



**Huish Episcopi Academy**

The best in everyone™

Personalised Learning

# Knowledge Organisers

## Year 11

### Spring Term B

Name:

Tutor Group:

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Respect

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Ambition

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Resilience

### 1. Context

**Playwright:** Shakespeare (April 23<sup>rd</sup> 1564- April 23<sup>rd</sup> 1616)  
**Dates:** written around 1606  
**Published:** in 'the First Folio', 1623  
**Era:** Jacobean  
**Genre:** Tragedy = *A play ending with the suffering and death of the main character.*  
**Set:** Scotland,  
**Structure:** Five Act Play

**The Divine Right of Kings** says that a monarch is not subject to earthly authority and that they have the right to rule directly from the will of God.  
 It implies that **only God can judge** an unjust king. Any attempt to depose, dethrone or restrict his powers is against God.  
 The action of killing a king is called **regicide** and is considered a terrible crime.

**Shakespearean Tragedy.** The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia) yet the character has something the audience can identify with.

The chain starts from God and progresses downward (angels, demons, stars, moon, kings, princes, nobles, commoners, wild animals, domesticated animals, trees, other plants, precious stones, precious metals, and other minerals)

Conventions of a Shakespearean Tragedy

<b>A tragic hero</b> who falls from greatness through a flaw of their own character.	<b>Hamartia</b> – the flaw in the tragic hero that destroys them.	<b>A hero of status</b> – the central characters are people of importance, with power and status to lose.
<b>External conflict</b> – his tragedies feature conflict between characters, and always lead to death.	<b>Internal conflict</b> – there are frequent moments of self-doubt or internal torment.	<b>Supernatural elements</b> – Many of Shakespeare's tragedies feature supernatural influences.

### Year 11 English Lit MACBETH Knowledge Organiser

#### 2. Key Characters

<b>Macbeth:</b> The eponymous protagonist is the tragic hero of this play. He is both ambitious and ruthless. He falls from loyal and respected warrior to a paranoid, tyrannical king, before dying in battle in Act V.
<b>Lady Macbeth:</b> A strong, ambitious and manipulative woman who exerts pressure on Macbeth to pursue his ambition of becoming king by murdering Duncan. Unable to deal with the guilt of these actions and is driven to madness and suicide.
<b>The Witches / Weird Sisters:</b> Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient.
<b>Banquo:</b> Macbeth's close friend and ally; is astute and loyal. Macbeth sees him as a threat. He is virtuous, admired by audiences, and mistrustful of the supernatural witches.
<b>Duncan:</b> King of Scotland at the beginning of the play. He is a virtuous, strong and respected leader, held up as the model of good kingship by others in the play. He is murdered by Macbeth in Act 2.
<b>Macduff:</b> A soldier who is loyal to Duncan and is suspicious of Macbeth. His family is murdered by Macbeth's soldiers and he eventually exacts revenge by killing Macbeth. He was born by caesarian section and therefore was "not of woman born".
<b>Malcolm:</b> Duncan's son and next in line to the throne. He is described as a good man in the play.

#### 3. Central Themes

<b>Ambition</b>	The play is about the corrupting power of ambition. Both Lady Macbeth and Macbeth are urged to action by the prophecies of the witches, but they still commit their crimes themselves because they want greater power. Their ambition leads them to violence and death.
<b>Kingship and Tyranny</b>	The play contrasts the kind and wise rule of Duncan, who is described as a virtuous (good) king, with the brutal rule of Macbeth, who quickly becomes called a tyrant. The play shows how Macbeth has no divine right to rule and upsets the natural order by killing Duncan.
<b>Order and Disorder</b>	The play subverts the natural order of the world. Macbeth's actions are based on a supernatural belief in a prophecy. It depicts an anarchic world: Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. The disruption underpins the conflict that is not only external and violent but internal as Macbeth and his wife come to terms with what they've done.
<b>Appearance and Reality</b>	Characters in the play are often not what they seem. Lady Macbeth and Macbeth are duplicitous towards Duncan, the witches equivocate (not say what they really mean) and cannot be trusted, Lady Macbeth seeks to manipulate Macbeth.

#### 4. Key Vocabulary

<b>Ambition</b>	A desire to achieve something e.g. Macbeth and kingship
<b>Hubris</b>	Having excessive pride or self-confidence
<b>Tyrant</b>	A ruler who rules through fear and violence
<b>Corrupt</b>	Acting dishonestly OR being in a state of decay
<b>Patriarchal</b>	A society where power is in the hands of men
<b>Duplicitous</b>	Lying and being false. Two-faced. Deceitful
<b>Façade</b>	A false front, mask or illusion. Hiding one's true feelings
<b>Prescient</b>	Having knowledge of things before they happen – the witches
<b>Nihilistic</b>	The belief that everything is meaningless
<b>Courageous</b>	Being very brave
<b>Supernatural</b>	Things that are not a part of the natural world
<b>Fate</b>	Events being already decided and out of a person's control
<b>Treachery</b>	Betraying someone's trust
<b>Regicide</b>	The killing of a king

#### 5. Key Terminology, Symbols and Devices

<b>Motif</b>	A recurring image or idea that has symbolic importance. The best example in Macbeth would be blood.
<b>Soliloquy</b>	When a character is alone on stage and speaks their thoughts aloud to themselves.
<b>Iambic Pentameter</b>	A line of a play or poem that has ten syllables organised into five pairs of syllables, where the second in each pair is emphasised. e.g. "When you durst do it then you were a man"
<b>Foreshadowing</b>	When a hint or warning is given about a later event.
<b>Dramatic Irony</b>	When a character is unaware of something that the audience is aware of, so they don't know the full significance of their words.
<b>Symbolism</b>	When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural.
<b>Aside</b>	When a character pauses in a conversation to speak only to the audience or another character, unheard by the rest.

