# Year 11 Knowledge Organiser Term 2

Creating a community of choices & chances

English

Art

Drama

Maths

PE

Geography

Science

MFL

Religious Education

History

# Information

Creating a community of choices & chances

**What is the Head Start Booklet?**

*This head start booklet has been created in order for you to get a head start on your learning in preparation for your return to school in September.*
*Imagine going into your History, English or Science lesson and already having some knowledge of the topics you are going to cover.*
*There are also link to education sites such as GCSE Pod and BBC Bitesize to help with your learning.*

You should aim to complete at least one hour of home learning per school day. This will consist of:

- *Completing the activities that are set out for each subject on the knowledge organiser.*
- *Use the strategies on the next page for recalling and retaining the content you have learned.*
- *Try to complete two periods of 20 minutes reading each week.*

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Subject 1** | English | Maths | Science | History | MFL |
| **Subject 2** | Geography | Art | Performing Arts | RE | Design Tech |

Why not create your own timetable like the one above?

# How to use your knowledge organiser

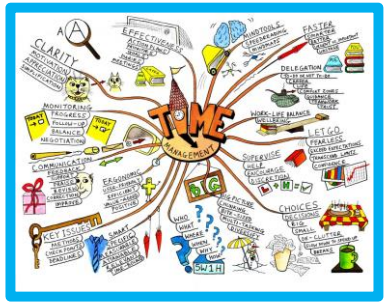
Creating a community of choices & chances


- Look, cover, write, check.

**How to do it:** https://www.youtube.com/watch?v=LLZvCymL4rU

- Key words and definitions.

**How to do it:** https://www.youtube.com/watch?v=v8F1imMEBHU




- Mind maps.

**How to draw mind maps:** https://www.youtube.com/watch?v=tIpK1-yKWk0

- Flash cards

**How to make them:** https://www.youtube.com/watch?v=24mwa4gh8Pk

# Information

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GCSE Pod is an excellent platform that our school has access to and brings your school subjects to life in a series of 3-4 minute pods for you to watch and build your content knowledge. You can also use the strategies on the previous page to recall and retain the content you have learned.
https://www.gcsepod.com/

BBC Bitesize is a free online study support resource designed to help with learning, revision and homework! Bitesize provides support for learners aged 5 to 16+ across a wide range of school subjects. It also supports children and young people's wellbeing and career choices.
https://www.bbc.co.uk/bitesize

# Contents

Creating a community of choices & chances




***All recommended subject reading books are available for you to borrow from the school library.***

# Home learning

*We hope you will agree that we all want the best for our students and that a broad and balanced education will open many doors for them in the future. With this in mind we have a programme of home learning which will enable our learners to build on the subjects they study in school. Whilst we do not want to overwhelm our students we are aware that home learning is important as it improves your child's thinking and memory and will also help your child to develop positive study skills and habits that will serve them well throughout their life.*

***Below is our home learning timetable for Term 2 and includes all subjects.***

| Week | Subject | Week | Subject |
|---|---|---|---|
| Week 16 (b) | English, Maths, Science | Week 22 (b) | English, Maths, Science |
| Week 17 (a) | Humanities and IT, Wellbeing and English | Week 23 (a) | Creative, MFL and English |
| Week 18 (b) | English, Maths, Science | Week 24 (b) | English, Maths, Science |
| Week 19 (a) | Creative, MFL and English | Week 25 (a) | Humanities and IT, Wellbeing and English |
| Week 20 (b) | English, Maths, Science | Week 26 (b) | English, Maths, Science |
| Week 21 (a) | Humanities and IT, Wellbeing and English | Week 27 (a) | Creative, MFL and English |

# Year 10/11 English – Power and Conflict Poetry.

I should already know:

- *Key technical vocabulary used to analyse poems – e.g. stanza, simile, caesura.*
- *That I must analyse the language and structure of the poems for the exam.*
- *This is part of the English Literature exam.*

I will learn about:

- *How to compare two poems and write an exam response.*
- *The theme, language and structure used in a variety of poems.*
- *How to effectively analyse the use of language and other poets' methods.*

How I will be assessed:

*I will answer a GCSE style question, which I will answer in an essay style, to show my understanding of how a poet explores a theme in one poem and compares with another.*

**Key words (tier 2 and 3 vocabulary).**

| Key word | Definition |
|---|---|
| Monologue. | A long speech by one person. |
| Colloquial. | Words and phrases that are informal. |
| Juxtaposition. | Two contrasting images or ideas that are placed together. |
| Romantics. | Poets who revelled in the beauty of nature. |

Stretch challenge:

Consider which poem can be compared to the other poems in the Anthology for the exam. E.g. War Photographer with Remains or Exposure.

Learn 3 key quotes for each of the poems.

Recommended reading:

*AQA Power and Conflict Poetry study guides.*

- *York notes.*
- *Spark notes.*
- *CPG notes.*
- *Mr. Bruff - Power and Conflict Poetry on YouTube.*

# Power and Conflict Poetry: Knowledge Organiser

Shelley's *Ozymandias* In the opening lines of Ozymandias, Shelley uses the decaying statue as a metaphor to explore the fragility of human accomplishments and how they are gradually consumed by the natural world.

Browning's *My Last Duchess* In the opening of My Last Duchess, an exploration of the violent objectification of women, Browning traces the speaker's desire to exert full physical and psychological control over his dead wife through her portrait.

Blake's *London* Blake opens the poem with the speaker mourning the loss of his city: the wonder and wild beauty of London is shown to be lost to rationalism, modernity and work.

Rumen's *The Emigrée* In the opening lines of The Emigrée Rumens contrasts the idealised and nostalgic memories of the speaker's home with the reality of the place now "sick with tyrants".

Agard's *Checking Out Me History* In the opening lines of Checking Out Me History Agard reveals the destructive nature of a British school system that has silenced the voices of its previous colonial subjects.

Wordsworth' s *Extract from The Prelude* As The Prelude opens, Wordsworth presents nature as a submissive, and even sensual pleasure: the speaker seems to exude confidence and control.

Heaney' s *Storm on The Island* Unlike the Romantic poets, Heaney describes the landscape as bleak and inhospitable, something to be endured in order to survive

Dharker's *Tissue* In the opening stanzas Dharker uses the metaphor of "tissue" to explore the connections that paper creates between individual nostalgia, personal relationships and wider human history.

Tennyson's *Charge of The Light Brigade* Tennyson presents the Battle of Balaclava in Charge of The Light Brigade as a solemn and unified journey which is both dramatic and exciting.

Owen's *Exposure* Owen opens the poem by establishing that, despite the rapid and terrifying mechanisation of warfare during WWI, it is the elements which cause soldiers the most suffering.

Hughes's *Bayonet Charge* Hughes opens the poem in medias res, disorienting the reader by throwing them straight into the action and forcing them to share the soldier's experience.

Armitage's *Remains* Armitage starts the poem almost mid-conversation: it is as if the narrator is confiding in a third party, a psychiatrist, family member or the reader.

Garland's *Kamikaze* Garland opens the poem with the speaker imagining a woman's father preparing to "embark" on a kamikaze mission during the final, desperate days of WWII.

Weir's *Poppies* Weir opens Poppies by revealing the conflict between nostalgia, parental pride and modern perceptions of remembrance with subtle yet violent imagery of war.

Duffy's *War Photographer* Duffy opens War Photographer in a moment of personal reflection: she explores the dual role of the photographer's work, to rearrange and give order to the chaos of war, whilst also to change and heal the world like a priest.

# Year 10/11 English – Power and Conflict Poetry.

**Writing about a poem:** Write 3 paragraphs about poem of your choice.
Here is how you can structure your answer:
Introduction: Explain the theme of the poem.
Development: Analyse a language feature from a quote in the poem following the 7 steps.
Analyse a structural feature of the poem in the same way.

**Creative writing:** Use one of the power of nature poems to write a piece of descriptive writing.

**Transactional writing:** Argue for or against the patrol being right to shoot the robbers in Remains or the moral dilemma in Kamikaze.

**Research**: What and when was the Crimean war?
Why were British soldiers patrolling in Iraq in Remains?
Who were the Romantics?
The lives of the poets and their motives for writing the poems.

**Language features:** Ensure that you can identify and explain the key language features that a poem may contain, such as verbs, adjectives, similes, metaphors and why the poet is using them.

**Structural features:** Ensure that you can identify and explain the key structural features that a poem may contain, such as caesura, juxtaposition, linear or cyclical.

**Notes:** Make notes on each poem's theme, language and structure and which poems you can compare to each other.

**Exam practice:** Try answering timed exam questions and compare different themed poems such as nature, identity or conflict.

# Year 7 English – Term 3 – Abrahamic Allusions – Home Learning

| Week | Home learning |
|---|---|
| Every week | Revise key knowledge using your Macbeth and A Christmas Carol quizzing booklet |
| Every week | Watch GCSE Pod videos on the poems you are learning, Macbeth and A Christmas Carol |
| Every week (optional extra) | Read at least x30 pages in your reading book / read x5 newspaper articles on https://www.theguardian.com/uk |

# Maths Year 11 – Term 2

Knowledge Organiser Focus: Geometry and number

I will learn about:

- *Circle Facts*
- *Transformations*
- *Pythagoras and Trigonometry*
- *Fractions, Decimals and Percentages*
- *Indices and Standard Form*

Recommended self study:

*Complete the following mathswatch clips*

*Circle Facts – 116, 117, 118, 167*
*Transformations – 48, 49, 50, 148*
*Pythagoras and Trigonometry – 150, 168, 173*
*FDP – 85, 86, 87, 88, 89, 108, 109, 110*
*Indices and Standard Form – 82, 83*

How I will be assessed:

*I will complete a mock assessment*

| Key words | |
|---|---|
| **Key word** | **Definition** |
| Circumference | The name given to the perimeter of a circle. |
| Radius | The length from the centre of a circle to its circumference |
| Hypotenuse | The largest length of a right angled triangle |
| Right angle | The name given to an angle of size 90 degrees. |

Stretch challenge:
Complete the advance questions for each mathswatch clip.

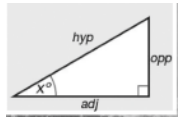
## H) Circles

| | | |
|---|---|---|
| 28 | Circumference = $\pi\ x\ d$ |   |
| 29 | Area = $\pi r^2$ | |
| 30 | Area of a sector | $\frac{\theta}{360} \times \pi r^2$ |
| 31 | Arc length | $\frac{\theta}{360} \times \pi d$ |

## K) Describing Transformations

| | | |
|---|---|---|
| 35 | Rotation | • Direction (clockwise or anticlockwise)<br>• Degrees<br>• Centre of rotation |
| 36 | Reflection | • Line of reflection |
| 37 | Translation | • Vector $\binom{x}{y}$ where x is the horizontal movement and y is the vertical |
| 38 | Enlargement | • Scale factor<br>• Centre of enlargement |

## I) Pythagoras and Trigonometry

| | | |
|---|---|---|
| 32 | Pythagoras' Theorem<br>For a right angled triangle is….. | $a^2 + b^2 = c^2$  <br>c is always the hypotenuse! |
| 33 | The trigonometric ratios are   | $sin\theta = \frac{opp}{hyp}$<br>$cos\theta = \frac{adj}{hyp}$<br>$tan\theta = \frac{opp}{adj}$<br>SOHCAHTOA |

## J) Exact values

| | 30° | 45° | 60° |
|---|---|---|---|
| sin | $\frac{1}{2}$ | $\frac{\sqrt{2}}{2}$ | $\frac{\sqrt{3}}{2}$ |
| cos | $\frac{\sqrt{3}}{2}$ | $\frac{\sqrt{2}}{2}$ | $\frac{1}{2}$ |
| tan | $\frac{\sqrt{3}}{3}$ | 1 | $\sqrt{3}$ |

*Circumference is pi times diameter, pi times diameter, pi times diameter*
*Circumference is pi times diameter, pi times diameter, pi times diameter*
*Area is pi r squared*

## L) FDP

| | | |
|---|---|---|
| 39 | To find a % of an amount… | Find 10% (by dividing by 10)<br>Find 1% (by dividing by 100) |
| 40 | 100% | 1 |
| 41 | 50% | 0.5 or $\frac{1}{2}$ |
| 42 | 25% | 0.25 or $\frac{1}{4}$ |
| 43 | 12.5% | 0.125 or $\frac{1}{8}$ |
| 44 | 10% | 0.1 or $\frac{1}{10}$ |
| 45 | % increase | Find the % and add it on |
| | % decrease | Find the % and take it away |
| 46 | % change (% profit or loss) | $\frac{change}{original} \times 100$ |
| 47 | Compound interest | **original x % multiplier** number of years |
| 48 | Convert a fraction to a decimal | Make the denominator 10 or 100<br>OR Divide the numerator by the denominator |
| 49 | Convert a decimal to a % | X 100 |

*"Factors come in two by two, hurrah, hurrah"*

*"Multiples are in the times tables…"*

## M) Indices

| | | |
|---|---|---|
| 50 | $a^b \times a^c$<br>When multiplying terms with the same base…. | $a^{b+c}$<br>Add the powers |
| 51 | $\frac{a^b}{a^c}$<br>When dividing terms with the same base…. | $a^{b-c}$<br>Subtract the powers |
| 52 | $(a^b)^c$ | $a^{bc}$ |
| 53 | $a^0$ | 1 |

## N) Standard form

| | | |
|---|---|---|
| 54 | 0.0004 | $4 \times 10^{-4}$ (the number must be between 1 and 10) |
| 55 | 40000 | $4 \times 10^4$ (the number must be between 1 and 10) |

## O) Special Numbers

| | | |
|---|---|---|
| 56 | A factor is | A number that divides into another number without a remainder, factors always come in pairs |
| 57 | A multiple is | A number in a given numbers times table |
| 58 | A square number | Is a number multiplied by itself: 1, 4, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225 |
| 59 | A prime number | Has only two factors, one and itself: 2, 3, 5, 7, 11, 13, 17…… |

| H) Circles | | |
|---|---|---|
| 28 | Circumference = $\pi \times d$ |   |
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| 30 | Area of a sector | |
| 31 | Arc length | |

| K) Describing Transformations | | |
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| 38 | Enlargement | |

| I) Pythagoras and Trigonometry | | |
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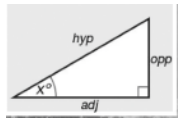
| 33 | The trigonometric ratios are   | |

| J) Exact values | |
|---|---|
| 34 | |

*Circumference is pi times diameter, pi times diameter, pi times diameter*
*Circumference is pi times diameter, pi times diameter, pi times diameter*
*Area is pi r squared*

| L) FDP | | |
|---|---|---|
| 39 | To find a % of an amount… | |
| 40 | 100% | |
| 41 | 50% | |
| 42 | 25% | |
| 43 | 12.5% | |
| 44 | 10% | |
| 45 | % increase | |
| | % decrease | |
| 46 | % change (% profit or loss) | |
| 47 | Compound interest | |
| 48 | Convert a fraction to a decimal | |
| 49 | Convert a decimal to a % | |

*"Factors come in two by two, hurrah, hurrah"*

*"Multiples are in the times tables…"*

| M) Indices | | |
|---|---|---|
| 50 | $a^b \times a^c$<br>When <u>multiplying</u> terms with the same base…. | |
| 51 | $\frac{a^b}{a^c}$<br>When <u>dividing</u> terms with the same base…. | |
| 52 | $(a^b)^c$ | |
| 53 | $a^0$ | |

| N) Standard form | | |
|---|---|---|
| 54 | 0.0004 | |
| 55 | 40000 | |

| O) Special Numbers | | |
|---|---|---|
| 56 | A factor is | |
| 57 | A multiple is | |
| 58 | A square number | |
| 59 | A prime number | |

# Year 11: Maths Term 2

**Knowledge Organiser Focus: Home Learning**

| Week | Home learning |
|---|---|
| Week 16 | Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task |
| Week 18 | Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task |
| Week 20 | Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task |
| Week 22 | Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task |
| Week 24 | Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task |
| Week 26 | Log onto https://vle.mathswatch.co.uk/vle/ and complete your assigned homework task |

# Year 11 Science – Physics

## Knowledge Organiser Focus: Forces

I should already know:
- *Speed can be calculated from distance and time.*
- *When speed changes this is acceleration.*
- *Forces affect how things move.*

I will learn about:
- *The difference between speed and velocity.*
- *That acceleration is a change in velocity.*
- *How the motion changes as things fall.*
- *How reaction times affect the stopping distance in a car*

How I will be assessed:
*I will complete written tasks about the motion shown on a distance time graph, the factors affecting stopping distances and how the extension of a spring changes.*
*I will also complete an end of unit assessment.*

| Key words (tier 2 and 3 vocabulary) | |
|---|---|
| **Key term** | **Definition** |
| Displacement | How far out of place an object is |
| Velocity | is a vector quantity that measures displacement (or change in position, Δs) over the change in time (Δt), represented by the equation v = Δs/Δt. |
| Scalar | a physical quantity that is completely described by its magnitude only |
| Vector | a physical quantity that is described by its magnitude and direction |
| Acceleration | is the rate of change of the velocity of an object |
| Elastic | ability of a deformed material body to return to its original shape and size when the forces causing the deformation are removed. |
| Momentum | Is the product of an object's mass and velocity |

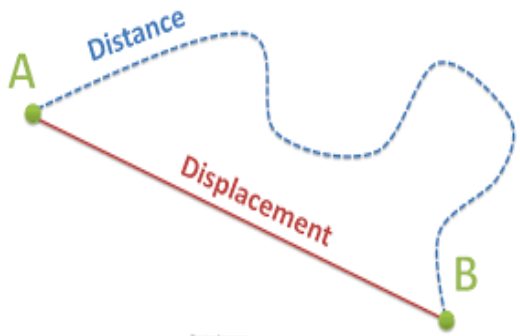
Required Practical(s):
- Investigating the acceleration of an object
- Hooke's law

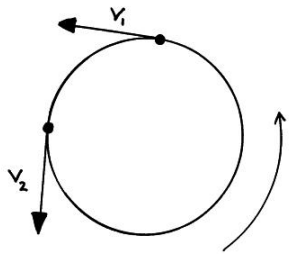
Recommended reading:
*Wonk! Magazine: Lively, contemporary and interesting look at STEM subjects.*
*Look up the Forces topic on BBC Bitesize, AQA Combined Science Trilogy and try the tests.*

# Year 11 Science – Term 2

Knowledge Organiser Focus: Forces

Use this diagram to explain the difference between distance and displacement.
Stretch: Can you use it to explain the difference between speed and velocity?



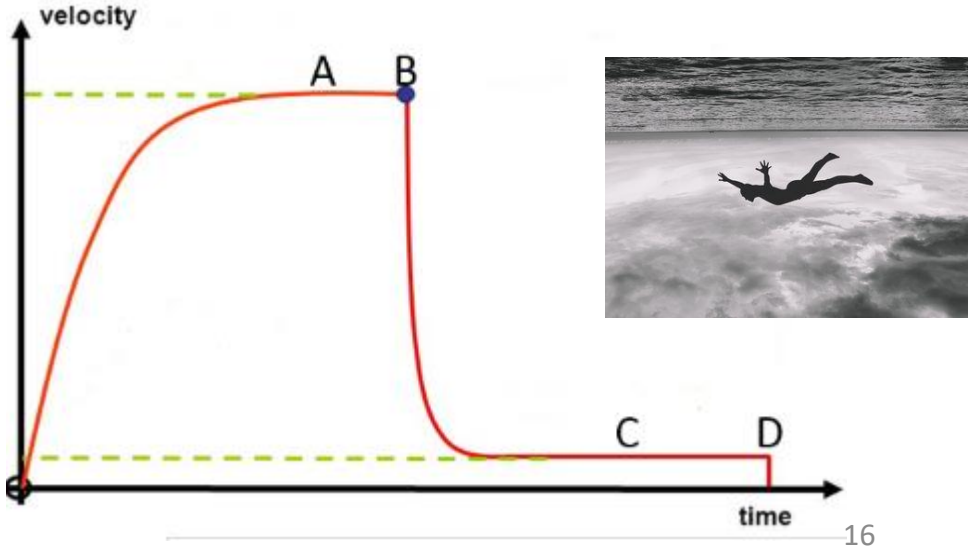

How can something be travelling at constant speed and still be accelerating?
Hint: think about what the velocity is at different places on the circle.

Make a list for thinking or braking distance. Decide which one these factors affect. Stretch: how do they affect them? (increase/decrease)

It has been raining. The car's tyres are bald (worn). The brake pads are worn down. The driver has been drinking alcohol. There is ice on the road.

Science at home!
Ask anyone you know who drives if they remember learning stopping distances for their theory test. What difference does your speed make?
Notice falling objects (and people) in any films/programmes. Do they show it accurately?

Describe the motion and forces of a parachutist at A, B, C and D.



# AQA FORCES – part 1

## Forces and their interactions

### Gravity

Each Kg has a gravitational pull of 9.8N.

| | | |
|---|---|---|
| Gravitational field strength | *Gravity exerted around an object.* | Earth's gfs = 9.8N/kg |

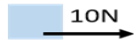
Weight = mass X gravitational field strength — W = m X g

| | | |
|---|---|---|
| Weight | *Force acting upon an object due to gravity* | Newton (N) |
| Mass | *How much matter* | Kilograms (Kg) |

### Scalar and vector quantities

| | | |
|---|---|---|
| Scalar | *A quantity that only has magnitude (size)* | e.g. mass, time, speed, temperature, energy, |
| Vector | *A quantity that only has magnitude and direction* | e.g. force, velocity, momentum |

An arrow can be used to show vectors: *Length of arrow = magnitude of vector*; *Direction of arrow = direction of vector*




| | | |
|---|---|---|
| Velocity | *Speed + direction* | The speed of a car is 30m/s. A car moves forward with a velocity of 30m/s |
| Distance | *How far* | The table is 1m long |
| Displacement | *Distance + direction* | The beach is 1km due east of the town |

### Moments, levers and gears

**PHYSICS ONLY**

M = F X d

Moment = force X distance

| | |
|---|---|
| Moment | *Turning effect of a force about a pivot* |
| Lever | *A small force exerted with a long lever applies a large force* |

Principle of moments: *In a balanced system, the sum of the clockwise moments = the sum of the anti-clockwise moments*

| | |
|---|---|
| Gears | *Increase or decrease the rotational effect of a force* |

### Pressure

**HIGHER ONLY**

Pressure = Force ÷ Area

P = F ÷ A

| | |
|---|---|
| Area | *Metres squares ($m^2$)* |
| Weight | *Newton (N)* |
| Mass | *Kilograms (kg)* |
| Gravitational field strength | *Newton per kilogram (N/Kg)* |
| Force | *Newton (N)* |
| Work done | *Joules (J)* |
| Distance | *Metres (m)* |
| Moment | *Newton-metres (Nm)* |

Pressure = height X density X gfs

Pressure and depth: *Pressure on divers depends on weight of water above*

Upthrust: *Resultant force exerted by a fluid*

| | |
|---|---|
| Fluid | *A liquid or gas* |

Flows and changes shape to fill a container.

| | |
|---|---|
| Hydraulic machine | *Use liquids to transmit pressure* |

Atmospheric pressure: *Caused by billions of air particles colliding with a surface.*

| | |
|---|---|
| Unit | *Newton (N)* — 1N |
| Kilo | *Kilonewton (KN) = 1000* — 1X $10^3$ |
| Mega | *Meganewton (MN) = 1000,000* — 1 X $10^6$ |

| | |
|---|---|
| Centre of mass | *The weight of an object acts through a single point* |

## Contact and Resultant forces

| | | |
|---|---|---|
| Force | *Push or pull* | Stretch, squash, turn. |
| Contact force | *Exerted between two objects when they touch* | Friction, air resistance, tension. |
| Non-contact force | *Exerted between two objects without touching* | Gravity, electrostatic forces, magnetic forces. |

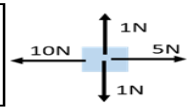
| | | |
|---|---|---|
| Resultant force | *The overall effect of all of the forces acting upon an object* | Two forces acting in the same direction are added. |
| | | Two forces acting in the opposite direction are taken away. |

**HIGHER ONLY**

Work done against frictional forces, temperature of object rises.

| | |
|---|---|
| Free body diagram | *Show magnitude and direction of all forces upon an object* |

Object moves left with a force of 5N




If force is at right angles to direction of movement, NO work is done.

## Work done and energy transfer

| | | |
|---|---|---|
| Work done | *When work is done, energy is transferred* | Work done = force X distance moved<br>W = F X s |
| | | 1J of work is done when 1N of force moves an object through a distance of 1m, in the direction of the force. |

### Forces and elasticity

| | |
|---|---|
| One force | *The object changes speed or direction* |
| More than one force | *The object changes shape* |

| | |
|---|---|
| Elastic deformation | *The object has been stretched but returns to its original length* |
| Inelastic deformation | *The object has been stretched but does not return to its original length* |
| Extension | *The difference between stretched and unstretched lengths* |


Two balanced forces can stretch a object.

Two balanced forces can compress an object.

Three balanced forces can bend an object.

| |
|---|
| Limit of proportionality |
| *Beyond this point the spring is permanently deformed* |

| | |
|---|---|
| Stretching a spring | Force = spring constant X extension, F = k X e |
| | EPE = ½ X spring constant X (extension)$^2$, EPE = ½ ke$^2$ |

Elastic Potential energy (EPE): *Energy stored in a stretched spring*

| | |
|---|---|
| Force | *Newton (N)* |
| Spring constant | *Newton per metre (N/m)* |
| Extension | *Metres (m)* |
| EPE | *Joules (J)* |

# Forces and their interactions

## AQA FORCES – part 1

Each Kg

Gravitational field strength

Weight =

W = m X g

Weight

Mass

Gravity

Unit

Kilo

Mega

Centre of mass

Force

Contact force

Non-contact force

Resolving forces

The component forces

Resultant force

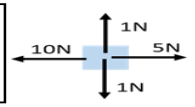
Contact and Resultant forces

HIGHER ONLY

Work done

Free body diagram

Object moves




If force is at right angles

Scalar

Vector

Scalar and vector quantities

An arrow can be used to show vectors

10N

Velocity

Distance

Displdisplacement

Moments, levers and gears

PHYSICS ONLY

M = F X d

Moment =

Moment

Lever

Principle of moments

Gears

Work done and energy transfer

Work done

Forces and elasticity

One force

More than one force

Two balance

Two balanced

Three balanced

Elastic deformation

Inelastic deformation

Extension

Limit of proportionality

Stretching a spring

Elastic Potential energy (EPE)

Area

Weight

Mass

Gravitational field strength

Force

Work done

Distance

Moment

Pressure =

HIGHER ONLY

Pressure

Pressure =

P = F ÷ A

Pressure and depth

Upthrust

Fluid

Hydraulic machine

Atmospheric pressure

| | |
|---|---|
| Force | |
| Spring constant | |
| Extension | |
| EPE | |

# AQA FORCES – part 2

## Observing and recording motion

| | |
|---|---|
| Aeroplane banks to change direction | Velocity changes. |
| Car travelling around a bend | Constant speed, direction changes. |
| Satellite orbiting the Earth | Constant speed, direction changes. |

| | |
|---|---|
| Changing velocity | *Objects in a circular motion, change direction but keep a constant speed* |

**HIGHER ONLY**

| | | |
|---|---|---|
| Velocity | *The speed of an object with direction* | Vector |

Speed of sound 330m/s.

Speed = distance ÷ time  v = s ÷ t

| | | |
|---|---|---|
| Speed | *How fast an object moves* | Scalar |
| Displacement | *Includes the distance and direction an object moves* | vector |
| Distance | *How far an object moves* | scalar |

| | | | |
|---|---|---|---|
| Car on motorway | *30m/s* | Walking | *1.5m/s* |
| Train | *60m/s* | Running | *3m/s* |
| Jet plane | *200m/s* | Cycling | *6m/s* |

Speed is rarely constant.

## Describing motion

| | |
|---|---|
| Distance-time graph | *Shows how far an object moves along a straight line* |
| Speed of object | *Use the gradient of graph* |

Gradient = vertical ÷ horizontal

| | | |
|---|---|---|
| Accelerating objects | *It takes time for objects to reach top speed* | Draw a tangent to the curve, work out gradient. |

**HIGHER ONLY**

| | |
|---|---|
| Distance travelled | *Area under the graph shape* |

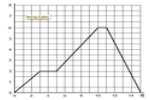
**HIGHER ONLY**

| | |
|---|---|
| Velocity-time graph | *Shows speed of an object* |
| Accelerating | *Object getting faster* |
| Decelerating | *Object slowing down* |

Acceleration = change in velocity ÷ time taken

| | | |
|---|---|---|
| Acceleration | *Change in velocity* | Vector |

## Forces, acceleration and Newton's Laws of motion



| | | |
|---|---|---|
| Inertia | *When objects continue in the same state of motion* | Speed or direction only changes if a resultant force acts on the object |

**HIGHER ONLY**

| | | |
|---|---|---|
| Newton's first Law | *Balanced forces* | When the resultant force on an still object = 0, the object is stationary.<br>When the resultant force on a moving object = 0, the object is at a constant speed. |
| Newton's second Law | *Unbalanced forces* | When the resultant force is greater than 0, the object accelerates. It could speed up, slow down or change direction. |
| Newton's third Law | *Equal and opposite forces* | When two objects interact the forces exerted are equal and in an opposite direction. |

Acceleration is proportional to resultant force.

Acceleration is inversely proportional to mass.

Force = mass X acceleration  F = m X a

**HIGHER ONLY**

| | |
|---|---|
| Inertial mass | *How difficult it is to change the velocity of an object* |
| Inertial mass = force ÷ acceleration | |
| If the mass is large, to change velocity a big force is needed. | |

## Momentum

**HIGHER ONLY**

Is a vector  p = m X v

Momentum = mass X velocity

| | |
|---|---|
| Conservation of momentum | |
| *When two objects collide, the momentum they have before the collision = the momentum they have after the collision* | |
| Closed system = no external forces acting on it. | |

**HIGHER ONLY**

| | |
|---|---|
| Changes in momentum | |
| *Force is applied to stop momentum* | |
| If momentum changes slowly, the force applied is small so less damage. | |

Crumple zones

**PHYSICS HIGHER ONLY**

## Forces and braking

Frictional forces decelerate a moving object and bring it to rest.

Speed affects both thinking and braking distances.

