

Huish Episcopi Academy
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Part of United Learning

Knowledge Organisers

Year 10

Autumn Term 2

Name:

Tutor Group:

Respect

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Ambition

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Resilience

Key Terminology and Vocabulary			Key Terminology and Vocabulary		
1	Stave	Chapters in the novella, but we normally associate staves with music, as if the book is a Christmas carol, and each chapter is part of the song.	23	Simile	Comparing something using like or as
2	Symbolism	The use of symbols to represent ideas or qualities.	24	Metaphor	Saying something is something else; a direct comparison, not meant literally
3	Intrusive narrator	A narrator who interrupts the story to provide a commentary to the reader on some aspect of the story or on a more general topic.	25	Extended metaphor	The same metaphor repeating over multiple sentences or paragraphs
4	Circular structure	Circular narratives cycle through the story one event at a time to end back where the story originated.	26	Personification	Applying human characteristics to objects
5	Allegory	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.	27	Pathetic fallacy	Use of the weather or nature done to set the tone or reflect the mood of characters
6	Allegorical figures	An allegorical figure is a character that serves two purposes: first, they are an important person in the story in their own right, and, second, they represent abstract meanings or ideas.	28	Alliteration	When the first letter of a word is repeated more than once
7	Foreshadowing	Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.	29	Assonance	Repeating vowel sounds (not necessarily rhyming though)
8	Didactic	A type of literature that is written to inform or instruct the reader, especially in moral or political lessons.	30	Anecdote	A short story from personal experience
9	Polemic	A strong verbal or written attack on someone or something.	31	Irony	Something contrary to what you might expect.
10	Malthusian	Population growth will outstrip agricultural growth, leading to economic disaster.	32	Onomatopoeia	Words that sound like what they are.
11	Purgatory	A place or state of suffering inhabited by the souls of sinners.	33	Sibilance	A repeated 's' sound – either at the start, or in the middle of words
12	Misanthropic	Having or showing a dislike of other people; unsociable.	34	Colloquial Language	Informal or slang words and phrases
13	Philanthropic	Seeking to promote the welfare of others; generous and benevolent.	35	Connotation	Word associations
14	Avaricious	Having or showing an extreme greed for wealth or material gain.	36	Semantic field	When a group of words all link to one overall theme.
15	Benevolent	Well-meaning and kindly.	37	Double entendre	When a word or phrase has two meanings
16	Solitude	The state or situation of being alone.	38	Emotive language	Powerful describing words or adjectives to elicit an emotional response
17	Resolute	Admirably purposeful, determined, and unwavering.	39	Figurative language	The creative use of words or phrases to create a particular meaning.
18	Remorse	Deep regret or guilt for a wrong committed.	40	Anaphora	Repetition of the starting line
19	Redemption	Being saved or saving someone from evil, sin or suffering.	41	Stanza	The different parts of a poem
20	Capitalism	An economic, political, and social system in which property, business, and industry are privately owned. The system is directed towards making the greatest possible profits for the owners of production.	42	Hyperbole	Exaggeration
21	Inequality	The difference in social status, wealth, or opportunity between people or groups.			
22	Injustice	A situation in which there is no fairness, justice, or equality in the treatment of a person or persons.			

Huish Episcopi Academy Year 10 Biology Knowledge Organiser Infection and Response B3

Infection (Communicable disease and Pathogens)	
1	Communicable A disease spread from person to person caused by a pathogen
2	Pathogen Micro-organism that causes disease. The four types of pathogen are bacteria, virus, fungus and protist
3	Bacteria Causes disease by reproducing rapidly inside the body, and releasing toxins which damage tissues and make us feel ill
4	Virus Causes disease by living and reproducing inside cells, causing cell damage
5	Vector An organism which carries something e.g. a disease but isn't affected by it such as a mosquito

Response (Medicines and immunity)	
1	Efficacy Whether the drug works
2	Dose How much of the drug to use
3	Toxicity If the drug has harmful side effects
4	Placebo A fake drug
5	Double blind trial Neither the doctor nor the patient know if they have the placebo or the real drug, to avoid bias
6	Vaccines Dead or weakened form of a pathogen injected into the body
7	Antigen Protein on the surface of a pathogen which the body recognises as a foreign body
8	Antibody Protein produced by white blood cells which binds to the antigens on pathogen and helps them be destroyed
9	Antibiotic Drug which cures bacterial disease by killing pathogenic bacteria

Viral Diseases (Human)			
Disease	Pathogen	Symptoms	Transmission Method of reducing transmission
Measles	Virus	Fever, red skin rash	Inhalation of infected droplets from sneezes and coughs Vaccination
HIV	Virus	Flu-like symptoms. Develops into AIDS over time which damages the body's immune system.	Sexual contact & sharing needles Condoms, do not share needles

Bacterial Diseases (Human)			
Disease	Pathogen	Symptoms	Transmission Method of reducing transmission
Salmonella	Bacteria	Fever, vomiting, diarrhoea	Undercooked food, unhygienic food practices Ensure food cooked thoroughly
Gonorrhoea	Bacteria	Thick yellow or green discharge from the penis or vagina,	Sexual contact Treatment with antibiotics, use of a barrier method of contraception e.g. condom

Protist Diseases (Human)			
Disease	Pathogen	Symptoms	Transmission Method of reducing transmission
Malaria	Protist	Recurrent episodes of fever	Mosquito (vector) Preventing mosquitoes breeding: mosquito nets and insect repellent

Plant Diseases			
Disease	Pathogen	Symptoms	Transmission Method of reducing transmission
Tobacco mosaic virus (TMV) - plant only	Virus	Distinctive mosaic pattern of discolouration on leaves	Spread using infected tools on healthy plants (direct contact) Removing infected areas of the plant, sterilising gardening tools
Rose black spot – plant only	Fungus	Purple or black spots on leaves.	Air, water or direct contact Use of fungicides and/or removing and destroying the affected leaves

Huish Episcopi Academy Year 10 Chemistry Knowledge Organiser Quantitative Chemistry C3

KEY TERMS

1	Anomaly	A result that is too different from the others - more than 10% away from the mean. Should not be included in mean calculations
2	Conservation of mass	Mass cannot be created or destroyed, the mass of the products equals the mass of the reactants
3	Relative formula mass (Mr)	The sum of the relative atomic masses of the atoms (in the numbers shown) in the formula
4	Relative atomic mass (Ar)	The relative mass of one atom of a substance, i.e. the big number in periodic table
5	In excess	More of the reactant is present in the reaction than is needed
6	Uncertainty	The range of measurements about the mean i.e. mean $\pm$ the distance to the furthest value
7	Avogadro's constant (HT only)	The number of atoms, molecules or ions in a mole of a given substance. The value of the Avogadro constant is 6.02×10^{23} per mole
8	Limiting reactants (HT only)	The reactant that is used up is called the limiting reactant because it limits the amount of product made
9	Concordant (Triple only)	A result from a titration that is within 0.05cm^3 of the other results

CONCENTRATION

1	Concentration	mass of dissolved substance in specific volume (e.g. dm^3). Expressed as g/dm^3 .
2	Mass	The amount of matter a substance is made up of
3	Volume	a measure of the amount of space that matter occupies



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EQUATIONS

1	Relative formula mass (Mr)	$A_r + A_r + A_r \dots$ E.g. CO_2 , $M_r = 12 + (2 \times 16) = 44$
2	Concentration (g/dm^3)	$\frac{\text{Mass (g)}}{\text{Volume (dm}^3\text{)}}$
3	Moles of a substance (HT only)	$\frac{\text{Mass}}{M_r}$ (remember Mr Mole lives under mass)
4	Concentration (mol/dm^3) (Triple only HT)	$\frac{\text{Moles}}{\text{Volume (dm}^3\text{)}}$
5	% Atom economy (Triple only)	$\frac{\text{Relative formula mass of desired product}}{\text{Relative formula mass of ALL reactants}} \times 100$
6	Volume of gas (dm^3) (Triple only HT)	$\text{Moles} \times 24\text{dm}^3$
7	Percentage yield (Triple only)	$\frac{\text{Mass of product actually made}}{\text{Maximum theoretical mass of product}} \times 100$

MOLE CALCULATIONS – HIGHER TIER ONLY

1	Big numbers show molar RATIO	$2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$ Means 2moles of Mg react with 1 mole of O_2 to form 2 moles of MgO
2	Balancing equations when given masses	Take the mass of each substance and divide by M_r . Write as a ratio. Simplify the ratio