The Big Ideas	Notes	The Methods	Notes
<p>1. Shakespeare uses the play to demonstrate the terrible consequences of disrupting the <b>natural order</b>. His rule is unnatural and brings only disorder and sickness. His death restores balance.</p>		<p>1. Shakespeare uses <b>blood as a metaphor for guilt</b> through the play. As the guilt increases, the volume of blood increases.</p>	
<p>2. Shakespeare uses the play to demonstrate the consequences of engaging with <b>the supernatural</b>.</p>		<p>2. Shakespeare uses <b>apparitions</b> to present the consequences of ungodly behaviour and is ambiguous about whether they are real or imagined.</p>	
<p>3. Shakespeare uses Macbeth's role as a tragic hero to highlight how vulnerable people are to the destructive <b>temptation of power</b>.</p>		<p>3. Shakespeare's <b>characterisation of Macbeth and Lady Macbeth</b> establishes the idea that ungodly deeds do not go unpunished.</p>	



# Huish Episcopi Academy Year 11 RE Knowledge Organiser ISLAM - Practices

1. FIVE PILLARS OF ISLAM		
PILLAR	FACTS	TEACHING
SHAHADAH	<ul style="list-style-type: none"> <li>Declaration of faith</li> <li>Said at birth, death and reversion, in battle</li> <li>Soldiers say it in battle</li> <li>Emphasises tawhid</li> </ul>	<p>"I bear witness there is no God but Allah, and Muhammad is His messenger"</p>
SALAH	<ul style="list-style-type: none"> <li>Prayer 5 times a day</li> <li>Wudu-ritual cleansing</li> <li>Face Mecca (qibla) and state "Allahu akbar"</li> <li>D'ua= personal prayers</li> <li>Friday prayers at mosque (men)= Jummah</li> <li>2.5% tax donated to charity (e.g. poor and travellers)</li> <li>Zakat Foundation= Gave money to Grenfell</li> <li>Voluntary =sadaqah</li> </ul>	<p>"The first thing a person will be judged on is prayer"</p> <p>Night Journey- Reduced from 50 to 5 times</p>
ZAKAT	<ul style="list-style-type: none"> <li>2.5% tax donated to charity (e.g. poor and travellers)</li> <li>Zakat Foundation= Gave money to Grenfell</li> <li>Voluntary =sadaqah</li> </ul>	<p>"Those who help the poor are warriors for God's cause"</p>
SAWM	<ul style="list-style-type: none"> <li>Fasting during Ramadan</li> <li>No eating/drinking in day</li> <li>Evening meal= iftar</li> <li>Month of Night of Power</li> <li>Read Qur'an every day</li> </ul>	<p>"Those who fast are close to God"</p> <p>Prophet Muhammad fasted during Battle (Badr)</p> <p>Shaytan is chained during Ramadan</p>
HAJI	WHAT?	WHY?
	Travel to Mecca	Prophet Muhammad's home
	Wear white robes	State of purity (Ihram)
	Circle Kaaba 7 times (tawaf)	Muhammad circled Kaaba as he smashed false idols.
	Drink water from Zam Zam well	To remember the angel showing Hajar the water
Collect pebbles from Mount Arafat	Place- Prophet Muhammad's Final Sermon	
Throw stones at pillars of Jamarat	To remember Ibrahim throwing stones at Shaytan	
Sacrifice an animal	To remember Ibrahim being willing to sacrifice his son	

2. JIHAD		
TYPE	FACTS	TEACHING
GREATER JIHAD	<ul style="list-style-type: none"> <li>The inner struggle to be a good Muslim</li> <li>Examples: Follow 5 pillars, go to mosque, avoid temptation</li> <li>Farid Ahmed: Forgave wife's murderer in New Zealand mosque shootings.</li> </ul>	<p>"Paradise is for those who curb their anger"</p>
LESSER JIHAD	<ul style="list-style-type: none"> <li>The physical struggle in self-defence</li> <li>Can't kill civilians or start war, must stop if enemy surrenders</li> <li>Only be declared by a holy Muslim leader.</li> </ul>	<p>"Fight for God those who attack you"</p>

3. 10 OBLIGATORY ACTS OF SHIA		
10 acts that Shia Muslims must perform.		
ACT	MEANING	EXPLANATION
SALAH	3 times a day	Combine 5 prayers
SAWM	Remember Ali during Ramadan.	On the 20 <sup>th</sup> day, Shia will remember the death of Ali
PILGRIMAGE	May visit Shia shrines.	May visit Hussayn's grave outside Mecca [1000x holier than Hajj]
KHUMS TAX	20% tax on wealth	Tax for the wealthy to Muslim scholars.
TAWALLA	To love those who love Allah	Associate (spend time with) Muslims who show faith and love.
TABARRA	Hate those who do not follow Allah	Dissociate (don't spend time with) people who do not follow the Qur'an.