Typical reaction time = 0.7s

| | |
|---|---|
| Thinking distance | *Distance travelled whilst the driver reacts* |
| Braking distance | *Distance travelled whilst the car is stopped by the brakes* |
| Stopping distance | *Total thinking and braking distances* |

| | | |
|---|---|---|
| Factors affecting stopping distances | *Drivers reaction times* | Drinking alcohol, taking drugs, tired. |
| | *Braking distances* | Weather conditions, worn brakes or tyres, road surface, size of braking force. |
| Braking and kinetic energy | *Work done by braking force, reduces kinetic energy* | Kinetic energy decreases, temperature of brakes increases due to frictional forces. |

## Falling objects

| | | |
|---|---|---|
| Falling objects accelerate due to gravity. | In no air resistance, objects accelerate at 9.8m/s² | Air resistance slows falling objects down. |
| Terminal velocity | *Weight of an object is balanced by resistive forces* | Object moves at a constant velocity. Resultant force = 0. |

**PHYSICS ONLY**

| | |
|---|---|
| Parachuting | *Size of air resistance depends on area of object and speed* |
| Larger the area, the larger the air resistance. | |
| Larger the speed, the larger the air resistance. | |

Constant acceleration

(final velocity)² – (initial velocity)² = 2 X acceleration X distance

$V^2 - u^2 = 2 \times a \times s$

| | |
|---|---|
| Speed / velocity | *Metres per second (m/s)* |
| Distance | *Metres (m)* |
| Time | *Seconds (s)* |
| Acceleration | *Metres per second squared (m/s²)* |
| Force | *Newton (N)* |
| Mass | *Kilogram (Kg)* |
| Momentum | *Kilograms metres per second (Kgm/s)* |

# AQA FORCES – part 2

## Describing motion

| | |
|---|---|
| Speed | |
| Displacement | |
| Distance | |

Speed =

$v = s \div t$

| | |
|---|---|
| Car on motorway | |
| Train | |
| Jet plane | |

| | |
|---|---|
| Walking | |
| Running | |
| Cycling | |

Speed is

| | |
|---|---|
| Distance-time graph | |
| Speed of object | |

Gradient =

| | |
|---|---|
| Accelerating objects | |

HIGHER ONLY

Speed of sound

| | |
|---|---|
| Aeroplane banks to change direction | |
| Car travelling around a bend | |
| Satellite orbiting the Earth | |

Changing velocity

| | |
|---|---|
| Velocity | |

HIGHER ONLY

## Observing and recording motion

| | |
|---|---|
| Distance travelled | |

HIGHER ONLY

| | |
|---|---|
| Velocity-time graph | |
| Accelerating | |
| Decelerating | |

Acceleration =

| | |
|---|---|
| Acceleration | |

## Forces and braking

Speed affects

Typical reaction time =

Frictional forces

| | |
|---|---|
| Thinking distance | |
| Braking distance | |
| Stopping distance | |

| | |
|---|---|
| Factors affecting stopping distances | |
| Braking and kinetic energy | |

Force =

$F = m \times a$

HIGHER ONLY

| | |
|---|---|
| Inertial mass | |

## Forces, acceleration and Newton's Laws of motion

| | |
|---|---|
| Acceleration is proportional to | |
| Acceleration is inversely proportional | |

Constant acceleration

| | | |
|---|---|---|
| Falling objects | In no air resistance, | Air resistance |

Falling objects

| | |
|---|---|
| Terminal velocity | |

PHYSICS ONLY

| | |
|---|---|
| Parachuting | |

| | |
|---|---|
| Inertia | |

HIGHER ONLY

| | |
|---|---|
| Newton's first Law | |
| Newton's second Law | |
| Newton's third Law | |

HIGHER ONLY

## Momentum

$p = m \times v$

Momentum =

Conservation of momentum

HIGHER ONLY

Changes in momentum

PHYSICS HIGHER ONLY

Crumple zones

| | |
|---|---|
| Speed / velocity | |
| Distance | |
| Time | |
| Acceleration | |
| Force | |
| Mass | |
| Momentum | |

# Year 11: Science HT2

**Knowledge Organiser Focus: Home Learning**

| Week | Home learning |
|---|---|
| Week 16 | Complete your assigned homework task set on Microsoft Teams |
| Week 18 | Complete your assigned homework task set on Microsoft Teams |
| Week 20 | Complete your assigned homework task set on Microsoft Teams |
| Week 22 | Complete your assigned homework task set on Microsoft Teams |
| Week 24 | Complete your assigned homework task set on Microsoft Teams |
| Week 26 | Complete your assigned homework task set on Microsoft Teams |

# Year 11: History H-T 2

## Knowledge Organiser Focus: The rise of the Nazi Party 1919-1933

I should already know:
- The clauses of the Treaty of Versailles.
- The constitution of the Weimar Government.
- Political threats to the Weimar Government.
- Economic threats to the Weimar Republic.
- The 'Golden Age' of the Weimar Republic.

I will learn about:
- How Hitler established the Nazi Party.
- The ideology of the Nazi Party
- Nazi attempts to seize power in Germany.
- How Hitler became Chancellor in 1933.

How I will be assessed:
- Make two interferences (4 marks)
- Explain why XXXX (12 marks)
- How far do you agree with Interpretation X (32 marks)

### Key terms

| Word | Definition |
|---|---|
| NSDAP | National Socialist German Workers' Party (Nazis). |
| SA or *Sturmabteilung* | The Nazi private army. Led by Ernst Rohm. |
| Anti-Semitism | The hatred of Jews. A Key Nazi ideal. Shared by Right-wing political parties. |
| Swastika | The emblem of the Nazi Party. |
| 25 Point Programme | The political manifesto of the Nazi Party. |
| *Fuhrerprinzip* | The belief that one person (Hitler) should run the Nazi Party and Germany. |
| *Mein Kampf* | Book expressing Hitler's political views. Written while in prison. |
| Aryan | A pure blooded German. |
| Ideology | A system of political ideas or ideals. |
| *Volkischer Beobachter* | The Nazi Party newspaper. |
| KPD | The German Communist Party. Middle Class Germans feared the Communists – Hitler played on this fear in his plan to become Chancellor. |

Stretch challenge:
- Create a mind-map outlining the ideology and organisation of the early Nazi Party.
- Create a mind-map detailing the factors which led to Hitler becoming Chancellor in 1933.

Key reading:
R. J. Evans, *The Coming of the Third Reich*

# Year 11: History H-T 2

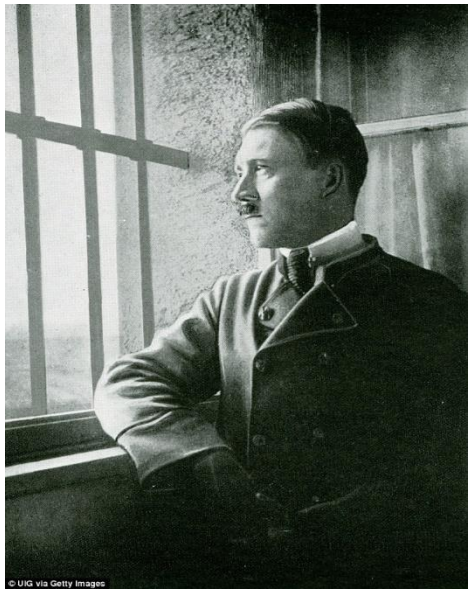
## Knowledge Organiser Focus: The rise of the Nazi Party 1919-1933

| 1919 | 1920 | 1921 | 1923 | 1925 | 1926 | 1928 | 1929 | 1930 | 1932 | 1933 |
|---|---|---|---|---|---|---|---|---|---|---|
| Hitler spies on then joins DAP | Hitler founds the **Nazi Party** | Hitler introduces the SA – the Nazi private army | **Munich Putsch** | Publication of ***Mein Kampf*** Beginning of the 'lean years' | **Bamberg Conference** – Hitler asserts his leadership | Nazis win a mere 12 seats in **Reichstag** | **Wall St Crash**. People look to the political extreme | Nazis win 107 seats in Reichstag | July: 230 seats<br>Nov: 196 seats | **Hitler appointed Chancellor** |

| Key Figures: | |
|---|---|
| Adolf Hitler | Leader of the Nazi Party. |
| Gustav Stresemann | Weimar Foreign Minister, 1923-29. Architect of the Weimar economic recovery. |
| Ernst Rohm | Leader of the SA. |
| Anton Drexler | An enemy of Hitler within the Nazi Party. |
| Paul von Hindenburg | President of the Weimar Republic. Former general. |
| Heinrich Himmler | Leader of the SS. |
| Franz von Papen | Chancellor (1932) who thought he could control Hitler. |
| von Schleicher | Chancellor and political schemer. Enemy of Hitler. |
| von Bruning | Chancellor (1930-32) and political moderate. |

**Source A: A member of the Nazi Party describing one of Hitler's speeches in 1922.**

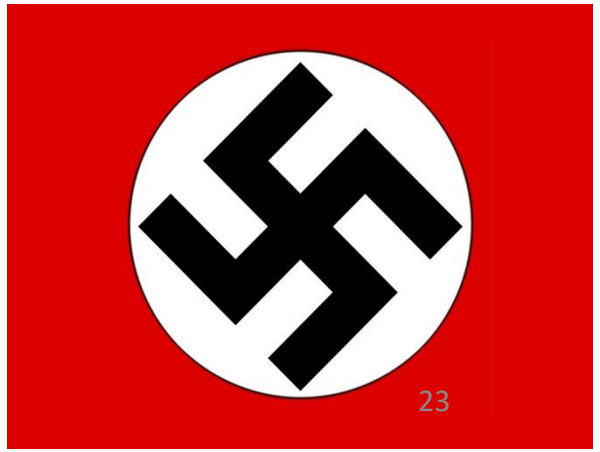
He held the masses , and me with them, under a hypnotic spell, by the sheer force of his belief. I forgot everything but the man. I looked around, I saw that his magnetism was holding thousands as one.




**Source B: Photograph of Hitler in Landsberg Prison.**

Sentenced to prison for his role in the Munich Putsch, Hitler used the time to write and publish *Mein Kampf*. Hitler was now famous in Germany.

| The 25 Point Plan |
|---|
| 1. The unity of all German-speaking peoples |
| 2. The abolition of the Treaty of Versailles. |
| 3. Land and colonies to feed Germany's population. |
| 4. Only Germans can be citizens. No Jew can be a German citizen. |



# Year 11: History H-T 2

## Knowledge Organiser Focus: The rise of the Nazi Party 1919-1933

**Source A: A member of the Nazi Party describing one of Hitler's speeches in 1922.**

He held the masses , and me with them, under a hypnotic spell, by the sheer force of his belief. I forgot everything but the man. I looked around, I saw that his magnetism was holding thousands as one.

| Two inferences about Hitler's leadership |
|---|
| 1. |
| 2. |

| The 25 Point Plan |
|---|
| 1. The unity of all German-speaking peoples |
| 2. The abolition of the Treaty of Versailles. |
| 3. Land and colonies to feed Germany's population. |
| 4. Only Germans can be citizens. No Jew can be a German citizen. |

| Two inferences about Nazi ideology |
|---|
| 1. |
| 2. |

| Two inferences about the importance of the SA to the early Nazi Party |
|---|
| 1. |
| 2. |

Right: Hitler with the SA (*c.* 1929)

| Three reasons Hitler was appointed Chancellor in 1933 |
|---|
| 1. |
| 2. |
| 3. |

| | |
|---|---|
| Hitler hated the Weimar government because… | |
| One of Hitler's main political ideas was… | |
| Hitler created the Nazi Party in… | |
| The Nazis became popular following… | |
| Hitler wrote *Mein Kampf* in prison following… | |
| Hitler was appointed Chancellor by… | |
| The role of the SA was… | |

# Year 7: History H-T 1

**Knowledge Organiser Focus: Home Learning**

| Week | Home learning |
|---|---|
| Week 17 | **Task**: Complete the activities on Slide 3 |
| Week 21 | **Task**: Complete the 12 mark answer (slide 5) |
| Week 25 | **Task**: Find the definitions of the key terms (slide 6) |

| Three reasons Hitler was appointed Chancellor in 1933 |
| --- |
| 1. |
| 2. |
| 3. |

**Complete the 12 mark answer:**

**One reason Hitler was appointed Chancellor in 1933 was…**
**For example…**
**This was important because…**
**Therefore…**

**Another reason…**

**A further reason…**

- Abdicate =
- *Anschluss* =
- Anti-Semitism =
- Armistice =
- Aryan =
- Authoritarian =
- Chancellor =
- Civil Service =
- Coalition government =
- Communism =
- Communists =
- Constitution =
- Dictator =
- Dictatorship =
- *Diktat* =
- *Dolchstoss* =
- Fascism =
- Fascist =
- *Freikorps*:
- Hyperinflation =

# Year 11: Geography HT 2

**Knowledge Organiser Focus:** Rivers

**I will learn about:**

- The processes of the water cycle
- The characteristics of a river
- The long and cross profile of a river
- Erosional landforms
- Depositional landforms
- The causes of flooding
- The effects of flooding
- How to manage flooding in the UK

**Stretch challenge:**
Ask your geography teacher for the 'Rivers challenge worksheets'

**Recommended reading:**
**TV –** BBC iplayer – Earth's Great Rivers

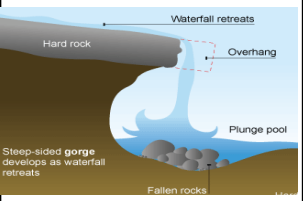
**How will I be assessed:**
End of topic assessment
Exam questions throughout the scheme
Microsoft team homework

| | |
|---|---|
| Evaporation | The sun heats up water. The water turns into a gas which rises up into the atmosphere . |
| Transpiration | The sun heats up water on the leaves of trees. The water turns into a gas which rises up into the atmosphere (air). |
| Condensation | As the water in the atmosphere rises, it cools and condenses to form clouds. |
| Precipitation | Water in the cloud falls to the earth's surface as rain, hail, sleet and snow. |
| Surface run-off | When the water runs off the surface of the ground as a river or stream. |
| Groundwater flow | When water flows through the rocks and soil underground. |
| Infiltration | When water enters a rock. |

| | |
|---|---|
| Drainage Basin | The area of land in which water drains into a specific river. |
| Watershed | The boundary of a drainage basin. It separates one drainage basin from another. It is usually high land. |
| Source | The point where the river begins. |
| Tributary | A stream or small river that joins a larger stream or big river. |
| Confluence | A point where two streams or rivers meet. |
| Mouth | The point where the river meets the sea or ocean. |
| Embankments | Raised river banks on either side of a river |
| Contour Line | Brown lines on an OS map that join up points of equal height. They allow us to determine slope gradient. |
| Flood | A flood occurs when there is too much water in the river channel. As a result water spills out onto the floodplain. |
| Flash Flood | Rapidly rising river levels leading to greater |
| Storm Hydrograph | Shows how a river changes after a storm and is used to predict floods |
| Lag time | The time (in hours) between the peak rainfall and peak discharge |
| Discharge | The volume of water in a river channel (measured in cumecs) |

## Landforms that have been created by erosion and weathering:

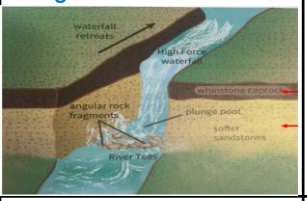
### Waterfall




A steep fall of water in the upper course of a river.

- Waterfalls are formed when hard rock overlays softer rock.
- The softer rock is eroded more quickly than the harder rock creating a plunge pool and overhanging rock.
- Continued erosion makes the plunge pool deeper and overhanging rock becomes unstable.
- The overhanging rock collapses and the waterfall retreats upstream.

### Gorge




A narrow steep sided valley that is usually found immediately downstream from a waterfall.

It is formed by the gradual retreat of a waterfall over hundreds or thousands of years.

*What processes of erosion and weathering result in the formation of a waterfall and gorge.*

➢ *You need to be able to identify and define each.*

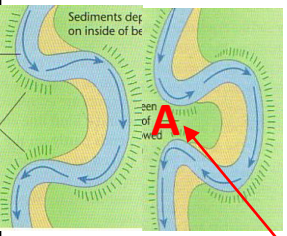
### Interlocking Spurs


Interlocking spurs are a landform found in the upper course of the river, formed due to erosion and weathering.

- In the upper course, the river erodes vertically (downwards) creating steep valley sides.
- Weathering of the valley sides creates deep V shape valleys.
- The river in the upper course does not have enough energy to erode laterally and so flows around bands of more resistant rock
- These resistant hard rock creates ridges with jut out, creating spurs. These spurs overlap forming interlocking spurs.

## Landforms that have been created by erosion and deposition:

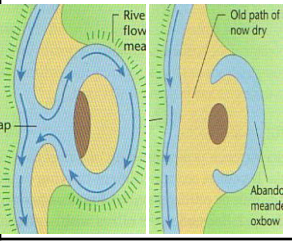
### Meander




A meander is a bend in the river on the valley floor.

1. It starts with a slight bend.
2. Water moves faster on the outside of the bend and slower on the inside.
3. The fast water erodes the outside of the bend. The slower water deposits material on the inside of the bend.
4. Continued erosion and deposition makes the bend bigger.

### Ox bow lake

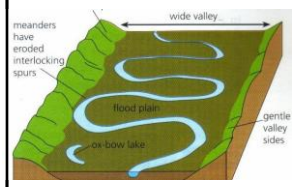



An oxbow lake is a U-shaped lake formed when a meander is no longer connected to a river

5. Continued erosion and deposition makes the meander bigger and the neck (A) narrows.
6. Eventually the neck breaks through and the water takes the most direct route, avoiding the meander
7. As less water is flowing through the meander, the energy is reduced = deposition. The meander is blocked off and an oxbow lake is created.

## Landforms that have been created by transportation and deposition:

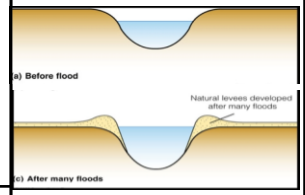
### Floodplain




A wide, flat area of marshy land on either side of a river in the lower course of a river.

- Flooding is common in the lower course of a river.
- When a river floods, velocity decreases = energy decreases = deposition occurs.
- Layers of deposited fine sediment (e.g. silt/alluvium) build up on the valley floor, either side of the river creating a floodplain.
- The floodplain is made wider due to large meanders that wind across the floodplain.
- *Common landforms on a floodplain: levee, estuary, meander, oxbow lakes.*

### Levee




A raised river bank found alongside a river in the lower course, caused by repeated flooding. They are natural embankments.

Flooding is common in the lower course of a river. When a river floods, velocity decreases = energy decreases = deposition occurs.

- Heavier, larger material is deposited first, next to the river bank.
- Lighter silt/alluvium is deposited further across the floodplain.
- Over time the height of the banks are raised by a build up of coarser sand deposits, creating levees.

### Estuary

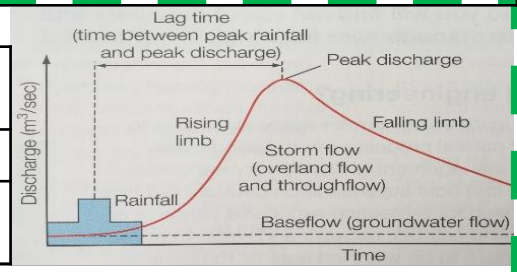
Is the wide part of a river, where the river meets the sea (mouth)

Estuaries are the transitional zone between the river & sea.

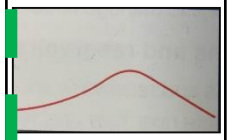
- The water flowing down the river meets water flowing up the river from the sea (during high tides). As the water meets, velocity decreases= energy decreases = lots of deposition.
- Due to deposition, salt marshes form creating habitats for wildlife.
- In some estuaries humans have made ports for industry.

## STORM HYDROGRAPH

| | |
|---|---|
| Storm Hydrograph | A graph showing how a river reacts to heavy rainfall. It can be used to predict floods. |
| Lag time | The time between the peak rainfall and peak discharge |
| Discharge | The volume of water in a river channel (measured in cumecs). |

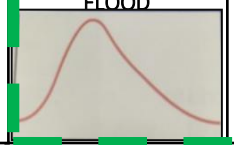



### NO FLOOD



- Trees in drainage basin intercept rainfall meaning there will be a longer lag time.
- Gentle rain will mean more water is infiltrated into the ground. Therefore it takes longer to reach the river channel = longer lag time.
- Permeable rock = more water infiltrated = takes longer to reach river.
- Dry soils = more water can infiltrate = takes longer to reach river channel
- Large drainage basins = water has to travel further to reach river = slower

### FLOOD



- Deforestation = no trees to intercept rainfall = rainfall reaches river quickly = shorter lag time.
- Intense rain = too fast to infiltrate = more surface runoff = quicker to river = shorter lag time.
- Impermeable rock = rainwater not infiltrated = more surface runoff = quicker to river = shorter lag time. Impermeable surfaces are created when areas are ***urbanised*** (concrete).
- Steep slopes = quick transfer of water to river channel = short lag time

# KS4 – The Geography Knowledge – PHYSICAL LANDSCAPES IN THE UK (part 3)

| | |
|---|---|
| **Hard engineering Effective?** | **Using manmade, artificial structures to prevent erosion and flooding..** More effective, long lasting and need less maintenance than soft engineering, however more expensive and less natural/environmentally friendly. |
| **Dam & Reservoir** | A large wall is built across a river and a reservoir forms behind the dam. It is used to regulate river flow. The flow of water can be 'turned off' during periods of heavy rain.<br>• Effective, long lifespan, used for irrigation, water supply, recreation and HEP.<br>• Expensive, damage habitats, people have to relocate due to flooding. |
| **Channel Straightening** | Rivers are straightened by cutting through meanders to create a straight river channel. This speeds up the flow of water along the river.<br>• Effective as water does not have time to build up, long lifespan.<br>• Expensive, unnatural, damage habitats, result in flooding downstream. |
| **Embankment** | A raised riverbank (levee) which allows the river to channel to hold more water.<br>• Effective, long lifespan, can look natural if covered in vegetation<br>• Expensive, if concrete is used it is unnatural and unattractive. |
| **Flood Relief Channel** | A man-made river channel constructed to divert water in a river channel away from urban areas.<br>• Effective as regulate river discharge (in heavy rain, relief channels are opened)<br>• Expensive, it can destroy habitats while it is being constructed. |
| **Soft engineering Effective?** | **Using natural, environmentally friendly methods to prevent flooding.** Often cheaper than hard engineering however need more maintaining and have a shorter lifespan |
| **Afforestation** | Planting trees to create a woodland/forest<br>• Trees slow down the movement of water into channels (longer lag time) = less likely to flood. Provides habitats. Cheap.<br>• Less effective than hard engineering. |
| **Wetlands** | Where land next to wetlands is left to flood.<br>• Cheap, easy to maintain, create habitats, stores water so less in river channel.<br>• Short lifespan, constant maintenance, beach is closed due it is being done. |
| **Floodplain Zoning** | Land is allocated for different uses according to its flood risk. Land closest to the river is used as parkland and land further from rivers is used for housing and industries.<br>• Doesn't' stop the flood but reduces cost as infrastructure is not destroyed.<br>• Flood is not stopped, is difficult to if the land has already been built on. |
| **River Restoration** | Returns a river to its natural state (e.g. remove channel straightening or a dam).<br>• Cheap, easy to maintain, creates habitats, natural.<br>• Flooding still occurs, less effective. |
| **Planning & Preparation** | Rivers are monitored to measure flood risk using satellites, instruments and computer models. The Environmental Agency issue alarms if a flood will happen.<br>• People can prepare – sandbags around home, move valuable upstairs, evacuate, create emergency kits,<br>• Flood still occurs, house prices can drop if deemed 'at risk' |

## An example of a recent extreme weather event in the UK: THE SOMERSET FLOODS

| | |
|---|---|
| **Where** | Somerset, south-west England |
| **Physical landscape** | Somerset is low lying farmland. There are several rivers, including the Tone and Parrett, which flow into the Severn Estuary. |
| **When** | January and February, 2014 |
| **Why** | 350mm of rain in January and February (100mm above average), high tides, storm surges, rivers had not been dredged in 20 years and so were clogged with sediment |
| **Social Effects** | • 600 houses flooded. People in temporary accommodation for months.<br>• 16 farms were evacuated<br>• Villages (e.g. Moorland) were cut off by the floodwater. This meant residents could not attend school, work or shop.<br>• Power supplies were cut off.<br>• Local roads and railway lines were flooded. |
| **Economic Effects** | • Somerset County Council estimated the cost at £10 million.<br>• 14,000 hectares of farmland under water for weeks = could not sell crops.<br>• Over 1000 livestock had to be evacuated, which was very expensive for farmers and insurance companies.<br>• Local roads and railway lines were flooded. These needed to be repaired. |
| **Environmental Effects** | • Floodwater contained sewage and chemicals which contaminated farmland.<br>• Habitats were lost. |

### To reduce the risk of future floods, a £20 million Flood Action Plan was launched.

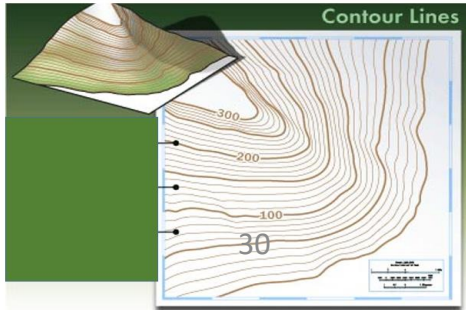
| | |
|---|---|
| **Dredging** | In March 2014, 8km of the River Tone and the River Parratt were dredged. This is when material/soil/mud is removed from the river bed. As a result the river channel is larger and can hold more water. This prevents the river overflowing its banks. |
| **Elevated roads** | Roads have been elevated in places. As a result even if a flood occurs, people can still drive on the elevated roads. This also helps the economy by allowing import/export. |
| **Flood defences** | Settlements in areas of flood risk have flood defences. As a result they are able to protect themselves. |
| **Embankments** | River banks have been raised. These are called embankments. This means the river channel can hold more water and therefore it is less likely to overflow. |

**Contour lines** tell us about the relief of the land (slope gradient). Contour lines are brown lines on an OS map. They join up points of equal height, shown on the lines.

They often show changes in height of 5 or 10 metres.

- Contours very close together = steep gradient (upper course – gorge)
- Contours far apart = flat land (lower course – floodplain)

http://www.bbc.co.uk/education/clips/zpxwq6f



# Year 11: Geography HT2

**Knowledge Organiser Focus: Home Learning**

| Week | Home learning |
|---|---|
| Week 17 | https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUREUwSUkwTFlFTElZRjNSQlo4UllNUkVNSS4u |
| Week 21 | https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUOVBJVDNRMzUyTDAzVDZISUQzNVFLQk0wSS4u |
| Week 25 | https://forms.office.com/Pages/ResponsePage.aspx?id=zz3XjXy17EC3-HVbUS2fexnGlmoMwSpGkoc873M8PStUMlo0SjBEQ1UyWE00NENaQkNQUDRCVUE4QS4u |

# Religious Studies Term 2 GCSE

Knowledge Organiser Focus: What do Christians believe?

I should already know:
Basic Christian beliefs
Basic Christian practices
Christian festivals
Christian religious books, stories and figures

I will learn about:
Christian beliefs about the nature of God
Christian beliefs about the nature of Jesus
Christian beliefs in life after death
Christian beliefs about sin, salvation and atonement
Christian beliefs about Jesus death and resurrection
The Nicene Creed

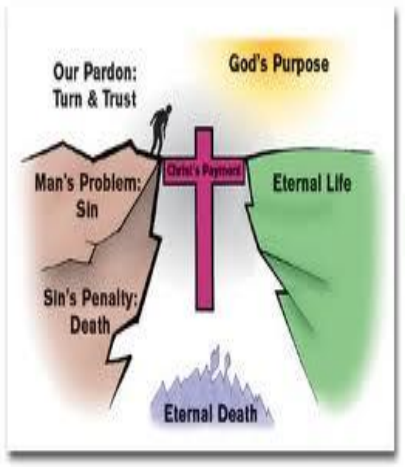
How I will be assessed.
With 2 mark questions defining key words
With 4 mark questions explaining a religious belief
With 8 mark questions explain a religious belief with a source
With 15 mark questions analysing a quote from various viewpoints

Key words (tier 2 and 3 vocabulary):

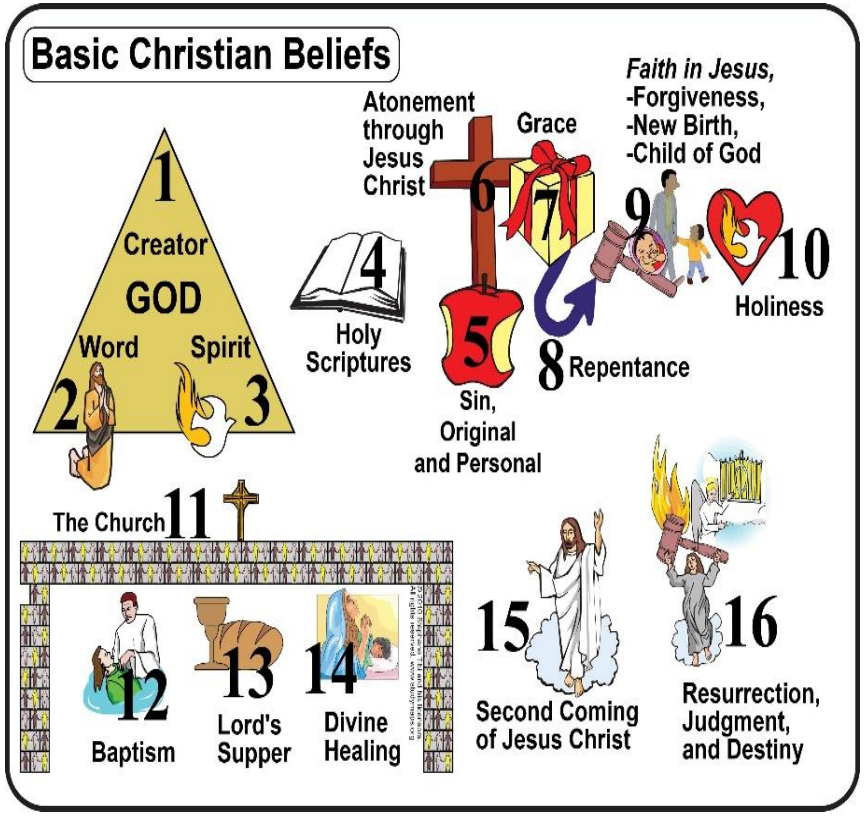
| Word | Definition |
|---|---|
| Omnipotent, Omniscient, Omnipresent, Omnibenevolent | (God) All powerful, all knowing, all present, all good |
| Incarnation | The belief that God became human in the form of Jesus |
| The Trinity | The belief that God has three parts- the Father, Son and Holy Spirit |
| Resurrection | The belief that Jesus rose from the dead, proving he was God |
| Salvation | The belief that Jesus' death was to save people from sin/hell |
| The Nicene Creed | A document that states the fundamental beliefs of Christianity |
| Describe | Talk about it with key words |
| Explain | Talk about why/how |
| Evaluate | Talk about its effects |

Stretch challenge:
Consider how you will show evidence for all the Christian beliefs above using sources of authority. Find them in your classwork or research for them, make revision notes and spider diagrams to link them.

Recommended reading:
How to be a Bad Christian- Dave Tomlinson
The Da Vinci Code – Dan Brown
Comparative Religion for Dummies- William P Lazarus
**These can all be borrowed from the school library!*










## Arguments for Life after Death

- There is a lot of evidence that the mind can affect the body.
- We must have a mind separate from our body. It is not material and so must survive the death of the body.
- All the religions teach that there is life after death, so there must be something.
- The evidence of religious experience and all the reasons to believe in God make it likely that there is life after death.
- Evidence of the paranormal: ghosts etc.
- Evidence from people who have had near death experiences.

# Nicene Creed

We believe in one God, the Father, the Almighty, maker of heaven and earth, of all that is, seen and unseen.