MOLE CONCEPT – HIGHER TIER ONLY

One mole of any substance contains 6.02×10^{23} atoms, molecules or ions

One mole of any substance weighs the same in grams as its relative formula mass

So, one mole of H_2O weighs 18g and contains 6.02×10^{23} molecules of water

Huish Episcopi Academy Year 10 Physics Knowledge Organiser Energy P1

P1.1 Energy stores	
1	Kinetic Energy stored in a moving object
2	Elastic potential The potential stored in a spring or something stretchy that will spring back after being released
3	Nuclear Energy stored in nuclei of atoms, released through nuclear fission or fusion.
4	Magnetic The potential energy stored in a magnetic field
5	Thermal Energy stored in all materials; due to the motion of particles
6	Gravitational potential Energy stored in an object in a gravitational field
7	Chemical Energy stored in all materials; due to the forces between particles
8	Electrostatic The energy stored when like charges are moved closer together/unlike charges are pulled

P1.2 Energy transfer mechanisms	
1	Mechanical A force moving an object through a distance
2	Radiation Energy transferred by waves (e.g. light, sound)
3	Heating By conduction, convection
4	Electrical When an electric current flows through a device

UNIT P1.3		
1	Work	Energy transferred by a force
2	Power	The rate of energy transfer
3	Efficiency	The proportion of input energy that is transferred usefully
4	Specific heat capacity	Energy required to raise 1kg of material by 1°C

P1.4 Energy Resources			
Name of Resource	Production	Advantages	Disadvantages
Coal	Burning coal heats water, producing steam which turns turbines to generate electricity	Readily available – reliable	Non-renewable, inefficient, high water use, produces greenhouse gases
Crude oil	Burned to heat water into steam to turn turbines to generate electricity	High energy density, vast quantity of other products also made from oil	Produces greenhouse gases, non-renewable, expensive
Natural Gas	Piped to consumer and burned on site	Energy efficient, less greenhouse gases than coal	Non-renewable, not available everywhere, limited applications
Solar	Energy converted to electricity using photosynthetic cells	Abundant, free, renewable, no greenhouse gas	Not yet available everywhere, expensive to set up – unreliable
Tidal or Wave	Waves power turbines which generate electricity	Readily available, renewable, close to cities	Difficult and expensive to harness wave power effectively – unreliable
Wind	Wind causes turbines to turn, which generate electricity	Free, clean, no greenhouse gas emissions	Expensive to set up, can endanger birds – unreliable
Hydroelectric	Running water turns turbines to generate electricity	Renewable, readily available	Set-up generate greenhouse gases and damages environment
Biofuel	Plant matter burned to power electricity generators	Potentially renewable, recycles agricultural waste – reliable	Cultivation and burning of fuel can yield low level pollutants

Huish Episcopi Academy Year 11 Religious Studies Knowledge Organiser Unit 1 Christianity

1. Key Vocabulary/terms	
Atonement	Belief that Jesus' death on the cross healed the rift between humans and God.
Ascension	Jesus left this world to return to the father in heaven.
Eschatology	Refers to beliefs about the 'last things': death, judgement, heaven and hell.
Evangelism	Preaching the Christian Gospel with the intention of converting others to the Christian faith.
Evolution	
Heaven	To be in the presence of God for eternity.
Hell	To be without God.
Incarnation	God became flesh/human in the person of Jesus Christ.
Just	Bringing about what is right and fair.
Omnipotent	All powerful.
Omniscient	All knowing.
Omnibenevolent	All loving; all good.
Resurrection	To rise from the dead (spirit returning to same body).
Salvation	To be saved from sin.
Sin	A thought or action that separates humans from God.
Theodicy	An argument put forward to defend God.
Transcendent	Outside of time and space.
Trinity	The belief that the one God can be experienced through the Father, the Son and the Holy Spirit.
The Word	Another term for God the Son or Jesus. The Word existed from the beginning and was involved in creation.

2. Interpretations	
Literal	Things happen or have happened exactly as described.
Modern/progressive	A willingness to question tradition and interpret Biblical teachings through a current lens. Interpretation is required to understand old teachings.
3. Quotations	
Monotheism	"We believe in one God" Nicene Creed
Creation	"In the beginning, God created the heavens and the earth" Genesis "In the beginning was the Word, and the Word was with God, and the Word was God". John
Incarnation	"She was found to be pregnant through the Holy Spirit" Matthew "The Word became flesh and made his dwelling among us"
Crucifixion	"father into your hands I commit my spirit".
Resurrection	"and if Christ has not been raised, our preaching is useless" St Paul. "While he was blessing them, he left them and was taken up into heaven " Luke "He ascended into heaven and is seated at the right hand of the Father" Apostles Creed.
Judgement	" For I was hungry and you gave me something to eat" Matthew "I am the way, the truth and the life. No one comes to the Father except through me" John
Salvation	"It is by grace you have been saved" St Paul "Faith by itself, if it is not accompanied by action, is dead" James

Huish Episcopi Academy Year 10 History Knowledge Organiser – 18th and 19th century medicine

Key Terms	
1	Spontaneous generation The incorrect theory that microbes were produced by decay
2	Enlightenment An intellectual movement which promoted critical thinking and led to the Scientific Revolution
3	Microbes Small organisms e.g. bacteria and viruses
4	Decaying matter Material that is rotting
5	Anaesthetic A substance that makes you unable to feel pain
6	Antiseptic A substance that kills microbes
7	Culture Bacteria grown under controlled conditions
8	Bacteriology The study of bacteria
9	Chloroform An anaesthetic
10	Gangrene Death of living tissue due to bacterial infection
11	Sepsis A serious condition caused by infection
12	Carbolic acid An antiseptic
13	Aseptic surgery Surgery free from microbes
14	Inoculate Infecting someone with a disease in the hope of avoiding a more severe strain later
15	Laissez-faire A government policy of not interfering in people's lives
16	Vaccinate Introducing a weakened form of an illness to build immunity

Key individuals and Key Dates	
16	1796 Edward Jenner made the smallpox vaccine using cowpox
17	1847 James Simpson discovered chloroform
18	1854 John Snow discovers that cholera is spread by water not miasma
19	1854 Nightingale reduced hospital mortality from 40% to 2% in the Crimea
20	1859 Nightingale publishes <i>Notes on Nursing</i>
21	1860 Nightingale School for Nurses opened
22	1861 Pasteur's <i>Germ Theory</i> disproved spontaneous generation
23	1865 Joseph Lister began using carbolic acid during surgery
24	1872 The government begin to enforce compulsory smallpox vaccination
25	1875 The Public Health Act
26	1882 Robert Koch identified the bacteria that caused TB and went on to identify over 20 other pathogens

Huish Episcopi Academy Year 10 History Knowledge Organiser – Renaissance Medicine

Key Terms		
1	Alchemy	An early form of chemistry which experimented with metals
2	Animalcules	Leeuwenhoek's 'little animals'
3	Clinical	Observational
4	Dysentery	Severe diarrhoea
5	Empiricism	Belief in learning through observation and experience
6	Humanism	Belief that humans can control their lives and should be happy
7	New World	North and South America
8	Pest House	Hospitals that took care of people with a specific illness
9	Physiology	The study of how the organs of the body work together
10	Printing Press	An invention which increased the speed of reproducing texts
11	Royal Society	A group of scientists who shared ideas
12	Secular	Separate from the Church
13	Syphilis	An STI
14	Transference	The theory that an illness could be passed on to an object or animal
Key Individuals and Key Dates		

15	King Charles II	Gave a royal charter to the Royal Society and introduced watchmen
16	Copernicus	Proposed a heliocentric model for the universe and was persecuted by the Church
17	Galileo	Developed a telescope to prove Copernicus' theory and was persecuted by the Church
18	Harvey	Discovered the circulatory system
19	Hooke	Developed a microscope that could observe fleas
20	Leeuwenhoek	Developed Hooke's microscope and observed bacteria
21	Sydenham	Theorised that disease was separate from the patient
22	Vesalius	Discovered 300 of Galen's mistakes through dissection
23	1543	Vesalius' <i>Fabrica</i> published
24	1536	Dissolution of the Monasteries
25	1628	Harvey's <i>An anatomical account of the motion of the heart and blood in animals</i> published
26	1660	Royal Society formed
27	1663	Watchmen introduced
28	1665	Royal Society start to publish <i>Philosophical Transactions</i>
29	1665	The Great Plague killed 1/5 of the population
30	1676	Sydenham published <i>Observationes Medicae</i>
31	1683	Leeuwenhoek's microscope

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

1. Tectonic hazards	
1	Earthquake A sudden or violent movement in the earth's crust
2	Hazard risk The probability that a hazard might take place
3	Immediate responses The reactions of people as a hazard happens or the immediate aftermath
4	Long term responses The reactions in the weeks and years following a disaster
5	Monitoring Recording physical changes to forecast when a natural hazard might take place
6	Planning Actions taken to enable communities to respond and recover from natural disasters
7	Plate margin The border between two plates
8	Prediction Attempts to forecast when a natural hazard might occur
9	Primary effect Initial impacts of the hazard
10	Protection Actions taken before a hazard occurs to reduce its impact
11	Secondary effect Occur as a result of primary effects (Indirectly as a result of the hazard)
12	Seismometer The instrument used to measure earthquakes

