Huish Episcopi Academy
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Part of United Learning

Knowledge Organisers

Year 10

Autumn Term A

Name:
Tutor Group:

Respect · Ambition · Resilience

Huish Episcopi Academy Year 10 English Literature Knowledge Organiser – A Christmas Carol

Context		
1	Author	Charles Dickens
2	Published	December 1843
3	Era	Victorian
4	Genre	Allegorical; ghost story; polemic; political & social commentary
5	Setting	Victorian London (& rural Britain)
6	Structure	Five stave cyclical novella
7	Dickens' construction of secular Christmas values	• Secular means 'non-religious' • Until the mid 1800s, Christmas was solely a religious festival • Dickens popularised the cultural elements we associate with Christmas today: food, decorations, music, games • Celebrates the values of goodwill, benevolence and forgiveness
8	Malthusian Theory	• Thomas Malthus was a controversial economist upon which Malthusian Theory is named • In response to concerns about over-population, Malthus suggested that the 'surplus population' (the poor) should be left to starve
9	The Poor Law	• 1834 • Passed by the government to deter poor people from claiming financial help • Forced poor people who could not depend on themselves into workhouses
10	The Supernatural	• Refers to things that are above or beyond what is natural; otherworldly • Victorian society was fascinated by ghosts and spirituality

Authorial Intent		
1	To encourage…	…his Victorian readers to acknowledge the suffering and the plights of the poor.
2	To expose…	…his readers to the injustices of the class system.
3	To refute…	…traditional, Malthusian attitudes towards the poor and expose the dangers of ignorance and want.
4	To warn…	…his readers of the terrifying consequences of forsaking philanthropy.
5	To present…	…a scathing social commentary on Victorian society and criticise the misanthropic views of his wealthy reader.
6	To celebrate…	…the contentment of close family relationships and the joys of the festive season: a time for kindness, peace and charity.

Themes		
1	Poverty	• Dickens felt strongly that Victorian society ignored the poverty of the working class and underclass. • While the rich enjoyed excess and comfort, the poor were forced to live in dreadful conditions of destitution.
2	Greed	• Dickens suggests greed is the cause of poverty. • If the avaricious rich would acknowledge the plight of the poor, the cycle of poverty could be broken.
3	Charity & Philanthropy	• Dickens perceived charity as a social & moral obligation and duty, particularly for the rich. • Sharing wealth could end the suffering of the poor and bring about a happier and more content society for all.
4	Christmas Spirit	• Dickens associates Christmas Spirit with generosity, compassion and kindness. • Characters such as the Ghost of Christmas Present & Fezziwig embody the ideals of Christmas Spirit
5	Family & Relationships	• Dickens attaches the values of Christmas Spirit with family and uses it to show the contentment that comes from relationships that allow you to demonstrate these values.
6	Redemption	• The idea of being saved from evil or sin. • The moral message of the story is that all can be redeemed, even the most misanthropic in society.

Huish Episcopi Academy Year 10 English Literature Knowledge Organiser – A Christmas Carol

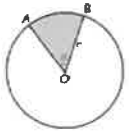
Key Terminology and Vocabulary		
1	**Stave**	Chapters in the novella, but we normally associate staves with music, as if the **book** is a Christmas carol, and each chapter is part of the song.
2	**Symbolism**	The use of symbols to represent ideas or qualities.
3	**Intrusive narrator**	A narrator who interrupts the story to provide a commentary to the reader on some aspect of the story or on a more general topic.
4	**Circular structure**	Circular narratives cycle through the story one event at a time to end back where the story originated.
5	**Allegory**	A story that can be interpreted to reveal a hidden meaning, typically a moral or political one.
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.
7	**Foreshadowing**	Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story.
8	**Didactic**	A type of literature that is written to inform or instruct the reader, especially in moral or political lessons.
9	**Polemic**	A strong verbal or written attack on someone or something.
10	**Malthusian**	Population growth will outstrip agricultural growth, leading to economic disaster.
11	**Purgatory**	A place or state of suffering inhabited by the souls of sinners.
12	**Misanthropic**	Having or showing a dislike of other people; unsociable.
13	**Philanthropic**	Seeking to promote the welfare of others; generous and benevolent.
14	**Avaricious**	Having or showing an extreme greed for wealth or material gain.
15	**Benevolent**	Well-meaning and kindly.
16	**Solitude**	The state or situation of being alone.
17	**Resolute**	Admirably purposeful, determined, and unwavering.
18	**Remorse**	Deep regret or guilt for a wrong committed.
19	**Redemption**	Being saved or saving someone from evil, sin or suffering.
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.
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.

Characters & Plot		
1	Ebenezer Scrooge	• The novella's protagonist • A cold, isolated miser whose experience with the ghosts result in his redemption
2	The Cratchit Family	• Bob Cratchit is Scrooge's only employee: a poor clerk, treated cruelly by Scrooge but content with the love of his family • Tiny Tim is Bob's disabled son who rises above his own suffering to think of others
3	Fred	• Scrooge's nephew (his sister Fan's son). • The antithesis to Scrooge: excitable, generous, forgiving
5	Marley (& Ghost of)	• Scrooge's dead business partner • Appears to warn Scrooge of the errors of his ways that Marley is now in purgatory for
6	The Ghost of Christmas Past	• Allegorical of memory • Shows Scrooge is past Christmases • Symbolic of hope and enlightenment
7	Fezziwig	• Scrooge's old employer (deceased) • The antithesis to Scrooge: generous, kind employer, community man
8	Belle	• Scrooge's ex-fiancée • She broke off their engagement because of Scrooge's greed and obsession with money
9	The Ghost of Christmas Present	• Symbolises Christmas Spirit • Embodies and models generosity and kindness • Gives to those 'most in need'
10	Ignorance & Want	• Two emaciated and animalistic children • They personify the concept of Ignorance & Want • They humanise the plight of the poor
11	The Ghost of Christmas Yet to Come	• The most ominous of the spirits, sent to frighten Scrooge • This 'phantom' does not speak and is faceless to symbolise the uncertainty of the future

Year 10 Autumn A

Shaded information is for Higher Tier only

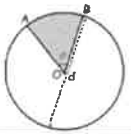
$$SA_{\text{Sector Area}} = \frac{\theta}{360} \times \pi r^2$$



Rearrange to make r the subject

$$r = \sqrt{\frac{360 \times SA}{\theta \times \pi}}$$

$$AL_{\text{Arc Length}} = \frac{\theta}{360} \times \pi d$$



Rearrange to make d the subject

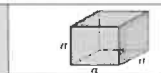
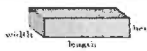
$$d = \frac{360 \times AL}{\theta \times \pi}$$

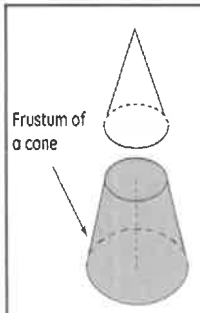
Rearrange Formulae	Formula	A special type of equation that shows the relationship between **variables**	A = bh is the formula for the area of a rectangle (area = base x height)
	Formulae	Plural of formula	
	Subject	The variable that is being worked out. It is the letter on its own on one side of the equals sign	A is the subject of the formula.
	Inverse Operation	The opposite operation	Multiply is the inverse operation to divide
	Expression	Contains numbers, operations and one or more variables	4x + 3y
	Factorise	Rewrite an expression into brackets	6x + 3 = 3(2x + 1)
	Rearrange	Move terms around using inverse operations	t + u = v t = v -u
	Change the Subject of a Formula	Isolate a term using inverse operations, rearranging the formula	Make y the subject of the formula: t = 3y + 4x
Linear Graphs	Axes	The horizontal and vertical lines on a graph (singular axis)	The x axis is horizontal, the y axis is vertical.
	Coordinates	A pair of numbers which show a point on a graph	The x coordinate tells us how far along you go, the y coordinate tells us how far up or down you go
	Equation	The rule for finding coordinates for your graph	y = 3x - 4
	Plot Linear Graphs	Plot all points and join with a straight line	Remember to label x and y axes
	Midpoint of a Line	The middle of a line segment	Formula: Add x coordinates ÷ 2, Add y coordinates ÷2

