



Huish Episcopi Academy
The best in everyone™
Part of United Learning

Knowledge Organisers

Year 10

Spring Term B

Name:

Tutor Group:

Respect

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Ambition

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Resilience

1. Context

<p>Playwright: Shakespeare (April 23rd 1564- April 23rd 1616)</p> <p>Dates: written around 1606</p> <p>Published: in 'the First Folio, 1623</p> <p>Era: Jacobean</p> <p>Genre: Tragedy = A play ending with the suffering and death of the main character.</p> <p>Set: Scotland,</p> <p>Structure: Five Act Play</p>	<p>Macbeth. The plot is partly based on fact. Macbeth was a real 11th Century king who reigned Scotland from 1040-1057.</p> <p>The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.</p>
<p>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.</p> <p>It implies that only God can judge an unjust king. Any attempt to depose, dethrone or restrict his powers is against God.</p> <p>The action of killing a king is called regicide and is considered a terrible crime.</p>	<p>King James I of England (and VI of Scotland) came to the throne in 1603 following the death of Queen Elizabeth I. The play pays homage to the king's Scottish lineage.</p> <p>King James was convinced about the reality of witchcraft and its great danger to him leading to witch trials.</p>
<p>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.</p>	<p>The Great Chain of Being was a belief in a strict religious hierarchy (see key vocabulary) of all things which was believed to have been decreed by God.</p> <p>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)</p>
Conventions of a Shakespearean Tragedy	
<p>A tragic hero who falls from greatness through a flaw of their own character.</p>	<p>Hamartia – the flaw in the tragic hero that destroys them.</p>
<p>External conflict – his tragedies feature conflict between characters, and always lead to death.</p>	<p>Internal conflict – there are frequent moments of self-doubt or internal torment.</p>
<p>Supernatural elements – Many of Shakespeare's tragedies feature supernatural influences.</p>	<p>A hero of status – the central characters are people of importance, with power and status to lose.</p>

Year 10 English Lit MACBETH Knowledge Organiser

<h4>2. Key Characters</h4> <p>Macbeth: 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.</p> <p>Lady Macbeth: 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.</p> <p>The Witches / Weird Sisters: Supernatural and manipulative beings who seem to be able to predict the future. They are unearthly and omniscient.</p> <p>Banquo: 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.</p> <p>Duncan: 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.</p> <p>Macduff: 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".</p> <p>Malcolm: Duncan's son and next in line to the throne. He is described as a good man in the play.</p>
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<h4>3. Central Themes</h4> <p>Ambition 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.</p> <p>Kingship and Tyranny 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.</p> <p>Order and Disorder 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.</p> <p>Appearance and Reality 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.</p>
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4. Key Vocabulary	
Ambition	A desire to achieve something e.g. Macbeth and kingship
Hubris	Having excessive pride or self-confidence
Tyrant	A ruler who rules through fear and violence
Corrupt	Acting dishonestly OR being in a state of decay
Patriarchal	A society where power is in the hands of men
Duplicitous	Lying and being false. Two-faced. Deceitful
Façade	A false front, mask or illusion. Hiding one's true feelings
Precient	Having knowledge of things before they happen – the witches
Nihilistic	The belief that everything is meaningless
Courageous	Being very brave
Supernatural	Things that are not a part of the natural world
Fate	Events being already decided and out of a person's control
Treachery	Betraying someone's trust
Regicide	The killing of a king

5. Key Terminology, Symbols and Devices	
Motif	A recurring image or idea that has symbolic importance. The best example in Macbeth would be blood.
Soliloquy	When a character is alone on stage and speaks their thoughts aloud to themselves.
Iambic Pentameter	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"
Foreshadowing	When a hint or warning is given about a later event.
Dramatic Irony	When a character is unaware of something that the audience is aware of, so they don't know the full significance of their words.
Symbolism	When something symbolises a set of ideas e.g. "The raven himself is hoarse" – raven symbolic of death, supernatural.
Aside	When a character pauses in a conversation to speak only to the audience or another character, unheard by the rest.

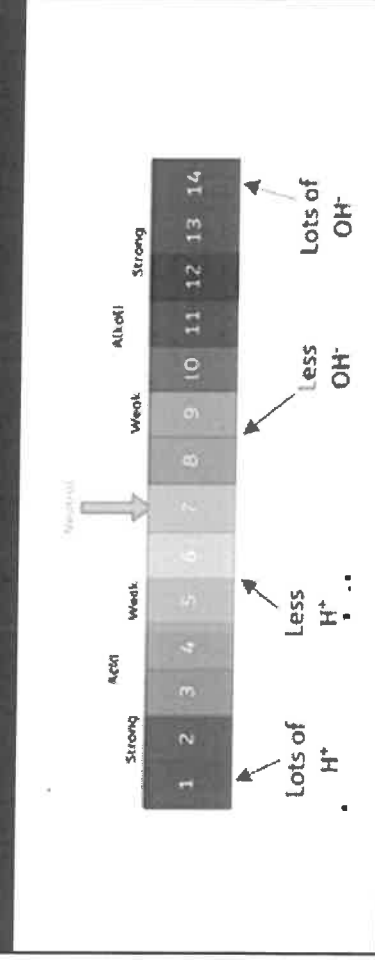
The Big Ideas	Notes	The Methods	Notes
<p>1. Shakespeare uses the play to demonstrate the terrible consequences of disrupting the natural order. His rule is unnatural and brings only disorder and sickness. His death restores balance.</p>		<p>1. Shakespeare uses blood as a metaphor for guilt through the play. As the guilt increases, the volume of blood increases.</p>	
<p>2. Shakespeare uses the play to demonstrate the consequences of engaging with the supernatural.</p>		<p>2. Shakespeare uses apparitions 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 temptation of power.</p>		<p>3. Shakespeare's characterisation of Macbeth and Lady Macbeth establishes the idea that ungodly deeds do not go unpunished.</p>	

