
- ideas in response to a given theme, linking to artists work.
- my higher order thinking skills

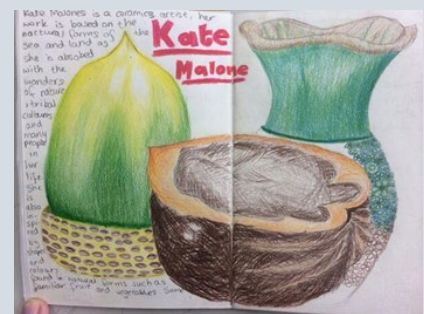


In this example, the student is clearly showing how Georgia O'Keeffe is influencing their own work. Consider how you could be inspired by Georgia O'Keeffe?

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently record...

- images and information appropriate to a given theme of Structures
- using wet and dry media
- using drawing and photography
- building on my knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a work of art specialising in 2D or 3D



3. Why are primary sources are the richest form of research?

Red

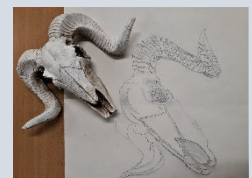
Amber

Green

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently record...

- images and information appropriate to a given theme of Structures
- using wet and dry media
- using drawing and photography



- building on my knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a work of art specialising in 2D or 3D



4. How can Secondary sources enrich the development of ideas?

Red

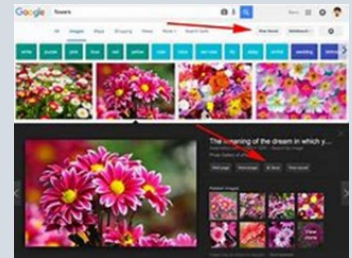
Amber

Green

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently record...

- images and information appropriate to a given theme of Structures
- using wet and dry media
- using drawing and photography
- building on their knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a work of art specialising in 2D or 3D



5. Can you list 5 different ways you could record observations of the subject matter?

Red

Amber

Green

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently record...

- images and information appropriate to a given theme of Structures
- using wet and dry media
- using drawing and photography
- building on their knowledge and understanding of how artists use materials and imagery to create meaningful work
- ideas for a work of art specialising in 2D or 3D



Take a photograph, Do a drawing, make a collage, write it down, print it, paint it, model it in 3D....

6. Why should you plan a wide range of ideas before selecting a final one?

Red

Amber

Green

Develop ideas through investigations, demonstrating critical understanding of sources (AO1):

I will learn how to confidently develop...

- and hone my observation skills using a range of media, techniques and processes.
- my knowledge and understanding of 2D/3D styles and techniques
- my drawing and planning skills

- ideas in response to a given theme, linking to artists work.
- my higher order thinking skills

This is a James Rosenquist inspire collage.
Consider how you could be inspired by James Rosenquist?



7. Why is it important to annotate work as it progresses?

Red

Amber

Green

Record ideas, observations and insights relevant to intentions as their work progresses (AO3):

I will learn how to confidently evaluate...

- *analysing and reflecting on the development of my own work*
- *making connections between my own artists' work*
- *suggesting ways I could I improve*

8. How can the refining process help you to fully realise intentions?

Red

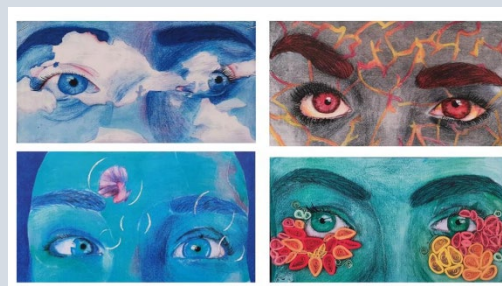
Amber

Green

Refine work by exploring ideas, selecting and experimenting with media, materials, techniques and processes (AO2):

I will learn how to confidently refine...

- by selecting and experimenting with a range of 2D/3D media and techniques
- by selecting ideas to adapt and improve e.g. adjustments to size, colour and composition.
- through developing a piece of work from one media into another



Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4):

I will learn how to confidently realise intentions...

- using 2D/3D techniques and processes

Notice how the same idea has been adjusted and made slightly different in each one. This is called **REFINING**.

EVALUATING ARTISTS' WORK

1. Describe the piece of art you are looking at
2. What is the name of the artist or type of art?
3. What art movement or culture does the art link to?
4. Research and list 5 or more things about the artist or culture?
5. What important things have happened in the country that the art comes from?
6. What has influenced the art E.g. other artists, people, personal experiences, society, culture, politics, gender, colour, pattern, movement, religion, travel, places, objects etc.
7. Describe the materials used to make the art
8. How has the art been produced?
9. What is being communicated through the art?
10. Which of these words best describes the mood of the picture?
EMOTIONAL/POWERFUL/BUSY/SLOW/PEACEFUL/WARM/COLD/HAPPY/SAD/CALM/
INTENSE/SCARY can you think of any other words?
11. What do you like or dislike about the picture? Explain your reasons...

Think!

See?

Know?

Think?

ANNOTATING YOUR OWN WORK

- In this artwork I was trying to...
- The artist/culture that has influenced my work is...
- The source I have used is...
- I found the source I used at...
- In this artwork I used the technique of...
- The media I have used is...
- I like/dislike this piece because...
- My idea links to the theme because...
- I can improve this piece by...
- I could develop this work further by...

Think!

What?

How?

Why?

END OF PROJECT EVALUATION

1. Describe each stage of the project from start to finish
2. What media did you use to produce your work? E.g. Paint/Pencil/Clay etc.
3. Describe how you used different techniques in your project? E.g. painting/drawing/modelling with clay etc.
4. Which artist's culture have you looked at?
5. Write down 2 or more similarities between your work and the artist's work.
6. Which piece of your work best shows the Artist's style or the influence of another culture and why?
7. Describe some of your own ideas...
8. Have you used a primary or a secondary source?
9. Have you included the secondary source in your work? Where did you find it?
10. Imagine your final piece was displayed in a public place.... Describe the effect looking at your work might have on people and society. E.g. relax them, make them feel sad, curious, happy, angry, thoughtful, surprised, confused, nostalgic etc. explain why e.g. because of your use of colour, images, content, arrangement? etc.
11. Explain any other influences on your work e.g. personalities (*including your own*), places, memories, objects, politics, events, activities, religion, fact, fiction etc.
12. Describe how your work links to the project theme?
13. Explain what you have done well...

14. Explain how you could improve...
15. What would you do differently, if you were to repeat any part of this project?

Task Description	Done?
<p>Homework- tasks linked to 'Structures' (2 hours per cycle)</p>	
<p><u>Can you describe the process of development in artists work?</u></p> <p>Complete tonal drawing of these Barbara Hepworth Sculptures, use light to heavy pressure and directional shading to make them appear 3D on the page:</p> 	
<p><u>Can you describe the process of development in artists work?</u></p> <p>Complete a detailed colour pencil drawing from one of these pictures by James Rosenquist:</p> 	
<p><u>Can you describe the process of development in artists work?</u></p> <p>Complete a detailed colour pencil drawing from one of these pictures by Georgia O'Keeffe:</p> 	

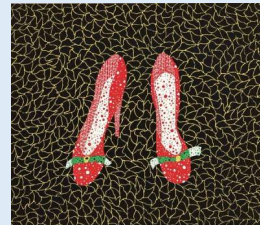
Can you describe the process of development in artists work?

Complete a detailed colour pencil drawing from one of these pots by **Kate Malone:**



Can you describe the process of development in artists work?

Complete a detailed colour pencil drawing from one of these artworks by **Yayoi Kusama:**



Can you describe the process of development in artists work?

Choose your favourite artist from above and evaluate the work using the 'Evaluating Artists Work' questions from above

How can the study of other artists help you find your own direction in the development of ideas?

Yayoi Kusama has been in the news recently with her 'Pumpkin' Sculpture, complete the following tasks:

- Describe 3 ways you could design and create your own sculpture inspired by Yayoi Kusama's art
- Which Organic forms do you think have inspired these sculptures?

- Design your own sculpture inspired by organic forms and Yayoi Kusama

If you are able to access the internet go to the link below and read about the 'Pumpkin'. Answer the following questions:

- How tall is the Pumpkin Sculpture?

.....

- Where is it?

.....

- What is permanently installed at Benesse Art Site Naoshima Japan?

.....

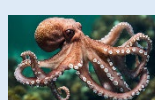
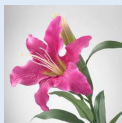
- What are her pumpkins always covered with?

.....

- What does Kusama admire about pumpkins?



[Yayoi Kusama: Pumpkin - Serpentine Galleries](#)

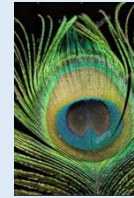
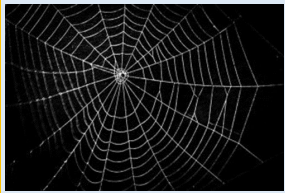


Why are primary sources are the richest form of research?

- Draw 3 things in the room, this called drawing from a PRIMARY SOURCE
- Draw the view through the window this is also called drawing from a PRIMARY SOURCE

How can Secondary sources enrich the development of ideas?

Draw examples of natural structures in 3 ways e.g. Pencil Tone, Colour Pencil, Biro, Paint etc.



How can Secondary sources enrich the development of ideas?

Draw examples of manmade structures in 3 ways e.g. Pencil Tone, Colour Pencil, Biro, Paint etc.



Can you match the themes to the pictures?
Street, Field, Famous Buildings, Water, Mechanical, Transport, Castles

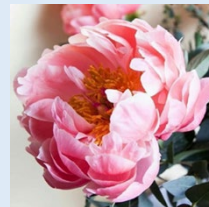


Can you list 5 different ways you could record observations of the subject matter?

List the 5 different ways to record shown earlier in this KO and then try at least two different ways to record a natural and a manmade structure

Why should you plan a wide range of ideas before selecting a final one?

- Zoom in and enlarge one of these natural forms in the style of Georgia O'Keeffe
- Annotate your work using the 'Annotating my work' section above



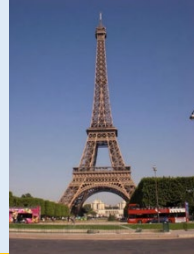
Why should you plan a wide range of ideas before selecting a final one?

- Use a piece of tracing paper to trace sections of these manmade structures so they all overlap and merge together in the style of James Rosenquist (if you don't have tracing paper try to do free hand)
- Annotate your work using the 'Annotating my work' section above
- As an extension you could make a collage of pictures you have printed or from a magazine.



Can you guess the theme connecting these pictures?





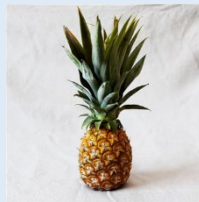
Why should you plan a wide range of ideas before selecting a final one?

- Simplify details from these musical instruments and see if you can design 3 different sculptures inspired by Barbara Hepworth
- Annotate your work using the 'Annotating my work' section above



Why is it important to annotate work as it progresses?

- Use the fruit pictures below to help you design 3 different pots inspired by Kate Malone
- Annotate your work using the 'Annotating my work' section above



How can the refining process help you to fully realise intentions?

Choose what you feel is your best idea and develop it in 3 different ways .e.g. different media, resize, change parts etc. this is called refining

How can the refining process help you to fully realise intentions?

Draw your best idea to a high standard

Knowledge Organiser

Child Development
Year 10

Term 4
2024/25



The Abbey
School

Child Development Year 10 Term 4

Term Focus – The role of adults in promoting learning through play.

IMAGE
(please check
copyright)

Prior Learning Links

Adult-led, adult-initiated and child-initiated play

Future Learning Links

Complete controlled assessment

KEY VOCABULARY

KEY WORDS

Spatial awareness- understanding where you are in relation to the objects in your environment

Gross motor skills-movement of the large muscles of the body; torso, arms, legs

Fine motor skills – control of the small muscles of the body; fingers, toes

Problem-solving – how to approach a problem and try to solve it

Self-confidence – a feeling of trust in our abilities, qualities and judgement

Self-esteem – how much a person values and respects themselves

Self-concept – the way people see themselves

Independent learning skills – being able to think, problem solve and act without an adult helping

1. What is the role of adults in promoting play?

Red

Amber

Green

Adult-led play to include potential benefits:

High risk activities – having an adult lead the activity means the children can take part without risk of hurting themselves and learn specific skills on how to use equipment safely.

New vocabulary – supports the development of language in children.

Potential disadvantages:

Learning is limited by the adult's choice of activity – children not given the opportunity to explore new concepts or skills.

Learning is limited by the time given to the activity – does not allow children the time to develop their own thoughts and ideas.

Limited repetition – without repetition and practice children will struggle to master skills.

2. What is the role of adults in promoting play?

Red

Amber

Green

Adult-initiated play to include potential benefits:

Children will play in new ways – allows children to explore the resources and to learn new skills and concepts.

Promotes independent learning skills – adults should step back and allow children to discover things for themselves.

Potential disadvantages:

Children may not learn the expected skill or concept – relies on children understanding the activity that the resources have been laid out for.

3. What is the role of adults in promoting play?

Red

Amber

Green

Child initiated play to include potential benefits:

Developing social skills – When children have chosen the game or activity they are more likely to play for longer and want to interact with others, this helps to improve social skills such as turn taking and sharing.

Developing ideas freely – when children choose their on play they do not see it as a learning experience and are more likely to spend time on it and focus. This allows them to develop their own ideas more freely.

Potential disadvantages:

Children focus on one area of learning or development – when choosing an activity they enjoy, children may choose the same play over and over again and this may limit the opportunity for learning new skills.

Children may ignore others – some children may isolate themselves other than socialising with others.

4. What is the role of adults in promoting play?

Red

Amber

Green

A variety of resources:

Indoor activities – resources need to be age and stage appropriate. Indoor play is organised by adults and should provide a variety of experiences such as messy areas, book sharing/quiet areas, small world play and role play areas.

Outdoor activities provide children with the opportunity to move freely and explore the environment. Outdoor activities should involve equipment such as climbing frames, trikes and areas to make dens to promote physical skills and imagination.

Supporting children – a key part of the adults role is to ensure the child understands what they need to do to make sure that learning is taking place:

Explaining and demonstrating how equipment and resources work – adults need to explain what equipment is called and what the children should do this is for safety, so children know how to use the equipment, so children know the rules of the activity and to help children to develop confidence.

Adapting activities to suit interests – if their interests are considered children are more likely to feel valued and will be more motivated to take part and enjoy the activities. This will promote learning.

5. What is the role of adults in promoting play?

Red

Amber

Green

Choosing equipment and resources:

Motivating children to engage – choosing resources and activities that are colourful and attractive to spark interest.

Promote exploring – resources should allow children to use their imagination and explore their environment and ideas freely.

Encourage questioning – asking questions helps children to understand the world around them and improves communication and language development and improves reasoning.

Set challenges – equipment and resources need to challenge children but not make the activity unachievable.

Sufficient time – children need enough time to complete an activity as this gives them the opportunity to learn.

6. How can adults keep children safe when organising and adapting activities?

Red

Amber

Green

Awareness of health and safety:

It can be a health and safety risk if children do not use toys properly or do not listen to instructions from an adult about an activity.

Adults should make sure when they give equipment to children that they have the right skills to be able to use it properly.

7. How can adults keep children safe when organising and adapting activities?

Red

Amber

Green

This includes:

Age appropriateness – check age range of toys. Also consider the child's ability.

Learning outcomes – this helps the adult to focus the play activity so it can support the child's development.