4. FESTIVALS		
FESTIVAL	WHY?	HOW IS IT CELEBRATED?
ID-UL-ADHA	<ul style="list-style-type: none"> <li>Marks end of Hajj</li> <li>Remembers Ibrahim's willingness to sacrifice Ismail.</li> </ul>	<ul style="list-style-type: none"> <li>New clothes, gifts.</li> <li>Animal sacrificed/meat shared with poor.</li> <li>Say 'Id Mubarak.</li> <li>Salat-ul-Adha (special prayer)</li> <li>In Britain: Muslims may ask a butcher to slaughter a sheep.</li> </ul>
ID-UL-FITR	<ul style="list-style-type: none"> <li>3 days to celebrate the end of Ramadan (fasting)</li> </ul>	<ul style="list-style-type: none"> <li>Houses decorated e.g. banners/lights.</li> <li>Special meals.</li> <li>Say 'Id Mubarak'</li> <li>Donate Zakat-ul-Fitr</li> <li>In Britain: May take day off work/school.</li> </ul>
ASHURA	<ul style="list-style-type: none"> <li>Shia Muslims remember death of Hussayn (Ali's son) in battle.</li> </ul>	<ul style="list-style-type: none"> <li>Grief, wear black and march through streets.</li> <li>Self-flagellation (cut/whip selves)</li> <li>Visit Hussayn's shrine.</li> <li>In Britain: donate blood</li> </ul>
NIGHT OF POWER	<ul style="list-style-type: none"> <li>Remembers Jibril revealing Qur'an to Muhammad.</li> </ul>	<ul style="list-style-type: none"> <li>Stay up and recite Qur'an</li> <li>Break fast with family and friends</li> </ul>

5. IS IT DIFFICULT BEING A MUSLIM IN THE UK?		
ISSUE	DIFFICULT?	NOT DIFFICULT?
GREATER JIHAD (alcohol, gambling)	Temptation in UK	Focus on taqwa (God-consciousness)
SAWM	*Temptation of food and work/school do not close early	* Can drink/eat if very ill. * Some schools allow no PE/homework
SALAH	No time at works/school	Combine prayers later in day.
HAJI	<ul style="list-style-type: none"> <li>Costs £3000.</li> <li>Id-Ul-Adha: sacrificing an animal is illegal.</li> <li>45° heat causes heatstroke.</li> </ul>	<ul style="list-style-type: none"> <li>Only must go once.</li> <li>Can have a butcher slaughter an animal.</li> <li>Foreign office provides support.</li> </ul>



Huish Episcopi Academy Year 11 History Knowledge Organiser – Challenges to Elizabeth at home and abroad 1569-1588

Key Terms	
1	Council of the North Used to implement Elizabeth's laws and authority in the north of England
2	Depose To remove a monarch from the throne
3	Papal bull A written order issued by the Pope
4	Hanged, drawn and quartered The punishment for treason, to be hanged until almost dead, your intestines cut out and then to be sliced into four pieces
5	Priest hole A secret hiding place in a home for Catholic priests smuggled into England illegally
6	Agents provocateurs French term for agents who penetrate groups suspected of wrongdoing
7	Cipher A secret way of writing in code
8	Foreign policy A government's strategy for dealing with other nations
9	Mercenary A soldier who fights for money rather than a nation or religion
10	Circumnavigate To travel all the way around the world
11	Privateer Merchants or explorers with their own armed ships that capture other ships with the authorisation of their government
12	Armada Spanish word meaning a naval fleet or fleet of warships
13	Fireships Empty ships set on fire and sent in the direction of the enemy
14	Galleons A large sailing ship with several decks used by the Spanish as warships

Key Individuals and Key Dates

15	1569	Revolt of the Northern Earls
16	1570	Pope Pius V excommunicates Elizabeth
17	1571	Ridolfi Plot
18	1576	The Spanish Fury & Pacification of Ghent
19	1577-80	Francis Drake circumnavigates the globe
20	1580	Francis Drake is knighted
21	1583	Throckmorton Plot
22	1584	Treaty of Joinville
23	1585	All Catholic priests ordered to leave the country
24	1585	Treaty of Nonsuch
25	1586	Babington Plot
26	1587	Mary Queen of Scots executed
27	1587	Drake 'singes Philip II's beard'
28	1588	The Spanish Armada
29	Sir Francis Drake	Privateer (pirate) & explorer – worked for Elizabeth
30	Sir Walter Raleigh	Explorer in charge of colonising the New World
31	The Duke of Alba	Spanish Duke who was in charge of crushing the Dutch Revolt

## Huish Episcopi Academy Year 11 Geography Knowledge Organiser Unit 6 Resource management

1. Distribution of resources	
1	Resources Things that people use. Food, water and energy
2	Food People cannot live without <b>food</b> . The average person needs to consume between 2,000 and 2,500 <i>calories</i> per day
3	Water People cannot live without water. We need it for our body to function
4	Energy Energy heats homes and offices, cooks our food and powers transport. Much of the energy that is used is in the form of electricity.
5	Food security When people have enough nutritious and affordable food to eat.
6	Food deficit Poorer countries have a <b>food deficit</b> . They struggle to grow enough to feed people and cannot afford to subsidise farming or import more food.
7	Water surplus Places have more water than they need
8	Water deficit Places to not have enough water to meet demand
9	Energy insecurity Countries consume energy more than they produce

2. Resources in the UK	
1	Organic food foods are grown without using any chemicals
2	Agribusiness Large scale farming which uses chemicals, but creates high yields
3	Water transfer scheme Systems in place to transport water from areas of surplus to areas of deficit.
4	Energy mix The mixture of primary energy sources used
5	Renewable energy Wind and solar
6	Fossil fuels Oil, gas and coal

3. Global energy supply and demand	
1	Consumption How much energy a country uses, this is rising due to population growth, economic development and technology
2	Political factors Decision a government makes regarding what sources of energy they use
3	Physical factors This determines the location of fossil fuels
4	Example of a fossil fuel project Camisa project in Peru
5	Example of a sustainable energy scheme Chambamontera micro hydro scheme in Peru
6	Energy conservation Ways that we can consume less energy e.g loft insulation