2. Climatic hazards	
1	Climate change A long-term change in the earth's climate
2	Carbon footprint How many greenhouse gases an individual produces
3	Development The progress a country makes in economic growth
4	Extreme weather When a weather event is significantly different than average for a place
5	Flood When water overflows onto a floodplain or land
6	Management strategies Techniques of controlling and responding to an event
7	Orbital change Change in how the earth circles the sun
8	Waterborne disease Diseases that are caused by contaminated water
9	Extreme weather event in the UK Somerset levels flooding
10	Dredging When sediment is removed from a river increasing its capacity
11	Prolonged rainfall When it rains over many days
12	Embankment A wall built along the side of a river to increase its capacity

¿Cómo eres? - Physical description

1	soy	I am
2	bajo / alto	short / tall
3	tener... años	to be.. years old
4	llevar	to wear
5	gafas (f pl)	glasses
6	ojos (mpl)	eyes
7	azul/verde/marrón	blue/green/brown
8	pelo (m)	hair
9	corto / largo	short / long (hair)
10	rubio/castaño/negro/rojo	blonde/brown/black/red
11	pelirrojo	red-haired
12	largo	long
13	liso / rizado	long / curly

Los comparativos

1	menos; menos que..	less fewer; less (than)
2	más; más que..	more; adj+er (..than)
3	tan.. como	as.. as

La familia

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

¿Cómo te llevas con tu familia?

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

Regular verb endings -
preterite tense

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

Key irregular verbs -
preterite tense

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

Key irregular verbs (already conjugated)

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

Photo description

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



Customs and celebrations

1	pastel (m)	cake
2	regalo (m)	present, gift
3	tarjeta (m)	card, credit card
4	vestido (m)	dress
5	carta (f)	letter, playing card
6	cena (f)	dinner
7	cumpleaños (m sg)	birthday
8	religión (f)	religion
9	tradición (f)	tradition
10	flor (f)	flower
11	fiesta (f)	festival/party

Regular verb endings -
imperfect tense

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

Key verbs

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

HEA Year 10 French Knowledge Organiser – mes loisirs/ la musique

1. La musique	
• s'identifier (à)*	to identify (with), relate (to)
• ça me donne envie* de	it makes me want to
• parole (f); paroles (fpl)*	speech, word; lyrics
• une perte* de temps	a waste of time
• selon* moi	according to me
• dormir	to sleep
• ça me rend + adj	it makes me + adj
• ce n'est pas mon truc	it's not my thing
• j'ai horreur de	I really hate
• j'ai une passion pour	I have a passion for
• je crois que	I believe that
• je pense que	I think that
• je suis fan de	I am a fan of
• à mon avis	in my opinion
• chanson (f)	song
• rythme (m)	rhythm
• anglais	English
• francophone	French-speaking
• heureux/heureuse	happy, lucky, fortunate
• lent	slow
• tendance	trendy
• triste	sad
• assez	quite
• très	very
• trop	too
• vraiment	really
• un peu	a bit

2. Les opinions	
• C'est	It is
• pleurer	to cry
• sourire	to smile
• à mon avis	in my opinion
• je crois que	I believe that
• je pense que	I think that
• pour moi	for me
• selon moi	according to me
• musique (f)	music
• agréable	nice, pleasant
• génial	great
• moderne	modern
• nul	rubbish
• original	original
• passionnant	exciting
• populaire	popular
• rapide	fast
• sympa	nice
• traditionnel	traditional
• entraînant	catchy

3. La fête de la musique	
• j'ai voulu *	I wanted
• écouteurs* (mpl)	headphones, earbuds
• foule* (f)	crowd
• voix* (f)	voice
• c'était	it was
• il y avait	there was
• j'ai dansé	I danced
• j'ai écouté	I listened
• j'ai entendu	I heard
• j'ai fait la fête	I partied
• j'ai regardé	I watched
• j'ai vu	I saw
• je n'ai pas chanté	I didn't sing
• je suis allé(e)	I went
• chanteur, chanteuse	singer
• concert (m)	concert, gig
• festival (m)	festival
• groupe (m)	group, band
• spectacle (m)	show
• fort	loud, strong, good at
• gratuit	free
• pendant des heures	for hours

HEA Year 10 French Knowledge Organiser – Mes loisirs /la musique

4. Le futur	
• cacher*	to hide
• écouteurs* (mpl)	earphones, earbuds
• acheter	to buy
• aller	to go
• entendre	to hear
• gagner	to win, to earn
• faire	to do
• savoir	to know
• suivre	to follow
• télécharger	to download
• voir	to see
• je vais	I go
• tu vas	you (sg) go
• il/elle/on va	he/she/we (inf) go/goes
• nous allons	we (f) go
• vous allez	you (pl) go
• ils/elles vont	they (m/f) go
• Que vas-tu faire?	What are you going to do
• Qu'est-ce que tu vas faire?	What are you going to do
• ça va être	it is going to be
• devoirs (mpl)	homework
• futur (m)	the future
• père (m)	father
• semaine (f)	week
• ce soir	tonight
• weekend (m)	weekend
• cher	expensive
• prochain(e)	next

5. Etre : to be present tense	
• Je suis	I am
• Tu es	You are
• Il est	He is
• Elle est	She is
• On est	We are (informal)
• Nous sommes	We are
• Vous êtes	You are (formal/plural)
• Ils sont	They are (masculine)
• Elles sont	They are (feminine)

6. Avoir : to have present tense	
• J'ai	I have
• Tu as	You have
• Il a	He has
• Elle a	She has
• On a	We have (informal)
• Nous avons	We have
• Vous avez	You have (formal/plural)
• Ils ont	They have (masculine)
• Elles ont	They have (feminine)

Extra vocabulaire	
• combien	how much/many
• centre commercial (m)	shopping centre
• chanson (f)	song
• cinéma (m)	cinema
• cousins (mpl)	cousins
• jeux-vidéos (mpl)	video games
• informations (fpl)	news
• natation (f)	swimming
• parc (m)	park
• portable (m)	mobile phone
• samedi	Saturday
• tablette (f)	tablet
• vélo (m)	bike
• fatigant	tiring
• nuire*	to harm
• voler*	to steal
• concours* (m)	competition
• écran* (m)	screen
• foule* (f)	crowd
• harcèlement* (m)	bullying, harassment
• Après avoir* fait	After having done
• chanter	to sing
• danser	to dance
• faire la fête	to party
• voir	to see
• partager	to share
• loisir (m)	leisure,
• réseau social	social network/media

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

Was lernst du dieses Jahr? - What are you learning this year?

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

Was ist dein Lieblingsfach? - What is your favourite subject?

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



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not a word is wrong

Was trägst du in der Schule? - What do you wear to school?

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

Was trägst du in der Schule? - What do you wear to school?

1	Auf dem Foto sieht man...	In the photo you see...
2	Im Hintergrund sieht man...	in the background you see...
3	Gebäude	buildings
4	sie sind (draußen)	They are (outside)
5	ungefähr (fünfzehn) Jahre alt	Roughly (15) years old
6	sie sprechen miteinander	They are speaking with each other

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

Sind Schulregel wirklich nötig? - Are school rules really necessary?

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

Was machst du in der Mittagspause? - What do you do at break time?