Y = mx + c	Gradient	How steep the line is	m in y = mx + c
	Y-Intercept	Where the graph crosses the y-axis	c in y = mx + c
	Parallel	Parallel lines have the same gradient	m in y = mx + c is the same in both equations
	Perpendicular	Perpendicular lines cross at right angles	The gradients are the negative reciprocals of one another

To calculate the gradient (m) = $\frac{Difference\ in\ y}{Difference\ in\ x} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{Rise}{Run}$

Linear Simultaneous Equations	**Simultaneous**	Things that happen at the same time
	Equation	The rule for finding **coordinates** for your **graph**
	Solve Simultaneous Equations	**Simultaneous equations** are two **equations** with two unknowns. They are called simultaneous because they must both be solved at the same time. Use the **elimination method:** 1) Get rid of the terms that are the same 2) If the operation signs are the same then subtract the remaining terms. If the operation signs are NOT the same you have to add the remaining terms. **3) Solve the equation** to find the **variable x or y** **4) Substitute** your known variable back into one of the equations to find the remaining variable.
	Graphically	Plot the two equations on a graph and see where they cross

Cube		Volume = a^3
Rectangular prism		Volume = $l \times w \times h$
Prism		Volume = Area of base × Length
Cylinder		Volume = $\pi r^2 h$
Pyramid		Volume = $\frac{1}{3}$ × Area of base × Height
Cone		Volume = $\frac{1}{3}\pi r^2 h$ Volume = $\frac{1}{3}$ × Area of base × Height
Sphere		Volume = $\frac{4}{3}\pi r^3$



To find the volume of a frustum:

Find the volume of the whole cone / pyramid.

Find the volume of the smaller (top of the cone/ pyramid

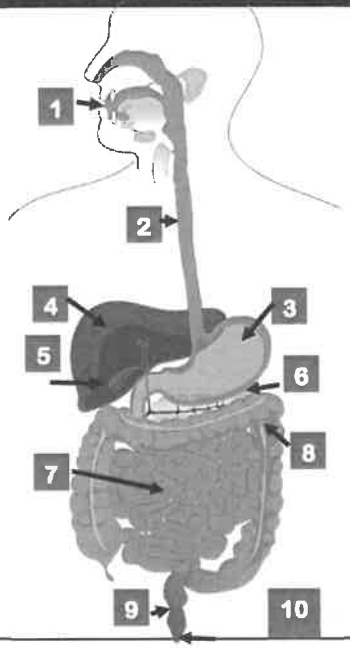
Subtract

Huish Episcopi Academy Year 10 Triple BIOLOGY Knowledge Organiser B2 ORGANISATION

1. LEVELS OF ORGANISATION

1	Cell	The smallest unit for building all organisms e.g., muscle cell
2	Tissue	A group of cells with a similar structure and function, which work together to do a particular job e.g., muscle tissue
3	Organ	A group of different tissues, which all work together to do a particular job e.g., heart
4	Organ system	A group of different organs, which all work together to do a particular job e.g., circulatory system
5	Organism	A living thing (capable of the 7 life processes)

DIGESTIVE SYSTEM



2. DIGESTIVE SYSTEM

	Organ	Function
1	**Mouth**	Mechanical digestion by chewing. Saliva from salivary glands, contains the enzyme amylase
2	**Oesophagus**	Muscular tubing where peristalsis takes place
3	**Stomach**	Mechanical digestion by churning. Cells in the lining of the stomach release acid to kill bacteria and produce the enzyme protease
4	**Liver**	Produces bile
5	**Gall bladder**	Stores bile
6	**Pancreas**	Produces digestive enzymes
7	**Small intestine**	Chemical digestion: larger molecules are broken down into small soluble molecules which are absorbed into the blood
8	**Large intestine**	Absorbs water from waste back into the bloodstream
9	**Rectum**	Stores faeces
10	**Anus**	Ring of muscle allowing faeces to exit the body

3. ENZYMES

Enzyme	Site of production	Site of action	Substrate	Product
Carbohydrase - e.g. amylase	Salivary glands, pancreas and small intestine wall	Mouth, small intestine	Carbohydrates - e.g., starch	Simple sugars - e.g., glucose
Protease	Stomach, pancreas, small intestine wall	Stomach, small intestine	Proteins	Amino acids
Lipase	Pancreas, small intestine wall	Small intestine	Lipids	Glycerol and fatty acids

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Huish Episcopi Academy Year 10 Triple 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 ± 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 0.05cm³ of the other results

CONCENTRATION

1	**Concentration**	mass of dissolved substance in specific volume (e.g. dm³). Expressed as g/dm³
2	**Mass**	The amount of matter a substance is made up of
3	**Volume**	a measure of the amount of space that matter occupies

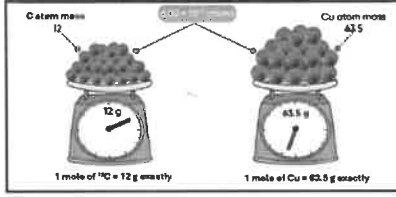
EQUATIONS

1	**Relative formula mass (Mr)**	$Ar + Ar + Ar...$ E.g. CO_2 $Mr = 12 + (2x16) = 44$
2	**Concentration (g/dm³)**	$\frac{\text{Mass (g)}}{\text{Volume (dm}^3\text{)}}$
3	**Moles of a substance (HT only)**	$\frac{\text{Mass}}{Mr}$ (remember Mr Mole lives under mass)
4	**Concentration (mol/dm³) (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 (dm³) (Triple only HT)**	Moles x 24dm³
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	**$2Mg + O_2 \rightarrow 2MgO$** 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 ***Mr.*** 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

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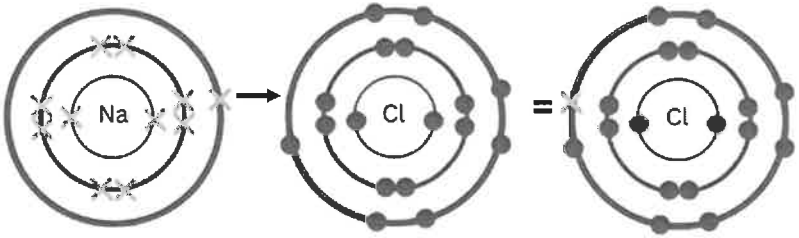
Huish Episcopi Academy Year 10 Triple CHEMISTRY Knowledge Organiser Bonding (C2)

BONDING

1	**Compound**	Two or more different types of atom chemically bonded together
2	**Molecule**	Two or more non metal atoms chemically bonded together. They can be the same or different
3	**Ionic bond**	Between a metal and non-metal. Involves the transfer of electrons
4	**Covalent bond**	Between non-metals only. Involves the sharing of electrons
5	**Ion**	Charged particle. Metals form positive ions, non-metals form negative ions
6	**Metallic bond**	Between metal ions. Neat rows of positive metal ions surrounded by a sea of delocalised electrons.
7	**Alloy**	Combination of two or more metallic elements. Harder than a pure metal. Different sized atoms distort the layers meaning they cannot slide
8	**Simple covalent structures**	Low melting and boiling point as have weak intermolecular forces so don't take much energy to overcome these forces.
9	**Molten**	Melted
10	**Aqueous**	Dissolved in water (aq)
11	**Intermolecular Forces**	Weak attractive forces between molecules
12	**Electrostatic forces of attraction**	Forces of attraction between two oppositely charged ions