We believe in one Lord, Jesus Christ, the only Son of God, eternally begotten of the Father, God from God, Light from Light, true God from true God, begotten, not made, of one Being with the Father. Through him all things were made. For us and for our salvation he came down from heaven: by the power of the Holy Spirit he became incarnate from the Virgin Mary, and was made man. For our sake he was crucified under Pontius Pilate; he suffered death and was buried. On the third day he rose again in accordance with the Scriptures; he ascended into heaven and is seated at the right hand of the Father. He will come again in glory to judge the living and the dead, and his kingdom will have no end.

We believe in the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son. With the Father and the Son he is worshiped and glorified. He has spoken through the Prophets.
We believe in one holy catholic and apostolic Church.
We acknowledge one baptism for the forgiveness of sins.
We look for the resurrection of the dead, and the life of the world to come.

Amen.

# Knowledge Organiser: Christianity Beliefs

## Key Words

**Monotheistic:** A religion which believes in one God
**Holy:** Separate and set apart for a special purpose by God
**Omnipotent**: Almighty – unlimited power
**Benevolent:** all-loving
Justice: what is right and fair
**Trinity:** God the father, Son and Holy Spirit
**Holy Spirit:** Gods presence in the world
**God the Son:** Jesus – enables humans to have a special relationship with God
Creation: God bringing the universe into being
**The Word:** Jesus – as described in the book of John
**Genesis:** The first book in the bible which has the creation story in it
**Incarnation:** God in human form – Jesus.
**Resurrection:** coming back from the dead
**Blasphemy:** saying or doing something which goes against God
**Crucifixion:** Roman method of execution where a person is nailed to a cross
**Ascension:** 40 days after the resurrection when Jesus returned to God in heaven
**Afterlife**: What happens when you die
**Day of Judgement:** God will judge all souls at the end of time
**Heaven**: Eternal happiness, being in the presence of God
**Hell:** Eternal suffering, absence of God
**Purgatory:** Catholic belief in which souls are cleansed in order to enter heaven
**Sin:** Any action against God
**Original Sin:** first sin in the world committed by Adam and Eve which means all humans are born with this in them
**Salvation:** saving the soul from sin and going to heaven thanks to Jesus' sacrifice
**Grace:** A quality of God which shows to humans that God loves them which they don't need to earn
**Forgiveness:** pardoning someone for their wrong doing
**Atonement:** restoring the relationship between people and God through the life, death and resurrection of Jesus
**Mass:** Ceremony, also called Eucharist, in which the death and resurrection of Jesus is celebrated using bread and wine

## God as omnipotent, loving and just

Christians believe **God is all-powerful**. He has unlimited power and can do anything.
*"Nothing is impossible with God"*
**God is all-loving** he loves humans so wants what is best for them. Guidelines are given for us to live the best lives we can. Christians should love each other treating everyone with care and respect.
*"God so loved the world he gave his one and only Son…"* God has unlimited power and authority with complete love and therefore gives justice is a fair way. Christians should try and bring about fairness in the world.

## Different Christian beliefs about Creation

Creation in Genesis 1:1-3 - God created the world in 6 days and rested on day 7. *"In the beginning God created the heavens and the earth"* God created the perfect world in the beginning. *"it was good"*
Creation in John 1:1-3 – *"In the beginning was the word….through him all things were made…".* The word refers to Jesus and therefore he was present at the beginning of the world and involved in the creation of the world. This also shows the importance of the trinity being involved in the whole creation.

## The Incarnation of Jesus – The Son of God

The Christmas story is the account of Jesus' birth. Some belief that this story shows Jesus had an ordinary birth as someone who was fully human, however was fully God as it says in the bible he was born through the immaculate conception.
*"before they came together, she was found to be pregnant through the Holy Spirit".* This is proof to Christians that Jesus was incarnate. Through the incarnation God showed himself as a human.
*"The word became flesh and made his dwelling among us".* God in human form makes it easier for some to understand his actions, including miracles and resurrection. Jesus is known as the Messiah or special leader. When Jesus was baptised God said, *"You are my son".* Jesus was asked whether he was the Son of God, he replied, *"I am"*

## The Oneness of God and the Trinity

Christians believe that the Trinity is made up of God the father, the son and the holy spirit. They believe God is three in one. There are not three Gods, but different forms of the same thing.

## The inconsistent Triad

Some people believe that you cannot have an all-loving God, who is all-powerful who allows evil and suffering to exist. Christians believe that God is transcendent (beyond our understanding) and therefore they can trust God when things in the world are not right.

## The Crucifixion

It is believed that Jesus was arrested, tortured and then put to death by Pontius Pilate through crucifixion. As Jesus was fully human he suffered pain as an ordinary human did.
*"Father, into your hands I command my spirit"* Jesus forgave the guards who crucified him and one of the criminals who was crucified next to him, *"You will be in paradise with me this day".* One of the Roman centurions said, "Surely this is the Son of God".
The crucifixion influences Christians today by accepting Jesus sacrifice they can be forgiven for sin and go to heaven. They can acknowledge that suffering is a part of life and God can understand what it is like for someone to suffer.

## Heaven and Hell

Based on judgement Christians believe that people will go to heaven or hell depending on how they behave and whether they have a belief in Jesus. Heaven is seen as being with God and eternal happiness where there is no suffering. Hell is seen as eternal torment or suffering and being absent from God and where the Devil is.
Some Christians believe that Heaven is a literal, real place you will go. Other Christians believe it is just being with God, in the same way hell may not be actually real but an absence of God.
In the book of revelation it mentions people who go to hell will burn in a lake of fire.
Catholics believe in a place called purgatory in which your soul goes to be cleansed as no-one is ready yet to go to heaven as as humans we are all imperfect.

## The Resurrection and ascension

Jesus was buried in a tomb and left there until Easter Sunday because it was the Sabbath no-one could touch the body until after this. When Mary Magdalene returned to the tomb it was open and empty. An angel appeared and said Jesus had risen from the dead. The resurrection is one of the most important parts of Christianity as it proves Jesus was divine and not just a human. For the next few days and weeks Jesus appeared to several people including his disciples to tell them to spread the news that he had risen and that they should continue his message. The ascension happened 40 days after the resurrection when Jesus went up to heaven. *"He left them and was taken up into heaven."* He told his disciples to carry on his teachings, *"Go and make disciples of many nations, baptising them in the name of the father, Son and Holy Spirit".* The significance for Christians today is it shows the power of good over evil and that they can be resurrected and therefore shouldn't fear death. God will forgive sins and they can become closer to God. The holy spirit will be there to guide and comfort. The resurrection gives the point to the Christian faith.

## The afterlife and judgement

Christians believe there is another life. Christians believe that they have eternal life but what happens to them depends on their belief in God. Judgement will happen at death or at the day of judgement. The Apostles creed says, *"…he will come to judge the living and the dead…"* The parable of the sheep and Goats shows how people will be judged by God. The sheep are the good and the goats the bad, going to heaven and hell. Jesus also said, *"I am the way the truth and the life, no-one comes to the Father expect through me."* Treating others well and believing in God is important to guarantee a good afterlife.

## Sin and Salvation

Sin separates humans from God, this can be anything that goes against God or his laws. As humans are not perfect it is impossible not to sin. Christians believe that all are born with sin in them known as Original sin. This is due to Adam an Eve disobeying God and eating the fruit from the tree of knowledge. This action separated humans from God and brought about death into the world. They were tempted by the serpent (devil) and Christians believe that Christians are tempted in life to do bad things. Christians have freewill however they should use this to make the right choices using God and Jesus' teachings to guide them, e.g. The Ten Commandments. Salvation means to be saved from Sin and its consequences, e.g. going to hell. Sin separates us from God and salvation saves us from this. This salvation comes through faith in God and Grace through faith in Jesus.

## The role of Christ in Salvation

Salvation is offered through Jesus, *"For the wages of sin is death, but the gift of God is eternal life in Christ Jesus*". Jesus' death makes up for original sin. Humans can receive forgiveness for their sins because of Jesus' death and then receive eternal life. His sacrifice provides atonement, which means our relationship with God is restored. This removes the effects of sin and allows humans to get back to God. *"He is the atoning sacrifice for our sins and for the sins of the whole world".* Jesus paid the price for the sin of all mankind through his death and Christians believe if you put your trust in him you can receive eternal life with God. Salvation is a gift you must choose through belief in Jesus and following his teachings.

# Y11 French: HT3

## Knowledge Organiser Focus: International and Global Dimension (Theme 5)

## I should already know:

- Present Tense Conjugation
- Future Tense Conjugations
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Self and Family, Technology)
- Theme 2: Local area, Holiday and Travel (Town and Region, Holidays)
- Theme 3: School (My studies)
- Theme 4: Future Plans, Aspirations and Work (Jobs, Careers and Future Plans)

## I will learn about:

- The planet in danger
- Discussing towns
- Comparatives
- Snazzy (subjunctive) structures
- If clauses
- Imperfect Tense Consolidation
- Pluperfect Tense Conjugation

## How I will be assessed:

- Translation into English F/H (19 marks)
- Speaking (Photocard) F (15 marks)/ H (15 marks)
- Reading F (31 marks)/ H (39 marks)

## Key words (tier 2 and 3 vocabulary):

| Word | Definition |
|---|---|
| L'environnement | The Environment |
| une association caritative | A Charity Organisation |
| le travail bénévole / le benevolat | charity work |
| la pauvreté | poverty |
| les sans-abri / les SDF | the homeless |
| L'imparfait | Imperfect – A tense that expresses an uncertain action in the past (e.g.I used to recycle) |
| Le plus que parfait | Pluperfect – A tense that expresses a certain action in the past (e.g. I will study) |

## Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Investigate an international sporting or musical event and create a poster/ fact file about it
- Use the Grammar Booklet/ Study Packs/ Thinking Quilts/ Revision Packs provided to consolidate your learning

## Recommended reading/ watching:

French Imperfect Tense – https://www.youtube.com/watch?v=L7LkLztdjCA&t=69s
French Pluperfect Tense – https://www.youtube.com/watch?v=xsCS3u6dwKA
GCSEPOD – French Grammar
GCSEPOD – French Edexcel/ International and Global Dimension
All-In – French Homework Challenges
Quizlet - https://quizlet.com/_5vkqvh?x=1jqt&i=192vgg / https://quizlet.com/_5vkre9?x=1jqt&i=192vgg / https://quizlet.com/_5vks4h?x=1jqt&i=192vgg

# Y11 French: HT3

## Knowledge Organiser Focus: International and Global Dimension (Theme 5)

## 80 – 90 Word Writing Task

**P ast**

Il y a deux années/ La semaine dernière/ Le weekend dernier/ Il y a trois jours

| Auxiliary verb | AVOIR | ÊTRE |
|---|---|---|
| 1: Je (I) | 'ai | suis |
| 4: Nous (we) | avons | sommes |

| | ER | IR | RE |
|---|---|---|---|
| PP | é | i | u |

J'ai eu
Je suis allé.e
J'ai pris

Quand j'étais jeune/ Antes/ Quand j'avais... ans

| | ER/IR/RE |
|---|---|
| 1: Je (I) | ais |
| 4: Nous (we) | ions |

Il y avait
J'étais
J'avais

**P resent**

Normalement/ De temps en temps/ Toujours/ ne ... jamais/ Tous les jours

| | ER | IR | RE |
|---|---|---|---|
| 1. | E | S | S |
| 4. | ONS | ISSONS | ONS |

J'ai
Je suis
Je vais

**O pinion**

| | |
|---|---|
| J'aime | La bonne/ mauvaise chose |
| Je déteste | Je crois que |
| Je préfère | J'imagine que |
| J'estime que | Je ne supporte pas |

| Me fait ... | Me fait sentir... |
|---|---|
| rire | exciteé.e |
| pleurer | content.e |
| sourire | triste |

plus/ moins
(adjectif)
que

**F uture**

L'année prochaine/ L'après-demain/ Dans trois semaines/ À l'avenir/ Quand je serais plus agé.e.s

| | ALLER | Infinitive |
|---|---|---|
| 1. | JE VAIS | |
| 4. | NOUS ALLONS | |

| | ER/IR/RE |
|---|---|
| 1. | AI |
| 4. | ONS |

Si je pouvais, je voudrais ...
Si j'avais la chance, j'aimerais...
Si c'était possible, j'aurais ...

**How do I best answer the bullet points?**

- P.P.O.F
- Correct tense for each bullet point
- Three tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

## 130 – 150 Word Writing Task

**C onditional**

Si je pouvais/ Si j'avais la chance/ Si j'avais la choix/ Si c'était possible/ Si j'avais la occasion

| | ER/IR/RE |
|---|---|
| 1. | AIS |
| 4. | IONS |

J'aurais
Je serais
J'irais

**S ubjunctive**

J'adore que/ J'ai peur que/ Je suis content que/ Je suis désolé que/ Il est bizarre que/ Il est dommage que/ on évite que/ Je souhaite que/ Je doute que

| | ER/IR/RE |
|---|---|
| 1. | E |
| 4. | IONS |

J'aie
Je sois
J'aille

**S nazzy**

comme un poisson dans l'eau = to be at ease
c'est pas le Pérou = to be nothing to write home about
être simple comme 'bonjour' = to be as easy as pie
avoir le cafard = to be down in the dumps
être aux anges = to be over the moon

**S tructures**

après avoir vu/ regardé = after watching
après avoir terminé = after finishing
après avoir attendu = after waiting
après être allé = after going

WOW!

**How do I best answer the bullet points?**

- P.P.O.F
- Correct tense for each bullet point
- Basic tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions
- ***Conditional Tense***
- ***Subjunctive Phrases***
- ***Snazzy Structures***

Translate each of the phrases below, then decide which tense it is and colour each box in the correct corresponding colour.

| | | | | |
|---|---|---|---|---|
| Recycler | Il y avait | Soutenir | Ils habitent | Nous gaspillons |
| On a | Je vais faire | Ils attirent | Je vais refuser | Je participe |
| Protéger | J'aiderais | Donner | Je fais | Créer |
| Il y a | Il y aura | Acheter | Il faut | Je vais acheter |
| Éviter | Je vais utiliser | Se doucher | Je crois | J'ai planté |
| J'ai fait | Ils ont recyclé | On devrait | Je vais trier | Économiser |

Infinitive (to go)
Present tense ( I go)
Imperfect tense (I used to go)
Perfect tense ( I went)
Conditional ( I would go)
Near future (I am going to go)

## Translations

1. To protect the environment, you should save energy.

2. You must recycle and separate rubbish.

3. To save energy, I am going to unplug electrical appliances.

4. You should not waste water.

5. I am going to buy green products and use public transport.

**il a lieu/ça se passe …** *it takes place …*

Don't panic if you come across a context you haven't met before. Listen out for words you do know, and use the questions to help you too.

Link your ideas together using phrases like *en plus* and *ensuite* – don't just write a long list! Use time and place phrases like *à la maison, à l'école/au collège, actuellement* and *à l'avenir* to add interest.

In order to develop your answers as fully as possible, try to ask yourself additional questions like 'Where?' 'When?' 'How often?' 'Who with?' This will help you include extra details to make your answers more interesting.

| Pour moi, le plus grand problème environnemental pour la planète, c'est … | | |
|---|---|---|
| la pollution de l'air | parce que/qu' | on détruit la planète. |
| la destruction des forêts tropicales | | les arbres nous donnent de l'oxygène et nous les coupons tous les jours. |
| le manque d'eau potable | | beaucoup de personnes n'ont pas accès à cette ressource vitale. |
| C'est très inquiétant./C'est catastrophique. | | |

You will be asked your opinion on different topics, so it's useful to have a bank of opinion phrases at the ready that you can use regardless of what you are discussing. You should find a few you could use in Farah's third answer.

**Using on doit *and* on peut + *the infinitive*** Page 212

*Pouvoir* (to be able to/can) and *devoir* (to have to/must) are known as modal verbs. Use them followed by a verb in the infinitive.

| | | | |
|---|---|---|---|
| *je* ***peux*** | I can | *je* ***dois*** | I must |
| *tu* ***peux*** | you can | *tu* ***dois*** | you must |
| *il/elle/on* ***peut*** | he/she/one can | *il/elle/on* ***doit*** | he/she/one must |

*On peut aller au collège à vélo.* You can go to school by bike.
*On doit utiliser les transports en commun.* We have to use public transport.

| | | |
|---|---|---|
| **a** | pour moi, c'est important d'aider les autres. | *for me, it's important to help other people.* |
| **b** | pour moi, c'est important de participer à la vie en société. | *for me, it's important to participate in society.* |
| **c** | j'aime développer de nouvelles compétences. | *I like developing new skills.* |
| **d** | j'aime rencontrer de nouvelles personnes. | *I like meeting new people.* |
| **e** | c'est une expérience enrichissante pour moi. | *it's a rewarding experience for me.* |
| **f** | ça me donne plus confiance en moi. | *it gives me more confidence in myself.* |

**The passive** Page 221

The **passive** is used to talk about things that are done. To form it, use the correct form of ***être*** in the present tense, followed by a past participle. The past participle must agree with the subject.

*Le coton* (m, sg) ***est cultivé***. The cotton **is grown**.
*Les balles* (f, pl) *de coton* ***sont transportées***. The cotton balls **are transported**.

- *qui* means 'who'
- *ce qui …* means 'that which/what …'

*Ce qui est important pour moi, c'est …*
What's important to me is …

The **pluperfect tense** is used to talk about what you had done/seen, etc. (before you did something else). It is formed using the imperfect tense of *avoir* or *être* plus a past participle, e.g. *Il/Elle* ***avait*** *lu …* He/She **had** read …

- Show that you can use three time frames confidently.
- Use different parts of the verb: *je, nous, cet événement …*
- Use opinion phrases like *à mon avis* and *pour moi*.
- Link your ideas together using words and phrases like *aussi, en plus* and *d'ailleurs*.

Before you listen, read all of the answer options carefully. Sometimes things that relate to more than one option will be mentioned in the audio, but you might hear them in the negative (with *ne … pas*, for example) or they might be a different person's views. Listen carefully so that you can choose the correct answers.

Look at how these phrases are used in the texts in exercise 3.

| | |
|---|---|
| *ceci dit* | having said that |
| *cependant* | however |
| *à part tout cela* | apart from all of that |
| *en ce qui concerne …* | as far as … is concerned |

You can improve your French by including them in your oral and written work.

The present participle is a special form of the verb that ends in *-ant*. It is often used after *en*, when it can mean one of three different things:

| | |
|---|---|
| on doing | *J'éteins la lumière* ***en quittant*** *une pièce.*<br>I turn the lights off **on leaving** a room. |
| by doing | *J'économise l'eau* ***en prenant*** *une douche au lieu d'un bain.*<br>I save water **by taking** a shower instead of a bath. |
| while doing | *Je ferme le robinet* ***en me lavant*** *les dents.*<br>I turn off the tap **while brushing** my teeth. |

| | |
|---|---|
| Ce qui est important pour moi dans la vie, c'est … | |
| L'année dernière/L'été dernier/Au mois de juillet, je suis allé(e) à … avec … | |
| Cet événement est connu dans le monde entier.<br>C'est le plus grand festival de … au monde/au Royaume-Uni. | |
| À mon avis, cet événement … | encourage la pratique du sport/du théâtre/de la musique.<br>unit les gens.<br>permet aux gens de s'amuser. |
| Nous avons vu …/Nous avons rencontré …/Nous avons chanté/dansé/mangé … | |
| C'était génial/super!/L'ambiance était magique! | |
| L'année prochaine, je vais … Ça va être … | |

| Cet événement/Ce genre d'événement … | *This event/This type of event …* |
|---|---|
| attire des touristes. | *attracts tourists.* |
| encourage la pratique du sport. | *encourages participation in sport.* |
| donne des modèles aux jeunes. | *gives young people role models.* |
| permet aux gens de s'amuser. | *allows people to have a good time.* |
| unit les gens. | *unites people.* |

***le changement climatique*** *climate change*

***les sans-abri/les SDF (sans domicile fixe)*** *homeless people ('people without shelter'/'people with no fixed abode')*

| Il y aura … | *There will be …* |
|---|---|
| de la pluie. | *rain.* |
| de la neige. | *snow.* |
| du vent. | *wind.* |
| du tonnerre. | *thunder.* |
| des averses. | *showers.* |
| des éclairs. | *lightning.* |
| des éclaircies. | *sunny intervals.* |
| Il fera … | *It/The weather will be …* |
| beau/mauvais. | *good/bad.* |
| chaud/froid/frais. | *hot/cold/chilly.* |
| Le temps sera … | *The weather will be …* |
| ensoleillé. | *sunny.* |
| nuageux. | *cloudy.* |
| orageux. | *stormy.* |

**The simple future tense** Page 218

When you use the **simple future tense** to talk about the weather, you are mostly using the third person singular (*il* form) of *faire, avoir* and *être*. The *il* form ending is *-a*.

| | |
|---|---|
| *Il* ***fera*** *frais.* | It will be chilly. |
| *Il y* ***aura*** *du vent.* | There will be wind./It will be windy. |
| *Le temps* ***sera*** *orageux.* | The weather will be stormy. |

When you read a French text with dialogue in it, what each person says will usually begin with a dash, like this: –. Also look for words like *dit* (says), *demande* (asks) and *répond* (answers/replies) to help you to work out who says what.

**Emphatic pronouns**

**Emphatic pronouns** are used after prepositions like *pour* (for), *avec* (with) and *chez* (at …'s house).

| **emphatic pronouns** | |
|---|---|
| *moi* | *nous* |
| *toi* | *vous* |
| *lui/elle* | *eux/elles* |

*Pour* ***moi****, c'est important d'aider les autres.*
For **me**, it's important to help others.

*Pourquoi ne pas discuter avec* ***eux****?*
Why not talk to **them**?

# Y11 French: HT3

Knowledge Organiser Focus: International and Global Dimension (Theme 5)

What is included?

- Homework Tracker
- Knowledge Organisers
- Homework Activities

**Knowledge Organiser Focus: Home Learning**

MFL

| Year 11 | Week | Dates | Title |
|---|---|---|---|
| Term 2 | | | |
| Semaine 16 | B | w/b 4.1.21 | Vocabulary 1, translation and reading |
| Semaine 17 | A | w/b 11.1.21 | Vocabulary 2, gap fill, reading and opinions |
| Semaine 18 | B | w/b 18.1.21 | Vocabulary 3, tangled translation and reading |
| Semaine 19 | A | w/b 25.1.21 | Vocabulary 4 and photocard |
| Semaine 20 | B | w/b 1.2.21 | Reading questions |
| Semaine 21 | A | w/b 8.2.21 | Translation and conjugation<br>Writing (Photo and 90 words) |

**Deberes – Homework: Instructions**

- For each week, you need to complete the translations using the knowledge organisers to help.
- Using the vocabulary, complete the activities on the two pages after the translation exercise.
- The homework should take no longer than an hour to complete. You could spread it over 5 days and spend 20 minutes on it!
- All work will be self marked in class and your score recorded by your teacher.

# Y11 French: HT4

## I should already know:

- Present Tense Conjugation
- Future Tense Conjugations
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Self and Family)
- Theme 2: Local area, Holiday and Travel (Town and Region, Holidays)
- Theme 3: School (My studies)
- Theme 4: Future Plans, Aspirations and Work (Jobs, Careers and Future Plans)
- Theme 5: International and Global Dimension (Environment and Social Issues)

## I will learn about:

- Exam skills and techniques
- Snazzy (subjunctive) structures
- Key topic vocabulary
- Grammar Consolidation
- Memory recall and retrieval techniques

## How I will be assessed:

- Translation into French F/H (19 marks)
- Listening F (40 marks)/ H (50 marks)
- Writing F (50 marks)/ H (60 marks)

## Knowledge Organiser Focus: Revision (Themes 1 - 5)

## Key words (tier 2 and 3 vocabulary):

| Word | Definition |
|---|---|
| tandis que | whereas - connective |
| bien que j'aie | although I have – connective with subjunctive structure |
| Je faisais | I used to do – 1st per son imperfect from 'FAIRE' |
| J'aurai | I will have – 1st person simple future from 'AVOIR' |
| ne … plus | no … longer - negative |
| Je suis allé(e) | I went – 1st person perfect from 'ALLER' |
| J'aimerais/ Je voudrais + infinitve | I would like + infinitive – 1st person conditional + infinitive structure |
| Je vais + infinitive | I am going (to) + infinitive – 1st person near future + infinitive structure |

## Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organisers to a visual format
- Create Revision Flashcards/ MindMaps/ Revision Clocks to reduce topic mats to a visual format
- Use the Grammar Booklet/ Study Packs/ Thinking Quilts/ Revision Packs provided to consolidate your learning
- Revision 'Lockdown' topic - Holidays

## Recommended reading/ watching:

GCSEPOD – French Grammar
GCSEPOD – French Edexcel/ All topics
All-In – French Homework Challenges
Quizlet – class link for all topics and grammar - https://quizlet.com/join/vVFjKrjkm

## Saying 'in' or 'to' with countries

| |
|---|
| *J'habite …* (I live …)<br>*Je vais en vacances …* (I go on holiday …) |
| ***en*** + feminine country, e.g.<br>*en Angleterre/France/Belgique/Autriche*<br>(in/to England/France/Belgium/Austria) |
| ***au*** + masculine country, e.g.<br>*au pays de Galles/Royaume-Uni*<br>(in/to Wales/the UK) |
| ***aux*** + plural country, e.g.<br>*aux États-Unis/Pays-Bas*<br>(in/to the United States/the Netherlands) |

| | | | |
|---|---|---|---|
| J'y suis allé(e) pour | le déjeuner/le dîner. | C'était | délicieux/bien cuit. |
| Le service était | lent/exceptionnel. | La nourriture | était froide/trop salée. |
| Le serveur/la serveuse | était/n'était pas poli(e). | | n'était pas cuite. |
| J'ai pris | le plat du jour/un steak/ … | Je recommande/Je ne recommande pas ce restaurant. | |

***compris*** *included*

## More on the comparative

Page 215

You use comparative adjectives to compare things:

| | |
|---|---|
| *plus* + adjective + *que* | more … than |
| *plus pratique que* | more practical than |
| *moins* + adjective + *que* | less … than |
| *moins cher que* | less expensive than |

The word for 'better' is *mieux*.

| En général, je … | |
|---|---|
| Cette année, | Donc |
| j'ai oublié mon passeport. | j'ai raté l'avion. |
| j'ai pris un coup de soleil. | j'ai dû aller chez le médecin. |
| j'ai cassé mon appareil photo. | j'ai perdu mes photos. |
| j'ai été malade. | j'ai vomi. |
| on m'a volé mon sac. | j'ai dû aller au commissariat. |
| il a plu tous les jours. | il n'y avait rien à faire. |
| il y avait des cafards dans notre chambre. | on a dû chercher un autre hôtel. |
| Quelle catastrophe!/Quelle horreur!/ Quel dommage! | |
| La prochaine fois, je vais … | faire plus attention.<br>mettre de la crème solaire.<br>aller en vacances en Espagne.<br>loger dans un camping. |

***en bas*** *downstairs/below*

'15h00' said out loud is *quinze heures*.

You will need to use different tenses in the extended writing task. Remember to use:

- the present tense to say what you normally do and to give your opinion
- the near future tense to say what you are going to do
- the perfect tense to say what you did in the past (you can also use *c'était* and *il y avait* to describe things in the past).

***ce serait*** *it would be*
***il y aura*** *there will be*

To ask if the hotel has Wi-Fi or a swimming pool, start with *Est-ce que vous avez …?*

***quelque chose de différent*** *something different*

## Using the nous form and notre/nos

Pages 200 and 216

The *nous* form almost always ends in *-ons*. The only exception is *nous sommes* (we are), from the verb *être*.

***Nous proposons*** *des chambres avec …*
**We offer** rooms with …

Use ***notre/nos*** to say 'our'.

***notre*** *parc* ***notre*** *terrasse* ***nos*** *chambres*

The pronoun ***y*** means 'there'. You need to be able to recognise and understand it. In the present tense, *y* goes in front of the verb:

*J'**y** vais toujours en avion.* I always go **there** by plane.

Use words and phrases like *d'habitude, normalement* and *tous les ans,* and linking words like *mais* and *puis* to make your writing more interesting and less like a list.

## Using three time frames

Use the **present tense** to say what you normally do.
Use the **perfect tense** to say what happened in the past.
Use the **near future tense** to say what you are going to do.

| present | perfect | near future |
|---|---|---|
| *je vais* | *je suis allé(e)* | *je vais aller* |
| *je fais* | *j'ai fait* | *je vais faire* |
| *je passe* | *j'ai passé* | *je vais passer* |

Use the **imperfect tense** to say 'was' or 'were'.
*c'était …* it was … *il y avait …* there was/there were …

## Questions with inversion

Page 204

When asking questions, you can put the **question word** at the end.

*Tu loges **où**?* *Tu pars en vacances **avec qui**?*

You can also use **inversion**: put the question word first and swap the order of the subject (e.g. *tu*) and the verb.

*Où **loges-tu**?* *Avec qui **pars-tu** en vacances?*

Use *votre/vos* to say 'your'.

| | |
|---|---|
| *votre chambre* | your room |
| *vos enfants* | your children |

You may have to work out some new words from the context. For example, in the phrase *la nourriture était froide*, replace *la nourriture* with 'beep': 'beep was cold'. What would make sense?

***j'ai dû aller …*** *I had to go …*
***voler*** *to steal*

| | | | | |
|---|---|---|---|---|
| Moi, je voyage toujours | en car<br>en train<br>en avion<br>en voiture | parce que c'est | plus | rapide/confortable/pratique/ vert/aventureux. |
| | à vélo<br>à moto | | moins | ennuyeux/fatigant/cher. |
| | | | mieux pour l'environnement/la planète. | |

***des cafards*** *cockroaches*

Listen carefully for the prices and platform numbers. For higher numbers, it can help to write them out as words and then convert them into figures afterwards, e.g. *soixante-quatre* → 64.

## Reflexive verbs

Page 201

Reflexive verbs have a **reflexive pronoun** (***me***, ***te***, ***se***, etc.) in front of the verb. The verb is conjugated as usual.

| | |
|---|---|
| *Je **me** douche.* | I am having a shower. |
| *Tu **te** baignes.* | You go swimming. |
| *On **se** lève?* | Shall we get up? |

***En*** means 'some', 'of it' or 'of them'. You need to recognise it and understand it. It goes in front of the verb.

*J'**en** veux.* I want some.

***le lendemain*** *the next day*

Listen carefully for the tenses used.

| | | | |
|---|---|---|---|
| **present:** | *je fais* | *je vais* | *je me repose* |
| **perfect:** | *j'ai fait* | *je suis allé(e)* | *je me suis reposé(e)* |

# Y11 French: HT4

Knowledge Organiser Focus: Revision (Themes 1 - 5) Grammar – Perfect Tense

## Rule

Use the perfect tense to refer to a completed action in the past. This is a compound tense and is formed using an auxiliary verb (avoir or être) conjugated in the present tense.

