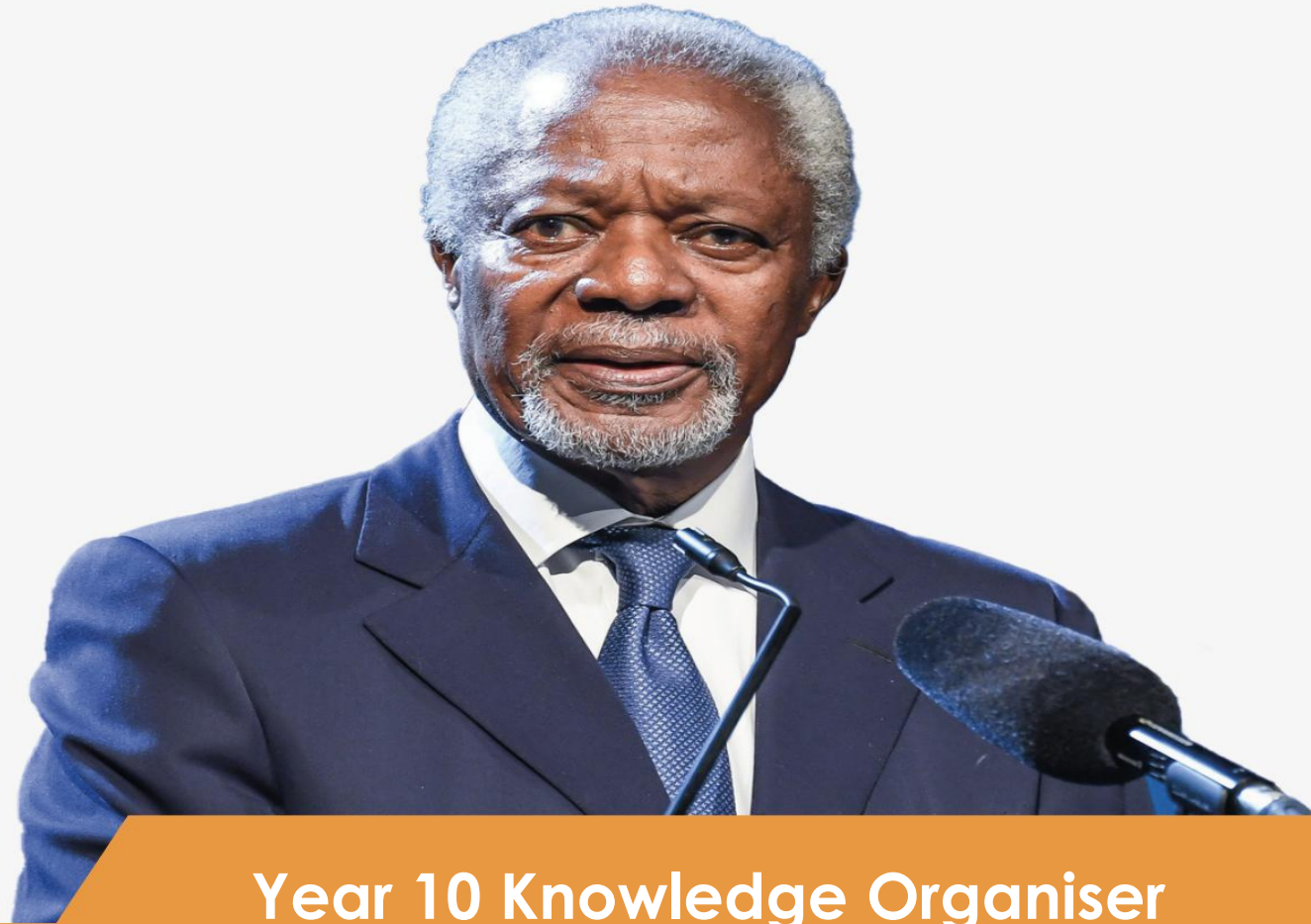




Frank Field
Education Trust

*“Knowledge is power.
Information is liberating.
Education is the premise
of progress, in every
society, in every family”*

- Kofi Annan



Year 10 Knowledge Organiser

Learning Programme 2

Pupil Name:

Form Group:

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Instructions to use the Knowledge Organiser

Use of the Knowledge Organiser

Every school day you should be studying at least 1 section of your Knowledge Organiser (KO) for homework.

The timetable outlines the tasks you will study during that week.

Your subject teacher will set the relevant homework task from the Knowledge Organiser booklet and inform you of when the homework is to be handed in.

Your homework is to be completed in your subject exercise book, unless the instructions are different within the task.

You need to bring your Knowledge Organiser and exercise books with you EVERYDAY to the academy.

You will also be tested in your lessons on knowledge from the organisers every week to ensure that the core knowledge is retained over time.

You should also be developing your core knowledge by developing your self-testing, revision and study skills techniques alongside the homework tasks.

You can use any of the adjacent techniques on top of the core homework tasks to enhance your revision skills.

Self-testing, revision and study skills techniques

You can use your KOs and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the 'How to self-test with the Knowledge Organiser' booklet to help you.

Below are some possible tasks you could do in your workbooks, no matter which task you do you should always check and correct your work in a different coloured pen.

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

How do I self quiz?

How to use...Flashcards

1. On one side of the flash card, write the word or question.
2. On the other side, write the definition for the word, or answer to the question.
3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.
4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.

You can also use the Leitner Method: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

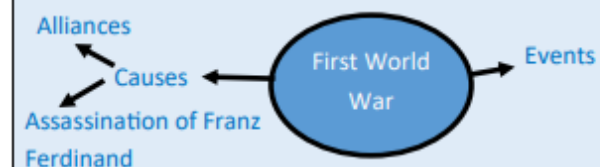
How to use... Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.
2. Write out the meaning, definition or spelling in the 'Write' column.
3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.
4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✓	
Algorithm	Algorithm	X	Algorithm

How to use... Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.
2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI
3. Then add your knowledge off of these branches. You might even be able to make connections between them.
4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.



How to use... Explaining a process/ idea further

Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words **because**, **but**, and **so**. These will help you to:

1. **Because:** helps to explain a reason, cause or why something works.
2. **But:** helps to explain a limitation or problem.
3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

How to... Summarise a process/idea

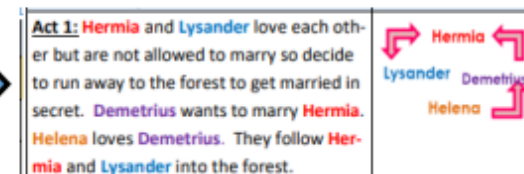
Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

1. Read through the relevant part of your knowledge organiser as directed by your teacher.
2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.
3. For each part, add **one** main idea.
4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.

How to use... Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.



Homework tasks

Week	Subject	Task
LP2.1	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Week	Subject	Task
LP2.2	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP2.RLW	ALL	This week is an opportunity to work on knowledge that has been identified during lessons as key areas for development. This could be additional revision and recall tasks from the knowledge organisers or it could be specific tasks set by classroom teacher.

Week	Subject	Task
LP2.3	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Homework tasks

Week	Subject	Task
LP2.4	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP2.5	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Week	Subject	Task
LP2.6	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP2.7	English	Complete the English homework task set on Sparx Reader.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.

Options homework tasks

Subject	Task
3D Design	Annotate your book exploring where you have been successful and where might need improving.
	Pick three found objects to use in your decay project.
	Research three artists' relating to decay.
Art	To create a list of artists' that look at colour theory in their work.
	To create a spider diagram of your favourite artist and explore their artwork, describing the features.
	To draw a full outline of a natural form.
Business	Seneca Tasks.
	Seneca Tasks.
	Seneca Tasks.
Drama	Read your knowledge organiser and memorise 5 pieces of information that you can use in your skills lessons, when devising your play.
	Learn your lines from the script paying particular attention to tone, expression and characterisation, using your accent correctly.
	Learn your lines from the script paying particular attention to tone, expression and characterisation.
Geography	Complete the revision sheet.
	Complete the revision sheet.
	Complete the revision sheet.
Health and Social Care	Research support available for expecting fathers.
	Explain the impact having English as an Additional Language (EAL) can have on development.
	List all the ways small children can develop their social attachments.

Subject	Task
History	List 5 facts about Renaissance medicine.
	Write a PEE paragraph explaining how WW1 improved the development of surgery.
	Explain the impact war had on the development of Health.
ICT	Unit 1 theory task.
	Unit 1 theory task.
	Unit 1 theory task.
Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
Music	Choose two different pieces of music played by different types of 'ensemble', can you compare these and how the music is different?
	Create a knowledge organiser about the types of ensemble and how they perform different music.
	Create a job profile for an orchestral performer considering the skills and qualifications that may be needed for this role.
Btec Sport	Choose a sport and identify 3 items of clothing and 3 pieces of equipment required. Explain how each item helps performance or safety.
	Research two types of technology used in sport. Explain how they improve participation or performance.
	Read the case study and create a profile for each participant, identifying their needs, barriers and goals.
Photography	To select three interesting photographs relating to your theme.
	Research multiple artists' that relate to your theme, pick three.
	Complete a spider diagram exploring the work of each of your artists'.
Religious Education	Create a revision page that explains all Six Articles of Faith.
	'The Five Roots are the most important beliefs for Muslims.' Give two arguments in support of this statement.
	Summarise the importance of Allah and Risalah.
Hospitality and Catering	Research the role of a restaurant manager.
	Research the key features of working in the hospitality industry.
	Compare front of house to back of house and explain the different personality traits needed.

This Learning Programme you will be focusing on refining work by exploring ideas, selecting, and experimenting with appropriate media, materials,

techniques, and processes.

1. How to refine your work.
2. How to select and explore multiple materials
3. Select key media to explore specific techniques
4. Identify successful use of materials
5. Explore multiple materials
6. Evaluate your use of processes
7. Identify successful experimentation.

KEY VOCABULARY

DEFINITION

Media	The materials used
Tone	Shades, ranging from dark to light
Shape	The outside line, joined to create a shape
Texture	Representation of how something feels
Pattern	A design in which shapes, lines and colours are repeated
Line	Basic visual element, used to create shapes
Form	Three dimensional shape, height, width, and depth
Colour	Different shades and tones
Review	An evaluation of artwork
Reflect	Think carefully and make comments
Analyse	Examine in detail



AO2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

What does this mean?

You need to demonstrate that you are able to explore, progress and improve your ideas through a development journey of experimentation, trails, samples, working things out as you go.

Refinement means to improve. You will learn from doing something then working out how to do it better and then having another go. This may take many steps.

AO2 should be seen as an integral part of your creative journey and not a separate thing.

How does it link with AO1?

Experimenting in response to your chosen artists

How does it link with AO3?

Recording your ideas and observations as you experiment and as your ideas develop. Recording your decisions.

How does it link with AO4?

Your experimentation and refinement of ideas should lead to a skilful personal and meaningful response.

How do I show this in my work?

- Refine a dominant idea by trying various compositions
- Refined techniques in a variety of media
- Have you developed an idea and not just used your first idea?
- Clearly demonstrate purposeful trialling of materials supported by notes
- Attempts to mimic the style/technique of an artist in your own work
- Selection and rejection of ideas
- Problem solving
- Showing stages of development

Reaching for the level 8/9:

How do I show

A highly developed ability to thoughtfully refine ideas.

A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.

The level to which you experiment. Do you go through a number of processes refining along the way? Have you copied the artists work in a superficial way or have you really explored their technique? Have you taken risks and shown a highly developed creative journey as a result? Are your ideas unique?

Annotate your own work

- What have you produced and why?
- How does it link to the artist you have been looking at?
- Has the technique been successful and why?
- How might your work now develop?
- What have you learnt?
- What are your decisions?

