



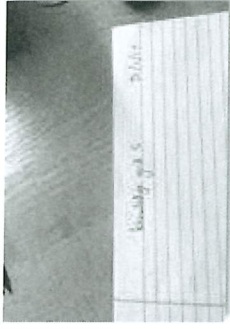
Year 10

Term 2

Knowledge Organiser

2025/26

How do I use my KO book for self-quizzing?



1) Write today's date and the **title** from the knowledge organiser

2) Write out the **keywords** you have been asked to learn leaving two lines between each word

3) Cover the definitions apart from the first: **read** it, **cover** it, **say** it in your head, **check** it



4) If you got it right, move on and **quiz yourself** on the rest in your head, one by one

5) Cover up **all** the definitions and write them out **from memory**

6) **Correct** your answers in green pen

7) Repeat the whole process



The following KO is not split into weeks – English teachers will be setting you LCWC that is relevant to lesson content that week.

Novella Overview		
1	What is 'A Christmas Carol'?	<ul style="list-style-type: none"> Novella by Charles Dickens published December, 1843 during the Victorian Era Set: Victorian London Genre: Allegorical; a ghost story Structure: five stave novella.

Key Context		
Key Contextual Idea	Explanation	Link to ACC
2	The Industrial Revolution and Capitalism	<ul style="list-style-type: none"> Dickens is critical of the industrial revolution through his portrayal of Scrooge and his treatment of the Cratchits and Fred. Industrial revolution dictates the lives of characters like the Cratchits.
3	The 'hungry forties'	<ul style="list-style-type: none"> Characters such as Ignorance and Want are symbolic of the plight of the poor and their starvation.
4	The New 'Poor Law' – 1834	<ul style="list-style-type: none"> Dickens' use of Scrooge highlights the ignorance of the upper class to the struggle of those facing poverty. Dickens' highlights the impact poverty has on the city
5	Malthusianism	<ul style="list-style-type: none"> At the beginning of the novella, Scrooge shares the view that there is a surplus population, stating: 'they had better do it, and decrease the surplus population'.
6	Christmas Values	<ul style="list-style-type: none"> Imagery of Christmas traditions are used throughout the novella – food, decorations, music etc. Link to carols as a Christmas tradition – called a 'carol', uses staves instead of chapters.
7	Victorian Childhoods and Education	<ul style="list-style-type: none"> Childhood innocence is central to Dickens' work. Ignorance and Want could be a representation of the bleak futures that await those who are unable to access an education.
8	The Supernatural	<ul style="list-style-type: none"> Marley's ghost – symbolism of the consequences of your actions in the after-life. Ghosts of Christmas Present/Past/Yet to Come – allow Scrooge to face his past experiences and behaviour to make positive change.

Big Ideas		
9	Dickens conveys the message that everybody is capable of redemption.	'His own heart laughed: and that was quite enough for him.'
10	Dickens emphasises the need for social responsibility and charity.	'Mankind was my business. The common welfare was my business; charity, mercy, forbearance, and benevolence, were all my business.'
11	Dickens highlights the importance of family and friendship.	'in the dark empty house, with not a man, a woman, or a child, to say that he was kind'

Motifs		Imagery	
12	Weather: Dickens uses the weather to track Scrooge's journey from cruel to kind. <ul style="list-style-type: none"> At the beginning, the weather is 'cold, bleak, biting', Scrooge himself is also cold and bitter. After Scrooge vows to change, the fog lifts and, although still cold, the weather is 'clear, bright, jovial' and the sunlight 'golden'. 	15	Chains: <ul style="list-style-type: none"> The ghost of Jacob Marley appears with a chain made up of cash-boxes, keys, padlocks, ledgers, deeds and heavy purses wrought in steel. It consists of the things he valued most when alive. Chains symbolise regret – they are forged in life and so created by your own actions. Scrooge's actions are forging his own chain.
13	Time: Time is referenced throughout. <ul style="list-style-type: none"> Scrooge is visited by the ghosts of Christmas Past, Present and Yet to Come and their visits divides the story into their corresponding staves. The presence of the ghosts disrupts the flow of time – Jacob Marley initially suggests they will visit over three nights, but it actually takes place over one night with Scrooge waking on Christmas morning. Clocks and church bells continually chime the hour throughout – creates a sense of urgency that time is running out for Scrooge. 	16	Children of Ignorance and Want: <ul style="list-style-type: none"> Introduced by the Ghost of Christmas Present. Both are starving and pitiable. They are the consequences of the concepts for which they are named – ignorance of the suffering of the poor (those in want) and the constant desire for materialistic gain leads to inequality (symbolised by these starving children)
14	Poverty: The concept of poverty dominates throughout. <ul style="list-style-type: none"> Scrooge's lack of empathy for the poor at the beginning is the catalyst for the main actions/messages of the novella. Dickens' use of poverty highlights the ills of society – suggesting the more fortunate have a moral responsibility to help others. 	17	Light: <ul style="list-style-type: none"> The light emitted from the Ghost of Christmas Past symbolises the past experience that Scrooge does not want to acknowledge. Scrooge's failed attempts at putting out that light shows his desire to ignore and forget the past, but this proves that he must acknowledge and process his past to move forward.