Resources/equipment required – when planning play the adult needs to ensure there are enough resources for the number of children taking part so that nobody misses out on learning chances.

Adult-to-child ratio – legal requirement to maintain a specific adult-child ratio in childcare settings.

8. What do I need to do to achieve Pass, Merit, Distinction criteria?

Red

Amber

Green

Carry out planning for controlled assessment

10. What do I need to do to achieve Pass, Merit and Distinction criteria?

Red

Amber

Green

Carry out planning for controlled assessment

11. What do I need to do to achieve Pass, Merit and Distinction criteria?

Red

Amber

Green

Carry out planning for controlled assessment

12. Controlled assessment

13. Controlled assessment

14. Controlled assessment

HOME LEARNING TASKS

Task Description	Done?
Controlled assessment planning	
Controlled assessment planning	
Controlled assessment planning	

Knowledge Organiser

French
Year 10

Term 4
2024/25



The Abbey
School

French Year 10 Term 4 – Festivals & Holidays

Term Focus – This term introduces you to talking about holidays. You will be able to:

- Talk about where you went and what you did on your holiday
- Talk about what happened during your holiday
- To give opinion about a hotel
- To book hotel rooms



image: Flaticon.com

Prior Learning Links

- Conditional tense (Year 8 & 9)
- Holidays (Year 8)
- Free time (Year 7)
- Describing a picture (Year 9)
- Giving opinion (Year 7&8)

Future Learning Links

- Environmental issues topic
- Free time topic
- Justified opinions
- Describing a picture
- Conditional tense

1. Where would you like to spend your holiday?

Red

Amber

Green

Où passerais-tu tes vacances idéales ? (Where would you like to spend your ideal holiday?)

J'aimerais mieux... (I would prefer...)		des vacances reposantes (a relaxing holiday)	des vacances culturelles (a cultural holiday)	
		des vacances éco-responsables (an eco-friendly holiday)	des vacances d'aventures (an adventure holiday)	
Je passerais mes vacances... (I would spend my holiday...)	à la montagne (in the mountains) à la campagne (in the countryside) en ville (in town) sur une île (on an island) sur la côte (at the coast) dans un pays (in a country)	avec (with)	un grand choix de restaurants (a large choice of restaurants) des belles plages (un grand jardin) une belle vue sur la rivière/ la campagne/la mer (a beautiful view of the river/the countryside/the sea) des sites historiques (historical sites)	où (where) il ferait chaud (it would be hot) if ferait beau (the weather would nice)

2. What type of transport would you use to travel?

Red

Amber

Green

Comment voyagerais-tu? (How would you travel?)

Je voyagerais... (I would travel)	en avion privé (in a private plane) en bateau (by boat) en train à grande vitesse (by high speed train) à dos de chameau (on a camel)	ce qui serait (which would be)	très intéressant (very interesting) très amusant (quite fun) moins cher (less expensive) plus rapid (faster)
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Je voudrais (I would like) J'aimerais voyager pour (I would like to travel)	me reposer (to relax) me faire de nouveaux amis (to make new friends) découvrir une nouvelle culture (to discover a new culture)	apprendre une nouvelle langue (to learn a new language) apprendre un nouveau sport (to learn a new sport)	sortir de la routine (to escape the routine) profiter de la nature (make the most of the nature)
cependant (however)	malgré cela (in spite of that)	même si (even if)	pourtant (nevertheless)

3. How do you use the conditional tense in French?

Red

Amber

Green

To form the conditional tense in French, you will need to follow the following steps:

1. Find the infinitive of your verb
2. Decide who is doing the action
3. Add the ending that matches the person to your infinitive

e.g. I would play = Je + jouer + ais = je jouerais

Je	-ais
Tu	-ais
Il / elle / on	-ait
Nous	-ions
Vous	-iez
Ils / elles	-aient

regular verbs	
acheter (to buy)	
I	J'achèterais
You	Tu achèterais
He/she/ (we)	Il/elle/on achèterait
We	Nous achèterions
You(pl)	Vous achèteriez
They	Ils/elles achèteraient

- The conditional tense is used to say what you "would" do. It is conditional because it depends on something else happening.
E.g. If I were rich, I would buy a fast car

- These verbs have irregular stems in the future tense and the conditional:
Vouloir (to want) → **voudre-**
Faire (to do/make) → **fer-**
Avoir (to have) → **aur-**
Aller (to go) → **ir-**
Être (to be) → **ser-**

irregular verbs	
faire (to do)	
I	Je ferais
You	Tu ferais
He/she/ (we)	Il/elle/on ferait
We	Nous ferions
You(pl)	Vous feriez
They	Ils/elles feraient

4. Where would you like to stay during your holiday?

Red

Amber

Green

Où logerais-tu? (Where would you stay?)

Je logerais (I would stay)	sous une tente (in a tent) dans un hôtel (in a hotel) dans une ferme (in a farm) dans un château (in a castle)	avec (with)	une piscine (a swimming pool) un grand jardin (a big garden) des chambres confortables (comfortable bedrooms) des terrains de sport (sports grounds)
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Il/ elle voudrait louer (He/she would like to rent)	un hôtel (a hotel)	parce qu'il/elle préfère (because he/she prefers)	acheter des vêtements (to buy clothes)
	une maison (a house)		faire des activités passionnantes (to do exciting activities)
	an appartement (a flat)	parce qu'il/elle adore (because he/she adores)	faire de la natation avec des poissons (to swim with fish)
			passer du temps à la piscine (to spend time at the swimming pool)
			visiter de beaux sites (to visit beautiful sites)

Je louerais une maison avec un jardin et une piscine.

(I would rent a house with a garden and a pool.)

Pendant les vacances (During the holidays)	nous ferions de la natation avec des poissons (we would swim with fish)	J'irais au théâtre avec mes amis (I would go to the theatre with my friends)
	nous ferions un vol en hélicoptère (we would fly in a helicopter)	j'achèterais des vêtements (I would buy clothes)
	je mangerais de la nourriture locale délicieuse (I would try delicious local food)	je visiterais de beaux sites I would visit beautiful sites)

5. How do we use the word 'pour' +infinitive?

Red

Amber

Green

Use **pour** + infinitive to say 'in order to' : **Je voudrais voyager pour sortir de la routine.**

(I would like to travel **in order to** escape the routine).

6. How was the accommodation?

Red

Amber

Green

C'était comment, le logement? (How was the accommodation?)

L'hôtel (the hotel) Le lit (the bed) Le wifi (wifi) La vue (the view) La chambre (the room) La fenêtre (the window)	(n') était (pas) (was (not))	pratique/cher (practical/expensive) confortable (comfortable) lent (slow) belle (beautiful) propre (clean) (trop) petit(e) (too small) fermé(e) (closed)
Il n'y avait aucun(e) (There was no)	papier toilette (toilet paper)	salle de jeux (games room)
Il n'y avait ni... ni (There was neither... nor)	sèche-cheveux (a hairdryer)	place dans le parking (space in the parking)
	ascenseur (lift)	wifi (wifi)
Il n'y avait pas de (there was not)	place dans le restaurant. (place in a restaurant)	J'ai dû me plaindre. (I had to complain)

Il n'avait que (there was only)	une petite fenêtre. (a small window)	Je n'ai pas pu dormir. (I couldn't sleep)
		J'ai voulu me reposer. (I wanted to rest)
Je n'ai trouvé personne à la reception (I didn't find anyone at the reception)	La carte d'accès ne marchait pas. (The access card didn't work)	
J'ai passé deux nuits dans cet hôtel. (I spent two nights dans cette maison.)		

7. When do we use the imperfect tense?

Red

Amber

Green

To form the **Imperfect tense**, remove the **-ons** from the nouns form of the verb in the present tense, e.g.

Regarder (to watch) - nous regard**ons** - regard

- The **Imperfect tense** is used to talk about what you were doing during a certain period of time:

Hier matin, entre 7 heures et 9 heures, je travaillais.
(Yesterday morning, between 7 and 9 a.m., I was working).

Imperfect tense (irregular verbs)			
		Être (to be)	Avoir (to have)
I	J'	étais	avais
You	Tu	étais	avais
He/she/ (we)	Il/elle/on	était	avait
We	Nous	étions	avions
You(pl)	Vous	étiez	aviez
They	Ils/elles	étaient	avaient

8. How do we use negatives in the past tenses?

Red

Amber

Green

- ✓ In the **Imperfect tense**, **negatives** go around the verb:

Il n'y avait jamais de place dans restaurant.

(There was never space in the restaurant.)

- ✓ **Ne ..aucun(e)** means 'no', 'not a single' and agrees with the noun.

Il n'y avait aucun bruit.

(There wasn't any noise.)

Il n'y avait aucune place libre.

(There wasn't a single free space.)

- ✓ **Ne...ni...ni...** means 'neither... nor...'

Il n'y avait ni papier toilette ni sèche-cheveux.

(There was neither toilette paper not a hairdaryer.)

- ✓ **Ne ... que** means 'only'.

Il n'y avait qu'une petite fenêtre.

(There was only a small window.)

- ✓ In the **Perfect tense**, most negatives go around the part of **avoir** or **être**:

Je n'ai pas joué (I did not play.)

Je n'ai rien mangé (I ate nothing.)

Je ne suis jamais allé (I have never been.)

Personne goes after the past participle:

Je n'ai pas trouvé personne. (I found no-one.)

9. How do you use the preposition 'in' in French?

Red

Amber

Green

The French word for 'in' depends on the context.

- inside something **dans** ma chambre, **dans** l'hôtel
- in the town centre: **au** centre-ville
- in a named town: **à** Cabourg
- in town: **en** ville

10. Can you book a hotel room?		Red	Amber	Green
Je peux vous aider? (Can I help you?)				
- Bonjour. Je peux vous aider?		- Hello. Can I help you?		
- Bonjour. Nous avons une réservation pour deux personnes.		- Hello. I have booked two rooms for two people.		
- Pas de problèmes. C'est pour combien de nuits?		- No problem. (It is) for how many nights?		
- C'est pour trois nuits.		- It is for three nights.		
- Très bien. Vous avez déjà réglé la réservation en ligne?		- Very good. Have you already paid for the booking online?		
- Non. Ça coûte combien?		- No. How much does it cost?		
- Ça coûte cinquante euros par nuit. Je peux voir vos passeports, s'il vous plaît?		- It is fifty euros per night. Can I see your passports, please?		
- Oui, les voilà. Est-ce qu'il y a wifi dans l'hôtel?		-Yes, here they are. Is there wifi in the hotel?		
- Oui, bien sûr. Bonne soirée.		-Yes, of course. Good evening.		

11. What WOW phrases to give an opinion about a holiday.				Red	Amber	Green
Imperfect tense		Conditional tense				
C'était le mauvais logement. (It was a bad accommodation)	C'était genial. (I was great)	Ça serait super amusant. (It would be great fun)	Ça serait intéressant. (It would be interesting)			

12. How many question words do you remember?									Red	Amber	Green
Qui?	Avec qui?	Que?	Quoi?	Où?	Quand?	Pourquoi?	Comment?	Combien?			
Who?	Who with?	What?	What?	Where?	When?	Why?	How?	How much? How many?			

HOME LEARNING TASKS	
Task Description	Done?
Can you write a small paragraph about your last holiday?	
Can you write sentences using the conditional tense?	
Can you write a short paragraph talking about what happened during the holiday?	
Can you write sentences with the imperfect and perfect tenses?	
Can you write a short paragraph saying how was the place you were staying?	
Can you write a write a mini dialogue to book a room in a hotel?	
Can you write a short paragraph giving opinions about the place you stayed on your holiday?	
Can you use the sentence builders above to write sentences answering the questions? Can you improve these by adding conjunctions and intensifiers?	
Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method.	
Go to www.sentencebuilders.com and practise this term's vocabulary.	

Knowledge Organiser

Geography
Year 10

Term 4
2024/25



The Abbey
School

Geography Year 10 Term 4 – Coastal Landscapes



The coastline is a dynamic zone of interaction between land and sea, constantly being shaped by natural processes. Waves, tides, and winds all contribute to the erosion, transportation, and deposition of sediment, which creates unique coastal features. This topic examines how these processes work, how they shape coastal landforms, and how human intervention can help protect vulnerable areas. By exploring both erosional and depositional landforms, as well as coastal management strategies, students will gain a deep understanding of the complex interactions at the coast.

Prior Learning Links

- Year 8 term 3
- Year 9 engineering rivers

Future Learning Links

- A Level coasts

KEY WORDS

- **Constructive Wave:** A type of wave that deposits more sediment than it erodes, creating gentle, sloping beaches. These waves have a long wavelength, low energy, and occur in calmer weather conditions.
- **Destructive Wave:** A type of wave that erodes the coastline and carries sediment away from the shore, creating steep, high-energy beaches. These waves have a short wavelength, high energy, and occur during stormy weather.
- **Swash:** The movement of water up the beach after a wave has broken. It moves sediment onto the shore and can be either strong or weak, depending on the wave's energy.
- **Backwash:** The movement of water down the beach after the swash has dissipated. It moves sediment back towards the sea, contributing to erosion and transportation.
- **Longshore Drift:** The movement of sediment along the coast, driven by waves approaching the shore at an angle due to the prevailing wind. This results in sediment being moved in a zigzag pattern along the beach.
- **Prevailing Wind:** The most common wind direction in a particular area. The prevailing wind influences wave direction and the angle at which waves approach the shore, affecting the patterns of erosion and deposition.
- **Erosion:** The process by which rock and soil are worn away by the action of water, wind, or ice. Along coastlines, this often occurs through processes like hydraulic action, abrasion, and solution.
- **Transport:** The movement of sediment along the coastline, often via longshore drift. Sediment can also be transported by the sea through traction, saltation, suspension, and solution.
- **Deposit:** The process of sediment being laid down in areas where wave energy is low, forming features such as beaches, spits, and bars. Deposition occurs when the wave's energy is insufficient to carry the sediment any further.
- **Spit:** A long, narrow stretch of land formed by the deposition of sand or shingle, often extending from the coastline into the sea. Spits are created by the process of longshore drift.
- **Tombolo:** A type of landform where a spit or sandbar connects an island to the mainland, formed by the deposition of sediment from longshore drift.
- **Bar:** A submerged or partially submerged ridge of sand or shingle that forms across the mouth of a river or bay, created by the accumulation of sediment.
- **Arch:** A coastal feature formed by the erosion of a cave through a headland. Over time, the arch becomes larger and can eventually collapse, leaving a stack behind.
- **Cave:** A hollow or indentation in the rock face formed by the erosive action of waves against the coastline. Caves are typically created through hydraulic action or abrasion.

- **Stack:** A tall, isolated pillar of rock that remains after the collapse of a coastal arch. Stacks are formed from the erosion of the headland.
- **Stump:** The remains of a stack after it has been eroded at its base, leaving only a small portion of rock visible above the water.

1. Why does Cornwall have such good waves for surfing?

Red

Amber

Green

How Do Waves Form?

Waves are created by the wind blowing over the surface of the sea. As the wind moves across the water, friction causes the surface to be disturbed, generating ripples that grow into waves. The size and strength of a wave depend on three main factors:

- **Wind Speed** – Stronger winds transfer more energy, producing larger waves.
- **Wind Duration** – The longer the wind blows, the more energy it transfers to the water, creating bigger waves.
- **Fetch** – The distance over which the wind blows across open water. A longer fetch allows waves to build up more energy and grow larger.

Why Do Waves Break?

As waves travel across deep water, they move in a circular motion. However, when they approach the shore and encounter shallower water, their movement changes:

1. The base of the wave slows due to friction with the seabed.
2. The top of the wave continues moving at its original speed, causing it to lean forward.
3. Eventually, the wave collapses forward and breaks onto the shore.