1	In der Pause...	In the break.../at breaktime...
2	spreche ich mit Freunden	I speak with friends (verb second)
3	esse ich... / trinke ich...	I eat/drink (verb 2nd)
4	siehe ich Fußball	I play football (verb 2nd)

Perfect tense with 'haben' (to have)

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

Perfect tense with 'sein' (to be)

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

Schultage – school days

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

Huish Episcopi Academy Year 10 BTEC Music Knowledge Organiser - Component 1 Key Terms

Key terms for use in Component 1		
Compositional Features		
1	Melody	The tune / main theme and the organisation of the sequence of notes.
2	Harmony	The effect created when additional notes are used to complement the melody.
3	Tonality	The overall sound of a piece of music, as defined by the key in which is played (will refer to a specific scale / mode).
4	Rhythm	The duration of notes and how they are organised.
5	Metre	The organisation of the pulse – beats per bar and the types of beats used.
6	Tempo	The speed of the piece – fast / slow / moderate or beats per minute.
7	Structure	The different sections of a piece of music, and how they are organised.
Sonic Features		
8	Instrumentation	The instruments or voices used in a piece of music.
9	Texture	They layers of sound and how they are organised.
10	Dynamics	The volume of the music – overall loudness / softness / gradual changes.
11	Timbre (Sonority)	The quality of sound produced, either from an instrument or through effect manipulation.
12	Production	The process of creating, recording and finalising a piece of music, which includes decision making about equipment and technical aspects.
Other useful terms		
13	DAW	Digital Audio Workstation – Music Technology used for music creation and manipulation.
14	Brief	To work to a set outline of instructions (in relation to practical music making)

Huish Episcopi Academy Year 10 BTEC Music Knowledge Organiser - Component 1 Key Terms

Key terms for use in Component 1

Harmony	
Diatonic	Notes which fit with the chords / key of the piece
Dissonance	Clashing notes
Suspension	A short dissonance where a note is played against the harmony, then resolved
Chords	3 notes played at the same time
Root position	Chords where the root note is played in the bass
Inverted position	Chords where either the 3 rd or 5 th is played in the bass.
Extended Chords	Chords with additional notes added to created harmonic interest e.g. 7 th
Tonality	
Major	Happy / Bright sounding music
Minor	Sad / Dark sounding music
A tonal	Music which is not written in a specific key
Modal	Music which is written to a set mode (similar to a scale)
Texture	
Monophonic	One instrument / voice / part playing
Homophonic	Many parts moving together in block harmony (chordal)
Polyphonic	Many parts interweaving, playing different lines.
Call & Response	A musical conversation between parts. One part plays or sings a call and the other responds.
Melody & Accompaniment	A clear main tune is played / sung, with accompaniment from other parts.

Huish Episcopi Academy Year 10 Drama Knowledge Organiser Term 1

UNIT 1: Introduction to Drama – Section A		
Section A	Lighting Design Terminology	
1	Wash	A broad spread of light covering a large area of the stage
2	Floodlight	The light that provides a wide, even spread of light
3	Blackout	A sudden or gradual complete extinguishing of all stage lights
4	Cue	A signal for a lighting change, often timed with specific moments in the performance
5	Gobo	A stencil placed in front of a light source to control the shape of the emitted light
6	Gel	A coloured plastic film placed in front of a light to change the colour of the beam
7	Crossfade	A transition where one set of lights gradually dims while another set simultaneously brightens
8	Fade	A gradual increase or decrease in the intensity of light
9	Profile Spot	A type of spotlight that produces a sharp, focused beam of light
10	Follow Spot	A powerful, movable spotlight that "follows" an actor as they move around the stage
Section B	Performance Skills	
1	Projection	How loud or quiet your voice is
2	Pitch	How high or low your voice is
3	Pace	The speed at which an actor delivers their lines or performs their actions
4	Emphasis	The stress or importance placed on certain words or phrases in dialogue
5	Tone	The emotion shown in your voice
6	Gesture	Movements of the hands, arms, or body that express ideas or emotions
7	Eye Contact	Looking directly into another character's eyes, or avoiding this
8	Facial Expression	Movements of the facial muscles to convey emotions and reactions
9	Posture	The way an actor holds and positions their body
10	Body Language	The non-verbal communication conveyed through an actor's movements

Huish Episcopi Academy Year 10 GCSE PE Knowledge Organiser 1.1.d – Structure and function of the Respiratory system

UNIT NUMBER.1 Respiratory system		
1	Pathway of air through the respiratory system	1. Mouth 4. Bronchi 2. Nose 5. Bronchiole 3. Trachea 6. Alveoli
UNIT NUMBER.2 Roles of respiratory muscles in breathing		
1	Inspiration (breathing in)	Intercostal muscles and diaphragm contract. Ribs move upwards and out. Diaphragm moves downwards meaning the area of the thoracic cavity increases. Pressure in the lungs decreases drawing air in.
2	Expiration (breathing out)	Intercostal muscles and diaphragm relax. The ribs lower and the diaphragm moves upwards meaning the pressure in the lungs increases forcing air out.

UNIT NUMBER.3 Key terms		
1	Breathing rate	The frequency of breathing measured in breaths per minute.
2	Tidal volume	The amount of air which enters the lungs during normal inhalation at rest.
3	Minute ventilation	The volume of gas inhaled or exhaled from the lungs per minute
4	Gaseous exchange	The movement of gases taking place at the alveoli and capillaries. Gases diffuse through the walls of the capillaries surrounding the alveoli.
5	Oxyhaemoglobin	Haemoglobin combines with oxygen to form this bright red chemical



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UNIT NUMBER.4 Aerobic and Anaerobic exercise		
1	Aerobic exercise	Use of oxygen for the duration of exercise
2	Anaerobic exercise	Exercise which does not allow for the use of oxygen
3	Lactic acid	With the absence of oxygen, lactic acid is formed in the working muscles. Lactic acid causes muscle pain and fatigue

Huish Episcopi Academy Year 10 GCSE Physical Education Knowledge Organiser 1.2 Physical Training

Types of Training	
1	Interval Training that involves set periods of work followed by set periods of rest
2	High Intensity Interval Training (HIIT) Short bursts of extreme effort with even shorter rest periods
3	Continuous Exercising for a sustained period of time without rest
4	Fartlek Continuous training with varying speed
5	Circuit A series of stations performed one after the other with a rest in between
6	Weight Exercises organised into sets of repetitions
7	Plyometric Takes the form of bounding, hopping or jumping

FITT Principle	
1	Frequency How many sessions per week are performed
2	Intensity How hard the sessions are
3	Time How long the sessions, intervals or sets are
4	Type The method of training used

Principles of Training (SPOR)	
1	Specificity Relevant to the sport, muscles or energy system used
2	Progression Training demands gradually increase over time
3	Overload The gradual increase of stress placed upon the body
4	Reversibility Training must be maintained

Huish Episcopi Academy Year 10 GCSE PE Knowledge Organiser 1.1.1.d – Structure and function of the Cardiovascular system

UNIT NUMBER.1 Double circulatory system	
1	Double circulatory system The human body has two circulatory loops in which blood circulates. One is oxygenated, and the other is deoxygenated.
2	Systemic The circulatory loop that controls blood flow from the heart to the rest of the working muscles and organs.
3	Pulmonary The circulatory loop that controls blood flow from the heart to the lungs.
UNIT NUMBER.2 Blood vessel	
1	Blood vessel Tubular structures that carry blood around our body
2	Arteries Carry blood at high pressure from the heart to the body tissues. The largest artery is the aorta.
3	Capillaries Only have a single layer of cells in their walls. Allowing nutrients and waste product to pass through them.
4	Veins Carry blood at low pressure and return the blood to the heart. The vena cava is the largest vein. Veins contain pocket valves that prevent the back flow of blood.
UNIT NUMBER.3 Pathway of blood through the heart	
1	Pathway of blood through the heart The heart contains four chambers, left and right atrium and left and right ventricles. The right side sends deoxygenated blood to the lungs. The left side sends oxygenated blood to the muscles. A muscular wall called a septum separates both sides. The heart also consists of valves to prevent the backflow of blood. These are called; tricuspid, bicuspid and semilunar valves.

UNIT NUMBER.4 Major blood vessels	
1	Aorta Takes oxygenated blood from the left ventricle to the rest of the body.
2	Pulmonary artery Takes deoxygenated blood from the right ventricle to the lungs
3	Vena Cava Brings deoxygenated blood from the body to the right atrium.
4	Pulmonary vein Brings oxygenated blood from the lungs to the left atrium
UNIT NUMBER.5 Key terms	
1	Heart rate Number of beats per minute
2	Stroke volume The amount of blood pumped out of the heart (left ventricle – to the body) during each contraction
3	Cardiac output The volume of blood pumped per minute by each ventricle. Cardiac output = SV x HR
4	Role of red blood cells Also known as erythrocytes – they are the most abundant blood cells. They transport oxygen around the body and deliver carbon dioxide to the lungs.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1b: Different types of sport clothing and equipment

UNIT NUMBER.5a Equipment needed for specific sports	
1	Participation equipment Balls, rackets, bats, ropes
2	Fitness-related equipment Dumb bells, kettle bells, ropes, machines
3	Travel-related equipment Kayak, bicycles
4	Scoring-related equipment Goal posts, hoops, try posts, nets

UNIT NUMBER.5b Protection and safety equipment used in sports	
1	Mouthguard Used in multiple sports to protect teeth such as rugby, boxing, American Football and hockey.
2	Helmet/head guard Used for head protection and preventative method for concussion. Used in sports such as rugby, cycling and baseball.
3	Gloves Protects hands from impact or blisters. Used in sports such as Football, golf and boxing.
4	Goggles Shields the eyes from debris and injury. Used in sports such as swimming and skiing.
5	Shin pads/guards Protects the shins from impact. Used in sports such as football, hockey and cricket.