Refinement is important, not just repetition

This Learning Programme you will be focusing on refining work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques,

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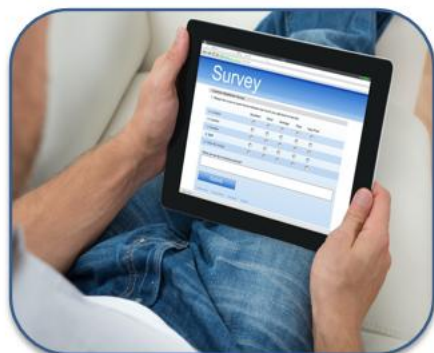
This Learning Programme you will be learning about market research and business location

Key Vocabulary

Primary	Data collected first-hand for a specific research purpose
Secondary	Data that already exists that has been collected for a different purpose
Quantitative	Numerical data that can be analysed statistically and is usually based on large sample sizes.
Qualitative	Based on opinions, attitudes and beliefs
Reliability	whether data, research, or information is consistent, trustworthy, and free from bias or error so that a business can depend on it when making decisions
Segmentation	the process of dividing a broad market into smaller, distinct groups of customers who share similar characteristics, needs, or preferences
Demographics	the measurable characteristics and structure of a population or a business's customer base
Location	the geographical place where a business chooses to operate
E-Commerce	the buying and selling of goods and services over the internet
Analyse	to break down a business idea, issue, or problem into parts, explain them clearly, and show cause-and-effect connections using the context of the case study
Business Plan	a detailed, essential document created by an entrepreneur at start-up that outlines a business's core elements, objectives, financial forecasts, and strategies to reduce the risk of failure and secure finance



PRIMARY RESEARCH	SECONDARY RESEARCH
BENEFITS	
Directly focused to research objectives	Often free and easy to obtain
Kept private – not publicly available	Good source of market insights
More detailed insights – particularly into customer views	Quick to access and use
DRAWBACKS	
Time-consuming and costly to obtain	Can quickly become out of date
Risk of survey bias	Not tailored to business needs
Sampling may not be representative of the whole population	Specialist reports are often quite expensive



Quantitative data

Numerical data that can be analysed statistically and is usually based on large sample sizes.

Main methods of obtaining quantitative data is through surveys / questionnaires.



Qualitative data

Based on opinions, attitudes and beliefs. Focus groups and interviews are common methods used to collect qualitative data.

Benefits and drawbacks of qualitative research

BENEFITS	DRAWBACKS
Essential for important new product development and launches	Expensive to collect and analyse; requires specialist research skills
Focused on understanding customer needs, wants, expectations that provide very useful insights for a business to base its decision-making	Based around opinions; there is always a risk that the sample chosen is not representative of others
Can highlight issues that need addressing e.g. why customers do not buy	
Effective way of testing elements of the marketing mix e.g. new branding, promotional campaigns	

Benefits and drawbacks of quantitative research

BENEFITS	DRAWBACKS
Data relatively easy to analyse	Does not explain why things happen
Numerical data provides insights into relevant trends	Does not explain the reasons behind numerical trends
Can be compared with data from other sources e.g. competitors, history	May lack reliability if sample size and method is not valid

Year 10 BTEC Performing Arts LP2 Knowledge Organiser

This Learning Programme you will be completing **Component 2**. You will be learning how to develop your performance skills.

Key Vocabulary – Vocal skills

Diction and Projection	Diction means pronouncing your speech clearly. Projection is making sure your voice can be heard (this doesn't mean shouting).
Emphasis and Volume	Emphasis is when you make a word stand out "I never said you stole my hat" is different from "I never said you stole my hat". Volume is how loud or quiet the voice is. Don't forget words such as whisper and shout.
Pitch	Pitch means how high or low your voice is. Low pitch may convey sadness, whilst high pitch could convey joy.
Accent	Accent is the way you pronounce your words. It is used to indicate where a character is from, specifically which country or region. It can help distinguish class and status.
Rhythm and Tempo	Rhythm is where we pause and leave gaps in speech. This could show a character is thinking or distressed. Tempo is how fast or slow the speech is. E.g. a fast tempo could show someone is excited, a slow tempo could show someone is sleepy or confused.
Tone	Tone describes the emotion behind the line. It can convey meaning. For example: an angry tone

LP1.1> LP1.2> LP1.3> LP1.4> LP1.5> LP1.6> LP1.7



Physical skills to become a character for rehearsal and performance (using your body)

Gestures	Using your hands to highlight meaning or convey emotion. E.g. Scratching your head if you are confused or waving to say 'Hello'.
Stance	The way someone stands usually to do with feet positioning. This could be with your feet really wide apart or really close together, for example.
Posture and Body Language	Posture and body language is how you hold and position your body to show emotion or a character's personality. E.g. shoulders back and chest out to show confidence. Hanging head and shoulder may show shame or sadness
Expression	Also known as 'facial expressions'. Using your face to communicate emotions and reactions. Smiling to show happiness, frowning to show anger, raising one eye brow to show confusion for example.
Eye Contact (Focus)	Looking into someone else's eyes. This could be another character or an audience member. Making eye contact makes it clear who you are speaking to. Avoiding eye contact can suggest feeling awkward or upset.
Dynamics and Movement	Dynamics means HOW you move. For example, sharply / smoothly. Movement is HOW your character walks. For example, with a limp or taking large steps




WICKED

LP1.1> LP1.2> LP1.3> LP1.4> LP1.5> LP1.6> LP1.7

Year 10 BTEC Performing Arts LP2 Knowledge Organiser

Stagecraft skills for performance and rehearsal - BEPLACES		
B	Blocking	Working out the movement and positioning of all the actors on stage. Where you will stand and when you will move
E	Entrances and Exits	Where and when you come on and off stage.
P	Proxemics and use of space	Proxemics is how close or near you are to others on stage. This can help to communicate meaning e.g. if your character is scared of another character you might stand far away. Use of space is where you position yourself on the stage so the audience can see you and others clearly.
L	Levels	How high or low you are positioned on the stage. This could be to communicate how important you are or to show you are in a different place to other characters.
A	Audience awareness	Being mindful of what the audience will be able to see and hear and adapting your positions and voice to make sure they can understand everything clearly.
C	Concentration and Focus	Being organised and sensible in your performance and staying in role at all times.
E	Energy	Putting effort into your performance and making sure you are lively and enthusiastic when you perform.
S	Set and Props Interaction	Using the objects on stage confidently to show something about your character or the situation. E.g. snatching a bag of sweets to show your character is greedy.

This Learning Programme you will be learning about how to critically engage with Post-1914 prose - Charles Dicken's A Christmas Carol - and know how to critically track a text, form an opinion on setting and character and understand the context.

Key Vocabulary

Allegory	a story that can be interpreted to reveal a hidden meaning, typically a moral or political one
Ambiguity	the quality of being open to more than one interpretation, resulting in uncertainty of meaning.
Analepsis	a literary device in narrative, in which a past event is narrated at a point later than its chronological place in a story.
Motif	A dominant or recurring idea.

Year 10 English LP2 Knowledge Organiser

Ebenezer Scrooge – A selfish business-man who transforms into a charitable philanthropist. **Fred** – Scrooge's nephew whose party invitation he declines.

Jacob Marley – Scrooge's dead partner who returns as a ghost to warn Scrooge to change his ways. **Bob Cratchitt** – Scrooge's clerk who doesn't have much money. He loves his family and is shown to be happy and morally upright. **Tiny Tim** – Bob's ill son whose story plays a part in inspiring Scrooge's transformation. **Mrs Cratchitt** – Bob's wife.

The Ghost of Christmas Past – A strange combination of young and old, wearing white robes and looking like a candle.

The Ghost of Christmas Present - A portly, jovial gentleman surrounded by a warm glow. He brings joy on the most needy townsfolk. **The Ghost of Christmas Yet To Come** – A robed and hooded spirit who confronts Scrooge with his own tombstone.

Fezziwig – Scrooge's ex-employer **Belle** – A woman who Scrooge was in love with who left him due to his greed. **Fan** – Scrooge's sister.

1824 – Dickens' father is sent to jail for debt and Dickens has to give up his education until his father inherits some money and he goes to a private school. Dickens was put to work in a warehouse, pasting labels on bottles. He had experience of poverty. Dickens became a writer of fiction and journalism, reporting on court cases and working for radical newspapers on his disillusionment with politics and the class system.

1834 – Poor Law Amendment Act – Led to a cut in aid given to paupers to help them stay in their own homes. Workhouses were created which poor people would have to live and work in if they were unable to pay for their own housing.

December 1840 and February 1843 – Children's Employment Commission reports.

September 1843 – Dickens visits a "Ragged School."

October 1843 – Dickens speaks at an event for Manchester Athenaeum, an organisation bringing education and culture to the working masses.

December 1843 - Dickens writes A Christmas Carol focusing on how many of society's ills can be blamed on greed for money and status.

Key Themes:

Social Responsibility, Capitalism, Poverty, Class Isolation, Transformation, The passage of time, Family, Redemption, Christmas Spirit.

Key stylistic features and terms:

Light imagery; Morality tale; Malthusian economics; Pathetic fallacy; Symbolism; Social Injustice; Redemption.

4

Plot summary: 1. Ebenezer Scrooge is at work in his counting house. Despite the Christmas Eve cold, he refuses to spend money on coals for the fire. Scrooge turns down his nephew, Fred's, invitation to his Christmas party and the request of two men who want money for charity. 2. Scrooge is visited by the ghost of his dead partner, Jacob Marley, who tells Scrooge that, due to his greedy life, he has to wander the Earth wearing heavy chains. Marley tries to stop Scrooge from doing the same. He tells Scrooge that three spirits will visit him during the next three nights. Scrooge falls asleep. 3. He wakes and the Ghost of Christmas Past takes Scrooge into the past. Invisible to those he watches, Scrooge revisits his childhood school days, his apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle, who leaves Scrooge as he loves money too much to love another human being. Scrooge sheds tears of regret before being returned to his bed. 4. The Ghost of Christmas Present shows Scrooge Christmas as it will happen that year. Scrooge watches the Cratchit family eat a tiny meal in their little home. He sees Bob Cratchit's crippled son, Tiny Tim, whose kindness and humility warm Scrooge's heart. The spectre shows Scrooge his nephew's Christmas party. Scrooge asks the spirit to stay until the very end. Toward the end of the day the ghost shows Scrooge two starved children, Ignorance and Want. He vanishes as Scrooge notices a dark, hooded figure coming. 5. The Ghost of Christmas Yet to Come takes Scrooge through a sequence of scenes linked to an unnamed man's death. Scrooge, is keen to learn the lesson. He begs to know the name of the dead man. He finds himself in a churchyard with the spirit pointing to a grave. Scrooge looks at the headstone and is shocked to read his own name. He is desperate to change his fate and promises to change his ways. He suddenly finds himself safely tucked in his bed. 6. Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He sends a turkey to the Cratchit house and goes to Fred's party, As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child, gives gifts for the poor and is kind, generous and warm.

5

"Oh! But he was a tight-fisted hand at the grindstone, Scrooge...a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster."

"It was cold, bleak, biting weather: foggy withal"

"He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow."

"Foggier yet, and colder. Piercing, searching, biting cold."

"...as I hope to live to be another man from what I was, I am prepared to bear you company, and do it with a thankful heart."

"The chain he drew was clasped about his middle. It was long, and wound about him like a tail"

"Old Fezziwig...laughed all over himself...and called out in a comfortable, oily, rich, fat, jovial voice:"

"Why did I walk through crowds of fellow-beings with my eyes turned down?"

"The school is not quite deserted,' said the Ghost. 'A solitary child, neglected by his friends, is left there still.'

"I am as light as a feather, I am as happy as an angel. I am as merry as a schoolboy. I am as giddy as a drunken man.

A merry Christmas to everybody! A happy New Year to all the world!"

6

Key quotations



This Learning Programme you will be learning about rivers and the key features in their drainage basins.

Key Vocabulary

Corrasion	Rocks and pebbles carried by waves grind against cliffs, like sandpaper.
Attrition	Rocks and pebbles collide, breaking into smaller, smoother pieces.
Hydraulic action	The force of water and trapped air in cracks widens and breaks the rock.
Suspension	Lighter material floats within the water
traction	Larger rocks roll along the sea bed
solution	Some material, such as chalk, gets dissolved into the water

Marine processes (erosion and transportation): the 4 methods by which the sea transports and erodes

1

Wave action

Wave action is the transfer of wind energy to water that creates moving energy, shaping coastlines through erosion and deposition.

How Waves Work

Energy transfer: Wind blowing across open water transfers energy, moving energy forward while water particles move in small circles.

Fetch: Wave size depends on wind speed, duration, and the [fetch distance](#) over open water.

Refraction: Waves bend as they [reach shallow water](#), focusing energy on headlands or dispersing it in bays

Erosion

Marine erosion is the wearing away and breaking up of land along the coast by the movement of sea waves, tides, and currents.

Main Processes

Hydraulic action: Waves crash against cliffs and force air into cracks, which breaks the rock apart.