## Huish Episcopi Academy Year 11 Knowledge Organiser Term 4 Module 8

UNIT 4. Intensifiers	
1	muy very
2	bastante quite
3	demasiado too
4	no...ni... neither...nor...
5	un poco a bit
6	algo somewhat

UNIT 5. Agreeing or disagreeing	
1	(No) estoy de acuerdo contigo I (don't) agree with you
2	¡Claro! (Que sí /no) Of course (yes/no)
3	¡Por supuesto! Of course (more emphatic)
4	No estoy seguro/a I am not sure
5	Por un lado...por otro lado... On the one hand...on the other hand...
6	Creo que I think (believe) that
7	Opino que I think that
8	Soy de la opinion que I am of the opinion that

UNIT 6. Los Problemas Sociales	
1	los sin techo The homeless
2	los sin hogar The homeless
3	el paro unemployment
4	estar de huelga To be on strike
5	un proyecto solidario A charitable project
6	una o.n.g. A charity
7	una tienda de segunda mano A second hand shop
8	un año sabático A gap year
9	juntarse a To join
10	inscribirse a To sign up for
11	ayudar a To help
12	echar una mano To give a helping hand
13	nos une It unites us
14	te da un sentido de It gives you a feeling of
15	orgullo (nacional) (national) pride
16	comunidad community
17	solidaridad solidarity

## Huish Episcopi Academy Year 11 Knowledge Organiser Term 4 Module 8

UNIT 4. Connectives	
1	además moreover/in addition
2	sin embargo however
3	así que therefore
4	aún así even still
5	por eso because of that
6	asimismo in the same way

UNIT 5. Expressing Personal Opinion	
1	en mi opinión In my opinion
2	desde mi punto de vista From my point of view
3	a mi ver The way I see it
4	a mi parecer The way it seems to me
5	me parece que It seems to me that
6	(no) estoy de acuerdo (con) I (don't agree) with
7	creo que sí/no I (don't) think so
8	no soy partidario de I am not in favour of

UNIT 6. El Medio Ambiente The environment	
1	el cambio climático climate change
2	las selvas tropicales tropical jungles
3	los bosques forests
4	contaminación contamination
5	malgastar to waste
6	ahorrar to save
7	apagar to switch off
8	los recursos naturales natural resources
9	evitar to avoid
10	(no) se debe we must (not)
11	hay que you have to
12	se debería you ought to
13	hacer todo lo posible para to do everything possible to...
14	un terremoto an earthquake
15	una inundación a flood
16	la hambruna famine
17	la sequía drought



Huish Episcopi Academy Year 11 French Knowledge Organiser – Speaking and writing key concepts and expressions

Speaking and writing strategy to use at ALL times	
1	Je fais du bénévolat avec ma soeur à T. tous les jours <i>What/with who/where/when</i>
2	Parce que je le trouve utile <i>Why/OP</i>
3	Si je pouvais, j'aimerais.... <i>If I could...I would...</i>
4	Après avoir lu des articles sur la pollution, j'ai décidé de... <i>After having....I decided to...</i>
5	Si un produit est bon marché, je ne l'achètes pas. <i>If sentence</i>
6	Quand j'étais plus jeune, je ne pensais pas à tous ces problèmes. <i>When I was younger...</i>
7	Quand je serai plus âgé(e), je m'engagerai plus concrètement. <i>When I am older...</i>
8	Ça me permet de mieux comprendre. <i>It allows me to...</i>
9	Ce que je n'aime pas, ce sont les personnes qui... <i>What I don't like is..</i>
10	1. Avant je ne faisais rien mais maintenant j'aide avec.... <i>1. Before I used to....but now I...</i>
11	2. Hier par exemple, j'ai aidé avec... <i>2. Yesterday for example I....</i>
12	3. Et le week-end prochain, je vais... <i>3. And next week-end, I am going to...</i>

Comparatives and superlatives best	
1	C'est mieux de payer un peu plus pour avoir quelque chose de qualité. It is better to pay a bit more to have something of quality.
2	On devrait utiliser les transports en communs plus souvent que la voiture. We should use public transport more often than the car.
3	Le droit d'avoir une éducation est le plus important. The right to have an education is the most important.
4	Le droit de s'exprimer est moins important que le droit d'avoir une identité. The right to express oneself is less important than the right to have an identity.
5	C'est mieux de participer que de regarder. It is better to participate than the watch.

Speaking question examples	
1	Quelle est votre opinion sur....? <i>What is your opinion about...?</i>
2	Et vous, qu'en pensez-vous? <i>And you, what do you think?</i>
3	Etes-vous d'accord avec moi? <i>Do you agree with me?</i>
4	Quelle est votre réaction à ce sujet? <i>What is your reaction with regards to this topic?</i>
5	Pensez-vous que c'est vrai? <i>Do you think it is true?</i>

Complex sentences unavoidable	
1	On devrait boycotter les grandes marques qui ne respectent pas les travailleurs. <i>We should boycott big brands that do not respect workers.</i>
2	C'est ce que je fais. <i>That's what I do.</i>
3	Ce qui me préoccupe, c'est la pauvreté dans le monde. <i>What worries me is poverty in the world.</i>
4	C'est ce que j'aime faire. <i>That's what I like doing</i>



## Huish Episcopi Academy Year 11 French Knowledge Organiser – Speaking and writing key concepts and expressions

Pronouns galore!	
<b>1</b>	....car je <b>le</b> trouve intéressant ...because I find it interesting.
<b>2</b>	Ca <b>me</b> permet d'élargir mes compétences. It allows me to widen my skills.
<b>3</b>	Ca <b>me</b> donne le sentiment d'être utile. It makes me feel useful.
<b>4</b>	Ca <b>me</b> donne plus confiance en moi. It gives me more self-confidence.
<b>5</b>	<b>J'en</b> suis très fier (e)! I am really proud about it.
<b>6</b>	Ca <b>t</b> ouvre les portes et c'est important pour l'avenir. It opens doors for you and it is important for the future.
<b>7</b>	Ca <b>m'</b> aide à décompresser et à oublier mes soucis. It helps me unwind and forget my worries.
<b>8</b>	<b>J'y</b> vais tous les samedis. I go there every Saturday.