UNIT NUMBER.5c People with disability and assistive technology		
	Assistive technology definition	Any tool or device that enhances the ability of individuals with disabilities to perform tasks and increase their independence.
1	Wheelchair	Provide mobility for individuals with limited or no ability to walk.
2	Prosthetic limbs	Replace missing limbs to enhance mobility and functionality.
3	Hearing aids	Amplify sound for individuals with hearing impairments.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1b: Different types of sport clothing and equipment

UNIT NUMBER. 5d: Facilities	
Indoor facilities	Outdoor facilities
Sports hall	Pitches
Gyms	Climbing walls
Squash court	Mountain bike trails
Swimming pools	Lakes
Gymnastics pits	Rivers

UNIT NUMBER.5e Performance analysis		
1	Smart watches	Tracks real-time fitness data like steps, heart rate, and distance
2	Heart rate monitor	Measures heart rate to optimize training intensity and monitor health
3	GPS	Monitors athletes' location, speed, and routes during activities
4	Smartphone fitness apps	Used for communication, performance tracking, and accessing fitness apps or video reviews during training or events

UNIT NUMBER.5f Equipment officials need		
1	Whistle	Used to start or stop play and signal infractions.
2	Stopwatch	For timing the duration of games or specific actions.
3	Scorecard/notebook	To record points, fouls, or other important game data.
4	Uniform	Distinctive clothing worn to signify the official's role and maintain neutrality.
5	Communication headset	Allows referees to communicate with each other during the game.

UNIT NUMBER.5g: Aerodynamic and Compression clothing		
1	Aerodynamic clothing	Reduces the force of air moving past it.
2	Compression clothing	Fits tightly around the skin and helps blood flow to the areas covered by the clothing.

UNIT NUMBER. 5h: Aerodynamic and Compression clothing benefits	
Aerodynamic clothing	Compression clothing
Reduced drag	Improved blood circulation
Improved speed	Faster recovery
Energy efficiency	Reduced muscle vibration
Enhanced comfort	Temperature regulation
Better performance in timed sports	Enhanced proprioception

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

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

Huish Episcopi Academy GCSE – Product Design – KO - Core Knowledge – Natural & Manufactured timbers

1. Hardwoods			
	Material	Appearance	Properties
1	Hardwoods	This wood comes from trees that lose their leaves during autumn.	
2	Hardwood	Trees are slow-growing and therefore less amounts are available, which makes it more expensive	
	Material	Appearance	Properties
3	Oak	Moderate brown colour with close, straight grain.	Oak is a tough and durable hardwood, it polishes well.
4	Beech	Is pink-tinted, closely grained.	Is a very tough and durable material and is smooth to finish.
5	Mahogany	Is a dark red/ brown with very close grain.	It cuts and polishes easily and gives a deep finish.
6	Ash	Light coloured, smooth-grained.	Durable, flexible and attractive timber.
7	Balsa	White to oatmeal in colour with high silky lustre.	It is buoyant and provides very efficient insulation against heat and sound.

2. Softwoods			
	Material	Appearance	Properties
1	Softwoods	Come from evergreen trees, possibly bearing pinecones and needles, not leaves.	
2	Softwoods	Grow quicker and in more locations. They are readily available and less expensive.	
	Material	Appearance	Properties
3	Pine	Is a pale-yellow coloured wood with darker brown grain.	It is lightweight, easy to work.
4	Larch	Is a darker shade with brown grain.	It is water resistant and durable.
5	Spruce	Light, yellowish-white to reddish-white.	It is flexible and durable.



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3. Natural timber availability			
	Stock forms	Hardwoods and softwoods are available in a variety of forms including plank, board, strip, square and dowel.	
2	Sawing and seasoning	Natural timbers need to be cut at the sawmill and seasoned before use. Many are planed and cut to standard sizes ready for sale.	

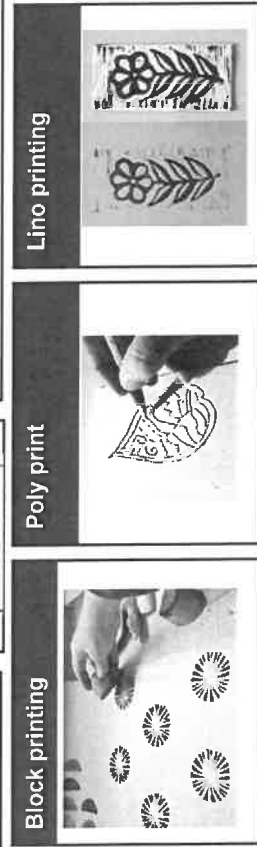
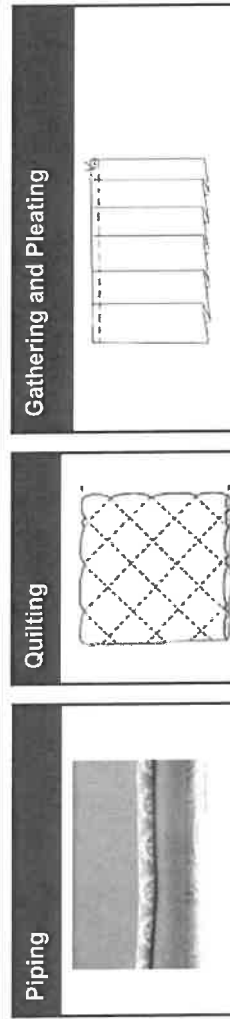
4. Finishes for hardwoods and softwoods			
1	Surface finishes	can be aesthetic and functional. High-traffic areas like floors might require a hard-wearing and sealing finish like polyurethane, which can be oil or water based, and matt, semigloss or high gloss finish.	
2	Enhancement finishes	Waxes and oils are popular to provide enhancement of the natural grain in the wood.	
3	Preservative finishes	Stains and varnishes help to add colour to natural wood, and even change colours to match colour schemes. Preservatives are sometimes used to provide protection and ensure the wood is long-lasting	

5. Manufactured board			
1	Man-made	Like MDF, plywood and chipboard are all manufactured boards	
2	Man-made boards	Are made from wood fibres, normally collected from recycled wooden materials, bonded together with resins to form sheets.	
	Material	Appearance	Properties
3	MDF	Light brown, it has no grain.	MDF is easy to work.
4	Chipboard	Is made from small 'chips' of timber bonded together	It is a strong material which will withstand pressure
5	Plywood	Plywood has a variety of facing layers so its appearance changes	It is made from layers of wood, bonded together at an angle of 90 degrees to increase strength and rigidity.

6. Finishes for manufactured boards			
1	Veneers	Man-made boards like plywood are often finished depending on the visibility of the veneers.	
2	Stains / Paints	MDF can be stained to match other natural woods, or it can be painted.	
3	Veneers	Chipboard can look unattractive and is normally finished with a veneer e.g. a melamine layer.	
4	Sprays / Varnishes	Face veneers / MDF can be finished using a spray-on lacquer or a paint-on varnish.	

Huish Episcopi Academy GCSE Textiles Knowledge Organiser core knowledge topic 2

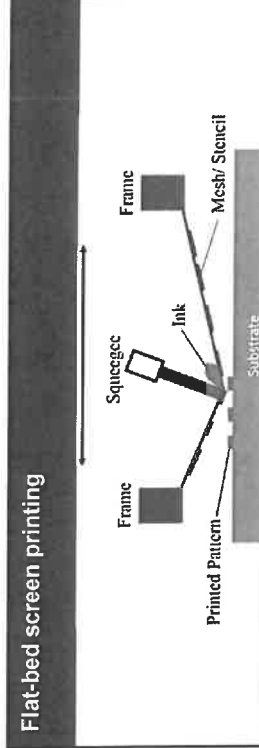
1. Design Principles	
1	Research involves the collection and analysis of information and images to increase understanding of a topic or theme.
2	Mood board An arrangement of images, materials, pieces of text, intended to inspire a project.
3	Client profile A summary of a specific customer type that is based on information such as, demographics, income, gender, age, location.
4	Product analysis Examining a current product to get ideas for a new product or design.
5	Design brief The instructions that a client gives to a designer about what they want a product to be like.
6	Design Specification A list of criteria a product should meet
7	Prototype Built so that the product and production methods can be evaluated before the product is manufactured
8	Iterative design A design strategy that involves constantly evaluating and improving a products design
9	Evaluate To check that a product meets the criteria set out in the design specification



2. Joining and shaping fabric	
1	Piping Piping can be used on seams to add decoration or to strengthen a product, it stands out from the seam adding definition
2	Quilting Quilting uses wadding between two layers of fabric which is then stitched in a pattern. Quilting adds warmth to a product e.g. bodywarmer.
3	Gathering and pleating Gathering and pleating use excess material to create detail, a better fit or shape to a product
3. Printing processes	
1	Block printing Block printing is a technique for printing text, images or patterns. It is a method of printing on textiles or paper.
2	Poly Print Polystyrene tile printing, is a versatile way of relief printing. Patterns can be easily pressed or drawn using a ballpoint pen
3	Lino printing Lino. Printing involves carving a pattern or design into a linoleum, rubber or vinyl surface that can then be printed from.
4	Screen Printing This is the process of transferring a stencilled design by hand onto a flat surface using a mesh screen. Fabric and paper are the most commonly screen-printed surfaces
5	Flatbed screen printing This process is used where large runs of printed fabric are needed e.g. retail. Advantages include being able to print intricate designs much faster. The process can also be carried out using cylinders instead of screens known as rotary screen printing.