	<ul style="list-style-type: none"> Supports the concept of charity and generosity whilst suggesting that wealth doesn't necessarily equal happiness. 	
Key Characters		
18	Scrooge: 1. Initial presentation: cold-hearted, uncaring, miserly and ill-mannered. Used as an allegory for the rich upper classes in society. 2. Upon seeing Jacob Marley's ghost: self-deluded as he doesn't believe it's real. Needs the guidance of a supernatural force to change his ways. Ghost of Christmas Past shows how his childhood obsession with money resulted in his moral decline. 3. Scrooge's redemption – his revelations from the Ghosts, his experience of love between the Cratchits, Tiny Tim and the realization of his own loneliness result in his redemption from past behaviour. His new belief in goodwill etc aligns with the traditional beliefs of Christmas. Generosity, compassion and love can heal.	1. 'His heart is as 'hard and sharp as flint' / 'A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner!' 2. 'You may be an undigested bit of beef, a blot of mustard, a crumb of cheese' / 'I have seen your nobler aspirations fall of one by one, until the master passion, Gain, engrosses you.' 3. 'second father' / 'I am as light as a feather, I am as happy as an angel, I'm quite a baby'
19	Fred – Scrooge's Nephew Fred is presented as a foil to Scrooge – by emphasising Fred's goodness, Dickens is amplifying the negative qualities of Scrooge. Fred symbolises goodness and light as well as the traditional Christmas spirit of generosity. <ul style="list-style-type: none"> 'I am sorry for him; I couldn't be angry with him if I tried.' 'Extraordinary kindness of Scrooge's nephew' 'If you should happen, by any unlikely chance, to know a man more blest in a laugh than Scrooge's nephew' 	20 Bob Cratchit Represents the obedient, poor working class section of society. At the beginning of the novella we see him presented as a down-trodden employee to Scrooge. His poverty is clearly evident and highlighted throughout. However, we later see that whilst Bob Cratchit may be financially poor, his wealth is founded in the love and pride his family share. <ul style="list-style-type: none"> 'He tried to warm himself at the candle' 'I'll give you Mr Scrooge, the Founder of the Feast' 'Oh, a wonderful pudding!'
21	The Ghosts: <ol style="list-style-type: none"> The Ghost of Christmas Past – takes Scrooge to visit his past which allows us to empathise with Scrooge and how his past has shaped him. Gives hope that Scrooge can change as he has not always been that way. This ghost is depicted in white which suggests innocence and also emits a light links to the imagery of light being used throughout. The Ghost of Christmas Present – often viewed as the personification of the Christmas spirit. Highlights the importance of Christmas spirit to Scrooge. Used as a mouthpiece for Dickens' views on social reform. The Ghost of Christmas Yet to Come – Last spirit and an ominous and sombre presence. Personified as death – appearance mimics the grim reaper. Used to exemplify the idea that actions have consequences and accountability. Pushes Scrooge towards redemption. 	<ol style="list-style-type: none"> 'Fell upon the heart of Scrooge with a softening influence, and gave a freer passage to his tears' – the Ghost of Christmas Past has allowed Scrooge to unleash his pent up feelings/emotions. 'Sprinkled incense on their dinners from his torch' – this was a way of making disagreements vanish and spreading good spirits. The ghost is working on spreading positivity – aware of social issues and actively tries to spread good. 'Shrouded in a deep black garment' – imagery links the third spirit to death and the grim reaper. 'Hear me! I am not the man I was' – The third spirit encourages Scrooge to change his ways by giving him a fear of the bleak future that awaits him.
Key Themes		
22	Generosity/Charity: <ol style="list-style-type: none"> Lack of generosity/charity has consequences – Scrooge at the beginning, Marley's chains. Generosity is transformative – Scrooge's change at the end of the novella, generosity towards the Cratchits. Generosity benefits the giver as well as the receiver – Fred, Fezziwig. 	<ol style="list-style-type: none"> 'I wear the chain I forged in life! I made it link by link and yard by yard! I gartered it on of my own free will and by my own free will, I wore it!' 'I'll send it to Bob Cratchit's,' whispered Scrooge, rubbing his hands, and splitting with a laugh. 'He shan't know who sends it. It's twice the size of Tiny Tim...' 'If it only puts him in the vein to leave his poor clerk fifty pounds, that's something...'
23	Regret/Remorse: <ol style="list-style-type: none"> Jacob Marley as the embodiment of regret – chains forged from the things he valued – literally weighing him down in the afterlife. Unable to help anyone now. Scrooge's experience of regret through being able to witness his actions – biggest regret is his treatment of Belle (lost the person who would have enriched his life with love – far greater wealth than money). Scrooge's redemption juxtaposes his regret at the beginning of the novella – e.g. his treatment of the carol boy, charity workers. 	<ol style="list-style-type: none"> 'I wear the chain I forged in life! I made it link by link and yard by yard! I gartered it on of my own free will and by my own free will, I wore it!' 'When he thought that such another creature, quite as graceful and as full of promise, might have called him father, and been a spring-time in the haggard winter of his life, his sight grew very dim indeed.' 'An intelligent boy! Said Scrooge. 'A remarkable boy!'
24	Moral Responsibility: <ol style="list-style-type: none"> Jacob Marley's ghost conveys the idea that just avoiding sinful behaviour is not good enough, one should actively help others in order to be moral. Marley regrets prioritising business. Christian values. Use of Ignorance and Want to represent the societal issues of the time – moral responsibility extends beyond your own individual circumstances. Immoral actions have consequences – Ghost of Christmas Yet to Come shows Scrooge the effects of his lack of moral responsibility when in his death there is no one to mourn him, only thieves to profit from his death. 	<ol style="list-style-type: none"> 'Why did I walk through crowds of fellow-beings with my eyes turned down, and never raise them to that blessed Star which led the Wise Men to the a poor abode!' 'They are Man's [...] Beware of them both, and all of their degree, but most of all beware this boy, for on his brow I see that written which is Doom, unless the writing be erased.' 'Every person has a right to take care of themselves' "He always did" (about Scrooge)
25	The Christmas Spirit: <ol style="list-style-type: none"> Christmas spirit is exemplified through the structure of the novella – written just before Christmas in 1843, titled 'A Christmas Carol' which refers to traditional songs sung at Christmas time, written in staves as opposed to chapters which again refers to a carol and the joy of singing. Juxtaposition of Fred to Scrooge – Fred embodies Christmas spirit and the good that comes with it. Enjoys company with friends and finds childlike joy in the traditions and fun of Christmas. Through the character of Tiny Tim Dickens shows the importance of family and love during Christmas time. Well loved by his family – redemption of Scrooge when Scrooge becomes almost a father figure. 	<ol style="list-style-type: none"> Title: 'A Christmas Carol', five staves. 'After a while they played at forfeits; for it is good to be children sometimes, and never better than at Christmas, when its mighty Founder was a child himself.' 'back came Tiny Time before another word was spoken, escorted by his brother and sister to his stool before the fire'