Components of a Wave

- **Swash** – The forward movement of water up the beach after a wave breaks.
- **Backwash** – The water that flows back down the beach due to gravity.
- **Crest** – The highest point of a wave.
- **Trough** – The lowest point of a wave.
- **Wavelength** – The horizontal distance between two wave crests.
- **Wave height** – The vertical distance between the crest and trough.

The Effect of Fetch on Waves

Fetch is the distance over which wind blows across open water, influencing wave energy. A longer fetch results in more powerful waves, while a shorter fetch leads to weaker waves. For example, waves formed in the Atlantic Ocean, which has a long fetch, are much larger and stronger than those in the North Sea, where the fetch is shorter.

Constructive vs Destructive Waves

Waves can be classified into two main types based on their characteristics:

- **Constructive waves** have a strong swash that carries sediment up the beach, helping to build it up. They are typically formed in calm weather conditions.
- **Destructive waves** have a strong backwash that erodes beaches by dragging material back into the sea. These waves are common during storms and rough weather.

Feature	Constructive Waves	Destructive Waves
Swash	Strong	Weak
Backwash	Weak	Strong
Wave Height	Low	High
Wave Length	Long	Short
Frequency	Fewer than 10 per minute	More than 10 per minute
Effect on Beach	Builds up beaches by depositing material	Erodes beaches by dragging material away

2. Why are the White Cliffs of Dover falling into the sea?

Red

Amber

Green

Weathering is the breakdown of rocks in situ (without movement) due to physical, chemical, or biological processes. It is an important process in shaping coastal landscapes.

Types of Weathering

1. Mechanical Weathering (Physical Weathering)

- This process involves the physical breakdown of rock without any chemical change.
- **Example: Freeze-Thaw Weathering**
 - Water enters cracks in rocks.
 - When temperatures drop below freezing, the water expands as it turns to ice.
 - This expansion puts pressure on the rock.
 - Repeated freezing and thawing cause the cracks to widen until pieces of rock break off.

2. Chemical Weathering

- Rocks are broken down by chemical reactions, often involving water or acids.
- **Example: Carbonation**
 - Rainwater absorbs carbon dioxide from the air, forming a weak carbonic acid.
 - This acid reacts with calcium carbonate in limestone, dissolving the rock over time.

3. Biological Weathering

- This occurs when plants, animals, or microbes break down rock.
- **Example: Tree Roots**
 - Roots grow into cracks in rocks and expand, forcing the cracks wider.
 - Over time, this weakens the rock and causes pieces to break off.

Mass Movement

Mass movement is the downward movement of rock and soil due to gravity. It plays a key role in shaping coastlines.

Types of Mass Movement

1. Rockfall

- Occurs when rocks break away from a steep cliff due to freeze-thaw weathering or erosion.
- Loose rocks fall and collect at the base, forming a pile called a scree slope.

2. Slumping

- Happens when a section of coastline collapses due to saturated soil and weak rock layers.
- Water infiltrates soft rock (such as clay), making it heavy and unstable.
- The weakened rock slips down in a curved movement, often leaving a steep back face.

3. Rotational Slip

- Similar to slumping but on a larger scale.
- Whole sections of land move downward along a curved slip plane.

- Often triggered by heavy rainfall or erosion at the base of a slope.

4. Mudflow

- A rapid movement of saturated soil and weak rock downhill.
- Often occurs after heavy rainfall when waterlogged material loses its cohesion and flows like a liquid.

3. How are coastal processes changing the shape of the coastline?

Red

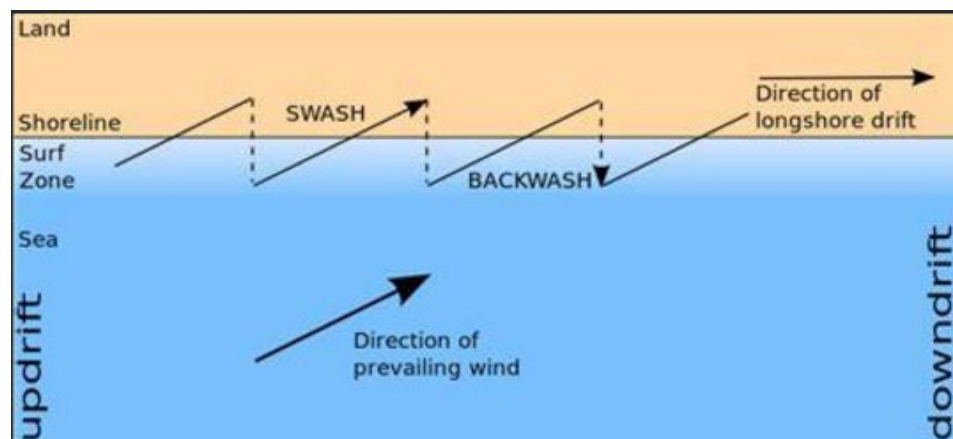
Amber

Green

Waves cause three key processes that shape the coastline:

- **Erosion:** This process occurs when waves wear away the coastline. It can happen through several mechanisms:
 - **Hydraulic action:** The force of waves compressing air in cracks in the rocks.
 - **Abrasion:** The grinding action of rocks and sediment carried by waves against the coastline.
 - **Corrosion:** The chemical breakdown of rocks by seawater.
 - **Attrition:** The collision of rocks and pebbles with each other, breaking them down into smaller pieces.
- **Deposition:** When wave energy decreases, sediment is deposited in calmer areas, such as bays or sheltered shorelines. Deposition leads to the formation of beaches, spits, bars, and other coastal features.
- **Transportation:** This refers to the movement of sediment along the coast.

The sea transports sediment along the coast through the process of **longshore drift**. As waves approach the shore at an angle due to the prevailing wind, they move sediment up the beach in the direction of the wave's approach, known as the **swash**. The sediment then



moves back down the beach under the influence of gravity in a straight line, known as the **backwash**. This process results in sediment being transported along the coast in a zigzag pattern. The sediment can eventually be deposited to form coastal features like beaches, spits, and bars.

4. How does the geology of a coastline affect its shape?

Red

Amber

Green

The type of rock found along a coastline plays a key role in shaping landforms. Some rocks are more resistant to erosion than others, leading to varied coastal landscapes.

Soft Rock vs Hard Rock

- **Soft rock**, such as clay and sandstone, erodes more quickly because it is less resistant to wave action and weathering.
- **Hard rock**, such as granite and limestone, is more resistant and takes longer to erode.
- As a result, coastlines made up of alternating bands of hard and soft rock develop distinctive features such as headlands and bays.

Concordant and Discordant Coastlines

The arrangement of rock layers relative to the coastline affects how erosion shapes the land.

- 1. Concordant Coastlines (Parallel Rock Layers)**
 - The rock layers run parallel to the coast.
 - If a resistant rock type is at the surface, it can protect softer rock behind it, leading to fewer bays.
 - Example: The Jurassic Coast in Dorset, where a layer of hard limestone protects softer clays behind it.
- 2. Discordant Coastlines (Perpendicular Rock Layers)**
 - The rock layers are at right angles to the coastline.
 - Softer rock erodes more quickly, forming bays, while harder rock remains as headlands.
 - This results in a more irregular coastline with alternating headlands and bays.

Formation of Headlands and Bays

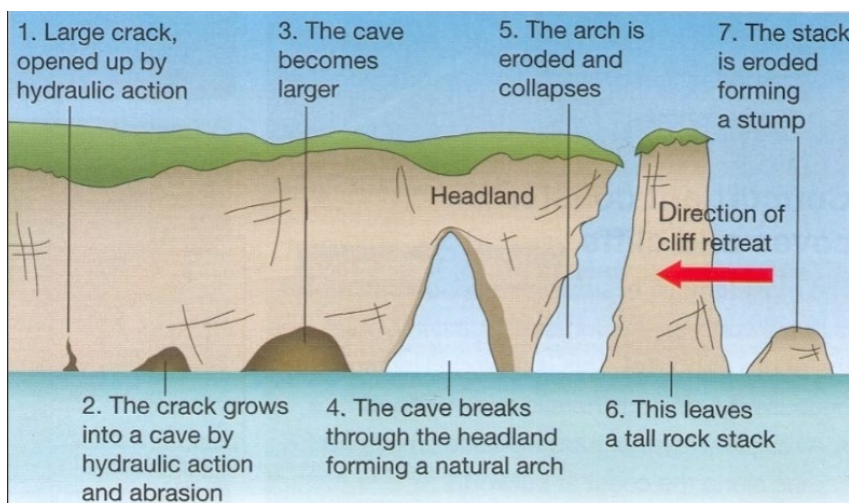
- On a **discordant coastline**, bands of soft and hard rock erode at different rates.
- **Soft rock** erodes quickly, forming sheltered **bays** with beaches.
- **Hard rock** is more resistant, leaving **headlands** jutting into the sea.
- The headlands are more exposed to waves, leading to further erosion, while the bays remain more sheltered.

5. How are new landforms created at the coast?

Red

Amber

Green

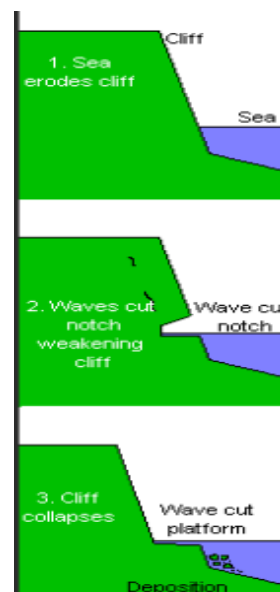


Caves, Arches, Stacks and Stumps

Old Harry is an iconic coastal feature found at Studland Bay in Dorset, UK. It began as a **cave** formed through the erosive force of waves attacking a headland. Over time, the cave expanded and eventually formed an **arch**. As the arch continued to erode, it collapsed, leaving a **stack**—a tall, isolated pillar of rock. The stack was further eroded at its base, forming a **stump**, the final stage in the erosional process.

Wave-Cut Platform

1. Waves attack the base of a cliff through hydraulic action and abrasion, creating a **wave-cut notch**.
2. Over time, the notch deepens, undercutting the cliff.
3. The cliff becomes unstable and collapses due to gravity.
4. As this process repeats, the cliff retreats inland.
5. The eroded material is washed away, leaving behind a **wave-cut platform**, a flat rocky surface exposed at low tide.



Spit

1. **Longshore drift** transports sediment along the coastline.
2. Where the coastline changes direction (e.g., at a river mouth or bay), sediment continues to be deposited out into the sea.
3. Over time, this builds up a **spit**, an extended stretch of beach material connected to the land on one end.
4. If winds and currents change direction, the end of the spit may curve, forming a **hooked or recurved spit**.
5. A **salt marsh** often forms behind the spit in the sheltered water, where sediment and vegetation accumulate.

Bar

1. A spit can grow across a bay, connecting two headlands, forming a **bar**.
2. This process happens when longshore drift continues to deposit sediment, blocking off the bay from the open sea.
3. The water trapped behind the bar forms a **lagoon**, which may eventually fill with sediment over time.

Sand Dunes

1. Sand is **transported inland** by strong winds from the beach.
2. Sand is trapped by obstacles such as driftwood or vegetation, causing small mounds to form.
3. Over time, **pioneer plants** like marram grass help to stabilise the dunes by holding the sand together with their roots.
4. As dunes develop, they grow larger and more stable, forming a series of dune ridges moving inland.
5. Older dunes become more vegetated and develop into a dune system, with younger dunes closer to the shore.

6. Can we ever truly control the shape of the coastline?

Red

Amber

Green

Coastal areas are under constant threat from erosion and flooding. To protect coastlines, different management strategies are used. These are classified into **hard engineering** and **soft engineering** approaches.

Hard Engineering

Hard engineering involves the use of **man-made structures** to control coastal processes and reduce erosion or flooding.

Examples of Hard Engineering:

- **Sea Walls** – Concrete walls built along the coast to absorb and reflect wave energy.
- **Groynes** – Wooden or rock barriers built at right angles to the coast to trap sand and slow longshore drift.
- **Rock Armour (Riprap)** – Large boulders placed along the shore to absorb wave energy and reduce erosion.
- **Gabions** – Wire cages filled with rocks placed along cliffs or beaches to reduce erosion.

Soft Engineering

Soft engineering works **with natural processes** to manage the coastline in a more sustainable way.

Examples of Soft Engineering:

- **Beach Nourishment** – Adding sand or shingle to a beach to make it wider and absorb wave energy.
- **Dune Regeneration** – Planting vegetation such as marram grass to stabilise sand dunes and act as a natural barrier.

- **Managed Retreat** – Allowing certain areas of coastline to flood naturally to create salt marshes, which act as buffers against erosion and flooding.

Comparison of Hard and Soft Engineering

Approach	Strengths	Weaknesses
Hard Engineering	Very effective at protecting high-value areas.	Expensive to build and maintain.
	Provides immediate protection.	Can be visually unattractive.
	Strong structures can last for decades.	Disrupts natural coastal processes.
Soft Engineering	More environmentally friendly and sustainable.	May take longer to be effective.
	Works with natural processes rather than against them.	Some methods, like beach nourishment, require ongoing maintenance.
	Often cheaper than hard engineering.	Managed retreat can be unpopular as land is lost to the sea.

7. What is happening at Reculver?

Red

Amber

Green

Location and Erosion:

Reculver is in Kent, known for its Roman fort and medieval church towers. The coastline is made of soft London Clay, making it highly vulnerable to erosion, threatening both land and heritage sites.

Why Protect?

- **Cultural Importance:** Historic sites like the church towers are at risk.
- **Environmental Value:** Salt marshes and habitats are threatened by erosion. It is an SSSI and home to the endangered digger wasp.
- **Tourism:** It's a popular tourist destination, so protection supports the local economy.



Protection Measures:

- **Sea Walls** and **Groynes** to reduce erosion.
- **Beach Nourishment** to replenish eroded beaches.

HOME LEARNING TASKS

Task Description	Done?
Keyword spelling/definition test	
Create coastal landforms Top Trumps	
Create a cartoon strip about the 4 types of erosion: attrition; abrasion; solution and hydraulic action	
Create a cartoon strip about the 4 types of transportation: traction; saltation; suspension; solution	
Create a coastal management factfile	

Knowledge Organiser

Hospitality & Catering
Year 10

Term 4
2024/25

Subject Year 10 Term 4– The controlled assessment - NEA



Term Focus – To

Prior Learning Links

- Cooking methods and the effects on nutrition
- Factors affecting menu planning
- Presentation techniques
- Reviewing dishes

Future Learning Links

- Mock NEA

KEY VOCABULARY

KEY WORDS

Customer groups
Provision
Menu
Macronutrients

KEY SUBJECT TERMINOLOGY

Production planning
Sequencing
Assignment brief
Menu planning

Red Amber Green

1. Understanding the importance of nutrition

Red Amber Green

Macronutrients

Carbohydrates - Carbohydrates are mainly used in the body for energy. There are two types of carbohydrates which are:

- Starch - Examples include bread, pasta, rice, potatoes and cereals.
 - Sugar - Examples include sweets, cakes, biscuits & fizzy drinks.
- Fat** - This is needed to insulate the body, for energy, to protect bones and arteries from physical damage and provides fat soluble vitamins. There are two main types of fat which are:

- **Saturated fat** - Examples include butter, lard, meat and cheese.
- **Unsaturated fat** - Examples include avocados, plant oils such as sunflower oil, seeds and oily fish.