Screen printing



Flat-bed screen printing

Huish Episcopi Academy GCSE Textiles Knowledge Organiser core knowledge topic 2

4. Printing processes 2 – surface treatments and finishes	
1	Stencilling A stencil is a piece of card with a design that is cut out and through which, paint is forced onto a surface to be printed.
2	Foil printing A speciality printing process which uses glue, heat, and metallic foil. This is used to create different shiny designs and graphics on various materials.
3	Vinyl printing Vinyl designs are put cut out of pieces of coloured vinyl. A heat press is utilized to transfer each piece of vinyl onto the material.
4	Heat transfer printing This process uses disperse dyes that transfer from paper to fabric with heat. This technique only works well with synthetic fabric.
5	Mark making Mark making is a term used for the creation of different patterns, lines, textures and shapes.
6	Digital printing Uses CAD / Cam to create complex design which are printed onto fabric



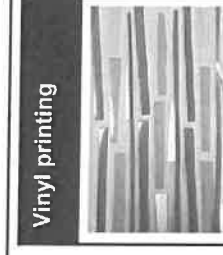
Stencilling



Foil printing



Heat transfer printing

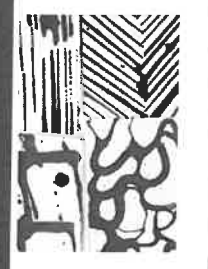


Vinyl printing

Digital printing



Mark making

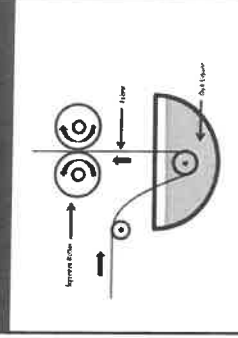


5. Dyeing processes – surface treatments and finishes	
1	Dyeing Dyes are used to change the colour of fabric. There are two main types of dyes, Natural – from plants insects and minerals and synthetic – manmade chemical compounds widely used to product bright consistent colours
2	Commercial Dyeing Used in industry to dye large volumes of fabric, allowing manufacturers to work more efficiently
3	Batik (resist dyeing) Usually done by hand acts as a barrier between the fabric and the dye. Batik is a method of resist dyeing that originates from Indonesia.
4	Tie- dye Uses elastic bands to create a barrier between the dye and the fabric.

Dyeing



Commercial dyeing



Batik



Tie dye



Huish Episcopi Academy - Year 10 Food Preparation & Nutrition Knowledge Organiser: Unit.2 Protein

1. Protein	
What actually is Protein?	Protein is a Macronutrient. Protein is made up of small building blocks called amino acids. There are approximately 20 of these molecules.
Essential Amino Acids	These are amino acids that cannot be made by the body, they must come from food.
No-essential amino acids	These are amino acids that can be made by the body and are always available.
Protein Functions for the body	We need protein for body repair, growth maintenance of cells / tissues e.g. hormones, hair, skin, nails, muscle, blood.
HBV	Higher Biological Value is protein that contains all 10 essential amino acids (e.g.) Meat & Meat Products, Eggs, Soya Beans, Quinoa, Fish, Milk
LBV	Lower Biological Value is protein that lacks one or more essential amino acid (e.g.) Cereals, peas, butter, seeds, nuts, peanut butter, vegetables
Protein Complementation	Is combining LBV protein foods to form a HBV protein to form a protein meal.(e.g) Baked beans on toast, peas and rice, houmous with pitta bread.
Protein Deficiency Symptoms	Kwashiorkor – Efficiently poor growth rates, retaining water in their body tissues, and suffer hair loss and persistent infections.
Protein Excess Symptoms	Can be harmful to kidneys and liver due to breaking protein down. Protein not used will be stored as fat leading to weight gain.

2. Primary & Secondary Processing

Primary Processing	Refers to the process of changing raw food materials into food that can be eaten immediately or processed further into other food products.
Secondary Processing	Refers to the process of changing primary food products into other types of products.
Qualities to look for when buying fresh fish	Firm flesh, clear shiny eyes not sunken, red gills, fresh smell, scales attached not flaking off, moist not slimy skin, bright natural colour, fish should be pearly white colour, shellfish – shells clean, intact not damaged and closed



3. Method of transferring heat to food and the scientific procedure			Example of cooking method
Conduction	Is when heat travels through solid materials such as metals and food.		Frying (Sausages) Roasting
Convection	is when heat travels through air or water		Boiling/Simmering/Poaching (Egg)
Radiation	Is when heat rays directly heat and cook food.		Grilling (Bacon) BBQ

4. Gluten		Definition
Kneading		Technique used to stretch gluten when making bread dough
Glutenin Gliadin		Two proteins which form Gluten when water is added to a dough
Physical properties that bread can be described as.		Elasticity (springs back) Plasticity (can be stretched and shaped)

5. Scientific Terminology		Definition
Denature		Is when protein changes shape, either when heated, agitated, or in acidic conditions.
Denaturing		May be a permanent change to a protein, which occurs when protein is heated and there is a change in its chemical structure or it may be temporary. e.g when egg white foam stands and collapse back to its liquid state.
Coagulation		Is a change in the structure of protein, when proteins set, brought about by heat or acids. This change is irreversible.

Huish Episcopi Academy – Food & Nutrition Knowledge Organiser – Core Knowledge – Food Preparation Skills

1. Food Preparation Skills	
1 Knife Skills	Bridge hold and claw grip are two techniques for holding and cutting fruit and vegetables when chopping and slicing.
2 Vegetables cuts	Julienne, Brunoise, Macedoine, Jardiniere – other examples see image below.
3 Aesthetics	The art of making food look good or attractive, for example by using garnishes on savoury dishes or decorations on sweet dishes.
4 Chopping Boards	Different coloured chopping boards are used for different preparation tasks

1. Food and Preparation Skills	
1 Food Spoilage	Is when food loses quality and becomes inedible.
2 Water Based methods using the hob	Boiling, steaming, poaching, simmering, blanching.
3 Dry heat and fat based methods using the hob	Dry-frying, shallow frying, stir frying,
4 Using the oven	Baking, Roasting, Casseroles and tagines, Braising,
5 Using the grill	Grilling under heat, grilling over heat, barbecuing
6 Skewer	Is a long metal or wooden pin used to secure food on during cooking. It is used to hold together pieces of food.
7 Starch based sauce stages.	Take note of what happens at each temperature. Diagram C.

Diagram A - Vegetable Cuts

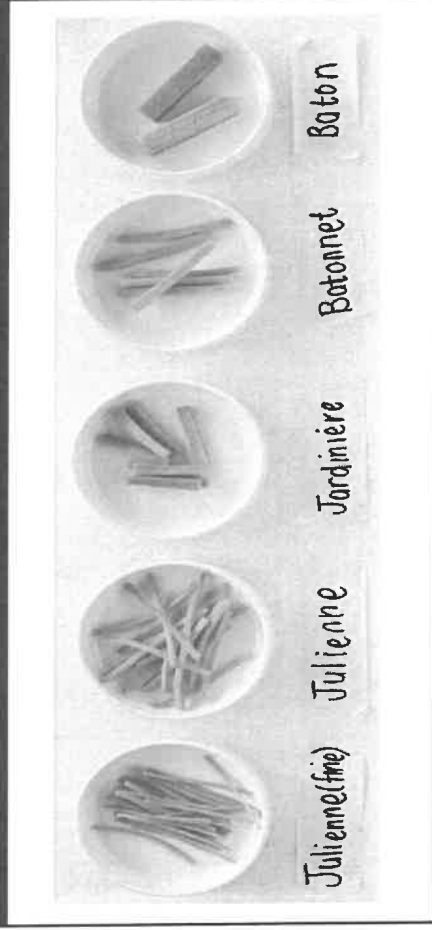


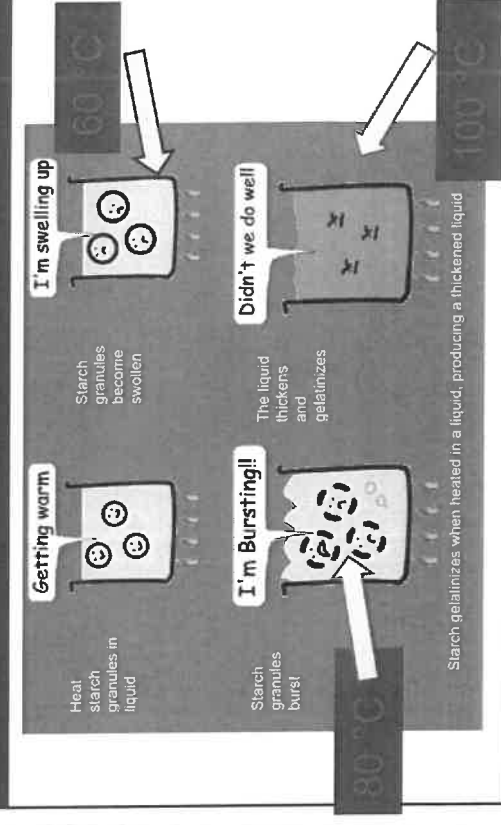
Diagram B – Prevent Cross Contamination

Prevent Cross Contamination

Use correct colour coded chopping boards and knives at all times

RAW MEAT
RAW FISH
COOKED MEATS
SALADS & FRUITS
VEGETABLES
DAIRY PRODUCTS
ALLERGENS

Diagram C - Gelatinisation



Huish Episcopi Academy Year 10 Film Studies Knowledge Organiser Component 2 Section C Skyfall