Huish Episcopi Academy Year 10 CHEMISTRY Knowledge Organiser C4 CHEMICAL CHANGES

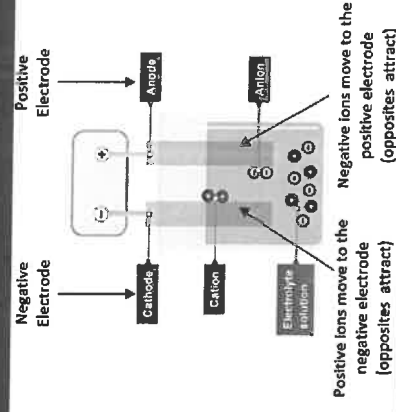
1. ACIDS AND ALKALIS		
1	Acids	Contain H ⁺ ions, have a pH < 7
2	Base	Any chemical capable of neutralising an acid
3	Alkalis	Contain OH ⁻ ions, have a pH > 7 (max 14)
4	Neutral	pH = 7
5	Neutralisation	Reaction between acid and alkali which produces a salt and water
6	Indicator	Changes colour in acids or alkalis. E.g. universal indicator
7	Crystallisation	Separation of salt from solution. Evaporate water partially to concentrate solution. Leave to cool to form crystals.
8	Strong/weak acid (HT only)	Hydrogen ions fully dissociate e.g. nitric, hydrochloric and sulfuric acids / hydrogen ions only partially dissociate e.g. ethanoic, citric and carbonic acids
9	Concentration (HT only)	Amount of solute dissolved in a given volume (dilute/concentrated). Measured in g/dm ³ or mol/dm ³

2. ELECTROLYSIS		
1	Electrolysis	The breaking down of a substance using electricity. Used if element is more reactive than carbon
2	Electrolyte	The solution which is being broken down during electrolysis. Must be molten (melted) or aqueous to allow ions (charged particles) to move.
3	Aqueous	Dissolved in water (contains H ⁺ and OH ⁻ ions)
4	Oxidation	The loss of electrons or gaining of oxygen
5	Reduction	The gain of electrons or the loss of oxygen
6	Anode	The positive electrode
7	Cathode	The negative electrode
8	Anion	Ion that goes to anode (- ion)
9	Redox	A reaction in which reduction and oxidation occur at the same time
10	Cryolite	Substance added to aluminium oxide before electrolysis to reduce the melting point

pH SCALE



ELECTROLYSIS CELL



Huish Episcopi Academy Year 10 Biology Knowledge Organiser B4 Bioenergetics

Photosynthesis	
1	Chemical reaction that takes place in chloroplasts in leaves. Carbon dioxide + water → glucose + oxygen $6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$
2	Endothermic Reaction that absorbs/takes in energy e.g. photosynthesis
3	Glucose Product of photosynthesis
4	Limiting factor The factor that prevents the rate of photosynthesis from increasing
5	Examples of limiting factors Concentration of carbon dioxide, light intensity, temperature, amount of chlorophyll
6	Chloroplast Organelle in a plant cell where photosynthesis takes place
7	Chlorophyll Green pigment that absorbs light energy for photosynthesis
8	Inverse square law As distance from the light source increases, the light intensity decreases in a non-linear relationship

Uses of glucose from photosynthesis	
1	Converted into starch for storage
2	Used to produce fats and oils for storage
3	Used to produce cellulose, which strengthens the cell wall
4	Used to produce amino acids for protein synthesis (to produce proteins, plants also use nitrate ions that are absorbed from the soil)
5	Used for respiration

Respiration and metabolism	
1	Respiration A chemical process in all cells that releases energy from glucose.
2	Aerobic respiration Respiration that uses oxygen to release large amounts of energy from glucose, occurs in the mitochondria.
3	Anaerobic respiration Respiration that does not use oxygen and releases less energy from glucose, occurs in the cytoplasm.
4	Oxygen debt (HT only) The amount of extra oxygen the body needs after exercise to react with accumulated lactic acid and remove it from the cells.
5	Aerobic respiration Glucose + oxygen → carbon dioxide + water $\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O}$
6	Anaerobic respiration (muscles – animals) Glucose → lactic acid
7	Anaerobic respiration (plants and yeast) Glucose → Carbon dioxide + ethanol
8	Fermentation Ethanol produced from anaerobic respiration in plants and yeast is used to make alcoholic drinks such as beer, wine, cider and spirits.
9	Metabolism Sum of all the reactions in a cell or body.

Huish Episcopi Academy Year 10 PHYSICS Knowledge Organiser Energy (P2)

P2.1 Electrical charge and current	
1	Electrical current Flow of electrical charge. The size of the electrical current is the rate of flow of electrical charge.
2	Charge flow Charge flow, current and time are linked by the equation: $Q = I \times t$
3	Potential difference For current to flow through a circuit there must be a source of potential difference.
4	Resistance Resistance opposes the flow of electrical current
5	Current, resistance and potential difference Current, potential difference and resistance can be calculated using the equation: $V = I \times R$

P2.3 Series and parallel circuits	
1	Series circuits <ul style="list-style-type: none"> The current is the same in each component Total potential difference of the power supply is shared between the components
2	Parallel circuits <ul style="list-style-type: none"> The potential difference across each component is the same The total current through the whole circuit is the sum of the current through the separate components
3	Resistors in series <ul style="list-style-type: none"> The total resistance of the components is the sum of the individual resistances $R_T = R_1 + R_2 + R_3 \dots$
4	Resistors in parallel <p>The total resistance of the components is less than the resistance of the smallest individual resistor</p>

UNIT P2.2 Circuit symbols and component characteristics

Current voltage characteristics for ohmic resistor, filament lamp and semiconductor diode

1. Resistor

2. Bulb

3. Diode

P2.4 Domestic uses and safety	
1	Mains electricity <p>Alternating current with a frequency of 50Hz and a potential difference of 230V</p>
2	Domestic appliances <ul style="list-style-type: none"> Most appliances connected using a three-core cable Live wire – brown, Neutral wire – blue, Earth wire – green and yellow
3	Function of the three-core cable <ul style="list-style-type: none"> Live wire carries alternating potential difference Neutral wire completes the circuit Earth wire is for safety and stops the appliance becoming live