Protein - Protein is mainly used for growth and repair in the body and cell maintenance.

There are two types of protein which are:

- High biological value (HBV) protein - Includes meat, fish, poultry, eggs, milk, cheese, yogurt, soya and quinoa.
- Low biological value (LBV) protein - Includes cereals, nuts, seeds and pulses

2. Understanding the importance of nutrition

Red Amber Green

Micronutrients

Vitamins

- Fat soluble vitamin A - Main functions include keeping the skin healthy, helps vision in weak light and helps children grow. Examples include leafy vegetables, eggs, oily fish and orange/yellow fruits.
- Fat soluble vitamin D - The main function of this micro-nutrient is to help the body absorb calcium during digestion. Examples include eggs, oily fish, fortified cereals and margarine.
- Water soluble vitamin B group - Helps absorb minerals in the body, release energy from nutrients and helps to create red blood cells. Examples include wholegrain foods, milk and eggs.
- Water soluble vitamin C - Helps absorb iron in the body during digestion, supports the immune system and helps support connective tissue in the body which bind cells in the body together. Examples include citrus fruits, kiwi fruit, cabbage, broccoli, potatoes and liver.

Minerals

- Calcium - Needed for strengthening teeth and bones. Examples include dairy products, soya and green leafy vegetables.
- Iron - To make haemoglobin in red blood cells to carry oxygen around the body. Examples include nuts, beans, red meat and green leafy vegetables.
- Sodium - Controls how much water is in the body and helps with the function of nerves and muscles. Examples include salt, processed foods and cured meats.
- Potassium - Helps the heart muscle to work correctly and regulates the balance of fluid in the body. Examples include bananas, broccoli, parsnips, beans, nuts and fish.
- Magnesium - Helps convert food into energy. Examples

include wholemeal bread, nuts and spinach. • Dietary fibre (NSP) - Helps digestion and prevents constipation. Examples include wholegrain foods (wholemeal pasta, bread and cereals), brown rice, lentils, beans and pulses. • Water - Helps control temperature of the body, helps get rid of waste products from the body and prevents dehydration. Foods that contain water naturally include fruits and vegetables, milk and eggs

3. Nutrition at different life stages and special dietary needs Red Amber Green

Adults: • Early – Growth in regard to height of the body continues to develop until 21 years of age. Therefore, all micro-nutrients and macro-nutrients especially carbohydrates, protein, fats, vitamins, calcium and iron are needed for strength, to avoid diseases and to maintain being healthy.

• **Middle** – The metabolic rate starts to slow down at this stage, and it is very easy to gain weight if the energy intake is unbalanced and there isn't enough physical activity.

• **Elderly** – The body's systems start to slow down with age and a risk of blood pressure can increase as well as decrease in appetite, vision and long-term memory. Because of this, it is essential to keep the body strong and free from disease by continuing to eat a healthy, balanced diet.

Children: • **Babies** – All nutrients are essential and important in babies, especially protein as growth and development of the body is very quick at this stage. Vitamins and minerals are also important. You should try to limit the amount of salt and free sugars in the diet.

• **Toddlers** – All nutrients remain very important in the diet at this stage as growth remains. A variety of foods are needed for toddlers to have all the micro-nutrients and macro-nutrients the body needs to develop.

• **Teenagers** – The body grows at a fast pace at different times at this stage as the body develops from a child to an adult, therefore all nutrients are essential within proportions. Girls start their menstruation which can sometimes lead to anaemia due to not having enough iron in the body

4. Special Dietary needs Red Amber Green

Different energy requirements based on:

• Lifestyles / Occupation / Age / Activity level The amount of energy the body needs is determined with each of the above factors e.g. active lifestyle or physical activity level would need more energy compared to a person being sedentary. Medical conditions:

• Allergens – Examples of food allergies include milk, eggs, nuts and seafood.

• Lactose intolerance – Unable to digest lactose which is mainly found in milk and dairy products.

• Gluten intolerance – Follows a gluten free diet and eats alternatives to food containing wheat, barley and rye.

• Diabetes (Type 2) – High level of glucose in the blood, therefore changes include reducing the amount of fat, salt and sugar in the diet.

• Cardiovascular disorder – Needing a balanced, healthy diet with low levels of salt, sugar and fat.

• Iron deficiency – Needing to eat more dark green leafy vegetables, fortified cereals and dried fruit. Dietary requirements:

• Religious beliefs – Different religions have different dietary requirements.

• Vegetarian – Avoids eating meats and fish but does eat dairy products and protein alternatives such as quorn and tofu.

• Vegan – Avoids all animal foods and products but can eat all plant-based foods and protein alternatives such as tofu and tempeh.

• Pescatarian – Follows a vegetarian diet but does eat fish products and seafood.

5. Factors affecting menu planning Red Amber Green

You need to be aware of the following factors when planning menus:

• cost (ingredients as well as business costs)

• portion control (value for money without waste)

• balanced diets/current national advice

• time of day (breakfast, lunch, and dinner menus as well as small plates and snacks)

• clients/customers (a menu with prices that will suit the people who visit your establishment).

6. Skills of the chef Red Amber Green

The skills of the chef must be suited to the type of provision and the menu offered. A Michelin starred restaurant will require a chef who has complex skills in preparation, cooking and presentation of dishes. A café will require a chef who has a range of medium and complex skills to produce a suitable menu. A large restaurant will normally have a full kitchen brigade while a smaller establishment may only have a single chef with one or two assistants

7. Equipment available Red Amber Green

You need to know and understand the type of equipment needed to produce a menu. The choice of dishes will be influenced by the equipment available to the chef. This includes kitchen equipment such as: • hobs, ovens, and microwaves • fridge, freezer and/or blast chiller • specialist equipment, for example a sous vide or pizza oven •

hand-held equipment, for example electric whisks or hand-blenders • other electric equipment, for example food processors

8. Environmental issues	Red	Amber	Green
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The chef will need to think about environmental issues when planning a menu. Can the chef reduce the amount of ingredients bought as well as reducing food waste? Can the chef reuse ingredients to create new dishes for example stale bread made into bread-and-butter pudding? Can the kitchen recycle waste wherever possible? Running the kitchen sustainably will save money.

9. Organoleptic properties	Red	Amber	Green
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Organoleptic properties are the sensory features of a dish (appearance, aroma, flavour, and texture). The chef will need to think about how the dish will look and taste. Is there a range of colours? Do the flavours go well together? Are there a variety of textures

10. You need to be able to plan dishes for a menu as well as know, understand and include the following:	Red	Amber	Green
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- Commodity list with quantities This means naming all the ingredients needed to make all dishes and how much of each one e.g. grams (g), ounces (oz), millilitres (ml), etc
- Timing You need to state realistic timings of how long each step is likely to take throughout your plan to give accurate information of how long your dishes take to complete.
- Contingencies This means stating, in the plan, what you would do to deal with a problem if something were to go wrong
- Mise en place This is all the preparation you undertake before cooking. Examples of this include weighing out ingredients, collecting equipment and washing hands.
- Health, safety and hygiene Stating in the plan, points regarding the health, safety and hygiene. The use of temperature probes to ensure foods are cooked, correctly using colour coded chopping boards or washing hands after handling raw meat are a few examples.
- Cooling and hot holding Cooling dishes correctly within 1.5hrs to 8 degrees and keeping hot dishes for service at 63 degrees should be mentioned in your plan for relevant dishes, as well as how you would ensure these temperatures are met, e.g. by using temperature probes
- Quality points These include naming any quality points to consider in the preparation, cooking and serving stage of the plan. Examples could include checking foods are in use by/best before dates, dishes are cooked to minimum temperatures, ingredients stored in correct places and correct temperature, etc.
- Serving Once you have finished cooking your dish or dishes, you need to state how you would present your dish/dishes, e.g. on plate, bowl, etc., as well as what decoration, garnishes and sauces you include before serving
- Sequencing or dovetailing This means you fit together the different steps and activities in logical order when planning to cook more than one dish.
- Storage In your plan, you should state where different kinds of ingredients need to be stored, e.g. raw chicken in the fridge or frozen fruit in the freezer and at what temperatures these pieces of equipment need to be (fridge needs to be 0–5 degrees and freezer needs to be -18 degrees).

HOME LEARNING TASKS	
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Task Description	Done?
Practice appropriate dishes and presentation techniques	
Make a time plan for two dishes. You must include dovetailing and special points with contingencies.	

Knowledge Organiser

History
Year 10

Term 4
2024/25



The Abbey
School

History Year 10 Term 4 – Origins of the Cold War

In this unit, you will explore the origins of the Cold War, focusing on how tensions between the USA and USSR escalated between 1945 and 1956. You will examine key events such as the wartime conferences, the division of Germany, the Berlin Crisis, and the formation of NATO and the Warsaw Pact. You will also assess US containment policies, Soviet reactions, and flashpoints like the Hungarian Uprising. Through this, you will develop critical thinking skills, analysing sources, evaluating causes and consequences, and forming balanced arguments on Cold War developments. This unit lays the foundation for understanding later Cold War conflicts.



GCSE Pod – Scan Me!

Prior Learning Links

- Year 8 Term 4 – WWII
- Year 8 Term 6 – Cold War

Future Learning Links

- Year 10 Term 5 – Cold War
- Year 10 Term 5 – Cold War
- Year 11 Term 4 – Cold War Revision

KEY VOCABULARY

Historical Skills Core Vocabulary

Cause – the reason for something happening
Change – when things are different to how they were before
Consequence – the result of something happening
Continuity – the opposite of change; when something stays the same or continues
Difference – the ways in which things are different to one another
Factor – something that can affect, or determine an event or outcome
Inference – a conclusion drawn about something using the information you already have about it
Interpretation – an historian's particular view on an event/period or the significance or importance of certain features/factors in this event/period
Rate of change – the pace at which change occurs; e.g. very quickly or slowly
Reliability – the degree to which something can be trusted or relied upon as accurate
Significance – the importance of something
Similarity – the quality of being similar, or the same
Trend – when there are a number of similar and related changes continuing in the same direction over a period of time
Turning point – a significant change happens – something that is different from what has happened before and which will affect the future

Historical Context – Expand Your Vocabulary

1. **Aggression** – Hostile or forceful actions taken by a country or leader to assert power.
2. **Alliance** – A formal agreement between nations to cooperate for mutual benefit.
3. **Diplomacy** – The practice of managing international relations through negotiations.
4. **Doctrine** – A belief or policy held and promoted by a government or leader.
5. **Escalation** – The process of increasing intensity or seriousness in a conflict.
6. **Ideology** – A system of beliefs or principles that influences political decisions.
7. **Intervention** – The involvement of a country in the affairs of another, often politically or militarily.
8. **Justification** – A reason or explanation given to defend an action or decision.
9. **Resistance** – Opposition to authority, control, or an invading force.
10. **Retaliation** – An action taken in response to a perceived attack or threat.

Origins of the Cold War Key Vocabulary

1. **Berlin Airlift** – The 1948-49 operation to supply West Berlin with resources following the Soviet blockade.
2. **Berlin Blockade** – The Soviet attempt to cut off Allied-controlled West Berlin from essential supplies in 1948-49.
3. **Cold War** – The period of political and military tension between the USA and USSR (1945-1991).
4. **Cominform** – The Communist Information Bureau, established in 1947 to strengthen Soviet control over Eastern Europe.
5. **Comecon** – The Council for Mutual Economic Assistance (1949), created by the USSR to counter the Marshall Plan.
6. **Containment** – The US policy of preventing the spread of communism, first outlined in the Truman Doctrine.
7. **Democratic Republic of Germany (GDR)** – The Soviet-controlled communist state in East Germany (1949-1990).
8. **Domino Theory** – The belief that if one country fell to communism, others in the region would follow.
9. **Federal Republic of Germany (FRG)** – The democratic West German state formed in 1949.
10. **Grand Alliance** – The wartime coalition between the USA, USSR, and Britain against Nazi Germany.
11. **Hungarian Uprising** – The 1956 anti-Soviet revolt in Hungary, brutally suppressed by Khrushchev.
12. **Ideological Conflict** – A struggle between opposing sets of political beliefs, such as capitalism and communism.
13. **Iron Curtain** – The symbolic and physical division between communist Eastern Europe and capitalist Western Europe.
14. **Joseph Stalin** – Leader of the Soviet Union (1924-1953) who played a key role in Cold War tensions.
15. **Khrushchev** – Soviet leader (1953-1964) known for de-Stalinisation and suppressing the Hungarian Uprising.
16. **Long Telegram** – A secret 1946 report by George Kennan outlining the Soviet threat and the need for containment.
17. **Marshall Plan** – The 1947 US programme of economic aid to rebuild Western Europe and resist communism.

18. **NATO** – The North Atlantic Treaty Organisation, a military alliance formed in 1949 to counter Soviet aggression.
19. **Novikov Telegram** – A 1946 Soviet report warning of US expansionism and aggressive policies.
20. **Potsdam Conference** – The final 1945 meeting between the Grand Alliance, where tensions increased.
21. **Satellite States** – Eastern European countries under Soviet influence after WWII.
22. **Soviet Expansionism** – The USSR’s policy of spreading communist influence across Eastern Europe.
23. **Tehran Conference** – The 1943 meeting between Stalin, Roosevelt, and Churchill to discuss post-war plans.
24. **Truman Doctrine** – The 1947 US policy of providing aid to countries resisting communism.
25. **Warsaw Pact** – The 1955 military alliance between the USSR and its Eastern European allies.

Exam Command Word Guidance

Paper 2: British depth study and period study		Command Word	What the question is asking you to do
Booklet P: Superpower Relations & Cold War	Q1a) & 1b)	Explain one consequence of...	Make clear how something happened as a result of an event or development, supporting your answer with detailed knowledge
	Q2	Write a narrative account analysing...	Write an account which explains how events led to an outcome by making clear how one event links to another.
	Q3	*Answer two from a choice of three* Explain the importance of X for Y...	Examine the impact of an event or development [X] on something else [Y].

1. What was the Cold War?

Red Amber Green

Are you able to...

- Can you explain why the Cold War was a unique type of conflict?
- Are you able to describe the key differences between the USA and USSR?
- Can you identify major events that increased Cold War tensions?



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Core Knowledge:

- The Cold War was a geopolitical struggle between the USA and USSR.
- It was driven by ideological differences: capitalism vs. communism.
- The USA sought to contain communism, while the USSR aimed to expand influence.
- It was characterised by political, military, and economic tensions rather than direct warfare.
- Nuclear weapons played a key role in deterrence.
- Key events included the Berlin Blockade, Korean War, and Cuban Missile Crisis.
- The Cold War lasted from 1945 to 1991.
- It ended with the collapse of the USSR.

2. Why did relations between the Grand Alliance deteriorate during WWII?

Red Amber Green

Are you able to...

- Can you explain the wartime cooperation between the USA, USSR, and Britain?
- Are you able to describe key disagreements at the wartime conferences?
- Can you evaluate why tensions emerged even before the war ended?



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Core Knowledge:

- The Grand Alliance was a temporary partnership.
- Stalin, Churchill, and Roosevelt had differing war aims.
- The Tehran, Yalta, and Potsdam Conferences highlighted divisions.
- Stalin wanted a Soviet-controlled Eastern Europe.
- The USA feared Soviet expansionism.
- Britain sought to protect its global interests.
- Disagreements over Germany’s future increased tensions.
- Roosevelt’s death led to Truman’s tougher stance on communism.

3. How did the development of nuclear weapons affect US-Soviet relations?

Red Amber Green

Are you able to...

- Can you explain how the atomic bomb changed power dynamics?

