

# Knowledge Organiser

Year 11

Term 3  
2024/25



**The Abbey**  
School

# Contents

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# English Year 11 Term 1

## Paper 2 Section A (Reading)

### You will learn how to:

- Identify explicit and implicit information and ideas
- Explain what you have inferred
- Summarise the similarities and differences between two texts
- Perform close textual analysis of the text, with reference to relevant language methods
- Compare two texts

### Prior Learning Links:

- Since Year 7, students read and analysed a range of extracts and whole texts, and are familiar with how to support their ideas and arguments with evidence they've identified
- Since Year 7, students have been taught how to identify a range of frequently-used language techniques
- Since Year 7, students have been taught how to write analytical 'APE' paragraphs, which follow a similar structure to what Year 11 students will be asked to do when responding to the English Language Paper 2 Section A (Reading) questions
- In Year 10, students were taught the content of the English Literature GCSE, which requires them to write long-form analytical responses to texts
- The skills necessary for the successful completion of English Language Paper 2 Section A (Reading) overlap significantly with the skills necessary for English Language Paper 1 Section A (Reading). As such, many of the skills utilised this term were introduced in Year 11 Term 1 and embedded in Term 2.

### Future Learning Links:

- The GCSE English Language exam is comprised of two papers. Each is split into two sections, the first focusing on reading skills and the second on writing skills. Therefore, the content covered this term (and within this Knowledge Organiser) covers one quarter of the English Language GCSE examinations and is worth one quarter of the total marks.
- The content of both English Language papers will be revised in Terms 4 and 5 of Year 11, prior to the students' English Language examinations on May 23<sup>rd</sup> (Paper 1) and June 6<sup>th</sup> (Paper 2).

### KEY VOCABULARY

#### KEY WORDS

**Command Word – Find:** When a English Language GCSE question asks you to 'Find', you must select the options that are true (or false) from a list.

#### KEY SUBJECT TERMINOLOGY

**Language:** Language methods include:

- words and phrases
- language features and techniques
- and sentence forms

	<p>You will find appropriate definitions for many language methods in your Literacy KO.</p>
<p><b>Infer:</b> Deduce or conclude something from evidence and reasoning rather than from explicit statements.</p> <p>Though this word is not explicitly referred to in the wording of any of the English Language or Literature papers, it is a necessary skill. Without inference, your comments can rarely surpass surface-level or literal meanings in texts. You will use inference virtually every time that a question asks you to 'explain,' 'comment on' or 'analyse.'</p>	<p><b>Structure:</b> Structure methods can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• what the writer focuses your attention on at different stages in a text</li> <li>• how and why the writer changes the focus as a text develops</li> <li>• when and why a writer chooses to include description or dialogue</li> <li>• characterisation</li> <li>• setting</li> <li>• flashbacks, flashforwards and other methods of non-linear narrative</li> </ul> <p>You will find appropriate definitions for many structure methods in your Literacy KO.</p> <p>Note: While there is no question on English Language Paper 2 Section A that <i>specifically</i> assesses your understanding and analysis of structure, you can refer to structure methods in your response to the comparison question.</p>
<p><b>Command Word – Comment:</b> Express a reaction to a text.</p> <p>This command word tells you to communicate what readers may think or feel in response to texts.</p>	<p><b>Figurative language:</b> The creative use of words or phrases to express something non-literally. This includes the use of a range of language methods, such as:</p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Pathetic fallacy</li> <li>• Alliteration</li> <li>• Assonance</li> <li>• Onomatopoeia</li> </ul> <p>You will find appropriate definitions for many of these language methods in your Literacy KO.</p>
<p><b>Command Word – Explain:</b> Make an idea clear by describing it in more detail or revealing relevant facts.</p> <p>This command word tells you to develop your comments by linking them to reasons, usually with words like 'because'. Clear explanations tend to explain <i>why</i> something has achieved an effect.</p>	<p><b>Persuasive language methods:</b> Persuasive language methods can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Modal verbs</li> <li>• Alliteration</li> <li>• Anecdotes</li> <li>• Direct address</li> <li>• Facts</li> </ul>

	<ul style="list-style-type: none"> <li>• Forceful phrases</li> <li>• Opinions</li> <li>• Rhetorical questions</li> <li>• Repetition</li> <li>• Emotive language</li> <li>• Exaggeration/hyperbole</li> <li>• Statistics</li> <li>• Triadic structure (group of three)</li> <li>• Tone</li> </ul> <p>You will find appropriate definitions for many of these language methods in your Literacy KO.</p>
<p><b>Command Word – Analyse:</b> Examine something in detail, considering its individual components and characteristics.</p> <p>In Paper 2, this command word tells you to describe how writers use language to achieve effects. You should try to develop your explanations by analysing, ‘zooming in’ on key words and methods to analyse how specific effects have been achieved.</p>	<p><b>Sentence forms:</b> For the purposes of the English Language GCSE, individual sentence forms are considered to be <i>language</i> methods rather than structure methods.</p> <p>When analysing sentence forms, you should consider the following:</p> <ul style="list-style-type: none"> <li>• Simple sentences</li> <li>• Compound sentences</li> <li>• Complex sentences</li> <li>• Fragment sentences</li> <li>• One-word sentences</li> <li>• Lists</li> <li>• Rhetorical questions</li> <li>• Interrogative sentences (i.e. questions which <i>do</i> expect answers)</li> <li>• Declarative sentences (i.e. statements)</li> <li>• Imperative sentences (i.e. commands)</li> </ul>
<p><b>Command Word – Summarise:</b> Present accurate points about two texts without detail.</p> <p>This command word tells you to make inferences from two texts, typically focusing on similarities or differences.</p>	<p>You will find appropriate definitions for many of the above sentence forms in your Literacy KO.</p>
<p><b>Command Word – Compare:</b> Identify and explain the similarities and/or differences between two texts.</p> <p>This command word tells you to compare the presentation of ideas and perspectives in two texts, but you should also support your comparison with explanations and analysis.</p>	<p><b>Connotations:</b> Feelings or ideas that are suggested by particular words. For example, the adjective ‘red’ might have connotations of danger, heat or love, while the adjective ‘blue’ might have connotations of sadness or tranquillity.</p> <p>Notice that connotations are not necessarily synonyms (words with similar meanings).</p>

## What are the Assessment Objectives on English Language Papers?

### SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none"><li>• Identify and interpret explicit and implicit information and ideas.</li><li>• Select and synthesise evidence from different texts.</li></ul>
AO2	<ul style="list-style-type: none"><li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</li></ul>
AO3	<ul style="list-style-type: none"><li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</li></ul>
AO4	<ul style="list-style-type: none"><li>• Evaluate texts critically and support this with appropriate textual references.</li></ul>

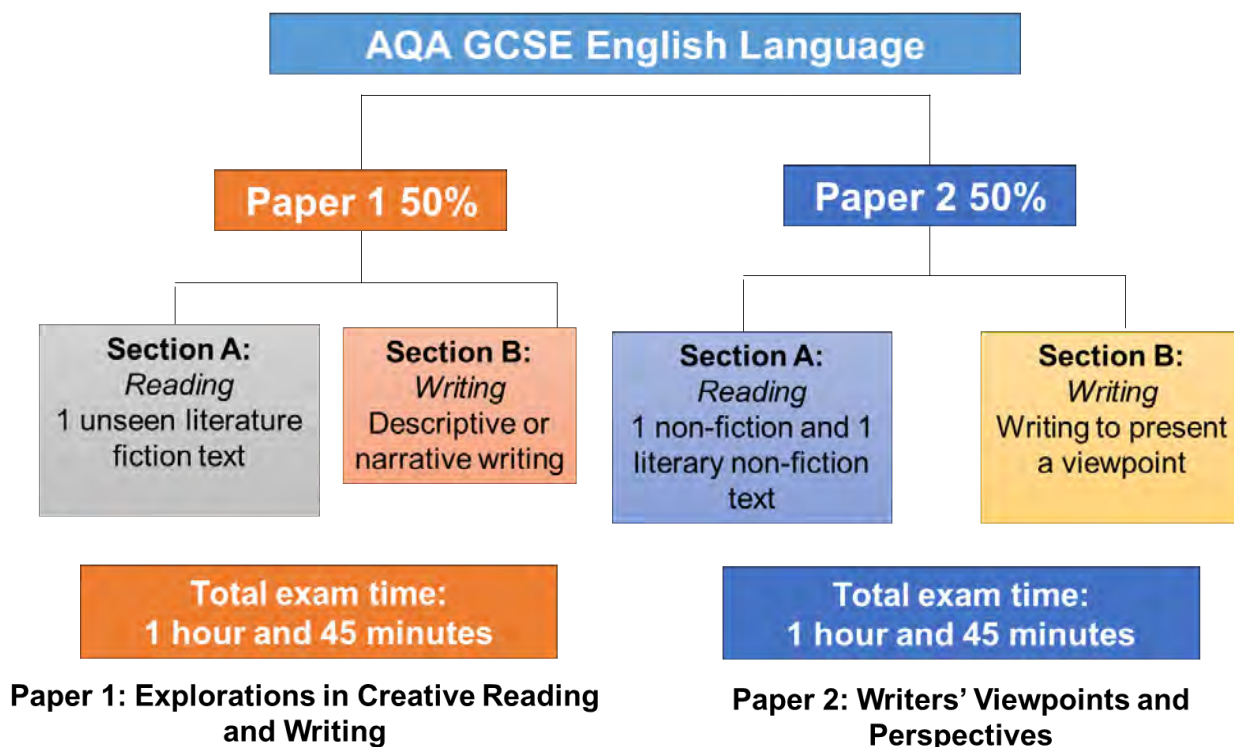
### SECTION B: WRITING – Assessment Objectives

AO5	<ul style="list-style-type: none"><li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li><li>• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li></ul>
AO6	<ul style="list-style-type: none"><li>• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).</li></ul>

**Note: You will NOT be assessed on AO4 on English Language Paper 2.**



## What is the structure of the English Language GCSE?



## How are the questions structured on English Language Paper 2?

**Section A: Reading.**  
Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

**Section B: Writing**  
You are advised to spend about **45 minutes** on this section.  
**Write in full sentences.** You are reminded of the need to plan your answer.  
You should leave enough time to check your work at the end.

- Q1:** Shade the four true statements  
[4 marks]
- Q2:** Write a summary of the similarities/differences....  
[8 marks]
- Q3:** How does the writer use language to....  
[12 marks]
- Q4:** Compare how the writers convey their different/similar attitudes to...  
[16 marks]

- Q5:** "Statement regarding a specific topic."  
*Write a speech/article/letter in which you show your point of view on this statement. (Sometimes it may be more focused and ask you to argue for or against.)*  
(24 marks for content and organisation,  
16 marks for technical accuracy)  
[40 marks]

## 2. How do I retrieve explicit and implicit information?

**Red** **Amber** **Green**

### What is explicit information?

Explicit information and ideas are straightforward and directly stated. They are usually easier to identify and understand because they are clear. For example, if someone says, "I'm tired," it's explicit that they are feeling tired.

### What is implicit information?

Implicit information and ideas are not directly stated but rather implied through context clues or hints. This means that you'll have to think a bit to figure out what the speaker or writer is trying to convey. For example, if someone says, "I'm going to go hit the books," it might be implicit that

they will study. Uncovering implicit information requires inference. You may need to infer implicit information using context clues to make an educated guess.

### **Which questions assess understanding of explicit and implicit information?**

All four questions from Section A (Reading) of English Language Paper 2 require you demonstrate understanding of explicit and implicit information.

Question 1 focuses *only* on the retrieval of explicit and implicit information. It is the only question on Section A that does not require further comment, explanation or analysis.

### **What will Question 1 ask you to do?**

You will be asked to identify four true statements – out of a total of eight statements – about a specific topic relevant to the source.

You will be given specific line numbers from which to select your evidence.

### **What does Question 1 look like?**

*Read again the first part of the source from **lines 1 to 10**.*

*Choose four statements below which are **TRUE**.*

- *Shade the boxes of the ones that you think are **TRUE**.*
- *Choose a maximum of four statements.*

### **What skills do you need to demonstrate?**

#### **AO1:**

- Identify and interpret explicit and information and ideas.
- Select and synthesise evidence from different texts.

### **How long should you spend on Question 1?**

You should spend no more than 5 minutes on this question. It is only worth four marks.

### **How should you answer Question 1?**

- Before you make your final decision, consider putting a mark *to the left* of each of the statements that you *think* is true
- Once you've decided on your answers, shade in the circle next to the four true statements
- Only refer to information from the given lines

## **3. How do I write a comparative summary?**

**Red** **Amber** **Green**

### **Which questions assess the ability to summarise?**

Question 2 focuses on the summary of similarities/differences in the two sources.

### **What will Question 2 ask you to do?**

You will be asked to show that you can directly compare the two sources, focusing in on specific similarities/differences.



## What does Question 2 look like?

You need to refer to **Source A** and **Source B** for this question.

Use details from both sources to write a summary of the similarities/differences between the \_\_\_\_\_.

## What skills do you need to demonstrate?

### AO1:

- Identify and interpret explicit and information and ideas.
- Select and synthesise evidence from different texts.

## How long should you spend on Question 2?

You should spend no more than 10 minutes on this question. It is worth 8 marks.

## How should you answer Question 2?

You need to show that you can directly compare two sources. You *must* write about both sources.

In your response, you must *only* write a summary – no marks are awarded for the analysis of language/structure methods.

You should include comparative connectives (such as 'Similarly' or 'In comparison') to show the examiner that you are comparing.

You should try to include evidence from the text but can use references.

For this question, you can rely on the following sentence starters to ensure you summarise ideas in both sources:

*In Source A, \_\_\_\_\_ is presented as \_\_\_\_\_. This is because we are shown...*

*Similarly/In comparison, in Source B, \_\_\_\_\_ is presented as \_\_\_\_\_. This is because we are shown...*

## 4. How do I analyse a writer's language for meaning and effect?

Red

Amber

Green

## Which questions assess analysis of language?

Question 3 focuses on the analysis of writers' language methods.

Question 4 also requires some degree of analysis, but the focus is comparison.

## What will Question 3 ask you to do?

You will be asked to analyse the writer's use of language to present a topic relevant to the source. The topic could be a person, place, object or idea.

You will be given specific line numbers from which to select your evidence. The extract will be included in the question paper.

### What does Question 3 look like?

You now need to refer only to **Source A** from lines 11-25.

How does the writer use language here to describe \_\_\_\_\_?

### What skills do you need to demonstrate?

#### AO1:

Explain, comment on and analyse how writers use **language and structure** to achieve effects and influence readers, using relevant subject terminology to support their views.

### How long should you spend on Question 3?

You should spend no more than 15 minutes on this question. It is worth 12 marks.

### How should you answer Question 3?

You need to show that you can analyse the language used and comment on its effects.

In your analysis, you must:

- Comment on the language methods that the writer has used
- Explain the effects of the language methods used
- Zoom in on specific words and phrases, making reference to word classes and connotations

The best analytical responses do not follow strict sentence structures in every paragraph. However, the following outline, repeated multiple times, can support you when writing your response:

- Make a point about a language method
- Give evidence from the extract to support your point
- Explain the effect of the method used
- Develop your analysis by zooming in

## 5. How can I compare writers' attitudes?

**Red** **Amber** **Green**

### Which questions assess your ability to compare?

Questions 4 focuses on the comparison of ideas and perspectives presented in the two texts.

Question 2 also requires some degree of comparison, but the focus is summary.

### What will Question 4 ask you to do?

You will be asked to use both sources to write a comparison of the attitudes/viewpoints of the two writers. These could be different or similar attitudes/viewpoints.

You will be asked to comment on the methods the writer has used to show their attitude/viewpoint.

You must write about both sources. You can refer to the entirety of both sources.

## What does Question 4 look like?

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different attitudes to \_\_\_\_\_.

## What skills do you need to demonstrate?

### AO3:

Compare writers' ideas and perspectives, and how they are conveyed.

## How long should you spend on Question 4?

You should spend approximately 20 minutes on this question. It is worth 18 marks.

## How should you answer Question 4?

You need to show that you can directly compare the two texts, identifying key moments of similarity/difference.

It is also expected that you will analyse the language and/or structure methods the writer has used, commenting on the techniques, implications and effects of this evidence.

**Remember:** You should always link your analysis and argument back to the attitude/viewpoint of the writer.

For this question, you can rely on the following sentence starters to ensure you compare the attitudes/viewpoints in both sources:

*The attitudes/perspectives/viewpoints of the two writers are similar/different because in Source A, the writer \_\_\_\_\_ while in Source B, the writer \_\_\_\_\_.*

*In Source A, the writer's attitude about \_\_\_\_\_ is clearly \_\_\_\_\_ because \_\_\_\_\_. For example... [give evidence and analyse relevant language/structure methods].*

*Similarly/In comparison, in Source B, the writer's attitude about \_\_\_\_\_ is clearly \_\_\_\_\_ because \_\_\_\_\_. For example... [give evidence and analyse relevant language/structure methods].*

*To conclude...*

## HOME LEARNING TASKS

Task Description	Done?
Watch videos about the English Language Reading Section questions on GCSE Pod. Your teacher will direct you to suitable videos.	
Revise key details about the questions, assessment objectives and required skills.	
Revise language and structure techniques.	
Answer exam-style questions. Your teacher will direct you to suitable questions.	

Complete past papers in timed conditions. Your teacher will direct you to suitable papers.	
Read, mark and annotate model answers from past papers. Your teacher will direct you to suitable answers and offer you guidance on what to look for.	

# Maths Year 11 Term 2

## Foundation – Perimeter, Area and Volume 2, Similarity, Further Algebra, Higher – Advanced Algebra, Proportion and Graphs, Vectors

### Term Focus – Foundation

*What existing knowledge do I need to revisit to extend my Geometry skills?*

What are the circle formulae and how can we apply them to other shapes?

How can you use your algebra knowledge to apply the formulae for cones, pyramids, and spheres?

How do congruence and similarity differ?

What are the different graphs I can identify and plot?

How do I solve equations, including simultaneous equations?

How do I prove a mathematical statement?

### Term Focus – Higher

How can we apply our knowledge of algebraic manipulation to expressions involving powers and fractions?

What is a function and how do they allow you to explore more advanced algebraic concepts?

Why are the representations of even and an odd numbers the key to a great number of proofs?

How do I write, use and plot statements of proportionality?

How do I use an exponential function?

What can we discern from the gradient and area under different graphs?

How can vectors be used to solve complex geometrical problems?

### Prior Learning Links – Foundation

#### Year 10 - Perimeter, Area and Volume

Students will know how to calculate 2D area for basic shapes and compound shapes, as well as finding their perimeter. Students will know the formulae for finding circumference and area of a circle. Students will have an understanding of what bounds are and different units of measure. Finally, students will have looked at how to find the surface area and volume of prisms.

#### Year 9/10 Equations and Linear Graphs

Students will have knowledge of solving linear equations and representing these graphically on linear graphs. They will know how to plot coordinates, find an equation of a straight line, and substitute values into an equation to find coordinates.

#### Prior Learning Links – Higher

##### Year 9 Term 2

##### 2H. Basic Algebra

- Algebraic Indices
- Expanding brackets and factorising
- Solving Linear Equations
- Sequences
- Expanding and factorising quadratics
- Substitution and formulae

##### Year 10 Term 2

##### 9H – Equations and Inequalities

- Solving quadratics
- Completing the square
- Simultaneous equations
- Linear and quadratic simultaneous equations.
- Solving inequalities

##### Year 10 Term 4

##### 11H - Multiplicative Reasoning

- Multipliers-Growth & Decay
- Compound measures
- Direct and inverse proportion

##### Year 11 Term 2

##### 15H Equations and Graphs

- Linear functions
- Quadratic functions
- Simultaneous equations
- Cubic functions
- Graphing inequalities

### Future Learning Links – Foundation

Shape forms a large chunk of the GCSE curriculum and students require consolidation due to covering it so early on in Year 10. It is also a topic which doesn't really come up in Year 9 and so this increases the need for practising the key skills of finding area, perimeter, surface area and volume of a range of shapes.

Further algebra contains topics which are at the top end of the foundation curriculum and are left until last due to the challenging nature of the content. This is as developed as the students will get before sitting their exams, and so this is left until last.

### Future Learning Links – Higher

Considered core Algebra skills for taking Maths into A-Level. This topic provides a strong foundation in Algebraic Manipulation, essential for success in KS5.

Vectors provides a foundation for KS5 Mechanics in the Applied element of the A-Level.



## Foundation Tier Formulae Sheet

### Perimeter, area and volume

Where  $a$  and  $b$  are the lengths of the parallel sides and  $h$  is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

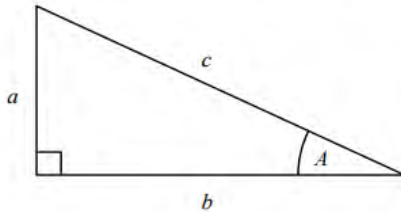
Volume of a prism = area of cross section  $\times$  length

Where  $r$  is the radius and  $d$  is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

### Pythagoras' Theorem and Trigonometry



In any right-angled triangle where  $a$ ,  $b$  and  $c$  are the length of the sides and  $c$  is the hypotenuse:

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

In any right-angled triangle  $ABC$  where  $a$ ,  $b$  and  $c$  are the length of the sides and  $c$  is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

### Compound Interest

Where  $P$  is the principal amount,  $r$  is the interest rate over a given period and  $n$  is number of times that the interest is compounded:

$$\text{Total accrued} = P \left( 1 + \frac{r}{100} \right)^n$$

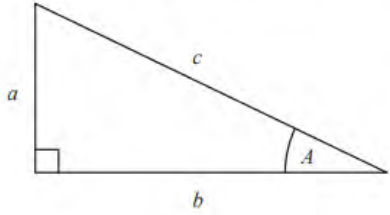
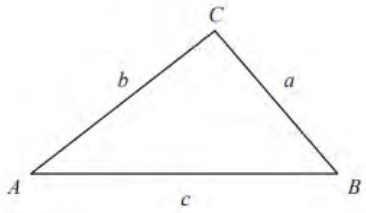
### Probability

Where  $P(A)$  is the probability of outcome  $A$  and  $P(B)$  is the probability of outcome  $B$ :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$



## Higher Tier Formulae Sheet

<p><b>Perimeter, area and volume</b></p> <p>Where <math>a</math> and <math>b</math> are the lengths of the parallel sides and <math>h</math> is their perpendicular separation:</p> $\text{Area of a trapezium} = \frac{1}{2} (a + b) h$ <p>Volume of a prism = area of cross section <math>\times</math> length</p> <p>Where <math>r</math> is the radius and <math>d</math> is the diameter:</p> $\text{Circumference of a circle} = 2\pi r = \pi d$ $\text{Area of a circle} = \pi r^2$	<p><b>Quadratic formula</b></p> <p>The solution of <math>ax^2 + bx + c = 0</math> where <math>a \neq 0</math></p> $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
<p><b>Pythagoras' Theorem and Trigonometry</b></p>  	<p>In any right-angled triangle where <math>a</math>, <math>b</math> and <math>c</math> are the length of the sides and <math>c</math> is the hypotenuse:</p> $a^2 + b^2 = c^2$ <p>In any right-angled triangle <math>ABC</math> where <math>a</math>, <math>b</math> and <math>c</math> are the length of the sides and <math>c</math> is the hypotenuse:</p> $\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$ <p>In any triangle <math>ABC</math> where <math>a</math>, <math>b</math> and <math>c</math> are the length of the sides:</p> <p>sine rule: <math>\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}</math></p> <p>cosine rule: <math>a^2 = b^2 + c^2 - 2bc \cos A</math></p> <p>Area of triangle = <math>\frac{1}{2} a b \sin C</math></p>
<p><b>Compound Interest</b></p> <p>Where <math>P</math> is the principal amount, <math>r</math> is the interest rate over a given period and <math>n</math> is number of times that the interest is compounded:</p> $\text{Total accrued} = P \left( 1 + \frac{r}{100} \right)^n$	<p><b>Probability</b></p> <p>Where <math>P(A)</math> is the probability of outcome <math>A</math> and <math>P(B)</math> is the probability of outcome <math>B</math>:</p> $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ $P(A \text{ and } B) = P(A \text{ given } B) P(B)$

### Key Terms:

**Factorise:** Putting an expression back into brackets

**Solve:** Find the values (or values) which can be put into an equation to make it true

**Quadratic Equations:**  
Equations which involve the second power of a variable  
e.g.  $x^2$  or  $y^2$

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.

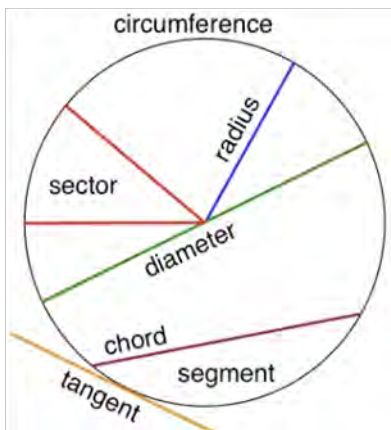
## 1. How do I find areas and lengths involving circles?

Red

Amber

Green

### Circles

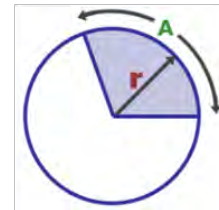


$$\text{Circumference} = \pi \times d$$

$$\text{Arc length} = \frac{\theta}{360} \pi d$$

$$\text{Area} = \pi r^2$$

$$\text{Area of a sector} = \frac{\theta}{360} \pi r^2$$



## 2. How do I find the volume and surface area of different 3D shapes?

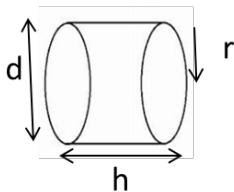
Red

Amber

Green

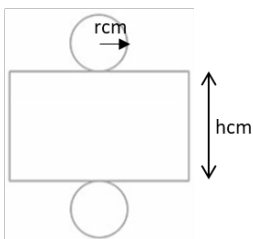
### Cylinders

A **cylinder** is a **prism** with the cross section of a circle.