Abrasion (corrasion): Waves hurl sand, pebbles, and rocks against the shore like sandpaper to wear it down.

Attrition: Rocks and pebbles carried by the water smash into each other and become smaller and rounder.

Solution: Seawater's natural acidity slowly dissolves soluble rocks like chalk and limestone

2

3

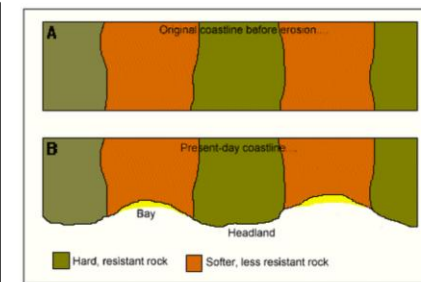
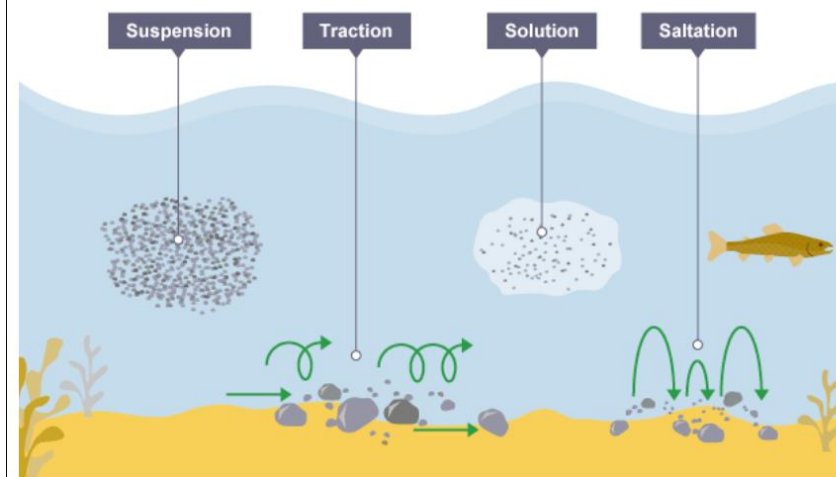
Landform of erosion

Cliffs and Wave-Cut Platforms: Waves smash against the base of a rocky coast, carving out a **wave-cut notch**. As the notch grows, the rock above loses support and collapses, creating a steep **cliff**. The gentle, sloping rocky ledge left behind at the base as the cliff retreats is a **wave-cut platform**.

Headlands and Bays: These form on discordant coastlines where bands of hard and soft rock lie at right angles to the sea. Softer rocks wear away faster to form sheltered **bays**, while harder, more resistant rocks jut out into the ocean as **headlands**.

Caves: Constant wave pressure and abrasion widen cracks and weak spots in a headland's rock face, hollowing out a deep recess known as a **sea cave**.

Arches: When a sea cave is eroded completely through a narrow headland, it creates a natural stone bridge called a **sea arch**



4

Landforms of deposition

Marine landforms of deposition form when waves or wind lose energy and drop the sediment they are carrying. This happens mostly in sheltered areas like bays or where the coastline changes direction.

Main Landforms of Deposition

Beaches: Sloping areas of sand, pebbles, or shingle built up by [constructive waves](#) that have a strong swash and a weak backwash.

Spits: Long, narrow ridges of sand or shingle attached to the mainland at one end and stretching out across an estuary or a bend in the coastline due to [longshore drift](#). Their ends often hook due to changing wind directions.

Bars: Formed when a spit grows all the way across a bay and connects two headlands, trapping a body of water behind it called a [lagoon](#).



5

Dorset coastline

The Dorset coastline spans nearly 100 miles of dramatic cliffs, fossil-rich beaches, and natural landmarks as part of England's Jurassic Coast World Heritage Site.



6

Hard engineering

Sea walls: Concrete or stone barriers built at the base of cliffs or top of beaches to reflect or dissipate wave energy. Costs range from £2,000 to £10,000 per meter.

Groynes: Wooden or rock structures built at right angles to the shore to trap sediment moved by longshore drift and widen the beach. Costs range from £5,000 to £10,000 each.

Rock armour (Rip-rap): Large imported boulders placed at the foot of cliffs to break up and absorb wave energy. Costs range from £1,000 to £3,000 per meter.

Gabions: Wire mesh cages filled with rocks stacked along the shoreline to absorb wave energy. They cost under £250 per meter

7

Soft engineering

Soft engineering for coasts uses natural processes and sustainable methods to manage erosion and flooding instead of building artificial structures.

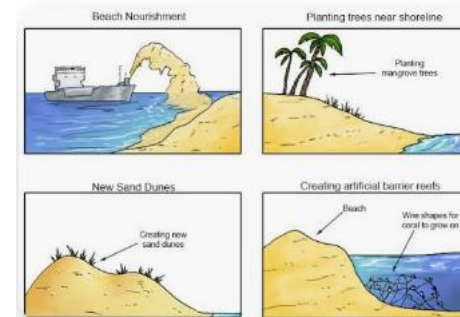
Key Strategies

Beach Nourishment: Pumping or trucking sand and shingle onto a beach to make it wider and higher, which slows waves through friction.

Beach Reprofilng: Moving sediment from the lower beach to the upper beach using bulldozers to absorb more wave energy.

Dune Regeneration: Planting marram grass and setting up fences or walkways to stabilise sand dunes so they act as a natural storm barrier.

Managed Retreat: Allowing low-value coastal land to flood naturally to form salt marshes that absorb wave power



This Learning Programme you will be learning about Component 1 - The human lifespan and development. Understanding how people develop throughout the different life stages and the factors that can either progress or hinder development.

Key Vocabulary

accessed	Information or support that can be used to support individuals
Life events	An event that has significant occurrence or transition in an individual's life
Wellbeing	The state of being comfortable, healthy or happy
professional	Appropriately competent or skilled person
Standard of living	Degree of wealth, comfort available to a person or community
Social opportunities	Support, service, benefit possibilities that society offers to individuals



1

Case Study 1

Kyle is 29 years old and has recently bought a house with his partner, who is 5 years older than him. They have just got engaged and his partner has recently become pregnant after six months of trying. Kyle and his partner have made some changes to their lifestyle to support a healthy pregnancy. Kyle works as a fundraiser for a children's charity, and he travels around the country to secure funding and sponsorship from businesses. He used to travel by train a lot, but his new home is in a village with poor transport links, so he has to drive more frequently. Because Kyle can arrange his own work schedule, his working hours are flexible. Kyle enjoys his job and is excited about beginning a family. He feels optimistic about the future. However, he would like to know more about becoming a parent and how he can support his partner during the pregnancy and birth of their child.

Case Study 2

Tarek is 4 years old and has just started primary school. He lives with his mother, father, and mother's parents. Both of Tarek's parents were born in Great Britain, after his grandparents immigrated from Syria. Because Tarek's grandmother does not speak fluent English, they often speak Arabic at home. Tarek's grandfather speaks French as well as Arabic and English and has been teaching Tarek some phrases. Tarek is a thoughtful and kind child with strong family attachments. He is particularly close to his grandmother, as she does most of the childcare during the day. Tarek has become nervous about going to school. He never attended nursery and his mother is worried that he is not making friends. Tarek and his family are Christians and attend church with other Syrian Christians regularly. Their church also runs a community centre, which offers different classes and playgroups throughout the week. Tarek's grandmother often takes him to the community centre while his parents are at work

3

Life events:

These can impact any of/all of the PIES. Best way to think of how is to imagine you are the person impacted. These are also either expected or unexpected.

Expected

- Bereavement (death of a loved one)
- New relationships
- Marriage
- Parenthood
- Moving house

Unexpected

- Ill health - when someone is severely ill
- Accident or injury
- Divorce
- Exclusion

Example: Impact of lifestyle on development

Being physically active is a lifestyle factor that affects development. Regular movement or exercise helps to strengthen bodies, improves muscle tone, flexibility and bone density, improved cognitive functions and psychological (mental) health.

2

Factors affecting development

4

5



Factors affecting development example: Physical development

Infancy: From more being able to walk, talk or feed themselves, to learning how to do these things through development of gross and fine motor skills. Infants will first learn to roll over, then sit up, then stand, then walk. Whereas in **early adulthood**, individuals are at peak fitness, then are completely independent, have gone through puberty and in females will be in peak opportunity for reproduction.

6

Support Types

Who is around to support the person and understanding how they help.

Formal support - provided by anyone who is a paid professional. Any job that you can think of, you can use!

Informal support - This is friends, family and provided by people who are provided the care and support because they want to or feel a connection to the person, not because they have to.



7

Types of Formal support

- GP
- Social Care worker
- Dentist
- Surgeon

Types of Informal support

- Family
- Friend
- Volunteers

	What they mean?	Examples
Physical factors	Factors affecting the body physically, typically individuals are born with these, or have a major issue to cause them.	Inherited conditions - sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease Experience of illness and disease Mental ill health - anxiety, stress Physical ill health - cardiovascular disease, obesity, type 2 diabetes Disabilities Sensory impairments
Lifestyle	Factors based on how individuals live their lives - what they eat	Nutrition Physical activity Smoking/vaping Substance misuse - alcohol, cannabis, opiates
Emotional	Factors affecting the feelings of an individual	Fear Anxiety/worry Upset/sadness Grief/bereavement Happiness/contentment Security attachment
Social	Factors that involved interacting with other people in any manner	Supportive and unsupportive relationships - friends, family, peers and colleagues Social inclusion and exclusion Bullying discrimination
Cultural	Factors that are influences be characteristics of individuals	Religion Gender roles and expectations Gender identity Sexual orientation Community participation Race
Environmental	Factors based around where and the condition of an individual's living conditions	Housing needs, conditions, location Home environment Exposure to pollutions - air, noise, light
Economic	Factors involving the access to money an individual has	Employment situation Financial resources - income, inheritance, savings, pension

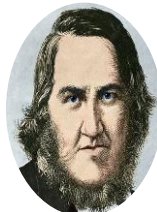


This Learning Programme you will be learning about how surgery and Public Health has progressed through the time periods and the impact this has had on British society.

Key Vocabulary

Anesthetic	A substance that puts one to sleep and reduces pain.
Antiseptic	Stops the growth of disease-causing bacteria.
Public Health	Actions taken to improve the health of the people in a community or country.
Sanitation	Systems and methods used to keep places clean and remove waste safely
Cholera	Infection caused by contaminated food or water.
Government	A group of people who make and enforce laws and run a country for the people
Penicillin	First widely used antibiotic used to kill harmful bacteria
Vaccination	Process of protecting against a disease using a vaccine

1



James Simpson, -
discovered chloroform
Joseph Lister, -
Carbolic acid,
antiseptic surgery.



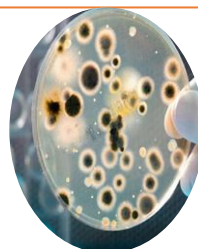
Surgery

The key problems of surgery were pain, infection and blood loss.

This was known as the **Black Period** of surgery as around 50% of patients died as a result.

Anesthetics - nitrous oxide was identified by Humphrey Davy and used to extract teeth. Ether was also used by the dentists. It was difficult to inhale though and was also flammable. Chloroform was the alternative and discovered by James Simpson. Surgeons could now take more time over operations, but this had initial problems such as dosage. In 1853 Queen Victoria used chloroform in childbirth making it more acceptable.

Antiseptics - Joseph Lister had read about Germ Theory and applied it to the problem of infection. He used carbolic acid to stop the spread of germ spraying it on hands, wounds, equipment and in the room. This dramatically reduced death from infection to 15%, but they were still wearing outdoor clothing and it was not pleasant to use. The next step was aseptic surgery where germs were removed from the room. Facemasks, rubber gloves, gowns and sterilised instruments replaced public operating theatres and dramatically reduced infections.



Year 10 History LP2 Knowledge Organiser

2

WW1 Surgery

WW1 was on a scale previously unseen with new injuries caused by new weapons. X-rays had been discovered in 1895 by Wilhelm Rontgen but portable machines could help doctors find shrapnel and look for broken bones without cutting people open. The Army Leg Splint was designed to put broken bones in traction. Infections such as gangrene were common so surgeons cut away the infected flesh and soaked the wound in saline. Blood groups helped doctors complete blood transfusions. In 1938 advances in storage mean the National Blood Transfusion Service opened.