- Are you able to describe the reactions of the USSR and USA?
- Can you evaluate the role of nuclear weapons in worsening tensions?



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Core Knowledge:

- The USA developed the atomic bomb first in 1945.
- The bombings of Hiroshima and Nagasaki showcased US military strength.
- Stalin saw the bomb as a direct threat to Soviet security.
- The USSR sped up its own nuclear weapons programme.
- The 1949 Soviet atomic bomb test escalated tensions.
- The arms race became central to Cold War rivalry.
- Both sides developed powerful hydrogen bombs.
- The threat of Mutually Assured Destruction (MAD) shaped Cold War strategies.

4. What was the significance of the Long and Novikov Telegrams?

Red Amber Green

Are you able to...

- Can you explain the purpose of each telegram?
- Are you able to describe their impact on US and Soviet policies?
- Can you assess how they contributed to Cold War mistrust?



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Core Knowledge:

- The Long Telegram (1946) was sent by US diplomat George Kennan.
- It described the USSR as expansionist and hostile to the West.
- It encouraged the US policy of containment.
- The Novikov Telegram (1946) was the Soviet response.
- It accused the USA of seeking global dominance.
- The messages confirmed growing suspicion between the superpowers.
- They influenced policies such as the Truman Doctrine.
- They helped solidify the division between East and West.

5. What was the Iron Curtain and how was it formed?

Red Amber Green

Are you able to...

- Can you explain the meaning of the term "Iron Curtain"?
- Are you able to describe how Soviet control expanded in Eastern Europe?
- Can you assess the consequences of the division of Europe?



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Core Knowledge:

- The term "Iron Curtain" was popularised by Churchill's 1946 speech.
- It referred to the division between communist East and capitalist West.
- The USSR established satellite states in Eastern Europe.
- Countries like Poland, Hungary, and East Germany fell under Soviet influence.
- Secret police and rigged elections secured communist rule.
- The West saw this as Soviet aggression.
- The Iron Curtain became a physical and ideological divide.
- It set the stage for future Cold War conflicts.

6. How did the USA try to contain the spread of communism?

Red Amber Green

Are you able to...

- Can you explain the policies of the Truman Doctrine and Marshall Plan?
- Are you able to describe how these policies affected Europe?
- Can you evaluate their effectiveness?



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Core Knowledge:

- The Truman Doctrine (1947) pledged US support to resist communism.
- It provided military and economic aid to vulnerable nations.
- The Marshall Plan (1947) funded the economic recovery of Western Europe.
- It aimed to prevent the appeal of communism.
- The USSR saw this as US interference.
- Stalin created Cominform and Comecon to counteract US influence.
- Containment shaped US foreign policy for decades.
- The policy contributed to worsening Cold War tensions.

7. How did the USSR respond to the Truman Doctrine and Marshall Plan?

Red Amber Green

Are you able to...

- Can you describe Cominform and Comecon?
- Are you able to explain why the USSR opposed US policies?

- Can you evaluate whether Soviet actions strengthened or weakened their position?



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smashicons

Core Knowledge:

- Cominform (1947) coordinated communist parties across Europe.
- It ensured loyalty to the USSR.
- Comecon (1949) provided economic support to communist states.
- It was a response to the Marshall Plan.
- Stalin feared US economic influence over Eastern Europe.
- The USSR banned Eastern Bloc countries from receiving US aid.
- These policies deepened the East-West divide.
- They solidified the two opposing economic and political systems.

8. What was the Berlin Crisis of 1948-49?

Red

Amber

Green

Are you able to...

- Can you explain why Stalin blockaded Berlin?
- Are you able to describe how the USA and its allies responded?
- Can you evaluate the impact of the crisis?



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Core Knowledge:

- Berlin was divided into four occupation zones after WWII.
- Stalin opposed Western efforts to rebuild West Berlin.
- In 1948, he imposed a blockade to force the West out.
- The USA and Britain launched the Berlin Airlift.
- Over 200,000 flights delivered supplies.
- Stalin lifted the blockade in 1949, but tensions increased.
- The crisis led to the formation of NATO.
- It confirmed the division of Germany into East and West.

9. How did the Cold War develop from 1948-55?

Red

Amber

Green

Are you able to...

- Can you explain the significance of the arms race?
- Are you able to describe the formation of NATO and the Warsaw Pact?
- Can you assess how these developments worsened the Cold War?



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Core Knowledge:

- The arms race intensified after the USSR developed nuclear weapons.
- Both superpowers sought military superiority.
- NATO was formed in 1949 to counter Soviet aggression.
- The Warsaw Pact (1955) was the Soviet response.
- Military alliances solidified the division of Europe.
- The US developed hydrogen bombs in the early 1950s.
- The USSR followed soon after.
- The Cold War became increasingly militarised.

10. What was the Warsaw Pact, and why was it created?

Red

Amber

Green

Are you able to...

- Can you explain the purpose of the Warsaw Pact?
- Are you able to describe its impact on Eastern Europe?
- Can you evaluate how it shaped Cold War military alliances?



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Core Knowledge:

- The Warsaw Pact was created in 1955.
- It was a military alliance of Eastern Bloc nations.
- It countered NATO.
- The USSR dominated the organisation.
- It formalised Soviet military control over Eastern Europe.
- Warsaw Pact troops were used to suppress uprisings.
- It reinforced Cold War divisions.
- It lasted until the collapse of communism in 1991.

11. What happened when Hungary threatened to leave the Warsaw Pact?

Red

Amber

Green

Are you able to...

- Can you explain the causes of the Hungarian Uprising?
- Are you able to describe how the USSR responded?
- Can you assess the consequences of the uprising?



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Core Knowledge:

- Hungary sought political and economic reforms.
- In 1956, protests called for democratic freedoms.
- Imre Nagy announced plans to leave the Warsaw Pact.
- The USSR invaded to crush the uprising.
- Thousands of Hungarians were killed.
- Nagy was executed.
- The West condemned Soviet actions but did not intervene.
- The uprising showed Soviet control over Eastern Europe.

12. How did international reactions to the Hungarian Uprising shape Cold War tensions?

Red

Amber

Green

Are you able to...

- Can you explain how the West responded to Soviet actions?
- Are you able to describe the role of the United Nations?
- Can you assess how the uprising affected the Cold War?



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Core Knowledge:

- The USA offered moral support but avoided military intervention.
- The United Nations condemned the USSR but took no action.
- Western inaction encouraged Soviet dominance in Eastern Europe.
- The USSR proved it would use force to maintain control.
- It discouraged further rebellions in Eastern Europe.
- It strengthened the divide between East and West.
- It reinforced the limits of US containment.
- The Cold War tensions continued to escalate.

HOME LEARNING TASKS

Task Description

Done?

Knowledge Expansion Answer the following short-answer questions in full sentences:

1. What were the ideological differences between the USA and the USSR that contributed to the Cold War?
2. How did the outcome of the Tehran, Yalta, and Potsdam conferences impact US-Soviet relations?
3. What role did the development of the atomic bomb play in increasing tensions between the superpowers?
4. How did the Truman Doctrine aim to contain the spread of communism?
5. What was the significance of the Berlin Blockade and how did the Western powers respond?

Chronological Timeline of Key Events Create a timeline that includes six key events that contributed to the origins of the Cold War. These events should include at least the following: The Tehran, Yalta, and Potsdam conferences; The dropping of the atomic bomb; The Truman Doctrine and Marshall Plan; The Berlin Blockade; The formation of NATO

For each event, write a brief description of its significance to the development of the Cold War.

Comparison Chart of Ideologies Create a comparison chart contrasting capitalism (USA) and communism (USSR). For each ideology, include the following details:

- Key beliefs and values
- Economic and political systems
- Impact on international relations
- Examples of countries that adopted each ideology (during the Cold War era)
- Explain how these ideological differences contributed to the Cold War.

Causes of the Cold War Sort the following key events into three categories: 1. Events that directly contributed to the Cold War; 2. Events that increased tensions; 3, Events that made the Cold War inevitable

Events to be sorted:

- The Berlin Airlift
- The creation of Soviet satellite states
- The Truman Doctrine
- The formation of NATO
- The Marshall Plan
- The dropping of the atomic bombs on Japan

Write a brief explanation (2-3 sentences) for each event in your categories, explaining its significance.

Role of Key Figures Choose two key figures from the Cold War period (e.g., Stalin, Truman, Churchill). Write a paragraph for each person, describing their role and attitudes toward the other superpower during the early years of the Cold War (1945-1947). For each figure, consider:

- Their political views
- Their actions (e.g., Truman's introduction of the Truman Doctrine or Stalin's actions in Eastern Europe)
- How they influenced the development of the Cold War

Knowledge Organiser

Health and Social Care
Year 10

Term 4
2024/25

Health and Social Care Year 10 Term 4

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Term Focus – Obstacles to using health and social care services

Prior Learning Links

Primary, secondary and tertiary services

Future Learning Links

Controlled assessment

KEY WORDS

Obstacle – something personal to an individual that blocks a person moving forward or when an action is prevented or made difficult

Motivation – is the term used to describe someone's drive and enthusiasm to start and complete a task

Self-esteem – is how good or bad an individual feels about themselves and how much they value their abilities

Unachievable targets – if a target that has been set is unrealistic then it is likely to become an obstacle to achievement

Psychological – mental needs of service users

1. What are obstacles to services and how can these be overcome?

Red

Amber

Green

Knowing the obstacles that individuals face when accessing care. These include emotional and psychological state:

- Motivation – this can be an obstacle if a person does not have the drive and enthusiasm needed to make the required changes to their lifestyle to help manage their condition. If an individual has type 2 diabetes, a healthy diet is important. They need to be motivated to learn about a balanced diet and plan and cook healthy meals.
- Self-esteem – low self-esteem can be an obstacle to accessing services because they lack confidence and self-belief to seek help when poorly.
- Time constraints – work and family commitments can be obstacles to seeking help. If an individual has a busy family life, finding time to rest when in pain may be difficult.
- Lack of support – If an individual doesn't have any support, this can be an obstacle to accessing and receiving care. If an individual doesn't drive, they may struggle to attend an appointment.

2. What are obstacles to services and how can these be overcome?

Red

Amber

Green

Knowing the obstacles that individuals face when accessing care. These include unachievable targets and availability of resources:

- Unachievable targets – these can be an obstacle if as part of health improvement plan an individual is set targets that are unrealistic. For example if a physiotherapist provides an individual with an exercise plan and the exercises are too hard or too complicated then the individual may not attempt them.
- Availability of resources – some service users may not have the resources needed to access services. For someone on a low income, they may not be able to afford transport costs, exercises or prescription changes

3. What are obstacles to services and how can these be overcome?

Red

Amber

Green

Knowing the obstacles that individuals face when accessing care. These include disability, health conditions and addiction:

- Disability and health conditions – can be an obstacle in many ways such as physical pain, reduced mobility, confusion and social isolation.
- Addiction – an addict may avoid accessing services because they fear being judged or discriminated against by others. They may not want to go into hospital because they worry they may not be able to cope with withdrawal. They may also have financial burdens and low social support which affects their ability to travel to appointments.

4. What are the different skills needed when working in health and social care?

Red

Amber

Green

Skills in health and social care include:

- Problem solving – involves identifying the problem and its cause and identifying various solutions

- Observation – good observation skills include knowing what is normal for a person so that change can be measured against the norm.
- Dealing with difficult situations – difficult situations can arise in health and social care arise if you are asked to do something you don't agree with, witness unprofessional behaviour, work with people with challenging behaviour. Being able to deal with difficult situations helps to minimise conflict and discrimination and promotes safety and wellbeing.
- Organisation – being organised helps health and social care workers to focus on and meet needs of service users.

5. What are the different attributes needed in health and social care?	Red	Amber	Green
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Attributes in health and social care include:

- Empathy – the ability to understand and share the feelings of another person.
- Patience – the ability to wait or continue doing something despite difficulties.
- Trustworthiness – is a key attribute because service users are often vulnerable and more at risk of exploitation and abuse.
- Honesty – is important because service users need to be able to trust what health and social care professionals say, this helps them to feel confident about the care they receive.

6. What do I need to ensure all Pass, Merit and Distinction criteria is met?	Red	Amber	Green
--	-----	-------	-------

Controlled assessment lesson Task 1 planning

7. What do I need to ensure all Pass, Merit and Distinction criteria is met?	Red	Amber	Green
--	-----	-------	-------

Controlled assessment lesson Task 1

8. What do I need to ensure all Pass, Merit and Distinction criteria is met?	Red	Amber	Green
--	-----	-------	-------

Controlled assessment lesson Task 2 planning

9. What do I need to ensure all Pass, merit and Distinction criteria is met?	Red	Amber	Green
--	-----	-------	-------

Controlled assessment lesson Task 2

10. What do I need to ensure all Pass, Merit and Distinction criteria is met?	Red	Amber	Green
---	-----	-------	-------

Controlled assessment catch up lesson

	Red	Amber	Green
--	-----	-------	-------

	Red	Amber	Green
--	-----	-------	-------

HOME LEARNING TASKS

Task Description	Done?
Make your own notes in preparation for controlled assessment task 1 on the primary and secondary services needed by somebody with diabetes.	
Make your own notes in preparation for controlled assessment task 2 on social, voluntary and informal services needed for an individual with dementia.	

Knowledge Organiser

ICT
Year 10

Term 4
2024/25



The Abbey
School

Subject Year 10 Term 4 – How to complete Component 2: Collecting, Presenting, and Interpreting Data



Term Focus – How to complete Component 2: Collecting, Presenting, and Interpreting Data

Prior Learning Links

1. Basic ICT Skills

- Using spreadsheets (Excel)
- Creating tables, graphs, and charts
- Formatting and editing documents

2. Mathematics and Data Handling

- Understanding different types of data (qualitative vs quantitative)
- Averages (mean, median, mode) and range
- Basic percentages and ratios

3. Understanding Databases

- What a database is and why it is used
- Basic knowledge of fields, records, and tables
- Sorting and filtering data

4. Digital Literacy

- Understanding different file formats (CSV, XLS, PDF)
- Awareness of data security and privacy
- Using online tools to collect and analyse data

5. Problem-Solving and Logical Thinking

- Identifying patterns in data
- Recognising trends and making predictions
- Evaluating the reliability of data sources

Future Learning Links

Further Study Options

1. A-Level and BTEC Courses

- A-Level Computer Science
- BTEC Level 3 IT
- BTEC Level 3 Computing
- BTEC Level 3 Business (for digital marketing and e-commerce)

2. Higher Education

- University degrees in Digital Technology, Computer Science, Cybersecurity, Data Analytics, UX/UI Design, Business Information Systems

3. Technical and Vocational Qualifications

- T-Levels in Digital Production, Design and Development
- Apprenticeships in IT Support, Software Development, Digital Marketing

Career Pathways

1. IT and Software Development

- Software Developer
- App Developer
- Web Designer

2. Data and Cybersecurity

- Data Analyst
- Cybersecurity Specialist
- IT Support Technician

3. Digital Marketing and UX/UI Design

- Social Media Manager
- UX/UI Designer
- Digital Content Creator

4. Business and Project Management

- IT Project Manager
- Business Analyst
- Digital Consultant

KEY VOCABULARY

KEY WORDS

Data and Information

- **Data** – Raw facts and figures before they have been processed.
- **Information** – Data that has been processed to give it meaning.
- **Primary Data** – Data collected first hand, e.g. through surveys or interviews.
- **Secondary Data** – Data collected by someone else, e.g. from websites or books.
- **Qualitative Data** – Non-numerical data, such as opinions or descriptions.
- **Quantitative Data** – Numerical data that can be measured or counted.