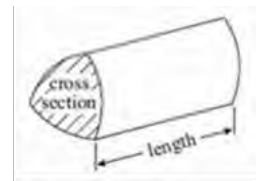


The **volume** of a cylinder is calculated by  $\pi r^2 h$  and is the space inside the 3D shape

The **surface area** of a cylinder is calculated by  $2\pi r^2 + \pi dh$  and is the total of the areas of all the faces on the shape.



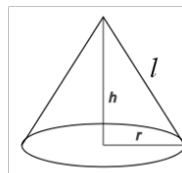
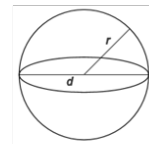
$$\text{Prism Volume} = \text{Cross section area} \times \text{length}$$



### Spheres and Cones

$$\text{Volume of a sphere} = \frac{4}{3} \pi r^3$$

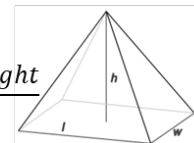
$$\text{Surface area of a sphere} = 4\pi r^2$$



$$\text{Volume of a cone} = \frac{\pi r^2 h}{3}$$

$$\text{Surface area of a cone} = \pi r^2 + \pi r l$$

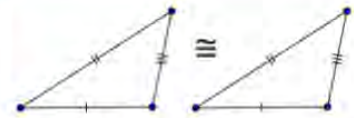
$$\text{Volume of a pyramid} = \frac{\text{base area} \times \text{height}}{3}$$



### 3. What are the rules for congruence?

Red Amber Green

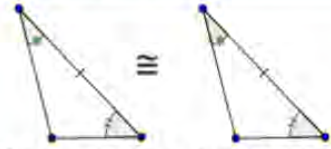
#### Examples



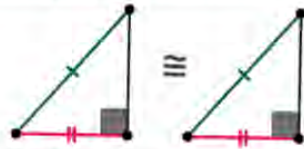
**SSS** = 3 sides on triangle A are equal to those on triangle B



**SAS** = 2 sides with the included angle on triangle A are equal to those on triangle B



**ASA** = 2 angles with the included side on triangle A are equal to those on triangle B



**RHS** = When the hypotenuse and another side on triangle A are equal to those on triangle B

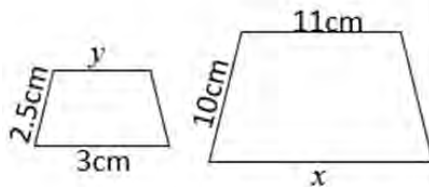
#### Key Concepts

**Congruent triangles** are triangles that have the **same size and shape**. This means that the corresponding sides are equal and the corresponding angles are equal.

There are four rules of congruency that prove whether a triangle is congruent or not.

### 4. How do I find lengths involving similar shapes?

Red Amber Green



$$\text{Scale factor} = \frac{10}{2.5}$$

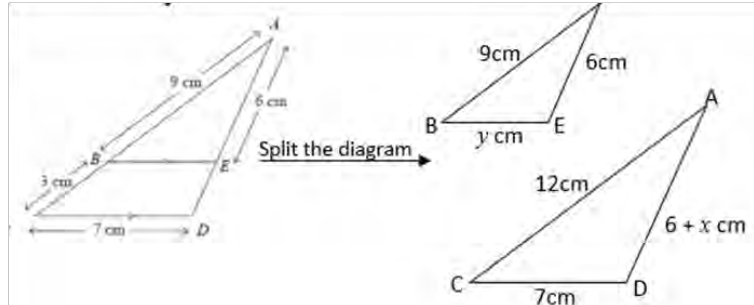
$$= 4$$

$$x = 3 \times 4$$

$$= 12 \text{ cm}$$

$$y = 11 \div 4$$

$$= 2.75 \text{ cm}$$



$$\text{Scale factor} = \frac{12}{9}$$

$$= \frac{4}{3}$$

$$x + 6 = 6 \times \frac{4}{3}$$

$$x + 6 = 8$$

$$x = 8 - 6$$

$$x = 2 \text{ cm}$$

$$y = 7 \div \frac{4}{3}$$

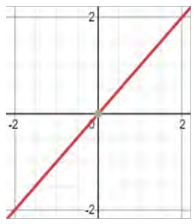
$$= 5.25 \text{ cm}$$

## 5. What are the different types of graphs that I need to know?

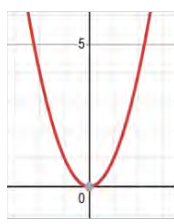
Red

Amber

Green



Linear graphs  
 $y = x$



Quadratic graphs  
 $y = x^2$



Cubic graphs  
 $y = x^3$



Reciprocal graphs

$$y = \frac{1}{x}$$

### Linear Graphs

**Straight line graphs** always have the equation:  $y = mx + c$

$m$  is the **gradient** i.e. the steepness of the graph.

$c$  is the **y intercept** i.e. where the graph cuts the y axis.

**Parallel** lines have the same gradient. e.g.  $y = 2x + 3$  and  $y = 2x - 1$

**Perpendicular** line gradients are the negative reciprocal of one another

e.g.  $y = 2x$  and  $y = -\frac{1}{2}x$

Find the equation of the line between the coordinates (1,1) and (3,5).

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

Substitute in one of the coordinates to find  $c$

$$\begin{aligned} y &= mx + c \\ m &= \frac{5 - 1}{3 - 1} = \frac{4}{2} = 2 \\ y &= 2x + c \end{aligned}$$

$$\text{e.g. } (3,5). \quad 5 = (2 \times 3) + c$$

$$-1 = c$$

$$y = 2x - 1$$

## 6. How do I solve simultaneous equations?

Red

Amber

Green

### Algebraic method

#### Simultaneous Equations

Simultaneous equations are when **more than one equation** are given, which involve **more than one variable**. The variables have the **same value** in each equation.

Simultaneous equations can be solved **algebraically** or **graphically** whereby the **intersection** of the graphs gives the  $x$  and  $y$  values.

We need to make the  $y$  coefficients the same

Substitute  $x = 4$  into an original equation:

$$3x + 2y = 18$$

$$(3 \times 4) + 2y = 18$$

$$12 + 2y = 18$$

$$2y = 6$$

$$y = 3$$

Check in the other equation:

$$(3 \times 4) - 3 = 9$$

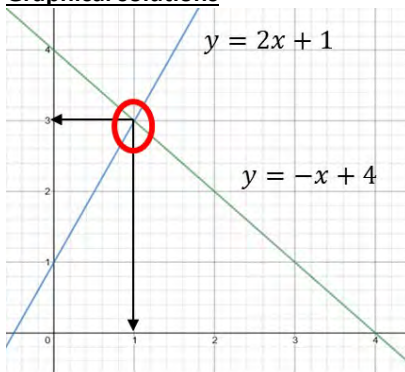
$$12 - 3 = 9$$

This is true therefore  $x = 4$  and  $y = 3$

$$\begin{array}{r} 3x + 2y = 18 \\ 3x - y = 9 \quad \times 2 \\ \hline 3x + 2y = 18 \\ 6x - 2y = 18 \\ \hline 9x = 36 \\ x = 4 \end{array}$$

SSS - Same Sign Subtract  
DSA - Different Sign Add

### Graphical solutions



$$x = 1 \text{ and } y = 3$$

## 7. How do I solve problems involving bearings?

Red

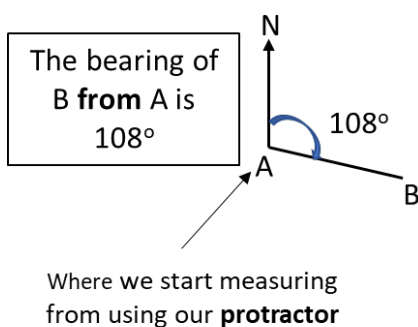
Amber

Green

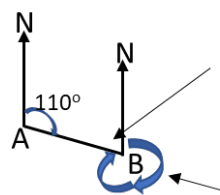
### Bearings

**Bearings** are a type of angle that are used in real life directional instructions. They have **three rules** that they must conform to:

- 1) They must always be **measured from North**.
- 2) They must always be measured in a **clockwise direction**.
- 3) They must always have **3 figures**  
e.g.  $72^\circ$  is written as  $072^\circ$



We don't always need a protractor to find bearings, we can use our angle facts knowledge.



Because we know co-interior angles sum to  $180^\circ$ , this angle must be  $70^\circ$ .

## 8. How do I change the subject of a formula?

Red

Amber

Green

### Changing Subject

#### Rearranging an equation:

Working with inverse operations to isolate a highlighted variable.

In rearranging we **undo the operations** starting from the last one.

Make  $r$  the subject :

$$Q = \frac{2r - 7}{3}$$

$$\times 3 \quad \times 3 \quad 3Q = 2r - 7$$

$$+7 \quad +7 \quad 3Q + 7 = 2r$$

$$\div 2 \quad \div 2 \quad \frac{3Q + 7}{2} = r$$

#### Higher tier example

Rearrange to make  $m$  the subject:

$$m(r + p) = r(h - m)$$

expand expand

$$mr + mp = rh - mr$$

$$+mr \quad +mr$$

$$2mr + mp = rh$$

factorise factorise

$$m(2r + p) = rh$$

$$\div (2r + p) \quad \div (2r + p)$$

$$m = \frac{rh}{2r + p}$$

Rearrange to make  $v$  the subject :

$$\frac{1}{f} + \frac{1}{u} = \frac{1}{v}$$

$$\times v \quad \times v$$

$$\frac{v}{f} + \frac{v}{u} = 1$$

$$\times f \quad \times f$$

$$v + \frac{fv}{u} = f$$

$$\times u \quad \times u$$

$$uv + fv = fu$$

factorise

factorise

$$v(u + f) = fu$$

$$\div (u + f) \quad \div (u + f)$$

$$v = \frac{fu}{u + f}$$

## 9. How do I rationalise the denominator? Higher only

Red

Amber

Green

Rationalise  $\frac{1}{\sqrt{5}}$

$$\begin{aligned} \text{Rationalise } \frac{5}{2\sqrt{3}} \\ = \frac{5\sqrt{3}}{2 \times 3} = \frac{5\sqrt{3}}{6} \end{aligned}$$

Rationalise  $\frac{2+\sqrt{3}}{\sqrt{5}}$

$$\begin{aligned} \frac{2+\sqrt{3}}{\sqrt{5}} \times \frac{\sqrt{5}}{\sqrt{5}} \\ = \frac{\sqrt{5}(2+\sqrt{3})}{5} \\ = \frac{2\sqrt{5} + \sqrt{15}}{5} \end{aligned}$$

Rationalise  $\frac{2+\sqrt{3}}{3-\sqrt{5}} \times \frac{3+\sqrt{5}}{3+\sqrt{5}}$

$$\begin{aligned} &= \frac{(2+\sqrt{3})(3+\sqrt{5})}{(3-\sqrt{5})(3+\sqrt{5})} \\ &= \frac{6+3\sqrt{3}+2\sqrt{5}+\sqrt{15}}{9-3\sqrt{5}+3\sqrt{5}-5} \\ &= \frac{6+3\sqrt{3}+2\sqrt{5}+\sqrt{15}}{4} \end{aligned}$$

Change the sign

## 10. How do I work with algebraic fractions? Higher only

Red

Amber

Green

### Algebraic Fractions

To simplify any algebraic fraction we must have a **common term** on the numerator and the denominator.

This will then allow us to **divide through by this term**.

To **multiply** or **divide** algebraic fractions we use the **same principles** as when we calculate with **numerical fractions**.

An algebraic fraction can be set equal to a value. When this occurs we are able to **solve the equation** and find out the **value of the unknown term**.

If two algebraic fractions are involved we combine them to make one using the rules of the four operations of fractions.

Simplify:  $\frac{x^2+5x}{x^2+7x+10}$

Factorise the numerator and denominator...

$$\frac{x(x+5)}{(x+2)(x+5)}$$

There should be a repeated term on the numerator and the denominator which can be divided through to leave...

$$\frac{x}{(x+2)}$$

Simplify:

$$\frac{2(x^2+5x+6)}{4(x+2)}$$

Factorise...

$$\frac{2(x+3)(x+2)}{4(x+2)}$$

Divide through by  $(x+2)$  to leave...

$$\frac{2x+6}{4} = \frac{x+3}{2}$$

Solve:  $\frac{x}{x-3} + \frac{4}{x+2} = 2$

Add the fractions by finding a common denominator...

$$\frac{x(x+2)+4(x-3)}{(x-3)(x+2)} = 2$$

Expand your brackets and simplify...

$$\frac{x^2+6x-12}{x^2-x-6} = 2$$

Multiply both sides by the denominator...

$$x^2+6x-12 = 2x^2-2x-12$$

Rearrange to have the equation equal zero...

$$x^2-8x=0$$

Solve the quadratic ...

$$x(x-8)=0$$

$$x=0 \quad x=8$$



## 11. What is a function and how do they work?

Red Amber Green

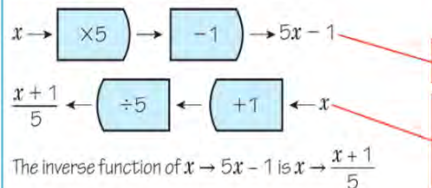
A function is a rule for working out values of  $y$  for given values of  $x$ .  
For example,  $y = 3x$  and  $y = x^2$  are functions. The notation  $f(x)$  is read as 'f of x'.  $f$  is the function.  
 $f(x) = 3x$  means the function of  $x$  is  $3x$ .

$fg$  is a composite function. To work out  $fg(x)$ , first work out  $g(x)$  and then substitute your answer into  $f(x)$ .

The inverse function reverses the effect of the original

### Example 7

Find the inverse function of  $x \rightarrow 5x - 1$



Functions can be transformed using these rules:

	Description of change	Change in $x$ coordinate	Change in $y$ coordinate
$f(x) \pm a$	Translates the graph in $y$ direction	No change	$+a$ shifts up by $a$ $-a$ shifts down by $a$
$f(x \pm a)$	Translates the graph in $x$ direction	$+a$ shifts left by $a$ $-a$ shifts right by $a$	No change
$-f(x)$	Reflection in the $x$ axis	No change	Changes the sign
$f(-x)$	Reflection in the $y$ axis	Changes the sign	No change

## 12. How do I solve problems involving direct and inverse proportion?

Red Amber Green

### Direct proportion:

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

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

### Inverse proportion:

The time taken,  $t$ , for passengers to be checked-in is inversely proportional to the square of the number of staff,  $s$ , working.  
It takes 30 minutes passengers to be checked-in when 10 staff are working. How many staff are needed for 120 minutes?

$$\begin{aligned}
 t &\propto \frac{1}{s^2} \\
 t &= \frac{k}{s^2} \\
 30 &= \frac{k}{10^2} \\
 3000 &= k \\
 t &= \frac{3000}{s^2} \\
 t &= \frac{3000}{s^2} \\
 120 &= \frac{3000}{s^2} \\
 s^2 &= \frac{3000}{120} \\
 s^2 &= 25 \\
 s &= \sqrt{25} \\
 s &= 5
 \end{aligned}$$

### 13. How do I read a distance-time and velocity-time graph?

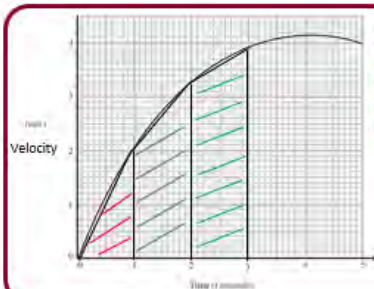
Red Amber Green

#### Area under a Graph

A **velocity-time** graph (or speed-time graph) is a way of visually expressing a journey. With speed or velocity on the y-axis and time on the x-axis.

A velocity-time graph tells us **how someone's speed has changed over a period of time**.

The **distance** completed in the journey can be calculated from the **area underneath the curve**.



Use 3 strips of equal width to find an estimate of the distance travelled in the first 3 seconds.

The strips will either be triangles or trapeziums. You will calculate the area of each section separately and combine the answers for the complete distance.

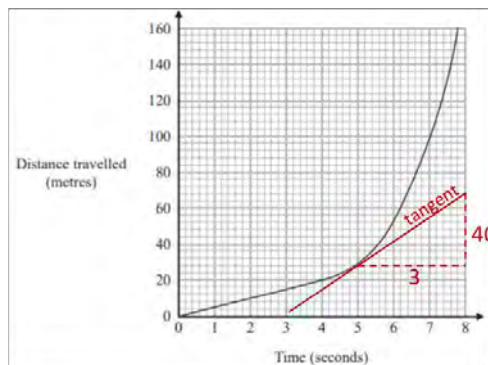
$$\left(\frac{1 \times 2}{2}\right) + \left(\frac{(2 + 3.2) \times 1}{2}\right) + \left(\frac{(3.2 + 3.9) \times 1}{2}\right) = 7.15m$$

#### Gradients

When finding an **estimate** of the **gradient** of a curve we must draw a **tangent** to a point on the curve.

We can then find the gradient using:

$$m = \frac{\text{change in } y}{\text{change in } x}$$



The distance-time graph shows information about part of a car journey.

Use the graph to **estimate** the speed of the car at the time of 5 seconds.

Draw a tangent at the point (5, 28) – make sure you use a ruler and a sharp pencil!

$$m = \frac{40}{3} = 13.3m/s$$

### 14. How do I solve problems with vectors?

Red Amber Green

Adding vectors:

$$\begin{pmatrix} 2 \\ 3 \end{pmatrix} + \begin{pmatrix} 5 \\ -4 \end{pmatrix} = \begin{pmatrix} 2+5 \\ 3-4 \end{pmatrix} = \begin{pmatrix} 7 \\ -1 \end{pmatrix}$$

Subtracting vectors:

$$\begin{pmatrix} 3 \\ 9 \end{pmatrix} - \begin{pmatrix} 2 \\ -3 \end{pmatrix} = \begin{pmatrix} 3-2 \\ 9-(-3) \end{pmatrix} = \begin{pmatrix} 1 \\ 12 \end{pmatrix}$$

Vectors and scalar multipliers:

$$2 \begin{pmatrix} 8 \\ -3 \end{pmatrix} = \begin{pmatrix} 2 \times 8 \\ 2 \times -3 \end{pmatrix} = \begin{pmatrix} 16 \\ -6 \end{pmatrix}$$

Vectors notation:

$$\vec{a} \quad \overrightarrow{AB} \quad \underline{a}$$

**Magnitude:** Length of the arrow

**Direction:** Where the arrow is pointing

**Parallel lines of equal length** have the **same** vector.

**Parallel lines of different lengths** have a **multiple** of the vector.

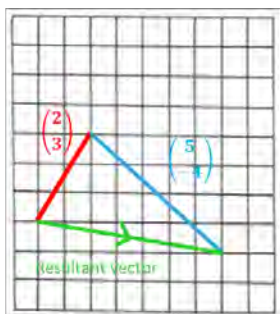
**Travelling against** an arrow **changes the sign** of the vector.

$\vec{OA} = \vec{b}$   $\vec{OB} = \vec{a}$   
OABC is a parallelogram. M is the midpoint of AC.

a) State the vector of  $\vec{OC}$ .  
As BC is parallel and equal in length to OA, it has the vector value of  $\vec{b}$ .  
Therefore  $\vec{OC} = \vec{a} + \vec{b}$

b) State the vector of  $\vec{AO}$ .  
As we are travelling against the arrow, the vector changes sign.  
Therefore  $\vec{AO} = -\vec{b}$

c) State the vector of  $\vec{OM}$ .  
As  $\vec{AC}$  is parallel and equal in length to  $\vec{OB}$ , it has the vector value of  $\vec{a}$ . M is the midpoint of  $\vec{AC}$ .  
Therefore  $\vec{OM} = \vec{b} + \frac{1}{2}\vec{a}$



**Parallel lines of different lengths** have a **multiple** of the vector.

For two vectors to form a **straight line** they must have vector values which are **multiples of one another** and must have a **common point**.

C is the point such that OC:CA = 4:1  
M is the midpoint of AB.  
D is the point such that OB:OD = 3:4  
Show that C, M and D are on the same straight line.

$\vec{CA} = \frac{1}{5}\vec{OA}$   
 $= \frac{1}{5}(5\vec{a})$   
 $= \vec{a}$

$\vec{CM} = \vec{CA} + \vec{AM}$   
 $= \vec{a} + \frac{1}{2}(-5\vec{a} + 3\vec{b})$   
 $= \vec{a} - 2.5\vec{a} + 1.5\vec{b}$   
 $= -1.5\vec{a} + 1.5\vec{b}$

$\vec{MD} = \vec{MB} + \vec{BD}$   
 $= \frac{1}{2}(-5\vec{a} + 3\vec{b}) + 4\vec{b}$   
 $= -2.5\vec{a} + 1.5\vec{b} + 4\vec{b}$   
 $= -2.5\vec{a} + 5.5\vec{b}$

C, M and D are on a **straight line** as CM and MD are **multiples of one another** and have the **common point** of M.

HOME LEARNING TASKS (some of these codes contains topics not included in the knowledge organiser)	
Task Description	Done?
U767,U604,U950,U221,U373 – Circles and sectors	
U786,U174,U484,U915,U116,U617 – Volume of different shapes	
U790,U551,U112,U866,U578 – Congruence and similarity	
U989,U667,U769 – Graphs of quadratic functions	
U980,U593,U229,U598,U487,U455 – Graphs of other functions and transforming graphs	
U800,U882 – Gradients and areas of non-linear graphs	
U760,U757,U547,U836,U875 – Solving simultaneous equations	
U525,U107 - Bearings	
U675,U181,U191 – Change the subject of a formula	
U707,U281 – Rationalise the denominator (Higher only)	
U103,U437,U294,U685,U457,U824 – Algebraic fractions	
U637,U895,U448,U996 - Functions	
U640,U407,U364,U138 – Direct and inverse proportion	

# Chemistry Year 11 Block 2 – Organic Chemistry

TERM FOCUS – Organic Chemistry & Chemical Analysis

Big Ideas – How can we make crude oil useful?

How can we test for different substances?

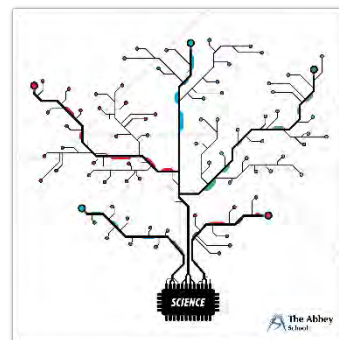
What affects the composition of the atmosphere?

## Prior Learning Links

1. KS3 – Atoms, Elements and Molecules
2. KS3 – Separating Mixtures
3. KS3 – Properties of elements and compounds
4. KS3 – Atmosphere

## Future Learning Links

1. A level Chemistry – Organic Chemistry



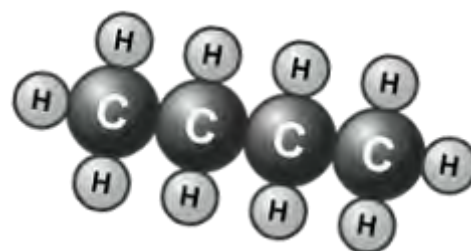
## 1. What are alkanes?

Red

Amber

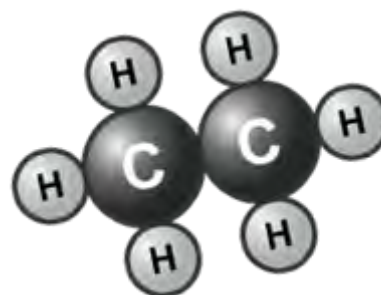
Green

Number of carbon atoms	Start of name
1	Meth (mice)
2	Eth (eat)
3	Prop (peanut)
4	But (butter)
5	Pent
6	Hex
7	Hept
8	Oct
9	Non
10	Dec



Butane

Ethane



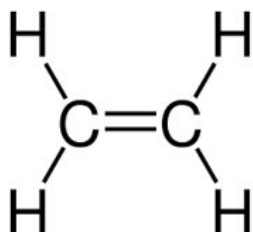
## 2. What are alkenes?

Red

Amber

Green

Alkenes have a double bond. This means they are unsaturated.



## Properties of alkenes

- High boiling points
- **Flammable**
- **Volatile** - they easily turn into a gas

## 3. What reactions do alkanes and alkenes undergo?

Red

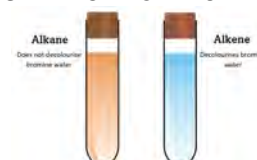
Amber

Green

### Combustion reaction

Fuel + oxygen → carbon dioxide + water.

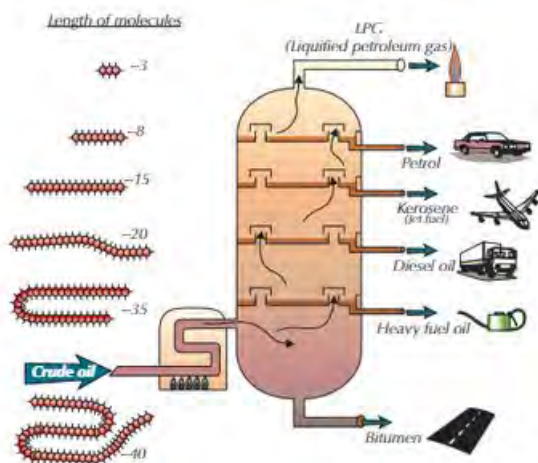
Distinguishing between alkanes and alkenes – The Bromine Water Test





#### 4. How is crude oil separated into useful products?

Red Amber Green

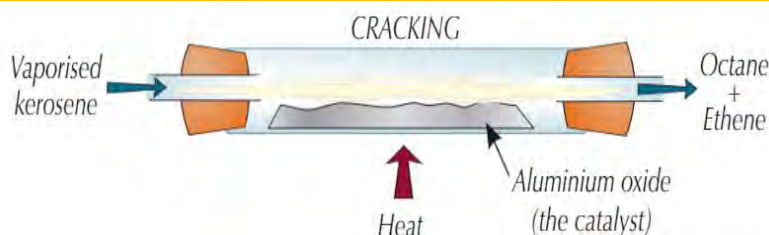


Crude oil must firstly be refined in an oil refinery.