Year 10 French Knowledge Organiser – Term 2

Week 1- Box A

Future Tense/ Past tense

- 1) Je vais I go
- 2) Je fais I do
- 3) Je regarde I watch
- 4) J'achète I buy
- 5) Je suis allé(e) I went
- 6) J'ai fait I did
- 7) J'ai regardé I watched
- 8) J'ai acheté I bought
- 9) Je vais aller I am going to go
- 10) Je vais faire I am going to do
- 11) Je vais regarder I am going to watch
- 12) Je vais acheter I am going to buy

Week 2- Box B Family

- 1) Mon/ Ma / Mes = My
- 2) Ton/ Ta/ Tes = Your
- 3) Son/ Sa/ Ses = His/Her
- 4) soeur aînée = older sister
- 5) frère cadet = younger brother
- 6) qui s'appelle = who is called
- 7) jumeau/jumelle = twin
- 8) plus___que = more than
- 9) moins___que = less than
- 10) meilleur(e/s)___que = better than
- 11) pire___que = worse than
- 12) pareil/ pareille = similar

Week 3- Box C

Reflexive verbs

- 1) Je m'entends (bien) avec = I get on (well) with
- 2) Je me sens = I feel
- 3) Je me fie à = I rely on
- 4) Je m'amuse = I have fun
- 5) Je m'excuse = I apologise
- 6) Je m'exprime = I express myself
- 7) Je me soucie = I worry
- 8) Je suis = I am
- 9) triste = sad
- 10) fier/ fière (de) = proud (of)
- 11) inquiet/ inquiète = worried

Week 4 - Box D

Complex Structures

- 1) Je viens de (+infinitive) = I have just
- 2) Pour + infinitive = in order to
- 3) Je joue au foot depuis 6 ans =
I have been playing football for 6 years
- 4) Après avoir mangé/regardé/acheté =
After having eaten/watched/bought
- 5) Avant de (+infinitive) = Before (+ verb)
- 6) l'anniversaire de___ = ___'s birthday
- 7) Aussi (*petit*) que = as (*small*) as
- 8) Je le/la connais depuis ___ans =
I have known him/her for ___years

Week 5 - Box E

Imperfect Tense

- 1) C'était = It used to be/ It was
- 2) Il y avait = There was/ There were
- 3) J' étais = I used to be/ I was
- 4) J'avais = I used to have/ I had
- 5) J'allais = I used to go/ I was going
- 6) Je gardais = I used to look after/ I was looking after
- 7) Je faisais = I used to do/ I was doing
- 8) Je passais du temps = I used to spend time/
I was spending time
- 9) Je sortais = I used to go out/ I was going out

Week 6 - Box F

Marriage and future plans

- 1) Quand je serai plus âgé(e) =
When I will be older
- 2) Quand j'aurai trente ans =
When I will have 30 years
- 3) Dans dix ans = In ten years
- 4) J'aimerais = I would like
- 5) Je rêve de (+ infinitive) = I dream of
- 6) J'espère (+ infinitive) = I hope
- 7) J'ai envie de (+infinitive) = I want to
- 8) Je veux me marier = I want to get married
- 9) vivre seul = to live alone

Year 10 Geography – Physical landscapes in the UK (Term 2)

Week 1.	Coastal terms and engineering (4)
Discordant coastline	Where bands of different rock type run perpendicular to the coastline
Concordant coastline	Where bands of different rock run parallel to the coastline
Hard engineering	Where bands of different rock run parallel to the coastline
Soft engineering	Managing erosion by working with the natural processes to help restore beaches/ecosystems and reduce erosion

Week 2.	River processes (5)
Vertical erosion	Erosion which takes place downwards
Lateral erosion	Erosion which wears away the side of the river banks, widening meanders in the river
River load	The material which the river is carrying
River velocity	The speed at which water moves in the river channel
Transportation	The movement of material by the river

Week 4.	Drainage basin and flooding(4)
The drainage basin	An area of land drained by a river and its tributaries
Confluence	The point at which two or more rivers meet
River discharge	The volume of water flowing in a river per second (m ³ /s)
Bankfull capacity	When the river is full to the top of the banks and floods

Week 3.	River landforms (5)
V-shaped valley	A narrow, steep-sided valley formed as a result of vertical erosion by a stream or river
Interlocking spurs	Ridges of high ground that project into V-shaped valleys on alternative sides of a valley and interlink
Floodplains	The relatively flat area of land that form the valley floor each side of a river channel
Levees	Embankments of sediment running along the banks of a river
Estuaries	Tidal mouth of a river where it meets the sea; wide banks of deposited mud are exposed at low tide

Week 5.	Hydrographs and flood management (6)
Hydrography	Shows how the river discharge (at a certain point within a river channel) changes overtime, in relation to precipitation/rainfall
Lag time	The time delay between the peak rainfall and peak discharge
Dams	A concrete barrier built across a river channel
Reservoirs	An artificial lake behind a dam
Floodplain zoning	Where the land use in a river valley is planned carefully to reduce effects of flooding
River restoration	Restoring a river channel back to its natural state, having been managed by hard engineering in the past

Week 6.	Hazards and plate tectonics (5)
Natural hazard	A natural event that threatens people or has the potential to cause damage, destruction and death
Geological hazards	Caused by the movement of tectonic plates
Meteorological hazards	Caused by weather and climate
Hazard risk	The probability (chance) that a natural hazard occurs
Convection currents	Currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates

Week 7.	Tectonic hazards (5)
Plate boundary	The place where plates meet
Primary effects	The immediate impacts caused by the hazard itself
Secondary effects	The indirect impacts of an event, usually occurring in the hours, weeks, months or years after the event
Immediate responses	Those which take place in the days and weeks after a disaster
Long-term responses	Those which go on for months and years after the disaster



The challenge of natural hazards

Keyword	Definition
Religion	The Catholic Church taught that illness was a punishment from God or a test of faith.
Miasma	A belief that disease was caused by foul smelling or 'bad' air
Astrology	A belief that the alignment of the planets and stars could cause illness.
Anatomy	Knowledge of the structure of the body and how it works, inside and out
Enlightenment	An intellectual movement from the 17th and 18th centuries emphasizing reason and science rather than tradition
Humanism	A belief in the importance of science to help understand how the world works
Dissection	Cutting up a dead body in order to study how it works
Keyword	Definition
Four Humours	An ancient Greek doctor, Hippocrates , created a theory that the body contained four fluids; blood, phlegm, yellow bile, & black bile, and all 4 must be in balance to be healthy. This theory was developed further by the Roman doctor, Galen .
Spontaneous generation	A theory that claimed rotting matter created microbes that spread through miasma.
Germ theory	Louis Pasteur's theory that stated there were microbes in the air and that these microbes caused decay. Robert Koch went onto prove that microbes caused specific diseases.
Genetics	By 1900, it was clear the microbes did not cause all diseases. The discovery of the structure of DNA and the mapping of the human genome led doctors to be able to identify mistakes or mismatches in DNA leading to diseases being inherited by children from their parents.
Lifestyle	In the 20th century a better understanding as gained as to the impact of lifestyle choices in causing disease, such as smoking, alcohol consumption and unhealthy diets. These could be causes of disease like cancer, which became a major problem in the modern period.
New technology	From 1900 onwards, there was rapid development in diagnostic technology that helped doctors to understand why a patient was unwell. These included X-rays, blood tests, MRI and CT scans, ultrasounds and ECGs.
Keyword	Definition
Gene	A selection of your DNA containing information inherited from your parents
Microbe	Any living organism too small to see without a microscope
DNA	Carries genetic information and decides characteristics like eye colour
Microscope	An instrument used for viewing very small objects like microbes
Empiricism	The concept of using observation and experience to form rational beliefs

HISTORY – Year 10 – Term 2

Enquiry 2: How quickly did ideas about what caused disease change?

Keyword	Definition
Hereditary	When genes (including those that lead to disease) are inherited by a child
Organic	Something that is living or has once been alive

Week 4 Keywords

Week 5 keywords – Treatments. – see next page for week 6.

Keyword	Definition
Religious	Praying, pilgrimages, fasting, self-flagellation
Miasma	Herbs burnt and fires lit to ward-off bad smells. Keeping your body clean (regimen sanitatis) and keeping the streets clean.
Humoral	Bloodletting - leeches, cupping & cutting the veins. Purgings – make the patient vomit or use a laxative to make them go to the toilet. Remedies and bathing – herbal remedies, steam baths
Transference	The belief that you could transfer an illness from the patient to something else.
Physicians, apothecaries and barber surgeons	Improved training from 1500. Physicians attended university and now learnt about anatomy through dissection. Surgeons completed basic operations and were cheap, it was now necessary to hold a licence. Apothecaries had an improved medical education and had to hold a licence.
Hospitals	Hospitals in 1500 were treating sick people and used less by travellers and pilgrims, they were now run by physicians. Pest Houses also appeared for those suffering with infectious diseases. In the 19th century Florence Nightingale introduced the Pavilion Style to hospital and improved the training of nurses. She also ensured hospitals became cleaner places.

Week 6 Keywords Industrial and Modern Treatments	
Keyword	Definition
Anaesthetics	James Simpson discovered chloroform could be used as an effective anaesthetic in 1847.
Antiseptics	Joseph Lister began using carbolic acid during surgeries to kill infections from 1865. Eventually all surgical instruments were steam cleaned before surgeries leading to aseptic surgery.
9. Magic bullets and penicillin	In the 20th century chemical cures were discovered to kill germs. The first magic bullet was Salvarsan 606. This work led to Fleming's discovery of Penicillin and its development into a useable treatment by Florey and Chain.
10. High-tech medical equipment	Radiotherapy and chemotherapy became common treatment in the modern period to treat and shrink tumours. Robotics led to better prosthetic limbs and computer controlled surgeries. Machines became smaller and cheaper impacting processes like dialysis.

Reminder:

Your weekly homework will be:

- Your exam homework booklet AND revision clocks.
- OR Seneca retrieval practice.

Week 7 Keywords Industrial and Modern Treatments	
Prevention of illness c1500-present day	
Keyword	Definition
1. Quarantine	During the Great Plague the government tried to quarantine the infected within their home
2. Inoculation and vaccination	Initially smallpox was treated by inoculation. Edward Jenner invented a vaccine for smallpox which led to its eradication. Louis Pasteur created vaccinations for different diseases. In the modern period, the government made vaccinations for preventable diseases compulsory.
3. Aseptic surgery	Surgical instruments were sterilised with steam, operating theatres were scrubbed spotless, rubber gloves and surgical gowns were introduced and surgeons used face masks.
4. Public Health	The government became more involved in preventing disease from the 19th century once it was understood what caused it. The government stepped in to improve living conditions through legislation.
5. Lifestyle campaigns	In the 20th century, lifestyle factors were identified as causing certain diseases and the government launched campaigns to persuade people to live healthier lives in order to prevent getting these diseases.