Data Collection Methods

- **Survey** – A method of collecting data by asking people questions.
- **Questionnaire** – A set of written questions used to gather information.
- **Observation** – Collecting data by watching and recording behaviours.
- **Interview** – A face-to-face or virtual method of gathering detailed information.

KEY SUBJECT TERMINOLOGY

Data Processing and Analysis

- **Sorting** – Arranging data in a specific order, e.g. alphabetical or numerical.
- **Filtering** – Displaying only specific data that meets a condition.
- **Validation** – Ensuring data is entered correctly using rules like range checks.
- **Verification** – Checking that data is accurate and matches the original source.
- **Outlier** – A value that is significantly different from the rest of the data.

Data Presentation

- **Chart** – A visual representation of data, such as a bar chart or pie chart.
- **Graph** – A diagram that shows relationships between data points.
- **Table** – An organised way of displaying data using rows and columns.
- **Trend** – A pattern in the data that shows an increase, decrease, or consistency.
- **Correlation** – The relationship between two sets of data (positive, negative, or none).

Data Security and Ethics

- **Data Protection** – Keeping data safe from unauthorised access or misuse.
- **GDPR (General Data Protection Regulation)** – A law that protects personal data in the UK and EU.
- **Bias** – When data collection or interpretation is unfair or influenced by opinion.
- **Copyright** – A law that protects ownership of creative works, including data.

1. Task 1

Red

Amber

Green

You should read the task and the dataset (csv file) carefully highlighting the key and relevant information.

Ensure you are familiar with the Mark Bands summary of key terms used to define the requirements.

You must save work regularly in an appropriate file name and format.

You to practice reading data in a dataset to try to understand and interpret the data that has been collected and how it might be used.

You will be provided with the opportunity to investigate different data collection methods so they can apply your knowledge to the data provided.

You need to be familiar with the specification content to ensure they cover sufficient areas.

The key areas to focus on for this task are the **strengths** and **weaknesses** of the given data collection methods

- How the features of the collection methods **affect** the reliability of the data
- Factors that might affect the quality of the data collected
- Ways data collection methods can be improved
- Possible threats to the data stored
- You will also need to consider the impact on the organisation **AND** to the individuals

2. What are formulae?

Red

Amber

Green

What they are:

Basic arithmetic operations.

What they do:

- + (Addition)
- - (Subtraction)
- * (Multiplication)
- / (Division)

Why we use them:

To perform simple calculations.

How to write them:

1. Click on the target cell.
2. Type = followed by the formula (e.g., =A1+B1).
3. Press Enter.
 - Example: =A1*B1

3. What are functions?

Red

Amber

Green

A **function** is a predefined formula or a custom-built set of instructions that performs a specific task. Functions take input values (arguments) and return an output based on the given instructions.

What Functions Do

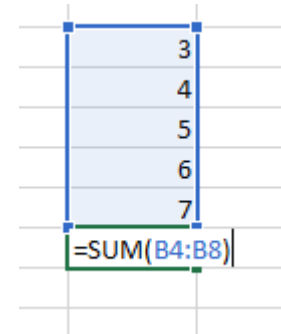
- Automate calculations and repetitive tasks.
 - Process data quickly and efficiently.
 - Improve accuracy by reducing manual errors.
-

Why We Use Functions

- To **save time** by automating processes.
- To **simplify complex calculations** into easy-to-use formulas.
- To **ensure consistency** across spreadsheets and datasets.

How to Write a Function (Step-by-Step)

- Start with = to indicate a function.
- Type the function name (e.g., SUM).
- Add parentheses () and provide inputs inside them.
- Press Enter to apply the function.
- **Example:** =SUM(A1:A10) adds values from cells A1 to A10.



4. Types of functions that could be used in your coursework

Red

Amber

Green

SUM Function

What it is:

The SUM function adds a range of numbers together.

What it does:

It calculates the total of selected numbers in a range.

Why we use it:

To quickly add up numbers in a spreadsheet without manually adding each one.

How to write it (Step-by-step):

1. Click on the cell where you want the total to appear.
2. Type =SUM(.
3. Select the range of numbers you want to add (e.g., A1:A5).
4. Close the bracket) and press Enter.
 - Example: =SUM(A1:A5)

MAX Function

What it is:

The MAX function finds the highest number in a range.

What it does:

It returns the largest value from a set of numbers.

Why we use it:

To identify the maximum value in a dataset (e.g., highest sales, top score).

How to write it:

1. Click on the cell where you want the result.
2. Type =MAX{.
3. Select the range (e.g., B1:B10).
4. Close the bracket and press Enter.
 - Example: =MAX(B1:B10)

	3	
	4	
	5	
	6	
	7	
	=MAX(B4:B8)	

MIN Function**What it is:**

The MIN function finds the lowest number in a range.

What it does:

It returns the smallest value from a set of numbers.

Why we use it:

To quickly find the lowest value in a dataset.

How to write it:

1. Click on the desired cell.
2. Type =MIN{.
3. Select the range (e.g., C1:C10).
4. Close the bracket and press Enter.
 - Example: =MIN(C1:C10)

	3	
	4	
	5	
	6	
	7	
	=MIN(B4:B8)	

SUMIF Function**What it is:**

The SUMIF function adds values based on a condition.

What it does:

It sums up only the numbers that meet a specified condition.

Why we use it:

To add only certain numbers (e.g., total sales for a specific product).

How to write it:

1. Click on the target cell.
2. Type =SUMIF(.
3. Enter the range to check for a condition (e.g., A1:A10).
4. Type the condition (e.g., ">50" for numbers greater than 50).
5. Enter the range to sum (if different).
6. Close the bracket and press Enter.
 - Example: =SUMIF(A1:A10, ">50")

You can also use words instead of numeric date.

Fruit	Number Sold	
Apples	3	
Apples	4	
Pears	5	
Grapes	6	
Grapes	7	
		=SUMIF(A4:A8,"apples",B4:B8)

AVERAGEIF works in the same way as a SUMIF but instead of return a total it will return an average of numbers that meet a specified condition.

COUNTIF Function

What it is:

The COUNTIF function counts cells based on a condition.

What it does:

It counts how many times a specific value appears.

Why we use it:

To track occurrences of a value (e.g., count how many students scored above 80).

How to write it:

1. Click on the target cell.
2. Type =COUNTIF(.
3. Select the range to check (e.g., B1:B20).
4. Type the condition (e.g., "A" for counting all "A" grades).
5. Close the bracket and press Enter.
 - Example: =COUNTIF(B1:B20, "A")

Name	Grade	
John	A	
Paul	A	
Lorna	B	
Kelly	C	
Tracey	A	
David	C	
	Numbers of A's	=COUNTIF(B4:B9,"A")

VLOOKUP Function

What it is:

The VLOOKUP function looks up a value in a table and returns a corresponding value.

What it does:

It searches for a value in the first column of a range and returns data from another column.

Why we use it:

To find specific information in large datasets (e.g., looking up a price based on a product name).

How to write it:

1. Click on the desired cell.
2. Type =VLOOKUP(.
3. Enter the value to find (e.g., "Apple").
4. Specify the table range (e.g., A2:C10).
5. Enter the column number to return the value from (e.g., 2).
6. Type FALSE for an exact match.
7. Close the bracket and press Enter.
 - Example: =VLOOKUP("Apple", A2:C10, 2, FALSE)

COUNTA Function

What it is:

The COUNTA function counts non-empty cells.

What it does:

It counts the number of cells that are not blank.

Why we use it:

To check how many entries exist in a column.

How to write it:

1. Click on the desired cell.
2. Type =COUNTA{.
3. Select the range (e.g., D1:D50).
4. Close the bracket and press Enter.
 - Example: =COUNTA(D1:D50)

COUNTBLANK Function

What it is:

The COUNTBLANK function counts empty cells.

What it does:

It returns the number of blank cells in a range.

Why we use it:

To find missing data in a dataset.

How to write it:

1. Click on the desired cell.
2. Type =COUNTBLANK{.
3. Select the range (e.g., E1:E50).
4. Close the bracket and press Enter.
 - Example: =COUNTBLANK(E1:E50)

IF Statement on Text

What it is:

The IF function returns a value based on a condition.

What it does:

It checks if a condition is met and returns one value if true and another if false.

Why we use it:

To categorise data (e.g., pass/fail based on a score).

How to write it:

1. Click on the desired cell.
2. Type =IF{.
3. Enter the condition (e.g., A1="Yes").
4. Type the value if true (e.g., "Approved").
5. Type the value if false (e.g., "Rejected").
6. Close the bracket and press Enter.
 - Example: =IF(A1="Yes", "Approved", "Rejected")

Name	Grade	If A then message to say well done
John	A	=IF(B4 = "A", "Well done", "Revision Needed")
Paul	A	=IF(B5 = "A", "Well done", "Revision Needed")
Lorna	B	=IF(B6 = "A", "Well done", "Revision Needed")
Kelly	C	=IF(B7 = "A", "Well done", "Revision Needed")
Tracey	A	=IF(B8 = "A", "Well done", "Revision Needed")
David	C	
Numbers of A's	=COUNTIF(B4:B9,"A")	

5. How to change the look of your spreadsheet

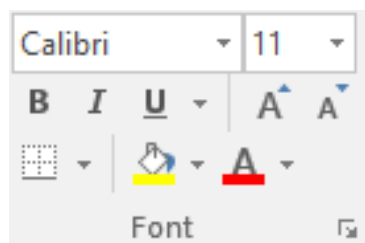
Red

Amber

Green

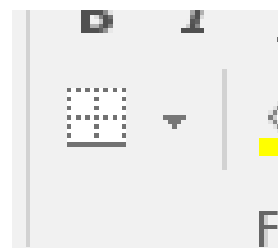
Changing Font Style (Bold & Underline)

1. Select the text.
2. Click the **Bold (B)** or **Underline (U)** button.



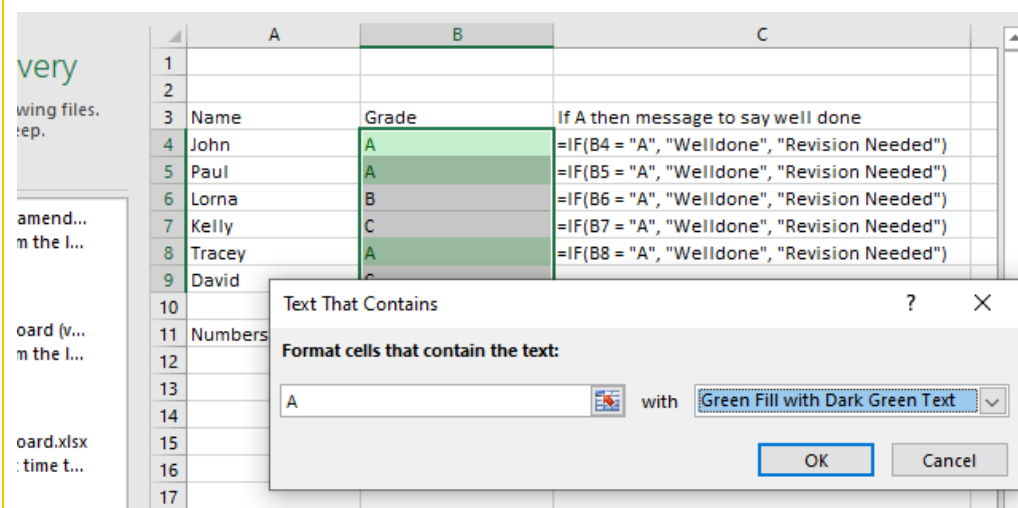
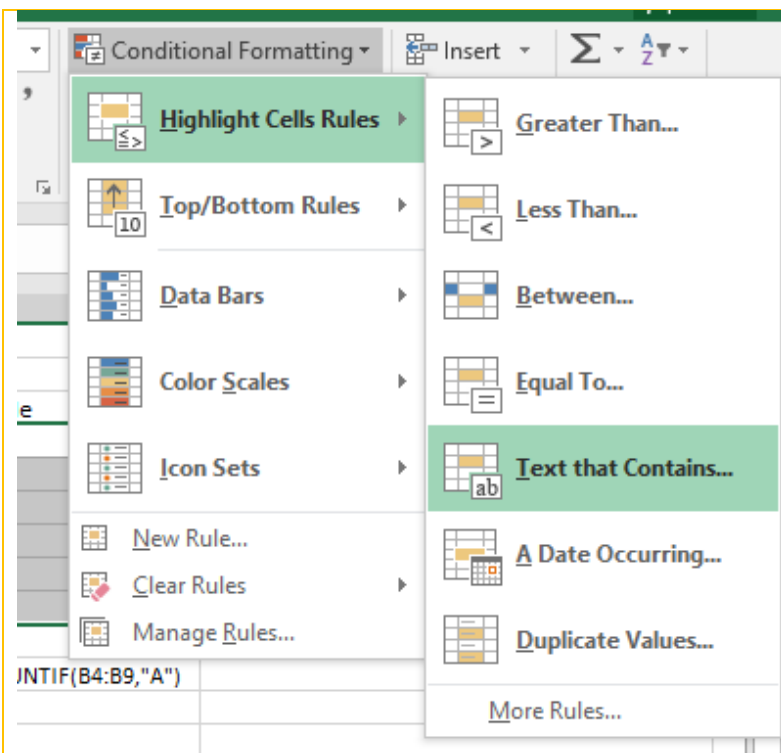
Adding Borders

1. Select the cells.
2. Click the **Borders** button and choose a border style.



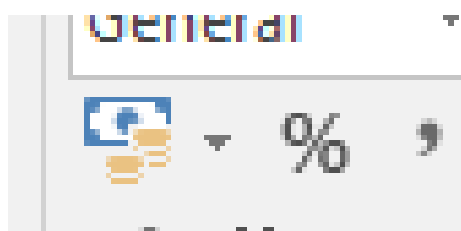
Conditional Formatting

1. Select the cells.
2. Click Home > Conditional Formatting.
3. Choose a rule (e.g., highlight values above 50).



Changing to Currency

1. Select the cells.
2. Click on the **Currency** button (or use Format Cells > Currency).



6. Tips!

Red Amber Green

Tasks 2a, b & c. Task 2a & 2b – Use data manipulation methods:

You will be provided with the opportunity to investigate different methods of data manipulation (both basic and advanced) and other processing methods by using previous coursework examples

You need to understand when an advanced manipulation method is used and which one to use to ensure a correct outcome.

The key areas to focus on for this task are practical skills needed to ensure all data processing methods (data manipulation and other processing methods) are used appropriately.

7. Task 2C

Red

Amber

Green

Learning outcome covered

Outcome A: Understand how data is collected and used by organisations and its impact on individuals.

Outcome B: Be able to create a dashboard using data manipulation tool

You need to use a range of appropriate presentation techniques to display the information in the Dashboard worksheet, such as:

- Tables
- Pivot tables
- Sparklines
- Graphs/charts (including dynamic charts/graphs)

Tables

Tables help organise data in a clear and neat way. They make it easier to:

- Arrange information in rows and columns.
- Sort and filter data to find what you need.
- Do quick calculations, like adding up numbers.
- Automatically update when new data is added.

Pivot Tables

Pivot tables let you **summarise** large amounts of data. They help you:

- Group and sort information in different ways.
- Quickly find totals, averages, or counts.
- Change the layout easily to see different patterns in the data.