- The hydrocarbons are separated into groups called fractions.
- Each fraction contains compounds with a similar number of carbon atoms

#### 5. What is cracking?

Red Amber Green



**Catalytic cracking** - the vapours are passed over a hot catalyst.

**Steam cracking** - the vapours are mixed with steam and heated to a very high temperature.

Cracking breaks the less useful bigger hydrocarbon molecules into smaller more useful hydrocarbons.

Cracking is when we use heat to break down large alkane molecules into smaller molecules. This is called a thermal decomposition reaction.

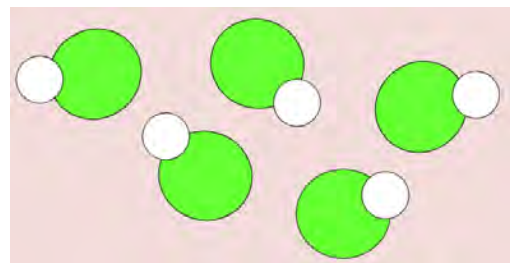
#### 6. How do we know if a substance is pure?

Red Amber Green

##### Pure substances

In chemistry, a pure substance is defined as;  
One that is made up of just one substance.  
The substance can be either an element or a compound.

**Formulation:** A formulation is a mixture that has been designed to produce a useful product.

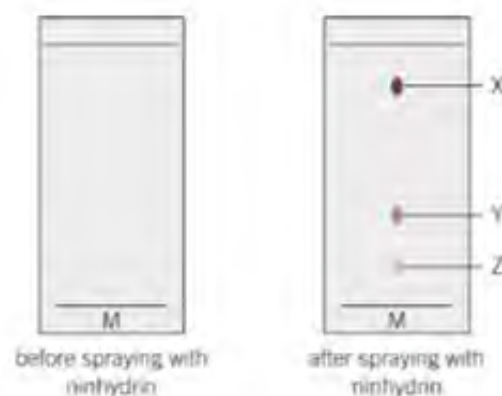


#### 7. How can paper chromatography separate substances?

Red Amber Green



Paper Chromatography is used to separate mixtures of soluble substances in a solution. Paper chromatography works on the principle that some substances are more soluble than others in a solvent. This is used to separate food colourings, inks and dyes.



## 8. How can paper chromatography be used to analyse a mixture of food colourings?

Red

Amber

Green

**Independent variable** – the variable that is altered during a scientific experiment.

**Dependent variable** – the variable being tested or measured during a scientific experiment.

**Controlled variable** – a variable that is kept the same during a scientific experiment.

Food colouring	Distance travelled in mm		Rf value
	Solvent	Spot	
A			
B			
C			
D			

## 9. How can we identify different gases?

Red

Amber

Green

### Test for hydrogen

If you hold a lit splint at the open end of a test tube containing hydrogen, you'll get a "squeaky pop". (The noise comes from the hydrogen burning quickly with the oxygen in the air to form  $H_2O$ .)

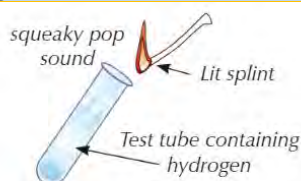


Figure 3: Testing for hydrogen.

### Test for carbon dioxide

If you make a solution of calcium hydroxide in water (called limewater) and bubble gas through it, the solution will turn cloudy if there's carbon dioxide in the gas. The cloudiness is caused by the formation of calcium carbonate.

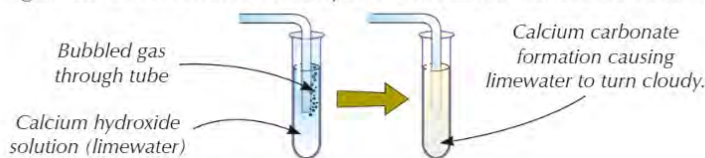


Figure 5: Testing for carbon dioxide.

### Test for chlorine

Chlorine ( $Cl_2$ ) bleaches damp litmus paper, turning it white (it may turn red for a moment first though — that's because a solution of chlorine is acidic.)



Figure 1: Testing for chlorine gas.

### Test for oxygen

To test for oxygen, put a glowing splint inside a test tube containing the gas. If oxygen is present it will relight the glowing splint — see Figure 2.

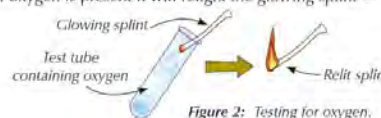


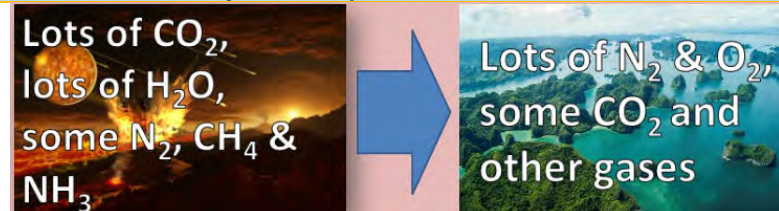
Figure 2: Testing for oxygen.

## 10. How did today's atmosphere evolve?

Red

Amber

Green



### Today's atmosphere:

78% nitrogen

21% oxygen

1% other gases (including carbon dioxide)

### The Early atmosphere

Was formed due to the gases produced by volcanic activity. It contained:

Lots of carbon dioxide

Lots of water vapour

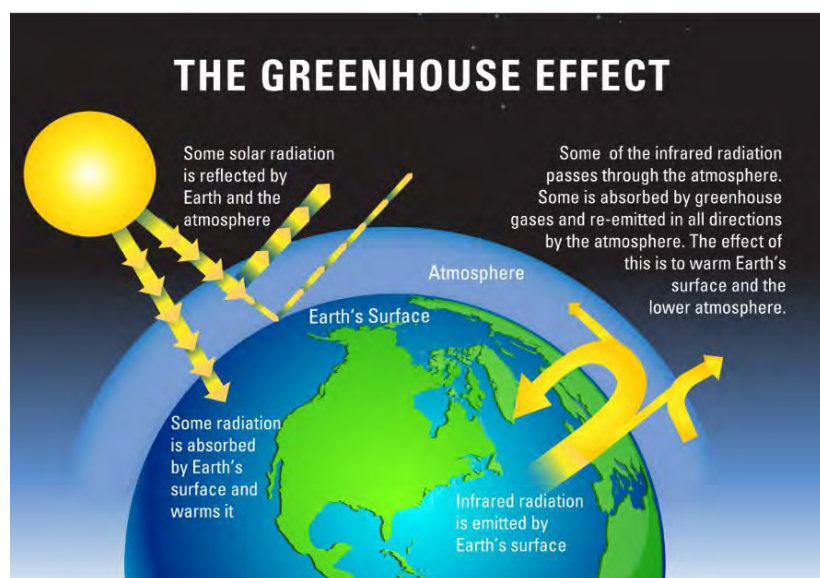
Small amounts of methane, nitrogen and ammonia

## 11. What is the greenhouse effect?

Red

Amber

Green



### The greenhouse effect

What human activities contribute to increases greenhouse gases?

- Carbon dioxide – combustion / deforestation
- Methane – farming, compost heaps / landfill
- Water vapour – combustion



## 12. What is a carbon footprint?

Red

Amber

Green

**Carbon footprint**

A carbon footprint is the measure of the amount of carbon dioxide **and other greenhouse gases** that are released over the full life cycle of something.

## 13. What are the causes of air pollution?

Red

Amber

Green

**Causes of air pollution and its effects**

Pollutant	Cause	Effect
Carbon dioxide	combustion of fossil fuels	adds to the greenhouse effect increasing global warming and climate change
Carbon monoxide	incomplete combustion of fossil fuels	CO poisoning which lowers the blood's ability to carry oxygen
Nitrogen oxides	reaction of $N_2 + O_2$ at high temperature in car engines	acid rain damages lakes, trees, soil and buildings
Sulphur dioxide	burning fuels (due to sulphur impurities)	acid rain damages lakes, trees, soil and buildings
Particulates	soot and pieces of unburnt hydrocarbon fuel from incomplete combustion	global dimming, smog, breathing problems such as asthma and lung disease

**HOME LEARNING TASKS****Task Description****Done?**

1. Draw these alkanes and give their formulae; Methane, Ethane, Propane, Nonane.

2. Draw these alkenes and give their formulae; Methene, Ethene, Propene, Nonene.

3. Draw and label a Fractional Distillation column.

Explain the two different types of cracking and what they are used for.

4. Give five examples of air pollution and explain their effects on the environment.

5. Explain how the atmosphere of the Early Earth has changed to become today's atmosphere.

# Biology Year 11 Block 2 – Variation

**TERM FOCUS – Organic Chemistry & Chemical Analysis**

## Big Ideas – How can we make crude oil useful?

## How can we test for different substances?

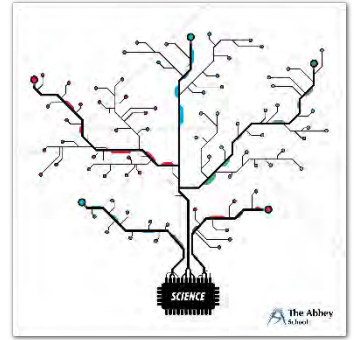
## What affects the composition of the atmosphere?

## Prior Learning Links

1. KS3 – Continuous and discontinuous variation
2. KS3 – Genetics
3. KS3 – Evolution
4. KS3 – Food Chains

## Future Learning Links

1. A level Biology Classification
2. A level Genetics



## 1. Why are we different from one another?

Red

## Amber

## Green

## Variation

The difference in characteristics within a species.

## Genetic variation

Characteristics determined by genes inherited from parents.

Organisms get some genes from the mother, and some genes from the father.

This combination of genes causes genetic variation.

## Environmental variation

Any difference caused by the environment an organism lives in.

## Mutations

A mutation is a spontaneous change in an organism's DNA.

## 2. How does evolution happen?

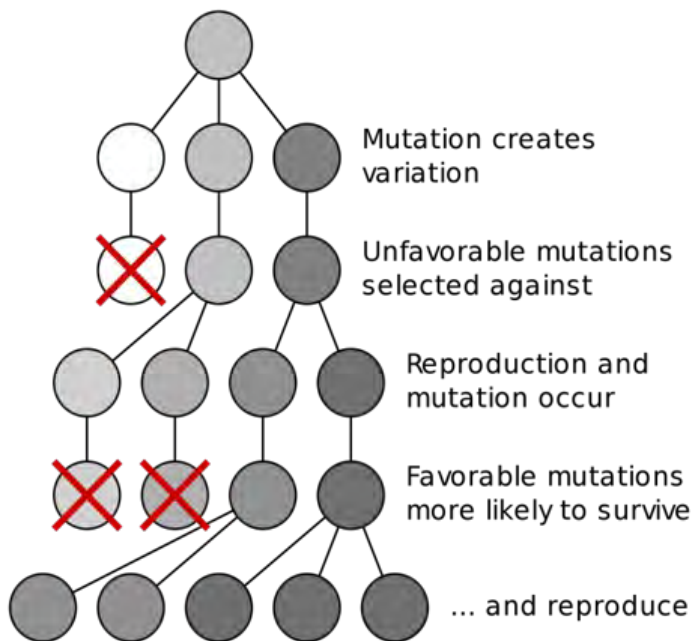
Red

## Amber

## Green

## The theory of evolution

All of today's species have evolved from simple life forms that first started to develop over three billion years ago.



## HUMAN EVOLUTION



### 3. Why do humans use selective breeding?

Red

## Amber

## Green



## Selective breeding

When humans artificially select the plants or animals that are going to breed so that the genes for a particular characteristic remain in the population.

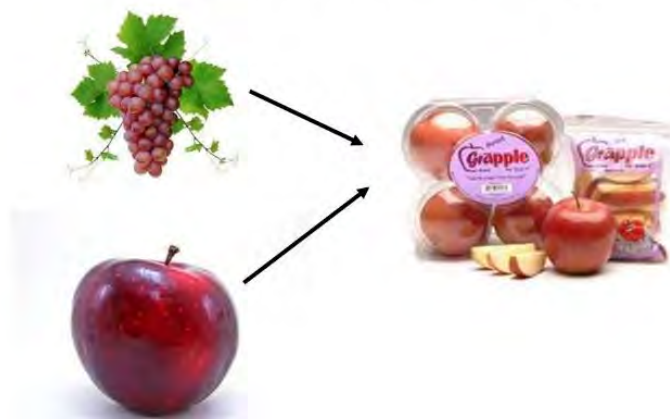
#### 4. How can desired characteristics be manipulated?

Red

Amber

Green

2. Grape + apple = grapple. The fruit tastes like grapes and looks like apple.



### Genetic engineering

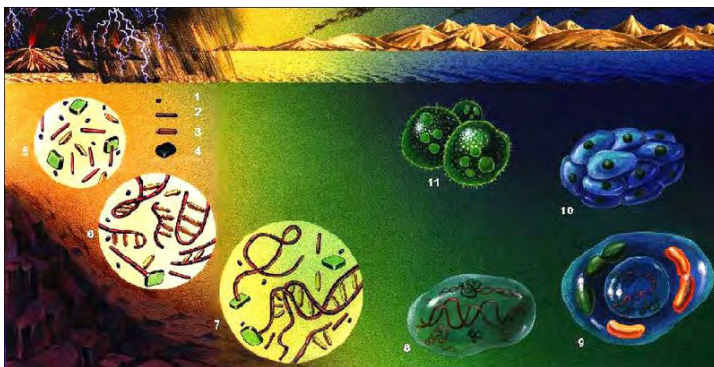
Transfer a gene responsible for a desirable characteristic from one organism's genome into another organism.

#### 5. How do fossil records provide evidence for evolution?

Red

Amber

Green



### Fossils

Fossils are the dead remains of plants and animals that have been turned into rock. They are formed over billions of years.

#### 6. How did the dodo become extinct?

Red

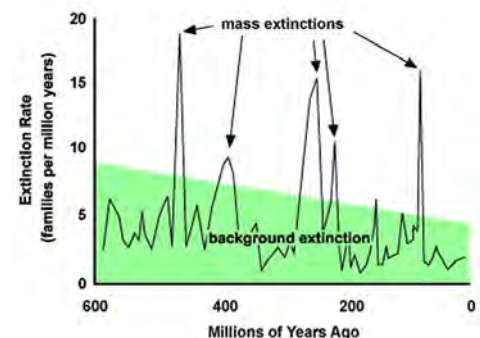
Amber

Green

Extinction is the permanent loss of all members of one species. Mass extinction, on the other hand, is the loss of many or most species on Earth, and it usually happens over several million years.

### Extinction

Extinction is when no living individuals of a species remain.



#### 7. Why is evolution important for the survival of the species?

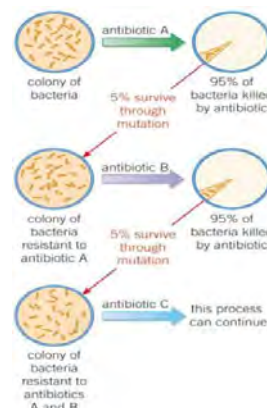
Red

Amber

Green

### Antibiotic resistance

Antibiotic resistant bacteria have developed a mutation that means they are no longer affected by a particular antibiotic.





## 8. How do we organise organisms based on their features?

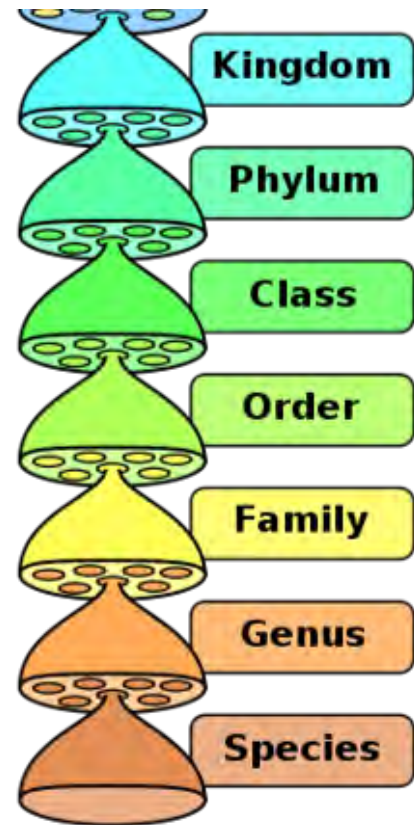
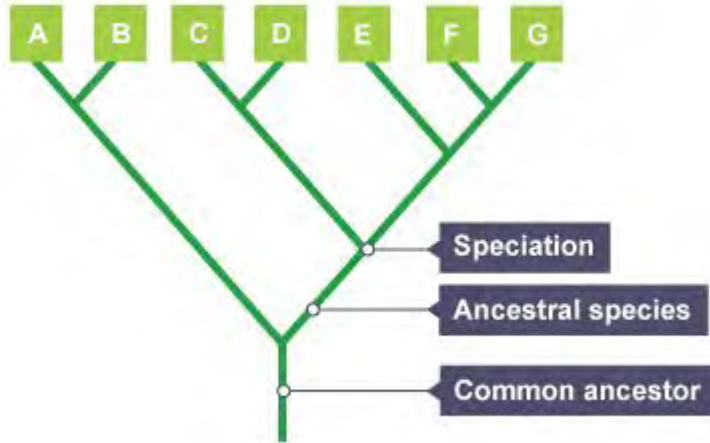
Red

Amber

Green

### Evolutionary trees

Evolutionary trees show how scientists think different species are related to each other.



## 9. What do organisms compete for?

Red

Amber

Green

### INTRA-SPECIFIC

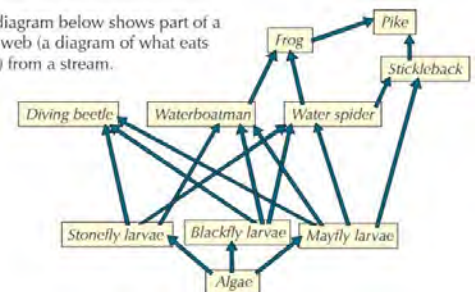
Competition between members of the same species.

<b>Habitat</b>	The place where an organism lives.
<b>Population</b>	All the organisms of one species living in a habitat.
<b>Community</b>	The populations of different species living in a habitat.
<b>Abiotic factors</b>	Non-living factors of the environment, e.g. temperature.
<b>Biotic factors</b>	Living factors of the environment, e.g. food.
<b>Ecosystem</b>	The interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of their environment.

### INTER-SPECIFIC

Competition between members of different species

The diagram below shows part of a food web (a diagram of what eats what) from a stream.



## 10. What external factors can affect a habitat?

Red

Amber

Green

### Abiotic factors

Are non-living factors that can affect a habitat.



Tree on its own



Trees inside a wood

### Biotic factors

Are living factors that can affect a habitat.

Introduction of a new predator or pathogen / competition.

Can also impact other populations due to interdependence.

## 11. How are organisms adapted to their environment?

Red

Amber

Green

Organisms need to have **special features** which help them to survive in their habitat. These special features are called **adaptations**.



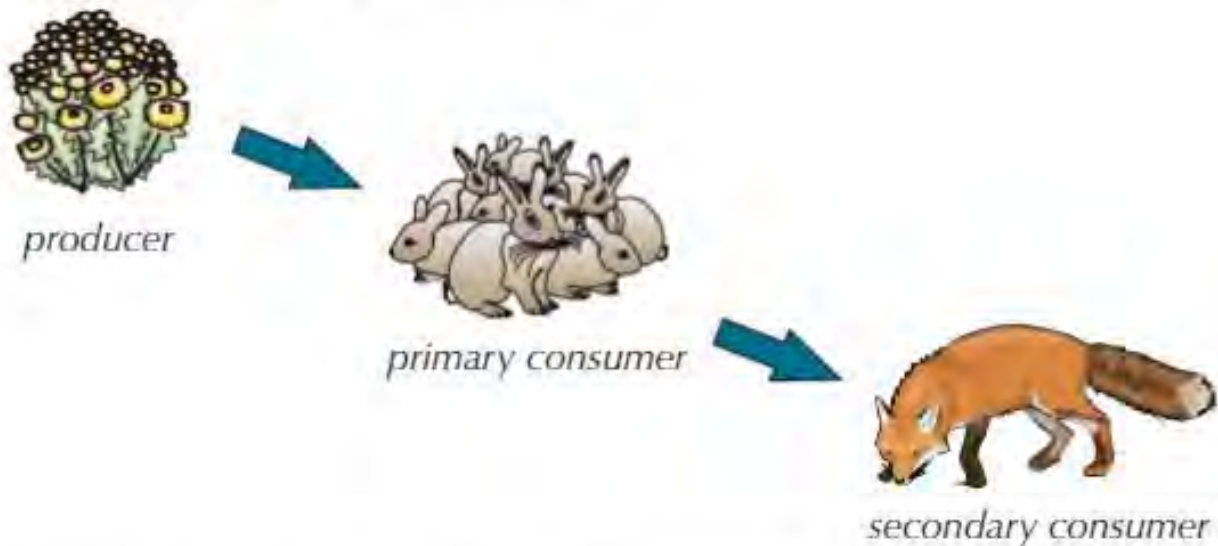
## 12. How do organisms survive in their environment?

Red

Amber

Green

Here's an example of a food chain:



5000 dandelions feed 100 rabbits, which feed 1 fox.

## HOME LEARNING TASKS

### Task Description

Done?

1. Draw a simple food chain including a producer, primary consumer, secondary consumer and a tertiary consumer.

2. What is the difference between genetic variation and environmental variation?

3. Explain how cows can be selectively bred for desirable characteristics.

4. Explain the difference between selective breeding and genetic engineering.

5. State the original theory of evolution and explain how the modern day theory of evolution is more complex than Darwin's original theory.

# Physics Year 11 Block 2 – Electromagnetism

TERM FOCUS – Electromagnetism

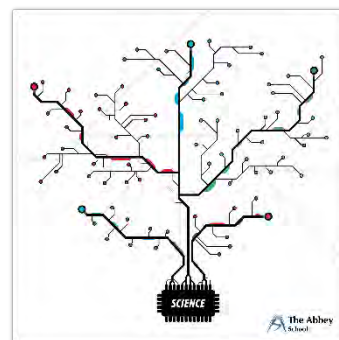
Big Ideas – What are the effects of magnetic fields?

## Prior Learning Links

1. KS3 – Forces
2. KS3 – Magnetic fields
3. KS3 - Electromagnetism

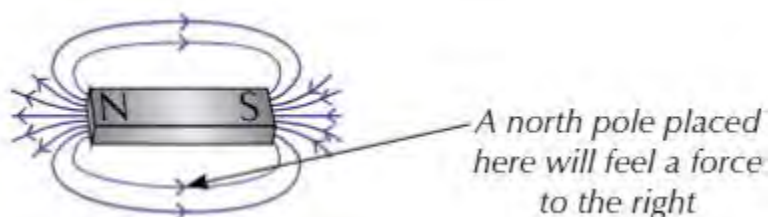
## Future Learning Links

1. A Level Physics – electricity and magnetism
2. Applied Sciences
3. Electromagnetic appliances in the home
4. Electromagnets within the world of work



## 1. What are magnetic fields? (Grades 4 – 6)

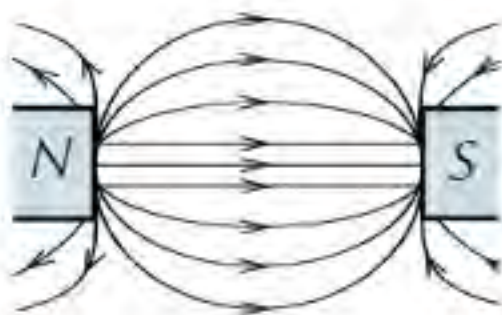
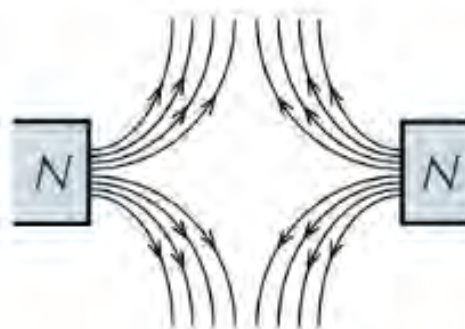
**Red** **Amber** **Green**



A magnet has a field surrounding it that can be used to attract magnetic materials, making them into induced magnets. The magnet will point towards North if it is allowed to move freely.

Where two like magnetic fields are brought together (north to north OR south to south), the field lines will push against each other causing the magnets to repel one another.

This repelling can be felt as a force, it can also be used to make objects levitate for example in the bullet trains of Japan, creating a friction free way to travel.



When two unlike magnetic fields are brought together, the field lines will pull towards each other, creating a force of attraction.

This attraction can be used to hold things together e.g. clasps on bags and the seal around the door of a fridge.

# INCS

The four magnetic materials are:

Iron  
Nickel  
Cobalt  
Steel

Remember: INCS

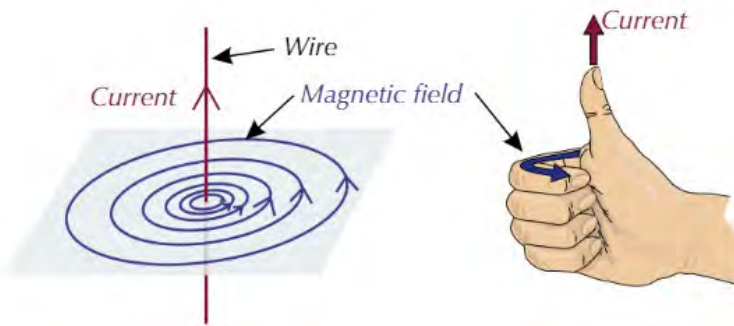


## 2. Is it only magnets that have magnetic fields? (Grades 5 – 8)

Red

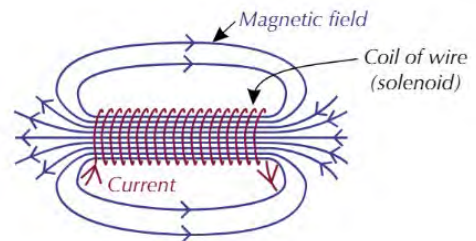
Amber

Green



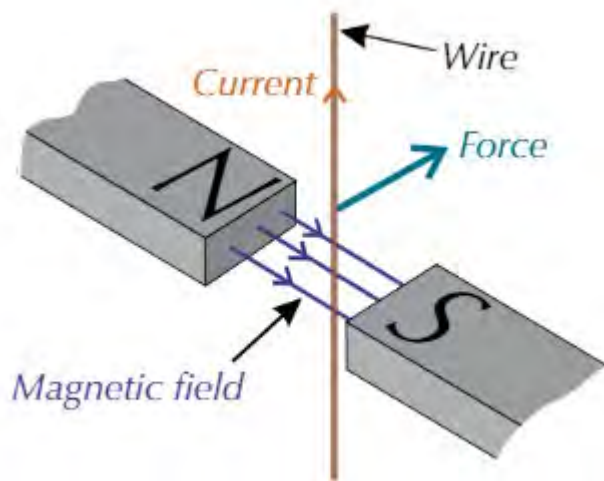
A wire that is carrying a current can induce or cause a magnetic field. The magnetic field is at right angles to the wire and travels around it in a coil.