Harold Gillies developed plastic surgery to help men who suffered severe facial wounds during WW1 by 1921 he had treated over 5000 servicemen. Heart surgery progressed through Dwight Harken who operated on 134 hearts with no fatalities. Since the war there have been kidney, heart, lung, liver and facial transplants. These became more successful with cyclosporine to stop organ rejection. DNA and stem cells are being mapped and used to grow new organs

3

19th Century Public Health

The Industrial Revolution led to a population explosion and a movement of people into the rapidly expanding towns. The government attitude was laissez-faire meaning they did not believe it was their job to deal with domestic matters. The back-to-back houses and lack of sanitation led to cholera (a waterborne disease) epidemics in 1832, 1838, 1848, 1853-5 and 1865-6. In 1842 Edwin Chadwick collected information about the conditions on towns in the Report on the Sanitary Condition of the Labouring Population. This identified problems in the towns and cities leading to the 1848 Public Health Act. However, this was voluntary and many councils did nothing. million.

Liberal Reforms

The new political party Labour was aimed at working people so something had to be done to win working votes. The Liberal Party came to power in 1906. They introduced; 1906 - Free School Meals, 1907 - School medical service, 1908 - Children and Young Persons Act, The Old Age Pension, 1909 - first job centres, 1911 - the National Insurance Act. These provided a safety net for children, the old, the sick and the unemployed. WW1 and WW2 highlighted that there was still more to be done. In 1942 the Beveridge Report said that people had the right to be free of the 'five giants' that could ruin their lives. Disease, want (need), ignorance, idleness, squalor (very poor living conditions).

In 1942, Sir William Beveridge wrote a report about the state of Britain, the Beveridge report. He said that people all over the country had a right to the '**five giants**' that could run their lives:

- Disease - Want (need) - Ignorance - Idleness - Squalor (poor living conditions)

He suggested the Government should take charge of securing society and look after people 'from the cradle to the grave.' The Labour Government promised this to the electorate if they were voted in after WW2. Remember at this point, Winston Churchill, a conservative had been the Prime Minister, as so if Labour were to win the election, they needed to give the British people something to vote.

Public Health**Medieval (1250-1500)**

Local attempts to keep towns clean. Little understanding of disease. Public health was the responsibility of local authorities.

Renaissance (1500-1700)

Very little change. Quarantines and plague controls were used, but governments rarely intervened.

Industrial (1700-1900)

Rapid urbanisation created major health problems. Chadwick, Snow and the Public Health Acts led to cleaner water, sewage systems and better sanitation.

Modern (1900-Present)

Government action, the NHS, vaccinations and health campaigns transformed public health and increased life expectancy.

Key Individuals

Edwin Chadwick: Linked disease to poor sanitation and encouraged government action.

John Snow: Proved cholera spread through contaminated water.

Louis Pasteur: Germ Theory showed that microbes cause disease.

Essential Timeline

1348 Black Death | 1665 Great Plague | 1842 Chadwick Report | 1848 Public Health Act | 1854 John Snow and cholera | 1861 Germ Theory | 1875 Public Health Act | 1948 NHS

Public health improved because governments became more willing to intervene, scientific understanding improved, and individuals provided evidence for change. The biggest improvements came from sanitation, clean water, vaccination and the NHS.

Surgery**The Three Big Problems of Surgery**

1. Pain → Solved by anesthetics (James Simpson).

2. Infection → Reduced by antiseptics (Joseph Lister) and antibiotics (Alexander Fleming).

3. Blood Loss → Improved through ligatures, blood transfusions and blood banks.

Renaissance (1500-1700)

Better anatomy from dissections. Ambroise Pare replaced boiling oil with ointment and introduced ligatures to tie blood vessels.

Key learning: Anatomy improved and surgery became slightly safer.

Industrial Period (1700-1900)

James Simpson developed chloroform (1847). Joseph Lister used carbolic acid antiseptics (1860s).

Key learning: The barriers of pain and infection began to be overcome.

Modern Period (1900-present)

Blood transfusions, blood banks, plastic surgery, X-rays, antibiotics, keyhole surgery and robotic surgery.

Key learning: Surgery became safer, more precise and more successful.

In 1948 the NHS was created by Health Minister Bevan, many were pleased with the idea of free healthcare at the point of service, providing vital medical treatment and access to doctors. However, the majority of doctors were opposed to the introduction of the **NHS** as they believed that they would lose money as a result of it. Their main opposition to the NHS was that they would treat fewer private patients and, as a result, lose out financially. They also believed that the NHS would not allow patients to pick their doctor - though this proved to be an unfounded worry. Once the NHS was introduced, it did prove to be popular with most people. 95% of all of the medical profession joined the NHS. In fact, the NHS proved to be too popular as it quickly found that its resources were being used up. From its earliest days, the NHS seemed to be short of money. Annual sums put aside for treatment such as dental surgery and glasses were quickly used up. The £2 million put aside to pay for free spectacles over the first nine months of the NHS went in six weeks. The government had estimated that the NHS would cost £140 million a year by 1950. In fact, by 1950 the NHS was costing £358 million.

**COMMUNICATION**

Sharing medical knowledge and ideas.

Why it mattered: New discoveries could spread quickly and influence other doctors.

Example: Vesalius published anatomy findings in 1543.

WAR

Conflict creates pressure for medical improvement.

Why it mattered: Doctors needed better treatments for injured soldiers.

Example: WWI led to advances in surgery and blood transfusions.

SCIENCE & TECHNOLOGY

New scientific knowledge and inventions.

Why it mattered: Allowed accurate diagnosis, research and treatment.

Example: Germ Theory, microscopes, X-rays and penicillin.

GOVERNMENT

Laws, funding and organisation of healthcare.

Why it mattered: Large-scale public health improvements required support and investment.

Example: Public Health Acts and the NHS.

RELIGION

Religious beliefs and institutions influencing medicine.

Why it mattered: Provided care through monasteries but sometimes limited investigation.

Example: Medieval hospitals run by the Church.

CHANCE

Accidental discoveries leading to progress.

Why it mattered: Unexpected findings sometimes created major breakthroughs.

Example: Fleming discovered penicillin by accident.

ROLE OF THE INDIVIDUAL

People whose ideas changed medicine.

Why it mattered: Individuals challenged old beliefs and drove change.

Example: Jenner, Pasteur, Koch and Fleming.

This Learning Programme you will be learning about Databases

Key Vocabulary

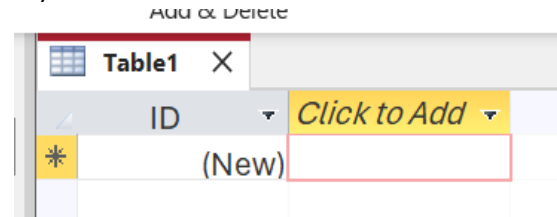
Database	A database is an organised collection of data.
Query	A request for information.
Validation	The process of checking data for accuracy.
Export	the process of saving or converting data from a database into a different file format so that it can be opened, read, or used by another software application
Criteria	A criteria is a condition used in databases to filter and retrieve specific records.
Form	a user-friendly window or screen that makes it easier to enter, view, or edit data, hiding the complex structure of underlying tables from the end user
Report	A report presents data that is returned from a query.
Testing	to identify errors and improve systems

Year 10 ICT LP2 Knowledge Organiser

Flat file database – A simple database that stores data in rows and columns. It does not use relationships between tables.

Field – A single piece of information that describes an entity. This could be something such as a name, age, or hair colour.

Record – A collection of fields that is treated as a single unit. It represents a complete entry about an entity.



Press click to add
And select a field type

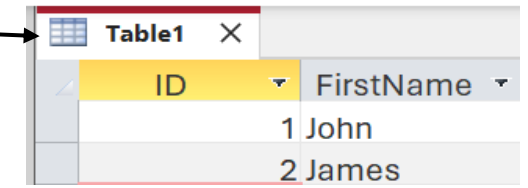
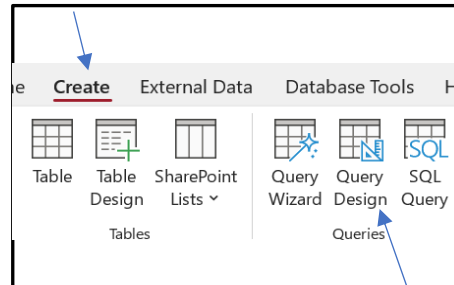
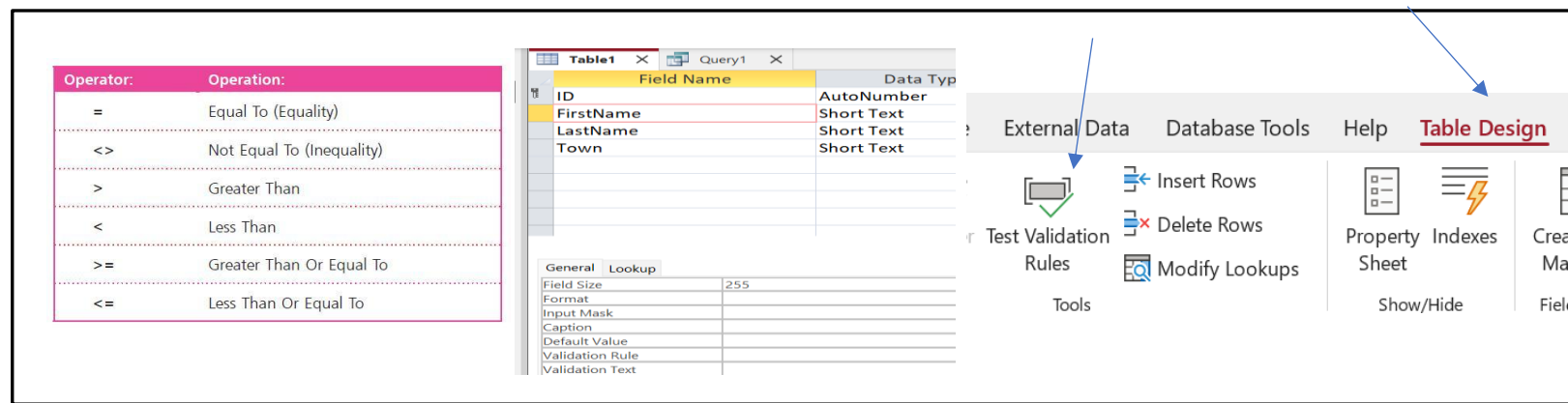



Table1

Select the table

Field:	ID	FirstName	LastName	Town
Table:	Table1	Table1	Table1	Table1
Sort:				
Show:	☒	☒	☒	☒
Criteria:				"Stoke-on-Trent"
or:				

Run



Operator:	Operation:
=	Equal To (Equality)
<>	Not Equal To (Inequality)
>	Greater Than
<	Less Than
>=	Greater Than Or Equal To
<=	Less Than Or Equal To

Field Name	Data Type
ID	AutoNumber
FirstName	Short Text
LastName	Short Text
Town	Short Text

General Lookup

Field Size	255
Format	
Input Mask	
Caption	
Default Value	
Validation Rule	
Validation Text	

External Data Database Tools Help Table Design

Test Validation Rules

Tools

Property Sheet

Show/Hide

Create Macro

Town
Table1

[What town?]

Parameter Query
Wrap a question
in square
brackets.

Wildcard query:

* - matches 0 or more characters

- matches any single numeric characters

FirstName	LastName
John	
James	
Harry	

Sort A to Z
Sort Z to A
Clear filter from Fi

Text Filters

- (Select All)
- (Blanks)
- Harry
- James
- John

Sort the data alphabetically.