Year 10 Term 2 - RE Knowledge Organiser – Buddhist Practices

Week 1

Keyword	Definition
Vihara	A Buddhist temple and monastic residence.
Stupa	After the Buddha died, his body was cremated. His remains were divided up. Monuments were built over these and they were called stupas.
Shrine	A focal point of the room and Buddhists will direct their worship towards the shrine. There will be a statue or a photo of the Buddha in the middle of the shrine.
Shrine offerings	Flowers, candles, incense, fruit and food.
Alms collection	Buddhist monks are not allowed to handle money and so each day they carry bowls through the streets to collect food.
Dana	Lay Buddhist give food as part of their dana (generosity). They donate food to create merit for themselves.

Week 2

Keyword	Definition
Meditation	Meditation is a technique used to control the mind and to develop wisdom.
Samatha meditation	Single-pointed meditation through mindfulness of breathing in order to calm your mind (Breathing meditation)
Mettabhavana Meditation	Loving Kindness Meditation practiced in order to cultivate loving kindness towards others.
Vipassana Meditation	“Insight meditation” It enables the individual to see the true nature of reality.
Why is meditation important?	“Wisdom springs from meditation” Dhammapada 282. Siddhartha Gautama practiced meditation to become enlightened.

Week 3

Keyword	Definition
How do Buddhists show their devotion?	They chant, say mantras, use malas and perform puja.
Chanting	The reciting of texts of mantras (verses from the dharma).
Triratna	The Triratna means ‘The Three Jewels’ - three things Buddhists hold close to them – The Buddha, The Dharma and the Sangha.
Mantras	Mantras are short phrases (teachings) that are chanted over and over again.
Mala	Mala are beads used to help them concentrate and keep mindful as they chant.
Puja	It is the word that some Buddhists use for ‘worship’ - Devotion
Mudras	Symbolic hand gestures used in worship.

Week 5

Keyword	Definition
Wesak	The most important Buddhist festival. It remembers the Birth, Enlightenment and Death of the Buddha. It takes place in May.
The main symbol of Wesak	Light. The Buddha and his teachings can be compared to the light that illuminates the darkness of samsara.
Kathina	A festival that marks the end of Vassa (the traditional retreat for monks during the rainy season)
Parinirvana Day	A day to commemorate the Buddha’s release from samsara (his death)

Week 6 & 7

Bespoke Revision.

Seneca & Exam Questions

1	Seneca Assignment: Religious Studies A: Eduqas GCSE – 5.2.1 Places & Objects. Exam Question: C. Explain why temples are important for Buddhists	3	Seneca Assignment Religious Studies A: Eduqas GCSE 5.2.3 - Puja. Exam Questions: B. Describe Mudras.	5	Seneca Assignment: Religious Studies A: Eduqas GCSE – 5.2.5 Festivals & Retreats. Exam Question: B. Describe Parinirvana Day
2	Seneca Assignment Religious Studies A: Eduqas GCSE – 5.2.2 Meditation. Exam Question: B. Describe Vipassana Meditation.	4	Seneca Assignment Religious Studies A: Eduqas GCSE – 5.2.4 Death & Mourning. Exam Questions: C. Explain funeral rites from two Buddhist traditions [8]	6 & 7	Bespoke Revision.

Travel and Tourism Y10 Knowledge Organiser

Term 2 Component 1 LOA

	Week 1	
1	Terminal	A location where transport journeys start or end, for example London Waterloo
2	A Gateway	Is a place where visitors enter or exit the UK and continue their journey. I.e. London Heathrow or Dover Sea Port
3	Ensuite	Describes a type of accommodation with its own connected private bathroom
4	Concierge	A member of staff in 4- or 5-star hotels who helps guests providing directions, recommendations and advice, booking tours and making theatre and restaurant reservations
5	Natural attractions	Natural features of the landscape and environment, they have not been built by people. I.e beaches, caves, forest and lakes
	Week 2 TRIP	NO KO
	Week 3	
6	Purpose built attractions	Not naturally occurring but have been built by people specifically as a tourist attraction. I.e a theme park or a zoo
7	Heritage attractions	These have often originally been built for a different reason, but now attract visitors such as stately homes, castles or monuments
8	Screen Tourism	A type of tourism where people visit destinations and locations made popular in films and television series
9	Ancillary services	Additional extras to help ensure that's tourists' needs are met. I.e. car insurance and car hire
10	Revenue	The amount of money an organisation receives from selling its products services
	Week 4	
11	Visas	Are official documents, stamps or endorsements that allow a traveller to enter or leave a particular country if they meet specific conditions
12	Market share	Is the proportion of sales that a business has in a particular market

13	Private sector organisation	Organisations owned or controlled by private individuals, or by shareholders for limited companies
14	Common ownership	Large private sector companies may own and control other smaller organisations or brands
15	Public sector organisation	Organisations which are funded and owned by central, regional and local governments
16	Voluntary sector organisation	Independent organisations owned and run by trustees. Usually funded by grants, memberships and donations
	Week 5	
17	A trustee	Is a responsible individual with the authority to manage how a voluntary organisation is run
18	Legacy	Is a gift or donation, usually money or property when someone dies
19	Interrelationships	Working closely with other travel and tourism organisations for mutual benefits
20	Interdependencies	Working together to share resources and provide a better service for their customers. It's an alliance
21	Bulk buying	Organisations buy a product in large quantities at one time to secure a discount
	Week 6	
22	Consumer technology	Websites, Apps, Voice Recognition. Technology designed to be used by customers to enhance their experience
23	Intelligent Keys	Smart keys or intelligent keys turn your mobile phone into a room key rather than having to pick up a physical key at reception
24	Virtual reality (VR)	Fully immersive, computer-generated 3D simulated environment
25	Augmented reality (AR)	A computer device provides digital information integrated with the real world
	Week 7	
26	Artificial intelligence	A computer to complete a task that would usually require a human decision making or problem solving
27	Near field communication	Wireless connectivity technology that allows different devices to communicate with each other. Phones to operate lifts
28	Hacking	When a computer system, online account or network is attacked, accessed and misused by an unauthorised user

Knowledge Organiser – Year 10 Catering Term 2

Week 1 – Job Roles in Hospitality

Receptionist	Greets customers, check in/out, responds to queries, emails, phone calls, manages reservations, takes payments
Concierge	Makes reservations with in the hotel ie spa/restaurant, arranges and recommends excursions, books transport, knows the local area well
Valet	Parks customers car, retrieves luggage for the customer from their car
Waiter	Provide information about the menu, clearing & laying tables, taking orders, ensuring customer satisfaction
Housekeeping/Chambermaid	Cleaning rooms, changing bedding, restocking fridges and toiletries, removing rubbish and checking all appliances work
Caretaker/maintenance	Maintaining property and grounds, making repairs.