**Step 1:** Choose the correct part of avoir.
**Step 2:** Form the past participle.

**-er verbs**
Remove the -er and add **é**
*jouer - jou - joué*

**-ir verbs**
Remove the -r
*finir- fini*

**-re verbs**
Remove the -r and add **u**
*vendre- vend- vendu*

**Reminder:**

**Avoir**

| | |
|---|---|
| *J'ai* | *nous avons* |
| *tu as* | *vous avez* |
| *il/elle as* | *ils/elles ont* |

### * Irregulars

The list below features the most common occurrences of irregulars and their past participle.

| | | | |
|---|---|---|---|
| **boire** | **bu** | **pouvoir** | **pu** |
| **faire** | **fait** | **devoir** | **dû** |
| **prendre** | **pris** | **vouloir** | **voulu** |
| **mettre** | **mis** | **voir** | **vu** |
| **lire** | **lu** | **être** | **été** |
| **avoir** | **eu** | **apprendre** | **appris** |

## Practice

**1** Find the past participle of the following.

| | | |
|---|---|---|
| | **acheter** | |
| | **gagner** | |
| | **passer** | |
| | **inviter** | |
| * | **faire** | |
| | **dormir** | |
| | **choisir** | |
| * | **comprendre** | |
| | **manger** | |
| | **visiter** | |
| * | **lire** | |
| * | **voir** | |

**2** In each sentence conjugate the auxiliary so that it agrees with the subject and add the correct past partiple.

| | | |
|---|---|---|
| * | l'homme **boire** de l'eau | |
| * | je **faire** mes devoirs | |
| * | la femme **lire** un livre | |
| | l' équipe **gagner** le match | |
| | nous **utiliser** le portable | |
| | Je **visiter** le parc | |
| | tu **manger** des fruits | |
| | vous **étudier** chez vous | |
| | le chat **aimer** le lait | |
| | je **fêter** mon anniversaire | |
| | elles **bavarder** beacoup | |
| | nous **choisir** une bicyclette | |

## Rule

Although verbs with être form their past participle in the same way, these behave like adjectives, that is they have to **agree** with the subject of the verb. These tend to be verbs of movement, most commonly remembered as **MRS VANDERTRAMP.** All reflexive verbs also form the perfect tense in this way.

**Step 1:** Form the past participle

**Step 2:** Make sure the participle agrees with the subject:
**MS**: add nothing - je suis **allé**
**FS**: add an -e - je suis **allée**
**MP**: add an -s - ils sont **allés**
**FP**: add an -es - elles sont **allées**
For reflexive verbs, the auxiliary goes after the object pronoun: je me suis levé

**Reminder:**

**être**

| | |
|---|---|
| *Je suis* | *nous sommes* |
| *tu es* | *vous êtes* |
| *il/elle est* | *ils/elles sont* |

### * MRS VANDERTRAMP

| | |
|---|---|
| **M**onter | **E**ntrer |
| **R**etourner | **R**ester |
| **S**ortr | **T**omber |
| | **R**evenir |
| **V**enir | **A**rriver |
| **A**ller | **M**ourir |
| **N**aître | **P**artir |
| **D**escendre | |

## Practice

**1** Find the past participle and the meaning of the following.

| | |
|---|---|
| **monter** | |
| **retourner** | |
| **sortir** | |
| **venir** | |
| **aller** | |
| **naître** | |
| **descendre** | |
| **entrer** | |
| **rester** | |
| **tomber** | |
| **revenir** | |
| **arriver** | |
| **mourir** | |
| **partir** | |
| **revenir** | |
| **devenir** | |

**2** In each sentence conjugate the auxiliary so that it agrees with the subject and add the correct past partiple.

| | |
|---|---|
| l'homme **aller** en ville | |
| je **partir** en vacances | |
| la femme **devenir** riche | |
| l' équipe **arriver** le soir | |
| nous **sortir** tous les soirs | |
| Je **retourner** au parc | |
| tu **tomber** amoureux | |
| vous **rester** chez vous | |
| le chat **mourir** hier | |
| je **naître** en Angleterre | |
| elles **aller** à la plage | |
| nous **retourner** tard | |

# Y11 French: HT4

Knowledge Organiser Focus: Revision (Themes 1 - 5) Grammar – Perfect Tense

## Near Future

### Rule

Just as in English, there are two ways of speaking about the future. Le futur proche, or the near future is the equivalent of **to be going to** in English and is formed in exactly the same way, You need to be able to conjugate 'aller' (to go) correctly in the present tense to use le futur proche. This is alwatys followed by a second verb in the infinitive.

**Step 1:** Choose the correct form of 'aller' in the present tense

**Step 2:** Follow this with an infinitive

**Example:** je **vais aller** jouer au foot

**Reminder:**

**aller - to go**

| | |
|---|---|
| je vais | nous allons |
| tu vas | vous allez |
| il/elle va | ils/elles vont |

### Useful time phrases

| | |
|---|---|
| **ce soir** | this evening |
| **demain** | tomorrow |
| **après les cours** | after school |
| **dans une heure** | in an hour |
| **ce weekend** | this weekend |
| **la semaine prochaine** | next week |
| **cet après-midi** | this afternoon |
| **lundi soir** | Monday evening |

## Practice

**1** Translate the following phrases into French.

We are going to buy
They are going to win
I am going to spend (time)
She going to invite

You are going to think
They are going to ban
He is going to receive
I am going to do

You all are going to eat
I am going to have
We are going to return
I am going to deserve

**2** Translate the sentences into French.

The man is going to drink water
I am going to do my homework
The woman is going to read a book
The team is going to win the match

We are going to use our mobile
I am going to go to the cinema
The girls are going to eat fruit
The students are going to study at home

The cat is going to drink milk
My brother is going to go out
They are going to chat a lot
We are going to go for a bike ride

## Near Future

### Rule

The simple future tense is the equivalent of 'I will' in English. It is a very simple tense to form and use.

**Step 1:** Keep the infinitive ending on **-er, -ir** or for verbs ending in **-re**, remove the **-e**.

**Step 2:** Add the endings.

je - **ai**
tu - **as**
il /elle - **a**
nous - **ons**
vous - **ez**
ils / elles - **ont**

**Question:** These endings look like the present tense of which common verb?

**Tip:** Useful time phrases:

| | |
|---|---|
| **l'année prochaine** | next year |
| **demain** | tomorrow |
| **à l'avenir** | in the future |
| **dans deux mois** | Within two months |
| **plus tard** | Later |

### * Irregulars

Some verbs do not use the infinitive as the stem, but have irregular stems. The endings remain the same.

| | | | |
|---|---|---|---|
| **avoir** | **- aur** | **courir** | **- courr** |
| **être** | **- ser** | **devenir** | **- deviendr** |
| **aller** | **- ir** | **envoyer** | **- enverr** |
| **faire** | **- fer** | **falloir** | **- faudr** |
| **devoir** | **- devr** | **obtenir** | **- obtiendr** |
| **pouvoir** | **- pourr** | **pleuvoir** | **- pleuvr** |
| **savoir** | **- saur** | **venir** | **- viend** |
| **vouloir** | **- voudr** | **voir** | **- verr** |

## Practice

**1** Translate the following verbs into French. The infinitives are given to help.

| | | |
|---|---|---|
| **acheter** | We will buy | |
| **gagner** | They will win | |
| **passer** | I will spend | |
| **choisir** | She will choose | |
| **vendre** | You will sell | |
| **apprendre** | She will learn | |
| **jouer** | He will play | |
| **boire** | I will drink | |
| **partir** | You all will leave | |
| **mettre** | I will put on | |
| **retourner** | We will return | |
| **prendre** | I will take | |

**2** In each sentence conjugate the infinitive verb so that it agrees with the subject.

* l'homme **faire** du ski
* je **faire** mes devoirs
* la femme **vouloir** lire un livre
* la fille **être** contente
* nous **pouvoir** sortir
* je **aller** au ciné avec un ami
* tu **devoir** réussir
* il **pleuvoir** demain
* je **avoir** 16 ans
* elles **savoir** jouer au tennis
* il ne **falloir** pas arriver tôt
* Nous **voir** la famille

# Y11 French: HT4

Knowledge Organiser Focus:  Revision (Themes 1 - 5)

What is included?

- Homework Tracker
- Knowledge Organisers
- Homework Activities

**Knowledge Organiser Focus: Home Learning**

MFL

| Year 11 | Week | Dates | Title |
|---|---|---|---|
| Term 2 | | | |
| Semaine 22 | B | w/b 22.2.21 | Theme 1 – Reading, Writing and Translation |
| Semaine 23 | A | w/b 1.3.21 | Theme 2 – Reading, Writing and Translation |
| Semaine 24 | B | w/b 8.3.21 | Theme 3 – Reading, Writing and Translation |
| Semaine 25 | A | w/b 15.3.21 | Theme 4 – Reading, Writing and Translation |
| Semaine 26 | B | w/b 22.3.21 | Theme 5 – Reading, Writing and Translation |
| Semaine 27 | A | w/b 29.3.21 | Theme 1 – Reading, Writing and Translation |

**Deberes – Homework: Instructions**

- For each week, you need to complete the translations using the knowledge organisers to help.
- Using the vocabulary, complete the activities on the two pages after the translation exercise.
- The homework should take no longer than an hour to complete. You could spread it over 5 days and spend 20 minutes on it!
- All work will be self marked in class and your score recorded by your teacher.

# Y11 Spanish: HT3

## Knowledge Organiser Focus: Future aspirations, study and work (Theme 4)

## I should already know:

- Present Tense Conjugation
- Future Tense Conjugations
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Self and Family)
- Theme 2: Local area, Holiday and Travel (Town and region, Holidays)
- Theme 3: School (My studies)

## I will learn about:

- Jobs
- Antes de + present tense
- Comparatives
- Superlatives
- If clauses
- Near Future Tense Consolidation
- Simple Future Tense Conjugation

## How I will be assessed:

- Interim translation F/H (19 marks)
- Listening F (35 marks)/ H (40 marks)
- Writing F (50 marks)/ H (60 marks)

## Key words (tier 2 and 3 vocabulary):

| Word | Definition |
|---|---|
| casarse/ formar una unión civil | to get married/ enter into a civil partnership |
| un título (universitario) | university degree |
| habilidades/ fortalezas | skills/ strengths |
| estar en paro | to be unemployed |
| una entrevista | an interview |
| El futuro cercano | Near future – A tense that expresses a certain action in the future (e.g.I am going to study) |
| El futuro simple | Simple future – A tense that expresses an uncertain action in the future(e.g. I will study) |

## Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Choose a job that interests you and create a career profile about it Spanish
- Use the Grammar Booklet/ Study Packs/ Thinking Quilts/ Revision Packs provided to consolidate your learning

## Recommended reading/ watching:

Spanish Near Future Tense – https://www.youtube.com/watch?v=GZqeisWpsDc
Spanish Simple Future Tense – https://www.youtube.com/watch?v=u_PJWk9UGSk
GCSEPOD – Spanish Grammar
GCSEPOD – Spanish Edexcel/ Future aspirations, study and work
All-In – Spanish Homework Challenges
Quizlet - https://quizlet.com/join/FGZs9S4S9

# Y11 Spanish: HT3

## Knowledge Organiser Focus: Future aspirations, study and work (Theme 4)

## 80 – 90 Word Writing Task

**P ast**

Hace dos años/ La semana pasada/ El fin de semana pasado/ Hace tres días

| | AR | ER/ IR |
|---|---|---|
| 1. | É | Í |
| 4. | AMOS | IMOS |

Tuve, Fui, Saqué

Cuando era joven/ Antes/ Cuando tenía … años

| | AR | ER/ IR |
|---|---|---|
| 1. | ABA | ÍA |
| 4. | ÁBAMOS | ÍAMOS |

Había, Era, Tenía

**P resent**

Normalmente/ De vez en cuando/ Siempre/ Nunca/ Todos los días

| | AR | ER | IR |
|---|---|---|---|
| 1. | O | O | O |
| 4. | AMOS | EMOS | IMOS |

Tengo, Soy, Voy

**O pinion**

| | |
|---|---|
| Me gusta | Lo bueno/ malo |
| Odio | Creo que |
| Prefiero | Imagino que |
| Opino que | No aguanto |

| | |
|---|---|
| Me hace … | Me hace sentir … |
| reír | emocionante |
| llorar | contento |
| sonreír | triste |

más/ menos (adjetivo) que

**F uture**

El año que viene/ Pasado mañana/ Dentro de tres semanas/ En el futuro/ Cuando sea mayor

| | IR | A | Infinitive |
|---|---|---|---|
| 1. | VOY | A | |
| 4. | VAMOS | A | |

| | AR/ER/IR |
|---|---|
| 1. | É |
| 4. | EMOS |

Si pudiera, quisiera …
Si tuviera la oportunidad, me gustaría …
Si fuera possible, tendría …

## 130 – 150 Word Writing Task

**C onditional**

Si pudiera/ Si tuviera la oportunidad/ Si fuera possible/ Si tuviera suerte

| | AR/ER/IR |
|---|---|
| 1. | ÍA |
| 4. | ÍAMOS |

Tendría, Sería, Iría

**S ubjunctive**

Es importante que/ Es necesario que/ No es cierto que/ Es probable que/ Me parece increíble que/ a menos que/ antes (de) que/ con tal (de) que/ conviene que/ después (de) que/ dudar que/ en caso de que/ en cuanto

| | AR | ER/ IR |
|---|---|---|
| 1. | E | A |
| 4. | EMOS | AMOS |

Tenga, Sea, Vaya

**S nazzy**

Lo pasamos bomba = we have a blast
Tomar el pelo = to pull someone's leg
Ser pan comido = to be a piece of cake
Estar hecho un ají = to be mad/really angry
Estar más sano que una pera = to be as fit as a fiddle

**S tructures**

después de haber visto = after watching
después de haber terminado = after finishing
después de haber esperado = after waiting
después de haber ido = after going


**How do I best answer the bullet points?**

- P.P.O.F
- Correct tense for each bullet point
- Three tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

**How do I best answer the bullet points?**

- P.P.O.F
- Correct tense for each bullet point
- Basic tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions
- ***Conditional Tense***
- ***Subjunctive Phrases***
- ***Snazzy Structures***

Translate each of the phrases below, then decide which tense it is and colour each box in the correct corresponding colour

| | | | | |
|---|---|---|---|---|
| Ser | Tenía | Hice | Me gustaría | Hago |
| Ayudaba | Aprender | Quiero | Voy a hacer | Trabajaría |
| Iríamos | Aprobar | Suspendieron | Pienso | Buscaría |
| Estudiaba | Llevar | Sería | Mejora | Conseguir |
| Tendría | Iba | Hicieron | Conocí | Odio |
| Trabajé | solucionar | archivaba | Voy a buscar | Trabajaba |

Infinitive (to go)
Present tense (I go)
Imperfect tense (I used to go)
Preterite (I went)
Conditional (I would go)
Near future (I am going to go)

## Translations

1. When I am older, I would like to be a lawyer.
2. I work as a cashier at the weekends.
3. I did my work experience in an office.
4. I helped customers and I filed documents.
5. Learning languages improves your job prospects.

Just like in English, you have to follow special conventions when writing a formal letter. Can you spot these phrases in Spanish?

Dear Sir
I'm enclosing my CV
Thank you for your kind attention
Yours sincerely

Remember to use the ***usted*** (formal singular) form of the verb.

| | |
|---|---|
| ***su anuncio*** | *your advert* |
| ***solicitar el puesto de*** | *to apply for the post of* |

Use phrases from exercises 1 and 2 to help you.

Remember to make adjectives agree:

*Me gusta* ***mi trabajo*** *porque* ***es*** *variad****o***.
***Mi jefe es*** *pacient****e*** *y* ***mis compañeros son*** *sociabl****es***.

Try to include *suelo* and *tengo que* + infinitive.

Train stations and airports often use the 24-hour clock. When listening to announcements be prepared to spot the hour (0–23) followed by the minutes (up to 59).

| | |
|---|---|
| *las catorce* | 14:00 |
| *las quince cero dos* | 15:02 |
| *las dieciséis cuarenta y siete* | 16:47 |

Some nouns have different masculine and feminine forms.

camarer**o** → camarer**a**
diseñad**or** → diseñad**ora**

Those ending in ***–e*** or ***–ista*** don't usually change.

cantant**e** → cantant**e**
recepcion**ista** → recepcion**ista**

## G Lo + *adjective*

***Lo*** + *adjective* means **the… thing**.

| | |
|---|---|
| ***Lo*** *bueno / malo* | **The** good / bad **thing** |
| ***Lo*** *mejor / peor* | **The** best / worst **thing** |
| ***Lo*** *más importante* | **The** most important **thing** |

Another way of referring to future plans is to use the **future tense**:

| | |
|---|---|
| ***Compraré*** *un coche.* | **I will buy** a car. |
| ***Haré*** *un curso de…* | **I will do** a course in… |

Look back at page 94 to remind yourself how to form the future tense.

You can use **'if' clauses** to describe future plans which depend on something else.

***Si*** + **present,** + **future**
***Si me caso***, ***tendré*** *hijos.* **If I get married**, **I'll have** children.

You must cover all four bullet points, but remember that the **quality** of what you write is more important than the **quantity**. Vary your language, but above all, make sure your work is accurate.

| | |
|---|---|
| ***a bordo de un avión*** | *on board a plane* |

If you haven't done any work experience or you don't know what you want to do in the future, use your imagination! The important thing is to show off your Spanish.

| | |
|---|---|
| ***el/la animador(a)*** | *activities organiser* |
| ***cariñoso/a*** | *affectionate* |

| | |
|---|---|
| ***(no) vale la pena*** | *it's (not) worth it* |
| ***ordeñar las vacas*** | *to milk the cows* |
| ***(des)agradable*** | *(un)pleasant* |

| | |
|---|---|
| ***mientras*** | *whilst* |
| ***aprobar*** | *to pass* |

Before listening, decide which words you need to listen out for to identify who is speaking. For example, how useful is it to listen out for *español*?

| | |
|---|---|
| I am… | *Soy…* |
| I'd like to be… | *Me gustaría ser…* |

If you aren't sure, use *no sé* (I don't know) or *tal vez* (perhaps).

| | |
|---|---|
| ***estoy harto/a de*** | *I'm fed up with* |

| | |
|---|---|
| ***los estantes*** | *shelves* |

Some words have more than one meaning. Look at the context and decide whether the word is a noun, verb, etc. For example:

| | |
|---|---|
| ***Trabajo*** *en una tienda.* | **I work** in a shop. |
| *Es* ***un trabajo*** *genial.* | It's **a** great **job**. |
| *Trabaja en* ***la cocina***. | He/She works in **the kitchen**. |
| ***Cocina*** *en casa.* | **He/She cooks** at home. |

## G *Verbs followed by the infinitive*

Remember, you use ***suelo*** + **infinitive** to talk about what you *tend to* do.

***Suelo*** ***trabajar*** *los lunes.* **I tend to work** on Mondays.

You use ***tengo que*** + **infinitive** to say what you *have to* do.

***Tengo que*** ***lavar*** *los platos.* **I have to wash** the dishes.

| | |
|---|---|
| ***el crucero*** | *cruise ship* |

| | |
|---|---|
| ***el paro*** | *unemployment* |

Use the **preterite** for completed actions and opinions in the past.

| | |
|---|---|
| ***Aprendí*** *mucho.* | **I learned** a lot. |
| ***Me gustó*** *porque* ***fue*** *divertido.* | **I liked it** because **it was** fun. |

Use the **imperfect** to describe what something was like.

| | |
|---|---|
| *La granja* ***era*** *enorme.* | The farm **was** enormous. |
| *Los clientes* ***eran*** *agradables.* | The customers **were** pleasant. |

When saying what job someone does, you don't use the indefinite article ('a').

| | |
|---|---|
| *Soy periodista.* | I am **a** journalist. |
| *Mi padre es cocinero.* | My dad is **a** chef. |

Remember, to talk about what you have done you use the **perfect tense**.

To form it, use the present tense of ***haber*** + **past participle** (***–ar*** verbs → ***–ado***, ***–er*** / ***–ir*** verbs → ***–ido***).

| | |
|---|---|
| ***He*** *trabaj****ado*** *en una tienda.* | I have worked in a shop. |

Some past participles are irregular.

| | |
|---|---|
| hacer → hecho | ver → visto |
| escribir → escrito | poner → puesto |

Remember to use ***desde hace*** with the present tense to say **how long** you have been doing something.

You can express future plans with a variety of verbs followed by the **infinitive**:

| | |
|---|---|
| *quiero* | I want to |
| *espero* | I hope to |
| *voy a* | I am going to |
| *me gustaría* | I would like to |
| *Espero* ***casarme***. | I hope **to get married**. |

| | |
|---|---|
| ***aprovechar*** | *to make the most of* |

# Y11 Spanish: HT3

Knowledge Organiser Focus: Future aspirations, study and work (Theme 4)

What is included?

- Homework Tracker
- Knowledge Organisers
- Homework Activities

**Knowledge Organiser Focus: Home Learning**

MFL

| Year 11 | Week | Dates | Title |
|---|---|---|---|
| Term 2 | | | |
| Semana 16 | B | w/b 4.1.21 | Vocabulary 1, translation and reading |
| Semana 17 | A | w/b 11.1.21 | Vocabulary 2, gap fill, reading and opinions |
| Semana 18 | B | w/b 18.1.21 | Vocabulary 3, tangled translation and reading |
| Semana 19 | A | w/b 25.1.21 | Vocabulary 4 and photocard |
| Semana 20 | B | w/b 1.2.21 | Reading questions |
| Semana 21 | A | w/b 8.2.21 | Translation and conjugation<br>Writing (Photo and 90 words) |

**Deberes – Homework: Instructions**

- For each week, you need to complete the translations using the knowledge organisers to help.
- Using the vocabulary, complete the activities on the two pages after the translation exercise.
- The homework should take no longer than an hour to complete. You could spread it over 5 days and spend 20 minutes on it!
- All work will be self marked in class and your score recorded by your teacher.

# Y11 Spanish: HT4

## Knowledge Organiser Focus: International and Global Dimension (Theme 5)

### I should already know:

- Present Tense Conjugation
- Future Tense Conjugations
- Past Tense Conjugations
- Theme 1: Identity and Culture (Customs and Festivals, Free Time, Self and Family)
- Theme 2: Local area, Holiday and Travel (Town and Region, Holidays)
- Theme 3: School (My studies)
- Theme 4: Future Plans, Aspirations and Work (Jobs, Careers and Future Plans)

### I will learn about:

- The Environment
- Hay que/ Se debe/ Se puede + infinitive
- Snazzy (subjunctive) structures
- If clauses
- Imperfect Tense Consolidation
- Pluperfect Tense Conjugation

### How I will be assessed:

- Translation into English F/H (19 marks)
- Speaking (Photocard) F (15 marks)/ H (15 marks)
- Reading F (26 marks)/ H (32 marks)

### Key words (tier 2 and 3 vocabulary):

| Word | Definition |
|---|---|
| El medio ambiente | The Environment |
| Un ONG (organización no gubernamental) | A Charity Organisation |
| trabajo benéfica/ trabajo de caridad/ trabajo voluntaria | charity work |
| la pobreza | poverty |
| los sin techo | the homeless |
| El imperfecto | Imperfect – A tense that expresses an uncertain action in the past (e.g.I used to recycle) |
| El pluscuamperfecto | Pluperfect – A tense that expresses a certain action in the past (e.g. I will study) |

### Stretch challenge:

- Use PiXL 'Know it, Grasp it, Think it' template to reduce topic Knowledge Organiser to a visual format
- Investigate an international sporting or musical event and create a poster/ fact file about it
- Use the Grammar Booklet/ Study Packs/ Thinking Quilts/ Revision Packs provided to consolidate your learning

### Recommended reading/ watching:

Spanish Imperfect Tense – https://www.youtube.com/watch?v=oSComsNPSvw&t=6s
Spanish Pluperfect Tense – https://www.youtube.com/watch?v=WSdC1IMW_7o
GCSEPOD – Spanish Grammar
GCSEPOD – Spanish Edexcel/ International and Global Dimension
All-In – Spanish Homework Challenges
Quizlet - https://quizlet.com/_92iv3d?x=1qqt&i=192vgg

# Y11 Spanish: HT4

## Knowledge Organiser Focus: International and Global Dimension (Theme 5)

## 80 – 90 Word Writing Task

**P**ast

Hace dos años/ La semana pasada/ El fin de semana pasado/ Hace tres días

| | AR | ER/ IR |
|---|---|---|
| 1. | É | Í |
| 4. | AMOS | IMOS |

Tuve / Fui / Saqué

Cuando era joven/ Antes/ Cuando tenía ... años

| | AR | ER/ IR |
|---|---|---|
| 1. | ABA | ÍA |
| 4. | ÁBAMOS | ÍAMOS |

Había / Era / Tenía

**P**resent

Normalmente/ De vez en cuando/ Siempre/ Nunca/ Todos los días

| | AR | ER | IR |
|---|---|---|---|
| 1. | O | O | O |
| 4. | AMOS | EMOS | IMOS |

Tengo / Soy / Voy

**O**pinion

| | |
|---|---|
| Me gusta | Lo bueno/ malo |
| Odio | Creo que |
| Prefiero | Imagino que |
| Opino que | No aguanto |

| | |
|---|---|
| Me hace ... | Me hace sentir ... |
| reír | emocionante |
| llorar | contento |
| sonreír | triste |

más/ menos
(adjetivo)
que

**F**uture

El año que viene/ Pasado mañana/ Dentro de tres semanas/ En el futuro/ Cuando sea mayor

| | IR | A | Infinitive |
|---|---|---|---|
| 1. | VOY | A | |
| 4. | VAMOS | A | |

| | AR/ER/IR |
|---|---|
| 1. | É |
| 4. | EMOS |

Si pudiera, quisiera ...
Si tuviera la oportunidad, me gustaría ...
Si fuera possible, tendría ...

**How do I best answer the bullet points?**

- P.P.O.F
- Correct tense for each bullet point
- Three tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions

## 130 – 150 Word Writing Task

**C**onditional

Si pudiera/ Si tuviera la oportunidad/ Si fuera possible/ Si tuviera suerte

| | AR/ER/IR |
|---|---|
| 1. | ÍA |
| 4. | ÍAMOS |

Tendría / Sería / Iría

**S**ubjunctive

Es importante que/ Es necesario que/ No es cierto que/ Es probable que/ Me parece increíble que/ a menos que/ antes (de) que/ con tal (de) que/ conviene que/ después (de) que/ dudar que/ en caso de que/ en cuanto

| | AR | ER/ IR |
|---|---|---|
| 1. | E | A |
| 4. | EMOS | AMOS |

Tenga / Sea / Vaya

**S**nazzy

Lo pasamos bomba = we have a blast
Tomar el pelo = to pull someone's leg
Ser pan comido = to be a piece of cake
Estar hecho un ají = to be mad/really angry
Estar más sano que una pera = to be as fit as a fiddle

**S**tructures

después de haber visto = after watching
después de haber terminado = after finishing
después de haber esperado = after waiting
después de haber ido = after going

WOW!

**How do I best answer the bullet points?**

- P.P.O.F
- Correct tense for each bullet point
- Basic tenses – Past, Present, Future
- J.O.E. Justify Opinions with Examples
- Negatives
- Time Expressions
- Adjectives and Emotion
- Talk about others
- Use something complex
- Details and Descriptions
- ***Conditional Tense***
- ***Subjunctive Phrases***
- ***Snazzy Structures***

Translate each of the phrases below, then decide which tense it is and colour each box in the correct corresponding colour

| | | | | |
|---|---|---|---|---|
| Reciclar | había | Fumaba | Viven | Malgastamos |
| Tiene | Voy a hacer | Comemos | Bebieron | Estaba |
| Dañar | Ayudaría | Dar | Hago | Promover |
| Hay | Habrá | Comprar | Se debe | Apoyar |
| Ahorramos | Voy a usar | Ducharse | Creo | Planté |
| Hice | Reciclaron | Se debería | Voy a separar | Cuidar |

Infinitive (to go)
Present tense (I go)
Imperfect tense (I used to go)
Preterite (I went)
Conditional (I would go)
Near future (I am going to go)

## Translations

1. To care for the environment you should save energy.
2. You must recycle and separate rubbish.
3. To save energy I am going to unplug electric appliances.
4. You should not waste water.
5. I am going to buy green products and use public transport.

Remember: for the third person plural (they) of present tense verbs, add ***–an*** to the stem for *–ar* verbs, and ***–en*** for *–er* and *–ir* verbs.

*elev**an*** (they increase)
*un**en*** (they unite)

Some verbs change their spelling – ***o*** ⟶ ***ue***

E.g. *prom**o**ver* (to promote)
⟶ *prom**ue**ven* (they promote)

***dejar de*** *to stop*

*un poco* = a bit
*poco* = not very (much)

Exam tasks are often based on identifying synonyms.

Always practise pronouncing new language. Cognates look similar on the page but sound different when spoken.

## G Se debería

Use ***se debería*** followed an **infinitive** to mean 'you/one should'. It is the conditional form of ***se debe*** (you/one must).

| | |
|---|---|
| ***Se debería ahorrar*** *energía.* | You/One should save energy. |
| ***No se debería tirar*** *basura al suelo.* | You/One should not throw litter on the ground. |

Use the **superlative** to say 'the (poor)-est', 'the most / least (serious)', etc.

The adjective *usually* goes after the noun and agrees with it.

*el / la / los / las* + noun + *más / menos* + adjective

| | |
|---|---|
| *el lago **más** limpio* | the cleanest lake |
| *la montaña **más** alta* | the highest mountain |

Some superlatives are formed differently and go in front of the noun:

| | |
|---|---|
| *el mayor / menor problema* | the greatest / smallest problem |
| *la mejor / peor solución* | the best / worst solution |

***la calefacción*** *heating*

Look at the verb endings to help you work out the time frame.

The **imperfect** (*–aba, –ía* endings) here describes what you used to do.
The **preterite** (*–é/–í* endings) refers to finished actions in the past.
The **near future** (*voy a…*), ***espero…*** (I hope to), ***quiero…*** (I want to) are all used to talk about the future.

***comercio justo*** *Fairtrade*

| | |
|---|---|
| ***me emborracho*** | *I get drunk* |
| ***emborracharse*** | *to get drunk* |

| **Antes…** | **Ahora…** | **A partir de ahora…** |
|---|---|---|
| comía… | ya no | voy a / quiero / espero |
| bebía… | todavía | cambiar mi vida |
| fumaba… | como… | comer… |
| hacía… | bebo… | beber… |
| llevaba… | fumo… | fumar… |
| | hago… | llevar… |
| Decidí… | llevo… | hacer… |
| ir al gimnasio | | dormir… |
| hacer más ejercicio | soy adicto/a | entrenar… |
| | soy activo/a | |
| | hago… | También se debería… |
| | | Luego… |

When listening for higher numbers keep calm and don't assume you'll hear the answer immediately. Listen the second time to be sure.

1.000.000 = un millón
1.000 = mil
3.574 = tres mil quinientos setenta y cuatro
95% = el noventa y cinco por ciento

Use a **full stop** to separate thousands and a **comma** for decimals.

These words will help you to understand and write about different time frames:

***todavía*** – still ***ya*** – already ***ya no*** – no longer

Don't panic if you don't understand every word in literary texts. Use the questions to help you focus on the information you are looking for.

# Y11 Spanish: HT4

Knowledge Organiser Focus: International and Global Dimension (Theme 5)

What is included?