If the wire is coiled around, then the shape of the magnetic field becomes like a bar magnet. The coil of wire is known as a solenoid. This kind of component can be used to attract other objects that are made of magnetic materials. For example cranes that pick up and drop cars or magnetic door locks. The useful feature is that the magnet only works when the current is turned on, so the magnet can be turned on and off by closing or opening the circuit.



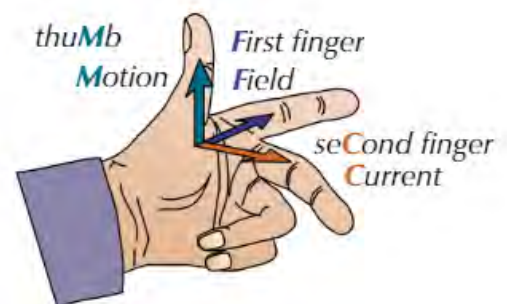
### 3. How can magnetic fields cause motion (Grades 5 – 9)

Red Amber Green



When a current carrying wire is placed into a permanent magnet's field, there is a force felt on the wire. This is because the magnetic field of the magnet repels the magnetic field of the wire.

To work out the direction of the force, use Fleming's left hand rule. The **F**irst **F**inger represents the **F**ield of the permanent magnet. The **S**e**C**ond finger represents the direction of the **C**urrent in the wire and the **T**hu**M**b represents the force or **M**otion that is made.



#### Higher Tier Only

The force that is felt by the wire can be calculated using the formula:

$$\text{Force} = \text{Magnetic Field Strength} \times \text{Current} \times \text{Length}$$

$$F = BIl$$

Force,  $F$  – measured in Newtons

Magnetic field strength,  $B$  – Measured in Teslas

Length of wire in the magnetic field,  $\ell$  – Measured in metres

Worked example:

A 10 cm length of wire carrying a current of 3 A sits inside a magnetic field. The current flows at  $90^\circ$  to the direction of the magnetic field. It experiences a force of 0.12 N from the motor effect.

Calculate the magnetic flux density of the magnet.

First, convert the length into metres.

$$\ell = 10 \text{ cm} = 0.1 \text{ m}$$

You're looking for the magnetic flux density, so rearrange  $F = BIl$  to find  $B$ , then substitute in the values you're given.

$$F = BIl, \text{ so } B = F \div (I \times \ell)$$

$$= 0.12 \div (3 \times 0.1) = 0.4 \text{ T}$$

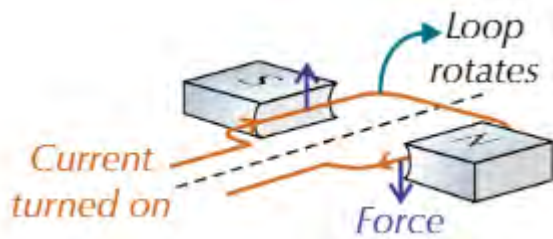


#### 4. What are the uses of electromagnetic fields for motion? (Grades 5 – 9)

Red

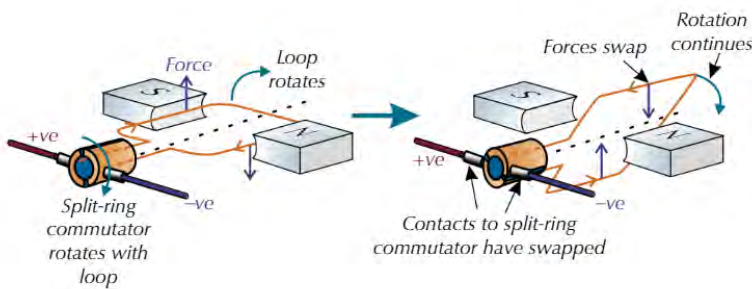
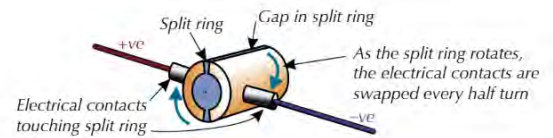
Amber

Green



When a loop of wire is placed into a magnetic field, the force on the wire is different on each side of the loop.

After half a rotation, the wire would be vertical and there would be no force acting on the coil. A split ring commutator is used to change the direction of the current so that the motion can continue.



Each swap in the direction of the current caused by the split ring commutator, causes more motion in the coil of wire. This is an electric motor.

#### HOME LEARNING TASKS

##### Task Description

Done?

Learn and recall the four magnetic materials using look cover write check to help.

Draw from memory the magnetic field for:

- A bar magnet
- Two repelling magnets
- Two attracting magnets

Use Fleming's Left Hand Rule to prove the direction of the force on the wire shown in the first diagram of lesson 3.

Recall and describe the direction of a magnet field that surrounds a current carrying wire.

Calculate the force on a wire if it is in a magnetic field for 5cm and the magnet has a field strength of 0.8T when the current is:

- 5A
- 0.1A
- 3.7A

Use Fleming's left had rule to prove that the coil of wire in a motor is pushed in opposite directions for each of the sides of the loop.

## R.E. Year 11 Short Course Term 3 – Religion Peace & Conflict

In this unit, you will explore religious and ethical perspectives on violence, war, and peace, with a focus on contemporary issues like terrorism, nuclear weapons, and pacifism. You will examine concepts such as Just War Theory, holy war, and peace-making, alongside religious responses to victims of war. You will also investigate contrasting views within Christianity and other belief systems, applying these to modern conflicts and ethical debates. Through this unit, you will develop skills in critical thinking, ethical reasoning, and argument evaluation, as well as the ability to apply religious teachings to real-world issues and articulate diverse perspectives.

### Prior Learning Links

- Study of Religions & Themes Year 9-11

### Future Learning Links

- Year 11 Term 4 Study Religious Themes (Relationships & Families)

## KEY VOCABULARY

### Religion & Conflict Core Vocabulary

1. **Advocate** - To publicly support or recommend a particular cause or policy.
2. **Arbitrary** - Based on random choice or personal whim, rather than reason or a system.
3. **Criteria** - Standards or principles by which something may be judged or decided.
4. **Deterrent** - Something that discourages or is intended to discourage someone from taking action.
5. **Ethical** - Relating to moral principles or the branch of knowledge dealing with these.
6. **Impartial** - Treating all rivals or disputants equally; fair and just.
7. **Legitimacy** - Conformity to the law or rules; the quality of being justifiable or acceptable.
8. **Philosophical** - Relating to the study of fundamental questions about existence, reason, and ethics.
9. **Rationale** - A set of reasons or a logical basis for a course of action or belief.
10. **Sustain** - To strengthen or support physically or mentally; to keep up or maintain over time.

### Religion & Conflict Key Terms

1. **Albert Schweitzer** - A Christian theologian and doctor, known for his humanitarian work and philosophy of "reverence for life," particularly in the context of war and peace.
2. **Atomic Bomb** - A nuclear weapon that uses atomic reactions to release massive amounts of energy, used in warfare during WWII.
3. **BBC (British Broadcasting Corporation)** - A public service broadcaster in the UK that covers various social and political topics, including discussions of war and peace.
4. **Christian Aid** - A charity organization that works to help the victims of war, poverty, and disasters, inspired by Christian teachings.
5. **Cold War** - A period of tension between the Soviet Union and the United States, marked by ideological conflict and the threat of nuclear war.
6. **Confucianism** - A philosophical and ethical system based on the teachings of Confucius, which emphasizes peace, social harmony, and moral values.
7. **David Cameron** - A former UK Prime Minister who supported military interventions, including in Libya, raising debates about violence and interventionism.
8. **Disarmament** - The reduction or withdrawal of military forces and weapons, often discussed in the context of nuclear weapons.
9. **Just War Theory** - A doctrine that outlines the conditions under which war can be morally justified, including criteria like just cause and proportionality.
10. **Jus in Bello** - Latin for "justice in war," this principle concerns the morality of actions taken during warfare, such as the treatment of civilians.
11. **King David** - A biblical figure, often cited in discussions of holy wars and religious justification for conflict in Jewish and Christian traditions.
12. **Korean War** - A war between North and South Korea (1950-1953), often discussed in the context of Cold War tensions and religious influences.

13. **Lutheranism** - A branch of Christianity that can provide perspectives on peace and violence, particularly through the teachings of Martin Luther.
14. **Mahatma Gandhi** - An Indian leader who advocated for nonviolent resistance (satyagraha) in the face of colonial violence.
15. **Mediation** - The process of intervening in a dispute to help the parties reach a peaceful agreement, often emphasized in religious teachings on reconciliation.
16. **Moses** - A central figure in Judaism, Christianity, and Islam, whose actions during the Exodus are sometimes interpreted in the context of liberation and justice in war.
17. **Nuclear Deterrence** - A military strategy where the threat of using nuclear weapons is intended to prevent attacks by other nations.
18. **Papal Encyclicals** - Official letters or teachings issued by the Pope, often addressing social issues like war, peace, and justice.
19. **Pacifism** - The belief that war and violence are unjustifiable, with a strong focus on peaceful solutions to conflict.
20. **Peacekeeping** - Efforts by international organizations, like the United Nations, to maintain peace and prevent the escalation of conflicts.
21. **Pope John Paul II** - A Pope who spoke out against violence, war, and the arms race, advocating for peace and human rights.
22. **Proportionality** - A principle in Just War Theory stating that the violence used in war must be proportional to the injury suffered.
23. **Reconciliation** - The restoration of friendly relations after conflict, often a key theme in Christian and other religious responses to war.
24. **United Nations** - An international organization that promotes peace, security, and cooperation among member nations, often involved in peacekeeping and conflict resolution.
25. **Vatican** - The center of the Roman Catholic Church, which has historically been involved in peace-making efforts and advocating for ethical responses to war.

#### 1. What is the significance of peace in religious and ethical teachings?

Red

Amber

Green

Can you explain the meanings of peace in religious contexts?

Can you identify how peace is linked to justice, forgiveness, and reconciliation?

Are you able to provide examples of how religious teachings promote peace?

#### 2. What makes a war just or holy?

Red

Amber

Green

Can you outline the criteria of Just War Theory?

Are you able to explain the concept of a Holy War in different religious traditions?

Can you evaluate whether a specific conflict meets the criteria for being just?

#### 3. What are the moral and ethical responses to violence and terrorism?

Red

Amber

Green

Can you define violence and terrorism from religious and ethical perspectives?

Are you able to explain religious teachings on the use of violence and protest?

Can you discuss contemporary examples of religious responses to terrorism?

#### 4. Why do wars occur, and what are the reasons given for them?

Red

Amber

Green

Can you identify and explain reasons for war such as greed, self-defence, and retaliation?

Are you able to explore how these reasons are viewed from religious perspectives?

Can you compare contrasting views on the causes of war in modern society?

5. What is pacifism, and how is it applied in real-life situations?	Red	Amber	Green
Can you define pacifism and its role in religious and ethical teachings? Are you able to identify key individuals or groups that have promoted pacifism? Can you evaluate the strengths and weaknesses of pacifism in conflict resolution?			
6. How do religions address the ethical issues surrounding nuclear weapons?	Red	Amber	Green
Can you explain the religious arguments for and against nuclear weapons? Are you able to describe the concept of nuclear deterrence and its criticisms? Can you discuss the role of religious leaders in advocating for disarmament?			
7. What are weapons of mass destruction, and how are they viewed in religious teachings?	Red	Amber	Green
Can you explain what weapons of mass destruction are and their implications? Are you able to outline religious teachings on their use and impact? Can you analyse whether these teachings influence modern policies?			
8. How do religions respond to victims of war?	Red	Amber	Green
Can you describe the work of religious organisations that support victims of war? Are you able to explain how concepts like reconciliation and forgiveness help victims? Can you evaluate the effectiveness of religious responses in post-conflict situations?			
9. How do religious teachings influence attitudes toward war and peace in modern conflicts?	Red	Amber	Green
Can you identify examples of modern conflicts where religion played a role? Are you able to explain how religious groups work to mediate or resolve conflicts? Can you assess the impact of these teachings on contemporary global issues?			
10. How do themes like justice and reconciliation shape religious perspectives on war?	Red	Amber	Green
Can you define justice and reconciliation in the context of war? Are you able to link these themes to religious responses to conflict? Can you give examples of reconciliation efforts led by religious individuals or groups?			
11. How do contemporary British views on violence and pacifism vary?	Red	Amber	Green
Can you explain contrasting British views on violence, pacifism, and war? Are you able to compare these views to religious teachings on the same issues? Can you evaluate how societal values influence attitudes towards war and peace?			
12. What role do international organisations play in promoting peace?	Red	Amber	Green
Can you describe the role of the United Nations and other groups in peacekeeping? Are you able to explain how religious groups contribute to international peacemaking? Can you analyse the effectiveness of these efforts in resolving conflicts?			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>			<b>Done?</b>
<b>Create a Concept Map</b> Create a concept map linking the key terms "peace," "justice," "forgiveness," and "reconciliation." Include examples from religious teachings and contemporary conflicts to illustrate how these ideas connect.			
<b>Just War Criteria Analysis</b> Research a modern conflict (e.g., the Iraq War or the Ukraine conflict). Write a short analysis of whether this conflict meets the criteria of Just War Theory. Explain your reasoning in no more than 200 words.			
<b>Role of Pacifism</b> Write a letter to a fictional government official arguing for or against pacifism as a national policy. Use examples from religious teachings and historical pacifist movements, such as Gandhi's nonviolent resistance.			
<b>Religious Organisation Case Study</b> Research a religious organisation like Christian Aid or Islamic Relief. Summarise their work in helping victims of war in no more than 150 words. Discuss how their efforts reflect religious teachings on reconciliation and peace.			
<b>Debate Preparation</b> Prepare for a class debate on the topic: "Nuclear weapons are necessary for global security." Write a list of three arguments for and three against, supported by religious or ethical perspectives			
<b>Design a Peace Campaign</b> Design a poster or social media campaign promoting reconciliation after war. Use quotes from religious teachings, ethical principles, and examples of successful peace-making initiatives to support your message.			



# Knowledge Organiser

## Hospitality & Catering Year 11

Term 3  
2024/25



**The Abbey**  
School



# Subject Year 11 Term 3 – Theme: Unit 1

Term Focus – Revision for June exam

Standards and ratings 1-1.1.1

Types of Hospitality and catering provisions 1-1.1.1

Types of service in commercial and non-commercial provisions 1-1.1.1

Types of employment roles and responsibilities within the industry 1-1.1.2

Personal attributes, qualifications and experience 1-1.1.2

## Prior Learning Links

- WJEC Hospitality and Catering

## Future Learning Links

- WJEC Hospitality and Catering



## KEY VOCABULARY

KEY WORDS	KEY SUBJECT TERMINOLOGY
<b>Accommodation/residential</b> <b>Establishment</b> <b>Facilities</b> <b>Cuisine</b> <b>Catering</b> <b>Hospitality</b> <b>Hotel</b> <b>Guest house</b> <b>Bed and Breakfast</b> <b>Motels</b> <b>Concierge</b> <b>Valet</b> <b>Room service</b> <b>Café</b> <b>Bistro</b> <b>Restaurant</b> <b>Plongeur</b>	<b>Star ratings</b> <b>AA Rosette award</b> <b>Michelin Star</b> <b>Good food guide</b> <b>Commercial</b> <b>Non Commercial</b> <b>Residential</b> <b>Non Residential</b> <b>Profit making</b> <b>Non-profit making</b> <b>Pop up</b> <b>Conference and function service</b> <b>Front of house</b> <b>Kitchen brigade</b> <b>Housekeeping</b>

## 1. What are the standards and ratings awarded to providers?

Red

Amber

Green

### Hotels and guest houses

Hotels and guest houses standards are awarded and given star ratings. You should know what criteria is needed to be met for an establishment to receive each star rating.

**Star rating 1** = Basic and acceptable accommodation and facilities. Simple rooms with no room service offered.

**Star rating 2** = Average accommodation and facilities, a small establishment, and would not offer room service or have a restaurant.

**Star rating 3** = Good accommodation and facilities. One restaurant in the establishment, room service available between certain hours, and Wi-Fi in selected areas are provided. The establishment could have a pool and gym.

**Star rating 4** = Very good accommodation and facilities. Large hotel & reception area of a very good standard. Certain hours of room service, with a swimming pool and valet parking offered.

**Star rating 5** = Excellent standard of accommodation, facilities, and cuisine. Offer valet parking, 24 hr room service, spa, swimming pool, gym, and concierge service

## Restaurant standards

Restaurant standards have three main possible awards or ratings that you should know. They are listed below

### AA Rosette award

Ratings between **one and five rosettes** could be awarded based on the following:

- different types and variety of foods offered
- quality of the ingredients used
- where the ingredients are sourced
- how the food is cooked, presented and tastes
- skill level and techniques used as well as the creativity of the chef

### Michelin star

A rating between **one and three Michelin stars** could be awarded based on the following:

- quality of ingredients used
- cooking and presentation techniques
- taste of the dishes
- standard of the cuisine
- value for money

### Good food guide:

A rating **between one and 10** could be awarded based on the following:

- cooking skills
- quality of ingredients
- techniques and cooking skills shown

## 2. What are the two different types of service in Hospitality and catering?

Red

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Green

You must understand, be able to name, and explain the two different provisions in hospitality and catering.

**Commercial:** the business aims to make profit from the hospitality and catering provision that they provide.

**Non-commercial:** the service provider doesn't aim to make a profit from the service they provide.

### Food service

The different types of food services in the catering sector are listed below. You should know the meaning of each one and be able to provide examples.

#### **For instance** - **Table service**

- **Plate:** the food is put on plates in the kitchen and served by waiting staff. Good portion control and food presentation consistent.
- **Silver:** a waiter will transfer food from a serving dish to the customer's plate using a silver spoon and fork at their table.
- **Banquet:** a range of foods suitable for large catered events such as weddings, parties, or award ceremonies.
- **Family style:** the food is placed on serving bowls on the customer's table for customers to share between them.
  - **Gueridon:** is served from a trolley to the customer's table, the food is then cooked and/or finished and presented in front of the customer. Creates an atmosphere of sophistication and entertainment. Counter service
- **Cafeteria:** all types of food and drink are shown on a long counter for customers to move along with a tray for them to choose what they want to eat.
  - **Fast food:** the food and drink is displayed on a menu behind the counter, often with pictures. Quick, simple, and usually served with disposable packaging.
  - **Buffet:** a range of foods served on a big serving table where customers walk up to collect their plate and help themselves to food and drink. The food can be hot or cold, and some items could be served by waiting staff. Personal service
  - **Tray or trolley:** the meals are served on trays from a trolley and customers sometimes order items in advance.
  - **Home delivery:** the customer's order is made over the phone or online, and is then delivered by the business to their address.
  - **Takeaway:** food that's cooked by the business onsite and then eaten elsewhere.

### **Residential service**

Listed below are the different types of residential types of service in the hospitality and catering sector. You should know the different types of service offered in various hospitality provisions.

#### **Rooms:**

- single/ double/ king/ family
- suite (en-suite bath/ shower room, shared facilities).

Refreshments:

- breakfast/ lunch/ evening meal
- 24-hour room service/ restaurant available.

#### **Leisure facilities:**

- spa
- gym
- swimming pool.

#### **Conference and function facilities:**

- large rooms
- overhead projector and computer
- pens and paper provided
- refreshments available

### **3. What types of service are available in commercial and non-commercial provisions?**

Red

Amber

Green

You need to be able to understand and know the different types of service within commercial and non-commercial provision. They are split into two main categories of **food service and residential service**.

**Commercial (residential):** meaning the hospitality and catering provision aims to create a profit from the service they provide, but also offers accommodation.

For example:

- hotels, motels & hostels
- B&B, guest houses and Airbnb
- holiday parks, lodges, pods, and cabins
- campsites and caravan parks

**Commercial (non-residential):** catering establishments that aim to make a profit from their service, but no accommodation is provided.

For example:

- restaurants and bistros
- cafes, tea rooms and coffee shops
- takeaways
- fast food outlets
- public houses and bars
- airlines, cruise ships, long distance trains
- pop up restaurants
- food and drink provided by stadiums, concert halls and tourist attractions
- mobile food vans and street food trucks
- vending machines

#### **Non-commercial (residential):**

the hospitality and catering provision offers accommodation but does not aim to make a profit from the service they provide. For example:

- hospitals, hospices, and care homes
- armed forces
- prisons
- boarding schools, colleges, and university residences

### **Non-commercial (non-residential):**

catering establishments with no accommodation provided and don't aim to make a profit from their service.

For example:

- schools, colleges, and universities
- meals on wheels
- canteen in working establishments (subsidised)
- charity run food providers

## **4. What are the types of employment roles and responsibilities within the industry?**

Red

Amber

Green

There are four main areas within the industry that you should know the roles and responsibilities within. They are listed below:

### **Front of house**

- Front of house manager: oversees all staff at the restaurant, provides training, hiring of staff, and ensures good customer service
- Head waiter: oversees the waiting staff of the restaurant in high-end eating establishments
- Waiting staff: greets customers, shows them their table, takes food and drink orders from customers, and serves them their order. Makes sure customers' needs are met, and that the food order is made correctly.
- Concierge: advises and helps customers with trips and tourist attractions. Books taxis for customers and parks customer cars.
- Receptionist: takes bookings, deals with questions and complaints from customers, checks-in customers, takes payment, and provides room keys.

Maître d'hôte: oversees the service of food and drinks to customers. They greet customers, check bookings, reservations, and supervise waiting staff.

### **Kitchen brigade**

- Executive chef: in charge of the whole kitchen, developing menus and overlooking the rest of the staff.
- Sous-Chef: the deputy in the kitchen and is in charge when the executive chef isn't available.
- Chef de partie: in charge of a specific area in the kitchen.
- Commis chef: learning different skills in all areas of the kitchen. Helps every chef in the kitchen.
- Pastry chef: prepares all desserts, pastry dishes and bakes.
- Kitchen assistant: helps with the peeling, chopping, washing, cutting of ingredients, and helps washing dishes and stored correctly.
- Apprentice: an individual in training in the kitchen and helps a chef prepare and cook dishes.
- Kitchen porter/ plongeur: washes the dishes and other cleaning duties.

### **Housekeeping**

- Chambermaid: cleans guests' rooms when they leave, and restocks products that have been used, they also provide new bedding and towels.
- Cleaner: cleans hallways and the public areas of the establishment.
- Maintenance: repairs and maintains the establishment's machines and equipment, such as heating and air conditioning. These responsibilities could also include painting, flooring repair or electrical repair.
- Caretaker: carries out the day to day maintenance of the establishment.

### **Management**

- Food and beverage: responsible for the provision of food and drink in the establishment which will include breakfast, lunch, dinner, and conferences.
- Housekeeping: ensuring laundering of bed linen & towels, ordering of cleaning products and overseeing housekeeping staff duties.
- Marketing: promotes events and offers to increase custom at the establishment, and is responsible for the revenue of the business.

## 5. What specific personal attributes, qualifications and experience are required in the industry?

**You need to be able to know and understand the different personal attributes, qualifications and experience that an employer would look for to fulfil different job roles in the hospitality and catering industry.**

**Personal attributes** - The list below names the different personal attributes that employees could need to fulfil different jobs in the industry:

- Team player
- Organised
- Flexible
- Good communicator
- Friendly
- Calm under pressure
- Willingness to learn and develop
- Pleasant
- Hygienic
- Punctual
- Hardworking
- Reliable
- Approachable
- Good listener
- Leadership qualities
- Sense of humour
- Ability to be proactive
- Good attention to detail
- High standard of personal appearance.

### **Qualifications**

Apprenticeships and experience in the role or sector are two ways to fulfil certain job roles. Named below are some of the qualifications that could be required to fulfil certain jobs within the hospitality and catering sector.

Hospitality sector

- Level 1 Certificate in Business and Administration (office administration).
- Level 2 Certificate in Front of House Reception (hospitality and catering).
- Level 2 Diploma in Reception Operation and Services (hospitality and catering).
- GCSE English / Maths / Hospitality and Catering / Business / IT.
- Catering sector
- Diploma in Catering.
- NVQ Food preparation and cooking.
- Bachelor's degree/catering management.
- City & Guilds diplomas in professional cookery.
- BTEC HND in professional cookery.
- A foundation degree in culinary arts.
- Health and safety and food hygiene certificates/food hygiene
- Level 1/2 hospitality and catering.
- GCSE Food and Nutrition.
- Level 3 Food Science and Nutrition.
- First aid

### **HOME LEARNING TASKS**

Task Description	Done?
Revise for June exam using the knowledge organisers provided	
Practice long questions provided by teacher	



# Knowledge Organiser

Year 11  
Child Development

Term 3  
2024/25



**The Abbey**  
School

# Y11 Child Development Term 3 – BTEC Component 3

Term Focus – Re-cap in preparation for external exam

## Prior Learning Links

Understanding of all areas of development from Yr 9 Term 1.