Week 2 – The Kitchen Brigade

Executive chef	Creates the menus, ordering, manages staff, implements legislation and checks quality of food served.
Sous chef	Second in command in the kitchen, directs staff, implements legislation, ensures quality of dishes and assists executive chef
Chef de partie	Station chief, in charge of a particular section of the kitchen ie: Patisserie - in charge of dessert preparation
Apprentice/Commis chef	Junior chef, often still training. Learning and assisting chef de parties, helps with deliveries and stock taking
Kitchen Assistant	Cleans kitchen, does basic prep work – peeling and chopping of vegetables
Kitchen Porter	Empties bins, unloads deliveries and organises fridge/freezer, stock rooms, moves equipment around for chefs.

Week 3 – Working in Hospitality & Catering

Attribute	a quality or feature regarded as a characteristic of a person ie Friendly
Chefs Uniform	Chef's whites (Jacket & Trousers), Apron, Non-slip shoes, Chefs hat
Front of house Uniform	Smart shirt and trousers. Tie reflecting the colour of the business. Non-slip shoes. Smart presentation ie Hair & Nails
Uniform Rules	Uniform should be clean every shift. Clean hair and nails.
Qualifications in H&C	GCSE English, GCSE Maths, Level 2 Hospitality & Catering

Knowledge Organiser – Year 10 Catering Term 2

Week 4 – Contracts

Full Time	A contract that states your working hours as between 35-48hours per week. Entitled to 28 paid days holiday a year.
Part time	A contract that states your working hours as less than 35 hours per week. Entitled to 28 paid days holiday a year (Pro-rata)
Seasonal	A contract that covers a set amount of time, usually over a season for example Christmas or Summer.
Casual & Zero Hours	The employer does not need to offer hours each week and the employer does not need to work when asked. Ideal for students who study away from home.
Benefits of a contract	Holiday pay, Sick pay, Maternity pay, discounted use of facilities, free meals, job security, guaranteed income

Week 5 - Recap of Term 2

Receptionist	Greets customers, check in/out, responds to queries, emails, phone calls, manages reservations, takes payments
Sous chef	Second in command in the kitchen, directs staff, implements legislation, ensures quality of dishes and assists executive chef
Chef de partie	Station chief, in charge of a particular section of the kitchen ie: Patisserie - in charge of dessert preparation
Attribute	a quality or feature regarded as a characteristic of a person ie Friendly
Benefits of a contract	Holiday pay, Sick pay, Maternity pay, discounted use of facilities, free meals, job security, guaranteed income

Week 6 – Recap of Term 1

What are rating systems important?	Customers can make informed choices when booking so more likely to avoid disappointment.
Business Users	Free Wifi, working space, IT facilities, meeting rooms, room service, refreshments in room, iron/trouser press in room, parking facilities.
Families	Bottle warming facilities, baby change, high chairs, entertainment, child friendly employees, children's menus, family size bathroom
Media	Printed - newspaper, magazines and billboards. Broadcasting - TV & Radio. Internet – Social media & Websites. Competitors.
Technology	Examples include cashless systems, online booking, digital menus, apps and management software

Term 2 Design and Technology Knowledge Organiser

Wk1	Key Term	Definition
9	The 6R's	Six words that encourage us society to be more environmentally friendly when it comes to products
10	Reduce	Using less raw / virgin materials
11	Reuse	Making a product into something else instead of throwing it away
12	Recycle	Separating products into different materials and converting them into another product, for the purpose of using less raw / virgin materials
13	Rethink	Considering how we manufacture, produce or use products to find better ways
14	Refuse	Not buying materials or products that are unsustainable
15	Repair	Fixing products rather than throwing them away
16	Sustainability	Ensuring that materials are recycled or renewable so there are materials still available for future generations to use
Wk2	Key Term	Definition
17	Indigenous people	People local to an area, for example tribes in the Amazon rainforest
18	Social factors	How a product affects society, how movements in society affects the design of products
19	Safe working conditions	Ensuring that employees have a safe environment to work in
20	Atmospheric pollution	Air pollution from manufacturing processes
21	Oceanic pollution	Polluting the sea from manufacturing processes
22	Environment	The world around us
23	Cradle-to-grave	The process of product manufacture from raw materials (cradle), through its useful life, to the end of its life (grave)
24	Cultural factors	How the design of a product is affected by different cultures or traditions
Wk3	Key Term	Definition
25	What is meant by a 'hazard'?	Anything that can cause harm or damage someone or something.
26	What is meant by a 'risk'?	Risk is the possibility of something bad happening.
27	Task analysis	Picking apart a task to try and solve the problem within it
28	Mood board	A collection of images to help you when designing
29	Product Analysis	Investigating and evaluating products to find out more about them
30	Design brief	A statement saying what you are going to design and make
31	Specification	A list of points saying what your project is going to be and do
32	Model	Making part of your product to check that you like it and to check that it works
Wk4	Key Term	Definition
33	'One-off' production	One-off production is the term given to making a bespoke unique product such as a piece of furniture or wedding dress.
34	'Batch' production	Batch production is the process of making a specific quantity (batch) of the same product. Batches can be repeated as many times as necessary.