- Homework Tracker
- Knowledge Organisers
- Homework Activities

**Knowledge Organiser Focus: Home Learning**

MFL

| Year 11 | Week | Dates | Title |
|---|---|---|---|
| Term 2 | | | |
| Semana 22 | B | w/b 22.2.21 | Vocabulary 1, translation and reading |
| Semana 23 | A | w/b 1.3.21 | Vocabulary 2, questions and reading and translation |
| Semana 24 | B | w/b 8.3.21 | Vocabulary 3, reading and tangled translation. |
| Semana 25 | A | w/b 15.3.21 | Vocabulary 4 and photo card |
| Semana 26 | B | w/b 22.3.21 | Reading questions |
| Semana 27 | A | w/b 29.3.21 | Translation and conjugation |

**Deberes – Homework: Instructions**

- For each week, you need to complete the translations using the knowledge organisers to help.
- Using the vocabulary, complete the activities on the two pages after the translation exercise.
- The homework should take no longer than an hour to complete. You could spread it over 5 days and spend 20 minutes on it!
- All work will be self marked in class and your score recorded by your teacher.

# Knowledge Organiser: Year 11 Art

# ART

## I should already know:

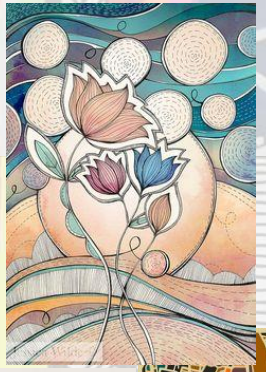
- How to skilfully apply a range of media
- How to analyse Artists

## What will be covered in this project?

- Artist Research
- Development & experimentation
- Design Sheets
- Final Piece

# Pattern/Nature









## Home learning

- Y11 pupils should be continuously completing any unfinished classwork independently.
- Research own artists to make work more personal and demonstrate higher level of thinking
- Practice any skills that may be weaker to refine and improve practice

## THE GCSE JOURNEY

Starting point with theme of project. Mind map ideas

↓

Research appropriate artists linking to theme. Start with a pencil drawing before moving on to appropriate media

↓

Experiment with a range of media and techniques to develop ideas, linking to artists and themes. Refine ideas and annotate as you go

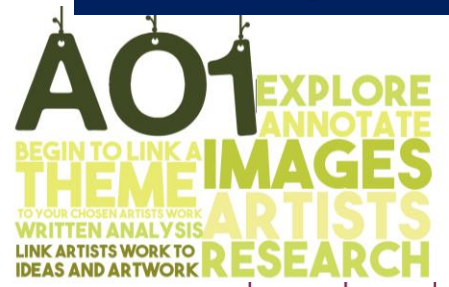
↓

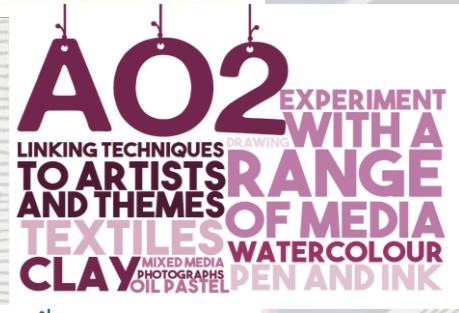
Design a minimum of two final outcomes using your journey.
Select the strongest design,
annotate and create samples to practice

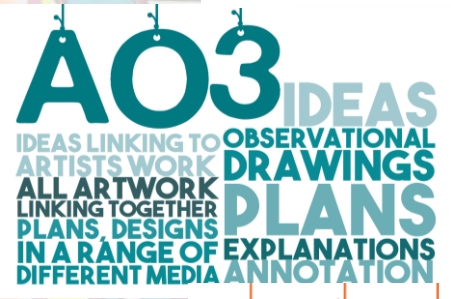
↓

Create final piece

## Assessment Objectives

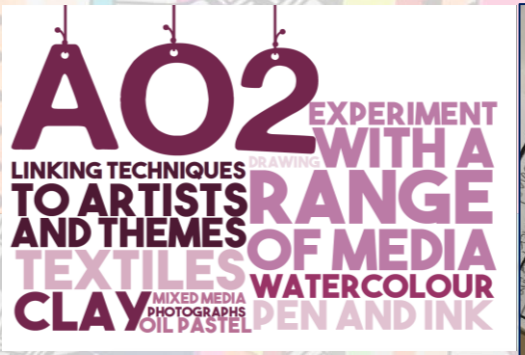


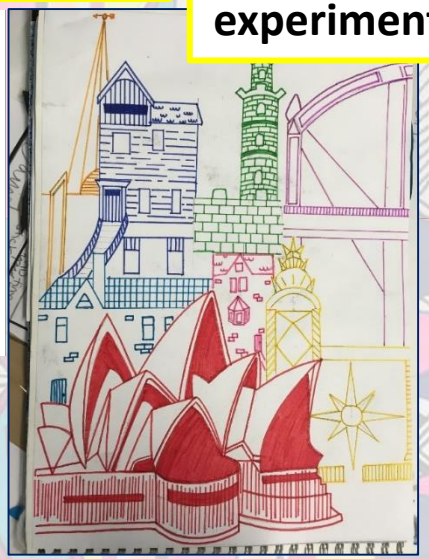



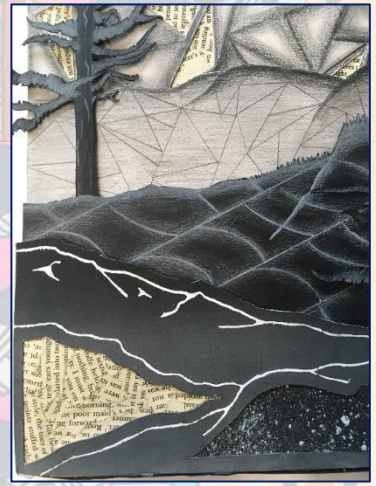



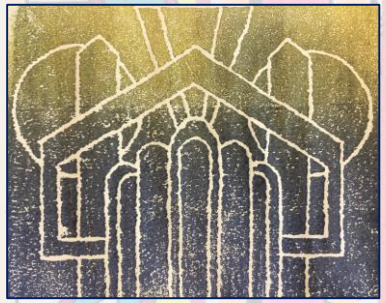

# Development

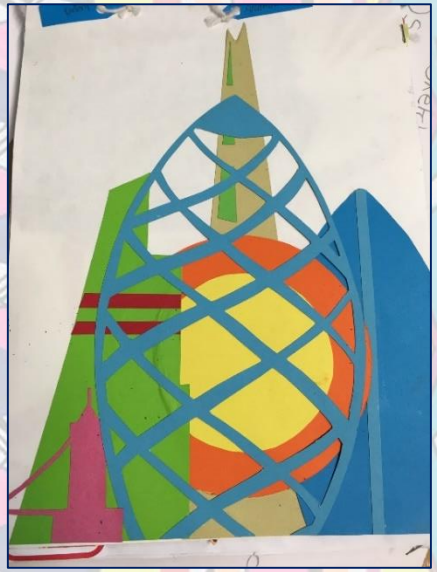
**What is development?**
**Development is experimenting with a variety of media and taking influence from your artist. It is all about experimentation and developing your ideas in your own way.**









## Self Reflection

**Can I apply my media any neater?**

**Does it look like a 5, 6, 7?**

**Is my artist influence clear?**

**Is it something I will use in my final piece?**

## Media & Materials to experiment with

Acrylic Paint
Watercolour Paint
Oil Pastel
Collage
Cardboard Relief
Hand Stitch
Machine Stitch
String
Stencil
Printing
Drawing Ink
Spray Diffuse
Watercolour Pencils
Felt
Paper cutting
Brusho
Melted plastics
Tissue Glaze

Knowledge Organiser: Year 11 Art

# ANNOTATION IN ART

## Media

Pencil
Pencil Crayon
Watercolour Paint
Acrylic Paint
Oil Pastel
Chalk Pastel
Graphite
Charcoal
Watercolour Pencils
Drawing Ink
Printing Ink
Fabric
Felt
String
Clay
Brusho
Mod-roc
Wire
Grey board
Paper
Thread
Beads & buttons

## Techniques

Drawing
Blending Paint
Painting Consistently
Pencil Shading
Sgraffito
Mono-printing
Poly-printing
Blending
Stick & Ink
Hand Stitching
Machine Stitching
Collage
Tissue Glaze
Stencilling
Cardboard relief
Quilling
Paper-cutting
Wax Resist

## Descriptive Words

**Composition**
Layers, overlap, repeat, side by side, busy, simple, background, symmetry

**Colour**
Bold, vibrant, blended, pale, consistent, dull, solid, bright, contrasting, primary, secondary, warm, cool, tone

**Pattern**
Symmetrical, geometric, repeated, intricate, detail, complicated

**Line**
Straight, curved, broken, dotted, horizontal, diagonal, vertical, zig zag, curly, spiral, wavy, thin, thick, bold

**Form**
Structure, 3D, ceramic, cardboard, mod-rock, sculpture, shape, height, size, depth

**Texture**
Rough, smooth, soft, bumpy, hard, grainy, uneven, waxy, silky, matte, shiny, metallic, wooly, sheer, sharp, corrugated

**Shape**
2D, geometric, organic, symmetrical, large, small, enlarged, abstract, irregular

**Sentence starters for annotating own work:**

I created this piece because…
The media I have used is…
I was inspired by…
To develop this piece further I could…
I think …… worked particularly well on this piece because…
To improve my work, I could…

**Sentence starts for writing about an artists work:**

In this artwork I can see…
The colours used are…
The media used is…
I think the artist was inspired by…
The texture of the work looks…
The artwork reminds me of…
The artwork makes me feel…
The artwork inspires me because…

Year 11: Design Technology Term 2

**Knowledge Organiser Focus: Unit 1 – New and Emerging Technologies, Unit 11 Polymers and Unit 9 Paper and Boards.**

I will learn about: The categorisation and properties of a range of materials. You should be aware of their source, use and application in products.

How I will be assessed:

*I will answer a series of GCSE style questions in order for me to show that I understand the properties and categories of papers and boards, polymers, new and emerging technologies and sources of energy.*

| Key terms | |
|---|---|
| Word | Definition |
| Just in Time (JIT) | Manufacturing items only when needed. |
| Planned Obsolescence | Designing products to have a life span. |
| Computer Numerically Controlled (CNC) | The use of computers to control cutting and shaping machines and a key computer aided manufacture (CAM) technique. |
| Crowdfunding | Crowdfunding uses websites to advertise products as investment opportunities, where people can choose to back a project with a financial donation if they think it will be viable. |
| GSM | Grams per Square metre |
| Micron | 1000 microns = 1mm thickness |
| Thermosetting | Polymer is heated and shaped once. |
| Thermosoftening | Polymer can be heated and shaped multiple times. |

Stretch challenge: How many different thermosetting polymers are there in your home?

Recommended reading: GCSEPOD, BBC Bitesize and Seneca Learning.

GCSE Design Technology Knowledge Organisers

Unit 1 - New and Emerging Technologies

## 1. CAD – Computer Aided Design

| Advantages of CAD | Disadvantages of CAD |
|---|---|
| Designs can be created, saved and edited easily, saving time | CAD software is complex to learn |
| Designs or parts of designs can be easily copied or repeated | Software can be very expensive |
| Designs can be worked on by remote teams simultaneously | Compatibility issues with software |
| Designs can be rendered to look photo-realistic to gather public opinion in a range of finishes | Security issues - Risk of data being corrupted or hacked |
| CAD is very accurate | |
| CAD software can process complex stress testing | |

SolidWorks 2D DESIGN

**CAD Software**

## 2. CAM – Computer Aided Manufacturing

| Advantages of CAM | Disadvantages of CAM |
|---|---|
| Quick – Speed of production can be increased. | Training is required to operate CAM. |
| Consistency – All parts manufactures are all the same. | High initial outlay for machines. |
| Accuracy – Accuracy can be greatly improved using CAM. | Production stoppage – If the machines break down, the production would stop. |
| Less Mistakes – There is no human error unless pre programmed. | Social issues . Areas can decline as human jobs are taken. |
| Cost Savings – Workforce can be reduced. | |


Laser Cutter


Robots


Barcode Scanner


AGV – Automated Guided Vehicle

## 3: Production Techniques

**3.1 Flexible Manufacturing Systems (FMS)** : involves an assembly of automated machines commonly used on short-run batch production lines where the products frequently change.

**3.2 Lean Manufacturing**: It aims to manufacture products just before they are required to eliminate areas of waste including:

- Overproduction
- Waiting
- Transportation
- Inappropriate processing
- Excessive inventory
- Unnecessary motion
- Defects

**3.3 Just In Time (JIT)** : Items are created as they are demanded. No surplus stock of raw material, component or finished parts are kept.

| Advantages of JIT | Disadvantages of JIT |
|---|---|
| No warehousing costs | Reliant on a high quality supply chain |
| Ordered secured before outlay on parts is required | Stock is not available immediately off-the-shelf |
| Stock does not become obsolete, damaged or deteriorated | Fewer benefits from bulk purchasing |

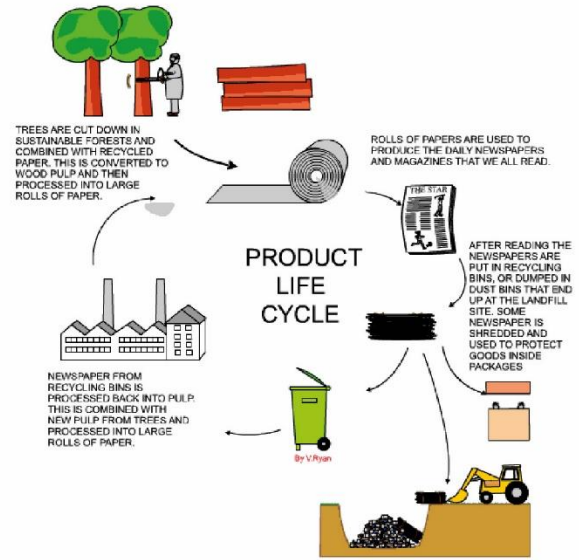
## 4. Scales of Production

**One off:** when you make a unique item
**Batch**: when you make a few/set amount
**Mass**: when you make thousands
**Continuous**: open ended production

## 5: Informing Design Decisions

**5.1 Planned obsolescence -** Planned obsolescence is when a product is deliberately designed to have a specific life span. This is usually a shortened life span.
**5.2 Design for maintenance -** Products are often designed to be thrown away when they fail... This can be achieved by designing products that can be repaired and maintained.
**5.3 Disposability** – Some products are designed to be disposable.

**5.4 Product Lifecycle -**




## 7: KEY WORD FOCUS

You should be able to explain the meaning of each of these words by the end of this rotation.

| | |
|---|---|
| **CNC** | Computer Numerical Control |
| **EPOS** | Electronic Point Of Sale (Barcodes) |

# Unit 1 - New and Emerging Technologies

## New and emerging technologies

New technologies are those that are currently being developed or will be developed in the next 5 to 10 years, and which will alter the business and social environment.
Examples:

Fuel-cell vehicles
Zero-emission cars that run on hydrogen



Additive manufacturing
The future of making things, from printable organs to intelligent clothes


## Industry - Automation and the use of robotics

As industry has grown new and emerging technologies have changed the way designers, architects and engineers work.
Intelligent machines and robotics have replace machine operators and engineers.
The development of work now almost always involves the use of **Computer Aided Design (CAD)**.
This software can carry out complex tasks such as virtual stress testing this is called **Computer Aided Testing (CAT)**.
Designs can be produced to look 3D so customers ca give opinions before **prototyping** begins.

## Buildings and the place of work

The development of the internet has changed how data is transferred. This has lead to people being able to work together remotely (from different buildings or countries).
Projects can be sent to machines using **computer aided manufacturing (CAD)** techniques including **computer numerical control (CNC)** machines such as laser cutters and rapid prototyping (RPT) machines such as 3D printers.
Physical layout of buildings for production should be logical to increase efficiency. This will reduce unproductive time, movement and waste materials.

Here is an example of a simplified production line that might produce wooden blocks.

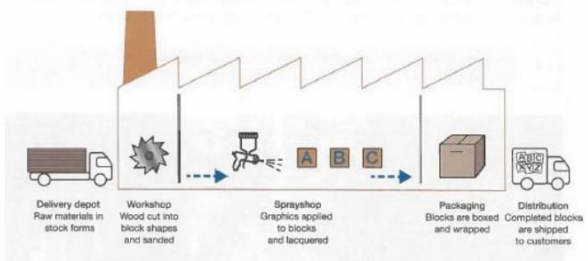



Image from AQA

## Enterprise

An idea that is developed into a business proposal for a product that has commercial viability. Products developed in this way require a patent to protect the idea so that other companies cannot use it without permission this is called a registered trademark.

## Crowdfunding

Funding a project or venture by raising money from a large number of people who each contribute a relatively small amount, typically via the Internet.

## Virtual marketing and retail

Virtual marketing the use of search engines positioning and ranking, banner advertising, e-mail marketing and social media in order to reach a wider audience to promote a product.

## Co-operatives

A farm, business, or other organization which is owned and run jointly by its members, who share the profits or benefits.

## Fairtrade

Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

# GCSE Design Technology Knowledge Organisers
Unit 8 Paper and Boards

## Paper

| Type | Description and uses |
|---|---|
| Layout paper | • lightweight, thin white paper<br>• used for initial ideas<br>• takes colour media well<br>• low cost |
| Tracing paper | • thin, translucent paper<br>• making copies of drawings<br>• high cost |
| Cartridge paper | • good quality white paper<br>• available in different weights<br>• general purpose work<br>• can be used to make simple models<br>• medium cost |
| Bleedproof paper | • smooth, hard paper<br>• used with water-based and spirit-based felt-tip pens<br>• medium cost |
| Grid paper | • printed square and isometric grids in different sizes<br>• a guide for quick sketches and working drawings<br>• low cost |

## . Selection of materials or components

When selecting materials and components considering the factors listed below:

- Functionality: application of use, ease of working
- Aesthetics: surface finish, texture and colour.
- Environmental factors: recyclable or reused materials, product mileage.
- Availability: ease of sourcing and purchase. Cost: bulk buying.
- Social factors: social responsibility.
- Cultural factors: sensitive to cultural influences.
- Ethical factors: purchased from ethical sources such as FSC.

## 3. Boards

| Type | Description and uses |
|---|---|
| Corrugated card | • strong and lightweight<br>• used for packaging protection and point of sale stands<br>• available in different thicknesses |
| Duplex board | • large foam-based board<br>• different finishes available including metallic and hologrammatic<br>• used for food packaging, e.g. take-away pizza boxes |
| Foil lined board | • quality cardboard with a aluminium foil lining<br>• ideal for ready made meals or take away meal cartons<br>• The foil retains the heat and helps keep the food warm |
| Foam core board | • very light, very stiff and very flat.<br>• It has a white, rigid polystyrene foam centre, with smooth white paper laminated onto both faces.<br>• It is easy to cut with a knife, a mount cutter or on a wall cutter<br>• great for modelling |
| Ink jet card | • Has been treated so that it will give a high quality finish with inkjet ink<br>• available in matt and gloss |
| Solid white board | • top quality cardboard made from quality bleached wood pulp.<br>• used for hard backed books and more expensive items<br>• excellent print finish |

## Stock sizes and weights

Paper and board is available in sizes from A0 (biggest) to A7 (smallest). The most common size is A4.
Each size is half the one before, eg A4 is half the size of A3. They are also sold by weight:
GSM – grams per square metre.


**Card** thickness or calliper is traditionally measured in **Microns**. 1000 **Microns** = 1mm, so the higher the value, the thicker the **card** or paper.

## 5. Properties of paper and boards.

| Type | Weight or thickness | Uses | Relative cost (10= high) |
|---|---|---|---|
| Newsprint | 50gsm | Newspapers | 1 |
| Layout Paper | 60gsm | Sketches and tracing | 3 |
| Tracing Paper | 70 gsm | Tracing | 4 |
| Sugar Paper | 90gsm | Cheap mounting work | 2 |
| Inkjet/Photo paper | 150-230gsm | Photos/Pres entations | 9 |
| Board (Card) | 230-750 microns | Model-making | 5 |
| Mount Board | 230-1000 microns | Model-making, High picture quality mounting | 9 |
| Corrugated Card | 3000-5000 microns | Packaging protection | 5 |

## 7: Key Word Focus

You should be able to explain the meaning of each of these words by the end of this rotation.

| GSM | Grams per Square Metre |
|---|---|
| **Microns** | Thickness of paper or card. 1000microns =1mm thickness |

There are two main categories of plastic:

**Thermosoftening** (also called thermoplastics) are plastics which will soften when heated and can be reshaped.

**Thermosetting** plastics are plastics do not soften on heating. They are used when resistance to heat is important (eg kettles, plugs, laptop chargers etc).

| | | |
|---|---|---|
| Acrylic |  | *Properties:*<br>• *Hard wearing*<br>• *Will not shatter*<br>• *Can be coloured*<br>• *Bathtubs, School Projects, Display signs* |
| Polypropylene |  | *Properties:*<br>*•High Impact strength*<br>*•Softens at 150°C*<br>*•Can be Flexed many times without breaking*<br>*•School chairs, Crates* |
| High Impact Polystyrene (HIPS) |  | *Properties:*<br>*•Light but strong*<br>*•Widely available in sheets*<br>*•Used for casings of electronic products* |

| | | |
|---|---|---|
| Polythene LDPE |  | *Properties:*<br>• *Weaker and softer than HPDE.*<br>• *Lightweight*<br>• *Carrier Bags + Squeezy Bottles* |
| Polythene HDPE |  | *Properties:*<br>*•Stiff strong plastic*<br>*•Used for pipes and bowls*<br>*•Buckets* |
| Urea Formaldehyde |  | *Properties:*<br>*•Colourless plastic*<br>*•Can be coloured*<br>*•Door and cupboard handles, Electrical fittings* |

## Material Properties

**Strength**
The ability of a material to stand up to forces being applied **without it bending, breaking, shattering or deforming in any way**.

**Elasticity**
The ability of a material to **absorb force and flex in different directions, returning to its original position.**

**Ductility**
The ability of a material to **change shape (deform) usually by stretching along its length.**

**Malleability**
The ability of a material to be **reshaped in all directions without cracking.**

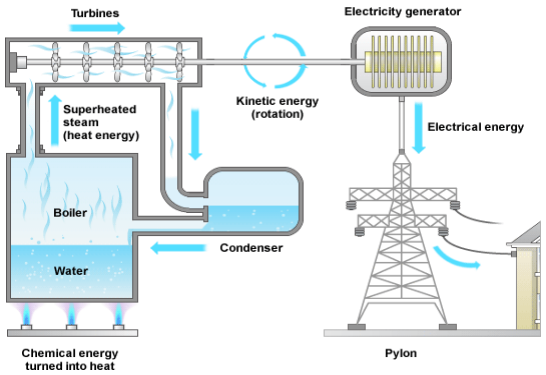
**Hardness**
The ability of a material to **resist scratching, wear and tear and indentation.**

**Toughness**
A characteristic of a material that **does not break or shatter when receiving a blow or under a sudden shock.**

Unit 3 - Energy Generation

## Energy Types

### 1. Fossil Fuels – Non-renewable energy

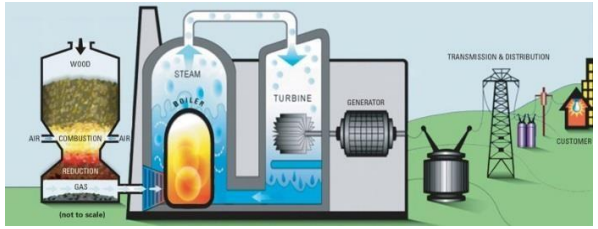



In a thermal power station fuel such as coal, oil or gas is burned in a furnace to produce heat - chemical to heat energy.

this heat is used to change water into steam in the boiler.
the steam drives the turbine - heat to kinetic energy
this drives the generator to produce electricity - kinetic to electrical energy.

Some experts believe that fossil fuels will run out in our lifetime.

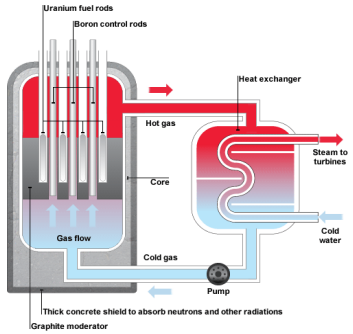
### 2. Biomass Energy –Renewable Energy




**Biomass** is an industry term for getting energy by burning wood, and other organic matter. Burning biomass releases carbon emissions, but has been classed as a renewable energy source in the EU and UN legal frameworks, because plant stocks can be replaced with new growth.

## Energy Types

### 3. Nuclear Energy – Renewable energy




The main nuclear fuels are **uranium** and **plutonium**. In a nuclear power station nuclear fuel undergoes a controlled chain reaction in the reactor to produce heat - nuclear to heat energy

- heat is used to change water into steam in the boiler.
- the steam drives the turbine (heat to kinetic energy)
- this drives the generator to produce electricity - kinetic to electrical energy.

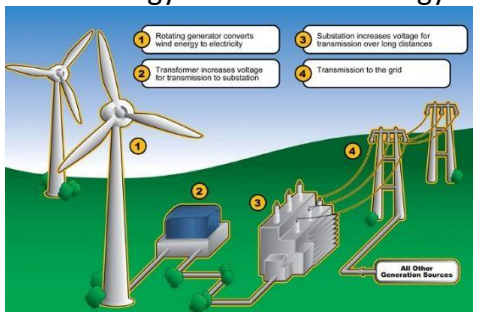
## Energy Types

### 8. Batteries

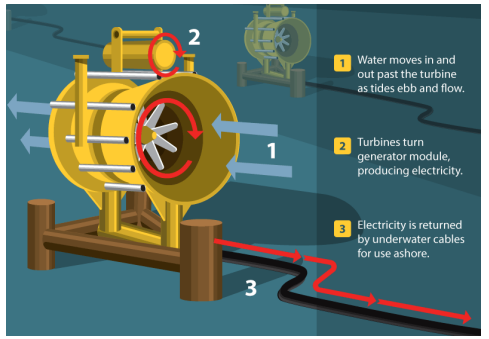
**Alkaline batteries** are the most common type of domestic batteries, they are disposable but contain chemicals that are bad for the environment. Fortunately more and more battery recycling banks are appearing now where most of the battery can be reused. **Rechargeable batteries** are better for the environment and more economical in the long run (High initial purchase price). Their lifespan decreases with every charge.

## Energy Types

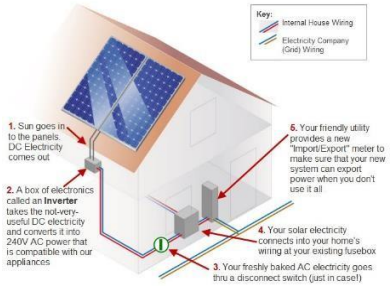
### 4. Wind Energy – Renewable Energy



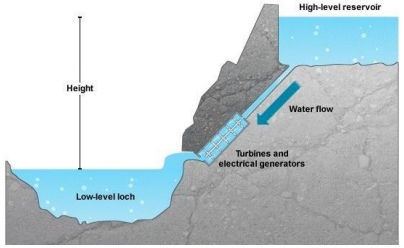

### 6. Tidal Energy – Renewable Energy




### 5. Solar Energy – Renewable Energy




### 7. Hydroelectricity – Renewable Energy




- In a hydroelectric power station water is stored behind a dam in a reservoir. This water has gravitational potential energy.
- The water runs down pipes (potential to kinetic energy) to turn the turbine
- The turbine is connected to a generator to produce electricity (kinetic to electrical energy).

# Year 11: Design Technology Term 2

| Term 2 | Home learning will consist of either theory revision questions through applications like Seneca and GCSE Pod or NEA tasks each week. |
|---|---|
| **Week** | **Home learning** |
| Week 19 | In-depth Knowledge - examination style questions using online learning apps. |
| Week 23 | Theory content revision - examination style questions using online learning apps. |
| Week 27 | Unit 7 Mechanisms - examination style questions using online learning apps. |

Year 11 Hospitality and Catering – Term 2

**Knowledge Organiser Focus:**
Understand how hospitality and catering provision meets health and safety requirements

**I *should already know:***

- ***How to describe the operation of the kitchen***
- ***How to describe the operation of front of house***
- ***How to explain how hospitality and catering provision meet customer requirements***

**I will learn about:**

- ***How to describe personal safety responsibilities in the workplace***
- ***How to identify risks to personal safety in hospitality and catering***
- ***Making recommendations for personal safety control measures for hospitality and catering provision***

**How I will be assessed**:
*You will be assessed on a series of exam questions*

**Recommended viewing**:
What is Health and safety in hospitality industry?
https://www.youtube.com/watch?v=RtavN1l3OLQ

| Key words (tier 2 and 3 vocabulary) | |
|---|---|
| Key word | Definition |
| **Control measure** | An action or object used to reduce the risk of a hazard damaging a person's health or physically hurting them. |
| **Hazard** | Something that could damage a person's health or cause an accident that would physically hurt them. |
| **Personal safety risk** | How likely it is that someone's health will be damaged or they will be hurt by a hazard. |
| **Risk assessment** | A way of showing how much risk is involved in an activity, a situation or when using an object. |
| **Manual handling** | Moving or supporting a load by lifting, putting down, pushing, carrying or moving it by hand with the force of the body. 9 |
| **PPE** | Personal protective equipment - protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection. |

# Year 11 Hospitality and Catering – Term 2
# LO3

**Knowledge Organiser Focus:**
Understand how hospitality and catering provision meets health and safety requirements

## Health and Safety at Work Act (HASAWA)

**What an employer must do by law**
- Protect the health, safety and welfare of their employees and others (e.g. customers, people making deliveries.)
- Minimise the risks that could cause injury or health problems in the workplace
- Give information to employees about risks in the workplace and how they are protected
- Give health and safety training to all employees

**What an employee must do by law**
- Take care of other people you work with who might be affected by what you do or do not do
- Always follow the health and safety instructions your employer gives you
- Go to health and safety training sessions
- Use safety equipment properly
- Report any safety or health hazards and problems with equipment etc, to your employer.

## Personal Protective Equipment (PPE) at Work Regulations (PPER)

**What an employer must do by law**
- Give employees PPE where it is needed
- Train employees so that they understand the importance of PPE
- Put up signs to remind employees to wear PPE
- Make sure that PPE is good quality and is maintained properly

PPE protects different areas of the body, including:
- Masks to prevent breathing contaminated air into the lungs
- Hard hats and reinforced shoes to protect the head and feet from falling objects
- Goggles/eye shields to prevent the eyes being splashed with chemicals or injured by particles
- Thick/protective clothing to prevent skin contact with heat, extreme cold or corrosive chemicals that burn the skin.

**What an employee must do to follow the law and stay safe**
- Go to training sessions on the importance of wearing PPE
- Wear PPE as instructed by your employer e.g.
  - chefs uniform to protect the body from heat
  - gloves and protective clothing when working in a freezer/handling frozen foods
  - mask to protect lungs when working with e.g. flour, icing sugar, powdered nuts
  - chain mail (metal) gloves when using large sharp knives in butchery
  - reinforced and closed kitchen clogs or shoes to protect the feet from being injured by heavy falling objects or hot liquid spills.