P2.4 Energy transfers	
1	<p>Power</p> <ul style="list-style-type: none"> Power is the rate of energy transfer Power is measured in Watts Electrical power can be calculated in two ways: <ul style="list-style-type: none"> $P = V \times I$ $P = I^2 \times R$
2	<p>Energy transfer</p> <p>The amount of energy transferred by an appliance depends on the power of the appliance and the time it is used for</p> <ul style="list-style-type: none"> Energy is measured in Joules $E = P \times t$
3	<p>Calculating energy transfer</p>

P2.5 The National Grid	
1	<p>What is the National Grid</p> <p>The National Grid is a system of cables and transformers linking power stations to customers</p>
2	<p>Why are transformers used?</p> <ul style="list-style-type: none"> Step up transformers increase the potential difference for transmission across the National Grid High voltages lead to low currents resulting in less energy loss in the overhead cables Step down transformers reduce the voltage to safe levels before electricity is used by customers

P2.6 Quantities and units		
Quantity	Symbol	Unit
1	I	Amps (A)
2	V	Volts (V)
3	Q	Coulomb (C)
4	R	Ohms (Ω)
5	P	Watts (W)
6	E	Joules (J)

Huish Episcopi Academy Year 10 RE Knowledge Organiser ISLAM - Practices

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

2. JIHAD		
TYPE	FACTS	TEACHING
GREATER JIHAD	<ul style="list-style-type: none"> The inner struggle to be a good Muslim Examples: Follow 5 pillars, go to mosque, avoid temptation Farid Ahmed: Forgave wife's murderer in New Zealand mosque shootings. 	<p>"Paradise is for those who curb their anger"</p>
LESSER JIHAD	<ul style="list-style-type: none"> The physical struggle In self-defence Can't kill civilians or start war, must stop if enemy surrenders Only be declared by a holy Muslim leader. 	<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
SAWAM	Remember Ali during Ramadan.	On the 20 th day, Shia will remember the death of Ali
PILGRIMAGE	May visit Shia shrines.	May visit Husayn'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"> Marks end of Hajj. Remembers Ibrahim's willingness to sacrifice Ismail. 	<ul style="list-style-type: none"> New clothes, gifts. Animal sacrificed/ meat shared with poor. Say 'Id Mubarak. Salat-ul-Adha (special prayer) In Britain: Muslims may ask a butcher to slaughter a sheep.
ID-UL-FITR	<ul style="list-style-type: none"> 3 days to celebrate the end of Ramadan (fasting) 	<ul style="list-style-type: none"> Houses decorated e.g. banners/lights. Special meals. Say 'Id Mubarak' Donate Zakat-ul-Fitr In Britain: May take day off work/school.
ASHURA	<ul style="list-style-type: none"> Shia Muslims remember death of Husayn (Ali's son) in battle. 	<ul style="list-style-type: none"> Grief, wear black and march through streets. Self-flagellation (cut/whip selves) Visit Husayn's shrine. In Britain: donate blood
NIGHT OF POWER	<ul style="list-style-type: none"> Remember's Jibril revealing Qur'an to Muhammad. 	<ul style="list-style-type: none"> Stay up and recite Qur'an Break fast with family and friends

5. IS IT DIFFICULT BEING A MUSLIM IN THE UK?		
ISSUE	DIFFICULTY	NOT DIFFICULT?
GREATER JIHAD	Temptation in UK (alcohol, gambling)	Focus on taqwa (God-consciousness)
SAWAM	* 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"> Costs £3000. Id-Ul-Adha: sacrificing an animal is illegal. 45th heat causes heatstroke. 	<ul style="list-style-type: none"> Only must go once. Can have a butcher slaughter an animal. Foreign office provides support.

Huish Episcopi Academy Year 10 History Knowledge Organiser – Medicine on the Western Front

Key Terms		Key Dates	
1	Chain of evacuation	The process of getting injured soldiers away from the front line to get medical attention	16 1914
2	Regimental Aid Posts	200m away from the front where first aid was given	17 1914
3	Dressing Station	Run by RAMC staff and called the Field Ambulance	18 1914
4	Casualty Clearing Station	Place where critical injuries surgery happened	19 1914
5	Base Hospital	Hospitals near the coast	20 1915
6	FANY	Nurses	21 1915
7	Fracture	Break	22 1915
8	Western Front	Fighting in France and Belgium	23 1916
9	Attrition	Continual bombardment with bombs	24 1916
10	British Expeditionary Force	British Army sent to the Western Front	25 1917
11	Shrapnel	A piece of metal which is launched by a bomb explosion	26 1917
12	Shell shock	PTSD	
13	Trench foot	Damage to the feet caused by moisture	
14	Trench fever	Infection transmitted by lice	
15	Gas gangrene	A deadly bacterial infection	
			WW1 began
			First Battle of Ypres
			Motor ambulances sent to Western Front
			Anti-tetanus injections used
			Battle on Hill 60
			First use of chlorine gas at Second Battle of Ypres
			Gas masks, brodie helmets, whale oil and spare socks
			FANY's begin to drive ambulances
			Battle of the Somme
			Battle of Arras
			Troops deloused

Huish Episcopi Academy Year 10 Geography Knowledge Organiser Unit 2 The living world

Hot deserts	
1	Adaptation How plants and animals have changed to survive in a harsh environment
2	Biodiversity The range of plants and animals that live in a place
3	Opportunity Ways to make money in the hot desert
4	Challenge Ways that the hot desert is a difficult environment to live and work in
5	Irrigation The artificial watering of crops
6	Mineral extraction Mining for phosphate in Morocco
7	Soil Desert soils are thin, sandy, rocky
8	Tap roots long roots (7-10 metres long) that reach deep under the ground
9	Succulents Plants that store water in their stems, leaves, roots or even fruits
10	Extreme temperatures Temperatures in the Sahara Desert can exceed 50°C in the summer months.
11	Inaccessibility Most of the Sahara desert is inaccessible due to the extreme environmental conditions and poor infrastructure.
12	Amount of rainfall The climate is very dry with less than 250 mm of rainfall a year