## Future Learning Links

Re-cap Component 3 in preparation for external exam re-sit

## IMAGE

(please check copyright)

## KEY VOCABULARY

### KEY WORDS

**Bond** – an emotional tie between two people  
**Transitions** – changes in children’s lives  
**Navigate** – move with planned direction  
**Constructive** – intending to have a use or purpose  
 Interpreting something in a particular way  
**Self-concept** – the way people see themselves  
**Expression** – the action of making known one’s thoughts or feelings  
**Risk** – likelihood of an environment, activity or resource causing harm  
**Hazard** – potential for an environment, activity or resource to cause harm  
**Risk assessment** – a process of evaluating what might cause harm to people (the potential risks) and making sure things are in place to manage the risk and prevent harm  
**Accessibility** – how easy it is for an area to be reached or entered  
**Inclusive** – including everyone  
**Stimulation** – giving something interest, enthusiasm or excitement  
**Tolerance** – ability to put up with something without complaining about it, which might otherwise be annoying  
**Modify** – make changes to something

### KEY SUBJECT TERMINOLOGY

**Development** – The gaining of skills and knowledge over time  
**Social development** – forming relationships with people and exploring different environments such as forming attachments with their nursery worker, making friends and understanding the social norms of relationships such as sharing and turntaking  
**Physical development** – the changes, growth and skill development of the body including development and growth of fine and gross motor skills and the senses  
**Intellectual/cognitive development** – the growth of a child’s ability to think and reason, how they organize their minds, ideas and thoughts to make sense of the world they live in  
**Communication/language development** – the use and development of a child’s ability to use language and communication skills such as speaking, listening, body language, mark making and writing.  
**Emotional development** – forming relationships with people, expressing and managing emotions, and exploring different environments.  
**Milestone** – a stage or event in a process  
**Expected milestone** – development that is expected at a particular age  
**Areas of development** – the areas of development that learning is categorised into – SPICE.  
**Delayed gross motor skills** – the large movements of a child’s body are not progressing as quickly as other children of the same age  
**Delayed fine motor skills** – the small movements of a child’s hands and fingers are not progressing as quickly as other children of the same age.  
**Poor concentration levels** – when children find it difficult to focus on what they are doing and/or focus for long  
**Delayed literacy skills** – when a child’s reading and writing skills are not progressing to expected milestones of their age and stage of development  
**Age and stage appropriate** – resources chosen that are appropriate to the age and stage of play of the child they are being provided for

1. What can I do to ensure I achieve a good grade?	Red	Amber	Green
<p>Identify questions are usually multiple choice. You just need to pick out the right information. Make sure you read the question carefully. You may need to choose more than one answer.</p> <p>e.g.</p> <p>Identify one physical difficulty a child who uses a walking frame may have:</p> <ol style="list-style-type: none"> <li>May not understand rules in play</li> <li>May not be able to build new friendships</li> <li>May not cope with new routines</li> <li>May not use activities at different heights</li> </ol>			
2. What can I do to ensure I achieve a good grade?	Red	Amber	Green
<p>For state and give questions you will only need to write a few words or a short sentence for each mark in the question. E.g.</p> <p>State one safety consideration when children are playing outside in the sun.(1)</p> <p><i>They need to use sun screen.</i></p>			
3. What can I do to ensure I achieve a good grade?	Red	Amber	Green
<p>You need to give linked answers for explain questions. Give a point that answers the question to get 1 mark, then back up the point by explaining to get 2 marks. E.g.</p> <p>Explain one way to adapt a painting activity for a child with a visual impairment. (2)</p> <p><i>Provide the child with bright colours and thicker paint brushes (1) to enable them to participate in the activity as it will help them to see their work. (1)</i></p>			
4. What can I do to ensure I achieve a good grade?	Red	Amber	Green
<p>For discuss questions you need to consider different ways to answer the information in the question. You must use information from the case study in every point you make, so that everything in your answer is relevant to the individual in the question</p>			
5. What can I do to ensure I achieve a good grade?	Red	Amber	Green
<p>Complete questions involve filling in a table. You will need to recommend how the activities support the identified child by completing a table. Each of the three actions needs to relate to something in the case study</p>			
6. What can I do to ensure I achieve a good grade?	Red	Amber	Green
<p>Top tips for answering 6 mark questions:</p> <ol style="list-style-type: none"> <li>Use the case study – every point you makes needs to use information from the case study, so that your answer is relevant to the specific individual in the question.</li> <li>Consider different factors that are mentioned in the case study – try to talk about both positives and negatives if you can.</li> <li>Think about how the factors relate to each other – different factors will combine to impact people in different ways. Your answer should make it clear how they link together.</li> <li>Write in full sentences – you get marks for a well-developed discussion.</li> </ol>			
7. What can I do to ensure I achieve a good grade?	Red	Amber	Green
<p>What are learning and development needs and the factors that affect them?</p> <p>What is inclusion and what is the role of adults in keeping children safe?</p> <p>How can play activities be adapted to support learning? How do play activities help in the development of a child?</p>			
8. What can I do to ensure I achieve a good grade?	Red	Amber	Green
<p>Can you recall facts and explain them clearly and accurately when asked to?</p> <p>Do your answers demonstrate accurate knowledge and understanding and contain points relevant to the scenario given?</p> <p>Are your answers well-developed and logical, showing you have considered a range of different inter-relating aspects?</p>			
9. What can I do to ensure I achieve a good grade?	Red	Amber	Green
<ul style="list-style-type: none"> <li>Two hour exam paper</li> </ul>			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>			<b>Done?</b>
Past paper exam prep			
Revision			

# Knowledge Organiser

Year 11  
Geography

Term 3  
2024/25



**The Abbey**  
School

# Geography Year 11 Term 3 – Weather Hazards

Weather hazards occur when natural weather systems create conditions that threaten human life, property, and the environment. This topic explores the global systems influencing weather patterns, the formation and impacts of tropical storms, and the evidence for increasingly extreme weather in the UK. Students will examine the interplay between atmospheric processes, climate change, and human responses to these hazards, with real-world case studies to enhance understanding.



## Prior Learning Links

- Term 4 Year 7 Weather and Climate, and then year 8 Term 4 Climate Change.
- Flooding examined in Term 5 Year 7 in rivers topic
- Term 2 Y11 Tectonic Hazards

## KEY WORDS

- **Coriolis Effect:** The deflection of moving air or water caused by the Earth's rotation, influencing weather systems and the direction of winds.
- **Insolation:** The amount of solar radiation received by the Earth's surface, affecting temperature and weather.
- **Jet Stream:** High-altitude, fast-moving air currents that influence weather systems globally.
- **Ferrel, Hadley, and Polar Cells:** Circulatory patterns in the atmosphere that redistribute heat and shape global weather.
- **Typhoon:** A tropical storm occurring in the Northwest Pacific region.
- **Hurricane:** A tropical storm in the Atlantic and Northeast Pacific with sustained winds exceeding 74 mph.
- **Cyclone:** A term for tropical storms in the Indian Ocean and South Pacific.
- **Vortex:** A rotating mass of air, such as the center of a tropical storm or tornado.
- **Drought:** A prolonged period of below-average rainfall, leading to water shortages and environmental impacts.

## 1. How does the global atmospheric circulation system affect our weather?

Red

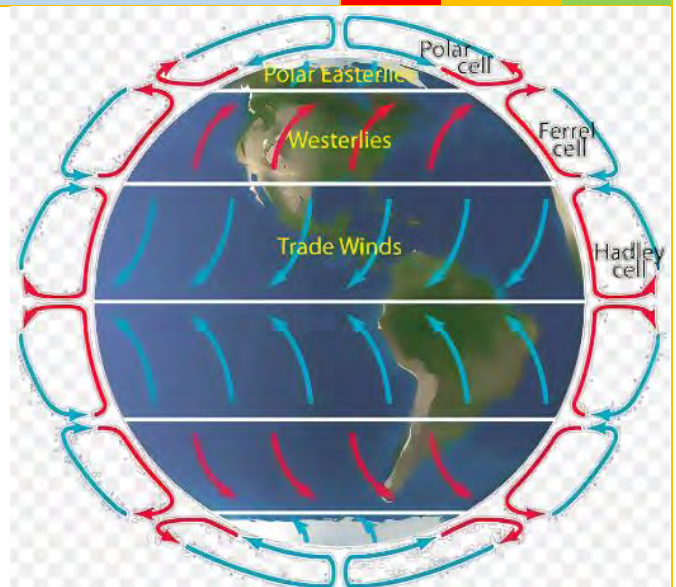
Amber

Green

### Global Atmospheric Circulation

The global atmospheric circulation system drives weather patterns by redistributing heat from the equator to the poles. It works through three main cells on each hemisphere: the Hadley, Ferrel, and Polar cells. These cells circulate air vertically and horizontally, creating high and low-pressure systems and influencing climate zones.

- **Hadley Cell:**
  - Warm air rises at the equator, creating low-pressure zones and heavy rainfall typical of tropical climates.
  - The air cools as it moves away from the equator and descends around 30°N/S, creating high-pressure zones and arid regions, like the Sahara Desert.





- **Ferrel Cell:**
  - Operates between 30° and 60°N/S, where warm air from the tropics meets cooler polar air.
  - The mixing creates variable weather, including mid-latitude depressions common in the UK.
- **Polar Cell:**
  - Cold air sinks at the poles, creating high-pressure zones.
  - This cold air moves towards 60°N/S, meeting warmer air and forming stormy low-pressure systems.

### Impact on UK Weather

- The UK is positioned at the boundary of the Ferrel and Polar cells. This results in changeable weather, including frequent rain, storms, and mild temperatures.
- The **jet stream**, a fast-flowing current of air near the tropopause, directs weather systems over the UK. When the jet stream moves south, the UK experiences colder, drier weather; when it shifts north, conditions are wetter and stormier.

## 2. Why don't we get tropical storms in the UK?

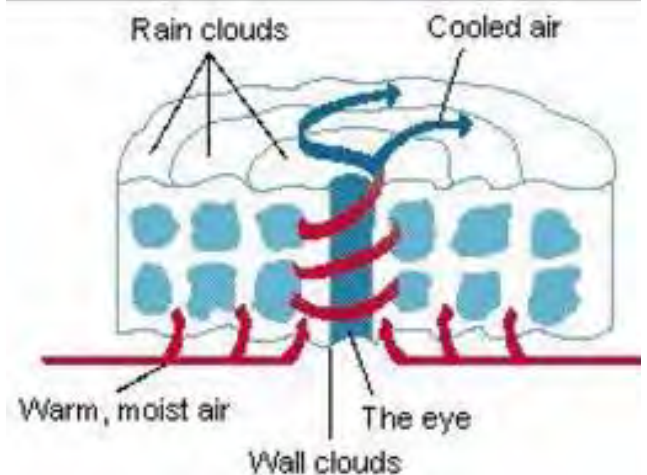
Red

Amber

Green

### What Are Tropical Storms?

Tropical storms, including hurricanes, typhoons, and cyclones, are intense low-pressure systems with sustained winds exceeding 74 mph. They form in tropical regions and are powered by the energy of warm, moist air rising from ocean surfaces.



- **Conditions for Formation:**
  - Sea surface temperatures must exceed 27°C.
  - The Coriolis Effect, strong near the equator, is necessary for storm rotation.
  - Low wind shear ensures the storm remains intact as it develops vertically.

### Why Not in the UK?

- UK sea temperatures are too cold to provide the heat energy required for tropical storms.
- The UK's latitude (above 50°N) results in weaker Coriolis forces, limiting the rotation needed to sustain a storm.
- Tropical storms weaken as they travel over cooler waters or land, so those forming in tropical regions rarely retain their strength when reaching the UK.

### Case Study: Typhoon Haiyan (2013)

- **Formation:** Originated in the Northwest Pacific, powered by exceptionally warm sea temperatures.
- **Impacts:**
  - Social: Over 6,000 deaths, displacement of millions.
  - Economic: Infrastructure damage and economic losses exceeding \$2.9 billion.
  - Environmental: Coastal flooding and destruction of mangroves.

### 3. How can you prepare for, and respond to, a tropical storm?

Red

Amber

Green

#### Impacts of Tropical Storms

Tropical storms cause widespread destruction, including:

- **Social Impacts:** Loss of life, injuries, homelessness, and disruption to communities.
- **Economic Impacts:** Damage to businesses, transport networks, and utilities. Reconstruction costs can cripple economies.
- **Environmental Impacts:** Coastal erosion, destruction of ecosystems, and pollution from storm surges.

#### Preparation Strategies

- **Monitoring and Forecasting:**
  - Satellites and advanced meteorological models predict storm paths and intensities.
  - Early warnings allow authorities to prepare and evacuate residents.
- **Infrastructure Planning:**
  - Building codes in vulnerable areas require reinforced structures.
  - Coastal defenses, like levees and sea walls, protect against storm surges.

### 4. How can you prepare for a tropical storm?

Red

Amber

Green

#### Short-Term and Long-Term Responses

Preparation for tropical storms varies by a country's economic development. Wealthier nations often have the resources to invest in advanced technology and infrastructure, whereas poorer nations rely more on international aid.

- **Short-Term Responses:**
  - Evacuations from high-risk areas.
  - Rapid deployment of emergency services.
  - Distribution of clean water, food, and medical supplies to affected areas.
- **Long-Term Responses:**
  - **Improved Infrastructure:** Stronger building materials and flood defenses minimize damage in future storms.
  - **Community Education:** Public awareness campaigns ensure people understand evacuation plans and safety measures.
  - **Insurance:** Financial protection helps communities recover faster.

#### Case Study Comparison

- In **HICs** (e.g., the USA during Hurricane Katrina), response is often quicker due to robust infrastructure and disaster funds.
- In **LICs** (e.g., Haiti during Hurricane Matthew), higher death tolls and slower recovery result from limited resources.

### 5. Is weather in the UK becoming more extreme?

Red

Amber

Green

#### Evidence of Increasing Extremes

The UK has experienced a noticeable increase in the frequency and intensity of extreme weather events, linked to climate change.

- **Storms:** Severe storms and flooding, such as Storm Desmond (2015), have caused widespread disruption and economic damage.

- **Heatwaves:** Record-breaking summer temperatures, like the 2019 heatwave, have led to droughts and health issues.
- **Cold Spells:** Snowstorms, such as the “Beast from the East” in 2018, disrupted transport and infrastructure.

### Climate Change Link

- Rising global temperatures increase the energy available for weather systems, intensifying rainfall and storms.
- The warming Arctic disrupts the jet stream, leading to prolonged periods of unusual weather patterns, such as extended heatwaves or cold spells.

### Future Predictions

If greenhouse gas emissions continue unchecked, the UK may face:

- Increased flooding due to heavier rainfall.
- More frequent heatwaves, impacting health and agriculture.
- Coastal erosion as rising sea levels and storm surges threaten vulnerable areas.

### HOME LEARNING TASKS

Task Description	Done?
1. Learn key word terminology.	
2. GCSE POD – revision.	
3. Revision homework books	
4. AS Monday intervention sessions: see schedule	

# Knowledge Organiser

Year 11

Health and Social Care

Term 3  
2024/25



**The Abbey**  
School

# Health and Social Care Year 11 Term 3

Term Focus – Component 3 (external)–Re-cap in preparation for external exam

**IMAGE**

(please check copyright)

## Prior Learning Links

Factors that affect development from Yr 10 Terms 1 and 6  
Lifestyle Factors from Yr 10 Term 6

## Future Learning Links

Re-cap in preparation for external exam re-sits

## KEY VOCABULARY

### KEY WORDS

Acute – illness comes on quickly, is short term and can be cured  
Cardiovascular disease – is any condition affecting the heart or blood vessels  
Psychological – relates to the mental and emotional state of a person  
Disability – is a condition that limits a person's movements, senses or activities  
Impairment – is a loss or abnormality of a body function  
Gender identity – is how someone feels internally about their gender  
Diversity – means recognising and valuing the differences between people and treating people's values, beliefs, cultures and lifestyles with respect  
Life event – is something that happens to people as they move through life that has a major impact on their health and wellbeing  
Potential significance – could develop into something important

### KEY SUBJECT TERMINOLOGY

Identify questions – usually multiple choice, you need to pick out the correct information  
State and give questions – you only need to write a few words or a short sentence  
Explain questions – give a point that answers the question to get the first mark, then back up your point by explaining it to get the second mark  
Discuss questions – you need to consider different ways that a person's circumstances may affect their health and wellbeing

## 1. What can I do to achieve a good grade?

Red

Amber

Green

Identify questions are usually multiple choice. You just need to pick out the right information. Make sure you read the question carefully. You may need to choose more than one answer.

e.g. identify one physical factor that can affect an individual's health and wellbeing. (1)

- a. work
- b. relationships
- c. injury
- d. redundancy

## 2. What can I do to ensure I get a good grade?

Red

Amber

Green

For state and give questions you will only need to write a few words or a short sentence for each mark in the question.

e.g. State one negative effect that moving to a school could have on an individual's social wellbeing. (1)

*They might lose their friends from their old school.*

## 3. What can I do to ensure I get a good grade?

Red

Amber

Green

You need to give linked answers for explain questions. Give a point that answers the question to get 1 mark, then back up the point by explaining to get 2 marks. E.g.

Explain one negative effect that a type of air pollution can have on the health and wellbeing on an individual. (2)

*A person may have breathing difficulties (1 mark negative effect is breathing difficulties) caused by exposure to car exhaust fumes in an area with a lot of traffic. (1 mark as the rest of the answer explains that car fumes may cause the negative effect)*

## 4. What can I do to ensure I get a good grade?

Red

Amber

Green

Complete questions involve filling in a table. You will need to recommend some ways that an individual's health and wellbeing could be improved by completing a table. Each of the three actions needs to relate to something in



the case study. To complete the ways the actions could improve health and wellbeing, you will need to state how each action would improve health and wellbeing making sure there is a clear link to the action. E.g  
Action – use smoking alternatives like nicotine patches or gum. Way the action could improve health and wellbeing – to reduce her risk of lung cancer.

5. What can I do to ensure I get a good grade?	Red	Amber	Green
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For discuss questions you need to consider different ways that a person's circumstances may affect their health and wellbeing. You must use information from the case study in every point you make, so that everything in your answer is relevant to the individual in the question.

6. What can I do to ensure I get a good grade?	Red	Amber	Green
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Top tips for answering 6 mark questions:

1. Use the case study – every point you makes needs to use information from the case study, so that your answer is relevant to the specific individual in the question.
2. Consider different factors that are mentioned in the case study – try to talk about booth positives and negatives if you can.
3. Think about how the factors relate to each other – different factors will combine to impact people in different ways. Your answer should make it clear how they link together.
4. Write in full sentences – you get marks for a well-developed discussion.

7. What can I do to ensure I get a good grade??	Red	Amber	Green
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A person's health and wellbeing isn't just about not having illnesses or diseases – it's a combination of their physical health and their emotional wellbeing and social wellbeing.

8. What can I do to ensure I get a good grade?	Red	Amber	Green
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Physical factors – inherited conditions, physical ill health, mental ill health, physical disabilities, sensory impairments.  
Lifestyle factors – nutrition, exercise, drugs, smoking and alcohol use.  
Social factors – supportive relationships, unsupportive relationships, social inclusion, social exclusion, bullying and discrimination.  
Cultural factors – religion, community participation, sexual orientation, gender roles and expectations, gender identity.  
Environmental factors – good housing, cities or rural areas, pollution, unsafe home environment, parental conflict, abuse.  
Economic factors – financial resources, employment situation.

9. Exam paper	Red	Amber	Green
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Two hour paper	Red	Amber	Green
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	Red	Amber	Green
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	Red	Amber	Green
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	Red	Amber	Green
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	Red	Amber	Green
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	Red	Amber	Green
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	Red	Amber	Green
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## HOME LEARNING TASKS

Task Description	Done?
Research a genetic condition and consider the impact on different areas of development	
Revise physiological indicators	
Revise factors	

# Knowledge Organiser

Year 11  
Media

Term 3  
2024/25



**The Abbey**  
School

# Media Year 11 Term 3 – Component 3

Term Focus – Students will be working on developing their ideas for Component 3 exam in response to a brief set by the exam board



## Prior Learning Links

Year 10 terms 4-6 Component 2 Practice

## Future Learning Links

- Year 11 Term 4 Exam

## KEY VOCABULARY

### KEY WORDS/ SUBJECT TERMINOLOGY

- **Brief** - A set of instructions or requirements given by a client that outlines the purpose, target audience, and expectations for the media product.
- **Target Audience** - The specific group of people that the media product is designed to appeal to, based on factors like age, gender, interests, and demographics.
- **Genre** - A category or type of media product characterized by specific conventions, such as action, drama, or comedy in film, or horror in video games.
- **Purpose** - The reason the media product is being created, such as to inform, entertain, persuade, or promote.
- **Conventions** - The standard elements or techniques typically used in a specific type of media product or genre, such as jump cuts in horror films or headlines in newspaper articles.
- **Research** - The process of gathering information about the brief, target audience, and similar media products to inform the creation of your own product.
- **Planning Documents** - Pre-production materials that outline ideas and logistics, such as storyboards, scripts, mood boards, production schedules, and proposals.
- **Proposal** - A written document explaining your ideas for the media product, including how it will meet the brief and engage the target audience.
- **Media Codes** - The technical, symbolic, and written tools used to create meaning in media products, such as lighting, camera angles, or text fonts.
- **Legal and Ethical Issues** - Considerations to ensure the media product complies with laws (e.g., copyright) and respects ethical standards (e.g., avoiding stereotypes or offensive content).
- **Client Feedback** - Comments and suggestions from the client about how well the media product meets the brief and how it can be improved.
- **Evaluation** - The process of reflecting on the strengths and weaknesses of your media product, how well it meets the brief, and how it could be improved.
- **USP (Unique Selling Point)** - The distinctive feature or quality that makes a media product stand out from competitors.
- **Representation** - How people, places, events, or issues are portrayed in the media, which can influence audience perceptions.
- **Technical Skills** - The ability to use tools, software, and equipment effectively to create a high-quality media product.
- **Industry Standards** - The professional practices and quality levels expected in the creation of media products, ensuring your work is polished and suitable for the target audience.

## 1. What is Component 3, and what is its purpose?

Red

Amber

Green

Component 3 focuses on responding to a brief and developing a media product that meets the client's needs. It assesses your ability to research, plan, produce, and evaluate a media product, testing the skills and knowledge gained in Components 1 and 2.

## 2. What is the structure of the assessment for Component 3?

Red

Amber

Green

The assessment is externally set and divided into three parts:

1. Research and analysis of the brief and developing ideas.- This is written up as an ideas log and should take about 2 hours
2. Planning your ideas- This is sketching and annotating your ideas on paper and should about 3 hours
3. Creating your products and logging your skills. This takes four hours.

Not all parts will be sat together, 1+2 will be done in the same day then part three will be done later

### 3. How should I approach the brief to understand what is required?

Red

Amber

Green

Read the brief carefully, identifying:

- The target audience.
  - The purpose of the media product.
  - The client's requirements (e.g., style, format, key messages).
- Use this information to focus your research and ensure your work aligns with the brief.

### 4. What is the importance of research in Component 3?

Red

Amber

Green

Research helps you understand:

- The target audience's preferences and needs.
  - Current trends in the media industry.
  - Examples of similar media products and what makes them effective.
- Your research justifies your creative decisions and ensures they are evidence-based.

### 5. What should I include in my ideas log?

Red

Amber

Green

- 1- Start with your initial interpretation of the brief. Summarize what is being asked for, highlight the key requirements such as purpose, target audience, style, and format, and explain your understanding of what the client wants and any challenges you foresee.
- 2- Add notes on inspiration or influences, such as examples from existing media products or research findings, and briefly explain how each idea could meet the brief.
- 3- Develop your chosen idea further by breaking it down and explaining why it is the strongest choice for the brief. Discuss how it meets the target audience, purpose, and genre/product conventions. Outline the key features of your idea, such as visuals, style, and tone.
- 4- Explain the creative techniques you plan to use, including how media codes like camera angles, colours, and sound will create meaning. Mention any stylistic choices, such as a specific design aesthetic or visual effects, that will enhance your product.
- 5- Incorporate findings from your research that influenced your idea. Highlight key points, such as audience preferences or examples from competitors, and discuss how your idea reflects trends or addresses gaps in existing media products.
- 6- Record any feedback you receive from peers, teachers, or mock clients on your initial ideas. Detail the changes you made based on this feedback and explain why these adjustments were necessary.
- 7- Include a justification of your final idea, providing a clear explanation of why this choice is the best fit for the brief. Discuss how it will engage the target audience and achieve the client's goals effectively.

## 6. How do I do my sketching?

Red

Amber

Green

Your sketches should visually represent your ideas and how they align with the brief, while your annotations should explain how your creative choices meet the requirements, target audience, and purpose outlined in the brief.

Start by choosing the right format for your media product. If you're creating print media, such as a poster or magazine cover, focus on the layout, imagery, and typography.

When drawing, aim for simple but clear visuals. Use pencil or digital tools to ensure clean lines and make editing easier. Include essential design elements such as layouts, images, colour schemes, and text placement.

Annotations are just as important as the sketches themselves. Explain how elements such as colors, fonts, or visuals appeal to the target audience and describe how your design or sequence conveys the intended message, whether it is to inform, entertain, or persuade. Include notes about the technical choices you have made, such as tools, effects, or techniques. For instance, you might highlight a high-angle shot to create a sense of vulnerability. Highlight genre conventions, showing how your ideas align with or challenge them.

Make sure to highlight key features of your design by using arrows or numbered annotations that connect directly to your sketches. Point out unique selling points (USPs) that make your idea stand out, and identify specific elements like transitions, slogans, or focal points while explaining why these were chosen.