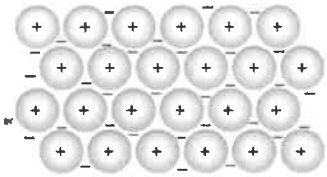
ION FORMATION



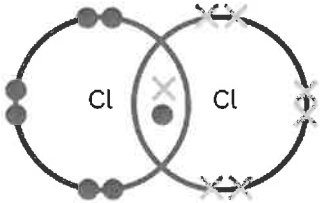
GIANT STRUCTURES

1	**Giant covalent structures**	High melting and boiling point as has strong covalent bonds between many atoms which take a lot of energy to break
2	**Diamond**	4 bonds between each carbon atom Does not conduct electricity
3	**Graphite**	3 bonds between each carbon atom Conducts electricity as has free electrons Soft as layers can slide
4	**Giant ionic lattice**	High melting and boiling point due to strong electrostatic forces between many ions, so takes a lot of energy to overcome forces.
5	**Polymer**	Made of many repeating units. Large molecules with strong covalent bonds linking monomers. Strong intermolecular forces so solid at room temperature
6	**Graphene**	Single layer of graphite. Useful in electronics and composites
7	**Fullerenes**	Molecules of carbon atoms with hollow shapes

METALLIC BOND



COVALENT BOND



DIAMOND

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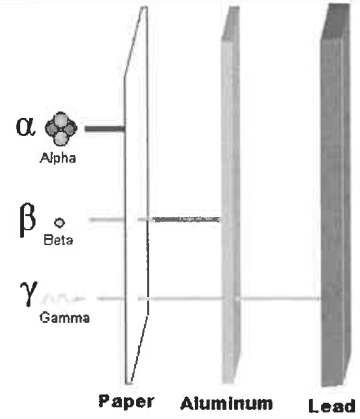
Huish Episcopi Academy Year 10 Triple PHYSICS Knowledge Organiser Atomic Structure (P4)

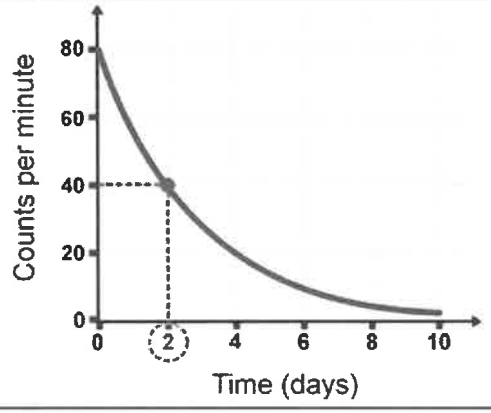
RADIATION

1	**Activity**	The rate at which a source of unstable nuclei decays
2	**Alpha particle**	A particle consisting of 2 protons and 2 neutrons emitted from the nucleus
3	**Beta particle**	A fast-moving electron emitted from the nucleus when a neutron changes into a proton and an electron
4	**Contamination**	The presence of radioactive atoms in or on a surface
5	**Count rate**	The number of decays recorded per second by a detector such as a Geiger-Muller tube
6	**Gamma**	A high energy electromagnetic wave emitted alongside either alpha or beta particles
7	**Half life**	The time taken for half of the unstable nuclei to decay, or for the activity of the sample to fall by half
8	**Irradiation**	Exposure to alpha, beta or gamma radiation
9	**Isotope**	Atoms with the same number of protons but different number of neutrons
10	**Radioactive**	A substance that gives out ionising radiation
11	**bequerel, Bq**	The unit of activity, equivalent to the number of decays per second

PENETRATING POWER



HALF LIFE



ATOMIC STRUCTURE

1	**Atom**	A neutral particle consisting of protons, neutrons and electrons. Number of protons = no. of electrons
2	**Mass number**	Total of number of protons and neutrons in the nucleus of an atom
3	**Atomic number**	Number of protons in the nucleus of an atom; determines the identity of the element
4	**Atomic radius**	Distance from the centre of an atom's nucleus to the electrons (approx. 10^{-10}m or 0.1nm)
5	**nanometre**	$1x10^{-9}$m = 0.001μm = 0.000 001mm = 0.000 000 001m
6	**Nucleus**	The positively charged centre of an atom made of protons and neutrons. Approximately 10 000 times smaller than the atom (approx.10^{-14}m)
7	**Subatomic**	Smaller than the size of an atom

Huish Episcopi Academy Year 10 Religious Education Knowledge Organiser – Autumn A – Christianity Beliefs

NATURE OF GOD

Omni-benevolent	All-loving	God promises a "wounded victor" will defeat the serpent."
Omniscient	All-knowing	*"Even the very hairs on your head are numbered."*
Omnipotent	All-powerful	God created world *'ex nihilo'*
The Trinity	Father, Son and Holy Spirit	*"If you have seen me, you have seen the Father"*

THE PROBLEM OF EVIL

Epicurus	"If God is omnipotent and omnibenevolent, why does evil and suffering exist?

CHRISTIAN RESPONSES

Genesis 3- Free Will	Ate from Tree of Knowledge of Good & Evil. Caused sin to enter into the world. Evil= human fault.
Theodicy of Job	Job tested by Satan- God asks Jobs impossible questions- accepts God's wisdom

CREATION

GENESIS 1

Ex Nihilo	From nothing	'God said *"Let there be light"*
Creation	6 days	*'and on the 7th day, God rested.'*
Imago Dei	Image of God	*"he created them in His image."*

GENESIS 2

Adam	Made from dust, given a soul *("breath of life")*
Eve	Made from Adam's rib, made as a 'companion for Adam

ROLE AND NATURE OF HUMANS OF HUMANS

Nature	Made in the image of God (Imago Dei) but sinful by nature- original sin.
Role	To procreate & rule over nature *("fill the earth and subdue it")*
Trinity	• *Father= The Creator, overseer of all creation and humans* • *'The Word'= Jesus, "In the beginning was the Word"* • *Spirit= Holy Spirit e.g. "breath of life"*

INTERPRETATIONS OF CREATION

MODERN/ PROGRESSIVE

Genesis = ancient myth	Universe not made in days. *"yom"*= Hebrew- 'period of time.
Evolution	God started evolution 4.5 billion years ago and guides it through Theistic-Guided Evolution
The Big Bang	God caused the Big Bang *Ex nihilo* (God made the world from nothing)

FUNDAMENTALIST

Creationism	The Genesis story is 100% accurate. *'Scripture is God-breathed'*
Young Earth	Earth= 10,000 years old- Biblical family tree traced to Adam
Evolution	Evolution is a myth - 6 days of creation.

LIFE OF JESUS

Isaiah	Old Testament prophet who made predictions about a 'messiah'

LIFE OF JESUS

Incarnation- God in human form e.g. the birth of Jesus.
- Gabriel announced to Mary/born in a stable
- *"Born of a virgin"*- Isaiah's prophecy
- *"If you have seen me, you have seen the Father"*

Crucifixion - Jesus' death on a cross
- Carried his own cross/ Crown of thorns/ Pierced with spear by Romans
- Died as an act of atonement for our sins
- *"Pierced for our sins"*- Isaiah's prophecy

"Forgive them Father for they know not what they do"

Resurrection- Jesus rose from the dead 3 days after death
- Empty tomb found by 2 women/ Appeared to people with 'stigmata' / Doubting Thomas touched his wound

"He appeared to more than 500 brothers and sisters"

Ascension- Jesus physically ascended back up to Heaven
- 40 days after resurrection from a hill in Bethany

"I will be with you always" & "Go preach the gospel"

SALVATION

Atonement	Jesus' death healing the rift between us and God.	
Salvation	To be saved from sin and death	
Catholic	Follow sacraments e.g. baptism, eucharist	Jesus set the perfect example (e.g. *baptised in River Jordan)*
Quaker	Help others	*Parable of sheep and goats*
Protestant (Church of England)	Believe in Jesus (faith)	*"Whoever believes in me shall never die"*

GRACE AND HOLY SPIRIT

Grace	The Holy Spirit carries God's grace (mercy) and helps people get saved.