Desertification	
1	Appropriate technology Technology that meets the needs of the populations education and wealth levels
2	Water management Reducing the amount of water used in farming by using drip irrigation
3	Tree planting Planting trees to protect soil and provide leaf litter e.g the great green wall
4	Soil management Leaving areas to rest and rotating crops
5	Over grazing Allowing too many animals to graze in one area
6	Over cultivation Growing too many crops in one area, using up all the nutrients in the soil
7	Fuel wood Trees and branches are used as fuel for cooking, causing deforestation
8	Conservation Protecting an environment from harm
9	Fragile environment A environment that is easily disturbed and difficult to restore
10	Fringe The edge of a hot desert

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

Soler – always followed by an infinitive	
1	suelo I usually
2	solemos we usually
3	solía I used to usually
4	solíamos we used to usually

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

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

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

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

High frequency verbs	
1	tengo I have
2	soy I am*
3	estoy I am*
4	voy I go
5	hago I do/make

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

Adverbs	
1	normally normalmente
2	generally generalmente
3	quickly rápidamente
4	slowly lentamente
5	especially especialmente
6	immediately inmediatamente
7	truly verdaderamente
8	currently actualmente
9	really realmente
10	originally originalmente

To make an adverb in Spanish, take the adjective, change it to the feminine, and add **-mente**. E.g. lento – lenta – lentamente

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

Irregular verbs- imperfect tense			
There are only 3!	ir – to go	ser – to be	ver – to see
I	iba	era	veía
You	ibas	eras	veías
he/she	iba	era	veía
we	íbamos	éramos	veíamos
you (pl)	ibais	erais	veíais
they	iban	eran	veían

Meal times	
1	breakfast el desayuno
2	lunch el almuerzo
3	dinner la cena
4	snack la merienda

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

HEA Year 10 French Knowledge Organiser – la famille et les amis

5. Memories about friends and family		6. Future plans and dreams		7. For or against marriage?		8. To stay in touch with people	
Se souvenir de	To remember	• adopter	to adopt	• perte (f)	loss, waste	• ils me manquent*	I miss them
• nous avions	we used to have	• j'aurai	I will have	• fidèle	loyal, faithful	• il vaut mieux + INF*	It's better to
• vous aviez	you used to have	• j'ai envie de	I want to	• Profond(e)	deep	• courrier (m)*	mail
• ils/elles avaient	they used to have	• je serai	I will be	• de l'/d'un autre côté	on the other hand	• inconvéniént (m)*	disadvantage, inconvenience
• nous étions	we used to be	• appareil (m)	device	• d'un côté*	on one hand	• auparavant*	previously, before, formerly
• vous étiez	you used to be	• métier (m)	job	• en ce qui me concerne	as far as I'm concerned	• lorsque*	when
• ils/elles étaient	they used to be	• âgé(e)	old	• il me semble que	it seems to me that	• couper	to switch off
• tu avais	I used to have	• quand je serai/aurai	When I am/have	• pourtant	yet, nonetheless	• manquer	to miss
• il/elle avait	you used to have	• espérer	to hope	• je dirais que	I would say that	• recevoir	to receive
• j'étais	he/she used to have	• habiter	to live	• il vaut mieux	it's better	• rester	to stay
• tu étais	I used to be	• me marier	to get married, to marry	• certains disent que	some people say that	• email (m)	email
• il/elle était	you used to be	• penser	to think of	• avoir le droit de	to have the right to	• lettre (f)	letter
• il/elle me manque	he/she used to be	• rencontrer	to meet	• amour (m)	love	• voisin, voisine (m,f)	neighbour
• manquer	I miss him/her	• rêver de	I dream of	• argent (m)	money	• grâce (f) à	thanks to
• s'entendre	to miss	• traiter	to treat, handle, deal with	• mariage (m)	marriage, wedding	• en contact (m)	in contact, in touch
• se rappeler; rappeler	to get on	• j'aimerais	I would like	• partenaire (m, f)	partner		
• mort(e)	to recall, remind; to remember	• je vais +INF	I'm going to +verb	• essentiel	essential		
• il y a (number) ans	dead	• je veux	I want to	• important	important		
	(number) years ago	• je voudrais	I would like	• avant de + INF	before + verb		
		• avenir (m)	future	• sans (+ INF)	without (+ verb)		
		• enfant (m)	child	• aujourd'hui	today		
		• quelqu'un	someone				
		• bien-payé	well-paid				
		• riche	rich				
		• seul(e)	alone				
		• qui	who				
		• dans dix ans	In 10 years				

Huish Episcopi Academy Year 10 German Knowledge Organiser – die Freizeit (Free Time)

Beschreib deine Familie – Describe Your Family

1	Mein Bruder, der (Stefan) heißt,	My brother, who is called (Stefan),
2	Meine Schwester, die (Suzi) heißt,	My sister, who is called (Suzi)
3	Meine ... die (Suzi und Stefan) heißen,	My.... Who are called (Sizu and Stefan)
4	(er/sie) hat	(he/she) has
5	(sie) haben	(they) have
6	braune/schwarze Haare	Brown/black hair
7	blonde / rote Haare	Blonde/ red hair
8	langer/ kurze Haare	Long/short hair
9	blaue / grüne / braune Augen	Blue / green / brown eyes
10	braune/schwarze Haare	Brown/black hair
11	er/sie ist	He/she is
12	sie sind	They are
13	glücklich	Happy
14	freundlich,	Friendly
15	traurig	Sad
16	lustig	funny
17	komisch	Strange
18	locker	Laid-back, relaxed
19	böse	Angry
20	ehrlich	Honest
21	ernst	Serious
22	Fleißig	Hard-working
23	unabhängig	independent
24	süß	Sweet