## 7. How do I ensure my product is effective?

Red

Amber

Green

- Keep the target audience and brief requirements in mind throughout the production.
- Use appropriate techniques, tools, and styles for the medium you are working with.
- Test your product (e.g., through peer feedback) and refine it if necessary.
- Use real life examples when you are developing your ideas to compare your work against

## 8. How do I improve my sketching?

Red

Amber

Green

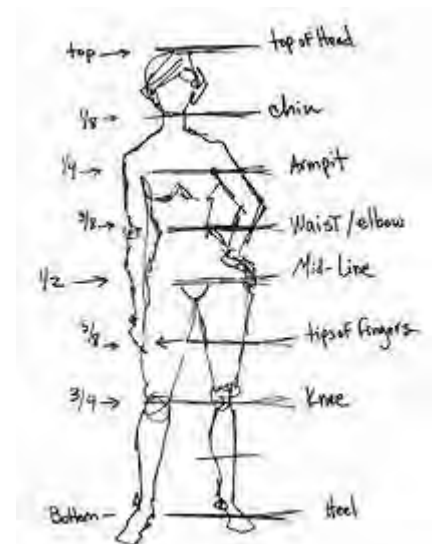
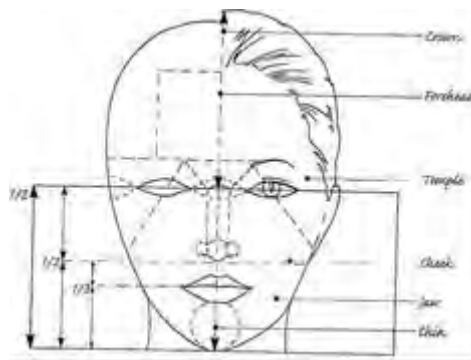
There are lots of tutorials that you can use to help you get started but one thing that really helps is getting the facial features in the right place, they do not always go where you think!

As you can see from the diagram the eyes are actually in the middle, half way up. Once you get these in the right place, the other things fall into place easier. You should use your ruler to measure things out.

This works exactly the same as the face. Get everything in the right place. Use your ruler!

As you can see, planning where things are going to go based on the height of your figure helps keep everything in proportion.

Remember, we are not looking for perfection but I do not want to see stick men!



## 9. How do I consider colour in my products

Red

Amber

Green

Colour should be carefully considered in your media products.



You can consider simple stereotypes for your audience e.g. blue for boys and pink for girls and whether you want to go with or against this.

However you should also be thinking about a colour scheme. There are lots of ways to consider this. Firstly though you need to get a colour wheel:

Once you have one then you can start thinking about colours that will work together. For this you will need to think about colour theory!



## 10. What is colour theory?

Red Amber Green

### THE 10 COMMANDMENTS OF COLOR THEORY

1	2	3	4	5	6	7	8	9	10
KNOW THE COLOR WHEEL WELL! DO YOU KNOW WHAT EACH COLOR SIGNIFIES?	MATCH IT, DO NOT OVERLOOK THE AUSTERITY OF ANALOG COLORS!	CAN'T MATCH IT? CLASH IT WITH COMPLEMENTARY COLORS!	IS CONTRAST TOO INTENSE? THEN, SPLIT IT!	NEED MORE VARIATIONS? GO DOUBLE COMPLEMENTARY!	GO TRIAD WITH 3 DIFFERENT HUES... CHOOSE FROM A GREATER VARIETY!	SOMETIMES, MONOCHROME IS THE WAY TO GO...	OTHER TIMES, AN ACHROMATIC SCHEME SERVES BEST!	KNOW YOUR HUES, TINTS, SHADES AND TONES... WHAT WORKS WHERE?	AND LASTLY, RGB, CMYK AND PANTONE ARE NOT THE SAME!
<b>RED</b> LOVE, ENERGY, PASSION									
<b>YELLOW</b> HAPPINESS, OPTIMISM, ENERGY									
<b>GREEN</b> FRESHNESS, SAFETY, GROWTH									
<b>BLUE</b> STABILITY, TRUST, SERENITY									
<b>PURPLE</b> ROYALTY, WEALTH, FEMININITY									

Red Amber Green

Red Amber Green

### HOME LEARNING TASKS

Task Description	Done?
Find face drawing tutorials on YouTube to help you with sketching	
Find body drawing tutorials on YouTube to help with your sketching	
Research colour theory videos to get inspiration	
Practice interesting photography techniques, such as taking photos through another object	

# Knowledge Organiser

Year 11  
Sport Science  
Term 3  
2024/25



**The Abbey**  
School

# Sport Science // Year 11 // Terms 1-5

Cambridge National Level 1 / 2 Sport Science

R180: Reducing the risk of sports injuries and dealing with common medical conditions

## Prior Learning Links

- Knowledge of warm-ups and cool downs from Core PE.
- Knowledge of sporting examples from R181 and R182 and Core PE.
- Risk assessments and EAPs covered in R181.

## Future Learning Links

- BTEC Level 3 Unit 17 – Sports Injury Management
- BTEC Level 3 Unit 2 – Fitness Training and Programming



## KEY VOCABULARY

### KEY WORDS & TERMINOLOGY

**Topic Area 1:** Different factors which influence the risk and severity of injury

#### Key Terms:

- ✓ **Extrinsic factors** – where the factor or risk of injury comes from outside the body
- ✓ **Intrinsic factors** – where the factor or risk of injury comes from within the body
- ✓ **Contact sports** – sports where physical contact between performers is an accepted part of play
- ✓ **Non-contact sports** – sports where participants compete alternately, or are physically separated, or the rules detail no contact.
- ✓ **Hypothermia** – a dangerous drop in body temperature below 35°C.
- ✓ **Veterans** – performers above a certain age that is specific to the sport.
- ✓ **Psychological factors** – mental factors that affect a performer.
- ✓ **Motivation** – the drive to do something.
- ✓ **Arousal** – level of activation or excitement.
- ✓ **Anxiety** – negative emotional state due to nervousness.
- ✓ **Stress** – the feelings we get when we find it difficult to cope with the demands placed on us.
- ✓ **Confidence** – belief in your own ability to master a situation.
- ✓ **Aggression** – Intention to cause harm.
- ✓ **Mental rehearsal** – going over a skill in the mind before performance.

**Topic Area 2:** Warm up and cool down routines

#### Key Terms:

- ✓ **Warm up** - exercises to prepare the body for exercise so that the chances of injury or ill effects are reduced.
- ✓ **Dynamic stretches** – active stretching exercises.
- ✓ **Adrenaline** - hormone that prepares the body for exercise.
- ✓ **Lactic Acid** - waste product of anaerobic exercise; it causes fatigue.
- ✓ **Anaerobic** – without oxygen; oxygen is not used to produce energy during high-intensity, short-duration anaerobic exercise.
- ✓ **Cool down** - easy exercise done after a more intense activity to allow the body to gradually move to a resting condition.
- ✓ **Maintenance stretches** - stretches designed to just maintain flexibility.
- ✓ **Static stretches** – stretches where the stretched position is held for many seconds in an attempt to improve flexibility.
- ✓ **Proprioceptive neuromuscular facilitation (PNF)** - advanced form of flexibility training, involving both the stretching and contracting of the muscles being targeted.
- ✓ **Delayed onset muscle soreness** – muscle pain that starts a day or two after an exercise workout.

**Topic Area 3:** Different types and causes of sports injuries

#### Key Terms:

- ✓ **Acute injuries** – injuries caused by impacts or collisions.

**Topic Area 4:** Reducing risk, treatment and rehabilitation of sports injuries and medical conditions

#### Key Terms:

- ✓ **Hazard** - something that can cause harm.
- ✓ **Risk** - the likelihood of danger.

- ✓ **Chronic injuries** - injuries caused by continuous stress.
- ✓ **Soft tissue injuries** - injuries to muscles, tendons or ligaments.
- ✓ **Hard tissue injuries** – injuries to part of the skeletal system, such as fractures or dislocations.
- ✓ **Strains** - injuries to muscles.
- ✓ **Sprains** - injuries to ligaments.
- ✓ **Ligaments** - tissue that connects bone to bone and strengthens joints.
- ✓ **Abrasion** - surface damage to the skin; grazes.
- ✓ **Cut** - skin wound where the tissues of the skin become separated.
- ✓ **Laceration** - a torn or jagged wound caused by a sharp object.
- ✓ **Contusion** - bruise caused by blood leaking into the surrounding area.
- ✓ **Blister** - bubble on the skin caused by friction.
- ✓ **Fracture** - partial or complete break in a bone.
- ✓ **Dislocation** - when a bone is dislodged from its position in a joint.
- ✓ **Concussion** - head injury in which the brain is shaken inside the skull.
- ✓ **Tendonitis** - inflammation of the tendons.
- ✓ **Epicondylitis** - inflammation of an epicondyle of a bone.
- ✓ **Stress fracture** – tiny cracks in a bone caused by repetitive force, often from overuse.
- ✓ **Risk assessment** – careful examination of what, in relation to a sports activity, could cause harm to people.
- ✓ **Electrocardiogram (ECG)** - technology used to detect the rhythm and electrical activity within the heart.
- ✓ **Emergency action plan (EAP)** - written document identifying what action to take in the event of an emergency at a sporting event.
- ✓ **SALTAPS** - acronym for see, ask, look, touch, active, passive, strength.
- ✓ **DRABC** - acronym for danger, response, airway, breathing and circulation.
- ✓ **Recovery position** – position for an unconscious person that keeps their airway clear and open.
- ✓ **PRICE** - acronym for protection, rest, ice, compression, elevation.
- ✓ **Ultrasound** - use of high frequency sound waves to diagnose and treat injuries.
- ✓ **Electrotherapy** - use of electrical energy to treat injuries.
- ✓ **Hydrotherapy** - use of water to improve blood circulation, relieve pain and relax muscles.
- ✓ **Cryotherapy** - use of cold temperatures to treat injuries.
- ✓ **Contrast therapy** – use of quickly changing temperatures from hot to cold and back again to treat injuries.
- ✓ **Analgesics** – medication used to relieve pain.
- ✓ **Cast** - hard fibreglass or plaster casing designed to prevent broken bones from moving.
- ✓ **Splint** - plastic or fibreglass support for a limb injury.
- ✓ **Sling** - support, usually of folded cloth, designed to immobilise and rest the arm.

## Topic Area 5: Causes, symptoms and treatment of medical conditions

### Key Terms:

- ✓ **Asthma** - a condition in which the airways narrow and swell, which can make breathing difficult.
- ✓ **Inhaler** - device that allows medicine to be breathed in.
- ✓ **Nebuliser** - machine that allows medicine to be breathed in.
- ✓ **Glucose** - simple sugar found in blood used as an energy source.
- ✓ **Insulin** - a hormone that lowers blood glucose levels.
- ✓ **Diabetes** - condition in which blood sugar levels are not regulated by the body effectively.
- ✓ **Ketones** – chemicals produced by the liver during fat breakdown.
- ✓ **Diabetic ketoacidosis (DKA)** - a condition caused by excess ketones in the blood.
- ✓ **Insulin-dependent** - another name for Type 1 diabetes.
- ✓ **Insulin-resistant** – another name for Type 2 diabetes.
- ✓ **Hypoglycaemia** - low blood sugar level.
- ✓ **Hyperglycaemia** – high blood sugar level.
- ✓ **Epilepsy** – abnormal brain activity that causes recurring seizures.
- ✓ **Seizures** - bursts of electrical activity that temporarily affect how the brain works.
- ✓ **Triggers** - things that make epileptic seizures more likely.
- ✓ **Fatigue** - a feeling of overwhelming tiredness.
- ✓ **Anti-epileptic drugs (AEDs)** - medicine taken to help control seizures.
- ✓ **Ketogenic diet** - a diet high in fats and low in carbohydrates and proteins.



- ✓ **Sudden cardiac arrest (SCA)** - a condition in which the heart suddenly and unexpectedly stops beating.
- ✓ **Commotio cordis** – a sudden trauma, such as a blow to the chest directly over the heart at certain points in the heartbeat cycle that can cause sudden cardiac arrest.
- ✓ **Electrolytes** – minerals found in blood, urine and sweat that carry an electric charge when dissolved in water.

### 1. How do different extrinsic factors influence the risk and severity of injury?

Red

Amber

Green

#### Type of Activity

One extrinsic factor that can influence injury is the type of activity i.e. contact sports versus non-contact sports. Different sports and activities present different risks of injury, due to the requirements and demands of the sport.



**Contact sports**, such as rugby, football and field hockey, can increase risk of injury due to **impact**. **Written rules** are in place to reduce risk, e.g. no high tackle, or spear tackle, due to dangers.



**Non-contact sports**, such as gymnastics and trampolining, can still result in injury due to **complex routines** and the use of **apparatus** which is above the ground.

### 2. How do different intrinsic factors influence the risk and severity of injury?

Red

Amber

Green

#### Individual Variables

One of the main intrinsic factors is individual variables. Some individual variables have been shown to increase injury. However, some of these we cannot change, such as age.

Experience is one of 11 different individual variables you need to know...



**Experience**

- Experienced performers are more likely to have a body which has **adapted** to regular training and become **robust**, helping reduce the risk of injury.
- Experienced performers will know to complete an appropriate **warm-up** prior to exercising to help reduce the risk of injury.
- Experienced performers will also be able to **identify situations** which have the potential to result in injury, such as an opponent in football flying into a tackle, allowing them to pull out to save getting injured.
- Experienced performers are able to perform skills with the correct **technique**, preventing injury caused by poor execution of skills.

### 3. What are the key components of a warm-up?

Red

Amber

Green

#### Warm-ups

Below are the four key components of a warm-up:

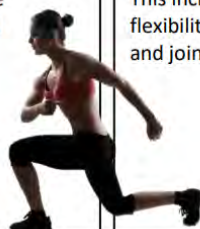
1. **Pulse** should be **raised** gradually, e.g. by jogging, cycling or skipping.

This increases heart rate and helps deliver blood (and oxygen) to the working muscles.



2. **Mobility** – joints should be taken through their full range of movement, e.g. arm swings / hip circles.

This helps increase the pliability of the ligaments and tendons.



3. **Dynamic stretching** to move the muscle through its range of motion while on the move, e.g. performing lunges.

This increases the flexibility of muscles and joints.

4. **Skill-rehearsal phase** which replicates movement and skills of the sport, e.g. dribbling drills in football and passing drills in ball sports such as netball and basketball.

This supports the psychological benefits of a warm-up.





#### 4. What are the physiological and psychological benefits of a warm up?

Red

Amber

Green

##### Benefits of a Warm-up

Warming up is one of the most effective methods for the prevention of injury in sport. The clipboard below highlights the physiological and psychological benefits of a warm-up:



#### 5. What are the key components and physiological benefits of a cool down?

Red

Amber

Green

##### Cool Downs

A cool down is one of the most effective methods for the prevention of injury in sport and physical activity after exercise.

A **cool-down** should include the following:

1. **Pulse-lowering exercises** (e.g. easy movements, light running and stretching) – this is to gradually lower the heart rate and reduce muscle temperature back to resting levels.
2. **Stretching**, e.g. maintenance and static stretches, such as hamstring stretches after running, which helps return muscle length to its resting state. Proprioceptive neuromuscular facilitation (PNF) can also be used, where a partner or an external resistance is used to help move the muscle beyond its usual range of motion, increasing flexibility.

#### 6. What are the types and causes of acute injuries?

Red

Amber

Green

##### Acute Injuries

What are acute injuries?

##### **Acute injuries**

- Caused by **immediate trauma** to the body
- Result in **immediate pain**
- **Swelling** is common
- May result in **loss of function**
- Examples of how they can happen include:
  - **being hit by a ball**, e.g. a cricket ball
  - **a hard rugby tackle**

##### **Sprain**

Twisting of the **ligaments**, often caused by a sharp or sudden change in direction. The joint does not dislocate.

Leads to pain at the affected area, and may display swelling and a bruise (contusion). You may not be able to bear your weight.

**Examples include:** *anterior cruciate ligament (ACL) in the knee, which accounts for around 40% of all sports injuries*

## 7. What are the types and causes of chronic injuries?

Red

Amber

Green

### Chronic Injuries

What are chronic injuries?

#### Chronic/overuse injuries

- Caused by **continuous stress / overuse**
- Injury develops over a **long period** of time



#### REVISION TIP!

Remember...

**A**cute = **A**t the time (i.e. immediate trauma)

**C**hronic = **C**onstantly or **C**ontinuous



#### Shin splints

Overuse injury caused by repeated impact during weight-bearing activities that causes pain when you start exercising.

## 8. How can you reduce the risk and severity of an injury or medical condition?

Red

Amber

Green

There are various measures that can be taken before and during participation in sport and physical activity to reduce the risk of injury; for example, emergency action plans (EAPs), safety checks, and risk assessments.

### Risk Assessments

	Hazard	Risk	Control measures
Facilities	Deep water in swimming pool	Drowning, especially with beginners	Use depth markings and have a lifeguard present
	Leak from roof onto floor of sports hall	Slippery surface, resulting in injury	Use wet floor sign and mop up excess liquid
Equipment	Heavy weights in the gym	Failure to lift or maintain full control	Use a spotter and ensure equipment is loaded safely
	Cricket balls	Hard contact with unprotected areas of the body	Wear protective equipment such as pads, guards and helmets
Clothing	Poor ventilation	Risk of overheating	Wear well-ventilated clothing
	Lack of grip on footwear	Trip hazard	Ensure appropriate footwear is worn for the activity



## 9. What are common responses and treatments to medical conditions?

Red

Amber

Green

With any injury, it is important to respond to it quickly in order to allow for the quickest recovery and to prevent any further or permanent damage to the body.

### SALTAPS

If you see an athlete injured on the field, you should follow this routine to assess their injury status.

<b>S</b> ee	This involves <b>viewing the injury</b> taking place, and starting the <b>assessment process</b> .
<b>A</b> sk	<b>Ask questions</b> to determine the nature, severity and location of the injury.
<b>L</b> ook	Try to discover any <b>physical signs</b> of an injury, e.g. cuts, bruises, etc.
<b>T</b> ouch	<b>Gently touch</b> the injured area (if the player permits you to) to assess damage.
<b>A</b> ctive	Have the athlete move the injured area to help determine their <b>range of movement</b> .
<b>P</b> assive	This is the external <b>physical movement</b> of the injured area by someone else (e.g. a first-aider).
<b>S</b> trength	<b>Determine the strength</b> of the injured area against resistance.



## 10. What are the common causes, symptoms and treatments of medical conditions?

Red

Amber

Green

There are several common medical conditions that can affect athletes and participants in sport. Asthma, diabetes, epilepsy, sudden cardiac arrest (SCA), hypothermia, heat exhaustion and dehydration are all covered in your exam.

### Asthma

An asthma attack is where the symptoms have worsened to the point that the airways are so inflamed that oxygen delivery to the lungs is severely reduced.

Causes can be either environmental or induced by exercise.

<b>Environmental</b>	<ul style="list-style-type: none"><li>• Polluted air, e.g. from cars in congested areas, or smoke produced by factories</li><li>• Cold, dry air, such as that experienced in the evening and in winter months</li><li>• Pollen, e.g. during the summer months</li><li>• Dusty environments</li></ul>
<b>Exercise-induced</b>	High-intensity exercise can cause a shortness of breath, reducing oxygen delivery to the lungs











### **Symptoms**

Symptoms of asthma may include, but are not limited to:

- Coughing
- Wheezing
- Shortness of breath
- Tightness in the chest



## HOME LEARNING TASKS

Task Description			Done?
1) <b>Complete Checkpoint 1 on The EverLearner at a minimum grade of 70%:</b> Different Factors Which Influence the Risk & Severity of Injury			
2) <b>Complete Checkpoint 2 on The EverLearner at a minimum grade of 70%:</b> Warm Up and Cool Down Routines			
3) <b>Complete Checkpoint 3 on The EverLearner at a minimum grade of 70%:</b> Different Types & Causes of Sports Injuries			
4) <b>Complete Checkpoint 4 on The EverLearner at a minimum grade of 70%:</b> Reducing risk, treatment and rehabilitation of sports injuries and medical conditions			
5) <b>Complete Checkpoint 5 on The EverLearner at a minimum grade of 70%:</b> Causes, Symptoms & Treatment of Medical Conditions			

# Knowledge Organiser

French  
Year 11

Term 3  
2024/25



**The Abbey**  
School



# French Year 11 Term 3 – Environmental issues

Term Focus – This term looks at talking about environmental issues and global events.  
You will be able to:

- Talk about your area and the problems affecting it
- Understand about the biggest environmental issues
- Say what you do at home and locally to help the environment
- Say what you will do to help the environment
- Talk about healthy habits

## Prior Learning Links

- Past tense
- Future phrases & future tense
- Festivals and celebrations

## Future Learning Links

- Describing a picture
- Talking in three tenses
- Speaking role play



Image from flaticon.com

## KEY VOCABULARY

**Verb - A word used to describe an action, state or occurrence.**

E.g. to play, to feel, to have, to be.

**Noun – A person, place or thing.**

Every noun in French is either masculine or feminine.

**Conjunction – A word used to link two clauses or sentences.**

Key Conjunctions: et (and), aussi (also), parce que (because)

**Adjective - A word used to describe a noun.**

Adjectives must agree in feminine/masculine and singular/ plural with the noun.

**Intensifier - A word used before an adjective to add detail.**

Key intensifiers: très (very), assez (quite), un peu (a little), trop (too)

**Time expression - A word or phrase that tells us when something happens or how frequently something happens.**

**Adjectival agreement -** The process of changing the spelling of an adjective to match the noun that it is describing.

An adjective will either be written in its masculine singular, masculine plural, feminine singular or feminine plural form.

**Negative structure – not, never.**

Negative structures in French need two parts around the conjugated verb: ne... pas (not), ne ... jamais (never)

**Infinitive verb - A verb in its most basic form.**

It tells us what the action is but not who is doing it or when it is happening.

In French, infinitives will end with –re, -er or –ir. In English, we translate them with the word ‘to’ at the start.

## 1. What's important for you in life?

Red

Amber

Green

**Qu'est-ce qui est important pour toi dans la vie? (What's important for you in life?)**

Ce qui est important pour moi dans la vie, c'est d'abord ...	<i>The most important thing to me in life is above all ...</i>
Ensuite, c'est ...	<i>Then it's ...</i>
le sport	<i>sport</i>
la musique	<i>music</i>
ma santé	<i>my health</i>
ma famille	<i>my family</i>
l'argent (m)	<i>money</i>
mes études	<i>my studies</i>
mes animaux	<i>my pets</i>
mes amis	<i>my friends</i>

## 2. What worries you in life?

Red

Amber

Green

**Qu'est-ce qui te préoccupe? (What worries you?)**

Ce qui me préoccupe/m'inquiète (le plus), c'est ...	<i>What worries me (the most) is ...</i>
l'état (m) de la Terre	<i>the state of the Earth/planet</i>
le réchauffement climatique	<i>global warming</i>
la pauvreté dans le monde	<i>world poverty</i>
l'injustice (f)	<i>injustice</i>
l'environnement (m)	<i>the environment</i>

les sans-abri	<i>homeless people</i>
les personnes qui sont emprisonnées à tort	<i>people who have been wrongly imprisoned</i>
les enfants qui n'ont pas assez à manger	<i>children who don't have enough to eat</i>

### 3. What can we do?

Red

Amber

Green

#### Qu'est-ce qu'on peut faire? (What can we do?)

On peut/Il est possible de ...	<i>You can/It's possible to ...</i>
parrainer un enfant en Afrique	<i>sponsor a child in Africa</i>
faire un don à une association caritative	<i>donate to a charity</i>
faire du bénévolat	<i>do voluntary work</i>
Il faut ...	<i>We must/You have to ...</i>
lutter contre la faim	<i>fight against hunger/famine</i>
lancer des pétitions	<i>launch petitions</i>
écrire à son/sa député(e)	<i>write to your MP</i>
participer à des manifestations	<i>take part in demonstrations</i>
agir maintenant	<i>act now</i>
faire des campagnes de sensibilisation	<i>carry out campaigns to raise awareness</i>
Il ne faut pas ignorer (ces gens).	<i>We must not ignore (these people).</i>

### 4. What is the biggest environmental problem for the planet?

Red

Amber

Green

#### Quel est le plus grand problème pour la planète? (What is the biggest problem for the planet?)

Le plus grand problème environnemental c'est (The biggest environmental problem is)	le changement climatique (climate change) la disparition des espèces (the extinction of species) la surpopulation (overpopulation) la pollution de l'air (air pollution) la sécheresse (drought) les inondations (flooding) les incendies (fire)	Je dirais que (I would say that) Je pense que (I think that)	c'est très inquiétant (it's very worrying) c'est catastrophe (it's catastrophic) on détruit la planète (we are destroying the planet)
En plus (In addition)	la destruction des forêts tropicales (the destruction of the rainforests)	est vraiment inquiétant (is very worrying)	les arbres nous donnent de l'oxygène et nous les coupons tous les jours (trees give us oxygen and every day we cut them down.)
Un autre problème c'est (Another problem is)	la manque de l'eau potable (the lack of drinking water)	beaucoup de personnes (lots of people)	n'ont pas accès à cette ressource vitale (do not have access to this vital resource.)