1. GENRE		2. THEMES	
Director	Sam Mendes	1. Juxtaposition	Relationship between controller and controlled – between Bond and M and between Silva and Bond.
Writer	Neal Purvis and Robert Wade	2. Camera work	Key elements especially camera angles deliver clues as to who is being controlled
Cinematographer	Roger Deakins		
Music	Thomas Newman		
Editor	Stewart Baird		

3. CONTEXT

1. Social	Society is ensuring that the representation and treatment of women is improving. Two strong female characters in Eve and M with larger influence on plot. However, there is still a reflection of the Bond tradition of having women in the film for the 'male gaze'. Old Vs New, traditional Vs modern.
2. Historical	Explores the contemporary threat of cyber terrorism. Fit with the celebration of Britishness of the Olympic Games. Iconography that is familiar to fans. Make Britishness cool.
3. Cultural	Not linked to any Fleming Novel but Casino Royale and Skyfall wanted to get Bond's character 'back to Fleming'. Darker, dangerous and more emotional.
4. Political	Is MI6 relevant in today's world of globalization. Everyone is operating internationally so do we need an agency, just for the UK. MI6 and Bond are both destroyed but then rebuilt.
5. Technological	Filmed in high definition and then converted to IMAX. Film asks if technology is the cause of the problem or does it help to fix the problem. Old vs New. Gadgets are back to basics and are more realistic
6. Institutional	50th Anniversary of the Bond Film. Shows Bond being resurrected. The Bond film is an institution in its own right. Reflected in the nostalgia of the film with the old Aston Martin and the simple Walter PPK gun. Still high production values with big stars and sophisticated expensive cinematography – still making it a Bond Film (which is an institution in itself)

4. AESTHETICS	
Beauty	'Dancing silhouettes, cold blues, the warmth of fiery reds, oranges and yellows. It is beautiful' and 'a mix of real world dirtiness and beauty'.
Juxtaposition	Virtual world vs the dirty realistic world -Blue/Orange colour scheme
Doubles	Mirrors/doubles and reflections/symmetry – Connection between Silva and Bond. Mirror images of each other. How the virtual world reflects the actual world
British	'Keep Calm and Carry On'/'Cool Britannia'. Makes Britishness cool and slick
Other films	Influenced by the Nolan, the director of the Dark Knight. Made a recognisable character darker and grittier. Mendes has also taken elements of 'old' Bond and turned him into something new and darker. More realism to the aesthetic of the film. Colours are less saturated.
Film Noir	Influence of Film Noir style – lighting uses deep shadows and silhouettes. Film Noir are dark and downbeat American crime and detective films. Literally means 'black film of cinema'
Framing	Roger Deakin, the cinematographer, uses symmetry. Framing of Bond and M in the centre suggesting stable and dependable in the face of a changing chaotic world
Bond's character	More complex character of Bond. He is darker and more emotion and we should take him seriously
Nostalgia	Almost back to basics and references to older James Bond Films.

3.1.1 - The purpose and nature of businesses

Businesses in the **Private Sector** (owned by individuals) usually exist to make a **profit** but may also exist for the **benefit of others**. Profit or other benefits are achieved through **producing a good or providing a service** where a **business opportunity** exists in the business environment. **Public Sector organisations (owned/run by government)** exist to provide services to the population, such as schools and hospitals.

Factors of Production - the elements needed for businesses to operate:

Land	Labour	Capital	Enterprise
Buildings/offices	Work of staff	Money / machinery	Ideas and risk-taking

Sectors of Industry - businesses divided by their stage of production:

Primary	Secondary	Tertiary
Extracting raw materials	Manufacturing	Providing a service
Needs Products I need in order to survive	Wants Products I want to have but don't need	Goods Physical items
		Services Actions done for you by someone else

Opportunity Cost:

The value of the next best alternative, lost when we make a choice. For example, if our choices could generate a) £10, b) £100, or c) £1000. The opportunity cost of choosing option c is the value of b = £100

Enterprise & Entrepreneurship:

Enterprise is the act of doing business - investing and working in order to increase the value of raw materials or our actions.
Entrepreneurship is the act of creating new business ideas, taking opportunities, while being innovative and prepared to take risks in order to turn their money into more money.

3.1.2 - Business ownership

	Liability/Size	Advantages	Disadvantages
Sole Trader	Owner: Unlimited Liability Small	- Own Boss - keep control - Keep all profits - Can employ people - Cheapest to set up	- all liability / need insurance - Not working = not earning
Partnership	Partners: Unlimited Liability Small/Medium	- Shared responsibility - More investment - Not working = business still earning - Can have "sleeping partners" (Limited Liability but no say in how the business is run)	- Have to share profits - Not in complete control - More expensive to set up
Private Limited (Ltd.)	Shareholders: Limited Liability Small—Large	- Can keep control by keeping a majority of the shares - Opportunity for additional investment	- Cannot sell on the stock market - Selling more than 49% of the shares could see you lose control through dividends - Profit likely to be shared
Public Limited (PLC.)	Shareholders: Unlimited Liability Medium-Very Large	- Can sell shares on the Stock Market - more investment - Kudos / greater reputation	- Share Price controlled by the market - investment might increase or decrease depending on the economy - Risk of a Hostile Takeover - could be voted out as CEO by the shareholders at an AGM
Not for Profit	Trustees: Limited Liability	Opportunity to increase Income/Impact by publicising 'Charity' status	Close scrutiny by the Charity Commission

3.1.3 - Setting business aims and objectives

Objective	Explanation
Survival	For the business to avoid going bust
Profit Maximisation	To achieve the most profit possible
Growth	Getting bigger / expansion through internal or external growth
Market Share	The % of a product sold in the UK sold by a single business
Social/Ethical	To meet or exceed customer expectations related to the environment / treatment of staff or other issues
Customer Satisfaction	How pleased a customer is with the product or service received
Shareholder Value	Improving performance of the business to raise the share price or the amount of profit that can be shared as dividends

Objectives give a business direction. Over time we achieve things and the world changes around us, so objectives change over time.

Business size will affect their choice of objective in the same way that business ownership will change their objectives. Bigger businesses will have different aims to smaller ones, and those owned by shareholders will have be different to Sole Traders.

AQA GCSE Business 9-1

Business in the Real World

Unit 1

Appears in:
Paper 1 & Paper 2

3.1.4 - Stakeholders

A **stakeholder** is a person or organisation with a **concern** (an investment) or an **interest** in (they might be affected by) a business.

Common **Stakeholder Groups** include:

Internal	External
- Workers - Managers - Owners - Directors	- Shareholders - Customers - Local Community - Government - Banks / Creditors - Suppliers - Trade Unions - Special Interest Groups

Different groups will have more or less of an interest and more or less influence over the business and its decisions. Groups like Shareholders will influence the business as they want the business to deliver them **Shareholder Value**, whereas **Directors** have significant influence as they control the business.

Different stakeholder groups may be **in conflict** with one another as their interests contradict each others. For example, the local community will want fewer lorries on the road, but managers want more sales.



3.1.5 - Business Location

Businesses location can be extremely important for the success of a business. How close you are to **raw materials** or to **customers** can have a significant impact on the costs of getting your product to market.

Some businesses will want to be close to their **competition** – such as casual dining restaurants, as it will bring more potential customers to the area. While others, such as small independent restaurants may want to be far from their big-chain rivals. Manufacturing companies are likely to need skilled **labour**, and so being near to a suitable number of skilled workers will be important.