Select or deselect data to be hidden

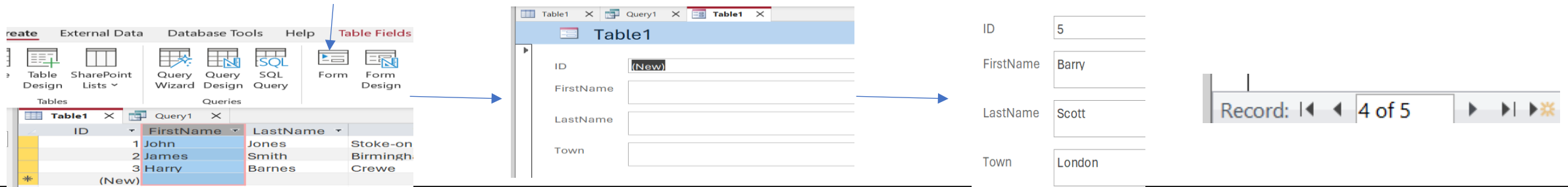
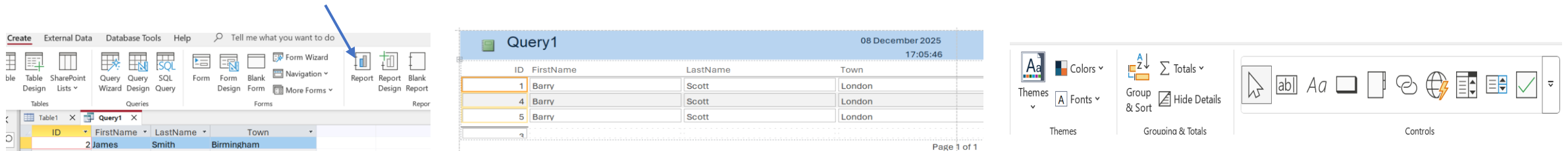


Table Fields

ID	FirstName	LastName	Town
1	John	Jones	Stoke-on
2	James	Smith	Birmingh
3	Harry	Barnes	Crewe
(New)			

Record: 4 of 5



Query1

ID	FirstName	LastName	Town
1	Barry	Scott	London
4	Barry	Scott	London
5	Barry	Scott	London

Page 1 of 1

MAIN MENU

Test number	What am I testing	What do I expect to happen	What happened?	Changes to be made
1	Does the Table1 macro work	It takes me to table 1	It didn't work	Double check the macro is set up correctly
2	Does table2 macro work	It takes me to table2	It worked	None

This Learning Programme you will be learning about Rearranging formulae, right-angled trigonometry, constructions and loci, equations of linear graphs, Plotting and interpreting real-life graphs and Perpendicular lines.

Key Vocabulary

theorem	A truth established by means of accepted truths
expression	A combination of numbers, variables, and mathematical operations
loci	A position or place where something occurs or is situated
perpendicular	At an angle of 90° to a given line, plane, or surface
intercept	A point where a line or curve crosses a coordinate axis on a graph
linear	A straight line when graphed
parallel	Side by side and having the same distance continuously between them

1 Rearranging Formulae (two step)

In an equation (find x)

$$\begin{array}{r} 4x - 3 = 9 \\ +3 \quad +3 \\ 4x = 12 \\ \div 4 \quad \div 4 \\ x = 3 \end{array}$$

In a formula (make x the subject)

$$\begin{array}{r} xy - s = a \\ +s \quad +s \\ xy = a + s \\ \div y \quad \div y \\ x = \frac{a + s}{y} \end{array}$$

The steps are the same for solving and rearranging

Rearranging is often needed when using $y = mx + c$

e.g Find the gradient of the line $2y - 4x = 9$

Make y the subject first $y = \frac{4x + 9}{2}$

Gradient = $\frac{4}{2} = 2$

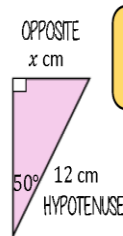
Rearranging Formulae (Higher)

Make y the subject of $x = \frac{y+1}{y-5}$

$$\begin{array}{l} x = \frac{y+1}{y-5} \\ x(y-5) = y+1 \\ xy - 5x = y+1 \\ xy - 5x - y = 1 \\ xy - y = 1 + 5x \\ y(x-1) = 1 + 5x \\ y = \frac{1 + 5x}{x-1} \end{array}$$

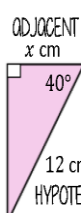
2

Sin and Cos ratio: side lengths



$$\sin \theta = \frac{\text{opposite side}}{\text{hypotenuse side}}$$

NOTE
The $\sin(x)$ ratio is the same as the $\cos(90-x)$ ratio



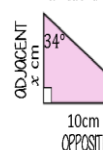
$$\cos \theta = \frac{\text{adjacent side}}{\text{hypotenuse side}}$$

Substitute the values into the ratio formula
Equations might need rearranging to solve

Tangent ratio: side lengths

$$\tan \theta = \frac{\text{opposite side}}{\text{adjacent side}}$$

Substitute the values into the tangent formula



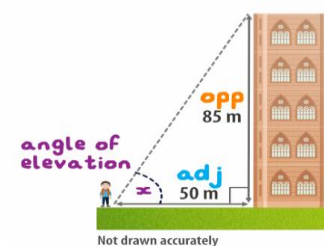
$$\tan 34 = \frac{10}{x}$$

Equations might need rearranging to solve
 $x \times \tan 34 = 10$
 $x = \frac{10}{\tan 34} = 14.8 \text{ cm}$
 $\tan 34$

3

Angles of Elevation and Depression

A child is standing 50 metres from the base of a tower 85 metres high. Calculate the angle of elevation from the child to the top of the tower. Give your answer to the nearest degree.



SOH CAH TOA

$$\tan x = \frac{\text{opp}}{\text{adj}}$$

$$\tan x = \frac{85}{50}$$

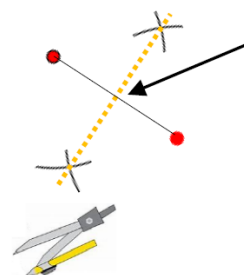
$$x = \tan^{-1}\left(\frac{85}{50}\right)$$

$$x = 59.534...$$

$$x = 60^\circ \text{ to the nearest degree}$$

4

Locus equidistant from two points



Also a perpendicular bisector

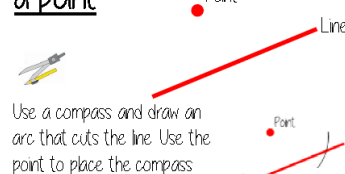
Because if the points are joined, this new line intersects it at a 90°

Join the intersections with a ruler

Keep the compass the same size and draw two arcs from each point

All points on this line are equidistant from both points

Construct a perpendicular from a point



Use a compass and draw an arc that cuts the line. Use the point to place the compass

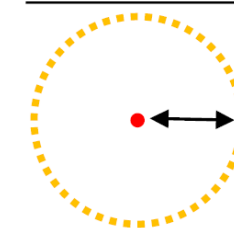
Keep the compass the same distance and now use your new points to make new intersecting arcs



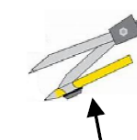
Connecting the arcs makes the bisector

If P is a point on the line the steps are the same

Locus of a distance from a point



All points are equidistant (the same distance) from the fixed point in the middle



Equipment needed
The radius is the distance from the fixed point

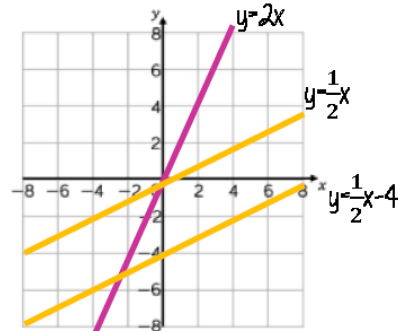
If the point is in the corner it can only make a quarter circle

Compare Gradients

5

$$y = mx + c$$

The **coefficient** of x (the number in front of x) tells us the gradient of the line



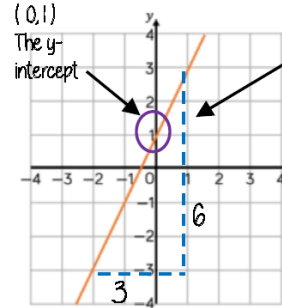
The **greater** the gradient – the **steeper** the line

Parallel lines have the **same** gradient

Positive gradients
Negative gradients

Find the equation from a graph

(0,1)
The y-intercept



The Gradient
 $\frac{6}{3} = 2$

$$y = 2x + 1$$

The direction of the line indicates a positive gradient

Positive gradients
Negative gradients

6

What is the **equation** of the straight line that passes through (3, 34) and (5, 52)?

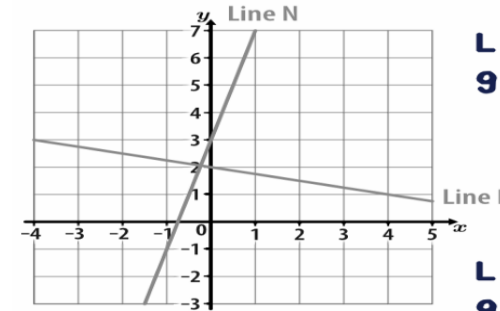
$$(3, 34) = (x_1, y_1) \quad (5, 52) = (x_2, y_2)$$

$$\begin{aligned} \text{gradient, } m &= \frac{y_2 - y_1}{x_2 - x_1} \\ &= \frac{52 - 34}{5 - 3} \\ &= \frac{18}{2} \\ &= 9 \end{aligned}$$

$$\begin{aligned} y &= mx + c \\ 34 &= 9 \times 3 + c \\ 34 &= 27 + c \\ 7 &= c \\ y &= 9x + 7 \end{aligned}$$

Gradient of a Perpendicular Line

Line N has a gradient of 4.
Line P is **perpendicular** to line N.
What is the gradient of line P?



Line N
gradient, $m = 4$

Line P
gradient, $m = -\frac{1}{4}$

7

Real life graphs

A plumber charges a £25 callout fee, and then £12.50 for every hour. Complete the table of values to show the cost of hiring the plumber.

Time (h)	0	1	2	3	8
Cost (£)	£25				£125

In real life graphs like this values will always be positive because they measure distances or objects which cannot be negative.

Direct Proportion graphs

To represent direct proportion the graph must start at the origin

A box of pens costs £2.30

Complete the table of values to show the cost of buying boxes of pens.

Boxes	0	1	2	3	8
Cost (£)		£2.30			

When you have 0 pens this has 0 cost.
The gradient shows the price per pen

The y-intercept shows the minimum charge.
The gradient represents the price per mile

$$y = mx + c$$

The **coefficient** of x (the number in front of x) tells us the gradient of the line

$$y = mx + c$$

y and x are **coordinates**.

The value of c is the point at which the line crosses the y -axis. **Y intercept**

The equation of a line can be rearranged. Eg

$$y = c + mx$$

$$c = y - mx$$

Identify which coefficient you are identifying or comparing

This Learning Programme you will be learning how to talk holidays and some of the key Spanish festivals

Key Vocabulary

Impersonal verb phrase	The way to say "you/one can" (se puede)
Comparative	How to compare things using 'más...que' (more...than) or 'menos...que' (less...than) or 'tan...como' (as...as)
Superlative	How to talk about the biggest or the best or the most...
Imperfect tense	Used to describe things in the past tense
Present tense	Used to talk about things that you normally do
Preterite tense	Used to talk about what you did in the past or to express opinions
Acabar de + infinitive	I have just...
Soler + infinitive	Used to talk about what you usually do or tend to do

Year 10 Spanish LP2 Knowledge Organiser

LP2.1 – Descubre Andalucía

¡Descubre Andalucía! (pages 30–31):

Describe la foto Hace ... sol / calor / frío / viento Hace buen/mal tiempo Llueve / *Nieva En la foto ... a la izquierda / a la derecha en el centro / al fondo hay ... un bosque / un río un barco / una torre una playa / agua vistas bonitas muchos árboles/animales muchas casas/personas Está(n) en ... el campo / la costa un pueblo / una ciudad	Describe the photo It is ... sunny / hot / cold / windy It is good/bad weather It is raining / It is snowing In the photo ... on the left / on the right in the centre / in the background there is / there are ... a forest / a river a boat / a tower a beach / water beautiful views lots of trees/animals lots of houses/people It is / They are in ... the countryside / the coast a small town / a city	(no) me gusta la historia (no) me gustan los edificios antiguos los montes (preciosos) los caballos / los pájaros los turistas (extranjeros) las tiendas / los *monumentos el paisaje hermoso el turismo (verde) la escuela de *esquí / el parque acuático Me gusta / Me gustaría ... caminar / descansar *hacer ciclismo (de montaña) montar a caballo tomar el sol ver un espectáculo de flamenco apreciar la naturaleza estar al aire libre hacer turismo hacer natación / nadar	I (don't) like history I (don't) like old buildings (beautiful) hills horses / birds (foreign) tourists shops / monuments beautiful landscape (green) tourism ski school / water park I like to / I would like to ... walk / rest, relax go cycling (mountain biking) go horse riding sunbathe watch a flamenco show appreciate nature be outside go sightseeing go swimming / swim
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LP2.3 – De fiesta en fiesta