Row Labels	Sum of Book price
Biography	105.88
Crime, Thriller	79.83
Fantasy	42.91
Myths, Legend	79.88
Grand Total	308.5

Sparklines

Sparklines are **tiny charts inside a single cell**. They are useful because they:

- Show trends or patterns in a simple way.
- Take up very little space but still give useful information.
- Help spot increases, decreases, or changes over time.

£ 10.99	£1.20	
£ 0.99	£0.00	
£ 7.99	£0.85	
£ 2.99	£0.30	
£ 7.99	£0.85	
£ 4.99	£0.55	
£ 2.99	£0.30	
£ 4.99	£0.55	
£ 7.99	£0.85	
£ 10.99	£1.20	
£ 2.99	£0.30	

Graphs/Charts (including Dynamic Charts/Graphs)

Graphs and charts **turn numbers into pictures**, making them easier to understand. Some examples are:

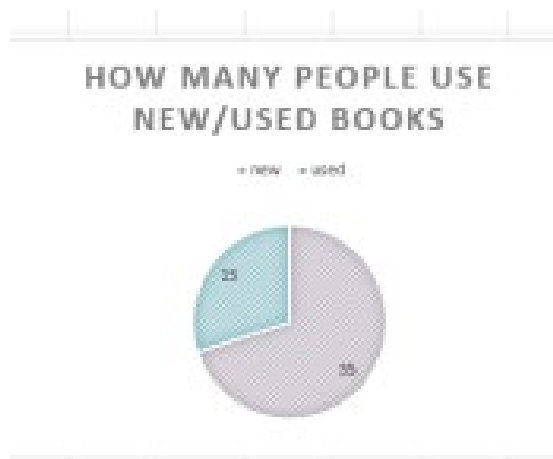
- **Bar charts** – great for comparing different things.



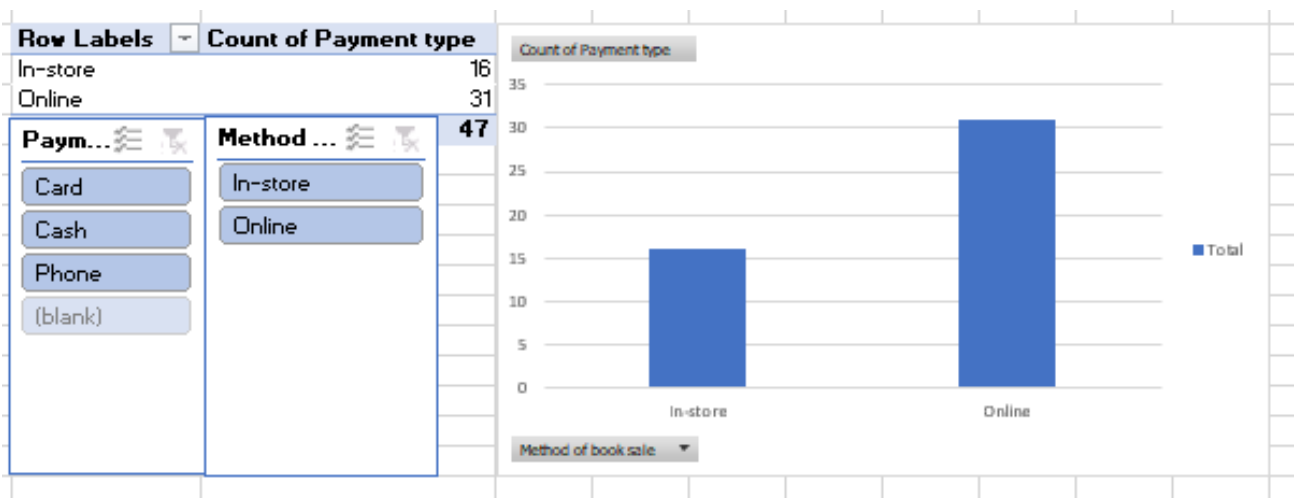
- **Line charts** – useful for showing changes over time.



- **Pie charts** – good for showing percentages of a whole.



- **Dynamic charts** – update automatically when the data changes, making them useful for live updates.



These tools help make data easier to read and understand in a **Dashboard worksheet**, so you can quickly spot important information.

You should remember that Task 3 uses a different dataset and dashboard. This gives you the opportunity to work with new data, especially if you didn't perform as well as you hoped on your previous dashboard. It also allows you to demonstrate your skills and work towards the full range of marks.

Before starting any of the PSAs, make sure you are familiar with the following

- **Trends** – These are general directions or movements in data over time. For example, if sales numbers in a spreadsheet keep increasing each month, that's an **upward trend**. If they keep dropping, that's a **downward trend**.
- **Patterns** – These are repeated behaviours or relationships in data. For example, if a shop always sells more ice cream in summer and less in winter, that's a **seasonal pattern**. Another example is if certain products always sell better together, like phone cases and screen protectors.
- **Possible Errors** – These are mistakes in the data that can give incorrect results. Some common errors in spreadsheets include:
 - **Typos** (e.g., entering "2000" instead of "200")
 - **Missing data** (e.g., an empty cell where a number should be)
 - **Inconsistent formatting** (e.g., mixing £ and \$ in the same column)
 - **Incorrect formulas** (e.g., a formula that adds the wrong cells)

Not spotting these issues can lead to wrong conclusions, like thinking a business is making more money than it actually is. That's why checking for trends, patterns, and errors is so important when analysing data in a spreadsheet.

You should understand how these can be found in datasets and be aware of common issues, such as misinterpreted or biased information and inaccurate conclusions. These can occur if presentation methods and features are not used correctly.

When presenting your findings, you can use screenshots of tables and charts in your report and add comments to each one, or you can refer to them using chart headings—both approaches are acceptable.

HOME LEARNING TASKS

Task Description	Done?
1. Characteristics of Data & Information <ul style="list-style-type: none"> • Data & Information 	
2. Representing Information <ul style="list-style-type: none"> • Text, Numbers & Tables • Graphs, Sparklines & Infographics 	
3. Ensuring Data is Suitable for Processing <ul style="list-style-type: none"> • Validation & Verification Methods 	

4. Data Collection <ul style="list-style-type: none">• Primary Data Collection Methods• Secondary Data Collection Methods• Data Collection Features	
5. Quality of Information <ul style="list-style-type: none">• Quality of Information Factors	
6. Sectors That Use Data Modelling <ul style="list-style-type: none">• Types of Sectors 1• Types of Sectors 2	
7. Threats to Individuals <ul style="list-style-type: none">• Threats to Individuals	
8. Data Processing Methods <ul style="list-style-type: none">• Importing Data & Sorting• Formulae & Functions• Decision-Making, Lookup & Count• Logical Operators, Outlining, Filtering & Text to Columns• Cell References, Worksheets & Comments• Conditional Formatting, Macros & Views	
9. Producing a Dashboard <ul style="list-style-type: none">• Showing Data Summaries• Presentation Methods• Presentation Features	
10. Drawing Conclusions Based on Findings <ul style="list-style-type: none">• Drawing Conclusions	
11. How Presentation Affects Understanding <ul style="list-style-type: none">• How Presentation Affects Understanding	

Knowledge Organiser

Media
Year 10

Term 4
2024/25



The Abbey
School

Media Year 10 Term 4 – Component 1 Write Up Cont. (focus on 1B)



Term Focus –

Prior Learning Links

- Theory lessons completed terms 1-2 Year 10

Future Learning Links

- Year 11 Term 3

KEY VOCABULARY

KEY WORDS/ SUBJECT TERMINOLOGY

- 1. Genre-** A category or type of media product characterized by specific conventions, styles, themes, or content, such as horror, comedy, or drama.
- 2. Subgenre-** A more specific category within a genre, focusing on particular themes or elements, e.g., romantic comedy (a subgenre of comedy) or psychological horror (a subgenre of horror).
- 3. Hybrid Genre-**A media product that combines conventions from two or more genres, e.g., a sci-fi thriller or action-comedy.
- 4. Representation-**The way people, places, events, or ideas are portrayed in a media product. Representation reflects the media creators' choices and influences audience perceptions.
- 5. Stereotypes-**Simplified and generalized representations of a group of people, often based on assumptions, e.g., "all nerds wear glasses and are socially awkward."
- 6. Countertypes-**Representations that challenge or oppose traditional stereotypes, showing individuals or groups in a more diverse and complex way.
- 7. Archetypes-**Universal character types or symbols that appear in stories across cultures and genres, e.g., the hero, the mentor, or the villain.
- 8. Direct Intertextuality-**When a media product explicitly references another, such as quoting lines, using recognizable imagery, or recreating scenes from another text.
- 9. Indirect Intertextuality-**When a media product subtly references another through themes, styles, or influences without explicitly mentioning it, e.g., adopting a similar narrative structure or aesthetic.
- 10. Linear Narrative-**A story structure where events are presented in chronological order, from beginning to end.
- 11. Non-Linear Narrative-**A story structure where events are presented out of chronological order, often using techniques like flashbacks, flash-forwards, or parallel timelines.
- 12. Todorov's Five Stages-**A theory outlining the typical structure of a narrative:
 - 1. Equilibrium** – The normal, balanced state at the beginning.
 - 2. Disruption** – An event disturbs the equilibrium.
 - 3. Recognition** – The characters realize the disruption has occurred.
 - 4. Repair** – The characters attempt to resolve the disruption.
 - 5. New Equilibrium** – A restored, but often changed, state of balance.
- 13. Propp's Character Types-**A theory identifying recurring character roles in narratives, such as:
 - **Hero** – The main character who seeks to resolve the conflict.
 - **Villain** – The character opposing the hero.
 - **Donor** – Provides something to help the hero.
 - **Helper** – Assists the hero in achieving their goal.

- **Princess** – The character that may need saving or represents the hero's reward.
- **Dispatcher** – Sends the hero on their journey.
- **False Hero** – Appears good but ultimately works against the hero.

1. How do I analyse genre for my products in 1B?

Red

Amber

Green

☐ **Identify the Genre** -Clearly state the genre(s) of the media product they are analysing (e.g., action, horror, or a hybrid genre like romantic comedy).

☐ **Discuss Genre Conventions**-Analyse the typical features of the genre present in the product, such as character types, settings, themes, props, and narrative structures.

- For example, in horror, students might identify dark lighting, suspenseful music, and isolated locations as conventions.

☐ **Compare to Subgenres or Hybrid Genres**-consider how the product may align with or deviate from traditional genre conventions by exploring subgenres or hybrid genres.

☐ **Evaluate Audience Appeal**- Discuss how the use of genre conventions attracts and engages the target audience.

☐ **Provide Examples**- Use specific examples from the media product (e.g., scenes, characters, or dialogue) to support their analysis.

☐ **Consider Creativity**-Reflect on how the media product might innovate or challenge the conventions of its genre to stand out.

2. How do I discuss representation in 1B?

Red

Amber

Green

☐ **Identify Representations**-Highlight how people, places, events, or ideas are portrayed in the media product (e.g., gender, age, ethnicity, social class, or specific roles like heroes/villains).

☐ **Discuss Stereotypes, Countertypes, and Archetypes**-Analyse whether the product relies on stereotypes (e.g., "damsel in distress"), challenges them with countertypes (e.g., strong, independent female lead), or uses universal archetypes (e.g., the mentor).

☐ **Explore Techniques of Representation**-Consider how media language (e.g., costume, setting, dialogue, camera angles, or lighting) is used to construct these representations.

- For example, a villain might be represented using low-angle shots, dark lighting, and eerie music.

☐ **Evaluate Representation and Audience Impact**-Discuss whether the representations are realistic, relatable, or exaggerated.

- Reflect on how these representations might influence or shape audience perceptions and attitudes.

☐ **Consider Context and Diversity**-Analyse whether the media product reflects societal attitudes, cultural diversity, or challenges norms.

☐ **Use Specific Examples**-Provide clear examples from the media product (e.g., a character's behaviour, costume, or dialogue) to support the analysis.

3. How do I analyse narrative in 1B?

Red

Amber

Green

• **Identify the Narrative Structure** -Determine whether the narrative is **linear** (events occur in chronological order) or **non-linear** (events are presented out of sequence, e.g., flashbacks).

- Apply Narrative Theories

- Use theories such as:
 - **Todorov's Five Stages:** Identify how the story moves through equilibrium, disruption, recognition, repair, and new equilibrium.
 - **Propp's Character Types:** Identify the roles characters play in driving the narrative (e.g., hero, villain, helper).

- Analyse How the Narrative is Constructed

- Explore how the media product uses techniques such as:
 - **Editing:** e.g., cross-cutting to show parallel storylines.
 - **Pacing:** e.g., fast-paced action sequences vs. slow-building tension.
 - **Dialogue:** e.g., how characters reveal key plot points.
 - **Visuals:** e.g., flashbacks or montages to convey story elements.

- **Consider Audience Engagement**- Discuss how the narrative creates tension, mystery, or emotional engagement. For example, non-linear narratives might keep the audience guessing. Mention enigma codes too.

- **Reflect on Themes or Messages**-Evaluate how the narrative communicates themes or ideas, such as good vs. evil, justice, or personal growth.

- **Use Examples**- Provide clear examples from the media product to support the analysis (e.g., specific scenes, dialogue, or visual elements that illustrate narrative structure).

4. How do I analyse moving image techniques?

Red

Amber

Green

Once you have done all the above you need to go through a clip from your product to show you understand how the moving image techniques have been used to create meaning. There are 8 things you need to discuss and there are some examples of what you could look out for with each one.

1. Camera Framing

- Analyse how the framing of a shot directs the audience's focus.
- **Close-ups:** Highlight emotions or important details.
- **Wide shots:** Establish setting or show relationships between characters.
- **Over-the-shoulder shots:** Create perspective or involvement in conversations.

2. Camera Angles

- Discuss how angles affect the audience's perception of characters or events.
- **Low angles:** Make characters look powerful or intimidating.
- **High angles:** Make characters appear weak or vulnerable.
- **Dutch tilt/canted:** Creates unease or tension.

3. Camera Movement

- Explore how movement creates mood or emphasizes action.
- **Tracking shots:** Follow action, creating energy or immersion.
- **Zooms:** Highlight key details or emotions.
- **Panning/tilting:** Guide the audience's attention or reveal important elements.

4. Sound

- Discuss how sound conveys meaning:
 - **Diegetic sound:** Sounds from within the story world (e.g., dialogue, footsteps) make scenes feel realistic.
 - **Non-diegetic sound:** External sounds (e.g., background music, voiceovers) create mood or provide extra context.
 - **Silence:** Adds tension or highlights key moments.

5. Props and Costume

- Analyse how props and costumes communicate information about characters, setting, or themes.
- Example: A weapon might signify danger, or a period-specific costume might anchor the story in a particular time.

6. Colours

- Explore how colours create mood or symbolism.
 - **Warm colours** (red, orange, yellow): Represent energy, passion, or danger.
 - **Cool colours** (blue, green): Create calmness or tension.
 - **Monochromatic tones:** Convey bleakness or focus on a specific theme.

7. Editing

- Examine how editing shapes the narrative and emotional impact:
 - **Quick cuts:** Build energy and excitement.
 - **Long takes:** Create tension or realism.
 - **Montages:** Condense time and highlight key moments.
 - **Cross-cutting:** Show parallel actions happening simultaneously.

8. Settings

- Discuss how settings influence the story's meaning or tone.
 - Example: An urban setting might convey chaos, while a rural one could suggest isolation or peace.
 - Specific details in the setting (e.g., weather, lighting, or props) contribute to mood and realism.