Beziehungen - Relationships

1	Ich habe eine gute Beziehung zu...	I have a good relationship to...
2	Ich verstehe mich gut mit...	I get on well with...
3	...meiner + feminine (i.e.Mutter)	...my + feminine (i.e. mother)
4	...meinem + masculine (i.e. Vater)	...my + masculine (i.e. father)
5	...meinen + plural (i.e. Eltern)	...my + plural (i.e. parents)
6	wir streiten uns oft	We often argue with eachother
7	wir lachen viel zusammen	We laugh a lot together

Vorbilder – Role Models

1	(...) ist ein gutes Vorbild	(...) is a good role model
2	gegen (Rassismus) kämpfen	To fight against (racism)
3	die Homophobie, die Transphobie	Homophobia, transphobia
4	Minderheiten unterstützen	To support minorities
5	(Mobbing) erleben	To experience (bullying)
6	die Diskriminierung	Discrimination
7	schwul, lesbisch	Gay, lesbian
8	nicht binär	Non-binary
9	behindert	Disabled
10	die Ausbildung	Education, training
11	das Recht, die Rechte	The right
12	der Unterschied	The difference
13	(...) ist mir wichtig	(...) is important to me

Huish Episcopi Academy Year 10 German Knowledge Organiser – die Freizeit (Free Time)

Feste - Festivals	
1	vom... bis zum... From... until...
2	am (ersten/zweiten/dritten) (Oktober) On the (first/second/third) (October)
3	es dauert (ein Tag/zwei Wochen) It lasts (one day/2 weeks)
4	man trägt traditionelle Kleidung People wear traditional clothing
5	man lacht viel People laugh lots
6	man feiert (mit Freunden) People celebrate (with friends)
7	Oktoberfest Beer festival in Munich
8	Heiliger Abend "Holy Night" (Christmas Eve)
9	Weihnachten Christmas
10	(m) Weihnachtsmarkt(-märkte) Christmas market (markets)
11	Eisfasching Winter tradition: people swim in an ice-cold lake in Berlin
12	Geschenke Presents/gifts

Letztes Jahr – Last Year (Festivals in the Past)	
1	Lezten Sommer/Winter... Last summer/winter
2	bin ich nach (Deutschland) gefahren I went to (Germany)
3	Ich habe (Oktoberfest) besucht I visited (Oktoberfest)
4	Es war wirklich prima! It was really great!
5	Ich habe (Wurst) gegessen I ate (sausage)
6	Mein Vater hat (Bier) getrunken My dad drank (beer)
7	Es gab (viele Menschen) There was/were (lots of people)
8	Ich habe/wir haben.. I/we... (past)
9	...gefeiert celebrated
10	...gelacht laughed
11	...gesungen sang
12	...getanzt danced

Meiner Meinung nach... - in my opinion...	
1	Ich finde den Markt/das Fest... I find the market/festival...
2	teuer expensive
3	schlecht bad
4	denn das macht Spaß because it's fun
5	denn es ist bunt Because it's brightly coloured
6	denn es interessiert mich (nicht) Because it (doesn't) interest(s) me
7	denn es gibt zu viele Leute Because there are too many people
8	denn es ist zu laut Because it is too loud
9	denn ich mag (das Essen/die Natur) Because I like (the food/nature)

Partyzeit! - Party time!

1	(m) Geburtstag birthday
2	(m) Silvester New Year's Eve
3	(m) Anfang Start
4	(m) Kuchen Cake
5	(nt) Neujahr new year
6	es hat Spaß gemacht it was fun

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

Key terms for use in Component 1	
Performance Techniques	
1	Intonation The accuracy of pitch of a musician or musical instrument
2	Expression Singing or playing with a personal response to the music
3	Articulation The way the notes are played / sound
4	Phrasing The shaping of the music
5	Vibrato A musical effect where the note changes subtly but rapidly. A common technique for both vocalists, wind and string players.
6	Comping An accompaniment that is chordal / follows the chord structure of the piece and provides harmonic support..
7	Strumming A sweeping action of the hand or plectrum over several strings to produce sound. Playing technique for guitar / ukulele etc.
8	Finger picking Playing the guitar or bass guitar by plucking the strings directly with the fingertips, nails or plectrum
Composing Techniques	
9	Sequence When a melody repeats at a higher or lower pitch
10	Motif A short musical idea
11	Ostinato A repeated musical pattern
12	Scale A series of notes which ascend and descend in a specified pattern
13	Arpeggio A broken chord
14	Pedal Note A repeated note, usually in the bass part which I heard throughout an entire piece or section
15	Canon Two or more parts playing the same part but starting at different times (A round)

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

Key terms for use in Component 1		
Production terms		
15	SoundTrap	DAW used to compose / produce music
16	Looping	Repetition of a music phrase or section, creating a continuous musical texture
17	Sampling	Reusing part of a song and using it in a new piece.
18	Remix	A new version of a piece of music which has been created by putting together the individual instrumental and vocal parts in a different way.
19	Automation	Automatically performing tasks over time within a DAW, e.g. follow dynamic markings, tempo changes, panning etc.
20	Panning	The placement of sounds within the stereo field e.g. left, right, central
21	EQ	Equalisation – adjusting the levels of frequencies within music to achieve clear, balanced sounds.
22	Compression	A tool which controls the dynamic range of the piece.
23	Reverb	Simulated reverberation of sound, making the music sound like it is a space
24	Delay	Time based audio effect which plays the sample back after a certain amount of time
25	Distortion	An audio effect which deforms the sound, pushing the limits of EQ and compression
26	8-Bit	Synthesized electronic music made with sound chips or synthesizers found in computers, machines, and video games.
27	Foley	Recorded sound effects which can be added to video games after the music has been recorded.
28	Mixing	The process of refining individual parts to get the correct sonic balance of sounds.
29	Exporting	Downloading music from a DAW into an audio format such as mp3 or wav files.