¡De fiesta en fiesta! (pages 34–35):

Las fiestas Si te gusta/interesa ... hay que ... ver las Fallas ir a la Tomatina las costumbres / los desfiles los *festivales / las fiestas los fuegos artificiales / las tradiciones las corridas El/La/Los/Las más / menos ... conocido(a/s) / divertido(a/s)	Festivals If you like / are interested in ... you/one must ... see the Fallas go to the Tomatina customs / parades festivals fireworks / traditions bullfights The most / least ... well-known / fun	emocionante(s) / histórico(a/s) interesante(s) / animado(a/s) peligroso(a/s) / popular(es) rico(a/s) / típico(a/s) mayor / menor mejor / peor Cada año/mañana ... quemar / participan corren (delante de los toros) organizan / tiran celebran / bailan llevan / comen	exciting / historic interesting / lively dangerous / popular rich, tasty / typical biggest / smallest best / worst Every year/morning ... they burn / participate they run (in front of the bulls) they organise / throw they celebrate / dance they wear / eat
¿Qué van a tomar? Quisiera ... la carta / la cuenta una mesa para ... personas dentro / fuera Voy/Vamos a pedir/tomar ... arroz / pollo / pescado	What are you going to have? I would like ... the menu / the bill a table for ... people inside / outside I/We are going to order/have ... rice / chicken / fish	una hamburguesa una ensalada *mixta paella / los tomates *una tortilla española patatas fritas una botella de agua (para compartir)	a hamburger a mixed salad paella / tomatoes a Spanish omelette chips a bottle of water (to share)

LP2.2 – en ruta

¿Adónde te gustaría ir de vacaciones? Me gustaría ir (de vacaciones) a ... ¿Cuándo te gustaría ir? Me gustaría ir (de vacaciones) ... en primavera / en verano en otoño / en invierno al campo / a la ciudad a la costa / a la montaña ¿Con quién te gustaría ir? Me gustaría ir con ... mi familia mi pareja / mis amigos/as Me gustaría ir solo/a	Where would you like to go on holiday? I would like to go (on holiday) to ... When would you like to go? I would like to go (on holiday) ... in spring / in summer in autumn / in winter to the countryside / to the city to the coast / to the mountains Who would you like to go with? I would like to go with ... my family my partner / my friends I would like to go alone
¿Qué se puede hacer? Se puede(n) ... Quisiera / Me gustaría ... disfrutar de la vida cultural hacer deportes de aventura ir al cine ir de compras pasear por las calles ver una obra de teatro apreciar el paisaje	What can you do? You/One can ... I would like to ... enjoy the cultural life do adventure sports go to the cinema go shopping walk through the streets watch a play appreciate the landscape

hacer castillos de arena descubrir la arquitectura probar platos típicos sacar fotos	build sandcastles discover the architecture try typical dishes take photos
¿Cómo te gustaría viajar? Me gustaría / Quisiera ... viajar en / coger el ... autobús / avión / barco coche / metro / tren ir a pie porque ... es más/menos ... que ... es tan ... como ... barato / caro cómodo / económico lento / rápido seguro / práctico es mejor/peor que ... me gusta hacer ejercicio la otra gente me molesta no aguanto (los aviones) hay ... retrasos / obras / huelgas mucho tráfico / mucha gente	How would you like to travel? I would like to ... travel by / take the ... bus / plane / boat car / underground / train go on foot because ... it's more/less ... than ... it's as ... as ... cheap / expensive comfortable / inexpensive slow / fast safe, secure / practical it's better/worse than ... I like doing exercise other people annoy me I can't stand (aeroplanes) there is/are ... delays / roadworks / strikes lots of traffic / people

LP2.4 – mis últimas vacaciones

¿Qué tal tus últimas vacaciones?	How was your last holiday?
Acabo/Acabamos de ...	I/We have just ...
volver/ regresar de	come back / returned from
visitar / ir a	visited / been to
Viajé/Viajamos en ...	I/We travelled by ...
donde pasé/pasamos ...	where I/we spent ...
el fin de semana / una semana	the weekend / a week
cinco días / la Nochevieja	five days / New Year's Eve
Me/Nos gustó/encantó	I/We liked/loved it
Fue genial/estupendo	It was great/amazing
Lo pasé bien/mal/ fatal	I had a good/bad/terrible time
¿Qué hiciste?	What did you do?
Por la mañana/tarde ...	In the morning/afternoon ...
Por la noche...	In the evening / at night ...
compré / decidí	I bought / I decided to
encontré / fui (de compras)	I found / I went (shopping)
jugué / asistí a	I played / I attended
di un paseo / vi	I went for a walk / I saw
¿Qué tiempo hizo?	What was the weather like?
Hizo buen/mal tiempo	It was good/bad weather
Hizo calor/frío/sol/viento	It was hot/cold/sunny/windy
Llovió	It rained
¿Qué fue lo mejor/peor de tu visita?	What was the best/worst thing about your visit?
El primer/último día ...	The first/last day ...
Al día siguiente ...	The next day ...
Lo bueno/malo fue cuando ...	The good/bad thing was when ...
comí algo malo y *vomité	I ate something bad and vomited
me puse enfermo/a	I became ill
tuvimos que (volver a casa)	we had to (go back home)
dejé / perdí / rompí	I left / lost / broke
mi bolsa / mi cámara / mi reloj	my bag / camera / watch
mi maleta / tarjeta de *crédito	my suitcase / credit card
*mi pasaporte / mis llaves	my passport / keys

LP2.5 – ¿Dónde te quedaste?

¿Dónde te quedaste? (pages 38–39):

El alojamiento	Accommodation
¿Dónde te quedaste?	Where did you stay?
Me quedé en ...	I stayed in ...
Nos quedamos en ...	We stayed in ...
Alquilé / Alquilamos ...	I / We rented ...
*un apartamento / una casa	an apartment / a house
una habitación / un coche	a room / a car
Tenía / No tenía ...	It had / It didn't have ...
Había / No había ...	There was/were / There wasn't/weren't ...
No tenía ni ... ni ...	It didn't have either ... or ...
(un) baño / jardín	a bathroom / garden
(un) restaurante	a restaurant
(una) cocina / piscina	a kitchen / pool
vistas al mar / mucho ruido	sea views / lots of noise
El ascensor / La *ducha / La luz ...	The lift / shower / light ...
La cama / La calefacción ...	The bed / heating ...
La televisión / La ventana ...	The TV / window ...
estaba roto/a	was broken
no funcionaba	didn't work
El gimnasio / La recepción	The gym / reception
estaba cerrado/a	was closed
Era (muy/bastante/demasiado) ...	It was (very/quite/too) ...
agradable / decepcionante	pleasant / disappointing
tranquilo/a / moderno/a	calm, relaxed / modern
antiguo/a / viejo/a	old
Estaba ...	It was ...
cerca de / lejos de	near (to) / far from
en las afueras	in the outskirts, suburbs
limpio/a / sucio/a	clean / dirty
(No) Me gustó porque ...	I (didn't like) liked it because ...
el dueño (no) era (nada)	the owner was (not) pleasant
agradable	(at all)
*Por un lado / Por otro lado...	On one hand/the other hand ...
En cambio ...	On the other hand / Whereas ...
Sin embargo ...	However ...

LP2.6 – mi aventura por América Latina

¿Qué sueles hacer en verano?	What do you tend to do in summer?
Suelo / Solemos (ir al extranjero) I / We tend to (go abroad)	
¿Adónde fuiste de vacaciones el año pasado?	Where did you go on holiday last year?
El verano pasado ...	Last summer ...
Hace ... días/meses/años ...	... days/months/years ago ...
fui de vacaciones a ...	I went on holiday to ...
Lo mejor/peor fue cuando ...	The best/worst thing was when ...
aprendí (mucho) sobre ...	I learned (a lot) about ...
conocí a ...	I met ...
decidí (visitar ...) / llegué	I decided (to visit) / I arrived
fui a un parque temático	I went to a theme park
vi un partido / una exposición	I watched a game / saw an exhibition
visité / hice turismo	I visited / I went sightseeing
probé un plato típico	I tried a typical dish
Costó/Costaron ... euros	It/They cost ... euros
¿Adónde vas a ir?	Where are you going?
El año próximo / que viene ...	Next year ...
voy a / vamos a ...	I am / We are going to ...
ir a / pasar ...	go to / spend ...
hacer / ver / visitar ...	do / see/watch / visit ...
Va a ser ...	It is going to be ...

LP2.7 – Revision of the vocabulary from the whole LP

This Learning Programme you will be moving onto Area of Study 2: Music for Ensemble.

Key Vocabulary

Ensemble	An ensemble is a group of musicians, actors, or dancers who perform together
Texture	How different sounds and instruments interact in a piece of music.
Sonority	Which sounds are present in a piece of music.
Sonata	A musical form containing an exposition, development and recapitulation.
Libretto	A libretto is the text, lyrics, and spoken dialogue used in an opera, musical theater, or other extended vocal work
Improvisation	Making up the music on the spot without rehearsal.
Swung	When a rhythm is played in a bouncy or lazy style. Usually used in jazz music.
Contrast	Two parts or ideas that have noticeable differences.

1

An ensemble is a group of musicians who perform or play music together. There are many different types of ensemble that exist in music. Some of these may be:

ORCHESTRA – a large group of musicians that play mostly classical music. They are led by a conductor.

CHOIR – A group of singers. They may perform in parts such as SSA or SATB (Soprano, Alto, Tenor or Bass).

CHAMBER ENSEMBLE – A smaller group of classical musicians.

TRIO/QUARTET – A small group of either 3 or 4 musicians

BAND – A group of musicians that play more contemporary instruments.

Chamber music

3

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

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

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

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



Voices

Soprano
Alto
Tenor
Bass

The band/orchestra (sometimes called the 'pit' orchestra), may use **strings**, **woodwind** (sometimes called 'reeds'), **brass** and **percussion** and/or a rock/pop band, depending on the style. Most shows also use keyboards or synths.

Texture

2

MONOPHONIC

A single melodic line.



HOMOPHONIC

A chordal style or melody and accompaniment: moving together.



POLYPHONIC

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



Melody and accompaniment

A tune with accompaniment (e.g. chords).

Unison

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



Musical theatre

Musical numbers may include:

Solo: a song for one singer.

Duet: a song for two singers.

Trio: a song for three singers.

Ensemble: a song sung by a small group.

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

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

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

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

12 bar blues

Chords

I	I	I	I
IV	IV	I	I
V	IV	I	I/V

Example in C major

C	C	C	C
F	F	C	C
G	F	C	C/G

Jazz and blues

Scat: vocal improvisation using wordless/nonsense syllables.

Improvised: music made up on the spot.

Blue notes: flattened 3rd, 5^{ths}, 7^{ths}.

Syncopation: off-beat accents.

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

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

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

A jazz ensemble may contain:

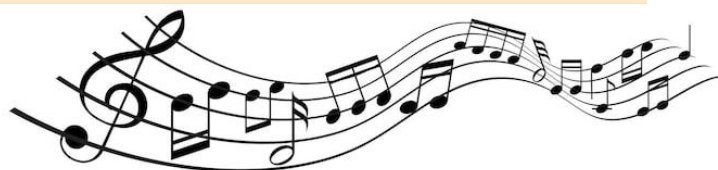
Rhythm section

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

'Horn section'

- Trumpet
- Trombone
- Saxophone

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



Year 10 Music LP2 Knowledge Organiser

For your GCSE course, you have to prepare two performances for the coursework element. One of these as a solo and one as an ensemble where you are marked on your ability to work as an ensemble to create music. Some things you have to remember when doing this are:

KEY SKILLS FOR ENSEMBLE PERFORMANCE



LISTEN CAREFULLY

- Be aware of the sound around you.
- Balance your part with others.
- Adjust to changes in dynamics, tempo and expression.



WORK TOGETHER

- Keep in time.
- Follow the conductor (if there is one).
- Be aware of cues and watch for others.
- Support each other to create a coherent performance.



KNOW YOUR PART

- Practise your part thoroughly.
- Understand how it fits with the other parts.
- Be confident with entrances, rhythms, and key changes.



BALANCE AND BLEND

- Match the volume (dynamics) to the group.
- Blend your tone with others.
- Avoid overpowering other parts.
- Respond to changes in texture.



COMMUNICATE

- Use non-verbal cues (e.g. eye contact, breathing).
- Be receptive to feedback.
- Stay focused and supportive.
- Show respect and encouragement.