## 5. What should we do to protect the environment?

Red

Amber

Green

**Qu'est-ce qu'on doit faire pour protéger l'environnement?** (What should we do to protect the environment?)

**On devrait**

(We should)

**Je devrais**

(I should)

**Il est important de**

(It is important to)

**Il vaudrait mieux**

(It would be better to)

**Il faut**

(We must / One must)

**On doit**

(We must)

**On peut**

(We can)

**Il est essentiel de**

(It is essential to)

**trier les déchets**

(separate the rubbish)

**recycler**

(recycle)

**éteindre les appareils électriques**

(turn off electric appliances)

**éteindre les lumières**

(turn off the lights)

**utiliser du papier recyclé**

(use recycled paper)

**éviter des produits jetables**

(avoid disposable products)

**acheter des produits verts**

(buy green products)

**refuser les sacs en plastique**

(refuse plastic bags)

**apporter une bouteille d'eau au collège**

(bring a water bottle to school)

**prendre une douche au lieu de prendre un bain**

(shower instead of having a bath)

**utiliser les transports en commun**

(use public transport)

**aller au collège à pied**

(go to school on foot)

## 6. What do you do to protect the environment?

Red

Amber

Green

**Que fais-tu pour protéger l'environnement?** (What do you do to protect the environment?)

Chaque semaine (Every week)

Régulièrement (regularly)

D'habitude (usually)

En général (in general)

Souvent (often)

De temps en temps (occasionally, from time to time)

Je protège l'environnement (I protect the environment)

nous protégeons l'environnement (we protect the environment)

je réduis mon empreinte carbone (I reduce my carbon footprint)

nous réduisons notre empreinte carbone (we reduce our carbon footprint)

je pollue moins (I pollute less)

nous polluons moins (we pollute less)

je consomme moins (I consume less)

en recyclant nos déchets (by recycling our waste)

en évitant les sacs en plastique (by avoiding plastic bags)

en étant végétariens (by being vegetarian)

en achetant des produits locaux (by buying local produce)

en achetant des vêtements d'occasion (by buying second hand clothes)

en éteignant les lumières (by switching off lights)

en faisant du vélo (by going by bike)

en ayant une voiture électrique (by having an electric car)

et (and)

en prenant moins l'avion (by taking the plane less)

en faisant du compost (by making compost)

en réutilisant des choses (by reusing things)

en évitant le gas-oil (by avoiding diesel fuel)

en ayant des panneaux solaires (by having solar panels)

en achetant des produits bio (by buying organic food)

en voyageant moins (by travelling less)

en utilisant les transports en commun (by using public transport)

## 7. What will the consequences of global warming be?

Red

Amber

Green

**Quel seront les conséquences du changement climatique?** (What will the consequences of global warming be?)



La pollution de l'air (Air pollution)	devient (is becoming)	un défi primordial (a challenge of paramount importance)
La pollution de l'eau (Water pollution)	est (is)	un problème universel (a universal problem)
La pollution des sols (Soil pollution)		
L'épuisement de la biodiversité (The depletion of biodiversity)	est accéléré(e) par (is being accelerated by)	l'action humaine (human action)
L'épuisement des ressources (The depletion of resources)	est causé(e) par (is being caused by)	la pollution (pollution)
Le réchauffement climatique (Global warming)	contribue aux catastrophes naturelles (is contributing to natural disasters)	dans les zones côtières (in coastal areas)
L'effet de serre (The greenhouse effect)	provoque des inondations (is causing floods)	en bord de mer (at the seaside)
La fonte des glaces (The melting of the ice caps)		
La montée du niveau de la mer (The rising sea level)	a une grande influence sur (is having a big influence on)	l'épuisement des ressources naturelles (the depletion of natural resources)
La surconsommation (Over-consumption)	joue un rôle important dans (is playing an important role in)	la pénurie de denrées alimentaires (the shortage of foodstuffs)
Le gaspillage de nourriture (Food waste)		
L'augmentation de la population (Population increase)	entraîne une demande plus forte (is leading to higher demand)	de biens de consommation (for consumer goods)

## 8. Do you want to do charity work?

Red

Amber

Green

### Tu as envie de faire du bénévolat? (Do you want to do charity work?)

Je fais du bénévolat (I do volunteer work)	trois fois par semaine (three times a week) deux fois par semaine (twice a week) une fois par semaine (once a week)	parce que (because)	pour moi c'est important d'aider les autres (for me it's important to help others) pour moi, c'est important de participer à la vie en société (for me it's important to participate in society) j'aime développer de nouvelles compétences (I like developing new skills) j'aime rencontrer de nouvelles personnes (I like meeting new people)	et d'ailleurs (and what's more)	c'est une expérience enrichissante (it's a rewarding experience) ça me donne plus de confiance en moi (it gives me more confidence in myself)
D'habitude (Usually)	j'aide un enfant avec ses devoirs (I help a child with their homework)			et je joue à un jeu avec eux (and I play a game with them)	
	je travaille dans un refuge pour animaux (I am work in an animal refuge)			et je promène les chiens (and I walk the dogs)	
	je passe un après-midi chez mes voisins (I spend an hour at my neighbour's house)			je discute avec eux (I talk to them) et je joue à un jeu avec eux (and I play a game with them) et je prends un café avec eux (and I have a coffee with them)	
	je travaille avec les sans-abri (I work with the homeless)			et je prends un café avec eux (and I have a coffee with them) et je parle avec eux (and I talk with them)	

À l'avenir j'aimerais (In the future I would like)	<p>travailler avec les personnes âgées (to work with elderly people)</p> <p>travailler avec les enfants (to work with children)</p> <p>travailler avec les sans-abri (to work with homeless people)</p> <p>travailler avec les animaux (to work with animals)</p> <p>participer à un projet de conservation (to participate in a conservation project)</p>	et d'ailleurs (and what's more)	<p>ça va être une expérience enrichissante (that will be a rewarding experience)</p> <p>ça me donnera plus de confiance en moi (it will give me more confidence in myself)</p>
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## 9. Do you buy fair trade goods?

Red

Amber

Green

### Tu achètes des produits du commerce équitable? (Do you buy fair trade goods?)

Les produits pas chers sont souvent fabriqués dans des conditions de travail inacceptables.	<i>Cheap products are often made in unacceptable working conditions.</i>	forcer les grandes marques à garantir un salaire minimum	<i>force big brands to guarantee a minimum wage</i>
Les ouvriers sont sous-payés.	<i>The workers are underpaid.</i>	acheter des habits issus du commerce équitable	<i>buy fairly traded clothes</i>
Leur journée de travail est trop longue.	<i>Their working day is too long.</i>	acheter des vêtements fabriqués en France	<i>buy clothes made in France</i>
Si un produit est bon marché, je ne l'achète pas.	<i>If a product is cheap, I don't buy it.</i>	réfléchir à l'impact sur l'environnement	<i>think about the impact on the environment</i>
Trop de travailleurs sont exploités/exposés à des risques.	<i>Too many workers are exploited/exposed to risks.</i>	essayer de respecter l'homme et l'environnement à la fois	<i>try to respect mankind and the environment at the same time</i>
À mon avis, on devrait ... boycotter les grandes marques qui ne respectent pas leurs ouvriers	<i>In my opinion, people should ... boycott big brands that don't respect their workers</i>		

## 10. Why are international sporting events important?

Red

Amber

Green

### Quels sont les avantages des grands événements? (What are the advantages of big events?)

Un avantage de cet événement, c'est que ...	<i>An advantage of this event is that ...</i>	Par ailleurs, ...	<i>What's more, ...</i>
D'un côté, ça ...	<i>On the one hand, it ...</i>	les ouvriers qui construisent les stades sont souvent exploités	<i>the workers who build the stadiums are often exploited</i>
En plus, ça ...	<i>What's more/Moreover, it ...</i>	les prix augmentent	<i>prices rise</i>
met en avant la culture	<i>promotes the culture</i>	la ville hôte est souvent endettée après l'événement	<i>the host city is often in debt after the event</i>
met en avant la ville hôte	<i>promotes the host city</i>	ça laisse une empreinte carbone très importante	<i>it leaves a significant carbon footprint</i>
crée un sentiment de fierté nationale	<i>creates a sense of national pride</i>	J'estime/Je trouve/Je suis persuadé(e) que/qu' ...	<i>I reckon/find/am convinced that ...</i>
permet aux gens de passer un bon moment	<i>allows people to have a good time</i>	il y a du pour et du contre	<i>there are pros and cons</i>
encourage la pratique du sport	<i>encourages participation in sport</i>	les festivals sont une chose positive/négative pour un pays/une région	<i>festivals are positive/negative for a country/region</i>
unit les gens	<i>unites people</i>	les panneaux solaires	<i>solar panels</i>
donne des modèles aux jeunes	<i>gives young people role models</i>	les toilettes sèches	<i>dry toilet</i>
crée du travail	<i>creates jobs</i>	les véhicules électriques	<i>electric vehicles</i>
attire des touristes	<i>attracts tourists</i>	le papier recyclé	<i>recycled paper</i>
Cependant, ...	<i>However, ...</i>		
Un inconvénient, c'est que ...	<i>A disadvantage is that ...</i>		
D'un autre côté, ...	<i>On the other hand, ...</i>		

## 11. What are some of the key words for this topic?

Red

Amber

Green



à part tout cela  
bien que (+ subjunctive)  
ceci dit  
comme ça ...  
du coup, ...  
en ce qui concerne ...  
en même temps

*apart from all that  
although  
that said, ...  
in this way ...  
as a result, ...  
as far as ... is concerned  
at the same time*

en train de  
il s'agit de  
pas mal de  
quotidiennement  
tel(le)(s) que  
tout le monde

*in the process of (doing)  
it's about, it's a matter of  
quite a lot of  
daily  
like, such as  
everyone*

## 12. Ho do you describe a picture?

Red

Amber

Green

You will have to describe a picture in your writing (F) and in your speaking exam (F&H)

### Describing a picture

#### People

<b>Sur la photo</b> (In the picture)	<b>il y a</b> (there is/ there are)	<b>un homme</b> (a man)	<b>une femme</b> (a woman)	<b>un jeune</b> (a young person)	<b>un groupe d'amis</b> (a group of friends)
<b>Au premier plan</b> (In the foreground)		<b>un garçon</b> (a boy)	<b>une fille</b> (a girl)	<b>une famille</b> (a family)	<b>beaucoup de gens</b> (lots of people)
<b>À l'arrière plan</b> (In the background)		<b>un enfant</b> (a child)	<b>une personne</b> (a person)	<b>un couple</b> (a couple)	

#### Location

#### Activity

<b>Ils sont</b> (They are)	<b>dans la rue</b> (in the street)	<b>dehors</b> (outdoors)	<b>où</b> (where)	<b>ils dansent</b> (they're dancing)	<b>ils discutent</b> (they're speaking)
	<b>dans une ville</b> (in a town)	<b>dans une fête</b> (in a festival)		<b>ils travaillent</b> (they're working)	<b>ils boivent</b> (they're drinking)
<b>Je peux voir</b> (I can see)	<b>des bâtiments</b> (some buildings)	<b>un groupe de musique</b> (a music group)		<b>ils mangent</b> (they're eating)	<b>ils s'amuse</b> (they're having fun)

### HOME LEARNING TASKS

Task Description	Done?
Can you write a short paragraph talking about what matters and what worries you?	
Can you write a short paragraph talking about what you do could do?	
Can you write a short paragraph talking about what the biggest global problems are?	
Can you write a short paragraph about what we should we do?	
Can you write a short paragraph about what you do to help the environment?	
Can you write a short paragraph talking about volunteering?	
Can you write a short paragraph talking about fair trade products?	
Can you write a short paragraph about big global events?	
Can you describe a picture on the topic Environment?	
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 <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> and practise this terms vocabulary.	



# Knowledge Organiser

Spanish  
Year 11

Term 3  
2024/25



**The Abbey**  
School

# Spanish Year 11 Term 3 – Environmental issues

**Term Focus –** This term looks at talking about environmental issues and global events.  
You will be able to:

- Talk about your area and the problems affecting it
- Understand about the biggest environmental issues
- Say what you do at home and locally to help the environment
- Say what you will do to help the environment
- Talk about healthy habits

## Prior Learning Links

- Where you live
- Past tenses – preterite and imperfect
- Future phrases & future tense
- Festivals and celebrations
- Your routine and healthy habits

## Future Learning Links

- Describing a picture
- Talking in three tenses
- Speaking role play



Image from flaticon.com

## KEY VOCABULARY

**Verb - A word used to describe an action, state or occurrence.**

E.g. to play, to feel, to have, to be.

**Noun – A person, place or thing.**

Every noun in Spanish is either masculine or feminine.

**Conjunction – A word used to link two clauses or sentences.**

Key Conjunctions: y (and), también (also), sin embargo (however)

**Adjective - A word used to describe a noun.**

Adjectives must agree in feminine/masculine and singular/ plural with the noun.

**Intensifier - A word used before an adjective to add detail.**

Key intensifiers: muy (very), bastante (quite), un poco (a little), demasiado (too)

**Time expression - A word or phrase that tells us when something happens or how frequently something happens.**

**Adjectival agreement -** The process of changing the spelling of an adjective to match the noun that it is describing.

An adjective will either be written in its masculine singular, masculine plural, feminine singular or feminine plural form.

**Negative structure – not, never.**

Negative structures in Spanish will normally go in front of the verb.

**Infinitive verb - A verb in its most basic form.**

It tells us what the action is but not who is doing it or when it is happening.

In Spanish, an infinitive verb always ends in either –AR, -ER or –IR. In English, we translate them with the word ‘to’ at the start.

## 1. How do you talk about your area?

Red

Amber

Green

### ¿Dónde vives? (Where do you live?)

Vivo en...	I live in...	en la primera planta	on the first floor
un bloque de pisos	a block of flats	en el primer piso	on the first floor
una casa individual	a detached house	fuera...	outside...
una casa adosada	a semi-detached / terraced house	hay...	there is...
un piso / apartamento	a flat / apartment	un aseo	a toilet
una granja	a farmhouse	un comedor	a dining room
Está en...	It is in...	un cuarto de baño	a bathroom
el centro de la ciudad	the centre of city	un despacho / estudio	a study
un barrio en las afueras	a district in the suburbs	un dormitorio	a bedroom
las afueras	the outskirts / suburbs	un salón	a living room
el campo	the country	un garaje	a garage
un pueblo en la costa	a village on the coast	un jardín	a garden
la montaña	the mountains	una cocina	a kitchen
abajo / arriba	downstairs / upstairs	una terraza	a terrace / balcony
en la planta baja	on the ground floor	una mesa	a table
		unas sillas	some chairs

## 2. How do you care for the environment at home?

Red

Amber

Green

### ¿Cómo cuidas el medioambiente en casa? (How do you care for the environment at home?)

En casa (At home)		reciclo (I recycle)	el papel (paper)
		reciclamos (we recycle)	el vidrio (glass)
			el cartón (cardboard)
	para proteger el medio ambiente (to protect the environment)	desenchufo (I turn off)	los aparatos electrónicos (electrical appliances)
	para ser verde (to be green)	desenchufamos (we turn off)	
	para cuidar el medio ambiente (to care for the environment)	separo (I separate)	la basura (the rubbish)
		separamos (we separate)	
		uso poca agua (I use little water)	
		usamos poca agua (we use little water)	

## 3. What did you do to protect the environment?

Red

Amber

Green

### ¿Qué hiciste para proteger el medioambiente? (What did you do yesterday to protect the environment?)

Ayer (Yesterday) El fin de semana pasado (Last weekend)		reciclé mucho (I recycled a lot)
	para proteger el medio ambiente (to protect the environment)	desenchufé las luces (I turned off the lights)
	para ser verde (to be green)	separé la basura (I separated the rubbish)
	para cuidar el medio ambiente (to care for the environment)	fui al colegio andando (I went to school on foot)
		no usé mucha agua (I didn't use lots of water)
		compré productos verdes (I bought green products)
Ayer (Yesterday) La semana pasada (Last week) En casa (at home)		reciclé el papel y el vidrio (I recycled paper and glass)
		ahorré agua porque me duché (saved water because I had a shower)
		apagué la calefacción (I turned off the heating)
	para ser más verde (to be more green)	fui al colegio a pie (I went to school on foot)
		participé en un proyecto medioambiental (I took part in an environmental project)
		apagué el ordenador (I turned off the computer)
		desenchufé los aparatos electrónicos (I unplugged electronic appliances)

## 4. What are the biggest global problems?

Red

Amber

Green

### ¿Cuáles son los problemas globales más grandes? (What are the biggest global problems?)

Globalmente (Globally)	el problema más grande es (the biggest problem is)	la diferencia entre ricos y pobres (the difference between the rich and the poor)
En mi barrio (In my neighbourhood)	lo que me preocupa es (what worries me is)	el paro (unemployment)
En mi país (In my country)	lo peor es (the worst is)	la pobreza (poverty)
Donde yo vivo (Where I live)		la sequía (drought)
		la contaminación de los mares y los ríos (pollution of the sea and rivers)
		la destrucción de los bosques (destruction of woodland)
		que hay demasiada basura (that there is too much rubbish)
		la deforestación (deforestation)
		el calentamiento global (global warming)
		los animales en peligro de extinción (the animals in danger of extinction)

#### 5. What should we do?

Red

Amber

Green

#### ¿Qué se debería hacer? (What should we do?)

Se debería (We should)	cuidar el planeta (care for the planet)
Tenemos que (We have to)	proteger el medioambiente (protect the environment)
	proteger los ríos y mares (protect rivers and seas)
	reducir la contaminación (reduce pollution)
	luchar contra el calentamiento global (combat global warming)
	plantar más árboles (plant more trees)

#### 6. What are you going to do protect the environment in the future?

Red

Amber

Green

#### ¿Qué vas a hacer para proteger el medioambiente en el futuro? (What are you going to protect the environment in the future?)

En el futuro (In the future)	voy a (I am going to)	plantar árboles (plant trees)
	quiero (I want to)	ducharme y no bañarme (have showers and no baths)
	espero (I hope to)	usar productos ecológico (use environmentally-friendly products)
		usar el transporte público (use public transport)
		usar energía renovables (use renewable energies)
		reciclar el papel y el vidrio (recycle paper and glass)
		desenchufar los aparatos eléctricos (unplug electric appliances)
		apagar la luz (turn off the light)
		participar en un proyecto medioambiental (take part in an environmental project)
		ahorrar energía en casa (save energy at home)

#### 7. What else would you do?

Red

Amber

Green

#### ¿Qué más harías? (What else would you do?)



Si tuviera mucho dinero (If I had a lot of money)	ayudaría en una organización benéfica (I would help in a charity)	ayudaría en una ONG (I would help in an NGO)	haría trabajo voluntario (I would do volunteer work)	
Si fuera rico/a (If I were rich)	donaría dinero a (I would donate money to)		organizaciones benéficas locales (local charitable organisations)	en mi barrio (in my neighbourhood)
Si pudiera (If I could)	serviría comidas en (I would serve meals in)		un comedor social (a soup kitchen)	en mi ciudad (in my city)
Si tuviera más tiempo (If I had more time)				en mi pueblo (in my town)
	daría clases gratuitas de inglés a (I will give free English classes to)	trabajaría con (I will work with)	refugiados (refugees)	
			indigentes (homeless people)	
Sería muy inspirador (It would be very inspiring)	poder (to be able to)	trabajar con otra gente (to work with other people)	para (in order to)	combatir (to combat)
Me haría mucha ilusión (It would be very exciting for me)				luchar contra (to fight against)
				reducir (to reduce)
				las desigualdades (inequalities)
Sería una buena oportunidad para (It would be a good opportunity to)				el paro (unemployment)
				la pobreza (poverty)
				la precaridad (insecurity)
también me gustaría (I'd also like to)		ayudar (-to help)	a los desfavorecidos ([to] the underprivileged)	
		apoyar (-to support)	a los niños discapacitados ([to] disabled children)	
		echar una mano (-to give a helping hand)	a las personas mayores ([to] the elderly)	
			a las personas más necesitadas ([to] the people most in need)	
			a los pobres ([to] the poor)	
			a los sin techo ([to] those without shelter)	

## 8. How do you describe a photo?

Red

Amber

Green

You will have to describe a picture in your writing (F) and in your speaking exam (F&H)

### Describing a picture

#### People

En la foto (In the picture)	hay (there is/ there are)	un hombre (a man)	una mujer (a woman)	un/ una joven (a young person)	un grupo de estudiantes (a group of students)
En primer plano (In the foreground)		un chico (a boy)	una chica (a girl)	una familia (a family)	
En segundo plano (In the background)		un niño (a child, m)	una niña (a child, f)	una pareja (a couple)	mucha gente (lots of people)
		un anciano (an old man)	una anciana (an old woman)	una persona (a person)	unos amigos (some friends)

#### Location

#### Activity

Están (They are)	en la calle (in the street)	al aire libre (outdoors)	donde (where)	bailan (they dance)	hablan (they speak)
	en una ciudad (in a city)	en una plaza (in a square)		cantan (they sing)	disfrutan (they enjoy)
	unos edificios	un desfile			

<b>Puedo ver</b> (I can see)	(some buildings) (a parade) <b>unos monumentos una banda de música</b> (some monuments) (a music band)		<b>tocan instrumentos</b> (they play instruments)	<b>se divierten</b> (they have fun)
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## 9. Do you lead a healthy life?

Red

Amber

Green

### ¿Llevas una vida sana? (Do you lead a healthy life?)

los alimentos lácteos carne, pescados y huevos frutas y verduras cereales fideos grasas dulces los nutrientes proteínas minerales grasa sal vitaminas azúcar gluten Llevo una dieta sana. Mi dieta es poco variada. Suelo comer / beber... porque contiene(n)...	<i>foods milk products meat, fish and eggs fruit and vegetables cereals noodles fats sugars / sweet things nutrients proteins minerals fat salt vitamins sugar gluten I have a healthy diet. My diet is not very varied. I usually eat / drink... because it contains (they contain)</i>	la fibra... combate la obesidad el sabor sano / malsano No puedo... llevar una dieta sana evitar la comida basura dormir comer sano porque... soy adicto/a a soy alérgico/a a (No) Voy a... cambiar mi dieta mejorar mi dieta evitar comer / beber... comer más / menos... preparar comida en casa practicar más deporte buscar recetas en línea	<i>fibre... combats obesity taste healthy / unhealthy I can't... have a healthy diet avoid junk food sleep eat healthily because I'm addicted to I'm allergic to I'm (not) going to... change my diet improve my diet avoid eating / drinking... eat more / less... prepare food at home do more sport look for recipes online</i>
Beber alcohol Fumar cigarrillos / porros Tomar drogas blandas / duras Emborracharse (no) es... ilegal / peligroso una pérdida de dinero una tontería bueno/malo para la salud No me parece... tan malo	<i>Drinking alcohol Smoking cigarettes / joints Taking soft / hard drugs Getting drunk is / isn't... illegal / dangerous a waste of money stupid good/bad for your health It doesn't seem... (to me) so bad</i>	porque / ya que... te relaja causa el fracaso escolar te hace sentir... bien / más adulto Es fácil engancharse. ¡Qué asco! Decidí... cambiar mi vida / dieta dejar de fumar evitar la grasa A partir de ahora	<i>because / as... it relaxes you it causes failure at school it makes you feel... good / more grown up It is easy to get hooked. How disgusting! I decided... to change my life / diet to give up smoking to avoid fat From now on</i>

## 10. What's up?

Red

Amber

Green

### ¿Qué te pasa? (What's up?)

¿Qué te pasa? (What's up?) ¿Qué te duele? (What hurts?)	Me duele (it hurt)	la pierna (my leg) la mano (my hand) el estómago (my stomach) la rodilla (my knee) el brazo (my arm) el pie (my foot)
	Me duelen (it hurt)	las piernas (my legs) los pies (my feet)
	Me duele la cabeza (I have a headache) Me duele la garganta (I have a sore throat) Me duelen los oídos (I have an earache)	
Ayer (Yesterday) Anoche (Last night)	me corté (I cut myself) me quemé (I burnt myself) me caí (I fell)	en casa (at home) en la playa (at the beach) de mi bici (from my bike)

## 11. What is the role play task like?

Red

Amber

Green



In your speaking exam you, you will have a role play task that is supposed to mimic a real-life scenario that you might find yourselves in when in a Spanish speaking country. You will be given some prompts in Spanish to prepare before the speaking section actually begins. On the right is an example:

The role play task is worth 10 marks. You will get 2 marks for each bullet point that you are able to answer correctly.

In the higher exam, one of the questions will be surprise – you won't be given a prompt.

**You are at a doctor's surgery in Spain whilst on holidays in Spain. You are the patient, and your teacher is the doctor.**

**Task:**

- Tus datos personales
- Lo que te pasa
- Lo que hiciste ayer
- Tu opinión – las vacaciones en España
- ? Precio

## 12. Why are international sporting events important?

Red

Amber

Green

### ¿Por qué los eventos deportivos internacionales son importantes? (Why are international sporting events important?)

los Juegos Paralímpicos	<i>the Paralympics</i>	el tráfico	<i>the traffic</i>
los Juegos Olímpicos	<i>the Olympics</i>	el dopaje	<i>doping</i>
la Copa Mundial de Fútbol	<i>the Football World Cup</i>	el coste de organización	<i>the cost of organisation</i>
Promueven...	<i>They promote...</i>	los grandes acontecimientos deportivos	<i>big sporting events</i>
la participación en el deporte	<i>participation in sport</i>	los eventos solidarios	<i>charity events</i>
el turismo	<i>tourism</i>	te dan la oportunidad de...	<i>give you the opportunity to...</i>
Unen a la gente.	<i>They unite people.</i>	recaudar dinero	<i>raise money</i>
Elevan el orgullo nacional.	<i>They increase national pride.</i>	informar a la gente	<i>inform people</i>
Transmiten los valores de	<i>They transmit the values of</i>	ayudar a otras personas	<i>help other people</i>
respeto y disciplina.	<i>respect and discipline.</i>	hacer algo práctico	<i>do something practical</i>
Una desventaja es...	<i>A disadvantage is...</i>	organizar un torneo /	<i>organise a tournament / a show</i>
el riesgo de ataques terroristas	<i>the risk of terrorist attacks</i>	un espectáculo	

## HOME LEARNING TASKS

Task Description	Done?
Can you write a short paragraph talking about the area where you live?	
Can you write a short paragraph talking about what you do to protect the environment?	
Can you write a short paragraph talking about what you did to protect the environment at home?	
Can you write a short paragraph about the biggest global problems and what we should do?	
Can you describe a picture on the topic environment?	
Can you write a short paragraph talking about your lifestyle?	
Can you create a conversation at a doctor's surgery in Spanish?	
Can you write a short paragraph about international sporting events?	
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 <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> and practise this terms vocabulary.	

# Knowledge Organiser

Year 11  
History

Term 3  
2024/25



**The Abbey**  
School

## History Year 11 Term 3 Part 2 – Anglo-Saxon & Norman England

In this unit, you will explore the dramatic events surrounding Anglo-Saxon England, the Norman Conquest, and William I's reign, across the years 1060–88. You will learn about Anglo-Saxon governance, society, and the economy, as well as the succession crisis of 1066 and the rival claims to the throne. You will analyse William's strategies for securing power, including the feudal system, reforms to the Church, and responses to resistance as well as evaluating the extent to which William 'Normanised' England.



GCSE Pod – Scan me!