# Year 11 Hospitality and Catering – Term 2
# LO3

**Knowledge Organiser Focus:**
Understand how hospitality and catering provision meets health and safety requirements

## Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

**What an employer must do by law**
- Report any serious workplace accidents, diseases and certain dangerous incidents (near misses) to the HSE

**What an employee must do by law**
- If you see or are worried about a health and safety problem, first tell the person in charge, your employer or union representative
- If nothing is done about it, you can report your worries to the HSE

## Manual Handling Operations Regulations (MHOR)

**What an employer must do by law**
- Avoid risky manual handling operations if at all possible
- Assess any manual handling operations that cannot be avoided
- Reduce the risk of injury as far as possible, e.g. by using mechanical handling equipment such as fork-lift trucks
- Store heavy equipment e.g. a food mixer, so that it is easy to take out and use e.g. on a worktop or a low shelf in a cupboard or store room

**Manual handling** means moving or supporting a load by lifting, putting down, pushing, carrying or moving it by hand or with the force of the body

**What an employee must do to follow the law and stay safe**
- Go to training sessions on how to lift and handle loads
- Be aware of your own strengths and weaknesses
- 'Think before you lift'
- Do not take unnecessary risks
- Ask for help if you need it
- Check the load before you attempt to lift or move it – is it hot, cold, sharp, hard to grip, heavy, likely to become unbalanced if it is moved?
- Check the area in which you are working – is there enough room to lift something properly? Is the flooring uneven slippery, unstable? Are there steps or obstructions?
- Follow the advice on lifting heavy and large objects:

✓ Squat down with your feet either side of the load to begin picking it up
✓ Keep your back straight as you move to a standing position
✓ Keep the load close to your body when you walk
✓ Make sure you can see where you're going
✓ Be very careful when lifting down heavy objects from high shelves

**Knowledge Organiser Focus:**
Understand how hospitality and catering provision meets health and safety requirements

# Control of Substances Hazardous to Health Regulation (COSHH)

**What an employer must do by law**

- Make sure that employees are not exposed (without protection) to items and substances that are unsafe and/or harmful (hazardous) to their health
- These items and substances include:
  - cleaning chemicals
  - fumes e.g. from machinery, cooking processes or vehicles
  - dusts and powders e.g. icing sugar, flour, ground nuts
  - vapours e.g. from cleaning chemicals, machinery, pest control chemicals
  - gases e.g. from cookers
  - biological agents such as pests and their waste products, mould, bacteria
- Some of these substances can cause short- or long- term illnesses such as cancer, asthma, skin problems, liver damage

**What an employee must do by law**

- Go to training sessions
- Carefully follow the instructions for using hazardous substances
- Always wear safety equipment e.g. gloves, masks, goggles, etc that your employer gives you to use
- Make sure you learn the international symbols for the different types of substances and how they can harm people:


Explosive


Toxic


Flammable


Gas under pressure


Oxidising


Long-term health hazards such as carcinogenicity


Caution


Dangerous to the environment


Corrosive

# Year 11 Hospitality and Catering – Term 2 LO3

**Knowledge Organiser Focus:**
Understand how hospitality and catering provision meets health and safety requirements

## What is a personal safety risk?

While working in or visiting a H&C business, a person could…

- Get trapped under or inside something
- Slip or trip and fall over
- Fall off something
- Be hit by something
- Be cut by something
- Be burned by something
- Be electrocuted
- Damage their lungs by breathing in something
- Damage their hearing by loud noise
- Become unwell because of too much heat
- Get frostbite by working in a very cold place
- Injure themselves by lifting or moving something heavy

## What is a food safety risk?

A person could become ill because they have eaten food that has…

- Not been stored properly
- Not been cooked properly
- Passed its use-by date
- Been prepared with equipment that is contaminated with microbes
- Become unsafe to eat because it is contaminated with microbes or poisons
- Not been chilled quickly enough after cooking
- Been left out in a warm room for too long
- Been prepared by someone who does not have clean hands

## A **personal risk assessment** is used to show how much risk is involved in:

- An activity e.g. carrying a heavy pan of hot food
- A situation e.g. getting out of a building in an emergency
- Using an object e.g. using a large slicing machine in the kitchen

## A **control measure** is an action or object that is used to prevent or reduce the risk of a hazard damaging someone's health

Example 1:

a) A baker should wear a mask to prevent breathing in flour dust
b) Extractor fans should be used in the kitchen to remove dust particles from the air

Example 2:

a) Kitchen workers should clean up spilt food, water or oil from the floor as soon as possible
b) Warning signs should be placed in an area where the floor is wet and slippery

**Knowledge Organiser Focus:**
Understand how hospitality and catering provision meets health and safety requirements

# Front of house employees: Reception staff, security staff, waiting staff, bar staff

## Possible health hazards and risks

Muscle strain and back problems from lifting and carrying heavy items, moving tables and chairs etc

Level of risk: medium to high

Tiredness due to long working hours, leading to increased risk of injury

Level of risk: medium to high

## Control measures

**Employers should:**
- Give manual handling training
- Provide equipment to assist moving equipment e.g. trolleys
- Design customer service areas to limit the amount of twisting, reaching up, bending down and carrying that employees have to do

**Employers should:**
- Limit the amount of repetitive work and standing for long periods of time that employees have to do
- Provide them with sit-stand stools and anti-fatigue mates to stand on

## Possible Safety Risks

- Slips, trips, falls
- Burns and scalds from coffee machines etc.
- Electric shocks


Level of risk: medium to high

## Control measures

**Employers should make sure that:**
- All work areas are well lit, free from obstructions and floors are in good condition
- Equipment, e.g. ladders, is provided so employees can get items safely from high shelves, cupboards etc
- Employees are trained to use all equipment safely
- Electrical wiring and equipment is safe to use and regularly tested
- There are enough electrical safety switches and sockets so the wiring isn't overloaded
- Electrical equipment is kept away from water and wet areas
- There are plenty of warning and safety signs to remind employees about safety
- All emergency exits are working properly and do not have obstructions that would stop people being able to get out in an emergency

Year 11 Hospitality and Catering – Term 2
LO3

**Knowledge Organiser Focus:**
Understand how hospitality and catering provision meets health and safety requirements

# Back of house employees:
# Chefs and cooks, stock controllers, kitchen workers, cleaners

## Possible health hazards and risks

Having contact with:

- Cleaning chemicals
- Extremes of hot and cold
- Diseases from pests

Possibly developing:

- Muscle and back strain from lifting heavy items
- Muscle and back pain from bending awkwardly, reaching into a deep chest freezer, standing for a long time
- Repetitive strain injury in the wrists and hands from repeated chopping, kneading and mixing

- Level of risk: medium to high


## Control measures

**Employers should make sure that:**

- Employees are given and wear protective equipment
- Employees are trained to store and use chemicals safely and follow COSHH guidelines
- The kitchen is well ventilated and has air conditioning
- Employees always have water to drink whilst working
- The kitchen layout is designed so work stations are away from sources of heat
- Employees take plenty of rest breaks in a cool place
- Employees are trained to lift and carry heavy objects correctly
- There is equipment e.g. trolleys, plate dispensers, conveyors etc to help move heavy items and materials
- Staff can use machines for mixing, kneading, cutting, slicing etc to reduce strains on hands and wrists
- Workers have foot rails so that they can move their bodyweight and reduce the stress to their back and legs
- If possible, work benches of different heights are provided for food preparation, to avoid back strain when bending and reaching
- The kitchen and store rooms are regularly inspected and pest controlled


**Knowledge Organiser Focus:**
Understand how hospitality and catering provision meets health and safety requirements

# Customers/General Public

## Possible health hazards and risks

- Food poisoning
- Illness due to food allergies and intolerances

Level of risk: low to medium

## Control measures

- Hazard analysis of Critical Control Points (HACCP)
- Give customers information about ingredients in dishes on menus, so they can make safe choices

## Possible safety risks

- Trips, slips falls
- Fire or other emergency

Level of risk: low to medium

## Control measures

**The managers of the business should make sure that;**

- All customer areas are well lit, free from obstructions, floors are in good condition and steps/stairs are clearly marked and have hand rail
- All emergency exits are working properly and clear from obstructions that would prevent people being able to get out in an emergency

## Possible security risks

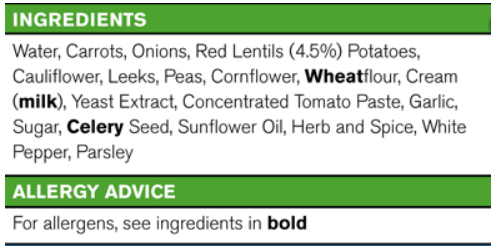
- Credit card fraud
- Theft of personal belongings

Level of risk: low to medium

## Control measures

**The managers of the business should make sure that;**

- All customer payments are processed in view of the customer
- Customers are provided with secure places to leave their belongings e.g. a secure cloakroom, a digital safe in hotel bedrooms etc.


Year 11 Hospitality and Catering – Term 2

LO3

**Knowledge Organiser Focus:**
Understand how hospitality and catering provision meets health and safety requirements

# Suppliers (who deliver to H&C businesses)

## Possible health hazards and risks

- Muscle strain and back problems from lifting, carrying and storing items

Level of risk: low to medium

## Control measures

**The managers of the business should make sure that:**

- Employees are trained on how to lift and carry heavy objects properly
- Equipment e.g. trolleys should be provided to help employees move equipment and materials safely

## Possible safety risks

- Trips, slips and falls
- Fire or other emergency

Level of risk: low to medium

## Control measures

**The managers of the business should make sure that;**

- All customer areas are well lit, free from obstructions, floors are in good condition and steps/stairs are clearly marked and have hand rail
- All emergency exits are clearly marked, working properly and clear from obstructions that would prevent people being able to get out in an emergency

## Possible security risks

- Attempted theft of property

Level of risk: low to medium

## Control measures

**The managers of the business should make sure that;**

- They check the identity of callers to the business e.g. suppliers
- They lock away their personal belongings in a safe



# Year 11 Hospitality and Catering – Term 2 LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

**I *should already know:***

- ***How to describe personal safety responsibilities in the workplace***
- ***How to identify risks to personal safety in hospitality and catering***
- ***Making recommendations for personal safety control measures for hospitality and catering provision***

**I will learn about:**

- ***How to describe food related causes of ill health***
- ***How to describe the role and responsibilities of the Environmental Health Officer (EHO)***
- ***How to describe food safety legislation***
- ***How to describe common types of food poisoning***
- ***How to describe the symptoms of food induced ill health.***

**How I will be assessed**:
*You will be assessed on a series of exam questions*

**Recommended viewing:**
This is what happens when health inspectors visit a restaurant
https://www.youtube.com/watch?v=BEIlvqWUSP0
Food Inspectors - Series 2: Episode 4
https://www.youtube.com/watch?v=-zc3_mRm7kQ

| Key words (tier 2 and 3 vocabulary) | |
|---|---|
| Key word | Definition |
| **Bacteria** | Tiny living things, some of which cause food poisoning |
| **Contaminate** | Make a food unsafe to eat by infecting it with microbes that will grow and multiply in it |
| **Cross-contamination** | How microbes spread from one place onto some food |
| **Microbes** | Tiny plants and animals that you can only see under a microscope (also called micro-organisms |
| **Moulds** | Tiny plants, similar to mushrooms |
| **Pathogenic** | Something that makes people ill |
| **Toxins** | Another name for poisons; if something is toxic it is poisonous. |
| **Allergen** | Something that causes an allergy |
| **Anaphylaxis** | A very severe and life-threatening allergic reaction that affects breathing, the heart, the digestive system and the skin |
| **Food allergy** | A condition where the body's immune system reacts to certain foods, which causes a range of symptoms |
| **Food intolerance** | A long-term health condition where certain foods make someone unwell |

Year 11 Hospitality and Catering – Term 2
LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

# Microbes

| | |
|---|---|
| **What are microbes?** | They are:<br>• Tiny plants and animals<br>• Often called micro-organisms<br>• So small, you can only see them clearly under a microscope |
| **What microbes are called** | There are three groups:<br>• Bacteria<br>• Moulds<br>• Yeasts<br><br>There are many different types of each. |
| **Where microbes come from** | • They are found in many places: air, water, soil, dust, dirt, sewage, food, food paging, clothes, rubbish, surfaces, equipment, people, insects, animals, birds<br>• They are so small that it is usually impossible to know that they are there |
| **What microbes do to food** | • They live on or in food, where they grow and multiply<br>• They make the food unsafe to eat, and often smell, taste and look bad<br>• If food is stored, handled, prepared and cooked properly, it is possible to slow down or prevent microbes from growing and multiplying in it. |
| **What makes microbes grow and multiply** | • The right temperature<br>• Water (moisture)<br>• Food to eat<br>• Time to grow<br>• The right amount of acid or alkali (pH)<br>• In the right conditions, bacteria can multiply every 15 minutes |

Year 11 Hospitality and Catering – Term 2
LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

# Microbes

| | |
|---|---|
| **Why microbes make food unsafe** | • They put waste products and poisons into the food<br>• If people eat these, they become ill with food poisoning<br>• Large numbers of microbes in a food can make people ill because they irritate the digestive system<br>• Not all microbes make people ill<br>• Microbes that make people ill are called **pathogenic** microbes<br>• Some microbes are needed for food production e.g.:<br>  • Some types of bacteria are used to make yoghurt<br>  • Yeast is used to make bread<br>  • Some moulds are used to make cheeses e.g. stilton or brie |
| **What food handlers can do to stop microbes making food unsafe** | • Prevent **cross-contamination** by:<br>  • **Washing their hands** before handling food, after handling raw meat, poultry, fish and eggs, after visiting the toilet, after putting food in the waste bin and after sneezing into a tissue<br>  • **Keeping raw and cooked food separate** during storage and using different equipment to prepare them<br>  • **Using colour-coded boards and knives** to prepare different types of food<br>• **Cook** food to a high temperature (at least 70°C) which will kill many microbes<br>• **Cool** food to a low temperature (0-5°C in a refrigerator). Microbes will still grow and multiply, but only very slowly<br>• **Freeze** food (minus 18°C to minus 22°C in a freezer). Microbes will become inactive (dormant) but will still be alive.<br>• **Dry** food by taking out moisture, which will kill many microbes<br>• **Cover** food and store it correctly to stop microbes getting into it<br>• **Preserve** food by killing microbes:<br>  • In acid (e.g. pickles in vinegar)<br>  • In salt (e.g. dried salted fish)<br>  • In sugar (e.g. jam) |

Year 11 Hospitality and Catering – Term 2
LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

# Food Poisoning

| What is food poisoning? | What are the signs and symptoms? | | Notes |
|---|---|---|---|
| | **Signs you can't see** | **Signs you can see** | |
| • A common and nasty illness that can lead to serious health problems<br>• Harmful (pathogenic) bacteria are the main cause of food poisoning | Headache<br>Weakness<br>Feeling cold and shivery<br>Bad stomach ache<br>Feeling sick<br>Do not want to eat food<br>Aching muscles | Diarrhoea<br>High body temperature<br>Being sick (vomiting)<br>Dizziness | • A person with food poisoning is not likely to have all of these signs<br>• different types of bacteria can cause different symptoms<br>• A person can start to feel ill after a few hours to several days after they have eaten **contaminated** food<br>• They may feel ill for several days<br>• Food poisoning is very dangerous for:<br>  • Young children<br>  • Pregnant women<br>  • Elderly people<br>  • People who have been ill<br>  • People who have a weak immune system |

Year 11 Hospitality and Catering – Term 2

LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

# Bacteria

| Bacteria Name | Which foods it is usually found in | Signs of food poisoning | How long it takes for this bacteria to make someone ill |
|---|---|---|---|
| Bacillius cereus |     | Stomach pains, high temperature, vomiting | 1-16 hours |
| Campylobacter |    Not heat treated  Dirty water | Stomach pains, high temperature, vomiting | 48-60 hours |
| E-coli |   Not heat treated  Dirty water  | Stomach pains, high temperature, vomiting, kidney damage | 12-24 hours |

Year 11 Hospitality and Catering – Term 2

LO4

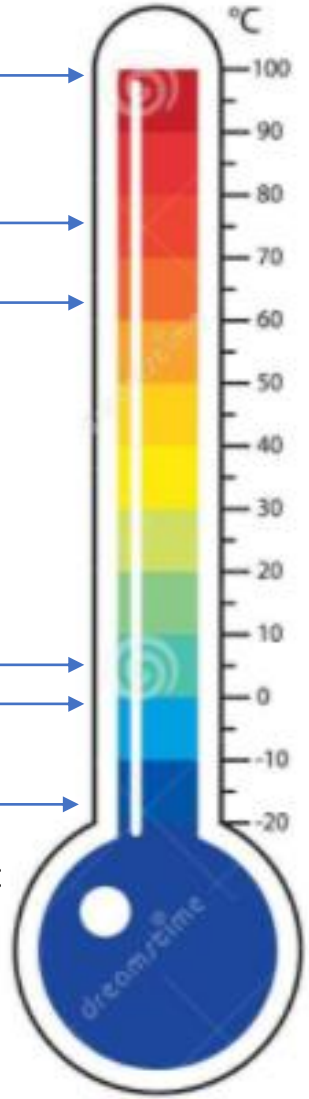
**Knowledge Organiser Focus:**
To Know how food can cause ill health

# Bacteria

| Bacteria Name | Which foods it is usually found in | Signs of food poisoning | How long it takes for this bacteria to make someone ill |
|---|---|---|---|
| salmonella |   | Stomach pains, high temperature, vomiting | 1-16 hours |
| Listeria |   Unwashed salad  Pate | Stomach pains, high temperature, vomiting | 48-60 hours |
| S. Aureus (staphylococcus aureus) |    Wound / cut  Runny nose | Stomach pains, vomiting, feeling cold and shivery | 1-6 hours |

# Year 11 Hospitality and Catering – Term 2
## LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health




Water boils 100°C → Bacteria cells are dead

Cook food to at least 75°C → Bacteria start to die

Keep hot food above 63°C

Danger zone: 5°C – 63°C Bacteria multiply fast

Keep chilled food between 0-5°C → Bacteria multiply slowly

Keep frozen food between minus 18- minus 22 °C → Bacteria are not active, but they are alive

## Moulds

Moulds make food unsafe and unfit to eat by:

- Sending out tiny spores ('seeds') which land on the surface of food
- The spores **germinate** (start to grow) and send down roots into the food if conditions are right
- You can see large numbers of moulds growing on food
- Moulds make food taste and smell very unpleasant
- The waste products produced by the mould go into the food through the roots
- The waste products contain poisons (toxins) that can make people ill
- The waste products can stay in the food even if the mould you can see is cut off

## Yeasts

Yeasts are found in the air. They make food unsafe and unfit to eat by:

- Settling on food and breaking down (**fermenting**) any sugars it contains into **$CO^2$ gas** and alcohol
- You can see yeasts growing on food as they produce small brown spots on the surface
- Foods such as fruit yogurts, dried fruit and fruit juices can be spoiled by yeasts
- Wild yeasts are used to make sourdough bread, which is safe to eat

Year 11 Hospitality and Catering – Term 2
LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

# Chemicals, metals and poisonous plants

## Chemicals

Sometimes, food becomes contaminated with chemicals that are poisonous and will make people very ill soon after they have entered their body. Some other chemicals gradually build up in the body over many months or years, and may eventually cause illnesses such as cancer, liver and kidney failure. Chemicals may get into food because of environmental pollution e.g. from factories that let chemicals get into rivers and the sea or soil.

To avoid food being contaminated with chemicals in the food industry:

- Food handlers **must not**:
  - Accidentally add too much of a food or additive e.g. food colourings or preservatives, to food products when they are made
  - Use too much of a cleaning products when cleaning equipment in a food factory or catering kitchen
  - Store a chemical e.g. bleach, in an unlabelled container as it may be added to food by mistake
- Farmers **must not**:
  - Use too much of a chemical pesticide or fertiliser on plant foods that are being grown

## Metals

Some metals are poisonous if they get into the body e.g. aluminium, copper, lead, iron, tin, zinc. Some old cooking pans, which were made from these metals would react with acids in foods such as lemon, rhubarb, tomatoes and wine and the metal would get into the food. Pans made from stainless steel do not react with acid.

## Metals

Some plants contain natural substances that are poisonous to humans e.g.:

- Raw kidney beans. They contain a poison and must be boiled for at least 15 minutes to destroy it. Canned red kidney beans have already been cooked and are safe to eat
- Mouldy nuts and cereals e.g. corn. The mould produces a poisonous substance
- Rhubarb leaves contain a poisonous acid. The stems are safe to eat.
- Poisonous wild mushrooms. Many wild mushrooms are poisonous. The death cap mushroom is one of the most poisonous fungi known to exist. If eaten, the poison it contains quickly damages the liver and other organs in the body. It has caused many deaths.

Year 11 Hospitality and Catering – Term 2
LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

# Food Allergies

## What is a food allergy?

- A food allergy is a serious and possibly life-threatening reaction to certain foods
- It is caused by the body reacting to something in the food (an **allergen**)
- A severe allergic reaction is called **anaphylaxis**, which can cause death – the person must have medical treatment immediately
- Someone who is allergic to foods must:
  - Avoid eating them
  - Read food labels carefully to check if those foods are in the ingredients list (food allergens are shown in bold lettering on food labels)

## What are the signs and symptoms?

### Signs you can't see

- The mouth, tongue and throat swell
- The person cannot breathe, speak or swallow properly
- Wheezing
- Stomach pain
- Feeling sick – may be sick
- Blood pressure drops
- They may collapse and become unconscious

### Signs you can see

- Skin becomes red
- A raised, red/pink itchy rash shows on the skin (called hives)
- The skin swells – often on the face
- The nose and eyes itch
- The lips and eyelids swell

## Notes

An allergic reaction can happen within a few seconds, minutes or hours after eating the food

If someone has an allergic reaction:

- Stay calm and call 999 for an ambulance
- Make the patient comfortable
- If they have an EpiPen, use it (it will control their symptoms whilst they are going to hospital)
- People who work for a H&C business should be trained to use an EpiPen

# Year 11 Hospitality and Catering – Term 2
# LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## The most common foods that cause allergies are:


eggs


Milk and dairy foods


Fish and shellfish


peanuts


Other nuts – hazelnuts, almonds, walnuts etc


seeds


Citrus fruits


Soya


Strawberries


Kiwi fruit


Celery


Celeriac


Mustard

## Food intolerance

Food intolerance happens when something in certain foods make someone feel unwell most of the time but it is not life-threatening as a food allergy can be. People with food intolerances may have a range of symptoms:

- Muscle and joint aches and pains
- Pain and bloating in the abdomen
- Eczema and dry skin
- Diarrhoea
- Constant tiredness and weakness
- Nausea (feeling sick)

Year 11 Hospitality and Catering – Term 2

LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## Lactose Intolerance

Lactose is the natural sugar found in dairy milk (from cows, goats, sheep etc.). People who have lactose intolerance cannot digest (break down and absorb) lactose in their body, so the bacteria in their large intestine break it down instead. This produces a lot of gas and causes bloating (swelling) of the abdomen, flatulence (wind), abdominal pain (belly ache), diarrhoea and nausea. People with lactose intolerance must not eat dairy foods or foods that contain them.

**Which foods contain lactose?**

All dairy foods (milk, cheese, yoghurt, cream, butter, crème fraiche, sour cream, cream cheese, whey and milk powder) and any foods that contain them (e.g. cakes, biscuits, desserts, snack foods, ready meals, sauces, custard, chocolate, some spreads, ice cream etc) contain lactose.

**Remember!**
**Eggs are not a dairy food and do not contain lactose**

It is possible to buy lactose-free or dairy-free food products such as milks and yoghurts.

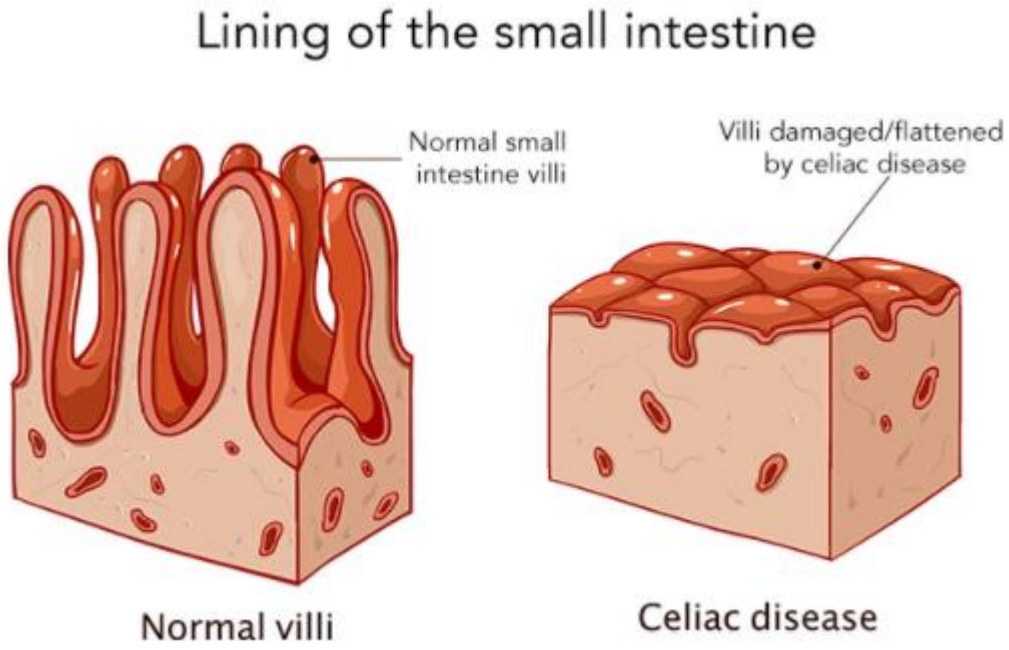
Year 11 Hospitality and Catering – Term 2

LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## Coeliac Disease

Coeliac disease is a condition that involved the body's immune system, but it is not an allergy. Someone who has this condition is called a coeliac.
The small intestine in the body is lined with thousands of tiny finger-like projections called villi. Normally, the villi allow lots of nutrients from the food we eat to be absorbed and then sent into the bloodstream to go round the body.
Coeliac disease is caused by the immune system not tolerating gluten, which is found I wheat, barley, oats and rye and food products that contain them. This causes the villi to become damaged, so they cannot absorb enough nutrients into the body.




If someone has coeliac disease:

- They will not have enough nutrients going into their body
- They will not have enough energy and will be tired much of the time
- They can lose weight and become ill
- Children with coeliac disease might not grow properly

Coeliacs must not eat any food containing gluten. This will allow the villi in their small intestine to gradually get better and work properly.

**Which foods contain gluten?**

Gluten is found in wheat, barley, oats and rye and food products that contain them, e.g. pasta, bread, pizza, cakes, pies, pastries, buns, croissants, biscuits, snack bars, crackers, seasonings and spice mixes, breakfast cereals, sausages, burgers, other processed meats, couscous, semolina, soy sauce, noodles, malt vinegar, some beers and ales.

It is possible to buy gluten-free food products in most supermarkets. They will often show a gluten free symbol like this one:

# Year 11 Hospitality and Catering – Term 2
# LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## Food Safety Laws

All parts of the food industry are covered by food safety laws
Food safety laws protect:

| Consumers | Food businesses |
|---|---|
| • To stop them getting food poisoning<br>• To make sure all food businesses have high safety standards<br>• To take action if a food business breaks the law | • **Food** to make sure all food handlers are trained in food safety<br>• To make sure working conditions are good so food handlers can obey the law<br>• To prevent consumers making false claims about being ill after eating some food |

## The Food Safety Act 1990

All food businesses must make sure that the food they produce for sale or give away is:

1. Safe to eat
2. What people expect it to be
3. Not labelled, advertised or presented in a way that is confusing or not true


2. What people expect it to be
3. Not labelled, advertised or presented in a way that is confusing or not true


## Food Hygiene Regulations

Anyone who owns, manages or works in a food business, whatever its size, must:

1. Make sure food is handled, supplied and sold in a hygienic way
2. Identify possible food safety hazards in all of the operations and activities of the food business
3. Know which stages in their food-handling activities are critical for food safety: i.e. the stages at which things could go wrong – the **critical control points**
4. Decide what controls can be put in place to prevent risks of food safety
5. Make sure that food safety controls are in place, are always followed by everyone and are regularly maintained and reviewed.

### Key Terms

**Critical control points** – stages in a food production operation where food safety could go wrong

**Due diligence** – being able to prove that reasonable actions have been taken to avoid a health risk

**Hazard Analysis of Critical Control Points** – a food safety management system to identify possible hazards of food safety

Year 11 Hospitality and Catering – Term 2

LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

# HACCP

All food businesses must:

- Protect the health of their customers
- Show **due diligence** in the operation and activities of their business: this means they have carried out reasonable actions to avoid food safety risk

To make sure all the things that the Food Hygiene Regulations require are done properly, a food safety management system called **Hazard Analysis of Critical Control Points (HACCP)** is used.

What are the **critical control points**?

Each stage of food production

→

Analysis

What are the **hazards** at each stage?

→

Analysis

How are these hazards **controlled**?

→

Analysis

How are the controls **checked**?

The word 'analysis' means that the operation of the food business is separated into stages.

Each stage is looked at in detail to identify possible hazards and explain how these are controlled to prevent a food safety risk.

A food business should produce evidence that they have carried out HACCP so that an Environmental Health Officer can check it when they carry out an inspection.