Huish Episcopi Academy – Year 10 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 10 GCSE PE Knowledge Organiser 1.1.e – Effects of exercise on the body systems (long term)

UNIT NUMBER.1 Muscular system	
1	Muscular strength and size increases (hypertrophy)
2	Tendons become stronger
3	Increase in the range of movement around a joint
4	Muscular endurance increases
5	Fatigue and tiredness will be delayed
6	Hypertrophy The increase in size of skeletal or cardiac muscle. Often as a result of training or exercise

UNIT NUMBER.2 Respiratory system	
1	Increase in capillary density – greater uptake of oxygen
2	slight increase in tidal volume and vital capacity
3	Greater intercostal muscle strength
4	Surface area of the alveoli increases – which increases gaseous exchange

UNIT NUMBER.3 Cardiovascular system	
1	Heart becomes stronger and increases in size (cardiac hypertrophy)
2	More blood is delivered to the working muscles
3	Stroke volume increases
4	Cardiac output increases
5	resting heart rate lowers
6	More capillaries develop increasing blood flow
7	Blood vessels become more efficient
8	Blood pressure decreases at rest
9	Increase in red blood cells
10	Decrease in blood viscosity
11	Capillarisation The development of blood capillaries in the body which increases through long term effects of exercise
12	Rate of recovery The speed at which the body returns back to normal after exercise.
13	Blood viscosity The thickness of the blood and how resistant the blood is to flow freely.

Huish Episcopi Academy Year 10 GCSE PE Knowledge Organiser 1.1.e – Effects of exercise on the body systems (short term)

UNIT NUMBER.1 Key terms	
1	Exercise Activity that requires physical effort. Usually carried out to sustain or bring about improvements to health or fitness.
2	Metabolism This involves the many continuous chemical processes inside the body that are essential for living, moving and growing.
3	anticipatory rise This is the raising of the heart rate before exercise begins. Adrenaline causes this
4	Adrenaline This is a hormone released from the adrenal glands and its major action is to prepare the body for 'fight or flight'
5	Vascular shunts Occur when more blood is distributed to the working muscles and less to the non-essential organs

UNIT NUMBER.3 Short term effects on the cardiovascular system	
1	Heart rate increases
2	The heart muscle becomes warmer
3	Increase in stroke volume and cardiac output
UNIT NUMBER.4 Short term effects on the respiratory system	
1	Rise in the respiratory rate (breathing rate)
2	Tidal volume increases
3	Minute ventilation increases

UNIT NUMBER.2 Short term effects on the muscular system	
1	Increase in muscle temperature
2	Increase in metabolic activity
3	Increase in the production of lactic acid (depending on the type of exercise)

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

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

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

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

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

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

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

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

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

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

Huish Episcopi Academy Year 10 D&T - Knowledge Organiser – Mock – NEA

1. Mock NEA	
1	<p>In year 10 students in Product Design undertake a series of skills-based projects.</p> <p>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.</p> <p>Homework's set will link to the current project being undertaken and set weekly.</p> <p>The tasks set will take approximately 1 hour.</p>

Huish Episcopi Academy GCSE Textiles Knowledge Organiser Core knowledge topic 4

1. Looking at the work of designers

1	Designer	A person who plans the design of a product prior to it being made.
2	Design movement	A design movement is a style in art and design followed by a group of artists and designers for a period of time .
3	Company	A commercial business. E.g. Dyson
4	Brand	A product manufactured by a company under a particular name. E.g. Nike.

2. Designers

1	Coco Chanel	1883 -1971. A fashion designer know for introducing practical casual chic clothing for women. Famous creations include the little black dress and the Chanel suit
2	Charles Rennie Mackintosh	1868 – 1928. An architect and designer . His unique style can be found in a number of Scottish building including the Glasgow school of Art .
3	Alexander Mc Queen	1969 – 2010. A fashion designer known for his theatrical tailored clothing and dramatic catwalk shows.
4	William Morris	1834 -1896. A textiles designer and leader of the Arts and Craft movement . His designs were often based on patterns found in nature.
5	Mary Quant	1934 – 2023. A fashion designer who popularised the mini skirt, hot pants and PVC in the 1960s.
6	Louis Comfort Tiffany	1848- 1933. An Art Nouveau jewellery and glass designer, best known for his lamp shade and window designs.
7	Vivienne Westwood	1941- 2022. Her iconic clothing become popular during the punk rock movement in the 1970s, using traditional British materials to create unconventional modern clothing
8	Joe Casely Hayford	1956 –2019 He revolutionised casual tailoring fusing contemporary street style with sophisticated tailoring
9	Pierre Davis	1989 – present. Founded the gender-neutral fashion house – No Sesso , which challenges unconventional fashion. In 2019 Pia became the first transgender designer to present a collection at New York fashion week.
10	Rei Kawakubo	1942- present. A Japanese fashion designer known for her avant garde clothing style. She is the founder of Comme des Garçons and the Dover street market
11	The Singh twins	1965- present. Internationally renowned British artists Amrit and Rabindra combine Western and Indian art , and explore social, political and cultural issues.

3, Design Movements

1	Arts and Craft Movement	1853 -1907. Set up a small group of designers including William Morris who did not like products made with newly developed machinery
2	Art Nouveau	1880 -1910 A highly decorative style which combined traditional craft skills with new materials.
3	Art Deco	1908- 1935 Characterised by the use of geometric shapes and patterns which were strongly symmetrical. One of the most iconic examples is the Chrysler Building in New York
4	Modernism	1917 -1931 Founded by Dutch Abstract artists Piet Mondrian and Theo Van Doesburg . They focused on using bold primary colours and rejected fussy decoration.
5	Bauhaus	1919- 1933 Founded by Walter Gropius, Bauhaus was a school of art and design, including architecture, photography, graphics and industrial design. The style has been and continues to be a constant inspiration for designers.
7	Post modernism	1970 -1990 One of the most controversial design groups, often with designers producing amusing and controversial designs
8	Memphis	1981 – 1988 An Italian design movement who wanted to shock the world with unusual products. The Memphis design group often painted or laminated their work to create bright shiny colours

4 Companies

1	Under Armour	An American sportswear company , founded by Kevin Plank, an American footballer. He created a shirt that wicked away sweat . The company now produces a wide range of high-quality sports apparel.
2	Primark	Opening its first store in Dublin, in 1969, Primark now has stores across the UK, Europe and the USA. Primark contributes to the current ' fast fashion ' trend offering fashionable clothing at low prices
3	Gap	An American clothing company founded in 1969. Gap originally sold jeans, today Gap has five brands selling clothing online.
4	Zara	Zara opened its first store in 1975. It produces high quality but affordable fashion . Delivering new products to store twice a week, Zara produces 12,000 design each year.