### Prior Learning Links

- Year 9 Term 4-6 Anglo-Saxon & Norman England

### Future Learning Links

- Continued Revision of prior GCSE Content

## KEY VOCABULARY

### Historical Skills 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  
**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

### Paper 2 B1 Anglo-Saxon & Norman England Core Vocabulary

**Administration** The process of managing and organising the affairs of a government or organisation.  
**Authority** The power or right to give orders, make decisions, and enforce obedience.  
**Centralisation** The process of locating power within a central organisation, or person  
**Conflict** A serious disagreement or argument, often leading to a prolonged struggle or battle.  
**Consolidation** – (verb) to make something stronger  
**Dispute** A disagreement or argument over something important.  
**Domination** Control or influence over someone or something, often by force or power.  
**Hierarchy** A system where members of a society or organization are ranked according to status or authority.  
**Impact** The effect or influence of one thing on another.  
**Invasion** An instance of entering a place by force, typically to conquer or occupy it.  
**Justification** The action of showing something to be right or reasonable.  
**Legacy** Something handed down from one generation or era to the next, such as traditions or consequences.  
**Monarchy** A form of government where a king or queen rules, often as the central authority.  
**Opposition** Resistance or dissent expressed in action or argument.  
**Rebellion** An act of resistance or defiance against authority or control.  
**Reform** The process of making changes to something to improve it.  
**Succession** The process of inheriting a title, office, or role, especially in a monarchy.  
**Tactics** The methods or strategies used to achieve a goal, especially in a military or political context.  
**Transition** The process or period of changing from one state or condition to another.

## Paper 2 B1 Anglo Saxon & Norman England Command Words

Paper 2: British depth study and period study		Command Word	What the question is asking you to do
Booklet B: Anglo-Saxon & Norman England	Q1 a i) & a ii)	Describe one feature of...	Demonstrate your knowledge by saying what you know about a topic using specific detail to support your answer
	Q1 b)	Explain why...	Make clear why something happened [try to identify any reason/cause/factor] supporting your answer with relevant information.
	Q 1 c i) / c ii)	[Statement.] How far do you agree? Explain your answer	Reach a judgement about a statement by saying how much you agree and disagree with something. You should consider both sides of the argument and give detailed reasons for your judgement to make sure it is supported by an explanation

### Anglo-Saxon & Norman England Glossary

#### Key Topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66

1. **Aethling** - A prince or noble eligible to become king in Anglo-Saxon England.
2. **Battle of Gate Fulford** - A battle in September 1066 where Harald Hardrada and Tostig defeated the English earls Edwin and Morcar.
3. **Battle of Hastings** - The decisive battle on 14 October 1066 where William of Normandy defeated Harold Godwinson to become King of England.
4. **Battle of Stamford Bridge** - A battle in September 1066 where Harold Godwinson defeated Harald Hardrada and Tostig.
5. **Danelaw** - The part of England under Viking control, influencing Anglo-Saxon governance.
6. **Earldom** - A large area of land governed by an earl, central to Anglo-Saxon administration.
7. **Edward the Confessor** - The Anglo-Saxon king of England (1042–1066) whose death triggered the succession crisis.
8. **Embassy to Normandy** - Harold Godwinson's diplomatic mission to William of Normandy, possibly swearing allegiance to him.
9. **Feigned retreat** – A tactic employed by William's army involving forces retreating to invite opponent into open battle and exposing weaknesses, before turning on them. Crucial in breaking Harold Godwinson's shield wall at the Battle of Hastings
10. **Harald Hardrada** - King of Norway and one of the claimants to the English throne in 1066.
11. **Harold Godwinson** - Earl of Wessex and last Anglo-Saxon king of England, crowned in January 1066.
12. **House of Godwin** - A powerful noble family in Anglo-Saxon England, central to the succession crisis.
13. **Hundred Courts** - Local courts in Anglo-Saxon England dealing with minor crimes and disputes.
14. **Norman Conquest** - The invasion and conquest of England by William of Normandy in 1066.
15. **Shield Wall** - A military tactic used by Anglo-Saxon armies involving a wall of interlocked shields.
16. **Succession Crisis** - The uncertainty over who should succeed Edward the Confessor in 1066.
17. **Tostig Godwinson** - Harold Godwinson's brother, exiled in 1065, who allied with Harald Hardrada in 1066.
18. **Witan** - The Anglo-Saxon council of nobles and clergy that advised the king and helped decide succession.
19. **William of Normandy** - Duke of Normandy and claimant to the English throne, who became king in 1066.
20. **York** - A key city in northern England, targeted during the early 1066 battles.

#### Key Topic 2: William I in Power: Securing the Kingdom, 1066–87

1. **Castles** - Fortified structures built by the Normans to establish control over England.
2. **Domesday Book** - A comprehensive survey of landholdings in England ordered by William I in 1086.
3. **Earls Edwin and Morcar** - Anglo-Saxon earls who led revolts against Norman rule in 1068.
4. **Ely Rebellion** - A 1070–71 uprising led by Hereward the Wake against Norman control.
5. **Feudal System** - A hierarchical system introduced by the Normans, where land was exchanged for loyalty and service.

6. **Harrying of the North** - William I's campaign of devastation in northern England (1069–70) to suppress rebellion.
7. **Hereward the Wake** - An Anglo-Saxon nobleman who resisted Norman rule in East Anglia.
8. **Marcher Earldoms** - Special territories along the Welsh border given to loyal Norman lords to maintain control.
9. **Normanisation** - The process of imposing Norman culture, language, and governance on England.
10. **Odo of Bayeux** - William I's half-brother and a key figure in consolidating Norman control.
11. **Revolt of the Earls (1075)** - A failed rebellion by Norman and Anglo-Saxon nobles against William I.
12. **Revolt of 1068** - A rebellion led by Edwin and Morcar against William's rule.
13. **Robert Cumin** - A Norman earl whose murder prompted the Harrying of the North
14. **Sheriff** - An official responsible for enforcing the king's laws in local areas.
15. **Submission of the Earls (1066)** - The formal surrender of Anglo-Saxon earls to William after the Battle of Hastings.
16. **Tenants-in-Chief** - Nobles who held land directly from the king under the feudal system.
17. **Tower of London** - A key Norman castle built by William I to secure control over London.
18. **William's Absence** - Periods when William left England, relying on regents to govern in his stead.
19. **William's Coronation** - The crowning of William as King of England on Christmas Day, 1066.
20. **York Rebellion (1069)** - A major Anglo-Saxon uprising in northern England against Norman rule.

### Key Topic 3: Norman England, 1066–88

1. **Bishop Odo** - William's half-brother, who played a significant role in governing Norman England.
2. **Centralised Power** - William's strategy of consolidating authority in the monarchy.
3. **Demesne** - Land retained by William for his own use and control.
4. **Domesday Survey** - The survey used to compile the Domesday Book.
5. **Feudal Hierarchy** - The structure of power in Norman England, from the king to peasants.
6. **Forfeiture** - The loss of land or property as punishment for disloyalty.
7. **Forest Laws** - Strict regulations imposed by William I to protect royal hunting grounds.
8. **Homage** - A public display of loyalty and submission to a lord or king.
9. **Knight Service** - Military service owed by knights in exchange for land.
10. **Lanfranc** - The Archbishop of Canterbury who reformed the Church under William I.
11. **Nepotism** - The act of offering church positions based on family relation rather than skill or experience
12. **Norman Aristocracy** - The Norman ruling class that replaced Anglo-Saxon nobles.
13. **Norman Culture** - The language, customs, and traditions introduced by the Normans.
14. **Pluralism** - The act of holding multiple roles or offices in the Church. For example, Stigand was Archbishop of both Canterbury and Winchester
15. **Regent** - A person appointed to rule in the king's absence.
16. **Robert Curthose** - William I's eldest son, who led a revolt against his father.
17. **Simony** - Church leaders selling sacraments for profit
18. **Stigand** - The Anglo-Saxon Archbishop of Canterbury replaced by Lanfranc.
19. **Tenure** - The conditions under which land was held in the feudal system.
20. **William Rufus** - William I's son and successor as King of England in 1087.

1. What were the key features of Anglo-Saxon government, society, and economy?	Red	Amber	Green
Are you able to describe the roles of the monarchy, earldoms, and local government in Anglo-Saxon England?			
Can you explain the structure of the Anglo-Saxon economy, including towns, villages, and trade?			
Are you able to evaluate the influence of the Church on Anglo-Saxon society?			
2. How did Edward the Confessor's death lead to a succession crisis?	Red	Amber	Green
Are you able to outline the power and significance of the House of Godwin in Anglo-Saxon England?			
Can you explain the events leading to Harold Godwinson's rise to power as Earl of Wessex?			
Are you able to analyse the causes and consequences of Tostig's exile and Edward's death?			
3. Why were there multiple claimants to the English throne in 1066?	Red	Amber	Green
Are you able to identify the motives and claims of William of Normandy, Harald Hardrada, and Edgar Aetheling?			
Can you explain the role of the Witan in Harold Godwinson's coronation?			
Are you able to assess the significance of the battles of Gate Fulford and Stamford Bridge?			



<b>4. Why did William of Normandy win the Battle of Hastings?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to describe the key events of the Battle of Hastings? Can you explain the strengths and weaknesses of Norman and Anglo-Saxon troops and tactics? Are you able to evaluate the leadership skills of William and Harold in determining the outcome?			
<b>5. How did William I establish control over England after the Norman Conquest?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to explain the submission of the earls in 1066? Can you describe the significance of the Marcher earldoms and the building of castles? Are you able to evaluate how William rewarded his followers and secured borderlands?			
<b>6. Why did Anglo-Saxon resistance continue after 1066, and how was it suppressed?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to describe the causes and outcomes of key rebellions, such as those of Edwin and Morcar? Can you explain the events and significance of Hereward the Wake's rebellion? Are you able to assess the impact of William's strategies in suppressing resistance?			
<b>7. What were the causes and consequences of the Harrying of the North?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to outline the reasons for the Harrying of the North in 1069–70? Can you describe its immediate effects on land, people, and society? Are you able to evaluate its long-term impact on Anglo-Saxon resistance and Norman control?			
<b>8. How did William deal with threats like the Revolt of the Earls in 1075?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to explain the causes and features of the Revolt of the Earls? Can you describe how William and his supporters defeated this rebellion? Are you able to analyse how this revolt impacted Norman governance and security?			
<b>9. How did the feudal system shape Norman England?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to explain the structure of the feudal hierarchy and its key roles? Can you describe the functions of tenants-in-chief and knights under the feudal system? Are you able to assess the impact of feudalism on Anglo-Saxon society and economy?			
<b>10. How did William I reform the Church in Norman England?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to describe the role of the Church in society and government? Can you explain the reforms introduced by Lanfranc and the Normanisation of the Church? Are you able to evaluate the significance of these changes on English religious life?			
<b>11. How did Norman governance centralise power in England?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to describe the changes to government, such as the role of sheriffs and regents? Can you explain the significance of the Domesday Book for administration and finance? Are you able to evaluate the impact of the 'forest' laws on governance and society?			
<b>12. How did William I's death shape the Norman succession?</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>
Are you able to describe the character and challenges faced by William I? Can you explain the causes and outcomes of Robert's revolt and succession disputes? Are you able to assess the impact of William's death on Norman England's stability?			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>	<b>Done?</b>		
Use 'Look, Cover, Write, Check' or flash cards to learn Anglo-Saxon & Norman England Vocabulary			
Complete GCSE Pod Tasks for all units using the QR code at the top of the page			
Complete revision tasks for each unit using the GCSE History Course Booklet			
Complete a 12 mark exam question: <ol style="list-style-type: none"> <li>1. Explain why there was a succession crisis in 1066.</li> <li>2. Explain how William was able to consolidate his control of England 1066-88.</li> <li>3. Explain how Norman England changed under William the Conqueror.</li> </ol>			
Complete a 16 mark exam question from the GCSE Course Book			
Complete a past paper			

# History Year 11 Term 3 Part 2 – GCSE Paper 1: Medicine Through Time Revision

## Prior Learning Links

- Year 7 Term 1 – 6: Ancient Rome and Medieval, Early Modern and Renaissance Europe
- Year 8 Term 1: Britain & the Industrial Revolution
- Year 8 Term 3: World War One
- Year 9 Term 1-4 Paper 1: Medicine Through Time. Introduction of all units

## Future Learning Links

- Revision of Source Usefulness Exam Question (Appears in Paper 3: Weimar & Nazi Germany)
- Revision of Two features Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England)
- Revision of Explain Why Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England) and Paper 3: Weimar & Nazi Germany)
- Revision of 'How far do you agree...' Exam Question (Appears in Paper 2: (B1) Anglo-Saxon & Norman England) and Paper 3: Weimar & Nazi Germany)



## KEY VOCABULARY

### Historical Skills 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  
**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

### Paper 1 GCSE: Medicine Through Time Core Vocabulary

**Care** – to provide help and support for someone who is unwell  
**Diagnosis** – the act of identifying what is wrong with someone who is ill  
**Disease** – an illness which affects people, spread by bacteria or infection  
**Prevention** - to prevent something, is to ensure that it does not happen  
**Public Health** – the health of the general population, and the activities and services that are designed to improve or protect this  
**Surgery** – a medical treatment in which someone's body is cut open so that a doctor can repair, remove, or replace a diseased or damaged part  
**Treatment** – medical attention given to a sick or injured person or animal

### Paper 1 Medicine Through Time Command Words

Paper 1: Thematic study with historic environment		Command Word	What the question is asking you to do
Section A	Q1a & Q1b	Describe one feature of...	Demonstrate your knowledge by saying what you know about a topic using specific detail to support your answer.
	Q2a	How useful are Sources A and B for an enquiry into...?	Make a judgement about how useful two sources are for a specific enquiry. For each source you should consider what is useful about the source content and how that is affected by its provenance (Nature, Origin Purpose), and your knowledge of the historical context
	Q2b	How could you follow up Source A/B to find out more about...?	Identify a detail in a source that prompts a question, in order to find out more about the wider enquiry in the question and suggest a source which might have relevant information.
Section B	Q3	Explain one way in which X was similar/different to	Identify one similarity or difference between two time periods, and support this with specific details from each period.
	Q4	Explain why...	Make clear why something happened [try to identify any reason/cause/factor] supporting your answer with relevant information.
	Q5/6	[Statement.] How far do you agree? Explain your answer.	Reach a judgement about a statement by saying how much you agree and disagree with something. You should consider both sides of the argument and give detailed reasons for your judgement to make sure it is supported by an explanation.

### Medicine Through Time Vocabulary

#### Medieval Vocabulary

1. **Apothecaries** – People who mixed herbal remedies and had good knowledge of the healing powers of plants.
2. **Astrology** - The study of the alignment of the planets and stars, used for diagnosing illness. Many people believed the Black Death was caused by a bad alignment of the planets.
3. **Barber surgeon** - Barbers worked with sharp knives and, as well as cutting hair, they often performed surgical procedures. Barbers would do surgery and not physicians.
4. **The Black Death** - An outbreak of the bubonic plague, spread by fleas on rats. Usually fatal within 3-5 days.
5. **Decaying matter** - Material, such as vegetables or animals, that has died and is rotting
6. **The four humours** - The theory that ill health is caused by an imbalance of the four humours in the body. These are blood, phlegm (what is coughed up or sneezed out of the nose), black bile (excrement) and yellow bile (pus or vomit).
7. **Mass** - Roman Catholic service where bread and wine is given.
8. **Miasma** - Smells from decaying matter that were believed to cause disease.
9. **Phlebotomy or bloodletting** - A common treatment for imbalance of the humours. This was done by cutting a vein, using leeches or cupping (piercing the skin with a knife).
10. **Physicians** - Medieval doctors were known as physicians. They would diagnose illness and recommend a course of treatments but rarely got involved in treating the patients themselves.
11. **Printing press** - A machine for printing text or pictures
12. **Purging** - Inducing people to vomit or giving them a laxative to clear out their digestive system; used to balance out the humours.
13. **Regimen Sanitatis** - A set of instructions by physicians to help a patient maintain good health. This would have included bathing, not over-eating and taking moderate exercise.

14. **Supernatural cures** - Religious cures such as healing prayers, paying for a mass, fasting and going on pilgrimages.
15. **Urine charts** – Physicians would examine people's urine, checking colour, thickness, smell (and even taste) to diagnose illness.

### Renaissance Vocabulary

1. **Alchemy** - An early form of chemistry. Alchemists tried to turn one material into another, mainly with metals.
2. **Anatomy** - The science of understanding the structure and make-up of the body.
3. **Dissection** - The dismembering of a body to study its anatomical structure.
4. **Iatrochemistry** - A way of treating disease using chemical solutions. Pioneered by Paracelsus.
5. **Renaissance** - The French word that means rebirth. The Medical Renaissance refers to a period in the 16th and 17th centuries when new ideas were beginning to influence medicine.
6. **The Royal Society** - A group of people who promote scientific experiments and the sharing of knowledge. The Society received a royal charter from Charles II which gave it more credibility.
7. **Secular** - Not religious; not connected with spiritual beliefs.
8. **Syphilis** - A sexually transmitted infection, also known as the Great Pox. Can cause blindness, paralysis and madness.

### 18<sup>th</sup>-19<sup>th</sup> Century Vocabulary

1. **Amputation** - The removal of a limb by surgery.
2. **Anaesthetic** - A drug or drugs given to produce unconsciousness before and during surgery.
3. **Antiseptics** - Chemicals used to destroy bacteria and prevent infection.
4. **Chloroform** - A liquid whose vapour acts as an anaesthetic and produces unconsciousness.
5. **Diarrhoea** - A symptom of a disease (such as cholera); frequent, fluid bowel movements.
6. **The Enlightenment** - A European intellectual movement of the 18th century emphasising reason and science over religion and tradition; also known as the "Age of Reason".
7. **Germ theory** - The theory that germs cause disease, often by infection through the air.
8. **Inoculation** - Putting a low dose of a disease into the body to help it fight against a more serious one.
9. **Laissez-faire** - Belief that governments should not interfere in people's lives.
10. **Microbe** - A living organism that is too small to see without a microscope.
11. **Pasteurisation** - A way of preserving food or drink by heating to 55 degrees C and thus killing the bacteria.
12. **Public Health Act (1875)** - Government legislation that made it compulsory for city authorities to dispose of sewage, build public toilets and provide clean water. New houses had to be built to better quality and food sold in shops had to be checked for safety.
13. **Spontaneous generation** - The theory that decaying matter turns into germs.
14. **Vaccination** - Injection into the body of weakened organisms to give the body resistance. Comes from the word vacca which means cow in Latin. This was because the first vaccination involved injecting cow pox samples into people to develop immunity against small pox.

### 1900-Present Vocabulary

1. **Antibiotic** - A treatment that destroys or limits the growth of bacteria in the human body.
2. **Beveridge Report** - A 1942 report chaired by William Beveridge which identified five "Giant Evils" in society: squalor, ignorance, want, idleness, and disease, and went on to propose widespread reform to the system of social welfare.
3. **DNA** - Short for deoxyribonucleic acid, a substance that carries genetic information that determines characteristics such as hair and eye colour.
4. **Genome** - The complete set of DNA containing all the information needed to build a particular organism.
5. **Haemophilia** - A genetic disease passed from parent to child that stops blood from clotting.
6. **Human Genome Project** - A 10-year project which decoded and mapped all the genomes in DNA. This made it possible for scientists to better understand genetic diseases such as cancer and haemophilia.
7. **Magic Bullet** - A chemical treatment that targets specific microbes without harming the rest of the body.
8. **Mastectomy** - Surgery to remove one or both breasts.
9. **NHS** - National Health Service which provides free medical care for the entire population of Britain.
10. **Penicillin** - First antibiotic to be discovered.
11. **Prontosil** - A bright red dye which was discovered by scientist Gerhard Domagk to kill bacterial infections in mice, then successfully tested on his daughter who had blood poisoning in 1935.

12. **Salvarsan 606** - First magic bullet drug which treated Syphilis.
13. **Streptomycin** - Powerful antibiotic, discovered in 1943, effective against tuberculosis which until then, had been considered incurable.

### Western Front Vocabulary

1. **Barbed wire** - Metal wire with sharp points used in no-man's-land to protect from enemy attack. It made it difficult for men to get through without being trapped by the wire.
2. **Blighty wound** - A wound serious enough to get a soldier away from the fighting and back to Britain.
3. **Brodie helmet** - Steel helmet held with a strap. Introduced in 1915, it reduced fatal head wounds by 80%.
4. **Chlorine gas** - Causes burning pain in throat and eyes and can lead to death by suffocation. First used by Germans in the second battle of Ypres, 1915.
5. **First Aid Nursing Yeomanry (FANY)** - A women's voluntary organisation which provided medical services on the frontlines such as driving ambulances and emergency first aid.
6. **Machine guns** - Guns that could fire 450 rounds a minute; their bullets could fracture bones or pierce organs.
7. **Mustard gas** - Odourless gas which passes through clothing to burn the skin, causing internal and external blisters. Gas masks offer little protection against mustard gas, as it goes through clothing. First used by the Germans in 1917.
8. **No-man's-land** - The area between two opposing lines of trenches.
9. **Phosgene gas** - Similar to chlorine gas but faster acting and can kill exposed person within 2 days. First used end of 1915.
10. **Royal Army Medical Corps (RAMC)** - The branch of the army responsible for medical care.
11. **Salient** - An area of a battlefield that is surrounded by enemy territory on 3 sides.
12. **Trench system** - A complex network of trenches in which men could live and fight. Trenches were dug to a depth of about 2.5m in a zig-zag pattern to confuse the enemy. Trenches were built over a distance of 400 miles all the way from the northern French coast to Switzerland.
13. **Shrapnel** - Fragments of metal from exploded shells.

1. What were the main ideas and approaches to the cause, prevention, and treatment of disease in medieval England?	Red	Amber	Green
Are you able to explain supernatural, religious, and rational explanations for disease? Can you describe methods such as bloodletting, purging, and purifying the air? Can you assess the influence of Hippocrates and Galen on medieval medicine?			
2. What roles did different medical practitioners and hospitals play in medieval England?	Red	Amber	Green
Are you able to differentiate between the roles of physicians, apothecaries, and barber surgeons? Can you describe the approaches to hospital care in the thirteenth century? Can you assess the care provided within the community and in hospitals from c1250–1500?			
3. How was the Black Death dealt with in 1348-49 in terms of treatment and prevention?	Red	Amber	Green
Are you able to explain the approaches to treatment of the Black Death? Can you discuss attempts to prevent the spread of the Black Death? Can you compare the effectiveness of different strategies used during the Black Death outbreak?			
4. How did explanations of the causes of disease and illness evolve during the Medical Renaissance?	Red	Amber	Green
Are you able to identify continuities and changes in disease explanations from medieval to Renaissance periods? Can you describe Thomas Sydenham's contributions to improving diagnosis? Can you explain the impact of the printing press and the Royal Society on medical ideas?			
5. What were the significant changes and continuities in medical care, treatment, and training during the Medical Renaissance?	Red	Amber	Green
Are you able to describe continuities in community and hospital care? Can you identify changes in medical training and treatment methods? Can you discuss the influence of Vesalius's work in England?			
6. What were William Harvey's contributions to medical knowledge during the Renaissance, and how did they impact medicine?	Red	Amber	Green
Are you able to explain Harvey's discovery of the circulation of the blood? Can you assess the significance of Harvey's work on subsequent medical practice? Can you compare Harvey's ideas with previous understandings of blood and the body?			
7. How did the understanding of the causes of disease and prevention evolve in the eighteenth and nineteenth centuries?	Red	Amber	Green
Are you able to explain the continuity and changes in disease explanations during this period?			



Can you discuss the influence of Pasteur's Germ Theory on British medicine?			
Can you describe the development and use of vaccinations and the Public Health Act (1875)?			
8. What were the significant changes in medical care, treatment, and public health in the eighteenth and nineteenth centuries?	Red	Amber	Green
Are you able to explain improvements in hospital care influenced by Nightingale?			
Can you describe the impact of anaesthetics and antiseptics on surgery?			
Can you discuss the role of public health measures in improving community health?			
9. How did Edward Jenner and John Snow contribute to the development of vaccination and the fight against cholera?	Red	Amber	Green
Are you able to explain Jenner's method for developing the smallpox vaccine?			
Can you discuss John Snow's investigation of the Broad Street pump and its significance?			
Can you assess the impact of these contributions on public health and modern epidemiology?			
10. What advancements have been made in understanding and diagnosing the causes of illness and disease in modern Britain?	Red	Amber	Green
Are you able to explain the influence of genetic and lifestyle factors on health?			
Can you describe improvements in diagnostic techniques such as blood tests and scans?			
Can you assess the impact of these advancements on disease management?			
11. How has the NHS and advancements in science and technology changed care, treatment, and prevention since 1900?	Red	Amber	Green
Are you able to explain the role of the NHS in improving access to medical care?			
Can you describe advancements in medicines, including antibiotics and magic bullets?			
Can you discuss high-tech medical and surgical treatments available in modern hospitals?			
12. What were the medical challenges and advancements on the Western Front during World War I?	Red	Amber	Green
Are you able to describe the trench system and its impact on soldier health?			
Can you explain the types of injuries and illnesses common on the Western Front?			
Can you discuss the significance of new medical techniques and the creation of a blood bank during the war?			
<b>HOME LEARNING TASKS</b>			
<b>Task Description</b>	<b>Done?</b>		
Use 'Look, Cover, Write, Check' or flash cards to learn Medicine Through Time Vocabulary			
Complete GCSE Pod Tasks for all units using the QR code at the top of the page			
Complete revision tasks for each unit using the GCSE History Course Booklet			
Complete a 12 mark exam question for one of Medieval, Renaissance, 18 <sup>th</sup> -19 <sup>th</sup> Century, and Modern Medicine from the GCSE History Course Booklet			
Complete a 16 mark exam question for one of Medieval, Renaissance, 18 <sup>th</sup> -19 <sup>th</sup> Century, and Modern Medicine from the GCSE History Course Booklet			
Complete the an inference, usefulness, and follow up enquiry question for the Medicine on the Western Front unit from the GCSE History Course Booklet			
Complete a past paper			