Most businesses will have some **essential services** they need to be near to, such as the **motorway network**, **high-speed internet** connection, or international **travel hubs**.

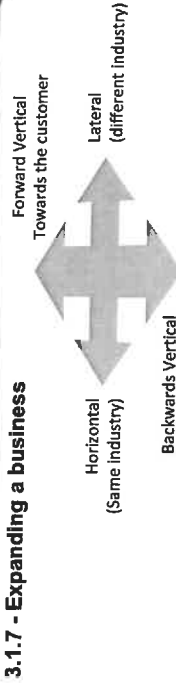
3.1.6 - Business Planning

A business plan is a written document that describes a business, its objectives, its strategies, the market it is in and its financial forecasts. The business plan has many functions, from securing external funding to measuring success within the business.

A business plan needs to address the issues of interest to the reader and user. Assuming that the plan is meant to be read by potential finance providers (e.g. a bank, business angel or venture capitalist) then it ought to provide convincing and realistic answers to questions such as:

- What is the business?
- Who are the people?
- What is the product?
- Who are the target market?
- Is the market growing?
- Customers – what price will be acceptable?
- Costs / Profitability
- When will we break-even?
- What investment is needed?
- Who is financing the business?
- Risks / Solutions?

3.1.7 - Expanding a business



Takeover	Also called an acquisition, one company buys another. This could be by buying a majority of the shares, or by buying the company outright.
Merger	Two companies agree to join together – both original sets of owners keep some ownership.
Forwards Vertical	A business integrates (merges with or takes over) a business closer to the customer. I.e. a manufacturer buying a retailer who sells their goods.
Backwards Vertical	A business integrates with a business further away from the customer. I.e. a retailer buying a manufacturer that supplies them with goods.
Horizontal	A business integrates with a business who operate in the same market as them, at the same stage of production. I.e. two car manufacturers like Jaguar and Land Rover.
Lateral	A business integrates with a business who operates in a different market, possibly at a different stage of production. I.e. Tata, who bought Jaguar Land Rover, and PG Tips.
Outsourcing	Paying another company to do some of your work for you, or perform certain jobs for you.
Franchising	Selling the right to use your brand – you (the Franchisor) allow other companies (franchisees) to use your name, logo, products, in exchange for an annual fee and share of the revenue.

Economies of Scale: benefits of getting larger (Purchasing / Technical)
Diseconomies of Scale: drawbacks of getting larger (Communication / Coordination)

Business in the Real World

Unit 1

Appears in:

Paper 1 & Paper 2

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

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

Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Memory

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

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

Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Research Methods

Research Methods Terms

1	Alternative hypothesis	A prediction that a relationship between two variables will be found. It is the "alternative" to the "null hypothesis"
2	Bar chart	A type of graph that is used to display data that has separate categories. Numerical values are represented by the height or length of lines or rectangles. (There is a gap between bars).
3	Case study	An in-depth investigation of an individual, group, organisation or specific situation.
4	Categories of behaviour	Clearly defined, specific actions that can be observed and recorded as examples of the target behaviour during an observation. E.g. "kicking" is a category of aggressive behaviour.
5	Conditions	To investigate the effect of an independent variable (IV) on the dependent variable (DV), participants take part in different trials/situations called conditions. Participants in each situation will experience a different part of the IV.

6	Correlational relationship	A connection or association between variables. This does not mean there is also cause and effect. When two variables are correlated, it only means that as one variable changes, so does the other.
7	Counterbalancing	Used in repeated measures design to limit order effects. Half of the participants take part in the conditions in one order (A followed by B) while the other half take part in them in the opposite order (B followed by A).
8	Dependent variable (DV)	The thing that will be measured by a researcher to see if changing the IV has had any effect.
9	Ecological validity	The results of the investigation can be said to apply to real-life behaviour, they are an accurate account of behaviour in the real world.
10	Ethical issues	Concerns about what is morally right and best for participants when researchers are carrying out research. The British Psychological Society (BPS) provide guidelines for researchers.
11	Experimental design	How the participants are organised. E.g Independent Groups / Repeated Measures
12	Extraneous variable (EV)	A variable that is not the IV but that might affect the DV. If EVs are not controlled, the researcher cannot be certain what caused any change that occurs in the DV.
13	Field experiment	An experiment that is carried out in a natural/real life environment.
14	Frequency table	A type of table that is used to display data to show how often something occurs.

Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Research Methods

15	Histogram	A type of graph which represents the frequency of groups of continuous data (E.g. ages 11-18 in a school) There are no gaps between the bars and they are arranged in numerical order.
16	Inter-observer reliability	The extent to which the record sheets of two or more people carrying out an observation, match one another.
17	Laboratory experiment	An experiment that is carried out in an unnatural, controlled environment.
18	Natural experiment	Research carried out into the effect that a change (IV) has upon something (DV). However, the change has not been arranged by a researcher. E.g. the effects of lockdown on learning.
19	Normal distribution	A symmetrical arrangement of data in which the majority of values are grouped in the centre (looks like a bell shape). The mean, median and mode all fall in the centre of the curve.
20	Null hypothesis	A prediction that there is no relationship between variables.
21	Observational study	An investigative method where researchers collect data about people's behaviour by watching them and recording what they see.
22	Qualitative data	Data that is descriptive and non-numerical, eg verbal or written answers to interview questions.
23	Quantitative data	Data that is numerical, such as totals or tallies of observed behaviour categories.
24	Questionnaire	A set of questions about a topic that is given to participants in order to gather information/data.

25	Randomisation	Using chance (eg tossing a coin) to decide order in an investigation.
26	Random sample	People who are members of the target population who all have the same probability of being selected.
27	Range	The difference between the smallest and largest values in a set of data.
28	Ratio	The relationship between two or more amounts; shows how big or small one is when compared to another. E.g if there are 10 girls and 5 boys in a class the ratio of girls to boys is 2:1
29	Sample	A small group of people taken from the target population and who are used by the researchers in their investigation.
30	Standard form (scientific notation)	A way of writing very big or very small numbers by expressing them as a multiple of powers of 10.
31	Standardised procedures	When carrying out a study, the same method and set of instructions are used for all of the participants in a condition.
32	Stratified sample	People are selected in similar amounts from a number of subgroups within the target population (E.g. age / sex / postcodes)
33	Target population	The large group of people the researcher wants to study and from which the sample is selected.

1 – Programming fundamentals: List and strings part 1														
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2 – Programming fundamentals: List and strings part 2														
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Huish Episcopi Academy Year 10 Health and Social Care

Knowledge Organiser Autumn Two Component One

A Component 1 Human Lifespan Development	
1	Self-image How a person sees themselves.
2	Self-esteem How we value ourselves based on our self-image.
3	Play Helps children to develop skills e.g. independence, socialising.
4	Encouragement If someone believes in you, more likely to accept and adapt to change.
5	Advice Good source of information and suggestions.
6	Security Support from trusted individuals provides strength to cope.
B Component 1 Human Lifespan Development	
1	Formal Professional support based on qualifications, skills and experience.
2	Informal Support from friends and family who are unqualified.
3	Voluntary Support from skilled people who are not profiting by giving advice.
4	Community Local groups supporting others in the local area.
5	Faith Church based support for others in local area.
6	Professional Have qualifications, skills and experience.
C Component 1 Human Lifespan Development	
1	Inherited conditions Genes for disorders passed from parents to children.
2	Chronic Serious illness that impacts short or long term, cannot be cured.
3	Mental ill health Disorders that affect the brain and how we think or feel.
4	Sensory impairment Disorders that affect one or more of our senses e.g. sight, hearing, taste.
5	Lifestyle choices Include food, drink, exercise, smoking, drinking, drugs.
6	Acute Illness that's short term and can be cured.

D Component 1 Human Lifespan Development	
1	Physiological relating to the way in which a living body part functions.
2	Inclusion the action or state of including or of being included within a group or structure.
3	Exclusion the process of excluding or the state of being left out.
4	Discrimination the <u>unjust</u> or <u>prejudicial</u> treatment of different categories of people, e.g. on the grounds of ethnicity, age, sex, or disability.
5	Bullying seek to harm, intimidate, or coerce
6	Multiagency two or more agencies working together.
E Component 1 Human Lifespan Development	
1	Cultural relating to the ideas, customs, and social behaviour of a society.
2	Gender roles behaviour considered to be appropriate to a particular gender.
3	Gender identity a person's <u>innate</u> sense of their gender.
4	Sexual orientation feelings in relation to a sexual partners.
5	Race based mainly on physical attributes or traits, assigning people to a specific category.
6	Multidisciplinary Several different types of professionals working together.
F Component 1 Human Lifespan Development	
Choose 15 words that you feel are the most important.	
Link these key words as a mind map.	
Explain each of your connections.	
Justify your connections by giving an example	