Huish Episcopi Academy - Year 10 Food Preparation & Nutrition Knowledge Organiser: Micronutrients

1. Micronutrients – Vitamins, Minerals & Trace Elements	
1	Micronutrients are needed in the body in tiny amounts. They do not provide energy, but are required for a number of important processes in the body.
2	Micronutrient requirements People have different requirements for each micronutrient, according to their: Age; Gender and Physiological state (e.g. pregnancy).
3	Micronutrients – two main groups Vitamins; minerals (& trace elements)
4	Micronutrients Are measured in milligrams (mg) and micrograms (µg) with 1mg = 0.001g and 1µg = 0.001mg. Minerals
5	Minerals Are inorganic substances required by the body in small amounts for a variety of different functions.
6	Mineral amounts The body requires different amounts for each mineral.
7	Mineral amounts Some minerals are required in larger amounts, while others are needed in very small amounts and are called 'trace elements'
8	Vitamins and minerals Are chemical substances that are naturally found in a wide variety of unprocessed plant and animal foods.
9	Macronutrients Do not confuse these with Micronutrients. Macronutrients are Carbohydrates, Protein, Fats

2. Micronutrients - Vitamins –Key Facts	
1	Vitamins and nutrients Are required by the body in small amounts, for a variety of essential processes.
2	Vitamins Most vitamins cannot be made by the body, so need to be provided in the diet.
3	Vitamins Are grouped into fat-soluble vitamins (vitamins A, D, E and K);
4	Vitamins Vitamins are grouped into water-soluble vitamins (B vitamins and vitamin C)

3. Micronutrients – Vitamins – A, B, C, D, E & K		
Nutrient	Function	Sources
1 Vitamin A	Helps the immune system to work as it should and with vision.	Liver, cheese, eggs, dark green leafy vegetables and orange-coloured fruits and vegetables.
2 B Vitamins	Thiamin, riboflavin, niacin, folate, and vitamin B12 have a range of functions within the body.	Different for each B Vitamin.
3 Vitamin C	Helps to protect cells from damage and with the formation of collagen.	Fruit (especially citrus fruits), green vegetables, peppers and tomatoes.
4 Vitamin D	Helps the body to absorb calcium & helps to keep bones strong.	Oily fish, eggs, fortified breakfast cereals and fat spreads.
5 Vitamin E	Helps to protect the cells in our bodies against damage.	Vegetable and seed oils, nuts and seeds, avocados and olives.
6 Vitamin K	Needed for the normal clotting of blood and is required for normal bone structure.	Green vegetables and some oils (rapeseed, olive and soya oil).

Huish Episcopi Academy - Year 10 Food Preparation & Nutrition Knowledge Organiser: Micronutrients

4. Micronutrients – Minerals

Nutrient	Function	Sources
1 Calcium	Helps to build and maintain strong bones and teeth.	Dairy, calcium-fortified dairy-alternatives, canned fish (where soft bones are eaten) and bread.
2 Iron	Helps to make red blood cells, which carry oxygen around the body.	Offal, red meat, beans, pulses, nuts and seeds, fish, quinoa, wholemeal bread and dried fruit.
3 Phosphorus	Helps to build strong bones and teeth and helps to release energy from food.	Red meat, poultry, fish, milk, cheese, yogurt, eggs, bread and wholegrains.
4 Sodium	Helps regulate the water content in the body.	Very small amounts found in foods. Often added as salt.
5 Fluoride	Helps with the formation of strong teeth and reduce the risk of tooth decay.	Tap water, tea (and toothpaste).
6 Potassium	Helps regulate the water content in the body and maintain a normal blood pressure.	Some fruit and vegetables, dried fruit, poultry, red meat, fish, milk and wholegrain breakfast cereals.
7 Iodine	Helps to make thyroid hormones. It also helps the brain to function normally.	Milk, yogurt, cheese, fish, shellfish and eggs.

5. Micronutrients – Vitamin D

1 Vitamin D	Is a pro-hormone in the body
2 Vitamin D	It can be obtained in two forms: ergocalciferol (vitamin D ₂);
3 Vitamin D	It can be obtained in two forms: cholecalciferol (vitamin D ₃).
4 Vitamin D	Vitamin D ₃ is also formed by the action of sunlight.
5 Vitamin D	Different to most vitamins, the main source of vitamin D is synthesis in the skin following exposure to sunlight.
6 Sunlight in winter	The wavelength of UVB during the winter months in the UK does not support vitamin D synthesis

6. Hydration

1 Fluids	Aim to drink 6-8 glasses of fluid every day.
2 Fluids	Water, lower fat milk and sugar-free drinks including tea and coffee all count.
3 Fluids	Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.
4 Water	20% of water is provided by food such as soups, yogurts, fruit and vegetables.
5 Water	The other 80% is provided by drinks such as water, milk and juice.
6 Too much water	Drinking too much water can lead to 'water intoxication' with potentially life-threatening hyponatraemia.
7 Too much water	Hyponatraemia is caused when the concentration of sodium in the blood gets too low



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Huish Episcopi Academy Year 10 Psychology Knowledge Organiser – Development

Development – Early Development + Piaget's Theory	
1	Brain stem At the base of the brain, connects to the spinal cord and controls messages between the brain and the rest of the body.
2	Cerebellum At the base of the brain above the spinal cord. Important for motor (movement) skills such as coordination and balance.
3	Thalamus Part of the brain that relays sensory information to the cerebral cortex (below) and helps in coordinating thinking
4	Cortex Outer layer of the brain where higher cognitive functions, such as speech, thinking and emotions, occur.
5	Nature Suggests characteristics and behaviours are genetically influenced (inherited at birth)
6	Nurture Suggests characteristics and behaviours are influenced by upbringing, environment and experiences.
7	Stages (of development) Different kinds of thinking that occur as children develop.
8	Schemas A mental framework we have of what we already know or believe . They help us to organise and understand new information that we receive.
9	Assimilation When new information is experienced we add it to an existing schema
10	Accommodation When new information is received an existing schema is changed or a new schema is developed.