# Year 11 Hospitality and Catering – Term 2
## LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## Example HACCP

| Stage of food production: critical control points | Possible hazards | Controls and checks used to prevent a food safety risk | What are the correct temperatures? |
|---|---|---|---|
| Buying the food | • Chilled or frozen foods delivered to the cafes might not be cold enough, so bacteria could multiply | • Food suppliers are visited regularly to check what HACCP controls they have in place<br>• Temperature (and cleanliness) of chilled delivery van/lorry is checked at each delivery before accepting the foods | The temperature of the delivery lorry must be:<br>• 0°C to 5°C for chilled foods<br>• Minus 18°C to minus 22°C for frozen foods |
| Storing the food | • Bacteria may grow and multiply in chilled and frozen foods if they are not stored at the right temperatures<br>• Dry foods will go mouldy if they become damp<br>• Bacteria could spread from one food to another<br>• Pests can contaminate food and make it unsafe | • Refrigerator and freezer temperatures are checked every day and recorded in a log book<br>• Refrigerators and freezer motors and door seals are regularly checked to make sure they work properly<br>• Alarms that make a warning noise if the inside temperature goes up too much are fitted in refrigerators and freezers to warn kitchen staff<br>• The dates on all stored foods are regularly checked and older foods used up first (FIFO- first in, first out)<br>• Dry foods are stored in a ventilated room, on shelves in air tight containers<br>• Raw and cooked foods are kept separate in the refrigerators to prevent cross-contamination<br>• Pest traps are placed inside the storage area<br>• Regular pest control inspections are carried out<br>• Loose foods are stored in pest-proof containers | Refrigerators –<br>0°C to 5°C<br>Freezers –<br>Minus 18°C to minus 22°C |

Year 11 Hospitality and Catering – Term 2

LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## Example HACCP

| Stage of food production: critical control points | Possible hazards | Controls and checks used to prevent a food safety risk | What are the correct temperatures? |
|---|---|---|---|
| Preparing the food | • Bacteria could spread from one food to another<br>• Bacteria from the soil could contaminate food<br>• Food handlers could contaminate food with bacteria from their hands, body or clothes | • Colour-coded chopping boards and knives are used for different foods<br>• Raw foods are prepared in a separate area from cooked foods<br>• Frozen high-risk foods are defrosted on a tray in the refrigerator<br>• All vegetables and fruits are washed before storage and preparation<br>• All staff have passed their Food Safety & Hygiene training and have up-to-date certificates<br>• All staff wear clean uniform each day | Defrost foods at –<br>0°C to 5°C |
| Cooking the food | • High risk foods such as meat, poultry, fish and seafood may not be cooked all the way through, so harmful bacteria could still be alive | • Food probes are used to measure the temperature at the core of the cooked food before serving | Core temperature:<br>Minimum 70°C for 2 minutes |
| Cooling cooked food for storage | • Bacteria could multiply in cooked food if it is not cooled quickly enough before being stored in the refrigerator or freezer | • Cooked rice is rapidly cooled in cold water and then refrigerated<br>• Other cooked dishes are covered and cooled in a ventilated room away from the kitchen before being refrigerated or frozen | Cooked foods should reach –<br>5°C or lower within 90 minutes |
| Reheating cooked and chilled foods | • Bacteria can multiply in reheated foods if they are not heated right through | • Food probes are used to measure the temperature at the core of the food before it is served<br>• Foods are reheated only once | Minimum core temperature:<br>Minimum of 70°C for 2 minutes in England, Wales and NI<br><br>Minimum of 82°C in Scotland |

# Year 11 Hospitality and Catering – Term 2
## LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## Example HACCP

| Stage of food production: critical control points | Possible hazards | Controls and checks used to prevent a food safety risk | What are the correct temperatures? |
|---|---|---|---|
| Keeping the food hot or cold before serving to customers | • Bacteria may multiply inside cooked meat, poultry, fish and seafood dishes if they are not kept hot enough before serving<br>• Bacteria can multiply in chilled foods e.g. salads, cooked cold meats, pates, cold desserts containing eggs and cream etc. if they are not kept cold enough | • Food probes are used to measure the temperature at the core of the hot food before serving<br>• All high-risk cold desserts, salads, cold cooked meats, pates, cream etc. are refrigerated until served | Core temperature for hot foods: Minimum 63°C<br><br>Storage temperature for child foods: 0°C to 5°C |
| Washing up and cleaning | • Bacteria will multiply on food left on equipment, dishes and cutlery | • All equipment, plates, dishes, cups, glasses and cutlery are washed in a dishwashing machine and air dried in an area away from contamination | Hand washing 55°C with washing up liquid, rinse with very hot water at 82°C<br><br>Dishwashers: 82°C to 89°C |
| Getting rid of food waste and rubbish | • Bacteria and mould will multiply in food waste and rubbish<br>• Microbes will live and multiply on the lids and inside waste bins | • Waste bins are located outside the kitchen<br>• Waste bins are foot operated so staff don't need to touch the lids<br>• Waste bins are collected and emptied regularly<br>• Staff are trained to wash their hands after handling waste | |
| Cleaning the kitchen | • Microbes will multiply on all surfaces, in corners, on ceilings and under kitchen units etc.<br>• Sink units and drains are ideal places for bacteria to grow and multiply | • The kitchen surfaces, walls, floors and sinks are washed and dried at the end of every working day using cleaning chemicals<br>• Twice a week, the refrigerator shelves are cleared and cleaned<br>• Twice a year the extractor hoods are taken down and cleaned<br>• Twice a year, the kitchen has a deep clean | Hand washing 55°C with washing up liquid, rinse with very hot water at 82°C<br><br>Dishwashers: 82°C to 89°C |

# Year 11 Hospitality and Catering – Term 2
# LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## Food premises (buildings, rooms, washrooms etc) where food is prepared

These premises must be:
- Clean and well maintained
- Hygienic
- Easy to keep clean
- Free from pests
- Well lit
- Well ventilated

These premises must have:
- A safe supply of drinking water
- Enough space for people to work in
- Good drainage to get rid of dirty water
- Good, hygienic staff washing and toilet facilities
- A good waste disposal system

## Responsibility of food handlers

They must prevent **cross-contamination** of bacteria:

Keep raw food and cooked food separate

Keep food covered to prevent flies/dust going onto the food

Defrost frozen food thoroughly in a fridge on a tray or plate to catch drips and cover with a lid

Wash hands after handling raw meat, poultry, fish, eggs and other hight risk foods

## Responsibility of food handlers

They must have good personal hygiene:

Do not sneeze or cough over food (there are lots of bacteria in the nose, mouth and throat)

Tie back/cover hair

Cover cuts and sores with a clean dressing and wear disposable gloves

Do not lick fingers when preparing food

Wear clean clothes and avoid wearing jewellery

Wash hands regularly and dry them thoroughly

Keep fingernails short and clean, do not wear nail varnish or false nails

Do not put shoes onto surfaces where food is being prepared

Year 11 Hospitality and Catering – Term 2

LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## Responsibility of food handlers

**Storing food**

1. store food correctly as soon as possible after buying it or delivery
2. Do not leave high-risk foods for any length of time in a warm place such as a car boot on a sunny day
3. Check use by and best before dates regularly. Use up older foods first. This is called stock rotation
4. Refrigerators and freezers:

- Check internal temperatures regularly
- Check door seals are working
- Defrost regularly to keep them working properly
- Place away from the cooker or boiler in a kitchen so they can work normally 7
- Do not leave refrigerator doors open for any length of time

**Cooking, cooling down and serving food**

1. Cook food thoroughly. Check core temperature is at 70°C or hotter for at least 2 minutes using a food probe
2. Hot cooked food must be kept at 63°C or above
3. Left over hot food should be cooled at 5°C or cooler within 90 minutes
4. Left over cooked food must only be reheated once to a minimum core temperature of 70°C for 2 minutes
5. Use different utensils to serve different foods to prevent cross-contamination

**Using a food probe**

1. Reset to zero
2. Sterilise/use antibacterial wipe
3. Insert metal probe into the core of the food
4. Do not touch the hot pan with the probe
5. Allow temperature to stabilise (at 70°C or hotter for 2 minutes)
6. Sterilise/use antibacterial wipe after use

Year 11 Hospitality and Catering – Term 2
LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## Food labelling regulations

Food labels tell people about the food they are choosing to buy.
In the UK, food labelling is controlled by law by:

- Department of Health – nutritional labelling
- Food Standards Agency – food safety labelling

Food labels must be:

- Clear and easy to read
- Easy to understand
- Easy to see
- Truthful about the food inside

**Chicken & Vegetable Broth** 600g e

A soup made with vegetables, cooked chicken and pearl barley.

**Ingredients**

Water, Carrot (10%), Onion, Chicken (6%), Potato (5%), Spinach (2%), Peas (2%), Cabbage (2%), **Celery** (2%), Chicken stock (chicken skin, water, chicken extract, chicken, sugar, salt, cornflour, chicken fat, onion concentrate), Potato starch, Pearl **barley**, Rapeseed oil, Garlic purée, Salt, Black pepper.

**! ALLERGY ADVICE**

For allergens, including cereals containing gluten, see ingredients in bold.

**! Warning**

Although every care has been taken to remove bones, some may remain.

**Nutrition**

| Typical values (as consumed) | per 100g 167kJ | per 1/2 pot (300g) 501kJ | %RI | your RI* 8400kJ |
|---|---|---|---|---|
| Energy | 40kcal | 119kcal | 6% | 2000kcal |
| Fat | 1.2g | 3.6g | 5% | 70g |
| of which saturates | 0.2g | 0.6g | 3% | 20g |
| Carbohydrate | 4.2g | 12.6g | | |
| of which sugars | 1.2g | 3.6g | 4% | 90g |
| Fibre | 1.1g | 3.3g | | |
| Protein | 2.5g | 7.5g | | |
| Salt | 0.5g | 1.5g | 25% | 6g |

*Reference intake of an average adult (8400kJ/2000kcal) (RI). Contains 2 portions.

**INGREDIENTS**

Water, Carrots, Onions, Red Lentils (4.5%) Potatoes, Cauliflower, Leeks, Peas, Cornflower, **Wheat**flour, Cream (**milk**), Yeast Extract, Concentrated Tomato Paste, Garlic, Sugar, **Celery** Seed, Sunflower Oil, Herb and Spice, White Pepper, Parsley

**ALLERGY ADVICE**

For allergens, see ingredients in **bold**

Each grilled burger (94g) contains

| Energy | Fat | Saturates | Sugars | Salt |
|---|---|---|---|---|
| 924kJ 220kcal | 13g | 5.9g | 0.8g | 0.7g |
| 11% | 19% | 30% | <1% | 12% |

of an adult's reference intake
Typical values (as sold) per 100g: Energy 966kJ / 230kcal


Year 11 Hospitality and Catering – Term 2

LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

# Role & Responsibilities of Environmental Health Officers

## Why are businesses inspected by EHOs?

Inspections of food businesses are carried out to make sure that:

- Food handlers have good personal hygiene
- Food is stored, handled and cooked hygienically and safely
- Pests cannot contaminate the food
- Food handlers are trained in food safety
- Food is safe to eat
- The food business is using HACCP
- The food business building is in good condition and regularly cleaned

## What does an EHO do during the inspection process?

By law, an EHO can:

- Check the use-by and best before dates on foods being stored in the business
- Watch how food is handled during storage, preparation, cooking and serving
- Look at all the records that the business keeps e.g. staff training, refrigerator temperatures etc.
- Close the business if it is dangerous to the health of customers
- Take photographs/videos of what is seen during an inspection
- Take food samples to test for bacteria
- Enter a food business without an appointment for an on the spot inspection
- Take away food if it is unsafe to eat
- Tell the business to make hygiene improvements by a certain date

# Year 11 Hospitality and Catering – Term 2
# LO4

**Knowledge Organiser Focus:**
To Know how food can cause ill health

## Environmental Health Officers also investigate:

- Complaints about a food business
- Outbreaks of infectious disease
- Complaints about other poor standards of health and safety in H&C businesses

## Their other duties include:

- Giving evidence to a judge if a business is taken to court for breaking the law
- Granting licences to food businesses
- Decided the hygiene rating for a food business
- Giving talks at public enquiries, meetings and exhibitions
- Educating and training people about food safety and environmental health

Year 11 Hospitality and Catering – Term 2

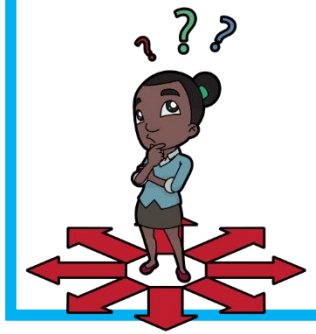
Home Learning - Week 17a

**Knowledge Organiser Focus:**
Job requirements and conditions of work in the Hospitality and Catering Industry

**Knowledge check –** AC3.1 Describe personal safety responsibilities in the workplace

1. List the two main causes of injury in the workplace. (2 marks)
2. Give two responsibilities that an employer has under the Health and Safety at Work Act. (2 marks)
3. Give two responsibilities that an employee has under the Health and Safety at Work Act. (2 marks)
4. Name three substances that are listed as hazardous under the COSHH regulations. (3 marks)
5. Explain what each of the following COSHH symbols mean: (3 marks)

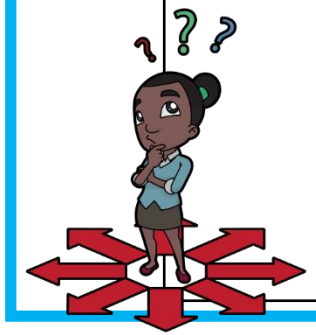




# Year 11 Hospitality and Catering – Term 2

## Home Learning - Week 17a

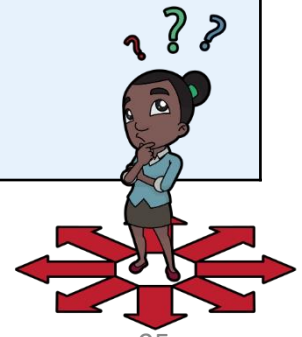
| Knowledge check – AC 3.2 Identify risks to personal safety in Hospitality and Catering<br>AC 3.3 Recommend personal safety control measures for hospitality and catering provision | | | |
|---|---|---|---|
| 1. List two potential health risks and two control measures for them for front of house employees<br>(4 marks) | | 2. List two potential safety risks and two control measures for them for back of house employees<br>(4 marks) | |
| **Potential Health Risk** | **Control Measures** | **Potential Health Risk** | **Control Measures** |
| | 1. | | 1. |
| | 2. | | 2. |
| | 1. | | 1. |
| | 2. | | 2. |



Year 11 Hospitality and Catering – Term 2

Home Learning - Week 21a

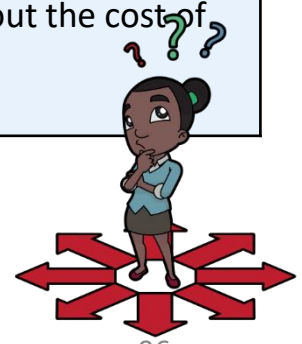
| Knowledge check – what can you remember (AC 4.1, AC 4.4 and AC 4.5) | |
|---|---|
| Practise questions | Stretch and Challenge |
| 1. What does cross-contamination mean? (1 mark)<br>2. What is a pathogenic micro-organism? (1 mark)<br>3. Name two groups of people of people who for whom food poisoning is particularly dangerous. (2 marks)<br>4. Name three conditions that microbes need to grow and reproduce. (3 marks)<br>5. List two ways in which a food handler can avoid harming someone with a chemical cleaning product that is used in the kitchen. (2 marks)<br>6. Why do raw and kidney beans have to be boiled for at least 15 minutes before they are eaten? (1 mark) | Explain how the following pieces of equipment found in the a catering kitchen enable food handlers to keep food safe and prevent food poisoning. (2 marks each)<br>1. Temperature probe<br>2. Blast chiller<br>3. Hand-washing station<br>4. Separate preparation area for different foods<br>5. Foot operated rubbish bin |



# Year 11 Hospitality and Catering – Term 2

Home Learning - Week 21a

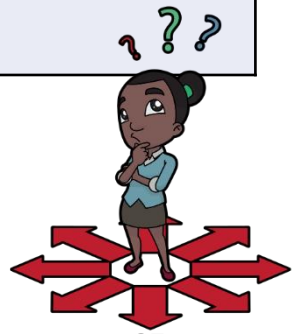
| Knowledge check – what can you remember (AC 4.1 and AC 4.5) | |
|---|---|
| **Practise questions** | **Stretch and Challenge** |
| 1. Suggest two ways in which someone who works in the hospitality and catering industry can act responsibly about food allergies and intolerances in their job. ( 2 marks)<br>2. List three symptoms (visible/invisible) that may occur when someone has an allergic reaction to a food. (3 marks)<br>3. List four foods that commonly cause allergic reactions. (4 marks) | Ready made gluten free food products can be quite expensive to buy.<br><br>List of food Coeliacs can eat:<br>Agar, almonds, buckwheat, carageenan, cassava (manioc/tapioca), chestnuts, corn (maze), linseed, gram flour, millet, polenta, potato flour, peas, beans, lentils, quinoa , rice, sago, lentil flour.<br><br>Using the list of foods that coeliacs can eat research and plan a low budget three course menu that used some of these foods in an imaginative , appetising way for special occasion for adult coeliacs.<br>Explain how and why you have used these foods and workout the cost of the menu. |



# Year 11 Hospitality and Catering – Term 2

Home Learning - Week 25a

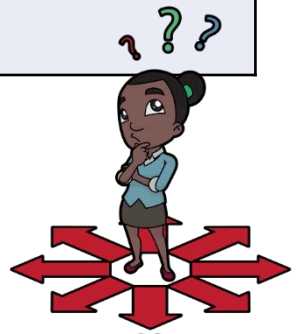
| Knowledge check – what can you remember (AC 4.3) | |
|---|---|
| **Practise questions** | **Stretch and challenge** |
| 1. What is HACCP and why is it used in the catering industry? (2 marks)<br>2. Give four situations when a food handler should always wash their hands. (4 marks)<br>3. List four pieces of information that must appear on a food label by law. (4 marks) | For each of the following aspects of the operation of a kitchen, explain and give three detailed reasons why they are essential for the success of a hospitality and catering business.<br>1. What are the benefits of good food hygiene and safety practices for:<br>a) The management of a catering business? (3 marks)<br>b) The workers in a catering business? (3 marks)<br>c) The customers in a catering business? (3 marks)<br>2. What might be the consequences of poor food hygiene and safety practices for:<br>a) The management of a catering business? (3 marks)<br>b) The workers in a catering business? (3 marks)<br>c) The customers in a catering business? (3 marks) |



# Year 11 Hospitality and Catering – Term 2

Home Learning - Week 25a

| Knowledge check – what can you remember (AC 4.2) | |
|---|---|
| **Practise questions** | **Stretch and challenge** |
| 1. Give three reasons why inspections are carried out in food premises by Environmental Health Officers (EHO). (3 marks)<br>2. List four things that an EHO does during the inspection. (4 marks)<br>3. List two things that an EHO is allowed to do by law if they find a food business has broken food safety law. (2 marks) | For each of the following aspects of the operation of a kitchen, explain and give three detailed reasons why they are essential for the success of a hospitality and catering business.<br>1. What are the benefits of good food hygiene and safety practices for:<br>a) The management of a catering business? (3 marks)<br>b) The workers in a catering business? (3 marks)<br>c) The customers in a catering business? (3 marks)<br>2. What might be the consequences of poor food hygiene and safety practices for:<br>a) The management of a catering business? (3 marks)<br>b) The workers in a catering business? (3 marks)<br>c) The customers in a catering business? (3 marks) |



# Year 11 Hospitality and Catering – Term 2

Home Learning

| Week | Home learning |
|---|---|
| Week 17a | Exam questions (slide 32 and 33) |
| Week 21a | Exam questions (slide 34 and 35) |
| Week 25a | Exam question (slide 36 and 37) |

# Year 11: Business Term 2

## Knowledge Organiser Focus: Human Resources

### I will learn about:

In this half term, we will consider how businesses organise their employees to supply products in the most efficient ways. The organisational structure is an important influence on the jobs that people are asked to do. It effects their freedom to make decisions. We will also examine how businesses recruit new employees and the techniques they use to choose the best applicants for the job. Once employed it is important to keep employees motivated.

### How I will be assessed:

You will have mini assessments through out the topic then you will complete a full assessment at the end. You will also have homework that will be graded.

### Recommended reading:

https://www.bbc.co.uk/bitesize/topics/zmbt6v4

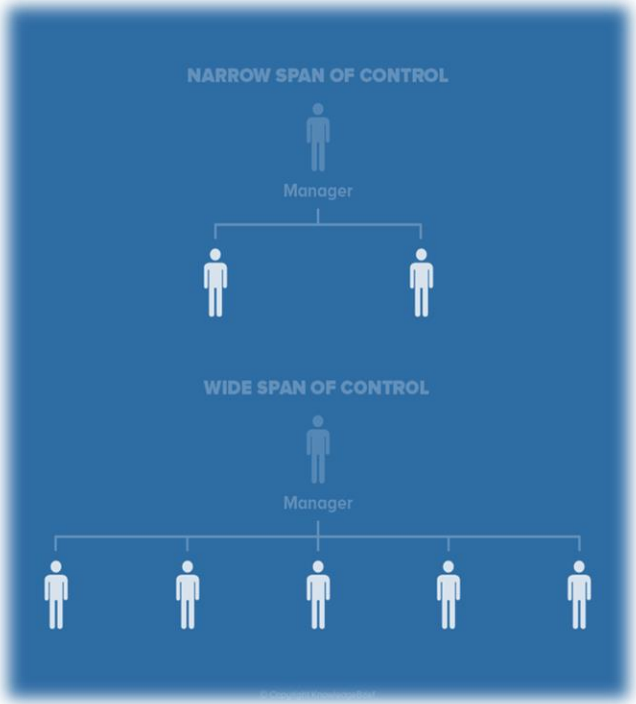
### Key terms

| Word | Definition |
|---|---|
| Organisational structure | Is the way a business structures itself to carry out its activities |
| Line Manager | Is an employee's immediate superior or boss |
| Authority | Is the power to control other's and to make decisions |
| Hierarchy | Are the layers of authority in the business. |
| Delegation | Is the passing down of authority to more junior employees. |
| Recruitment | Is the process in finding and appointing new employees. |
| Decentralisation | Allows employees working in all areas of the business to make decisions. |
| Motivation | Is the range of factors that influence people to behave in certain ways. |
| Productivity | Is the quantity of goods or services produced by an employee over a period of time, such as a year. |
| Training | Is a range of activities giving employees job-related skills and knowledge. |

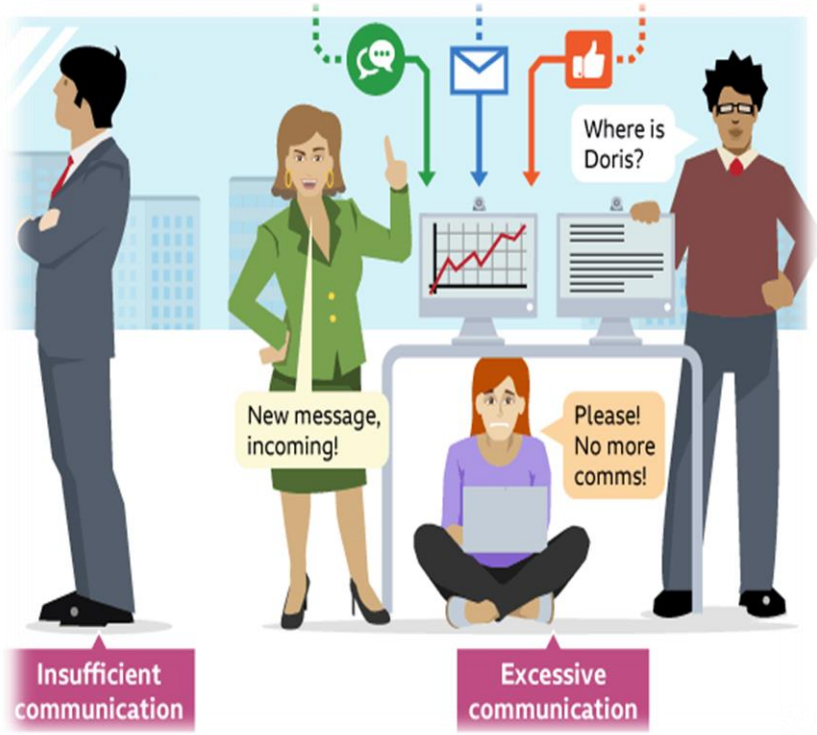
Stretch challenge: Map out the organisational structure for OAO. Who is at the top of the structure?

# Year 11: Business Term 2

## Knowledge Human Resources

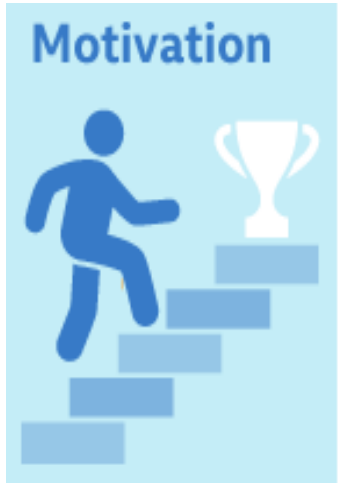




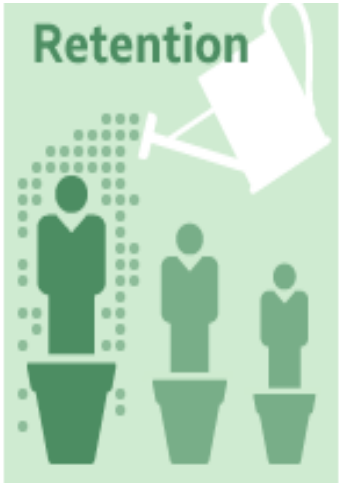



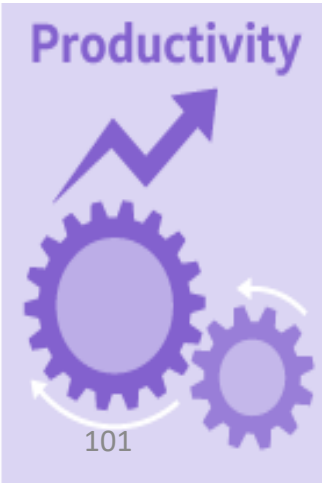












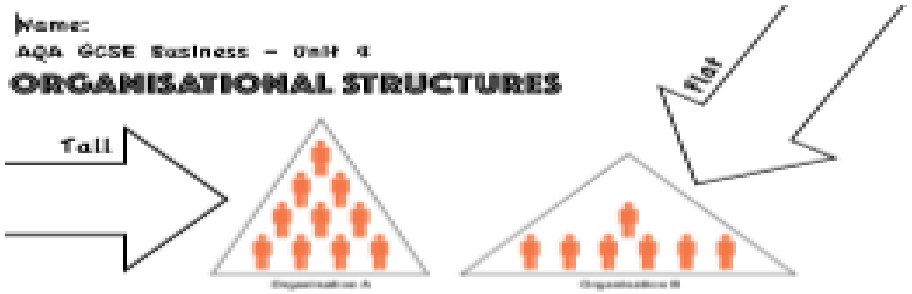
# Year 11: Business Term 2

## Knowledge Organiser Focus: Human Resources

Name:

AQA GCSE Business – Unit 4

### ORGANISATIONAL STRUCTURES




| Key Term | Definition |
|---|---|
| Hierarchy | |
| Span of Control | |
| Delegation | |
| Chain of Command | |
| Delayering | |

List three reasons why it is important to get the recruitment process right

- 
- 
- 

| Centralisation | Decentralisation |
|---|---|
| | |

### RECRUITMENT & SELECTION OF EMPLOYEES

1. Business needs new employees
2. 
3. 
4. 
5. 
6. Appoint the best person for the job

| Full-Time Employee | Part-Time Employee |
|---|---|
| Job Sharing | Zero Hour Contracts |

3 Methods of Communication

- 
- 
- 

3 Types of Communication

- 
- 
- 

### AQA GCSE BUSINESS HUMAN RESOURCES

### TRAINING

Why do businesses invest money in training staff?

_____

_____

### MOTIVATING EMPLOYEES

One benefit of a motivated workforce is...

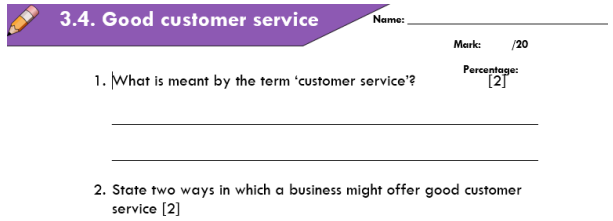
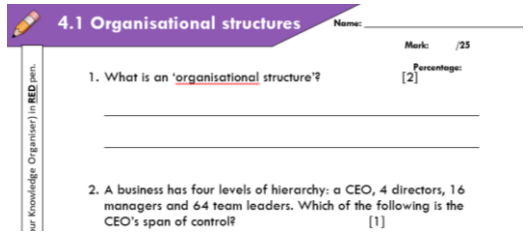
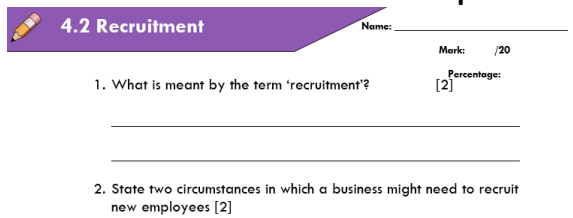
| On-the-job Training | Off-the-job Training |
|---|---|
| ✓ | ✓ |
| ✓ | ✓ |
| ✗ | ✗ |
| ✗ | ✗ |

Financial Methods of Motivation

Non-financial Methods of Motivation

# Year 11: Business Term 2

**Knowledge Organiser Focus: Home Learning**

| Week | Home learning |
|---|---|
| Week 17 | 3.4 End of topic 3.4 was the last topic we looked at before we went on holiday. The topic is 'Good customer service' Your teacher will give you a handout which is called 3.4 Good customer service. You will answer the questions on that sheet and hand it back to the teacher.  3.4. Good customer service Name: Mark: /20 Percentage: 1. What is meant by the term 'customer service'? [2] 2. State two ways in which a business might offer good customer service [2] |
| Week 21 | 4.1 End of topic. 4.1 is the topic you started with in January. Your teacher will give you a handout which is called 4.1 Organisational structures. You will answer the questions on that sheet and hand it back to the teacher.  4.1 Organisational structures Name: Mark: /25 Percentage: 1. What is an 'organisational structure'? [2] 2. A business has four levels of hierarchy: a CEO, 4 directors, 16 managers and 64 team leaders. Which of the following is the CEO's span of control? [1] |
| Week 25 | 4.2 is the next topic that you have studied in January. Your teacher will give you a handout which is called 4.2 Recruitment. You will answer the questions on that sheet and hand it back to the teacher.  4.2 Recruitment Name: Mark: /20 Percentage: 1. What is meant by the term 'recruitment'? [2] 2. State two circumstances in which a business might need to recruit new employees [2] |

# Year 11 CamNat – Term 2

Knowledge Organiser Focus: R056 Developing knowledge and skills in outdoor activities

**I should already know:**

- The importance of health and safety, including risk assessments
- Some examples of outdoor activities
- Key considerations to take when planning sporting activities

**I will learn about:**

LO1: Know about different types of outdoor activities and their provision
LO2: Understand the value of participating in outdoor activities
LO3: Be able to plan an outdoor activity
LO4: Be able to demonstrate knowledge and skills during outdoor activities

**How I will be assessed:**

Internally assessed coursework
Externally assessed practical tasks

| Key words (tier 2 and 3 vocabulary) | |
|---|---|
| Key word | Definition |
| Canoeing | Paddling a water craft with a single paddle |
| Abseiling | Using a climbing rope to descend |
| Trekking | Walking in the natural environment |
| Hill Walking | Walking in a hilly environment |
| Orienteering | Using a map and compass to follow a route |
| Mountaineering | Climbing or trekking in the mountains |
| Belay | To secure a climbing rope |
| Pitch | Section of a climbing route |

**Recommended reading:**

OCR Cambridge National Sport Studies Level ½ Textbook
Articles from UK Climbing
Active Outdoors articles

# Year 11 CamNat – Term 2

Knowledge Organiser: R056

| R056 Developing knowledge and skills in outdoor activities | |
|---|---|
| Knowledge Required | |
| **LO1** | • the definition of an outdoor activity<br>• examples of outdoor activities<br>• provision of outdoor activities in the UK |
| **LO2** | • the general benefits of participating in outdoor activities<br>• how participating in outdoor activities can help skills development |
| **LO3** | • the key considerations to make when planning an outdoor activity<br>• hazards to be aware of when planning outdoor activities |
| **LO4** | • care and use of equipment<br>• safe practice<br>• communication skills<br>• decision making skills<br>• team working skills<br>• problem solving skills |

# Year 11 CAMNAT - Term 2

What have you understood?

| L01 | |
|---|---|
| What is the definition of an outdoor activity? | |
| List 6 examples of outdoor activities. | |
| What are the factors that effect provision of outdoor activities in the UK? | |
| Name 2 voluntary organisations that have been created to encourage young people to participate in outdoor activities | |

| L02 | |
|---|---|
| List the 6 benefits of participating in outdoor activities. | |
| Pick 2 benefits and explain why they are benefits to participating in outdoor activities. | |
| List 6 skills that can be developed by participating in outdoor activities. | |
| Explain why 2 of the would be valuable to somebody participating in outdoor activities. | |

# Year 11 CAMNAT - Term 2

What have you understood?

| L03 | |
|---|---|
| Identify 5 key considerations to make when planning an outdoor activity. | |
| Explain why 2 of the key considerations are important when planning outdoor activities. | |
| Identify 5 hazards to be aware of when planning an outdoor activity. | |
| Explain why 2 of the hazards could cause a problem when participating in outdoor activities. | |

| L04 | |
|---|---|
| Describe two ways of communicating. | |
| What should you consider before making a decision when involved in outdoor activities? | |
| Describe four features of team-working skills. | |
| Describe the best ways of using problem-solving skills. | |

# Year 11 RSL Dance – Term 2

Knowledge Organiser Focus: Ensemble Dance

I should already know:
- *The basics of jazz dance technique*
- *How to be safe in the dance studio*

*I will learn:*
- *The physical skills of performance*
- *The interpretive skills of performance*
- *How to analyse my performance skills*
- *How to improve my physical and interpretive skills*
- *How to create a training programme to improve*
- *How to review my progress*

How I will be assessed:
*You will perform 2 jazz dance pieces, complete a skill audit and review your progress*

| Key words (tier 2 and 3 vocabulary) | |
|---|---|
| Key word | Definition |
| Collaborate | Work jointly in class or on a dance performance |
| Reflect | Think deeply or carefully about something |
| Efficiently | Perform in a way that achieves maximum productivity with minimum wasted effort or expense |
| Analyse | examine your dance performance carefully and in detail to explain and interpret it |

Stretch challenge:
Watch some performances focussing on jazz dance technique – this will help you understand the style in more detail and be able to communicate this to the audience

Recommended viewing:
Bob Fosse Choreography – specifically All That Jazz.
Why is Fosse's style of dance so unique?