5. How do I link the techniques to narrative, representation and genre?

Red

Amber

Green

To get the best marks you need to be linking the techniques to the big concepts as you go. Below are some things to look out for:

1. Linking Moving Image Techniques to Narrative

- **Camera Techniques:**
 - Discuss how framing, angles, and movement help convey the story.
 - Example: A **close-up** of a character's face during a dramatic moment helps the audience understand their emotional journey.
 - A **tracking shot** following the hero might create tension and immersion during a chase scene, progressing the narrative.
- **Sound:**
 - Explore how sound supports the narrative.
 - Example: **Non-diegetic music** can emphasise a turning point in the story, like a swelling score during a climactic battle.
 - **Diegetic sounds**, like footsteps or slamming doors, might signal an unseen threat in a horror film.
- **Editing:**
 - Show how editing choices help shape the structure of the story.

- Example: **Cross-cutting** between two events creates tension and highlights parallel storylines in a non-linear narrative.
- **Montages** can condense time to show character development or progress.

2. Linking Moving Image Techniques to Genre

- **Camera Techniques:**
 - Certain shot types and angles are typical of specific genres.
 - Example: **Low-angle shots** are often used in action films to make heroes or villains appear powerful.
 - **Dutch tilts** in horror films create unease, aligning with the genre's conventions.
- **Sound:**
 - Music and sound effects are crucial in reinforcing genre.
 - Example: The use of **suspenseful strings** or sudden loud noises (stings) is a common convention in horror.
 - **Upbeat, fast-paced soundtracks** are often used in action or adventure films to maintain energy.
- **Editing:**
 - Pacing and transitions reflect genre conventions.
 - Example: **Quick cuts** in fight scenes align with the action genre, while **slow fades** in a romantic drama suggest intimacy or reflection.

3. Linking Moving Image Techniques to Representation

- **Camera Techniques:**
 - Camera framing and angles influence how characters are represented.
 - Example: **Low-angle shots** make a character appear dominant or powerful, while **high-angle shots** make them look weak or vulnerable.
 - **Close-ups** emphasise a character's emotions, helping to build their identity and relatability.
- **Sound:**
 - Diegetic and non-diegetic sound can support representation.
 - Example: The choice of a character's **dialogue or accent** might reflect their cultural background, while **non-diegetic music** can align with their personality or mood.
- **Props/Costume:**
 - Discuss how these elements reinforce representation.
 - Example: A **suit and tie** might represent authority or professionalism, while torn clothing might suggest vulnerability or struggle.
- **Colours and Lighting:**
 - Colours can reflect traits or stereotypes.
 - Example: **Dark colours** and low-key lighting might represent mystery or danger (often for villains), while **bright, vibrant colours** suggest positivity or innocence.
- **Editing:**
 - Editing can influence how characters or ideas are represented.
 - Example: A **montage** focusing on a character's achievements can represent them as hardworking or determined.

6. How do I write this?

Red

Amber

Green

- 📄 Identify the moving image technique (e.g., "The low-angle shot during the battle scene").
- 📄 Explain how it contributes to the **narrative** (e.g., "It emphasises the hero's dominance as they reclaim victory").
- 📄 Link it to the **genre** (e.g., "This is typical of the action genre, where heroes are often portrayed as powerful").
- 📄 Discuss its impact on **representation** (e.g., "It represents the hero as a strong and capable leader").

7. How do I write a conclusion for 1B?

1. Summarise Key Points

- Briefly recap the main ideas discussed in the analysis.
- Highlight how **narrative, genre, representation, and moving image techniques** work together.
 - Example: “The use of low-key lighting, close-up shots, and suspenseful music effectively supports the horror genre by creating tension and fear, while the non-linear narrative keeps the audience engaged.”

2. Reflect on Audience Impact

- Discuss how the techniques engage or influence the audience.
 - Example: “By representing the protagonist as vulnerable through high-angle shots, the film encourages the audience to sympathise with their struggles, enhancing emotional investment in the narrative.”

3. Evaluate Effectiveness

- Reflect on how successful the media product is at achieving its purpose.
 - Example: “Overall, the media product effectively uses genre conventions and innovative editing techniques to deliver a thrilling and emotionally engaging story.”

4. Consider Originality or Creativity

- Comment on whether the product is conventional, subversive, or creative in its approach.
 - Example: “The blending of traditional genre conventions with unique camera movements and colour symbolism makes this product stand out, appealing to a modern audience.”

5. Write Concisely and Confidently

- Keep the conclusion focused, summarising insights rather than introducing new points.
- Use confident language (e.g., “This analysis demonstrates that...” or “It is clear that...”).

8. What might an example be?

“The media product effectively uses a combination of moving image techniques, such as low-key lighting, quick cuts, and non-diegetic music, to build tension and support its thriller genre. The linear narrative structure makes the story easy to follow, while the representation of the protagonist as determined and resourceful is emphasised through camera angles and costume choices. These elements successfully engage the audience, delivering a thrilling and immersive experience. Overall, the product demonstrates a creative balance of genre conventions and innovative techniques to appeal to its target audience.”

HOME LEARNING TASKS

Task Description	Done?
Find The Media Insider on YouTube and watch his video on Narrative	
Find The Media Insider on YouTube and watch his video on Representation	
Remind yourself of Propp’s character types	
Find the ‘How to speak movie’ series on YouTube and watch episodes 1-3	
Read the sample answers to Learning Aim B on OneNote	

Knowledge Organiser

Spanish
Year 10

Term 4
2024/25



The Abbey
School

Spanish Year 10 Term 4 – Festivals & Holidays

Term Focus – This term introduces you to talking about holidays. You will be able to:

- Talk about where went and what you did on your holiday
- Talk about what happened during your holiday
- To give opinion about a hotel
- To book hotel rooms



Image: Flaticon.com

Prior Learning Links

- Conditional tense (Year 8 & 9)
- Holidays (Year 8)
- Free time (Year 7)
- Describing a picture (Year 9)
- Giving opinion (Year 7&8)

Future Learning Links

- Environmental issues topic
- Free time topic
- Justified opinions
- Describing a picture
- Conditional tense

1. Where did you go to last holiday?

Red

Amber

Green

¿Qué tal tus últimas vacaciones? (What were your last holidays like?)

Acabo/Acabamos de ... (I/we have just ...)	volver de (come back from) regresar de (returned from) visitar (visited) ir a (been to)		donde pasé/pasamos (where I/we spent)	el fin de semana (the weekend) una semana cinco días (a week) (five days) La Nochevieja (New Year's Eve)		
	Viajé/viajamos... (I/we travelled...)	en avión (by plane)			en metro (by underground)	porque fue (because it was) dado que fue (it was given that)
en tren (by train)		en autobús (by bus)	caro (expensive)	práctico (practical)		
en coche (by car)				économico (economic)	sostenible (sustainable)	

2. What did you do during your holiday?

Red

Amber

Green

¿Qué hiciste? (What did you do?)

<p>Por la mañana tarde/tarde (in the morning/afternoon)</p> <p>Por la noche (in the evening/at night)</p>	<p>compré billetes para el autobús turístico (I bought tickets for)</p> <p>decidí visitar el museo (I decided to visit the museum)</p> <p>jugué al voleibol (I played volleyball)</p>	<p>encontré la calle principal (I found the main street)</p> <p>fui de compras (I went shopping)</p> <p>asistí a un espectáculo (I attended a show)</p>	<p>Fue genial. (it was great)</p> <p>Fue estupendo. (It was amazing)</p>
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Use a variety of structures to give opinions about activities in the past:

(No)Me/Nos gustó **¡Qué desastre!** **¡Fue increíble!**

(No) Me/Nos encantó **¡Qué suerte!**

3. How to use acabar de +infintive? **Red** **Amber** **Green**

acabar de +infintive		
<i>I have just</i>	Yo	acabo de
<i>You have just</i>	Tú	acabas de
<i>He has just</i> <i>She has just</i>	Él Ella	acaba de
<i>We have just</i>	Nosotros Nosotras	acabamos de
<i>You have just</i> (pl)	Vosotros Vosotras	acabáis de
<i>They have just</i>	Ellos Ellas	acaban de

To say that you **have just done** something, use the present tense of **acabar de + infinitive**.

Example: Acabo de volver de España.
(I have just returned from Spain).

Acabamos de visitar Sevilla.
(We have just returned from Seville).

4. How do you form preterite? **Red** **Amber** **Green**

✓ We use **preterite** to talk about completed actions in the past.

Subject		Viajar (to travel)	Recorrer (to travel all over)	Decidir (to decide)
I	Yo	-é viajé	-í	
			recorrí	decidí
You	Tú	-aste viajaste	-iste	
			recorriste	decidiste
He She	Él Ella	-ó viajó	-ió	
			recorrió	decidió
We	Nosotros Nosotras	-amos viajamos	-imos	
			recorrimos	decidimos
You (pl)	Vosotros Vosotras	-ásteis viajáis	-isteis	
			recorrísteis	decidísteis
They	Ellos Ellas	-aron viajaron	-ieron	
			recorrieron	decidieron

Steps:

Step 1: Find the infinitive

Step 2: Remove the -AR -ER -IR

Step 3: Add the endings from the correct subject

Irregular verbs:

Ir (to go): **fui** (I went) **fuimos** (we went)

Hacer (to do): **hice** (I did) **hicimos** (we did)

Tener (to have): **tuve** (I had) **tuvimos** (we had)

Estar (to be -location): **estuve** (I was)

5. What was the weather like?

Red

Amber

Green

¿Qué tiempo hizo? (What was the weather like?)

¿Qué tiempo hizo? (What was the weather like)	Hizo buen (It was good weather)	Hizo sol (It was sunny)
	Hizo mal tiempo (it was bad weather)	Hizo viento (It was windy)
	Hizo calor (It was hot)	Llovió (It rained)
	Hizo frío (It was cold)	Nevó (It snowed)

6. How do we use the infinitive after the verb DECIDIR?

Red

Amber

Green

DECIDIR + infinitive

- An **infinitive verb** is the base form of a verb, in English often preceded by the word "to". It is non-finite verb, which means it does not change to show who does the action (subject) or when the action is done (tense).
- In Spanish, instead of being preceded by the word "to", the infinitive verb ends with one of the following: **-ar, -er, -ir**.
- When the **infinitive** comes immediately after a conjugated verb, it may be represented as an 'object of a verb'.
- The verb **decidir** is one of the verbs that is followed by an **infinitive**.
- For example: **Decidí regresar inmediatamente.** (I decided to return immediately.)

7. What happened during the holiday?

Red

Amber

Green

¿Qué ocurrió? (What happened?)

El primer día (The first)	lo bueno fue cuando (the good thing was when)	comí algo malo y vomité (I ate something bad and vomited)		
		tuvimos que (volver a casa) (we had to (go back home))		
Al día siguiente (The next day)	lo malo fue cuando (the bad thing was when)	dejé (I left)	mi bolsa (my bag)	mi tarjeta de crédito (my credit card)
El último día (The last day)		perdí (I lost)	mi cámara (my camera)	mi pasaporte (my passport)
		rompí (I broke)	mi reloj (my watch)	mis llaves (my keys)
		encontré (I found)	mi maleta (my suitcase)	

8. Where did you stay when you were on holiday?

Red

Amber

Green

¿Dónde te quedaste? Where did you stay?

Me quede en/Nos quedamos en.. (I stayed in/We stayed in)	un apartamento (an apartment)	tenía (it had)	un baño (a bathroom)
Alquilé/Alquilamos... (I/we rented)		una casa (a house)	no tenía (it didn't have)
	una habitación (a room)	había (there was/were)	una cocina (a kitchen)
Me alojé en/Nos alojamos en.. (I stayed in/We stayed in)		no había (there wasn't/weren't)	una piscina (a pool)
			vistas al mar (sea views)
			mucho ruido (lots of noise)
			mucho espacio (lots of space)

La habitación (the room)	era (was)	muy agradable (very pleasant)	porque (because)	la ventana (the window)	estaba (was)	sucio/a (dirty)
El apartamento (an apartment)	(ser)	bastante decepcionante (quite dissapointing)	dado que (given that)	la ducha (the shower)	(estar)	roto/a (broken)
		gratuito/a para los clientes (free for clients)		el ascensor (the lift)		limpio/a (clean)
		muy moderno/a (very modern)		la televisión (the TV)		
		bastante pequeño (quite small)		la luz (the light)		

Una habitacion... individual/doble/con dos camas. (a single room/ a double room/with two beds)

9. How do we use the imperfect tense tense? Red Amber Green

<p>✓ The Imperfect tense is used for describing things in the past and for what you used to do.</p> <p>For example: Estaba en el campo y había un restaurante. It was in the country and there was a restaurant.</p> <p>✓ -er, -ir verbs have the same endings, see the endings in the table for the verb 'tener'.</p> <p>✓ Verbs which are irregular in the imperfect include Ser (to be) with the form era (it was)</p> <p>✓ The imperfect tense of hay (there is/there are) is había (the was/there were).</p>	Subject		Estar (to be)	Tener (to have)
	I	Yo	estaba	tenía
	You	Tú	estabas	tenías
	He She	Él Ella	estaba	tenía
	We	Nosotros Nosotras	estábamos	teníamos
	You (pl)	Vosotros Vosotras	estabais	teníais
	They	Ellos Ellas	estaban	tenían

10. How can you book a room in a hotel? Red Amber Green

¿Cómo puedo ayudarle? (Can I help you?)	
- ¿Quisiera una habitación doble para dos personas, por favor?	(-I would like one double room for two people, please)
- ¿Para cuántas noches?	(-How many nights?)
- Para dos noches. ¿Cuánto es?	(-For two nights. How much it is?)
- Son cien euros por noche. El desayuno está incluido.	(- It is one hundred euros per night. Breakfast is included.)
- ¿ A qué hora se sirve el desayuno?	(-What time is the breakfast served?)
- Entre las doce y una hora. Necesito su pasaporte, Señora.	(- From twelve to one o'clock)
- Aquí tiene. ¿ Hay wifi en el hotel?	(- Is there wifi in the hotel?)

11. What WOW phrases can I use to introduce my opinions?

Red

Amber

Green

Your opinion		Contrasting opinions	
Diría que (I would say that)	Desde mi punto de vista (From y point of view)	Por un lado, (On one hand,)	Por otro lado (On the other hand,)
Pienso que (I think that)		Aunque (Aulthoug)	No obstante (Nevertheless)
Creo que (I believe that)	En mi opinión (In my opinion)	Sin embargo, lo malo es que... (However, the bad thing is that...)	

12. How do you use a question word?

Red

Amber

Green

When we use a **question word**, it is usually followed immediately by the verb.

For example: **¿Cuándo abre el gimnasio?** (When does the gym open?)

¿Qué? (What?)	¿Cuándo? (When?)	¿Cuánto? (How much?) ¿Cuántos/as? (How many?)	¿Dónde? (Where?)	¿Cómo? (How?)	¿Cuál? (Which?)	¿Quién? (Who?)	¿Por qué? (Why?)
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HOME LEARNING TASKS

Task Description	Done?
Can you write a small paragraph about your last holiday?	
Can you write sentences using the tense 'have just ...'?	
Can you write a short paragraph talking about what happened during the holiday?	
Can you write sentences with preterite and imperfect?	
Can you write a short paragraph saying how was the place you were staying?	
Can you write a write a mini dialogue to book a room in a hotel?	
Can you write a short paragraph giving opinions about the place you stayed on your holiday?	
Can you use the sentence builders above to write sentences answering the questions? Can you improve these by adding conjunctions and intensifiers?	
Practise the vocabulary in your knowledge organiser by using the look, cover, write, check method.	
Go to www.sentencebuilders.com and practise this term's vocabulary.	