ESCHATOLOGY (AFTERLIFE)

Bodily resurrection	We will be raised with immortal bodies	*"The body is sown perishable and raised imperishable"*
Jesus as the Judge	Jesus will save those who have helped others.	*Parable of Sheep and Goats ("When I was hungry you fed me")*
	TRADITIONAL	**LIBERAL**
Heaven	* Rapture- We will physically ascend to Heaven (as Jesus did) * *God created the "Heavens and the Earth"* * God's dwelling, angels, a new "tree of life."	* A feeling of closeness to God- *"Heaven is within you"* * Universalism- All souls will eventually experience Heaven.
Hell	* An eternal place of torture & darkness. * *"Weeping and gnashing of teeth"*	*Sinners will not be resurrected. * *"Sinners will not reach eternal life"*

Huish Episcopi Academy Year 10 History Knowledge Organiser – Medieval Medicine c1250-c1500

Key Terms		
1	Anatomy	The study of the structure and organs of the body
2	Apothecary	A medicine maker
3	Astrology	Supernatural belief that the stars influence human events
4	Barber surgeon	A hairdresser who was also a surgeon and a dentist
5	Diagnose	Identification of an illness
6	Flagellant	Someone who hurts themselves as an apology to God
7	Galen	Ancient Greek who created their theory of opposites
8	Humourism	The belief that an imbalance of liquid in the body causes illness
9	Leprosy	A disease of the skin believed to be a punishment for sin
10	Medieval	Middle Ages

Key Terms		
11	Miasma	Bad smell that causes illness
12	Omnipotent	All powerful
13	Physician	Doctor
14	Pomander	Container for sweet-smelling herbs
15	Prescribe	To advise the use of a medicine
16	Progress	A positive change
17	Purging	Removing humours from the body
18	Quarantine	Separating people to prevent transmission of disease
19	Regimen Sanitatis	Lifestyle advice to prevent illness

Key Dates		
20	1348	Black Death

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Huish Episcopi Academy Year 10 History Knowledge Organiser – Renaissance Medicine

Key Terms		
1	Anatomy	The study of the structure of the body and its organs
2	Animalcules	Leeuwenhoek's 'little animals'
3	Empiricism	Belief in learning through observation and experience
4	Humanism	Belief that humans can control their lives and should be happy
5	New World	North and South America
6	Physiology	The study of how the organs of the body work together
7	Printing Press	An invention which increased the speed of reproducing texts
8	Royal Society	A group of scientists who shared ideas
9	Transference	The theory that an illness could be passed on to an object or animal
Key individuals		
10	Harvey	Discovered the circulatory system
11	Hooke	Developed a microscope that could observe fleas
12	Leeuwenhoek	Developed Hooke's microscope and observed bacteria
13	Sydenham	Theorised that disease was separate from the patient
14	Vesalius	Discovered 300 of Galen's mistakes through dissection

Key Dates		
15	1543	Vesalius' *Fabrica* published
16	1536	Dissolution of the Monasteries
17	1628	Harvey's *An anatomical account of the motion of the heart and blood in animals* published
18	1660	Royal Society formed
19	1665	The Great Plague killed 1/5 of London's population
20	1676	Sydenham published *Observationes Medicae*
21	1683	Leeuwenhoek's microscope

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

1. Tectonic hazards		
1	Natural hazards	Natural hazards are extreme natural events that can cause loss of life
2	Tectonic hazard	Occur when the Earth's crust moves.
3	Convection current	Currents of hot mantle which rise and fall causing plates to move
4	Oceanic crust	Found underneath the oceans. It is denser than continental crust and can be subducted.
5	Continental crust	Found under land masses or continents. It is generally older than oceanic crust and is less often destroyed
6	Destructive margin	An oceanic plate and a continental plate. The plates move towards one another and this movement can cause earthquakes and volcanoes
7	Constructive margin	The plates move apart from one another. When this happens the magma from the mantle rises up
8	Conservative margin	The plates move past each other or are side by side moving at different speeds.
9	Collision margin	Two continental plates collide, neither can sink and so the land buckles upwards to form fold mountains.
10	Infrastructure	Roads, building and services which can be made earthquake resistant
11	Earthquake drills	Practicing what do to in an event of an earthquake
12	Development	The level of wealth in a country

2. Climatic hazards		
1	Global atmospheric circulation	The movement of air across the planet occurs in a specific pattern
2	Tropical storm	A very powerful low-pressure weather system which results in strong winds
3	Eye	The central part of the tropical storm. Here the weather is calm
4	Eye Wall	Large towering cumulonimbus clouds surround the eye, the worst wind and rain is here
5	Extreme weather	Weather that is unusual and severe
6	Fossil fuels	Coal, gas and oil - these release carbon dioxide into the atmosphere.
7	Mitigation	Ways that human actions can reduce climate change
8	Adaptation	Ways humans can learn to live with climate change
9	Primary effect	As a direct result of the hazard
10	Secondary effect	As a result of a primary effect
11	Response	How countries react after a hazardous event
12	Frequency	How often something happens. Tropical storms are becoming more frequent
13	Monitoring	Using satellites to see where tropical storm's are forming and tracking them
14	Evidence of climate change	Tree rings, ice cores, rising global temperatures

Huish Episcopi Academy Year 10 Knowledge Organiser Term 1 :Mi Tempo de Ocio

¿Qué haces en tu tiempo libre?		
1	Suelo + inf	I usually
2	Paso mi tiempo viendo la tele	I spend my time watching tv
3	Generalmente	Generally/usually
4	Siempre	Always
5	Mientras	Whilst
6	A menudo	Often

¿Que deporte practicas?		
1	Practico	I practise
2	Juego a	I play
3	Hago	I do
4	Soy aficionado de	I am a fan of
5	A veces	Sometimes
6	(Casi) Nunca	(Almost) Never
7	Jamás	Never
8	De vez en cuando	From time to time

¿Cómo pasas tu tiempo en línea?		
1	In ordenador /una computadora	A computer
2	Un portátil	A laptop
3	Un (teléfono) móvil	A mobile (phone)
4	Una tableta	A tablet
5	La pantalla	The screen
6	Conectarse (al internet)	To go online
7	Navegar /sufear	To surf
8	La red /el internet	The net
9	La tecnología	Technology
10	Uso las aplicaciones para	I use Apps to
11	Grabo vídeos	I record video clips
12	Uso las redes sociales para	I use social media to
13	Subo fotos	I upload photos
14	Descargo música	I download music
15	Cargar	To charge
16	Apagar	To turn off

Huish Episcopi Academy Year 10 Knowledge Organiser Term I Mi tiempo de Ocio

¿ Qué tipo de música (no) te gusta		
1	Me gusta la música	I like …music
2	En directo	live
3	La canción	Song
4	El/ la cantante	Singer
5	Un concierto	A concert
6	Disfrutar de	To enjoy

¿ Que piensas de los programas de television?		
1	Una temporada	A season
2	Ver las noticias	To watch the news
3	Una serie	A series (boxed set)
4	Un canal	A channel
5	Una entrevista	An interview
6	Lo/la/los/las veo	I watch it/them
7	La caja	The box (tv)

¿ Qué opinas de las redes sociales?		
1	Son beneficiosas	They are beneficial
2	Lo mejor/peor de las redes sociales es/son	The best/worst thing about social media is/are
3	(No) confio en	I (don't) trust
4	Hay muchos peligros	There are many dangers
5	Hay muchas ventajas	There are many advantages
6	Hay desconocidos en línea	There are strangers on line
7	Se puede aprovechar de	You can take advantage of
8	El desarrollo	Development
9	Me atrevo a +inf	I dare to
10	Hay demasiada violencia	There is too much violence
11	Acabo de+inf	I have just
12	Acababa de +inf	I had just
13	Acabo + adjective	I end up
14	Una cuenta	A bill/account
15	Tener acceso a	To have access to