Flashy opinions	
<b>1</b>	C'est important de participer à la vie en société It is important to participate to life in society.
<b>2</b>	On a la responsabilité d'aider les autres We have the responsibility to help others.
<b>3</b>	On devrait prendre une douche au lieu de prendre un bain. We should shower instead of taking baths.
<b>4</b>	On est en train de détruire la planète! We are in the process of destroying the planet
<b>5</b>	Ce que je n'aime pas, c'est l'injustice. What is don't like is injustice.
<b>6</b>	Un inconvénient, c'est que.... One drawback is that...
<b>7</b>	Un avantage, c'est que.... One advantage is that...

Ce qu'il/que sentences	
<b>1</b>	Ce qui me préoccupe, c'est l'environnement. What preoccupies me is the environment
<b>2</b>	Ce qui m'inquiète, ce sont les sans-abris. What worries me are the homeless
<b>3</b>	Ce qui est important, c'est d'agir. What is important is to act
<b>4</b>	C'est ce que j'aime faire That's what I like doing

Key sentences speaking	
<b>1</b>	Sur la photo, il y a 4 personnes. <b>P. – eople</b>
<b>2</b>	Elles parlent. Elles marchent. Elles sourient. <b>A. - ction</b> They talk / they walk /they smile
<b>3</b>	L'action se passe dans un restaurant/dans la rue/dans une salle. <b>L.- ocation</b> In a restaurant / in the street / in a room
<b>4</b>	Elles sont heureuses, tristes, concentrées./C'est coloré. <b>M. – ood</b> They are happy/sad/focussed. It's colored.
<b>5</b>	Au premier plan, il y a / à l'arrière-plan il y a ... <b>A. – dd details.</b> On the foreground/in the background
<b>6</b>	Tu préfères surfer sur internet ou...? Do you prefer browse the net or...?
<b>7</b>	Est-ce que tu utilises beaucoup la technologie? Do you use technologie a lot?
<b>8</b>	A ton avis, quel sera le plus grand danger? According to you, what will be the biggest danger?

Idiomatic sentences	
<b>1</b>	Autant que je sache... As far as I know
<b>2</b>	Quoiqu'il en soit.... No matter what...
<b>3</b>	Il y a du pour et du contre. There's good and bad...
<b>4</b>	Si seulement je pouvais.... If only I could....

## Huish Episcopi Academy Year 11 Music Knowledge Organiser Describing Music Revision

Melody	
1	Melody The main tune of a piece of music
2	Register Whether the notes are high or low in pitch
3	Range The distance from the lowest note to the highest note in a piece of music
4	Sequence A musical phrase which is repeated at a higher / lower pitch
5	Scalic Melody follows the notes of a scale.
6	Broken Chord The notes of the chord played one after the other
7	Conjunct The melody moves by step
8	Disjunct The melody moves with leaps/intervals
9	Ornaments Decorations to the notes
10	Riff A repeated musical pattern

Dynamics	
1	Dynamics How loud or quiet a piece of music is
2	Pianissimo Very quiet
3	Piano Quiet
4	Mezzo Piano Fairly quiet
5	Mezzo Forte Fairly loud
6	Forte Loud
7	Fortissimo Very loud
8	Crescendo Gradually getting louder
9	Diminuendo Gradually getting quieter

Articulation	
1	Sustained Notes that are held
2	Legato Notes that are played smoothly
3	Staccato Notes that are played short
4	Pizzicato Plucking the strings.
5	Arco Using a bow to play a stringed instrument.
6	Accent Notes which are emphasised

Time/Tempo	
1	Tempo How fast or slow a piece of music is
2	Metre The number of beats in a bar
3	Simple Metre 2/4, 3/4, 4/4,
4	Compound Metre 6/8, 9/8, 12/8
5	Accelerando Gradually getting faster
6	Rallentando Gradually getting slower
7	Allegro Fast
8	Moderato Moderate
9	Lento Slow

## Huish Episcopi Academy Year 11 Music Knowledge Organiser Describing Music Revision

Structure	
1	Structure The order of the sections in a piece of music
2	Binary Two sections. AB
3	Ternary Three sections. ABA
4	Rondo A piece with a main theme which alternates with contrasting themes. ABACA
5	Theme and Variation A piece with a main theme which is repeated with changes
6	Pop Song Intro, Verse, Chorus, Bridge, Outro

Rhythm	
1	Duration How long or short the notes are
2	Rest A silence in the music
3	Pause Hold the note for longer than the written value
4	Triplet Three notes played in the time of two
5	Dotted A long-short rhythm
6	Syncopation Off beat
7	Cross rhythm Two contrasting rhythms played at the same time

Harmony	
1	Tonality Whether the music is major or minor
2	Major Happy sounding
3	Minor Sad sounding
4	Inversions The chord note is not at the bottom of the chord
5	Blues note The flattened third note of the scale
6	Dissonant Sounds 'clashy'
7	Atonal No clear key