THINGS TO CONSIDER

- ✓ **Style and genre** – understand the musical context.
- ✓ **Tempo and rhythm** – stay together.
- ✓ **Dynamics** – create contrast and shape.
- ✓ **Articulation** – keep it consistent.
- ✓ **Expression** – bring the music to life.
- ✓ **Instrumentation** – be aware of different sounds and how they work together.
- ✓ **Rehearsal** – use time effectively and be open to suggestions.

TOP TIPS

- 1 Practise slowly, then build up.
- 2 Listen more than you play.
- 3 Watch and follow the others.
- 4 Be adaptable – respond to the group.
- 5 Stay calm if something goes wrong – keep going!
- 6 Enjoy making music together!



Music
is a team
effort



This Learning Programme you will be focusing on refining your work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and

processes.
Key Vocabulary

Definition

Depth of field	Refers to the distance between the nearest and farthest objects that appear acceptably sharp in an image.
Leading lines	Leading lines in photography are compositional elements that guide the viewer's eye through an image, directing attention to the main subject
Composition	Composition in photography refers to the position of elements inside the frame and how they interact with each other.
Zoom	How close or far away the main feature of the photograph is
Focus	How clear/blurred the main feature of the photograph is
Rule of thirds	The Rule of Thirds is a type of off-center composition where important elements of a photograph are placed along a 3x3 grid, which equally divides the image into nine parts.

1. How to refine your work.
2. How to select and explore multiple materials
3. Select key media to explore specific techniques
4. Identify successful use of materials
5. Explore multiple materials
6. Evaluate your use of processes
7. Identify successful experimentation.



AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

What does this mean?

You need to demonstrate that you are able to explore, progress and improve your ideas through a development journey of experimentation, trials, samples, working things out as you go.

Refinement means to improve. You will learn from doing something then working out how to do it better and then having another go. This may take many steps.

AO2 should be seen as an integral part of your creative journey and not a separate thing.

How does it link with AO1?

Experimenting in response to your chosen artists

How does it link with AO3?

Recording your ideas and observations as you experiment and as your ideas develop. Recording your decisions.

How does it link with AO4?

Your experimentation and refinement of ideas should lead to a skilful personal and meaningful response.

How do I show this in my work?

- Refine a dominant idea by trying various compositions
- Refined techniques in a variety of media
- Have you developed an idea and not just used your first idea?
- Clearly demonstrate purposeful trialling of materials supported by notes
- Attempts to mimic the style/technique of an artist in your own work
- Selection and rejection of ideas
- Problem solving
- Showing stages of development

Reaching for the level 8/9:

How do I show

A highly developed ability to thoughtfully refine ideas.

A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.

The level to which you experiment. Do you go through a number of processes refining along the way? Have you copied the artists work in a superficial way or have you really explored their technique? Have you taken risks and shown a highly developed creative journey as a result? Are your ideas unique?

Annotate your own work

- What have you produced and why?
- How does it link to the artist you have been looking at?
- Has the technique been successful and why?
- How might your work now develop?
- What have you learnt?
- What are your decisions?

Refinement is important, not just repetition

This Learning Programme you will be learning about the Six core beliefs of Sunni Islam and differences within Shi'a Islam.

Key Vocabulary

Iman	Belief in Allah and the key beliefs of Islam
Usul ad-Din	The Five Roots of Shi'a Islam – the basis of their faith.
Tawhid	The oneness of Allah.
Malaikah	Belief in Angels.
Risalah	Belief in the prophets/messengers of Allah.
Malaikah	Angels created by Allah who carry out His commands
Akhirah	The last days (and the afterlife).
Free Will	The ability to choose to do good or evil actions.

1

How did the Sunni and Shi'a split occur?

Muhammad was the 'founder' of Islam, but Muslims believe that Islam started with Adam and Eve.

Allah's revelation to Muhammad was final. Muhammad was the 'Seal of the Prophets', and the last in a long line of prophets.

His death caused the early Muslims to 'split' between the Sunni and the Shi'a groups – the main question was "Who should lead the Muslim community?"

Both groups have similar but different core beliefs.

Sunni Muslims believed that the next Muslim leader should be chosen from the prophet's companions (the best person for the job). Abu Bakr, the prophet's companion, was chosen.

Shi'a Muslims believed that the next Muslim leader should have come from the Prophet's family: His cousin and son-in-law Ali bin Abu Talib.

The five roots in Shi'a Islam (Usul as-din)

These are five roots of faith which are the basis of Shi'a faith.

- Belief in the oneness of God (Tawhid)
- Belief in Allah's justice (Adalat)
- Beliefs in Allah's prophets from Adam to Muhammad (Nubuwwah)
- Belief in the successors of Muhammad (imamah) and belief that chosen descendants of the Prophet Muhammad were given special powers by Allah
- Belief in the Day of Judgement

The Usul as-din are important because:

- ✓ They are the basis of Shi'a Islam; it is from the 'roots' that the religion grows
- ✓ They are the five principles of faith and show a person what they must believe to be a Muslim
- ✓ They come from the teachings of the Qur'an and the Twelve Imams, which means they are of utmost importance to Shi'a Muslims.
- ✓ Shi'a Muslims believe that unless they understand and believe the five roots, they will not be able to perform the acts of worship necessary to live the Muslim life.

2

What are the Six Beliefs?

These are six principles that a Sunni Muslim must believe to be accepted as a Muslim.

- Belief in **Allah**
- Belief in His **angels**
- Belief in His **holy books**
- Belief in His **messengers**
- Belief in the **Last Day**
- Belief in **life after death**

Based on the Qur'an. 'The men of faith. Each one believeth in God and His angels, His books and His apostles'

Based on a Hadith of the Prophet Muhammad.

There is some disagreement about the sixth belief. Some believe that it refers to 'destiny', known as predestination (al-Qadr). Therefore some Muslims describe the six beliefs in three categories instead:

- **Tawhid** (the oneness of God)
- **Risalah** (the messengers of Allah)
- **Akhirah** (the last things)

The six beliefs are important because:

Believing in Tawhid shows that Muslims believe God is the only one, which means he must be the creator of everything, and so must be all powerful

Believing in angels shows that God can communicate with humans using His special beings

Believing in the holy books of God demonstrates that God has sent books to show humans what to believe and how to live



How these impact of Muslim communities today:

- ✓ The six beliefs mean that all people are created equal in the sight of God. No one is superior to others (except because of their religious devotion/piety) therefore people should not judge others.
- ✓ These beliefs mean that in Sunni Islam there are no priests or holy men with special authority, there can be no prophets after Muhammad so no human can have God's special authority.
- ✓ Salvation in Islam comes through believing in the six beliefs and living in the way set out by Islam.

5

The Nature of Allah

Muslims believe that God's nature is shown in the 99 names of God which can be found in the Qur'an.

Characteristic	This means...	This is important to Muslims because...
Oneness (Tawhid)	Allah must be the creator of everything since he is the only God, in control of everything and present in the universe He created.	- Muslims must try to preserve the world he created. - Muslims must only worship Allah (to worship others life Allah is shirk)
Omnipotence	Allah has complete powerful. He has created the universe and so must have complete power over it	- Muslims believe that Allah is in control of everything - God will bring the world to an end and has the power to do this
Beneficence and mercy	Beneficence is the idea that not only is Allah good, He is kind and loving to his creation and sent prophets with his word to show humans how to live. The Qur'an also teaches that Allah's mercy is such that if people fail to live the perfect Muslim life, he will forgive them.	- If God is merciful, Muslims should be too - On the Last Day Muslims will be able to ask for mercy if they have shown mercy to others
Justice (Adalat)	Justice means fairness and the maintenance of what is right. Allah's justice is shown in his holy law, Shari'ah and the way he deals with humans on the Last Day.	- God is just and will reward the good and punish the bad - Muslims must try to behave justly and preserve a just society and so work for equal rights and fair laws
Transcendence	Refers to the aspect of God's nature and power which is totally beyond the material world and so human experience and understanding.	- Allah is worthy of human worship as is greater than anything - Allah is not restricted by time, space or matter and so can be contacted by humans wherever they are
Immanence	Allah is close to humans and within the universe he has created.	- Allah is present for all religious activities of a Muslim - Despite God's greatness, Allah can be contacted by humans

Malaikah, Al Qadr and Akhirah

Muslims believe that Allah cannot communicate directly with humans. Allah created angels (malaikah) as immortal beings without free will.

- They are male and have wings.
- They obey all of Allah's commands so never commit sins
- Angels can have direct contact with Allah and pass his message to humans

Al Qadr - Muslims believe that when they die their body stays in the grave until the Last Day. The Qur'an teaches that Allah will bring this world to an end (Last Day). This will be after Isa (Jesus) has returned, the angel Israfil will sound the trumpet and the dead will be raised. We will stand before God on the plain of Arafat to be judged and either sent to heaven or hell. Muslims believe that on the final judgement, Allah will judge everyone on the basis of their beliefs and actions and reward or punish accordingly. People can only be punished for actions which they are responsible and could have done differently. This means that the concept of al-Qadr and Allah's final judgement contradict one another. This has led to two different Muslim explanations:

- ❖ Shi'a Muslims – Allah created humans with free will and his vicegerents responsible for the world. It is therefore up to humans to decide what happens and take responsibility for their actions and so pay the price on the Last Day.
- ❖ Sunni Muslims – Allah knows what people will do before they do it, but they do it of their own free will.

Risalah (prophethood)

Muslims believe that Allah created humans to look after the earth for him (Khalifah or vicegerents) and humans need prophets to know how to do this.

Prophets were all ordinary human beings; what made them different as that they were chosen to receive Allah's messages. There are many prophets but the main prophets in Islam are:

Adam	- Adam was the first prophet of Islam. Adam and his wife, Hawwa (Eva) at the forbidden fruit in the Garden of Eden. Allah placed Adam and Hawwa on earth to life and Allah forgave them. - Adam built a House of Allah (Ka'aba) in thanks for his forgiveness.
Ibrahim (Abraham)	- Abraham and his wife had no children in old age but then Allah granted him two sons, Isma'il and Ishaq. - Ibrahim had a vision that told him to sacrifice his son, as he was about to obey Allah's commands, Allah stopped him and rewarded them for their obedience. - Ibrahim and Isma'il restored the Ka'aba after it was destroyed by Noah's flood. - Ibrahim was given the 'a message for the nations' and all further prophets were descendants of him.
Isma'il (Ismael)	- Helped his father rebuild the Ka'aba and establish it as a place of pilgrimage - Regarded as the prophet to the Arabs
Musa (Moses)	- Musa was born a Jew but raised by Pharaoh. He killed an Egyptian and fled but God called him back to free the Jews from slavery and leave Egypt for God's holy land. - Received the holy book of Tawrat (Torah) but the people distorted his message
Dawud (David)	- Dawud, the great king of Israel was given the holy book of Zabur (Psalms)
Isa (Jesus)	- Isa and Maryam (his mother) are major figures in the Qur'an - Surah 19 records a virgin birth and many miracles of Isa; including healing and raising the dead - Muslims believe that Allah took Isa from the cross so that Isa never died. - Isa was give the holy book Injil (Gospels) however the Qur'an makes it clear that Isa was an ordinary man, not the son of God
Muhammad	- Muhammad was called by Allah to bring his final message to humanity - His message must be followed and those who follow will be rewarded. - His life was a perfect example for people to follow - The message of the previous prophets was distorted so Allah sent Muhammad the holy book, the Qur'an which can never be distorted. - The seal of the prophets - final prophet with Allah's final message to humanity

The prophets teach Muslims:

- Islam is the original religion. Allah taught Islam to Adam and all the following prophets
- Each prophet was given Allah's true message and so Muslims should follow their teachings
- All prophets lived lives whose example could be followed, especially Muhammad. (**Sunnah** contains the prophet's life)

The **holy books** started with Adam. Unfortunately, humans distorted God's words and so God had to send other messengers. Muslims believe that God sent his word to:

- Ibrahim (Abraham) = Sahifa Ibrahim (Scrolls of Abraham)
- Musa (Moses) = Tawrat (Torah)
- Dawud (David) = Zabur (Psalms)
- Isa (Jesus) = Injil (Gospels)
- Muslims believe that God decided that his word needed revealing in a new way because:

- He had sent it before and each time humans distorted it
- Humans had ignored or disobeyed His message

This meant that the Qur'an need to be sent to a prophet who could not read or recite but recite God's words; but highly intelligent. Muhammad was that chosen prophet. He ensured his followers memorised the revelations and later had secretaries to write them down. He checked them for accuracy and his wife Hafsa kept them for him.