HEA Year 10 French Knowledge Organiser Module 1 – Mes loisirs – My free time

Vive le sport! -		
1	S'intégrer	To integrate, to fit in
2	or	gold
3	rencontrer	To meet
4	Équipe (f)	team
5	Joueur (m), joueuse (f)	player
6	Natation (f)	swimming
7	seul	Alone, lonely, only
8	au/à la/à l'/aux	at the, to the, in the, on the (pl)
9	du/de la/de l'/des	some (of the) (m)
10	Aider à	To help
11	gagner	To win
12	Tous les jours	Every day

On doit gagner! – We have to win!		
1	Tout le monde mérite de gagner dans une compétition(f)	Everyone deserves to win in a competition
2	L'important c'est de participer	What matters is to participate
3	Un joueur(m) en fauteuil(m) roulant	A player in a wheelchair
4	On reste en forme	We stay in shape
5	Les joueurs handicapés sont très forts	Disabled players are really strong
6	Les épreuves mondiales sont compétitives	World events are competitive
7	Le succès est important	Success is important
8	La pression de la médaille d'or	The pressure of the Gold medal
9	L'équipe est vraiment professionnelle	The team is really professional

Les influenceurs: modeles ou dangers? – Influencers: models or dangers?		
1	Malsain	Unhealthy, toxic
2	Partager	To share
3	Lien(m)	link
4	Chaine(f)	channel
5	Nuire	To harm
6	Sécurité	safety
7	Harcèlement(m)	harassment
8	Modèle(m)	Role model
9	En ligne	online
10	Autres	others
11	Santé (f) mentale	Mental health
12	Cybercriminalité(f)	Cyber crime
13	Commentaire(m)	comment
14	Limiter	To limit

Negatives		
1	Ne...pas	Not
2	Ne...jamais	never
3	Ne...rien	nothing
4	Ne...personne	noone
5	Ne...plus	Not anymore
6	Ne...que	Only, nothing but

HEA Year 10 French Knowledge Organiser Module 1 – Mes loisirs – My free time

Portable, télé et tablette – mobile, TV and tablet		
1	Abonnement (m)	subscription
2	Charger	To charge
3	Commander	To order
4	Tendance	Fashionable, trendy
5	Eviter	To avoid
6	On doit	One has to
7	On peut	One can
8	Appareil (m)	Device
9	Étranger	foreign
10	Soit…soit…	Either…or…
11	Émission(f)	Tv programme
12	Avant de regarder la télé, je vais sur le net	Before watching TV, I go on the net
13	De temps en temps, je décide de couper la télé(f)	From time to time, I turn the TV off
14	Je veux participer à une émission de télé-réalité	I want to participate in a tv reality show
15	Ce que j'aime, c'est…	What I like is….

Pour ou contre le cinema? – for or against cinema?		
1	Perte (f) de temps	Waste of time
2	D'un coté…d'un autre coté	I speak with friends (verb second)
3	Ca vaut la peine de + INF	It's worth + verb
4	Meilleur que	Better than

Perfect tense		
1	J'ai dansé toute la nuit (f)	I danced all night
2	J'ai vu un nouveau groupe (m)	I saw a new band
3	Je n'ai pas chanté	I did not sing
4	J'ai fait la fête (f)	I partied
5	Je suis allé(e) au spectacle (m)	I went to the show
6	Il y avait une grande foule(f)	There was a big crowd
7	C'était gratuit	It was free

Future tense		
1	Je vais aller acheter des écouteurs (mpl)	I am going to go and buy earphones
2	Nous allons voir un concours de chant(m)	We are going to go and a song contest
3	Ce soir, après avoir mangé, je télécharge un film(m)	Tonight, after having eaten, I download a film
4	Ca va être génial	It's going to be great
5	Qu'est-ce que tu vas faire?	What are you going to do?
6	Ils vont acheter des écouteurs (mpl)	They are going to buy earbuds
7	Je vais changer de portable	I am going to change mobile phone
8	Je vais sur les réseaux sociaux tous les jours	I go on social networks every day

Je suis fan de musique classie – I am mad about classical music		
1	Ca me rend + adj	It make me + adj
2	Ca me donne envie de	It makes me want to
3	Ce n'est pas mon truc	It's not my thing
4	Je crois que/je pense que	I believe that/ I think that

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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	Erdkunde	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	todlangweilg	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...

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

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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	spiele 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

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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	
	Rhythm	
15	Syncopation	Emphasis on the off-beat (weaker beats) of the bar to create rhythmic interest
16	Swing	A rhythmic effect where the beat is divided into unequal parts. The first being longer, the second shorter. Commonly used in Blues and Jazz music.
17	Skanking	An off-beat rhythmic pattern specific to Reggae music.
18	Polyrhythm	Many rhythms played at the same time.
	Melody	
19	Conjunct / Disjunct	The melody moves mainly in step / The melody moves mainly in leaps
20	Repetition	The same idea is repeated or heard several times throughout a piece
21	Phrasing	The shaping of the sequence of notes in a melodic passage. This may be balanced e.g. 4 bars and 4 bars or unbalanced e.g. differing values.
22	Improvisation	Creating music in the moment.
23	Ornamentation	Decorating or embellishment of the melody by adding notes or modifying rhythms
24	Riffs / Ostinato	Repeating music phrase / pattern.
	Structure	
25	Verse / Chorus	A structure common in popular music
26	Intro / Outro	The start / The end of a piece of music
27	Bridge	A contrasting section that connects two different parts of a song.
28	Through-composed	Music that is written without repetition or a return to previous material.
29	12-Bar Blues	A common chord progression used in Blues, Jazz and Rock 'n' Roll music. Contains 12 bars and is based around chords I, IV and V.
30	Use of ABC sections	AB – Binary / ABA – Ternary / ABACA - Rondo

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.a – The structure and function of the skeletal system

UNIT NUMBER.1	Major bones				
1	Cranium	8	Humerus	15	Patella
2	Vertebrae	9	Ulna	16	Tibia
3	Ribs	10	Radius	17	Fibula
4	Sternum	11	Carpals	18	Tarsals
5	Clavicle	12	Metacarpals	19	Metatarsals
6	Scapula	13	Phalanges		
7	Pelvis	14	Femur		

UNIT NUMBER.2	Functions of the skeleton				
1	Support	2	Posture	3	Protection
4	Movement	5	Blood cell production	6	Storage of minerals

UNIT NUMBER.3	Synovial joints	
1	Synovial joints	A freely moveable joint in which the bones surfaces are covered in articular cartilage.
2	Articulating bones	Bones that move relative to each other at a joint / two or more bones that meet at a joint
3	Hinge	Knee – articulating bones: femur, tibia
		Elbow – articulating bones: humerus, radius, ulna
4	Ball and socket	Shoulder – articulating bones: humerus, scapula
		Hip – articulating bones: pelvis, femur

UNIT NUMBER.4	Types of movement	
1	Flexion	A decrease in the angle around a joint (bending)
2	Extension	An increase in the angle around a joint (straightening)
3	Rotation	The turning of a body part about its long axis as if on a pivot.
4	Abduction	Movement away from the midline of the body
5	Adduction	Movement towards the midline of the body
6	Circumduction	The circular movement of a joint. A movement pattern that combines the different types of movement.

UNIT NUMBER.5	Other components of joints	
1	Ligament	A short band of tough and flexible tissue connecting bone to bone to stabilise the joint.
2	Cartilage	A tough, elastic, fibrous connective tissue that reduces friction and acts as a shock absorber.
3	Tendons	A tendon is a tough yet flexible band of fibrous tissue which joins muscle to bone.