35	'Mass' production	Mass production is the term used to describe the making of thousands of the same product.
36	'Continuous production	Continuous production differs from mass production in that it runs all the time without interruption.
37	'Just in time' production	Just-in-time manufacturing (JIT manufacturing) is a production model in which items are created to meet demand, not created in surplus or in advance of need.
38	Hardwood	A type of wood that comes from deciduous trees and has a close grain
39	Softwood	A type of wood that comes from coniferous trees and has a loose grain
40	Manufactured board	Board that have been man made using waste wood fibres, chips, or layers
Wk5	Key Term	Definition
41	Polymer	A polymer is a material made from chains of similar small chemical units called monomers. Polymers are more commonly known as Plastic
42	Synthetic polymers	Polymers manufactured from carbon-based fossil fuels such as oil are referred to as synthetic i.e. not natural.
43	Thermo-polymer	Thermo-setting polymers which soften when heated and can be shaped when hot. When cooled they harden but can be re-shaped again if re-heated.
44	Thermo-setting polymer	Thermosetting polymers which use heat to create a chemical reaction to form a shape but cannot be re-heated and re-moulded.
45	Acrylic	A thermo-polymer that is available in a variety of colours and forms. Usually used in sheet form in school for laser cutting.
46	Ash	A type of hardwood that is light in colour, tough and durable. Used for sports equipment and ladders
47	Beech	A type of hardwood that is pinkish-brown in colour, hard and strong. Used for children's toys and some furniture.
48	Oak	A type of hardwood that is mid brown in colour, hard, tough and durable. Used for furniture and flooring.
Wk6	Key Term	Definition
49	Pollution	Something that contaminates the environment.
50	'Life-cycle assessment	Looks at each stage of the 'life' of a product and assesses its impact on the environment from raw materials to disposal.
51	6R's	Repair, Re-use, Recycle, Rethink, Reduce, Refuse
52	Design Movement	A style or usual feeling in art or design that supports a specific philosophy or ideal and is followed and promoted by a group of designers for a defined period of time.
53	Inspiration	The process of being <u>mentally stimulated</u> to do or feel something, especially to do something creative.
54	Larch	A type of softwood that is reddish in colour, tough, and naturally resistant to rot. Used for fencing and fence posts.
55	Pine	A type of softwood that is yellow in colour with a strong grain pattern, and easy to work with. Used for interior furniture and joinery.
56	Spruce	A type of softwood that is creamy white in colour, easy to work with, and lightweight. Used for furniture and stringed musical instruments.

Term 2 Year 10 DANCE

Week 1: Mental skill and attributes (process)

1) Systematic Repetition	Repeating something in an arranged or ordered way.
2) Mental Rehearsal	Thinking through or visualising the dance.
3) Rehearsal Discipline	Attributes and skills required for refining performance such as commitment, systematic repetition, teamwork, responsibility and effective use of time.
4) Planning of rehearsal	To plan what will be the focus of the rehearsal.
5) Response to feedback	Taking on board, the feedback given and having a willingness to learn and improve.
6) Capacity to improve	The ability to grow, learn, and become better at something over time through dedicated effort.

Week 2: A Linha Curva 1

1) Stimulus	Brazilian culture. Celebrating the Brazilian way of life
2) Themes	Carnival, relationships between men and women
3) Choreographic Intention	Just have fun with contradictions How Brazilian men communicate with women - hunting in packs Men showing off/competing with each other
4) Dancers	8x 15 male 13x female
5) Choreographic Approach	Worked collaboratively with the dancers. Motifs created using improvisation. Dancers were created a solo of their favourite moves within an allocated square. Motifs and sequences were named after the dancers. Motifs and sequences then learnt by everyone to create ensemble work.
6) Set	No set: black tabs and black floor Raised platform at the back of the stage to elevate the samba band Skateboards used to travel across the stage

Week 3: Expressive Skills 1

1) Projection	The energy the dancer uses to connect with and draw in the audience.
2) Spatial awareness	Consciousness of the surrounding space and its effective use.
3) Musicality	The ability to make the unique qualities of the accompaniment evident in performance.
4) Sensitivity to other dancers (Duet/trio)	Awareness of and connection to other dancers.
5) Communication of Choreographic Intent (Duet/trio)	How to show the aim of the dance; what the choreographer aims to communicate. Including mood, meaning, idea, theme, style/style fusion.

Week 4: A Linha Curva 2

1) Dance style	Capoeira, samba and contemporary
2) Costume	Black mesh tops, bright coloured neon hot pants (lycra), matching zip
3) Performance Environment	End Stage
4) Lighting	Overhead. Chequerboard, bright colours, white shaft
5) Aural Setting	Played live. Samba percussion band. Repetitive drums. Vocals from dancers at the beginning (male) and the middle (all) Very loud

Week 5: Expressive Skills 2

1) Expressive Skills	Aspects that contribute to performance artistry and that engage the audience
2) Facial Expression	Use of the face to show mood, feeling or character.
3) Phrasing	The way in which the energy is distributed in the execution of a movement phrase.
4) Focus	Use of the eyes to enhance performance or interpretative qualities.