# Year 11 RSL Dance – Term 2

Knowledge Organiser: Ensemble Dance

| Technical skills, including: | Mental skills and attributes (during performance), including: | Physical skills and attributes: | Interpretive skills, including: |
|---|---|---|---|
| • action content<br>• dynamic content<br>• relationship content<br>• timing content<br>• rhythmic content<br>• movement in a stylistically accurate way. | • movement memory<br>• commitment<br>• concentration<br>• confidence<br>• safe execution<br>• mental rehearsal<br>• systematic repetition<br>• rehearsal discipline. | • posture<br>• alignment<br>• balance<br>• coordination<br>• control<br>• flexibility<br>• mobility<br>• strength<br>• stamina<br>• extension<br>• isolation. | • projection<br>• focus<br>• spatial awareness<br>• facial expression<br>• phrasing.<br>For duet/trio performance only:<br>• musicality<br>• sensitivity to other dancers<br>• communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). |

**Check your progress by…**

- watching yourself in a mirror
- filming yourself and watching back
- or asking a friend or teacher to watch you and give **feedback**.

**Physical Skills Can Be Excellent For Aesthetic Movement, Sometimes Creating Interest.**

**Interpretive skills are things that dancers need to help engage and communicate with the audience during their performance**

# Year 11 RSL Dance – Term 2

**Knowledge Organiser Focus:**

Complete an audit focussing on the physical skills within dance. For each skill complete the following;

1. A definition of the skill
2. A personal rating out of 5 (5 being the best)
3. An explanation of the rating given

- Posture
- Alignment
- Flexibility
- Balance
- Coordination
- Stamina
- Extension
- Accuracy
- Movement Memory
- Control

Complete an audit focussing on the interpretive skills within dance. For each skill complete the following;

1. A definition of the skill
2. A personal rating out of 5 (5 being the best)
3. An explanation of the rating given

- Musicality
- Commitment
- Emphasis
- Projection
- Relationships
- Farcical Expressions
- Timing
- Focus
- Energy
- Stage Presence

# Year 11 RSL Dance – Term 2

**Knowledge Organiser Focus:**

Locating Safe Dance Practice in a Photograph

1. Step 1 - Look for a photograph from a dance magazine or google images
2. Step 2 - Select an image that you can see aspects of safe dance practice in
3. Step 3 - Locate the safe dance principles we have worked on in lessons. Make sure you annotate these on your photograph.

Make a poster about safe dance practice

1. Create an A4 poster about safe dance practise
2. Consider the most important elements of safe dance practise Think about colour, choice of text, the use of materials eg. Drawings, diagrams, photos, fabric
3. Make it eye catching and BE CREATIVE!

# Year 11 RSL Dance – Term 2

**Knowledge Organiser Focus: Home Learning**

| Week | Home learning |
|---|---|
| Week 17a | Complete the skills audit based on the physical skills you worked on during the Jazz dance workshops. |
| Week 21a | Complete the skills audit based on the interpretive skills you worked on during the Jazz dance workshops. |
| Week 25a | Identifying safe dance practice elements within photographs |

# Year 11: Health and Social Care Term 2

**Knowledge Organiser Focus: Human Lifespan Development**

I will learn about:

- Genetic inheritance and predisposition to conditions
- Diet, balance quality and amount
- Substance use
- Willingness to seek help
- Social interactions
- Financial resources
- Environmental conditions
- The impact of life events

How I will be assessed:
You will sit a mock exam in December, you will be told which lesson by your class teacher.

Stretch challenge:
Use your revision guide to complete additional revision from the relevant pages allocated by your class teacher. This can be done in the form of flashcards, mind maps or written text.

**Key terms**

| Word | Definition |
|---|---|
| Physical | Relates the body as opposed to the mind |
| Intellectual | A person possessing a high level intellect |
| Emotional | Relates to a persons emotions |
| Social | Relating to society or companionship (friendships and relationships) |
| Holistic development | Holistic Development is an approach to learning that emphasises the importance of the physical, emotional and psychological well-being of an individual. |
| Isolation | The process of isolating or isolating or being isolated, being alone. |
| Dementia | Dementia is a general term for loss of memory, language, problem-solving and other thinking abilities that are severe enough to interfere with daily life. |
| Psychological | Relates to the mental state of an individual |
| Acute illness | Any illness that develops quickly, is intense or severe and lasts a relatively short period of time. |
| Chronic illness | The term chronic is often applied when the course of the disease lasts for more than three months. |
| Geographical | Based on the features of an area, such as city life or rural |

# Year 11 HSC: Term2

**Knowledge Organiser Focus: Holistic Development**

| Ways to help keep good mental health | How I could apply this to my life? (describe in full) |
|---|---|
| Diet and exercise | |
| Enhancing self esteem (pride in who you are and what you are able to achieve) | |
| Having balance in your life (not just spending all your time on one thing, e.g social media) | |
| Developing emotional resilience (not letting set-backs keep you from trying, having the ability to get over failures) | |
| Asking for help when you need it | |

Complete the grid, demonstrate your knowledge on how you could overcome different barriers that may prevent you from having good mental health.

Stretch: Research what support is available for those suffering from poor mental health within the local area.

*Make a list in your books of each service available.*

# Year 11 HSC: Term 2

**Knowledge Organiser Focus: Advice and Support**

Emily is 12, she has just transitioned from primary to secondary school. She is really struggling with the change and cannot seem to adapt. Everyone at her new school doesn't have the same interests as her and she feels very isolated. Because of this it has also affected her confidence and self-esteem, she feels like an outcast and that she cannot join in with activities and conversations. At home, her mum has noticed she is quiet and spends most of her time in her room rather than going out to play and meet her friends like she used to. Emily has started to become anxious about going to school and has frequently started pretending she is ill so that she can stay off, this is affecting her intellectual development.

*It is important to have a network of trusted adults who they can go to for advice or support about their health and wellbeing. These people are also the people who can give advice about how to help a friend who is going through a tough time.*

Read through the case study.

Respond to the case study offering advice to Emily. Think about the support you can offer both informal and formal and the advice you can give. You should make your individual see both the short term and the long terms effects of their behaviour. Think about who Emily could go speak to for support.

# Year 11 HSC: Term 2

**Knowledge Organiser Focus: Holistic Development**

You are to complete the PIES table showing your understanding of holistic development for all six life stages.

You should aim to have a minimum of three points in each box.

| Life stage | Physical | Emotional | Social | Intellectual |
|---|---|---|---|---|
| Infancy | | | | |
| Early childhood | | | | |
| Adolescence | | | | |
| Early adulthood | | | | |
| Middle adulthood | | | | |
| Late adulthood | | | | |

# Year 11 HSC: Term 2

**Knowledge Organiser Focus: Home Learning**

| Week | Home learning |
|---|---|
| Week 17a | To describe ways to keep good mental health and how to apply them to every day life. |
| Week 21a | To read through the provided case study and offer support and advice to another individual. |
| Week 25a | To complete the holistic development and life stages table. |

# Film Studies
# Year 11 – Term 2

**Knowledge Organiser Focus:** American Indie Specialist Writing & Whiplash (Chazelle, 2014)

Credit to Eduqas for some of the information in this organiser!

**I should already know:**

- *Genre & Generic Conventions*
- *Elements Of Film Form*
- *Auteur Theory*
- *Aesthetics & Attack The Block*
- *Representation & Tsotsi*
- *Narrative & District 9*
- *Scriptwriting*
- *Developments In US Film*

**I will learn about:**

- *American Independent Cinema*
- *Whiplash*
- *Specialist Writing For Film*

**How I will be assessed:**

*I will answer a sample GCSE exam question that combines my knowledge of Whiplash with either Specialist Writing or Film Form.*

| Key word | Definition |
|---|---|
| American Indie | A film that is made in America, outside of the traditional 'Hollywood' system. |
| Masculinity | Qualities or attributes regarded as characteristic of men. |
| Under-Written | Usually referring to a role that is poorly developed. |
| Utopia | An imagined place or state of things in which everything is perfect. |

**Stretch challenge:**

Compare the representation of masculinity in *Whiplash* with how it is presented in both *Rebel Without A Cause* and *Ferris Bueller's Day Off*. Is there a clear relation to the time in which the film was produced?

**Recommended reading:**

*Analysis – Whiplash as a study of male machismo and masculinity*
https://www.thepopcornmuncher.com/2015/03/09/analysis-whiplash-foxcatcher-machismo/

# Film Studies
# Year 11 – Term 2

**Knowledge Organiser Focus:** American Indie Specialist Writing & Whiplash (Chazelle, 2014)

Credit to Eduqas for some of the information in this organiser!

| Points Raised By Specialist Writing |
|---|
| **Option C: Whiplash, Men and Masculinity (Beasley, 2015)** |
| Women & Minorities are under-represented in film as seen in the Oscars of 2015. (#OscarsSoWhite) |
| Whiplash is a study of masculinity – Fletcher, represented as the 'alpha male' and sensitive loner Andrew who sees Fletcher as his masculine ideal. |
| Poor representations of women in the film – Nicole who is 'underwritten' and serves only to aid Andrew on his path to manhood. |
| The final scene is a battle of the alpha males and a happy ending for Andrew who surpasses his masculine goals by earning the respect of Fletcher. |

| Characters | |
|---|---|
| Andrew Neiman | **Protagonist:** Andrew is a first-year drummer at Shaffer Conservatory. He dreams of being one of the greatest drummers in history, like Buddy Rich. After he is invited to play in the jazz band conducted by the abusive Terence Fletcher, Andrew becomes all the more motivated to be "one of the greats." Andrew is self-motivated and ambitious, sometimes to a fault, as when he pushes away the people in his life in favour of playing the drums. His hyper-competitive ambition sometimes makes him arrogant and dismissive of people who do not have the same drive he has. However, this single-mindedness is also what makes Andrew a good musician, and what propels him to get better and better at the drums. |
| Fletcher | **Antagonist:** Fletcher is an infamous teacher at Shaffer who recruits Andrew into his jazz band. He is brutal in his teaching tactics; he screams, demeans, and even throws furniture at students to get them to do what he wants. He is fired from Shaffer after Andrew testifies that he played a part in a former student's committing suicide. Fletcher is a mean-spirited and aggressive man, but he doesn't think of his methods as abusive; instead, he justifies his brutal tactics as being in the interest of the student becoming better. By his logic, the more he hurts and humiliates a student, the more motivated they will be to become better. |

# Film Studies
# Year 11 – Term 2

**Knowledge Organiser Focus:** American Indie Specialist Writing & Whiplash (Chazelle, 2014)

Credit to Eduqas for some of the information in this organiser!

## Key Sequences

| | |
|---|---|
| The Opening | Cinematography imitates a military exercise – lots of CUs of music pages & instruments – almost like weapons being prepared for battle. The extensive use of Close Ups reflects the musicians' focus which is quickly followed by a MS to show them 'snapping to attention' when Fletcher arrives.<br>Mise-en-scene - Costume – Fletcher, when he first enters, dresses like a stereotype of a 'jazz man' (pork pie hat, lots of black). **His choice of persona to the outside world.** Quickly sheds this to reveal a tight t-shirt that makes his physique look imposing similar to a martial arts instructor or sports coach. **His choice of persona to students/the job.** In musical sequences, Fletcher's hands conduct the camera and the character's playing – he takes control of everything as soon as he arrives. |
| Conversation At Jazz Bar | There is a lot slower cutting rate in this scene. Shot reverse shot is used when Neiman first spots Fletcher and shows his reaction. Neiman is surprised but also enchanted by this different aspect to his now former teacher. During their conversation at the table, however, the cuts between their faces, and the use of closer and closer shots, mirrors the rhythm of Fletcher's attacks on his students. |

## Contexts

| | |
|---|---|
| Institutional | In order to secure financing, Right Of Way Films & Blumhouse Productions helped Chazelle turn fifteen pages of his script into an eighteen minute short film starring Johnny Simmons as Andrew and J.K. Simmons as Fletcher. Bold Films ultimately financed the full film for $3.3 Million. |
| Social | Critics also disagreed about whether the film condones Fletcher's 'method'<br>In many scenes he appears to be a bully/sadist as he humiliates and physically assaults his students – his judgement is unfair and vindictive.<br>The jazz club key sequence seems of offer some kind of rationale for his behaviour but his revenge in the finale undermines this. |

### Podcast Revision

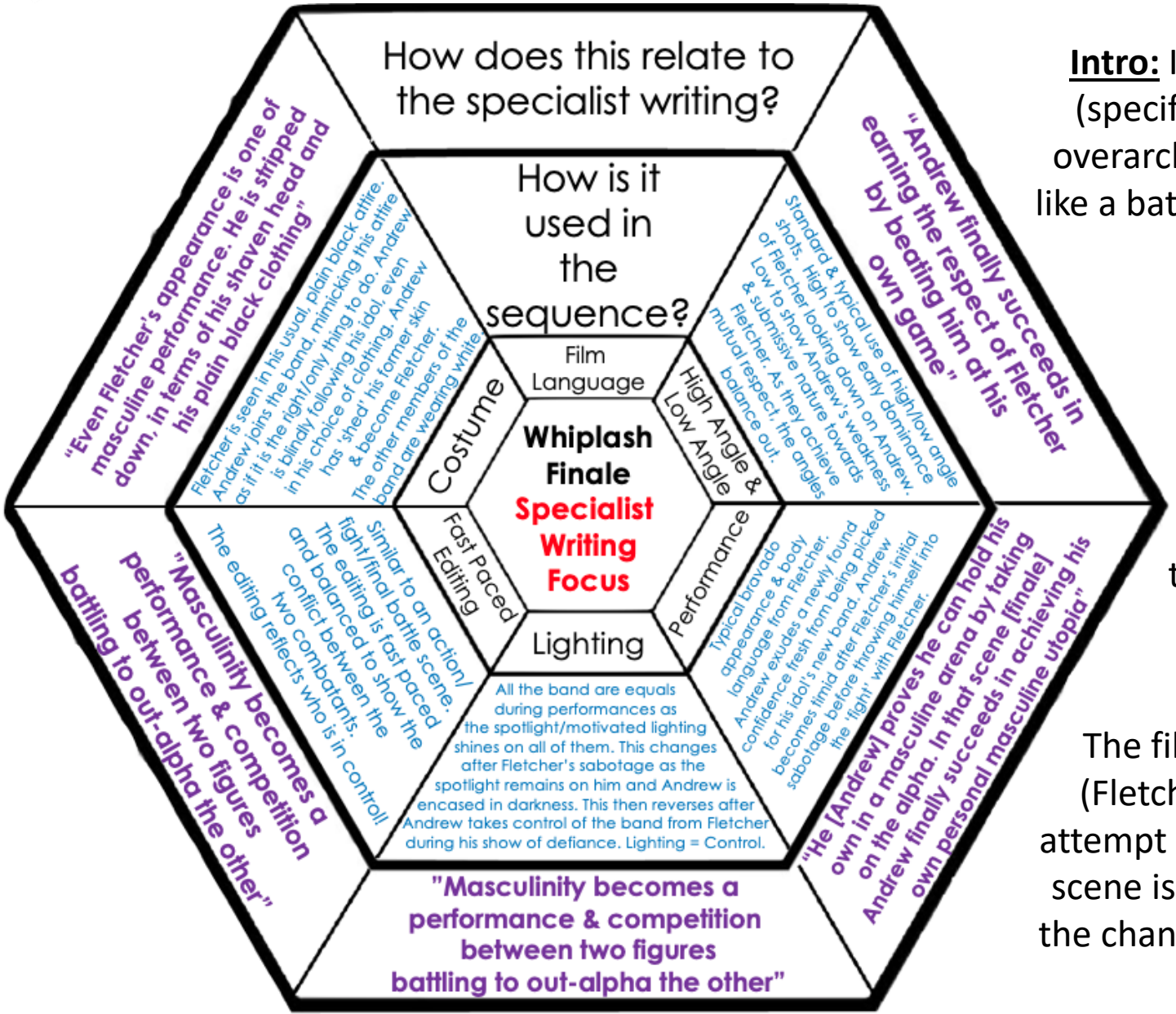
Specific episodes of the *Farrand On Film* podcast designed to aid revision for this topic are as follows:

- Required Learning: Whiplash
- Commentaries: Whiplash

# Film Studies
# Year 11 – Term 2

**Knowledge Organiser Focus:** American Indie Specialist Writing & Whiplash (Chazelle, 2014)

Credit to Eduqas for some of the information in this organiser!




**Intro:** In Beasley's article, he raises valid points that women (specifically Nicole) are underwritten in the film. The main, overarching point of the article is that the film plays out more like a battle of/for masculinity between student Andrew and his teacher/idol Fletcher.

This point is supported in the film by…

**Conclusion:** The final sequence focusses on how masculine conflict can turn abruptly into magic – the two men go from full blooded war to mutual respect in the space of a single scene.

The film's finale is the time where the original Alpha Male (Fletcher) puts himself and his reputation on the line in an attempt to deliberately sabotage Andrew/Andrew's career. This scene is Andrew's ultimate test and one he surpasses through the change in his character. But is that what Fletcher wanted all along?

# Film Studies
# Year 11 – Term 2

**Knowledge Organiser Focus:** American Indie Specialist Writing & Whiplash (Chazelle, 2014)

Credit to Eduqas for some of the information in this organiser!

**SECTION C: US independent film**

*Answer **question 5** on **one** of the following films:*

- *Little Miss Sunshine* (Dayton/Faris, 2006)
- *Juno* (Reitman, 2007)
- *The Hurt Locker* (Bigelow, 2008)
- *Whiplash* (Chazelle, 2014)
- *Me and Earl and the Dying Girl* (Gomez-Rejon, 2015).

**5.** Explore how far you agree with the views that are shared within the specialist writing on your chosen film.

In your answer, you should:
- identify the example of specialist writing
- briefly describe **one** key idea from the example of specialist writing you have studied
- outline what this key idea suggests about your chosen film
- show how your views of your chosen film have developed as a result of reading the specialist writing. Use **one** sequence from your chosen film to illustrate your views.

[15]

The wording of this question may change slightly but remember:
Aim of this part of the exam is for you to engage with other people's ideas – the ideas presented are up for debate and can be argued against if you so wish.
You may wish to use small quotes to illustrate your points but this is not compulsory.
In the actual exam – there will be a box provided for you to indicate which extract you have studied.

**5.** Explore how **one** example of specialist writing on the chosen film you have studied has deepened your understanding of the film. Refer to at least **one** key sequence from your chosen film to illustrate your answer.

**1**

In your answer, you should:
- identify the example of specialist writing
- briefly describe **one** key idea from the example of specialist writing you have studied
- outline what this key idea suggests about your chosen film
- show how your views of your chosen film have developed as a result of reading the specialist writing.

[15]

**5.** Explore how the specialist writing on your chosen film has allowed you to develop your understanding of your chosen film. You may wish to refer to key sequences to illustrate your answer. In your answer, you may:

**2**

In your answer, you should:
- Identify the example of specialist writing
- Briefly describe **one** key idea from the example of specialist writing you have studied
- Show how your views of your chosen film have developed as a result of reading the specialist writing.
- Explain how you agree or disagree with the ideas in the specialist writing.

[15]

**5.** Explore how far you agree or disagree with views that are shared within the specialist writing on your chosen film?

**3**

In your answer, you should:
- identify the example of specialist writing
- briefly describe **one** key idea from the example of specialist writing you have studied
- explore how your views agree or disagree with the specialist writing
- show how your views of your chosen film have developed as a result of reading the specialist writing. Use **one** sequence from your chosen film to illustrate your views.

[15]

# Film Studies
# Year 11 – Term 2

**Knowledge Organiser Focus:** American Indie Specialist Writing & Whiplash (Chazelle, 2014)

Credit to Eduqas for some of the information in this organiser!

| Week | Home learning |
|---|---|
| Week 19 (a) | Explore how **one** example of specialist writing on the chosen film you have studied has deepened your understanding of the film. Refer to at least **one** key sequence from your chosen film to illustrate your answer. In your answer, you should:<br><br>• identify the example of specialist writing<br>• briefly describe **one** key idea from the example of specialist writing you have studied<br>• outline what this key idea suggests about your chosen film<br>• show how your views of your chosen film have developed as a result of reading the specialist writing. |
| Week 23 (b) | Explore how the specialist writing on your chosen film has allowed you to develop your understanding of your chosen film. You may wish to refer to key sequences to illustrate your answer. In your answer, you should:<br><br>• Identify the example of specialist writing<br>• Briefly describe one key idea from the example of specialist writing you have studied<br>• Show how your views of your chosen film have developed as a result of reading the specialist writing.<br>• Explain how you agree or disagree with the ideas in the specialist writing. |
| Week 27 (a) | Explore how far you agree or disagree with views that are shared within the specialist writing on your chosen film?<br>In your answer, you should:<br><br>• identify the example of specialist writing<br>• briefly describe **one** key idea from the example of specialist writing you have studied<br>• explore how your views agree or disagree with the specialist writing<br>• show how your views of your chosen film have developed as a result of reading the specialist writing.<br>• Use **one** sequence from your chosen film to illustrate your views. |

# Year 11 : Drama Term Two

## Knowledge Organiser Focus: Devising Theatre

**What I will be assessed on:**

**This unit is worth 40% of your GCSE grade:**

**30% = Devising Portfolio**

**Course work in three sections – Written document 2,000 words**

**Section 1: Research stimulus and initial ideas**

**Section 2: Rehearsal/ performance development**

**Section 3: Evaluation of performance**

**10% = Devising Performance – Recorded performance Minimum 5 minutes**

**Devised group performance based on Sophie Lancaster**

https://www.bbc.co.uk/bitesize/guides/zg9x34j/revision/4 - Devising Revision

**The Stages of Devising:**

**1: Response to stimulus**

Consider and brainstorm your initial ideas and then create an aim/objective for your performance

"We are devising a performance for…"

**2: Agree on a 'general aim'**

Agree on a general aim for your performance, this may change after initial research or later in the devising process

**3: Research**

Conduct focused research that can be used specifically to enhance your performance.

**4: Feeding back research**

Feedback your findings to the group and consider how this could be used to influence your performance and educate your audience.

**5: Discussion**

Agree on group rules for discussion. Brainstorming and similar exercises will help you to explore everybody's ideas.

**6: Specific Aims**

Agree on a specific intention for your performance – everything you include should now work towards achieving this intention in performance.

**7: Improvisation**

be open to experimentation and be on your feet, improvising and trying ideas out as often as possible.

**8: Scripting or equivalent**

Get the dialogue down on paper, so that it is not improvised and everybody knows what they are doing.

**9: Rehearsal**

this should be ongoing. Set specific rehearsal targets to ensure they are productive.

**10: Technical Rehearsal/Final Performance**

Final run through with technical cues and costume, followed by your final exam.

# THE PEFORMANCE 20 Marks

## The stimuli for performance:


**News report Link:**
https://www.theguardian.com/uk/2008/aug/03/ukcrime.sophielancaster

**YouTube Link:** https://www.youtube.com/watch?v=eA7v568YbNo

**Non- Naturalistic Techniques to use in performance:**

Still Image
Mirroring
Physical Theatre
Choral Speech
Thought Track
Movement and Mime
Narration
Split Scenes
Monologues
Conscience Alley
Episodic Structure
Placards
Breaking the fourth wall
Song and Dance

**Task: Write a definition for each of the techniques.**

**Use at least one technique in each scene.**

**Rehearsal Techniques to develop characters:**

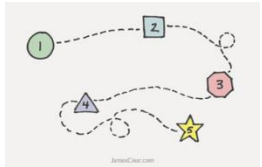
Hot-seating
Role reversal
Filmed Analysis
Role On The Wall
Given circumstances
Magic If
Developing a backstory
Improvisation

**Task: Keep notes after each lesson to help guide your coursework.**

**Revisit each stimulus and create a brainstorm for each.**

# THE DEVISING LOG 60 marks

## Section One – Response to a stimulus




What was your initial thoughts on the stimulus? What themes did this make you think of?

What research did you conduct on the stimulus? What ideas did you experiment with?

## Section Two – Development and Collaboration


What techniques did you use to develop your performance? What scenes did you change throughout the rehearsal process? How did you develop your character throughout the rehearsal process?

## Section Three – Analysis and evaluation


What scenes were successful in your performance? How do you know this was successful? What scenes were not as successful? If you could do the performance again what would you change? Did you meet your aims and intentions?

## The Devising Log – 60 marks

The Devising log must comprise of three sections, each marked out of **20 marks**:

**Section 1:** Response to a stimulus (initial ideas, decisions, themes, research)

**Section 2:** Development and collaboration (research, significant changes, structure, plot)

**Section 3:** Analysis and evaluation (throughout your whole portfolio – analyse and evaluate. At the end, evaluate the final performance – did you meet your intentions?)

### TOP TIPS FOR YOUR DEVISING LOG:

- ✓ Keep on top of it – always write a diary entry whilst the lesson/rehearsal is fresh in your mind! If you don't finish an entry in lesson time, complete it at home so that you are not chasing your tail!
- ✓ Use the devising checklist to ensure your devising log is completed
- ✓ Read over each diary entry and check you have used drama specific terminology – show off!
- ✓ Ensure you document all important decisions and moments from your rehearsals – your devising log must show a CLEAR journey from stimulus to final performance.
- ✓ Ensure your work is well structured and clearly identify each section of the log
- ✓ When explaining your ideas, or moments from rehearsals – BE SPECIFIC! Paint a picture with your words and ask yourself "would somebody that was not in the lesson be able to visualise this moment?" If the answer is no, you need to be more specific!
- ✓ Always JUSTIFY your creative choices.
- ✓ Evaluate throughout your entire portfolio, not just at the end. WWW/EBI in each lesson for YOU or YOUR GROUP?
- ✓ Set yourself clear targets and explain how you will work towards meeting them.
- ✓ Identify any challenges faced and explain how you overcame them – be HONEST.
- ✓ Refer to feedback given by peers or teacher.

**✓ TRY YOUR BEST!**

# Section 1: Inspiration and intentions/response to a stimulus

- In this section you are expected to explain your initial ideas, research and intentions for your devised piece.
- **Checklist:**
- Have you clearly stated what the stimulus was?
- Have you explained how your group brainstormed ideas from the stimulus and given some examples of what you discussed? What themes and setting were you interested in exploring?
- Have you explained how your group settled on a final idea?
- Have you given interesting reasons why you decided to go in this direction?
- Have you included a range of different types of research (facts; statistics; news articles; images; real-life stories; notes from documentaries or TED talks)?
- Have you explained what you discovered from your research and how this was applied in rehearsal? How did the research directly impact on the development of your ideas?
- Have you included both individual aims and group aims?
- Have you commented on the experience that you wanted your audience to have when watching your performance?
- Have you commented on the themes that your group wanted to explore in the performance and any message that you are aiming to convey in your piece?
- Are your explanations clear enough that someone who has never seen your drama would be able to understand and visualise what you are describing?

# Section 2: Development and Collaboration


In this section you are expected to explain the process you undertook during the rehearsal period to refine your initial ideas and intentions.

- **Checklist:**
- Have you given at least two examples of how you developed an idea during rehearsals? Have you explained what changes and improvements you made to these scenes/moments from your piece?
- Have you included examples of how you helped to develop and refine the ideas of the group?
- Have you included an example of a problem or difficulty that your group encountered and explained how you overcame it?
- Have you discussed the main challenges that you faced as a performer in this piece? What did you find difficult and why?
- Have you made sure you have given examples of how you developed and refined your own character(s)?
- Are there any rehearsal techniques that you used to develop your role, for example hot-seating?
- Have you made lots of reference to your own practical acting skills when discussing your role? (facial expression, gesture, movement, body language, voice etc.,)
- Have you made reference to your aims and intentions? Have you discussed how you wanted to affect your audience? Did things change because you didn't think you were achieving your intended aims?
- Have you included an example of when you responded to feedback to improve your performance? This could have been from your teacher or from your peers.
- Are your explanations clear enough that someone who has never seen your drama would be able to understand and visualise what you are describing?

# Section 2:Analysis and Evaluation


In this section you are expected to analyse and evaluate the ways in which you individually contributed to the devising process as a whole and to the final devised piece, exploring your strengths and the learning opportunities taken from the experience.

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- **Checklist:**
- Have you identified at least two moments that you feel were particularly successful in your final performance?
- Have you discussed your group's aims and intentions for these examples and whether you succeeded in meeting them in your own performance?
- Have you analysed why these moments worked so well and the effect on the audience?
- Have you included at least two examples of when your own performance was successful?
- Have you made lots of reference to your practical acting skills as evidence of your success?
- Have you discussed your own aims and intentions and whether you succeeded in meeting them in your own performance?
- If you were undertaking another devised piece in the future, is there anything you would do differently? What have you learnt from this experience?
- Have you included evaluative statements?
- Are your explanations clear enough that someone who has never seen your drama would be able to understand and visualise what you are describing?

# Home Learning:

| Week | Home learning |
|---|---|
| Week 19 (a) | Create a performance plan – which has a scene by scene break down of your performance and the techniques you use in each scene. |
| Week 23 (b) | Create two pages of A4 notes, size 12 font from your rehearsal reflections. This should include:<br><br>Problems in rehearsals and how you addressed them.<br>Rehearsal techniques you have used in lessons.<br>What your contribution is to each scene. |
| Week 27 (a) | Write two paragraphs describing your most successful scenes and why you think they are successful. |