Huish Episcopi Academy Year 10 GCSE PE Knowledge Organiser 1.1.b – The structure and function of the muscular system

UNIT NUMBER.6	Major muscle groups	
1	Deltoid	**Used to**: For all movements in the arm
2	Trapezius	**Used to:** Causes extension at the neck
3	Latissimus dorsi	**Used to:** Causes adduction at the shoulder
4	Pectorals	**Used to:** Causes adduction and flexion at the shoulder
5	Biceps	**Used to:** Causes flexion at the elbow
6	Triceps	**Used to:** Causes extension at the elbow
7	Abdominals	**Used to:** Bend the body forward
8	Quadriceps	**Used to:** Stabilize knee. Extension at the knee
9	Hamstrings	**Used to:** straighten the hip and cause flexion at the knee
10	Gluteals	**Used to:** Causes extension at the hip and adduction at the hip.
11	Gastrocnemius	**Used to:** Straighten or plantarflex the ankle

UNIT NUMBER.7	Muscle movement	
1	Antagonistic muscle action	A pair of muscles that work together to produce movement with one muscle contracting whilst the other muscle relaxes.
2	Agonist	The muscle that works to create movement
3	Antagonist	The muscle that works in the opposite way of the agonist.
4	Fixator	A muscle which acts as a stabilizer and helps the agonist work effectively.

UNIT NUMBER.8	Types of muscle contraction	
1	Concentric	The muscle shortening as it contracts
2	Eccentric	The muscle lengthening during a contraction
3	Isometric	The muscle working but remaining the same length during a contraction.

UNIT NUMBER.9	Key terms	
1	Mitochondria	These are parts of each muscle cell and are places where energy is produced. Sometimes referred to as 'powerhouses' of muscle cells
2	Myoglobin	A type of haemoglobin found in muscle cells that transport oxygen to the mitochondria
3	Fast twitch muscle fibres	Sometimes called Type II fibres. These are used to generate short bursts of speed or strength. They tire quickly.
4	Slow twitch muscle fibres	Sometimes called type I muscle fibres. These can produce energy over a long period of time.

Huish Episcopi Academy Year 10 BTEC Sports Studies Knowledge Organiser Component 1 C1: Planning a Warm Up

UNIT NUMBER 1.1: Pulse Raiser	
1	Activities gradually increase in intensity to raise heart rate.
2	Examples include jogging, skipping, side steps and shuttle runs.
3	Prepares the body for exercise and reduces injury risk.

UNIT NUMBER 1.2: Mobiliser	
1	Activities take joints through their full range of movement.
2	Movements begin small and gradually become larger.
3	Examples include arm circles, hip rotations and leg swings.

UNIT NUMBER 1.1 Cardiorespiratory Responses	
1	Increased heart rate.
2	Increased breathing rate and depth of breathing.
3	Increased oxygen delivery and carbon dioxide removal.

UNIT NUMBER 1.2: Cardiorespiratory Responses	
1	Slight drop in heart rate.
2	Slight drop in breathing rate.
3	Body remains prepared for exercise.

UNIT NUMBER 1.1 Musculoskeletal Responses	
1	Increased muscle temperature.
2	Increased muscle pliability (flexibility).
3	Reduced risk of muscle strain.

UNIT NUMBER 1.2: Musculoskeletal Responses	
1	Increased production of synovial fluid.
2	Improved joint lubrication.
3	Increased range of movement at joints.

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

UNIT NUMBER 1.3: Preparation Stretch	
1	Stretches should target muscles needed for the activity.
2	Can include static and dynamic stretches.
3	Can include simple or compound stretches.

UNIT NUMBER 1.3: Cardiorespiratory Responses	
1	Static stretches may cause a slight drop in heart rate.
2	Static stretches may cause a slight drop in breathing rate.
3	Dynamic stretches maintain elevated heart and breathing rates.

UNIT NUMBER 1.3: Musculoskeletal Responses	
1	Muscles become fully stretched.
2	Improved flexibility.
3	Reduced risk of tears and strains.

UNIT NUMBER 1.4: Adapting Warm-Ups for Different Participants	
1	Vary intensity according to fitness level.
2	Offer low-impact and high-impact options.
3	Increase warm-up duration for beginners, less fit participants and those aged 50+.

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

1. Hardwoods

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**	**Uses**
3	Oak	Moderate brown colour with close, straight grain.	Oak is a tough and durable hardwood, it polishes well.	High quality furniture, doors, skirting and staircases.
4	Beech	Is pink-tinted, closely grained.	Is a very tough and durable material and is smooth to finish.	It is popular with products that require a hardwearing and robust material.
5	Mahogany	Is a dark red/ brown with very close grain.	It cuts and polishes easily and gives a deep finish.	Popular for furniture and cabinet making.
6	Ash	Light coloured, smooth-grained.	Durable, flexible and attractive timber.	Ideal for tool handles. It is also makes good oars, flooring, hockey sticks and rackets.
7	Balsa	White to oatmeal in colour with high silky lustre.	It is buoyant and provides very efficient insulation against heat and sound.	Used in crafts such as model aircraft.

2. Softwoods

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**	**Uses**
3	Pine	Is a pale-yellow coloured wood with darker brown grain.	It is lightweight, easy to work.	For construction and furniture products.
4	Larch	Is a darker shade with brown grain.	It is water resistant and durable.	Used for exterior cladding and boats.
5	Spruce	Light, yellowish-white to reddish-white.	It is flexible and durable.	Used for sounding boards in pianos and construction.

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3. Natural timber availability

1	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**	**Uses**
3	MDF	Light brown, it has no grain.	MDF is easy to work.	It is popular for interior DIY furniture.
4	Chipboard	Is made from small 'chips' of timber bonded together	It is a strong material which will withstand pressure	Kitchen worktops can be made using chipboard with an additional veneer applied
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.	Sometimes, the facing layers can be high quality, e.g. birch, to provide a better aesthetic finish.

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 Year 10 D&T - Knowledge Organiser – Core Knowledge – Design Strategies

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

Mechanical properties
Elements of a material that resist deformation from external forces or loads

Mechanical properties	
Strength	Ability to withstand force. Eg: by resisting squashing or stretching.
Elasticity	Ability to return to original shape once deforming is removed
Plasticity	Ability to permanently deform without breaking when subjected to force.
Malleability	Ability to be permanently deformed in all directions without fracture.
Ductility	Ability to be deformed by bending, twisting or stretching, drawn out into lengths.
Hardness	Ability to resist deformation, indentation or penetration.
Toughness	Ability to withstand sudden stress or shocks.
Brittleness	Inability to withstand sudden stress or shocks.
Durability	Ability to withstand deterioration over time.
Stability	Ability to resist changes and shape over time.
Stiffness	Ability to resist bending.

Physical properties
Elements of a material that can be defined and measured, such as colour, size or weight

Physical properties	
Density	Compactness of a material, defined as mass per unit volume.
Electrical conductivity	Ability to conduct electricity.
Thermal conductivity	Ability to conduct heat.
Size	Dimensions of a material.
Corrosion	Metal is eaten away as it reacts with oxygen and water in the air. Rust is formed through the corrosion of iron and steel.
Aesthetics	Appearance of a material.
Optical	Ability to absorb or reflect light.
Joining	Ability for a material to be joined to other materials.
Magnetism	Attraction to magnetic materials.

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

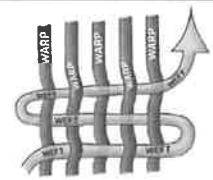
1. Mock NEA		
1	Skills based projects	In year 10 students in Product Design & Textiles undertake a series of skills-based projects. The projects are effectively a series of mini coursework tasks. This prepares students for the coursework element of the course in year 11 which is worth 50% of the final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

Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core knowledge topic 1

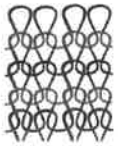
1.Fibres and fabrics

1	Fibres and fabrics	Textiles are also called **fabrics** and can be **natural or synthetic** There are three main ways of turning fibres into fabrics
2	Weaving	Fabric made of **warp & weft yarns** going under & over each other to create a non-stretchy fabric
3	Knitted	Fabric made of **yarn looped together** to create a stretchy fabric
4	Non-Woven	**Non-woven fabrics** are made from **webs of fibres** held together e.g. by heat, glue or by tangling the fibres under pressure
5	Blended Fabrics	**Blended fabrics** are made by spinning different fibres together to make a new yarn which can give you better properties. **Cotton and polyester** is one of the most common blended fibre, it has the advantages of cotton e.g. strong, durable, soft & comfortable and the polyester means it has the added properties of drying more quickly and be more resistant to creases.