Texture	
1	Texture How many sounds are playing at once. Thick is lots of layers, thin is few layers
2	Unison Two or more voices / instruments sounding like one
3	Monophonic One instrument playing (solo)
4	Homophonic Where the music sounds as one, such as block chords, where all the instruments move at the same time
5	Melody and Accompaniment A tune with background music
6	Polyphonic Many melodies played at the same time
7	Canon A melody is played and then imitated (one or more times) after a short delay in another part

## Huish Episcopi Academy – Year 11 Drama GCSE Knowledge Organiser – Spring Term

### Section A: Costume & Sound Terminology

1	Fit	How the costume fits the actor, eg tight, oversized
2	Condition	Conveys info about a character's circumstances eg, scruffy=poor
3	Fabric	What a costume is made of. Can indicate social status, eg a wealthy character=silk dress
4	Accessory	Something you wear or have in addition to clothing because it is decorative or useful
5	SFX	Acronym for Special Effect used for Make-up/Lighting etc
6	Diagetic	Sound expected as part of the story
7	Non-Diagetic	Sound that doesn't exist within the world of the play
8	Volume	How loud or quietly the sounds are played/performed
9	Recorded	Pre-made sound effects produced digitally
10	Live	Sounds made either on stage or off stage by actors

### Section B: Performance Skills

1	Projection	How loud or quiet your voice is
2	Pitch	How high or low (deep) your voice is
3	Pace	The speed an actor delivers their lines or performs actions
4	Emphasis	The stress placed on certain words or phrases in dialogue
5	Tone	The emotion heard in your voice
6	Gesture	Movements of the hands/arms that express ideas/emotions
7	Eye Contact	Looking direct into another character's eyes or avoiding this
8	Facial Expression	Movement of facial muscles to convey emotions/reactions
9	Posture	The way an actor holds and positions their body
10	Body Language	Non-verbal communication conveyed through movement

## Huish Episcopi Academy Year 11 GCSE Physical Education Knowledge Organiser 2.3 Health, Fitness and Well-being

Key Terms	
1	<b>Definition of a balanced diet</b> A diet that contains the correct proportions of carbohydrates, fats, proteins, vitamins, minerals and water necessary to maintain good health.
2	<b>Composition of a balanced diet</b> 50% carbohydrate: 30-35% fat: 15-20% protein
3	<b>Energy balance</b> Energy input = energy expenditure. This equation must balance for your weight to remain constant.

Components of a balanced diet	
1	<b>Carbohydrates</b> Primarily involved in energy production. Simple and complex
2	<b>Proteins</b> Building blocks for body tissue and are essential for repair.
3	<b>Fats</b> Important role in insulating the body. Saturated fats Unsaturated fats
4	<b>Minerals</b> Essential for health and chemical reactions in the body. Macro minerals Trace elements
5	<b>Vitamins</b> Vital for the functioning of our metabolism and the prevention of disease.
6	<b>Fibre</b> This helps the digestive system work effectively. It also reduces cholesterol.
7	<b>Water</b> Essential for good health and hydration. Carries nutrients in the body and helps with the removal of waste products. Helps to regulate body temperature.

Diet and exercise	
1	<b>Carbo-loading</b> Depleting stores of glycogen by cutting down on carbohydrates and keeping to a diet of protein for a few days. Light training and then a high carbohydrate diet for 3 days before the event. Shown to increase the stores of glycogen and helps to offset fatigue.
2	<b>Fluids</b> Those that exercise can lose up to 1 litre of water per hour during exercise. Must drink plenty of water to ensure full hydration and prevent dehydration. Small amounts are often best.
3	<b>Vitamins and mineral supplements</b> Body requires more if you exercise regularly. More vitamins above what you require can be bad for your health.

## Huish Episcopi Academy Year 11 D&T – NEA

1. NEA	
1	<p>In year 11 students in Product Design &amp; Textiles undertake a coursework task set by the exam board which is worth 50% of the final grade awarded.</p> <p>Each student is issued either a digital or hard copy (or both) of the coursework guide.</p> <p>All the homework's set will link to the coursework – a schedule of where students should be can also be found on the google classroom.</p> <p>The tasks set will take approximately 1 hour.</p>

## Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core knowledge topic 3

1. New and emerging technologies	
1	<p><b>Automation</b> Involves the use of automatic equipment in manufacturing</p> <p><b>Robotics</b> Robots can be programmed to carry out automated tasks.</p>
2	<p><b>Advantages of automation and robotics</b></p> <ul style="list-style-type: none"> <li>• Increased efficiency and productivity</li> <li>• Fewer errors and greater accuracy</li> <li>• Reduced labour costs</li> </ul> <p><b>Disadvantages of automation and robotics</b></p> <ul style="list-style-type: none"> <li>• Expensive to set up and maintain</li> <li>• Replaces human labour</li> <li>• Requires highly skilled workers to operate equipment</li> </ul>
3	<p><b>CAM</b> Computer aided manufacture, CAM machines manufacture designs, for example an embroidery machine</p>
4	<p><b>CAD</b> Computer aided design, allows users to draw designs and model products.</p>
5	<p><b>Advantages of CAD and CAM</b></p> <ul style="list-style-type: none"> <li>• More accuracy</li> <li>• Offers views of 3D models from all angles</li> <li>• Increase speed and efficiency</li> </ul> <p><b>Disadvantages of CAD and CAM</b></p> <ul style="list-style-type: none"> <li>• Can be difficult to learn</li> <li>• Expensive software and equipment</li> <li>• Requires maintenance</li> </ul>
6	<p><b>Flexible manufacturing systems</b> (FMS) consists of CNC machines that work alongside a production line that can be programmed to perform different tasks depending on manufacture requirements.</p>
7	<p><b>Lean manufacturing</b> Minimises waste in the manufacturing process, saving money and resources.</p> <p><b>Just in time production</b> (JIT) a process where stock arrives just in time for manufacture reducing the need for warehouse storage.</p>
8	<p><b>Advantages of JIT</b></p> <ul style="list-style-type: none"> <li>• Minimises stock levels and the need for warehouse space</li> <li>• Stock is less likely to go out of date</li> <li>• Reduces the risk of losing money through stolen or damaged stock</li> </ul> <p><b>Disadvantages of JIT</b></p> <ul style="list-style-type: none"> <li>• Lack of stock if the supplier delays</li> <li>• Increased transport costs due to more frequent deliveries</li> <li>• Little room for production mistakes</li> </ul>