When Muhammad died, Abu Bak'r, made the authorised version. All other versions were destroyed by Uthman who organised the Surah's by length and created the official version. This means that the Qur'an used today is the exact words of God revealed to Muhammad. 'An earthly copy of a heavenly original' as all copies of the Qur'an have the same Surahs, words and letters.

The Qur'an is important to Muslims today because:

- Everything in the Qur'an must be true because God said it and so there is no greater authority
- It tells Muslims what to believe – Allah, Angels, Prophets, Holy Books, Judgement Day and Akhirah
- Sets out how Muslims should live – 5 pillars, halal/haram,

6

In this learning programme, you will explore chemical bonding, the properties of different materials, energy transfers and energy resources. You will also learn about health issues, heart disease and cancer, as well as photosynthesis, plant transport and transpiration.

Key Vocabulary

Ionic	The strong electrostatic attraction between oppositely charged ions
Covalent	The strong electrostatic attraction between a shared pair of electrons and the nuclei of the bonded atoms
Metallic	The strong electrostatic attraction between positive metal ions and delocalised electrons
Photosynthesis	The process by which plants use light energy to convert carbon dioxide and water into glucose and oxygen
Kinetic	The energy an object has because of its motion .
Neutralisation	The reaction between an acid and a base to form a salt and water .
Transpiration	The loss of water vapour from the leaves of a plant through the stomata .

1

Ion Formation

IONS — charged particles made when electrons are transferred.

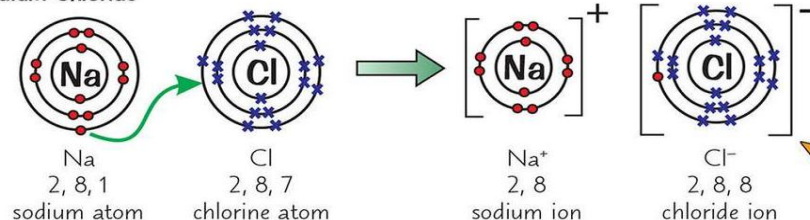
	Electron transfer	Group	Charge of ion
metals	lose electrons (form positive ions)	1	1+
		2	2+
non-metals	gain electrons (form negative ions)	6	2-
		7	1-

The ions formed by elements in these groups have the electronic structure of a noble gas.

Ionic Bonding

IONIC BONDING — the electrostatic attraction between oppositely charged ions. Ionic bonding occurs between **positive metal ions** and **negative non-metal ions**.

Sodium Chloride



Dot-cross diagrams don't show compound structure, or the size and arrangement of ions.

2

Carbon Allotropes

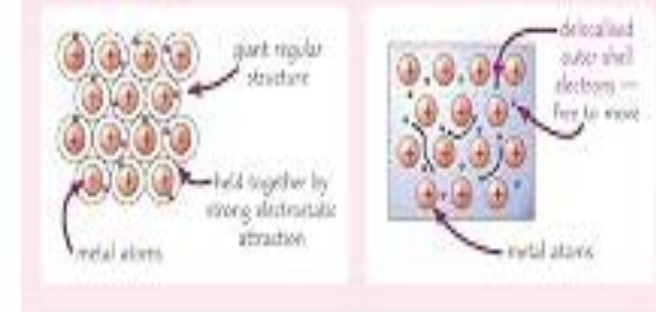
	Diamond	Graphite	Graphene
Bonding	C atoms form four covalent bonds	C atoms form three covalent bonds. No covalent bonds between layers	C atoms form three covalent bonds
Properties	Very hard	Soft, slippery	Strong, light
Melting Point	High	High	High
Conductivity	Doesn't conduct electricity	Conducts electricity and thermal energy	Conducts electricity

Each carbon atom in graphite and graphene has one delocalised electron.

Useful in electronics and composites.

3

Metallic Bonding



4

Photosynthesis Produces Glucose Using Light

Photosynthesis uses **energy** to change **carbon dioxide** and **water** into **glucose** and **oxygen**.

Word equation:



Symbol equation:



Photosynthesis takes place in **chloroplasts** in **plant cells** — they contain **chlorophyll** that **absorbs light**. It's an **endothermic reaction**, because energy is **transferred** from the environment to the **chloroplasts**. This energy is transferred by **light**.

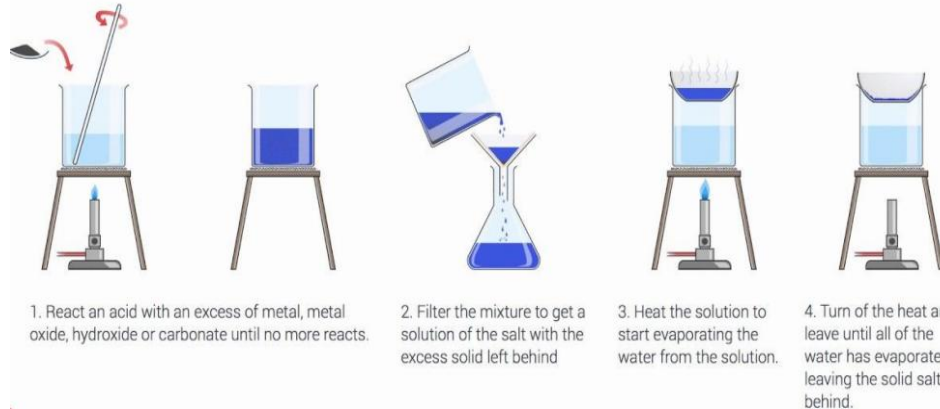


5

Energy store	Description
Kinetic	Moving objects have energy in their kinetic store
Gravitational	Objects gain energy in their gravitational potential store when they are lifted above ground
Elastic	Objects have energy in their elastic potential store if they are stretched
Electrostatic	Objects with charge (like electrons and protons) interacting with one another have energy in their electrostatic store

Magnetic	Magnets interacting with each other have energy in their magnetic store
Chemical	Objects with energy in their chemical store can release energy in chemical reactions
Nuclear	Atomic nuclei release energy from their nuclear store during nuclear reactions
Thermal	All objects have energy in their thermal store, the hotter the object, the more energy it has in this store

6



The Alkali Metals - Reactivity

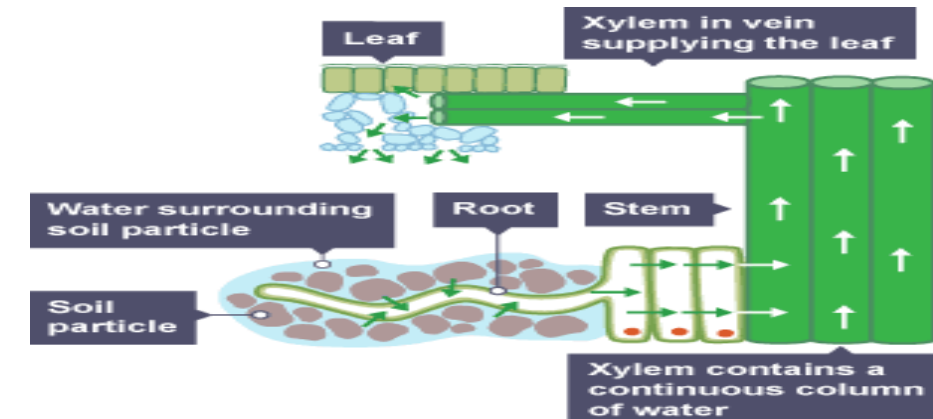
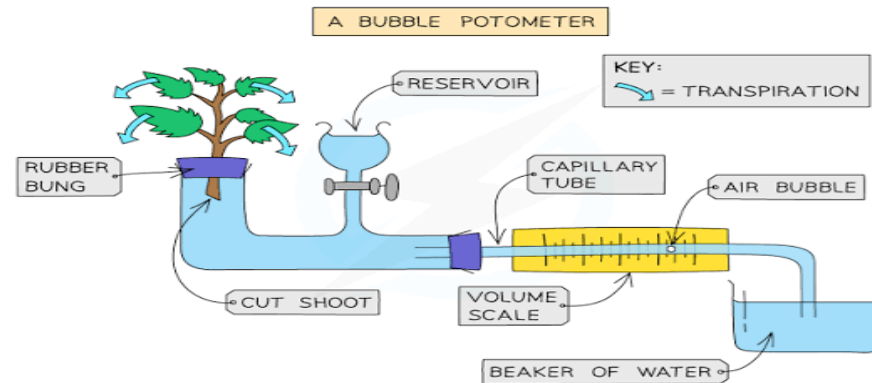
- Reactivity increases down the group.
- Reactions all involve the loss of the outermost electron.
- Losing this electron seems to get easier as we go down the group.

Because the bigger the atom, the further the outer electron is away from the nucleus and so the easier it is to lose.

3	Li
11	Na
19	K
37	Rb
55	Cs
87	Fr

Reactivity Increases

7



This Learning Programme you will gain knowledge of how the body works in sport. Practical skills in playing, improving, and leading sports. Understanding of fitness and training techniques and development of communication, leadership, and analysis skills.

Key Vocabulary

Heart Rate	The number of times your heart beats per minute.
Maximum Heart Rate	The highest number of times your heart can safely beat per minute.
Intensity	How hard your body is working during physical activity.
Time	The duration spent performing a physical activity to exercise
Nutrition	The intake of food and nutrients to support athletic performance, recovery and overall health
Components of fitness	Aerobic endurance, muscular endurance, muscular strength, flexibility, body composition, power, agility, reaction time, balance, coordination.

Pupils will evaluate increasing participation in regular sport or physical activity for different types of sports participants.

1

Pupils will begin to look at equipment and technology required for participants to use when taking part in sport and physical activity.

2

Pupils will begin to participate confidently in training sessions and prepare participants to take part in sports and physical activity.

3

4

Pupils will begin to explain the technology advancements in the chosen sport for the brief. Pupils will begin to look at equipment needed for this sport.

5

Pupils will be able to explain the advantages and disadvantages of equipment within sport and the roles and responsibilities of officials.

6

Pupils will confidently officiate in Sport and be able to participate in sport and understand the roles and responsibilities of officials. Pupils will give lead roles on officiating and try to analyse and evaluate their own performances.

7

Pupils will know how to improve participants sporting skills (written) and demonstrate ways to improve participants sporting technique.

This Learning Programme you will be learning about job roles and responsibilities in the hospitality & catering industry

Key Vocabulary

Definition:

Personal Attribute	Qualities or characteristics that influence how someone works, such as creativity, attention to detail, or reliability.
Job Role	The specific position or function someone holds within a photography or creative team, e.g., photographer, editor, assistant.
Front of House	Roles that involve direct interaction with clients or the public, such as reception, customer service, or gallery hosting.
Back of House	Roles that support production behind the scenes, like editing, equipment setup, or file management.
Workflow	The sequence of steps or processes followed to complete a photography project, from planning to final output.
Responsibility	The tasks or duties assigned to a person, reflecting their role and accountability within the team or project.

1. Job roles and their responsibilities
2. Front of house
3. Back of house
4. Services on offer
5. Different types of service
6. Which service belongs in which establishment
7. Job titles and their responsibilities

Job Titles in the Hospitality Industry



Types of service in commercial and non-commercial provision

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.



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:

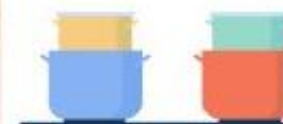
- breakfast/ lunch/ evening meal
- 24-hour room service/ restaurant available.

Leisure facilities:

- spa
- gym
- swimming pool

Conference and function facilities:

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





Select your school

Start typing the name of your school to begin searching.

- Birches Head Academy**
Birches Head Road, Stoke-on-Trent, ST2 8DD
- Bishop Rawstorne Church of England Academy**
Highfield Road, Croston, Leyland, PR26 9HH
- Bishop Ramsey Church of England**
Hume



You are logging into:

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Make sure you remember your username – you might even want to write it down somewhere.

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1. Go to maths.sparx-learning.com/student
2. Select your school and click 'Continue'
3. Click 'New user' underneath the login fields
4. Follow the steps to create your account:
5. Enter your name and date of birth
6. Note down your username
7. Create a password (minimum 6 characters)