Woven fabric



Knitted fabric



Non woven fabric

2. Natural fibres

1	Natural fibres	Natural fibres come from plants and animals and are renewable and biodegradable			
	Fibre	**Appearance**	**Properties**	**Used in these fabrics**	**Uses**
2	Cotton	Smooth	Strong, durable, absorbent, cool to wear, creases, shrinks easily, flammable, withstands high temperatures	Denim, corduroy , calico	T.shirts, underwear, pyjamas, shirts, socks, towels, jeans
3	Wool	Soft or coarse	Warm, absorbent, crease resistant, low flammability, can shrink when washed, slow drying	Knitted fabrics, Tweed, felt	Jumpers, carpets, blankets, coats, suits, upholstery
4	Silk	Very smooth and glossy	Smooth, lightweight, lustrous surface, weak when wet, creases easily	Organza, chiffon, satin	Dresses, ties, underwear, upholstery, furnishings

3. Synthetic Fibres

1	Synthetic Fibres	Synthetic fibres are made from fossil fuels and chemicals and aren't biodegradable or from sustainable sources			
	Fibre	**Appearance**	**Properties**	**Used in these fabrics**	**Uses**
2	Elastane	Soft	Smooth, strong, very stretchy, springs back into shape, crease resistant, flammable	Lycra	Blended with other fibres for use in swimwear, sportswear, leggings, underwear
3	Polyester	Smooth	Strong, durable, crease resistant, low flammability, not absorbent	Fleece	Sportswear, clothing, bedding, raincoats, medical textiles
4	Polyamide	Can have many different finishes	Strong, hard wearing, crease resistant, not absorbent, easily damaged by sun	Nylon	Clothing, rope, swimwear, sportswear, tights

4. Textiles- tools and equipment

1	Fabric shears	Have long sharp blades to cut fabric more easily and neatly
2	Pinking shears	To cut fabric with a zig zag edge, help to prevent fabric fraying
3	Pins	Used to hold fabric together before stitching
4	Needles	Used for hand stitching, available in many different sizes for different types of fabrics and thread.
5	Measuring and marking	Pattern masters and flexible tape measures help to measure. Tailors chalk is used to mark fabric
6	Irons	Heat, pressure, and steam are used to press out creases in fabric and seams
7	Sewing machine	Speeds up sewing and produces neat, even stiches for a high-quality finish
8	Overlocker	Use to finish the edges of fabric to stop them from fraying, by trimming and closing the edge of the fabric with a casing
9	CAM – Computer aided manufacture	CAM has lots of different uses in the textiles industry, from embroidery, knitting, cutting and automated machines
10	Stock form	Stock form – Fabric is sold in standard widths e.g. 90cm/ 115cm and 150cm

5. Components and fastenings

1	Zips	Zips can be plastic or metal; some zips are fixed, and some are open-ended e.g. on jackets
2	Velcro	Comes in two half's, one with loops and on with hooks, Its hardwearing and safe on children's products
3	Toggles and buttons	Can be made from plastic, metal or wood. They are sewn on and require a buttonhole or loop to fasten
4	Press studs / poppers	Used to fasten an item that can needs to be opened and closed quickly. e.g. baby grow

6. Seams

1	Seams are held together with stitches they need to hold fabric securely and be strong enough to stand up to the strains of the product. The common seams are Plain seam, French seam and a Flat fell seam.

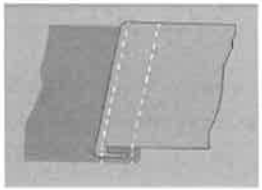
7. Joining and shaping fabric

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

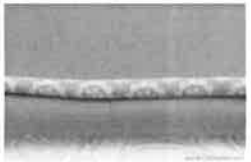
Plain (flat) seam

French seam

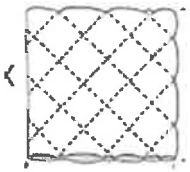
Flat fell seam



Piping



Quilting



Gathering and Pleating

Huish Episcopi Academy - Year 10 Food Preparation & Nutrition Knowledge Organiser: Unit.1 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 maybe 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.

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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, Jardimiere – 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 task

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

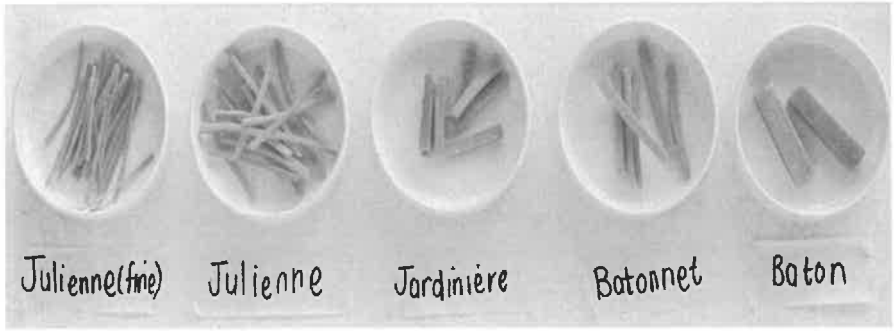
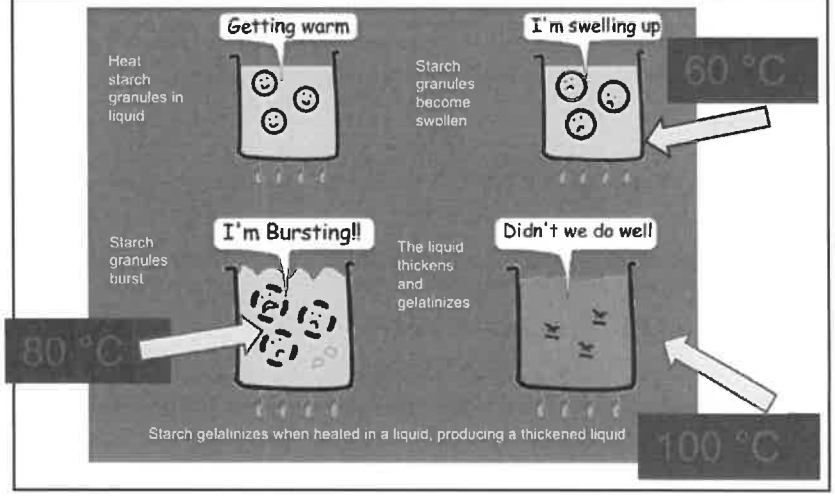


Diagram B – Prevent Cross Contamination

Diagram C - Gelatinisation



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Huish Episcopi Academy Year 10 Business GCSE Knowledge Organiser – Theme 1 Unit 1

1.1 Enterprise and entrepreneurship

Key word	Definition
Enterprise	Entrepreneurial activity (can also mean a business or company)
Entrepreneur	Someone who creates a business, taking on financial risks with the aim of making a profit from the business
Consumer	Someone who buys and uses goods and services
Obsolete	Out of date of not used anymore
E-commerce	Using the internet to carry out business transactions
M-commerce	Using mobile technologies, such as smartphones and tablets, to carry out business transactions
Social media	Websites that allow users to interact with other users, by sharing text-based messages, pictures or links to online content
Marketplace	The activities involved in buying and selling particular types of goods and services, in competition with other companies
Demographic	Relating to the population, such as average age, average income and so on
Risk	The possibility that an enterprise will have lower than anticipated profits or experience a loss
Financial reward	The money that an entrepreneur or investor receives when a business succeeds
Market research	The process of gathering information about the market and customers' needs and wants in order to help inform business decisions, including product design and marketing
Sales revenue	The amount of money that comes in from a business's sales
Intuition	Knowing something instinctively or understanding something easily without conscious thought