2. Scales of production	
1	<p><b>Scales of production</b> Products are made using different types of production. The method depends on the type of product being made.</p>
2	<p><b>One off production</b> Products made to meet specific customer requirements, production can be time consuming and costly.</p>
3	<p><b>Batch production</b> A specific quantity of a product is made, this is useful when making small quantities.</p>
4	<p><b>Mass production</b> Used to produce large quantities of identical products quickly. The production process is broken down into different tasks sometimes called a sub assembly.</p>
5	<p><b>Continuous production</b> This production method runs 24 hours a day 7 day a week. Identical products are made without interruption.</p>

3. Production aids and QC	
1	<p><b>Reference points</b> A reference point or datum, is a point where all measurements are taken, increasing accuracy.</p>
2	<p><b>Templates, jigs and patterns</b> Tools to help improve the accuracy of repetitive designs. Patterns are templates that can be used in textiles.</p>
3	<p><b>Quality control</b> Used to check the quality of a product against a set of standards.</p>
4	<p><b>Quality assurance</b> Quality assurance is the process for preventing quality failures involved in all stages of a product's development: production, testing, packaging, and delivery.</p>
5	<p><b>Tolerance</b> The margin of error that is considered acceptable to not affect the products functionality.</p>
6	<p><b>Tailors chalk</b> Used to mark out fabric and can be erased.</p>
7	<p><b>Pattern master</b> A tool used when drafting or altering patterns for drawing straight or curved lines, adding seam allowance and marking grainlines.</p>





## Huish Episcopi Academy Year 11 - Food Preparation and Nutrition – NEA

1. NEA	
1	<p>In year 11 students in Food preparation and nutrition undertake two coursework tasks set by the exam board which are worth 50% of the final grade awarded.</p> <p>NEA 1 – 20% of grade. NEA 2 – 30% of grade.</p> <p>Each student is issued either a digital or hard copy (or both) of the coursework guide.</p> <p>All the homework's set will link to the coursework – a schedule of where students should be can also be found on the google classroom.</p> <p>The tasks set will take approximately 1 hour.</p>

Huish Episcopi Academy Year 11 Psychology Knowledge Organiser – Language Thought and Communication + command words

Language Thought and Communication Terms	
1	Adaptive When an individual's physical or psychological characteristics are able to change in order to fit different situations and environments. This increases chances of survival and successful reproduction.
2	Body Language Conscious and unconscious postures, gestures and movements that express thoughts, attitudes and feelings. Non-verbal communication.
3	Communication The sending or receiving of information between people (or animals).
4	Cultural norms The types of customs, beliefs and behaviours that members of a particular community of people are likely to hold or use.
5	Cultural Variation Different communities of people will have differences in customs, beliefs and behaviours.
6	Evolve To change slowly over a number of generations into a different form or state.
7	Cultural The way of life, especially the customs, beliefs and behaviours of a particular community of people at a particular time
8	Eye contact When two people are looking at each other's eyes at the same time.
9	Language A system of communication used by a specific group of people, unique to humans.

10	Open posture	Adopting a position in which the arms are not folded across the body and legs are not crossed. May indicate being relaxed, being confident or being in agreement.
11	Postural echo	Mirroring or having a similar body position to another person. May indicate being in agreement or friendliness.
12	Inference	Reaching a conclusion based on the information you have before you and your past experiences. Our inferences are not always correct as we may not have the 'whole picture'.
13	Posture	The positioning of the body when standing or sitting.
14	Survival	Continued existence.
15	Territory	An area defended against others by individuals or groups of animals or humans.
16	Thought	The cognitive activity of thinking is a mental process (activity) which includes reasoning, considering, developing ideas and forming opinions.
17	Touch	Physical contact between people (and animals). Can be understood as a form of non-verbal communication.
18	Verbal communication	Sending and receiving messages using words.



Exam command words

19	<b>Criticise</b>	Another way of asking you to evaluate (identify strengths and limitations / weaknesses)
20	<b>Define</b>	State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.
21	<b>Describe</b>	Give an account in words of something; this may be an object an event, a feature, a pattern, a distribution or a process.
22	<b>Discuss</b>	Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.
23	<b>Evaluate</b>	Explain the strengths and limitations (weaknesses) of something. This could be a theory (idea) or a study (experiment), a particular research method (E.g. correlations / case studies). Almost EVERYTHING in Psychology can be evaluated.
24	<b>Explain.., Why.., Suggest reasons for..</b>	Set out the causes or links of a thing. E.g explain
25	<b>Outline</b>	Provide a brief account of relevant information.