Week 6: Technical Skills

<u>Technical Skill</u>	<u>Definition</u>	<u>Example</u>
1) Action content	What a dancer does.	a) travel b) turn c) elevation d) gesture e) stillness f) use of different body parts g) floorwork h) transfer of weight
2) Dynamic content	The qualities of movement based upon variations in speed, strength and flow.	a) Fast/slow b) Sudden/sustained c) Acceleration/ deceleration. d) Strong/light e) Direct/indirect f) flowing/abrupt
3) Spatial content	Where the movement is in the space.	a) Pathways b) Levels c) Directions d) Size of movement e) Patterns f) Spatial design
4) Timing content	The use of time or counts when matching movements to sound and/or other dancers.	a) 1,2,3,4,5,6,7,8 b) 1&2&3&4 c) 5,6,7,8 d) 1&2,3,4,5,6,7&8

Week 7: Technical Skills

1) Rhythmic Content	Repeated patterns of sound or movement.	
2) Movement in a stylistic accurate way	Movement that matches the style intended	a) Street b) Ballet c) Contemporary d) Samba e) Capoeira
3) Relationship content	The ways in which dancers interact, the connections between dancers.	a) Lead and follow b) Mirroring c) Action/ reaction d) Accumulation e) Complement f) Contact formations

Musical forms and devices

Area of study 1 - Eduqas GCSE Music

Music Term 2 Year 10

Week 1

Baroque era (1600-1750)

- Harpsichord
- Ornaments
- Terraced dynamics
- Basso continuo
- **Bach, Handel, Vivaldi**

Week 3

Classical era (1750-1810)

- Slightly larger orchestra
- Piano introduced
- Alberti bass
- String quartets
- **Haydn, Mozart, Beethoven**

Week 5

Romantic era (1810-1910)

- Lyrical, expressive melodies
- Large orchestra
- Wider range of dynamics
- Richer harmonies and use of chromatic chords
- **Tchaikovsky, Grieg, Schumann, Dvorak, Brahms, Verdi, Wagner**

Knowledge Organiser – Year 10 Art Term 2

Annotating Artists work

Annotate 2-3 pieces of the artist's work

- ❑ What is it made from? For example: oil painting, sculpture in stone, photography, newspaper, radio, TV, pencil drawing on paper etc.
- ❑ What is the image of – describe what you can see. For example: a person, an object, an incident etc
- ❑ Do you like the image - why or why not? How does it make you feel (happy, sad, excited, bored etc?). Does the image tell a story (narrative)? Was the artist trying to get a message or particular feeling or mood across to the viewer?

Compare 2-3 different pieces of the artist's work

- ❑ What similarities and differences can you see between the pieces of work?
- ❑ What is the meanings behind the choices they have made – this could be materials/techniques they used or the imagery
- ❑ What inspired the artists – was it their personal lives? Where they are in the world? Politics?

Annotating experiments

- What materials did you use and why? (Link this to your artist/title page/past experiments)
- How have you used your previous work (Artist research, observational drawings, photos, experiments etc) to inspire this experiment?
- Successes - what are you pleased with and why – link to your context/title and artist
- Improvements – What are you less pleased with? What would you change - why? Explain how you could make your changes .
- How could you use this experiment in a final piece? Is this the actual size or would you make it smaller/bigger – why? Any other changes you would have to make to make it a final piece?

Annotating design ideas

- Where did your idea come from? Link to your artist, title page, photos or experiments.
- How have your experiments inspired your idea?
- How has your artist's work inspired your idea?
- What materials will you use - why?
- What techniques will you use - why? (Link reasons for these to your experiments/research.)
- (If initial ideas) What do you like/dislike about the idea? What will you change in your next idea?
- (If final design) What experiments do you still need to do practice before making your outcome?

Possible words to use to describe Art

Grade 3-4

Warm
Strong
Tonal
Hot
2D/3D
Loud

Grade 5-6

Rich
Perspective
Visual
Vibrant
Strange
Depth

Grade 7+

Dynamic
Insightful
Puzzling
Emotional
Aggressive
Surprising

Try to avoid:

Nice
Basic
Simple
Flat
Dark
Light
Shape

Good
Bad
Line
Pattern
Size
Plain
Colour

Year 10 Business Studies: Spotting a Business Opportunity – Term 2

Week 1.	Market Research
Market Research	The process of gathering, processing and interpreting information about consumers' behaviour
Secondary research	Using research that has already been carried out for another purpose
Primary research	Collecting new information
Qualitative data	Research into opinions and views
Quantitative data	Data that is numerical
Innocent Smoothies	Conducted initial market research at a festival using two bins – Yes or No to launching their business

Week 2.	Market Research
Focus group	A small number of consumers who have a discussion
Market trends	A overall pattern related to products
Market gap	Where demand is not being met by the existing products available
Bias	A one-sided view
Sample size	The number of consumers that are involved in market research
Survey Monkey	A free online survey platform making it easier to conduct research

Week 3.	Market Segmentation/Mapping
Market segmentation	Splitting up all consumers into different groups that have similar needs or characteristics
Target market	The specific market segment a business aims to sell to
Demographics	Customers based on statistical data relating to the population e.g. resident or marital status
Market map	A diagram that positions all products within a market using to features e.g. price and quality
Ford Cars	Produces lots of products to target different segments

Week 4.	Market Segmentation/Mapping
Socio-economic group	A method of segmenting that uses income and class/occupation to classify people
Market	The potential buyers for one product; where goods and services are exchanged
Competition	Where there is more than one business attempting to attract the same customers
Taylor Wimpey	A house builder. They produce lots of varieties of new homes to target different groups in terms of income, location and family size



innocent
tastes good, does good

Taylor Wimpey



Week 5.	Competitive Environment
Monopoly	A market where there is only one business
Oligopoly market	A market where there are a few firms that dominate the market
Competitive market	Where there are lots of small firms offering very similar products
Differentiation	Strategies and techniques that a business uses to make their product stand out
Holiday Market	Very few firms now, especially following the collapse of Thomas Cook. An example of an Oligopoly

Week 6.	Competitive Environment
Market share	The percentage of sales within the market that a business has
Competitive advantage	Where one business has "the edge" over the others in the market
London Underground	A monopoly market because there is only one tube firm
Hairdressers	Very competitive market

Week 7.	Aims and Objectives
Aims	A long term goal a business wants to achieve
Objectives	More specific measurable steps
Survival	Having enough sales to cover costs and still be trading
Marks and Spencer's	Aims are about environment and sustainability, not profit