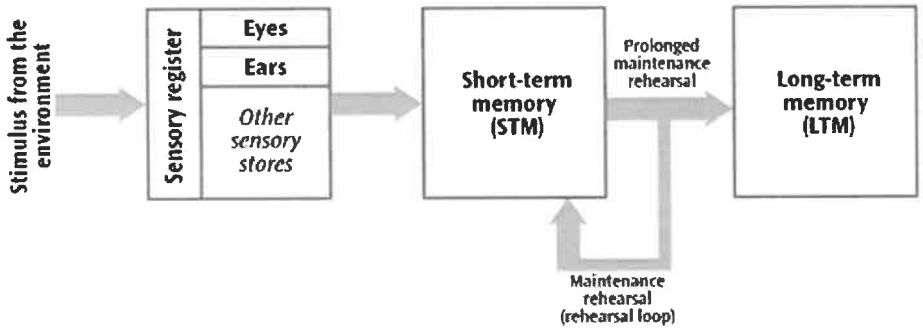
Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Memory

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 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 – Memory

The Multi Store Model of Memory



Store	Sensory	STM	LTM
Duration	Less than 1 second	Up to 30 seconds	Up to a lifetime
Capacity	Large	5-9 Chunks	Possibly infinite
Encoding	All senses	Mainly acoustic	Semantic

Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Research Methods

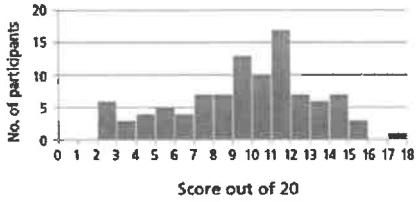
Research Methods Terms		
1	Alternative hypothesis	A prediction that a relationship between two variables will be found. It is the "alternative" to the "null hypothesis"
2	Bar chart	A type of graph that is used to display data that has separate categories. Numerical values are represented by the height 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.
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.

Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Research Methods

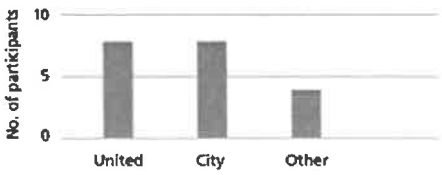
19	Normal distribution	A symmetrical arrangement of data in which the majority of values are grouped in the centre (looks like a bell shape).The mean, median and mode all fall in the centre of the curve.
20	Null hypothesis	A prediction that there is **no** relationship between variables.
21	Observation 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 ration 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.

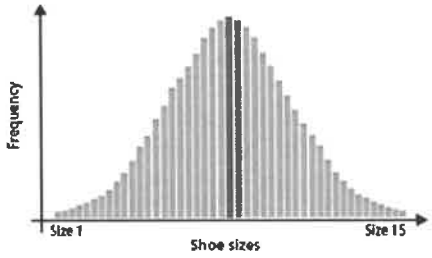
Histogram showing the score from 100 participants when throwing 20 balls in a bucket in front of an audience.



Bar chart to show the number of people who support Manchester United, Manchester City or a different football team



A normal distribution showing the shoe sizes of 2,000 men in the UK. The red line shows the mean, median and mode.



1.1 Systems architecture		
1	CPU (Central Processing Unit)	The brain of the computer. It processes instructions and manages tasks.
2	ALU (Arithmetic Logic Unit)	Component in the CPU that does calculations and logic decisions.
3	CU (Control Unit)	CPU component that controls the flow of data and instructions
4	Registers	Small, fast memory locations inside the CPU.
5	Von Neumann Architecture	A design model for computers where data and instructions are stored in the same memory.
6	Fetch-Decode-Execute Cycle	The process the CPU uses to run programs.
7	Fetch	Stage of the FDE cycle where the instruction is fetched from memory.
8	Decode	Stage of the FDE cycle where the CPU works out what the instruction means.
9	Execute	Stage of the FDE cycle where the instruction is carried out.
10	Clock Speed	The number of FDE cycles the CPU can carry out per second.
11	Cache	Very fast memory close to the CPU. Stores frequently used data.
12	Cores	Independent processing units inside the CPU.

1.2 Memory and storage		
1	RAM (Random Access Memory)	Temporary memory used to store data and programs while the computer is running.
2	ROM (Read-Only Memory)	Permanent memory that stores essential instructions (e.g., boot-up).
3	Virtual Memory	Extra memory used when RAM is full. Stored on the hard drive.
4	Secondary Storage	Long-term storage for files and programs.
5	Magnetic storage	HDD (Hard Disk Drive): Magnetic, large capacity, slower.
6	Optical storage	(CD/DVD): Uses lasers, slower, less common now.
7	Solid-state storage	Faster, no moving parts, more expensive.
8	Storage characteristic: Capacity	How much data it can hold.
9	Storage characteristic: Speed	How fast data can be read/written.
10	Storage characteristic: Portability	How easy it is to move.
11	Storage characteristic: Durability	How long it lasts.
12	Storage characteristic: Reliability	How likely it is to work without errors.

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A	Component 1 Human Lifespan Development	
1	Characteristics	Something that is typical of people at a certain life stage.
2	Physical	Growth patterns and changes in mobility.
3	Intellectual	Thinking skills, memory and language.
4	Infancy	the state or period of babyhood 0-2yrs
5	Early childhood	Life stage from infancy to adolescence 3-8yrs

B	Component 1 Human Lifespan Development	
1	Life stages	Phases of life: Infancy, early childhood, adolescence, early, middle, late adulthood.
2	Emotional	Developing identity and coping with feelings.
3	Social	Develop friendships and relationships.
4	Adolescence	Life stage form early childhood to early adulthood 9-18yrs
5	Early adulthood	Life stage from adolescence to middle adulthood 19 – 45yrs

C	Component 1 Human Lifespan Development	
1	Weight	A body's relative mass or the quantity of matter contained by it.
2	Height	The measurement of someone or something from head to foot.
3	Mobility	The ability to move or be moved freely and easily.
4	Gross motor	Control and coordination of large muscles.
5	Fine motor	Control and coordination of small muscles.

D	Component 1 Human Lifespan Development	
1	Puberty	Process towards sexual maturity.
2	Middle adulthood	Life stage from early adulthood to late adulthood 46 – 65yrs
3	Late adulthood	Life stage beyond middle adulthood 65+yrs
4	Cognitive ability	The mental processes involved in gaining knowledge and understanding.
5	Maturity	Behaving mentally and emotionally as an adult.

E	Component 1 Human Lifespan Development	
1	Menopause	A time when menstruation periods stop for good.
2	Abstract thinking	Imagination to think outside the box.
3	Problem solving	Using logic to think through problems.
4	Linguistics	Developing how to express yourself verbally.
5	Bonding	Emotional ties formed with others.

F	Component 1 Human Lifespan Development	
1	Attachment	Bond formed with a person that meets needs like love, food, security, warmth etc.
2	Contentment	An emotional state when happy that needs have been met.
3	Self-image	How a person sees themselves.
4	Play	Helps children to develop skills e.g. independence, socialising
5	Formal	Professional support based on qualifications, skills and experience.

G	Component 1 Human Lifespan Development	
1	Informal	Support from friends and family who are unqualified.
2	Inherited conditions	Genes for disorders passed from parents to children.
3	Chronic	Serious illness that impacts short or long term, cannot be cured.
4	Mental ill health	Disorders that affect the brain and how we think or feel.
5	Sensory impairment	Disorders that affect one or more of our senses e.g. sight, hearing, taste.