## Huish Episcopi Academy Year 11 GCSE Computer Science Knowledge Organiser – Spring 2

Section 1 – The CPU	
1	<b>Purpose of the CPU</b> The CPU (Central Processing Unit) is the brain of the computer, responsible for executing instructions through the fetch-execute cycle.
2	<b>Fetch-Execute Cycle</b> The fetch-execute cycle is the process by which the CPU retrieves an instruction from memory, decodes it, and then executes it.
3	<b>Arithmetic Logic Unit (ALU)</b> The ALU performs arithmetic and logical operations within the CPU.
4	<b>Control Unit (CU)</b> The Control Unit directs the operation of the processor, telling the ALU, memory, and input/output devices how to respond to instructions.
5	<b>Cache</b> Cache is small, fast memory located close to the CPU that stores frequently accessed data to speed up processing.
6	<b>Registers</b> Registers are small, fast storage locations within the CPU used to hold data temporarily during processing.

Section 3 – Factors that affect CPU performance	
1	<b>Clock Speed</b> Clock speed is the rate at which a CPU executes instructions, measured in Hertz (Hz).
2	<b>Cache Size</b> Cache size refers to the amount of cache memory available in the CPU, affecting how much data can be stored for quick access.
3	<b>Number of Cores</b> The number of cores in a CPU determines how many instructions can be processed simultaneously.

Section 4 – Embedded systems	
1	<b>Embedded Systems</b> Embedded systems are specialized computing systems that perform dedicated functions within larger systems, like in appliances or vehicles.
2	<b>Characteristics of Embedded Systems</b> Embedded systems are typically designed for specific tasks, have limited resources, and are optimised for efficiency and reliability.
3	<b>Examples of Embedded Systems</b> Examples include microwave ovens, washing machines, and car engine control systems.

Section 2 – Von Neumann Architecture	
1	<b>Von Neumann Architecture</b> Von Neumann architecture is a computer design model that uses a single storage structure to hold both instructions and data.
2	<b>Memory Address Register (MAR)</b> The MAR holds the memory location of data that needs to be accessed.
3	<b>Memory Data Register (MDR)</b> The MDR holds the data that is being transferred to or from memory.
4	<b>Program Counter (PC)</b> The Program Counter keeps track of the address of the next instruction to be executed.
5	<b>Accumulator</b> The Accumulator is a register that stores intermediate results of calculations.
6	<b>Buses</b> Buses are communication systems that transfer data between components inside a computer.
7	<b>Address Bus</b> The address bus carries memory addresses from the CPU to other components.
8	<b>Data Bus</b> The data bus carries actual data between the CPU and other components.
9	<b>Control Bus</b> The control bus carries control signals from the CPU to other components.

Section 5 – Types of Memory and storage	
1	<b>Primary Storage (Memory)</b> Primary storage is the computer's main memory, including RAM and ROM, used to store data and instructions that are currently in use.
2	<b>RAM (Random Access Memory)</b> RAM is a type of volatile memory that temporarily stores data and instructions that the CPU needs while a computer is running.
3	<b>ROM (Read-Only Memory)</b> ROM is a type of non-volatile memory that permanently stores essential data and instructions needed for the computer to boot up.
4	<b>Virtual Memory</b> Virtual memory is a section of a hard drive used as an extension of RAM when the actual RAM is full, allowing more programs to run simultaneously.
5	<b>Secondary Storage</b> Secondary storage refers to non-volatile storage devices like hard drives, SSDs, and optical discs used to store data permanently.

## Huish Episcopi Academy Year 11 Health and Social Care Knowledge Organiser Component 3 and review of 1&2

A Component 3 Physiological Indicators	
1	Heart rate Measure of heartbeats per minute.
2	Adrenaline A hormone that helps you respond quickly to a threat or stress.
3	Arteries Blood vessels that carry blood away from the heart.
4	Illness Disease or period of sickness that affects body or mind.
5	Impairment Loss or abnormality of a body function.
B Component 1 & 2 Life Span Development & Services and Values	
1	Development Involves gaining new skills and abilities.
2	Growth Increase in body size in terms of height or weight.
3	Health and wellbeing Events that cause changes to the body, physical or mental health or mobility.
4	Life event Something that happens to people as they move through life.
5	Holistic Considers looking at the whole person rather than just the part that requires treatment.
C Component 3 Physiological Indicators	
1	Disability A condition that limits a person's movements, senses or activities.
2	Diversity a) Recognising and valuing the differences between people b) Treating people's values, beliefs, cultures and lifestyles with respect.
3	Gender role The role and responsibilities determined by a person's gender.
4	Hierarchy List of things or people arranged in order of lowest to highest.
5	Identity How you describe or define yourself.
D Component 1 & 2 Life Span Development & Services and Values	
1	Character traits Describe a person's disposition and whether they are positive or negative.
2	Domiciliary care Care and support given at home by a care worker to help with daily life.
3	Informal support Provided by people who are not paid or trained.
4	Physiological Relating to the function of parts of the body.
5	Long term 6 months or more.
E Component 3 Physiological Indicators	
1	Short term Less than 6 months.
2	Targets Goals or aims.
3	Team Group of individuals with a shared purpose for which they are accountable.
4	Vulnerable A person who can be more easily influenced or abused.
5	Role model Someone a person admires and strives to be like.
F Component 1 & 2 Life Span Development & Services and Values	
1	Lifestyle The choices that affect health and development e.g. diet and exercise.
2	Milestone A significant change in development.
3	Norm Something that is usual, typical or standard.
4	Monitor To check progress.
5	Aspirations Hopes and ambitions of achieving something.