Development – Piaget's Theory + Named Studies	
11	Sensorimotor stage Learning occurs through information received through the senses and by engaging in physical activities.
12	Pre-operational stage Being able to think about things symbolically, but unable to apply logic and reasoning to solve problems.
13	Concrete operational stage Using cognitive abilities to apply logic and solve problems, but limited to real situations and physical objects.
14	Formal operational stage Being able to reason in a way that uses logic and abstract thinking.
15	Conservation Understanding that the quantity of something is still the same, even if it looks different.
16	Egocentric Not being able to see a situation or event from another person's point of view.
17	Decentre When a child is no longer egocentric, they can understand another person's point of view

Huish Episcopi Academy Year 10 GCSE Computer Science Knowledge Organiser – Spring 2

Section 1 – Issues (overview)	
1	Ethical Issues Ethical issues involve the moral implications and responsibilities of using digital technology, such as data privacy and digital divide.
2	Legal Issues Legal issues pertain to the laws and regulations governing the use of digital technology, including intellectual property rights and cybercrime.
3	Cultural Issues Cultural issues refer to how digital technology affects and is influenced by different cultures, including language barriers and cultural preservation.
4	Environmental Issues Environmental issues involve the impact of digital technology on the environment, such as electronic waste and energy consumption.
5	Privacy Issues Privacy issues concern the protection of personal information in the digital age, including data breaches and surveillance.

Section 2 - Legislation	
1	Data Protection Act 2018 The Data Protection Act 2018 regulates how personal data is used and protects individuals' privacy rights.
2	Computer Misuse Act 1990 The Computer Misuse Act 1990 makes it illegal to access or modify computer data without permission.
3	Copyright Designs and Patents Act 1988 This act protects the rights of creators by giving them control over how their work is used and distributed.
4	Software Licences Software licences define how software can be used and distributed, with types including open source and proprietary.
5	Open Source Software Open source software provides access to the source code, allowing users to modify and share the software freely.
6	Proprietary Software Proprietary software is owned by an individual or company and does not provide access to the source code, often requiring purchase.

Section 3 – Issues (specific)	
1	Digital Divide The digital divide refers to the gap between those who have access to digital technology and those who do not.
2	E-Waste E-waste is discarded electronic devices and components, which can be harmful to the environment if not properly managed.
3	Sustainability Sustainability in digital technology involves creating and using technology in ways that do not deplete resources or harm the environment.
4	Cybersecurity Cybersecurity involves protecting computer systems and networks from digital attacks, theft, and damage.
5	Intellectual Property Intellectual property refers to creations of the mind, such as inventions, literary works, and symbols, which are legally protected.
6	Digital Rights Management (DRM) DRM is a set of technologies used to control how digital content is used and distributed.
7	Net Neutrality Net neutrality is the principle that all internet traffic should be treated equally, without discrimination or charges based on content.

Section 4 – Issues (specific – continued)	
1	Digital Footprint A digital footprint is the trail of data left behind by users on digital services, which can be tracked and analysed.
2	Surveillance Surveillance involves monitoring and collecting data on individuals' activities, often raising privacy concerns.
3	Automation Automation refers to the use of technology to perform tasks without human intervention, impacting jobs and productivity.
4	Artificial Intelligence (AI) Ethics AI ethics involves the moral considerations of using AI, including bias, transparency, and accountability.
5	Biometric Data Biometric data includes physical characteristics, like fingerprints and facial recognition, used for identification and security.
6	Digital Inclusion Digital inclusion aims to ensure that all individuals and communities have access to and can effectively use digital technologies.
7	Digital Literacy Digital literacy is the ability to use digital technology effectively and responsibly.



Huish Episcopi Academy Year 10 Health and Social Care Knowledge Organiser Component 1 & 2

A Component 1 Human Lifespan Development	
1	Cardiovascular disease Any condition affecting the heart or blood vessels.
2	Acute Illness that comes on quickly and can be cured.
3	Chronic Illness with long term symptoms that cannot be cured.
4	Character traits Describe a persons disposition and whether they are positive or negative.
5	Development Involves gaining new skills and abilities.

B Component 1 Human Lifespan Development	
1	Dexterity How skillfully and easily you can use your hands for fine movement.
2	Empathy Being able to understand and share feelings/views of another person.
3	Formal support Provided by trained, paid employees.
4	Gender identity How someone feels internally about their gender.
5	Growth Increase in body size in terms of height or weight.

C Component 2 Services and Values	
1	Acute services Provide care for illnesses or injuries that become serious very quickly but don't last long.
2	Aspirations Hopes and ambitions of achieving something.
3	Coerce To make someone do something they don't want to.
4	Collaboratively Working well together
5	Compassion Sympathy and concern for the sufferings of others.

D Component 2 Services and Values	
1	Contentment Emotional state when people are happy and secure in their environment.
2	Domiciliary care Care and support given at home by a care worker to help with daily life.
3	Expectations Belief that something will happen.
4	Health and wellbeing Events that cause changes to the body, physical or mental health or mobility.
5	Holistic Considers looking at the whole person rather than just the part that requires treatment.

E Component 2 Services and Values	
1	Illness A disease or period of sickness that affects the body or mind.
2	Impairment A loss or abnormality of a body function.
3	Informal support Provided by people who are not paid or trained.
4	Life event Something that happens to people as they move through life.
5	Long term 6 months or more.

F Component 2 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	Physiological Relating to the function of parts of the body.